

Theorising teacher-led, student-led learning in a problem based curriculum [abstract only]

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Citation:

POUNTNEY, Richard (2017). Theorising teacher-led, student-led learning in a problem based curriculum [abstract only]. In: Fourth International Social Realism Symposium, Cambridge University, UK, 4-6 Jul 2017. (Unpublished) [Conference or Workshop Item]

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**Brief abstract for the Fourth International Social Realism Symposium, 4th-6th July 2017
Jesus College, University of Cambridge**

Theorising teacher-led, student-led learning in a problem based curriculum

Brief Abstract

This paper discusses curriculum development in a UK secondary school that follows an innovative approach to curriculum design and pedagogy based on the interdisciplinary; problem based learning, approaches of Expeditionary Learning schools in the USA. This pedagogy aims to combine pupils' engagement with a knowledge-led curriculum to effect a Future 3 School (Young et al., 2014). I focus on how teachers' develop their professional knowledge through 'critique' and 'rigour' by means of a theory of autonomy (Pountney, 2015) that elaborates an understanding of expertise and authority in teachers' practices, and of consensus and purpose in their moral and practical lives. This extends the judgement of quality of teaching to include the process of effectively reviewing, critiquing and forward-planning teaching practice in a collegial context.

Bio-note

Dr. Richard Pountney, SFHEA, (r.p.pountney@shu.ac.uk) is Teaching Fellow at Sheffield Hallam University and teaches the Education Doctorate and curriculum studies on the Masters in Education. He led the international MSc Technology, Innovation and Change since 2005. He was curriculum associate to the HEA Subject Centre for Sociology, Anthropology and Politics (CSAP), 2008-11.