

Autonomy and consensus-seeking in course planning and approval in higher education [abstract only]

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**Brief abstract for the Third International Social Realism Symposium, 29 June-1 July 2015
Jesus College, University of Cambridge**

Autonomy and consensus-seeking in course planning and approval in higher education

Brief Abstract

This doctoral study examines knowledge practices in course planning in higher education including the institutional processes by which courses are granted licence to operate. Drawing on the pedagogic device and the autonomy dimension of Legitimation Code Theory, it examines teachers' experiences and how the curriculum emerges and changes. The analysis illuminates the knowledge structures and coding orientations of curriculum development knowledge and what constitutes legitimate 'know-how' as well as 'know-what' in curriculum design in these contexts. It finds curricular texts to poorly represent teachers' pedagogic intentions. An alternative coherence model of curriculum development, based on a consensual principle, is proposed.

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 has 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.