


University  
of the  
West of  
England

# Expertise in teaching in higher education: a better definition for characterising excellence in the disciplines?

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Dr Helen King NTF  
UWE Visiting Fellow  
h.king@hefce.ac.uk

Prof. Elizabeth Cleaver  
University Director of Learning and Teaching  
elizabeth.deaver@uwe.ac.uk

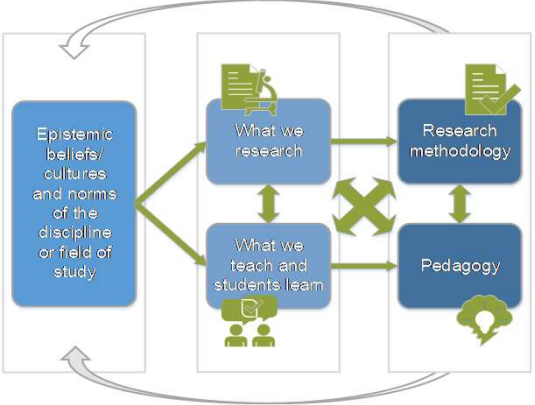


## Expertise: Is experience alone enough? #1

**Subject knowledge & skills**

- **Epistime:** what knowledge is
- **Methodologies and pedagogies:** the skills and approaches to knowledge generation and testing

*Connecting Research and Teaching in Disciplinary Communities (Cleaver 2014)*



The diagram illustrates a cyclical relationship between four key components: 'Epistemic beliefs/cultures and norms of the discipline or field of study', 'What we research', 'Research methodology', and 'Pedagogy'. 'What we research' and 'Research methodology' are interconnected, as are 'What we teach and students learn' and 'Pedagogy'. There are also bidirectional arrows between 'What we research' and 'What we teach and students learn', and between 'Research methodology' and 'Pedagogy'. The entire process is framed by a large circular arrow indicating a continuous cycle.

## Expertise: Is experience alone enough? #2

- **(Innovative) problem-finding and solving**
- **Pattern recognition**
- **Domain specific**
  
- **Deliberate and Informed Practice**
  - Specification, feedback, time & motivation
  - Self-directed learning; or
  - Self-determined learning/heutagogical practice?
    - highly autonomous practitioners
    - self-determined and directed learning
    - capacity and capability for learning strong
    - well-prepared for complexity in learning
    - ontological shifts?

## Next steps?

- **Further theoretical and conceptual developments**
  - defining and understanding the 'expert' Academic Practitioner
- **Research**
  - expertise research in other professions - as a starting point
  - Who and what is the expert academic?
  - Do links between R and T reside *within* the HE practitioner? Do they link through expertise?
- **Academic development**
  - expertise as a starting point for strategic developments and professional development and dialogue
  - deliberate practice as a model for CPD
  - provides a direct link from the generic to the discipline-specific (pedagogic content knowledge, problem-solving in the disciplines)
  - Can build 'Academic Capital'?

