Title: **The Reflexive Classroom: Duality, authenticity and scholarship**

Presenter: **Paul-Alan Armstrong, Sarah Robson**
University of Sunderland

Session Learning Outcomes

By the end of this session, delegates will be able to:

Knowledge Based Learning Outcomes:

K1: Critically debate reflexivity as a pathway for authenticity and scholarship of teaching
K2: Debate and discuss the duality of the reflexive classroom for multiple users (students and teachers in higher education)

Skill Based Learning Outcomes:

S1: Apply the reflexive classroom 'tools' for teacher and student development to become reflexive
S2: Critically appraise and implement practices and techniques which promote authenticity and scholarship of teaching as a pathway for praxis.

Session Outline

The purpose of this workshop is to present research which investigated the development of praxis as a teacher in higher education through the adoption of authentic creative pedagogy which led to the building of the reflexive classroom;

'The fusion of authentic, artistic and creative pedagogy, where a range of practices including learning technologies are used to enhance the reflexive and reflective mind-sets of the users' (Armstrong, 2013a, b, c and d) and how the practices, techniques and tools enhance reflexivity in the user (students and teachers in Higher education).

Within the reflexive classroom a 'toolkit' has been developed which adopts creative pedagogic practices designed to give the users the ability to be more reflexive.
The transferability of the reflexive provocateur toolkit within the reflexive classroom is primarily within Business education and the toolkit has been tested with students at the University of Sunderland and disseminated to both internal and external communities of practice.

To develop reflexivity the researcher has integrated and embedded learning technologies as e-space, to transform through e-reflexivity and e-creativity (Armstrong, 2014). This research has allowed the user (in this case the researcher) to become more reflexive and they have now been able to use these practices with a mentee (a newly qualified teacher in higher education). This workshop will present reflections of a mentee as a case study of the duality of the reflexive classroom.

The authenticity and scholarship of teaching debate (supported by notable commentators including Kreber, 2006; 2009; 2013) has challenged teachers in Higher Education to reflect on their praxis. This workshop will present how the use of learning technologies can develop reflexive mind-sets through the adoption of e-creativity and e-spaces.

This workshop will present how teaching spaces (e-spaces) can develop praxis, authenticity and scholarship for teachers and students (the users of the reflexive classroom).

Session Activities and Approximate Timings

The outline of the workshop is a follows;

10 minutes: outline of research methodology, and critique of literature which has informed research
5 Minutes: exploring the reflexive classroom
10 minutes: Student Teacher Reflections
20 minutes: workshop participants questions, discussion and debate

Indicative questions:

1) How can the reflexive classroom inform praxis?
2) Consider praxis and how your own praxis informs your scholarship of teaching
3) Does the reflexive classroom present a duality for reflexivity, authenticity and scholarship?

References

Armstrong, P-A (2013a) 'Top Trumps, snakes and ladders: The design of games to engage students in learning, teaching and assessment' Workshop presented at Three Rivers Teaching and Learning Conference, University of Newcastle, March.

Armstrong, P-A (2013b) 'Games Based Learning, reflexivity and MAHARA: Entering the Reflexive Classroom, Workshop presented to the Irish Symposium on Game Based Learning, Dublin Institute of Technology, May.

Armstrong, P-A (2013c) 'The Reflexive Classroom: Artistic Imagination, Reflexivity, transforming learning about self', Workshop presented to the Learning Enhancement Conference, University of Sunderland, July.

Armstrong, P-A (2013d) 'The Reflexive Classroom: Authentic, Creative Pedagogic Praxis', paper to be presented to the Annual Research Conference of the Society for Research in Higher Education, December.

Armstrong, P-A (2014) 'Transformative reflexivity, discovering self, e-reflexivity', paper to be presented to HETL Conference, Anchorage, USA, May-June

Armstrong P-A (forthcoming) 'Transforming learning through game play: e-reflexivity, e-spaces, e-creativity' in *Game-based learning and the power of play: exploring evidence, challenges and future directions'* (forthcoming), Cambridge Scholars.

Kreber, C (2006) 'Developing the scholarship of teaching through transformative learning', *Journal of Scholarship of Teaching and Learning*, **6** (1), August, pp. 88-109

Kreber, C (2009) *The university and its disciplines: teaching and learning within and beyond disciplinary boundaries*, London: Routledge

Kreber, C (2013) *Authenticity in and through teaching in Higher Education: The transformative potential of scholarship of teaching*, London: Routledge