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### **Epilogue: CRPE 2009-2015 – reflections on an experiment in journal publication**

#### **Academic biography**

Robert Guyver, along with Sean MacBlain and Pauline Couper, was a founder editor of the journal, *Critical and Reflective Practice in Education*. He taught at Marjon from 1992 to 2011 when he retired from full-time teaching. He edited *History Wars and the Classroom – Global Perspectives* (IAP, 2012) with Australian Tony Taylor, and is editing the forthcoming *Teaching History and the Changing Nation State – Transnational and Intranational Perspectives* (Bloomsbury, 2016). A fuller biography of all three original editors appears on page 4 of this epilogue.

#### **Abstract**

*The journal Critical and Reflective Practice in Education, Volumes 1 to 4, is not only a journal but also a set of historical texts which in many ways mirror events in an institution which was in transition. Many of the themes which are examined in the journal are continuing educational situations and problems with roots in the past. The first part of these reflections focuses on the origins of what has been since 2013 the University of St Mark and St John, and looks at the biographies not only of James Kay-Shuttleworth and Derwent Coleridge, founders of the original Colleges (separately, of St Mark, and of St John), but also looks at George Birkbeck and the thinking behind the founding of the University of London. The narrative moves on to consider the history of Marjon in the last ten years and the particular circumstances in which the journal was initiated. The last sections consider the editorial factors behind the journal and provides an overall gloss by comparing and contrasting each of the four Volumes and their content. The two driving forces of this Janus-faced 'in-house' journal which attracted significant contributions from outside (indeed from other parts of the UK, including Northern Ireland and Scotland, as well as from South Africa, different parts of Europe and Australia) show first that research could arise from teaching, the obverse of the usual link, and second, that anyone teaching about current controversies should be able to contribute to them.*

*This article acts both as an epilogue for the whole journal and as an editorial for Volume 4, with a summary of Volume 4 appearing near the end.*

**Keywords:** institution, university, collegial professionalism, democratic intellectualism, journal, editing, Anglicanism, critical, reflective, *praxis*, dialogue, debate, controversy, research, teaching, peer-review

#### **The early history of the institution**

This information can be found on the archives pages of the university's website:

St. John's was established as a teacher training college in 1840 by James Kay (later Kay-Shuttleworth) and Edward Tufnell. The first students were teenage orphans, and they received three years of training followed by two years of teacher placement. In 1843, it was taken over by the Church's National Society.

St. Mark's was established a year later in 1841 by the National Society, and its first principal was Derwent Coleridge (son of the poet Samuel Taylor Coleridge). Students were between 14 and 17 years old, and were placed on three months of probation before being apprenticed to the National Society until they were 21.

The two Colleges became rival institutions, both educationally and in the fields of sport and military drilling, so it was quite a shock when the decision was made in 1923 to amalgamate them to form one single College which was based on the Chelsea site. In 1967, women were admitted to the College for the first time. (<<http://www.marjon.ac.uk/student-life/library/library-essentials/facilities-and-collections/collections/archives/>>).

As I wrote (having been helped by colleagues Paul Grosch and Dave Harris) in the Editorial for Volume 1 (2009: 1):

From the very start of their lives these Colleges were involved in critical and, indeed, reflective debates about the education of teachers and about the way teachers educate their pupils and students, especially when faced with the cut-backs imposed by the Revised Code of 1862.

Both Principals of the founding colleges were committed to educational and social reform (within the limits of Victorian liberalism). For Kay-Shuttleworth at St John's the two were inseparable. They were both convinced that adequate schools for the poor required well-trained, sympathetic and committed teachers using the 'progressive' methods of the day. Turning this vision into practice required sustained and skilled dialogue with skeptics and critics ranging from factions in the Church of England opposing High Anglicanism to politicians, to romantic

novelists including Charles Dickens. The two drew upon their own classical educations, educational evidence and social connections to get their way.

R.J.W. Selleck's (2004) entry on Sir James Kay-Shuttleworth in the Oxford Dictionary of National Biography (ODNB) throws further light on his motivation, and what is especially significant is his insistence that pupils should understand what they were taught.

Believing that the workhouse schools were producing a new generation of young felons and so perpetuating the evils he saw in their parents, Kay became preoccupied with the education of pauper children, and became convinced that education held the secret to society's regeneration. He travelled to Scotland in 1837 to examine the pioneering work of John Wood and David Stow, he visited Holland and Belgium briefly, and he studied the ideas of continental reformers such as De Fellenberg. His *Report on the Training of Pauper Children* (1838) established his authority in the field of pedagogy. He drew on Stow's innovations, insisting that children ought to be ruled by affection not fear, and that they should not rely on rote learning but should understand what they were taught. He rejected corporal punishment and the monitorial system, favouring the pupil-teacher system which he claimed (erroneously) to have devised. In 1838 he began to use a pauper establishment at Norwood, in south London, as a model school for the training of teachers and as means of demonstrating his ideas.

Cherry Durant's ODNB entry on Derwent Coleridge (2004; online 2006) tracks his career after a spell of teaching in Plymouth where he gave a lecture on Wordsworth lecture in the Atheneum:

On 3 February 1841 Derwent Coleridge was appointed principal of St Mark's College, newly established in Chelsea, London, as the very first teacher training college. Over the next twenty years he did much to shape the course of education. His annual reports reveal the all-encompassing nature of the community he headed. The students were given a thorough education ranging from academic subjects to music, carpentry, and bookkeeping. They also worked on the college farm and in the house, which encouraged a sense of duty and humility and made them practically acquainted with the work and conditions of the poor among whom many of them would be placed. The theory of teaching was constantly reinforced by work in a real school within the college, which also benefited the poor children of the local community.

Coleridge's Anglicanism did not prevent him from being involved in politics or controversy, and he adopted a philosophy which had much in common with that of George Birkbeck who founded the Mechanics Institute movement which would make such an influential impact on the development of higher education, leading to the founding of the University of London in 1836. This consisted initially of King's College which had been admitting only members of the Church of England since its foundation in 1829, and University College which had applied no religious test. Birkbeck, having worked at the Andersonian Institute in Glasgow brought with him a particularly Scottish educational philosophy, that of democratic intellectualism (see Davie, 1961; McCrone, 1992; Matheson in Matheson and Matheson, 2004), which valued discourse and debate and was underpinned by strong principles of widening participation characterised by the mythic 'Kailyard' stereotype of 'the lad o'pairts', the working class lad who through education was able to enter the professions.

Matthew Lee (2004) wrote in his ODNB article that:

Birkbeck was one of the original promoters of the foundation of London University in the 1820s and worked for the Society for the Diffusion of Useful Knowledge. He opposed the libel laws, campaigned against the newspaper taxes in the 1830s (joining 'the friends of liberty'), and promoted a reform of the patent laws (1827). His only party political act was to second George Grote as MP for the City of London in 1832, but he was a lifelong friend and supporter of Lord Brougham, expressing a whig-radicalism that emphasized the need for free institutions, enterprise, and expression of opinion, and delighting in particular in the introduction of the penny post. He supported moves to end colonial apprenticeship; he was a supporter of Polish independence in 1832, joining the Literary Association of the Friends of Poland; and in 1840 he helped with William Linton's petition to save the Chartists Frost, Williams, and Jones from execution.

Sir James Kay-Shuttleworth – like Derwent Coleridge and George Birkbeck – also clearly believed in the power of understanding rather than the mere accumulation of knowledge. A parallel aspect of the democratic intellect mentioned by the Scottish-born former Education Secretary, Michael Gove, in a 2009 address (Gove, 2010) was political education, enabling citizens and ultimately, voters, to recognise political manipulation when they saw it. These strands, all present as under-currents in the life of the United Kingdom in the middle years of the nineteenth century, could clearly be seen in the work of Coleridge.

Coleridge was convinced that the church should be on the front line of social change and the way was through education. He saw the daily choral service in the college chapel as the moral foundation of the college, but this too, like the education of the very poor, was attacked as excessive. In 1861 there was a public outcry against the

government's revised education code. Among the many pamphlets published were Derwent Coleridge's *The Education of the People* and *The Teachers of the People*. The revised code overturned everything he had worked for in its plans for private rather than public funding, 'payment by results', and the reduction of grants for teacher training. (Durrant, 2004; online 2006)

### Marjon over the last ten years

The College moved from Chelsea to Plymouth in 1973. It had already begun awarding London University external degrees from the 1960s, but after the move the University of Exeter awarded the BEd from 1973. CNAAs awarded the first diversified degree (BA Hums) from 1976, but Exeter took over again after the dissolution of CNAAs on April 20, 1993.

In many ways Marjon was operating a kind of 'mixed economy' in the years when it was still awarding University of Exeter degrees. Some departments were functioning in a very similar if not identical way to those in fully-fledged universities, staffed by academics who were not only producing books and high-level peer-reviewed work but also in some cases acting as the main supervisor of master's degrees and even doctorates. Some of these academics were awarded Marjon Chairs. Two high-achieving departments were first, International, and second, Theology, Philosophy and Religious Studies. It seemed that the University of Exeter could not fully absorb Marjon because not all of its departments were academically synonymous with what Exeter would expect. However Marjon was also developing a reputation for Sport and for various aspects of Education. Areas which had a local dimension but which could clearly lead to employment, like Leisure, were also suitable for a smaller institution and were already linked with a broader concept of education. In the end when Marjon achieved Taught Degree Awarding Powers of its own in 2007 under Principal David Baker the two departments which had been most likely to produce highly-rated research were either closed down (in the case of Theology and Philosophy, etc) or considerably reduced (like International).

The internal change from the patrimony of the University of Exeter to Marjon's management of its own degrees brought with it a strange mix of challenge and identity crisis. My own personal journey from a primary teacher who had qualified without a degree (with merely a CertEd) to a teacher educator with three degrees was not entirely satisfactory, in that the regulation by Ofsted of the courses on offer did not in itself allow for the kind of intrinsic professionalism and initiative for which my set of qualifications fitted me. There was a sense of compliance not being enough, and a need not only for 'compliance plus', but also for an understanding that the undercurrents in the curriculum area for which I was responsible, namely history (albeit in my case at primary level), were part of an international debate with a growing evidence base. Indeed all this was useful to students in their course work (which fell outside the teaching experience examined by Ofsted). There was however a sense of frustration that the whole teaching profession as well as the HEIs who were involved through various partnerships and regulations with the career entry procedures, were somehow lowering their expectations, and that there was a considerable gap between two different models of teacher professionalism. A model which was critically reflective was also democratic, and a model which drew on research could build up a professional knowledge base which might act as a counter-balance to the whims of political interference.

### The idea behind the journal

Thinking about a new journal began in 2008, although the first number would not appear until 2009. It would be called *Critical and Reflective Practice in Education*, and 'Education' meant, in the context of Marjon and other contributing HE institutions, any teaching activity in any subject. The motivation behind the journal was collegial professionalism, offering opportunity and support to colleagues aspiring to 'get published' in established peer-reviewed journals, but the journal would have a very particular focus. The immediate drive for writing was in the articulation of reflection on aspects of practice within the institution itself. As one of the contributors to Vol. 4 confided, 'CRPE usefully focused on both the external audience and the internal Marjon one. The main argument for the internal audience was to show that research could arise from teaching, the obverse of the usual link. Anyone teaching about current controversies should be able to contribute to them, [drawing on] ... an interest ... partly arising from practical problems in teaching ...'

The three original editors were Dr Sean MacBlain, Dr Pauline Couper and Dr Robert Guyver. It would receive support from Dr Geoff Stoakes, Deputy Principal (responsible for academic affairs), and with Dr Stoakes' approval, also from the Research Committee, which would make a grant of £3000 towards its initial development. Dave Harris, as Director of Marjon's Centre for Educational Research (CER), was a strong supporter from the outset as a contributor, critical friend and reviewer. His approach to CER is summarised in this passage of his article for Vol. 1 of CRPE ('On dialogue in universities):

Partly this was a response to criticisms about the decline of autonomy and collegiality, and partly a response to the emerging problem of maintaining externally-validated quality. In the human relations tradition, it is important to talk to employees in relatively informal ways, not just through the official hierarchy. This is supposed to motivate them, bind them to the mission of the company, and make them responsible for supervising their own work. It is often thought to be particularly suitable for 'loosely coupled' organisations (Weick in Westoby 1988) where tight forms of work discipline and supervision are limited, and where employees enjoy a necessarily high level of local autonomy, and educational institutions are the classic case. (Harris, 2009: 1)

This would also have echoes in the article by Couper, Dawson, Lea and Spencer (2010) also in Vol. 1 (see below in the paragraph about Pauline Couper). The journal aimed to encourage both individual and collaborative writing based either on research findings or reflection (or both), and to establish a routine of submitting articles to peer-review either solely internally or both internally and externally. Clearly the latter would be more desirable and was followed in many but not all cases. Another aim was to let contributors or other interested parties have the experience of reviewing. The editors would filter the reviews in a spirit of positive critical support.

Sean MacBlain was an educational psychologist with a University of Exeter PhD who had worked at Stranmillis University College (part of Queen's University, Belfast) before moving to Marjon. Over the last four years three of his books have been published: *Learning Theories in Childhood* (with Colette Gray who became a Visiting Professor at Marjon) (2012; 2<sup>nd</sup> edition 2015), *How Children Learn* (2014), and *Dyslexia, Literacy and Inclusion: Child-centred Perspectives* (with Louise Long and Jill Dunn) (2015). Sean's connections with Stranmillis and Queen's enabled him to bring in colleagues to write for Volumes 2, 3 and 4 (Fergal Corscadden, Irene Bell and John McCullagh: all from Stranmillis for Vol. 2; Ken Gibson, Noel Purdy and James Ferguson: also of Stranmillis for Vol. 3; and James Nelson of Queen's for Vol. 4). Sean was Director of Marjon's Centre for Educational and Professional Research from 2010 to 2012. He invited Professor Bob Burden (of the School of Education at the University of Exeter) to be a reviewer for CRPE. Over the years of the journal Sean involved students as journal interns in formatting the articles. Burden's work on Feuerstein (1987) would be referred to in an article by in Vol. 2 of CRPE (Chapman and MacBlain, 2010: 49).

The second original editor was Pauline Couper who was a Geographer who would become the institution's Research Officer and Co-ordinator. Her University of Coventry PhD (2001) was on fluvial geomorphology: 'River bank erosion and the influence of soil particle size', and she had professional experience in geoconservation. She moved to the University of York St John in 2014 and has since written *A Student's Introduction to Geographical Thought: Theories, Philosophies, Methodologies* (2014). In 2014 she was awarded the Marjon Students' Union 'Student-Led Teaching Award' for 'Outstanding Supervisor', and was also winner of the RGS-Blackwell Area prize (2005), Pauline has a PhD in fluvial geomorphology and professional experience in geoconservation. She would work with three colleagues (Dr Colin Dawson, Sue Lea and Lisa Spencer) to write "'Learning to sing together": developing a community of research practice through dialogue' in Volume 1 of CRPE (2009). The rationale of this article is set out in the Abstract and encapsulates the spirit of the journal:

In establishing a community of research practice the group were able, through dialogue, to move away from hierarchical conceptions of 'novice' and 'experienced researcher' towards a 'mutuality' which set aside hierarchical power relations. In this way the authors add their collective voice to recent challenges to the dominant discourse of academic knowledge production. The paper concludes by arguing for the need to have such communities of research practice in order to facilitate the time and/or space for meaningful, transformative dialogue, at a time of increasing demands upon academic staff. (Couper, Dawson, Lea and Spencer, 2009: 1)

I (Robert Guyver) had worked as a primary teacher in three schools for twenty-one years (1969-1990) and then as an advisory teacher for history in the primary phase in Essex (1990-1992) before moving to Marjon in 1992. After studying for two degrees while teaching, a University of London External History B.A. (1982), and an MEd (1988) I was partly seconded from my primary school in Devon to work on National Curriculum History (1989-1990); and following a University of Exeter PhD (2003), I started to write about international history curriculum comparison. My PhD supervisor, Jon Nichol, along with Kate Watson, Jackie Dean and myself, set up the journal, *International Journal of Historical Learning Teaching and Research* (IJHLTR) in 2000, and this led to the establishment of HEIRNET (History Educators' International Research Network). Academic contacts I had made, partly through IJHLTR and HEIRNET, would help me to establish links in South Africa, New Zealand, and Australia. Visits to all three consecutively in 2006, 2007 [a three-month placement in three NZ universities] and 2010 had been supported by Marjon; these contacts would help to contribute a total of 4 chapters to a book I co-authored with Australian Tony Taylor, *History Wars and the Classroom – Global Perspectives* (IAP, 2012).

Other editors would join the initial three over the coming six years: Dr Julie Evans, Dr Paul Bentley, Wendy Geens, Dr Tara Hollins, Jo Trelfa and Wendy Evans. Wendy who acted a reviewer in her capacity as editor, was in the process of gaining valuable experience and expertise as an author and editor, writing and editing five books with former Principal David Baker (2009; 2011; 2013a; 2013b; and 2015). Wendy Evans and all of her Library team, including Claire Stevens, her Deputy, and Archivist Gillian Fewings, in conjunction with Marjon's IT support services, particularly Adam Read, would be an essential part of the journal's life, particularly in its early and later stages.

### Volume 1 (2009)

This was edited by Robert Guyver. We were very pleased at the response to this, with nine articles and even the Bishop of Exeter agreeing (through his Chaplain who kindly provided the referenced text) to have a sermon published which related to the theme, the university as a dialogic space. Clearly there were some very talented authors, some gaining confidence, some already established. Joanna Haynes had worked at Marjon and had moved to the University of Plymouth. I had been

internal examiner of her PhD on Philosophy with Children, and found her approach truly Oakeshottian in that her conversations with children enabled them to enter a truly permissive dialogic space, as suggested in the title of her piece. I had worked with Anna Janus-Sitarz in a project on CLIL (Content and Language integrated Learning: English used as a medium for teaching other subjects), and her central European view on reading and the lost reader had resonance in the UK too. The fact that she was based in a very old university, the Jagiellonian in Krakow, was also significant for this Volume.

Annie Fisher was a valued colleague in primary education with a whimsical sense of humour who sadly died in 2011. Her paper, 'An investigation into postgraduate trainee teachers' beliefs about the role of dialogue in teaching and learning: fostering "reflection and reciprocity" through modelling' was ideal for the journal and closely linked with her PhD research (completed in 2011). Her remarkable capacity for work despite her illness motivated her to complete her doctoral studies in three years from start to finish. She was already gaining in academic stature when this article was published.

Paul Sutton would go on to write more on the subject of feedback, academic literacies and academic identity (2015), and would write collaboratively with another Marjon academic, Wendy Gill (2010). His work was underpinned by an appreciation of the philosophical dimension of this area of discourse, and an awareness of power relations in institutional life, significantly between staff and their students.

I had been external examiner of Carol Bertram's PhD (2008), and she wrote her article with her supervisor, Dr Wayne Hugo, both of the Faculty of Education in the University of KwaZulu-Natal, Pietermaritzburg, South Africa. I knew through IJHLTR and HEIRNET two of the contributors to the official construction of the post-Mandela South African history curriculum, Rob Siebörger and Gail Weldon, and had stayed with Rob in his Cape Town home when I took part in the HEIRNET conference in his city in 2006, writing up my paper in the South African Review of Education (SARE). Carol would later go to write about the need to develop an 'historical gaze' in pupils and indeed beginning teachers.

The articles by Paul Grosch ('In Pursuit of "The Good": some provisional reflections on the origins and nature of a university') and Dave Harris ('On dialogue in universities') dwell on deeper aspects of the meaning of universities. Dave Harris's article has already been discussed above, but his use of 'emancipatory dialogue' drawing on the work of Habermas, Freire, and Carr & Kemmis, is significant as a hidden but nevertheless present aspect of the journal itself. Paul Grosch's analysis of different forms of agreement and disagreement concluded with a preferred model of 'constrained disagreement' which ties in with the meaning of democratic intellectualism as discussed above in the context of Birkbeck, the founding of the University London, and the Scottish education system. The tensions between academics and managers and the ideological underpinning of management were examined separately by both in a theme returned to with a sense of *la longue durée* in that it harks back to the mid-nineteenth century in their joint article in Vol. 4. The notion of Higher Education as a means of *forming character* is touched upon by Paul Grosch in Vol. 1 and indeed by Grosch and Harris in their Vol. 4 paper.

Gillie Stoneham, a Marjon tutor in what was in 2012 the Department of Language and Cognition, and Richard Feltham, an actor and University of Exeter PhD student, in their 'The Act of Dialogue: exploring the dialogue of role play simulations as a vehicle for learning clinical communication skills' explore a theme which would be returned to in the article by Phil Hart and Nick Cooper in Volume 4: reflective practice in clinical situations. The use of role-play and simulation to illustrate these parameters is underpinned by a number of theoretical perspectives, including Bandura's notion of *triadic reciprocity* as the interrelationship between environmental, behavioural and personal factors.

### Volume 2 (2010)

This was edited by Sean MacBlain and had the theme of 'developing and sustaining learning communities'. In his 'Developing and sustaining learning cultures in Higher Education' a former Marjon primary education Maths lecturer and later Head of Primary, Dr Tony Brown (but by 2010 Head of ESCalate, the Higher Education Academy for Education, and based at the University of Bristol) contributed a much-needed challenge to the uncritical use with students of theories based on learning styles and multiple intelligences, referring significantly to the work of Klein (2003). He also made a case for 'scholarship to embrace pedagogically oriented approaches to teaching and learning through a better articulation of teaching and research' (Brown, 2010: 32). This natural link between teaching and research was a recurring theme in the journal.

In this Volume three out of the seven articles were external representations, with contributions from Catalonia (Zoraida Horrillo Godino: 'A Case Study of Cross-Curricular Dialogue as a Part of Teacher Education in the CLIL (Content and Language Integrated Learning) Approach') and Northern Ireland ('Teachers' reflective practice via video enquiry: the usefulness of peers, teacher mentors and video as a method to enhance the enculturation and reflection of pre-service teachers'), and as has been seen, the University of Bristol (Tony Brown).

In Zoraida Horrillo Godino's Abstract she explains how dialogue between academics from two different disciplines can inform each other's practice:



The study explores the professional perspective an expert in the Pedagogy of History offered to an expert in the Pedagogy of English as a Foreign Language. The main results of the analysis are the reconstruction of the former's model for teaching History and his conception of the role of discourse in the Pedagogy of History. These are the basis for identifying potential points for discussion between an expert in the Pedagogy of History and an expert in the Pedagogy of Foreign Languages who have to engage in a process of cross-curricular collaboration to develop CLIL teaching sequences. (Horillo Godino, 2010: 4)

Marjon contributions include a thought-provoking piece from Sue Lea 'Educational relationships, reflexivity and values in a time of global economic fundamentalism', enabling her to reflect on her own role:

In the belief that I was acting to widen access and participation within a value framework of equality, inclusion and social justice I have become *partly constituted* both as a proletarian knowledge worker and a quasi-entrepreneurial programme developer (see Henkel 2001:2). I have found myself enmeshed within policy discourses which require me to simultaneously promote the illusions of education for equality and progress, while reflexively considering the impact of change on my own academic identity and practice. (Lea, 2010: 86-87)

Sue had been part of Pauline Couper's team who wrote in Vol 1. about collaborating – indeed 'singing together' over research. This piece in Vol. 2 shows a perceptive ability to link theory and indeed ideology with reflective practice, for example:

Foucault's work demonstrates how the specific rather than universal intellectual has a much more immediate understanding of everyday struggles, and as such, has an important role in 'detaching the power of truth from the forms of hegemony, social, economic and cultural, within which it operates at the present time' (Foucault in Rabinow 1986:75). (Lea, 2010: 87)

The other Marjon pieces include an article by Katherine Hamley and Sean MacBlain: 'Bridging the pedagogical gap between school and university: a small-scale enquiry into 'academic preparedness'. This touches again on the theme of academic literacies examined by Paul Sutton in Vol. 1, indeed it draws on his work, and in that tradition enters the mind of the student and seeks to find ways to assist the transition, summarising them thus:

- 1) Bringing past educational experiences to university writing;
- 2) How the Academic Writing workshops were useful to the students and impacted on their practice;
- 3) Deep, surface and strategic approaches to learning and writing;
- 4) The notion that students know best how they learn and how tutors can support them;
- 5) How ongoing support for Academic Writing would be beneficial to the learning process;
- 6) How differentiated sessions may help them improve upon specific areas within their writing;
- 7) How the process of becoming a proficient writer/student may also be linked to a growing maturity. (Hamley and MacBlain, 2010: 72)

In the article by Chapman and MacBlain ('Building and sustaining a learning culture in pre-initial teacher training') in the context of science education, there is another look at the tutor-student relationship, and particularly the role of mediation, drawing on the work of Feuerstein as interpreted by Bob Burden:

The three crucial factors in mediating learning, he suggests, are: that the mediator must be aware of, make known and ensure the learner has comprehended what is intended, that the mediator must explain why she/he is going to work at a task, and that the act must be shown to have value over and above the here and now (Burden, 1987).

Fergal Corscadden, Irene Bell, and John Mc Cullagh (all based at Stranmillis University College) in their 'Teachers' reflective practice via video enquiry: the usefulness of peers, teacher mentors and video as a method to enhance the enculturation and reflection of pre-service teachers', are writing very much in the genre established in this journal, and report on the use of MLOs (multimedia learning objects), the GLO (the Generative Learning Object Maker), and VPs (VideoPapers) in their encouragement of the use of evidence to inform reflection on practice. This would be revisited in Vol. 4 in the piece by Dave Harris and Ian Gilhespy.

### Volume 3 (2012)

This was edited by Wendy Geens who by now had joined the editorial board of CRPE. She was the Primary PGCE course leader. Only two of the seven articles were written by 'in-house' academics (Pat Cunningham and Sam Peach). Others were from Stranmillis University College in Belfast, Griffith University and the University of Southern Queensland (both in Australia), and the University of Cape Town, South Africa. This is a substantial Volume with some substantial and evidence-based contributions.

One significant article which touches on the history and direction of Marjon as an institution is by Sam Peach, who would become Dean of the Faculty of Sport, Journalism and Creative Arts Structure in the new University of St Mark and St John after 2013, but before she left to take up a new post in the following year. This is clearly based at least in part on her doctoral research which was later published in Germany. Is this a description of what was happening to Marjon itself?

The balance between being driven by 'market forces' and maintaining integrity as institutions of higher learning appears to tipping in favour of market forces, particularly in the newer, non-research intensive institutions. Given the current and seemingly ongoing political determination to reframe curricula in terms of economically productive skills linked to workforce development it is likely that the change in emphasis from traditional liberal education towards more utilitarian, vocational and functional curricula will continue and result in the emergence of more programmes focused on specific employment fields with an increasing trend to embed professional accreditation and industry endorsement. (Peach, 2012: 89)

Following on from Joanna Haynes's article on Philosophy with Children in Vol. 1, in this Volume Joanna's colleague Karin Murrin (now based at the University of Cape Town after teaching at the University of the Witwatersrand (Wits) in Johannesburg) wrote a significant piece. The article's title, using a theme of play already identified by Joanna in Vol. 1, 'Epistemological Orphans and Childlike Play with Spaghetti: Philosophical Conditions for Transformation', using references which are explained in this extract from her Abstract (2012: 62):

The aim of the paper is to show how the cooked spaghetti metaphor makes it possible to justify an embodied relational pedagogy and to conclude that transformation at a deep level is made possible only when we allow 'child' to play and we acknowledge the pedagogical implications of reason's 'contamination' by the particular, the anecdotal, the contextual and the emotions. Thinkers do not 'have' bodies, but 'are' bodies, and this perspective influences pedagogical decisions, making learning more inclusive and meaningful, especially for students from more 'underprivileged' backgrounds.

Pat Cunningham in her 'Moving the debate on partnership in Initial Teacher Education forward: compromise or innovation?' reflects on the realities of partnership in practice, drawing on Furlong's three models, but drawing on a local initiative in the realm of what Hart and Cooper (in Volume 4) would define as *praxis* where schools get involved in HEI programmes. The changing power relationship in the collaborative model where both parties are responsible for course delivery is indeed a suitable subject for critical reflection in the context of governmental changes to provision and quality assurance.

Paul Reitano and Nicole Green, both based in Australia, in their 'Mapping expertise in social science teaching: The professional development of a beginning teacher', focus on the use by a novice teacher of concept mapping and a 'think aloud protocol'. According to Reitano and Green, 'Concept mapping can be introduced into students' first year of university studies as a means of instilling critical reflective practices and then using e-portfolio and digital portfolios to revisit their understandings, especially when they undergo professional practice experience'. Their Abstract puts this in context:

This paper reports on a longitudinal study of a preservice teacher, Johannes, as he moved from his 4th (and final year) year of teacher education studies in an urban university in Australia, to his first year of social science teaching in a secondary school. From the outset of the study Johannes indicated a passion, commitment and understandings of good Social Science teaching. The study used concept mapping and think aloud protocol to elicit Johannes' evolving understandings over a twelve-month period. The findings indicate that he was well on his way to becoming an accomplished teacher in the Social Sciences. Johannes acknowledged that the concept mapping exercises assisted him in reflecting on his knowledge structures and facilitated him in making explicit his implicit understandings of classroom teaching.

Lynne Grant and Sandra Hill, both based in the University of West Scotland, discuss findings about a vitally important concern in their 'Social capital and its influences on pupil education: external connections matter'. Anyone reading this will see that their commitment to supporting a culture change from local-only to wider social networks has resonance with the work of nineteenth century educational pioneers in both Scotland and England, and ties in with that particularly Scottish philosophy, democratic intellectualism. It was certainly fortunate for the journal that these two academics were able to share their research.

The 'reflect-select-defend' model when applied to reflections based on the Career Entry Profile required for beginning teachers, is the subject of the piece by Ken Gibson and Noel Purdy ('Reflect-Select-Defend: A Model for Student Teacher Reflection'). They draw on a theoretical perspective from Larrivee (2008):

Level 1 – Pre-reflection: at this level of reflection things are taken for granted and accepted without question. Teachers respond to situations which they believe to be beyond their control; reflections are superficial.

Level 2 – Surface Reflection: at this level reflections focus on how to achieve specific objectives and standards. Reflections are supported by evidence with an increasing awareness of the need to accommodate different learners.

Level 3 – Pedagogical Reflection: at this level the teacher evaluates what they do in the classroom and consider show that impacts upon pupil learning.

Level 4 – Critical Reflection: at this level on-going reflection and critical inquiry into teaching actions and thinking processes are central and significantly important. (in Gibson and Purdy, 2010: 17)

Noel Purdy returns in his article co-authored with James Ferguson (both of Stranmilis University College): 'Newcomer pupils: facing up to the cultural and linguistic challenges'. They point out that the pressure this is putting on schools and teachers may in the end have a positive effect on a school-system that is still essentially sectarian:

The remaining irony and perhaps the biggest challenge still to be resolved is that although the past few years have seen a marked increase in cultural and linguistic diversity in classrooms in Northern Ireland (in terms of newcomer pupils from across Europe and beyond) the vast majority of pupils are still taught in a school system segregated along religious lines with state-controlled (de facto Protestant) and Catholic schools. In facing up to the cultural and linguistic challenges presented by newcomer children, perhaps teachers will in the process come to develop the skills necessary to take this next and perhaps even bolder step towards a *truly* diverse school system for Northern Ireland. (Purdy and Ferguson, 2012: 40)

At a critically reflective and practical level they point out that: 'While positive and creative examples did emerge from the study (such as the newcomer parent who was invited in to cook) there remain many schools which are still failing to embrace the wealth of opportunities presented to learn about the language, religion, history or geography of another country and indeed to form more meaningful relationships with the parents and families of these newcomer children' (2012: 39-40). There are clearly dimensions within these observations which might be considered to be religious, even in the broadest sense, although the sense of 'welcoming the stranger in your midst' (from the Old Testament) and 'who is my neighbour?' (from the New Testament) are two factors that come to mind.

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This was a long time in gestation for reasons given earlier in this epilogue, but was ultimately edited by Robert Guyver, although Sean MacBlain had processed the reviewing of three out of the five articles. Remarkably, one of these articles ('Reflective practice undertaken by healthcare and medical trainees and practitioners: so what's all the fuss about?' by Phil Hart and Nick Cooper) is a prime example of two authors from slightly different backgrounds writing in the genre of a shared community of practice, but *about* reflective practice itself, drawing on the original Greek meaning of the word *praxis*, which meant to the Greeks both reflection and practice. The ethics of sharing private reflections on patients resonates with an area touched upon by Paul Sutton in Vol. 1, about power relations between tutors and trainees. In addition, the discussion of the meanings of the terms *phronesis*, *poiesis* and *techne* – all used by Aristotle in his *Nicomachean Ethics* – is reminiscent of the work of Alasdair MacIntyre referred to by Paul Grosch in Vol. 1 and by Paul Grosch and Dave Harris in this Volume, number 4.

The journal's focus on research into teaching itself is reflected in Ross Purdy's article on what he aptly refers to as 'rough-tuning' in teaching English to non-native speakers. His deconstruction of language use and the potential for misunderstanding is both critical and perceptive, with some examples given of how easy it is to fall into traps for the unwary, the consequence of which leads to the misuse of language. Preventing this through 'rough-tuning' is examined. This has parallels with classic studies about 'working class' language and the struggles students have had with 'standard' English, often turning on things like not grasping irony.

Ross concludes with these recommendations which fall well within the scope of the journal:

However, for this author, who has spent most of his career teaching 1:1 lessons, it would simply be impossible to do this job without a continual focus on providing economical, appropriately graded teacher talk. One-to-one and small-group lessons in which the teacher says barely anything can quickly feel like invasive interrogations to students; appropriate self-disclosure, opinion sharing, and regular concept-checking questions must therefore form part of the English language teacher's toolkit. Despite the lack of recent research and evidence-based practical guidance in this area, it is surely the case that a great deal of informal expertise regarding how to communicate effectively with non-native speakers exists among English language teachers. This expertise could be enormously useful outside of the language classroom. What remains is to build upon this knowledge, formalise it and distil it in a way which benefits both new English language teachers and others who communicate regularly with non-native speakers. (Purdy, 2015: 39)



Dave Harris and Ian Gilhespy in their 'Designing open electronic texts in education: positioning theory revisited' gently but effectively probe the received wisdoms of traditional higher education teaching and learning methods and evaluate the use of PowerPoint, Producer, and Xerte, drawing on positioning theory to compare 'readerly' with 'writerly' electronic texts. In the course of writing this epilogue, and in order to comment on these two authors' use of the word 'rhizome', I looked up the definition of the word in the Concise Oxford Dictionary. It is 'a continuously growing horizontal underground stem with lateral shoots and adventitious shoots at intervals'. In botany adventitious applies to a root growing directly from the stem or other upper part of a plant. 'The rhizome' is actually a figure central to Deleuze's and Guattari's work where it is used to refer to a branching, twisting line connecting various elements (of thought or reality) at different levels, and is used to oppose the more usual 'arborescent' or 'tree' model. 'Rhizomatic education' refers to a freely extended discussion of various topics, conducted online, mostly through participants' blogs, Facebook posts or tweets. It is an open-ended free-flowing informal non-university-based MOOC, entirely free, and with no assessment. Dave Cormier (who is cited in this piece) is the initiator who suggests new topics each week for participants – like 'can education be measured?', or 'what exactly is educational content?'

In order to achieve the 'writerly' texts in work with and by students, Harris and Gilhespy conclude that:

We have already noted that devices such as Xerte, in template form, permit students to make additions or deletions. Of course we are aware that intellectual property rights, copyright, or the demands of institutions to control their own material might prevent experimentation in this direction. Generally, though, an electronic format enables a particularly convenient collection of written materials, visual and audio materials, and personal reactions in the familiar form of blogs to be collected together, possibly in a free application such as Microsoft One Note, and then eventually to be hyperlinked in various ways. Materials from different sessions or even different modules could be hyperlinked conveniently, as a way of countering the tendency to compartmentalise learning, often within modules. (Harris and Gilhespy, 2015: 17)

The piece on grounded theory by James Nelson includes content which may come as a surprise to many readers, in that this really deconstructs the marketing that surrounds grounded theory. This article is a model of balanced critical analysis, based as it is on the author's own PhD. This is almost educational research as journalism, but in the most positive of senses. It offers a balanced evaluation of the different forms of grounded theory and concludes that 'theorising', as an ongoing formative process, is a better paradigm than 'theory' with its implication of a finished product.

After some updating, the paper originally prepared for a Council of Church Universities and Colleges conference in 2009 by Paul Grosch and Dave Harris, 'A founding vision for modern times: the case of St Mark's and St John's, and the campaign against the Revised Code', was considered suitable for publication in Volume 4 after a review by the editorial board. This paper was based on archival research within Marjon itself, and draws parallels between nineteenth, twentieth and twenty-first century attempts to reduce teaching to a set of regulated competences. It makes perceptive comparisons between the priorities of the founders of the two Colleges, and examines some of the philosophical and ethical problems that are still faced by universities and indeed schools in defining their fundamental aims. The question of what kind of character is desirable as an outcome for school pupils and indeed university students is still at the heart of many debates.

### **The last stages of the journal**

Open access to the first three volumes of the journal was possible from 2009 to 2013 on the Research section of the institution website, but in September 2013 Marjon – which had been a University College – became the University of St Mark and St John. During the 2013-2014 academic year the old Research website was frozen pending (a) the appointment of a new Head of Research and (b) a decision on the institution's research identity and direction. The journal continued, accessible with the correct URLs, but undisplayed, having a 'virtual' existence until June 2015 when it re-appeared in archived form within the Library website. This followed a meeting of the editorial board in March, three months before, when it was decided that the articles accepted for Volume 4 should be published with an editorial, but that after that the journal should be discontinued. At the same meeting a further decision was made to mark the closing down of the journal with a suitable history of how it started, flourished and ended. This epilogue article seeks to be such a history.

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