

Title: Stand up and talk: repositioning the 'act' of teaching in 'teacher communities'

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Abstract:

Session Learning Outcomes

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

- Better understand the physical requirements of teaching.
- Remember and acknowledge the importance of 'face to face' teaching.
- Use strategies to prepare for the 'act' of teaching.
- Understand how great 'teaching performance' leads to the significant acquisition of 'soft/transferable' skills by students.
- Pass this learning and these strategies to their own 'teacher communities'.

Session Outline

Key issues to be addressed are:

- The repositioning of 'act' of teaching as significantly important, with an understanding that this repositioning is crucial for both staff and students.
- How to stand up and talk.
- Strategies to develop 'teacher communities' to disseminate expertise in 'performing teaching'.

In a world of Higher Education increasingly saturated with very valuable advances in technology enhanced learning, it may become easy to lose sight of one simple fact that applies to every member of a teaching 'community of practice' (Lave & Wenger) – the fact that as a teacher you have to stand up and talk to students. This seemingly simple, but often assumed skill, that tutors perform every day is the cause of deep anxiety for many teachers, particularly when notions of being knowledgeable are confused with the ability to deliver that knowledge. This interactive session positions the activity of teaching as a 'role' that needs to be appropriately 'performed'. Highlighting the importance of the voice and body as the primary tool for the dissemination of knowledge to students, this interactive session references a set of 'voice training' workshops delivered to new teaching staff at Leeds Metropolitan University. This session encourages participants to remember and reignite the qualities of the great teachers who influenced *them*, within *their* community of learning and how *their* existing communities can/should be developed. This session engages with the notion that teachers often become role models, developing through demonstration and imitation, the 'softer' but equally important skills of confidence, open-mindedness, collaboration and leadership in students, skills that are so significant in such an unsure economic climate (Johnson & Kress).

Session Activities and Approximate Timings

15 - 20mins	introduction
20mins	interactive demonstrations
5 - 10mins	questions/discussion

References

Bray, O., 2007: 'Towards an Academic Artist: Recognising Teachers & Learners as Performance Practitioners', *International Journal of the Arts in Society*, 2 (3), 99 - 102

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Goulsh, M., 2000: *39 MicroLectures: in proximity of performance* (New York: Routledge)

Johnson, D. & Kress, G., 2003: 'Globalisation, Literacy and Society: redesigning pedagogy and assessment', *Assessment in Education: Principles, Policy & Practice*, 10 (1), March: 5 - 14

Lave, J. & Wenger, E., 1999: 'Learning and Pedagogy in Communities of Practice', in Leach, J. & Moon, B. (ed), *Learners & Pedagogy* (London: Paul Chapman Publishing & The Open University)