

Title: Expertise, student-centred learning & the 3 Circles of Presence

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Learning Outcomes

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

- Review their personal approaches to teaching and learning in order to foster better student engagement;
- Consider the influences of professional development and experience on teachers' conceptions of learning;
- Identify actions to apply their learning from the session.

Outline

I have developed a model of expertise for teaching in higher education based on empirical research and aligned to generic characteristics prominent in the literature on expertise (King, 2020). This model comprises three interacting dimensions in the form of a Venn diagram: Pedagogical Content Knowledge (PCK), Artistry, and Intentional Learning & Development. This session will explore the intersection between PCK and Artistry, suggesting that it is manifest in the concept of student-centred learning. PCK is the interaction of subject knowledge with the application of effective pedagogy (Shulman, 1986). Artistry, after Schön (1982), is those, often intangible characteristics, reflection-in-action, intuition, improvisation in the classroom, authenticity and rapport which can be recognised in expert teachers compared with novices or experienced non-experts.

Many teachers' conceptions of learning evolve from teacher-centred to student-centred through professional development and/or experience (Prosser & Trigwell, 1998). Interestingly, observations of and conversations with experts in a variety of professions also indicates a shift of focus from oneself to one's client or customer (Kneebone, 2020). In addition, a student-centred approach necessarily requires the teacher to be engaging in their interactions with students in order to foster a positive relationship and motivate the student to learn (and engaging with students in an online environment has been a particular concern of teachers during the pandemic). Patsy Rodenburg's theory of 3 circles of presence provides a performative view of this engagement, and the shift of focus from self to other (e.g. <https://actingcoachscotland.co.uk/blog/circles-presence/>).

The aim of this session is to explore these different perspectives on student-centred learning and expertise in teaching, in order to consider how to enhance one's own practice and support the development of others'. I am also interested in exploring these ideas in order to inform a research project being undertaken later in the year.

Activities and Approximate Timings

The structure for the workshop is framed around Rolfe et al (2001)'s model of reflection:

What?

15 minutes: Introductory presentation setting out the context and background

So what?

20 minutes: Participants split into multiples of 2 break-out groups for a structured discussion around two topics (anonymous notes captured through Mentimeter):

Break out group(s) A: Student-centred learning and the shift from self

Break out group(s) B: Student engagement and the 3 circles of presence

10 minutes: Feedback and discuss key points from the groups (using Mentimeter notes as a prompt), identify how these ideas might be used to enhance learning & teaching.

Now what?

10 minute: Identify next steps for participants and presenter including application to personal teaching or educational development, and empirical research

Preparation before the session

No preparation required

References and sources

King, H. (2020) [Future-ready faculty: Developing the characteristics of expertise in teaching in higher education](#). *Proceedings of the International Consortium for Educational Development*

Kneebone, R. (2020) *Expert: Understanding the Path to Mastery*. Penguin

Prosser, M. and Trigwell, K. (1998). *Understanding Learning and Teaching: The Experience in Higher Education*. Milton Keynes: Open University Press.

Rolfe, G., Freshwater, D. & Jasper, M. (2001). *Critical reflection in nursing and the helping professions: a user's guide*. Basingstoke: Palgrave Macmillan

Schön, D. (1982) *The Reflective Practitioner: how professionals think in action*. Routledge, London

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, Vo.15 No.2 pp 4-31