Crossing boundaries in [legal] education: interdisciplinary scholarship in a world of wicked problems and rapid change.

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16 June 2022

Motivation

- New EPC criteria encourage interdisciplinary scholarship (IS)

- Post Covid world:

- Radically changing

- Often chaotic
  - HE requires novel approaches to keep pace

Research question

To what extent might sharing a narrative, about interdisciplinary teaching, encourage the development of a supportive, inclusive interdisciplinary community of practice?

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Aims

- Evaluate the **potential** of IS to meet new demands and opportunities in HE

- Reveal and articulate shared **challenges** facing a community using IS to deliver innovation in teaching and learning

Methodology

Conceptual paper

- Macro level: theoretical analysis

- Micro level: narrative case-study

1. Is there a need for radical change in HE?

- Student engagement in the pandemic

2. Narrative case study

- Corporate (business) lawyer
- Practitioner in Academia
- Impact (practice and pedagogy):
  - Professional Legal Skills
    - (NB Shulman (2005) and Schon (2017) signature pedagogies)
  - Professional Legal Training and organisational change
- Interest in neuro-linguistics
- Mediator
- Social Mobility Business Partnership charity

3. Can IS deliver rapid, radical change in curriculum and attainment?

a)   SoTL (Shulman (2005), Boyer (1990) Trigwell et al (2000), Healey (2000)

> During teaching
>
> Replace student fear with curiosity
>
> 'with relative ease'
>
> 'more easily than you can possibly imagine right now'
>
> 'feedback not failure'

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b) Charting a critical course in scholarship and creating IS teaching in HE (Kreber (2005), Lattuca (2001), Meyer and Land (2003))

> Resitter with a block

Identifying strategies for success

Transferring them to where not using yet

c) Crossing borders and the politics of HE (Giroux (2007), Huber and Morreale (2002), Tremonte (2011), Gudmundsdottir and Shulman (1987), Gibbs (2007)

> Finding a home for an IS publication

Genres of the discipline

Referencing styles (Endnote)

Courage

Curious not fearful

> Accountant WLTM Corporate Governance expert

Workload model

Timetabling

EPC pathway for promotion

d) The radical change agenda and implementing change in HE (Elton, 1999)

Aims

- Evaluate the **potential** of IS to meet new demands and opportunities in HE

- Reveal and articulate shared **challenges** facing a community using IS to deliver innovation in teaching and learning
  - Fear
  - Shame
  - Confidence
  - Resilience
  - Normative language
  - Seeing what you have not done rather than what you have
  - Finding a home for publication
  - Workload model and timetabling

Research question

To what extent might sharing a narrative, about interdisciplinary teaching, encourage the development of a supportive, inclusive interdisciplinary community of practice?

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