Development of the innovative teaching-self in two dual intensive universities.

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This thesis is dedicated to the memory of my mother, who sadly passed away in the first year of this inquiry, and to my wife, who has had to put up with me throughout.

Declaration of Authorship

I, Stephen Holmes, hereby declare that this thesis and work presented in it is entirely my own. Where I have consulted the work and ideas of others, this is always clearly stated.

Signed:

Date:

Abstract

The last couple of decades have witnessed a great emphasis on creativity, innovation and entrepreneurship, with higher education institutions "demanding" innovation or claiming that innovation takes place (Gilbert et al., 2020). Research has seen a resurgence of interest in innovative teaching and learning in higher education. High-quality teaching in the tertiary sector has become essential in maximising student learning.

University teacher identities are manufactured from what they do, their work, their practices, and the context they work in. This research focuses on how thirty-eight innovative university teachers who have been awarded a teaching prize at a local or national level, been commended for innovation, or have a genuine interest in innovation, in the academic year 2019-2020 develop their professional identities, perceive, interpret, and characterise themselves in their daily teaching lives at two English teaching and research-intensive universities, Millfield-U and Causeway-U.

A qualitative case study using visualisations (drawings) was adopted as a lens for exploring the core narrative, representations, and manifestations of innovative university teacher identity bringing 'form to the formless' (Bauman, 2013, p.82); outwardly trapping self-evoking reflections, and revealing the narrative understanding of teacher professional identity showing the emerging complexity of university teachers and aspects of teacher thinking around identity.

The data analysis used in this inquiry combines Braun & Clarke's (2006) thematic analysis for the textual data element and Jungian focal points for drawings.
The findings underpin how visualisations (drawings) add value to the conversations with innovative university teachers. Drawings connect the sub-identities of the self and demonstrate agency. The use of pictorial representations uncovered the professional roles of teachers in a highly marketised sector and demonstrated that many participants felt detached from their institutions and academic disciplines. The innovative teachers in this inquiry were constrained by time pressures, student

numbers, increased workloads, and the lack of recognition within the role and academic discipline, all of which are part of the neoliberal agenda (Taberner, 2018).

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I thank the inspirational, innovative university teachers who participated in this inquiry from Millfield-U and Causeway-U. Although I cannot name any of them, I would just like to say that you are all amazing unique individuals, dedicated, passionate, and genuinely interested in education and producing high standards of teaching practice. I hope this inquiry demonstrates the passion and challenges you encounter in your teaching demonstrating the hard work you all put into your work.

I warmly thank my examiners who have taken their time to read and examine my work. Many thanks, Dr Terhi Nokkala and Professor Meg Maguire.

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Thank you to everyone involved, from start to finish.

"A lifelong learner is a lifelong winner". Matshona Dhliwayo

List of Abbreviations

AP: Alternative Providers

BAME: Black and Asian Minority Ethnic

BfC: Before Covid

BREXIT: Britain's exit from Europe

BTEC: Business and Technology Education Council

BYOD: Bring Your Own Device

CAA: Computer Assisted Assessment

CMA: Competitions and Marketing Authority

CPD: Continuing Professional Development

CoP: Community of Practice

Covid-19: Coronavirus

DCMS: Department for Digital, Culture, Media, and Sport

DST: Dialogical Self Theory

Edtech: Education technology

EU: The European Union

FECs: Further Education Colleges

HE: Higher Education

HEA: Higher Education Academy (now the Advance HE)

HEFCE: Higher Education Funding Council for England

HEIs: Higher Education Institutions

HESA: Higher Education Statistical Agency

IUT: Innovative University Teacher

LEA: Local Education Authorities

LoP: Landscape of Practice

MERs: Middle-Easter Respiratory Syndrome

NSS: National Student Survey

OfS: Office for Students

OU: Open University

PCFC: Polytechnics and Colleges Funding Council

PCT: Personal Construct Theory

PGT: Postgraduate Taught

PGR: Postgraduate Research

POD: Pathological Organisational Dysfunction

PPD: Personal Professional Development

QAA: Quality Assurance Agency

REF: Research Excellence Framework

RLI: Regional Learning Infrastructures

SARs: Severe Acute Respiratory Syndrome

SDT: Self-Determination Theory

SU: Student Union

TEF: Teaching Excellence Framework

TEL: Technology Enhanced Learning

TQA: Total Quality Management

UCU: University College Union

UG: Undergraduate

UGC: University Grants Committee

UK: United Kingdom

USS: Universities Superannuation Scheme

VLE: Virtual Learning Environment

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Chapter One: Introduction to this Teaching-self Inquiry

1.1 Introduction

The last couple of decades have witnessed a great emphasis on creativity, innovation and entrepreneurship (McLaughlin and McLaughlin, 2020), with higher education institutions "demanding" innovation or "claiming" that innovation takes place (Gilbert et al., 2020). Research has grown regarding innovation in the school education context but has not developed as much regarding higher education, which has mainly focused on technology-enhanced learning and teaching (Kirkwood and Price, 2014). This thesis contributes to who these innovators are and how their professional self-understandings[1] are manufactured from what they do, their work, their practices, and the context they work in. Therefore, addressing some of the gaps identified by several recent authors concerning understanding teaching work, academic identity, and the changing conditions of universities (Laiho et al., 2020, Rosewell and Ashwin, 2019, Averill and Major, 2020).

This introductory chapter establishes the rationale for the inquiry[2], the background, importance, motivation, and purpose of this inquiry into the academic selves and identities of innovative university teachers working in two dual-intensive[3] universities in England, followed by defining some key concepts used and outlining the thesis structure. The inquiry was sponsored by Royal Holloway University of London, where I studied on behalf of the then Teaching Innovation Working Group to explore what

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[1] Professional self-understanding a domain of Kelchtermans (2009) and underpins the teachers sense of self, which is situated in a context of time and space.

[2] The term 'inquiry' has been used here instead of 'research' because as McNamee & Hosking (2014) suggest there is an "everydayness' of the term inquiry, it also seems to connect with the daily activity of reflection" (p.4). Both authors go on to argue that many students have a view of 'research' as being achieved by scientists. McNamee & Hosking agree that the term inquiry can "seem more a part of the daily practices of those who do not think of themselves as scientists, and it gives space to activities that some views of science would not count as scientific" (p.4). The term inquiry, according to the authors, is that of an "orientation toward exploration and opening up to the senses along with a curiosity and openness to what might be" (p.4). McNamee, S. & Hosking, D. M. 2014. Research and Social Change: A Relational Constructionist Approach, London, Routledge.

[3] The term dual-intensive means that both case study universities in this inquiry excel at both education and research.

makes HE teachers interested in or resistant to teaching innovation in dual-intensive universities.

1.2 Aims and Objectives of the Inquiry

In my inquiry, I aimed to explore the identities and teaching selves of contemporary innovative university teachers who have either achieved a national or local teaching prize for innovation, been commended for innovative practice or are genuinely interested in innovative teaching in the academic year (2019-2020). The primary objective is to investigate how university teachers' meaningful interactions and sense of self are navigated and traversed in a liquid modern era (Bauman, 2004). An era that is associated with uncertainty and constant shifts and change brought about by the negative impact of neoliberalism which is the arm of marketisation (Best, 2020, Brown, 2018c), "turning identity from fact into a task", whereby "the concepts of identity, individual and individuality are becoming meaningless" (Palese, 2013, p.1). Bauman (2016) goes on to assert that:

> "We have moved from a period where we understood ourselves
> as "pilgrims" in search of deeper meaning to one where we act
> as "tourists" in search of multiple but fleeting social
> experiences" (Bauman, 2016).

In other words, academics build their worlds and identities in an environment of greater uncertainty than in the past, an environment whereby the identities are reproduced and reconstructed, like a 'moving target' (Quigley, 2011). Therefore, I aim to understand innovative university teachers' experiences in the contemporary higher education market, which has had significant negative ramifications on universities in which academic selves and identities are shaped and reshaped. This will be achieved by using and extending Kelchtermans's (2009) notion of 'teacher as a person' connecting teachers' narratives, sense of interiority, the dynamic nature of professional self-understanding, and the dialectic of recognition (Huttunen and Heikkinen, 2004) of the practical identity or 'feel for the game' (Bourdieu, 1990) of innovative university teachers'.

The self is a complicated process, and self-definition is something the person creates (Bauman, 2004, Giddens, 1991, Glover, 1989). Teachers can form images of

who and what they want to be, raising philosophical questions about 'who I am'? and 'what am I'? Some commentators have described the self as a 'symbolic project' (Dollinger and Dollinger, 2017) made up of symbolic materials that "the individual weaves into a coherent account of who s/he is, a narrative of self-identity" (Thompson, 1995, p.210). Generally, teachers are the unofficial biographers of themselves and only by constructing a narrative can we delve into university teachers' "person-project" (Thompson, 1995, Clegg, 2008) or "index of self" (Taylor, 1999). This self-representation is both individual, collective and evolves. (Dollinger and Dollinger, 2017). In other words, it is co-constructed by self and numerous others (Glăveanu and Tanggaard, 2014).

The **objectives** or **actions to achieve** the aim are
1. Collect visual and textual data from innovative university teachers from across the career divides[4] at two comparable English dual-intensive universities which were available to me.
2. Analyse visualisations and textual data using a combination of thematic and focal point tools to diagnose the teaching self in situ, producing a mirror of participants' interwoven self-understanding and subjective educational theory.
3. Synthesize the findings to establish and explore participants' sense of self, thoughts, feelings, experiences, multiplicity, and complexity regarding their identities
4. Recognise the added value of the rich multimodal format of the polyphony of visualisations and textual qualitative data in understanding university teachers' identities and experiences.

Visualisations have grown within the last few decades concerning higher education research on academic careers. Visualisations are a unique qualitative method for exploring academic research and teaching identities (Nevgi and Löfström, 2014, Schouteden, 2011). The method has been seen to add value to the spoken word, revealing the inner world of participants and capturing the vision of identities (Spencer, 2010). More recently, visualisations have entered the periphery of

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[4] This inquiry uses the term career divides to emphasise participants stages in their careers regarding being an early, mid, or senior career academic which in turn is related to the years of service in higher education.

organisational and management research (Küpers, 2014), concentrating on thoughts and emotions as a part of organizational interventions (Kearney and Hyle, 2004, p.362). Creativity is central to innovation and identity formation (Barbot, 2008), which connects with the visual element whereby identity resides within representation and therefore, it is possible to capture some manifestation of identity through visualisations (Spencer, 2010).

1.2 Rationale for the Teaching-self Inquiry

I am genuinely interested in teachers' lives, identities and teaching and learning instructional practices because teaching work is multidimensional, full of complexity and emotionally charged. However, I am not on my own regarding this interest as the amount of published research has grown regarding understanding university teachers' lives and practices (Javadi and Asl, 2020, Fanghanel, 2011). My interest and motivation in the arena of identity regarding innovative teachers stem from my practice and moving away from autopilot functioning or what some authors have called vanilla teaching (Harland and Wald, 2018) to an innovative teacher who has developed, implemented, and maintained micro-level innovations within my teaching practice.

Identity is not a single entity (Bamberg and Dege, 2022); it involves understanding oneself and how a person forms their identity (Erikson, 1968). Academic identity has become popular regarding its preoccupation with academic work, illustrating what it means to be an academic in the contemporary neoliberal university[5]. The notion that identities are stable entities has long been replaced (Pearce and Morrison, 2011). Contemporary notions of identity view it as neither static nor straightforward and have viewed it as a complex concept (Bessette and Paris, 2020, Alsup, 2006) and broader than that of role (Taylor, 1999). Identity is not fixed and constantly evolves through social negotiations; it is constructed and reconstructed (Britzman, 1992, Goodson, 1980, Monrouxe, 2010, Luehmann, 2007) and shaped and reshaped.

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[5] Neoliberalism involves several components and processes as Gilbert (2013) in Evans asserts 'individualistic, competitive, acquisitive and entrepreneurial behaviour' (p.9) through marketisation, credentialism and surveillance cultures. Evans, M. 2020. Navigating the neoliberal university: reflecting on teaching practice as a teacher-researcher-trade unionist. *British Journal of Sociology of Education,* 41**,** 574-590.

University teacher identity is situational, contextual, and historically shifting and modifying in response to higher education changes, regarding the intensification of working conditions (Billot, 2010) and the permeation of changing HE policies (Henkel, 2000).

1.3 Background to the Inquiry

The participants in this inquiry are actors in the broader context of the English higher education system. Therefore, it is essential to outline the ecology the actors find themselves in briefly. The inquiry is situated in one of the world's most marketised higher education systems and is unique in being "both of the state and separate from it" (Erickson et al., 2020, p.1). In other words, there are a large number of public higher education institutions but with corporate and commercial elements. The university we see today does not resemble its elitist beginnings, which stem back to Oxbridge. The contemporary university could be seen, as Frost posits, as "a corporate beast, increasingly marketised, commodified and commercialised" (Frost, 2015, p.335). Some think it is run by "budget-and-accountability-obsessed bureaucrats" (Watson, 2009, p.77) who are pathologically dysfunctional, according to Smyth (2017). Indeed, the above paints a picture of market forces dominating instead of academic values. Regarding university teaching nowadays, teaching has become more visible as part of the expanding culture of accountability (Laiho et al., 2020).

Since the recommendations of the Browne Report (2010) (an Independent Review of Higher Education Funding and Student Finance), the raising of the cap on tuition fees for new students rose to £9,000 in 2012/13 and then again to £9250, where it remains frozen at present (Bolton, 2021), there has been a shift away from the state funding fees of undergraduates and masters students towards individuals funding themselves, in the form of loans funding (loans) whose interest rates and minimum earnings level for repayment are subject to change over time. Therefore, there has been a move from three funding domains[6] to only two, direct funding and loans, with teaching costs being met mainly through student tuition fees (£9250). This has led to

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[6]Direct funding through the (1) Higher Education Funding Council for England (HEFCE) which covers both teaching and research, (2) student maintenance grants and (3) student loans.

what some commentators have called a "voucher system[7]" (Brown and Carasso, 2013, Brown, 2018a) or "learning entitlement" (Greenaway and Haynes, 2003).

The introduction of full-fee-paying students has led to students being "reimagined as adroit consumers" (Brown, 2018c). In other words, they are urged to invest in the degree as a private good by taking out loans, increasing their purchasing power and employability. This has led to teaching becoming ever more scrutinised, with students complaining about 'value for money' regarding the quality of teaching (Consortium of students' union, 2017). This, in turn, led to the introduction of the Teaching Excellence and Student Outcomes Framework (TEF) to initially link fee levels to teaching quality, a policy implemented following the May 2015 UK General Election. Higher education, therefore, involves institutions vying for a high league table position or 'index' placing in teaching (Deem and Baird, 2020).

On the whole, the English public university has shifted from an "internal drive" for self-development and pleasure of learning a subject to an "external drive" or having the relevant employability skills base to take their place in the marketplace (Molesworth et al., 2009, p.281). Therefore, "the simple equation of degree cost against post-graduation employability" (Erickson et al., 2020, p.1) has become the present mainstay. Market-oriented principles across higher education in England suggest that students are consumers and choose universities based on published performance indicators and complex data assemblages of teaching quality (e.g.as in the government-run website Discover Uni https://discoveruni.gov.uk which has a UniStats database). Patrick a senior-career academic at Causeway-U sums up higher education:

> *"We have had types of fat times where under* [Tony] *Blair where HEIs* [Higher Education Institutions] *did really well, we are in thin times now, removing the cap of student numbers, catastrophic for universities. The HEIs are ships in bad weather, and sometimes it is very stormy, and sometimes it is just bad*".

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[7] "The basic idea is straightforward: those who have satisfied the entry requirements receive a voucher to a given value to use at a university of their choice" (Greenaway and Haynes, 2003, p.161).

1.4 Research Questions, Aims & Objectives

The following **research questions** have been developed from the literature on academic voices; and how academics illuminate their sense of self (Billot, 2010). This literature spans previous and recent significant researchers who have researched academic identity. Henkel's (2000) study of the permeation of HE policies on the university and its members, and Nevgi & Löfström's (2014) visualisation of academic identity, among several other commentators, are discussed in Chapter Five, the literature review.

I explore three research questions that are central to this inquiry which focuses on identity and incorporate Kelchtermans (2009) framework, a framework that has been employed across several researched themes, including teachers' lives, experiences and career stories (Kelchtermans, 2017, Kelchtermans, 2012, Koenen et al., 2022), and teacher professionalism in neoliberal times (Forgasz et al., 2021a). However, Kelchtermans research has mainly been in the arena of school teachers' lives and therefore, this inquiry extends the framework further connecting the personal components and narratives to university teachers' professional self-conceptualisations and pursuing the how of the personal interpretive framework domains of self-understanding and subjective educational theory.

The first question (**RQ1**) below embraces the subjective educational aspect of the framework. This aspect of the framework concentrates on the university teachers 'know how', their past previous experiences, and the influences of training, both internal and external to the institutions. Thus, this question looks at the personal system of knowledge and beliefs about education that teachers use.

> **RQ1**: To what extent do innovative university teachers' accounts of their own professional learning, past and present experiences reflect or contradict their professional identities?

RQ1 is important because identity is temporal regarding stability, continuity, and discontinuity. Participants in this inquiry have experienced being students; they have observed thousands of hours of teaching practice and may have unintentionally or intentionally mirrored former experiences and teaching strategies. Many authors talk

of being socialised, and this question aims to explore this regarding any connections to innovations.

The second question below (**RQ2**) concentrates on the interwoven components of professional self-understanding, including the participant's self-image, self-esteem, task perception, motivation, and time. Thus, reconstructing the professional self through the interaction with the environment.

> **RQ2**: How do innovative university teachers perceive, interpret and characterise themselves in their daily teaching lives in a university firmly committed to the duality of teaching and research.

RQ2 is important because it concentrates on the teachers' sense of self and understanding of themselves as professionals. As Ashwin (2020) asserts: "take a long hard, cold look at what we do" (p.7) in a market-oriented environment that affects identities and perceptions of work.

The final question (**RQ3**) explores what Kelchtermans (2009) calls 'vulnerabilities' which are things which are external to the individuals and control their working conditions and environments, such as (regulations, quality control systems, policy demands) and performativity' and measurement controls teachers are living in (Ball, 2003, Kelchtermans, 2007, Kelchtermans, 2009).

> **RQ3**: To what extent do current higher educational developments and vulnerabilities penetrate the visualisations and conversations.

Context or broader context affects professional self-understanding, and authors such as Henkel (2000, 2005) some twenty years ago wrote about how identity and context are intertwined. More recent authors have expanded that notion and built on direct work environments, the wider context and fractures and tensions in academic identities (Whitchurch, 2018, van Lankveld et al., 2017, McCune, 2021). Therefore, this question will endeavour to explore tensions and job dissatisfaction in these vulnerable times.

Overall, the three questions bring together what Rosewell and Ashwin (2019) identified in their introduction to their paper on 'Being an academic', the separate elements of their work and therefore overcome the limited view of the university teacher which pervades the literature giving an incomplete picture. In other words, university teachers are situated and exposed to the interconnectedness of elements. This inquiry brings together and connects those personal factors, and biographies of participants underpinning that identity is constantly modified regarding interactions between teachers as individuals and their relational surroundings (Aspelin, 2021).

1.5 Significance of the Study and Gaps

This inquiry is necessary because it tracks the lived reality of individual innovative university faculty teachers' identities in two contemporary dual-intensive universities, therefore, portraying and illuminating aspects of the lifeworld of university teachers and bringing together many of the separate elements that the literature has exposed (Rosewell and Ashwin, 2019) regarding being an academic in the contemporary market-oriented university.

The significance of the study emphasises the teaching-self of innovative university teachers, prior experiences, learned experiences, perceptions, constraints, and challenges innovative academics face. Sharon Fraser (2019) has highlighted a lack of exploration regarding innovation and innovative teachers. The author explains that these areas are well represented within the school sector but not in the context of higher education (p.1372). This is because most of the literature on innovation hides behind technological advances (Kirkwood and Price, 2013) or responses to distinct innovations such as Chen's work (Chen et al., 2015), among others. Some commentators have concentrated on award-winning teachers and how they present themselves (Kuiper and Stein, 2019) and others on the work of academics that have gone unnoticed and unrewarded (Brew et al., 2020) and the meaning of being an academic (Rosewell and Ashwin, 2019).

Over the last six decades, numerous studies have been conducted about academics (Musselin, 2010). Projects have inquired into various areas of academic life and the lifeworld. The professional development of university teachers (Botham, 2018, Spowart et al., 2019, Trautwein, 2018), departmental cultures (Deem and Lucas, 2007, Knight and Trowler, 2000), and the conceptions of teaching and learning methodologies (Kember and Kwan, 2000, Kember, 1997, Prosser et al., 2007) to name but a few areas (Kálmán et al., 2020). However, many of the areas of research stand-alone and as Kálmán and colleagues rightly argue, 'interconnections between study areas have been considered to a lesser extent' (Kálmán et al., 2020, p.2). In other words, areas such as Rosewell & Ashwin (2019) identified regarding the multidimensional elements of academic work. Therefore, this inquiry will contribute to the literature on academic identity, focusing on innovative university teachers.

1.6 Underpinning Theoretical Framework

This inquiry concentrates on the visualisation and verbalisation biographical perspective of innovative university teachers' 'personal interpretive framework' (Kelchtermans, 2009) to understand the teacher as a person. The framework is comprised of a "set of cognitions, of mental representations that operates as a lens through which teachers look at their job, give meaning to it and act in it" (Kelchtermans, 2009, p.260), emphasising constant subjective experience (Aspelin, 2021). In other words, the teaching-self or one's sense of self as a teacher or representations of themselves as teachers and their sense of professional identity. Mead (1974) is influential within the framework because it is 'contextualistic' regarding the interactions in the environment (Kelchtermans, 1993).

For decades, commentators have argued that people are fascinated with what 'makes us tick', who academics are today, and how academics regard their working identity (Billot, 2010, Butt, 2004). I came across Kelchtermans' framework in his seminal work on 'Who I am in how I teach is the message: self-understanding, vulnerability and reflection' (2009) and was struck by how the framework embraces self-referentialism (teachers talking about themselves). In other words, their sense of self. Kelchtermans theoretical framework has been applied within educational research, covering the European school sector, teacher-educators, professional mentors,

professional learning and development programmes, studying teachers' lives, peer groups, innovative practices and artefacts (video recordings). The framework builds on the two interwoven domains of self-understanding and subjective theory. Kelchtermans' (2009) theoretical framework encompasses teacher thinking which renders good teaching in all its irreducible complexity and difficulty (Day et al., 1990). However, one of the issues with the framework is that it concentrates mainly on university teachers' inner dialogue and does not discuss the shared process of meaning-making between university teachers and other actors within the arena.

1.7 Definition of Terms

This section establishes the definition for the main concepts that underpin this inquiry, innovation and identity.

1.71 Innovation

I refer to the participants as innovative teachers throughout this inquiry, although I am reticent about calling the participants innovative and lean towards Wheeler's definition below. Without getting into an entrenched debate about the definition of innovation, innovation draws on Steve Wheeler from Plymouth University (Wheeler, 2016) and the assumption that creativity is the building block of innovation (O'Sullivan and Lawrence, 2009). The use of creativity enhances the idea that participants are divergent thinkers, representing the potential for creative thinking and creative problem solving regarding their teaching through conventional or original methods (Caughron et al., 2011, Palmiero, 2020).

Wheeler subscribes to the notion that any innovative teaching, whether technology-driven or not, is good teaching (Wheeler, 2015) and that individuals who are poor teachers will not suddenly become 'good' just because learning technologies are introduced and included into their pedagogical practice. Wheeler argues that good teaching does not require technology for it to be or maintain its effectiveness (Wheeler, 2016), a point I agree with and which others have observed, such as Mazur (p.51):

> "Unfortunately, the majority of uses of technology in education consist of nothing more than a new implementation of old approaches" (Mazur, 2009).

Wheeler recognises that "innovative teaching is often invisible", with the university teacher on the periphery regarding the importance of the student and their learning. Wheeler (2016) explains, "Good teachers instinctively know when to intervene and, most importantly, when to get out of the way. Teaching is not so focused on instruction today (and nor should it ever have been), but is increasingly about facilitation, and considers the student holistically"(Wheeler, 2016). Therefore, innovative teachers are excellent at supporting learners and creating conducive environments that engage students. Innovative teachers are adept at creating engaging content and new experiences (Wheeler, 2016). Wheeler's definition is used because it offers a broad interpretation of what an innovative or good teacher is. This involves identifying the importance of the student and the teacher, not the instruction. Participants in this inquiry often began the interviews by identifying students regarding their self-definition.

1.7.2 Self and Identity

The closely related concepts of and the question of self and identity are steeped in the questions raised about ourselves, our virtues and distinctions. These questions are underpinned by being a person, a living conscious person existing. However, there is a problem with the use of identity in this inquiry which Kelchtermans addresses. Kelchtermans (2009) argues that identity is associated "with a static essence, implicitly ignoring or denying its dynamic and biographical nature" (Kelchtermans, 2009, p.261). Instead, he favours self-understanding by referring to a product and process model shown in (**Figure 1**) below:

| Product: Understanding one' self in a certain moment in time. | Process: product results from an ongoing process of making sense of one's experiences and their impact on the 'self'. | Self-understanding |

Figure 1 Kelchtermans model of self-understanding

In this inquiry, I use both terms (identity and self-understanding). This is because I believe Kelchtermans is basing the concept of identity on previous understandings, as mentioned above. I think this is because of his use of "static" and "fixed" (p.263) when referring to identity. At the same time, contemporary notions of identity underpin the ongoing interactive process of construction and reconstruction. One's self-narrative of "multiple subjectivities or understandings of the self" (Alsup, 2006, p.55). Holland and Lachicotte (2007) also embrace both terms arguing that the concept of identity can be defined as "a self-understanding to which one is emotionally attached, and that informs one's behaviour and interpretations"(p.1).

1.8 Summary of the thesis structure

This thesis is comprised of nine chapters. A detailed research design for this inquiry is presented below for quick reference, shown below:

Research design and structure of thesis

Research questions

Chapter one

Aims and Objectives

Background information

RQ1: To what extent do innovative university teachers' accounts of their own professional learning, past and present experiences reflect or contradict their professional identities?

RQ2: How do innovative university teachers perceive, interpret and characterise themselves in their daily teaching lives in a university firmly committed to the duality of teaching and research.

RQ3: To what extent do current higher educational developments and vulnerabilities penetrate the visualisations and conversations.

Chapter Two

Context: The English Higher education sector

Chapter Three: Literature review.

Identity and academic identity
Creativity and identity
Identity Formation and Development
Identity vulnerability

Chapter Four

Theoretical Framework

Person the teacher is

Professional self-understanding

Subjective Educational Theory

Self-image: Self –esteem: Motivation

Task perception and Personal system of knowledge

Chapter Five

Epistemology: **Interpretivism**

Methodology: **Instrumental Case study and visual narrative using unstructured interview**

Chapter Six

Prior Experiences

Chapter Seven

Professional Self Image

Chapter Eight

Task perception and marketisation

Discussion of findings

The next chapter sets the scene regarding the context in which the participants in this inquiry inhabit. This is achieved by providing a brief history of the sector. Furthermore, the theme of marketisation is explored, referring to some notable academics who have influenced the literature on marketisation, such as Roger Brown. Following this, I focus on innovation and marketisation and the recent national exercise of the Teaching Excellence Framework. I close with a brief underpinning of innovation in higher education.

Chapter three is the literature review and underpins some of the theoretical roots of identity. Roots that are connected to the theoretical framework regarding Mead's influence on Kelchtermans (2009, 2017), the personal interpretive framework which I adopt in this inquiry. The interwoven domains of professional self-understanding and subjective educational theory structure this chapter. The chapter further tries to understand the definition of identity and the related and associated concepts that are sometimes used interchangeably. The chapter identifies that professional identity is complex and is an ongoing 'person project' which is influenced by contextual and broader sector constraints and challenges.

Chapter four underpins the theoretical framework, as mentioned above. Kelchtermans's (2009) 'personal interpretive framework' is the key theoretical framework deployed in this inquiry, although I enhance the job motivation component by using Deci and Ryan's (1985, 2000) Self Determination Theory (SDT), which underpins intrinsic and extrinsic motivations. Kelchtermans's (2009) framework emphasises the significance of the dynamic essence of identity, and according to the author, identity is "an ongoing process of making sense of one's experiences and their impact on the 'self'" (p.261). Kelchtermans's (2009) more recent works pursues the interplay of the teacher self with context and remains focused on the teacher as an individual.

Chapter five encompasses the research design of this inquiry. It focuses on the epistemological approach of interpretivism whereby knowledge is constructed and influenced by people in their context, the growth and development of the individual (Ültanir, 2012). An approach well practised in the discipline of higher education

(Brown and Baker, 2007, Tight, 2020a). Interpretive research infers that "teaching is a highly complex, context-specific, interactive activity, in which there are differences across classrooms, communities and institutions" (Cochran-Smith and Lytle, 1990, p.3). Giving voice and understanding about some innovative university teachers, where they have come from and their experiences, emotions, feelings, working conditions and perceptions and motivations in improving their teaching practices. Interpretivists are interested in specific, contextualised environments and acknowledge that reality and knowledge are not objective but influenced by people within that environment (Brown, 2015).

The participants meaning construction of their teaching-self is central to this inquiry. Therefore, qualitative research methods are particularly well suited because qualitative investigators are concerned with the meanings people have constructed, how people make sense of their world and the experiences they have in the world, thereby acquiring an in-depth insight into participants' identities and the processes at work within the contemporary research-intensive university context.

The qualitative methodology that has been adopted stems from Robert Stake and his instrumental case study visualised (adapted from Airey, 2009) below (**Figure 2**):
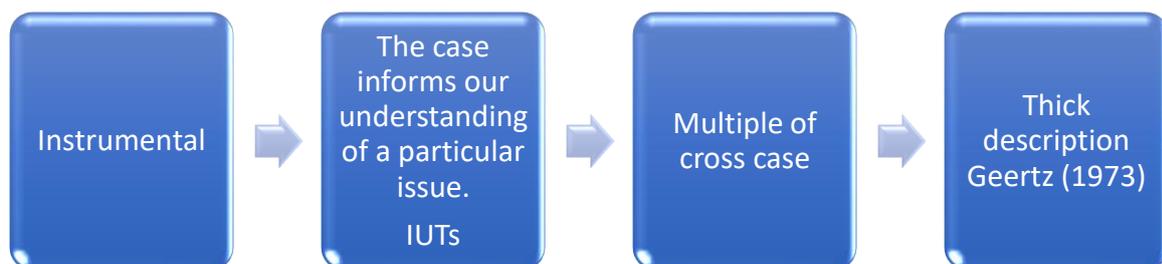
Figure 2 Diagram of Stake's instrumental case study.

The Stakeian approach to qualitative case studies attracts a diverse range, or "bricoleur design" (Hyett et al., 2014, p.2) or, as Stake asserts, "a palette of methods" (Stake, 1995, pp. xi-xii). This inquiry has employed an unstructured interview which includes producing images frozen in time and fixed at a single

unmoving point of observation, taking the researcher to where the participants have been. The data analysis uses an adapted polytextual thematic analysis coined by (Gleeson, 2011) combined with the thematic analysis of (Braun and Clarke, 2006) along with Jungian focal points in analysing 148 drawn images and 38 interview transcripts. Following this is the ethics and ethical issues arising during the research.

Chapters 6, 7 and 8 focus on the findings of the inquiry. The initial findings chapter, **chapter 6,** starts with understanding the participant's past experiences and delves into the idea that teachers teach as they were taught. The findings highlight practices that might have been brought forward from participants' experiences. This temporality is important because it underpins one's actions in the past, informing the formation and identity of university teachers.

Chapter 7 focuses on the professional self-image of participants; how participants typify themselves as teachers in their daily activities. Motivation was also identified in the findings. Motivation and identity illuminated "the kind of person" (Gee, 2000) the participants are and their goal-directed action regarding innovation. The chapter also looks at how participants perceive innovation.

Chapter 8 echoes how marketisation has permeated individuals' identities and focuses on several key themes around community, support, academic discipline value, disconnection, and isolation. The chapter underpinned how context has a significant effect on university teacher identity. It also encompasses task perceptions regarding the triumvirate of teaching, administration, and research (TAR).

Chapter nine consists of the discussion and concludes this inquiry. The chapter summarises the main contributions and key discussing points, along with the limitations and recommendations underpinning the use of visual data regarding investigating university teacher identity.

1.9 Chapter Summary

In summary, this section has introduced this inquiry giving a brief overview of the thesis organisation. Before moving on, I must reiterate that although the lockdown

situation regarding the pandemic impeded this inquiry, the thesis does not refer to academic identities in the pandemic. Participants' voices are emphasised throughout this thesis by using *italics*.

Chapter Two: The English Higher Education Sector and Innovation

2.1 Introduction

I established in the previous introductory chapter that this inquiry is about the identity of innovative university teachers in two English market-oriented comparable case study universities. Therefore, it is essential to situate the participants in the broader sector and underpin some specific recent periods that have influenced the higher education sector so that the audience can appreciate and understand the English sector and current conditions. It is also important to support this chapter regarding innovation in higher education. The chapter is divided into four parts; **part 1**, the structure of the higher education sector; **part 2**, a tour through specific periods; **part 3**, marketisation; and **part 4**, innovation in Higher Education.

Part 1 Higher education sector structure

This section focuses on the structure of higher education regarding the diversity of higher education providers and groups of universities. The sector has, over the last two years, faced several challenges regarding the disruption of the Covid-19 pandemic and the significant financial pressures of refunding accommodation fees, reductions in commercial and enterprise income, slowing down in the delivery of research and a reduction not only in international students but since the UK's exit from Europe a reduction in European students. However, this thesis will not explore the impact of the pandemic on HE.

2.2 The English Higher Education Sector

The whole of the education sector has rarely experienced being in a steady-state (Senior, 2017). Higher education over the last couple of decades has shifted regarding ideology and policies that have reorientated and given form to the new higher education landscape. Michael Shattock (2019) asserts that part of this reorientation has been the rapidly increasing diverse new entrant private providers

entering the marketplace (Shattock, 2019a), furthering competition in the global marketplace of higher education. However, although Shattock above talks about an increase in higher education providers, marketisation has not led to diversity. In fact, marketisation has led to institution homogenisation (DiMaggio and Powell, 1983) or a shift towards isomorphism whereby institutions want to be like one another. Hawley (1968) in (DiMaggio and Powell, 1983) describe isomorphism as "a constraining process that forces one unit in a population to resemble other units that face the same set of environmental conditions" (DiMaggio and Powell, 1983, p.149). A description that fits contemporary higher education's race and reaches for sameness concerning the hierarchy of higher education. This Brown calls "competition through emulation" a product and proneness of a marketised system (EHU Research Institutes, 2018) which means competition between universities and pressure to emulate the practices of the more successful competitors (Coetzee, 2019), or those higher in the league tables or index as some other commentators have suggested of the Teaching Excellence Framework (Deem and Baird, 2020).

The HE sector in the UK has different arrangements regarding the devolved nations of Scotland, Wales and Northern Ireland. The Scottish parliament, which opened in 1999, abolished the up-front tuition fee for Scottish and EU students, with the Scottish Executive paying the fee on their behalf (Wyness, 2010). Northern Ireland sits between England / Wales with student fees, remaining capped at £4,275 in 2019/20 (Hillman, 2019). In contrast, Wales has adopted high fees (capped at £9,000) alongside a generous maintenance system of grants and loans (Hillman, 2019, p.6). The English sector, which some commentators have viewed as a 'voucher system[8]' (Brown, 2018c) and has taken the "most market-oriented approach, with a market regulator (the Office for Students), encouragement for new providers, high tuition fees (capped at £9,250 a year for full-time undergraduates) and the replacement of maintenance grants by larger loans" (Hillman, 2019, p.6). There is also diversity in "institutional missions, modes of operation and methods of governance" (Shattock, 2019a). Higher education universities differ across the

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[8] "The basic idea is straightforward: those who have satisfied the entry requirements receive a voucher to a given value to use at a university of their choice…. Vouchers are therefore potentially a flexible instrument for distributing public monies…. "Greenaway, D. & Haynes, M. 2003. Funding Higher Education in the UK: The Role of Fees and Loans. *Economic Journal,* 113**,** F150-F166.

sector, some being research-intensive, teaching-intensive or dual intensive (research and teaching intensive) like Millfield-U and Causeway-U.

The diversity of higher education we know nowadays has a long history. There are 165 universities in the United Kingdom; 136 are in England, with 83% of the students attending these universities (HESA, 2019a, Shattock, 2019b). The higher education system includes education above the Advanced level (A-Level), including BTEC level 3 and Access qualifications (The National Audit Office, 2017). The English system that Millfield-U and Causeway-U are embedded in are categorised depending on when they were founded, which I will briefly overview.

The system starts with the 'ancient universities' (Senior, 2017) 'Oxbridge'; a portmanteau, the word made up of Oxford and Cambridge. These are the oldest universities in the United Kingdom. The elite prestigious Oxbridge system is built on the traditional educational model, and through the function of the hierarchy, they sell themselves as traditional (EHU Research Institutes, 2018, Brown, 2018c). Roger Brown asserts that:

> ".... most prestigious institutions not only do not innovate but actually offer a more traditional experience and compete on that…. Meanwhile, less prestigious institutions that might have more incentives to innovate – for instance by having a more flexible approach to entry qualifications or by finding a new way to deliver courses – simply get no returns for doing so. In short, the leading institutions have no incentives to innovate (indeed, quite the reverse), the less prestigious institutions gain no rewards for doing so" (Brown, 2018c).

The next category of universities were those universities that were chartered in the nineteenth century. These included Durham (1832), London University (1836) and Wales University (1893) (Senior, 2017, p.7, Bligh et al., 1999). Towards the end of the nineteenth and early twentieth centuries, there was further expansion across rapidly growing industrial cities. These universities were the older civic universities (Leeds, Manchester, Sheffield, Liverpool, Bristol, Birmingham). They became known as the 'red brick' universities. Red brick because of the vivid appearance of the architecture using red pressed bricks. Some of these older civic universities, according to Bligh and colleagues (1999), developed from "adult education and trade

union movements" (p.34). The newer civic universities were (Exeter, Hull, Leicester, Nottingham, Reading, and Southampton) (Bligh et al., 1999, p.35). These were institutions that, as Bligh et al. (1999) suggest, were "those whose students had taken a London external degree until the early 1950s" (p.35). It is worth remembering that both older and newer civic universities had their roots in the industry of the day, whether textiles and steel in the North or the various aeronautical engineering of the south, although Leicester never taught textiles.

The post-war universities were the new universities or the rise of the mission groups (Filippakou and Tapper, 2014). These were Robbin's era institutions in the 1960s and comprised (Sussex (1961), East Anglia (1963), York (1963), Lancaster (1964), Essex (1964), Kent (1965), Warwick (1965) and Keele University which was founded in (1962). Keele was once a university college like Leicester. This group of universities became known as 'plate-glass universities because of the 'steel and glass architecture (Senior, 2017). In this period, student numbers were significantly expanded, from 197,000 in 1967/68 to 217,000 in 1973/74 (Senior, 2017, p.8).

Then came the 'Further and Higher Education Act (1992)', which brought about further expansion by allowing former polytechnics and further education colleges to gain university status. These became known by some, including Sir Ronald Dearing, chair of the Dearing report (1997), as the 'post-1992 universities' (Department for Education and Employment, 1998, Bligh et al., 1999). Some of these are (Derby, Leeds Beckett (Metropolitan in those days), Huddersfield, London Metropolitan, and Central Lancashire). In this period of expansion in the early 1990s, 1994 to be precise, a new group emerged, a group called the 'Russell Group' of universities, or 'mission group' (Boliver, 2015a). Russell because of where the initial meetings took place Russell Hotel, Russell Square, London. This exclusive, elitist tier (Boliver, 2015b), or club, comprises 24 older (pre-1992) world-class universities, world-class because of the seemingly high-quality teaching and higher intensity of research excellence that underpins the student experience. This commitment mission is the driver for this group of universities (Russell Group, 2019). The selectivity of socioeconomically advantaged students characterises this group. The Russell Groups' reputational prestige further distanced its institutions from the rest, bringing about a winner takes all marketplace (Cook and Frank, 2010, Brown,

2018c). However, several mostly 60s universities reacted to the Russell group, calling themselves the 94 group, comprised of smaller research and teaching-intensive universities, which aimed to identify the key issues surrounding student experience and outstanding research. The group collapsed nineteen years later in 2013 (Baker, 2013) when some members left for the Russell Group.

Several institutions are affiliated with various universities and running degree programmes, not to mention the growing number of alternative providers (APs) of higher education with their 51,930 undergraduate students (HESA, 2019c). The Million+ is mainly the modern universities founded in 1992 and have become a public policy think-tank (Which University, 2019). These are institutions that were initially polytechnics and concentrated on vocational education. They were at the centre and connected to their communities. These modern universities are found across the United Kingdom (UK) and, according to the literature (Million+, 2019), are the 'voice of 21st Century Higher Education', sharing practices and thinking of innovative ways to solve problems. However, other groups of universities also exist in the sector. They are mainly linked to either specific subjects or employment sectors, such as the 'University Alliance', a research-orientated group, like that of the Russell Group, which comprises 24 universities with a business engagement portfolio. Having given an overview of the types of universities and groups, we will now turn to some specific periods that have influenced HE.

Part 2 Brief tour through some of the key recent periods

The section maps the developments and policies that shifted the higher education landscape from the 1980s to contemporary times.

2.3 The 1980s Times are Changing: Cuts and Reappraisal of HE

The 80s were a period of cuts and reappraisal in higher education against a backdrop of worsening economics in England. Government-funded research

concentrated on the experiences of adults in education (Woodley et al., 1987). The 1980s underpinned Thatcher's dislike for universities and set about a strategy of increasing polytechnic student numbers. This expansion in student numbers resulted in students being re-classified, upgrading their status to higher education, and placing more students on the higher education books (Bathmaker, 2003). The 1980s was a massive expansion, even though the United Kingdom was still positioned behind many other countries (Mayhew et al., 2004); this continued into the nineties. The university participation rate leapt by thirty per cent, resulting in a tightening of the public purse (Mayhew et al., 2004), leading to the introduction of a market-orientated funding model (Shattock, 1998, Barr, 1997, Barr and Crawford, 2005). The key policy event around the early 80s, the 1981 Expenditure White Paper, cut student numbers by 15% across the sector. However, this cut led to "pushing students across the binary divide and into polytechnics" (Trowler, 2006, p.50). Another key policy event in the mid-80s was the Jarratt Report (1985).

The Jarratt Report was, as Trowler (2006) suggests, "charged with reviewing and making recommendations about university management and governance" (p.50). The idea was for universities to improve their efficiency and effectiveness regarding planning and clear management structures (Jarratt Committee Report, 1986), new styles including those from industrial and business management. The committee found no long-term planning and a reluctance to set priorities and openly discuss academic strengths and weaknesses (Jarratt Committee Report, 1986). Resource allocation was incremental and fragmented with no holistic view. There was underdeveloped management information regarding gathering raw data to understand department profiles (Jarratt Committee Report, 1986). Jarratt referred to the university along the lines of business, emphasising:

> "We stress that in our view universities are first and foremost corporate enterprises to which subsidiary units and individual academics are responsible and accountable" (Jarratt Report, S3.41, p.22 in Gillard, 2021).

Another theme of the Jarratt Report was 'value for money' (Jarratt Report, S2.4, p.9 in Gillard, 2021). Jarratt viewed the academe regarding its public funding mechanism as generating value for money. The report emphasises the use of performance

indicators to play an integral part in institutional planning and resource allocation. When exploring Jarratt's Report, it is obvious that the university is seen as a business that must perform and deliver value for money.

The late eighties saw the implementation of the student loan (1988). This period was a time of innovation, according to Barr and Crawford (2005), and with rising technological advancements, higher education was needed to skill the new generation, resulting in meeting the national response that demanded a highly skilled workforce. The latter part of the 80s saw the release of the 1987 White Paper, 'Higher Education Meeting the Challenges'. The paper was an inclusive view of the higher education sector since the 1963 Robbins Report and fed into the 1988 Education Act. The White paper highlighted meeting the economy's needs and encouraging Higher Education Institutions (HEIs) to mirror the business world (Trowler, 2006).

Planning around higher education became centralised because of the newly released Education Reform Act 1988. The Education Reform Act 1988 was to increase government intervention and "virtually nationalise higher education" (Barr and Crawford, 2005, p.198), bringing about a market-driven expansion in the nineties (Ainley, 1994, Ainley and Bailey, 1997). The Act also abolished 'tenure', which meant that universities could remove under-performing teachers and researchers (Stevens, 2004). Although this only applied to those appointed or promoted after the legislation, anyone who stayed in the same job kept their tenure.

In the mid-1980s, the first audit tool appeared, the Research Assessment Exercise (RAE), which aimed to measure the quality of academic research. The RAE was undertaken in 1986, 1989, 1992, 1996, 2001,2008 and then changed its name to the Research Excellence Framework in 2014, with the next REF in 2021 at the time of writing this thesis. This, according to (Erickson et al., 2020), was seen as "the first element of an ever-expanding performance audit, evaluation and management culture in the UK" (p.2).

Newman's view that there was a community of thinkers whose purpose was to connect in a broad liberal education and prepare students had shifted to a market-driven model of competition. By the end of the eighties, Thatcher had obliterated

"Newman's view of the university" (Stevens 2004, p.62). The late 1980s saw the separation of public funding for teaching and research and the introduction of selective research funding from 1986. (Brown and Carasso, 2013, p.5, EHU Research Institutes, 2018).

It was all change in the 1980s higher education arena. There was a new funding formula (Deer, 2003). This was to be a way, as Mayhew argues, of "influencing university behaviour" (Mayhew et al., 2004, p.69). The polytechnics, which were once controlled by local education authorities (LEAs), were replaced with the Polytechnics and Colleges Funding Council (PCFC) (Mayhew et al., 2004). At around the same time, the University Grants Committee (UGC), which was developed back in (1919) and involved several academics with a remit of planning around universities, was replaced by the Universities Funding Council (UFC). The UFC comprised of non-academics and only had a funding remit (Mayhew et al., 2004), not planning (Shattock, 1998). Financing was based on a 'market-oriented model' whereby the formulae were based on "student numbers and on a selective basis for research "(Shattock 1998, pp.11-12). The market-orientated model allowed and stimulated student numbers' growth at a 'marginal cost'
(Shattock, 1998, Mayhew et al., 2004).

In 1989 the government intervened in university education with the White Paper on Student Loans (Wyness, 2010) and because of low participation rates. This was because the Robbins Report much earlier had not achieved its expansion in student numbers, especially concerning working-class participation (Greenaway and Haynes, 2003). England was also still behind in participation in higher education than other advanced countries, such as Scotland, which did much better, meaning we did not have the skilled workforce to underpin the rapidly increasing technological advancements. The increase in means-tested maintenance grants went to (FTE £9,530) (Wyness, 2010). The Conservative government of the day struggled to pay for every full-time student at university. The government wanted the expansion but could not find the monies to fund student numbers (Barr, 1997). Therefore, the Conservatives began to look at introducing a student loan system to relieve the taxpayers' purse and further expand the sector. In this period, the conservatives did freeze grants but allowed poorer students to have grants of '£2,225' (Blake, 2010).

2.4 The 1990s Let Competition Begin: Redesignation and Transference

The nineties were another decade that witnessed major changes in the English higher education sector. There was the redesignation of polytechnics to universities in 1992, and in the latter part of the 1990s, there was the transference of funding responsibility from the State to the students (Tight, 2015, p.9). The nineties were the decade which saw the rolling out of the student loan regarding the 1990 Education (Student Loans) Act, which saw a marked shifting and move towards students as consumers regarding students receiving and repaying loans; a changing of the guard regarding Conservative premiership and the new Prime Minister, John Major.

John Major had not attended university and, according to Stevens (2004), was not that interested (p.64). The 90s saw a furthering of the neoliberal project through the additional expansion of the sector, regarding polytechnics being granted university status (Erickson et al., 2020). The Further and Higher Education Act (1992) ended the binary divide between polytechnics and universities (Robinson and Burke, 1996, Pratt, 2002). This resulted in higher education provision doubling in 1992 and since then has grown further; according to OfS data, there are now 417 registered higher education providers (Office for Students, 2020), including FE colleges and some private higher education institutions, education institutions that are small.

Student numbers rose from 1,231,988 in 1994 to 2,383,970 in 2018/19, a 93.5059% increase (Higher Education Statistics Agency (HESA), 2020). The cost of the take up of loans around this period reinforced the expansion. Before the 1992 Act came, the cost was £112.4 million, which increased to £435.2 million two years later (Higher Education Statistics Agency (HESA), 1996). This expansion was also connected to the Labour government's target setting to increase higher education attendance by fifty per cent. At the same time, the 1990 RSA paper 'More Means Different' was released, which emphasised: "widening access to higher education in a competitive international economic environment" (Trowler, 2006, p.56).

The early nineties saw a centralisation and unleashing of further education and sixth forms from their respective LEAs and Polytechnics. The nineties also introduced a

new quango, which was set up to focus on teaching quality, an area that had been already inspected in polytechnics. The new quango was the 'Higher Education Quality Council', which was introduced through the (HEFCE) and became the Quality Assurance Agency (QAA). Its sole purpose was to improve the quality of higher education through good practice and the introduction of the audit culture (The National Archive, 1993-2002).

In 1996 the Conservative government appointed a committee "*to make recommendations on how the purposes, shape, structure, size and funding of higher education, including support for students, should develop to meet the needs of the United Kingdom over the next 20 years*" (Dearing National Committee of Inquiry into Higher Education, 1997). The report produced 93 recommendations (Dearing National Committee of Inquiry into Higher Education, 1997, Bill, 1998). It aimed to widen choice for students, whether through a diverse range of courses offered, selection of institutions and location or methods of study (Bill, 1998). These would come under the umbrella of employability skills and the broader national employment needs (Bill, 1998).

The Dearing report's mission was to recommend a 'new compact', which would embrace all higher education participants with a warranted interest in the sector (stakeholders). The report underpinned higher education's commitment to widen participation and promote life-long learning. Meaning that there was to be a development and interconnectedness of the learning society, bringing about unity (Watson et al., 2000). Therefore, research and technology were to be addressed, producing the country's highly skilled workforce required to maintain its competitive edge. Finally, the mission was to hold universities to public accountability and the impact they have economically regarding regeneration at a national level. However, like the Robbins Report, Dearing fell short by not appreciating the financial implications of diversity (Watson et al., 2000). He later said he did not consider the part-time learner (Thompson, 2019). Since the Dearing Report and in the intervening years since 1997, there has been "a proliferation of Widening Participation related projects and support networks such as Aim Higher and Action on Access" (Thompson, 2019, p.183).

Barr & Crawford (1998) emphasised that three main components arose from the Dearing Report (1997), quality, access, and funding. Quality was concerned with teaching and university facilities. The report required that higher education establish a professional institute for learning and teaching (ILT) and a more significant impact from the (QAA) (Stevens, 2004, Barr and Crawford, 1998) by producing "800 external examiners who would ensure standards across the higher education sector" (Stevens 2004, p.90). The second component focused on widening participation, building projects that engage the disengaged and those from more disadvantaged backgrounds and demographic areas. The final ingredient was the introduction of a flat fee of £1000, followed by a low-cost income-contingent loan. The £1000 flat fee was to be means-tested, and in 1997 the Labour government, led by Tony Blair, scrapped the last remaining grants available to students.

Dearing did understand that the environment of the time was influencing higher education, particularly when there had been substantial regional developments around the country regarding higher education provision (Dearing National Committee of Inquiry into Higher Education, 1997). The idea of regions was to develop 'regional learning infrastructures (RLIs), to enhance the importance of the local and regional in international competition and reputation (Bill, 1998). These regional developments would include all learning institutions and enterprises that have the capacity to facilitate learning (Watson and Jones, 1999) — leading to regional navigation of the learning journey or 'pathway'. However, such a system and move from education sectors to regional learning infrastructures would almost certainly raise further questions (Watson et al., 2000).

2.5 Enter the New Millennium

Higher education limped steadily towards the end of the nineties and entered the new millennium. In 2001 Labour was re-elected with a manifesto pledge that promised not to introduce top-up fees, resulting in some 80 Labour backbenchers revolting against any tuition fees. Two years later, Labour under Tony Blair introduced a White paper, 'The Future of Higher Education' (Hubble and Bolton, 2018), which was to raise fees. The opposition (Conservatives) fought back, and Iain Duncan Smith recorded that the top-up fees were a 'tax on learning' (Blake, 2010).

In the early noughties, the Labour government examined the admissions procedures to higher education and commissioned the Schwartz Report (2004). A project on transparency and fairness and the adoption of student qualifications and achievements to the different course provisions offered by universities (Baker, 2009). The 2004 Act (Higher Education Act 2004) underpinned the need to widen participation for disadvantaged young people. Notably, access arrangements played an essential role in charging higher-level tuition fees (Hubble and Bolton, 2018). In 2007 the further and higher education sectors were divided from schooling. They were re-established under the Department for Innovation Universities and Skills, which was in 2009 axed and became the Department for Business, Innovation, and Skills (2009) (Department for Innovation Universities and Skills, 2009).

It was 2010, and the Browne Review (Securing a sustainable future for higher education) that made a massive leap in funding higher education and an underpinning belief that higher education transformed lives and raised health and wellbeing. The review proposed that different courses will have various funding bands and that funding could be withdrawn by the (HEFCE). The review advocated that there should be further expansion regarding student participation, allowing 'students to shape the landscape' of the sector (Hubble, 2010). In 2015 the cap on student numbers was relinquished, and in 2016 the higher education sector was to be audited and given an Olympic-style badging of teaching via the TEF, allowing institutions with excellent performance regarding teaching to charge higher rates. The Higher Education and Research Act (2017) opened up the sector to include alternative providers of higher education to charge fees up to £9000 and produced a register of higher education provisions.

The changing nature of higher education reflects broader changes in the social and economic context. The hallmarks of the late 20th century and the beginning of the 21st century are rapid economic, technological and social change, which have significantly impacted all aspects of people's lives, changing both the nature of work and the way we live (Bathmaker, 2003). Both Robbins and Dearing both bear similar resemblances, with both reports being produced in an environment of "fear mixed with unbridled confidence" (Bathmaker, 2003, p.125), regarding how universities

could offer a resolution for society's economic and social transformations (Watson et al., 2000). Even today, the higher education sector does not know how to "reconfigure itself" (p.126) concerning implementing the Dearing Report (Watson et al., 2000) because the report was critically short on how to achieve recommendations.

The broader context demonstrates that it has been the external societal forces that have shifted higher education. Higher education has been used to champion significant events and still does to this day, with the production of a highly skilled workforce able to compete in a technological knowledge-based economy. It could be argued that time passes, but the same issues remain and have always remained, that knowledge is the currency for economic growth. Let us now turn to understand the influences of marketisation.

Part 3 Neoliberalism, New Managerialism, and Marketisation

This part concentrates on the key concepts that underpin higher education since the 1980s. The section focuses on marketisation which, according to Brown (2018 is the link between neoliberalism regarding shaping the provision and activities of higher education, and new Managerialism, according to Lynch, is the organisational arm of neoliberalism (Lynch, 2014, Lynch, 2017).

2.5 Neoliberalism and Higher Education

This section focuses on neoliberalism, a concept that has been debated for the last 40 years (Birch, 2017) and has been seen to negatively affect higher education and public services (Brown, 2018c). Harvey's (2005, p.2) explanation of neoliberalism asserts that neoliberalism is:

> "a theory of political, economic practice that proposes that human well-being can best be advanced by liberating individual entrepreneurial freedoms and skills within an institutional framework characterised by strong private property rights, free markets, and free trade".

Therefore, according to this explanation, neoliberalism is about the centrality of the market, but not just any market, the global marketplace, therefore, connecting neoliberalism and globalisation, thus free trade and freedom of commerce (Olssen and Peters, 2005, Mahony and Weiner, 2019). Therefore, commodifying resources (Waring, 2013) emphasises a shift from inefficient state-funded institutions to what Shumar (2008, p.68) coins, 'hyper-commodification', or a broadening and specialisation of the marketplace into a 'corporate park' whereby competition and territorialisation pervade in what Shumar (2008, p.71 also calls, 'mallification' where only global consumers are welcome. However, as the authors above assert, globalisation is much broader as neoliberalism is only one facet of globalisation. As Olssen & Peters (2005) suggest, the connection is to do with structure regarding "domestic and global economic relations" (p.313). According to Self (2000, p.159), three dimensions are associated with neoliberalism:

> "…. economic, social and political. Economically, capitalist markets are seen as a rational system of resource allocation and as the dynamic engine of prosperity in an increasingly globalised world. Socially, the market system is claimed to underpin a robust individualism which defines individual rights, responsibilities and opportunities. Politically, the theory requires the state to provide an efficient legal framework for market operations, but otherwise to confine itself to those limited functions which must be provided collectively rather than as the outcome of individual market choices".

The underpinning policies around neoliberalism stem from the 1970s regarding Chile after the coup against President Allende and again in the early 1980s and Margaret Thatcher, the then Prime Minister. According to Brown (2018) and other commentators, the advent of neoliberalism had significant negative consequences on economic performance. For example, the financial crisis of 2008 led to enormous misery and deprivation, as well as damage to essential public services (Brown, 2018c). Neoliberalism, according to Becker and colleagues (2021), leads to lower levels of trust and a reduced sense of community (Wilkinson and Pickett (2009), in Becker et al., 2021, 949).

Several authors have commented that neoliberalism increases economic inequality and insecurity, which produces social isolation and loneliness because of individualism and the mechanism to increase competition and productivity (Becker et al., 2021, Mirowski, 2013, Hertz, 2020, Brown, 2018c). There is growing research that suggests that combining "interpersonal competition can have a negative impact on people – especially if it is prolonged and inescapable" (Becker et al., 2021, Teo, 2018), like that of the academics that are trapped in a market-oriented competitive environment whereby they do not feel a sense of belonging or share an identity.

Neoliberalism, therefore, is seen as an economic 'politically imposed discourse' (Olssen and Peters, 2005). The underpinning characteristic of neoliberalism is to free the market, create self-interested individuals, individuals who are 'enterprising and competitive entrepreneurs, and have consumer choices and limit state intervention. The key to neoliberalism is to "weaken collective values, and ways of working in favour of individualism (Inch et al., 2020) or, as Brown argues 'possessive individualism' (Brown, 2018c, EHU Research Institutes, 2018). Evans (2020, p.576) asserts that neoliberal approaches champion the production of the "highly educated technical-managerial-professional class that is necessary to administer capitalist society".

The overall idea of neoliberalism is to improve the economy's performance and withdraw the state, an idea that many commentators have argued has failed across most measures of the economy (Brown, 2015, Molesworth et al., 2009, Brown, 2010, Davies, 2016). Neoliberalism is politically driven, withdrawing the state under the banner of austerity measures, therefore, silencing dissent (Taberner, 2018). Students under this approach are classed as consumers who purchase learning products from organisations that are governed by the operational arm of neoliberalism New Managerialism (Lynch, 2014).

A consequence of neoliberalisation in higher education has led to business management practices from the for-profit sector entering the university, which many studies have suggested have negatively affected academe and those who inhabit it (academics) (Deem et al., 2001). Negative effects that lead to a declining trust between managers and academics, which is further influenced by customer-based

control strategies and intensification of workloads regarding administrative burdens (Shelley, 2005, p.69) and forcing academics to do inferior work (Davies et al., 2006).

Ball (1999) in (Thompson, 2017, p.89) points out that new managerialism

> "…. is accompanied by an audit culture of 'performativity' that is the use of targets and performance indicators to drive, evaluate and compare educational 'products'. It is, however, argued that new ways of management are key to driving these imperatives forward".

Lynch argues that new managerialism is the organisational arm of neoliberalism (Lynch, 2014, Lynch, 2017). What Lynch is asserting is that it is the mode of governance in which HEIs ascertain the neo-liberal arrangements. It is about efficiency and productivity (Lynch et al., 2012). Lynch and colleagues (2017) go on to underpin the critical features of NM further:

> "…. key features of managerialism include: an emphasis on outputs over inputs; the close monitoring of employee performance and the encouragement of self-monitoring through the widespread use of performance indicators, rankings, league tables and performance management. The decentralisation of budgetary and personal authority to line managers, combined with the retention of power and control at central level, and the introduction of new and more casualised contractual employment arrangements, are also key features that serve to reduce costs and exercise control" (p.159).

NM is a manifestation and mechanism for managing HEIs (Thompson, 2017) regarding practices of neoliberalism, which is a New Right ideological strand (Clarke and Newman, 1997). This means the "supremacy of markets as mechanisms of the social distribution of goods, services and incomes" (Clarke and Newman, 1997, p.14). Therefore, neoliberalism promotes market competition, and NM is a "product of neoliberal ideas". We will now move on to marketisation which, according to Brown (2018), is the link between neoliberalism and higher education.

2.6 The Marketisation of English Higher Education

Reiterating Brown's (2018) Professorial lecture at the University of West London on 27th February 2018, Brown argues that "Marketisation is the link between Neoliberalism and higher education: marketisation is how Neoliberalism reshapes the provision of higher education…" neoliberalism is the ideology at the nucleus of marketisation. According to Brown (2018), he "refers to the process whereby the supply of a good or service is organised as if it were an economic market", and therefore activities are balanced through a price mechanism leading to consumers (students) choosing "between the alternatives on offer based on perceived suitability for them (price, quality, availability)" (Molesworth et al., 2009, p.11).

Within higher education, certain markers indicate marketisation, indicators that several authors have identified over the years. Higher education institutes have been seen to have a degree of autonomy and can decide their mission, academic subjects and programmes of study, admission tariff, fees and student numbers. Therefore, deploying resources to deliver it (Molesworth et al., 2009). However, there are controls on programmes which are anchored in the Competitions and Markets Authority (CMA) regarding module descriptors and changes to programmes.

Institutional competitiveness is an indicator with marketisation underpinning stratification, and although higher education has always been stratified regarding the hierarchical position of some prestigious elitist universities (Oxbridge) and influential research universities that make up the Russell Group (Triventi, 2011), the 'status economy' of institutions has been reproduced by selective entry and research performance" (Marginson, 2014, p.4). In other words, high-quality students "bring status to the institution, they reproduce its selectivity, and in return receive institutional brand status as graduates, through this brand value…." (Marginson, 2014, p.5). In a period of universal-higher education (Trow, 2007), intense competition reinforces and increase this stratification with the overall goal being a winner-take-all market (Brown, 2018b).

Regarding innovation and marketisation, the government higher education white paper '*Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice' (2016)* states:

> "The measures outlined here will help to ensure that everyone with the potential to benefit from higher study can access relevant information to help them make the right choices from a wide range of high-quality universities and benefit from excellent teaching that supports their future productivity. By introducing more competition and informed choice into higher education, we will deliver better outcomes and value for students, employers and the taxpayers who underwrite the system (Department for Business Innovation and Skills, 2016, Para 6)… Competition between providers in any market incentivises them to raise their game, offering consumers a greater choice of more innovative and better quality products and services at a lower cost. Higher education is no exception" (Department for Business Innovation and Skills, 2016, Para 7, p.8).

The above suggests that neoliberalism competition cultivates innovation, not only through expanding the market by introducing new providers (Brown, 2018c), which has increased rapidly within England, resulting in an expanded market in the South of England (Hunt and Boliver, 2019) but also through new processes/products (Brown, 2018c) in the form of instructional deliverables which enhance and increase better market segmentation. However, competition has had the opposite effect and made providers 'play it safe' (EHU Research Institutes, 2018) and become risk-averse for fear of repercussions from regulators concerning student evaluations through the National Student Survey (NSS), which is now managed by the Office for Students (OfS) regulator. Alternatively, complaints could be forwarded to the Competitions and Marketing Authority (CMA) if programmes mislead students with products or course content/assessment modes.

2.7 Regulation: The Teaching Excellence and Student Outcomes Framework (TEFOF): Measuring 'Excellence'

Markets are a means of "social coordination whereby the supply and demand for a good or service are balanced through the price mechanism" (Brown, 2010, p.11). In the case of higher education, this is achieved through what Roger Brown coins the "voucher system", whereby students purchase teaching from providers. On the other hand, new managerialism is the duplication of "neoliberal modes of governance" (Fanghanel, 2011, p.16), which pursues systems and processes, emphasising algorithmic capture of information and datafication surveillance and evaluation. In other words, managing academics and their practices (Fanghanel, 2011) and deprofessionalising academic work through surveillance monitoring (Olssen and Peters, 2005). One of those data assemblages is the TEF.

Across national and international higher education systems, the policy discourse has centred on teaching excellence. Teaching quality has become central to the success of the higher education sector (Harrison et al., 2020). The 'worldwide excellence movement' (Skelton, 2007, p.1), which is associated with and driven by the fixation with ever more complex data assemblages regarding international league tables, market positioning and prestige (Gourlay and Stevenson, 2017), have been employed due to the widespread scrutiny of higher education teaching and learning (Brew et al., 2020). Some commentators have similarly referred to TEFOF as an 'index' (Deem and Baird, 2020) rather than a measure underpinning the constructed competitive market of higher education. Baty (2019), in the Times Higher Education (THE), reported that:

> "Global university rankings can sometimes seem like a beauty parade: the super-rich institutions with their huge endowments and their superstar, superannuated professors, tend to top the tables".

Ball (2003) in (Skelton, 2007) further adds that the worldwide movement is not only associated with market-driven, performative, and evaluative discourses and policies.

It has a close connection and is informed by new Managerialism (NM). The essentiality of NM featuring:

> "emphasising the primacy of management above all other activities; monitoring employee performance (and encouraging self-monitoring too); the attainment of financial and other targets…." (Deem and Brehony, 2005, p.220).

However, the concept of excellence is highly debatable (Greatbatch and Holland, 2016). It depends to a greater extent on the individual determining the term and their motivational drives towards its use. Excellence, therefore, is not a simple concept to define and has been viewed traditionally as a benchmark of quality, the reaching of a certain standard, competence and performance (Brusoni et al., 2014). Excellence is a comparison term. A term that requires the measuring of an-other against an-other. Thus, in a profession where teaching is value-laden, it is difficult to achieve. Excellence can not be narrowed down to encompass the combination of inputs and outputs, especially when the term is connected simultaneously to several arenas "the social and cultural environments (values and principles, for example) and the political and economic contexts" (Brusoni et al., 2014, p.21). Without getting drawn into the extensive debate surrounding the concept of excellence, I will move on to the government policy that excellence has embraced.

The UK government's current policy stance regarding evaluation has now become "hardened and formalised" (Watermeyer and Tomlinson, 2017, p.92). The TEFOF is now viewed as the Research Excellence Frameworks (REF) teaching-focused relative and has noticeably transformed higher education in the UK. Indeed, within higher education's long history, the external scrutiny of teaching has never been encountered before (O'Leary et al., 2019). Reinforcing higher educations measured market (Tomlinson et al., 2020) in the winner takes all market (Brown, 2018c). Research surrounding the popularity of the TEFOF highlighted how most academics are despondent and critique the TEF by emphasising "its failure to appreciate the extent to which teaching, its development and delivery, is a collective rather than an individual activity" (O'Leary et al., 2019' p.4). TEF has been viewed by some

commentators as questionable regarding 'fitness of purpose' when evaluating teaching (O'Leary et al., 2019).

One of the central notions of the Teaching Excellence and Student Outcomes Framework (TEFOF) is to connect tuition fee levels to the quality of teaching. The introduction in 2012 of tuition fee increases from their previous variable tuition fees up to £3,000 in 2006 (Brown, 2018c, Ashwin, 2017). The then Conservative government's intention was not only to give students an informed choice regarding high education providers but also to raise standards while recognising teaching and propelling the status of teaching to that of research, which according to the Tory government, had dominated university culture (Deem and Baird, 2020). However, this is not new regarding attempts at quality surveillance. Cheng (2010) explains the previous measures regarding teaching quality as shown below:

> "TQA [Teaching Quality Assessment (TQA; 1993–1995)] provided external review and judgement of the quality of teaching and learning at the institutional level. It was conducted by subject peer reviewers. In 1995, TQA was replaced by Subject Review (1995–2001), which focused on assessing teaching at subject. There was strong criticism of the Subject Review's tight management of the university sector, especially in relation to the work of academics. The Subject Review was later replaced by the Institutional Audit of the Quality Assurance Agency (QAA) for higher education in England" (p.259).

The TEFOF, although appearing in the manifesto of the Conservatives in the 2015 UK general election (UniversitiesUK, 2016) and an ingredient of market HE measures (Deem and Baird, 2020), became operationalised in 2017 under the previous name of the Teaching Excellence Framework. Thus, "lessening emphasis on the actual quality of teaching and more on the extent to which teaching quality was presumed to affect graduate earnings and employment status, despite any evidence of a link" (Deem, 2021). It was the Government Department for Business and Skills and their Green Paper 'Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice' (Department for Business, 2015) and the following 2016 White Paper' Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice' (Department for Business Innovation and Skills, 2016)

which inflamed controversy about the potential effects on the English higher education sector (Gourlay and Stevenson, 2017).

The TEFOF operates by using three sets of metrics (teaching, assessment, and academic student support) from the National Student Survey (NSS) launched in 2005, an annual survey of the retrospective reflective perspective of students' views on their courses being undertaken in their given universities.

According to Ashwin (2017), the exercise does not "directly" measure teaching quality, although he argues it does "give an insight into students' perceptions of their teaching" (p.1). Ashwin (2017) further asserts that the TEFOF concentrates on the apparent effects of teaching (p.1) at the provider level. The submitting higher education providers are given a single undergraduate provision award from the NSS data, similar to that of OFSTED ratings. Universities are either awarded a Gold, Silver, or Bronze TEF award, as shown below:

> "A provider was awarded **Gold** for delivering consistently outstanding teaching, learning and outcomes for its students. It represented the highest quality found in the UK" (Office for Students, 2020).
>
> "A provider was awarded **Silver** for delivering high-quality teaching, learning and outcomes for its students. It consistently exceeded rigorous national quality requirements for UK higher education" (Office for Students, 2020).
>
> "A provider was awarded **Bronze** for delivering teaching, learning and outcomes for its students that met rigorous national quality requirements for UK higher education" (Office for Students, 2020).
>
> "**Provisional** awards are given to providers that meet rigorous national quality requirements for UK higher education - and are taking part in the TEF - but have not had the opportunity to be fully assessed" (Office for Students, 2020).

Awarding any educational establishment has a negative consequence and further emphasises the hierarchy in the sector resulting in reputational damage for some institutions. Academics undertaking pedagogical enhancements and quality

education may not meet students' expectations regarding "content and delivery" (Dicker et al., 2019, p.1426).

The TEF has impacted the professional lives of academics with research emphasising "another layer of administrative bureaucracy," which, according to O'Leary and colleagues (2019) study, has led to "additional workstreams" (p.63). The authors expand on their findings underpinning:

> "…. rise to additional work streams, often with no additional resources to support this extra workload. A large proportion of participants experienced increasing workloads without any accompanying increase of hours and/or pay. One of the knock-on effects of this was a reduction in time for teaching preparation, teaching development and/or marking…." (p.63)

This, in turn, has increased mental health and wellbeing issues among academics, with academics reporting feelings of being pressurised, stressed, and anxious about working conditions along with feelings of being ignored, 'out of the loop', 'voiceless' and 'suffering in silence, (O'Leary et al., 2019) regarding involvement in participating in TEF submissions and TEF related exercise. Regarding teaching and learning, TEF did lead to "greater investment in small-scale research into teaching and learning, along with more opportunities to gain promotion/ career progression via a teaching route", according to (O'Leary et al., 2019).

TEF arguably represents the latest manifestation of the current government's desire to facilitate a shift, in England at least, towards a more competitive market in HE. The term teaching excellence should be viewed with caution.

Part 4 Innovation in Higher Education

2.8 Introduction

This final section in this chapter underpins some of the key initiatives that have played a part in moulding and advancing teaching and learning practices, and that would have had an impact on the case study universities.

2.9 Innovation and Initiatives

Tertiary education has been seen as a significant component of economic development and the betterment of its citizens (Delaney and Yu, 2013). Some commentators, such as (Johnstone and Marcucci, 2010), have argued that higher education is perhaps considered the most significant 'engine' for economic enlargement. However, with the distinguishing characteristic of contemporary UK life and the meteoric rate of transformation and adaption of 'new' ways of doing business and of teaching with the internet of things (IOT), there has been a stimulation of the consciousness to innovate (Enarson and Drucker, 1960) and universities according to (ibid), have been the mechanics behind "virtually every major innovation of recent decades" (p.495). This innovation stems from the university community and delivers innovation through its development of skilled specialists (graduates), who then undertake a purposeful change in the wider society. Nevertheless, universities have resisted reinvention despite producing change agents in society. Therefore, many of the initiatives mentioned in this section show how policy initiatives have attempted to create a wider networked community with teaching excellence and innovation at its heart.

There has been, for several decades, a move from the idea of 'community' towards the workings of 'commerce'. Teaching is no longer the 'hidden profession' (Layton, 1968), unconceptualised, like before the expansion, massification project, playing second fiddle to research, or seen as a dirty word in academic circles. Teaching carries much sway and has become a high point of discussion concerning all stakeholders. Education through the years lost this cottage industry look, and expansion in populations has increased participation in engagement with higher education and the ever-flowing tide of technology. Teaching initiatives in higher education have evolved along with the multidimensionality of teaching and instructional innovations, which have become a popular vehicle to drive this evolution. The following initiatives were not created out of some independent consciousness, a kind of disconnection from the wider society. They were the creation of the society of that time.

As far back as the 1950s, teachers were beginning to understand the importance of the 'blended learning' approach. Audio-visual aids, which were seen as "all materials used in the classroom or in other teaching situations to facilitate the understanding of the written or spoken word" (Shambo & Crakes 1950, p.22), were enhancing taught sessions. Although not as technological as nowadays, the integration of pedagogical methods included innovations of the day 'motion pictures and film' along with less advanced materials such as models, paper-based resources and, of course, the chalkboard then the whiteboard. However, it was initially the Americans who toyed with the idea of computer-assisted instruction (CIT) and the use of a teaching machine to incorporate a more flexible approach to instructional delivery (Hooper, 1974). America in the sixties produced the PLATO (Programmed Logic for Automatic Teaching Operations) to improve instructional processes (Bitzer and Johnson, 1971) through the use of sharing collaborative systems, such as email. However, it was the 1940s which could be argued that started the influx of dynamic pedagogy, along with the massification project throughout the 1950s to the present.

Innovation within the teaching arena is not a new phenomenon, and the then Labour Government of Clement Atlee focused on expansion and the innovation that would follow that expansion (Gov UK, 2019). In 1946 The National Committee for Audio-Visual Aids in Education was established by the Ministry of Education (MoE) (National Audio-Visual Aids Services, 1970). This became a policy steering group, both at a national and local level, and endorsed using the then pedagogical aids of the time. The committee had a broad remit and served not only teaching societies but also voluntary and Local Education Authorities (LEAs) (National Audio-Visual Aids Services, 1970). In the 1940s, the first computers in British universities and the use of training films for armed forces personnel were developed (MacKenzie, 2005). Two years later (1948), the Ministry of Education established the Educational Foundation for Visual Aids (EFVA), resulting in the production, implementation, and repository of classroom motion pictures revolutionising watch and learn pedagogy (Masson, 2012, National Audio-Visual Aids Services, 1970).

The Manchester 'Small Scale Experimental Machine' (SSEM), or 'baby' as it was nicknamed, was revolutionary. It was developed at Manchester University by Kilburn and Williams (1948) (Manchester, 1999), and a year later, the University of

Cambridge released its 'Electronic Delay Storage Automatic Calculator' (EDSAC). This machine was the first practical electronic computer (Computing, 2018), among others. However, what did follow was a growing demand by British universities for the provision of computers (Agar, 1996), and by the time the Flowers Report, A report of a Joint Working Group on Computers for Research, January 1966 (HMSO, 1966), the gates opened for all higher educational institutions and demand was high for computers. Research funding within this period was distributed between the Department of Scientific and Industrial Research (DSIR) and the University Grants Committee (UGC). However, it was not until the mid-1950s that the (UGC) became conscious of computers as a tool for academic research (Agar, 1996). The bidding for computers by universities was vague, and universities did not understand why they required computer provision and wildly listed any scientific discipline in which computers might be beneficial (p.631).

In the sixties, major developments in teaching initiatives and a series of reports were undertaken, namely Hale (1964), Brynmore Jones and Parry (1967) (Layton, 1968). The Hale Report (1964), the first comparative study (Lehmann, 1966, Hale, 1964) and exploration of 'University Teaching Methods', was released shortly after Robbin's momentous expansion report and the birth of new innovative multidisciplinary universities. This report was to investigate and fact-find teaching methods, which is difficult, especially concerning a flux in pedagogical methods. The Hale report did not make recommendations; instead, it focused on some wider applications of "Structure of degree courses, organisation problems, introduction to student life, students' use of time, student opinion, lectures and discussion periods, practical classes, examinations, equipment, and university teaching as a matter for training and study" (Lehmann 1966, p.38). The Hale Report did bring about further complex discussions with regards to technology in education being 'backward' (p.39), and that efficiency with regards to productivity in this area was becoming expensive (Lehmann, 1966). The report gathered a significant amount of research, and although no recommendations were declared, the report did establish that students wanted greater small-group discussions or tutorials, resulting in a teaching-study ratio increase (see Lehmann, 1966 for further discussion).

In 1965 the Brynmor Jones seminal report was released on the use of audio-visual aids in teaching and research (Scott, 1991). The '*Audio-visual Aids in Higher*

Scientific Education' report recognised the acceleration and advancements of information communication technologies at its time of publishing and was the operative activation of technology in the United Kingdom (MacKenzie, 2005). The report was not purely embedded in the context of the United Kingdom but encompassed data from other countries, such as 'America, Japan, Russia and Europe' (p. 225). The report was underpinned by three components, namely the 'facts', which included the data from other countries being the principal component. Next, the use of audio-visual aids in current use and the training being offered. This encompassed the new projectors and tape recorders launched within the United Kingdom. Lastly, the cost implications and recommendations (Scott, 1991) were the final components of the report. Although briefly mentioned once, the report set out to try and understand 'educational technology', but with such scarce literature based on this innovative area, this became difficult. The committee, therefore, turned to the "National Organisation for Audio-Visual Aids in Education (NOAVE), which was modestly supported by local education authorities and worked almost exclusively in schools" (MacKenzie 2005, p.712). However, (NOAVE) was not a company that researched the pedagogical features of the use of its material resources, which could be said to blind-teaching, or lacking evidence.

The '*Audio-visual Aids in Higher Scientific Education* report was to establish the National Educational Technology Centre (NETC), which would become the central unit to address audio-visual aids but was never established. This became problematic because many universities had not and did not have what you would call today's academic services, which are central to the provision of technological instructional aids (Scott, 1991, Brynmore Jones, 1965). In 1967 building on the report, the National Council for Educational Technology (NCET) was born (Hooper, 1974) and became the Council for Educational Technology in the early seventies, with Brynmor remaining as the chair up until 1973 (Scott 1991, p.227). The National Council for Educational Technology (NCET), established in 1966, wanted to understand the application of technology in education and set up a Working Party, chaired by Professor Black from the University of Bath. This Working Party was to lay the foundations for several objectives to be investigated, one being "to develop new equipment, software, and instructional techniques to exploit the full potential of the computer as an educational resource" (Hooper 1974, p.59). The Computer

Assisted Instruction (CAI) report was said to be "the most far-reaching and exciting application of computing for education….." (*Computers in Education, p.7* in Hooper (1974. P.60). The report set out a five-year plan and had a disciplinary focal point regarding investment into higher education maths, science and medicine (Hooper, 1974) with further investment into Local Authority Education (LEA, 16-21 age group).

The only two universities in the sixties that had invested in audio-visual were 'Leeds and Strathclyde' (p.226). This was because they both had broadcasting centres and training facilities, something the report's committee were excited to pursue at a national level. Two years later, universities had established a 'central service unit' dealing with audio-visual instructional aids. However, "pointing a camera at a lecturer doing their job" (Brynmore Jones, 1965, pp.266-267, Scott, 1991), in the way they had always taught was not very stimulating, interesting or engaging. This was reinforced by the National Education Association (NEA), which underpinned the arduous task of compiling an effective lecture using film, "the mere reproduction on a monitor screen of what would otherwise be written on a chalkboard is a misuse of television, chalkboard, and lecturer" (Brynmore Jones, 1965). The Parry (1967) report, on the other hand, was concerned with library innovation. The Parry Report (1967) considered library services in universities and especially the subject specialist, which would enhance reader services. The 1970s saw another building block of instructional pedagogical innovations with the formation of the Joint Information Systems Committee (JISC).

It was JISC, as it has been known since 2012 (JISC, 2018a), and the Open University (OU) that pioneered early innovations in teaching. JISCs history stems from 1966, with 'The Computer Board' and then later, in 1970, the Post Office provided five universities in the south-west with 48000 bytes or 48 kilobytes (JISC, 2018a). In 1984 Joint Academic Network (JANET), the owner of the (ac.uk) domains, which was a private concern funded by the UK government and now owned and developed through JISC, released a super-highway network for the UK research and education community called the Joint Academic Network (JANET). This involved sixty universities in the UK and was the first national research network (JISC, 2019). In 1991 the other tertiary sectors joined JANET with polytechnics and colleges of further education connecting to the network. The JANET network increased speed with a faster network, which would become Super-JANET, funded by JISC. JISC

predicted back in the eighties that the internet and technology would become a significant player in the arena of education (JISC, 2019). The network would bring together research gateways and communication information nodes. This was to be a 'Gold standard' of network infrastructure (JISC, 2019) for university campuses that were investing in their networks.

The 1980s saw the release of the Nelson Report (1983) (Gardner, 1988). This report would identify the lack of student computer workstations in universities and result in the computers in teaching initiative (CIT) (HEFCE, 1998). The initiative led to the Computer Board for Universities and Research Councils (CBURC) funding several university pilot projects at the cost of £452,000 (Oosthoek and Vroeijenstijn, 2013). One of the problems with this project was the lack of interest in software, which the (CBURC) responded to by "directing resources towards the development of relevant educational software and the support course materials" (p.486) and the establishment of a Computers in Teaching Initiative Support Services (CTISS) (Oosthoek and Vroeijenstijn, 2013). The (CIT) initiative was to challenge the way that academic staff viewed pedagogy and was a way of addressing some of the massification issues, such as the diversification of learners, numbers and, of course, cost-effectiveness. This was not a de-skilling of staff but a way to empower academics in times of rapid change (Martin, 2019). The (CIT) did collaborate with other programmes, namely the Teaching and Learning Technology Programme (TLTP).

The late eighties and early nineties saw dramatic changes and the move towards a series of national initiatives that would answer the calling of 'quality teaching and technological instruction. The interest of the many initiatives was positioned in the arena of 'teaching and learning'. In the late eighties, the Enterprise in Higher Education (EHE) initiative was launched. This initiative aimed to engage with industry and student profiling concerning life-long learners who are prepared for the modern workplace (Whiteley, 1995) and have the correct transferrable skills. The (EHE) also encompassed projects in the range of curriculum design and the production of teaching-orientated innovation units, using innovative assessment strategies by promoting student-centred teaching initiatives (Hannan and Silver, 2000). The initiative recognised change and, therefore, funding from the (EHE) and Fund for Innovation in Teaching and Learning (FITL), which was also a funding

stream created to stimulate the development, production and implementation of good practice across the Higher Education (HE) sector (Taggart, 2019, HEFCE, 1998). This meant that funds were available and distributed to those who wanted to put educational change into practice and develop service (Hannan et al., 1999) both from a top-down perspective and bottom-up perspective. Therefore, grassroots involvement was paramount for projects to 'add value in terms of outcome' (Whiteley, 1995). In the nineties, several innovative initiatives shown below demonstrate the variety that had been the Teaching & Learning Technology Programme (TLTP) concurrent initiatives: Adapted from (HEFCE, 1999).

ALT	Association for Learning Technology
CIT	Computers in Teaching Initiative
EHE	Enterprise in Higher Education
FDTL	Fund for the Development of Teaching & Learning
ILTHE	Institute of Learning and Teaching in Higher Education
ITTI	Information Technology Training Initiative
JISC	Joint Information Systems Committee
LTDI	Learning Technology Dissemination Initiative
MANs	Metropolitan Area Network
TQA	Teaching Quality Assessment
SCONUL	Standing Conference of National and University Libraries
TALiSMAN	Teaching & Learning in Scottish Metropolitan Area Network
TLTP	Teaching & Learning Technology Programme
TLTSN	Teaching and Learning Technology Support Network
UMI	Use of MANs Initiative
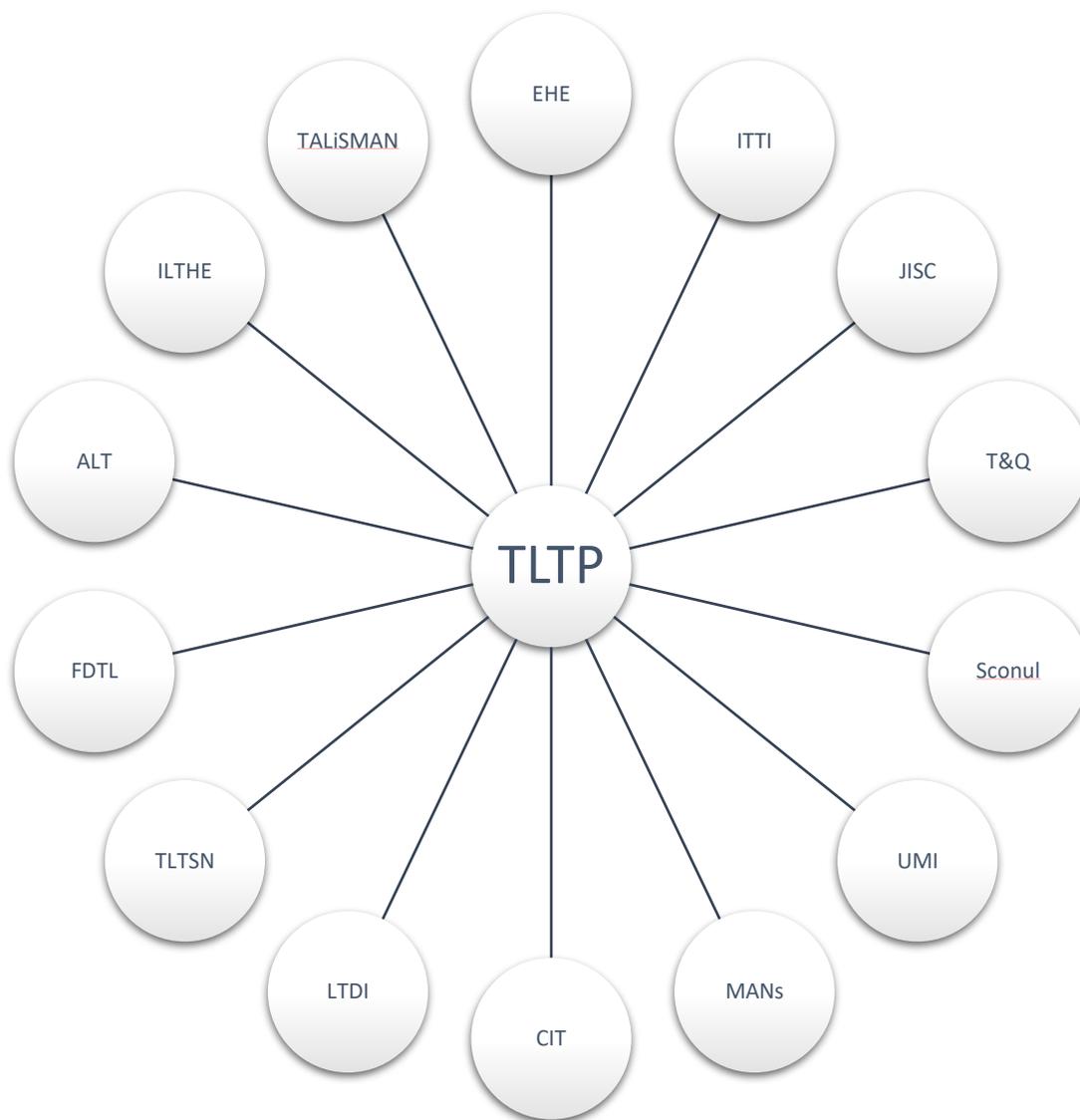
The nineties saw the publishing of the MacFarlane Report (1992) *'Teaching and Learning in an Expanding Higher Education System',* which explored the changing insights in teaching and learning with regards to the role of technology and how that technology can offer a degree of flexibility to increase participation in higher education (Schuller, 1995). Macfarlane in (Schuller, 1995) addresses the issue by implying:

> "Learning is an interactive and dynamic process, in which imagination drives action in exploring and interacting with an environment. It requires a dialogue between imagination and experience. Teaching provides the relevant experience…."
> (p.63).

The report implied that through shared experience and shared practices, there must be new organisational structures and the creation of national and institutional supporting infrastructures (MacFarlane, 1992). Laurillard (1993), Rethinking University Teaching, is more independent in using a framework for technological use, whereby there is a supporting and advisor element attached to the effective use of teaching with technology. Both commentators underpinned the importance of support and advice, which became the focal point of the subsequent networked initiatives of the Learning & Teaching Support Network (LTSN), Teaching & Learning Technology Support Network (TLTSN) and Computers in Teaching (CIT). However, the nineties involved a series of transformations.

It is worth noting that the nineties witnessed a greater emphasis on the value and effectiveness of 'active learning' approaches (Entwistle et al., 1992). Approaches that were psychomotor (doing) and involved collaborative interactivity between teacher and learner, materials, resources and peers (HEFCE, 1999). As (Entwistle et al., 1992) suggest, bringing about 'deep' learning, a 'transformative approach to learning' (p.5). Higher education curricula had also shifted to modularisation, underpinning the credit transfer scheme and accumulation. This was partially due to a wider choice of subjects and heightened flexibility for learners. Therefore, connecting the interplay between modularisation, flexibility and technology results in widening participation and the lifelong learning agenda with the awareness of the 'learning society' (HEFCE, 1999). The nineties had also travelled some distance regarding student readiness for the labour market. It made employability and the development of core transferrable skills a large part of the (EHE) initiative. This area

has become paramount because of the increased competitiveness of the employment market (HEFCE, 1999).

There was a strong bond between the (CIT) and the (TLTP) through the development and training of software, workshops, and presentations. The (TLTP), established in 1992 (HEFCE, 1999), was a national initiative that would drive technological teaching and learning through higher education (HE) (White, 2000, HEFCE, 1999). The initiative was funded by the four funding bodies the Higher Education Funding Council for England (HEFCE), Scottish Higher Education Funding Council (SHEFC), Higher Education Funding Council for Wales (HEFCW) and the Department of Education Northern Ireland (DENI) (Tiley, 2019, University of Loughborough, 2019). The projects represented a national subject collaborative partnership and developed 76 projects, one of which was the Statistical Education through Problem Solving (STEPS). This project brought together seven UK universities and nine departments from within these institutions; see (University of Loughborough, 2019) for further details. The STEPS project underpinned what the (TLTP) was created for, a holistic collective of higher education, portraying best practices among a collaborative consortium of universities. The aim of the (TLTP) was, after all, to promote quality in teaching and learning by achieving 'efficiency and productivity' (Tiley, 2019). The drive was to confront the challenges of diversification in student composition and the demands of the student body on high-quality teaching and learning. Therefore, building technology into the equation was to play a significant role in producing a higher-quality teaching and learning experience. The projects that were undertaken by the (TLTP and CIT) were distributed through the Learning Technology Dissemination Initiative (LTDI), which was an initiative purely setup to promote good practice and share practice materials with the higher education network community.

The late nineties and the start of the millennium saw more recognition and concentration around teaching and learning. These followed the recommendations of the Dearing Report (1997), and in 1999 the establishment of the Institute for Learning and Teaching (ILT), resulting in further stimulation with regards to innovations in teaching and learning and the research that would evidence and develop such innovative pedagogy. The (IFL) would be the professional body for

higher education academic staff and support staff with accredited programmes (ILT, 2000, Hannan, 2002) and was to acknowledge academic teaching skills. This was followed by the Teaching Quality Enhanced Fund (TQEF), initiated by the (HEFCE) (Higher Education Funding Council for England, 1999). The (TQEF) was organised into three elements the institution (by requiring the submission of institutional strategies for teaching and learning) (Higher Education Funding Council England, 2002), "the subject (through the establishment of the LTSN subject centres and the Generic Centre and the further support of FDTL), and the individual academic (the annual National Teaching Fellowship awards)" (Hannan, 2002, Higher Education Funding Council England, 2002).

The Learning and Teaching Support Network (LTSN) was created at the dawn of the new millennium after a series of reviews undertaken by the (CIT) and the Teaching & Learning Technology Support Network (TLTSN), which was itself a networked initiative of eight support centres, concerning technological implementation and dissemination. This resulted in creating a subject-based web across the UK regarding best teaching and learning practices and engaging academics. This was to be funded by the (HEFCE) (Brine, 2001, Frank, 2002). The thought process behind the (LTSN) initiative was to develop several collaborative subject centres and an integrated network of cross-sectional universities to improve teaching and learning (Frank, 2002). It was a project comprised of building a network community, a web of pedagogical quality. This was achieved by individual higher education academics producing and encouraging other academics from similar disciplines to take up the batten and run with innovative pedagogical strategies. Therefore, connecting and transferring knowledge from the bottom-up, grass-roots innovators to the wider academic community, making the centres a kind of 'knowledge broker' regarding research into teaching (Deem, 2002). The (LTSN) consisted structurally of three components, 'two national centres', which were 'generic' (general teaching and learning issues) and 'technological' (exploring the value of existing and emerging technologies) and '24 subject centres' (with a connection to professional bodies) (Frank 2002 p.31). The initiative had a promise regarding building a subject community, especially when policy around the time of the Dearing Report (1997) was moving away from scholarly communities to one of commerce and student employability skills and knowledge.

In 2003 the government undertook a consultation to look at the use and exploitation of embedding e-learning using the technologies available in all pedagogies and in all curricula. The consultation was called '*Towards a Unified e-Learning Strategy*' (Department for Education and Skills, 2003b). The idea was to look at the benefits and what can be achieved using modern digital technologies. The government recognised that although e-learning is already being manipulated and implemented, it was not sustainable, and progress required more involvement and development through commercial supplies and software developers supporting the education system (Department for Education and Skills, 2003b). The consultation led to the *'Harnessing Technology Transforming Learning and Children's Services'* report, a report that included higher education in its capacity.

The '*Harnessing Technology Transforming Learning and Children's Services'* report changed direction by changing the terminology used, from a 'unified' working for the same goals to 'controlled transformational' services, including and incorporating all stakeholders involved within the educational sector (Department for Education and Skills, 2005). This governmental, educational report coincided with the (HEFCE) own 'Strategy for e-Learning' (Mayes et al., 2009) and focused on embedding e-learning over a ten-year duration. This was also the result of a consultation with 100 universities (Glenaffric Ltd, 2004). The report was to set out multiple strategic developments. The approach was to improve learner outcomes and reach disengaged learners through a flexible, transformed and implemented information communication technological (ICT) approach resulting in efficient and effective shared ideas and online research (Department for Education and Skills, 2005). Also, in 2003 the government released their White Paper 'The Future of Higher Education', which entailed funding the recent initiative of 'Centres for Excellence in Teaching and Learning (CETL). This initiative was to build on previous (HEFCE) work and had a focal point on teaching and learning enhancements. This meant that institutions could bid for funding for projects ranging from pedagogical (general), which was the highest-funded to foundation degrees that was the lowest funded, see (HEFCE, 2005) for further explanation of subject spread.

Higher education in the UK was well situated to undertake the strategic approaches suggested through the earlier work and adaption and implementation of JANET, the higher education network. The (HEFCE) was also constructing networks, lifelong

learning networks with the then learning and skills council (LSC), which was established in (2001) and was jointly funded by both the Department of Business, Innovation and Skills (BIS) and the Department for Children, Schools and Families (DCSF). The (LSC) gained its premise from the Learning and Skills Act (2000) and was introduced to transform the further education (FE) sector (Johnson, 2000). These collaborations and partnerships across higher and further sectors were to enhance flexibility by widening participation and learner journey (Department for Education and Skills, 2005). Higher education had the remit through the report and the network of institutions to assemble innovative systems that incorporate "mixed-campus, home, workplace, online and place-based part-time and full-time learning" (p.53).

JISC embedded a virtual environment to support this by producing a "research environment demonstrator for both (HE) and (FE) sectors. This initiative, 'Virtual Research Environment' (VRE), was to build a community of collaborative research practitioners using online tool kits and networked resources. It was built around the same premise as the Virtual Learning Environment (VLE), which had become commonplace across most educational sectors and involved the sharing and collaborating of instructional materials (JISC, 2018b). At around the same time, the Economic and Social Research Council (ESRC) launched its "internet-based information centre (Department for Education and Skills, 2005), creating greater access to social science research. Throughout this period, the (HEFCE) participated with the Department for Education and Skills (DfES) and their consultation and produced its strategy for e-learning, as seen above, that would be specific to the higher education sector. However, as (Mayes et al., 2009) suggests, there were differences, with the (HEFCE) highlighting 'embedding ICT' (p.8) at every stage of the learner journey and funding other key technological led initiative such as the UK e-University (UKeU), an initiative solely aimed at purely online learning. The (DfES)s approach, on the other hand, "emphasised the transformation of services in support of education" (p.8), reflecting the policy of the time.

The (HEFCE) reviewed their strategy every three years (Mayes et al., 2009). In 2007 with a re-structuring of key governmental departments, the Department for Children, Schools and Families (DCSF) and Department for Innovation, Universities and Skills (DIUS) were established, albeit the (DIUS) had a short life span (2007-2009) and

later merged with the Department for Business, Enterprise, and Regulatory Reform to make the Department for Business, Innovation, and Skills (DBIS 2009). In (2008) the White Paper 'Innovation Nation' was published (Department for Innovation Universities & Skills, 2008). This resulted in the (HEFCE) being encouraged to reward innovation and develop creativity (Mayes et al., 2009), concerning the widening participation agenda, increased student participation in the sector and industry cooperation's, collaborations and cross-sector relationships building, leading to research and innovation. All of these have been key to a modern 21st Century economy (Mayes et al., 2009).

The mood at this time can be seen by a speech by Professor David Eastwood, HEFCE Chief Executive:

> "I welcome in particular the strong endorsement given to HEFCE's role in the dual support system for research funding, providing the stability and strategic resource needed for universities to innovate in new and emerging fields. I am also very pleased to see an endorsement of our Higher Education Innovation Fund as a permanent part of the university funding landscape. We look forward to continuing to play this central role within the Government's forthcoming strategy on higher-level skills and in the framework for the expansion and development of higher education" (HEFCE, 2008).

The (HEFCE) further enhanced the use of e-learning throughout their strategic planning (2006-2011), making provisions to support higher education in enhancing teaching and learning, making digital learning normative.

Although there are several other policy initiatives, such as the (HEFCE) published further initiatives Enhancing learning and teaching using technology (2009), which was underpinned by the theme of embedding e-pedagogical practices to improve teaching and learning (T&L). The final initiative is one that most universities have embraced, either at an institutional level or national level, namely the teaching excellence awards and prizes. The UK is noted to be the most active in promoting teaching innovation (Efimenko et al., 2018). This theme is very deserving and important, especially when higher education has for several decades undergone an expansion never seen before and a massification and diversification of the student body (Trow, 2010), answering the call to the widening participation agenda, which in itself brings demands on the instructional practice. Rewards and prizes share

pedagogical practices and raise standards of teaching whilst celebrating the individual's contribution to the teaching profession. Some commentators, however, have been critical of the prizes (Trowler, Ashwin, & Saunders, 2014, p. 4) and would prefer a more strategic development approach. The argument here is that these lone-rangers of innovative pedagogy are not influencing the wider community of higher education but then better something than nothing. After all, the objective here is to motivate, encourage and improve institutional recognition resulting in improved student satisfaction.

2.10 Chapter Summary

This chapter set out to position the teaching-self of innovative university teachers at Millfield-U and Causeway-U within the broader context of higher education. Like both case study institutions, the English system of higher education has been constantly in flux for the last 50+ years. The sector has become increasingly marketised regarding increasing student numbers and institutional expansions in the 60s, 80s and 90s and at present through alternative providers (AP). Some of the participants in this inquiry have witnessed many significant key events, while others have only experienced events from more recent developments such as the late 90s. The chapter emphasised the sector's composition and labels that distinguish different providers in this hierarchal sector. Both Causeway-U and Millfield-U are a part of the composition, with both Causeway-U and Millfield-U being born in different eras[9]. Eras that echoed their identity and to this day underpin their values, drive, and mission. The chapter highlights what marketisation has done to the sector by producing further complex data assemblages such as TEFOF. Marketisation has brought about a 'winner takes all market' and pitted institutions and academics against one another, therefore, promoting individualism. The final section of this chapter underpins how teaching and innovations in HE are nothing new regarding a lengthy period of innovations and connections to teaching from the 1950s.

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[9] Causeway-U and Millfield-U orientation towards a type as mentioned in this chapter have been excluded to protect the institutions.

Chapter Three: Self, identity, and Teaching- self:
A Literature Review

3.1 Introduction

This thesis aims to understand and explore the teaching-self of innovative university teachers who have either achieved a teaching award (locally or nationally), been commended, or have implemented innovative teaching methodologies. In other words, it concentrates on identity, which according to some commentators, "helps us to navigate our careers and helps us to orientate ourselves" (Ashwin et al., 2020, p.4). King (2003) asserts that identity is a valuable concept to utilise in developing our understanding of involvement in innovation (p.619). King (2003) explains that through innovation and change, identities in the workplace are influenced and impacted. Therefore, we can control our lives, customs, and values by understanding ourselves. Bourdieu warns us about the trouble of "acting without fully understanding ourselves" (Billot and King, 2015, p.842).

This literature review chapter focuses on the following structure. The review initially starts from a broad angle and concentrates on the concept of self and identity (**3.2**), followed by an overview of innovation (**3.3**), leading to the growth of identity and innovative research (**3.4**). Next, the review examines the research surrounding identity work (**3.5**). Secondly, I approach the literature from a creative perspective combining identity (3.6) and then further the discussion by underpinning academic identity (**3.7**) and formation (**3.8**), finally finishing with academic vulnerabilities (**3.9**) and chapter summary (**3.10**).

Identity is a concept and area of study that is relevant to everyone. Questions such as 'who am I' and 'who are you' are ageless regarding identity formation and construction of who we are. Throughout time and over the centuries, artists have and still do, through a multitude of mediums and art forms, utilise the visual representation and constructions of the theme identity, expressing their emotions and feelings where they establish a better knowledge of themselves (Collingwood,

1938). In other words, people develop selves through relational means, which are re-created figuratively. Authors have spoken about the metaphorical self as a sculpture whereby one's self-representation is never finished until the end of life (de Valverde et al., 2017), a kind of 'person-project' (Clegg, 2008) or, in some cases, a 'moving target' (Quigley, 2011).

University teacher identities are manufactured from what they do, the work they undertake, and their practices. The literature that has been written on identity in the academic domain, particularly over the last two decades (Henkel, 2000, Henkel, 2005, Henkel, 2017), has been produced as a result of and need for academics to respond to a changing environment and their revised professional roles (Billot, 2010), or operating in 'Third Spaces[10]' (Whitchurch, 2013) as an 'itinerant academic[11]' or hybrid part administrative, part academic worker (Whitchurch, 2019). The question of identity has grown through the breakdown and corrosion of workplace insecurity and flexibility, according to Bauman (2004), and one only has to survey the wealth of literature to understand that autonomy and freedom and teaching and research are pivotal areas of study (Fanghanel et al., 2008, Barnett et al., 2008, Henkel, 2000, Churchman, 2006).

According to Collett (2020), identity research is 'messy' (p.524) because identities are dynamic, complex (Lieff et al., 2012) and constantly constructed and reconstructed (Luehmann, 2007, Monrouxe, 2010). Geijsel & Meijers (2005) maintain that teaching is not static; indeed, teaching practices and the very nature of education constantly challenge teachers' professional identities. Therefore, teachers are in an ongoing constructed narrative, combining personal and professional life (Sheridan, 2013). Identity then comprises the "kind of person one is recognised as "being, at a given time and place" (Gee, 2000, p.99) and therefore has a temporality

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[10] The 'Third Space' refers to permeability. The space between academic and professional domains, A fluidity of identity. It "reflects the multiple agendas with which institutions are now involved and the mobility that is expected of both professional and academic staff. An example is "Learning development and academic practice in support of the student experience, such as tutoring, programme design, study skills and academic Literacy, and online learning to meet demands for distance education and also mixed mode teaching, such as the design, development and adaptation of web-based programmes and the use of social media" (Whitchurch, 2018, pp.1-2).

[11] Itinerant academics see themselves as located in and having legitimacy in a wider environment and mobility across other spheres (Whitchurch, 2019, p.685).

and spatial component. In other words, how people understand themselves, their experiences, how they present themselves, and how individuals want to be recognised by others and the wider community (Gee, 2000) are wrapped in continuity across time and space. As Giddens asserts:

> "…. in order to have a sense of who we are, we have to have a notion of how we have become, and where we are going" (Giddens, 2008, p.54).

Identity is an arrangement of created and recreated stories (Sfard and Prusak, 2005). Stories we tell about ourselves, which are composed as a multiple of voices, or if metaphor suits 'selves as a chorus of voices' (Vloet, 2009) from our past and present experiences and the future (Hermans and Gieser, 2012). Some commentators have referred to identity as "'being' that informs 'doing'" (Taylor (1989) in McNaughton and Billot, 2016, p.644). McNaughton and Billot go on to explain the theme, further asserting:

> "…. where being is one's way of viewing the world and oneself based on certain values, beliefs, and attitudes, and doing is the way of living proceeding from this" (p.644).

In other words, and as Korhonen and Törmä (2016) suggest, although teaching is generally viewed as a lower status compared with research (p.66), numerous university academics comment and view teachers 'being' and 'doing' as crucial for professional identity growth (Korhonen and Törmä, 2016).

Self-image emphasises the individual's subjective perception of themselves. A mental picture of "one's physical appearance, and the integration of one's experiences, desires, and feelings" (Bailey, 2003, p.383). Much of what has been emphasised above fits neatly into Kelchtermans professional self-understanding domain of his 'personal interpretive framework', which underpins teachers' professional understanding of their present experiences, the influence of past experiences on their self-image, and the notion that professional identity is never complete (Kelchtermans, 2009). Another significant aspect of self-image is that the concept is tied to a series of other concepts, and the following section will explore

some of these. However, firstly I will focus on the closely related terms of self and identity.

3.2 Concepts of Self and Identity

This section focuses on conceptualising self and identity, which has proven difficult because of the inconsistent and contested ways the concepts are used in and across the literature (Hammell, 2006). Some commentators have gone as far as to use the terms interchangeably. Day and colleagues (2006) argue that the concepts are indistinguishable within education (Day et al., 2006), while others have used a symbol or character (/) to emphasise the same (Bakhurst and Sypnowich, 1995). Thus, self and identity in much of the contemporary literature is seen as a product of social interactions over time. Hence identity is an ongoing project.

The problem and concern with identity is that the concept is based on a seemingly paradoxical combination of sameness and difference (Lawler, 2008, p.2). Dictionary definitions also record sameness, relation, condition of being, and difference (Merriam Webster, 2021). The Latin idem (the same) and (identicalness) (Wiktionary, 2021) echo with ourselves. Our shared common identities and, of course, our uniqueness and differentiation as human beings. Therefore, people are portrayed as being the same but different, building a greater understanding of individuals' identities and identification. After all, one can identify as male, female, or non-binary or a dis-identification. Therefore, the concept is contested within the literature.

The concept of identity has been highly contested over the years. Various commentators argue from the lens of the individual, underpinning individual values and beliefs; relational, encompassing roles, and collective, referring to social categories and groups (Schwartz et al., 2011). However, the central and fundamental questions people try to answer and respond to are "who am I?" and "Who are you?" as mentioned above in the introduction. Vignoles and colleagues (2011) point out that although this simple question sounds simplistic, it is complex. The authors decipher the questions emphasising that identity can be viewed as plural and singular regarding the word "you" or seen reflexively through "Who am I?".

Therefore, although these questions encompass several responses and can emphasise different viewpoints, identity comprises a diverse recognition of a construct that is powerful. According to Kroger (2007), identity is a life guide, a "path to purpose" (p.13), searching for one's position and affiliation regarding group orientation.

Selves and identities, according to Holstein and Gubrium (2003), "are the subjects we take ourselves to be; identities are the shared labels we give to these selves" (p.119). Therefore, the concept of identity is complex (Lawler, 2008). Our identities are identified as being highly personal when in fact, they are incredibly social. Identities are shaped through social interactions. Both identities and selves are temporal and spatial. On a daily basis, people organise and present themselves and, under the possible selves' theory, relate to possible identities—the future selves or what one wants to become (Hamman et al., 2013). So, what do we mean by the concept of identity? What defines who we are? What does it mean to be who you are? These are all questions that are concerned with the concept of identity. Our preoccupation with what makes us tick, our unique characteristics underpin who we are, our values and our choices (Burke and Stets, 2009). We all associate meaning with our roles, whether a teacher, student, or parent. We are members of various groups, such as political, whereby one might identify as supporting the Labour party due to working-class socialisation or a specific pressure group underpinning our morals and values. People have multiple identities because people occupy several roles and are attached to multiple groups (Burke and Stets, 2009).

In focusing on identity, some commentators have argued that the concept of identity is not clear enough to support a meaningful line of work, even though across academic disciplines, identity has become a central theme. Furthermore, several authors have expressed concerns that identity has been used in too many different ways without a clear understanding of the definition (Vignoles et al., 2011). Clearly, the literature surrounding the concept of identity has been used as a "catch-all" covering "biological characteristics, psychological dispositions, and/or socio-demographic positions" (Vignoles et al., 2011, p.2). Additionally, identity is emphasised through individuals' social domains such as family, work, friends,

material identities, geographical area, house, and clothes. Therefore, people's identities are multiple and coexist, interacting (Amiot et al., 2007).

Some commentators have referred to identity as a set of meanings and ways of thinking (Vignoles et al., 2011, Stryker, 2008, Stryker, 2002). Stets and Serpe (2013) assert that identity is the meaning we attach to roles and roles that people occupy (Stets and Serpe, 2013). According to Burke and Stets (2009), individuals assign meaning to roles by reflecting upon themselves in that role. Therefore, the individual thinks and either constructs or deconstructs, assigning meaning and establishing a perspective around the role and, in a way, socially constructing meanings through interactions in a social context. However, the concept of identity has been closely linked and used interchangeably with a series of other concepts.

Benwell and Stokoe (2006) identify a series of near-synonymous terms related to identity. The authors list the terms asserting that many of them have their roots in particular theories and within traditional academic disciplines. Benwell and Stokoe emphasise the following terms:

> "'self ', 'selfhood', 'position', 'role', 'personality', 'category',
> 'person formulation', 'person description', 'subjectivity', 'subject',
> 'agent', 'subject position' and 'persona', 'person formation'"(p.6)

The authors argue that identity has shifted from the private domain of cognition to encompass the public realm of "discourse and other semiotic systems of meaning-making" (p.4). In other words, they are moving away from a concentration on the self as an internal project to one of fluidity regarding social and collective identities. Their alternative approach to identity views the concept as a "public phenomenon, a performance or construction that is interpreted by other people" (p.17).

The closely related concepts of self and identity are steeped in the questions raised about ourselves, our virtues, and distinctions. Questions underpinned by being a person, a living conscious person existing. The existence of a self and identity has been at the forefront of several prominent philosophical thinkers, such as Plato's 'union of body and soul', John Locke's 'self-reflective consciousness', David Hume's

'no permanent "self" that continues over time', and Kant's 'person as a thinking substance, conscious of its own identity through time' (Longuenesse, 2015, Shoemaker, 2019, Olson, 2021). The concepts of self and identity are closely related and have traditionally been used interchangeably (de Valverde et al., 2017). However, commentators have distinguished between self and identity.

Self typically consumes "one's sense of 'who I am and what I am" (Hammell, 2006). The self is the coupling of a series of identities, an integration of interactions with others. Therefore, identities are multiple and incorporate several integrated positions consisting of "core or person identities, social identities, group identities, and role identities"(Turner, 2015, p.958). Trautwein (2018) similarly argues that individual selves are made up of several sub-identities or multiple I-positions (multiplicity), which can also be discontinued due to everyday occurrences, but at the same time, can be integrated (Akkerman and Meijer, 2011, pp.311-312). Therefore, I agree that academic selves are neither isolated nor located in a vacuum. They are a part of the wider social fabric of the world concerning context and relationships (Henkel, 2005).

Alternatively, another concept that is closely related to identity is that of self-concept. A concept that represents the image people have of themselves. According to some commentators, self-concept is a process of self-discovery and identity formation. Carl Rogers, a humanist psychologist, further broke down the concept of self-concept into three elements. The ideal self (whom you want to be), self-image (one's view of yourself), and self-esteem (how you like who you are) (Argyle, 2017). Henri Taijfel's social identity theory is underpinned by two parts, personal identity (traits that make you who you are) and social identity (the groups you base yourself on) (Tajfel and Turner, 2001). The authors assert that identity under the concept of self-concept is multidimensional.

Kelchtermans put a different slant on identity and prefers the term self-understanding. Self-understanding, or typifying oneself as a teacher (Kelchtermans, 2009), is the self-concept of one's self-identity. One's self-identity is an arrangement and assemblage:

> "…. a schema consisting of an organized collection of beliefs and feelings about oneself"; as "one's sense of 'me' identity, as "I"; and as "a cognitive appraisal of our physical, social, and academic competence" (Bailey, 2003, p.384).

Self-identity, then is a complex and multidimensional concept. Consistent with Kelchtermans components of self-understanding (self-image, self-esteem, task perception, job motivation, job satisfaction and future perspective) (Kelchtermans, 2009), self-identity embraces the "Who am I?" and "what one is?". In other words, a unique person is distinguishable from others (Bailey, 2003, Baron, 2008, Myers, 2014). However, identity has been viewed by some commentators to be too fixed and static. Kelchtermans chooses to adopt the term self-understanding in his studies of primary, secondary, beginner teachers and teacher educators (Uitto et al., 2021, Kelchtermans, 2007, Vanassche and Kelchtermans, 2014, Kelchtermans, 1993). He chooses self-understanding because, as he argues:

> "The term refers to both the understanding one has of one's 'self' at a certain moment in time (product), as well as to the fact that this product results from an ongoing process of making sense of one's experiences and their impact on the 'self'(Kelchtermans, 2009, p.261).

However, Holland and Lachicotte (2007) also refer to identity as self-understanding using Mead's identities. The author earlier argues that:

> "People tell others who they are, but even more important, they tell themselves who they are and then try to act as though they are who they say they are. These self-understandings are what we refer to as identities" (Holland et al. (1998) in Holland and Lachicotte, 2007, p.104).

The account above underpins that individual identities are "emotionally attached" and that that attachment instructs one's behaviour and interpretation (Holland and Lachicotte, 2007, p.104).

Nowadays, our identities are emotionally attached and limitless regarding social media platforms. People portray themselves and their identities through visual means and identify with others, forming virtual synthetic alliances across digitally networked communities. Academics are not immune to this synthetic identity of themselves. We carry around various self-representations such as photographic identification badges of some kind or another, a travelling digital photo album, digital financial identities, among many others. Our introspection engagement has never experienced a public audience like social media platforms now offer. We are social beings and want to know "who we are?", "who you are?", and "how we define other people?", especially when we now place identifiable categories and labels around ourselves.

3.3 Innovation

Innovation is the new buzzword, and the term innovation has grown in popularity (Tate et al., 2018), with some arguing it is a "canned response" or just a term that is by corporate businesses, politicians, and educators used to answer the question, how and what do we do to be successful? (O'Bryan, 2018). A question every higher education institution will be asking in an ecosystem of higher education and the survival of the fittest. Mautner's (2012) discursive profile of higher education buzzwords underpins that innovation, innovative, and innovativeness were popular terms used when explaining the university (Mautner, 2005). Hoang & Rojas-Lizana's (2015) article, '*Promotional discourse in the websites of two Australian universities: A discourse analytic approach,*' demonstrates that innovation is a marketable tool and fits well with the other popular discourses surrounding excellence (Hoang and Rojas-Lizana, 2015) a powerful word, branding and marketing tool which underpins excellence in teaching (Huisman and Mampaey, 2018, p.432). Nevertheless, what is innovation?

Without getting too hooked up on the indefinable problematic messy characteristics of innovation and the related constructs such as "radicalness, newness, uniqueness, and complexity of product, market, or customer" (Garcia & Calantone, 2002 in Glassman and Opengart, 2016, p.114), there are two crucial concepts that are often used interchangeably and in conjunction with each other but have subtle differences. 'Creativity reflects the generation of novel and useful ideas, whereas

innovation is arguably, both the production of creative ideas as the first stage and their implementation as the second stage' (Anderson et al., 2014). In other words, creativity is the building block of innovation (O'Sullivan and Lawrence, 2009), and therefore this thesis uses both interchangeably because of this connection.

The definition of innovation has evolved through the advancement or modernisation of the operational instruments, gadgets and procedures, methods or techniques and systems or operations they are attached to within organisations (Fagerberg et al., 2006). The term innovation, according to Winslett (2014), is frequently cited as the resolution for many of contemporary societies and global challenges and troubles, indicating that this 'superhero' concept can transform, develop and grow (Winslett, 2014), like a living organism. When one thinks of innovation, one might think of hi-tech gadgets, unique new or radical ways of doing something or a product that is developed on a stand-alone basis (Smith, 2015). However, when we look closely at the innovation, we can still view the predecessor; for example, in lecture recordings using digital technology, one can still see the traditional lecture, or when reading a book on a portable device, it is still a book.

The concept of innovation, as briefly mentioned earlier in this section, has come to be located in a myriad of other terms in recent times, and the literature surrounding the concept of innovation has become synonymous with change, disruption, enhancement, creativity, technological, newness, entrepreneurship, increase efficiency, improved quality, equity of learning opportunities, raising of productivity, development of the right skills, critical thinking and imagination. These numerous terms are used and discussed alongside and to describe innovation, with the most common being the term new or newness. Joseph Schumpeter (1934), cited in the (University of Aberdeen, 2017, Ahmad, 2008), an economist uses the term 'new' several times in his definition, with the 'introduction of new or improved markets', 'new method of production', 'new markets', 'new sources of supply' and 'new organisations' (Ahmad, 2008. p.2). Schumpeter was initially relating to the definition of 'entrepreneur as innovator'. However, in contemporary literature, entrepreneurship still has currency within the concept of innovation.

Magno & Sembrano (2007) suggest that innovation is new ideas, methods, and strategies that 'may be adopted by individuals or units', resulting in new practices

and ideas. Lam (2004) follows this definition of the ability to adapt and develop new ideas and processes (Lam, 2006). McKeown (2008) implies that innovation is the introduction of something new and useful, whether through a method, technique or practice. Boar & During (2001) use a similar definition and speak about the creation of a new product, combined with new technology and organisation (p.84), whereas (Bessant et al., 2005) talk about the organisational renewal process and that without changes, there will be a lack of growth and sustainability for organisations (p.1366). Peter Drucker (2002), on-the-other-hand offers a different definition through the 'work of knowing rather than doing' (University of Aberdeen, 2017). Drucker (1998) proposes that innovation is purposeful and an engaged effort to achieve change in (an organisation's) economic or social potential (O'Sullivan and Lawrence, 2009, Drucker, 1998). The definition below incorporates many of the core concept mentioned above by various commentators

> "Applying innovation is the application of practical tools and techniques that make changes, large and small, to products, processes, and services that results in the introduction of something new for the organisation that adds value to customers and contributes to the knowledge store of the organisation" (O'Sullivan and Lawrence, 2009, p.5).

However, innovations, although having a degree of novelty, vary. Nygaard et al. (2011) suggest that there are lower levels of innovation, an innovation which is the improvement or enhancement of a pre-existing or older practice, known as incremental innovations. Alternatively, the highest degree of innovation, radical innovation, which has not used any pre-existing ideas, or construed from something else (Nygaard et al., 2011). Innovative teaching can be both incremental and radical; however, it is worth noting that 'any teaching which addresses creativity and applies it to methods and contents can be seen as innovative teaching' (Ferrari et al., 2009, p.16). The participants in this thesis follow an incremental pathway regarding actors that drive the activity; they are change agents in their practice using small-scale interventions (Hannan et al., 1999).

Innovation has become essential concerning organisational success and growth, especially in an ever-changing competitive disaggregated global village (O'Bryan, 2018, Wheeler, 2015), with some authors suggesting organisations have to 'innovate

or die' (Drucker, 1998) because, "unlike premodern economies that were geared towards satisfying existing basic needs, the modern economy is geared towards creating new needs, including illusory needs" (Ghassib, 2010, p.14). Therefore, creativity and innovation are, as many researchers have asserted, a key determinant of an organisation's success or failure (Glassman and Opengart, 2016). Higher Education universities are central to and part of the system of innovation that spans the globe (Lawton-Smith, 2006).

Higher education is central to building innovation and skills that equip students with the knowledge to take their place in the information society, modern economies and markets where intelligence and information are highly valued (Kartal and Bektas, 2020). However, governments have been dissatisfied with higher education asserting through the White Paper (BIS, 2016): 'Success as a Knowledge Economy, that there exists inflexible courses, a lack of innovation and skill development (Fielden and Middlehurst, 2017) subsequently supported by the Higher Education and Research Bill (HMSO, 2017).

A recent survey (2019) conducted by the CBI and Pearson, *'Education and learning for the modern world'* reflected the changing expectations of employers. The data represents some 190,000 employers that the CBI represents (Grimes, 2019). The report found that employers are looking to higher education which plays a significant part in producing high levels skills needed by employers. The CBI/Pearson report found that companies rated attitude and aptitudes for work than degree classification or university attended (Grimes, 2019). Recommendations from the report established that "*universities should do more to ensure courses on offer are aligned to the needs of the economy and focus on graduate outcomes over recruitment*" (Grimes, 2019) (p.12). Factors such as new technologies and developing new products and services were increasingly important in adult education.

However, universities are achieving this 'preparedness' of learners and adopting innovative ways of teaching and learning through student-centred learning in connected learning environments (CLEs), problem-based learning innovations (PBLI), technological-based innovations (TLI)- online, hybrid courses, Massive Open Online Courses (MOOCs) Community Open Online Courses (COOCS) or Small

Private Online Courses (SPOCS) and Simulation-based innovations (SBI) (Enomoto et al., 2018). As in the previous chapter, innovation is not a new phenomenon, and teaching and learning in higher education have experienced several innovative moments and continues to adapt to some of the most difficult societal conditions. Brennan and colleagues (2014) highlighted a similar list of innovative practices to the above, emphasising:

> "Novel approaches include: (i) a movement to online learning technologies, (ii) blended learning (i.e. the combination of 'traditional learning' and online learning), both at course level and programme level, and (iii) innovative practices in teaching and learning not reliant on technology, such as student-centred and project-based learning" (p.42).

Interestingly, Brennan and colleagues (2014) have identified not only the technological enhancements in teaching and learning, which have been well researched (Kirkwood and Price, 2014) but also the none reliant technological approaches such as problem-based and student-centred learning approaches (e.g. Brennan et al., 2014, p.42)—having briefly explored innovation the review moves to understand the growth in identity work.

3.4 Growth of Identity Research and Educational Identity Research

Over the last two decades, a growing body of literature concerned with identity and, specifically, teacher identity has been published. Alvesson et al. (2008) stress that the concept of identity has become a popular lens within the social sciences and higher education research arenas (Côté, 2006, Alvesson et al., 2008). A point reinforced by Côté (2006) and Kasperiuniene & Zydziunaite (2019), who asserts it is one of the fastest-growing research areas (p.3) regarding the focal point of professional identity. Within the educational arena, research ranges from 'adult learner identity formation'(Brunton and Buckley, 2020), First-Year Student Identity (Ang et al., 2019), Redefining Academic Identity (Flecknoe et al., 2017), Constructing academic identity (Djerasimovic and Villani, 2019), and Developing an academic identity (Inouye and McAlpine, 2019) to name but a few. Hoffman argues that "identity has become the bread and butter of our educational diet" (Hoffman,

1998p.324), and one which bears a heavy theoretical burden regarding the concepts multivalence (Brubaker and Cooper, 2000).

Seth Schwartz and colleagues using identity as a search term, generated "1,999 records (journal articles, books, book chapters, and doctoral dissertations) from the 1960s, 5,296 from the 1970s, 11,106 from the 1980s, 44,557 from the 1990s, and 98,933 from the 2000s" (Schwartz et al., 2011, p.2). Searching the 'Web of Science' database, the search term identity produced 21,291 records within the educational arena between 1970-2021, as shown below in (Figure 3):

Figure 3 Identity Search across disciplines.

However, this increase and scholarly interest have not come to a consensus about what the concept of identity means; therefore, the definition of identity proves to be slippery (Bosma et al., 1997). Barrows, Grant, and Xu (2020) connected the searches of identity to academic identity using Google scholar as their database and found that there has been a substantial increase of 80566.6% from three recorded publications in 1980 with academic identity in the title to 2420 by the end of 2019 and a further massive 93% increase from 2019 through to 2021 underpinning the fascination of academic identity. As the authors assert, identities in higher education have intensified (Barrow et al., 2020).

Dewey, a pragmatist, was one of the earliest commentators who combined identity and education, or identity in education. Dewey posited that experience combined with the school environment are a reflection of certain aspects of one's background.

According to Abdi (2001), Dewey is "both analytically and observationally at the centre of identity" (Abdi, 2001, p.187). Dewey shifted the discourse from what we are taught to social interaction and exchanges between selves (teacher identity and student identity) (Williams, 2017). He emphasised that the educational setting should be considered a social institution (Williams, 2017).

Dewey emphasised the self through imagination and again referred to the interactions between the self and its environment. Dewey, in his 'Art as Experience (1934)', writes:

> "A work of art elicits and accentuates this quality of being a whole and of belonging to the larger, all-inclusive, whole which is the universe in which we live. … Where egotism is not made the measure of reality and value, we are citizens of this vast world beyond ourselves, and any intense realisation of its presence with and in us brings a peculiarly satisfying sense of unity in itself and with ourselves" (p.195).

Identity research in education has gained importance, and one could argue that identity work followed Clark & Peterson's (1986) research on teacher thinking which paid attention to teachers' cognitions and behaviours. Therefore, producing an enhanced account of teacher actions. The central component of teacher thinking research is the notion of voice. The teacher's perspective the expression "getting inside the teacher's head" (Day et al., 1990, p.17). Since then, identity has become a significant concept in understanding teachers and their context and working conditions (Gee, 2000).

The current literature that underpins academic identity as involved the positioning and marrying of identity at the macro-level (broader higher education context) and micro-level (academic: personal). Therefore, underpinning academic conceptions of teaching and research in the neoliberal university, whereby the orientation of marketisation views academics as "things and commodities" (Sutton, 2016, p.37). Sutton explains that higher education has become a 'personality market' (Fromm, (2003) in Sutton, 2016) whereby the self has become the commodifying factor.

Watson (2011), investigating how excellence discourse impacts the development of academic identities, asserts:

> "Within the corporate university I am a unit of 'human resource' to be aligned to strategic targets. The corporate identity of the university is performed daily, enacted largely through the electronic medium of email, creating a discourse of the corporate professional…." (p.965).

Watson is saying that universities are aligning the strategic objectives with professional identities and individual responsibilities. There is a 'dissolving' of the academic category within 'new patterns of institutional organisation (in which staff become human resources)' (Barnett, 1997, p.146)

Other literature has explored the lived experience of academics regarding academic identities and organisational studies (Alvesson et al., 2008, p.17). Authors such as (Clegg, 2008, Skelton, 2012, Barnett et al., 2008, Fitzsimons, 2017) have all emphasised identity as fluid. Alvesson et al. (2008), regarding identity attention in organisational studies, suggest three reasons for the increase in interest in identity.

Firstly, he talks about the 'technical interest'.

> "…. how identity and identification may hold an important key to a variety of managerial outcomes and thus the potential to improve organisational effectiveness"(Alvesson et al., 2008, p.8) .

In other words, connecting identity to behaviour (Watson, 2011).

The second includes understanding human (organisational) experience.

> "…. identity focus on how people craft their identities through interaction, or how they weave 'narratives of self' in concert with others and out of the diverse contextual resources within their reach" (Alvesson et al., 2008, p.8).

Alvesson is asserting that through the dynamic relationships of self, work and organisation, the complexity of identity can be understood.

The final reason is critical or emancipatory and focuses on power relations

> ".… aims at revealing 'problems associated with cultural and political irrationalities', exploring the 'darker aspects of contemporary organisational life".

Pick and colleagues (2017) found in their chronotopes analysis regarding academic identities across higher education research that there were 'three waves' of development. The authors suggested that the first wave recognised and identified "academic identity work as an important phenomenon and describes influencing forces" (p.1176). Pick and colleagues (2017) locate this work in Nixon's (1996) 'Professional Identity and the Restructuring of Higher Education' an article that concentrated on the crisis in academic identity, as did Henkel's seminal work (2000, 2005) regarding policy changes across the sector and Barnett's (2000) Age of Supercomplexity (Barrow et al., 2020). These commentators established the basis and grounding for further work on academic identity. The authors emphasised the fragmentation regarding the diversification of roles and a detachment or "loosening of institutional boundaries" (Barrow et al., 2020, p.1176).

In the second wave, Pick and colleagues (2020) built on the seminal work of Henkel and Barnett. In this wave, academic identity was seen through the lens of social construction and was reflected in Barnett and Di Napoli's (2008) 'Changing Identities in Higher Education: Voicing Perspectives'; here, the emphasis was on agency and structure, highlighting the decoupling between academics and organisations (Barrow et al., 2020). In other words, the 'breakdown' regarding the effects of neoliberalism and its arm New Managerialism (NM) (Lynch, 2016) seen in the works of (Deem et al., 2007). Other authors, such as Rhodes (2007), confronted the idea that academics are more 'managed', confining academic identities. Sue Clegg (2008), in her lived experience article 'Academic identities under threat?' brought together the complexity of the above crisis points and concluded that academic identities are having to change rapidly, becoming hybrid encompassing the private and public identity formation and therefore meeting new university structures (Clegg, 2008).

The third wave was linked to the second and echoed "how they can build more robust responses to higher education reform" (Pick et al., 2017, p.1177). The third wave pursued authors such as Ylijoki and Ursin (2013) and Alexiadou and van de Bunt-Kokhuis (2013), among many others. This phase highlighted the multiple identities and emphasised contemporary thinking that identity is an ongoing process. The focus of some of these studies encompassed motivation, job satisfaction and transnational identities regarding the move between institutions internationally (Alexiadou and van de Bunt-Kokhuis, 2013). The next section focuses on bringing together identity and creativity.

3.5 Creativity and Identity

The question of identity and who innovators are 'is an important consideration for this inquiry since innovation is difficult to define and assign to individuals. Innovation has become the new buzzword. According to Gilbert and colleagues (2019), higher education institutions demand or declare that innovation takes place (p.1), and the extensive research surrounding educational technologies for teaching and learning reinforces this view (Kirkwood and Price, 2013, Kirkwood and Price, 2014). Mautner's (2012) discursive profile of higher education buzzwords underpins that innovation, innovative, and innovativeness were popular terms used when explaining the entrepreneurial university (Mautner, 2005). Nevertheless, innovation is a global phenomenon (O'Bryan, 2018) and occurs in organisations, institutions, and systems (Hannan and Silver, 2000, Hammershøj, 2017). Hoang & Rojas-Lizana's (2015) article, '*Promotional discourse in the websites of two Australian universities: A discourse analytic approach,*' demonstrates that innovation is a marketable tool and fits well with the other popular discourses surrounding excellence (Hoang and Rojas-Lizana, 2015) a powerful word, especially when prefixing with teaching and suffixing with the word 'framework'.

In the section above (3.2), we have established that identity is complex, multifaceted and closely connected to a wide range of other concepts, such as the self (Beauchamp and Thomas, 2009), among several others. Researchers across the decades have produced, challenged, and reformulated definitions of identity to the point that the literature seems to have now come to the same conclusion, that

identity is an ongoing 'person project', a social construct. It is part of the 'lived complexity' or who we are in the communities we inhabit (Clegg, 2008, Henkel, 2005, Schwarz and Williams, 2020). Identity is a co-constructed project built by self and others (Glăveanu and Tanggaard, 2014), but what of innovative or creative identities?

Without getting too hooked up on the indefinable characteristics of innovation, there are some crucial differences between the concepts of innovation and creativity that are often used interchangeably and in conjunction with each other. 'Creativity reflects the generation of novel and useful ideas, whereas innovation is arguably the production of creative ideas and their implementation (Anderson et al., 2014). In other words, creativity is the building block of innovation (O'Sullivan and Lawrence, 2009, Janssen, 2003). Nevertheless, in this thesis, both terms carry equal weight, and the definition from Mayer (1999) in (Dollinger and Dollinger, 2017, p.50) has been used in this literature review which underpins either original or novel creation, which is useful, so has a function. This broad definition underpins Wheeler's argument that any innovative teaching, whether technology-driven or not, is good teaching (Wheeler, 2015). Wheeler subscribes to the notion that good teaching does not require technology for it to be or maintain its effectiveness (Wheeler, 2016). Wheeler says that innovative teaching is functional in what it wants to achieve.

Creativity and identity have been studied using qualitative methodologies across academic disciplines (Dollinger and Dollinger, 2017) regarding both who individuals are (Fraser, 2019, Hannan and Silver, 2000), what individuals produce, and the support and constraints (Gilbert et al., 2020, van der Rijst et al., 2019). Creativity is a subdomain of identity (creative identity), and as (Barbot, 2008) suggests, creativity is essential regarding the individual's identity development. Dollinger and Dollinger (2017) suggest that creativity is strongly connected to identity; it is a "discovery or creation of the self" (Dollinger and Dollinger, 2017, p.49). Creative individuals are said to leave part of their personal signature in their work and use creative actions to pursue identity and self-expression, a need to discover a sense of identity (Storr, 1993). One could argue that university teacher innovations are individuals attempting to underpin the prestige of academic research, which carries authors' names and

therefore puts their stamp on teaching practice. Joan Erikson in (Dollinger and Dollinger, 2017, p.52) asserts

> "Being creative involves several aims-to be in control of one's own identity, to see that identity more clearly, to free it from everyday limits…."

Erikson's assertion above could reflect the idea that individual teachers have a problem or inconsistency regarding the teacher's role, which needs controlling (Kanter, 2009), unleashing creativity which is important to the individual teacher (Farmer et al., 2003). In other words, the individual teacher's sensitivity to external conditions could orientate individuals to reshape their identities and seek creativity, building prestige and the ideal teacher (Leary et al., 1987) and job satisfaction, which in turn connects to student engagement (Averill and Major, 2020). As for freeing it from everyday limits, this encompasses the break away from routinised ways of working and again is situated in student diversity identity and the connection of teacher identity (Averill and Major, 2020), whereby it is for the good of the community. This underpins the fact that the teacher does not exist in a vacuum; they are not an isolated unit but instead are "social actors able to co-construct" (Glăveanu and Tanggaard, 2014, p.13). From this perspective, it could be argued that creativity and creative performance are acquired over time through interactions with other key actors who inhabit the same environment, such as students. However, not everyone sees this willingness to create as a good thing, and hostile and sometimes negative reactions can undermine creative identities regarding colleagues' (Fraser, 2019).

Characteristics and attributes were an essential element in the literature regarding effective teachers and innovative and creative teachers (Su and Wood, 2012, Fraser, 2019, Pavlović and Maksić, 2019). However, reducing creativity to traits and characteristics is problematic because, as Glaveanu & Tanggaard (2014) rightly assert, it denies the creative person the connection to their context, disconnecting the creator from their wider environment. Su and Wood (2012) suggest in their research on 'what makes a good university lecturer'? that it is no longer the case that "subject knowledge" and "teaching techniques" (p.143) underpin good university teaching; it is now about being passionate and supportive (Su and Wood, 2012). The key to a creative identity is 'openness', being open to new ideas and considering

alternatives to familiar ways of doing things (Batey and Hughes, 2017). Identifying opportunities for creative endeavours and being intellectually heightened, according to (Batey and Hughes, 2017), is having the ability to problem-solve, thereby facilitating creativity to engage people in experiences (Amabile, 2017). Another aspect was extraversion, which, according to Batey and Hughes, 2017 contains "two aspects of personal, enthusiasm and assertiveness" (p.196). The authors expand by asserting that enthusiasm is needed to engage in creative activities, whereas assertiveness "allows individuals to go against convention and promote their creative ideas" (Helson, 1967 in Batey and Hughes, 2017, p196). An important trait of the creative identity has been reported as autonomy in a professional role and being able to cope with the challenges associated with creative endeavours (Lebuda and Csikszentmihalyi, 2017).

3.6 Academic Identity

This section of the literature review will now concentrate on academic identity using both previous and recent researchers' viewpoints, all of which have relevance in exploring the identity of academics. Some commentators have highlighted that the concept of academic identity has been discussed as if it is 'fixed' and a 'known thing' (Quigley, 2011). The concept of academic identity has centrally revolved around the academic as a researcher, with the teaching role playing second fiddle to research. However, the duality of both teaching and research is acknowledged as the main components of academic practice (Skelton, 2012, Clarke et al., 2013) even though they operate in a contested and complex epistemological space resulting in epistemic identities among academics (Adam, 2012) One of the most common themes associated in the literature regarding academic identities is the detachment of the academic as a teacher, and academic as a researcher (Skea, 2021). Henkel (2000) and Becher and Trowler (2001), in their seminal published works, have argued that there is a difference between teaching and research identities (Henkel, 2000). Academic identities are built on achievements, social achievements, and reputations regarding visibility as a researcher. University teachers' professional roles are closely associated with their self-image (Ben-Peretz et al., 2003). However, some commentators would contest this division by considering several other

identities, such as space and place and those between place (Nordbäck et al., 2021), which encompass a broader layer of academic identities as administrator, leader, and entrepreneur, among several others. Henkel (2000) asserts that most academics view their educational role as essential, and an important part of their professional identities is aligned with their research identities. In other words, the dynamism between both research and teaching is central to professional identity. Henkel (2000) points out that some academics chose to enter academia initially in terms of teaching (p.210), and nearly twenty-two years later (2022), academics now enter academia on teaching-focused functions. Van Lankveld and colleagues (2017) reinforce this earlier view regarding their systematic review and found academic identity is central to the teaching profession.

In this new era of economic, accountability, and transparency imperatives in the context of massification, internationalisation and globalisation of higher education (Hazelkorn, 2018, Barrow et al., 2020), universities have absorbed the logic of new managerialism (Deem et al., 2007, Henkel, 2000, Harris, 2005, Winter, 2009). Managerialism has "'seeped into every "nook and cranny" of university life" (Deem et al., 2007, p.27). This logic has embraced an overt top-down corporate management approach (Shepherd, 2018), one which, according to Barrow and colleagues (2020, p.3), " privileges modes of governance based on market principles and introduces the language of competition for resources and customers". Deem (1998) underpinned this view by asserting the adoption of private-sector practices and concerns, notably through "monitoring of efficiency and effectiveness through measurement of outcomes and individual staff performances" (Deem, 1998, p.50) some years ago. These new times have led to an "academic identity schism"(Winter, 2009, p.121), tensions and struggles have led to a disconnection of academic identity (Billot, 2010, Sparkes, 2007) regarding individual academic values and institutional adoption of economic objectives (Billot, 2010, Barrow et al., 2020).

University teaching is a challenging, demanding process that can be both electrifying, stimulating and inspiring. It can also be daunting and disheartening when things do not go as expected (Ashwin et al., 2020). University teacher identity not only underpins the identity of who they are as teachers, but it also includes who they are as professionals. University teachers are constantly looking and searching for

the future teacher they want to become by reflecting on their practices and experiences to forge a sense of professional academic selfhood (Hunter, 2020). As reiterated earlier in this chapter, identity is not a fixed entity; university teachers are constantly shaping and reshaping their identities through what Palmer (1997) identifies as teaching comes from within, a 'mirror' whereby there is a reflective sense of self. As several commentators have suggested, teachers teach who they are (Clandinin and Huber, 2005), the who I am in how I teach (Kelchtermans, 2009) refers to the teachers 'set of distinctive practices' (Gee, 2000). The authors above suggest that teaching practice and identity are 'intertwined' (Enyedy et al., 2006, p.92). The notion is that if a university teacher is aware of their identity and the connection to their practice, then the teacher will have more control over changing or adapting a current teaching practice and be able to use their identities as a compass to navigate teaching dilemmas (Enyedy et al., 2006). This lends itself to Holland & Lachicotte's (2007) assertions that teachers who are emotionally attached and identify as teachers are more connected to the role and the meanings attached to the teaching role. (Holland and Lachicotte, 2007)

Academics nowadays must operate and navigate the super-complexity of academic territory (Barnett, 2000, Bengtsen, 2018). The construction and internalisation of a corporate management system and all its trappings of budgetary and financial controls and maximisation along with commercialisation and performance management indicators as identified above (Deem, Hillyard, and Reed (2008) in Winter, 2009, p.121). According to Henkel (1997, p.138), in an environment like this, academic identity "is the management of student learning". Academic identity has shifted away from those collective values regarding freedom and autonomy. It now has to "internalise the importance of student numbers, grant income, prestige journal rankings and institutional league tables as market signals of the success and prestige of their institutions" (Winter, 2009, p.123). These ever more customer-focused and corporate underpinnings have resulted in academic identities 'operating within more open and contested arenas' (Henkel, 2005). Therefore, academics must manage a "greater variety of relationships within and beyond the academic world" (Henkel, 2005, p.170).

Academics operate in a digital landscape that no longer has time and space restraints. Digital communications and new technologies have brought about, as Urry (1988, p.5) asserts, "a new age of borderlessness", a compression of time and space, resulting in academic identities being prised apart regarding social relations. Identities have been freed "disembedded" from the "hold of specific locales" (Giddens, 1991, p.2). Academic identities are cast through "hybrid communities" (Gibbons, 1994 in Henkel, 2017, p.208). They have shifted multi-dimensionally regarding the collaborations academics are involved with, which may include passing through "geopolitical boundaries" (Henkel, 2017, p.208), the competitive nature of what the modern university is embedded in and the public and private environments of academics. As Deem et al. (2007) assert regarding the term "academic knowledge work", twenty-first-century academic identities have shifted and not only include the traditional dual activities of teaching and research but also new components like entrepreneurial and consultancy endeavours (White et al., 2014). Therefore, academic identities and academic selves are formed in some parts through external narratives (Mead, 1974).

No longer are academics constrained by the once stable communities that constructed and formed identities. Individuals narrate academic identity through their choices; how academics shape, reshape, or deconstruct and construct (Barnett et al., 2008) their biography and autobiography. Identities, according to Giddens (199, p.5), are a 'reflexive organised endeavour', one which "consists in the sustaining of coherent, yet continuously revised, biographical narratives, takes place in the context of multiple-choice…." (p.5). Identity is, therefore, a dynamic interaction situated socially (Henkel, 2000, Clegg, 2008).

Ron Barnett (2010) talks about academic identities as being "liquid" and posits that because the contemporary university is liquid, then so are the academics that occupy that space. The argument that he is making is that it is no longer clear what an academic is. Like Deem et al. (2007) above, Barnett toys with the idea and categorisation of what an academic identification is. Barnett suggests and adds to the above components by asserting that perhaps they are "teacher, supervisor,

project leader, researcher, co-worker, curriculum developer" (Barnett, 2010, p.117). Barnett argues that academic identities cannot be singled out to a specific identifiable category. In other words, identities are multiple because of the dimensionality in roles that the academic is attached to.

Interestingly, Barnett's use of the concept of 'liquid' regarding academic identities echoes Bauman's (2000) assertion of the "melting the solids" of modernism "dissolving" the traditional (p.3). Moving away from the duality of just teaching and research to encompass several dimensions, as seen earlier, shifting away from the 'rigidity' and 'sealed' offness of the contemporary university (p.5). As Bauman (2000, p.6) writes:

> "Configuration, constellations, patterns of dependency and interaction were all thrown into the melting pot, to be subsequently recast and refashioned; this was the 'breaking the mould'…."

Therefore, academic identities are recast and remoulded by the hybrid communities (Gibbons, 1994) academics are absorbed. The fluidity of identity embraces and encourages a "nomad-like exploration" (Barnett, 2010, p.117). The push factor regarding this nomad idea is the digital superhighway and the flow of academic knowledge, which crosses the globe and boundaries, expanding the role of the academic (Barnett, 2010, Whitchurch, 2008). Like Barnett's reference to the liquid university and the positioning of "networks, clients, and identity structures" across multiple time zones, so too are academic identities streaming and flowing. The liquidness of identity brought about an assemblage of connectedness both within and between multiple timeframes.

The theme of time featured in Henkel's (2000) work and was seen as significant regarding academic identities. Henkel reports that many academics have little time in their lives (p.206). Henkel indicated that the lack of time was a 'shared problem' regarding the academics in her study. Contemporary academic identities are made-up of different forms of time, different rhythms of time associated with multiple tasks. These tasks have their own timeframes and widen the professional self regarding

different identities such as administrator, teacher and researcher. There are timeframes built into the academics everyday working landscape, from answering emails to teaching a session and writing research papers or a book; each has a different timeframe. Dollinger's (2020), in her work on 'projectification', underpinned that time is limited, time is measurable. It has been reduced to numerical values (Dollinger, 2020). She goes on to explain that:

> "in projectified time, an academic's workload can be designated across specific, and often compartmentalised, teaching, research, and/or service outputs or key performance indicators (KPIs). These KPIs can be then benchmarked by senior academics or school/college managers to analyse which academic may have more 'impact' than another"

Nordbäck and colleagues (2021), in their recent study, emphasise time orientations and the influence on academic identities. In their discussion, the authors argue that the dispersal of time across work and non-work boundaries are being redrawn with identities struggling to juggle the neoliberal university, academic work and life. Participants in Henkel's (2000) study felt that time had been compressed, limiting the sense of academic self (Barnett et al., 2008). It could be said that academic time is infiltrating other timescapes, non-work timescapes and identities. Academic time, therefore, distorts academic identity.

Henkel (2000), a leading higher education scholar, concentrated on the bottom-up perspective and representation of academic-practitioner identities. Henkel posits that the university academic is a "distinctive individual" composed of a (1) unique history and narrative (2) chosen moral and conceptual framework, (3) by the goods that they have achieved, and (4) part of a community where academics have been socialised (Henkel, 2000, p.16). This first representation underpins and ".... incorporates the past and the future in the very process of negotiating the present" (Wenger, 1998, p.155). The temporality reflects the academic's development, their history and trajectory, and values. The representation supports the idea that identities are in transit, metamorphosing.

Henkel's second representation of academic identity is "embedded individual" (Henkel, 2000, p.13). Henkel asserts that academics are part of a defined community. A dynamic community that have their own historicity and traditions. These communities have their own discourses, epistemologies, values and conceptual frameworks (Henkel, 2000). This reinforces that academics are not located in a vacuum; they are part of a context, departmental, institutional, and broader high education communities that make up the academic's identity.

The third and final representation is the "professional individual" (Henkel, 2000, p.19). The professional individual comprises personal and social identities and the tensions that erupt between them regarding establishing a professional sense of self (Henkel, 2000), especially when the self and identity unfolds within the social context of the institution, where the academic finds herself bound. However, the constituents of professionalism are often incongruent with the kind of behavioural directives and rigid frames of the institution (Henkel, 2000).

Henkel's (2000) work is significant because it highlights that academic identity has both individual and social distinctions. Henkel echoes Taylor's (1989) notion that community is an essential component in forming identity. Henkel's emphasis is that academic identity is developmental and unique, with academics having a past, present and future, albeit a future identity that is not as cohesive as it was thirty years ago due to the influences of neoliberalism which has fragmented the academe.

McAlpine and Amundsen (2018), investigating early career academics, constructed the term "identity trajectory" (p.6). The authors identified 'identity trajectory' as one's personal agency regarding where we see ourselves, our intentions, plans, and the way forward, whether constrained or not (McAlpine and Amundsen, 2018, McAlpine, 2012). The authors underpinned 'broader lives' or engagement in academic networks and communities. Therefore, embedding the personal in the academic. The term explores the influences of temporality. The past informs the present and the imagined futures (McAlpine, 2012). McAlpine and Amundsen involve reflection, looking at what one does as a job. As Ashwin (2020) asserts: "take a long hard, cold look at what we do" (p.7).

McCune (2021) studied twelve academics in one research-intensive university. Her research encompassed how academic identities can be sustained regarding valuing teaching in an era of increased and 'constraining' (van Lankveld et al., 2017, McCune, 2021) competition and marketisation. McCune found that experienced academics positioned teaching highly, emphasising identities that care for and value teaching. Pedagogical caring is not a new concept; Hult (1979) asserted that caring is the "concern and appreciation for the special uniqueness and circumstances of the person" (pp. 238-239). Hult (1979) explains that pedagogical caring involves more than a concern for the individual.

McCune demonstrated care, highlighting that participants developed and 'transformed' their teaching and assessment practices to support student development and success even though the participant narrative asserted "struggling against the status quo" (P.30). The study reported that although academics have multiple identities, such as van Lankveld and colleagues suggest "professional, academic, researcher, or intellectual" (p.333). These identities can inform one another. In other words, research and other professional identities informing teaching, albeit with tensions regarding meeting the new role demands, longer hours and time constraints (Hendrikx, 2020). Kogan (2000) asserts that identities are affected by both internal dynamics and external demands.

Winter's (2009) paper aligns academic identity with new public management (NMP), positioning identities around corporate values and goals. Academic work and identities are being arranged around several ideals, "corporate, strong managerial culture, entrepreneurialism, and profit-making" (Deem, Hillyard & Reed (2008), Cnadler, Barry & Clarke (2002) in Winter, 2009, p.121). According to Winter, values which mould a person's long-term preferences and behaviour" (p.122) are being eroded. Values that underpin collegiality, autonomy, and academic freedom have been replaced by a 'managerial identity' tying academic identity to "the management of students" (Henkel, 1997, p.138), "economic rationality[12], the primacy of profit, and

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[12] ".... maximization of one's own personal desires". "People behave in rational ways and consider options and decisions within logical structures of thought, as opposed to involving emotional, moral, or psychological elements" Dirita, P. 2014. Economic Rationality Assumption. *In:* MICHALOS, A. C. (ed.) *Encyclopedia of Quality of Life and Well-Being Research.* Dordrecht: Springer Netherlands..

minimisation of cost" (Albert & Whetten, (1985), pp.281-282 in Winter, 2009, p.123). Winter concludes that there are tensions across increasing administrative efficiencies when academic staff are "demoralised…with a lack of trust in, and commitment to, academia as a whole" (By, Deifenbach & Klarner (2008), p.32 in Winter, 2009, p.129).

Peter Taylor (1999) refers to academic identity as broader than that of role. He argues by asserting that 'identity' appertains to the individual's character. Whereby 'role' refers to the part played by an individual within their context. Taylor refers to "indexes of the self" (p.40) in the fragmented university[13] (wanting to be all things to all people) to give a "sign that evokes meaning" Schwalbe & Mason-Schrock's (1996) to a potential (p.115). Taylor goes on to explain that the index of the self:

> "…. lend coherence and continuity to academics' practices. Within fragmenting universities, a sense of coherence and continuity is an important resource for enhancing academics' ability to function…. they also serve to constrain academic practices in ways that extend beyond the individual" (p.41).

Taylor asserts here that the self exceeds the individual and their personal indexes, such as family, personality, and history. It encompasses how the academic is shaped and reshaped through their workplace. Taylor, in his index of self, identifies three levels of academic identity signs:

1. Where one works
2. Academic discipline of one's work
3. Being an academic

In the first sign above, the author recognises the types of universities in the UK. Taylor is arguing that all universities are different. In other words, like in Chapter two, different universities impact on the index of the self by where one works and with whom one works (I am from Oxford University). The second sign belongs to the academic discipline, which is covered more in-depth below. In short, academics are

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[13] Fragmented meaning wanting to have internationally recognised research; be globally competitive regarding the marketing courses; links to major industries; attract superstar scholars; excellence in all aspects of operations both nationally and internationally; have a mission which mobilises academics resulting in best practices (Taylor, 1999, P.39)

socialised into their academic silos where identity is forged with that specific disciplinary group (I am a Physicist). The third sign is more universal and involves the two domains of "autonomy and freedom". Taylor refers to the "cosmopolitan identity" (p.42) or boundary overlap of discipline and image of academic identity. The author argues that the "academic identity is not a unitary construct and can be thought of in terms of levels or layers" (p.42).

Another aspect of academic identities is that they become more significant over time. As academics pursue their careers in the social arena, social achievements and attachment to specific group memberships are strengthened and continued. As Taylor asserts, our identities "provide the basis for expectations in social interactions — we know what to expect from others, and what/who it is that we are expected to be" (p.43).

In summary, Taylor suggests that identity is multi-level regarding contextual congruence and assimilation through organisational priorities. Over a period of time, identities are significantly achieved through several researcher-of-the-disciple and teachers-of-the-discipline and the interactions between other academics and the employing institution. Here Taylor is asserting that identities are evolving regarding emergent job demands and work intensification.

3.7 Formation of Academic Identity

University teachers' professional identity is partially formed and surfaces regarding how individual teachers see themselves through reflection and self-evaluation. A teacher's "images of self strongly determine the way teachers teach" (Beijaard et al., 2004, p.108), along with the way teachers develop and their relationships with students, and their previous experiences as a student (Beijaard et al., 2004, Oleson and Hora, 2014), along with colleagues, professional purposes and the external and internal circumstances (Olsen, 2008). Other means of professional identity refer to the images and expectations of how society sees teachers, what teachers should know, and what they do (Beijaard et al., 2004).

3.8a Images of self and how teachers see themselves: Visualisations

There has been an increased use of visual methodological use within education research, albeit at a school level (Bessette and Paris, 2020). Higher education research, on the other hand, has also seen an increase in the use of visualisations, albeit more photovoice or putting cameras in the hands of participants. Drawings have not been used as much (Nevgi and Löfström, 2014, Löfström et al., 2015).

Weber & Mitchell (1996) investigated 600+ school teachers' drawings. The idea was to find the hidden shadows of teacher identity. The investigation uncovered a dichotomy regarding the visions of traditional teachers in traditional settings: the all-encompassing authoritative teacher-centric and the progressive teacher who is learner-centric and encourages active learning. Interestingly, the authors found that teacher education at the time of this study reinforced traditional images of teaching. The drawing of preservice teachers highlighted the conservatism and the reflection of strong influences of past and present informing the images. Findings from the investigation emphasised control, the control of classroom environments and of the learners—portrayals of regimented desks. Clothing and classroom props were conceived as a control element. Within the study, there was a care and pastoral element. The authors underpinned the gendered landscape of education, underpinning that female teachers struggle to assert a professional identity against a backdrop gendered imagery that shows women as caring, nice etc. (Weber and Mitchell, 1996). The authors concluded that learning to teach and teaching in practice are poles apart regarding fit to an educational setting and that past experiences and images have an influence on preservice teachers portraying a more traditional model of teaching.

Nineteen years on from Weber and Mitchell, Susan Beltman (2015) study of beginning preservice teachers' professional identities analysed 125 drawings which found a more active learning representation. Beltman underpinned the emotionality of teachers, like Nevgi and Löfström below. She asserts that participants saw themselves positively, and emotions in the classroom were deemed positive. Like Weber and Mitchell, above control was highlighted in the drawings, with Beltman

reporting that participants were seen to be confident in controlling their environments. Beltman asserts that preservice teachers are:

> "…. unaware that they may work in contexts where there are discrepancies between their own beliefs and preferred teaching practices and what is acceptable - tensions between the personal and the professional" (Beltman et al., 2015, p.241).

Sheffield, Blackley & Bennett (2018) also investigated preservice teacher identity but used Chambers (1983) seminal research 'Draw-a-Scientist-Test (DAST). One hundred fifty-eight preservice teachers were recruited. In the visual findings, the authors identified, like Weber and Mitchell, that preservice teachers drew themselves in various environments and portrayed both traditional and progressive teaching methods. In some cases, the teacher was central in the drawing indicating a more teacher-centric classroom setting. Both indoor and outdoor teaching environments were reported, like in Nevgi and Löfström's study below. Teachers were positioned with artefacts portraying what they do and, in some instances, how they do it regarding the use of technology and smart boards. In conclusion, the authors emphasised that through the drawings, teachers saw themselves realistically and had realistic expectations of teaching and were able to "develop a teacher identity that is resilient, agile and robust" (p.317).

Schouteden (2011) research although positioned in HE did not focus on the teaching component but on the research component. Schouteden builds on the research area of academics' conceptions of research. Sixty-six academics from across five different academic disciplines participated. The author found that images added value and offered a way into meaningful conversations. The findings underpinned three categories; the steps used in research; the conditions for doing research and the importance of research. Schouteden reports that drawings stimulated imagination and further embraced the researcher identity. The author concluded that through the drawing's participants connected their research identy in their teaching practice.

Nevgi and Löfström (2014) are two authors that have taken advantage of the drawings in research in higher education both authors have used drawings regarding academic identities and using drawings to identify the emotions of university

teachers. Both investigations were undertaken in a Finnish research-intensive university. The authors analysed 176 drawings from a workshop involving 'Myself as a teacher' (Löfström and Nevgi, 2014, Nevgi and Löfström, 2014). Findings from the study found that university teachers are situated in various contexts, inside, outside, classrooms. Teachers were pictured both with learners and on their own; with and without artefacts (books, notes etc). the images underpinned the multiplicity of the teacher as a "subject, pedagogical and didactical expert" (p.183). The drawings highlighted the university teacher's identity in the contemporary university. With regards to university teacher emotionality, the authors portrayed more positive emotions than negative. The authors highlight that in small groups such as seminars and groupwork, teachers had more positive emotions underpinning a more personal teacher identity, whereas, lecture settings reported a neutral and negative emotionality and indifferent. This embeds that contextual situation impact academics identities and emotions.

Bessette & Paris (2020) research explores teacher professional identities of four teachers in the US. Like Billot & King (2015) study of academic identity portrayed through metaphor, the authors pictured their educational journey as a racing car drive, rock climber, rowers, and as a mobile phone (Bessette and Paris, 2020). The findings demonstrated that teachers positioned the learner at their core and that central to some of the visual metaphors was the teacher and the content. Planning was emphasised and was seen as pivotal in the identity formation. The authors assert that:

> "Participants appeared to conceptualise their metaphors of teaching through prior knowledge, interests and activities with which they had ample familiarity and experience" (p.184).

Billot & King (2015) research of thirty-eight new teaching academics in New Zealand found that metaphors highlighted perception of being disempowered, 'divorced'. The authors assert that the "discomfort that some participants reveal could be explained through their under-developed understanding of the 'game' they have entered into, or their unpreparedness to accept the de facto rules of the game" (p.841). In concluding the authors conclude by identifying that there is "a mismatch of expectations" which has been key to the dissatisfaction amongst academics.

3.7b Development through previous experiences:

Many teachers will learn the profession, adopt a style of teaching, or pedagogical content knowledge through the observation of others, or through experiences, they encounter as they progress in their careers (Beijaard et al., 2004). An area that has been referred to as the "washout effect" (Zeichner and Tabachnick, 1981) whereby, dominant practices overrule new practices (Zeichner and Tabachnick, 1981, Calderhead and Shorrock, 1997) through the theme of socialisation, a facet of identity formation (Mahon et al., 2020). Therefore, resulting in appropriate behaviours, values and attitudes embracing and recognising the teachers' role (Howkins and Ewens, 1999, p.41), in other words, acquiring their identities as teachers and an ingredient of their identity as academics. Early career teachers quickly begin to create themselves and want to align with other teachers "acquiring and then redefining an identity that is socially legitimated" (Coldron and Smith, 1999, p.712). As Henkel (2000) asserts academic identities are distinctive, and academics are composed of 'unique histories' (p.16) incorporating the past and the future in the very process of negotiating the present" (Wenger, 1998, p.155).

The literature highlights the lack of empirical research on how university teachers develop "knowledge and experience" in their capacity as teachers and how various pedagogical techniques influence individual teachers' identities and teaching practices (Oleson and Hora, 2014, Cox, 2014). There are numerous studies on "perception-behaviour link" (Genschow et al., 2018, Genschow et al., 2017), the term used to illuminate 'mimicry', mimicry being the imitation of a broad spectrum of behaviours from the slightest facial expression through to more complex behaviours such as "modelling mentors practices" (Oleson and Hora, 2014). Maybe as Oleson and Hora point out, through this modelling of behaviour teaching practices such as lectures have persisted (Oleson and Hora, 2014, p.30) may be causing a 'social glue' of teaching practice (Genschow et al., 2018), resulting in uniformity and conformity across teaching practice.

Cheek & Castle (1981), confirmed this through their investigations into mathematics teaching, arguing that despite innovations, nothing has changed, and 'teachers teach

the way they have been taught' (p.264). Dan Lortie's (2002) sociological study of school teachers coined the term 'apprenticeship of observation' (Lortie, 2002, p.61), the proposition that early student teachers model "*their own teaching identities and practices not by enacting what their teacher preparation programs taught them to do, but rather by relying on observations of their own teachers*" (Gray, 2019, p.1). As a teacher myself, I had the opportunity to be uniquely positioned to observe various professional teachers, even before I entered the profession, highlighting Lortie's 'apprenticeship of observation', or put another way 'action observation' the trigger for mimicry (Genschow et al., 2018) resulting in teacher mean-making by construing what they already know (Bransford, 2000).

According to Oleson & Hora, this pre-existing knowledge is an element that formats our mental activities, shapes our behaviours, and results in building our identity formation, as mentioned earlier (Oleson and Hora, 2014). Bandura's (1977) social learning theory equips us with the knowledge that individuals' knowledge structures and actions are shaped by observing other people. In the case of teachers repeated observation, observations build a warehouse of practices, a repository of instructional methods. Even though teachers may not mimic their teachers, they internalise to recall what they have observed (Nespor, 1987). It is argued that pre-existing knowledge is established through dialectical relationships between beliefs and context and are significant in the understanding of experience. Contextual implications have a profound effect on teachers experiences and beliefs, higher education and teaching in general along with innovative practices are goal-oriented with a result sort after completion.

Oleson & Hora's (2014) study '*Teaching the way they were taught? Revisiting the sources of teaching knowledge and the role of prior experience in shaping faculty teaching practices*', employed a qualitative case study methodology with fifty-three mathematics and science university teachers. The data collection instruments included both semi-structured interviews and taught observations. The authors found that it is time spent in the classroom (experiential) that supported teaching knowledge. Through these experiences, teachers regarded what worked and what did not with regards to teaching activities. University teachers did draw on their experiences as learners when planning and teaching assuming learners learn the

same way as they did. However, the study did report that teachers found their previous learning experiences influential in utilising how or how they did not learn. Stephanie Cox (2014) similarly found through her qualitative interview data of forty-four instructors, across several educational college sites that teachers employed an instructional format that they themselves preferred and emphasised that teachers assumed the way 'students learn the best' (Cox, 2014). Another way at viewing this notion of teaching the way one was taught is through reflection.

McAlpine & Weston (2010) exert that reflection is a useful tool in learning from experiences, experiences that have been mentioned above as a way of practice portraying past- experience and behaviour. Both authors are driven by the need to understand how the metacognitive process, (reflective practice) "*serves as a mechanism for both improving teaching and turning experience into knowledge about teaching*" (McAlpine et al., 2004) (p.338). An earlier work by Shulman (1987) 'Knowledge and teaching: Foundations of the new reform' supports this view that reflective accounts support and promote pedagogical content knowledge, and thus teacher identity development. This reflection of practice can also be achieved through the activities of peer review of teaching (PRoT), whereby, faculty members and colleagues, an area emphasised by (Beijaard et al., 2004) undertake observations of real-time taught sessions, which can be viewed critically as an instrument of 'accountability or performativity' (Grainger et al., 2016) which could link to the uniformity and conformity (Coldron and Smith, 1999) of teaching within faculties and to socialisation into an academic discipline. However, using reflection requires specialised training, training undertaken by experienced teachers (Hativa, 2000).

In concluding, teachers are influenced by several complexities, namely, their instructors or mentors, socio-cultural elements and the organisations themselves. People are socialised into undertaking specific tasks in a certain way; we mimic what we have seen work, what is tried and tested. The pedagogical knowledge content is built and reconstructed through our lifeworld. Our identity formation is made up of our encounters, meaning-making, and construing of the everyday realities of teaching. We are impressed upon by external fixators, fixators being performativity, accountability, efficiency and effectiveness. Higher education is on a conveyor belt of

uniformed and conformed practices, evaluated as an end product in the learning process.

3.7c Development through academic development

University academics worldwide are now offered teaching development programmes as part of their professional development and towards gaining Advance HE fellowships categories. Policies in the UK, the English White Paper: The Future of Higher Education (Department for Education and Skills, 2003a) have driven the need for investment in encourage good teaching practice, along with the Higher Education White Paper Students at the Heart of the System (Department for Business Innovation & Skills, 2011). Mayer (1999) underpins two distinct vantage points regarding teacher education:

> "Learning to teach can be learning the skills and knowledge to perform the functions of a teacher or it can be developing a sense of oneself as teacher. In the former, one is 'being the teacher', whereas in the latter, one is 'becoming a teacher….'" (Mayer (1999) in Clarke, 2008, p.8).

Britzman (1991, 2012) similarly argues that learning to teach is a process of 'becoming' a "time of formation and transformation, of scrutiny into what one is doing, and who one can become…." (p.31). This construction is similar to the phases in teacher identity that Trautwein discusses.

The operationalisation of these teaching professional development programmes is to increase the quality of teaching and to raise the profile of teaching among academics (McAlpine and Weston, 2002) and equip them with pedagogical knowledge skills[14] (PKS). Shifting the focus from teacher-centric to learner-centric learning. However, the literature is mixed with regards whether these teaching programmes change academic identities. Norton, et al (2005) researched 1469 members of teaching staff at four UK universities and found that teaching development courses did not impact

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[14] "…. refers to the specialised knowledge of teachers for creating effective teaching and learning environments for all students" Guerriero, (2014, p.2).

teaching staffs conceptions of teaching. Unlike Postareff, Lindblom-Ylanne and Nevgi (2008) follow-up study of the effectiveness of teacher development programmes, using eighty participants which found a shift towards learner-centric learning. This is reinforced by David Parsons and colleagues (2012) synthesis of research into the impact of teaching development programmes, which found three items as show below (p.35):

- There is a positive association between participation in teacher development programmes and individuals' propensity to develop (or enhance) learner-centred teaching methods.

- Impacts on teacher knowledge and skills are less clear but seem to be positively affected by a combination of longer duration programmes, integrated support (especially for newer teachers) and continued formal inputs from continuing professional development

- Impacts may be more readily achieved for established teachers but the available evidence suggests there is substantial potential for transfer to practice among 'novice' or aspiring teachers where a critical mass of pedagogic knowledge is achieved.

Trautwein (2018) research on teaching development programmes using a small sample (eight participants) found that there were three phases in the identity of university teachers regarding identity development in teaching development programmes. The first phase Trautwein highlights is academics who take on a teaching career are challenged because of having to learn a "new social practice" (p.1007) resulting in academics feeling insecure because of a lack of confidence in teaching. The second phase underpin the establishment of a teacher identity. "Acquiring a clearer picture of the teacher role', 'A clarified relationship between the private self and the teaching self' and 'Feeling confident as a teacher "(p.1007). the third phase returns to the first phase with regards to 'Fear of losing control' when being urged to introduce new teaching methods and learner-centric methods. What Trautwein is portraying in her phases is that teacher identity is developmental. It considers their sense of self in relation to their practice (Cranton, 2011). University teachers start programmes with little or no pedagogical knowledge, unlike their training in research, and through the process of development teacher identity grows,

even though this can be quickly altered by introducing different teaching and learning approaches. Trautwein closes her research asserting:

> "If academics understand the emotions evoked by the teaching development programme, their personal sense-making can be fostered…This may prevent academics' resistance against or withdrawal from teaching development programmes caused by the difficult emotions, which accompany successful identity learning, but are hard to endure. In this way, a discourse on teacher identity in teaching development courses may facilitate academics' identity development as teachers and eventually contribute to an enhanced quality of teaching in Higher Education" (p.1008).

In the above one can argue that through teacher development programmes university identities are constructed through the commitment and motivation to develop, and to scrutinise one's identity as teachers gain professional experience. In these programmes' university teachers get to work with teachers from different disciplines, building networks and communities. Professional development is developmental and is an ongoing project in developing one's identity as a teacher. I view learning to teach like driving a car. You gain the rudimentary knowledge and skills of teaching or driving, but then when you start to practice then you really learn the how to apply those learnt skills. However, constructing a professional university teacher identity entails more than just the development of teaching skills, it requires as mention "investment and commitments" (Britzman, 1992, p.29). According to Danielewicz (2001) the formation of the professional teacher identity includes teacher education, which is viewed as the foundation for university teacher identity. Kathryn Botham's (2018) '*The perceived impact on academics' teaching practice of engaging with a higher education institution's CPD scheme*' underpins the importance and positivity of these sorts of courses by concluding that through Continuing professional Development institutional schemes participants had a "boost in the confidence of teachers concerning their practice" (p.173).

Positive changes in teaching practice have been evidenced by academics when they engaged with institutional teaching and learning schemes (Botham, 2018b). Brew &

Ginns in their discussion of the scholarship of teaching and learning also found that teacher's engagement with the scholarship of teaching improved student experience.

3.8d Development through socialisation

The formation of academic identities arguably comes from academic disciplines, research and teaching, academic autonomy, and freedom according to Henkel (2000). Manuel Castells (2004, p.7) emphasises that "identities originate from dominant institutions, they become identities only when and if social actors internalise them and construct their meaning around this internalisation" Rowles (2000) on the other hand, refers to 'autobiographical insideness'. Here the author is describing how people develop over time, and expands saying people become part of places and places become part of the person (p.58).

Academic disciplines are bounded by subject ontologies, epistemologies, norms and practices that combine and define disciplinary Communities of Practice (CoP) and in an era of multidisciplinary[15], interdisciplinary[16], and transdisciplinarity[17] (Choi and Pak, 2006) one could argue Wenger-Trayner and colleagues elaboration of Landscapes of Practice (LoP) whereby, individuals or groups are part of a broader landscapes (Wenger-Trayner et al., 2014) "a totality of practitioners" (Pyrko et al., 2019). Academic disciplines, therefore, are not isolated environments, they are as some commentators have asserted academic small worlds (Sukovic, 2017). According to Tony Becher and Paul Trowler (2001) in 'Academic Tribes and Territories' disciplines have recognisable identities (p.46) with tribes defending and committed to these identities. Therefore, academics have a sense of identity, a 'cultural frame' in which academics can bound themselves and develop their self-understanding.

Of course, Becher was not first to highlight disciplinary identity. A decade before Charles Percy Snow delivered his infamous Rede Lecture Cambridge (1959) 'The

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[15] "Multidisciplinarity draws on knowledge from different disciplines but stays within their boundaries".

[16] "Interdisciplinarity analyses, synthesises and harmonises links between disciplines into a coordinated and coherent whole".

[17] "Transdisciplinarity integrates the natural, social and health sciences in a humanities context, and transcends their traditional boundaries".

Two Cultures' lecture which emphasised the breakdown between the sciences and the humanities. He asserted:

> "I believe the intellectual life of the whole of western society is increasingly being split into two polar groups. . . . Literary intellectuals at one pole—at the other scientists, and as the most representative, the physical scientists. Between the two a gulf of mutual incomprehension—sometimes (particularly among the young) hostility and dislike, but most of all lack of understanding" (Snow (1959) in King, 1992, p.247).

Snow was seemingly frustrated not only with the idea who or what is an intellectual, but also the 'distorted image' the polar opposites have of one another. Snow characterises the identities of those from different disciplines adding that there is no common ground, emotions are different (Snow, 1993, p.5). Non-scientists think of scientists as brash and boastful…. shallow, unaware of man's [sic] condition. On the other hand, non-scientists were viewed as lacking foresight, unconcerned, anti-intellectual, anxious and restrictive (Snow, 1993, p.5). Moving on from what was Snow's simplistic dichotomy and chasm (Bayer, 1991, p.223). Becher who was influenced by Snow decided to take academic disciplinary boundaries further with his 'Tribes and Territories',(1989).

Becher's landmark work on how academics perceive themselves in their academic disciplines reinforced academic disciplines as distinguishable. Becher points out using an anthropological stance:

> "that disciplinary groups can usefully be regarded as academic tribes, each with their own set of intellectual values and their own patch of cognitive territory"(Becher, 1994, p.153).

Becher (1994) confirms that there are "four different levels of generality" (p.151): "natural sciences, humanities and social sciences, and science-based" (p.152). Becher's dimensions underpin the subject-group specific, whereas Biglan (1973) characterises the structure of the subjects into hard versus soft and applied areas. A position the researcher as taken in order to disguise participant identities further.

Since Becher and Biglan contemporary authors have expanded on the idea of academic discipline identity, Becher and Trowler (2001) update on Tribes and Territories underpinned the impact of massification asserting that universities now employ pracademics, professionals from outside of academia who are connected to vocational areas and industries who bring in new subjects, new disciplinary domains (Becher and Trowler, 2001, p.5). The authors go on to suggest that there is now a "blurring of boundaries" (p.5) regarding educational sector coupling and connecting. They talk of the "dumbing down" an intellectual downward trajectory in parts of the sector (p.5).

Even though as we have seen there is a typology of academic disciplines and in contemporary times a reorganisation of disciplines regarding how much money individual subjects are bringing in which impacts academic identities through uncertainty and vulnerability. Bailey (1977) in (Becher, 1994, p.151) argues that universities operate a "community culture", one which is spread across the academe. Bailey asserts:

> "Each tribe has a name and a territory, settles it's own affairs, goes to war with others, has a distinct language or at least a distinct dialect and a variety of symbolic ways of demonstrating its apartness from others. Nevertheless, the whole set of tribes possess a common culture: their ways of construing the world and the people who live in it are sufficiently similar for them to be able to understand, more or less, each other's culture and even, when necessary, to communicate with members of other tribes. Universities possess a single culture which directs interaction between the many distinct and often mutually hostile groups" (p.151).

Academic disciplines have a strong impact on identity (Kogan, 2000) with individuals deriving much of their sense of 'self' and 'purpose' from their respective subject arenas (Perkins, 2019). The final section of this review concentrates on university teacher vulnerability.

3.8 Vulnerability and Identity

The recent literature around identity work and academics has been positioned around the neoliberal, managerial, and marketised university (Skinner et al., 2021,

Laiho et al., 2020, Rosewell and Ashwin, 2019, Deem, 2021, Peseta et al., 2017).
Several authors underpin the external environment's importance and effect on the
identities of academics in higher education (Henkel, 2000, Churchman, 2006, Deem
et al., 2007). Kelchtermans (2009) calls these external influences on professional
self-understanding "vulnerabilities" (p.). Some authors have referred to vulnerabilities
as laying siege to academics' self-sovereignty (McInnis, 2012) and concerns over the
struggling teachers' souls (Ball, 2003). The concept of vulnerabilities underpins the
notion that teachers are not in full control of the conditions they work in.
Kelchtermans asserts that various mechanisms (regulations, quality control systems,
policy demands) impose controls on university teachers. John Smyth of Huddersfield
University pulls no punches when he describes contemporary higher education as
psychopathic and toxic and uses analogies of the "academic pit ponies in the
academic mine" or "applying the performativity whip to the backs of academic serfs"
(Smyth, 2017) when he talks about these vulnerabilities, such as the endless
datafication tables.

Many authors have underpinned that the changing context that neoliberalism has
imposed regarding free markets and competition, new managerialism ideologies, the
dominance of performance indicators through various metrics and datafication
mechanisms, and commodification and performativity have had unintended
consequences on academics' professional self-understanding leading to identities
being deconstructed and reconstructed (Henkel, 2000, Taberner, 2018). Richard
Winter (2009) posits that the corporate reforms in England have had a recurrent
effect on academic professional-self-understanding resulting in a "demoralised
workforce with a lack of trust in, and commitment to, academia as a whole" (By et al.,
2008, p.32).

Early work by Henkel (2000) analysed how far higher education policies had
permeated institutions and how these permeations had shifted the dynamic
relationships between academic disciplines and institutions. Henkel (2000, 2005)
found in 230 interviews across eleven universities that New Public Management
(NPM) had significantly impacted teaching and research, breaking down and
weakening the evermore stratified higher education sector with lower strata
institutions and their staff becoming more vulnerable (Amaral, 2008). Academic

values, which are largely part of academic, professional identity that inform ways of being (McNaughton and Billot, 2016) and give a sense of coherence, have become increasingly subordinate to the demands of the economy and skill development of students. Emphasis has been given to the productivity of research and teaching (Amaral, 2008) instead of liberal ideas (Lyotard, 1984 in Henkel, 2000, p.60).

Intensifying new managerialism happens across all educational sectors (Laiho et al., 2020). New Managerialism is difficult to define Teelken (2012, p.272), with several authors underpinning managerialism as structural or organisational change (see p.272 for a further explanation in Teelken, 2012). More recent nuances have focused on the fundamental transformation of academics from 'communities of scholars' to 'workplaces' which are transformed by growing 'target cultures' (Deem et al., 2007) which feeds into 'efficiency, effectiveness and excellence' (Deem, 1998). Other commentators have been specific regarding ranking exercises of journal publication lists shaping and threatening academic identity through a lack of "academic freedom and the diversity within the profession" (Harvey & Lee, 1997 in Teelken, 2012). The literature on working in the managerial university encompasses the fixation between "the teaching-oriented good citizen and the research-oriented elite of the academic tribe" (Ylijoki and Henriksson, 2017 in Laiho et al., 2020, p.14).

Teacher identity has received mixed reviews in the literature, but overall there seems to be a consensus that university teachers are committed academics irrespective of the conflicts and tensions they face in the neoliberal university (McCune, 2021, van Lankveld et al., 2017). However, teacher identity has hindered academic career paths regarding promotion and wage development (Laiho et al., 2020). Laiho and colleagues (2020) assert that "publishing activity and success in the acquisition of research funding are still crucial – even with regard to teaching-intensive positions" (p.14). Teaching being seen as a "teaching trap" regarding the intensification of the teaching workload (Ylijoki and Henriksson, 2017).

Skinner and colleagues (2021), in their qualitative study of 39 schoolteachers across six schools' track managerialism and teacher identity and suggest that there are tensions between previous views of what it means to be a teacher, indicating ownership of knowledge and expertise, student learning, and commitment; to the

new managerialism view of teaching which includes "accountability, performativity, meeting standards, and stepping up to the presentation of the school in a new corporate world" (Skinner et al., 2021, p.14). This tension which is internalised by university teachers (McCune, 2021, van Lankveld et al., 2017), results in academics internalising the influences of who they are as teachers and their duty to management (Skinner et al., 2021). Thea van Lankveld and colleagues (2017) systematic review of university teacher identity underpins this notion of internal environments constraining identities, finding that competitive neoliberal management culture suppressed creativity in teaching and led to "reduced autonomy of teachers, expressing a lack of trust in teachers, trivialising the complexity of teaching, and undermining core academic values like community service and academic freedom" (van Lankveld et al., 2017, p.330). University teachers, during institutional change, experience a negotiation of role identities seeking out ideal professional and personal selves (McNaughton and Billot, 2016).

In the neoliberal university, university teachers are confronted by various methods used in the "quality care of teaching" (Teelken, 2012), which influence university teachers' professional self-understanding (McCune, 2021, Rosewell and Ashwin, 2019). These measurement methods are both externally imposed on universities by the Office for Students (OfS) and external reviews by official bodies in the various subject areas. Internally regarding quality assurance monitoring measures, including "staff meetings (or degree scheme meetings), questionnaires, student–staff liaison committees and peer reviews" (Teelken, 2012, p.284). These methods result in targeting academics' self-regulation and autonomy in teaching, stripping away an essential component of academic identity, freedom and autonomy through overruling professionals (Ackroyd et al., 2007). The measured and managed university has had a detrimental effect on the harmonisation and integrative culture in higher education. Having focused on the vast literature surrounding identity and innovation I will now summarise the review chapter.

3.10 Chapter Summary

This chapter endeavoured to understand the literature surrounding academic identity from both previous and recent researchers. The chapter started by exploring the concept and some related terms that surround the concept of identity. From this section, identity moved away from a simple definition and explanation of identity as being something that is fixed and stable, to understanding identity as a project of self, something that is developmental, whereby identity is constructed, deconstructed, and reconstructed. The evidence suggests that identities are multiple and at time blurred regarding role identities and personal identities. Therefore, identities are multiple and dynamic in nature forever shifting driven by context and vulnerabilities. My own conceptualisation of identity draws heavily on the work of Kelchtermans (2009) and Gee (2001) regarding academic identity as a constant process in which an individual shapes and reshapes oneself as a certain kind of person and is also recognised as a certain kind of person in a particular context. I do not fix my gaze only on "Who am I at this moment?" (Beijaard et al., 2004). Identity work has long historical roots, roots that crossed academic disciplinary boundaries but in times of liquidity identities are according to some becoming meaningless (Bauman, 2013) regarding pressures and constraints beyond the power of academics, and that this fragmentation and dislocation not only has caused disruption but also reshaped, re-constructed academic identities to meet the needs of the contemporary marketised university. Academics have had to change in response to wider changes that have prescribed limits. A notion that has fed into academic research on identity. The next section focuses on the theoretical framework applied in this thesis.

Chapter Four: Personal Interpretive Framework: A Theory to Understand the Identity of Innovative University Teachers

4.1 Introduction

The previous chapter focused on some of the current evidence that surrounds academic identity and innovation. I concluded that identity is dynamic in nature and that innovation in chapter one is about the individual good teacher who instinctively knows when to intervene and, most importantly, when to get out of the way. The chapter introduces the theory of Kelchtermans (2009, 2017) 'personal interpretive framework', a framework that was used to understand teacher professional development (Fransson et al., 2019) and is connected to two interwoven domains, professional self-understanding and subjective educational theory, which emphasises the complexity and unique voices of university teachers unravelling the connecting threads of university teachers lived experience. William James (1890) posited "the mind and consciousness are likened to a rope made up of many threads which if cut across give a false impression of its construction" (Denicolo and Pope, 1990, p.155).

However, before moving on Kelchtermans (2009) finds the concept of identity problematic referring to it as a static fixed entity, while other commentators have argued that identity is meaningless (Bauman, 2013, Brubaker and Cooper, 2000). Neary & Winn (2016) argue that identity is inadequate in critically understanding the real nature of academic work, and is limited to themes around powerlessness, anxiety, and demoralisation regarding academic identity (Neary and Winn, 2016). Therefore, implicitly ignoring or denying its dynamic and biographical nature (Kelchtermans, 2009, p.261). Instead Kelchtermans connects the concept of identity to the concept of self in his professional self-representation underpinning self-

definition, and personal narrative thereby understanding the person as the teacher (Kelchtermans, 1993). Kelchtermans (2009) refers to self-understanding as:

> "The term refers to both the understanding one has of one's 'self' at a certain moment in time (product), as well as to the fact that this product results from an ongoing process of making sense of one's experiences and their impact on the 'self'" (p.261).

In other words, professional self-understanding refers to the representations a university teacher has about themselves as a professional university teacher within their professional context (Forgasz et al., 2021b, Vermeir and Kelchtermans, 2021).

I found early on in my readings regarding linkages between identity and drawings and varying connections to Kelchtermans framework. Although Kelchtermans does not use visualisations or metaphors he does make reference to the use of the method regarding registering different aspects of the cognitive functioning of teachers (Janssens and Kelchtermans, 1997). The authors assert that

> "the study of 'images' and metaphors to analyse the conceptions underlying the actual behavior of teachers. The participants are asked to represent their experiences and thoughts in a narrative way. The conceptions underlying their stories are transformed into images and metaphors" (ibid, p.3)

Within the literature there was no singular or tried and tested theoretical framework underpinning work on academic identity. Some articles underpinned classical theory regarding Erikson's (1968) theory of psychosocial development, whereby, individuals experience stages of development over their life span regarding the drawn development of doctoral student development (Caskey et al., 2020, p.17). Others were influenced by William James (1890) and George Mead (1934) regarding Akkerman and Meijer (2011) Dialogical Self Theory (DST) in Nevgi & Löfström's (2014, 2015) study of academic visualisations. An approach which underpinned the 'multiplicity' and 'continuity' of identity emphasising the multiple 'I' positions, or sub-identities individuals have in their minds, and the 'I' position throughout time regarding continuity of the basic self (pp.311-312). Bandura's (1986) theory of self-efficacy was used to investigate the perceptions of teachers and teaching through

drawings and underpinned Bandura's theory that life experiences guide our actions and our perceptions of our ability (Sinclair et al., 2013, p.106). Other commentators turned to the 'Self as the centre' like in Jungian theory (Dobson, 2008) to explain the teacher as symbol and narrate the beliefs about teaching (Beltman et al., 2015). Dinham and colleagues (2017) in their project on teacher resilience adopted a social-constructivist paradigm which portrays identity as "being the different ways we view and present ourselves in different contexts within a matrix of historical, cultural, political, and social forces and influences" (Dinham et al., 2017, p.126).

Several projects used visual metaphor and conceptions of research (Brew, 2001, Visser-Wijnveen, 2009, Lakoff and Johnson, 2003) to understanding teachers representations of themselves (Bessette and Paris, 2020). Whereas Weber and Mitchell (1995) used a mental model theory to envision a person's mental illustrations that helped to explain their thinking and actions. Here as in Utley and colleagues (2020) study of images of mathematic teachers in their classrooms, mental images are shaped by the individuals understanding of their world (p.346) thereby, creating a mental representation of it in their minds (Utley et al., 2020) resulting in "mental models 'mirroring' the perceived structure of the external system being modelled" (Doyle and Ford, 1998, p.17). Blackley et al, (2018) in their drawings of preservice teachers adopted Fullers (1969) theory that suggests teachers and preservice teachers are pre-occupied with thoughts of themselves, tasks and impact and that there was a progression over time (Blackley et al., 2018) indicating that teacher identity is developmental and shaped and reshaped. Although many of the above authors have employed a range of different theoretical frameworks to explain their projects, many of the theoretical underpinnings can be seen within the 'personal interpretive framework' and the key components of teacher identity (Kelchtermans, 2009) regarding the influence of context, self-representation and typifying oneself as a teacher. I did not want the theoretical framework to solely follow the metaphorical generative potential of drawings underpinned in several published works which has stemmed the decades (Weber and Mitchell, 1996, Bessette and Paris, 2020).

4.2 The Personal Interpretive Framework

This section discusses and addresses the theoretical frameworks of Geert Kelchtermans (2009) personal interpretative framework: self-understanding and subjective educational theory to understand the person of the innovative university teachers placing the self of the university teacher at the centre. Kelchtermans (2009) 'personal interpretive framework' was inspired by teacher-thinking research which originated in the mid-1980s with Christopher Clark, Magdalene Lamper, and Penelope Peterson. Kelchtermans's work has spanned the development of the educational professional and educational innovation through 'teacher educators' (Vanassche and Kelchtermans, 2014); Primary school teachers (Kelchtermans and Ballet, 2002, Kelchtermans, 1993); beginner teachers (Janssens and Kelchtermans, 1997); secondary school teachers and principals (Kelchtermans et al., 2011) and more recently "teacher professionalism in the higher education context of neoliberal performativity driven educational policy" (Forgasz et al., 2021a, p.1) among several other published articles. Another theory used in this inquiry concentrates on intrinsic and extrinsic motivation using Richard Ryan and Edward Deci's 'Self-Determination Theory (SDT). SDT has been used across educational research with research spanning the quality of teaching (Ryan and Weinstein, 2009); applications to educational practice (Niemiec and Ryan, 2009). Both theories have been widely used in education research.

Part one of this chapter focuses on Kelchtermans's personal interpretative framework: self-understanding and subjective educational theory which is a conceptualisation "a set of cognitions, of mental representations that operates as a lens through which teachers look at their job, give meaning to it and act in it" (Kelchtermans, 2009, p.260, Uitto et al., 2016, Vanassche and Kelchtermans, 2014). What this means is understanding innovative university teachers as actors and as educational professionals, bound in a moment in time "(i.e., professional self-understanding), and the personal knowledge and beliefs about teaching that they use when performing the job (i.e., subjective educational theory) (Vermeir and Kelchtermans, 2020, p.250). The framework underpins the interactions of the context, in this case two English research-intensive universities, or as Kelchtermans asserts "sense-making with that context" (Kelchtermans, 2009, p.261). Sense-making being "an ongoing

accomplishment that emerges from efforts to create order and make retrospective sense of what occurs" (Weick, 1995, p.15).
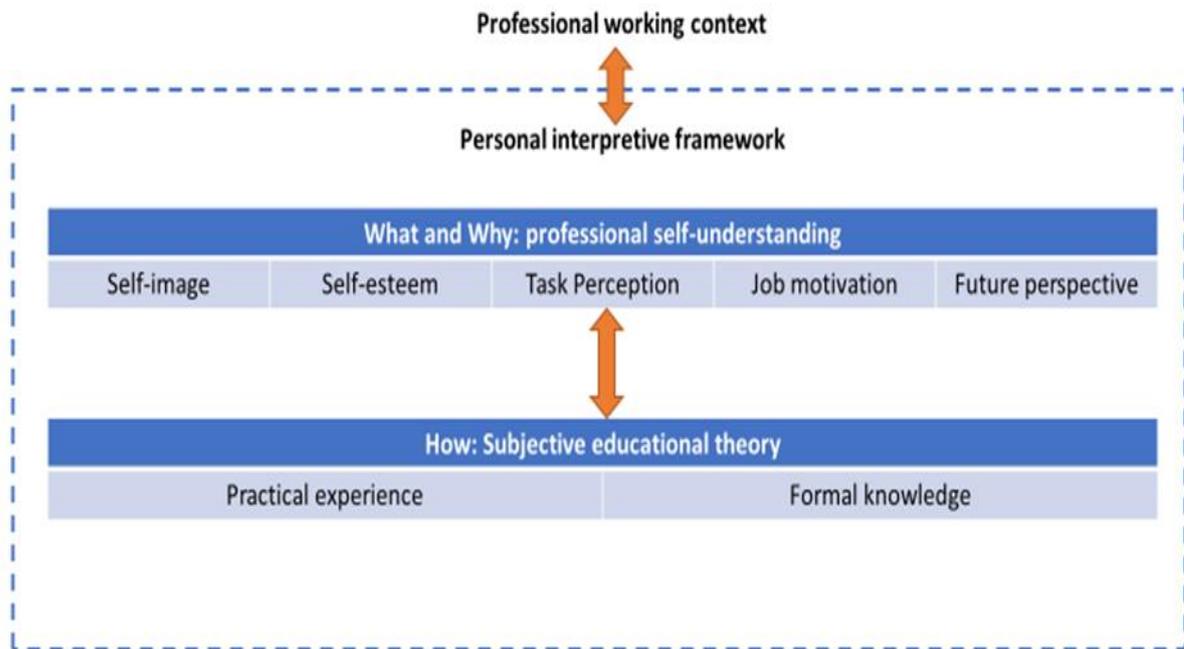
Figure 4 Kelchtermans representation of personal; interpretive framework.

Figure 4 directly above represents the personal interpretive framework (Kelchtermans, 2009). The two interconnected domains of self-understanding and subjective educational theory. With their woven components that make up the framework (Loosveld et al., 2021, p.2). The two-way arrows like that in (Loosveld et al., 2021) represent the interconnection of the dimensions and context.

4.3 Connection to Teacher Thinking Research

Kelchtermans research is firmly influenced by 'teacher-thinking' a progressive field of research (Day et al., 1990). A research tradition that was developed in the mid-1980s by Christopher Clark, Magdalene Lamper, and Penelope Peterson. Teacher-thinking concentrates on how individual teachers' cognitions influence teacher actions and giving teachers a voice. Teacher-thinking research renders and understands "good teaching in all its irreducible complexity and difficulty" (Day et al., 1990, p.3). Day, Pope and Denicolo (1990) argue that there is a "continuing need for research to demonstrate a holistic view of teacher as person rather than teacher as segmented object" (p.2). Teacher thinking research recognises complexity and how

teachers cope with complexity, tensions and the extraordinary, and a need for qualitative data which this inquiry embraces.

In the above section giving voice is used because voice is a central theme regarding teacher thinking research. Voice defines one's own reality and leads to expressions of the internal of the teacher instead of the external. In other words, much of the research used to focus on external, outside of the teacher without teachers talking about teaching. With internal teachers can voice and talk about their teaching from a teacher perspective or frame of reference. Teachers are allowed to tell their stories through narrative construction and reconstruction as identities change. In terms of innovation teacher thinking points out that the innovations belong to the university teachers concerned it is the teacher's idea of something new or recycled. In other words,

> "it is a situation where the more spontaneous 'I' can flourish in interaction with the socialised 'me', where the self is fully reflexive unlike routine situations that suppress the 'I' (Mead, 1974 in Day, Pope & Denicolo (1990), p.300).

However, teacher thinking also recognises that teachers are enduring a 'deadening' and deskilling leading to proletarianization of the profession because of teachers' losing their control over the work (Buyruk, 2014) due to tighter rigidity in the syllabus (Woods, 1990) and managed practice regarding the way things are done. Teacher thinking acknowledges three dimensions regarding innovative work, "why old practice was changed, the meaning of new practice, and how the change was realised" (Carlgren, 1990, p.201). The representation of innovation is to achieve a certain specific end connecting practice with purpose and therefore, goal directed.

Kelchtermans embraced an educationalist approach (Kelchtermans, 2017) instead of an anthropological or sociological approach, because as Kelchtermans (2017) explains

> ".... teachers play a key role in education, their own professional learning and development over time (throughout their career) is a central issue for research in educational science" (p.13)

Kelchtermans (2009) goes on to explain that he is driven by a need to not only understand teachers' working lives, through narrative, but to also add improvements to educational practice (Kelchtermans, 2017). Unlike Kelchtermans who uses the word improvements, I use the word enhancements because as Kelchtermans (2017) rightly posits:

> "Mentioning "improvement," however, immediately complicates things. It automatically brings up the central importance of normative issues and the need to take a stance on what is "good" education, "good" teaching, "teacher professionalism" (Kelchtermans, 2017, p.8).

Enhancements is aligned with progress. As Trowler and colleagues argue enhancement is on a 'continuum', one which has a gradual apparentness, moving from "limited to more radical changes" (Trowler et al., 2013, p.7). In other words. enhancements build from small incremental instructional tweaks to complete reinvention which could lead to an increase in quality. Trowler and colleagues table below illustrates the enhancement continuum.

The enhancement continuum: scale and scope				
Enhancement as incrementalism ➡			**Enhancement as reinvention**	
Do the same in the old way but better	Add new things to old things and do them in the old way	Do completely different things in the old way	Do completely different things in some new ways	Do completely different things completely differently

Table 1 Enhancement continuum (Trowler et al., 2013, p.7).

Kelchtermans further splits his personal interpretative framework into two interconnected, but different areas (Kelchtermans, 2007). The first of these will be discussed in the following section (4.2). Like above Kelchtermans (2009, 2017) refers to Jennifer Nias (1989) study of 'Primary Teachers Talking: A Study of Teaching at Work'. Indicating that teachers when talking about their experiences and their working conditions inevitably brought up their understanding of themselves as teachers (p.12). In other words, facets of the self surface through disclosures of experience triggering an understanding of university teachers' professional selves.

Kelchtermans (2017) identifies that his research on teachers lives has in part been influenced and emphasised by teacher agency and the realities and role of the

structural issues that impact teachers practice and development (p.17). Kelchtermans declares that Anthony Giddens's (1984) '*The Constitution of Society*' resulted in the author

> "…. unpack[ing] and understand[ing] the multiple and complex tensions of agency and structure, or to be more precise, to understand educational practices (constituting the realities of teachers' work lives) as the outcome of the complex interplay of teachers…. operating in and being determined by structural and institutional realities of schools as organisations, as well as the wider educational system and policy environment" (Kelchtermans, 1994 in Kelchtermans, 2017, p.17).

The author highlights in his dedication to qualitative data that he has explored "structural and institutional embeddedness" (Kelchtermans, 2017).

4.4 Professional Self-understanding Domain of Innovative University Teachers

One of Kelchtermans (2009) interwoven domains is 'professional self-understanding'. What Kelchtermans is conceptualising is the conception of teachers as themselves (Kelchtermans, 2009, p.261). A conception that is an on-going process and which encompasses both past former experiences and present experiences regarding influencing the self-image (Kelchtermans, 1993, 2009). As Peter Mesker and colleagues posit "that includes experiencing making sense of events and the subsequent influence on the self" (Mesker et al., 2018, p.447).

Within the self-understanding domain there are five components, components that were brought about during Kelchtermans "analysis of teachers career stories" (Kelchtermans, 2009, p.261). The five components are self-image (descriptive), self-esteem (evaluative), task perception (normative), job motivation (conative), and future perspective (prospective). Each component represents meaningful interactions of university teachers in their professional context resulting in self-representations of professional identity.

4.4.1 Professional self-understanding components

Self-image: This component is **descriptive**, it describes how teachers typify and perceive themselves as teachers (Kelchtermans, 2009, Mesker et al., 2018). How does the teacher describe his/herself? According to Kelchtermans it is not just the self-perception of the teacher that makes up the self-image but also the views of others, or what Kelchtermans (2009) refers to "other mirror back to the teachers" (p.261). Whether that be from students, colleagues, or management who want to come and tell the teacher who they are.

Self-esteem: The is the **evaluative** component and as near connections with self-image. This component "refers to the evaluation of oneself as a teacher" (Kelchtermans, 1993, p.449). Self-esteem refers to the emotional aspects of teaching and embraces teaching as an emotionally charged occupation. Kelchtermans (2009) underpins that having a "positive self-esteem is crucial for feeling at ease in the job" (p.262) and connects to how tasks, duties and responsibilities are perceived (Mesker et al., 2018, p.450). However, self-esteem is delicate and evaluating oneself can be influenced by external public scrutiny. As Kelchtermans (2009) what might be "trivial, may have a devastating impact on teachers" (p.262).

Task perception: This **normative** component is woven with the evaluative component of self-esteem. The task perception component is connected to the teachers' tasks and duties regarding 'doing a good job' or 'what one must do to be a proper teacher?' (Mesker et al., 2018, Kelchtermans, 2009). In other words, being a teacher and teaching is not a neutral endeavour. Task perception underpins the value-laden considerations. Kelchtermans (2009) asserts that:

> "…. it reflects a teachers personal answers to the question: what must I do to be a proper teacher? what are the essential tasks I have to perform in order to have the justified feeling that I am doing well? what do I consider as legitimate duties to perform and what do I refuse to accept as part of 'my job"? (p.262).

The way you do things in one's own classrooms is the responsibility of the teacher. The teacher within the task perception component as a "moral duty and responsibilities in order to do justice to students" (Kelchtermans, 2009, p.262, Kelchtermans, 1993). Therefore, when teachers' duties and responsibilities are called in to question then teachers themselves are targeted and their professionalism is called into question. With the regulation and evaluation of teaching through the NSS and TEF measurements university teachers task perception is contested resulting in affecting the teacher's self-esteem and job satisfaction. Emotionally teachers feel that their moral integrity as a person and a professional are called into question (Kelchtermans, 2009).

Job motivation: The **conative** component or job motivation component refers to why someone wants to be a university teacher, or to leave their teaching position, or the motives that keeps them in the job (Kelchtermans, 2009). This component closely aligns with that of task perception and working conditions, increased demands on teachers regarding research, teaching load, team meetings, innovations, and curriculum development both internal and external. Kelchtermans (2009) study of secondary school teachers found that there was a "love for the subject discipline" and that as motivation shifted throughout the teacher's career there was more of a being meaningful to students.

Future perspective: The **prospective** dimension is a 'time-element', focusing on the teacher's future in the job. "How do I see myself as a teacher in the years to come and how do I feel about it?" (Kelchtermans, 2009, p.263). As Kelchtermans posits:

> "This component explicitly also refers to the dynamic character of the self-understanding. It is not a static, fixed identity, but rather the result of an ongoing interactive process of construction. It thus also indicates how temporality pervades self-understanding: one's actions in the present are influenced by meaningful experiences in the past and expectations about the future. The person of the teacher is always somebody at some particular moment in his/her life, with a particular past and future. This 'historicity' deeply characterises every human being and should therefore be included in our conception of professional self-understanding (and thus in our thinking of what it

means to be a professional teacher, enacting the scholarship of teaching)" (p.263).

Kelchtermans did have a sixth component which as Peter Mesker and colleagues (2018) assert was left out of the self-understanding domain since 1994. The component was job satisfaction which has been mentioned within some of the other components. According to (Mesker et al., 2018) job satisfaction "shows how satisfied teachers are with their professional situation concerning factors they do not have a (direct) influence on" (Mesker et al., 2018, p.450, Kelchtermans and Vandenberghe, 1994).

4.5 Subjective educational theory domain of innovative university teachers

The second domain within the personal interpretive framework is the subjective educational theory. The subjective educational theory refers to the "professional know-how, the basis on which teachers choose their actions and justify them" (Kelchtermans, 2007, p.98). In other words, the subjective response to the questions: "How should I deal with this particular situation? (=what to do?) and Why should I do it that way? (=why do I think that cation is appropriate now?) (Kelchtermans, 2007, p.98). Therefore, it is the subjective system of knowledge, knowledge being the "formal insights and understandings, as derived from teacher education or in-service training, professional reading" and beliefs "referring to more person-based, idiosyncratic convictions, built up through different career experiences"(Kelchtermans, 2009, p.264), or beliefs teachers use while performing their job. "The subjective educational theory results out of the experiences a teacher has during their career and the way they more or less reflectively integrate them" (Kelchtermans, 1993, p.450). Kelchtermans (2009) posits that teaching is "highly contextual and since the judgement of the particular situation is an essential part of teaching, the explicit reflection and sharing of what one would do or has done and why remains a necessary and powerful learning situation for teachers" (p.264). Here Kelchtermans is talking about reflection as purposeful. He goes on to argue that "some teachers use metaphors or images that capture both a type of a situation, as well as the strategies for action and their justification" (p.264).

Higher education has over the last couple of decades, become a hive of research interest and as Malcolm Tight suggests; the pace has gathered momentum with more systematic reviews published, something he calls the "third wave" (Tight, 2020b, p.4) in the development of higher education research. This means that in the second wave, individual themed research followed the sector's expansion and all that the expansion brought to the fore (Tight, 2020b, Tight, 2018) increasing several researched areas, including teaching and learning, course design, student experiences, quality, systems, management and academic work to mention but a few (Tight, 2018). Therefore, this expansion in published higher education research has resulted in increased synthesis of the themed areas, which has focused on methodological and theoretical contributions, case studies being highly used within research. Tight (2012) has argued that most research can be described in some sense as being a case study (p.9).

Kelchtermans work has been influential regarding his 'personal interpretive framework' and his empirical research over many years regarding experienced school teachers has fed into understanding of the question 'Who I am' (Kelchtermans, 2009). Kelchtermans view of identity as already mentioned moved away from what he, like others across the higher education sector assumed was a fixed and knowable entity (Quigley, 2011, Kelchtermans, 2009). Kelchtermans issue with the concept of identity is the disregard for the biographical nature and the dynamic uniqueness and characteristics of the concept. He therefore chose to use the term 'self-understanding' (Kelchtermans, 2009, Kelchtermans, 2017) and attached several components under two domains that constitute his framework, namely professional self-understanding and subject educational theory, resulting in catching the intersubjective nature of the teacher and teaching, recognising that teachers work is 'deeply social' (Uitto et al., 2016). Relationships are core to the teacher's identity and self-understanding regarding recognition and motivation. Furthermore, the framework is seen as being transformational because it takes into account the constant interactions and engagements teachers participate in. The interaction between the teacher and their milieus (Aspelin, 2021).

Using the framework Kelchtermans (2009) research identified that through teachers' cognition of 'who they are' he inherently found 'vulnerabilities'. The author identified

that there are three components underpinning vulnerabilities. The first refers to control, indicating that the identities or professional self-understanding are restrained by work conditions "regulations, quality control systems, policy demands" (Kelchtermans, 2009, p.265). Kelchtermans argument is that "formal or political vulnerability" imposed on teachers regarding working conditions affects teachers' abilities to essentially control their own teaching and increase an identity full of self-doubt. He goes on to argue that

> ".... times of performativity' teachers are living in (with its exclusive emphasis on effectiveness and efficiency, based on strict standards and output measurement) definitely intensifies this experience of vulnerability" (Kelchtermans, 2009, p.266, Kelchtermans, 2007).

Uitto et al. (2016) raises an interesting point regarding working condition vulnerability by asserting that teachers have further limited control over their work because education is fluid, in other words, students leave at the end of every academic year and in some cases have to start all over again with new groups of students. Therefore, teacher identity will change and adapt regarding the different cohorts illustrating the reconstruction of self-understanding.

His second vulnerability refers to teaching practice and the outcomes of students. Kelchtermans makes reference to the affect of proving their effectiveness regarding student outcomes. The idea of trying to prove that one's teaching and oneself has a teacher has resulted in the achievement of students. Kelchtermans (2009) argues that "teachers realise that student outcomes are only partially determined by their teaching" (p.266). During their career teachers find themselves challenged to properly balance between internal and external locus of control, between a satisfying sense of efficacy and a realistic acknowledgement of one's limited impact (Kelchtermans, 1993). Academic identity as mentioned earlier is constructed through the interactions they have and the relationships they build with students. Kelchtermans (2009) argues that this relationship with students is key to the teacher's self-esteem and motivation, essential components of the self-understanding. Like other commentators argue teachers affect the lives of students and the way students affect teachers (Aspelin, 2021).

Finally, Kelchtermans (2009) identifies that the vulnerability in teacher identity is constrained by being judged and judgement being passed on their teaching irrespective of the teacher's decision to teach in a specific way, which is reinforced by educational evidence; teaching can always be challenged and questioned. As Kelchtermans (2009) asserts, "it is this capacity to judge, to act and to take responsibility for one's actions which constitutes a key part of teachers' professionalism" (p.266). Exposure to negativity can and will affect the educational space and identity of the teacher. Uitto and colleagues (2016) found in their study that judgement exerts pressure on teachers. One's identity, self-image, and self-esteem can be challenged by students and other professionals and as Uttio et al. (2016) suggests "without much possibility to defend oneself" (Uitto et al., 2016, p.11).

In summary of this brief overview of self-understanding, teachers are viewed as 'interlocutors who influence, and are influenced' (Feldman (1997) in Aspelin, 2021, p.591) by, the internal and external social setting. Like Feldman (1997), Kelchtermans (2009) framework identifies the 'teacher as a person' and that the 'person' is surrounded by vulnerabilities, indicating that there is a high degree of unpredictability in self-understanding. Kelchtermans work echoes that teaching is an interpersonal and relational endeavour (Kelchtermans, 2009, p.258), therefore maintaining an 'I' of 'Who I am'.

4.6 Self-Determination Theory (SDT)

I wanted to add a further expansion to the job motivation section above in professional self-understanding bringing in intrinsic and extrinsic elements. The literature surrounding motivation is considerable and will differ depending on academic discipline (Nukpe, 2012) or life areas (Dörnyei and Ushioda, 2013, Dornyei and Ushioda, 2021). The inquiry uses SDT to understand what motivates and demotivates innovative university teachers in developing and implementing creative-innovative instructional methods. Motivation after all, directs behaviour (Anderman, 2013). SDT "represents a broad framework for the study of human motivation and personality" (Centre for Self-Determination Theory, 2021). SDT is according to Zoltán Dörnyei and Ema Ushioda (2011) "one of the most general and well-known distinctions in motivation theories is that of intrinsic versus extrinsic motivation"

(P.23). The rationale for using SDT is that many authors in the field of higher education research have utilised the theory (Wilkesmann and Lauer, 2020), although teacher motivation research has been modest (Dörnyei and Ushioda, 2013) and at higher education level is still relatively limited especially under a UK umbrella. Commentators within higher education have used SDT to investigate multiple facets of academic teaching motivation (Wilkesmann and Schmid, 2014, Deci et al., 1991, Ryan and Deci, 2020). Uwe Wilkesmann and Sabine Lauer 's (2020) paper of German university professors utilised SDT to understand motivational influences on teaching regarding the implementation of New Public Managrialism. Robin Margaret Averill and Jae Major (2020) adopted SDT in understanding what motivates teachers to innovate from a New Zealand perspective. Other commentators have approached SDT and motivation in general more broadly focusing on faculty motivation, demoralisation of academic labour, motivation in rewarding excellence in teaching, motivating learners in higher education (Sutton, 2017, Daumiller et al., 2020, Palmer et al., 2006, Cotterill, 2015, Seppala and Smith, 2020, Stupnisky et al., 2018, Vyzhigin, 2016, Rao, 2016, Nukpe, 2012, Kızıltepe, 2008).

SDT, as mentioned above is a broad framework, an organismic theory, one "for understanding factors that facilitate or undermine intrinsic motivation, autonomous extrinsic motivation, and psychological wellness, all issues of direct relevance to educational settings" (Ryan and Deci, 2020, p.1). The key assumption of SDT is the connection between the environment and motivation (Wilkesmann and Lauer, 2020). SDT is underpinned by three types intrinsic motivation (IM), extrinsic motivation (EM) and amotivation (AM) (Ryan and Deci, 2020, Dörnyei, 2020). Figure 5 below underpins SDT taxonomomy. IM approaches motivation as "actions done" (Ryan and Deci, 2020, p.3), According to Dörnyei it "deals with behaviour performed for 'its own sake' in order to experience pleasure and satisfaction" (Dörnyei, 2020, p.23, Ryan and Deci, 2020, p.3). IM underpins the pleasure, fun, exploration, playfulness, and curiosity of undertaking an activity resulting in what some authors have evidenced, leading to achievements and engagement in schools that cultivate "intrinsic motivation to learn and learning goals" (Froiland and Worrell, 2016, p.321, Taylor et al., 2014) but declining as individuals proceed through their schooling years (Ryan and Deci, 2020).

Extrinsic motivation (EM) on the other hand, is as Ryan and Deci suggest the "heterogeneous category" (p.3). It involves and concerns "performing a behaviour as a means to some separable end, such as receiving an extrinsic reward" (Dörnyei and Ushioda, 2013, p.23). EM however, is not a separate entity it has four subtypes of EM. Firstly, and as mentioned above EM is driven by external rewards and in contrast punishments. It is a "form of motivation typically experienced as controlled and non-autonomous" (Ryan and Deci, 2020, p.3). Secondly, EM has an "introjected regulation", EM is "partially internalised; behaviour is regulated by the internal rewards of self-esteem for success and by avoidance of anxiety, shame, or guilt for failure" (Ryan and Deci, 2020, p.3). The third subtype of EM is "identified regulation" whereby, the individual places value on an activity and acts on that value. Therefore personally endorsing the activity (Ryan and Deci, 2020, p.3). The fourth and final subtype is "integrated regulation". This subtype is the most autonomous and concerns the individual appreciating the value of the activity, "but also finds it to be congruent with other core interests and values" (Ryan and Deci, 2020, p.4). As Ryan and Deci (2020) point out:

> "Autonomous extrinsic motivations share with intrinsic motivation the quality of being highly volitional but differ primarily in that intrinsic motivation is based in interest and enjoyment—people do these behaviours because they find them engaging or even fun, whereas identified and integrated motivations are based on a sense of value—people view the activities as worthwhile, even if not enjoyable" (p.4).

The final type of motivation in SDT is 'amotivation'. Amotivation relates to a lack of any motivation (Dörnyei and Ushioda, 2013). Amotivation is a "strong negative predictor of engagement, learning, and wellness" Amotivation can lead to a lack of competence and interest to perform (Ryan and Deci, 2020). An issue often observed in education.

Self-Determination Theory's Taxonomy of Motivation						
Motivation	**AMOTIVATION**	**EXTRINSIC MOTIVATION**				**INTRINSIC MOTIVATION**
Regulatory Style		**External Regulation**	**Introjection**	**Identification**	**Integration**	
		Internalisation →				
Attributes	• Lack of perceived competence • Lack of value or • Nonrelevance	• External rewards or punishment • Compliance Reactance	• Ego involvement • Focus on approval from self and others	• Personal importance • Conscious valuing of activity • Self-endorsement of goals	• Congruence • Synthesis and consistency of identification	• Interest • Enjoyment • Inherent Satisfaction
Perceived Locus of Causality	Impersonal	external	Somewhat External	Somewhat Internal	Internal	Internal

Figure 5 Model of Self Determination Theory

From the Center for Self-Determination Theory, 2017 in (Ryan and Deci, 2020, p.31)

In concluding the use of SDT has had a wide application in the educational arena. The theory both focuses on the internal and external regulations regarding motivation and will offer this inquiry by producing a balanced view of what motivates and demotivates innovative university teachers. SDT will allow for exploration of the wellbeing of innovative university teachers and external pressures. Stupnisky et al. (2018) research found of nineteen universities in the United States of America, motivated autonomous faculty were more effective in producing effective instructional methods than their less autonomous colleagues.

4.7 Chapter Summary

One never gets the whole picture. Not only because it changes with new experiences, but also because the teacher per definition has no conscious access to his or her entire 'theory'. Further the reconstruction is bounded by the reflective capacity of the teacher and by the degree he or she is willing to share his or her ideals with someone else. (Kelchtermans, 1993, p. 451). The use of Kelchtermans (2009) 'personal interpretive framework' underpins the literature that identity is interwoven within a multiplicity of arenas that can be traced to the internalisation of dominant institutions. The framework underpins the significance that identity is a

cognitive source of meanings and experiences which are attributed to people's internalisations of interactions, socialisations, and the context in which they operate. The dynamics of identity are interwoven and are regressive, present, and progressive regarding being shaped and reshaped. The framework offers the inquiry an insight into individual teacher's biographic experiences positioning professional identity at the core of the academic profession.

Chapter Five Researching Innovative University Teachers Lives and Identities: Research Methodology

5.1 Introduction

This chapter will concentrate on the research methodology employed in this inquiry to respond to and answer the research questions and accomplish the inquiry's objectives in Chapter one. The inquiry adopts a purely qualitative approach using a case study methodology and visualisations regarding drawings, which slot effortlessly into case study research (Creswell, 2021). The chapter firstly outlines the research design and my justifications for adopting the qualitative approach, followed by describing the inquiry design and the challenges encountered during the data collection.

In brief, the inquiry is a snapshot[18] qualitative instrumental illustrative case study informed by using a visual expressive narrative approach with thirty-eight innovative university teachers as a diagnostic tool for academic identity and experiences in the contemporary university. Data collection occurred in two English universities firmly committed to research and teaching in the academic year 2019-2020. The institutions are not dissimilar regarding several large faculties, inside which are varying numbers of academic departments attached. The case study institutions were chosen because they were available to me.

The inquiry uses the philosophical approach of interpretivism, an approach well-practised in the discipline of higher education (Brown and Baker, 2007) and is aligned with Stakes (1995) qualitative case study approach (Crowe et al., 2011). Interpretive research inferring that teaching is a highly complex, context-specific, interactive activity with differences across classrooms, communities, and institutions. The interpretive paradigm assumes epistemologically that multiple realities and meanings exist (Lincoln et al., 2017). In other words, we only know reality through

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[18] A snapshot study is a research study that is carried out in a very short period of time.

representations (Levers, 2013). Phenomena are constructed by the cognitive subject, who is a human being (Yüksel and Yıldırım, 2015). Ontologically, a relativist ontological stance believes that reality is distinctively defined through individual consciousness (Denicolo et al., 2016). Individuals' ideas of 'truth' are expressed through their senses and engagement with the world in which they participate. Within this lifeworld, we construct our realities through daily interactions and reflect on existing knowledge, possibly building multi-realities of a given situation or experience.

The data analysis used is eclectic and uses a combination of thematic tools. This includes tools adapted from polytextual thematic analysis (PTA) (Gleeson, 2011) combined with thematic analysis (TA) (Braun and Clarke, 2006), and Jungian focal points, which enable participants to bring significant identity, emotional, and organisational issues to the surface.

5.2 Personal Perspective on Design and Situating Myself in the Inquiry

It is important to acknowledge my role in the research and be reflexive, providing knowledge of my own epistemological circumstances and background regarding recognising my own identity and positionality in this inquiry. After all, as a qualitative researcher, I am part of the research process, and my prior experiences, assumptions and beliefs will influence the research process. Over the last two decades, I have worked across various secondary and tertiary educational levels as a health and social care teacher. Hence, my genuine interest in teachers' lives, teaching and the incredibly dynamic environments and human activity that make up the social multidimensionality regarding actions, behaviour, and belief formations has grown over the years.

Sociologically Howard Becker (1974) was influential in the social exploration of the medium of photography and pictures, which places considerable importance on the observer and their subjectivity. During my degree training period regarding social welfare studies, I leant towards the visual, exploring fatherhood through the lens of paintings and the sociological novels of Charles Dickens and D. H. Lawrence. My

Master's degree turned to a more contemporary visualisation, the inflated expectations of virtual reality (VR). As a result of these first experiences of delving into the properties of rich images, I have been drawn to the exploratory nature of visualisations, and after attending several network events at the SRHE on creative research methods and constructivist techniques, I felt comfortable using drawings, even though some researchers are uncomfortable with drawing and what images can express (Valente and Marchetti, 2010).

My own epistemology assumptions emphasise that there are multiple versions of reality, even for the same teacher and their connections with their specific context. Identities are multiple, complex, and interwoven personally and socially. Qualitative research addresses the subjective meaning of participants' sense of self and their perspectives of working in the contemporary university. In other words, using qualitative methods allowed me to access university teachers' subjective worlds and meanings. After all, teachers are both 'constructed and constructors' of their realities. My reason for adopting a qualitative case study approach to this inquiry is to provide a particularised (Stake, 1995, p.8) pictorial account of the two English dual-intensive universities, exploring the landscape of innovative teachers' identities.

The key to picking Stake's case study approach is that, like Stake, I wanted participants to participate in the methods and get something out of it themselves. This was evident from participant feedback, thanking me for "*allowing them to reflect*", something they reported they do not have much time to do. Stake refers to this participation as "responsive inquiry", with the aim to make research "useful to the participants involved" (Hosking and Pluut, 2010, p.65). In using a visual narrative, I agree that people are, regarding the narrative approach, storytellers who individually and socially lead storied lives (Connelly and Clandinin, 1990), and the visual component adds value and a further layer to that narrative.

In summary, the qualitative paradigm has been chosen because the research is about understanding in-depth human activities, actions, motivations, perceptions, and behaviours that form identities and influence our cognitive decision-making.

5.3 Theoretical Perspective of the Inquiry

My inquiry embeds the interpretivist paradigm, a paradigm that "builds gradual pictures" to represent a more complex reality (Holliday, 2007) by 'constructing meaningful stories' (O'Reilly, 2009) from the key actors (innovative university teachers) in the two English dual-intensive universities. The interpretive paradigm primarily concentrates on how people endeavour to make sense of the world around them (Fossey et al., 2002). Building on the actor's experiences of being innovators and their 'everyday' lifeworld of higher education. Thereby exploring the multidimensionality and complexity (O'Reilly, 2009) of the actor's behaviours and actions, identifying meaning and understanding from the 'private-individual and public-social domains' (Martin and Sugarman, 1996). Max Weber (1864-1920) suggested that through understanding (*Verstehen*) we get to the subjective meaning that individuals place on actions and behaviours (Kim, 2020, Crotty, 1998, 2012). Weber emphasises the focal point of social inquiry "on the meanings and values of acting persons, and therefore on their "subjective '-meaning-complex of action" (Crotty, 1998, 2012, p.69).

5.4 Method/ology Employed in this Inquiry

Case studies have been influential for decades and have increased in popularity (Thomas, 2011) across all academic disciplines and research orientations (quantitative and qualitative) (Boblin et al., 2013, Merriam, 2001, Simons, 2009). Lang and colleagues defined the case study as "one of modernity's vital narrative forms and means of explanation" (Lang et al., 2017, p.1). Several commentators have developed and implemented case study methodologies, such as Robert Stake (1995), Robert Yin (2018), Sharan Merriam (2009), Bent Flyvbjerg (2006), and Kathleen Eisenhardt (1989). In contemporary research, case study strategies are embedded and rooted in the qualitative paradigm (Simons, 2009, Merriam, 2001, Boblin et al., 2013), resulting in an illustrated, meaningful, in-depth construction of narrative experience (Hancock and Algozzine, 2017). Case studies have been seen to embrace and evaluate curriculum design and innovations (Harrison et al., 2017) regarding the actors' perspectives and the influence of the context (Simons, 2009). However, there has been some debate over case studies' positioning, which we will explain first.

There is a high degree of ambivalence about methodology and methods regarding case studies (Bryman, 2008). Not everyone agrees it is a method; some see it as a means of organising data. Crotty defines methodology as directing the choice and use of methods to be used (Crotty, 1998, 2012). Tight (2017) argues that the concepts of methodology and methods are used interchangeably, "overlapping" (Tight, 2017, p.169), resulting in Tight using the compounded term method/ology, expressing both methodology and method. However, some commentators have emphasised the differences between the two interchangeable concepts. Bryman (2008) makes a distinction between the two concepts suggesting that methods are the "techniques that researchers employ for practising their craft" (Bryman, 2008, p.160). Methodology, on the other hand, is "the study of the methods that are employed. It is concerned with uncovering the practices and assumptions of those who use methods of different kinds" (Bryman, 2008, p.160, Bryman, 2016). Crotty's four-element representation (Appendix One) shows a case study as a method. In contrast, Nerida Hyett and colleagues pursue a methodological argument (Hyett et al., 2014), which in this inquiry emphasises Robert Stakes' approach.

5.4.1 The Inquiry's Case Study Design

This inquiry follows a distinct case study design that embraces the seminal author and educational psychologist Robert Stake and his qualitative case study approach. Stakes instrumental type of case study is used, aligning with multiple case studies and understanding the "*quintain'- that one thing is common to the cases or that another is dissimilar among them*?" (Stake, 2006, p.7). Instrumental studies emphasise the need to accomplish and understand more than just the innovative university teacher. Stake uses an example of studying a teacher but may focus on how the teacher marks work and the effect of marking student work (Stake, 1995). This he calls instrumental. Therefore, looking at the individual but also the influences and impacts of other dimensions. Instrumental case studies "do not depend on being able to defend the typicality" (Stake, 1995, p.4), the normal functioning of academics in the contemporary university. Important topics or problems that innovative university teachers encounter are presented from start to finish (Stake, 1995). My

inquiry will provide a perspectival viewpoint of the issues of being an innovative university teacher in the contemporary marketised university in England.

The case study is a snapshot inquiry and was undertaken over twelve months in the academic year 2019-2020, a year significantly affected by a series of industrial strikes and from March 2020 by the Covid-19 pandemic and the national lockdown and closure of universities. Case study one (Causeway-U carried out from September 2019 to early January 2020), and Case study two (Millfield-U) was carried out from late January 2020 to June 2020 and became problematic regarding recruitment of respondents and data collection.

Stake proposed that "inquiry is aimed at making research useful for the participants involved" (Hosking and Pluut, 2010, p.65). The Stakeian view of case studies leans toward the interpretivist orientations (Stake, 1995, p. xi) and an epistemic attachment to mean-making and understanding, with its multiplicity of realities, with regards to people's personal constructs, which seeks to interpret the 'construction of the constructions' (Schwandt, 1998, p.222) of academics. Therefore, considering the knowing and being of the actors that are studied. Stake suggests that "most contemporary qualitative researchers hold that knowledge is constructed rather than discovered" (Stake, 1995, p. 99). In other words, interpretation is key to the collected data.

Stake emphasises inductive exploration, discovery, and holistic analysis presented in 'thick descriptions' of the case, resulting in thoroughly engaging in the local situation (Stake, 2006). Stake's early work '*Seeking Sweet Water*', case study methods in educational research imply that

> "The case study is a study of a bound system, emphasising the unity and wholeness of that system, but confined to those aspects which are relevant to the research problem at the time" (Stake, 1980, p.B-4).

In this inquiry, the bounded system follows Louis Smith (1991) cited in (Stake, 1980), emphasising (a) individual teaching academics at two English research-intensive universities regarding (B) innovative teaching over (C) the academic year 2019-

2020. In summary, Stake's responsive qualitative case study approach, or making inquiry useful approach (Hosking and Pluut, 2010), embraces innovative university teachers' stories through an independent account of their words and pictures (Smith and Pohland, 1991), resulting in thoughts being documented and recorded in order to "provide the reader with a vicarious experience" (Guba and Lincoln, 1981, p.xx) of being an innovative university teacher. The inquiry is also informed by narrative inquiry, which will follow next.

5.4.2 Visual Narrative Approach

Kelchtermans adopts and leans towards a teacher thinking (Clark and Peterson, 1986) research perspective whereby teachers "identify and analyse their 'thinking' (cognitive processes and representations)" (Kelchtermans, 2009, p.260). From teacher thinking research, various other research and methodological strands were founded; the narrative approach was one of them strands (Doyle and Carter, 2003, Clandinin, 2006, Connelly and Clandinin, 1990).

Narrative approaches have increased in research regarding studies of educational practice and experience (Moen, 2008). This is because, like all human beings, teachers are "storytellers who individually and socially lead storied lives"(Connelly and Clandinin, 1990, p.2). Narrative research is situated in the family of qualitative-interpretive inquiry (Moen, 2008). The narrative approach has also been seen as:

> "Narrative research is not a method, nor is it a school of thought. Rather, it is a loose frame of reference, the only common character of which is that attention is paid to narratives as a producer and transmitter of reality" (Heikkinen, 2002, p.13).

Connelly & Clandinin (1990) have suggested that narrative can be viewed as a method and phenomenon, with the authors arguing that narrative is closely connected to other strands such as biographies and autobiographies. Goodson (1992, p.ix) demonstrates that both narrative and biography are used 'interchangeably'. Kelchtermans asserts:

> "Teachers' talking about their professional lives and practices is very often spontaneously framed in narrative form. They use anecdotes, metaphors, images and other types of storytelling to recall, share, exchange or account for their experiences…." (Kelchtermans, 2009, p.260).

Within this inquiry, visualisations help explore participants' narratives and their experiences within the spatial-temporal continuum of higher education. After all, pictures tell a thousand words. As Lewis Carroll wrote in Alice in Wonderland, "what is the use of a book…. Without pictures and conversations" (p.1).

I draw on Hedy Bach (2007) and her visual narrative inquiry, which in turn is connected to Clandinin and Connelly (2000) in (Clandinin, 2007) "experience happens narratively" (pp.281-282), or as already mentioned above, through "storied lives". Bach argues that visual narrative is an addition to narrative inquiry, adding layers of meaning to this inquiry and further composing the identity of innovative university teachers at a certain moment in time, embracing the complexity of the landscape participants inhabit.

In the visual narrative, I position myself centrally regarding the study of experiences and, as Bach asserts, "at the same time, recognising there is no one truth" (p.289). Uncovering the visuality around the hidden and evaded (Bach, 2001). There are several narrative studies that have used drawing, albeit regarding "visual and verbal approach to storytelling as a method of critical reflection, and teacher identities " (Johnson, 2004, p.423, Weber and Mitchell, 1996, Moss and Pini, 2016, Pole, 2004).

5.5 Methods Adopted in this Inquiry

This section focuses on the draw-talk-talk-draw method, as I have called it, of interviewing using unstructured interviews and drawings. Methods are the instruments of data collection that researchers adopt, the sampling techniques used across the inquiry, and the data analysis tools, whereby the extraction of themes from data occurs (Bryman, 2008). The reason for using the name draw-talk-talk-draw is that both researcher and participants' bidirectionality incorporated a degree of

flexibility whereby the participant would draw and talk at the same time and talk then draw. Therefore, the interviews are intertwined with participant involvement and knowledge is built and constructed from a visual dialogue. In many cases, participants would start by talking with drawing playing catch-up regarding idea formulation and generation. However, I found that the more concrete and realistic drawings captured more of the teacher's experience than words (Silver, 2013).

Academics have had various experiences and career trajectories and followed various educational, vocational, and experiential signposts or pathways to their current situations. These pathways can be partly examined by exploring participatory forms of research, permitting participants "*the opportunity to adopt a more creative and agentic role* (agent of one's own actions) *in the research process*" (Reavey, 2020, p.4), which fits with Stake's case study approach. In other words, participants have the freedom to be involved in how their drawings are arranged and experienced (Reavey, 2020). "Seeing comes before words" (Kalkanis, 2018, p.15), resonating emotions and feelings within the images. Thus, visual-verbal language is not merely a tool or vehicle used to transmit or exchange information about reality; it constructs a form of reality (McNamee and Hosking, 2014).

It is important to note that although this inquiry has used visualisations (drawings), this does not mean that words have been dismissed or seen as less important. The primary reason for coupling images and words is to increase the idea that identities can be caught through representations, representations and manifestations that add value to identity work. Participants interpreted their drawings, thus not crossing into the therapeutic context and the protected profession of art psychotherapy and psychoanalytic inscribing (Dinham et al., 2017).

5.5.1 Drawing: Pencil for your thoughts

Image use is seen as an innovative research method (Karm et al., 2015), and the use of images has substantially grown over the past three decades (Reavey, 2020) regarding techniques (drawings, photography (digital), film). However, visual representations are far from new and stem from human history regarding cave

paintings, Egyptian hieroglyphics and Mayan glyphs representing their everyday lives, sounds, and situations. Using visualisations in this inquiry, I enhance the validity by increasing more data sources and enhancing interviews with participants (Booton, 2018). Most research, however, in the arena of higher education and organisational research has focused on more traditional methods of inquiry and the use of words (Lefsrud et al., 2016, Löfström et al., 2015, Vince and Warren, 2012, Brown et al., 2008, Stiles, 2014), with the exception of pre-service school teachers identities which has increased regarding visual methodologies (Bessette and Paris, 2020).

John Berger's (1972) 'Ways of Seeing' said 'seeing becomes before words' (p.7). People live in a sensory and cognitive world (Banks, 1998). Human beings have a vision and use the eye's physiological capabilities to see (Foster, 1988). However, seeing, on the other hand, is culturally constructed (Gregory et al., 2009). Depending on the commentator, this is known as 'visuality' (Foster, 1988) or 'scopic regime' (Metz, 1982, Jay, 2008). Visuality, according to Foster (1988), refers to the construction of the way humans see as 'discursive determinations' (Sand, 2012), meaning 'how we see, how we are able, allowed, or made to see, and how we see this seeing and the unseeing therein' (Foster, 1988, p.ix). On the other hand, Walker and Chaplin (1997) referred to 'visuality as a 'social process' (Walker, 2004, Walker and Chaplin, 1997).

Images are powerful (Reavey, 2020), as the idiom 'a picture paints a thousand words', or the Chinese version '" Hearing something a hundred times is not better than seeing it once" (Hepting, 2020). Some commentators have proposed that images are a significant way of communicating how we feel and look, a way of 'getting at those memories or thoughts' (Theron et al., 2011). One only has to venture into 'occularcentrism, or the way visuals are central' (Jay, 1993) with regards to social networking sites and the visual culture; to see the avalanche of the selfie communities' verbal-visual synthesis' (Reavey, 2011) to note the significance of the image, both destructive and constructive. Spencer (2010) asserts:

> "While it is evident that the visual manifestations of identity are useful as part of a broader set of methodologies, the analysis of

> visual signs, symbols and the outward trappings of identity is very revealing, exposing attempts to forge identity, to show one's 'true colours', to position with or against others, show solidarity or resistance and derision" (Spencer, 2010, p.112).

People use images all the time to communicate, and have ever since we communicated via cave drawings; you could say the first early curriculum. Weber & Mitchell (1996) suggest that images have been used for decades as 'markers and mirrors of personal identity', psychological diagnosis through ink blots and as a way of gazing into human sensemaking' (Weber and Mitchell, 1996). Exposure to images enhances the verbal vision of metaphors and explores the academic symbols. However, like all methods, there are limitations and disadvantages.

5.5.2 Limitations of Visualisations

Much of the literature on the use of images argues that participants "may be hesitant" to utilise drawing (Löfström et al., 2015, p.201). Löfström et al. (2015), using several authors' work throughout 2013-2015, argue that participants struggled to participate in the creation of image-making, preferring to use mainly dialogical expression (Löfström et al., 2015, Nevgi and Löfström, 2014). This apprehension could be down to the notion that drawings are children's play, not an adult venture. In my inquiry, all participants, across the generations of innovative university teachers, did not hesitate to draw and did not view the process as "strange", unlike in Guillemin and Drew's (2010) research into the participation and generation of visualisations (Guillemin and Drew, 2010). Secondly, Löfström and colleagues highlight the challenges of image analysis through misinterpretation of the image, leading to researcher bias and further increased levels of subjectivity (Löfström et al., 2015). However, this was to some extent overcome in this inquiry because participants were encouraged to talk about what they had drawn and why they had drawn specific elements, limiting the subjectivity of the interpretation from the researcher.

Although I did not encounter sight-impaired participants, I was not concerned that the use of drawings would be an obstacle, just like it is not an obstacle for individuals with physical impairments. Research around sight-impaired individuals' drawing suggests that "blind artists, in fact, had great imagination and creativity", albeit

producing more scribbles and abstract images (Szubielska, 2018). Individuals would further refer to listening to the ambient sounds of the urban space in order to help them produce an image (Szubielska, 2018).

5.5.3 Unstructured Interviews as a method

The modus operandi of qualitative data collection as seen the interview being commonly used. Many researchers have utilised interviews to investigate the broad topic of teaching and teachers. Entwistle & Walker's 'Strategic alertness within sophisticated conceptions of teaching' used narrative interviews (Entwistle and Walker, 2000), Joan Stark, on the other hand, focused on planning the planning of courses, using 89 interviews with faculty members, encompassing various academic disciplines (Briggs et al., 2003), Wagner's study, which used 24 interviews in her paper' Emotions and Professional Identity in Academic Work (Wager, 2001), Duarte's study of five outstanding university teachers using a case study design and unstructured interviews (Duarte, 2013), and Hannan & Silver (2000) 'Innovating in Higher education' a dated but substantial collective case study, studied innovations in higher education and involved data collection of 360 participants in the form of semi-structured interviews, to mention but a few studies.

In his study of methodology in higher education research, Tight found that the third most used method was semi and unstructured interview studies (Tight, 2013, Tight, 2020a). Interviews have been viewed as having no specific alliance or allegiances to any particular 'theory or epistemology' (Brinkmann and Kvale, 2018, p.22). However, one needs to understand that the perspective the researcher takes to the research instrument (interviews) as a primary data assemblage and the epistemological practice will depend on one's philosophical and theoretical underpinnings (Gubrium and Koro-Ljungberg, 2005) and guidance. Interviews have grown in popularity inside the arena of social science (Brinkmann and Kvale, 2018, Kvale, 1996), both in a positive light and a misused way (Potter and Hepburn, 2005), whereby researchers have hastily and prematurely proceeded without planning, formulation or contemplation (Brinkmann and Kvale, 2018). Interviews are found everywhere and are familiar and recognised by most people (Holstein and Gubrium, 2011, Silverman,

2017). The interview is portrayed as a construction site for knowledge (Brinkmann and Kvale, 2018), determined by a multiplicity of meanings.

Silverman, Atkinson, Gubrium & Holstein argue that we live in a society obsessed with interviews, an 'interview society' (Silverman, 2017, Atkinson and Silverman, 1997, Gubrium and Holstein, 2001). Interviews have become commonplace in market research and the endless interrogations and probing for individuals' experiences' and 'perceptions' (Silverman, 2017) of a given phenomenon, experience or product. Interviews are widely used in higher education research (Kember, 1997) and will be a good way of probing the Innovative university teachers. I also feel at ease in dialogue and feel that my own experience as a teacher will spark an exciting conversation, along with the use of visualisation through drawing. As Kvale suggests, *"if you want to know how people understand their world and their life, why not talk to them"* (Kvale, 1996) and as Reavy (2020) proposes, visual methods seem to "disrupt participants' rehearsed narratives" (p.51) and produce more sophisticated and complex accounts of the lived experience (Reavey, 2020).

The drive behind using interviews is the 'therapeutic release' of constructs, themes, patterns, analogies, and metaphors (Sinding and Aronson, 2003, p.95) of the lived daily world of the academic (Brinkmann and Kvale, 2018) with regards to the central theme of innovative pedagogical practice. The empowerment that participants can have when they reflect generates and initiates a conscious perception of one's persona, and since I want the interview process to be informed by an interpretive approach, which will engage participants in the dialogue, both visual and oral, then data which is retrieved, will be rich and portray a more colourful picture of innovative teaching staff in situ, than words only.

One unstructured interview is deployed within this thesis, which can be seen in (Appendix Two). The interview is unstructured; in other words, as the conversation develops around the images produced, participants are free to talk about their experiences with minimal interruption. Therefore, the unstructured interview is purely a guide to prompt the interviewer if specific points are not raised. This guide incorporates a looser, more flexible structure with a higher degree of drawing on unique everyday stories, encouraging textual dialogue that shapes and brings

vividness to the actor's experiences of the phenomena of innovative pedagogical practice.

5.5.4 The Interview Script

The idea behind the interview script follows and tracks the history and experiences of the university teacher, and this section will endeavour to demonstrate how the interview script operates. Firstly, participants were asked to draw themselves, thinking of their teaching-self in their daily everyday capacities as teaching academics. This is undertaken because I want to understand how they see themselves, and I also need a point of reference to refer back to when talking about lived realities. As Nevigi & Lofstrom present, "teaching is an activity in which the complete personality of the teacher is involved" (Löfström and Nevgi, 2014, p.174). The conversation turns to an explanation of how they see themselves. I then turned to this image and asked the participant about their academic histories, where they went to university when they did their undergraduate, postgraduate degree and, the instructional practices experienced while studying and whether they had previously experienced innovative teaching practices as a student and if they have adopted any previous teaching styles they encountered. The idea here is to find out if people teach the way they were taught, whilst all the time referring to the teaching-self picture, which identifies them in situ. At this point, I ask participants what others thought of them as teachers (self-characterisation); this could be from learners and peer observation reviews.

The next drawing focuses on the participant's journey in teaching, in which I ask participants to draw a series of faces that portray their journey into the profession and through these series of drawings, one can see the feelings they have for teaching and whether they are dissolution or still enjoying the job. As an example, to illustrate this point, some participants started with an anxious face, then went to happy and then portrayed themselves in the contemporary context as miserable. This is a good indicator of teaching-health (looking at teaching as in good health or not so good health) of the person. It also illustrates the morale of teaching academics. The conversation then evolves into what teacher training is and what is available for university teachers. This leads to further dialogue regarding the Advance HE, formerly the Higher Education Academy (HEA). The following

questions focus on the final face drawing because I want to know how and what participants do with their contractual obligations and whether contract type influences teaching innovation, and the influence of research and administration on teaching and innovation.

The next inquiry line involves the participant drawing what they think innovation in teaching is and what motivates and demotivates them as teachers to undertake teaching innovations. Influences are explored through the drawings and links made to previous script areas, such as, 'can you be taught innovation?' There is a short discussion on what the participants have developed regarding teaching innovations; however, these are multitudinous. The conversation draws on one instructional technique that is widely used across the higher education sector, lecture recording, and I ask about the participant's views of the practice. I also ask if they think it's easier to innovate in teaching or assessment, especially since the Competition & Markets Authority (CMA) can restrain assessment strategies along with a more complex array of elements such as disciplinary and institution conventions as well as professional bodies involved in accreditation, not to mention giving potential and current students significant notice.

The following section on the institution and departmental cultures, has already been echoed at this point through, issues of demotivation, research and/or administrative work what influences their daily teaching. Participants are asked to draw a picture of the institution and department with them in the picture. The idea came from Russ Vince, a professor in management at the University of Bath. Vince used drawings for team diagnosis and development, and as he suggests "drawing is a common management development exercise" (Vince, 1995, p.11). The drawing is to capture or evoke academic agendas in order to gain an insight into the lifeworld of the teaching academic, revealing emotions, and the influences of their immediate working conditions. It is about whether others take teaching and innovation seriously, the support if any, and the rewards that are available to teachers. This question focuses on what individuals think of their workplaces, indeed are they moving forward-looking to the future, or are they stuck in some past grandeur, maintaining a tradition?

The final part of the interview explores the impact of the assessment-driven learner and how learners influence the teaching and innovation process. I want to gain a real impression of what those at the chalkface think and feel about their audiences, from diverse backgrounds. Finally, to conclude, I sum up the whole interview by asking participants how they feel at the end of a teaching day. This brings everything to a head and reverberates through the interview script, from starting about their teaching selves and where they have come from, through to what innovation in instruction is, to the influences and impacts of various dimensions of the teachers interviewed experience, be that departmental, institutional, training, or the learners. The feedback from my interviews has overwhelmingly been positive with comments like, "I have enjoyed the reflective process, it's something I do not find much time for, and it has helped me explore current processes that are affecting me" (similar comments were made by several participants from Millfield-U and Causeway-U). Like with the visualisations section, there are limitations and disadvantages to the methods used.

5.5.5 Limitations of Unstructured interviews

The unstructured interviews, although "obtaining descriptions of the lifeworld", meanings and descriptions of phenomena (Brinkmann and Kvale, 2018, p.9) have several limitations. Firstly, like with any research one cannot guarantee that the participant is answering honestly. Secondly, sensitive topics can be difficult for participants to participate in, especially when there is a "personal connection or significance" (Flick, 2018, p.241). All participants paused when asked to draw themselves in their institutions and their departments and talk about their experiences. Only one participant refused to draw or talk about the institution and department saying "*I'm not sure I can do this, maybe there's a bit too much departmental baggage for me to answer this*" (Helen, Mid, Social science). Another challenge in unstructured interviews is dealing with difficult emotions, individuals problems, difficulties and conflicting interpretations (Flick, 2018), an example being in this inquiry. June, a senior lecturer in humanities said, *"That is tricky, I am not particularly happy, At the moment I see myself as a tiny, tiny thing (a dot) right down here and then there is this fairly impenetrable thick wall here".* Other limitations are dealing with sensitive information and anonymising data, which is connected to sensitive topics.

5.6 Sampling used in the Inquiry

This section of the research methodology chapter will concentrate on and justify the purposive sampling technique used in this inquiry. This covers identifying the "information-rich" participants that will be the most effective (Patton, 2002) within the given time scale of this research project. As Cresswell and Plano Clark (2011) suggest, selecting 'appropriate knowledgeable participants' who have practical knowledge of the phenomenon of interest, which in this inquiry involves instructional innovation is essential (Palinkas et al., 2015, Cresswell and Plano Clark, 2011). The result of appropriating knowledgeable participants leads to obtaining in-depth information for exploration and meeting the inquiry's aims and objectives, which can be seen in chapter one. It is essential that the sampling technique is linked to the study's aim and that a rationale is produced for the identification and selection of participants.

Bryman (2016) argues purposive sampling is perhaps the most used form of sampling in qualitative research. Purposive sampling, which is also known as judgemental and expert sampling (Lavrakas, 2008, Bryman, 2016) is sampling which involves a cross-section of the population using expert knowledge of that population, therefore, selecting the appropriate people, to sample, resulting in a representation of that given population. In this inquiry, sampling needs to combine university teachers or academics who have teaching as part of their function and have undertaken innovation in their teaching practice in HE.

5.6.1 Contractual Obligations of Participants

Contemporary higher education operates a mix of contractual agreements with academic staff. In deciding the academic staff sample, I looked at the 'terms of employment' within higher education using the Higher Education Statistics Agency (HESA) staff definitions (HESA, 2017). There are three main terms of employment within higher education in England: 'open-ended permanent, fixed-term contracts Atypical' and zero hours contracts (HESA, 2017). Open-ended permanent involves staff whose contracts state that they are a permanent staff member—indicating that

staff are salaried on a national scale with a national pension and part of the human resource and continuing professional development infrastructure (Bryson, 2013). Open-ended contracts, which includes term-time only staff and fixed-term contracts, are contracted for a specific amount of time and have an end date attached to their contracts. Finally, atypical staff (sessional staff) have a high degree of flexibility and are not seen as permanent, or usually salaried; this could include a triangular relationship, such as supply, agency working (HESA, 2017) and paid on an hourly or daily basis. According to Bryson (2013), atypical contracts, or sessional staff are increasingly deployed in higher education because of the massification (Bryson, 2004). But also in disciplines like music tuition where demand fluctuates each year e.g. violines versus piano. The chart below (Chart 1) emphasises the contractual differences in this inquiry.
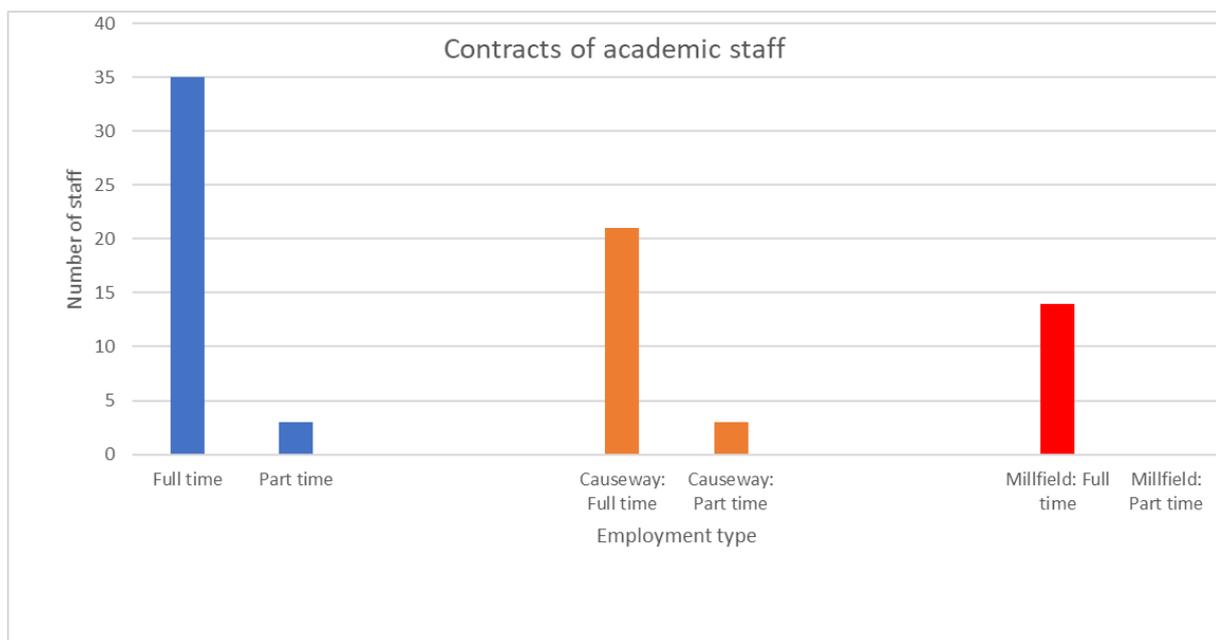
Chart 1 Showing contractual differences across case study universities.

The above chart indicates that most participants were overall fulltime members of staff with only a small number of staff at Causeway-U having part time contracts. Therefore, the present precarious contractual situation is not reflected with most participants having permanent contracts, albeit in some cases newly appointed. However, several of my participants had experienced such precarity.

5.6.2 Academic Function of Participants

Contractual terms inform academics of their academic function. These academic functions range from teaching-only contracts, teaching and research contracts, and research only contracts that were not relevant to this inquiry (HESA, 2017). The (HESA) data on academic function suggests that the majority of staff on teaching-only contracts are "40,590" part-time staff, compared to "15,540" full-time staff, whereas, there are "81,515" fulltime staff on teaching and research functions compared to "18,650" part-time staff (HESA, 2019b). Selecting the sample from the academic function was relatively straightforward because the innovative university teachers I approached had individual profiles.
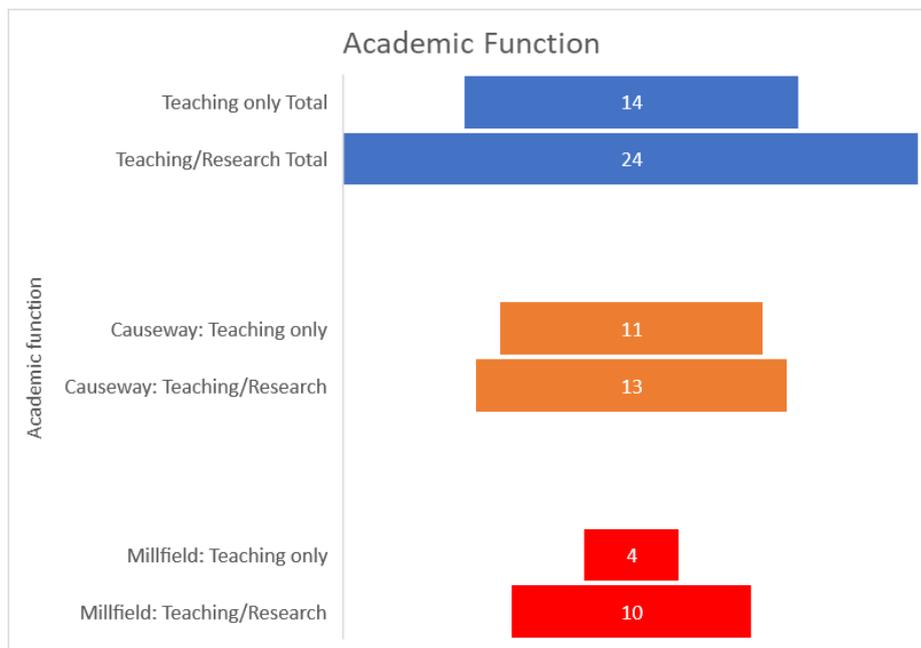
Chart 2 Showing academic function of participants.

The academics will come from a teaching-only contract or have substantial teaching attached to their contracts because the research project is investigating innovative teaching. The chart above highlights the functional spread of the participants in this inquiry, with the majority having what participants called the 'standard contract' in research and research-teaching intensive contexts. Chart 2 above indicates that participants have a teaching-research academic function.

5.6.3 Gender of Participants

Both (HEIs) are represented by a relatively equal split of male and female academics at Causeway-U. However, as you can see below in (Chart 3), Millfield-U was significantly lower regarding male participants and overall participants due to the pandemic's unprecedented conditions.
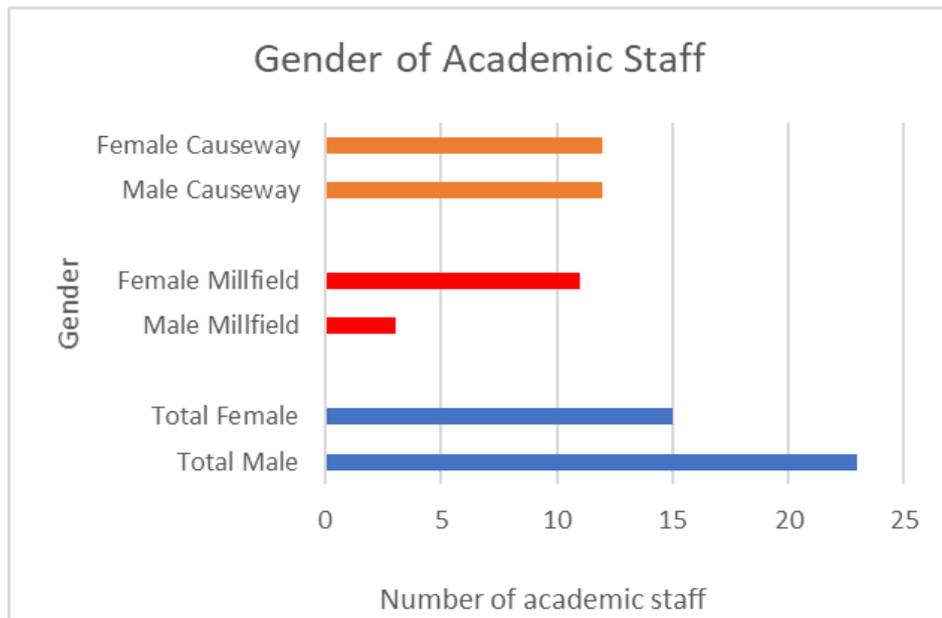
Chart 3 Showing gender composition of participants.

5.6.4 Years of service within higher education (senior and early career academic)

The chart below (Chart 4) focuses on the career stage of the participants. Using Nickson (2014, p.55) career stages regarding years of service as shown below:
- **early career – one to five years**
- **mid-career – six to fifteen years**
- **advanced – more than fifteen years**

Much of the sample came from a mid-tier of the academic career ladder. The Completed sample consisted of twelve senior staff who held a higher position such as Head of Department, or another senior position or, had been in service for 15 years or more. The largest group came from the mid-career participants. These were

individuals who had done between six and fourteen years. Finally, the early career academics, which there was five, have done under five years since achieving their PhD (Bosanquet et al., 2017, p.891). These were the less representative group in this inquiry.
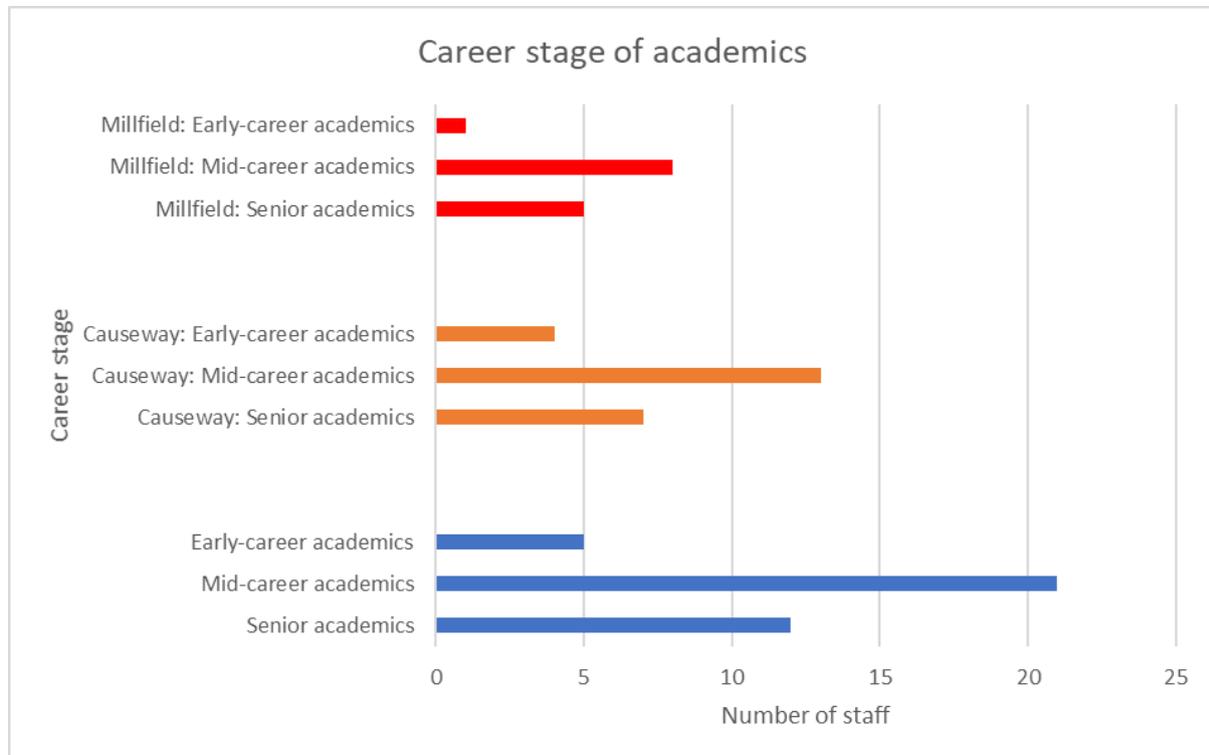
Chart 4 Career stage of inquiry participants.

5.6.5 Academic Discipline of Participants

The sample, regarding academic discipline, shown in (Chart 5) below, at both HEIs had to match, therefore, striking a balance across participants. Even though courses and academic disciplines differed at both institutions regarding content, I wanted the participants to be as close as possible. This closeness is essential because some disciplines lend themselves more readily to innovative teaching strategies and methods; for example, vocational disciplines are psychomotor and involve 'doing', simulation, role play. Perhaps, different subject disciplines can implement more technology-enhanced learning than others and *vice versa* with non-technological innovations within some subject disciplines. I used Biglan's (1973a, 1973b) typology to distinguish the different academic disciplines involved and to further protect

participants' and departmental, institutional identities. The chart below shows the breakdown of Millfield-U (Red) and Causeway-U (Orange).
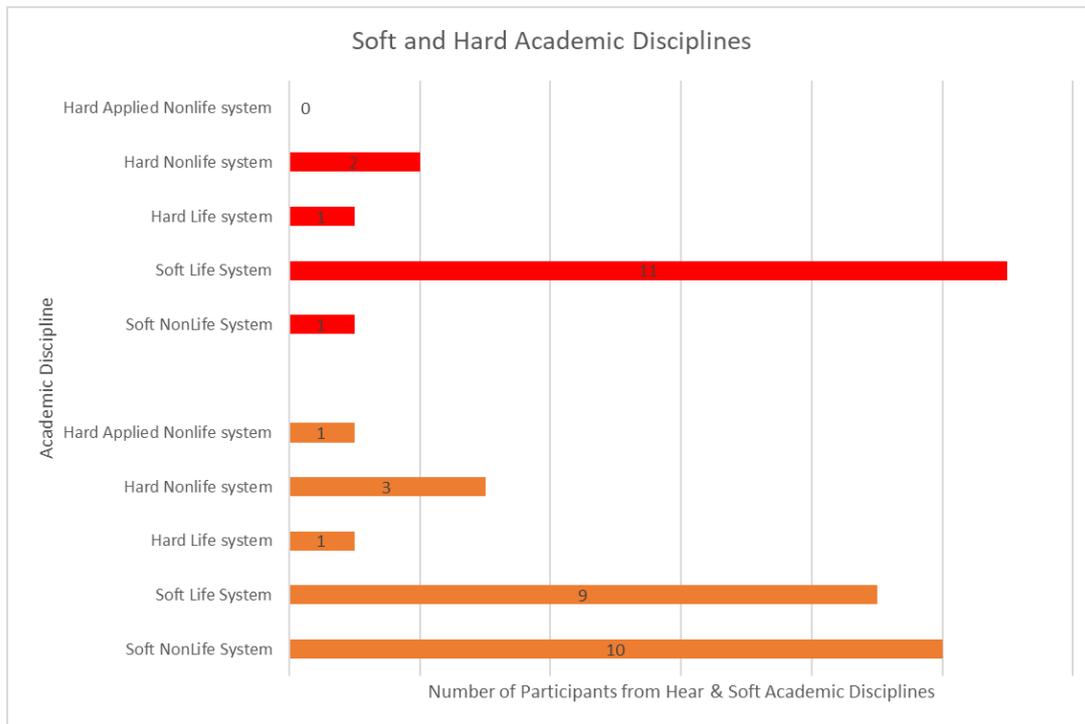
Chart 5 Biglan's typology of academic discipline composition across participants.

5.6.6 Challenges in sampling

Like many sampling techniques, there are challenges, and purposive sampling within this research was challenging because I had to gain access to university teachers who had or were innovating in their teaching practice. This was achieved through initially approaching those academics that had won a teaching award or been commended for their teaching. Although purposive sampling was the approach adopted, it soon became apparent that some academics knew of other transformative university teachers who would be interested in taking part in the research and therefore, there was a snowball effect and an opening and expanding the net of contacts.

5.7 Pilot study

Before moving onto the data collection section it is important in research to undertake a 'plausibility probe' (Levy, 2008), or pilot study in-order to sharpen up the operationalisation, 'trying out' research instruments (Baker, 1994) and measurement

applications with regards to variables to be used within the research project. The pilot study allowed for lessons to be learnt (Tight, 2017) before the interviews and instruments were finalised . A pilot study also implicates the desirability of the chosen instrument and whether the method instrument and methodology in general will function well (Bryman, 2016). The pilot study is crucial, because the pilot is a micro-version of the macro, or full-scale study. Therefore, the pilot is a preliminary preparation probe, evaluating feasibility and improving the research design (Polit, 2001). In-other-words, "Do not take the risk. Pilot test first" (De Vaus, 1993).

After compiling the unstructured interview script and arming myself with the interview resources, coloured pens, A3 good quality drawing paper and setting up decryption on my dictation equipment I was ready to trial the method and contacted three university teachers from Causeway-U university who volunteered to pilot the research instruments. I went through the same procedures and gained consent, issuing participants with the research information sheet. The following advantages and constraints were found from the pilot.

5.7.1 Constraints and advantages of pilot

The initial constraint was the space participants had to draw in their rooms at their desks. This was a problem with the A3 size; therefore, I also purchased a small version A4, giving the participants choice. The initial line of questioning started with a verbal underpinning of the participants' history and previous experience and I realised very early that this did not enthuse the participant, so with the second and third participant I added 'draw your teaching self' which immediately engaged the participant and relaxed them. This opening also gave me something to refer back to with regards to other questions. The structure of the interview worked very well and the participants embraced the use of drawings, although as a researcher one needs to be professional and not laugh at the participants' drawings, even though some were highly amusing. The sticking point within the script across all three participants was the section on 'draw yourself in your institution and department'. This section had the longest pauses throughout the pilot and the main inquiry.

Participants enjoyed the use of colours and were not hesitant in wanting to draw even though all participants took their time and put a great deal of effort into their

answers. The script had the desired effect with regards the knowledge I was aiming to gain and although I did not alter the initial script I realised that the pilot participants would automatically converse regarding different sections of the script at various points in drawing. I therefore, used the script as a guide and only referred to it if an area had not been discussed. As the main interviews commenced a became apparent that participants spoke about various experiences at different times not as my script in its linear form suggested.

5.8 Data Collection

This section of the methodology chapter concentrates on the process of how I accessed and collected my data. The chosen universities were chosen because they were accessible to me and agreed to participate in the inquiry. The criteria for selecting participants included having teaching as a component of their academic work, this did not have to be a substantial teaching workload as well as being innovative within their practice (teaching, assessment, curriculum design, fieldwork, workshops). This was achieved by approaching those academics who had either won a teaching award (local or national), been commended for teaching, or were known to be innovative teachers by other academics in their departments or institutions. There was a time horizon[19] as already mentioned in chapter one regarding this inquiry being a snapshot inquiry, or as others have called it "cross-sectional, involving the study of a particular phenomenon (or phenomena) [innovative university teachers] at a particular time [academic year 2019-2020]" (Saunders, 2016, p.200). The inquiry used two phases of the academic year identified above.

Phase one focuses on the data collection at Causeway-U university which began late September 2019 through to December 2019. Phase two Millfield-U university was undertaken late January 2020 through to June 2020. This division of the data collection has been undertaken because I wanted to balance the data collection year with that of the academic year. In other words, there were large teaching blocks and assessment blocks in both data collection phases. The academic years are split into three semesters. Semester one, or autumn term that runs from late September-early

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[19] A fixed point of time in the future at which point certain processes will be evaluated or assumed to end.

October to Late December; Semester two, or the spring term, runs from January to April and Semester 3, the summer term, runs from May to June. The summer term I deemed challenging to recruit participants because this term is usually the revision and examination period, and academics are busy dealing with student anxiety issues regarding the revision and marking scripts. However, both the autumn and spring terms are relatively mirrored in that they have several weeks of taught sessions with a finale of examinations at the end. This would allow me to access teaching academics and get the rich lived reality of those at the chalkface.

5.8.1 Recruitment of Participants: Causeway-U university

My initial thoughts on gaining access to various university teachers from various academic disciplines were to ask for an audience with Heads of Schools (HOSs) via email (Appendix three). I do this as a courtesy because I wanted access to their teaching staff and to further inform HOSs of the study, with a possibility of moving forward with maybe a list of individuals whom they would have thought or deemed suitable for this study. Two weeks past and I had not had the responses that I first thought. I would not be having any audiences with HOSs. Therefore, I turned my attention to emailing the departmental teaching and learning directors, again no response was received.

It was in a conversation with an educational developer at Causeway-U that would start the recruitment process after informing me of the university's teaching award winners on the university intranet. This was the spark that I needed to start recruiting. These award winners had undertaken some exceptional instructional innovations and were the individuals I required. I decided to add an opening line to my email, which embraced the innovation the academic I was approaching had been awarded for, making the email more personalised. I also decide to draw the methods I was employing and that I had ethical approval (Appendix four).

This action recruited participants interested in taking part in the study, although I also had several non-responses, mainly due to individual academics who had left the university. Once I had undertaken two or three interviews, I was passed onto other award-winning academics and academics who had undertaken innovation within

their practice (snowball effect). This was a profitable experience in recruitment even though I was only getting one side of the story, which was that of the individuals who had been innovative. The Causeway-U process was successful even though there were eight days of industrial action between November 25th and December 4th (UCU, 2019) when it was difficult to conduct any fieldwork. After undertaking several interviews and experiencing the engagement and enthusiasm that academics displayed while picturing their lived reality, I decided to get ahead of the game and to prepare for the following phase, at Millfield-U. In November, I went to Millfield-U to speak to my contact there and gain access to academic practitioners, which I will address next.

5.8.2 Recruitment of Participants: Millfield-U university

Phase two of the study focused on Millfield-U university. It commenced late January, early February 2020, and as mentioned earlier the pathway to the recruitment of participant university teachers became ever more uncertain and meant that the climate of uncertainty needed to be factored into the data collection, leading to the use of several types of interview methods. I had already attended the university, and my contact there had sent me a spreadsheet and hyperlinks to academics who had won some teaching award or prize, both (local and national). I did not deem it essential to approach HOSs and commenced emailing possible participants directly. The aim from the outset was to emulate the research experience by visualising the lived reality in the lifeworld by using face-to-face interviews whereby drawings and conversations could occur. However, whereas at Causeway-U university had developed a snowball sampling effect regarding the recruitment of university teachers, Millfield-U was plagued with a series of crises that would hinder the study.

Before moving on, it is essential to mention that although we live in a synthetic digital era, whereby, we are only a tap on a screen away from communicating with others. I found that being seen physically and been able to talk to and interact in person with academics was a great help in the recruitment at Causeway-U. Since this was not to be the case at Millfield-U. I quickly realised that the lack of face-to-face conversation would impact recruitment. It made me feel that people were not taking me seriously;

after all, how many university students' emails, not just from the university but from outside universities do academics get in their email boxes. Some academics have informed me that there are many.

Unlike at Causeway-U, where participants experienced the interviews and that human-to-human interface, which led to the recruitment of further university teachers. That same opportunity has not been available at Millfield-U. Millfield-U university teacher recruitment was hindered by a series of national rail network strikes across the country, which hindered transport to the university. Secondly, the University & College Union (UCU) four-week industrial action and finally, the Covid-19 pandemic also affected data collection.

On February 3rd, the University & College Union (UCU) announced fourteen days of strike action over a period of four weeks, each week intensifying by one day, as shown below:

"Week one - Thursday 20 & Friday February 21st
Week two - Monday 24, Tuesday 25 & Wednesday February 26th
Week three - Monday 2, Tuesday 3, Wednesday 4 & Thursday March 5th
Week four - Monday 9, Tuesday 10, Wednesday 11, Thursday 12 & Friday March 13th" (University & College Union, 2020a)

The February/March strikes followed previous strike action from November 25th to December 4th, 2019. The industrial action was a continuation of disputes over the 'sustainability of the Universities Superannuation Scheme (USS)' (University & College Union, 2020a) and corresponding disputes over pay equality, workload, casualisation of academia, and pay levels, which had decreased by 17% over 11 years (University & College Union, 2020b).

In late January thirty emails were sent to university teachers who had contributed to excellence in teaching, taken from the spreadsheet supplied by the Millfield-U contact. These university teachers were Senior Fellows of the Advance HE and those who had either won institutional or national teaching awards. The email, which can be seen at ([Appendix five](#)) gave a series of dates, which was amended due to the overlap because of industrial action. A second email was sent to the possible participants, which had revised dates. I had two responses from the initial email, one who informed me of impending strike action and from the second set of emails, two more. Several participants informed me that they could not help either through

sabbaticals, bought out of teaching, or moving on to other institutions. However, a higher number did not respond.

At this point in my fieldwork, the impending pandemic that would shut down the country had been upgraded from very low to low (Embury-Dennis, 2020). March saw an escalation in cases and deaths and throughout March various sectors, education, hospitality started to shut down. I continued to email possible respondents, but I was not encouraged by the stony silence I was receiving, people were genuinely frightened, and survival mode had taken over living. There was an air of fear around where I was based, which was indicative of how the country was feeling. I left the next set of emails to Millfield-U until after the Easter break, allowing time for adjustment. I managed to get a foothold through several academics volunteering to participate. This also had a similar effect of snowballing, which was seen at Causeway-U. However, my numbers were low for Millfield-U, and I was aiming for around fifteen, instead of the twenty-four I got at Causeway-U. The expression 'pulling teeth' certainly rang true. My own lived experience of that moment was most definitely within the realms of isolation, frustration, and a re-evaluation of what I was doing and undertaking. Resilience was vital, an area researched in doctoral completion (McCray and Joseph-Richard, 2020). Before examining interviews, it is essential to recognise that some qualitative methods of data collection are well suited to weather the Covid-19 pandemic (Teti et al., 2020) and can be adapted, such as interviewing via digital conferencing platforms.

5.9 Millfield-U University: The Infected Interviews and the dash for the digital

As mentioned above, phase two at Millfield-U had to adapt to the circumstances I found myself in regarding the national lockdown of the whole population, which in some respects was quickly undertaken. However, I knew I would lose some of the productive interactions of the visual lived experience (drawings), and in some cases, this was true. Alternatives to face-to-face interviews were easily identified, especially nowadays, where mobile hand-held smart devices and computer terminals now have standard audio and video capabilities (Hooley et al., 2012). The advancement of novel communication technologies and video codecs (*Codec being a programme that is run through a computer or smart device which encodes-decodes a digital data*

stream or signal) and the video compression, which allowed for the transmission of video over the network, have allowed the qualitative researcher opportunities to exploit and explore innovative video conferencing platforms. Sullivan (2012), argues that "the potential for video conferencing as a research tool is almost unlimited" (p.60). The connected, collaborative online interview alleviates some of the conventional face to face interview challenges, such as, 'overcoming time zones and monetary constraints, geographical dispersion, and physical mobility boundaries' (Janghorban et al., 2014, p.1).

Many platforms now exist (Google Hangouts, Apple FaceTime, Skype, Zoom, Microsoft Teams and Webex, to name but a few (Null, 2020). Many of the key players in social media have now developed real-time audio-visual collaboration, or groupware, where collaborations can be undertaken irrespective of distance. The two platforms I chose to use were Skype which is a more seasoned videoconferencing technology and acquired by Microsoft Corporation in 2011 but was developed in 2003 and has an active daily user base of 23 million (Warren, 2020), and Zoom, which was founded in 2011 by Zoom Video Communications and which has become the latest and perhaps the most used videoconferencing platform today. However, Zoom has had several teething issues, some serious security flaws (now fixed). The Guardian reported in April 2020 that Zoom had a '535% rise in daily traffic' and that security experts had relayed their concerns that Zoom was a 'privacy disaster' and 'fundamentally corrupt' (Paul, 2020a). Cases of video hijacking or Zoom-bombing were on the increase, which meant that other people could hack into your meeting (Paul, 2020a). End to end encryption had not been adopted. Nevertheless, Zoom did address the security issues (Paul, 2020b). MS Teams had problems too, with meetings running into each other and guest users from outside the host university unable to access the chat function.

Why did I choose these two video conferencing platforms? Firstly, Skype, as mentioned above, is not a new technology, and I had used the platform for several years and was comfortable with the functionality of it. Also, most people I thought, would have heard of and have some experience of using the free communications platform. Skype does have the capabilities for a small group, and one to one synchronous (real-time) recorded interviews and has been used in an educational context for several years, through online collaborative teaching and learning

activities (Janghorban et al., 2014). Zoom, on the other hand, was an application I had not used but read a lot about.

The use of Zoom as a videoconferencing tool did not sit well with me at the start of this development stage of my study. I had read and heard quite serious security issues and although the rest of the country, or as it seemed to me were championing the platform, irrespective of its malware tag (*"any software intentionally designed to cause damage to a computer, server, client, or computer network*" (Microsoft, 2009) some media outlets had given it (Paul, 2020a), I was unsure whether to use the platform because of ethical issues, unsecured data collection. To be honest, I did not add the platform to the email invitation until I had spoken to Information Technology (IT) experts and researched further into Zoom's solution to its security problems, even though the UK Government were using it for their cabinet meetings. My change of mind came when I had read that Zoom had fixed the end to end encryption problem (Paul, 2020b) and that I had further researched about the functionality of the platform, making me confident with making all meetings' private meetings' (Zoom, 2020).

5.9.1 Problems Encountered

Qualitative interviews generate portrayals of persons' lives and original lived experience. They record real persons in their context or life-worlds, whilst revealing meanings. The researcher and researched construct a relationship and establish a rapport through combined verbal and nonverbal narrative and experiences (Weiss, 2010). Both Skype and Zoom both offer some of those experiences like that of face-to-face interviewing if connections are not fractured. One of the main problems during the lockdown has been maintaining a stable network connection, something reverberated through the mass media (Wakefield, 2020). With millions of people working remotely at home during the lockdown, the network has experienced troths and peaks, especially at the researcher's location. This has led to frequent drops in connection.

Some of the issues that audio-video conferencing applications have are their susceptibility to weak online connections, especially across continents which I have

found (Deakin and Wakefield, 2014). Although the interview can be undertaken in one's, own personal environment and at one's convenience and comfort (Deakin and Wakefield, 2014), there still needs to be a stable connection. Skype calls are synonymous with unforeseen disconnection or unintended pauses that can be extremely embarrassing (Hewson and Stewart, 2014) when your synthetic portrait is distorted. This can lead to either the participant or the researcher missing large parts of conversations. A standard account in development two of this study as involved participants saying, "where did we get to", "I just kept talking because I thought you could hear me", or "I wondered where you had gone, I was talking to myself", leading to some frustration but an understanding of the platform. Another issue was the sound quality which hindered the interviews and the transcription of the interviews.

Sound quality varies immensely, like that of the visual video image; it all depends on the quality of the hardware in which you have inbuilt into one's computer or smart device. Webcams and sound cards are vital to having a productive high-quality online interview experience, both which the researcher has. However, like the disconnection and pauses above, sound can be just as unstable. In some interviews, I experienced background interference (household noise, external traffic), participant, and researcher movement, which in some cases triggered a muting of the microphones. Glitches in the video feed meant that the sound became synthesised and challenging to understand, recalling some thoughts of Dr Who's Daleks. Overall, my subjective experience of undertaking interviews was mixed and mainly leant towards being negative. However, talking from a standpoint over a year on from the initial interviews digital platforms have vastly improved.

5.10 Ethics

The tenets in ([appendix six](#)) will be further explained as I examine my ethical considerations within this research project. From the start of the research design, I have placed ethics at the forefront of the decision-making process, informing my methodology and method application. This has led to a risk-benefit analysis and the introduction of risk reduction measures such as protecting against data breaches through double encryption using four-digit locks. The following section will explore the ethical considerations of my research project and endeavour to answer all ethical issues and concerns, starting with the context and participants.

5.10.1 Context and Societal

Although this research encompasses the practice of teaching and involves the social actors (academic staff), which are stakeholders within the context of higher education, this research, as already mentioned, focuses on two higher education institutions, which are both part of a more competitive higher education context. Therefore, it is essential that this research does not favour one institution over the other and that both institutions are protected as far as possible, by using pseudonym names and using only approximations of statistical data that is referenced to individual institutions.

5.10.2 Departmental

The concern with the schools/departments is that they could lead to staff recognition. Therefore, schools, departments and individual courses will become broader areas of study, resulting in courses being situated Biglan's classification of academic disciplines, seen in (Appendix seven) regarding his three dimensions of pure/applied, hard/soft, and life/nonlife.

5.10.3 Participants

In research, the most important ethical consideration is the protection of the social actors, participants involved in the research. Individuals participate enter into research on their own free-will. Participants give informed consent of the research through a form and are given information about the practicalities e.g. where/how data is stored, the right to withdraw from the research at any stage etc (British Educational Research Association (BERA), 2018). All participants were issued with an inquiry information sheet (see Appendix eight (a)) and consent form (see Appendix eight (b)).

As a teacher myself, I can relate to the academic staff and the contemporary position and broader context in which we as teachers fall into. I will be emailing individual staff from a variety of departments and inquiring whether they would like to participate in this research. If academic staff wish to be included in this research, then a voluntary consent will be undertaken at the start of the research process before the interviews commence. This consent is built on the participant being informed of the practicalities of the research and the understanding of what this research study involves. This is achieved through participants receiving a participant information sheet shown in (Appendix (8a)).

Academic teaching staff were interviewed using unstructured interviews, which focused on the experiences of lecturer's perceptions of taught sessions. The 'tell me about'. All participants were given a coded pseudonym throughout the research process to protect their identity, and later given a pseudonym name as shown in (Appendix nine). I am aware that any interaction with individuals could trigger emotion and that individuals, could use the research instruments as a way to disclose something about themselves. The researcher, therefore, has sought the contact information from relevant services as a signpost if academics required it.

5.11 Data Analysis

This section will discuss the analysis techniques employed within this inquiry. The inquiry analysed both the visualisations and textual data, underpinning the drawings as a fundamental part of the research process. Visualisations have played an integral part in this inquiry, and through the drawings the reader is introduced to the participants and their personalities and identities within the contemporary research-intensive university. The images have a fixed point in time (academic year 2019-2020) and explore participants' experiences and meaning making (Frith et al., 2005).

The inquiry used Braun & Clarke's (2006) thematic analysis (TA) for the textual element and Gleeson's (2011) polytextual thematic analysis (PTA) for the images, as well as Gregg Furth's guide to focal points using a Jungian approach. I wanted to further analyse the images as they were pivotal in the inquiry, plus the Jungian focal points allowed me to look deeper into the drawings.

The analysis covers thirty-eight interviews of innovative university teachers which after transcription produced 112,589 words and 158 drawings from two research-intensive universities in England. Traditionally, textual data has been analysed through various approaches, with little guidance on analysing the combined data of images and transcripts (Frith et al., 2005, Gleeson, 2011). Therefore, both analysis strands have been adopted to get the most from using drawings and text, underpinning this inquiry's draw-talk-talk-draw method.

5.11.1 Approach to Data Analysis

Gleeson's, polytextual thematic analysis positions images as 'containing' data, or as Warren (2005) suggests not just as a 'stimulus'. This analysis approach is instrumental in studying both images and transcriptions and follows Braun & Clarke's (2006) six-stage guide to thematic analysis (Edmondson and Pini, 2019). The benefit of thematic being its "epistemological flexibility" (Denicolo et al., 2016), and its 'accessible' approach to analysing qualitative data (Braun and Clarke, 2006) and identifying themes and patterns (Braun and Clarke, 2006, Denicolo et al., 2016) across data sets. Unlike Nigel Kings (2020) template analysis (TA) approach that involves only textual data from interview scripts, "including diary entries, text from electronic interviews or open-ended question responses on a written questionnaire" (King, 2020).

Although a polytextual analysis approach to the verbal-visual data has been adopted; the visual data also embraces a Jungian approach to drawings and uses Susan Bach and Jolande Jacobi's guide in Gregg Furth's (2002) book 'The Secret World of Drawings: A Jungian Approach to Healing Through Art, to interpret and decipher the drawings further. The guide uses focal points to understand drawings and encompasses the following items with an example from the inquiry. The images below were drawn by Derek a senior academic at Causeway-U from a hard academic discipline.

Table 1 Example of Jungian focal points.
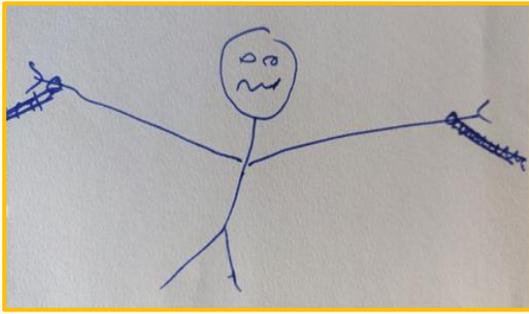
Figure 6 Representation of Teaching-self.
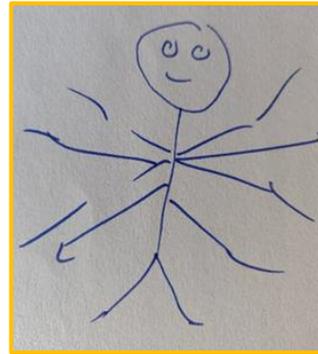
Figure 7 Perception of innovation.
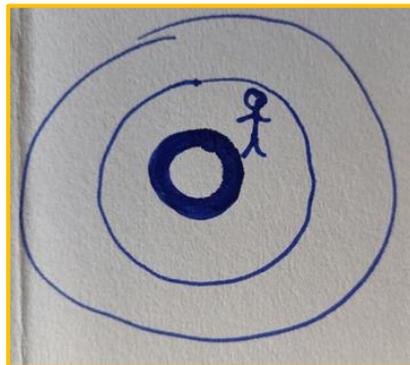
Figure 8 Self and institution.

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What feeling does the picture convey	The picture portrays being stretched which is making the person uncomfortable because the drawn face seems tortured. The individual is very much on their own, isolated and is found in their own circle. The inner circle is one of impenetrable thickness. The person has hands in many areas and I think that they are happy to be busy and are capable of doing multiple tasks.
What is odd	The figures have no noses which could mean that there is a lack of contact, because the nose and smell is used in contact with other humans. A lack of orientation in the world, or the world the person lives and works. The person is a small thing compared to the hierarchy of circles.
What are the barriers	The barrier is easy to see the inner circle is thick and the person has repeatedly spent energy on shading that in block colour.

What is missing	*Other people, students, context.*
What is central	*Nothing is central the individual exists on the periphery*
Size	*There are 3 small drawings on 1 x A3. None of the images are central and are constructed around the empty centre.*
Shape distortion	*The length of the arms indicates being pulled by something. Outstretched*
Related objects	*Nothing is related in the drawings each drawing is separate and unconnected*
Shading	*The thick inner circle shows the importance of whatever is in there. The ropes have also been emphasised, which could mean that the inner circle is pulling the ropes.*
Edging	*None*
Encapsulation	*The only boundary the person is enclosed by is the hierarchy circles. The other is that the person will be unable to move with being pulled which also could be seen as a boundary.*
Extensions	*There is nothing in the hands, indicating possibly a lack of control over their environment.*
Underlining	*None*
Words in drawing	*None*
Line across the top	*None*
Movement	*There is movement in the stretching of the individual and the arrows in the multi-armed person are facing outwards signifying movement in some way.*
Abstract	*The circles represent some kind of trapping or fitting of the person in some kind of order. The person is relatively high up with regards to the larger circle and therefore, could have more*

	responsibility. The multi arms or appendages, are more abstract and can signify reaching out in several ways, but no one is there to reach out to.
Filled in/Empty	*The small character in the onion drawing has a shaded side to their face and could indicate different identities.*
Translating colour	*The individual has only used blue in their drawings, which could refer to the person being calm, reliable, and trustworthy.*
Compared to surrounding world	*None*

In using this guide, a thorough examination of the picture is constructed resulting in provisional thematizations across the data sets, highlighting similarities and differences in images. Furth (2002) warns about using symbol dictionaries as they can misinterpret and skew the interpretation and meaning of what has been drawn and miss the hidden meanings behind the drawings (Furth, 2002).

Interpreting drawings is highly subjective and I found this challenging but rewarding regarding the multiple meanings one can give to images. However, I wanted to add my own interpretation of the drawings because drawings have hidden meanings which are part of the participants unconscious. As Spencer (2010) asserts: "imagery speaks directly to the individual's inner self evoking memories, reflections and feelings" (p.16).

5.11.2 Thematic Analysis (TA): Polytextual Thematic Analysis (PTA)

Kate Gleeson developed PTA to enable qualitative researchers to use images in the analysis. Gleeson's analysis method followed (Braun and Clarke, 2006) six-stage guide to thematic analysis (Edmondson and Pini, 2019), as mentioned earlier. The benefit of using (Braun and Clarke, 2006) as the effective analysis method means that both TA and PTA can be discussed together regarding both visual and verbal.

TA, according to (Braun and Clarke, 2006) is regarded as a "foundational method for qualitative analysis" (p.4), which means that thematic analysis should be the initially learnt method of analysis. Braun & Clarke (2006) landmark paper, aimed to "clarify, demystify, and contextualise" (Terry et al., 2017) (p.5) thematic analysis. The authors were underpinning the research's subjectivity producing an "inductive approach to coding and theme development" (Terry et al., 2017, p.6). Codes surface through a process of evermore familiarisation, in other words, reading and re-reading. Braun & Clarke's six-stage guide embraced engagement with the data. Through immersion, one dives beneath the surface level of data into richer, thicker, more profound meaning. They were highlighting the depth and quality of the codes that are uncovered (Terry et al., 2017, Braun and Clarke, 2006).

Below is an overview using a couple of examples of the process used in analysing the inquiries data.

Step One
The first step, step one deals with acquainting oneself with the data.

a) **Transmission (audio)**: The unstructured interviews were recorded on an Olympus DM-770 Digital Voice Recorder (DVR) which comes with Sonority software, enabling encryption and decryption, protecting interview data. I initially listened to the interview files after every interview session and made some preliminary notes. The 152 drawings were photographed making a digital record of the images so they could be analysed. An example of one participant's drawings can be viewed below in (Table 2):

William Causeway-U-Mid-Career-Soft discipline.

Institution   Teaching
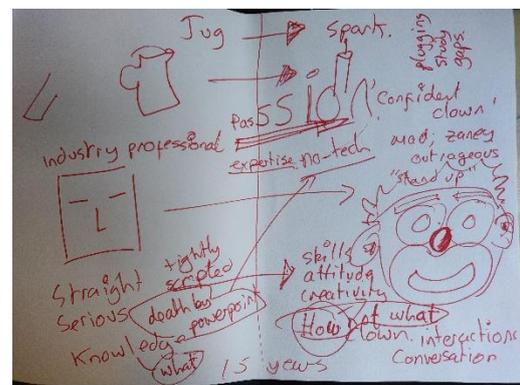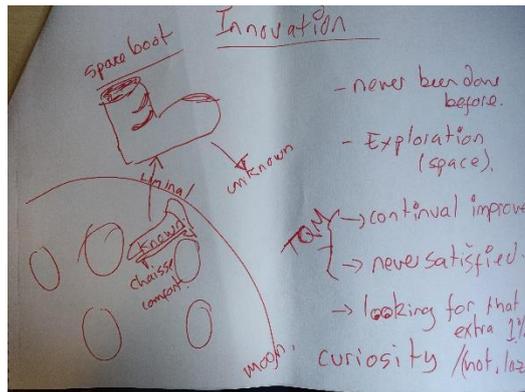
Innovation	Self
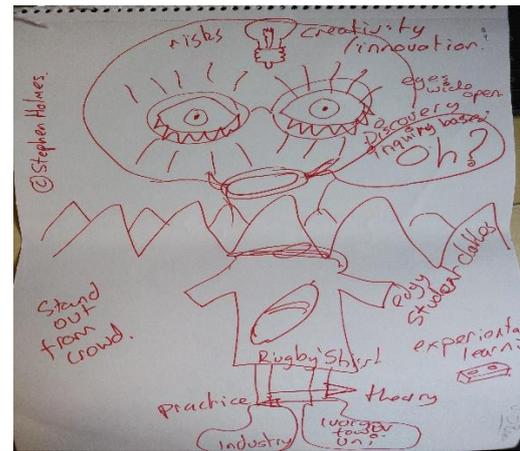
Table 2 Digitalisation of a set of drawings.

b) **Textual Data**: I transcribed each interview myself, a task that was interesting because you caught the hidden parts of the conversation that is easily missed in the interviews. I found transcribing time-consuming and problematic regarding the speed, accent, and tone of the participant's voices. On average, a one-hour interview took five hours to transcribe. Overall, the interview transcriptions took 190 hours. After each transcribed interview, I read the script, which led to Step two below.

c) **Image data**: The image data was initially given a code to signify the participant's uniqueness, seen at (Appendix Nine). On the reverse of the drawings, I added my initial thoughts using a Jungian approach to understanding the focal points (Furth, 2002). In other words, what my attention focused on in the picture, with regards characteristics and interconnection between symbols. Examples of this process can be found at (Appendix Fifteen). I also used the participant's interpretation of their drawings to underpin initial codes in step two.

Step Two

Step two was the generation of initial codes, and these codes were the broadest and encompassed the interview script, following the line of questioning.

This was achieved by firstly highlighting using paper and NVivo software. One exert is shown below from the teaching-self-image:

Emma from Millfield-U, mid-career, soft applied.

Excerpts from transcript	codes
"Teaching self: My body is really important in my teaching self because of the clothes I wear. I would say my face is more confident, when I started I was not confident at all and I think it was working from that place of radical insecurity that is the keystone to academia, I think everyone in academia is radically insecure, which is why they have to constantly prove themselves and the minute I realise that this is a game that I could win as I thought right, I am just going to win and keep on winning. In academia you are only as good as your last paper and you have to constantly prove yourself. You know what you are doing now, prove yourself now, you have got to be the best. Your academic because you prove yourself to be the best and you want to be the best all the time, the amount of competition is massive and I do think it is sharply gendered as well but speaking from my perspective that absolute passion to be the best, to be the most successful at what you do. Whatever it is that gives you that number one position you will keep doing it".	Attire, Looking good Teaching is developmental, gain confidence through experience Academics are insecure Wanting to be the best A game, winners, and losers Research, publications Striving to be the best Competition among colleagues Competition is gendered Passionate Always having to prove yourself

The idea behind focusing on the interview script was to structure the analysis process. This did not mean that the task was straightforward. Many participants would cover different parts of the script at different times throughout the interview. As I mentioned earlier, the script became a guide only; participants were free to extend and expand their answers. Therefore, I needed to pull out the individual BCs. This isolation of broad codes allowed me to explore and search for deeper themes and codes, like in step three below.

On the other hand, the drawings were further photographed using four broader themes from the interview script, as shown below in (Table 3).
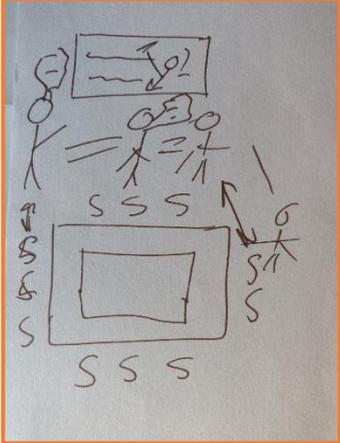
Teaching-Self	Temporality
Institution and Departmental	**Innovation**
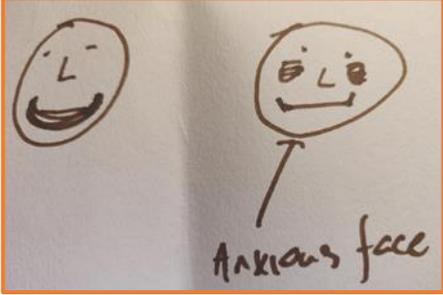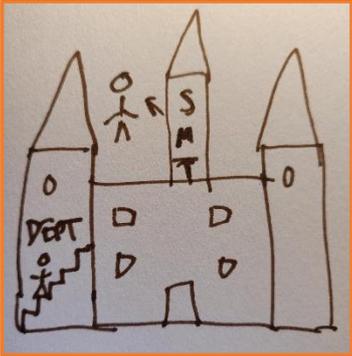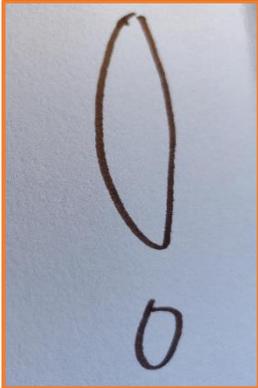
Table 3 Four broader visualised themes.

Step Three

Step three involved the searching for themes (**T**) which was further undertaken through NVivo and on paper regarding the drawings and further digital processing of images. An example of this can be seen below regarding prior teaching participants observed.

Millfield-U	
Ava	Very intense small seminars
Paul	**Traditional** Supervision system, lecture, seminar model
Darren	**Traditional** Supervision system, lecture, seminar
Matthew	All of my lecture courses were run in the **traditional format**, with a lecturer at the

	front and the audience taking notes. Not many lecturers gave out notes in those days, so I became very adept at taking good notes.
Marcus	It was **fairly traditional**; It was a kind of mix of lecturers, problem-based sheet tutorials, laboratory practicals. large lecture halls and then there was a PBL sheet every week
Vicky	**Traditional** standing and lecturing
Charlotte	Debating, **Traditional model**
Emma	It was the **traditional lecture format**; Pure academe
Julie	**I was not aware of any innovative practice** in my former UG/PG years, but I think when I go back to my education, kind a lot of stuff was done on problem solving, or what we would call it these days is problem-oriented teaching
Kathrine	**very traditional** in delivery.
Maureen	No (institution) was **not an innovative** place it was awful. Most of the academics weren't interested in teaching. It was a massive cohort of over 100 students, So you were just in these big lecture theatres It was incredibly sexist I remember

From the above excerpts I established a traditional experience code, and what that entailed, a lecture format, and prior teaching techniques regarding Problem-based learning.

In the case of the drawings, segments of the drawing were animated as show below in (Figure 10) and analysed alongside the participants interpretation.

Figure 9 Janice's institutional representation.

No	Description using Janice's interpretation.
1	So, this is me, the little sunshine. I feel like I am over here, my little sunshine, I feel like I don't fit in, in academia. I try and overlook my class thing
2	Looking in the wrong direction to be honest, all eyes are on this big sack of green money. My perception is that is all they are interested in and the NSS that links into it. All the other pressures they put on you make it impossible to do work, work.
3	To me the sense of who runs the place all sit up here and they all have their executive meetings with wingdings, which are all nonsense symbols coming out of there. The language comes out all like this. All this meaningless jargon down that gets generated up here and it rains down on everybody else.
4	…. something that you have done wrong or something that as gone bad then suddenly they become real and they transfer in to like this shaggy terrifying hell monster, growl and they are very real then and all encompassing, but if you are doing well, they are basically just a ghost
5	Sometimes I am a little sunshine and sometimes I am a little rain cloud, so I guess I wear my heart on my sleeve.
6	The middle management they are about to look a bit like a sperm, but they are supposed to look like a ghost, so, this is like middle management to me you barely ever see or feel anything much about them unless it is negative.
7	…. maybe here is the stone that they have got, and this is the blood they want to see dripping from it, which is probably what puts out the sun.

Step Four

Step four involved reviewing provisional themes (**RPT**) and further exploring the (**T**). As shown below in the learnt experience (Figure 11).
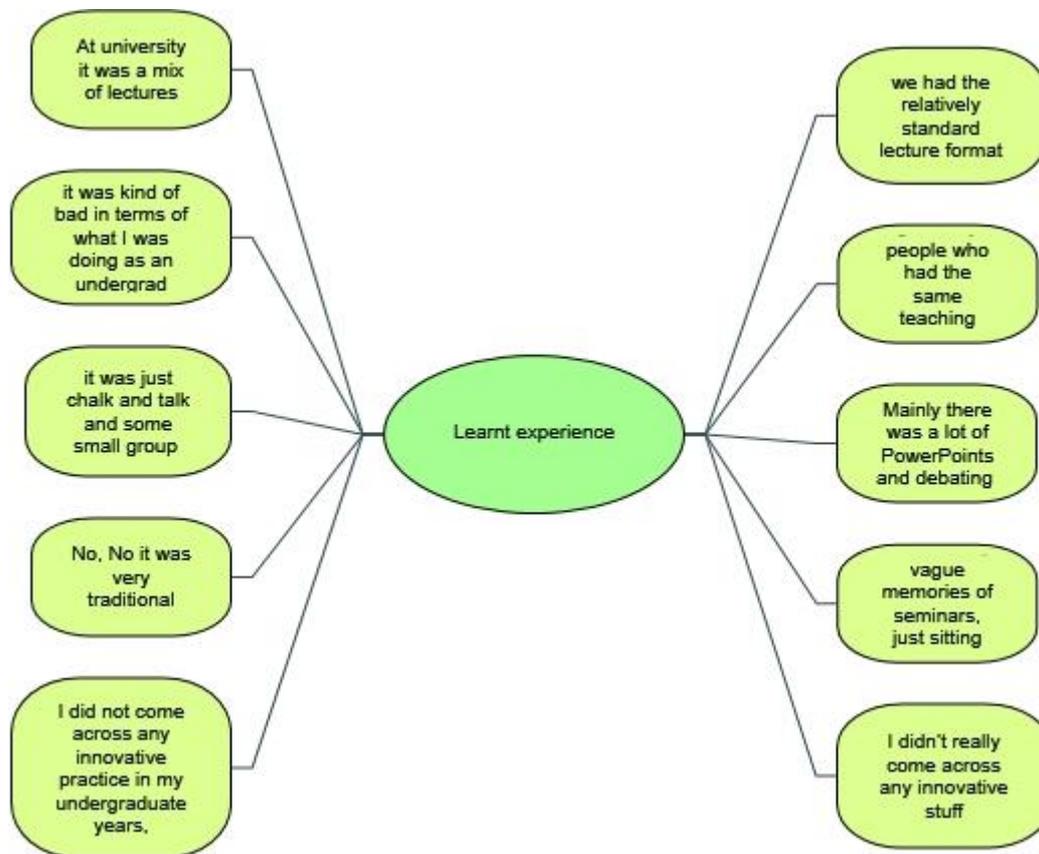
Figure 10 Learnt experience themes.

Step Five

Step Five emphasised the main themes to be used in the thesis, naming the themes that would lead to **Step Six:** Producing the report through the analysis of themes across the whole data set.

In conclusion, the analysis was returned to several times, and data sets and items were revaluated underpinning and embracing the participants spoken and drawn lived realities. The hybrid analysis tool led to data analysis being credible and trustworthy.

5.12 Trustworthiness

Credibility

This quality criteria refers to the confidence and truth of the research findings and encompasses participants representations and interpretations underpinning

participants original views. This inquiry used a triangulation of methods regarding participant produced visualisations and textual data to gather high-quality data. Various techniques were embedded in the unstructured interviews such as role drawing, self-characterisations, and storytelling resulting in gathering a holistic picture of participants self-understandings of who they are and what they do. Therefore, producing a variety of cross data understandings of the nature of academic identity. The excerpts and images obtained have not been altered regarding substance and meaning and the researcher has through analysis upheld participants original and correct interpretation which is fundamental to qualitative inquiry.

Transferability

The research design can be and has been transferable to other settings. Case studies are a flexible methodology and allow for a series of interwoven methods, as used in this inquiry. Case studies are well used in higher education research (Tight, 2020a). I have not only set out to describe experiences and academic identities; I have connected these experiences and identities to their context in an attempt for the reader to recognise themselves through the eyes of the participants and for outsiders to understand the identities of contemporary academics, resulting in being meaningful to the layperson.

Dependability and confirmability

I have throughout this inquiry described in depth the research steps and the development of the inquiry. I have followed the analysis techniques employed and produced 'thick description'(Geertz, 1975). The interpretation and analysis of the raw data is grounded in participants visualisations and textual representations. However, I am also aware that images are highly subjective and in part this inquiry concentrates on the unconscious elements within the drawings which has meant that the researcher engages in the interpretation of the drawings, such as possible colour. Nevertheless, this subjective interference is crossed with the participants original interpretation and their emotions and feelings at the time which were noted in the researchers' research diary.

In concluding the design of this inquiry embeds my own epistemological assumptions that realities are multiple and complex, and serves as an anchor regarding understanding university teachers' identities, what they do? what is happening? The

design is an interplay between context and method with all dimensions interconnected, a (woven narrative if you want) focusing on the research question and data collection techniques underpinned throughout this inquiry on university teacher identity.

Chapter Six: Hall of Mirrors: 'Help, I am locked inside this drawing'

One's actions in the present are influenced by meaningful experiences in the past

6.1 Introduction

This findings chapter starts with a retrospective reconstruction, characterised by participants' previous experiences and situations from their undergraduate and postgraduate experiences, which are central to the participants' narrative (Kelchtermans, 2017, Kelchtermans, 1993) because who participants are, and their specific past is present to some degree in the present whether they recognise it or not (MacIntyre, 1981). As Kelchtermans (2017, p.10) asserts:

> "Because human beings are gifted with the capacity to remember and make sense of past experiences, their interpretations, thoughts, and actions in the present are influenced by their experiences from the past and expectations for the future".

The chapter aims to answer the following research question: **RQ1:** To what extent do innovative university teachers' accounts of prior professional learning and experiences reflect or contradict their professional identities? Therefore, exploring the development of the teacher from their first experiences to the present, using facial drawings to highlight the journeys university teachers travel regarding feelings and emotions. It also builds on the theme of learnt experiences by underpinning the influence of past continuing professional development on participants' self-understandings of being innovative university teachers.

The metaphor of the mirror underpins the following three findings chapter. A metaphor used by Donald Schon regarding the 'hall of mirrors' which referred to coaching within a reflective practicum (Schön, 1987). I use the metaphor as a reflective visualisation and verbalisation of participants' experiences of who they are as innovative university teachers who have either won a teaching prize, been

commended, or undertaken innovation in teaching. Ivor Goodson (1980) posited forty-one years ago, to understand "something so intensely personal as teaching it is critical, we know about the person the teacher is" (p.69) and the context in which they teach (Kelchtermans, 2012), resulting in understanding university teachers' personal interpretive framework. As Palmers (1998) asserts, "good teaching cannot be reduced to technique; good teaching comes from identity and integrity of the teacher" (p.10), or "becoming oneself", who one is—teaching, after all teaching, has been viewed as an 'identity-forming process' one where individuals define themselves (Danielewicz, 2001).

The analogy, 'help I am locked inside this drawing', underpins participants' visual narratives of their teaching selves in their context at a fixed point in time, the academic year (2019-2020 BfC[20]), or as Kelchtermans (2009, p.261) asserts:

> ".... understanding one has of one's 'self' at a certain moment in
> time (product), as well as to the fact that this product results
> from an ongoing process of making sense of one's experiences
> and their impact on the 'self'"

Kelchtermans's (2009) subjective educational theory domain of the 'personal interpretive framework' (PIF), a framework that emphasises the dynamic nature of identity (Bosse and Törner, 2015) has been applied which focuses on the 'know how' regarding participants' beliefs and knowledge of teaching. **Figure 11** below shows the underpinning components and dynamics of the framework.

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[20] Before Covid
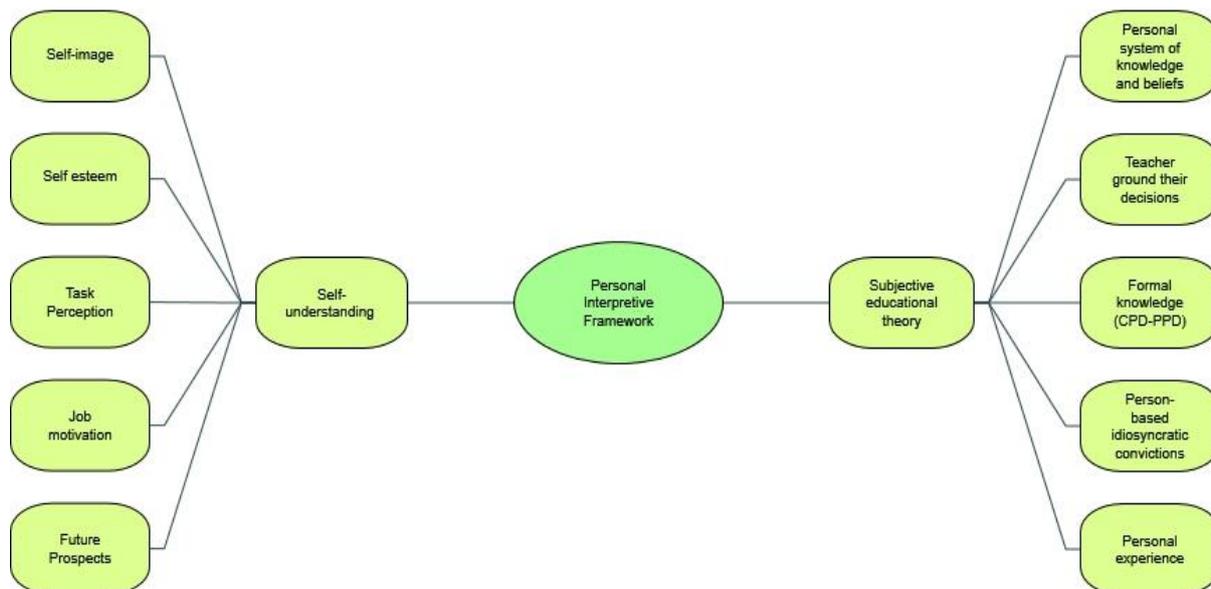
Figure 11 Kelchtermans (2009) Personal Interpretive Framework

The participants' voices have been ***italicised*** to emphasise the participants' thick descriptions and detailed narratives. Participants' self-expression has not been hidden, and their thoughts, feelings, ideas, and emotions are manifested both verbally and visually.

From the initial analysis and refinement seen in Chapter five ([analysis process link](#)) and grouping of themes, the following mind map was produced and positioned under the professional self-understanding framework components, as shown below in (**Figure 12**).
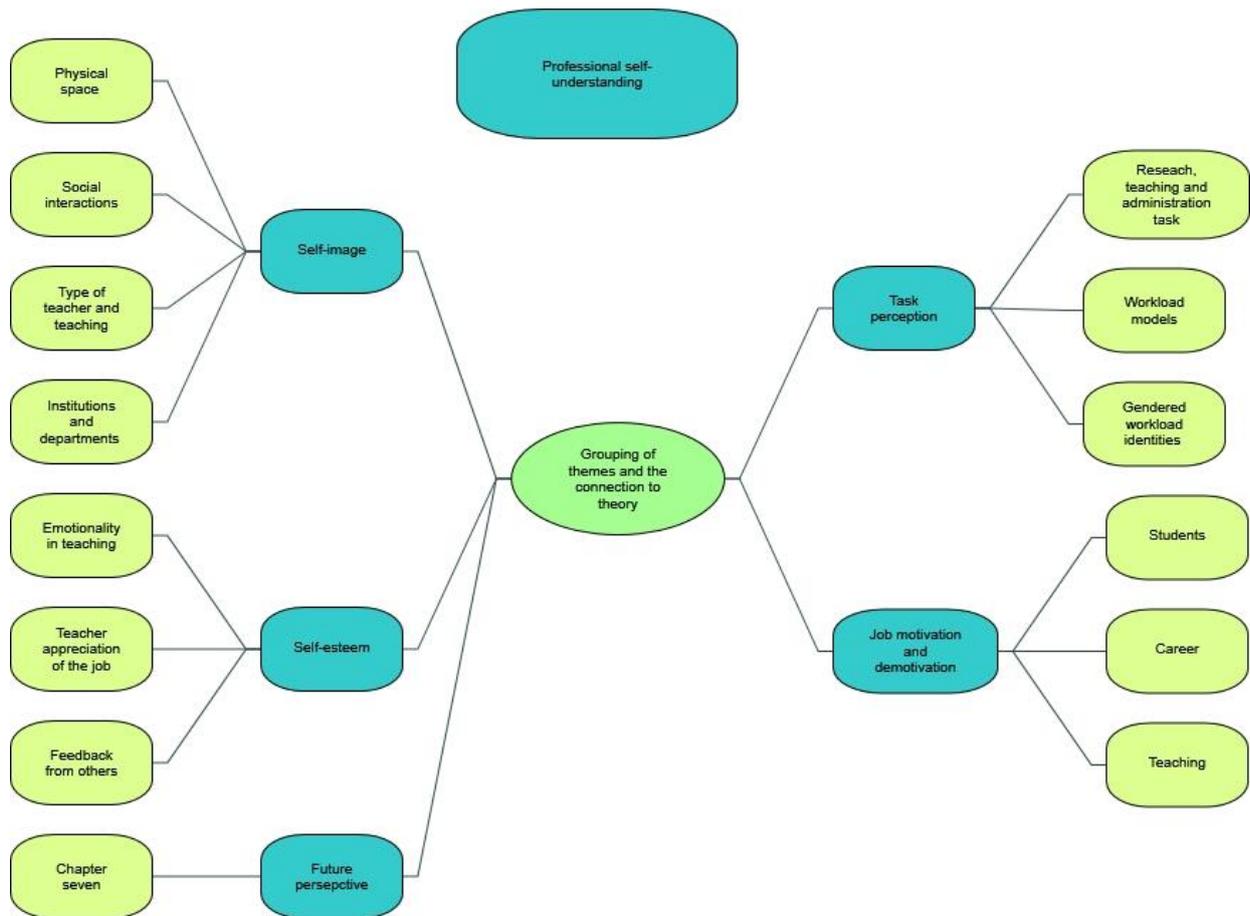
Figure 12 Themes and self-understand framework connections.

Although it might seem that the findings' themes fit well with Kelchtermans (2009) framework on initial viewing (**Figure 12**) above regarding Kelchtermans (1993, 2009, 2017) interwoven domains; in fact, one of the issues is that the theory of personal interpretive framework does not state how these components and domains are 'constructed and shaped', it only deals with what the key components of academic identity are (Christensen et al., 2022). Therefore the findings will endeavour to extend Keltchermans's framework by adding the 'how' (Christensen et al., 2022). I will first focus on the mantra that teachers teach the way they were taught.

6.2 Teach the way they were taught

There is an ongoing assumption that faculty members mimic the instructors they observe as students (Halpern and Hakel, 2003). Eric Mazura, renowned Physicist

from Harvard exploring his teaching accounts, explains that he did what his teachers had done. Mazura asserts:

> "I lectured. I thought that was how one learns. Look around anywhere in the world, and you will find lecture halls filled with students and, at the front, an instructor" (Mazur, 2009, p.50).

This fascinating personal account of Mazura suggests that our prior experiences can lead to replication, prior experiences being an under-researched area (Oleson and Hora, 2014) and a gap regarding innovative university teachers' prior experiences. Stephanie Cox's (2014) study of 44 instructors regarding teachers teaching the way they were taught found in her literature review of twenty published articles that ninety per cent had the statement, teachers teach the way they were taught, with no reinforcing evidence or citation of evidence (Cox, 2014, p.5).

According to some commentators, it is human nature to mimic (Parr, 2020), whether consciously/subconsciously or intentionally/unintentionally. Chartrand & Bargh (1999) refer to the metaphor of the 'chameleon', suggesting that people change and mimic others like a chameleon adapting and changing to its environment. William James' (1890) 'ideomotor action' tenet proclaimed that if one thinks of a behaviour, there is an increased chance of engaging in that behaviour (Chartrand and Bargh, 1999).

Participants in this inquiry described their teaching self-image and often spoke of big gestures, posture, and voice intonation, among several other mannerisms. When connected to participants former experiences and instructor characteristics, these mannerisms paint a picture of the academics who taught them. It could be said that participants were 'unintentionally mirroring' former instructors regarding past relationships, which, when mapped in the atypical example below (Table 4), suggests similarities.

Former instructor	Former instructor Characteristics	Present instructor	Present characteristics
"Bear in mind there was no PowerPoint and she was just speaking, I think she had great clarity in what she explained with regards very complex issues, so you went out of her teaching thinking, feeling very empowered and thinking you were very intelligent because you had grasped very very well these complex ideas of philosophers of medieval. It was crystal clear what she was saying".	*Clear intelligent clarity authoritative measured*	*"I see myself I suppose, as a circle in the middle and then a number of circles around me, which represents the flow of information out towards the students but also back in towards me, so the sense that I am there to facilitate their learning and guide to a certain extent".*	*There's a warmth to my teaching; I am enthusiastic, that I am well-paced, well-structured and accessible for the students…*

Table 4 Shows similarities between past and present instructors.

The table above demonstrates that between the participant (present instructor) and their (former instructors), there is a degree of similarity in unintentionally mirroring one another regarding some overlap between characteristics and description underpinning the idea of the 'chameleon effect' (Chartrand and Bargh, 1999). Other participants in this inquiry referred to other individuals, such as Marcus, a senior-career academic at Millfield-U and Allan, a senior-career academic at Causeway-U, who have very similar connections and asserted:

> *"I suppose that the other thing that might have rubbed off on me was that my dad is a vicar, and my grandad was a vicar, and his dad was a vicar, so the model of preaching a sermon is something that I have been familiar with before I can remember, so I suspect that that sort of thing may have rubbed off a bit. I see lecturers as more of a delivery of stuff rather than participatory exercise, I think the two-way stuff comes when people come to your room and ask questions about stuff in the*

> *lecture, so this model of preaching a sermon has probably had an influence on the way I do things".*

Whereas Janice, a mid-career academic from Causeway-U, reaches back to her school days and asserts:

> *"I suppose teachers have always inspired me throughout my schooling but not HE. I guess one of my school teachers, who was a bit younger than my other teachers, he epitomises the kind of teacher I want to be; he was a facilitator, he was really nurturing, really warm, and encouraging, and his feedback was good, he was fun, creative…."*

From these three examples above, teachers are connected to their past, whether that be through educational or personal linkages. Several authors note that teachers undertake educational training or step foot in the classroom with a vast knowledge through already observing thousands of hours of teaching across all levels of educational experience, instilling a variety of images of teaching and learning while shaping their disciplinary understandings and their self-understanding (Ball, 1990, p.10, Dickson and Kadbey, 2014, Borg, 2004). Dan Lortie posits that teachers undergo an '*apprenticeship of observation*', an observation of some "*15,000 hours*" watching teachers teach (Lortie, 2002) and (Lortie, 1975 in de Vries et al., 2014, p. 345). Ashwin and Trigwell (2012) use the notion of "what the learner already knows" (p.449) in embracing prior experience, albeit from a student's perspective. Whereas Joram & Gabriele (1998) suggests regarding student teachers' beliefs that "I can learn to become a good teacher by copying my past teachers" (p.179). All of these assertions above underpin that teaching is relational.

Joram and Gabriele's (1998) beliefs were articulated in this study when eighteen participants (ten from Causeway-U and eight from Millfield-U) asserted that observing other teachers, whether from their academic discipline or another, was an excellent way to learn to teach. Twelve of those nineteen participants positively identified that:

> *"I have learnt to teach by teaching alongside other people and observing their teaching, or doing it myself"* (Maureen, a senior-career academic at Millfield-U)

> "*I have always found it very useful, and the way I have described my teaching above has come from those peer observations. I love observing other people, and you learn a lot and new techniques*" (Margaret, a senior-career academic from Causeway-U)

Direct experience and observation of other teachers' behaviours can lead to a storehouse of pedagogical knowledge of what does and what does not work. Several studies on professional beliefs found that beliefs are constructed and influenced by experiences (Mesker et al., 2018). Paul, a mid-career academic at Millfield-U, asserts:

> *"My approach to teaching has its foundations in the experiences I had as a student. I distilled what I felt were the best aspects of the lectures I had attended, and I deliberately developed my approach from them".*

William, a mid-career academic from Causeway-U, reinforces this practice adoption by adding that he brings the best of everything and not the worst that he has seen. William also argues that,

> *"Just because a person's style does not fit you, it does not mean it is bad or good; it just means that it does not work for you".*

William's assertions above echo the personal construct of the subjective educational theory in representing 'what works' for specific individuals (Loosveld et al., 2021, p.2). Observing other university teachers' behaviours plays an integral part in shaping "knowledge structures and actions" (Oleson and Hora, 2014, p.31). Immersion in teaching environments plays an important role in learning which can lead to modelling behaviour (Lave, 1988). Participants' professional identity is made up of unconscious and conscious experiences that either positively or negatively influence the formation of identity, leading to collective identities and affiliations between individuals, departments, and institutions. Dewey (1938) in (Mesker et al., 2018, p.455) underpins the concept of "experiential continuity" (Dewey 1938), which acknowledges that prior experiences materialise in their present teaching practice.

6.2.1 Previous settings.

The breakdown of universities attended by all participants seen below in (**Chart 6**) demonstrates that participants attended a diverse range of universities.
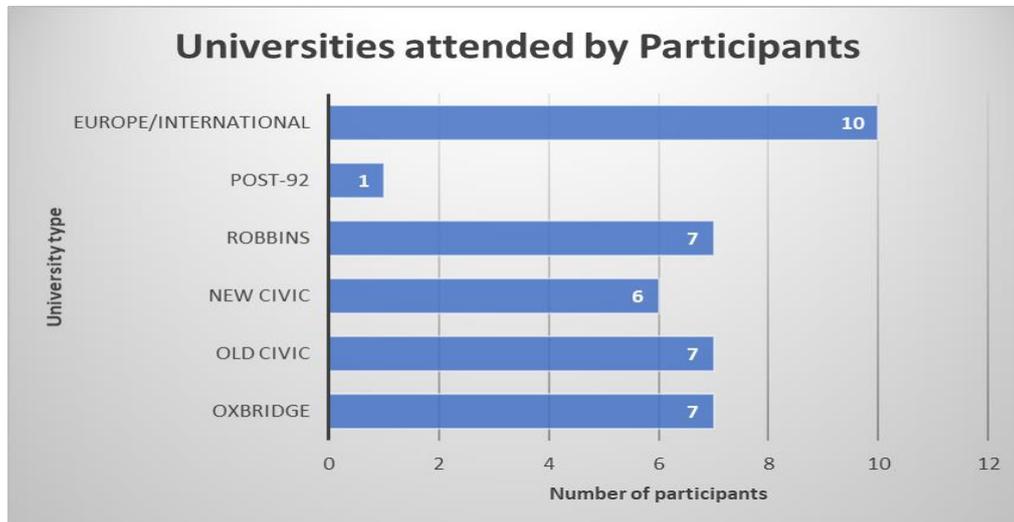
Chart 6 Universities attended by participants

Seven participants were attending Oxbridge (Oxford or Cambridge universities), seven older civic universities (OCU), which were those universities that developed due to rapid industrialisation towards the end of the nineteenth century, six newer civic universities (NCU), and seven from the 1960s established because of the Robbins Report, and one post-92 university a former polytechnic (Bligh et al. 1999). Ten participants attended universities outside of the UK from across Europe and internationally. None of the participants reported any dramatically different experiences regarding innovative teaching, with most experiencing similar ways of being taught using a lecture-seminar model of delivery, a model that is replicated today, albeit overflowing lecture halls (Topping, 2020).

6.2.2 Participants as Learners

Participants spanned different temporal eras stemming from the 1970s through to the present day regarding prior career experiences. Therefore, the experiences were varied, with each participant offering a different narrative. However, nine participants acknowledged that their former pedagogical experiences were 'traditional' despite the massive growth in student numbers over the last fifty years (Torfi Jónasson,

2020). Traditional university education encompasses lecturing to large groups of students, although by today's standards, they were small, usually accompanied by tutorials, or workshops, with some independent study.

All thirty-eight participants spoke about their experiences of being a student, either undergraduate or postgraduate. Participants had strong memories of how they were taught regarding being "*talked at*", in most cases asserting the centrality of the teacher. The findings highlighted how participants best learned as students regarding specific past instructors who would break the content down and clarify points clearly, engaging and encouraging students. Paul, a mid-career academic from Millfield-U, offers an atypical memory of learning.

> *"All of my lecture courses were run in the traditional format, with a lecturer at the front and the audience taking notes. Not many lecturers gave out notes in those days, so I became very adept at taking good notes. I realised quite quickly that taking good notes somehow helped me to assimilate the course material. To this day, I still find it much easier to process the information in a talk or lecture if I take hand-written notes".*

Paul's repertoire of knowledge about teaching underpins how he applies skills learnt in his student years in his present teaching. Three participants in this inquiry assumed that because they enjoyed and learned effectively under a previous traditional model, then their students would also enjoy and learn the same way as they did, which aligns with one of (Oleson and Hora, 2014) findings regarding learning from repetition. Beth, an early-career academic at Causeway-U, reinforces this notion of pushing a previous style when she asserts that she is trying to employ a tutorial system from a prestigious university in her present university. Beth did not expand on how this was going.

All participants spoke fondly about specific former university teachers who had influenced them, which still had a bearing on their professional self-understanding. Participants spoke of the attributes of their former instructors, attributes that they adhere to and seek to attain. What came through the analysis of the characteristics is that most (twenty-one) participants emphasised that what participants indeed awarded was the previous instructor's enthusiasm and charisma, followed by the

instructor's articulation, passion, or commitment to the academic field and is excited about teaching, showing interest, and friendliness. In other words, the impassioned professors (Su and Wood, 2012). Overall, participants cherished the instructor's enthusiasm, genuine interest and passion for their subject matter which engaged participants and fed into their excitement. Enthusiasm, therefore, is a characteristic of effective teaching (Minor et al., 2002). Walder (2015) reinforces enthusiasm by asserting that staff-focused innovators indicate that enthusiasm is an essential quality (p.120). It was essential for participants that prior instructors put the information across in a clear, understandable manner. Therefore, reducing knowledge to its simplest components for students resulting in disseminating in ways that are both interesting and involving for students. Participants rated friendliness as highly underpinning respect for students and conveying a helping and caring attitude, making learning a pleasurable experience for students. Participants spoke of adopting these characteristics, which came from a mix of instructors, as shown below in (**Chart 7**).
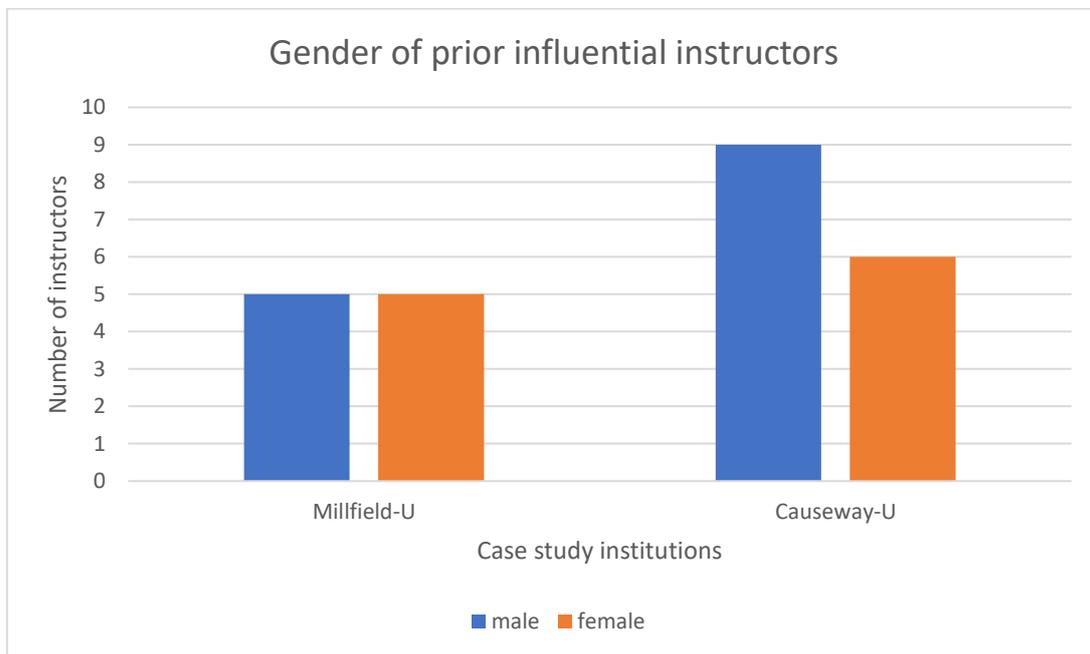
Chart 7 Gender of prior instructors who influenced participants

Interestingly, unlike three participants who asserted that men dominated the academe. This was not so regarding prior influential university teachers, which demonstrated a relatively even balance of male and female academics. Participants also covered the

career ranges with all three stages: early, mid, and senior being asserted regarding being important and influencing the teachers' subjective educational aspects of their identities.

Only one person used an image or caricature to emphasise a prior instructor. A person that he says he would not want to be and reminds him of his past student days.

Figure 13 David's prior experience picture.

In his picture (**Figure 13** above), David, a mid-career at Causeway-U, asserts that this is an image of "*an old-fashioned academic being shit, with a bow tie, and tweed*". David expands his comments by saying that he remembered:

> "*How crap some of my lecturers were and how not wanting to be like that. My fees were £1000 back then, so I did not pay £9,000 for someone (white male) to just be boring and then get annoyed that you are not paying attention. Just a lack of empathy*".

David highlights a negative aspect of his prior experience and the problem of just being talked at, which several others highlighted in this inquiry, which will be discussed below in 6.2.3. He compares the cost then and now and emphasises that now it is significantly more, and this sort of teaching should not be happening.

Having looked at the participants as students, I now turn to how the participants were taught and if they experienced any innovative practice that had a bearing on their personal interpretive framework.

6.2.3 How Participants were Taught

The overwhelming majority of participants reported that their classroom experiences from their undergraduate and postgraduate times did influence their current pedagogical practice both in terms of what worked and what did not. There were some negative comments about participants' time as a student, with one participant echoing, "*my prior undergraduate and postgraduate experience demonstrated how not to teach*", while others were positive or indifferent and recognised things were different, asserting "*that's the way it was… You have to make the best of what we were given and that was the best*". Emma, a mid-career academic at Millfield-U asserts

> "*I did love the lecture model format, there was nothing innovative or flashy, but it just strongly appealed to what I wanted from academia*".

Other participants argued against the lecture model and spoke of being "*bored*" and "*talk-at for long periods*", an area I will return to later.

According to ten participants, academics "*ruled by fear*" and would, without thought, "*intimidate*" and make participants feel "*scared*", something that no instructor or teacher should get away with today. Three participants from Causeway-U and one from Millfield-U further posited that the traditional format was "*brutal, scary, bad, impersonal, sexist, and constrained*". Some participants felt these terms echo the long periods in lectures, feelings of insecurity, and disconnection from the instructor, scared to ask or answer questions for the fear of being intimidated. Regarding the assertion of sexist behaviour, one participants recalls a European trip whereby some female students were '*sexually assaulted*' which resulted in the academic blaming it on students attire. These "*really bad experience*" fed into participants subjective educational theory and underpins the idea that self-understanding is derived from

and formed by interaction with others, emphasising that personal interpretive framework formation is always relational (Carrillo et al., 2015).

Another aspect of the findings suggested that most of the teaching they experienced was isomorphic regarding what some authors have referred to more recently as "vanilla" or plain, lacking any special features (Harland and Wald, 2018). the delivery was one-way, not bi-directional, limiting the participants' engagement and interaction with the material. It was a content-driven method. In other words, the traditional teaching methodologies, or 'instructionism', which emphasised teacher-centredness-teacher-orientated and directedness, whereby students sat and listened (Anand Tularam, 2016, Jonassen, 1996) and were passive vessels (Freire, 2000), unlike today which has shifted to a student-driven, interactive and participatory model of teaching which can be seen in chapter seven regarding student and teacher interaction in the images. Readman and colleagues (2021) argue:

> "For learning to be deeply internalised, students need to apply information in context for themselves. Other modes of teaching provide a much better structure for achieving this" (Readman et al., 2021).

There was no distinction between the participants at the two case study universities because they had all come from a diverse range of institutions. Participants reported the diverse techniques that prior teachers had employed (**Figure 14**) shown below.
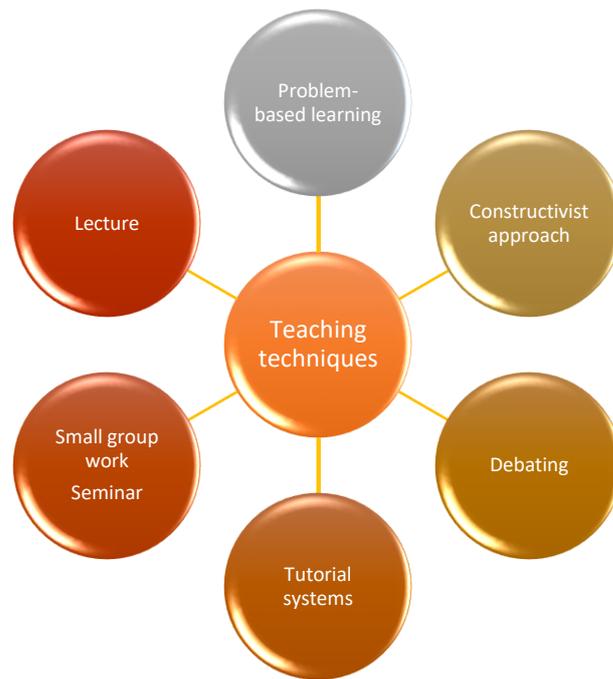
Figure 14 Themes originating from the data

The lecture was highlighted across the participant's responses and can be seen in participants' drawings in chapter seven albeit with more interaction, emphasising that the lecture is a constant regarding the delivery of teaching in higher education—a position supported by many commentators (Balwant and Doon, 2021). The lecture-seminar model is the basis of organisational routine. It is a collective routine, shared, performed and understood by participants (Tate et al., 2018). According to some authors, it is stable and rigid, which could be difficult to change individual's belief systems and/or behaviours (Pajares 1992 in Oleson and Hora, 2014).

However, the lecture has come under scrutiny and has been viewed by some as antiquated regarding student learning. Participants accentuated the redefinition of the lecture and the substitution in their responses regarding the lectures shifting technological advancements; from standing and talking at the front with a chalkboard, through to technological attributes such as OHPs or overhead projectors, to PowerPoint, and now the acceleration of the remote lecture and online learning (Yang et al., 2013). This tracking of technological attributes, such as those mentioned above has always been embedded in academic identity throughout academic careers (Mishra and Koehler, 2008), albeit unlike today's digital technologies, which are more complex and can be harder to understand and operate

the older technologies were easier to master (Mishra and Koehler, 2008). Below are some of the common excerpts ts from participants concerning the lecture's journey.

"It was just chalk and talk and some small group seminars".
"At university, it was a mix of lectures, seminars and even seminars; all we would get is talked at".
"Relatively standard lecture format here is an hour-long; I am going to talk you through something".
"It was fairly traditional; It was a kind of mix of lecturers, problem-based sheet tutorials, laboratory practicals, large lecture halls".
"People were using OHPs, and one lecturer would just have slides, not PPT".
"It was all very low tech with slide projection".
"Mainly, there was a lot of PowerPoints".

Nine participants used 'traditional' when exploring their prior teaching; other participants described the lecture-seminar model and referred to it as "*relatively standard format*" or "*pure academe*". Participants across both Causeway-U and Millfield-U reported a '*chalk and talk*' or being '*talked at*', which today translates to '*click and talk*' regarding PowerPoint™ anaesthesia.

However, participants' views were mixed regarding the lecture with some participants arguing that the lecture as its place in teaching and with the number of students increasing is becoming even more prominent. One participant from Millfield-U and three from Causeway-U highlighted that it suited their learning styles and therefore adopted the lecture for their students. They argued that it is still an efficient way of dissemination across large cohorts of students in times of increased student numbers and teaching at scale (Ryan et al., 2021). There are complexities and challenges in the classroom regarding the "delivery of quality and equal learning opportunities to all students" (Maringe and Sing, 2014, p.763). In other words, student-centredness suffers from massification (Balwant and Doon, 2021). According to some authors, there is a diminishing in learning opportunities, with others suggesting it is not conclusive (Ake-Little et al., 2020). Hornsby & Osman (2014) argue:

"The performance of those students who require interaction for motivation is especially likely to suffer when the amount and

intensity of student-teacher interaction decreases, as tends to happen in large class environments" (Hornsby and Osman, 2014, p.713).

Interestingly, the findings regarding lectures mirror the participants' self-image in one way or another, as seen in chapter seven. Julie, a senior-career academic at Millfield-U, spoke of the constructivist educational approach, "*problem-based learning*", a student-centred learning method for solving an open problem (Barrows, 1988). Constructivism being linked to various elements such as self-directed learning, interaction, or the social context, engaging students in building and constructing knowledge through self-directed learning resulting in giving students opportunities to articulate their ideas. Others from both Millfield-U and Causeway-U spoke about "*debating", "engagement",* and "*interactions*". Participants saw these as "*very informative*".

At the oldest universities attended, participants across both Causeway-U and Millfield-U spoke about the enjoyment of the tutorial system.

Paul, Allan and Arthur from Causeway-U articulated the "*importance of the individual and small-group tutorial system*" over the standard lecture, which was "*not seen as important*". The tutorial system is a kind of viva-oriented approach, focusing on essays. Balwant and Doon (2021) refer to the approach as a "personalised Socratic approach in which an instructor discusses course-related issues with a handful of students" (p.1). Beth describes the tutorial as:

> "…. *the thing about the tutorial system is that it is all about the essays, so there is no pre-determined sense of how the conversation is going to go, it is the student who asks the questions, and you are encouraged to come up with things. They are a bit different in a way to assert your authority than in an essay; I think there is a prize, and originality is really prized*".

As mentioned above, the small-group and individual interactions have been viewed as pivotal in the tutorial system. Paul from Millfield-U sums up the importance of the personalised experience by asserting that he:

> *"…. enjoyed the supervision system there; it was a small group of up to three students. I think that weekly relationship that I had with a particular supervisor, tutor over the term, that kind of more personalised teaching experience I really did value a lot"*.

Most of the utterances surrounding tutorial systems are the value participants placed on dialogue and small group interaction. Dialogue is the innovative component with its high degree of novelty. One can hear the significance of relationship-building with the supervisor and taking ownership of one's work through interrogation of that work. As Beth posits, the "*conversation is always new about what the student has produced organically, so it is innovative on that level*". The use of dialogue has long been seen as "good for students". It encourages students to share their thinking and enhance understanding (Alexander, 2020, p.1).

Interestingly, two participants were trying to employ the tutorial system in their present-day practice at universities that were not familiar with such a system. Even though as Balwant and Doon (2021, p.1) suggest

> "For many faculties, an ideal teaching environment is Socrates sitting under the linden tree, with three or four dedicated and interested students. Unfortunately, the reality of mass higher education or 'massification'…. makes this impossible for all but the most elite and expensive institutions".

I was surprised that these innovative university teachers wanted to push an assessment method seen as archaic regarding labour intensive marking and limit students to showcase their range of skills and talents by producing essays only. According to MacAndrew and Edwards (2002), academics will spend around 240 hours marking and grading papers every academic year, resulting in "five years of an academic career" (p.134). While many of the participants underpinned a traditional university education, my concern is that traditional can mean many different things regarding structure; one could argue that this is mirrored in their teaching-self drawings in this chapter.

6.2.4 Technological and Non-technological Innovation

In this area of the findings, participants referred to technological and non-technological innovations in their prior experiences. Twenty-four participants highlighted this theme. Janice, a mid-career academic at Causeway-U, spoke about a simulation innovation in which *"students would go in and search for imitation drugs and find clues; it was brilliant",* bringing engagement and interactions with individuals and their environment—encompassing real-world experiences. Others, such as Elizabeth, another mid-career academic at Causeway-U, spoke about running classes regarding an assessment activity, giving students control of the environment. At the same time, Marcus, a senior-career academic at Millfield-U, spoke about the introduction of computer programming.

> "*A guy I remember who was trying to shake things up a little bit was that he was getting us to write some computer code; we had to do some studies on an old BBC computer. He was getting us to write a programme that was linked to our course content. So that was one thing that stood out that was a bit different than the standard setup*".

There seem to have been some exciting teaching methods, albeit specific to academic disciplines. Joan, a mid-career academic at Causeway-U, highlights an experience "*there were some chemistry teachers that did exploding stuff which was great*" but possibly dangerous. However, later she expanded by indicating that "*to be honest I cannot remember anything about any lectures bar from they had an exploding bit to it, cannot remember what it was for*". In contrast, others specified certain visual teaching aids, or audio-visual (AV) such as PowerPoint™ (PPT), overhead transparencies (OHP), chalkboards, slide projections, televisions, and videos, and, in one case, the BBC Computer, which I remember took up two large desks. Interestingly, many of these audio-visual (AV) aids, although seen as uninteresting instructional aids by participants, were actually the state of the heart and innovative means of dissemination. For instance, the OHP was born in the 1950s but developed further in education in the 1980s-90s (Farrow, 2003). PowerPoint™ was developed as a business tool in 1987 but adopted by education.

Others, such as the TV and video (VCR), stemmed from the 1960s-70s and evolved through the ages.

On the other hand, BBC Computers were implemented in the early 1980s and were superseded and developed to what we have now regarding laptops and digital interfaces. All of this Audio Visual (AV) educational equipment was used when all participants were undertaking their UG or PG studies. Therefore, I do not think there were no technological innovations ─ as Maureen, a senior academic at Millfield-U, posits, "*It was all very low tech*". It is just that when measured against the post digitalisation, or the blurring of the virtual and reality of today, many of the previous educational tools fall into insignifance, even though most of them are still in operation in some shape or form today, entangled in current and existing practices. Like participants emphasised in "*comparison to today's innovative educational tools, there were none*" David (mid-career academic at Causeway-U).

Participants at both universities also highlighted non-technological innovations, some of which can be seen above regarding "*debates, engagement and interactions.*" Many of the participants spoke about the importance of interacting in the sessions. The sub-theme that came through "*debates, engagement and interactions*" was community. Kathryn, a mid-career academic from Millfield-U, asserts that

> "…. *when we talk of innovation, it is not so much talking about an individual person but a mix of people that allowed me to pursue a very innovative set of ideas".* Maureen builds on this "*so we did quite a lot of stuff together, and we were very friendly with the lecturers, so there was a proper community*".

Again, this reaches back to an early point raised that dialogue is key in instruction and encourages engagement when used as an interactive tool. According to several authors, student engagement is an essential requirement of successful learning and influences students' motivation (Kahu and Nelson, 2018, Mandernach, 2015).

Kathryn raises an important point that innovation is not a "*lone ranger activity*", even though the teacher may deliver and perform independently. Their processes are built around a broader collective of individuals, such as participants who asserted the

need to *communicate with examination boards* and *administration* regarding whether an assessment is feasible and can be externally assessed and examined. Therefore, this underpins that self-understanding is and innovations are relational.

6.2.5 Content and Interdisciplinarity Innovation

Another theme was innovation regarding content which three participants emphasised; Derek, a senior-career academic at Causeway-U, posits, "*obviously there was lots of innovative content.*" Steven, a mid-career at Causeway-U, reinforces this point further:

> "*We had this thing called learning communities, which were built into the degree structure. You would take three classes that were interdisciplinary in structure. I took an education course which was children's literature, and I took a theatre course. This was really good in an interdisciplinary way, and it was really good because it made you make friends and meeting people from other majors.*"

Derek raises an essential point that knowledge is forever in flux. The change from schooling to university is a leap into new knowledge, new debates, and discussions that students may not have experienced before. Steven's comments underpin a need to personalise the curriculum, a 'pick and mix' of related subject content sometimes from other departments and academic disciplines. Here Steven is talking about interdisciplinarity, which according to Davies & Devlin (2007), is positioned on a continuum from "benign to radical" (Davies and Devlin, 2007, p.3). The 'benign' end focuses on what the author's claim are "elective subjects taken from a variety of disciplines that in some ways are related" (p.3). On the other hand, Matthew, a mid-career academic from Millfield-U, asserts:

> "*The second year of my BSc degree included the opportunity to study a non-science subject, and I regard this to be innovative in its time. I initially chose to learn Russian; it was a full-year course, but I only lasted one term because it was too difficult for me. In addition to science and maths, I enjoyed English literature at school so, for the second term, I switched from Russian to a course on children's literature*".

Matthew highlights the radical end of the continuum regarding less integration regarding relating to the major academic discipline. Matthew talks about changing throughout the year, therefore, finding the things that interest the individual moving from the sciences to languages and then English. Charlotte, a senior-career academic at Millfield-U, reflects other participants' interdisciplinary experiences regarding course design which influenced engagement and identity formation. She articulates that:

> ".... *there was a language programme setup which became quite famous for English language training, so there was quite a lot of innovation at that time*".

Charlotte's experience comes from a European dimension and embraces that innovations were taking place in higher education globally, but in Charlotte's comments, these were at a programme level. Charlotte underpins a significant change regarding the introduction of democracy in her country in the late 1980s, which was the driver for programme change, an area I will explore below.

6.2.6 Holistic and System-wide Innovations

This theme mirrored the changing of nations from around the world, and I wanted to include it because subjective educational experiences are very much contextual as well as personal. Only two participants spoke about wider innovations regarding significant shifts. Charlotte from Millfield-U highlights the extent of change and innovation happening at a system and societal level. Charlotte's extracts are an excellent example of societal change regarding higher education in the late 1980s. Charlotte refers to *"the fall of communism and the iron curtain"*.
Charlotte talks of*:*

> *"a lot of money being poured into higher education…. from the world-bank and also a lot of Anglo-Saxon political or cultural institutions were interested in central and eastern Europe, so we got a lot of the British consul* [students] *and also there were American educational institution kind of funding that supported*

> *Higher education so that allowed quite a bit of innovation and*
> *we had a lot of exchanges from other universities and a joint*
> *PhD actually with Millfield-U university*".

This extract of Charlotte highlights a significant time of change for her and her country. The rush from western countries to establish an educational presence while building partnerships with other western universities, expanding the mobility of individuals like Charlotte, is a significant innovation. Other participants referred to funding innovations and cross-country schemes. Charlotte did not emphasise if this was about Erasmus, even though the scheme was established in 1987 before the changes Charlotte talks about, or whether it was a similar exchange. In this case, Charlotte's identity formation and educational' know how' are deeply influenced by these events and opened several doors regarding her stronger European multidimensionality of collective identities (Van Mol, 2018).

Sophia, a senior academic at Millfield-U, spoke about when she was a student and asserted that a significant event in her identity formation and 'know how' was the introduction of lecturers teaching languages before 1990, hence the emphasis on East Germany. Sophia further explains below:

> "*We had a system where the German staff were paid for by the*
> *German government under the scheme like the British Council,*
> *so there was sort of a lot of fresh air blowing through, and we*
> *had a guy from East Germany for a while, and that was exciting*
> *because that was just before the wall went down*".

Again, Sophia underpins her prior innovative experiences as being fed from cross-country mobility, in her case, an individual from East Germany who was part of the Eastern Bloc during the Cold War. This could have been the German Academic Exchange Service (DAAD). These two innovations are perhaps quite radical and emphasise that innovation can be national and cross borders even in times of conflict. The innovations are the polar opposite of the small incremental transformations the participants in this inquiry have developed and implemented when one thinks of innovation.

Not surprisingly, when I asked if participants had brought anything forward or adapted any part of their past experiences regarding teaching styles or innovations, many of the participants answered no. Eighteen participants from Causeway-U and ten participants from Millfield-U said they had not, with five participants from each case study university asserting they did adopt an innovation or style of teaching. This behavioural contagion, either through lengthy observation periods or shorter encounters, meant participants adopted various pedagogical and innovative practices. Some of the common assertions can be viewed below:

> Matthew: (Early-career Millfield-U): "*My approach to teaching has its foundations in the experiences I had as a student. I distilled what I felt were the best aspects of the lectures I had attended, and I deliberately developed my approach from them*"

> Charlotte: (Senior-career Millfield-U): "*I learnt a lot from his lecturing style and his methods of teaching. The Problem-based learning and his inductive approach to teaching that he used*".

> Elizabeth: (Mid-career Causeway-U): "*Yeah, the one person I mentioned, he taught research methods and so I actually got him to send me some of his resources that I now teach with. He did things like making popcorn in the lecture to teach and demonstrate normal distribution*"

It is assumed that teachers will learn from others over time and adopt their styles, especially among successful teachers (Parr, 2020). Trevor Foulk (2015) in (Parr, 2020, p.19) suggests that it is very likely that teachers gather little tools and tactics from other mentors. Foulk explains that behavioural contagion can be positive and negative, meaning that bad teaching practices can also be adopted subconsciously.

6.3 Pedagogical Know how' through continuing professional development (CPD)

The previous section focused on whether participants prior educational experiences influenced and impacted their professional identity formation as innovative university teachers. This section of the chapter further explores identity formation through the

lens of continuing professional development (CPD) and the Advance HE accreditation programmes. The idea here is to understand better the connection of professional identity to CPD and university teachers 'know how'. Robinson (2014, p.171) asserts, "professional learning in the form of professional development (PD) and professional identity are inextricably connected".

Staff development is viewed as a fundamental necessity in the higher education sector (Waring, 2019) and an essential element of professional life, according to Friedman & Phillips (2004, p.361). With teaching being a headliner regarding scrutiny, staff development has amplified to meet the challenges and changes in the sector and seemingly improve the quality of teaching (Opfer and Pedder, 2011). CPD activities have been accelerated to support academics in challenging times (Floyd, 2019). CPD, according to some commentators, has a significant favourable influence on the teaching and learning processes and staff motivation (Floyd, 2019, Williams et al., 2016, Saroyan and Trigwell, 2015) along with

> "supporting the implementation of educational innovations, or providing really professionalising professional development opportunities for teachers throughout their careers" (Kelchtermans, 2017, p.18).

For many who undertake CPD activities, it is about a shared learning environment whereby university teachers inhabit the same space, as emphasised in this inquiry. Noonan (2018, p.1) argues that "the extent to which teacher identity may emerge from or contribute to these learning experiences" and shared experiences are essential. According to Robinson (2014, p.187), professional development strengthens professional identity and is inextricably connected, resulting in professional development programmes developing teachers' professional identity (Danielewicz, 2001). Three participants asserted that working with others from different academic disciplines and sharing practice was beneficial, whereas Charlotte, a senior-career academic from Millfield-U, suggested that CPD could be better *"streamlined"*. She posits:

> *"I think some of it could be cut down or made more discipline-specific because teaching in social sciences is very different to teaching in a lab. Plus, most of the people teaching the courses are from the social*

> *sciences, so people working in the natural sciences do not get much out of it".*

Charlotte highlights the differences in teaching regarding academic discipline, which needs to feed into professional development. Several studies highlighted in (Kálmán et al., 2020) suggest that there is evidence that demonstrates "differences between disciplines in teachers' approaches to teaching" (p.597). In this inquiry participants are emphasising initiating and building up networks and relationships within and between academic disciplines. Maureen, a senior-career academic from Millfield-U, emphasises that "you met other lecturers from within the university, like maths which you would not usually meet", underpinning the social connection across academic disciplines and seeing how others do things.

Broadly speaking, CPD is a kind of umbrella term which encompasses "professional learning and development activities" (Rothwell & Arnold, 2005 , p.18) that are quite frequently connected to professional accreditation (Bamber, 2009) that support teachers throughout their professional career regarding learning and support (Opfer and Pedder, 2011). University teacher learning which is connected to CPD is an active process whereby professionals take responsibility for their own development and identity as a professional teacher (Watson and Michael, 2016, van der Rijst et al., 2019). CPD activities are supposed to lead to a change in participants' "cognition and behaviour related to teaching tasks" (van der Rijst et al., 2019, p.8). Allan, a senior-career academic at Causeway-U, asserts that he certainly "*values CPD".*

There were twenty-one participants who referred to CPD, ten from Millfield-U and eleven for Causeway-U, with mixed results. I split the findings into two parts, as shown below:

1. CPD internal teaching enhancement activities
2. CPD accredited teaching activities such as the Advance HE schemes and teaching activities or the teaching programmes run through the Advance HE.

The CPD internal teaching enhanced activities (1) were seen by participants as "*useful, meaningful, supportive, improving, and community based".* Alternatively,

some participants saw them as a "*waste of time, time-consuming, unhelpful, delivering conformity, undervalued regarding budgets, and unrelated*". There was a significant difference in language used between the universities, with Millfield-U participants assuming a more positive recollection of internal CPD activities regarding terms used, such as

> "*Dedicated, there is loads of CPD to help with teaching, wide-ranging support to support teaching, we do get a nice supporting group, CPD events are actually quite good at the university*".

Whereby, Causeway-U were relatively optimistic about their institution CPD but made more assertions regarding engaging or a lack of engagement. Comments such as:

> "*I am not really engaged in the CPD, probably not as I would like, I do not have an awful amount of time available, yes there is a little bit, I have done some, it is my own pressure of work and the budget cuts that impact my CPD*".

Causeway-U echoed the pressures of tighter budgets and limited resources also that teachers are 'increasingly expected to follow directives and become compliant operatives' (Smyth, et al. (2003) in Kennedy, 2007, p.99) the idea that teaching is more managed. Therefore CPD is delivering uniformed conformity regarding teaching approaches and becomes, as Goodson (2003, p.7) indicates, "teaching becomes the technical delivery of other people's purposes". I would also argue that the findings underpin inequality in access to CPD, with the majority of participants who responded to CPD in the interviews being female academics with heavy teaching loads.

Two participants, Matthew, an early-career academic at Millfield-U, and Beth, an early-career academic at Causeway-U, asserted that they were "*unaware*" and "*unsure*" of any dedicated CPD programme. This unsureness could indicate that CPD communications are not getting through to some staff, in other words, poor notifications, or it could be that has two participants, Sophia, a mid-career academic at Millfield-U, and Victoria, a mid-career academic at Causeway-U, declare regarding funding deficits and cutbacks within educational development departments. Joseph,

a mid-career academic at, Causeway-U, takes the argument further, asserting that "*All CPD is for administration".* Hence there might have been a shift in CPD vision regarding content to introducing institutional policies, as Hicks et al. (2010) identifies as one of PD major themes of university teachers.

Time is a central theme throughout this inquiry, and time reared its head in this section regarding a lack of time to participate in CPD activities, which mirrors the Department for Education's snapshot survey, which found time a significant obstacle (Roberts, 2019). Several other studies in (Bartleton, 2018) underpin that through the intensification of academic work, there is "little space for activities outside of their direct teaching role" (Harwood and Clarke, 2006, p.29), resulting in some of the participants in this inquiry having the time or inclination to attend CPD events. This also feeds into resource allocation or being able to get funded to attend CPD events. Katy, a mid-career academic at Causeway-U, emphasises time.

> *"They take up an entire afternoon. I would rather have a short one-hour session like these are the things you can do. I just do not have the time in work".*

Margaret, a senior-career academic at Causeway-U, reinforces the squeeze on time by adding,

> *"…. probably not as I would like. I tend to if I can, so I know the* [institution] *organises various things, and I try to go to some of these teaching forums, but I probably manage just once a year".*

Margaret emphasises that is it too much to ask to go to some events once a year and asserts, "*I could not go because of workload. "It is a bit hit and miss?".* Therefore, "*time is a problem"* and a challenge to staff undertaking CPD as (Bartleton, 2018), and several other authors have found regarding time (Barnett, 2008).

There were within the findings assertions made about the content of CPD. Participants argued that much of what they do is theoretical, not practical, and in some cases, far removed from everyday practices, which aligns with what Timoštšuk and Maaja (2015) found in their study of student teachers. Most of this criticism is directed at the weak links between what is taught in theory and what happens in

practice resulting in comments that expose CPD to being *"unrelated".* Maureen, a senior-career academic from Millfield-U, further reinforces this point by asserting,

> *"Throughout my career, there have been various teaching and learning module things I have had to go on, and I have never got anything out of them really"*.

Maureen goes on to reflect on the concerns of her early-career academics she supports, asserting,

> *"…. some people particularly early career were wanting tips on how to do teaching, how do you do it, how do you write a lecture, how do you engage students, but it was not really that, and instead it was about reflection; people were encouraged to constantly reflect on everything which drove some people crazy".*

Millfield-U participants were more enthusiastic about the CPD being offered, even though some informed me that they had not engaged in the CPD programme for some time. Marcus asserts that although he has not engaged in the internal programme, he does engage with a specific teaching community and goes to their conferences and workshops. He adds that you do pick up good practice ideas. Two participants at Causeway-U reinforced this engagement with a specific community, and interesting, all participants involved in these external communities came from the hard sciences, which could emphasise a more robust teaching network among the academic disciplines. However, there did seem to be more support at Millfield-U, with eighteen participants mentioning "*support"* and "*supportive*" within the CPD conversation.

As for the Advance HE fellowship accreditation, no participants spoke positively about the accreditation adding to their 'know how', with several themes appearing from the data. Themes such as the accreditation being a "*passport*" to work in higher education, a "*tickbox exercise*" or "*hoop to jump through*", which emphasises compliance, a "tokenistic exercise"(Peat, 2014, Spowart et al., 2019). Other participants spoke about the accreditation as just a "*promotional tool*", with twelve participants emphasising that the Advance HE "*does not mean much to them*". The

theme of 'change' was one of the main themes, and some of the atypical assertions are mentioned below.

Participants spoke of not learning anything from the accreditation process, indicating it "*did not inspire….did not change anything*". David, a mid-career academic at Causeway-U, emphasises his own personal accounts of training for the fellowship and declares:

> *"I was doing my PG cert HE, which focused on theory instead of practice. I found that some of the people who were on the courses were still fantastically shit even when they had completed the course, I thought, what is the point of this, and the people teaching this looked like they had been forced out of a department because they weren't wanted for a particular reason. They would say, 'always make sure all of your classes are very exciting, make sure students are engaged,' taking the piss. I might as well switch off and not listen to you. I questioned their teaching?"*

Marcus, a senior academic at Millfield-U, like David, also portrays his experiences

> *"I went to the workshops, and between you and me, the person who was in charge of them basically talked for two hours at us, and I thought that is not much use".*

On the other hand, Beth, an early-career academic at causeway-U, asserts that

> *"I am wary of anything that increases the number of mandates at the start. I am sceptical about the pedagogical research because I think it is divorced from the concrete reality of teaching….There is much resentment that you have to shoe-horn a lot of pedagogy, both theory into experience*"

The Advance HE accreditation did not shed any light on increasing participants 'know how' or influencing their professional self-understanding and innovativeness. Participants seem to underpin what several authors have already found regarding the themes above (Floyd, 2019, Botham, 2018, Spowart et al., 2019, Peseta, 2014), which can be viewed as part of the New Public Management (NPM) agenda and the means of monitoring and control. A controlling mechanism and part of a culture of 'performativity.

6.4 Participants as Academics: Academic Faces

In the above section, I drew on participants' narrative accounts of their experiences of being an undergraduate/postgraduate student, which was informative about how they think about themselves and understand the formation of the teaching self. University teacher temporality is embedded in their personal histories (Vanassche and Kelchtermans, 2014, p.118). This section follows a similar path but focuses on participants' journeys from beginning teaching to present and into the prospective teaching selves. One of the ideas behind these findings was to further probe for changes in their teaching selves and to get a sense of the emotions the participants have undergone. After all, teaching is an emotionally charged activity (Zembylas, 2003). I asked participants specifically to refer to their faces when drawing the then and now regarding how they feel about teaching. Most of the participants spoke about being anxious when they first started teaching, which can limit teachers' pedagogical practice (Zembylas, 2003).

Faces represent a constellation of expressions, emotions, passions, and personalities of an individual. Human beings are archetypically social beings, and our faces are a dominant feature and central in our intercourses, relations and social interactions (Fridlund and Russell, 2006). According to several authors from the neuroscience camp, "faces and facial expressions are of utmost importance during social interactions as they provide key signals for understanding the emotional and mental states of others" (Calbi et al., 2019, p.1).

Several participants commented on the physiological effects of teaching. Sarah, a mid-career academic at Causeway-U, asserts having feelings of being "*thrown into the den of lions*", which to my understanding, can only mean having to deal with what could be angry others. The phrase portrays a hostile environment or an oppressive place which emphasises fear. However, feelings like this are not uncommon. Teachers are prone to various "psychological, mental and physical problems, as a consequence of the stress and attrition they are dealing with every day" (Benevene et al., 2019, p.1). The participants in this inquiry painted a picture of experiencing "*stomach cramps*", "*throwing-up*", "*fainting*", "*generally feeling unwell*", "*exhaustion*",

"insomnia", and *"tense muscles"*, or as Ava, a senior academic from Millfield-U asserts *"aged"*. Helen, a mid-career academic at Causeway-U, recalls:

> "*I remember before the first time I went into the first class, someone said to me if you don't throw-up then you are already one up, so don't worry about it*".

Teaching involves a huge investment of the self, and one participant asserted:

> "*I used to spend the whole weekend preparing and I would have dreams about freezing in the middle of a session, making mistakes*".

Twelve participants drew the then-and-now pictures, with the others describing theirs. In the drawings, twelve participants spoke about their initial teaching faces as "*extremely, incredibly, super nervous, anxious, worried*". As shown below, other participants portrayed their initial teaching self as "gritted teeth" due to a lack of preparedness.
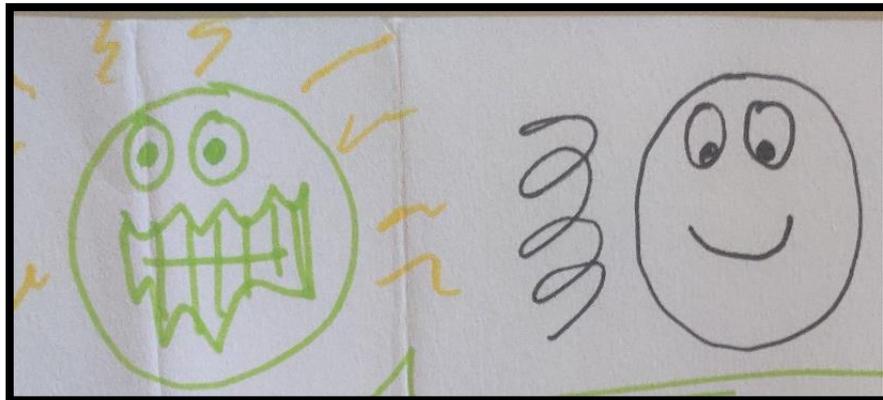
Figure 15 Janice's then and now teaching faces drawing.

Janice, a mid-career academic from Causeway-U (**Figure 15**) above, posits that although she genuinely likes teaching, teaching has a physiological reaction on her body. She talks of being "*incredibly nervous*". She portrays herself above in green "*terrified, crazy frazzled hair*". Janice was unique in her assertions when she emphasised that every year she goes through and experiences a kind of re-belief and re-learning regarding her teaching. She posits:

> "*when I come back after the summer break what is really interesting is, I guess it takes me a while before I get into my stride…. I am particularly thinking what if I have forgotten how to do this what is I can't do this, what if I am rubbish, what if they see through me*".

Interestingly Janice wondered whether part of that "*working-class kid made good imposter syndrome*" was to blame for her initial nervousness and anxiousness when she returns to teaching every year. When Janice was interviewed, she said she was happy, relaxed, and calm. Janice explained, "*I will draw a little spring, like Zebedee because that is what my teaching is like right now, more relaxed, I am calmer, I bounce about*". Janice finishes her interpretation of her drawing and underpins that ". *It is about convincing yourself you belong there and that you are good".*

Five participants spoke about not having the confidence in knowing what they were doing and focusing solely on the lecture format because it was "*familiar",* as mentioned above earlier in this chapter. Participants emphasised being "*scared stiff*", and lacking pedagogical knowledge and 'know how'. Simple things like being able to plan and write for a fifty-minute lecture resulted in feelings of *"what am I doing? I do not know what I am doing"* (Maureen, a senior-career academic from Millfield-U). Others doubted themselves and did not think they were doing a good job. Charlotte, a senior academic from Millfield-U, further adds, *"I did not think that what I was doing was okay or what I was doing was interesting and engaging for the students".* Helen, a senior academic from Causeway-U, reinforces this by saying, "*I would probably have not been innovative*". It was interesting that observation of other university teachers and learning on the job was a significant influence on participants' know-how and professional self-understanding. An atypical comment regarding observation was, *" I have always found it very useful, and the way I have described my teaching above has come from those observations",* resulting in what Arthur, an early-career academic at Causeway-U, posits *"Fake it while you make it".*

Another aspect of faces referred to age. Four participants spoke about the age of themselves, and of their students in explaining their then and now teaching faces. Helen, a mid-career academic at Causeway-U, and Maureen, a senior-career academic at Millfield-U, asserted that *"It was quite strange for me that some of the*

students were 2-3 years younger". Joan, a mid-career academic at Causeway-U, highlights one of her experiences:

> *"I remember the first time I lectured here, there was a mature student, a retired older man who sat right in the front, and I just looked at him, and I thought he will know more than me".*

Similarly, Marcus, a senior-career academic at Millfield-U, underpins the theme of mature students.

> *"I have to say if you have a few mature students in the class, it makes you kind of more nervous, possibly because they are more likely to ask questions and have their own experience".*

Marcus talks about age in explaining his then and now, and pictures himself as a younger uncle at the beginning; with a closer connection to student ages and feeling more excited and enthused. Marcus says that students now "*are looking at me as a more authoritative figure*".

Beth is an early career academic, and Katy and John are mid-career academics at Causeway-U; and their drawings below (**Figures 16,17,18**) are good examples of how they have used a trio of drawings to explain their journeys as teachers. Interestingly, Beth is growing in confidence and self-esteem. In contrast, the two mid-career academics are heading the other way and are not enjoying their situation, which could indicate that changes in the sector affect those who have experienced the sector the most, whereas early career academics only know the sector as it is now.

Beth uses a graph to show her "confident times". Beth articulates, like other participants, that due to past experiences of teaching and operating in familiar surroundings, her initial teaching experiences were good when she started teaching. Beth's graph shows her bumpy roller coaster ride early in her career. She declares that in her Doctoral years, there were deep dips regarding feelings of intimidation concerning the male dominated upper-class college she was teaching at. Beth asserts: "*I have gained confidence in myself, and I have lived to tell the tale, and I*

hope actually, who knows, that I did deliver some half-decent tutorials, but who knows?". However, Beth is now growing in confidence according to her visual representation and is now enjoying her teaching and has a positive self-esteem.
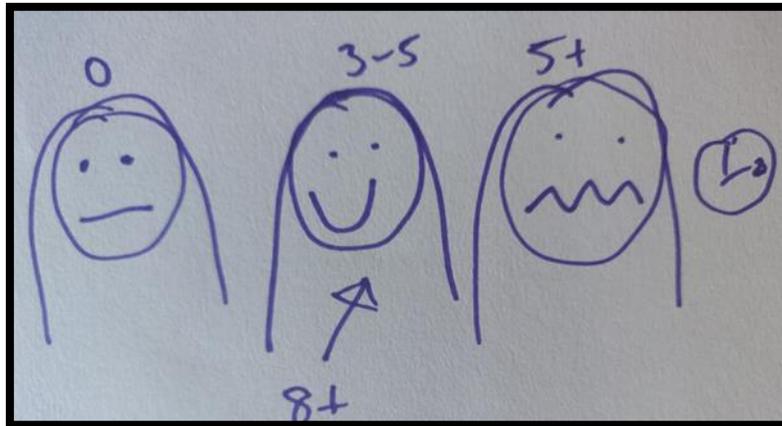
Figure 16 Katy's then and now teaching faces drawing.
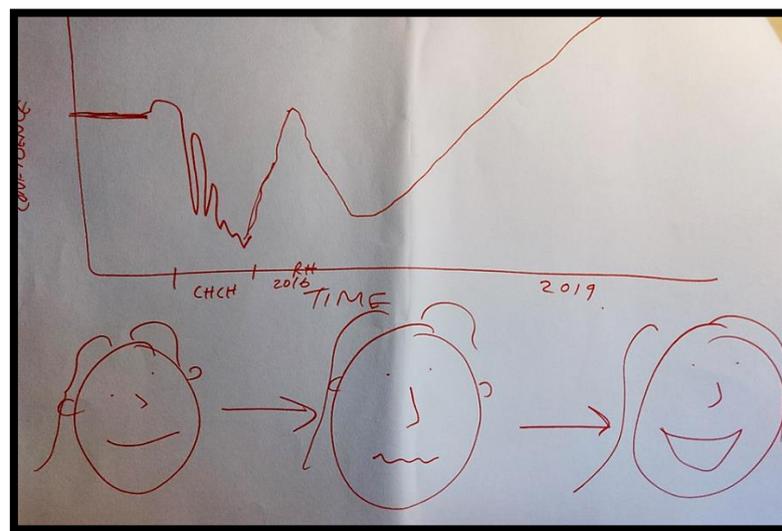
Figure 17 Beth's then and now teaching faces drawing.
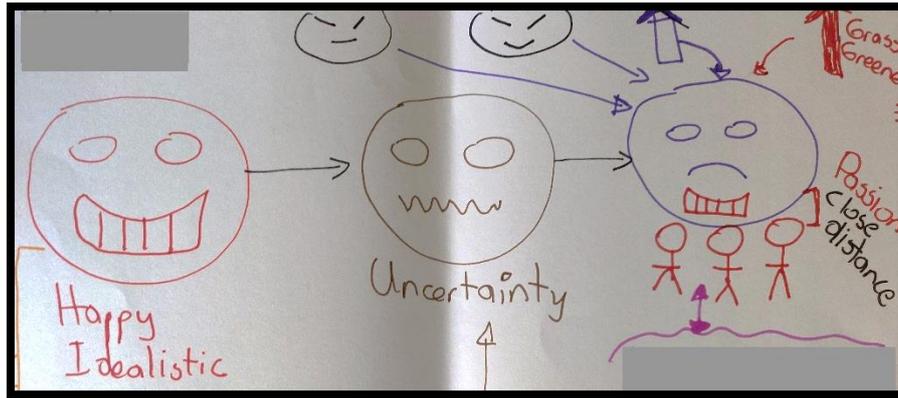
Figure 18 John's then and now teaching faces drawings.

John also starts his drawing with a confident face, a smiling face, although it does possibly look like gritted teeth. John says he "*had a full smile, happy, idealistic…bit distant to the students*". However, John has changed over the years, and he has become uncertain regarding his place and position within academe. John talks of how shifting from one institution to another can raise questions regarding one's professional identity and personal interpretive framework. Like Katy, John has very fond memories of a previous employment, and both university teachers' professional identities are very much attached to these other institutions as both participants measure the past against their present, which is underpinned by uncertainty and a lack of self-esteem. John refers to the phrase the *"grass is greener on the other side"* and counters this phrase by adding it is not always true. I felt that both academics identities had been compromised regarding their previous employment.

Katy (**Figure 16**) above explains her journey over a period of eight years. Katy talks about being scared and nervous like the faces of the participants below (**Table 5**):

Figure 19 Joan's then teaching face drawing.

Figure 20 Sarah's the teaching face drawing.
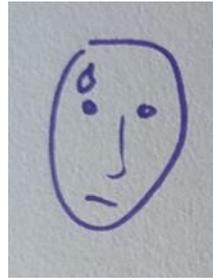
Figure 21 Arthur's then teaching face drawing.
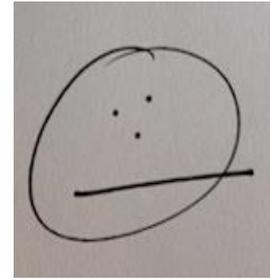
Figure 22 Helen's then teaching face drawing.

"I was anxious but the first time you just don't know".

"I did not know what I was doing. An anxious face"

"Started off with a sweaty brow, I was quite worried".

"Incredibly nervous".

Table 5 Participants drawn faces from both case study universities.

Katy says that after a couple of years teaching, she was really happy because "*I was doing really cool things"* in her teaching. Her thoughts change when she declares that when she moved employment, things weren't as good, and she portrays herself with a "*grimace*". Katy talks about her first couple of years and "*surviving*" as she puts it. Katy like other participants mentioned that they were teaching with other people's resources. Arthur an early career teacher shares his similar thoughts:

> "*I was teaching modules that were not necessarily related to my research and they were not necessarily of any interest to me, and I found it quite hard work, I found it quite difficult to feel enthused about it and I felt the thing that everybody talked about, this imposter syndrome, feeling like I don't know what I am doing and students judging me".*

Katy uses her five-plus face to symbolise survival. She asserts that she has done far too much admin and curriculum design things but hoped she could get back to her three-to-five-year image and "*do more cool stuff"*.

It's interesting that like Katy and the others shown below in (**Table 6**) they have started with a smile but finished with an unhappy, anxious sad face.

Figure 23 Joseph's now teaching face drawing.

Figure 24 Arthurs now teaching face drawing.

Figure 25 David's now teaching face drawing.

Figure 26 John's now teaching face drawing.

"Tired bags under my eyes, more tired. My smiling face has gone down, more anxious, more anxious".

"Now from smiley to the anxious face".

"Now slightly sarcastic, vaguely happy, but also more cynical".

*"Face of uncertainty sad in a way Closer now to students.
The grass is not greener".*

Table 6 Participants drawn faces from both case study universities

This sadness that participants felt in their present faces was linked to workload overload because the proceeding conversation was always attached to a role component such as administration which will be attended to later.

6.5 Chapter Six Summary

This chapter set out to answer research question one (**RQ1**) which was to present evidence that innovative university teachers' prior experiences reflect or contradict their professional self-understanding. The thinking behind this question was to explore the formation and development of the participants and whether prior experience fed into not only their professional self-understanding, but also university teachers' innovativeness, or perceptions of innovation. From the evidence I can conclude that innovative university teachers, are shaped by a collection of experiences, both positive and negative which influence teachers 'know how', and that university teaching is a roller coaster of a ride, mixed with intense emotions throughout their teaching journeys. This professional 'know how' which is the "basis on which teachers ground their decisions" (Kelchtermans, 2017, p.17) can underpin what worked and what did not work resulting in participants either adopting or not adopting teaching methodologies, which aligns with (Oleson and Hora, 2014) and their findings on observation in the classroom. However, the data uncovered that

participants used prior teaching experiences as a benchmark when starting teaching and as a recall when time is limited.

The findings in this chapter do not conclusively support the mantra that 'teachers teach the way they were taught' or that university teachers' in this inquiry model or imitate prior instructors teaching, although prior instructors were an influential source of knowledge regarding individuals imitating a wide range of different characteristics, which underpins that it is not the practice of teaching but the teacher that is the "social glue" (Genschow et al., 2018) which refers to the human bonds between individuals and feelings of affiliation. Therefore, although several participants had adopted a prior experience and used it in their current practice, it was the instructor rather than dissemination methods in the classroom. However, the evidence is mixed with a small number of participants having negative experiences regarding prior university teachers, but these experiences also fed into the teacher's self-understanding of who they did not want to be, resulting in participants going the extra mile not to be like them.

With regards to technology the findings highlighted that technological innovation was present during participants' prior experiences, albeit not as complex as today. This area was problematic with regards to recognition of innovations in prior experiences and whether these prior technologies influenced and played a part in the formation of the professional self-understanding; this was because participants were measuring innovation against today's technological standards, and it was difficult for participants to acknowledge that participants were taught by the innovative technology of the day and did experience what was available.

The findings regarding continuing professional development and pedagogical training programmes which link into the Advance HE's Fellowship accreditation do not impact university teachers teaching or influence professional identities in fact they were seen has an employability tool. Regarding CPD activities one of the main findings was the disconnection between what is taught in theory and what happens in practice, which can be difficult for educational development academics regarding the constantly changing environment. Millfield-U participants seemed to be more engaged with the internal teaching enhancement programmes than Causeway-U.

Time was an influential factor, and several university teachers emphasised the duration of CPD programmes regarding engagement. Participants also indicated that time pressures due to work intensification had a negative effect on being involved in teaching enhancement training and restricted activities outside of their direct teaching role.

The theme of prior experience is unique to every individual, and every individual in this inquiry has their own story to tell and brings with them preconceptions about teaching (Oleson and Hora, 2014, Genschow et al., 2018). Prior experiences have a significant effect on teachers' 'know-how' and who they are as teachers whether positively or negatively (Soini et al., 2016, Carrillo et al., 2015). Although this chapter has attempted to pin prior experiences to participants self-understanding it is worth remembering that much of our cognitive activity is automatic or operates in our subconscious (Oleson and Hora, 2014) and therefore individuals might not be fully aware of their actions in the classroom and whether they are modelling others behaviours. With regards to the influence of training programmes the picture is more complex regarding more dimension at play such as time, communication, and engagement.

Chapter seven: Hall of Mirrors: 'Help, who am I?

How innovative university teachers typify themselves.

7.1 Introduction

This chapter focuses on the self-image of professional self-understanding, which Kelchtermans (2009) refers to as the descriptive component of 'how a teacher typifies themselves' (Koenen et al., 2022). Therefore, this chapter concentrates on the 'teaching self' of innovative university teachers, or as Olson & Einwohner (2001) posit ", one's sense of self as a teacher" (p.403). It is important from the outset to reiterate that before the Covid-19 pandemic, most university teaching was structured around face-to-face activities; therefore, this inquiry underpins these activities.

The research question which addresses this chapter is **RQ2**: How do innovative university teachers perceive, interpret and characterise themselves in their daily teaching lives in a university firmly committed to the duality of teaching and research.

7.1.1 Self-image (image is based on self-perception)

In commencing this section, it is essential to understand how participants viewed themselves and what language participants used when referring to themselves. Lankveld et al. (2017, p.329) suggested in their systematic review of teacher identity in the university context that how academics see themselves can be highly complex regarding 'who they are', underpinning the relational and dynamic nature of the personal interpretive framework (Kálmán et al., 2020, Trautwein, 2018, van Lankveld et al., 2021). All the participants accepted the label of a university teacher; only one referred to themselves as a discipline and teacher, for example, 'physics teacher'. Participants did not refer to their selves as a Biologist, Chemist, or Geologist when I was interviewing them, which I found strange because academics have been viewed as 'distinctive' 'embedded' individuals (Henkel, 2000, Kogan, 2000) within internal

communities of academics with separate discipline bases. Participants did refer to their more comprehensive school bounded identities; schools made up of similar academic disciplines and areas which, according to Kogan, twenty-one years ago were 'invisible' (Kogan, 2000).

Participants did use teacher-researcher and researcher-teacher interchangeably, reinforcing the two main components of being an academic underpinning, what could be argued as a blended professional supporting and retaining a professional identity that reflects the leading roles (Billot, 2010). The term academic was used several times by participants, which follows Clegg's (2008) study on academic identities regarding her thirteen UK academic interviews that found that academic identity does not fit into one or the other (research or teaching). Therefore, academics incorporated the main components of academic work, as shown above.

Participants' conceptions echoed teaching practice regarding presenting and imparting knowledge, structured knowledge, and knowledge that participants had researched and produced in some instances. In either case, participants stressed 'higher teaching', referring to 'expert teachers. This is pivotal because participants recognise that their professional identities encompass teaching and expert subject knowledge. One participant made an interesting point regarding professional identity and the contemporary academic asserting academics as "*universal soldiers*" (David, a mid-career academic at Causeway-U); another identified as being a "teaching donkey" (Katy, a mid-career academic at Causeway-U):

> *"…. what universities seem to want are this universal soldier of an academic who is not very expensive, who is on call all of the time and can bring in shit loads of research funds, work within the industry, knock out loads of papers and still have the energy to teach large numbers of students and still be a lively person able to innovate and do all of these things"* (David, mid-career).

In both the latter representations, both participants were highlighting and aligning their identities with their contemporary working conditions and therefore informing their task perceptions which will be explored later. Regarding marketisation, it could be argued that through participants' responses concerning finance and massification,

academics are conceptualised as 'economic actors' (Watermeyer and Tomlinson, 2017) underpinning revenue makers.

The findings highlighted a complexity around academic disciplines, especially regarding participants at Causeway-U. Although some authors have declared that academics firmly associate with their academic disciplines (Henkel, 2005), I found that participants at Causeway-U seemed to be lost in what I would say is a 'sea of disciplines' and did not identify with their academic discipline. Participants at Causeway-U spoke of more comprehensive assemblages of disciplines which were connected to and made-up schools. It could be argued that this is a result of the restructuring process. Van Lankveld and colleagues (2017) found in their systematic review of 59 qualitative studies that the position was more complex (p.329) regarding academic disciplinary identity attachments. Four participants in this study highlighted that they did not teach the subject they had studied their PhDs in, although one did emphasise that they still identified with epistemological paradigms of their original academic discipline.

Interestingly, participants across the career stages in both dual-intensive universities framed identities that both embrace and symbolise a passion and care for teaching and research. Therefore, participants' professional identities and the labels they attach to themselves embrace the notion of 'sub-identities'. Mishler (1999) in (Beijaard et al., 2004, p.113) asserted, ".... professional identity may consist of many sub-identities that may conflict or align with each other". In this case, participants aligned regarding teaching and research identities, one informing the other, although there was a growing underlying conflict which I will delve into later. Therefore, before moving on, participants' identities are built on the beliefs they have at that given moment about the main elements of academic work, teaching and research. The chart below (**Chart 8**) highlights participants' beliefs reinforcing both the balance between research and teaching and research feeding into their teaching.
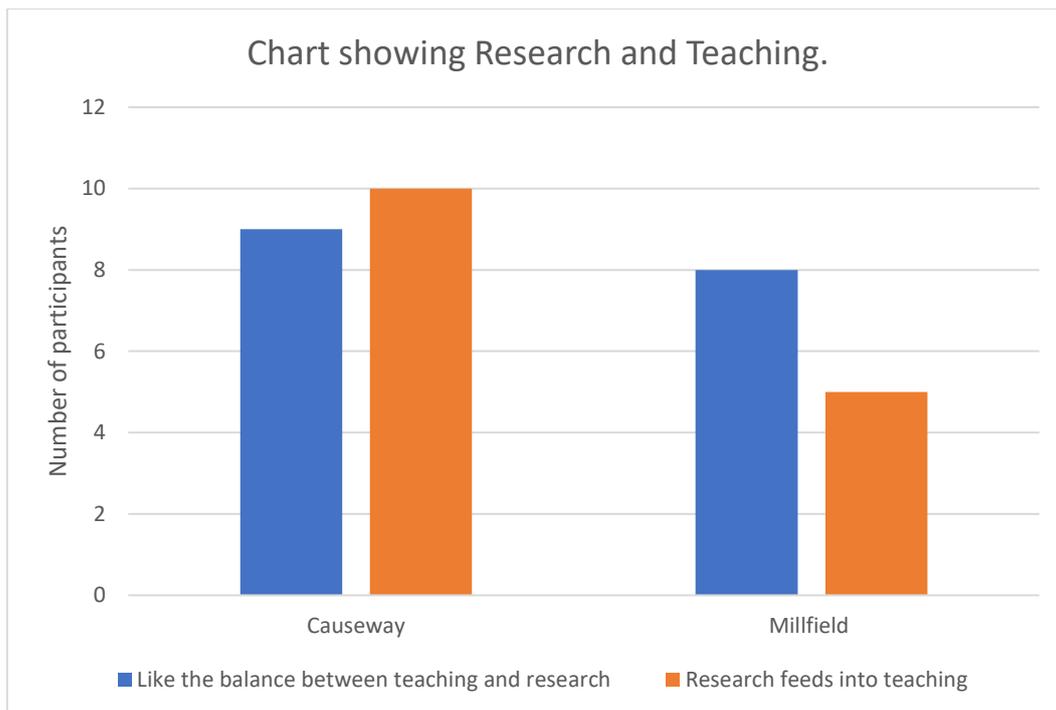
Chart 8 Participant's beliefs about research and teaching

'Pedagogical caring' (Hult, 1979) is important to participants in this inquiry. The participants emphasised doing their jobs professionally by demonstrating attention, responsibility, and regard for their duties. They are enthusiastic about increasing the quality of their teaching for their students, something identified twenty-two years ago in Taylor's (1999, p.152) book 'Making sense of Academic Life', whereby participants overcome difficulties and obstacles in order to maintain pedagogical caring and continue to be committed to their careers, albeit under work intensification, and the squeeze on time a theme picked-up later in this inquiry. The following section further explores the learning environments in which participants in this inquiry work, focusing on the classrooms and the broader institution.

7.2.2 Professional Self: Context and Classroom Dynamics

I expected participants to draw specific contexts where teachers would conduct their teaching, and the section below highlights these specific sites, the front of the stage and the presentation of the teaching self. In most drawings, there is a strong depiction and conceptualisation of contextualised learning and an understanding of the impact of the environment on learning. However, in line with other studies, most

drawings were conservative and stereotypical of teachers' work and identities, as seen below in the visualisations.

(Nevgi and Löfström, 2014, p.180)	(Blackley et al., 2018, p.311)	(Beltman et al., 2015p.233)
Picture 1. Institutional context of teaching		
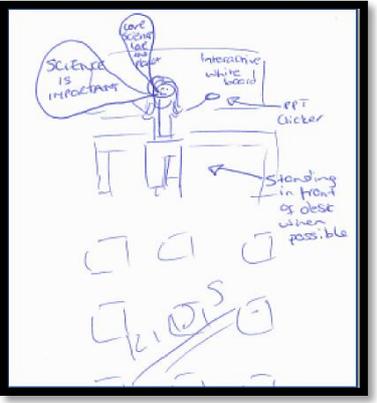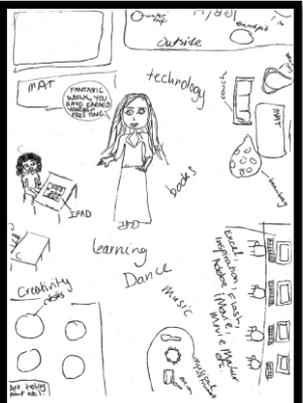
(Weber and Mitchell, 1996, p.309)
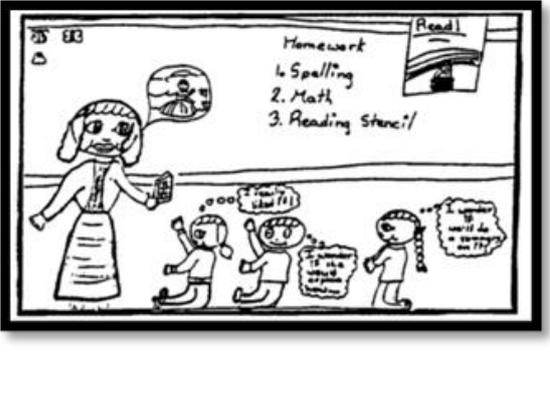
Space shapes expectations about teaching and learning (Eyal and Gil, 2020, Baepler et al., 2016). The physical teaching environments are where interaction is "'audienced' a context physically cut off from the rest of the institution in which it resides" (Wright, 2005a, p.89. Physical space is combined with social space (Bourdieu, 1996), which results in a relatedness regarding positive interpersonal relationships.

Participants drew themselves in different physical environments, as shown below in (**Images 1-10**).

Practical Physical dimensions
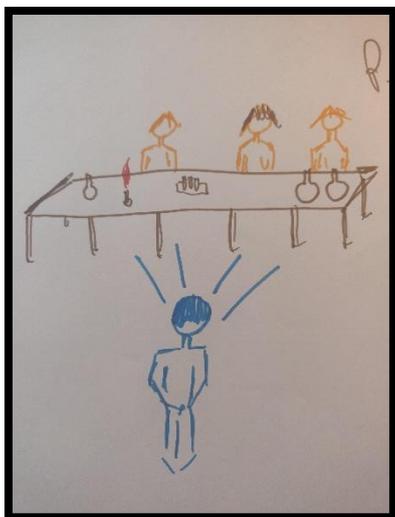
| (Image 1) Laboratory practical work | (Image 2) Liberal arts sessions |
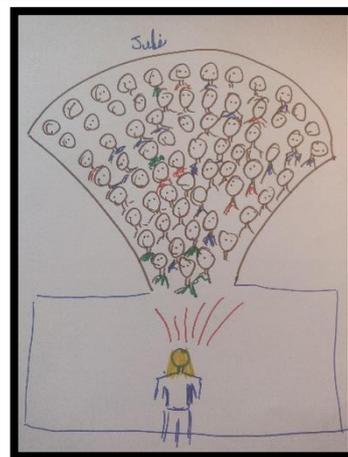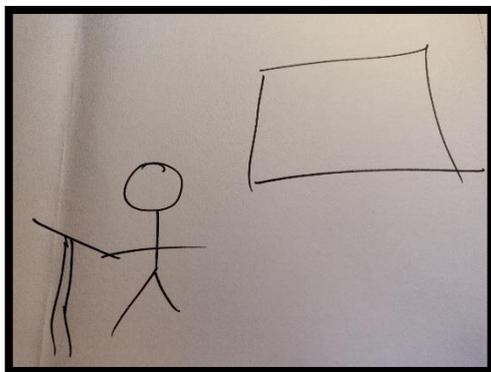
Lectures

(Image 3) Large lecture theatres
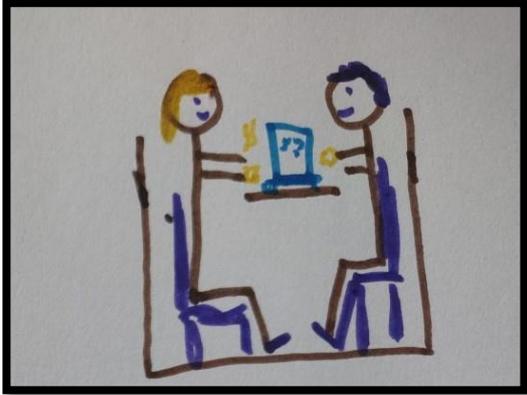
Small rooms	**Seminar rooms**
(Image 4) Tutorials	**(Image 5) Seminars**

(Image 6) Offices
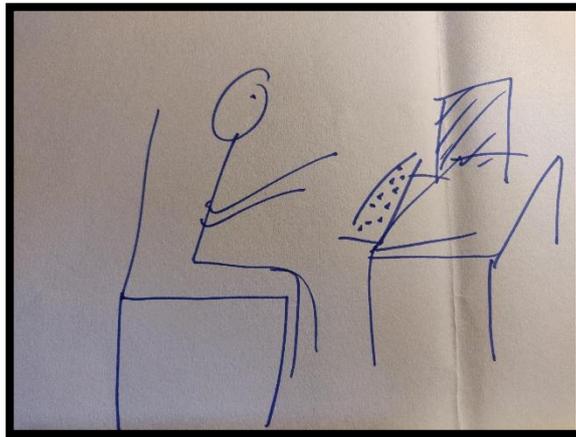
(Image 8) Theatrette
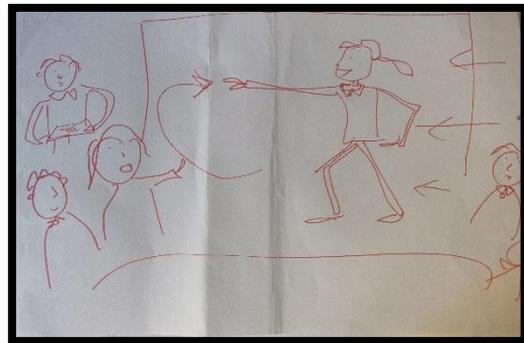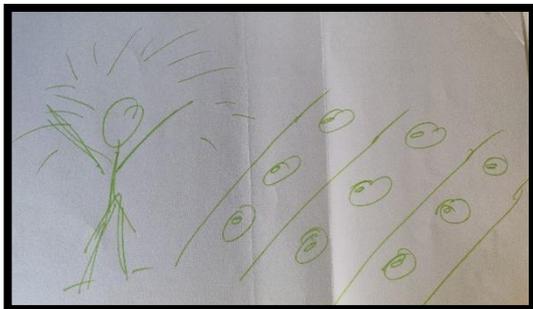
(Image 9) Outside environments

(Image 10) Remote environments
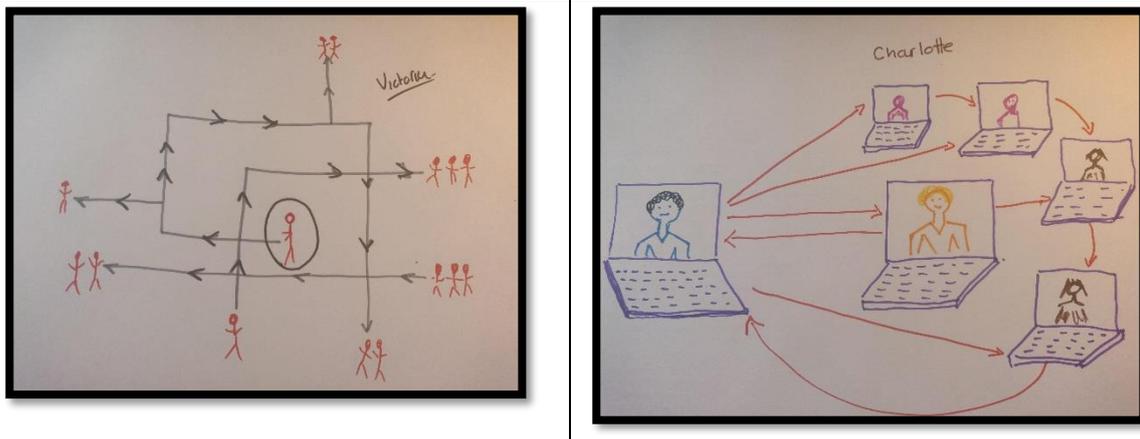
Environments are 'semi-public arenas' (Erickson and Shultz, 1992, p.469). The physical dimensions seen above underpin the diversity in which teachers teach. The buildings, classrooms, furniture, technology, tools, arrangement of space and so on (Land et al., 2012). Why is this important? Well classrooms and the way teachers teach can say a lot about their identity and can be seen as obstacles regarding innovation. Classrooms are complex, often crowded, dynamic and active where many things occur at the same time, and where events can take an unexpected turn; 'a single event can have multiple consequences' (Doyle, 1986). Therefore, the teaching self is a result of interactions between the subject and the environment (Kelchtermans, 2017). In other words, university teachers' professional behaviour that makes-up their professional identities (Cast, 2003) constantly takes place in a

context, a context that traditionally and even today was designed to be "teacher-centric instructional spaces" (Beichner, 2014, p.11), albeit today many lecture halls have student response systems, or 'clickers' as they are known which regarding the idea of 'newness' have been around since the 1970s; Raphael Littauer at Cornell and Harvard's Eric Mazur technique of:

> "peer instruction [whereby students] asked a carefully crafted question designed to elicit misunderstandings. They think for a minute and press a button on a remote control-like device to indicate their answer" (Eyal and Gil, 2020, p.13)

This response system was highlighted by several participants in this inquiry, with three participants visualising the clickers seen in professional self-images below (**Figure 27**).
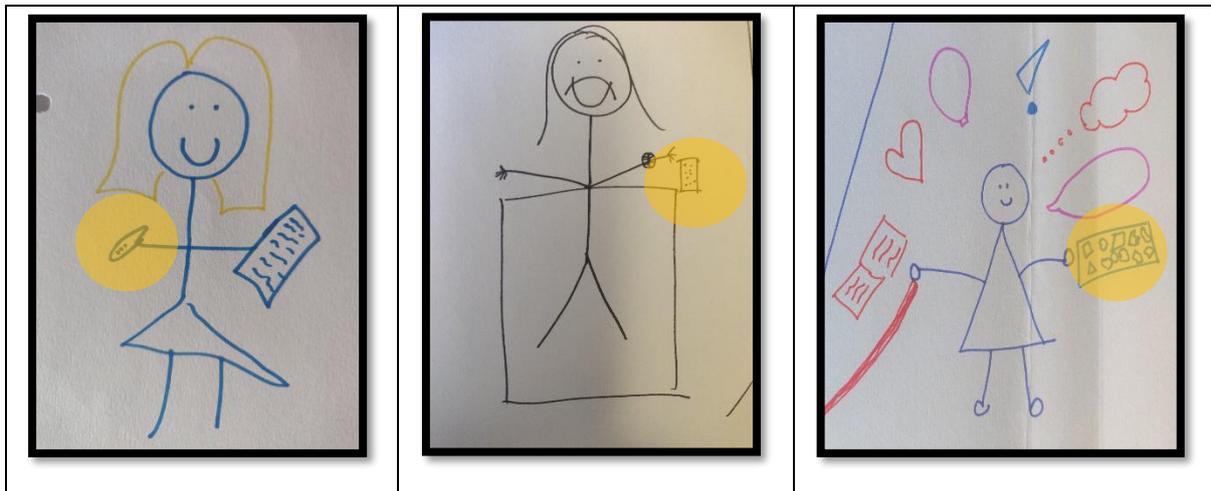
Figure 27 Images of clickers

Evidence suggests that physical dimensions can influence learning and teaching or constrain different teaching strategies (Yang et al., 2013, Harrop and Turpin, 2013, Jamieson, 2003, Beckers, 2019), and therefore, have a bearing on participants professional identities and personal interpretive framework. New ways of learning require new environments, changes to environment (Beckers et al., 2015, Eyal and Gil, 2020) which are technologically-rich which enable innovative pedagogical methods (Eyal and Gil, 2020). As Tate et al, (2018) suggest "teaching delivery routines influence even the 'bricks and mortar' of the university (p.898). Most of the

environments drawn feature a 'banking model of education[21]' traditional teacher-centric environments or as Trigwell and Prosser (2004) model 'the Information Transmission/Teacher-Focused (ITTF) approach[22]', even though participants interpretation of their drawings does not follow this singular directional model. Participant narratives underpinned student centricity and bidirectionality of knowledge, albeit in some cases constrained by student numbers and in others the allocation of teaching accommodation. Participants effective implementation highlighted constructivist and inquiry-based instruction; regarding student-centredness, where students can be safe and comfortable in expressing their views, Janice a mid-career academic at Causeway-U underpins this in her image (**Figure 28**) below *"I create a climate, a safe space, maybe I will draw some cotton wool around the edge".*

Cotton
wool edges
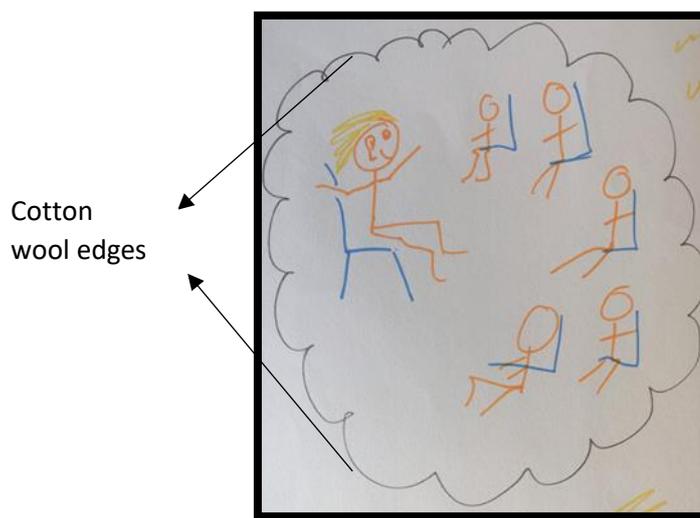
Figure 28 Janice's representation of her teaching-self.

The idea of student-centredness was evident in this inquiry because participants conceptions of teaching were rooted in what they thought good teaching is all about, their beliefs about what innovation is, underpinned by which was built around student

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[21] "Banking model of education treats the students as empty vessels to be filled with knowledge, like a coin bank" Alam, M. 2013. Banking model of education in teacher-centered class: A critical assessment. *Research on Humanities and Social Sciences,* 3**,** 27-31.

[22] "The Information Transmission/Teacher-Focused (ITTF) approach, the teacher's intention is to transfer information with little or no build-up of interaction with students" Kálmán, O., Tynjälä, P. & Skaniakos, T. 2020. Patterns of university teachers' approaches to teaching, professional development and perceived departmental cultures. *Teaching in Higher Education,* 25**,** 595-614..

engagement and learning experiences. An overview of the analysis of images demonstrated that contemporary university teachers work in a variety of environments and have no base classroom or area like their primary or secondary professional counterparts, who usually have a base room, even though they may move around the school. Academics do however, more often have an office even if this accommodation is shared with another. Analysis highlighted that the picture is complex regarding higher education teaching environments. University teachers portrayed themselves in several spaces, seen in (**Figure 29**) below teaching using innovative pedagogical methods that are dynamic and aligned with student centred approaches to teaching. The contemporary university with its diverse student body no longer can achieve results from university teachers purely 'talking', teaching requires student centred approaches (Rolls et al., 2017) and active learning. Innovative instruction involves the interaction between teacher and student, "leading out the potential within both" (Hampden-Turner, 2009, p.5).
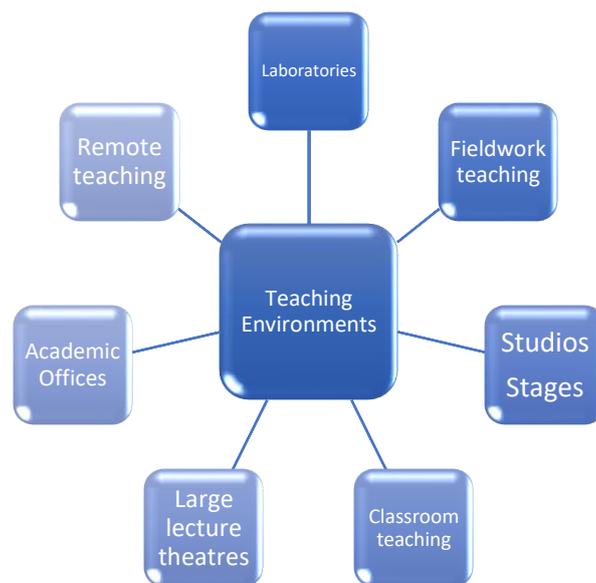
Figure 29 Teaching environments identified through participant self-image.

The analysis of the data also uncovered the dynamics of the classrooms regarding teaching activities as seen below in (**Figure 30**):
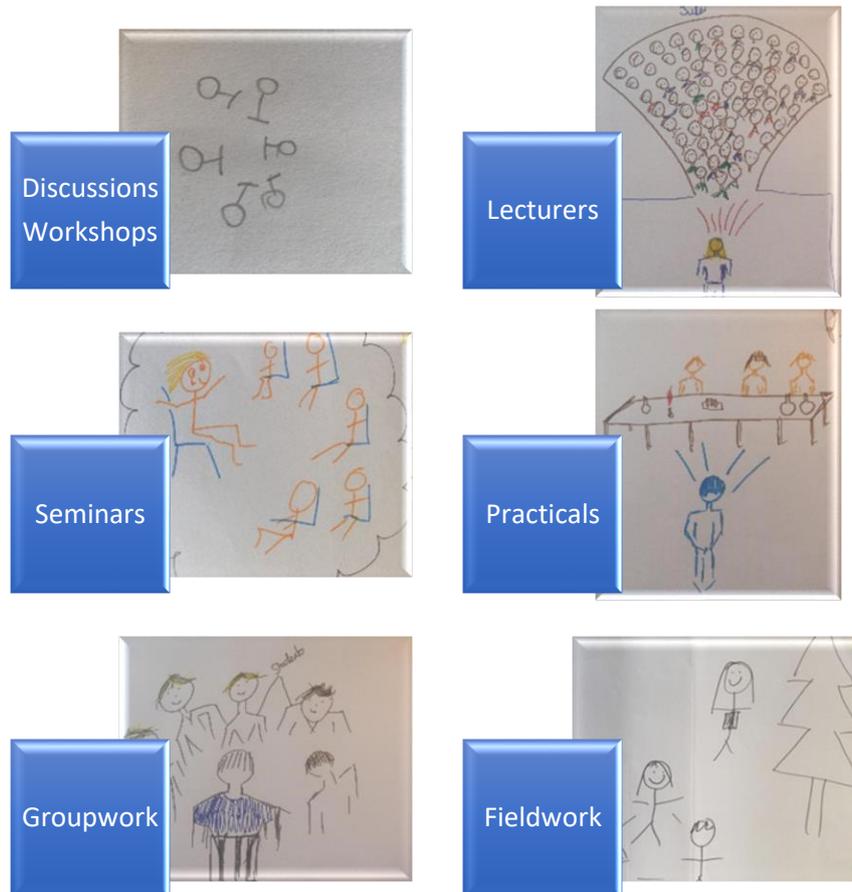
Figure 30 Teaching strategies deployed by participants.

Both Millfield-U and Causeway-U participants highlighted the strategies and types of teaching that they undertake daily, albeit the fieldwork component was not something that is carried out regularly. Participants emphasised annual and biannual fieldtrips across hard and soft academic disciplines. The pictures also emphasised layouts, seen in (**Figure 31**) some of which were traditional classrooms regimented in structured rows with chairs facing the teacher, which Eyal & Gill (2020) note as being an obstacle for innovative teaching and learning methods, others more unarranged as shown below in (**Figure 31**) which emphasise and invite active student-focused and collaborative learning (Hod et al., 2017). The modern university teacher covered both layouts and demonstrated a high degree of flexibility across all dissemination arenas regarding allowing participation both remotely and on campus, face-to-face, which was before Covid (BfC).

Regimented   unarranged

Figure 31 Layout in the environments.

It is worth noting that two Causeway-U participants spoke about not being able to change rooms to a different layout, as I have highlighted there is a quick turnover of teaching staff, regarding classes from across the university and across academic disciplines, unlike other sectors of education that have their own teaching rooms. There is a high demand for appropriate teaching spaces and reconfiguring teaching space every lesson would be a logistical nightmare and impossible to achieve. With universities expanding regarding student numbers, the field of planning and scheduling conflict with participants' need to innovate and be more creative regarding teaching methods and lead to longer teaching days, stacking sessions. Timetabling, according to one participant at Causeway-U asserts,

> "*Timetabling do not realise how much energy it takes when teaching 5 hours back-to-back*"

Institutional budgets which are strictly limited, affect room allocation therefore, teaching rooms are having to be shared more and more (Oude Vrielink et al., 2019) and teaching sessions are becoming more compacted regarding stacking teacher sessions together. Having visited both case study universities I observed the flexible

collaborative learning spaces available to students enhancing the hyperflex[23] in learning.

It is well known that classroom seating arrangements affect learning and teaching, impacting teachers' and students' attitudes towards learning (Denton, P (1992) in Gremmen et al., 2016). The environments that teachers teach in reflect teacher identity. The participants in this inquiry emphasise that physical space is influential in their teaching and plays an integral part in innovative university teachers everyday teaching activities. The classroom environment is significant in any educational environment because teachers need to establish order so that engagement can take place. After all, teachers need to teach diverse students in diverse teaching environments that can be challenging and complex (Sleeter and Owuor, 2011).

However, in a time of limited resources, in which teaching environments are but one, teachers may be limited in their teaching activities (Yuan et al., 2017), due to timetabling and room allocation as mentioned earlier. Several participants at Causeway-U articulated that the university was expanding regarding student numbers, but unlike investment in student halls of residence, teaching spaces were not high on the agenda, even though the university was taking steps to add additional teaching accommodation. Having looked at the academic drawn environment regarding classroom I broaden the theme to include the drawn institutional environment. As several commentators have argued the contemporary representation of identity is a reflective and iterative undertaking connecting the individual and the structures in which individuals find themselves (Henkel, 2000, Barnett et al., 2008, Taylor, 1999).

Another aspect regarding the physical dimensions was the physical presence which will be explored in 7.2d, or time spent in the classroom, in other words, the time-limits associated and designated to teaching regarding meeting specific tasks and goal-oriented learning outcomes. Seven participants spoke of "*filling their time*" and how to "*lecture for fifty minutes*" regarding teaching and delivering content. One

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[23] "HyFlex in which each course is built to give students a choice to attend either in person or online" (Lederman, D. 2020).

senior-career academic Margaret from Causeway-U is atypical in asserting "*3 hours is a long time to teach and sometimes in the morning or afternoon can be tiring*". Teaching time regarding allocation of time has been viewed by some commentators to routinise teaching, standardising it across a specific timeframe (fifty-minutes) (Mitterle et al., 2015). Ten participants underpinned the physiological and psychological factors that teaching can involve. Some of the atypical responses are shown below:

Early-career	Mid-career	Senior-career
"I feel excited and powerful"	*"Exhausted, I put a lot into my teaching a lot of energy"*	*"Depressed by it".* *"Exhausted like my brain has been drained"* *"I feel very often drained"*

The finding underpins that physical dimensions are complex, and many projects have addressed the influences of the physical aspects on teaching and learning orientations (Beckers, 2019, Beckers et al., 2015). The section above highlights that participant can be impeded by the classroom setup regarding the development of innovative teaching methods. Student numbers, timetabling and time spent in the environment take their toll on participants. However, participants adapt and match their pedagogy to the environment and get students to interact and engage, even in the largest settings.

7.2.3 Professional self-image: Self-representation

In the section that follows I use the analogy that every drawing is a personal signature, meaning that participants drawings have self-expressive qualities that are linked to their identities. As artist Leo Cavel in (Dollinger and Dollinger, 2017, p.49) postulates "every created thing appears with fingerprints somewhere in the finished project like a personal signature". Participants in this inquiry used various representations and depictions in their drawings to visualise their self-definition, therefore, exploring their professional self-image. Like Nevgi & Löfström's (2014) research using visualisations to investigate academic identity, the analysis uncovered various thematic groups as shown below in (**Table 7**):
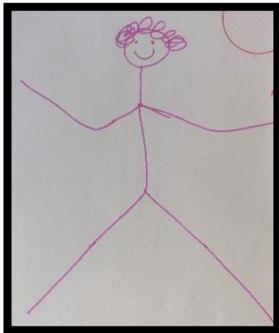
Picture 1: Teacher-only no context or artefacts

Picture 2: Teacher with artefacts, no context.
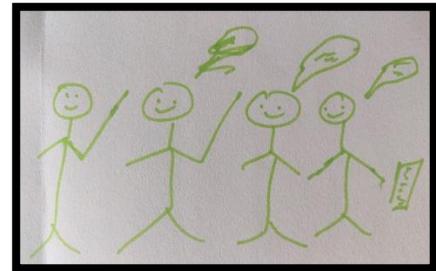
Picture 3: Teacher with students, no context.
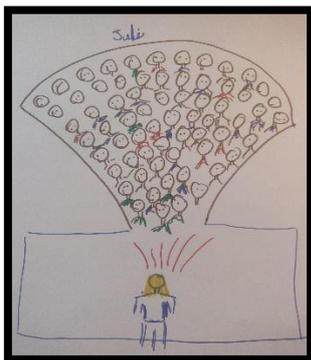
Picture 4: Teacher in context with students.
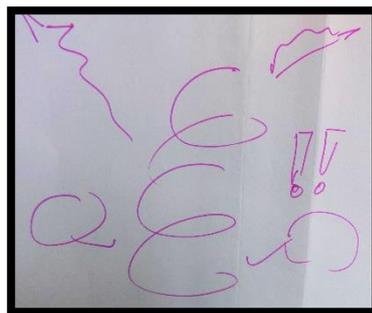
Picture 5: Abstract drawing of teaching-self
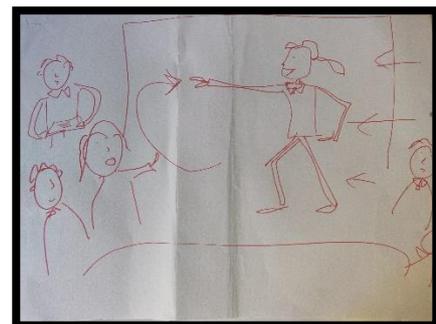
Picture 6: Concrete teaching-self-image with students.
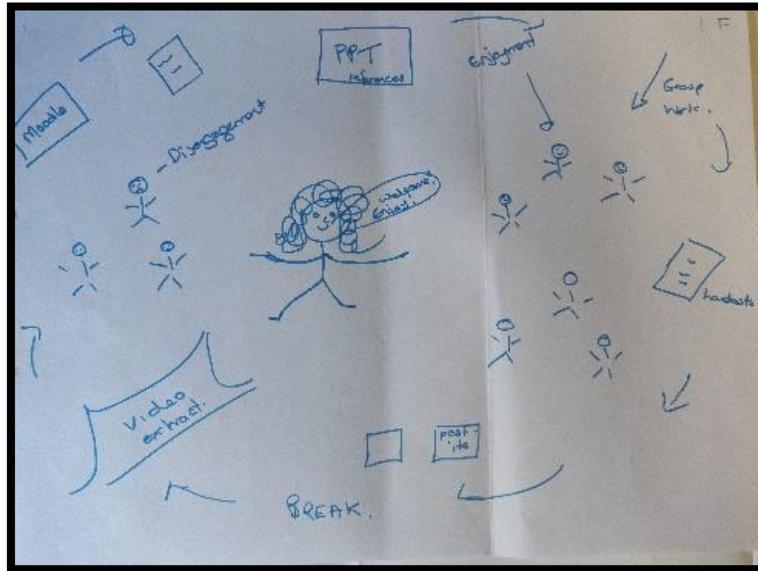
Picture 7: composite teacher-self-image with students and artefacts.
Table 7 Example and thematic grouping of teaching-self-images.

The breakdown of the visualisations was further explored using Jungian focal points and the following table was developed, shown below (**Table 8**). The bracketed numbers represent participants.

Observations	Focal points
Centrality and actors in the drawings:	teacher only (13); teacher and students (14); students only (1). Attire (2)
Arrangement and context: What are the extensions:	Circles (4); Regimented (2); Laboratory (1); Square (1); Unarranged (2); Networked (2); Classroom (8); lecture theatres (2); lectures (2); seminars/ discussions/workshops (7); laboratory (1).
Encapsulations and barriers in the drawings	Tables (4) lecterns (2), Lines (1)
Anything in the hand. Artefacts:	Teacher with artefact/s (8); a teacher with artefact/s and students (4); a student with artefact/s (3).
Movement: embraces the dynamics in the picture. The amplifications:	enhancements through movement (14)
Abstract action:	circles (1); springs (2); persona (1); Knight (1)

| Configurations: Fractured; Fragmented arrangement of parts. | Scattered (1) |

Table 8 Jungian focal points of the drawings.

The following section underpins the thematic groupings of the visual images and the Jungian focal points.

7.2.4 Professional self: Self-image of teacher, context, and artefacts.

All thirty-eight participants either drew themselves or described their self-images. Participants commitment to university teaching reflected their sense of identity and connected to the domain of self-esteem. Participants had a positive self-evaluation of 'who am I' regarding being 'I am a good teacher'. Through observation and analysis of the visualisations the following themes were identified through participants representations. Shown in (**Figure 32**) below.
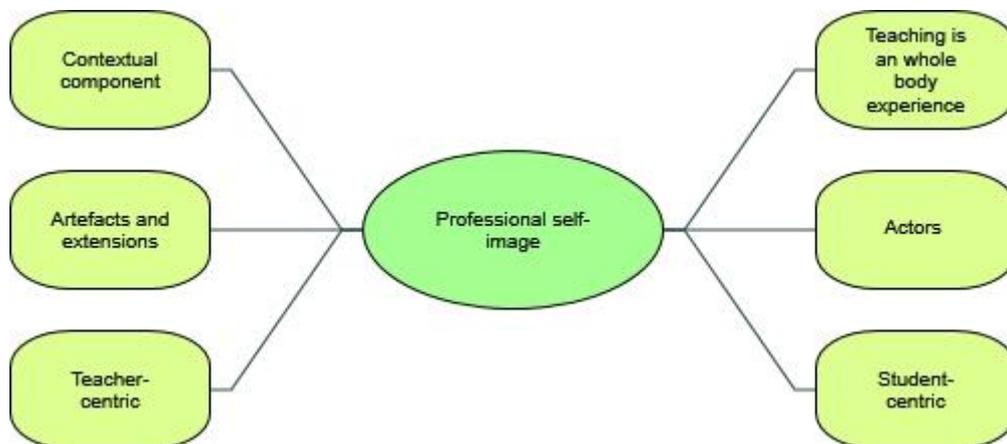
Figure 32 Professional self-image codes

These observable codes developed through the visualisations an example which can be seen below in Beth's representation of herself shown below:

Concrete context

Hand raised

Centrality

Artefact (whiteboard)

Teacher

Artefact: (Book, or essay)

Clothing

Students

Students

Communication

Control

emotion

Figure 33 Beth's teaching-self representation.

Movement

Artefact (Table)

Dynamic/interaction
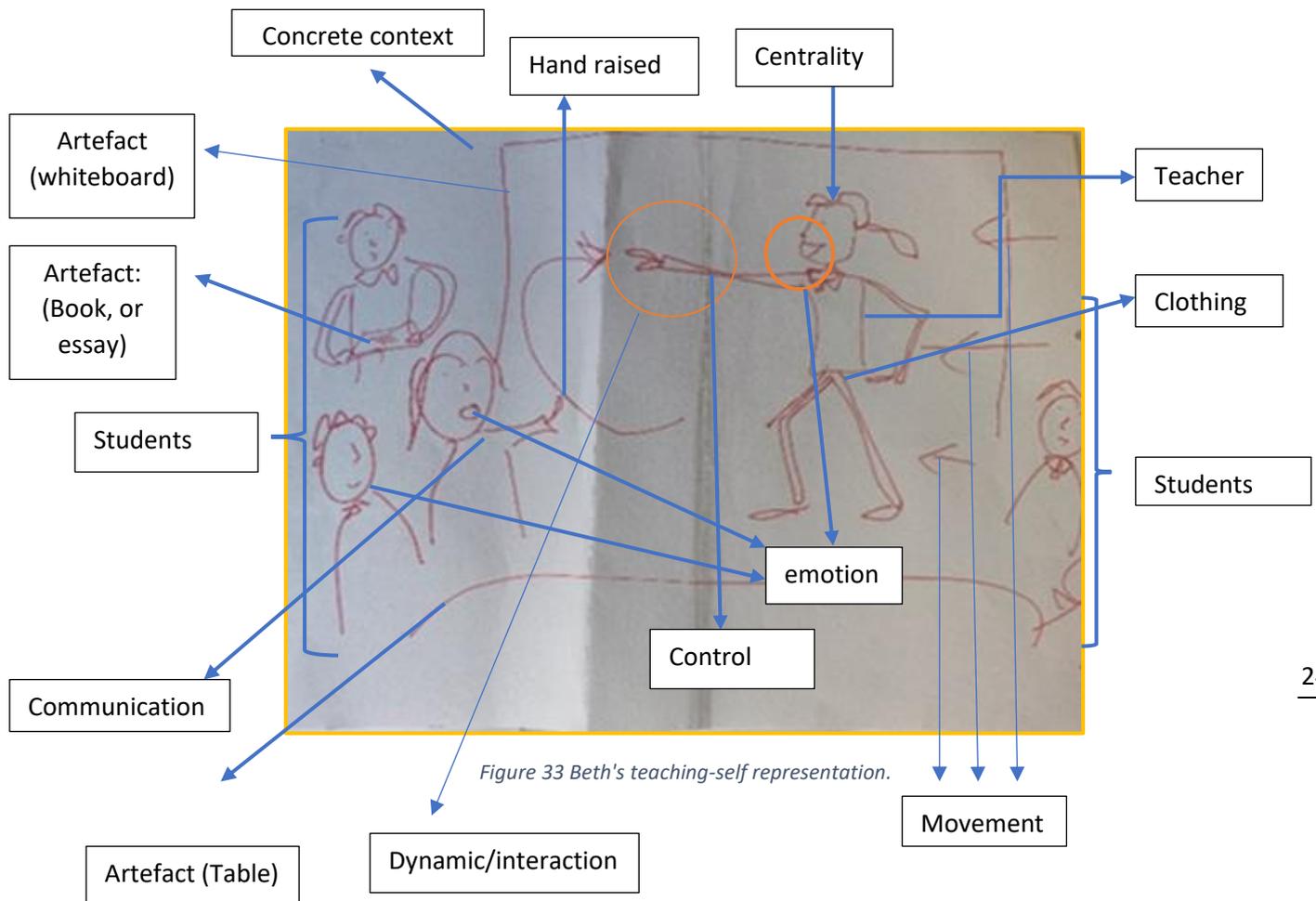
Beth (**Figure 33**) above, an early career academic who teaches a soft discipline from Causeway-U underpins her self-image above. Along with fourteen other participants drawing, she is pictured with students. Beth's drawing is atypical regarding teacher and students together in the classroom, and the bidirectionality of the interactions between teacher and students and is therefore a concrete teacher image. On visually analysing Beth's drawings one is immediately transported into a dynamic active classroom situation. Beth has included students in the drawing, which are drawn on both sides of the picture. Students are communicating with the teacher and Beth shows three points of control. Firstly, she has positioned herself centrally, Secondly, she is indicating who answers the question or responds, and thirdly, the student on the left and near the centre is putting their hand up underpinning Beth's

classroom etiquette. The picture enhances the use of, and elements of the learning process in her teaching session. Beth's genuine enthusiasm and charism comes through the drawing regarding the overall picture narrative.

Interesting Beth is the only university teacher who did not use a female representation of clothing, or "furniture of the mind made visible" (Weber and Mitchell, 1995), such as a triangle, symbolising a dress or skirt, which I talk about later. Beth is wearing what seems to be trousers and a shirt. I did wonder whether this was due to her previous experiences of teaching as a postgraduate in a highly masculine dominated environments, as she asserts "*I was female in a confident public-school educated boys'* environment". Or was it just her reflections of what a teacher is supposed to look like. That business like seriousness that Weber and Mitchell assert, and that allows for movement and big gestures. It could just be that more women nowadays wear trousers and Beth is portraying this image. Or even that Beth is representing her identity as trans or bi?

Beth and students evidence communication via having their mouths open. The image shows Beth as a dynamic with the picture emphasising lots of movement regarding the arrows, from the teacher and from the students towards the teacher. Beth is extending her arm pointing in the direction of students specifying a direction, event, or person. It could be that Beth is orchestrating student presentations with the student in the corner (top left) holding their notes, or that the student has a piece of work, an essay. Beth does in her conversation later support the use of essays and Beth reported that she wanted to adopt her previous tutorial system[24] from Oxbridge, which I found surprising regarding the active learning in her drawings and adopting an elite tutorial system. There are of course advantages to oral assessment according to Phil Race, not least searching for deeper meaning and probing using questions to understand the students' knowledge. Beth firmly, like other participants, believes essays are the best way of assessing students and reinforce their writing skills whereas, some commentators suggest "that as an assessment device, essays are unsafe and far too time-consuming for everyone involved" (Race, 2018)

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[24] The tutorial system at Oxbridge according to my participants is a system that resembles a viva voce. A students completes an essay in which they have to defend and discuss, basing learning around conversations.

Like, fourteen other participants, Beth spoke about the importance of amplification or enhancing movement and big gestures in the classroom, which according to some commentators, is "most important for affective and cognitive engagement with students" (Hazari et al., 2015, p.735). Teachers' bodily animations demonstrate enthusiasm for the content and can signify both seriousness and entertainment within the class environment. The use of such animations and big gestures can also be used as an instructional tool regarding what Smotrova (2017) suggests "students' identification and production of syllables, word stress, and the rhythm of speech" (p.59). In other words, supporting the diversity of both home and international students regarding understanding of specific academic discipline terminology.

What is odd in the picture is that the whiteboard has nothing on it, or there is no PowerPoint presentation, underpinning that Beth's teaching might not be dependent on technology. Beth like other participants champion a dialogical approach to their teaching 'talking to learn'. Teaching is therefore transmission, negotiation, and facilitation. Overall, the image is a typical classroom environment, and the teacher has removed all barriers. The classroom is active, dynamic and one could argue a stereotypical portrayal of the contemporary university teacher with their students fixed in interaction reflecting the local experience.

Students in the above visualisation group not only featured in the motivational aspects of teacher identity as seen below, but also in their professional teaching-self drawings. When asked about students, participants understood why they wanted '*value for money'* or '*higher grades'*. Participants asserted that their teaching identities were affected by these kinds of attitudes. Teaching that embraces marketable, employable, and innovative orientations will foster and heighten egocentricity and displaces individual responsibility. In other words, the relationship between learner and academic becomes synchronised to that of service user delivered by a service provider.

The next section follows the group of visualisations that encompass teacher only and teach with artefacts.

Beth's drawing above (**Figure 33**) shows a high degree of emotionality, and her interpretable expression demonstrates like with other drawings from this group and others the enjoyment of teaching. Participants referred to feelings of self-worth or as Lawrence (2006) asserts ones "global self-esteem' which "refers to an around feeling of self-worth and confidence" (p.6). Participants viewed themselves as good teachers with seventeen teachers highlighting how much teaching means to them (Appendix eleven). The table below (**Table 10**) shows three good examples.

"I have always been happy in my teaching" Victoria.	*"Teaching as always been central to my work"* Charlotte.	*"I love teaching for me teaching is my highlight of the job"* Patrick.

Table 9 Exerts from Participants views on teaching

Kelchtermans (2009, 2011, 2017) refers to this evaluative component of the professional self. Kelchtermans connects self-esteem with one's self-image. Self-esteem referring to how participants value and perceive themselves. Participants saw the "me as a teacher" as pivotal in maintaining a positive self-esteem. Participants like Beth asserted that:

> *".… we are all supposed to talk about research led teaching and I am genuinely passionate about teaching, and I wouldn't want to do teaching exclusively and I would not want to do research exclusively".*

Participants across both universities recognised the importance of their jobs and delivering a "*high quality*" service to students. Moving to the next group of pictures, I focus on the teacher with artefacts.

7.3 Professional self: Self-image, teacher, and artefacts

The second group of visualisations were those that only showed just the university teacher, which there were thirteen representations and eight with teacher and artefacts. Below are two atypical images (**Figure 34 & 35**) which are good examples of teaching only and artefact drawings.
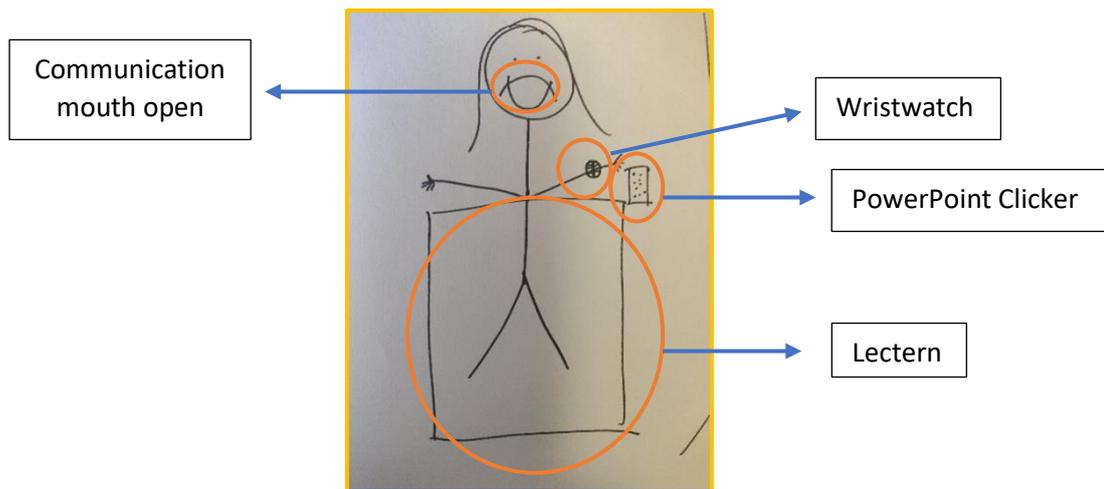
Figure 34 Katy's representation of her teaching-self drawing.
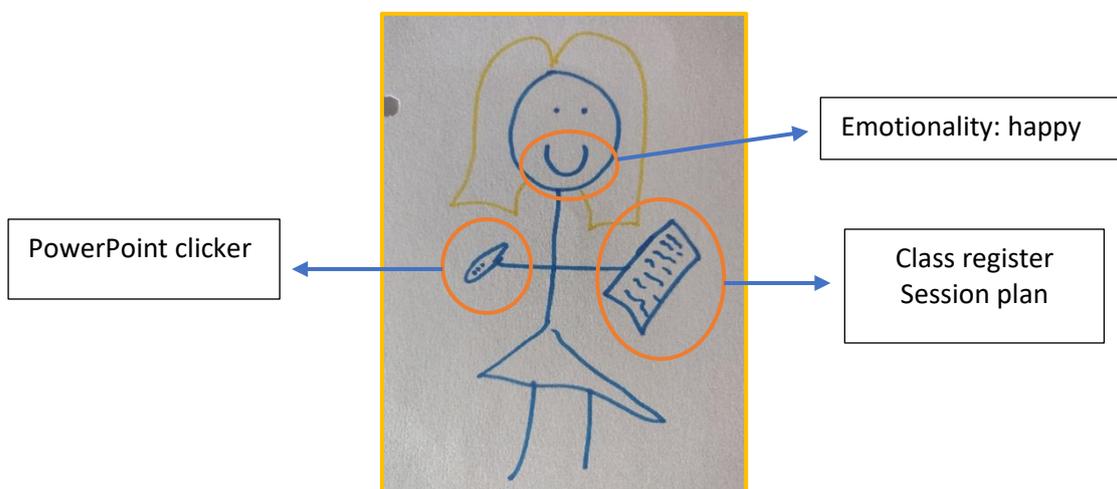
Figure 35 Elizabeth's representation of her teaching-self drawing.

Both Katy and Elizabeth mid-career academics at Causeway-U (**Figure 34 & 35**) above, along with another thirteen participants only drew themselves. There was no context, and students in these drawings. The drawings above underpin the teacher with artefact/s theme. Eight participants pictured an artefact. Artefacts were classified as mobile and fixed, fixed being whiteboards, smartboards, and PowerPoints; mobile being classroom response systems, such as clickers, and other mobile artefacts such as paper resources. They can be both fixed and mobile regarding PowerPoint and a wireless presentation slide clicker within this theme. In Jungian focal point terms these are referred to as extensions; things held in the hand.

Both Katy and Elizabeth are the sole agents in their pictures, signifying the importance and centrality of the teacher. Both are mid-career. Elizabeth asserts that her teaching-self is composed of extensions, *"Clickers for PowerPoint slides and documents for students to work on"*. These extensions imply that an individual like Elizabeth controls her environment or desires more control (Furth, 2002). This is true of Elizabeth's clicker tool, controlling the slides at her pace and controlling the sessions she teaches. The register is also an element of control, one which is a surveillance tool and adds to the administrative tasks of the individual. The register is a classroom management tool and evidence suggests that there is a "correlation between student attendance and student achievement in higher education classrooms" according to (Al-Shammari and Gritter, 2016).

Elizabeth (**Figure 36**) below has no barrier or boundary in her picture. Elizabeth explains that it is essential to get the students "*talking and thinking and using and passing ideas*". At this point she adds to her drawing as shown below in showing the bidirectional interaction of students.
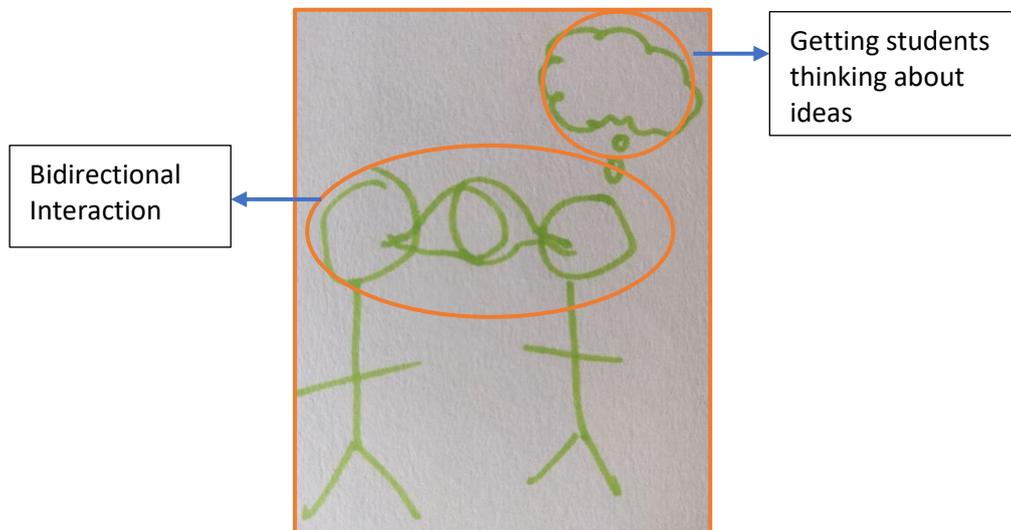
Figure 36 Elizabeth's extension to her teaching-self drawing.

She emphasises in the picture having a "*register and a session plan all the time*". Therefore, planning is a significant part of Elizabeth's teaching-self. A striking point raised by Elizabeth was that she is always on time for classes. Time is valuable to Elizabeth as it is to most of the participants who referred to it at some point in the

interviews. Time is a significant commitment and indicates Elizabeth is dependable and punctual for her students.

Elizabeth emphasises the teaching process like other participants have by producing session plans as a guide, which are aligned with learning outcomes and specific objectives. Participants further explained that it is important to *"set out what students will achieve by the end of the session".* In planning, university teachers are focusing on the wider picture regarding content and topics.

Katy, a mid-career academic at Causeway-U, (**Figure 37**) below on the other hand, starts describing her teaching-self very differently and differentiates her teaching regarding class-based and fieldwork. Katy first asserts:

> "*This is me; this is one of my boring lectures, occasionally wandering around but don't really care. I am drawing a little watch because it shows that I am always under pressure and time and a clicker because this is what we use, and it is the only thing that is fun at the moment because I just do not have time to do cool things*".

Katy emphasises the daily pressures of teaching, having little time to innovate and stuck in a pedagogical rut regarding available resources and time constraints. Katy's drawing shows her with a barrier, a lectern. However, the lectern is transparent in Katy's picture, which could underpin this 'seeing through' regarding her main interest in being outside and undertaking fieldwork, as shown below (**Figure 37**).
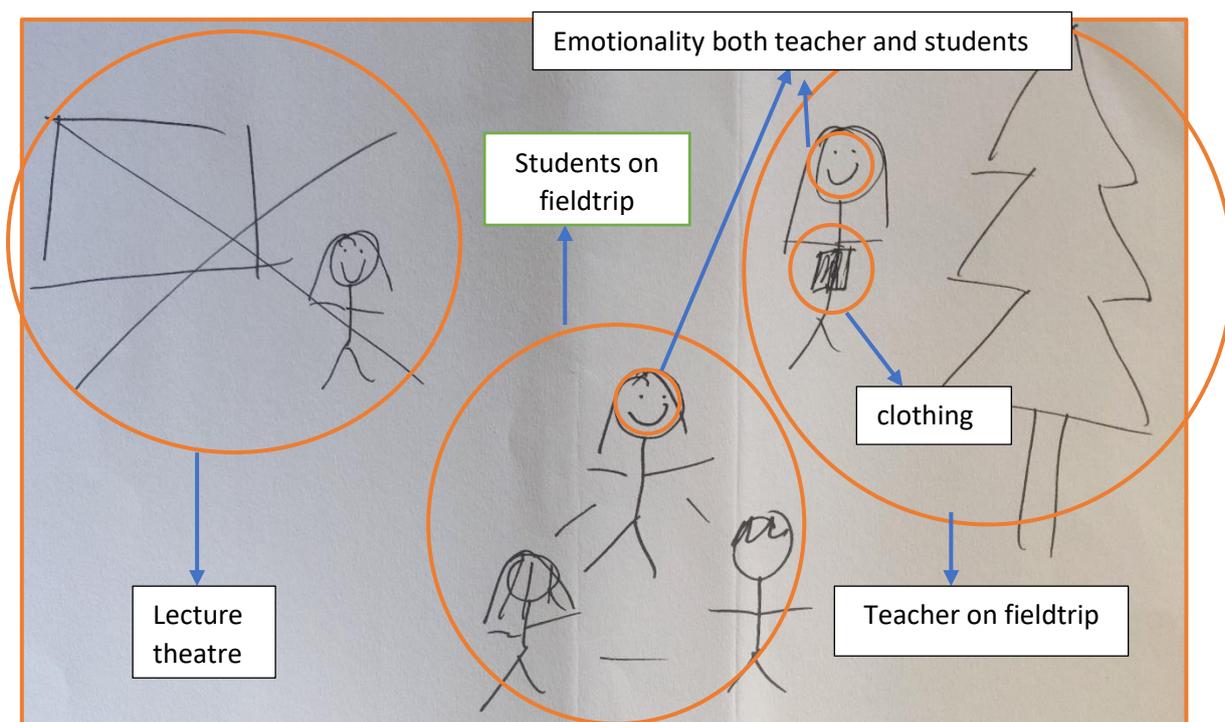
Figure 37 Katy's representation of fieldwork.

"*This is me happy because I am outside. This is a Christmas tree and me outside with my students looking at a bird. And the bird is happy too*".

Katy's statement above is season-specific, and the interview was undertaken around the Christmas holiday season. Katy's extension shows a clicker, but the clicker is detached from her hand. This could imply the alternative to what Elizabeth's extension articulates. In other words, Katy does not have as much control as she would want. It could also mean that she is bored, as she asserts in her opening statement. Julie, a senior-career academic at Millfield-U, reinforces Katy's assertion and further adds, talking about the *"grind of the week after week lectures"*. She is not just having to perform in one but over ten weeks, repeating long lectures across different year cohorts. Julie asserts that she does not like this type of teaching because of the lack of "*engagement with students*" and finds this type of teaching "exhausting, monotonous, and disengaging".

Julie goes on to connect learner engagement and learner technologies:

> *"Lecture theatres can be sometimes boring for staff and students; students open their laptops, and they could open any applications and disengage".*

Julie is observing that like so many other teachers, when students bring their own devices, also known as (BYOD). The teacher is unaware of what the student is doing or whether they are engaging and listening to their lecture (Kirkwood, 2009).

Another artefact that was observed through the drawings was computer terminals. Allan a senior-career academic at causeway-U (**Figure 38**) below was on sabbatical at the time of the interview, and even though he usually taught, he preferred to draw himself at that present moment in time.
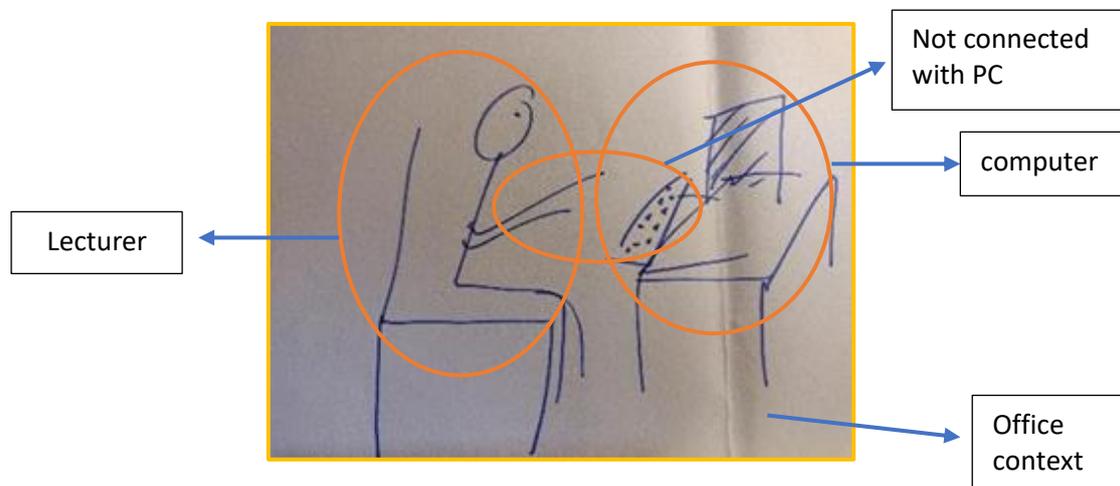
Figure 38 Allan's representation of his teaching-self drawing.

He would usually have adopted something that resembles Paul's drawing at Millfield-U in a laboratory undertaking practical experiments with students. Allan spoke about finishing a Massive Open Online Course, or (MOOC). Allan portrayed himself sat at his desk "*tapping on his keyboard".* David also from Causeway-U was producing a MOOC and pictured this work as enjoyable. Allan's drawing has some hidden features. Allan is situated at a slight distance from the computer terminal, and his hands are not on the keys; also, his face is expressionless. This, to me, portrays someone who is detached and feels distanced from what they are doing.   He said he was "*happy at this time of year*". What he was asserting is the closing of the first term and Christmas.

With Allan undertaking a MOOC, I further probed, "do you combine self and subject as a teacher?" Allan posited:

"Absolutely, I think my use of technology has very much been with the idea of catalysing the personal content between the students and me and can amplify your voice. I mean, teaching is all about, how can I say this, communication and that personal relationships and the only reason to use technology is if it works in the services of students. I may be guilty of putting technology first, and you always have to be mindful that you are doing that".

Allan raises a valid point regarding technological use above the needs of students. From the researchers experiences it is easy to be caught-up in the technological pyrotechnics regarding the notion that dazzling students will lead to more engagement and positive evaluations. Putting pedagogy before technology should be the starting point and one which is shared by other commentators (Selwyn, 2016)

Picking up on both Allan's and David's technological endeavours regarding MOOCs. Both academics are highlighting the online mode of provision, adding a further revenue stream to the institution and increased flexibility across degree programmes possibly increasing student participation. Although there was degree of self-interest and how the development of a MOOC enhances one's chances of career projection and promotion. Students can now access education beyond the walls of their classrooms, and they are now capable of collaborative learning with students, and interacting with a broad range of peers, educators, experts. Although both asserted, they enjoyed producing their MOOCs, MOOCs can be framed as a marketisation tool with digital learning technologies being the fastest-growing industries and providing new provision and competition (Czerniewicz et al., 2021). Following the above group of drawings, three participants drew themselves on their own with no context, students, or artefacts.

7.4 Professional self: Self-image, Teacher Only

William a mid-career academic at Causeway-U (**Figure 39**) and Marcus a senior-career academic at Millfield-U (**Figure 40**) below drew themselves without students and artefacts.
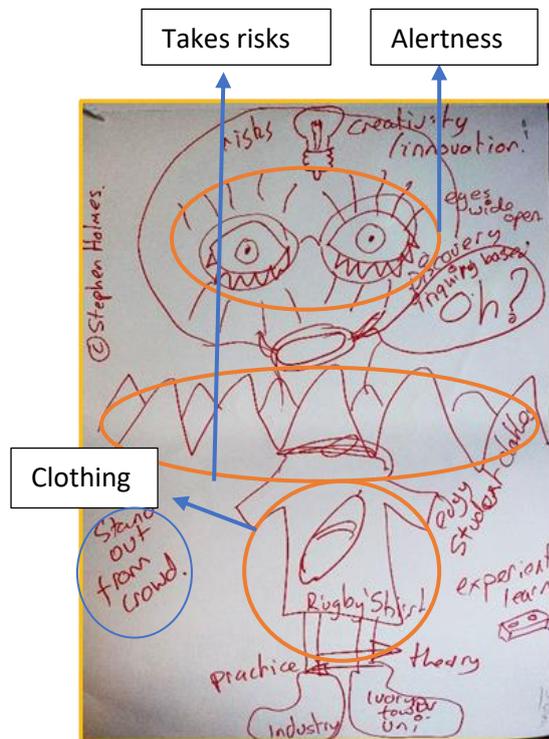
Figure 39 William's representation of his teaching-self drawing.
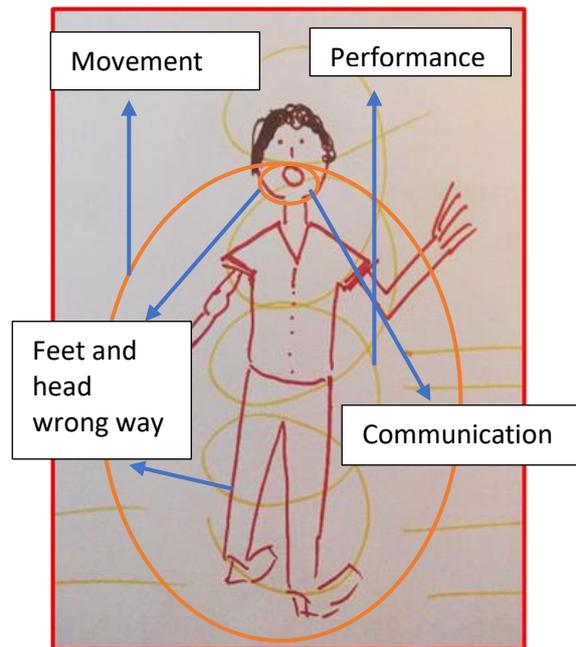
Figure 40 Marcus's representation of his teaching-self drawing.

Marcus referred to his teaching-self as "*some kind of performance in front of a group of people*". Marcus implies that his lectures were full of energy, dynamic *"climbing over the desks and going round, or running at the front of the lecture theatre*". Hence his picture portrays movement, dynamism.

William starts his interpretation with explaining his facial components. He starts by saying:

> "*Two eyes and a light bulb, over extended eyeballs, glaring thing is one of the looks I do. Eyes wide open is the idea there. I am going to draw some jagged edges around that is jagged and moving, aggressive and biting and difficult which to hover above, so hovering above that. A wide circular mouth with a*

speech bubble with Oh and a question mark, which is more about discovery or what's it called, inquiry-based learning".

William emphasises two of the most important facial features (Foks-Appelman, 2012). William is showing awareness and alertness to his teaching. He shows his mouth open indicating he is communicating, having dialogue in his teaching sessions. William has underpinned some of the techniques and methods he uses in class by drawing Lego™ bricks and writing inquiry-based learning. William is a pracademic or someone from practice from an industry because he reinforces this by inferring *"I am going to have big boots one for industry and one for university".* William is indicating that he brings with him professional experience and practices from the industry in which he has come from. He has an academic self and a professional identity (Dickinson et al., 2020).

William goes on to explain that the light bulb is his brain and that it is about creativity and innovation*, "I like to take risks and do things differently and see where they go*". Words have been used in the picture to support the interpretation of the drawing. All the drawing is in red, red referring in Williams drawing to passion and enthusiasm for transformative teaching, but also that risk element that he takes. As William write in his drawing he wants to "*stand out from the crowd".*

Clothing appeared to be a significant element of university teachers professional self-image with five participants emphasising clothing regarding their attire or past instructors attire. Four participants spoke about prior instructors and asserted:

"He used to wear shirts with grandad collars and striped and he wasn't what you would expect" (Emma a mid-career academic at Millfield-U)

"tweed suit man" (David a mid-career academic at Causeway-U)

"*He bobbed around in his jeans talked*" (William a mid-career academic at Causeway-U)

"The other was more of an untidy guy and always wore a scraggy jumper" (Marcus a senior-career academic at Millfield-U)

Two participants William and Emma are the only two participants that refer to their attire. According to Goffman (1959) in (Weber and Mitchell, 1995, p.55) "dressing is our way of presenting ourselves to the world". Clothes are important regarding a person's individual personality and identity. William refers to his clothing as making him "standout from the crowd". William wants to be recognised and asserts "*Going to have a wickedly coloured rugby t-shirt*". Whereas Emma asserts:

> *"My body is really important in my teaching self because of the clothes I wear". Another participant referred to a former teacher, "he used to wear shirts with grandad collars and striped and he wasn't what you would expect".*

Clothes can be a way of attracting people's attention and of authority, and are a means of identifying oneself (Weber and Mitchell, 1995). Although clothing does not distinguish between an effective creative teacher and a less effective teacher; clothes are part of our identity, a symbolic boundary. Clothes "define and communicate social identities to others" (Feinberg, 1992, p.18). It was interesting that many of the female innovative university teachers drew themselves with a triangle type dress which could infer power and stability having a strong base. Another aspect that came from the drawings was hair which can be seen in the group of images below (**Table 11**). Most of the female innovative university teachers drew hair on their drawings which according to Foks-Appelman (2012.p.79) indicates a "strong cognitive function".

Table 10 Female head focal point drawings.

Interestingly most of the female participants drew most of the components of the face and pictured their teaching-selves smiling or happy, unlike their male counterparts who did not, shown below in (**Table 12**). Male drawings shown below are fractured, they do not have the same enthusiasm as the female participants and lack hair and facial elements in some cases. It could be that appearance is not important, or even that the female academic were better at drawing and paid more attention to their outward appearance.
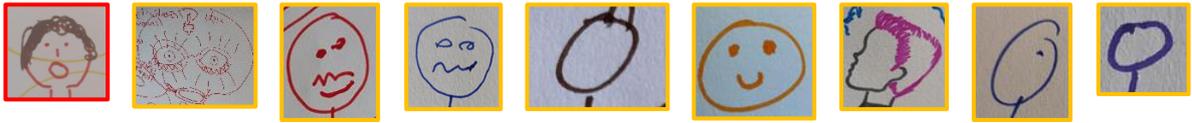
Table 11 Male head focal point drawings.

According to Granleese & Sayer (2006) and their article '*Gendered ageism and "lookism": a triple jeopardy for female academics'*. "Physical attractiveness and appearance are seen as relevant to the workplace in higher education" (p.500). The female participants drawings highlight how they are very appearance conscious, regarding look and that image along with clothing is a means of identifying oneself as a university teacher.

7.5 Professional self: Self-image, Networked Self

Another aspect of the teaching-self drawings was seeing oneself as a network. Two participants drew themselves as networks and represented their teaching-self remotely and online as shown below in (**Figure 41-42**).
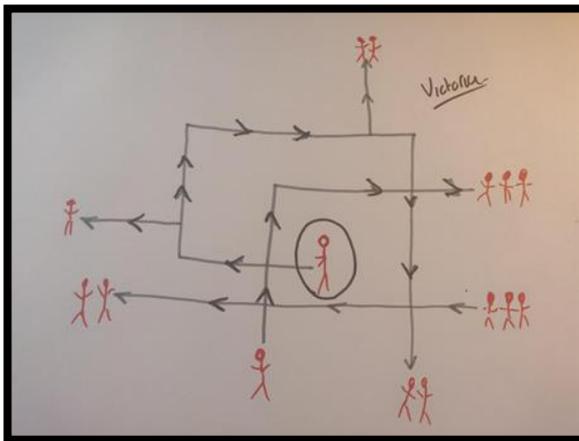
Figure 41 Vicky's representation of her teaching-self drawing.
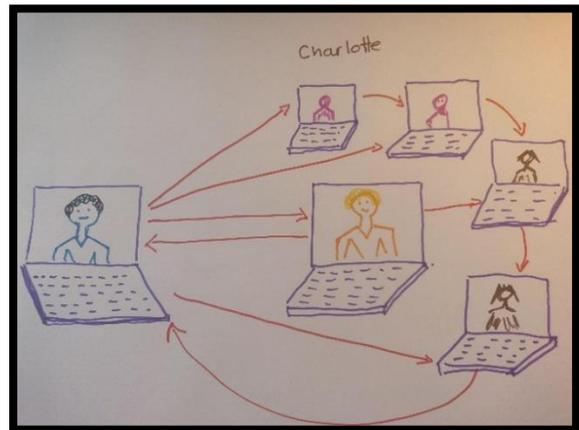
Figure 42 Charlotte's representation of her teaching-self drawing.

With regards (BfC) which this inquiry is situated, only two participants used online teaching and learning, Vicky, and Charlotte from Millfield-U. Both situated in a Soft-applied discipline. Charlotte posited that she mostly sees herself as a facilitator. Someone who "*is in the centre of the group but not exactly in the middle*". Vicky also supports this position saying, "*definitely not me sticking out as an individual*". Vicky portrayed her teaching self as "*a network constantly shifting".* Both Charlotte and

Vicky embraced this notion of being interactive, "*a conductor who tries to orchestrate things"—h*elping and guiding rather than instructing. Charlotte explained that her teaching-self involves negotiating optional electives regarding the choice of units, but at the same time controls the courses by having to plan well ahead and prepare materials. Charlotte's drawing incorporates what a visual network would look like. All agents are virtual, and the red arrows are connections between each agent. The artefact is the remote devices being used for the teaching sessions. This group of pictures above would probably have increased with regards to participants shift to remote learning and one could say that these two drawings are concrete images of present teaching. Next, I will focus on the difficult task of abstraction regarding teaching-self drawings.

7.6 Professional self: Self-image, abstract self

Five participants drew their teaching-self using abstract. Abstract drawings can be challenging to read and interpret (Furth, 2002, p.82). Abstracts do not represent concrete reality. They are detached and pictorially can be viewed as, in some cases, a series of shapes, colours, and forms.

Margaret a senior-career academic at Causeway-U (**Figure 43**) below approached
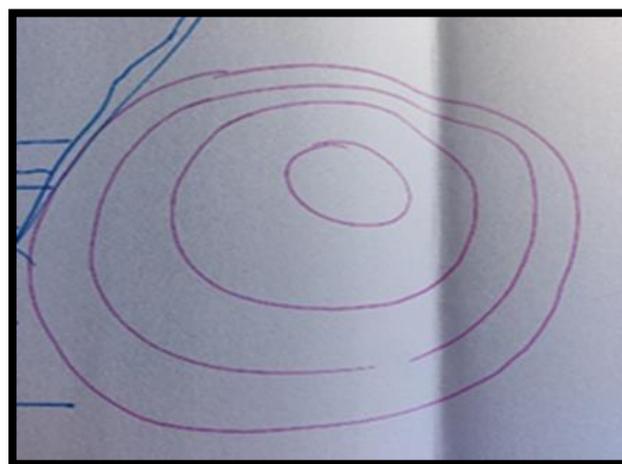
Figure 43 Margaret's abstract representation of her teaching-self.

her teaching-self by using circles. Margaret explains her abstract:

> "*I see myself I suppose as a circle in the middle and then a number of circles around me, which represents the flow of information out*

towards the students but also back in towards me, so the sense that I am there to facilitate their learning and guide to a certain extent particularly at the start of a course when they do not have very much knowledge, or they have come with different degrees of knowledge. These circles keep expanding out and in. Information goes out then back in and then back out again and then flows back in again, you know, and sometimes it goes quite a way out, so we all stretch a lot, and sometimes it comes back in when we learn something new, and they do not know much about it".

Bryan a senior-career academic at Causeway-U (**Figure 44**) below, on the other hand, uses a spring and asserts:
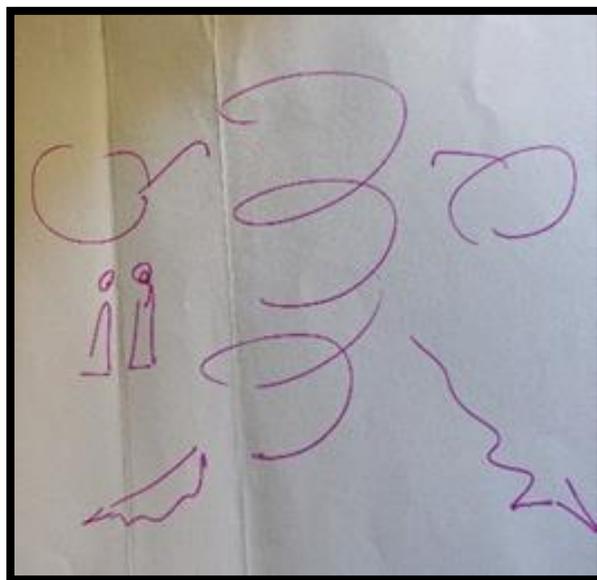
Figure 44 Bryan's abstract representation of his teaching-self.

I think for me, I draw a spring or a Tasmanian devil. There is an awful lot of calibration going on, a lot of talking and a lot of exclamation points, things bouncing off him to students, and that is how Bryan sees his teaching-self. Bryan does refer to how he taught many years ago and compared them with the present. He asserts that most of what they taught in the past would not be allowed today because of the sensitivity of materials.

Whereas Patrick a senior-career academic at Causeway-U (**Figure 45**) and John a mid-career academic at Causeway-U (**Figure 46**) below use recognisable images when representing their teaching-selves.
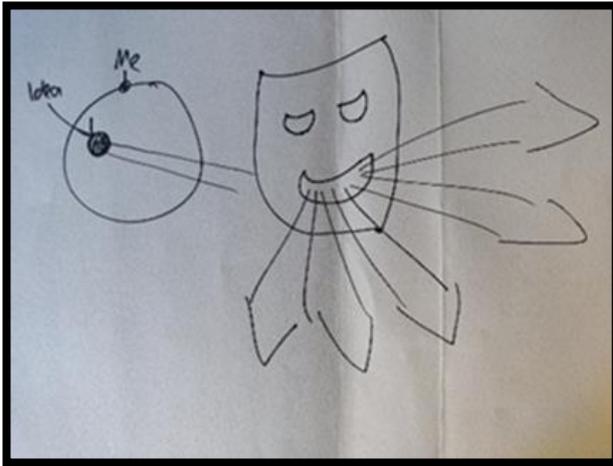
Figure 45 Patrick's representation of his teaching-self drawing.
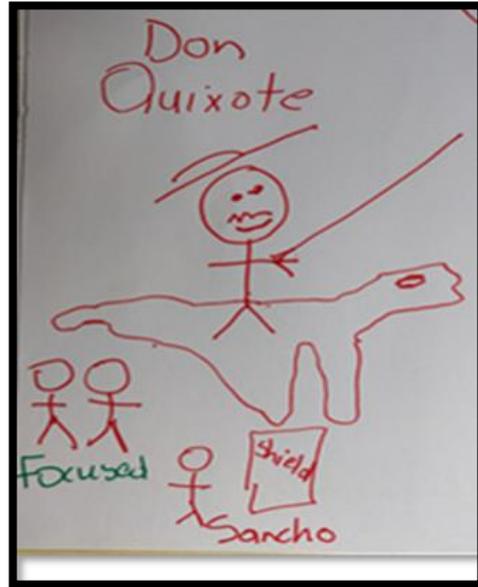
Figure 46 John's representational of his teaching-self drawing.

Patrick talks of a mask, a Greek mask called persona as his teaching-self. The (per) in persona referring to through the mouth or sounding through. Patrick indicates sound by using several arrows coming out of the mouth. He asserts that:

> "*There is the mask and then behind is me, okay, and inside me is my idea and my kind of job is to give that out as widely as possible. Through a kind of persona*".

The image that Patrick has produced shows him as a circle. The circle that has already been mentioned refers to the self. The mask could mean concealing and obscuring one's identity. Masks cover our faces, faces that signify and are central in identity. On the other hand, John referred to his teaching-self as an animated anthropomorphic animal, Don Quixote, a travelling swordsman who is mentally unbalanced regarding his perceptions of everyday objects. Don Quixote, on his travels, fights for truth, justice, and beauty. Don Quixote is always successful in his endeavours (Erickson, 2005, p.277). In John's own words:

> "*This is me. This is supposed to be a horse; this is Don Quixote who is a swordsman who travels the land in search of adventure, ride the countryside fighting for truth, justice, and beauty. Sometimes they have assistance by people who have shields*".

Derek a senior-career academic at Causeway-U (**Figure 47**) below on the other hand, mentions similarly to John and his fighting and portrayal of tensions through shields. Derek asserts that his teaching-self changes from day-to-day. He declares that

> *"these are ropes and I am being stretched, it's sort of ambivalent, yeah I try to get a mixture between a up and down, it just looked torched in the end. The stretch is workload, work diversity, financial constraints, any number of lenses".*

Both Derek and John seem to depict struggle and tensions regarding their teaching-self.
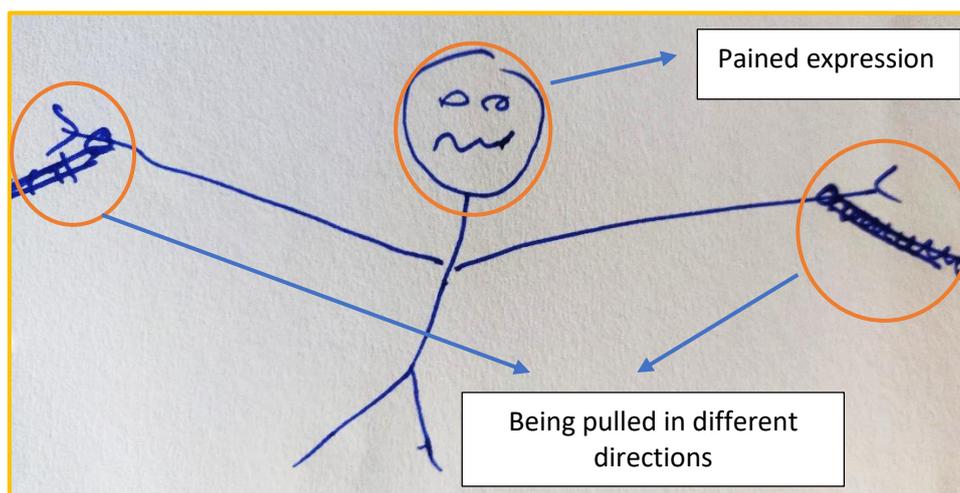
Figure 47 Derek's representation of his teaching-self.

The participants from both universities have a degree of conformity regarding the various environments that participants operate in, a mix of traditional and non-traditional pedagogical methods which are employed. As Nias (1989) in her study of primary teachers observes that teachers when talking about their work activities will talk about themselves. This she calls 'persistent self-referentialism' (Nias, 1989, p.5). The section highlights the diversity of teaching, the classroom choreography, the movement, and dynamics of being a university teacher. The fact that teaching is a whole-body experience. As for academic discipline bar the hard science disciplines who have laboratories, all participants work across similar classroom environments and arrangements.

7.7 Professional self-understanding: Types and Characteristics of Teachers

This section of the self-image focuses on types and characteristics of the participants. The first part addresses the types of teachers and the second how participants characterise themselves. Through the interview conversation participants spoke about the kind of teachers they were, an area that was connected to students. None of the participants saw themselves as innovators in this inquiry which is similar to an earlier study undertaken by (Hannan and Silver, 2000). Fourteen participants across the two universities spoke about being entertainers but also educators, and that fun was important in the classroom and part of their identities as teachers. Examples of excerpts from the data shown at ([Appendix sixteen](#)) highlighted that the participants engaged in humour and wanted their sessions to be fun promoting understanding, gaining, holding attention and inducing a positive attitude towards the subject, resulting in decreasing student anxiety. A point raised by six participants who assert *"students are really anxious".* Patrick a senior academic from Causeway-U further acknowledges*:*

> *"They are much more anxious, much more hard working, much more committed, less experimental, in some ways they are nice to teach because they work harder and they are worried, but in others they don't want to take risks".*

The use of humour, fun, or being entertaining in the classroom has been seen to be a positive teaching tool, albeit not in excess. Empirical studies have evidenced that humour does *"*increase attention and interest and help to illustrate and reinforce what is being taught" (Powell and Andresen, 1985, p.79). Humour according to the participants is strategic, used as a motivator for students and at the same time a pedagogical tool to be used in teaching (Bakar and Kumar, 2019). Humour according to Bekelja Wanzer and colleagues, 2006, p. 182 is defined as "anything that the teacher (lecturer) and/or students find funny or amusing". There is some debate that

humour diverts away from the seriousness of academia and Lovorn & Holaway (2015) express that some teachers are reluctant to engage in humour (p.25). Maureen from Millfield-U asserts that:

> *"I think it also makes it more entertaining, you know it's more fun and they do learn they do pay attention more. 50 minutes is a long time to keep someone's attention and especially with the students entering now"*

Humour therefore can make the classroom a more comfortable and engaging learning environment. As Maureen argues "*50 minutes is a long time*" to be 'talked-at' and encouraging students to get involved can be challenging. Helen a mid-career academic at Causeway-U asserts.

> *"Yeah, it's always a performance and I always think it's a lot like being an actor, because so much of it is performance and entertaining and the best teaching is entertaining…."*

Helen identifies the overlap between teaching and acting, and like an actor the teacher wants to arouse a positive response from their audience, after all teaching is often an unrewarding activity (Powell and Andresen, 1985). Some commentators have argued that the use of humour

> "might cure such ailments as: feelings of isolation and estrangement from students; exaggerated sense of one's own importance; and even career burnout" (Wagner and Goldsmith, 1981, p.17).

Therefore, humour could have therapeutic qualities as emphasised above. The participants were mindful of using humour and fun in their classrooms and factored in its use when planning. The use of humour can be seen as enhancing the participants professional identity and self-presentation referring to control and shaping of others (Sinkeviciute, 2019).

The second part of this section covers how participants saw themselves regarding characteristics, words chosen by participants to describe themselves and their activities. Identifying the characteristics of the participants allows for a better understanding of who they are (Hasanefendic et al., 2017). I asked participants how others characterised them as teachers. All participants referred to what other

colleagues felt about them as university teachers. A technique borrowed from Kelly's Personal Construct Psychology (PCP) in (Denicolo et al., 2016). This infers that the technique is a:

> "means exploring and understanding how an individual construes their identity in a particular context… who they consider themselves to be" (Denicolo et al., 2016, p.95).

All the characterisations were fed into Nvivo™ and a characteristic table was produced. The characteristics were explored across several substantial studies covering various decades, from the 1930s to present day, seen in (Appendix Nineteen).

According to Epler's (2020) the following characteristics underpinned innovative university teachers "being ethical, passionate, creative, resourceful, empathetic, persistent, flexible, and self-motivated" (Epler, 2020, p.24). Epler argues that all innovative university teachers will "to some degree" display these characteristics (p.24). Miller in her article published 'Ten Characteristics of a Good Teacher' and found enthusiasm, creativity, humour, challenging, encouraging, takes an interest, knowledgeable and has time for students, plus treat students as a person (Miller, 2012) as pivotal characteristics of a good teacher. Whereas Walder (2015) researched the 'Characteristics of the Pedagogical Innovator in a University Strongly Committed to Research and Across Disciplines". Walder found the following characteristics "collective, collaborative, curious, innate, committed, holistic, passionate, promoter, agitator, humble, and follower (Walder, 2015, p.123).

Both groups of innovative university teachers did in some cases use the same or similar characteristics of Epler (2020) and the other commentators. Epler (2020) talks of visionary and thinking outside the box. The innovative university teachers were seen by their colleagues as innovative and creative, having a vision of personalised learning and active classroom engagement. Both creativity and innovation have according to Venera (2016) a "strong connection with knowledge and learning" (p.48). Wibowo, Saptono, and Suparno (2018) in (Epler, 2020, p.30) "argued that in order for innovative university teachership to work, teachers need to be creative and think outside the box of traditional instructional curricula". An idea

that infers a degree of risk-taking, a concept mentioned by several participants who highlighted exploring and trying new things, moving beyond what feels safe and comfortable for the teacher.

I found that all the participants were willing to do transformative pedagogical stuff in the classroom. The participants would risk and try new things even if they failed Gargas (2017) in (Epler, 2020, p.26) suggests "that failure is part of the innovative university teacher's life". Both groups mentioned communication as a characteristic, not only between students but also within networks and across university teaching and learning platforms. Innovative university teachers are comfortable speaking via multiple platforms to diverse audiences and are particularly adept at communicating with those individuals who may be able to invest in or support their project in some fashion" (Epler, 2020, p.26). In the 21st century teachers according to Fullan & Langworthy, (2013, p.10) is viewed as "an equal two-way partnership between and among students and teachers".

Innovative university teachers are genuinely interested in pedagogy and are passionate about what they do. According to Epler (2020) passion is required to drive new ideas and "replace boredom and disinterest" (p.29). Passion was only mentioned at Millfield-U, but its synonyms; enthusiasm and enthusiastic was a popular personal attribute. The attributes were split into following characteristic

1. **Backstage**, this includes planning, developing, structured, organised, thorough, impactful, and creative.
2. **Front of stage** included the student element, what students experience, such as engaging, clear, interesting, supportive, responsive, and inspiring
3. **Persona**l attributes included the teacher being knowledgeable, energy, charismatic, approachable, care, genuine, and motivated

Within the characteristics, participants mirrored therapeutic characteristics, such as care, support and soft (soft referring to a gentler approach to delivery of content). Other characteristics were centred around the students, engaging, helpful, supportive, and just being there for students. Innovative university teachers want to give their students the best they can offer. They want to embrace student success as

a citizen, irrespective of the challenges they might face. This links into the therapeutic traits and the need to genuinely care for students and share knowledge. The conversations although centred around what colleagues characterised participants always turned to students underpinning the centrality of the learner. The synergy between the characteristics although I have split them into three categories are aligned with several studies of excellent teachers seen in Fraser's (2019) paper, 'Understanding innovative teaching practice in higher education'. In concluding the personal and professional self are "mirror images of one another" regarding the personal attributes and professional and profession attributes becoming woven together. As Henkel (2000) implies identity is constructed along two interactive ends 'individual and collective' personal, and social attributes then are conceived by not only our own representations of who we are, but also what we believe others think of us, emphasising people's perceptions (Kinash and Wood, 2013). University teachers traits and personality are key to both student engagement and are aspects of teaching excellence and demonstrate a passion for the subject and teaching (Lubicz-Nawrocka and Bunting, 2019). Projects around teaching excellence have indicated that students want to be taught by those "enthusiastic and knowledgeable about their subject, empathetic, approachable, helpful and patient, and encourage students to develop their full potential" (Greatbatch and Holland, 2016, p.5).

7.8 The Visualisation of the Teaching Event

Teachers are the key developers, and designers of the learning environment (Uiboleht et al., 2016). Postareff and Lindblom-Ylänne (2008) underpinned that the teaching process was made up of four categorises with the first category "planning of teaching, teaching practices, and assessment practices" (p.112) being emphasised in this section. Participants in this inquiry viewed this category as a significant part of their professionalism, one which mirrors who they as teachers are. This is demonstrated by the presence of self in the designing element. As Palmer (1998, p.17) asserts, "the things I teach are the things I care about-what I care about helps define my selfhood". Palmer goes on to explain that "good teachers join self and subject" and that teachers situate self and identity into the teaching method.

This section concentrates on the way participants perceive innovation (what they think innovation is). All participants have either achieved a teaching award or have been committed to innovative pedagogy and therefore the findings emphasise the subjective experiences of university teachers through visualisations of innovation. These subjective experiences underpin the "voices investments and commitments" (Britzman, 1992, p.29) of participants. In this section I focus more on the analysis of the following.

The analysis of the innovation drawings, and categorisation of the visualisations was much more challenging because of the abstract and metaphorical underpinning, participants placed around their drawings. The idea behind participants undertaking this drawing activity was to further delve into their teaching identities. Individuals' perceptions are said to influence the "development of identities and all meaning making" (Duck and McMahan, 2020, p.25). In other words, do participants perceptions of innovation underpin who these innovative university teachers are. Duck & McMahan (2020) further assert that perceptions involve

> "…. evaluating information, activities, situations, and people, and essentially naming and giving significance to all things that make their world" (p.25).

The following visual themes were apparent through observation and included the following below in (**Table 14**). Below is a brief explanation of the three different groups of drawings.

Metaphorical	Actors & Agents	Composite
		Structured & linear
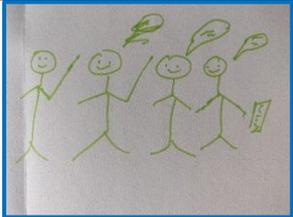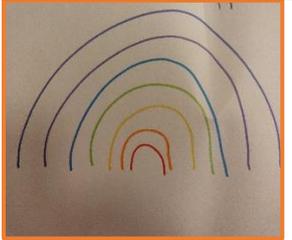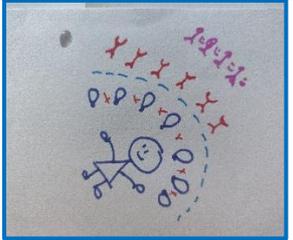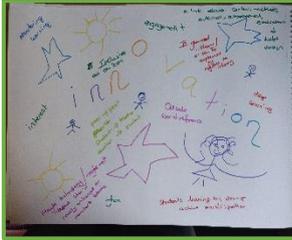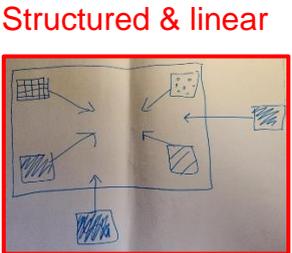
Table 12 Theme visual representation and groupings.

Theme Group	Explanation
Metaphorical	The metaphorical group of drawings was the largest and consisted of drawings that are a creative representation of innovation. In other words, participants' have used analogy to explain their ideas and perceptions, drawing on associations with other images.
Actors/Agents	This second largest group of images are self-explanatory, they include the actors involved, such as teachers and students regarding participants pictorial representations. This group of images had similarities with the teaching-self-images in Chapter six.
Composite	The composite group was the second smallest and consisted of several elements that made up the participants perception of innovation. These, in some cases involved actors, artefacts, and metaphors.

| **Structured & Linear** | This group was the smallest group of drawings and are presented by either a box structure or a linear portrayal. The linear representation signifies innovation is on some sort of polar progression, whereas the structure drawing is an arrangement and relation between various parts. |

7.8.1 Metaphorical Perceptions of Innovation

This group of images was the largest, covering several representations, as shown below in (**Table 14**).

Walk (1)	Rainbows (2)	Stars (1)
light bulbs (3)	Open & closed windows (1)	Torches (1)
Masks (1)	Wagons (1)	Question marks & exclamation marks (2)
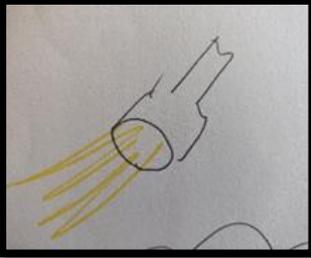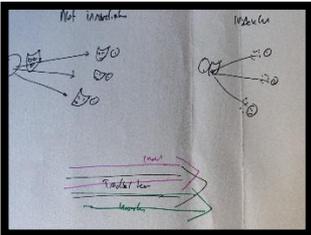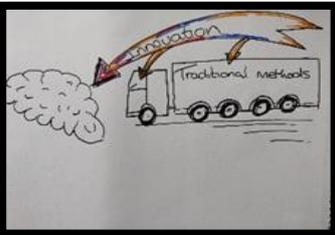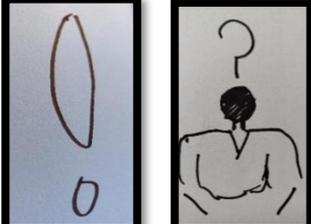
Table 13 Metaphorical perceptions of innovation themes.

Metaphors are a research tool used in constructivist research and are used to demonstrate how participants describe themselves (Denicolo et al., 2016, p.98).

Metaphors are according to Lakoff & Johnson (2003) a fundamental mechanism of the mind that uncover the participants lifeworld and experiences (Lakoff and Johnson, 2003). Studies across educational research have suggested that teachers through reflection of their work use metaphor. De Guerrero & Villamil (2000) using several authors studies ranging from the 1990s indicate that metaphor:

> "…. may tap into areas beyond their conscious recognition, shedding light on the inner realities and perceptions that shape their instruction" (Villamil, 2000, p.341)

Metaphor taps into the participants identity; it accesses participants unconscious sense making processes. In other words, how university teachers perceive and interpret their experiences of innovation. Metaphor "offer[s] significant potential for reflecting and learning from experiences and exploring one's identity" (Emson, 2016, p.72).

Four participants represented their perceptions of innovation using colourful stars, rainbows, and arrows. The rainbow is said to be symbolic of hope and social change (Foks-Appelman, 2012) and has certainly been represented throughout the pandemic regarding supporting the health and social care workforce across Europe.

7.8.2 Metaphor of Colourful Stars, Rainbows

Helen a mid-career academic from Causeway-U, said that innovation should be colourful. She argues that innovation should be exciting, lots of things going on. She says like the rainbow a *"positive image, really hopeful image"*. Helen finishes her short statement saying, "*that's the point of coming to university*".

Helen is not alone in portraying innovation as colourful. Both Elizabeth and Victoria mid-career academics from Causeway-U emphasised colour when drawing and explaining innovation. Both participants used colourful stars. Elizabeth emphasises:

> *"Something colourful, dynamic, exciting, new; different layers could potentially represent how it fits as part of a whole".*

All three participants underpinned the need for innovation to have a purpose and not just for the sake of innovation. A point raised by the majority of participants in this inquiry. Elizabeth refers to innovation as *"like cup holder criteria"*. In other words, something that has a specific purpose and fits a pedagogical design. In the conversation Elizabeth converses that she did not think that innovation was solely technological, although she admits technology can be useful. She argues that innovation must be something exciting, something engaging for students, a position shared by other participants. Another aspect of the metaphor theme was the metaphor of the journey or travel.

7.8.3 Metaphor of a Journey or Travel.

Three participants referred to innovation as a journey with one portraying a walk in the woods, the other a wagon moving, and a collection of colourful arrows. This small group of drawings have been highlighted because they are pictorial representations of moving through ideas. That innovation is a journey with students being at the core, regarding developing student thinking and growth. The focus seems to echo Livingstone (2010) that university is about learning, exploration and not so much teaching.

Margaret's drawing uses a visual metaphor of a winding path through a forest (**Figure 48**). She goes on to explain that "*it's trying something new*". Hence at every blind corner there is a new vista. Margaret a senior-career academic from Causeway-U illustrates that walking through her forest you are unable to see around the corners, then you get another idea and go up the path a little bit more, improving what you can see. Margaret asserts:

> "*A kind of moving through a number of ideas, trying new things and at the same time you keep going you don't stand still. Its more winding. You could say that the learners are the trees and as you walk through you build relationships*".
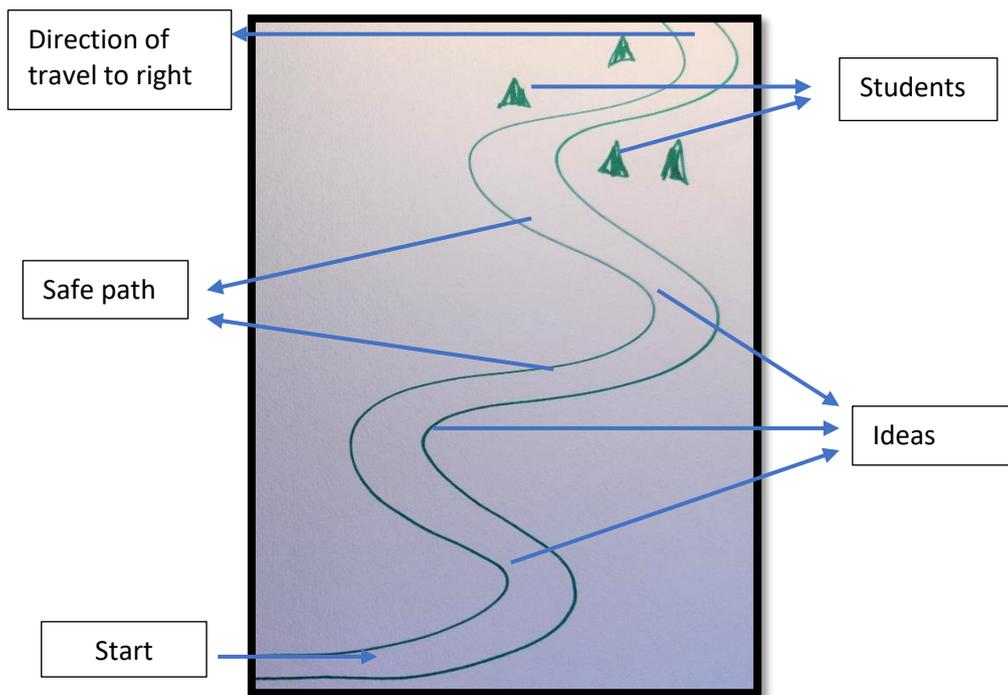
Figure 48 Margaret's representation of innovation (Forest walk).

Margaret explains that she likes to be on a "safe path", but at the same time trying different things. Margaret explains that she wants her students to take a greater lead in data gathering with regards articles and papers. She says "*I want to move way from this pre-packaged teaching and learning*"

Margaret is talking about involving students in a learning partnership, a partnership that results in active participation in the learning process (Bovill et al., 2016). Gardebo & Wiggberg (2012) reported that students are an untapped resource one which can result in developing quality education and improve student learning. However, Margaret does echo the challenges of moving away from her traditional role through her comments around the "*safe path*". In other words, Margaret did not want to be a risk taker and she recognised her deficit in pedagogical and technological knowledge because of time restraints and the intensification of workload. Competencies after all are significant in delivering innovative teaching in the academe (Huda et al., 2016). Teachers need to regularly update their content and teaching knowledge and attend appropriate TEL courses in order to improve learning materials and adopt further innovative methods of teaching (Huda et al., 2016).

Marcus a senior academic from Millfield-U in asserts that in order to define what innovation means to him, then you have to consider there is a traditional way of doing things and assume that it will be different for different disciplines. He asserts, *"they all have their different traditions"*. Marcus anounces that innovation

> *"is trying to do things different from that tradition, that might and might not involve new technology".*

Marcus a senior-career academic at Millfield-U emphasises like twenty-two other participants, that innovation is not just about new technologies he argues that there is still room for non-technological teaching methods. Paul a mid-career academic from Millfield-U shares this view and underpins innovation in teaching', means teaching in a way that is markedly different to what has been done before. Marcus closed this conversation by offering:

> "*I think more importantly its about thinking about the different way's things are learnt, how the way we deliver things can be orientated differently in relation to that sort of psychological educational setup".*

Figure 49 Marcus's representation of innovation (Juggernaut).

Marcus interprets his picture (**Figure 49**):

> "*My picture would be, at the centre I would draw a picture of a student's brain and I would draw a juggernaut of traditional methods heading*

straight towards it and innovation would be kind of coming around the side, coming through the window or looking for the trap door for a different way in".

Marcus is talking about student and teacher on the same journey regarding travelling in the juggernaut. Marcus believes in using existing methods and enhancing them, by developing the methods using different teaching and learning techniques. He highlights that the traditional teaching portfolio of methods are still very relevant in the contemporary university, thus the use of a large lorry full of traditional methods. Marcus is suggesting that innovation in teaching is, or can be challenging to achieve with his comments around trying to get through a small window or trap door. Marcus like Margaret above emphasises students, "students strengthening university teachers' identities" (van Lankveld et al., 2017, p.331)
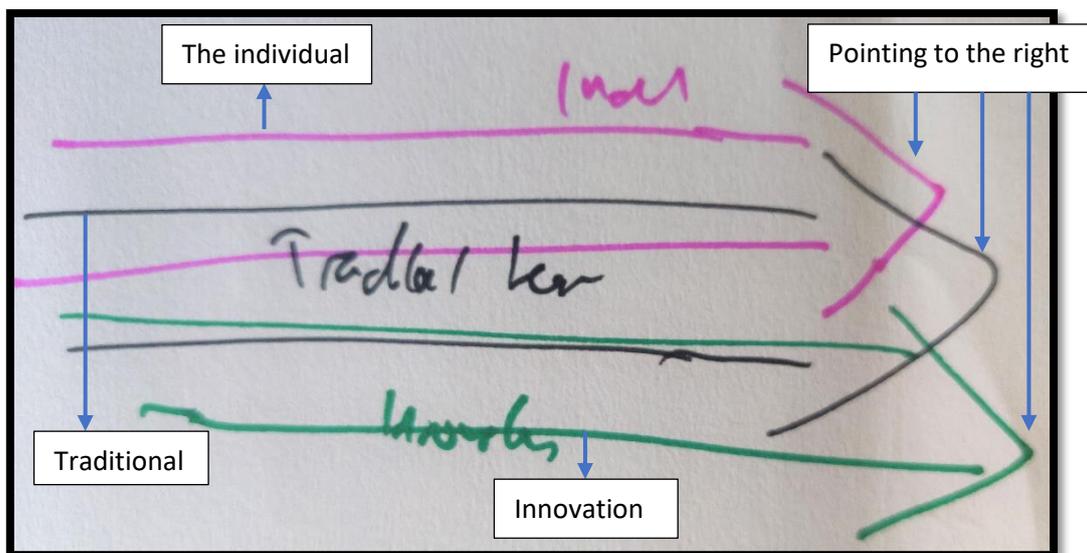
Figure 50 Patrick's representation of innovation (Arrows).

Patrick a senior academic at Causeway-U on the other hand, uses directional coloured arrows (**Figure 50**) above. Patrick emphasises in his drawing that innovation is wider than traditional methods. He asserts:

> *"kind of covers a wider covers the same area, but wider, so you can hit different bits of things"*

Patrick is suggesting that innovation allows for sometimes a greater understanding of specific content, in other words, it helps students understand concepts among other things. Patrick posits that "*innovation is to do with getting to the students, not just producing another bit of thing*". His arrows are all pointing right which as I have mentioned before are symbolic of the future (Furth, 2002). Thus, Patrick is highlighting that both traditional and contemporary teaching techniques have a place in the near future. Patrick further gives examples of technology as shown below:

> "*…. most technology is secretly anti-innovative, so I will give you an example: All the MOOCS stuff what everyone was raving about in 2011, so it struck me that a MOOC was basically a talking text book, okay, and text books are great, but they are not technologically innovative, that are a thing, they are well known bit of teaching pedagogy. A MOOC is a textbook on the radio or on YouTube. I don't think that is very innovative and my bet is in lots of places, people produce MOOCS got in the way of doing more innovation*".

Patrick goes on to explain a technology that is good:

> "*so I have seen some technology which I do think is good, the stuff where, for example, student voting tech, but this is only an enhancement, because if you are good you are looking around paying attention to your audience, you are also able to say have you got that do you need me to explain this again*".

Patrick is emphasising the digital pyrotechnics that some TEL tools have and result in distracting students. Patrick wants to broaden this teaching but also maintain control of the learning environment. It was interesting that Patrick referred to Hanna Arendt a former student of Martin Heidegger. Patrick postulates that students are always new and that everything will be new to every student in some way. He refers to Arendt's "*natality' which is the constant newness of people in the world".* He declares "*innovation is about not responding to your newness, but their* [students] *newness.*

7.8.4 Metaphor of Ideas

Seven drawings represented ideas, these images ranged from visual question and exclamation marks to light bulbs, torches, and covered and uncovered windows. The turned-on lightbulb has been viewed for a long duration as a visual metaphor for a moment of creativity (Ayres, 2015). The question mark also portrays thinking and solution finding, regarding pedagogical creativity a desirable and useful attribute within education (Patston et al., 2021). Creativity being a generally acknowledged 21st Century skill in learning (Egan et al., 2017). Regarding teaching practice this means academics:

> "generate ideas and possibilities, invent ways of exploring problems, complex situations and systems, combine ideas and things in novel ways"(Jackson and Shaw, 2005, p.105)

Regarding the participants in this inquiry creativity is to them the fabric of higher education in responding to students, harvesting the skills they will require when they enter the employment market. Skills such as the elaboration of "content knowledge and skills, in a culture infused at new levels by investigation, cooperation, connection, integration and synthesis" (Livingston, 2010, p.59). In talking about creativity the researcher is not saying that creativity is a gift, or that creativity can be taught or learned (Running, 2008, p.41).

Participants interpreted their use of lightbulbs as changing how you can do something differently. Penny a mid-career academic from Causeway-U (**Figure 51**) below expands her answer by asserting that "*innovation is used because something has not worked*". The *"lightbulb is used because it is a representation of inventiveness and new ideas".*
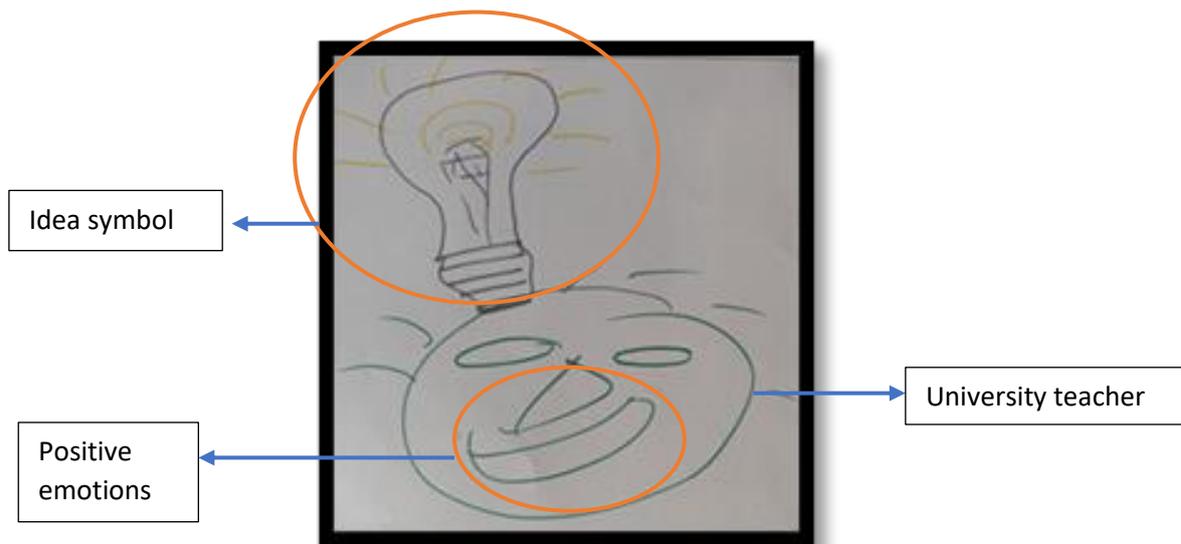
Figure 51 Penny's representation of innovation (Lightbulb).

Newness was a term used a lot throughout this section which is reinforced by several commentators who refer to newness. Magno & Sembrano (2007) suggest that innovation is, new ideas, new methods, new strategies, that 'maybe adopted by individuals or units', resulting in new practices and ideas. Lam (2004) follows this definition of the ability to adapt and develop new ideas, processes (Lam, 2006). McKeown (2008) implies that innovation is the introduction of something new and useful, whether that be through a method, techniques or practices. However, participants also referred to the mixture of both pre-existing and new teaching methods. Nygaard et al. (2011) suggest that there are lower levels of innovation, an innovation which is the improvement, enhancement of a pre-existing or older practice, known as incremental innovations. Alternatively, the highest degree of innovation, radical innovation which has not used any pre-existing ideas, or been construed from something else (Nygaard et al., 2011). Innovative teaching can be both incremental and radical; however, it is worth noting 'any teaching which addresses creativity and applies it to methods and contents can be seen as innovative teaching' (Ferrari et al., 2009) (p. 16).

Joan a mid-career academic at Causeway-U asserts that

> *".... people putting their hands up, people talking, people taking notes, people engaging. Anything that causes students to participate and to*

take part". Joan alleges that *"to participate is innovative, that can be through technology, but it does not have to be".*

She goes on to say that students need to be comfortable enough to engage in the class and explains that every class is different. She asserts:

"I think as a teacher you go in (classroom) you have to be innovative depending on the class you have got, so, what works in one might not work in another. Having to change the way I teach to meet each class; I think that is what innovation is. It's being able to adapt to your students".

Window with the blind down.

Window with the blind up. Able to see outside
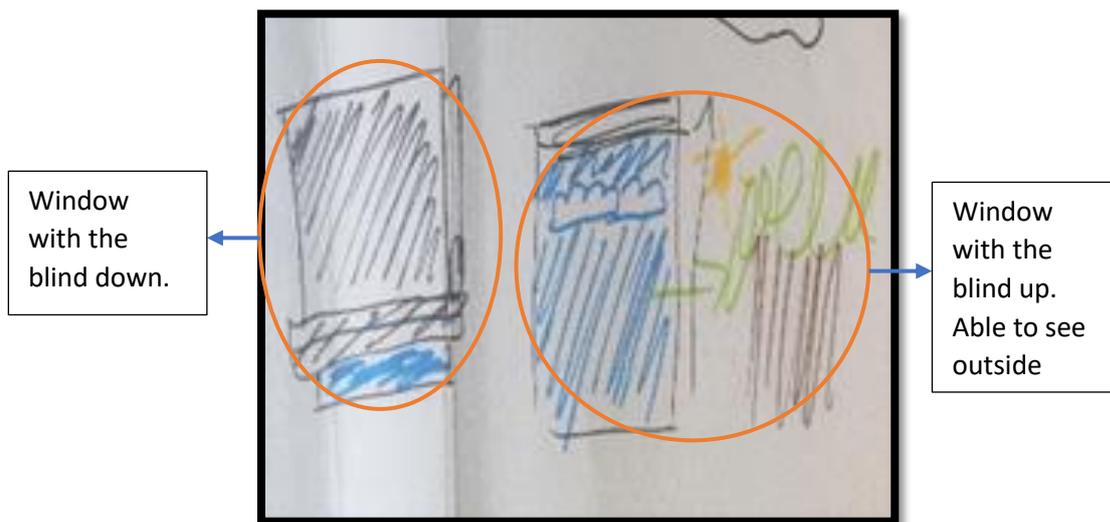
Figure 52 Janice's representation of innovation (Windows).

Janice a mid-career academic from Causeway-U above (**Figure 52**) portrays innovation as

"there's something about teaching innovation which is equivalent to a roller blind on a window. Students come in they might be a tiny bit of sky peeking through the window and the rest is blacked-out by the blind. If you are not an innovative teacher you are not engaged, if you don't respect the students and not even respect your own craft, and the blind stays down, no one engages and maybe nobody can see what is beyond the blind, because they can't engage enough for you to do what teaching innovation does, it allows you to snap that roller blind up. If knowledge is power, knowledge in this analogy, knowledge is blue sky, but they start to see blue sky, they can see the wood for the trees, allows you to think of it as a torch, shine a light on things that are unimaginative, that just teaching leaves them in the dark about".

7.8.5 Metaphor of Connections

Kathryn's drawing represented elements. Kathryn a mid-career academic from Millfield-U (**Figure 53**) wanted to emphasise that innovation was not just one thing. It was a series of connections and interconnections. Pinks (2008) seminal work 'A Whole New Mind: Why Right-Brainers Will Rule the Future' highlights that in the twenty-first-century, collaborative thinking and interacting will be increasingly core, and Kathryn is emphasising that regarding her connections.
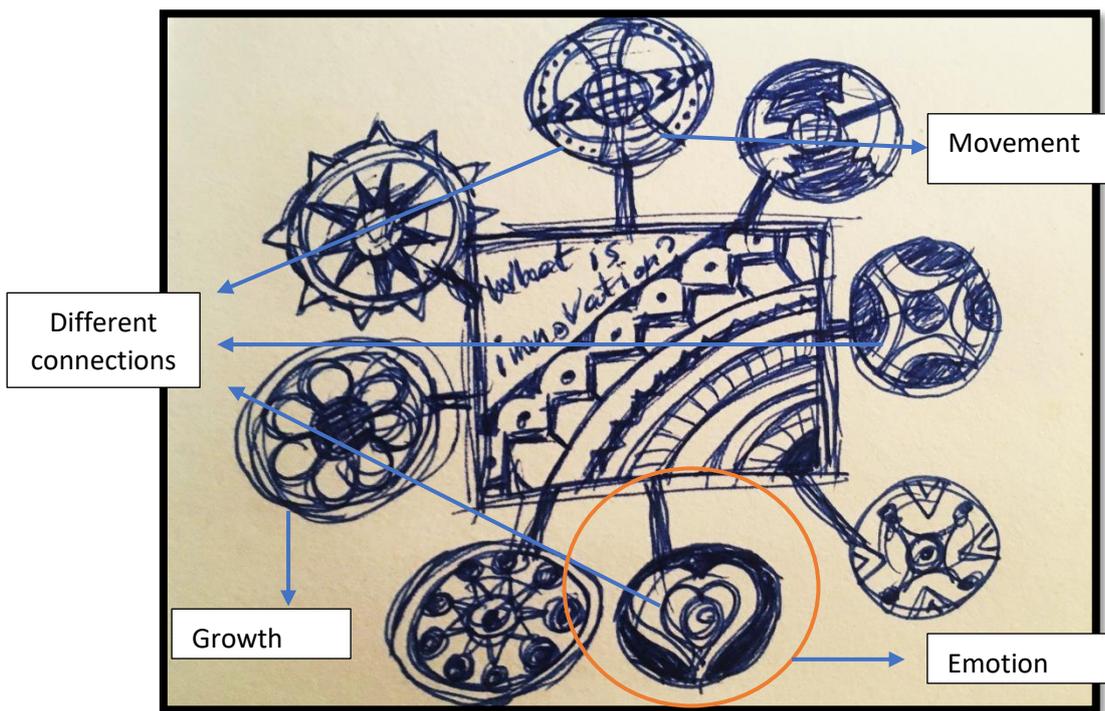
Figure 53 Kathryn's representation of innovation (different elements).

Kathryn accentuates that innovation is a "*diverse concept*" and that it is hard to have a single picture or relate it to a single "*object or thing*". Kathryn does emphasise "*connection of different things…. some areas that are linked and interlinked*". She goes on to explain that she thinks creativity and innovation are interlinked, but they also have individual significance and meanings. Kathryn explains her drawing, by incorporating different shapes that show different aspects of innovation

> "…. e.g. teaching, research, programme development, institutional culture, management and to what extent management are innovative because if they are not then end of story".

Kathryn accentuates that connectivity across all factors and areas above are pivotal in innovation being successfully driven, which then feeds into student learning.

7.8.6 Innovation and Actors' Representations
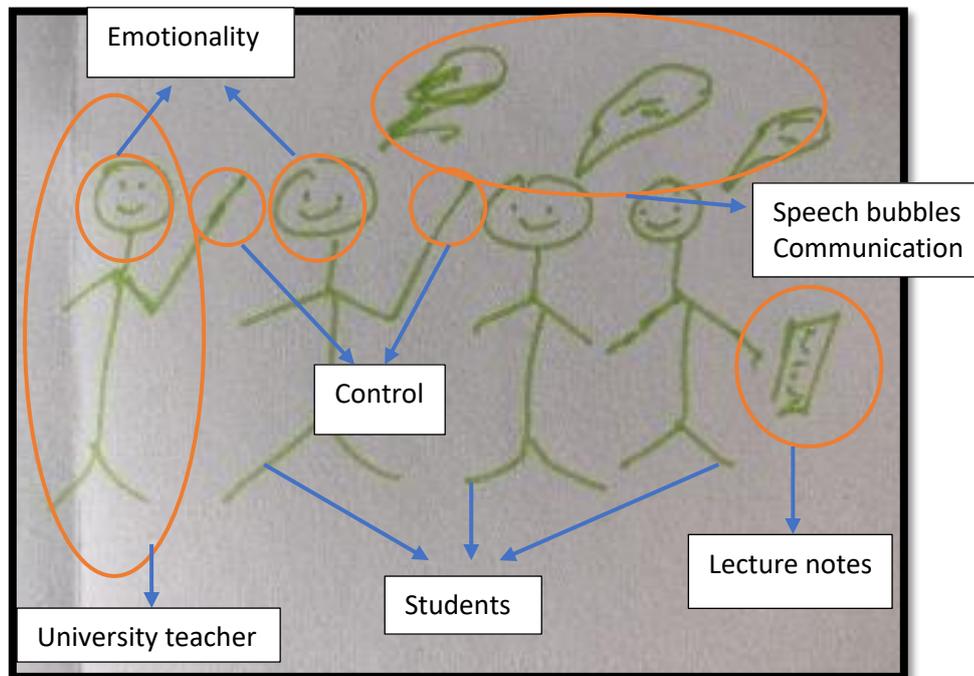
Figure 54 Penny's representation of innovation (Teacher & Students).

Penny a mid-career academic from Causeway-U in her above drawing (**Figure 54**) portrays innovation as controlled engagement with a mix of both traditional, referencing note taking and student-centredness, regarding dialogue and engagement.

Sarah's drawing on the other hand (**Figure 55**) below is surrounded by light bulbs and spanners. Sarah a mid-career academic at Causeway-U explains that innovation is ultimately about trying new things. She declares that:

> "*you may not succeed in your endeavour or you might just keep trying little things until something works. I mean even before this word innovate, I think most teachers do that anyway, if something no longer works, things change*".
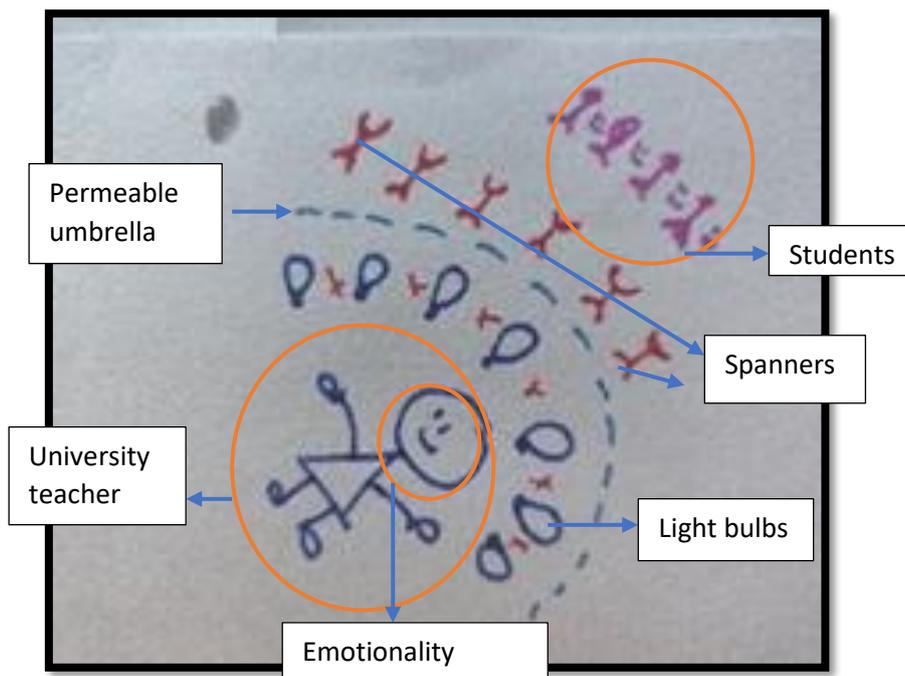
Figure 55 Sarah's representation of innovation (Teacher).

Sarah goes on to talk about her experience in enhancing her point above, and highlights how she noticed student's attention spans fall. She says:

> "*I remember when students first had mobile phones. It was all okay until I started noticing the level of distraction, in other words, if the task was 20-25 minutes, students were twitching after 10 minutes*".

Sarah further expands saying that with such changes in student behaviour, around distraction and mobile devices, then teaching needs to adapt. The same as in life. She argues that it is not necessarily doing something new, it could be what someone else has done, and you are bringing it in to your new context. Sarah explains that her picture represents innovation being broad and forever changing.

> "*I think we just need to accept that, you know, 'change or die', you will be left behind and there are lots of great tools out there, whether that be digital technologies or pens. I think let's make the most of them in a positive way, and not innovation for innovation sake, because ultimately why are we teaching in a university? What is the ultimate hope and I think it's that, we can improve society in some way, and so surely the teaching methods we used should enable students to gain the skills and the knowledge in order to help them develop qualities to make them better citizens*".

Charlotte takes up some of Sarah's points by adding that innovation should always "*support students learning…so it is not just new for its own sake, but something that contributes to the student's development*".

7.8.6 Composite Representation of Innovation

Victoria a mid-career academic from Causeway-U (**Figure 56**) on the other hand, argues that innovation mirrors good teaching.
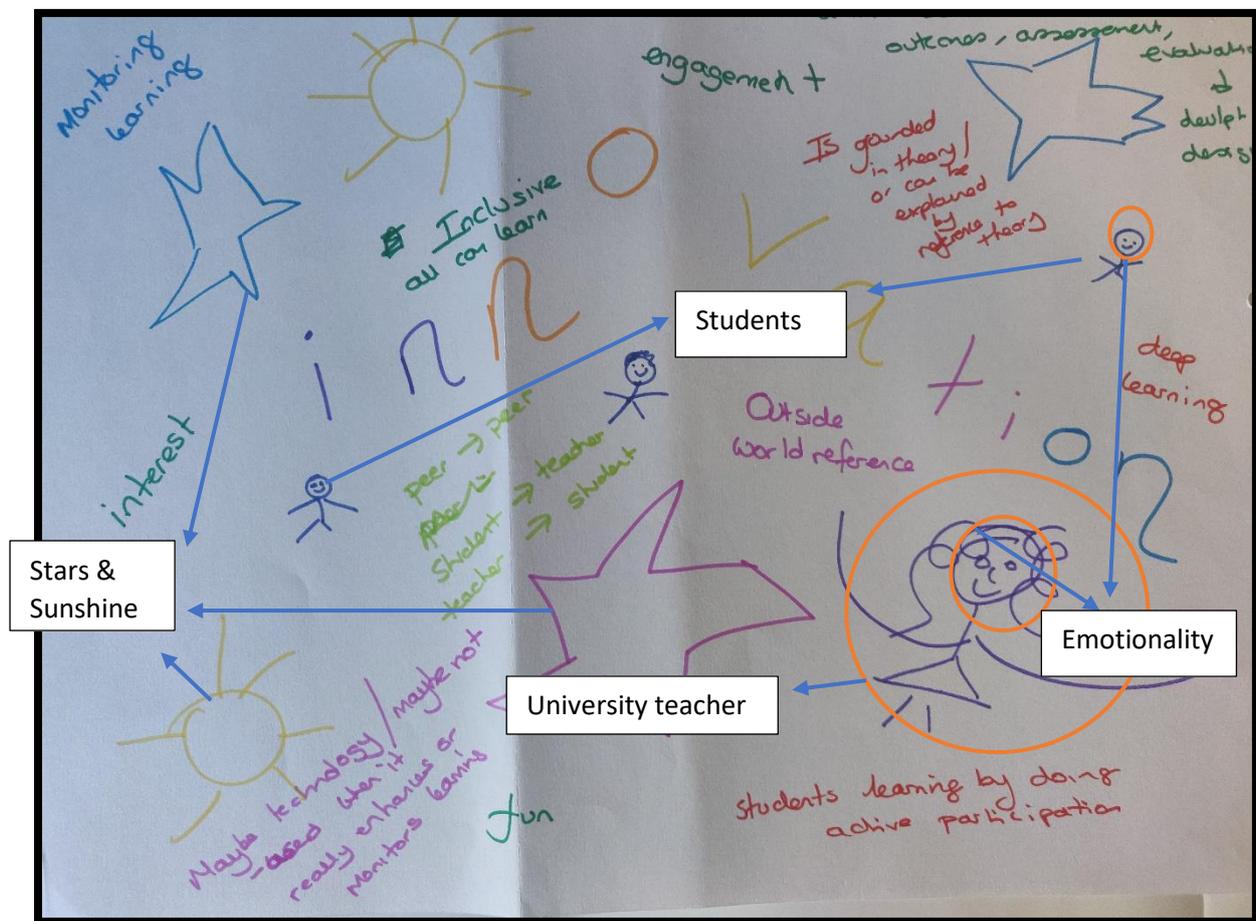
Figure 56 Victoria's representation of innovation (Composition).

In Victoria's drawing above she questions what she is drawing; declaring *"I am not sure whether I am just writing about good teaching all though, if it is innovative it has to be all these things. I think there has to be a link to all these outcomes, methods, assessments, evaluation, development, and design"*.

Victoria underpins that her drawing has some of the *"ingredients for innovative teaching"*. She argues that the key to innovative teaching must be interaction and engagement between teacher and student, a two-way process. Maureen also backs this point and argues that it is about doing teaching well "*finding potentially new ways to get students to talk to one another and talk to me, so it is breaking down some of the anxieties of students, but those things tend to be very low tech"*. Victoria like other participants who have written on their drawing, is emphasising, and making sure that the viewer interprets the drawing correctly. Victoria's drawing highlights several elements, already mentioned in over participants drawings, such as interest, inclusivity, engagement, outside world reference, or real-world experiences. Victoria underpins the interactions near the centre of the page underpinning the centrality and significance of "*Peer to Peer, Teacher to Student, Student to Teacher*". Victoria shows that innovation needs to be monitored because one size does not fit all when it comes to pedagogical methods. In Victoria's drawing, innovation is learning by doing.

Like Victoria, Julie a senior academic from Millfield-U talks of innovation and its different aspects and adds that bringing something from a different discipline is innovative. Like Victoria's mention of assessment, Julie emphasises that "*these days what we should be really doing is how we bring in technologies for assessment. I am using a bit of that for quizzes and tests. Getting students to collect grades as they go along"*. Julie highlights that innovation should be both assessment and teaching and related.

7.8.7 Structural Representations of Innovation

Beth (**Figure 57**) below, on the other hand, positions innovation outside the realms of technology. Beth's picture is very structured, and she openly informs me that she does not do, and gets "annoyed" by "faddish" innovation like that of "writing a Wikipedia article". She goes on to say that "I don't think it really helps the students". Beth asserts:

> *"I suppose the innovation comes from within the bounds of what is genuinely helping them (students) to expand their academic skills,*

drawing in lots of different elements and different ways of thinking about things…. coming in to the mix…..I think the innovative thing is about drawing in other different elements but within this defined structure".
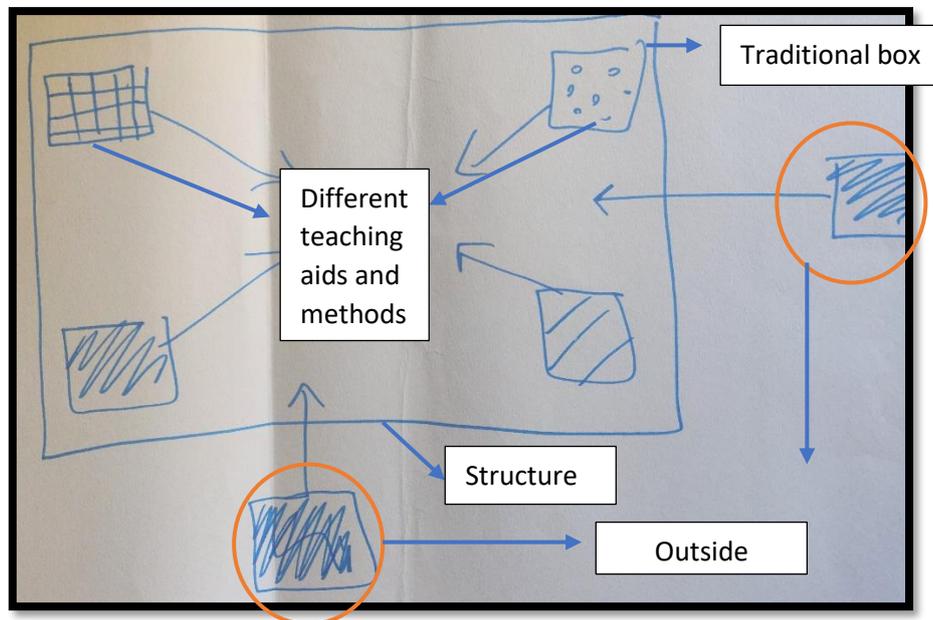
Figure 57 Beth's representation of innovation (structural).

The findings regarding participants own innovations are underpinned by a firm belief that they want to improve the quality of their teaching for students, a notion that is not new regarding Taylor's (1999) assertions that academics have always wanted to improve their teaching and have identified with their role of a teacher, moving away from what some authors have decalared as 'closet teaching' (Nixon, 1996) to a more developed view of teaching. The findings above highlight that innovation involves the bidirectionalty between the teacher and student, and emphasises that participants professional self-image are built around and formed by this interconnection. I think Patrick's point above is a good argument regarding newness because students are always new and any practice they are experiencing at university will most doubtly be new to them.

7.9 Professional self-understanding: Job Motivation

Kelchtermans (2009) refers to motivation and its connection to task perception in understanding the self-understanding of participants. I, therefore, asked participants about what motivates them both intrinsically and extrinsically. Therefore, applying

self-determination theory (SDT) seen in ([Appendix seventeen]). Twenty-nine participants spoke about their motivations and demotivation's.

7.9.1 What motivates you?

The analysis of the data shown in ([Appendix eighteen]) shows the following themes (**Figure 58**):
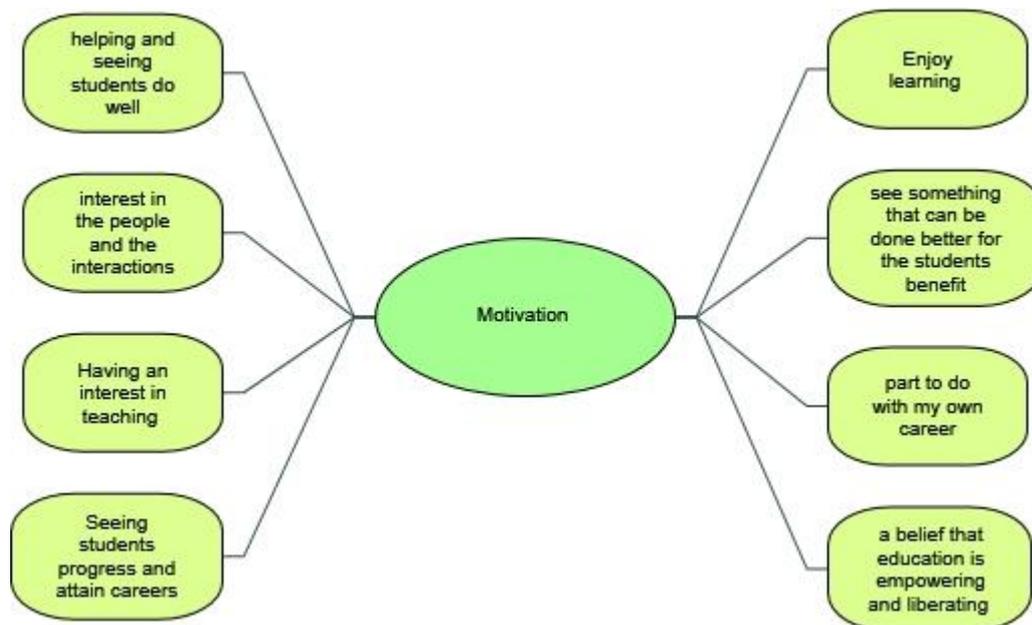
Figure 58 Refined themes for motivation.

The above short statements from some of the participants reflects the position university teachers in this inquiry hold students. They are the central motivator, with twenty-one participants talking about students being pivotal in what they do and why they produce and implement innovative instructional practices. There was across the data sets no difference between Millfield-U and Causeway-U. All the statements echoed terms such as: seeing, wanting, and doing regarding students as motivators.

Internal motivators are ever present in Causeway-U and Millfield-U participants replies regarding motivation to innovate instructionally, with several of the participants emphasising making a difference in students' lives, watching students evolve, succeed and flourish regarding career direction. Participants spoke about being helpful, increasing competences in students through developing and expanding their skills and knowledge base, resulting in feelings of self-determination. Allan sums up the internal segment by emphasising an *"interest in the people and*

the interactions we have with them". Possibly the most important aspect of becoming an educator, having an interest in the next generation and the interactions regarding knowledge building and citizenship.

Marcus from Millfield-U adds to this relevant point and approaches the motivation question by asserting:

> *"What motivates me as a teacher is that every day when you read the news or look around you or look on social media or whatever, it is clear that there is a significant amount of ignorance out there and if I can do just a little bit to be part of the solution and not the problem, then that's all good, if I can open up students minds and get them to understand different points of view"*

For Marcus a senior-career academic at Millfield-U and like I have mentioned in (Chapter six (6.5)) education is about the synthesis and deciphering of information and being objective when viewing knowledge. Participants emphasised pure enjoyment and fulfilled by seeing students do well. Participants truly enjoyed their teaching activities, and they are genuinely interested in interacting with their students. Both Patrick from Causeway-U and Emma from Millfield-U are atypical assertions:

> *"What motivates me in my teaching is being good at it and being recognised for that, being able to take risks, being able to do stuff and amuse myself in the process and get personal fulfilment out of it, while seeing what I am doing is working"* Emma.

> *"I am interested in everything I do I am interested in teaching, we do it all the time. I could quite happily spend my time producing innovative exercises"* Patrick.

The above comments highlight the introjected regulation of SDT, regarding feelings of self-affirmation to perform well in the classroom, and echoes participants 'identified regulation' whereby, their teaching is seen as useful and meaningful to oneself and to the students they teach. Through this identified regulation and acceptance of one's teaching participants underpinned; teaching behaviour is

aligned with one's self-perception that a good academic is also a good teacher. (Wilkesmann and Lauer, 2020, p.437).

This recognition by participants is highlighted in participants atypical comments regarding self-perception:

> *"I think when you know that something has clicked, so, there's something about them enjoying what they are doing"*

> *"It just gives me a kick when I help students, you have a connection, and it is wonderful to see them growing in confidence. Love that connection".*

> *"Seeing the students get it and enjoy it".*

In line with several other studies regarding motivation seen in the participants are motivated mainly by students. With only one Arthur, an early career academic referring to his career as a motivator. In this instance Arthur who fears losing his position regarding further conversations and drawings, emphasises this shiftlessness within the institution, an *"inertia"*. His focus at the time of interview was on his career pathway and how he can challenge *"seeing that sad, boring for me"*. Arthur was struggling to feel motivated. Moving on from the motivational component; participants also spoke about their demotivation's, a lesser researched area across the literature.

7.9.2 What demotivates you?

Twenty-two participants spoke about demotivational factors. The data seen in (Appendix eighteen) uncovered several themes as shown below in (**Figure 59**):
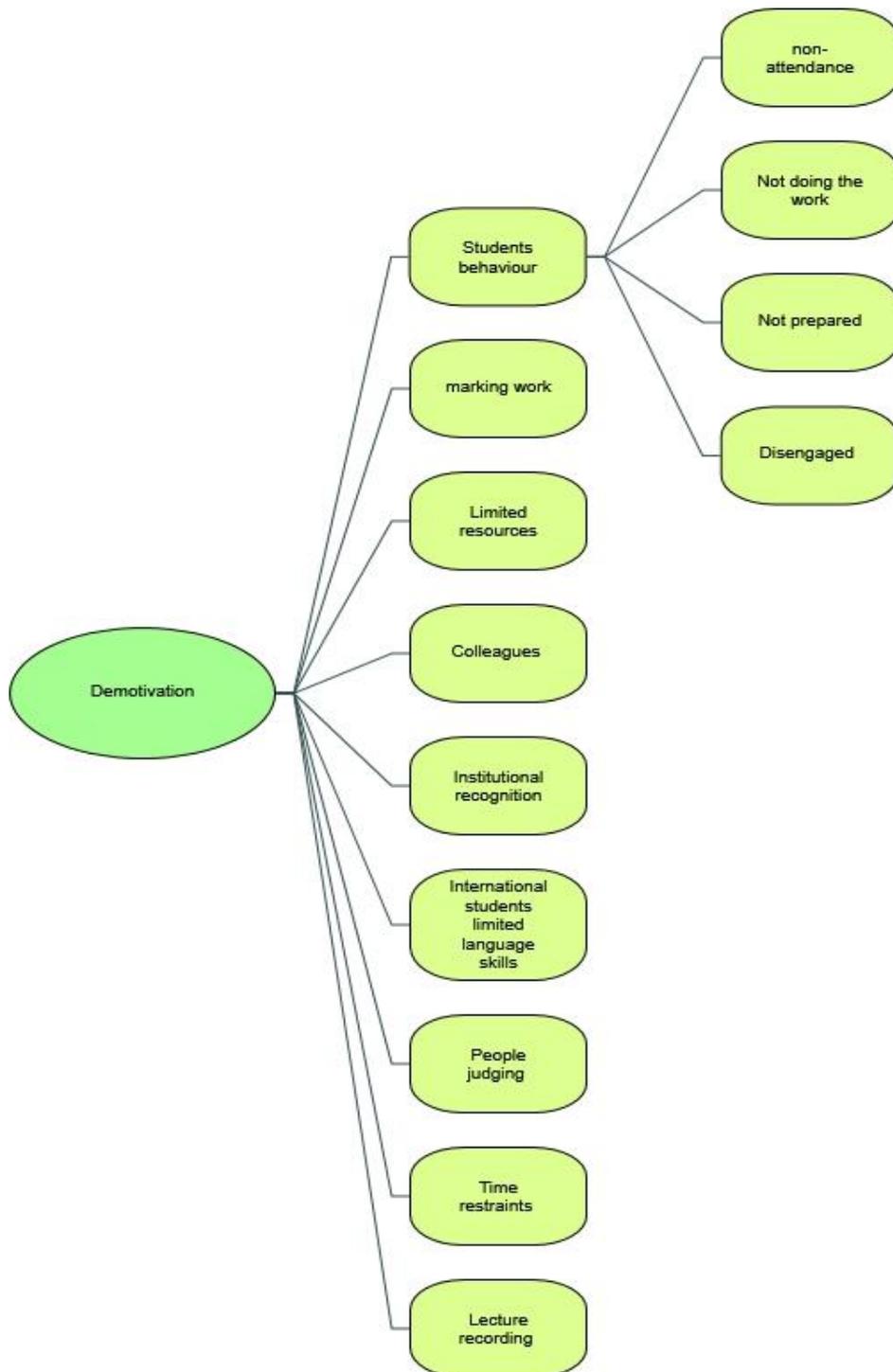
Figure 59 demotivation codes.

The other side of the coin to motivation also emphasised students as a key factor, but this time as demotivators; like Zeynep Kiziltepe's (2008) research on the motivation and demotivation of university teachers. Participants highlighted that student's behaviour, (non-attendance, disengagement, unpreparedness), was their biggest bugbear. Participants asserted that the effort and planning that they put into

their teaching practice and activities is not respected by the students (not all). Helen a mid-career at Causeway-U reinforces this asserting:

> *".... students who aren't engaging and those moments you really try, and they are still playing on their phones, and you have put all that effort in"*

Julie further adds the arena of marketisation to the argument, underpinning, that students expect and do not appreciate because they are paying.

> *"There are some students, not all; that are opinionated and don't appreciate the efforts you put in, especially since students began to pay fees, they don't like to hear the word customer, but they think they are"*

There was an assertion made by participants that some (not all) students just did not want to be there, and this tied into some student's disengagement with the courses of study.

Participants referred to the negative feedback they get from students regarding their teaching practice and several participants were offended by students being able to judge them and their practices. One participant asserted that students are not qualified to judge and do not understand the amount of planning and effort that goes into producing taught sessions. They lack the knowledge about the teaching profession. Joan a mid-career academic at Causeway-U asserts:

> *".... are people telling me what to do. This again is the disconnect between what I have learnt in teacher training and what the university tells me brings student satisfaction, and I don't think that students necessarily know what is good for them, but they know what they like here and now and that is what they are going to put on their feedback forms"*

Similarly, participants referred to their colleagues and institutions positing that there is not enough recognition for what they do. Kathryn highlights this "*lack of appreciation and recognition*" from both departmental and institutional levels even though both institutions have a teaching awards scheme.

Other demotivation's followed the increase in student numbers and the intensification regarding marking more papers and essays. A task that participants saw as time consuming and in some cases soul destroying, referring to Maureen's assertions of:

> *"Chinese students who cannot speak English really and are getting far lower grades than they should be because they don't have the language skills, but we are not allowed to raise the language requirements, because then they would not come"*

Several of the participants spoke about time restraints regarding not having enough time on *"planning and designing teaching sessions"*. Participants argued that they have little time available to develop and implement new lessons and *"learn something entirely new".* The reality for many is to follow predetermined routines and practices (Hendrikx, 2020) that are "*a more safer path*, but at the same time *keep trying, you know, different things*", which limits innovation in teaching practice.

Others spoke about the other activities attached to the teaching process hindering their time and motivation. Margaret a senior-career academic at Causeway-U asserts:

> *"Generally thinking of some of the processes which are around teaching, so, the lecture recording. Some of the complicated things such as tracking attendance…."*

Lecture recording was emphasised in this inquiry and is seen in (Chapter eight). Another aspect of demotivation was not having the tools to do the job, limited resources to help university teachers innovate or be creative in their class sessions.

In concluding, both motivation and demotivation affect participants self-understanding. Teaching tasks are goal-directed actions and are part of the participants identities and the kind of person they are (Gee, 2000). Teachers' self and identity commitments can be enhanced and hindered regarding students, the main sources of both motivation and demotivation. Teaching is a process involving

two or more people, each can influence one or the other that could have implications for their future identity formation.

7.12 Chapter summary

The chapter underpins participants teaching across a wide variety of environments and their professional self, incorporates undertaking various styles of teaching, including large impersonal lectures to small group and tutorial personalised learning. The images demonstrate the centrality of the teacher and the lecture seemed to be still the dominant transmission mode, although the findings did underpin further engagement with students and participants highlighted that this was partly to do with increasing student numbers, which was mentioned throughout the interviews. Participants retrospective responses regarding looking back at past teaching and learning events and situations, highlighted that university teachers unintentionally mirror others. This mirroring could be seen throughout the spoken and visual images of teachers which visualised the traditional image of a teacher. Humour was an important element of the personal interpretive framework for both student and teacher which triggers situational interest (Durik and Harackiewicz 2007; Matarazzo, Durik, and Delaney 2010). Humour was reported by students in Su and Woods (2012) as something that should be "definitely applied as an aid during the lecture" (p.148).

The findings uncover that teaching is a whole-body experience, one which is seen through the lens of large gestures, movement, and passion. Participants through all the current restraints and shifts in higher education landscape's, view teaching as pivotal in their identity formations of the professional self. Participants are both motivated and demotivated by students. Students were in this inquiry the key to most of the participants identities. Interestingly, the findings underpinned that identities are becoming fragmented in these uncertain times. I found that there was an undercurrent of tension regarding role conflict, which fed into gender and a lack of autonomy. This short conclusion underpins that the use of a single drawing as seen above referred to participants complex teaching lives. The images add value to textual data. Participant's drawings reflect the personal conception of the teacher

and teaching, the activities, conditions and context participants are situated. However, there is a connection to the previous chapter regarding prior experiences as many of the image's mirror past experiences.

Chapter Eight: Hall of Mirrors: 'Help, I am locked inside this University'

Task perception and Marketisation

8.1 Introduction

The innovative university teachers in this inquiry all work within organisational structures and have context-specific identities. The participants were aware of being part of a broader mass competitive 'system', a system that is under surveillance and appears to be in constant change. Therefore, it is important to understand the impact of external factors on participants' professional self-understanding. This chapter underpins the following research question:

> **RQ3**: To what extent do current higher educational developments and vulnerabilities penetrate the visualisations and conversations.

This section focuses on how innovative university teachers conceptualise their identity regarding making sense of their workplaces and broader context. Part of Kelchtermans's (2017) 'personal interpretive framework' is understanding context, "context in space but also the context in time" (p.13). Participants build cognitive depictions of their work context, which has changed dramatically over the last two to three decades (Javadi and Asl, 2020), resulting in academics having to adjust, adapt, and change to the current climate. A climate that has seen a 'creeping' (Brown and Carasso, 2013) and a 'sweeping' (Barcan, 2016) wave of significant changes regarding neoliberalism, which "assigns a central role to the market system" (Self 2000, in Brown, 2018c) resulting in the marketisation of the sector.

Marketisation is the connection between neoliberalism and higher education (Brown, 2018c); "marketisation is how neoliberalism reshapes the provision of higher education, as it does nearly every other social activity" (Brown, 2018c, Brown, 2018b). Another aspect of neoliberalism is the 'rise' and the intensification of managerialism (Deem, 2021), which according to some authors, is the

"organisational arm of neoliberalism" (Lynch, 2014), which to a large part, is a response to market competition and orientation which has disconnected and alienated academics from management (Slaughter and Leslie, 1997, Deem and Brehony, 2005). Massification has also become a feature of higher education, which is the rapid growth in student enrolments (Scott, 1995), and although viewed by some as negative, it has opened the doors for generations of new diverse students (Engel and Halvorson, 2016).

The method used to obtain data followed Russ Vince's (1995) paper 'using drawings for team diagnosis and development', a "common management development exercise" (Vince, 1995, p.11). The idea behind this exercise is that pictorial data provides a perspective that goes beyond the participant's language and illustrates the participant's emotions and 'unconscious responses toward changes' (Vince, 1995, p.12). Participants can reflect on their current position and situation and examine processes that could be influencing their engagement in the organisation. This method also highlights participants' contextual identity, whereby teachers expose distinct aspects of their teaching self. As Kelchtermans personal interpretive cognition lens suggests, through the mental representational lens, one can look at innovative university teachers' self-understanding and the interaction and actions in the particular context innovative university teachers find themselves (Kelchtermans, 2009).

All thirty-eight participants were asked about their experiences regarding their institutions and departments. One participant at Causeway-U, Helen, a mid-career academic, refused to answer the question saying, "*I am not sure I can do this; maybe there is a bit too much departmental baggage for me to answer this*". I did not use the word culture or sub-culture in the interviews because I wanted participants to think more broadly regarding their answers and drawings. The section below shows atypical examples of drawings from participants.

8.2 Symbols used for institutions

Each participant was asked to picture their institutions and include themselves in the picture. The idea behind this drawing task was to bring the important, team, organisational and broader issues to the surface; issues whereby teachers may feel

powerless, threatened and questioned (Kelchtermans, 2005). University teachers work in, to a large extent, environments that are regulated by quality control systems, policy demands, and regulations (Kelchtermans, 2009) which influence teachers and raise the agenda of power, and in times of performativity, which emphasise effectiveness and efficiency (Deem, 1998, Ball, 2003) there is an intensification of what Kelchtermans (2009, 2017) argues is 'vulnerability'. Vulnerability refers to circumstances the teacher cannot fully control (Aspelin, 2021).

Universities have been viewed and described as many things throughout time. The "idea of a University" was a village with its priests" — the "Idea of a Modern University" was a town — a one-industry town with its intellectual oligarchy, and the "Multiuniversity" as a city of infinite variety" (Kerr, 2001, p.31). However, most participants referred to the university as *'The Institute'* and '*The Administration'*. I thought at the time and added to my field notes a recollection of something like the Godfather films, especially the way participants presented the terms dramatically and with some distaste. The usual comments following these terms were, "*who are the institutions anyway?"* and "*what is the institution?".* Patrick, a senior-career academic from Causeway-U, underpins the use of the term demonstrating a power struggle, asserting: "*Without us, the institute is nothing".*

Both Causeway-U and Millfield-U used and referred to the visual metaphors of towers, castles, windmills, and pictorially high places of worship. This visual metaphor is not unusual, as universities have been portrayed metaphorically as ivory towers regarding a "state of privileged seclusion or separation from the facts and practicalities of the real world" (Shapin, 2012). One of Granleese & Sayer's (2006) respondents asserted that higher education is a 'special place', a 'strange place' unlike the real world. The academic in their study posits that:

> ". . . academia is not representative of the world out there. It's at a higher-level, higher-level discipline, higher-level factor where people are relatively much more educated and perhaps at a higher level of knowledge, where they are able to see things at a broader perspective" (Granleese and Sayer, 2006, p.505).

The symbolism of the castle portrays power, authority, an enclosed prison, or can represent safety, wealth, and loyalty. Janice, a mid-career academic at Causeway-U,

asserts, "*I feel that being in a university is so much more than a prison*". William, a mid-career academic from Causeway-U, refers to the institution as a "*Research castle, fantasy land, made up of delusional people and a magic money tree*". An area voiced by Emma, a mid-career academic at Millfield-U, *"I think everyone in academia is radically insecure, which is why they have to constantly prove themselves*". A statement that echoes in Granleese & Sayer's findings highlighting that "most academics are incredibly self-centred" (p.505). William reinforces his point above by asserting that *"Many people have not worked outside of this environment in their whole lives here* [inside the university] *you do not know what others outside are doing, and you take for granted where you are".* William indicates that disconnect from the world and portrays academics in a bubble in his picture below (**Figure 60**).
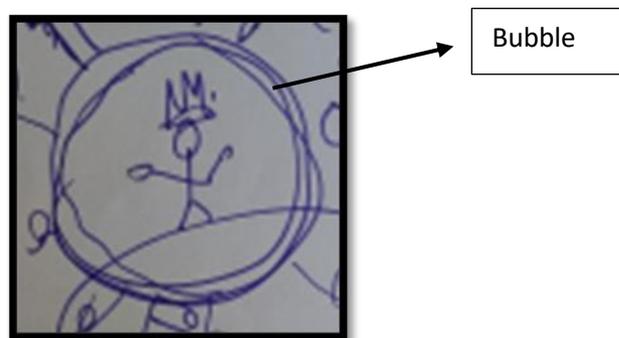
Figure 60 Representation of academic in a bubble.

Participants identified themselves within various visual representations, built structures, boxes, thick lines or a relationship image like an onion diagram (**Table 14**). Twenty-three participants from Causeway-U and one from Millfield-U visualised their institutions. The following visual metaphors were identified:

Castle (9)	Windmill (1)	Web (2)	Structure (1)	Line (3)	Boxes (4	Onion (4)

Table 14 Causeway participant's visual metaphors.

Castles were popular across the results, with eight participants drawing a fortified visual representation. Good examples of castles are shown below (**Figures 61, 62, 63**).
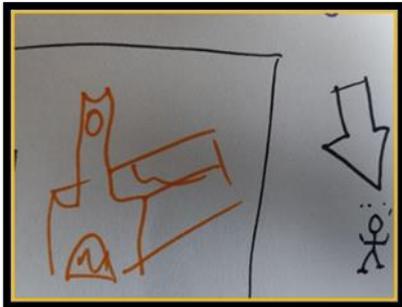
Figure 61 Bob organisational drawing
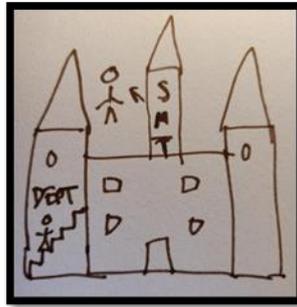
Figure 62 Joseph organisational drawing.

Figure 63 William's organisational drawing.

However, when participants spoke about their drawings, they were positioned more towards 'power, authority, and an enclosed prison'. There was an underpinning centrality in the drawings by size, colour, or position signifying organisational impact and influence.
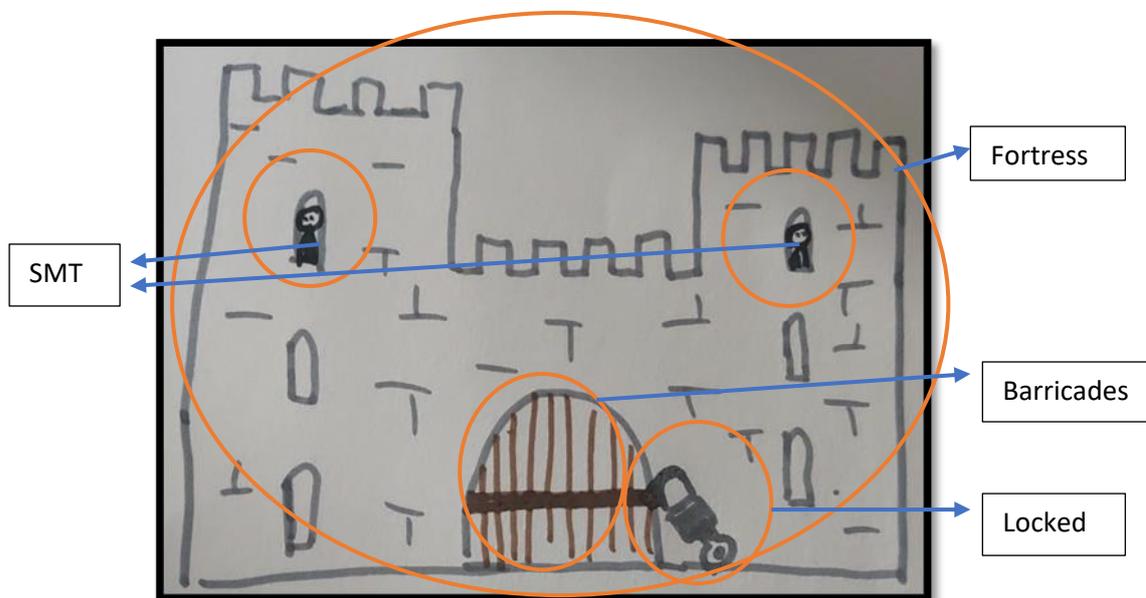
Figure 64 Maureen's representation of organisational drawing.

Maureen, a senior academic from Millfield-U (**Figure 64**), visualised her institution as a fortress and asserts that the top tier of the organisation:

> *"…. have built themselves a little kind of fortress really…. where all the SMT are, whenever, there are strikes or protests they put the barricades up, so literally they lock the building so you cannot get into it…. A real separation".*

This point Maureen raises is not confined to Millfield-U only or Causeway-U; throughout the industrial action, the researcher was told universities would lock certain parts of the building where SMT are situated to fend off student protests which have targeted areas to protest. Maureen's picture above (**Figure 64**) highlighted being *'locked-in'* regarding the padlock and barricaded door. She has emphasised two figures looking out of two fortified towers, which could signify surveillance from a distance. Maureen explains that she is demoralised because important issues never get settled by those at the top. Maureen emphasises being *"very much a part of the university"* but recognises the significant changes. She posits:

> *"…. it* [the university] *has changed over the years, the managerial stuff has changed, and it used to feel much more collegial trierarchy? But the changes over the years through neoliberalism have made it more hierarchical and keeping academics out of the senior meetings, so, it feels different, the management stuff feels different".*

Maureen discusses the disconnect between SMT and academic staff as not just a *"communication issue"*.

Maureen asserts:

> *"They imagine that any problems in the university are communication problems. All these staff surveys we do are all about how clearly they are communicating what you should be doing, when in fact, academics are disagreeing with some of the things; it is not a question of communication, so what we tend to get is all these emails from the centre either patronising you by saying "I just want to say thank you for all of your hard work through the Coronavirus and all the extra things you have done, it's so appreciated it's this and that…". But really, what people want is okay to sort out our pensions, our pay and our workload, and the gender pay gap and the sexual harassment,*

> *do not just send an email saying thank you very much. They*
> *see it as a communication issue, but the rest of the university*
> *sees it as mismanagement".*

Maureen's observations are atypical in this inquiry, with eleven participants emphasising a disconnect between themselves and the institution, which mirrors a report published in January 2020 regarding staff satisfaction which found that:

> "Almost nine out of ten academic faculty and staff members in
> the United Kingdom give a thumbs-down to their institution's
> senior management team" (Woolston, 2020).

Participants, when talking about their organisational drawings, spoke about institutional strategies usually through the lens of lack of communication and disconnection from the university. Communication being a particular issue concerning satisfaction (Teichler and Höhle, 2013). David, a mid-career academic at Causeway-U, sums up this disconnection by recommending that there needs to be more focus on strategy and "*what we are doing, why we are here".* Helen, a senior-career academic and Joan, a mid-career academic from Causeway-U, are common assertions across the eleven participants shown below:

> *"I can tell you what it wants to achieve, but it has not*
> *communicated that, and it might have a wonderful plan, but I do*
> *not know it, no clue.* I have to go to Google to find out about my
> own institution on the intranet".

The above assertions underpin the lack of communication not filtering through to university teachers. This is important so that university teachers build professional identities around the values and strategies of their workplaces. After all, an academic identity is constructed through interactions and communication (Nematzadeh and Haddad Narafshan, 2020).

Janice, a mid-career academic from Causeway-U, asserts:

"To me, the sense of who runs the place all sit up here, and they all have their executive meetings with wingdings, which are all nonsense symbols coming out of their mouths. The language comes out all like this (✑ℰℊ✗&⸚◆ℒ■ℳℯℊ①). All this meaningless jargon…. generated up here rains down on everybody else. I am always down here sometimes holding up an umbrella, and sometimes that umbrella has got holes in, and it gets through".
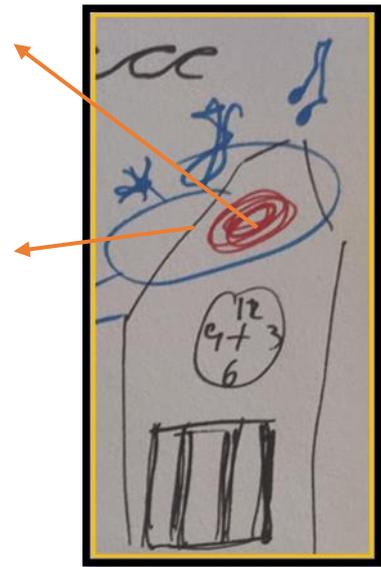
Janice's pictorial representation of language.

Knight and colleagues (2010) suggest that there is massive literature suggesting "that productivity and well-being can be enhanced by including employees, in decision-making processes and giving them a sense of ownership and voice in the workplace" (Knight and Haslam, 2010) and, therefore, enhancing their professional identity and raising self-representation. Obviously, academics in this inquiry are not being heard, and communication seems to be an issue along with discussions around important issues, as Maureen asserts above.
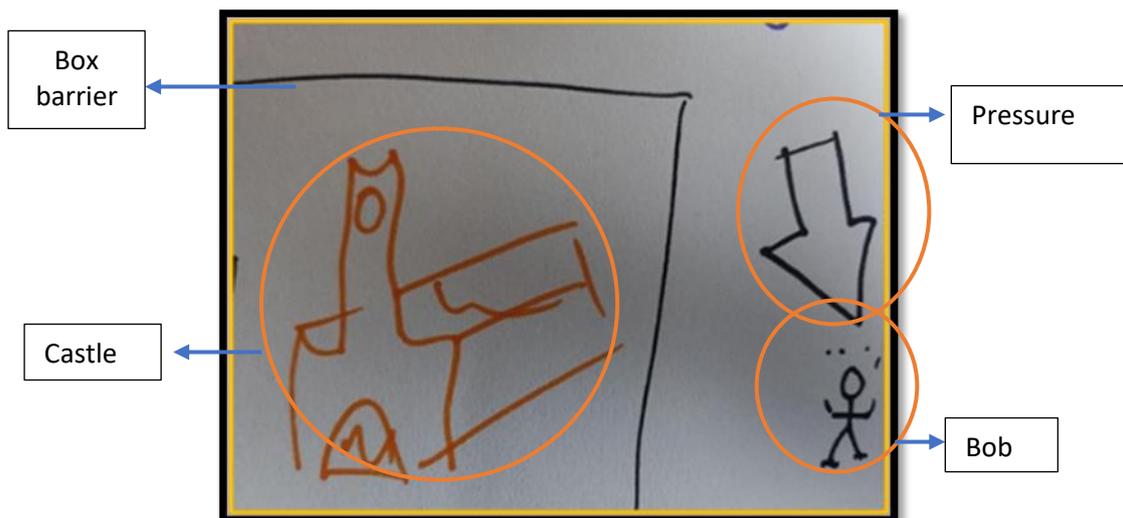
Figure 65 Bob's representation of organisational drawing.

Bob's picture portraying Causeway-U above (**Figure 65**) is small, and Bob has placed a boundary box around the building, isolating the institution from the rest of

the picture. The building had a fixed boundary in the left corner of the drawing. This positioning to the left meant the institution was suspended in a static place in time (Furth, 2002), which emphasises participants' notion that the university is trapped in its past. The directional positioning of drawings to the left and bottom have been seen as representing the base and past (Foks-Appelman, 2012, p.156). The building has a large doorway, like that you would see in a castle and is locked or closed off to others. The circle represents a clock; "perpetual motion" (Cirlot, 1971, p.107), and the circle is the mandala which emphasises "differentiation and unification" (Cirlot, 1971, p.201). The clock in Bob's picture has no hands, which could signify the time the individual has worked at the place, indicating a lengthy period, or even feelings of being overwhelmed echoing his "*tight schedules and deadlines*" he speaks about.

Interestingly Bob places himself outside the organisation, and its boundary picture, as Gregg Furth, indicates a "suspenseful situation" (Furth, 2002, p.98). Bob is a small, isolated stick figure who seems to be frustrated. It could also be that the stick figure is juggling four things at once. The large arrow reflects the stick man's size and the pressures keeping him down, which he indicated.

My observations of the drawings above match Bob's verbal interpretations where he saw himself as outside of the organisation regarding the organisation being 'risk averse'. Bob highlighted the severe cuts that have been happening over his time at the institution. Bob emphasises how the institution is "*trapped in its own past*". Bob asserted that work had "*intensified*" with more pressures on producing measurements of "*what he was doing and the impact on students*".
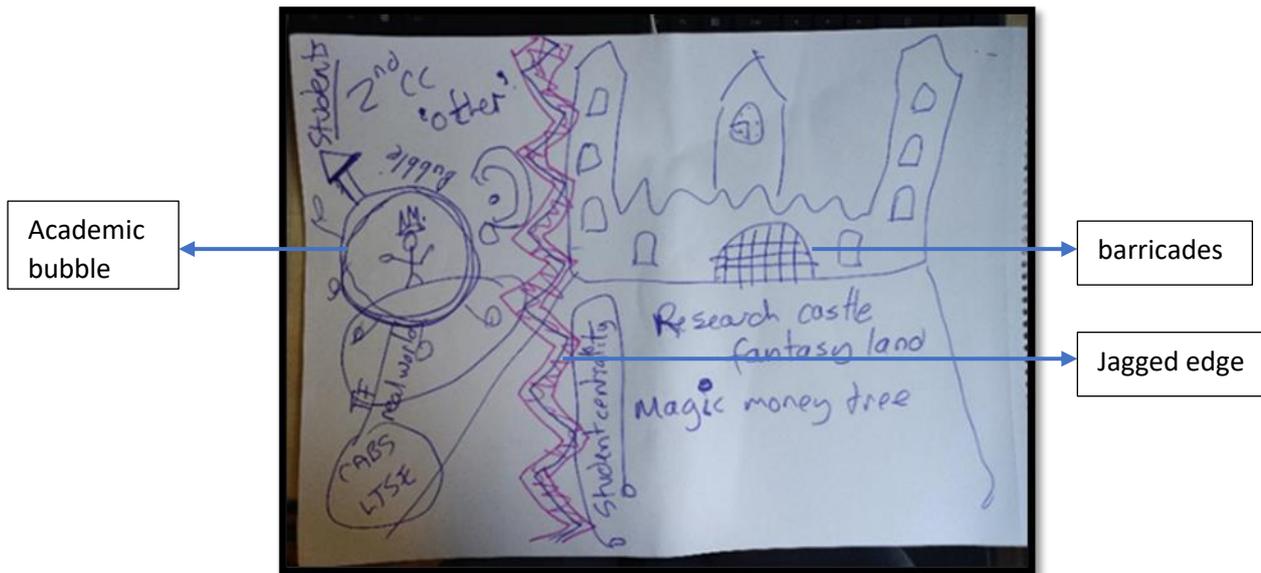
Figure 66 William's representation of organisational drawing.

Williams's (**Figure 66**) castle is the largest of the castles drawn by participants. There are several barriers indicated in William's drawings. A jagged edge is shown in the image, or they could be mountains or even teeth. William asserts:

> *"I am going to draw some jagged edges, around that is jagged and moving, aggressive and biting and difficult which to hover above…."*.

William is highlighting in his comments above how the institution is controlling regarding its managerial practices and surveillance on teaching, which William states he would still do the things he does with regards to innovative teaching practices, a point picked up by Emma at Millfield-U and Patrick at Causeway-U, highlighting defiance and resistance. William goes on to assert

> *"There is a jagged edge between research and teaching and the institution …. With teaching taking second place"*.

Here William is discussing the divide between the two main components of academics, research, and teaching, highlighting tensions and the lack of value given to teaching at Causeway-U. William used words in the picture and indicated the castle is a "*fantasy research land*", a "*magic money tree",* and "*student centrality*". Here William emphasises research and the endless investment and prestige it gets,

whereas teaching does not, an area which has been echoed within the literature (Whitchurch, 2012).

John's drawing (**Figure 67**) pictures the institution as a windmill. The windmill is central in John's life and indicates a product's mechanisation. John underpins that he has mixed emotions, and he is torn between his past and the here and now. He asserts:

> *"The grass is not greener; I now see my previous institution in a different light. This institution is away from the world that I like…."*
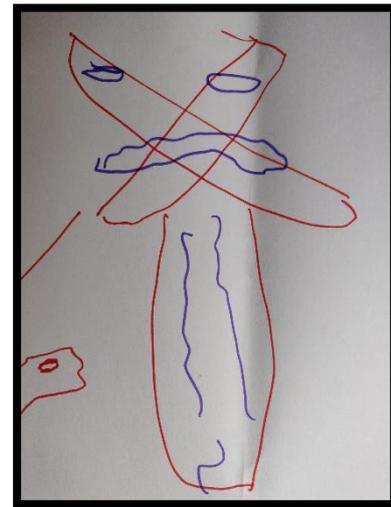
Figure 67 John's representation of his institution

The mill is an excellent symbolic pictorial representation of higher education, like that of a learning factory, with increased student numbers now known as customers, the orientation towards academic activities and measurability (Publish or Perish and the instrumentalization of teaching) (Nişancıoğlu and Pal, 2016).

John's above assertion underpins how he feels, like a grain regarding being pulled, pushed, crushed. The ever-turning mechanism, unable to get off the treadmill, regards his current predicament. The windmill stands out as a barrier to the individual, but he seems to have no shield to fend off the attacks of the mill. Some sort of bubble or balloon surrounds the windmill, and the person has ensured that it is enclosed, adding an extra line to it. The image demonstrates the individual's enclosure and isolation concerning a ceiling and walls. There is a hierarchy of structure that confines the individual. The windmill's sad face underpins John's mood, and John recognises the current situation affirming, *"fighting big windmills, big institutions".* He is indicating league table positioning, which John asserted in his interpretation.

Before proceeding to examine massification below, it is important to mention that the images and arguments in this inquiry demonstrate a disconnect from the top and that

many of the images portray this through the drawing of enclosed spaces and the fact that no participants are in the same space as the senior management.

8.3 Massification

The changing external environment includes massification. Massification was highlighted throughout the findings, and several participants referred to numbers of students and increased staff-student ratios, which fed into the influx of international students and assessment-driven students. Trow (1974) in (Deem et al., 2003) suggest that "massification changes the relationship between university teachers and students", weakening the "link between teaching and research, reducing the academic profession's status". Massification had concerned some participants in this inquiry, and they recognised that students had changed from when they were students. Student diversification and widening participation were now greater, and the size of classes is seen as a huge issue, especially regarding innovation, as found in Gilbert and colleagues (2020) findings. Participants understood that some students were entering university with lower numeracy and literacy skills and that a university education was not about the value of an academic subject or discipline but about employability and getting a job.

Participants understood the modern student and agreed they are "*paying a lot of money*" and "*want the highest grades*". They accepted that students come from a wider diverse background and some from a broader qualification base such as BTECs. Joseph, a mid-career academic at Causeway-U, posits that "*BTEC learners think they should not be here because they have not got A levels and feel isolated and confused*". Two of the participants highlighted that many established academics struggled with what they saw as "*weaker students*" and, in some cases, made academic work *"simpler"* or had to start at a "*lower-level*". Students were seen as anxious and, in a way, "*needy*", requiring more discussion and interaction with the learning materials. Maureen, a senior academic from Millfield-U, asserts that,

> *"…. they* [students] *just want to know what they need to write, and they will just come to the seminars and my office and basically ask what do I write to get a 2.1/1.1".*

Maureen goes on to echo so many other participants' sentiments, adding,

> *"There are students who are into it, although there are a lot of students who are not and should be doing something else; they should not be at university; you can see they would be happier doing something else. Student expectations have changed and not always in good ways. The student experience is central so is more marketized".*

Other participants in the inquiry posited that students had not changed and still worked hard, "*more so regarding the external baggage*" many will bring with them into the university environment.

Massification did affect individuals' professional self-understanding regarding "*stress*", "*pressure*", "*time constraints*", and the emotionality behind teaching with reference to increased numbers of students. The discourse around the diversification of learners and the number of learners meant that participants no longer had the time to become acquainted with and get to know learners. In other words, as Jacqueline Stevenson and colleagues' findings report:

> "lecturers no longer had the time to get to know individual students sufficiently to be aware of their learning and support needs, so that the more vulnerable students were slipping through support networks and were in danger of not achieving their potential" (Stevenson et al., 2014, p.35).

Twenty-two participants featured students in their conversations. With data ranging from:

*"Students being **assessment-driven**".*

*"My biggest thing is they **want us to tell them everything**".*

*"They are much more **anxious**, hard-working, committed, **less experimental**".*

*".... **weaker students** demand **more support** from their lecturers than they would have done a decade ago. This **shift in attitude** is reasonable given the huge difference in fees".*

*"I think students just have **more challenges now**".*

*"I think catering towards a more **diverse student body is challenging**".*

"They [students] *do not do the readings".*

Participants' interpretive frameworks are woven together with students due to the closeness and process of teaching. However, one participant underpins literacy skills from the perspective of international students. Maureen posits that some international students "*really struggle to say anything or to understand anything so that has created a different dynamic*", making it more difficult and time-consuming because of the support that is needed and that has been cut, putting pressure on academics. Participants varied in their opinions of students, with some emphasising different year groups, referring to first-year groups as the most intensive and that undertaking an innovative approach was too risky regarding evaluation at the end. A comment supported by an academic from Gilbert and colleagues (2020):

> "… they are 18-year-old students, so they do not necessarily have the breadth of knowledge to handle some of the clever innovations that maybe third-year students can" (p.9).

Another subtle aspect recorded by Matthew, an early career academic at Millfield-U, was the implications of space on his taught programme, regarding the discontinuation of a twenty-credit module that he enjoyed teaching and which students enjoyed. Matthew asserts that it was,

> *"decided that these courses were unwieldy and they created problems for room booking space, and this is an issue at the university, not right now but normally because we have more students than space to teach them and so on. That was very frustrating, and it was not a pedagogical reason. It was a physical capacity reason…."*

Therefore, space and timetabling are very much wrapped in massification, and with more students coming, more frustrations and tensions within taught programmes that are vying for space. Massification was reported in this inquiry as having some significant impacts on participants' self-understanding, which fed into their teaching practice. Teachers were risk-averse regarding large groups of students and struggled to support some students who needed extra help. Both universities recognised that certain students should not be at university and should be doing something else.

8.4 Restructuring, Reorganisation and Resource allocation

Restructuring was mainly evident in the responses from Causeway-U participants because it was a recent development when this research was undertaken. Participants were obviously still anxious about how the restructure would work and impact them. Middle managers were, according to three participants, "*still finding where they fit*" and "*finding their feet*" regarding their role. Causeway-U had replaced traditional faculties, upgraded systems, and replaced them with larger schools, centralising administration. Authors such as Shattock (2013) assert that there has been a 'reorganising mania' driven by New Managerialism and expansion rather than academic concerns (Hogan, 2012, Hill et al., 2015). According to Davenport & Short, 2003, the idea of restructuring is about organisational efficiencies, operational cost, distribution of both human and physical resources, and moving away from single academic subject departments (Hogan, 2012). Restructuring, therefore, is about internal resources allocation and decentralising budget control (Davenport and Short, 2003), enhancing institutional competitiveness and hierarchical positioning in the global marketplace (Deem et al., 2008), but also emphasising department closures, redundancies and job cuts (Hill et al., 2015, Deem et al., 2008) all of which were highlighted by participants.

Restructuring highlighted academic disciplinary weakening, as Hogan (2012) found in his five-year study of restructuring universities. Specific subjects are being devoured by more successful subjects; as Elizabeth and Arthur from Causeway-U posited, they are being "*pushed*" and feel "*undervalued*" as academic disciplines. Brown (2018) posits that marketisation encourages a 'winner takes all market' which could underpin this increased expansion in some areas and not others. Elizabeth asserted that the academic discipline she was part of was "*swallowed up and removed*", and that some academics that were part of the department had moved on to other organisations due to dwindling student numbers and cuts to specific academic disciplines; a consequence of marketisation, according to (Hill et al., 2015), whereby individuals can lose their jobs or departments can be closed; something Hommel (2019) calls 'targeted investment' where, there is a fall in response to the service offer no longer being competitive (Hommel, 2019). This

reorganisation of internal resource allocation or distribution of budgets resulted in uncertainty, as Hogan (2012) highlighted in his research on universities, undertaking the process of reorganisation between 2002 to 2007. Individuals felt, as Arthur, an early-career academic, posited, that his department was "*half in and half out*", which led to people feeling unstable, as shown in representation four below. This 'pushing' away experienced by some participants placed them on the periphery and away from central decision-making. Seven participants spoke of distance which was felt across both case study universities, regarding a "*disconnect*" between staff at the centre of the university. This disconnect was seen through the "*lack of communication*" from the top, which, according to Hogan (2012), is meant to be 'streamlined and speeded up' regarding the benefit of restructuring. Participants at Causeway-U felt much more isolated and disconnected from their institution, unlike Millfield-U, which had a more positive view of their institution. The findings in this section highlight a higher degree of tension and pressure at Causeway-U, which some staff are clearly struggling to reshape their identities around. However, this is not just a Causeway-U issue regarding academic subjects. Maureen, a senior-career academic at Millfield-U, emphasised making modules *"sexier"* to make them viable to enhance recruitment so that their academic discipline is not part of any cost-cutting measure.

As mentioned above, Causeway-U were the only ones to raise this issue of prioritisation of the various fields of knowledge. A key issue that has implications for university teachers' identification and belonging to a particular academic group. Hyland (2015) refers to this belonging as 'proximity' (p.33) or positioning, locating themselves and others (Moghaddam and Harré, 2010). The four images below are representations that highlight the idea of being dissolved, pushed, pulled, and marginalised.
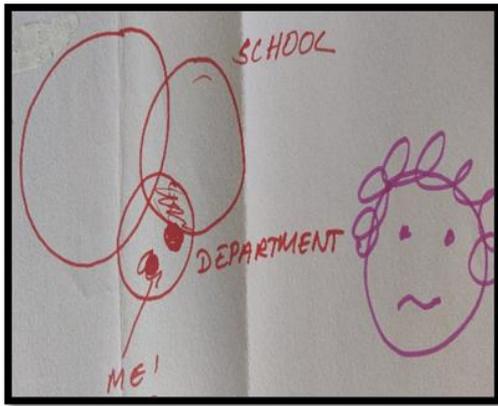
Figure 68 Joan's representation of her institution	*Figure 69 Elizabeth's representation of her institution.*
Representation 1	Representation 2
Figure 70 Penn's representation of her institution.	*Figure 71 Arthur's representation of his institution.*
Representation 3	Representation 4
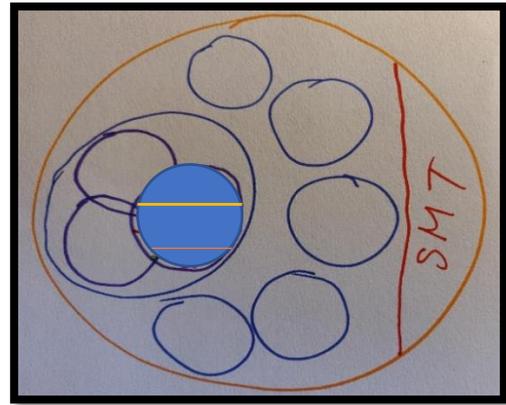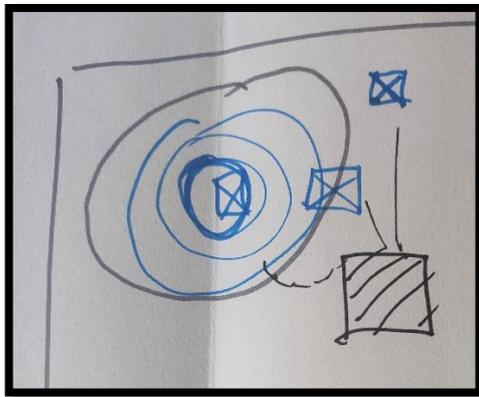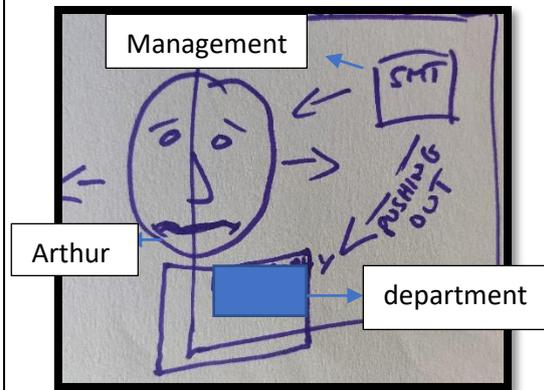
Representations 1 and 2 were atypical. Arthur, an early-career academic at Causeway-U, underpins disciplinary struggles for survival, reinforcing that in this winner takes all marketplace, elimination of courses or even whole departments is not unheard (Costa, 2019). Today's university survival involves tough choices. Henkel (2005,p.164 asserts:

> "'interaction between discipline, institution and individual has become far more complex, and the image of the institution as a bounded and protective space of distinctive activity is no longer tenable".

Gibbons (1998), in his contribution to the 'United Nations, Educational, Social, and Cultural Organisation World Conference on Higher Education, refers to as the 'new accountability. Gibbons emphasises an irreversible shift, the centrality of financial

accounting (OECD, 2001), a point picked up by Hommel (2019), suggesting "crises are almost always revenue-based". In other words, it involves weighing up subject + numbers =pounds and pence; therefore, specific disciplines (humanities and the arts) are shrinking.

Elizabeth, a mid-career academic at Causeway-U (Representation 2 above), which has been enhanced and animated below, is from a soft discipline and reinforces these points asserting:
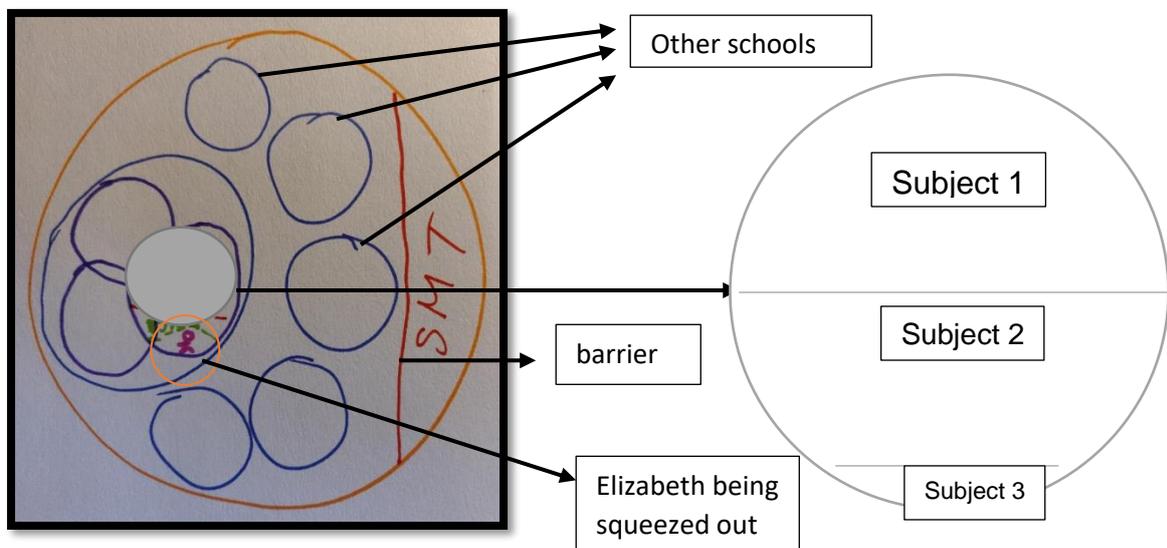
"…. quite a disconnect between programmes what people teach and the more students on their courses means they seem to get more investment".

Elizabeth's experiences bear similarities to many other academics regarding a loss of disciplinary identity, feeling marginalised, and precariousness regarding job stability. Other participants represented their own experiences and used Venn and onion diagrams to highlight identity on the academic discipline periphery. Elizabeth argues that her subject (a social science)

"…. has now been written out of the new school, and there are a number of staff who have left, and they have not been replaced".

Elizabeth represents herself in the drawing as hanging out in the new school structure. The subject she is in is significantly smaller than other subjects. Elizabeth goes on to assert:

> *"I do not feel my subject is valued by the institution; it has been moved around from different areas"*.

In the case of Elizabeth, it seems that the institution is trying to connect-reconnect her discipline with other disciplines as part of their multidisciplinary agenda. Similar to Costa (2019):

> *".... that the humanities have been confronted not so much with a direct and explicit denial of their benefits, but with the exalting of skills and traits strongly connected to other knowledge fields, such as business administration"* (p.1).

Another aspect of disciplinary undervaluation of the identity of university teachers was the idea of specific disciplines being "*dumping grounds' for students*". The idea is that some courses and study programmes are "*problem degrees".* Elizabeth underpins two soft disciplines from the social science arena:

> *"I think one of the problems is that* [subject A] *and* [subject B] *are seen as a problem degree and is always positioned as a last resort, so students who do not get the grade for* [subject] *will be offered* [subject A or B]. *It is a course that can absorb lots of students who do not meet the entry requirements and are in clearing. It is going to have not very good progression rates because you are attracting students who never wanted to be here in the first place"*.

This admission above underpins the need to get 'bums on seats' regardless of the cost. Elizabeth seems to be emphasising that students are being '*set up to fail'* because of their weak academic grading profiles. Regarding disciplinary value, the institution does not rate these degree programmes very much or the staff that inhabit and teach on them—resulting in staff feeling undervalued, affecting their self-esteem. Henkel (2005) underpins that academic identity is constructed on scholarly discipline. Obviously, if academic disciplines are disappearing, being submerged in broader disciplines, and becoming a place for students with lower entry tariffs, then

academic identities will shift. The shifts will be toward academics questioning the intrinsic value of academic-specific disciplinary knowledge. Identities will be regarded as non-specialist teachers, with academics expected to teach a wider range of subjects. As one of Elkington's findings suggests, "The time when, as an academic, you could draw a line around those in their discipline is fast becoming a memory" (p.56). Causeway-U mainly emphasised the data surrounding the topic of discipline attachment and disconnection because of the recent restructuring which had taken place shortly before the interviews were undertaken, which will have influenced participants' comments, especially when many participants at Causeway-U did not seemingly support the institutional development. However, there were differences between the two case study universities, which might have fed into the restructuring development.

As mentioned earlier, Causeway-U participants echoed dismay and dissent regarding restructuring. I, therefore, understand that the data from those participants are, in some ways, a reaction to restructures. This is unlike Millfield-U, which had not undergone recent significant restructuring at the time of interviewing. Kelchtermans (2009) asserts: "Experiences and actions have to be looked at and understood in their context" (p.269), therefore, identifying the individual in context.

However, comments from Causeway-U regarding drawing oneself into the institution might be skewed because of the implications of the restructuring. Regarding the feature of restructuring, Causeway-U were the only ones to represent this feature, as shown above visually. However, the images emphasise the evolution of an assemblage of smaller units, and academic disciplines, to larger schools which may or may not share what Hogan (2012) calls certain 'academic procedures' such as 'module size, timetabling, examination conventions, or promotions. One might assume that this convergence of academic disciplines facilitates and conveys decision-making, distributing decision-making capabilities and perhaps improving communication, which according to the vast number of participants at Causeway-U, has not been evident.

8.5 Audit Culture, Leagues Tables and Competition

Another aspect of the findings is that audits and checking systems have resulted in managing teaching, which in turn has impacted the professional self-understanding of participants and significantly increased the stress level on academics (Kinman, 2014, Kinman et al., 2006). According to some authors, the audit culture that universities find themselves wrapped in "remains compelling as a way of understanding marketisation" (Nash, 2018, p.183). Competition is key in marketisation, and both case study institutions are firmly embedded in the global marketplace (Ferlie et al., 2008).

The participants in this inquiry were aware of being part of a broader 'system', a system that is under surveillance. Ten participants spoke about "*TEF", "NSS"*, or "*auditing"* in general, which can be seen in (Appendix Twelve), and which were visually represented as shown below in (**Figure 72**)

Figure 72 Surveillance images

Comments ranged from feelings of avoidance because of the collective sense of judgement, that is demotivating, to top-down implications if bad results filter through, and aligning practice so that modules produce higher scores across schools and departments. Joan, a mid-career academic at Causeway-U, postulates that the university looks at the metrics.

> "*I think engaging students, active learning, interactive students is good but more and more I have passive students whereby, I give them notes, recordings, I give them everything, every single bit of what they need, they do not have to do anything, just have to sit there and that is coming from the university that is telling me that I have to do it like that".*"

Joan's assertions mark the interference of managers in teaching, whereby teachers are told how to teach to meet performance measures. Laiho and colleagues (2020) reinforce this view by adding that teaching has become a more managed activity because of audits. This has resulted in self-regulation and teacher autonomy being replaced by top-down interferences regarding visibility and accountability (Harris, 2005).

Maureen, a senior-career academic from Millfield-U, asserts:

> "*Each year, the NSS gets wielded over all departments, and each HOD must justify elements of the score as they are. The university assesses it on whether it has gone up or down, but of course, it will because all students are different year on year. You do get pressure in teaching from various angles, but it is more about students' evaluations of teaching, so if there are negative evaluations, maybe because you are teaching methods and no one likes teaching methods, then the university would say, "look there is a problem here, and it needs to be sorted out".*

Maureen posits that you constantly strive to make modules more "*sexier*" to improve student evaluations. However, this does not mean that this is innovation because, as four participants emphasised, the current issues regarding student evaluations make staff more "*risk-averse*", and therefore, teachers are more likely to "*play it safe",* as Margaret, a senior academic at Causeway-U, declares. The use of audits was viewed by participants as suppressing creativity and innovation in teaching, which van Lankveld and colleagues (2017) found in sixteen studies of their systematic review.

Causeway-U spoke about their institution being driven by league tables and competition. The themes identified in this section included (table below):

Themes
Benchmarking to highly
Positioning in the league tables
Isomorphic among universities
Measurements

Participants at Causeway-U spoke about what drives their institution, and fifteen participants conversed around the area of the league table and competition. League tables can challenge dual intensive universities identities (Kehm & Stensaker, 2009). Rankings can have a significant effect on institutional identities and academic self-understanding; questions such as 'who we are' and 'who we should be' (Elken et al., 2016, p.783) can feed into academic identity and academics if attached to a low scoring university might develop lower self-esteem, hinder their reputations, and employability chances regarding progression.

Three participants went further, identifying competition locally and nationally. William, a mid-career academic at causeway-U, asserts:

> *"We are driving looking in the rear view mirror because everything we think about for the future is based about what we have done in the past, and that is a very dangerous thing to do, because I think we do not benchmark against the real competitors, we are benchmarking ourselves against the research elites who have certain advantages because of location, funding, of brand and we are not in that game".*

Likewise, Patrick uses an analogy of football tables to express his assertions:

> *"We are a kind of bottom of the first quarter. Top of the championship, bottom of the premiership, we love our research. We quite like being a community that works".*

In these two comments above, we can see that the focus is on the race to be at the top with the institutional elites, while competing against the localised competition. It matters to academics in this inquiry regarding league table positioning with both universities promoting their placement. These two comments counter what Brown

(2018) suggests, that marketisation has led to universities becoming isomorphic, offering the same subject portfolio, or closely matched to one another through structure or copying other institutions. Ava, a senior academic at Millfield-U, reinforces this notion that some universities are different and not isomorphic. Ava asserts that her current workplace is more "*benign as long as you do what you should*". Whereas her previous experiences "of a neoliberal university" was that of interest in "*fees, money, buildings, and spurious status, which bred a horrible competitiveness*". Both case study universities have some similarities but are quite different in many ways. However, there is some evidence of what Levinson (1989) refers to as "mimetic isomorphism" (p.25) when Katy, a mid-career academic at Causeway-U, asserts that the university had undergone and adopted a structure that other universities have used, even though she emphasises that many un-adopted the structure because it failed.

Another aspect of the findings was that of institutional history, which was deemed to be as important as positioning and a unique selling point, like that of the more prestigious universities in the UK. Five participants raised an important point

regarding the direction of the university. They emphasised that university identity at Causeway-U had a historic legacy with the university, according to some concentrating on '*looking backwards*' Several of the participants highlighted this in their comments:

> "*Looking in the wrong direction, to be honest*".
>
> "*…. backwards looking, walking backwards into the future*".
>
> "*They are not looking to the future; they are at best looking to the present, and in many situations, they are stuck in the past*".

Next, we will move on to marketing.

8.6 Marketing

No longer is it possible for higher education institutions to take a passive approach to student recruitment like was seen in the past (Naudé and Ivy, 1999). The fierce competition for students is evident regarding funding and the level of demand for certain courses. However, it is not all about product-orientation; it also includes

services marketing and the wider package of facilities. No longer can higher education institutions like Causeway-U and Millfield-U hold onto and retain a customer base; they must seek out new customers and new markets; hence another component of marketisation which was very subtle. Marketing which seemed to impede on some of the participants and cause frustration. The theme was highlighted by participants speaking about school visits and open days regarding recruitment and marketing materials on participants' computer interfaces. This suggests that participants' professional self-understanding is partly made up of sales, not only selling courses and products to new prospective customers but also marketing existing students and retaining a postgraduate base. Joan, a mid-career academic at Causeway-U, gives a simple atypical example of some of the frustrations. Joan asserts:

> *"…. this desktop marketing information and every few days there's more, and it is disrupting me the way I look at my desktop interface. They are only small things, but they are making my life that little bit more difficult".*

Others underpinned the regular milk round of school visits in selling the institution and the academic discipline. Brown and colleagues (2019) emphasise that resources are being relocated to marketing mechanisms (Brown et al., 2019). The authors go on to say that it is the less prestigious institutions that are doing most of the spending.

8.7 Professional self-understanding: Task Perception

This section focuses on how marketisation has led to work intensification with increased teaching, research, administration, and customer-oriented administration. The section concentrates on task perception, which "encompasses the teacher's idea of what constitutes his/her professional programme, his/her tasks and duties" (Kelchtermans, 2009, p.262). It considers, among other questions, what teachers consider as legitimate duties and what they do not. Work tasks that are monitored and controlled Mullins, (2002, pp 55-58) in (Nickson, 2014) and inferior (Davies et al., 2006).

There is, according to Olson & Einwohner (2001) an extensive organisational literature which underpins how working conditions and worksite characteristics affect individual employees' attitudes, personalities, and behaviours (p.404) which can lead to conflicts, tensions or disputes over resources and interests (Kriesberg, 2003 in Fiol et al., 2009, p.32). Fiol and colleagues (2009) further argue that tensions can stem from how individual groups fundamentally define themselves, underpinning the importance of self-definition.

When participants talked about their self-understanding, they also spoke about their working conditions regarding the "inextricably entangled" teaching, administration, and research (TAR) which are embedded in academic identity (Malcolm and Zukas, 2009, p.200). According to some authors, this entanglement is construed by university teachers and the nature of their jobs (Nias, 1989, p.20). Task perception was viewed as gendered, with female academics painting a very different picture from their male counterparts across both universities. The findings highlighted several areas shown below in (**Figure 73**).
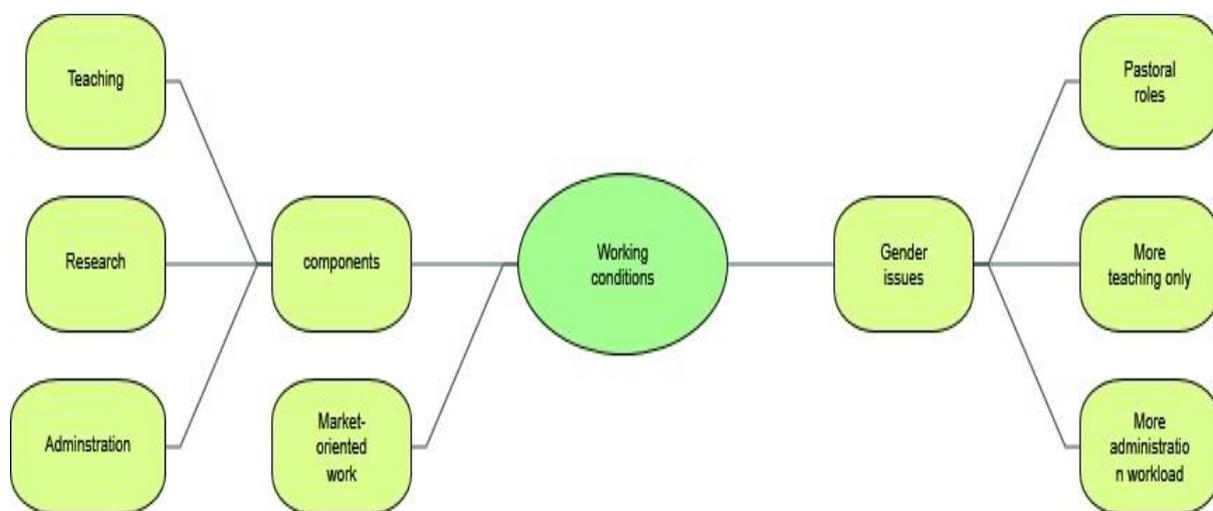
Figure 73 Codes for working conditions.

The component that underpinned all these codes was the speed, nature and organisation of academic work (Kinman and Wray, 2020, Wray and Kinman, 2020), with academics in this inquiry experiencing increased higher demands regarding aspects of their work, which led to participants inability to meet some tasks in the timeframes (Taberner, 2018) they had, resulting in academics pressures and strains

(Morrish, 2019) which in turn can impact health as Johnson, Willis & Evans (2019) found in their examination of stressors, and strain with regards to academic work. Work overload and unattainable targets was a significant theme which was revisited several times throughout the interviews. A compelling finding was the conflicts regarding roles which were, to some of the participants, a key stressor, as Long et al. (2019) found in their study of role conflict in academics in Australia.

8.7.1 Teaching, research, and administration task perception

The speed of academic life has increased and stretched academics too thinly, which has impacted 'who academics are' (Harland, 2020). Participants in this inquiry worked longer hours than their contracted hours, in order to meet the demands of contemporary academic work and the 'target culture' (Teelken, 2012, p.272), which is in line with the Times Higher Education (2014) study of over two thousand academics in the UK which found that eighty-six per cent of academics worked more than their contracted hours (Kinman, 2014). A more recent survey in 'Nature' of 5,888 academics also established that academics have excessive workloads (Woolston, 2020) and work longer hours. Horton & Tucker (2014, p.85) detail the condition and situation of the academic workplace

> "…academic workplaces are frequently characterised by isolated, individualised working practices; intense workloads and time pressures; long hours and the elision of barriers between work and home; anxieties around job security and contracts (particularly for early career staff); and processes of promotion and performance review that effectively valorise individual productivity and reward and institutionalise each of the above-listed characteristics".

This section of task perception covers several of the themes in the authors' summation above. This inquiry's participants are expected to show "excellence in teaching, research, administration, and pastoral care, and frequently through external, entrepreneurial activities" (Kinman, 2014, p.220). As one participant at Causeway-U posits, there is now pressure to generate income for the university.

Regarding contracts and perceptions of job insecurity, several participants had experienced precarious contracts. They argued that contracts could impact ones innovative behaviour, but at the same time, it can also lead to engaging in "opportunistic behaviour or to focus on innovations" (Van Hootegem et al., 2019, p.25). The findings were mixed, with some academics arguing that temporary contracts affected their identities and led to a lack of drive and concentration regarding implementing innovations. A theme picked up in Van Hootegem and colleagues' (2019) findings whereby the authors identify that "job insecurity indeed hinders idea generation and idea implementation" (p.28). Other participants thought of their precarious roles as a chance to show case what they could do, therefore, leading to maybe a full-time or extended contract.

An overview of the findings in this section resulted in the complexity of the blurring of tasks participants undertake and the growing tensions associated with workloads, and metrics causing tensions between different participants' academic functions. The findings highlighted that the task of research is still the dominant component of academic work, even though participants mainly referred to themselves as teachers, which was because, as one participant argued, "people know what a teacher is or have a vague idea of what a lecturer is, but it can be a struggle to understand what a researcher is and explain that role". Above all, there was a gendered division regarding workload and job segregation which in some instances impeded female participants' promotional opportunities, which was seen in 7.9.3.

Regarding the triumvirate elements of academic work, teaching, administration, and research (TAR), although these have been added over the years (Whitchurch, 2008, Deem et al., 2007), the administration was the one component that hindered participants regarding their tasks, shown in (Chart 9) below, and identified in several studies (Harland, 2020, Whitchurch, 2012):
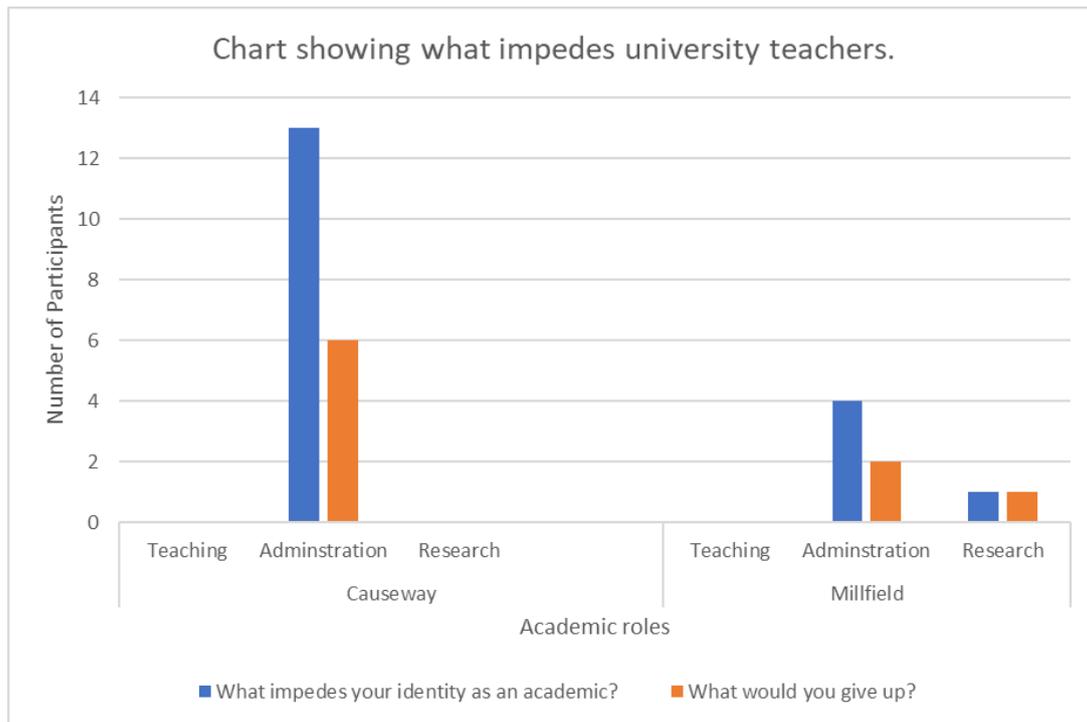
Chart 9 Showing the three components of academic work

Thirteen participants asserted that the administration function impeded their teaching role, with six participants positing they would get rid of the administration if they could. Regarding research and teaching, nine participants believed they liked the balance between research and teaching. Nineteen participants asserted they did not want to be solely teachers, but on the other hand, they did not want to be solely researchers either. Ten participants posited that research fed into their teaching, although pedagogical research had a mixed response regarding the production and relevance to practice. For all participants in this inquiry, there was an increase in pressure throughout semesters because of the intensification of teaching, resulting in and clashing with research and innovative teaching development, which stretches into the imagined future.

Millfield-U were slightly different, with just over half the participants indifferent to undertaking administrative tasks. Only six participants spoke about administration impeding their academic identities regarding teaching, and only two wanted to get rid of administrative work. The difference was small, with research hindering teaching. One participant did not want to get rid of teaching completely but spoke about probably lowering the number of hours and what they teach.

Kathryn, a mid-career academic at Millfield-U, questioned what administration was since the researcher did not lead the question and only asked about their job conditions; Kathryn argued how do you define administration,

> "*because we are now all under new systems of monitoring, monitoring supervision, having to login to things and leave a record of things, which is kind of a new level of surveillance? Record keeping*".

Similarly, Sophia also from Millfield-U points out that administration is a "*waste of time*". Sophia goes on to say that there is an awful lot of administration that is made by the *"need to measure, it is not evaluation, it is marketing, measuring by numbers"*, David, a mid-career academic from Causeway-U, who argues, "*painting by numbers*" underpinning what comes out of different league tables. Sophia asserts that she "*spends hours and hours and hours reading emails, filling in forms, making up statistics and reports and applying for funding*", all of which add pressure and reduce time better used around teaching development.

Research was viewed as the central role of being an academic; participants understood that research was not only the creation of knowledge but also the transmission of education. Six participants highlighted the connection between the tasks of research and teaching and spoke about pedagogical research, research that in some cases has been the 'poor relation to most other research' (Clements et al., 2018). Maureen, a senior-career academic at Millfield-U, asserts she "*does not engage with pedagogical research and refers to it as "poor scholarship"*. Participants were divided regarding being sceptical about pedagogic research and its influence on their teaching identities. Beth, an early career academic at Causeway-U, argues, *"I am sceptical about the pedagogical research because I think it is divorced from the concrete reality of teaching".* Kathryn, a mid-career academic from Millfield-U, also underpins that *"pedagogical research… does not have such a great traction*". Whereas Maureen elicits "*I have never read any of that teaching and learning literature"*. I have heard comments like this before about pedagogical research being disconnected from reality or "divorced", as Beth posits.

"One of the problems is that what might have worked for the writer and producer of the research might not work for the reader, let alone influence their teaching practice".

In other words, one size does not fit all. I think pedagogical research is there to inspire individuals to either go with what has been written or to adapt the research to fit one's purposes.

Nevertheless, three participants used pedagogical research to enhance their practice and support them in transforming it. Patrick, a senior career academic from Causeway-U, asserts, "*I have read quite a lot about pedagogy, so I do keep up with that because it supports my practice*". Similarly, Joseph, a mid-career academic from Causeway-U, talks about his *"discipline pedagogical stuff"*, saying that he uses his academic discipline teaching journal to support his practice. Helen, a mid-career academic from Causeway-U, posits that pedagogical research helped her achieve a teaching prize at national level and adds that because of the research on instruction, she was inspired to write a pedagogical article.

The findings are mixed regarding teaching and research tasks but are conclusive regarding the increase in administrative tasks. One academic declares administration tasks as a *"fucking joke"* (Causeway-U), another "*like sludge, like a drag"* (Millfield-U)*. Interestingly, participants with teaching and research contracts struggled to meet targets regarding the pressure "*to be like excellent at TEF and produce 4-star papers at REF"* (Janice, mid-career academic at Causeway-U). Therefore, a creeping conflict or uncomfortable relationship was growing between teaching-focused only participants, teaching, and research-focused, and research-focused participants in some departments, both at Causeway-U and Millfield-U.

It is inevitable in teaching that university teachers will be exposed to other staff members. Interactions within the professional work environment help individuals understand 'who they are' (Kelchtermans, 2009) and are a lens through which teachers perceive their job situations and satisfaction. According to social identity theory, academic identities and self-images are based on and driven by academic's associations with others, others who are part of a particular group or membership. However, as mentioned above, conflicts and tensions can rise through identity

threats which are "any stimulus that brings into question one of an individual's currently held identities" (Petriglieri, J.L 2007 in Perkins, 2019) or questions the individual self-definition (Fiol et al., 2009). A relatively recent shift in the arena of academic work has been the introduction of the teaching-only academic function. Twenty-one per cent of participants were on teaching-only contracts in this inquiry. Three participants who are atypical of this group underpin the discord they feel and argued that they are viewed "*differently*", have "*increased workloads*", and that teaching-only contracts affect academic career progression.

Joan, a mid-career academic from Causeway-U, argues that:

> *"…. as more pressures are being put on to staff for teaching, I think research focused staff are beginning to feel a little more resentful, and feelings in this department particularly I think that teaching-focused staff should be taking on more of the administrative duties and more of the things that they are being asked to do, and certainly here and now, in fact, all administrative roles are being taken by teaching-focused staff, and even still research staff complain about their teaching workload, and I do not think they appreciate just how much the teaching-focused staff are doing, because we are not having to write grants, even though now I think that is being put into our promotion, they think if you are not writing grants what are you doing, but actually we are trying to recruit students, we are doing all the administrative work, we are trying to run everything, and I do not think they see that".*

Joan is highlighting the pressures of time, a prominent theme that runs through this inquiry and which has been documented by several influential commentators (Henkel, 2000, Barnett, 2008). Joan's argument centres around her time allocation or a lack of time compared to other academics. Rosewell and Ashwin (2019) argue that some of the literature underpins the notion that "women are allocated more time to teaching" (p.2375), with men allocated more time to research. David, a mid-career academic from Causeway-U, asserts, "*Then again, it depends if your teaching-focused you have a lot more time to work on things",* which is not what the majority of female teaching-focused staff stated.

Katy, a mid-career academic at Causeway-U, on the other hand, emphasises

"…. being a teaching-focused academic, people do look at me differently, even in my own teaching committee…."

Katy is maintaining, like Joan, the conflict regarding task perception. Katy states that her teaching-focused colleagues, like herself, feel like they are "teaching donkeys", possibly referring to the heavy teaching responsibility, which is reinforced by Katy's further point that "not many other people value teaching" referring to others, suggesting that teaching-focused academics should be doing more. Katy offers an example declaring that in some of the meetings she and others have attended, other colleagues are questioning "what are they doing, when they are not teaching". She highlights those other academics think they should be "doing a thousand hours of teaching". Katy closes by showing her feelings and explains she is "*frustrated*" having to keep justifying what they are doing as teachers. This seems to express a lack of trust in teachers and trivialises the complexity of teaching (van Lankveld et al., 2017).

Within both case study institutions, role conflict was quite prevalent, which has been reported on by Teichler and Höhle (2013) in (Wray and Kinman, 2020), who argue that "conflict can arise within as well as between the key elements of academic work, such as teaching, research, and administration" (p.2). The findings in this inquiry highlighted the prioritisation of research over teaching. Katy's atypical comments, "*research still stands tall and rises above teaching*", and Charlotte, a senior-career academic at Millfield-U, *"research is quite a large part of the academic identity",* emphasises what has become a two-tiered academic workforce with regards to research-teaching academics and teaching-only academics.

Emma, a mid-career academic from Millfield-U, asserts:

> "*I think the thing here is research is always personal because it has your name on it whereas, teaching is diffused and it is not that kind of this belongs to person X, and it is a reflection of their ego and their self, whereas research is very much an extension of the ego and driven by it. Teaching is too, but it is not signified in the same way*".

Emma's response is atypical among participants, and she emphasises the gap between research and teaching. This is further reinforced when Emma asserts that she has had to fight for resources regarding teaching, unlike research resources which seem to be endless; hence the "*magic money tree"* of Williams and Marcus's statement of "*multimillion-pound"* research topics, which I am sure still involves a great deal of work. According to some commentators, the gap between research and teaching has grown (Kriz et al., 2021), with a gender imbalance concerning women academics more likely to be employed in teaching roles, as highlighted in this inquiry. Some of the more subtle findings came from participants from a teaching-only academic function and highlighted conflict with their teaching/research and research-only colleagues regarding workload. This conflict involves the notion that one is doing more than the other. There is a competition between the two, with metrics and funding separation pushing this divide, as McCune (2021) asserts in her article on academic identities in the contemporary university. Some participants emphasised why they relinquished part of their identities regarding research and moved to teaching-focused contracts because they struggled to maintain a teaching identity, and did not have time to undertake both and maintain a four-star research portfolio. Having briefly outlined the findings on TAR, I will now move on to look at workload models that incorporate the triumvirate roles.

8.7.2 Workload models influence on academic identity

Workload models have been viewed as part of the "incessant surveillance" and "metrics embedded in the audit culture" (Taberner, 2018, p.6). According to the Times Higher Education Supplement (THES Feb 2016:42), the workload models take advantage of academics even more and are used as a 'horrendous tool' which works academics to their limits (Taberner, 2018). A Post 1992 lecturer in Taberner's (2018) study stated that,

> "'Staff are running on empty a lot of the time, and the workload model is a fiction. Our workloads have increased exponentially.' 'There is no time to easily take annual leave and to have a well-earned rest…no research time, the work keeps piling on until staff pop" (p.18)

The three components were emphasised regarding participants' task perception and allocation of time for the various components of academic work. Only two participants at Causeway-U illustrated their academic duties. David, a mid-career at Causeway-U, uses TAR to represent (Teaching, Administration, and Research) (**Figure 74**). At the time, I noted the laughter regarding the health warning that academic work should be assigned according to David's forwarding remarks. Derek, a senior-career academic at Causeway-U, uses a pie chart (**Figure 75**) to proximate his division of labour, but he has additionally added both disciplinary research and pedagogical research, which could be interpreted as one being more significant than the other even though he assigns similar sized sections.
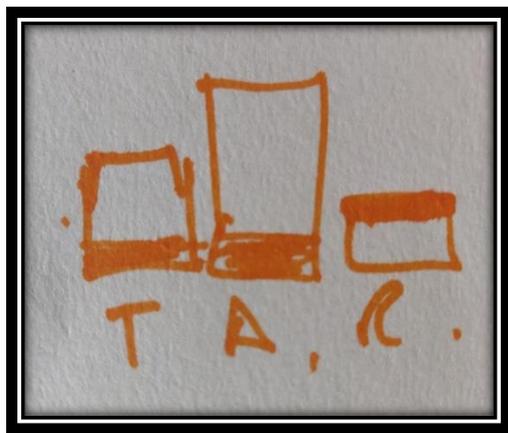
Figure 74 David's representation of main duties.
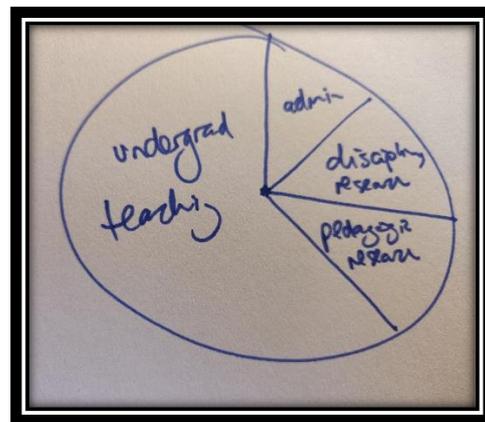
Figure 75 Derek's representation of main duties.

Academic workload has undoubtedly escalated over the past decade (Kernohan, 2019), with universities measuring and monitoring academic workloads through various subjective workload models. Models which identify the different activities undertaken by academics and assign/estimate a time or number of points to specific activities. Therefore, proximation of the division of labour regarding negotiations over administration and teaching (Burrows, 2012). A good workload model, according to Perks (2013), "is one that is transparent, fair and based on what actually happens across the institution", which does not reflect participants' points of view in this inquiry.

Five participants spoke specifically about workload models (three from Millfield-U and one from Causeway-U), although across the responses, participants spoke

about time allocation regarding working conditions and how some of their colleagues do less but have more points or time. Participants hinted at the organisational hierarchy being divorced from reality concerning academic work. Participants expressed, from both universities, an *"unfairness"* and "*unhappiness*" regarding feelings of being undervalued in the tasks they carried out, some of which went above and beyond regarding the innovations they implemented. These workload models highlighted the constraints of the sub-identities of the three main components seen above. One could argue that workload models construct academic identities, and how academics understand themselves as researchers or teachers. In other words, academics are defined by where the institution positions these activities.

David, a mid-career academic from Causeway-U, argues that the workload models operate by *stripping out the research time".* The literature suggests that these models "reproduce and reinforce the divisions between research, teaching and administration by allocating 'notional hours' to each activity" (Malcolm and Zukas, 2009, p.495). David later argued that these "*models stifle innovation"* because it hinders the time you can allocate to a project and therefore limits the scope and range of the innovation. In other words, the innovation becomes a small-scale "*tweak*".

Marcus on the other hand, a senior career academic from Millfield-U, argues that the workload model is a "*bit of a white elephant*", indicating something that is useless and unwanted. Marcus explains that the exercise that is done every year assigns time to various tasks of teaching, marking, the number of students you have, and the amount of research you are doing, and the admin role you have. Marcus goes on to assert that academics are then stratified regarding importance. He states:

> *"People who have multimillion dollar projects in the Amazon rainforest and have 57 PhD students are put at the top of the list, and the people who are close to retirement and are just kind of mucking about for a couple of years are at the bottom of the list with everyone else in the middle".*

Marcus goes on to suggest that it is kind of a "*descriptive exercise*" which is used to, as another participant posits a "*tool"* that everyone "*gets a fair crack of the whip at*

their research". According to Marcus it is used to justify pointing at someone and saying, "*you be in charge of this, that or the other*".

Matthew, a mid-career academic from Millfield-U, adds a further dimension to the discussion asserting that multidisciplinary departments cause an imbalance regarding a collision between academic disciplines. Matthew argues that certain programmes-courses of study are oversubscribed unlike others which have a lesser recruitment of students. He further states:

> *"What that has meant is that some subject areas have more students to teach. Where that hits the most is in the marking, which takes up a lot of time. I am not confident that the workload model fully catchers that".*

Within Matthews's assertion above, one can hear the conflict between academic disciplines which possibly feeds into cross-professional identity conflicts regarding workloads.

In all the responses, participants seemed to indicate stripping away academics' agency regarding their workplace activities which underpin the core of their identities. It seems that when talking to the participants regarding tasks that there was a distinctive divide with the participants at Causeway-U feeling they had no autonomy or freedom and felt academic time was managed, while, Millfield-U on the other hand, did not feel this way and although they supported the notion of being managed regarding working conditions, they felt they still had a degree of freedom and autonomy regarding what they do irrespective of models, which were viewed as a "*pretty graph*" of translated arbitrary numbers which are far removed from the reality of academic work. Although academic workload has always had to be organised (Burrows, 2012), the intensification of academic working practices through marketisation and massification have resulted in what Burrows (2012, p.363) claims "the emergence of ever more complex workload models".

Regarding academic personal autonomy and self-regulation participants in this inquiry felt that they are constrained to either pursue their own intellectual interests or in some cases innovative in teaching. A small number of participants both early

career academics stated that they were teaching in subjects that made them uncomfortable, because they did not feel they were qualified enough in the subject area. Furthermore, there was a similar assertion regarding researching areas that were not of interest to the individual. It seemed to be that revenue generation imperatives were more significant. This loss of control over what academics do has been well documented in the literature, which shapes academic self-understanding of who they are and what they do (Taberner, 2018).

8.7.3 Gender and Gendered workload identities

Sixteen female participants spoke about gender when talking about their self-image and task perception. The themes that came through the data are shown below in (**Figure 76**). For female academics there was no doubt that their gender had a negative impact not just on their career but on the duties, they undertake. Although it would have been interesting to know if they perform duties not associated with their jobs. Males did not refer to gender in the interviews.
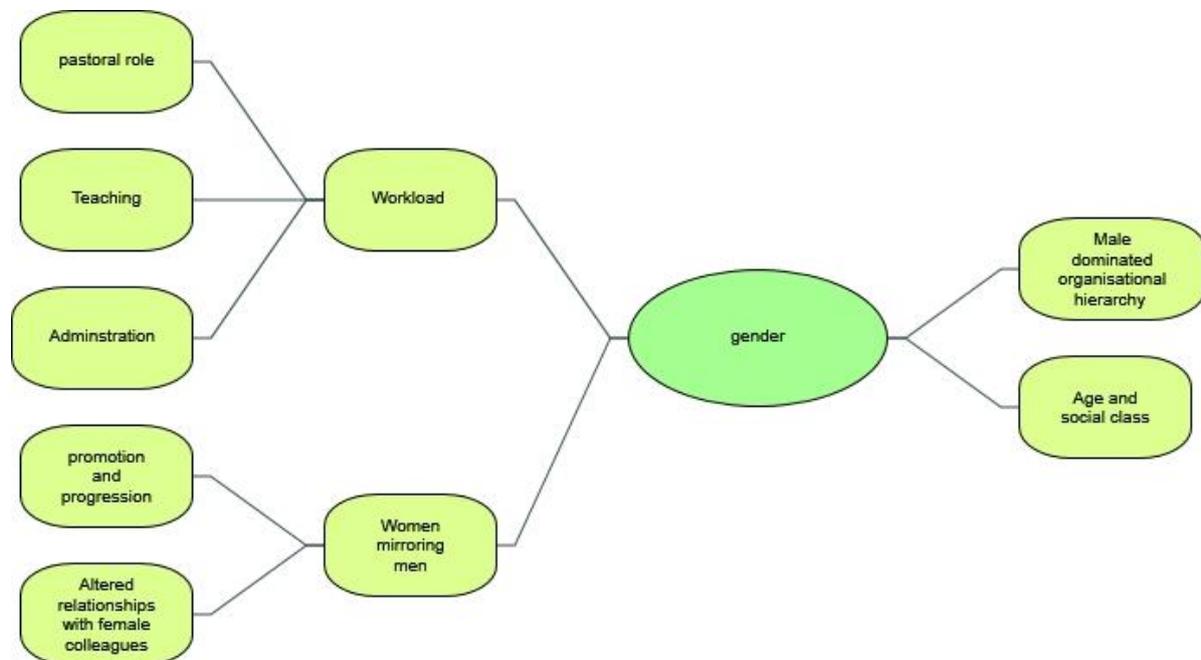
Figure 76 Gender Themes (Causeway-U and Millfield-U Universities)

Gender identity is situated around a person's profoundly held internal perception of their gender, and the concept is connected to gender roles stemming from primary

socialisation processes; roles that are commonly associated with their biological sex which underpin how people are expected to behave and look. In the case of this inquiry women academics were allocated more caring and administration roles and had to adopt masculine traits to progress in their careers. Fox and Ferri (1992, p.267) argue "women and men who occupy the same physical space, institutional domains, or even social affiliations do not necessarily have the same set of experiences….".

Although there has been a slow growth in female academics reaching senior positions within the academe (Morley, 2013) participants in this study still emphasise that the organisational hierarchy is still "*dominated by men*". Maureen a senior career academic at Millfield-U asserts that "*HE has a massive problem with gender*". Female participants were more likely to spend more time on, or be allocated more time to teaching following the literature emphasised by (Rosewell and Ashwin, 2019), unlike their counterparts who are seemingly allocated more time on management and research. Margaret a senior-career academic at Causeway-U is atypical and asserts "*the top is incredibly male dominated, and I do despair when I see more grey suits. Men in grey suits. I do not think this institution is bad but there's worse*". Other participants added that there are more female academics in the "*middle zone*" of management which is where all the females in this study are positioned regarding the label of senior.

Another area that surfaced under the theme of gender and identity was the double jeopardy of age and social class. Only one participant form Causeway-U, Elizabeth a mid-career academic argues that "*gender did not make too much of a difference*", and further argues that age was more significant "*I think that it's the intersection between age and gender that can be perceived as being challenging*". With Janice a mid-career academic talking about working class and gender, stating feelings of being marginalised with regards to promotion. I did feel that with Janice along with several other participants who mentioned their connection to their working-class roots, "*perhaps it is part of that working-class kid made good*" that there was a sense of discomfort regarding, what seemed to be an undercurrent of grappling with who they are, where they fit within academe. It was as if these female participants were in the 'in-between' of class, lost between who they were and who they are along with

where they were going regarding class identity. Some of the participants referred to themselves through the concept of "*imposter syndrome*" asserting "*convincing yourself you belong*".

8.7.4 Workload, gender, and self-image

The conversations around working conditions led to nine women participants across both universities identifying with several combined activities; emphasising pastoral care and administration along with their teaching. Gender is a feature of identity and is the participants personal conception of themselves. Early and present studies denote that gender configures the responsibilities and additional duties, that women academics are expected to take on, pastoral care duties being one (Clarke et al., 2013, Deem and Lucas, 2007). Gendered workload allocation remains within pastoral, teaching and time-consuming administrative work, limiting research time and the chances of obtaining and investing in promotional tools such as CV and research portfolios (Barrett and Barrett, 2013). A couple of atypical examples demonstrate the dimensionality of gendered working conditions.

Kathryn, a mid-career academic at Millfield-U adds to the conversation she further connects this to behaviour and culture.

> "*It* [administration] *is very fiercely gendered and there is also pressure on women to adopt traditionally viewed masculine behaviours in order to progress or be recognised and then again, they are placing themselves in danger of being labelled pushy or aggressive. I have heard of a lot of cases, and I have experienced them myself, it is a problem. There has been a lot of problematic behaviours from male managers. It is the elephant in the room really. We have committees but it is systematic, and it is the culture*".

The gender issue of adopting masculine traits that Kathryn raises underpins the need for female academics who are ambitious and want to progress to wear a masculine persona to "think like a man" as Sharafizad et al., (2021) emphasises. Therefore, becoming "selfish" with regards to family and one's personal identity. The authors above emphasise the notion of the "alpha woman" an individual who is

according to Sharafizad et al., (2021) "men dressed in women's clothing" or "women acting like men". Janice a mid-career academic for Causeway-U and Kathryn a senior career academic from Millfield-U argues that, *"some women feel they have to do more to prove themselves and feel they have to standout especially when historically it has been an old white male institution"* Kathryn further expands on women proving themselves and asserts that there is "*pressure on women to adopt traditionally viewed masculine behaviours in order to progress or be recognised and then again they are placing themselves in danger of being labelled pushy or aggressive"*. A situation that is seen as problematic regarding reported "backlash from other women for being ambitious" (Sharafizad et al., 2021).

 This also becomes evident when female academics talk about their pastoral role. Only Causeway-U teachers spoke about this theme. Joan asserts *"I think all academics should have the pastoral role and, in this department, we have a lot of male academics who do seem to do that quite well, not all. Conversely the academic staff who don't do very well in the pastoral role are all male".* However, Katy paints a very different picture arguing that female academics take on more pastoral roles.

> "*More of the pastoral roles are put on female academics. I sit on our executive meetings, and I know when different roles are allocated to different people. It comes down to sexism and I have pointed that out. Certain male colleagues get protected from a lot of admin and other jobs, and there are loads of female colleagues here that have massive pastoral type admin roles and it is all the women in the department that get allocated those roles*".

Elizabeth reinforces Katy's comments but does not blame any structure. Instead, she seems to acknowledge some nature-nurture debate

> "*One difference in terms of admin roles, I think, is that women are given more pastoral roles and caring roles when they are dished out. We tend to get a lot of students come to us with pastoral problems, I think it is a product of gender not an institution thing or something they can do anything about. I think the admin roles could be looked at".*

Sharafizad and colleagues (2021) study of 18 male and 29 female academics using a method similar to this study, a Draw, Write, Reflect (DWR) found in their drawings that "male academics had a clear career focus" whereas, female academics portrayed 'juggling' and the "the interrelatedness of work and family" (Sharafizad et al., 2021) as shown below in (**Figure 77**)
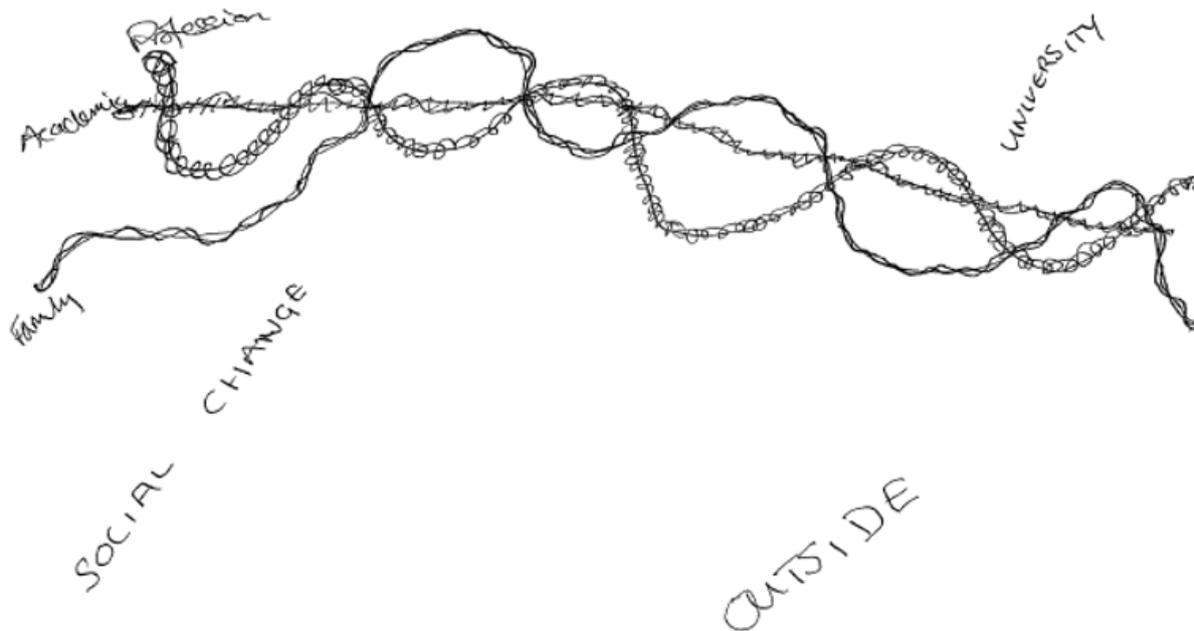
Figure 77 Interrelatedness (Sharafizad et al., 2021)

Although participants did not visualise any connection between the personal and professional as seen above in Sharafizad and colleagues (2021) study; participants did like the authors above speak about the interconnectedness of the personal and the professional identities with some academics expressing that they struggle regarding being pulled and pushed by both the personal and professional identities, at the same time. Interestingly four academics, three from Causeway-U and one from Millfield-U spoke openly about the way they were treated when returning to work after having children. The picture was mixed with one suggesting that she had to "*hit the ground running*" with little support or empathy. Margaret (senior academic at Causeway-U) asserts, "*I was not supported by the department when coming back from maternity. Not institutionally. You cannot come back and go at a hundred miles an hour*". Margaret did indicate that the department seemed to "*unload work*" on her and she felt it was retribution for her being away from the workplace. On the other hand, Beth an early career academic at Causeway-U argues the opposite when

referring to colleagues. She states "*I do think women are very much supported and it just so happened that last year a lot of people had children, so people had to re-evaluate childcare, and the department have been supportive with them.* Therefore, the message is mixed, and one can argue that it very much depends on the department you are attached and possibly the period in time, Margaret is talking about, something I did not establish.

Female academics in this study highlighted undertaking more "academic housework" (Macfarlane and Burg, 2019) such as activities associated with caring and assisting students, administration, and administration of teaching, or organising professional academic activities (Sharafizad et al., 2021), which are viewed as hindering academic career promotion (Macfarlane and Burg, 2019). The concept of gender identity is closely associated with the gender role concept "which is defined as the outward manifestations of personality that reflect the gender identity" (Ghosh, 2020). Within the findings, care is still gendered and leads to what Smith (2010, p.722) argues a "differential development" in respect of the identities enacted by male and female academics.

8.8 Chapter Summary

In summarising this chapter, marketisation has implications for academic freedom and choice. Tensions are also running high with academics internally arguing about tasks and the value of tasks, which impact on teaching and research identities and self-definition. Participants role conflict is driving a divide between individuals with different functions and leading to no individualism as noted by Brown (2018), but to group segregation, whereby specific functions are becoming a unit. With regards the main components of academic work, administration has led to academics undertaking more and more inferior tasks, which impact both teaching and research, although with the intensification of teaching throughout the semester this could also be seen as having an impact on academics. Overall, marketisation has intensified work and the variety of work, blurring what were in some cases fixed identities. How and what academics do is under more surveillance leading to controlling academics both in research and teaching.

Chapter Nine: Discussion

9.1 Introduction

University teacher identity research has increased considerably over the previous two decades, regarding the constellations that constitute daily academic life in the contemporary marketised university (van Lankveld et al., 2017, McCune, 2021). This inquiry sought to explore the teaching-self of innovative university teachers in two dual-intensive universities in England during the academic year 2019-2020, using drawings as a source for university teacher professional identity and participants' interpretations of their drawings. This was with a view to investigating what conditions facilitate or hinder innovative teaching in universities in England during the present period. The thirty-eight participants in this inquiry were recognised as being innovative both locally by their institutions and, in some cases, nationally. The three research questions (**RQ1, RQ2, and RQ3**) that drove this inquiry uncovered some aspects of teacher thinking and are restated below and will be addressed in the following sections of this chapter.

> **RQ1**: To what extent do innovative university teachers' accounts of their own professional learning, past and present experiences reflect or contradict their professional identities?
>
> **RQ2**: How do innovative university teachers perceive, interpret, and characterise themselves in their daily teaching lives in a university firmly committed to the duality of teaching and research.
>
> **RQ3**: To what extent do current higher educational developments and vulnerabilities penetrate the visualisations and conversations.

Research on identity and understanding identities is messy (Collett, 2020); identity has been limited and shallow, with identity being split into components and roles (Rosewell and Ashwin, 2019), therefore, portraying a lesser image of the academic, a gap in which this thesis endeavours to shed some light on regarding looking at the larger picture. The fixation with identity is perhaps linked to the 'corrosion of character' (life projects), which is a consequence of liquid modernity; in other words, the insecurity, precariousness, disorientation, and meaninglessness of individuality and identity driven by competition and markets (Bauman, 2004, Palese, 2013), which

has removed the idea of belonging; identity being born out of belonging (Bauman, 2004). Therefore, authors from across the social sciences and higher education research arena, have tried to understand what university academic identity is and, in doing so, help academics navigate their careers and help them to orientate themselves (Rosewell and Ashwin, 2019) in communities that were once welded by ideas and belonging (Henkel, 2005).

9.2 Contributions to knowledge

Before expanding on the key contributions in this inquiry, I want to initially outline the key contributions regarding what this inquiry has accomplished, therefore, presenting the reader with an overview and prior understanding and insight into the development of the teaching self. Four key significant contributions span the entirety of the inquiry and have been categorised below.

Academics have moved from a period where they understood themselves as a community of scholars to one where they are unbounded travellers. The era of liquidity in which we now live, and work, has led to academic identities becoming meaningless, slippery, and blurred regarding turning identity from fact into a task, which is associated with uncertainty, insecurity, and constant shifts, with regards to the negative impact of neoliberalism; the arm of marketisation according to some commentators (Best, 2020, Brown, 2018c). This study assembles the representational self.

The study shows that the methodological use of visualisations (drawings) as a lens for exploring the core narrative, representations, and manifestations of innovative university teacher identity brings 'form to the formless' (Bauman, 2013, p.82). Outwardly trapping self-evoking reflections, and revealing the narrative understanding of teacher professional self-understanding, showing the emerging complexity of university teachers and aspects of teacher thinking around identity. The use of drawings reconstructed participants' narratives and formulated powerful statements which underpin the professional self-understanding model and subjective theory of Kelchtermans (2009, 2017). The study of drawings underpinned the actual

underlying behaviour of innovative teachers, transforming the narrative into an image.

However, the images go above and beyond the endorsement of instruments that measure different components of teacher identity (Hanna et al., 2019), as seen in Kelchtermans framework. The participant's individual private symbolic language expands the framework and demarcations of innovative university teacher identity, expanding the framework to include commitments, recognition (Huttunen and Heikkinen, 2004), and the element of 'how' innovative university teachers shape and reshape the key components of university teacher identity (Christensen et al., 2022), and the notion of practical identity and sense within a specific educational field (Bourdieu, 1990), thereby, broadening the perspective, complexity and multidimensionality of identity (Beauchamp and Thomas, 2009).

The empirical evidence of this inquiry emphasises that innovative university teachers are characterised by their care and passion for teaching and improving their practice, no matter how incremental. In some instances, the participants reiterated self-sovereignty regarding doing things the way they want to, an element that has come under siege through marketisation and the standardisation of practices that feeds into the audit culture. Tensions and conflicts between different work function further gendered the division and segregation in the workplace, with female participants raising concerns about their working conditions. This study demonstrated that female academics are overrepresented in this inquiry regarding teaching-only functions aligned with the HESA statistical data (2020/21), where more female academics are undertaking the academic function of teaching-only (HESA, 2022). Nyamapfene's thesis (2018) also found that female academics were pivotal in the teaching-only role and took on more administrative and pastoral duties (Nyamapfene, 2018). Female participants in this inquiry felt the intensification of workloads more than their male counterparts, and that the lack of recognition as a teacher and innovator had erosive effects on their status, innovativeness and eroded the working communities they inhabit. Innovative university teachers in this study understand that innovation is "viewed as an interaction between the person and situation that is influenced by past as well as current events" (Kim & Pope 1999 in Thurlings et al., 2015, p.442). The innovative teachers in this inquiry were constrained by time pressures, student

numbers, increased workloads, and the lack of recognition within the role and academic discipline, all of which are part of the neoliberal agenda (Taberner, 2018).

Participants' intrinsic motivation was to better their teaching practice for students, listening to students, and adapting ideas no matter how incremental. In other words, they recognised problems and came up with solutions (Messmann and Mulder, 2011, Messmann et al., 2010). Intrinsically participants want to develop their competence in pedagogy, although unlike Averill and Major (2020), who also found this need for competence, the study found that this was not easy to accomplish due to time restraints. Extrinsically, innovative teachers wanted recognition not just through awards which were viewed as "*great*", but an alignment with research. One atypical comment summed up this recognition when they asserted the distinguishing between research that "*has your name on it*" and "*teaching which does not*". Recognition is an essential part of participants' professional self-understanding and has been known to construct, "the sense that teachers have of their own professional identities", which in turn "influences their reactions to change and their performance in the workplace" (de González and Scholes, 2011, Felix, 2019).

9.3 Contributions of visualisations and identity

Drawings were a significant part of this inquiry and added value to the interviews and when assembled together as shown below in (**Figure 78** and **Figure 79**), produced a kinetic perspective in which the participants' see their lives, 'as a whole' and "interpret the meaning of their various attributes, actions and things which happen to them" (Sikes et al., 1985, p.1).

Figure 78 A3 Biographical image of mid-career academic
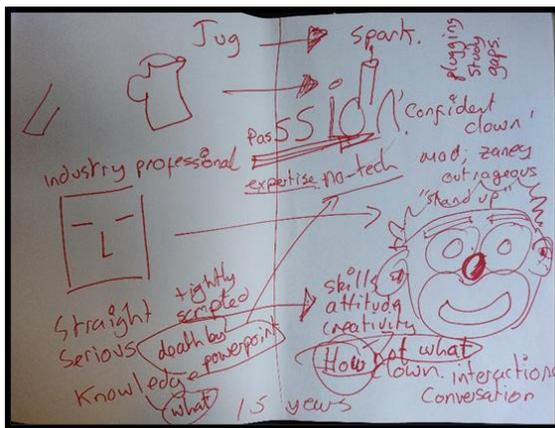
Figure 79 Set of Visual Representation of self, task, and context

The connection and interconnection of parts of the drawings are a pictorial representation of the participants careers and the key events in an individual's life,

resulting in understanding the complexity of teaching (Dinham et al., 2017) and the 'person the teacher is' (Goodson, 1980, p.69). However, in considering the multiple dimensions, facets, and embedded meanings of drawings, it is difficult to reach a point of saturation regarding synthesising of the whole teacher and their self-identity which at times drifted between personal identities, social identities, and role identities. Therefore, one can only identify various components of participants' personal project (Clegg, 2008), regarding their professional self-understanding within a professional context. I am very aware that being a teacher involves the 'personal' and can be influenced by individuals' personal lives which is not investigated in this project even though two participants briefly spoke of their family lives. Emma, a mid-career academic at Millfield-U, and Margaret, a senior-career academic at Causeway-U,

> *"I am a single mum and I have a child with special needs, I can't be running around to international conferences".*
>
> *"I was not supported by department when coming back from maternity"*

Image-based research lends itself well to the study of identity, since much can be learned about individuals multiple subjectivities and the organisations they inhabit, resulting in the relationship between identity and the workplace being communicated (Alsup, 2006, p.55). However, although the drawings may reflect local experiences and individual personal perspectives, the images also mirror existing broader global sector concerns and values.

In this study, drawing helped participants under investigation internally assess and reflect deeply on their interpretations, understandings, and relationships (Blackley et al., 2018, Brailas, 2020). This does not mean that participants' voices are neglected, both visual and textual data were privileged in this inquiry. Participants did not find reflection difficult and were aware of the importance to reflect (Ashwin et al., 2020) even though they recognised time restraints limited their time to reflect, and challenge the things and practices they take for granted (Mezirow, 1991), unlike Nevgi & Lofstrom (2014) who asserted that academics may find reflection difficult and not be aware of its importance (p.184).

In using participants' interpretations of their drawings, I was able to steer away from the therapeutic psychoanalytical perspective associated with symbols (Dinham et al., 2017) and remain outside of the protected realms of art psychotherapy allowing the dialogic of the visualisations to reveal the representations of the teachers (Bal, 2012) and add extra value to the qualitative interviews (Clark, 2017). As Guillemin (2004, p.273) suggests

> "The use of an integrated approach that involves the use of both visual and word-based research methods offers a way of exploring both the multiplicity and complexity, that is the base of much social research interested in human experience"

In other words, when exploring the complexity of identity and experience one requires a sophisticated method that allows "for a dialogue to emerge between the different communication modalities" (Brailas, 2020, p.4448). Afterall, the brain

> "…. that process visual information are evolutionarily older than the parts that process verbal information. Thus, images evoke deeper elements of human consciousness that do words" (Harper, 2002, p.13).

Drawings explore, construct, and communicate meanings helping to open the eyes of participant teachers, and the complexities and dynamic nature of teachers and their identities (Dinham et al., 2017). Teachers, on balance, are the directors of their own lives and draw on emotional frames of memory. The concept of the image has been viewed by Clandinin and Connelly (1986) as 'teachers' knowledge', images being 'intellectual power' of teacher 'thinking and acting' regarding teaching practice (Carlgren, 1990, p.201). Similarly, in this inquiry images are active and intellectually powerful viewing participants as meaning-seeking individuals. Mead (1934, 1974) developed an argument that at the heart of the self are symbols that represent objects with which we communicate. Janssens and Kelchtermans (1997) in their speech at the 'Annual Meeting of the American Educational Research Association' highlight the different methodological aspects of the cognitive functioning of teachers and emphasise:

"The study of 'images' and metaphors to analyse the conceptions underlying the actual behaviour of teachers. The participants are asked to represent their experiences and thoughts in a narrative way. The conceptions underlying their stories are transformed into images and metaphors" (p.3).

Although Kelchtermans research has not used drawings, the authors' speech above recognised how images as a primary design can be used to analyse 'teachers' cognitions in research settings' (Janssens and Kelchtermans, 1997), and since Kelchtermans work relies heavily on sense-making, being an essential characteristic of image-making, one can construct, interpret, and communicate human experiences (Wilson and Wilson, 1979) or in this case innovative university teachers' identities. Kelchtermans connection to symbolic interactionism underpins the core tenets of the theory linking meaning, language and thought, which connects the subjective experience of the participants, to their understanding of their situation and context. However, the personal interpretive framework was challenging to interpret in visualisations and meant that one was partly reliant on participants' interpretations. This was because the personal interpretive framework is difficult to externalise in a visual form regarding teaching as a relational activity that consists of "saying, doing, acting, responding, listening, hearing, seeing who one is as a teacher (Biesta, 2004). Also, Kelchtermans (2009) remains focused on the teacher as an individual or "self-thematisation" (Kelchtermans and Vandenberghe, 1994, p.3), categorising individuality and experiences without connecting interrelationships between others, which can be characterized by tension and struggle (Alsup, 2006, Beauchamp and Thomas, 2009).

In using the Jungian focal points to analyse the pictures one got a broader interpretation and connection, to the spoken word, unlike content analysis that just identifies the main elements. Although within this inquiry I did initially use a thematic analysis of images before expanding with the Jungian focal points. I did find that I only really used a few of the focal point interpretation headings seen in **Appendix Fifteen**. This was because some of the headings require deeper therapeutic interpretation such as colour.

9.4 Defining identity and innovation

Participants in this inquiry did not refer to themselves as innovators or anything related to the concept, such as creative, a point raised in Hannan and colleagues' early (1999) study. Their self-definition was connected to role identities even though identities are much broader than roles alone (Taylor, 1999). Innovation in this inquiry was perceived and defined as *"new"*, new in the sense of a new method, new technique, new to individuals (students and teachers) and *"useful"*, meaning in having a purpose not just because it is currently fashionable as Smith (2011, p, 436) implies regarding shaping innovation (Gilbert et al., 2020). This idea of purpose is not new; Drucker (1998) proposes that innovation is purposeful and an engaged effort to achieve change (Drucker, 1998, O'Sullivan and Lawrence, 2009). Drucker underpins definition through the 'work of knowing rather than doing' (University of Aberdeen, 2017), connecting to what some participants stated about academic content, competence, and knowledge. Individual factors of innovative teachers (Thurlings et al., 2015). O'Sullivan and Lawrence (2009) definition underpin many of the themes that participants asserted

> "Applying innovation is the application of practical tools and techniques that make changes, large and small, to products, processes, and services that results in the introduction of something new for the organisation that adds value to customers
> and contributes to the knowledge store of the organisation"
> (O'Sullivan and Lawrence, 2009) (p.5).

The innovations produced by participants were incremental, enhancing pre-existing or older practices, which are viewed as lower-level innovations (Nygaard et al., 2011), whereby any teaching which addresses creativity and applies it to methods and contents can be seen as innovative teaching' (Ferrari et al., 2009, p.16). Across the career divides, the study did not find any difference between the different career bands or length of service as Loogma et al. (2012) found regarding those teachers who had less than five years of teaching experience innovated more often (Loogma et al. (2012) in Thurlings et al., 2015, p.444).

The innovations produced by participants in this inquiry ranged from technology-based transformations, including MOOCs and interactive applications such as the

use of QR codes, drag-and-drop exercise, word clouds, and participants' interactive clickers, to simulation-based transformations and gamification, and finally, practice-based transformations such as engagement, collaboration, through to the use of reflective journals and learning resources for essays.

Innovators were mainly from the academic disciplines of soft-nonlife systems and soft life systems at both universities, shown below **(Table 15)** underpinning:

Nonlife system	Life system
English German History Philosophy Russian Communications	Anthropology Political science Psychology Sociology
Accounting Economics Finance	Educational administration and supervision Secondary and continuing education Special education Vocational and technical education

Table 15 Bigland's (1973) typology of academic disciplines.

This concentration of innovation in soft academic disciplines might be that instructionally some subject transformations are easier than others. Most teaching awards were given to teams from across different academic disciplines and departments, underpinning that innovation is relational and crosses academic disciplines.

Regarding identity and the intensification of identities in higher education (Barrow et al., 2020), the inquiry sides with much of the recent literature on academic identity, whereby academics have multiple sub-identities such as teaching and research with a broader layer of administrator, leader, and entrepreneur, among several others (Skelton, 2012, Henkel, 2000, Nordbäck et al., 2021). The inquiry recognises that professional self-understanding regarding innovative teachers is a contested and complex one, that is dynamic and forever being constructed and reconstructed as individuals' stories play out.

9.5 Temporal dimension of self-image

Temporal dimensions, personal histories, and prior experiences influence professional self-understanding (Davies et al., 2006). In other words, "one's actions in the present are influenced by meaningful experiences in the past" (Kelchtermans, 2009, p.263). Participants recognised that teaching is learnt on the job by observing and sometimes imitating their instructors (Oleson and Hora, 2014). The inquiry emphasised that all participants have been exposed to lots of different teachers and educational experiences over the years, which according to several authors, are images, models, and styles of teaching that teachers carry with them (Lortie, 2002, Weber and Mitchell, 1996, Harland, 2020). This formal insight and understanding derived from in-service training and observation is part of what Kelchtermans calls the 'subject educational theory', or individuals 'know how' of pedagogical knowledge (Kelchtermans, 2009). There is a mantra that teaching is driven by 'teaching the way you were taught', which this inquiry did not find. The participants recognised their prior experiences as positive and negative. From a negative perspective, participants steered away from what others had taught like, and was part of their motivation to be a better teachers; from a positive perspective, some elements of past were redesigned and brought forward because they worked (Oleson and Hora, 2014) regarding previous innovations seen in chapter seven.

Interestingly, identity formation included prior 'others' (former instructors) personality traits: enthusiasm, charisma, articulation, passion, openness, and commitment to the academic field. Personality and individual former instructor orientations toward work had an impact on participants' professional self-understanding, especially around the area of openness, which is deemed as a requirement for innovative work behaviour Messmann & Mulder (2011, p. 78) states that "it makes teachers sensitive for exploring opportunities and for allowing conditions and procedures to change".

It was essential for participants that prior instructors put the information across in a clear, understandable manner. Therefore, reducing knowledge to its simplest components for students, resulting in disseminating in ways that are both interesting and involving for students, an assertion that was carried through into participants'

present teaching selves—inferring that teachers can be a positive influence on students' identity formation and short- and long-term outcomes (Kell, 2019). Therefore, prior experiences developed participants' professional self-understandings and shaped them based on new understandings or what they already know (Bransford et al. 1999 in Oleson and Hora, 2014). A more subtle theme attached to this section on temporal dimensions was that professional self-understanding is based on 'place identities' or personal attachments to locatable places. Thirty-four participants spoke fondly of their connection and attachment with their former institutions as students and previous places of employment. Many of these places were emphasised through the lens of innovation and were measured against participants' current institutions, regarding different experiences and valued support mechanisms which seemed to drive innovation in their current place of work.

9.6 The Professional self-understanding of the innovators

9.6.1 Physical dimensions

The classroom is a crowded and fundamental central arena for teacher learning in this inquiry. Teachers learn by doing, according to my findings; teachers learn from one another, from everyday practices. A classroom is a place of complexity, an environment that involves and is driven by mixed emotions and struggles. Kelchtermans (2009) argues that actions happen in a particular working context, underpinning the notion that "experiences and actions have to be looked at and understood in their context" (p.269). Gilbert and colleagues (2020) have suggested that the environment is a key factor in implementing pedagogical innovation (p.9). The key contribution here regarding where innovative teachers work, was partly not surprising. Participants found class sizes growing, limited resources, fixed learning spaces, and learning spaces that hindered creativity and, as one participant suggested, made things "*boring*". Regarding class size, which can be viewed as a crucial factor in designing and implementing innovations, participants found growing student numbers problematic regarding scale, like Gilbert and colleagues (2020) findings whereby they found ill-designed learning spaces challenging to innovate in. However, innovations were not ruled out in these busy classrooms; it just takes more

time to adapt sessions and add interactive features using audience participation applications like clickers.

Ten teachers portrayed smaller group teaching sessions which included problem-solving and critical thinking, but even these small groups had grown. David, a mid-career academic at Causeway-U, asserts that his workshops which are meant to be small, have reached the capacity of student groups of twenty-eight, which he identifies as not being small anymore. David says this "*reflects* [the university] *being greedy and racking and stacking our students".* This theme of increasing students was evident, with participants highlighting from both case study institutions are driven by increasing students, which in turn increases the "*big sack of green money*", which underpins the funding environment.

Regarding the space teachers occupy, Doyle (1986) in (Wright, 2005, p.89) posits that there are several variables regarding classroom complexity. Doyle argues that classrooms are 'multidimensional' regarding functions, events, and activities. The most obvious finding to emerge from the analysis is that of the physical environment; although the researcher in this inquiry was surprised regarding the prevalence and presence of traditional transmission images of teaching, images that stemmed from contemporary drawing studies of teachers seen in chapter seven and is connected to the habitualization section below. Participants drew themselves in different environments, being the physical dimensions of the learning environments. The buildings, classrooms, furniture, technology, tools, and arrangement of space (Land et al., 2012). Why is this important? Classrooms and how teachers teach can reveal a lot about their identity. Evidence suggests that physical dimensions can influence learning and teaching or constrain different teaching strategies (Yang et al., 2013, Harrop and Turpin, 2013, Jamieson, 2003, Beckers, 2019). New ways of learning require new environments and changes to the environment (Beckers et al., 2015, Eyal and Gil, 2020). Most of the environments drawn and verbally enhanced by the participants were traditional, a design that embraced teacher-centricity. An atypical drawing below echoes today's academic and student numbers (**Figure 78**).
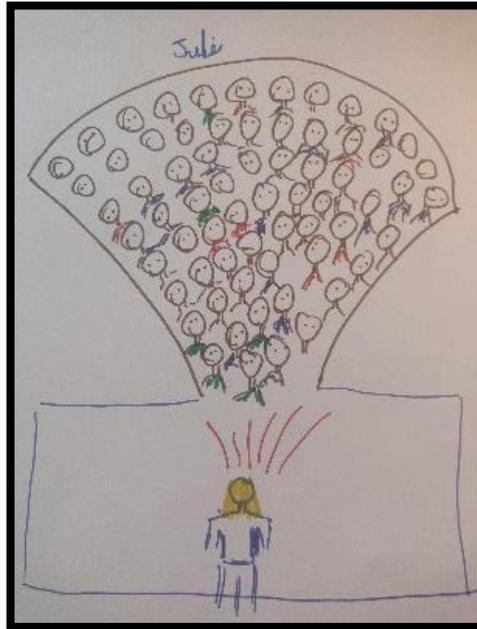
Figure 80 Teaching self-representation.

Participants were keen to express the dynamics of their enacted practice and the instructional bidirectionality, concerning engagement and interactivity between teacher and student in the drawings. This bidirectionality constantly informs the teachers' professional self-understanding, through which teachers become joint learners with their students, resulting in a revision of classroom practices that lean and adapt towards student needs. Throughout the interviews, participants did "continually scan" their environments, searching for new ideas to implement, underpinning the openness participants felt regarding their practice.

Another subtle aspect regarding physical environments came from three participants who spoke specifically about space, each with a different theme. David, a mid-career academic from Causeway-U, asserted that "*The innovative teaching room we now have is great, and we need a lot more, but these environments cost a lot of money and investment".* Another two atypical assertions underpinned the years of cuts to resources regarding embracing innovation in teaching. The above statements and issues highlight that innovative teaching environments are costly endeavours, and with the cut in resources regarding educational development (BfC), universities are ploughing money into marketing and recruiting more students. However, what was surprising was that colleagues or other educational developers were not represented

in the drawings, given the team teaching and position educational developers now have within the modern university regarding technology-enhanced learning (TEL).

9.6.2 The innovators

The manifestation of frames of identity was captured in the drawings regarding some key components of Kelchtermans (2009) interwoven domains. Self-image was possibly the easiest of the components to identify regarding the cognitive self, because of the familiar representations regarding Jungian focal points, which led to identifying basic elements used to express identities, such as the centrality and actors in the drawings (teachers, students), context (type of teaching room), and artefacts (anything in the hand and environment). There was an habitualisation regarding sameness of activity in the classroom which led me to believe that prior experiences and academic socialisation, whether conscious or unconscious were prevalent and at the core of participants' professional self-understanding and personal interpretive framework, leading to 'engrooved practices' Huberman (1993) in (Bamber et al., 2009, p.8) and 'carriers' of 'routinised ways of understanding' (Reckwitz, 2002, p.252). Berger and Luckman (1966, p.51-55) in (Spencer, 2010, p.119) asserted:

> "All human activity is subject to habitualisation. Any action that is repeated frequently becomes cast into a pattern, which can then be reproduced…. Habitualisation further implies that the action in question may be performed again in the future in the same manner and with the same effort"

Furthermore, although Kelchtermans (2009) framework does not account for the 'how' participants got to their descriptive component (self-image) regarding self-perceptions and self-typification, I further add the theory of psychosocial development of Erikson (1968) that stated, individuals' experience stages of development over their life span, in other words, participants enter the profession as 'insiders' who's knowledge and experience spans a vast temporal observational experience of teaching activities, which has developed their understanding of what a teaching professional is (Niikko, 2020, Lortie, 2002). This perhaps could also feed into deeply rooted portrayals and images of teachers as Murphy, Delli, and Edwards (2004) found in their study of individual 'good' teacher beliefs at various educational

levels, whereby the authors' images are formed at an earlier age. The memory fragments of participants underpinned what a teacher does, whether that be self-images portraying a vanilla stereotypical representation of teaching or creating a series of moments and energy. As Prosser and Trigwell's (1999, p.142) dated work suggests

> "When university teachers enter a teaching and learning context, they enter it with certain conceptions of what constitutes good learning and teaching in their discipline. They form certain perceptions of their teaching situation and adopt certain approaches to teaching…."

Therefore, life experience could be said to guide our actions, activities, and perceptions as Bandura's theory suggests resulting in the subjective educational theory, or 'know how' being shaped by the experiences individuals have thereby influencing participants mental images.

The drawings highlighted that teaching is not a hidden practice, everything is visible or audible, especially today with lectures being recorded. Some authors have suggested that there is a 'publicness' regarding teaching whereby there is an accumulation, a "common store of mutual experiences, routines, rituals, and norms of behaviour" (Doyle, 1986 in Wright, 2005b, p.89). Overall, although all the teacher narratives in this inquiry resonated with feelings of exhaustion and stress participants remained verbally positive and seventeen images from across the drawings indicated positive emotions regarding student-centred teaching.

Innovative university teachers' narrative of their professional self-understanding in this inquiry has shown deep care (McCune, 2021) and passion (Su and Wood, 2012) for teaching across both case study universities. Teaching in the contemporary university was viewed as intrinsically satisfying and meaningful (Leibowitz et al., 2012) and, at the same time, physically and psychologically exhausting (Ashwin et al., 2020), as seen in chapter seven. Half of the participants assigned the term '*performance*' and "*entertainers*" when talking about teaching, alluding to fun and humour, humour increasing "attention and interest and help to illustrate and reinforce what is being taught" (Powell and Andresen, 1985, p.79). This "front of stage" that

people see and observe (Kivisto and Pittman, 2012) had an impact on some participants, the consequences of which were stage fright *", feeling sick", "anxious","* *cramped",* and in one case having to listen to *"rock music"* before they teach to build-up confidence which underpins the pressure that these innovative teachers experience. At the same time, the drawing identified some of the backstage elements, such as the time taken to plan sessions (Bullingham and Vasconcelos, 2013), noting that innovative teachers think about what they are going to do and how they are going to do it. The participants in this inquiry were committed to delivering high quality teaching even though valuing teaching left many uncomfortable regarding working conditions and tensions (Fraser, 2019, McCune, 2021, van Lankveld et al., 2017) which will be discussed later. Four participants in this inquiry asserted that even though some staff did not show interest or support in teaching and innovation, and in some cases were confronted by hostile attitudes of colleagues, they would still have continued to innovate irrespective of rewards which is echoed in Hannan and colleagues' early study (1999) of innovation in high education.

Humour was an essential element of being a creative, innovative teacher as mentioned above, and participants in this study used it as a recognition tool which enhanced their job satisfaction. In other words, students remembered them, which fed into evaluations. Two authors, Horng et al. (2005) and Yu et al. (2007) suggest that humour supports and encourages teachers to learn and innovate, therefore, having a positive effect on innovative behaviour. Studies seen in Horng et al. (2005, p.354) underpin the high value of humour and connection to teacher creativity. Humour has been viewed as bridging the gap between teachers and students, providing a relaxed learning environment (de Souza Fleith, 2000). Recent findings have suggested that the "university playfulness climate directly affects lecturers' teaching innovation intention and job engagement by creating the perception of a happy, relaxed and humorous environment involving the interpersonal interactions of lectures" (Zhou et al., 2019, p.247).

9.6.3 Social dimensions

Identities are shaped and reshaped in relation to other people. Academics are related to various social entities such as research associations, institution and school or faculty. Supportive environments both internal and external can positively influence innovative behaviour (Thurlings et al., 2015, Gilbert et al., 2020). The participants in this study had different experiences regarding support, or the lack of it, with Millfield-U participants slightly feeling better supported than Causeway-U participants.

Colleagues can significantly constrain innovative behaviour by not supporting innovations, with some authors suggesting that colleagues are the most significant influence (Thurlings et al., 2015). Colleagues played an essential part regarding the innovative teachers in this inquiry, and the results were mixed regarding the effects of innovative behaviour and tensions in relationships between colleagues. Participants continued to pursue their genuine interest and commitment to teaching even when colleagues were not interested or supportive, which was found in McCune's (2021) results (p.25) and the earlier study (Hannan et al., 1999) noted above. The literature surrounding innovation underpins the need to be supported at a leadership and colleague level (Gilbert et al., 2020, Fraser, 2019), making innovation relational (Pauget and Dammak, 2018). Professional self-understanding is not unitary; it is connected to several areas, including the relationship between institution and work(Taylor, 1999, Henkel, 2000). Leadership was a significant influence, albeit viewed as negative regarding resource allocation and alignment with institutional agendas. One participant from Causeway-U asserted the struggles and likened them to "*fighting in a boxing ring*", while others underpinned a "*lack of support*" and even hostile behaviour.

Beghetto & Dilley (2016) underpin the concept of "creative mortification" which can be attached to how some participants disengage from innovative and creative activities to protect themselves. Janice, a mid-career academic at Causeway-U, asserted that because she was getting very good feedback from student's, management in her faculty behaved in a hostile way, by belittling her achievements and innovations which led to Janice withdrawing from undertaking further innovative developments in teaching. Like other participants, there was a confusion regarding

what faculty wanted and what the institution wanted, which according to the thread that runs through the results is a risk-averse collective sameness. The results were mixed regarding support for innovative teachers with Millfield-U asserting they are supported more than Causeway-U. Smith (2011) highlights in her study of pedagogical innovation that innovations are unlikely to thrive in institutions that are suffocating innovation and creativity. Another theme was the learning culture for innovative teachers and again Millfield-U had a better CPD programme which underpinned innovation, whereas Causeway-U asserted a sketchier picture regarding development which could have hindered teachers in demonstrating innovative behaviours (Thurlings et al., 2015).

9.6.6 Self-characterisation

A prominent feature of the innovative teachers in this inquiry came from participants' self-rating underpinning characteristics and creative professional self-understandings. The attributes of innovative teachers in the literature have grown over the years among several authors (Epler, 2020, Miller, 2012, Walder, 2015, Batey and Hughes, 2017). According to the studies in (Thurlings et al., 2015, pp.444-456), individual factors such as personality, traits and competence are important regarding innovative behaviour. Participants in this inquiry underpinned many of the same attributes as previous studies had identified, as seen in chapter seven. Their colleagues saw the innovative university teachers as innovative and creative, having a vision of personalised learning and active classroom engagement. Openness to experience was significant, with individuals not being afraid to try out new things or alternative approaches and being enthusiastic about their tasks (Batey and Hughes, 2017). The images encompassed the teacher's passion, enthusiasm, approachability, confidence, and in some cases, the fun the actors are engaged in, consistent with Blackley and colleagues (2018) results of pre-service teachers. The attributes were split into the following characteristic

1. **Backstage** includes planning, developing, structured, organised, thorough, impactful, and creative.
2. **Front of stage** included the student element, what students experience, such as engaging, clear, interesting, supportive, responsive, and inspiring

3. **Personal attributes** included the teacher being knowledgeable, energy, charismatic, approachable, care, genuine, and motivated

Within the characteristics, participants mirrored therapeutic characteristics, such as care, support and soft (soft referring to a gentler approach to the delivery of content). Other characteristics were centred around the students, engaging, helpful, supportive, and just being there for students. Innovative university teachers want to give their students the best they can offer. They want to embrace student success as a citizen irrespective of the challenges they might face. This links into the therapeutic traits and the need to genuinely care for students and share knowledge.

9.7 Work intensification, conflict, autonomy, trust, and gender

Research on neoliberalism and academic identities has grown over the years challenging academics sense of place (Nordbäck et al., 2021) and effecting academics identities through work controls, work intensification, calculative practices, and glorifying academic mobility and movement that is increasingly intense (Nordbäck et al., 2021, Harris, 2005). Some commentators have emphasised that the professional self-understanding of academics is at risk of "existential unravelling" (Peseta et al., 2017, p.103). In other words, there is an intense vulnerability (Kelchtermans, 2009) or not having full control over their actions and the conditions they have to work in (Aspelin, 2021, Kelchtermans, 2009). Innovation requires a relaxed environment so that teachers have the space to generate ideas and develop pedagogical practices (Tomic and Brouwers, 1999).

In the neoliberal marketized university academic employment has become precarious and the literature surrounding casualisation and precarious contracts has grown significantly (Lopes and Dewan, 2014, O'Keefe and Courtois, 2019). Although most of the participants in this study were fulltime eight participants in this study spoke retrospectively about precarious contracts and their experiences. The results were mixed with six participants asserting that academic precarization effected their professional self-understanding regarding task perception and recognition. Another

aspect of precarious contracts was not being able to plan for the following year or knowing if you would ever teach on the module again, not putting much effort into teaching innovations, feelings of being a second-class citizen in the institution and innovating and making a good impression on senior management thereby, getting a fulltime contract, and living in poverty because of precarity of pay. Students were not viewed any differently by being on a precarious contract and participants did not emphasise the potential adverse effects of their contractual arrangements with students, which could highlight that the precarious academics protect their students from their contractual situations as Street et al. (2012, p.13) highlighted regarding protecting "their students from the effects of their employment situations" (p.13). This might have also fed into the fact that academics on precarious contracts want to gain a fulltime position and therefore, want to keep students happy regarding student evaluations (Street et al., 2012). Six out of the eight participants were female academics and although this is a small sample there is evidence that there is gender inequality regarding precarization of academic labour. Authors such as (O'Keefe and Courtois, 2019) argue that "precarious female academics are non-citizens of the academy" performing the "housework of the academy" (Oakley, 1996) which will be explored later.

The intensification of academic work has been well researched "as 'new managerialism' and a neoliberal, marketized logic have become ingrained in the HE sectors…." (Skea, 2021, p.400) globally. Academic in this study affirmed long working hours where the boundaries of home and work are frequently blurred (Wright et al., 2003). Twenty-eight participants in this inquiry all emphasised the intensification of academic work and the pace or speed-up of academic life which some commentators connecting to managerialism (Kara, 2017) among several other elements such as

> "(1) the marketisation of the sector and increased competition between institutions; (2) changes to higher education consumption patterns; (3) the commodification of education consequent on marketisation; and (4) the growth of managerialism" (Sappey, 2005, p.495).

Through the drawing and the subsequent conversations eighteen participants implied that their heavy workloads impeded on their identities as innovative teachers. This intensification was not just about excessive paperwork and administration; it was about increased teaching loads, producing research, pressures to improve student results and dealing with diverse issues both educational and social. The data highlights a 'catch-up culture'. Universities are according to (Brew et al., 2018) arranged around teaching and research and much of the intermediary in-between stuff is kept invisible even though this work is pivotal to the running of the university.

There was evidence that participants struggle to meet academic work demands and in many cases, this reflected through the need to extend working hours passed their contractual hours which has been highlighted by several authors (Johnson et al., 2019, Wray and Kinman, 2020). Although participants did not talk of any interruption regarding work-life balance/conflict as several authors found (Fontinha et al., 2019). However, participants did share their frustrations either using strange noises or cursing such as Katy and Janice who are mid-career academic at Causeway-U asserted, "*GRRRAAAA"* or "*Fucking joke"* which are just two atypical assertions.

Several participants cursed throughout the interview at various times mainly regarding working conditions, and when they spoke about their institutions and management, which underpins that these were painful events or areas where participants felt the most pressure. According to (Krans, 2021) Studies and "experts say using curse words can also help us build emotional resilience and cope with situations in which we feel that we have no control". Time was a significant theme that ran throughout the interviews and which all participants at some point in the interviews referred too, regarding not having enough time which has been reported over the past twenty years with influential commentators such as Taylor (2008), Barnett, (2008) and Henkel (2000) who found time was a shared problem of the academics.

One of the most significant contributions regarding the intensification of academic work was to do with role conflict which participants from both case study universities experienced, although the assertions about role conflict were mainly drawn from female academics which emphasises a gendered perspective. Regarding an increase in administrative tasks which according to Bentley and Kyvik (2012) are

higher than international academics, female academics were experiencing being overloaded. Katy, a mid-career academic from Causeway-U, states the push she like other female academic's experience.

> *"…. people here are nice to me so they can get me to do more admin stuff and get involved in new creations of new degrees. I do get lots of praise but then they say but can you do this thing".*

It was obvious that during the interviews this increase in administration was a significant stressor because they had no or little control which led to negative effects; which five participants highlighted through talking about being "*exhausted*" and the "*time*" demands on their teaching work (Collins and Parry-Jones, 2000). What was surprising is that some commentators have highlighted that time distribution is greatly determined by the academics themselves (Teichler and Höhle, 2013) however, this was not something that participants articulated. Participants seemed to declare that through their workloads and distribution of tasks as well as how they should teach their time was distributed by a top down or managed time which fed into the managed academic. There was a growing divide between teaching and research which has been identified across the literature (McCune, 2021, van Lankveld et al., 2017, Wray and Kinman, 2020) which had spilled over and was causing tensions between the different academic functions' academics have. In other words, teaching focused participants spelled out tensions between their teaching research, and research focused colleagues regarding overload of work; with one participant (research/teaching) highlighting teaching only staff have more time while sixteen (teaching only participants) emphasised that they were more put on, felt undervalued and had increased administration tasks. The arguments came down to role conflict and work-related activities such as teaching research and administration (Teichler and Höhle, 2013). Regarding time on teaching and administration female participants in this inquiry did seem to undertake heavier workloads "In massified higher education systems such as the UK, women are better represented in the academic profession but are more often hired for academic positions involving a larger share of teaching activities" (Goastellec and Pekari, 2013, p.76).

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Building on from the above tensions regarding role conflict gender was a significant theme. The inquiry had a relative balance of male and female innovative university teachers. However, the responses regarding working conditions and function clearly opened the gap between male and female academics. The feature of gender became apparent when talking about the teaching self, gender is an attribute of academic identity. Female participants had a high investment in academic capital than their male counterparts who featured more on a scientific capital (Acker and Armenti, 2004, Arreman and Weiner, 2007, Deem and Lucas, 2007). Like the prevailing literature female participants were more likely to take on more administration and pastoral associated roles. Participants reported undertaking more teaching than their male colleagues. Emma a mid-career academic at Millfield-U is atypical and posits:

> *"…. teaching has been for a long time the housework of academia and it is quite strongly gendered in that you can be the best teacher in the world and it's like getting a prize for housework, its ongoing its invisible labour, no one really sees it, it keeps the whole ship afloat but it's not that kind of star prize".*

This finding is also conducive with Deem & Lucas (2007) study which found the same intensification of combinations of activities of female academics. Female academic conversed about career progression and many of the participants referred to those female academics who had broken through the glass ceiling for inspiration. All participants bar one, highlighted that women were beginning to become part of the senior management team, albeit in small numbers and at a slow rate. Janice a mid-career academic at Causeway-U asserts

> *"Some women feel they have to do more to prove themselves and fell they have standout especially when historically it has been an old white male institution".*

Both Millfield-U and Causeway-U participants spoke about the support networks and schemes that institutions run and the support they get from them, and although it is getting better according to Emma, she has had to fight *"because I was ploughing a fairly lonely furlough"*. Female academics in this inquiry have throughout this study asserted that academia is hostile to women regardless of whether it is female

academics with children (Nikunen, 2014) or single childless academic women (Ramsay and Letherby, 2006). Female academics in this inquiry shouldered the 'care work' in their universities. They also typically undertook the bulk of the teaching and administrative work (O'Keefe and Courtois, 2019) which according to some commentators impacts on their careers regarding promotion and research productivity (Knights and Richards, 2003).

Another aspect of the data that was subtle but influential regarding participants professional self-understanding was autonomy and freedom. The participants in this inquiry expressed to varying degrees a decrease in autonomy, and the findings split the two universities with Millfield-U participants edging ahead regarding still having a sense of autonomy. Autonomy came through the images and one participant at Causeway-U underpinned what the teaching self-images could be reinforcing and that was a standardisation or machinelike compliance concerning teaching practices. In other words, two participants from Causeway-U posited that they are told how to teach in order not to disrupt not only student evaluations but also compete with colleagues. The literature surrounding this control has led to individuals feeling deprofessionalised regarding having the decision-making process taken away from them (Skinner et al., 2021). Personal autonomy and academic freedom are a significant part of innovative teachers professional self-understanding (Whitchurch, 2012). However, both teaching and research choice is now "increasingly less likely" (McInnis, 2012). Nevertheless, for innovative behaviour to be maintained self-organisation and organisational conditions which allow for self-expression need to be in place to facilitate innovation (Kontoghiorghes et al., 2005).

9.8 Chapter Summary

It would have been very easy to follow other commentators' views that the academics that inhabit the institutions are just a group of demoralised, dissolute, overworked stressed and insecure individuals and to a greater extent this was seen in throughout the interviews. However, they are evidently committed to their academic work and have a sense of caring that keeps these academics functioning

despite the insecurities, uncertainties and stress which has been echoed by other authors (Clarke et al., 2013, Knights and Clarke, 2013).

In summary the use of visualisations and their interpretations have added value to understanding innovative university teachers' behaviour, identities and working conditions. Participants experiences, taking the form of visualisations are central in the thinking process that is individual. The images in this thesis are layered and framed by images of the past and present and underpin the present climate of the higher education sector. The innovative university teachers in this study although small in number underpin that institutional and the broader environment need to facilitate innovative teachers innovative behaviour through being supportive, collegial, positively recognised, and given space and time to develop and implement innovations, as several authors have suggested (Thurlings et al., 2015, Gilbert et al., 2020, Fraser, 2019). Participants have entered teaching ladened with representations, that are embedded in their heads, which are "grappling with a fluid identity during continual change" (Billot, 2010, p.10). The voices of participants repeatedly acknowledged the value of being creative and innovative. The university teachers in this study approached their innovations with purpose, that purpose being students' progression and satisfaction. Students were a significant part of participants professional self-understanding. Students were the main motivators and drivers regarding innovative practices. Horng et al. (2005) found that this strong connection and dedication to students enhanced and promoted teachers' innovative behaviour. However, this was not the only influence regarding innovative behaviour of the participants, they were open to new ideas and wanted to learn more about innovative methods, not just theoretical underpinnings. Innovative teachers share in this study a strong bond with teaching and want the same recognition as research gets. Appreciating academic identity might not be seen as relevant for pressurised university teachers juggling multiple roles and goals. However, Bourdieu (1984, 1988) in (Billot and King, 2015, p.842) warns us that "the danger of acting without fully understanding ourselves is pivotal to know 'who I am and who we are' thereby "gaining control of life and practice within the academy" (p.842). I believe that it is important for teachers to not only reflect on their own experiences of being a university teacher but to also confront public scrutiny with regards to the constraints

that hinder their everydayness by sharing images that enable academics to construct and narrate a public version of their professional selves.

9.9 Limitations of the inquiry

University teacher identity cannot be summed up within this inquiry as innovative teachers can be viewed as something that is mysterious and is unnoticed (Barnett, 2007). This inquiry unpicks some of the complexities and influential factors that shape and reshape academics personal interpretive framework that differ with each individual university teacher. I am aware that my approach might have unconsciously influenced the ways in which the components were interpreted and categorised in this study. In other words, pulling data and findings into the different components which were much broader.

Like all research inquiries there are several limitations, limitations that can be connected to what literature one chooses to read, through to the research design, methodology and how analysis was undertaken. Like any researcher although I have aimed to dot the 'I's and cross the 'T's regarding aiming for a sound, perfect exploration of university teacher identity, I accept that on reflection of the research process I have made mistakes. It is only when one completes one's thesis that one can gain a perspective of the limitations in their entirety.

After completion of this inquiry, I recognise that university teachers have multiple identities, which is not a limitation. The limitation is that like Kelchtermans asserts in his personal interpretive framework and his two interwoven domains of self-understanding and educational subjective theory (Kelchtermans, 2009), so university teachers' professional identities are vast, too vast to try and cover the 'who I am' notion of the teacher. They are also so interwoven that it is difficult to pull them apart without losing essential parts of their identities for example when teachers talk about themselves, they include personal core identities, physical, social and contextual dimensions, emotionality, temporality and spatiality, including identifying representations of identity formation and the other chorus of voices that are visualised and verbalised. Therefore, I found it challenging to strip away parts and pull apart the teacher identities in to segmented themes. Identity work, although I

have tried to in this inquiry, does not cover the holistic identities of their participants, a position picked-up on early in this inquiry.

9.9.1 Contextualising the inquiry

Chapter two was an interesting chapter to research. I knew that it was important to position the participants in the English higher education system. The problem is that the system, even though commentators talk about HE in crisis (Ashwin, 2020); the sector has been in flux or seems to have been in flux since the late 19th Century. The limitations in this chapter were overviewing some key events and policy shifts because including the whole story would have been very wordy regarding word count. Authors such as Tight have written large, detailed chapters on the historical developments of HE; some commentators have written books on certain decades or historical transformations like Stevens (2004). I recognise that within this section that the sector is much more complicated and complex. Roger Brown a scholar of many years who has been pivotal in the production of literature on marketisation underpins around thirty policy shifts from 1979 to 2012 (Brown and Carasso, 2013, pp.8-10).

Literature surrounding identity is vast with educational literature having a large slice of the cake. Much of the research on identity as been done in schools and only within the last decade identity work has taken off regarding the higher education arena. Most handbooks even identity thesis's start with the roots of identity, the major thinkers, all of which have been constructed under specific theoretical banners. The limitations in this section were picking some of the prominent relatively recent scholars and present scholars who had researched identity in the contemporary university.

9.9.2 Methodological Limitations

This is one of the key limitations regarding this inquiry. Although I have spoken about the limitations in Chapter Five regarding methods. Drawings although reported useful data and enhancing methods are slippery regarding interpretation. Drawings are challenging to read, and my initial thoughts were to incorporate the researchers

interpretation of the drawing. This was contentious because my interpretations although picking up on some useful hidden items differed immensely from the participants interpretation. I therefore agree with Greg Firth when he asserts to get the participants to interpret their own pictorial representations. This adds further value to the visual data. The inquiry has a small sample size, smaller than I wanted. I was aiming at the start for around fifty to sixty participants, but external elements put a stop to that regarding the pandemic and therefore I have had to work with an imbalance regarding participant numbers at Millfield. On reflection I would have changed the methodology to a narrative biographical approach whereby I could have lowered the number of participants encouraging unbundling identities further. This inquiry omitted the use of students and a passage as been added to the appendices (Appendix 20).

9.9.3 Theoretical Limitations

Kelchtermans (2009) personal interpretive framework and his two interwoven domains of self-understanding and educational subjective theory, with their individual components is a useful tool to talk about university teacher identities because it encompasses teacher thinking and the way teachers view themselves and the job they do. However, the self is difficult to pin down and talk about when identities are fluid and multiple. Identities are a result of processes that are in constant motion and are always evolving and therefore, difficult to apprehend, regarding current identity as participants are always reflecting retrospectively. Theoretically and conceptually identity underpins several dichotomies which include 'self/identity', 'inner/outer', 'given/constructed', 'private and public'. Some authors (e.g., Kelchtermans, 2009) prefer a quite narrow definition of identity by fixing static identity components, by framing their scope and by determining the meaning of the identity concept with a new term. Kelchtermans (2009) for example speaks about self-understanding instead of identity, because he wants to emphasise the teachers' conceptions of themselves as teachers.

9.9.4 Autobiographical Reflection

Undertaking this research inquiry has been invaluable and I have learnt so much about university teachers' identities, albeit I feel I have only scratched the surface. I now understand why some commentators have asserted that identity work is messy and involves more than just multiple identities or sub-identities. It involves every aspect of the self from one's values, beliefs, emotions, training, history, working conditions, motivations, and prospects among so many more. As a teacher from the state and further education sectors I half expected to hear a mirrored experience to my own, I was wrong. When I was formulating the unstructured interview guide, I thought how I would answer the questions, and reflecting I can see only a few similarities. The inquiry has made me want to explore further the use of drawings and academic identities but on a much larger scale.

The inquiry has also provided me with what life is like in the contemporary university, what makes people tick, what constrains them, what challenges them. Of course, this has not put me off becoming an academic, it has forearmed me with an understanding of the pressures. The study has shifted my views on research as I wanted to always undertake a teaching-focused position, whereas now I would opt for the standard research and teaching position. The research process has at times been extremely challenging and being a dyslexic post graduate researcher, I can honestly say I have struggled with the amount of reading and retention of information. This has made me more resilient especially through the nation's isolation regarding the pandemic.

Further work is needed regarding university teacher identity and teacher work, with the majority of research fixated on separated parts of academic identity instead of focusing on the whole person and the whole context.

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Appendix section

Appendix One: Crotty's Four Elements showing case study (p.5).

Epistemology	Theoretical perspective	Methodology	Method
Objectivism	Positivism (and post-positivism)	Experimental research	Sampling Measurement and scaling
Constructionism		Survey research	
Subjectivism	Symbolic interaction	Ethnography	Questionnaire
Humanism	Critical inquiry	Phenomenological research	Observation (participant and non-participant)
Pragmatism	Feminism		
Idealism	Postmodernism	Grounded theory	Interview
(and their variants)	Marxism	Heuristic inquiry	Focus group
	Poststructuralism	Action research	Case study
		Discourse analysis	Life history
		Feminist standpoint research	Narrative
		Gendered research	Visual ethnographic methods
			Statistical analysis
			Cognitive mapping
			Document analysis
			Content analysis
			Meta-analysis

Reference: Crotty, M. 2012. The Foundations of Social Research: Meaning and Perspective in the Research Process. London: Sage.

Appendix Two: Unstructured interview script.

Drawing the self

Firstly, can I thank you for participating in this research project about university teacher identity. The interview should take no more than one hour. You have signed the consent form to participate, and I have issued you with the information sheet, with regards my research project. However, if at any time you do not want to continue with the interview we will stop and there's no problems at all. All responses are to be electronically recorded and transcribed. All participants are anonymised.

Throughout this interview you are encouraged to draw include labels use metaphor.

I want you to draw yourself as you see yourself now at this present moment in the present academic year.

Tell me about this person you have drawn, where has this person come from

Researcher prompts: History

1a: Where did you undertake your first degrees?
1b: Would you say that your former educational setting(s) was innovative in any way?
1c: What was the teaching like you experienced and did you come across any innovative teaching?
1d: Can you visualise a person (academic) who really stood out for you**.** (Why did they standout)
1e: What characteristics did they have?
1f: Did you adopt any characteristics or practices from your previous educational experiences. Have you been influenced by your previous education at all?

With regards the person you have drawn, draw your face from the first time you entered university teaching and then your current face would there be a difference?

Researcher prompts

Tell me about your own journey regarding your faces you have drawn?

Regarding your initial drawing of your teaching-self; can you tell me about your employment?

Researcher prompts

2b: What sort of employment contract do you have, e.g., permanent, fixed term, temporary etc?
2c: What does your position entail with regards duties**?**
- How many hours a week in term time do you teach? What students do you teach? Hours spent on supervision of doctoral or masters by research thesis?
- How much time a week in term time do you spend on your research?
- How much of your time is allocated to administration?
- What do you value the most teaching or research or both and why?
- If you had the chance, would you opt out of teaching? Why?
- What are the main methods of teaching that you use in your taught sessions on a daily basis?
- What influences your day to day teaching?
- If another member of teaching staff had to describe you what would they say about your teaching

Teaching Qualifications

3a: Do you have a professional teaching qualification?
3b: Do you think having an HEA fellowship helps you in your teaching what do you think of the association with regards your own teaching? Does it help?

Innovation in teaching

4a: **If you had to draw, or use a metaphor, what does innovation mean to you and what does it mean to you with regards teaching?**
4b: what motivates you as a teacher if anything, what drives you**?**
4c: Of course, the flip side of this question is what de-motivates you?
4d: What innovations have you used or developed in your own teaching and what made you use, develop or change your practice?
4e: what do you think of lecture capture as an innovative tool? Do you think there's a place for technology enhanced learning? Can technology be disruptive? Why?
4f: Have you developed innovative assessments? Do you think it's easier to innovate in teaching or assessment and why?
4g: Do you feel you are an innovator within your department?
4h: Is there enough CPD to help you with developing your teaching, your practice. Do you have an academic service or educational unit? Do they help?

Institution- departmental – culture

Drawing your organisation with you in the picture?

6a: As an academic do you feel that you are just an individual/isolated or part of a wider group and supported by your department/school/faculty/institution?
6b: Is your department a department that innovates a lot? What makes you say that?
6c: Is your department supportive of teaching innovation and innovators? If so, how does it do this?! Have you ever entered for or won a teaching prize here or at another institution? what do prizes mean anything to you? Are individual awards better than team awards?
6c: Is excellence in teaching well rewarded at this institute?
6d: If you had to describe the culture of the department what would you say, with regards to teaching?
6e: Is this institute supportive with regards your teaching workload and any innovation in practice?
6f: What do you think drives this institution? How would you describe this university as a workplace?

Learners

7a: What is your impression of today's learners?
7b: How do you deal with the assessment driven learners? Does this affect your teaching? Or how do they deal with non-attenders or those with learning difficulties or commuting students or those who feel insecure
7c: Tell me what kinds of (bad) behaviours are you confronted with on a regular basis when you are teaching?
7d: How do you feel when you have finished teaching?
                    Is there anything you would like to add?

Appendix Three: Email to Head of Schools and Departments.

Dear Professor……..

I am a PhD student in the ……………………School at ……………………………….. I am seeking to interview academics within your department who teach undergraduates and who would be willing to participate in being interviewed for my ………………..funded research study on the, **Development of the teaching self in research-intensive universities.**

The interviews will take no longer than one hour and will be electronically recorded. All interview data will be kept securely in encrypted files using Olympus Advanced Encryption Standard (AES). Any quotes subsequently used will be anonymised. The interview themes encompass a micro (individual), meso (organisational) and macro (national wider context). The interviews focus on what motivates or de-motivates academics in undertaking innovative pedagogy. The organisational and departmental cultures, and the wider national context.

I would also like to discuss with you the chance of recruiting some undergraduate student learners with regards to undertaking diary observations of taught sessions and of course reflections, feelings, and thoughts of their own sessions using a diary. Diaries will be securely stored and anonymised for any use in the thesis or conference papers.

I have attached a copy of the participant information sheet and will ask all participants to sign a consent form before the interview. All participants will be anonymised in my thesis. I would welcome a conversation with you with regards approaching your academic staff and learners.

Thank you for considering my request. I look forward to speaking with you soon. Please can you supply times and dates that are convenient to you.

Yours Sincerely

Mr Stephen Holmes

Appendix Four: Email to Teaching prize winners.

Dear Dr or Professor…………………

Having seen your assessment 'Developing a feed forward assessment' on the teaching and learning space, I would like to know whether you would be willing to participate in the my research study.

I am a PhD student in the ……………………School at ……………………………….. I am seeking to interview academics within your department who teach undergraduates and who would be willing to participate in being interviewed for my ………………..funded research study on the, Development of the teaching self in research-intensive universities.

The interviews will take no longer than one hour and will be electronically recorded. I am using drawings as a method of data collection. The method is a way of exploring visual identity. It is used to explore the thoughts and feelings of university teachers. You do not have to be an artist.

All interview data will be kept securely in encrypted files and any quotes subsequently used will be anonymised. The interviews focus on what motivates or de-motivates academics in undertaking innovative pedagogy. The organisational and departmental cultures, and the wider national context.

I would also like to discuss with you the chance of recruiting some undergraduate learners with regards to undertaking diary observations of taught sessions and of course academic reflections, feelings, and thoughts of their own sessions using a diary. Diaries will be securely stored and anonymised for any use in the thesis or conference papers.

I have obtained ethical approval for the research through the university ethics procedures and processes. All participants will be anonymised in my thesis.

Thank you for considering my request. I look forward to speaking with you soon. Please can you supply times and dates that are convenient to you if you wish to participate in my research.

Yours Sincerely

Stephen Holmes

Appendix five: Initial email to Millfield-U with specific dates.

Dear Dr or Professor……………..

I am a PhD student in the …………………School at ……………………………... I am seeking to interview academics within your department who teach undergraduates and who would be willing to participate in being interviewed for my ………………..funded research study on the, Development of the teaching self in research-intensive universities

I am seeking university teachers who would be willing to participate in a one-hour interview which will be electronically recorded. The interviews involve the use of participants drawing, you do not have to be an artist. Three broad themes are running throughout the interview which focuses on past and present experiences of teaching, how and why individuals innovate, institutional/departmental influences and the broader context of higher education.

The research has been ethically approved, and all participants are anonymised. I have a range of dates available and times from Monday 10th February to 14th February; 24th February to 28th February, and March 2nd to 6th March.

Many thanks for your consideration, and do not hesitate to contact me if you require further information.

Kind Regards

Stephen Holmes

Appendix six: Ethics

Educational research is multidisciplinary in both context and the application of research approaches, however, the objective remains the same. That is, educational research, like that of any other disciplinary research, is to extend knowledge and understanding in all areas of educational activity, using all perceptions of learners, teachers, general public and policymakers, which is where BERA enter (British Educational Research Association (BERA), 2018). The British Educational Research Association (BERA) is the United Kingdom's (UK) internal educational research home. (+ SRHE?) BERA produces ethical guidelines and codes of conduct concerning researching an educational setting (British Educational Research Association (BERA), 2018). The ethical guidelines set out the tenets of ethics and inform researchers to apply these tenets with integrity. Therefore, making research activities and actions within those activities ethical, justifiable, and sound.

The tenets of (BERA)s ethical guidelines are born from an alliance and endorsement by the Academy of Social Sciences (AcSS), in 2015 (Academy of Social Sciences (AcSS), 2015). These tenets were developed by a succession of meetings, discussions raised at conferences since 2013 to develop a common framework for research ethics (Academy of Social Sciences (AcSS), 2015). These tenets are shown below from (p.10) of the (British Educational Research Association (BERA), 2018) ethical guidelines and (Academy of Social Sciences (AcSS), 2015) fact sheet.

1. Social science is fundamental to a democratic society and should be inclusive of different interests, values, funders, methods, and perspectives.

2. All social science should respect the privacy, autonomy, diversity, values, and dignity of individuals, groups, and communities.

3. All social science should be conducted with integrity throughout, employing the most appropriate methods for the research purpose.

4. All social scientists should act regarding their social responsibilities in conducting and disseminating their research.

5. All social science should aim to maximise benefit and minimise harm.

Ethics Certificate

Project title: Teaching innovation in 21st century UK higher education: motivations, staff/student perceptions, advantages and challenges'

REC ProjectID: 1482

Your application has been approved by the Research Ethics Committee.

Please report any subsequent changes that affect the ethics of the project to the University Research Ethics Committee

Appendix seven: Biglan's dimensions (pure/applied, soft/hard, life/nonlife)

Hard Pure

- Maths (including Statistics)
- Science (including Chemistry and Analytical Sciences, Earth and Environmental Sciences, Life Sciences, Physics and Astronomy)

Hard Applied

- Technology (including Computing, Design, Environment, Engineering)

Soft Pure

- Social Sciences (including Economics, Geography, Politics and International Studies, Psychology, Sociology, Social Policy and Criminology).
- Arts (including Art History, Classical Studies, English, History, Music, Philosophy and Religious Studies).

Soft Applied

- Education
- Modern Languages
- Health and Social Care (including Nursing, Social Work and Youth Justice)
- Business School (including Law)

Appendix eight (a) Participant inquiry information sheet.

Information Sheet

Royal Holloway University of London

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Primary Supervisor: Professor Rosemary Deem: Email: R.Deem@rhul.ac.uk

Name of study: Development of the teaching-self in research-intensive universities.

You are being invited to take part in a research project. Before you decide whether or not to take part it is important for you to understand why this research is being done and what it will involve. Please take time to read the following information and discuss it with others if you wish. Ask if there is anything that is not clear or if you would like more information. May I take this opportunity to thank you for taking time to read this.

Purpose of the project: The aim of the study is to conduct two case studies of different English universities that will explore the views of students and academic staff on the advantages and drawbacks of teaching innovation. This includes examining what motivates those academics who engage in teaching innovation and how students respond to such innovation.

Do I have to take part? Participation in this study is entirely voluntary, so please do not feel obliged to take part. Refusal will involve no penalty whatsoever and you may withdraw from the study at any stage without giving an explanation to the researcher.

What do I have to do? You will be invited to take part in an in-depth unstructured interview lasting 45- 60 minutes. The interview will focus on teaching, experiences, training and quality.

Are there any disadvantages to taking part? There are no obvious or foreseeable disadvantages to your participation. If you are unhappy or have further questions at any stage in the process, please address your concerns initially to the researcher if this is appropriate. Alternatively, please contact the researcher's primary supervisor: Professor Rosemary Deem, Vice Principal (Teaching innovation and Diversity) and Dean of Doctoral school, Royal Holloway University of London, Egham Hill, Egham, Surrey, TW200EX. R.Deem@rhul.ac.uk Tel 01784 443 994

Will all my details be kept confidential? All information which is collected will be anonymised and participants given a pseudonym. Only pseudonyms, codes and numerical identifiers will be used in data storage and analysis and also when the data is presented in the Dissertation. This is in compliance with the General Data Protection Regulation (GDPR) ethical research guidelines and principles. Information will be stored and analysed on an electronic system which is username and password protected.

What will happen to the results of the research study? The results of this research will be written up in a Dissertation and presented for assessment in due course by two

examiners. Extracts from the study may be presented in posters, papers, articles and other publications.

Name & Contact Details of Researcher:

Mr Stephen Holmes: Stephen.Holmes.2018@live.rhul.ac.uk

Appendix eight (b) Participant consent form.

Participant Consent Form

Title of Research Study: Development of the teaching-self in research-intensive universities.

Name of Researcher: Mr Stephen Holmes

Participant Identifier Number

☐   I have read and understood the information sheet about this study

☐   I have had the opportunity to ask questions

☐   I have received satisfactory answers to any questions

☐   I understand that I am free to withdraw from the study at any time, without giving a reason

☐   I agree to participate in this study

☐   I understand that my data will be stored on an encrypted digital Dictaphone and that all data from research activities will be analysed and stored on the Royal Holloway University of London computer system, which requires the researcher's own username and password protections.

☐   I agree to any interview or focus group sessions being electronically recorded and photographs being taken of mind maps (not people) in focus group sessions.

☐   I agree to input observations about my academic study and learning on an electronic diary on the Moodle system.

Signed……………………….

Name ………………………..

Date …………………………

NB: This Consent form will be stored separately from the responses you provide.

Please note: There should be no data collected on the consent form as this will be stored separately from data.

Appendix nine: Participant table.

Causeway-U University Staff (Female Participants)								
Participants	Interview format	Discipline	Contract	Mode of employment	Academic Function	Ethnicity	Career level	History
1.Mary:SNL:PT:TO:EA	**Face to face (F2F)**	Soft Nonlife system	Lecturer	P/T	Teaching Only	BAME	Early	Cambridge
2.Beth:SL:FT:TR:EA	**F2F**	Soft Life system	Lecturer	F/T	Teaching and research	White/ UK	Early	Oxbridge
3.Elizabeth:SL:FT:TR:MA	**F2F**	Soft Life system	Lecturer	F/T	Teaching and research	White/ UK	Mid	NCU
4.Victoria:SL:PT:TO:MA	**F2F**	Soft Life system	Lecturer	P/T	Teaching Only	White UK	Mid	NCU
5.Penny:SL:FT:TO:MA	**F2F**	Soft Nonlife system	Lecturer	F/T	Teaching Only	White EU	Mid	EU
6.Sarah:SL:FT:TO:MA	**F2F**	Soft Life system	Lecturer	F/T	Teaching only	White UK	Mid	RHUL OCU
7.Katy:HL:FT:TO:MA	**F2F**	Hard Life system	Lecturer	F/T	Teaching Only	White UK	Mid	OCU
8.Joan:HNL:FT:TO:MA	**F2F**	Hard Nonlife system	Lecturer	F/T	Teaching Only	BAME	Mid	International
9.Helen:SL:FT:TR:MA	**F2F**	Soft Life system	Lecturer	F/T	Teaching and research	White UK	Mid	NCU
10.Janice:SL:FT:TR:MA	**F2F**	Soft Life system	Lecturer	F/T	Teaching and research	White UK	Mid	Post-92
11.Margaret:SNL:FT:TR:SA	**F2F**	Soft Nonlife system	Lecturer	F/T	Teaching and research	White EU	Senior	EU
12.Dorothy:SL:FT:TO:SA	**F2F**	Soft Life system	Lecturer	F/T	Teaching Only	White UK	Senior	OCU
13. Sandra:SL:PT:TR:EA	**F2F**	Soft Life system	lecturer	P/T	Teaching and research	White UK	Early	OCU

Causeway-U University Staff (Male Participants)								
Participants	**Interview format**	**Discipline**	**Contract**	**Mode of employment**	**Academic Function**	**Ethnicity**	**Career level**	**History**
14 Arthur:SNL:Temp:TO:EA	**Face to face (F2F)**	Soft Nonlife system	Lecturer	Temporary	Teaching Only	White UK	Early	Oxbridge
15.William:SNL:FT:TO:MA	**F2F**	Soft Nonlife system	Lecturer	F/T	Teaching Only	White UK	Mid	Robbins
16.John:SNL:FT:TR:MA	**F2F**	Soft Nonlife system	Lecturer	F/T	Teaching and research	White EU	Mid	EU
17.Steven:SL:FT:TO:MA	**F2F**	Soft life system	Lecturer	F/T	Teaching Only	White International	Mid	International
18.Joseph:SL:FT:TR:MA	**F2F**	Soft Nonlife system	Lecturer	F/T	Teaching and research	White UK	Mid	NCU
19.David:SNL:FT:TR:MA	**F2F**	Soft Nonlife system	Lecturer	F/T	Teaching and research	White UK	Mid	NCU
20.Patrick:SNL:FT:TR:SA	**F2F**	Soft Nonlife system	Lecturer	F/T	Teaching and research	White UK	Senior	OCU
21.Bryan:SNL:FT:TR:SA	**F2F**	Soft Nonlife system	Lecturer	F/T	Teaching and research	White UK	Senior	Robbins
22.Allan:HNL:FT:TR:SA	**F2F**	Hard Nonlife system	Lecturer	F/T	Teaching and research	White UK	Senior	Oxbridge
23.Derek:HNL:FT:TO:SA	**F2F**	Hard Nonlife system	Lecturer	F/T	Teaching Only	White UK	Senior	Oxbridge
24.Bob:HANL:FT:TR:SA	**F2F**	Hard Applied Nonlife system	Lecturer	F/T	Teaching and research	White UK	Senior	OCU

	Millfield-U University (Female Participants)							
Participants (Female)	**Interview format**	**Discipline**	**Contract**	**Mode of employment**	**Academic Function**	**Ethnicity**	**Career level**	**History**
1.Maureen:SL:FT:TR:SA	**Zoom**	Soft Life system	Lecturer	F/T	Teaching and research	White UK	Senior	NCU
2.Emma:SL:FT:TR:MA	**Telephone**	Soft Life system	Lecturer	F/T	Teaching and	BAME	Mid	OCU

					research			
3. Ava:SL:FT:TR:SA	**Email**	Soft Life system	Lecturer	F/T	Teaching and research	White UK	Senior	Robbins
4. Vicky:SL:FT:TR:MA	**Skype**	Soft Life system	Lecturer	F/T	Teaching and research	White EU	Mid	EU
5. Sophia:SL:FT:TO:MA	**Telephone**	Soft Life system	Lecturer	F/T	Teaching Only	BAME UK	Mid	OCU
6. Charlotte:SNL:FT:TR:SA	**Zoom**	Soft Nonlife system	Lecturer	F/T	Teaching and research	White EU	Senior	EU
7. Kathryn:SL:FT:TR:MA	**Skype**	Soft Life system	Lecturer	F/T	Teaching and research	White	Mid	International
8. Julie:HL:FT:TR:SA	**Zoom**	Hard Life system	Lecturer	F/T	Teaching and research	White EU	Senior	EU
9. Amelia:SL:FT:TR:MA	**Skype**	Soft Life system	Lecturer	F/T	Teaching and research	White International	Mid	EU
10. Fleur:SL:FT:TO:MA	**Zoom**	Soft life system	Lecturer	F/T	Teaching Only	White	Mid	EU
11. Corinna:SL:FT:TO:MA	**Telephone**	Soft life system	Lecturer	F/T	Teaching Only	White	Mid	Robbins

Millfield-U University (Male Participants)								
Participants (Male)	Interview format	Discipline	Contract	Mode of employment	Academic Function	Ethnicity	Career level	History
12. Marcus:HNL:FT:TR:SA	**Zoom**	Hard Nonlife system	Lecturer	F/T	Teaching and research	White	Senior	Edinburgh OCU
13. Paul:SL:FT:TO:EA	**Telephone**	Soft Life system	Lecturer	F/T	Teaching Only	White	Early	Oxbridge
14. Matthew:HNL:FT:TR:MA	**Email**	Hard Nonlife system	Lecturer	F/T	Teaching and research	White	Mid	Robbins

Total 24+14=38 staff

Key to codes

Discipline	Code	Mode of employment	Code	Academic function	Code	Career level	Code
Soft Life system	**SL**	Full time	**FT**	Teaching and research	**TR**	Senior Academic	**SA**
Soft Nonlife system	**SNL**	Part time	**PT**	Teaching Only	**TO**	Mid Academic	**MA**
Hard Life system	**HL**	Temporary	**Temp**			Early Academic	**EA**

Hard Nonlife system	HNL						
Hard Applied Nonlife system	HANL						

Oxbridge	Oxford or Cambridge University
Old civic University	OCU: Sprang up at the end of Nineteenth Century
New Civic University	NCU: Early Twentieth century to 1950s
Robbins	1960s universities
Post-92	Former Polytechnics, allowed status through The Furth and Higher Education Act of 1992
EU	European Union member state as of 2019
International	Anywhere outside the EU

Name + discipline + mode of employment + academic function + career level

E.g. Mary:SoftNL:PT:TO:MA

Appendix Ten: Analysis of Physical dimensions of drawings

Practical Physical dimensions

Laboratory practical work	**Liberal arts sessions**

Lectures
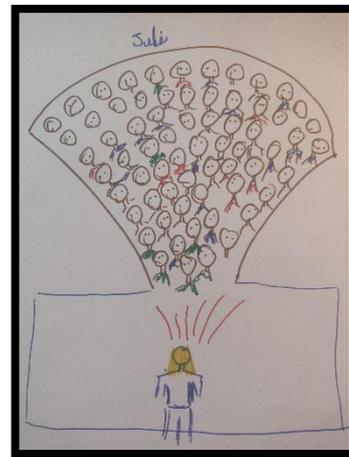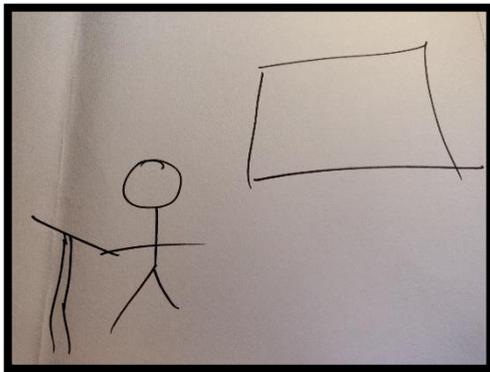
Large lecture theatres
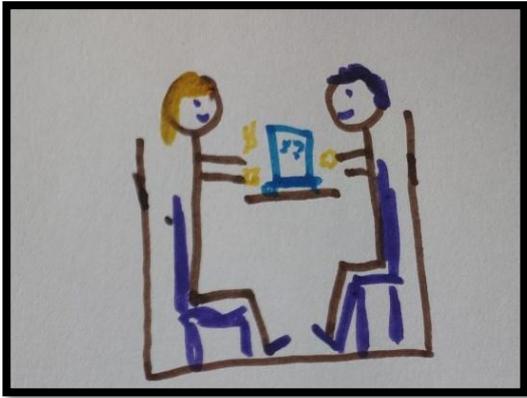
Small rooms	Seminar rooms
Tutorials	Seminars

Offices
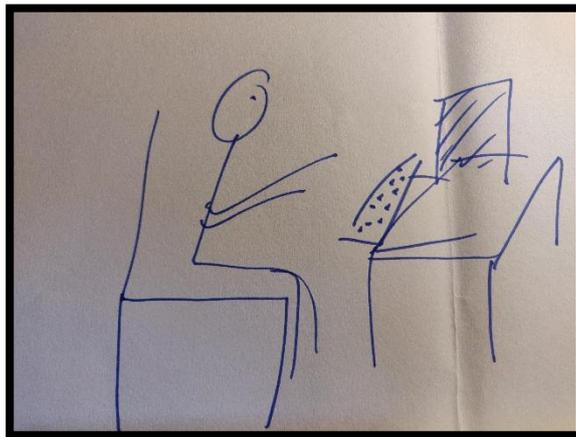
Theatrette
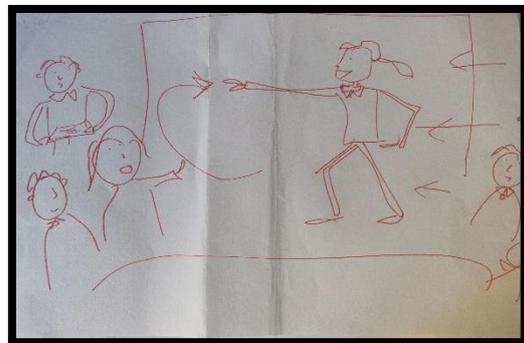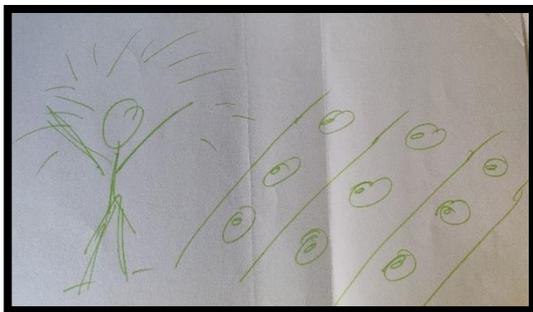
Outside environments

Remote environments
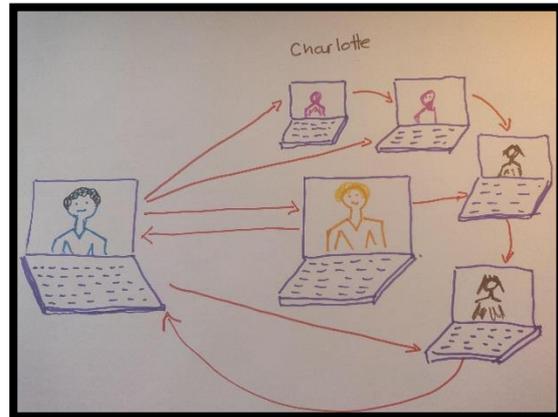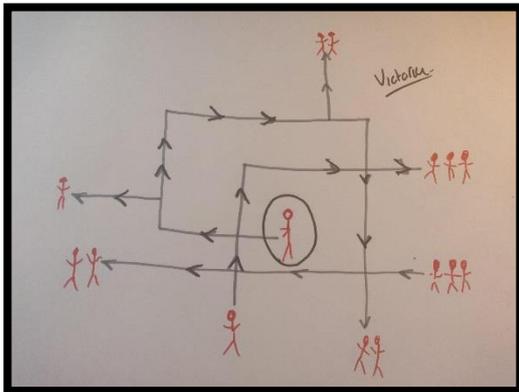
Appendix Eleven: Initial codes

A mind map with the central node "Teaching self image" connecting to branches on both sides.

Left side branches:

Teaching
- Teaching as a process
  - Teaching activities
  - Planning and organising
  - Performance
- teacher centric
  - Traditional
- Communication two way process
  - Construct meaning by interpreting information
- Supportive, promoting independent learning
- Delivering high standards
- Quality of service for students
- Content relationship between known and unknown
  - Teaching difficult regarding content
    - Mindful of current climate
- Teaching is in flux
  - Pressures of working conditions
    - Contractual influences

Inclusivity
- Technology in the classroom

Whole body experience
- Being animated
- Cognitive engagement

Developmental regarding experience
- Confidence linked to development
- Progression

Barriers to teaching
- Constraints
- Teaching in different environments
- Long periods of teaching

Teaching is a rewarding component

Right side branches:

Students
- Student centric
  - Supportive to students
  - Personalised learning
  - Working in partnership
  - Enagement and interaction
- Students passing judgements
- Contemporary students are anxious
- Diversity of students

Training
- Knoweldge deficit
- Training deficit
- Unpreparedness, lack of confidence
- Reality shift from student to teacher

Teaching health
- Stressors
- Contempoary teachers are anxious

Type of teacher
- the entertainer
- the controller
- The friend

Previous experience informing present

Massification
- Marketisation

Appendix twelve: Audit data

Beth	The TEF thing I feel I have to ignore it because there's nothing I can do individually and that makes me feel panicky. This collective sense of judgement is demotivating and therefore, I just ignore it.
Helen	Universities get up tight about the NSS but then they are not investing in the teaching, which causes the NSS you know. Students don't access the NSS based on our research, so if they are going to place such a focus on the NSS then there needs to be a focus on investment in teaching that hold teaching up as something valuable.
Janice	if you had not done the reading and you went in and said you had not done the reading, they would say then there is no point being here, whereas, today you are afraid to do that because of the NSS and that satisfaction My perception is that is all they are interested in and the NSS that links into it They listen to the NSS and the what the NSS is saying and as a critical research institution don't we know that the data and NSS is shit I had so many ideas for what I wanted to do, but the trouble is you being pressed so much to be like excellent at TEF and 4 star papers at REF
Mary	It has a big effect on teaching from top-down, so some staff will be interested and change their practice. I think it take a few bad NSS results to filter through before HODs say there is a problem and will have a meeting to change
David	so what certain regimes of TEF and REF , and what universities seem to

	want are this universal soldier of an academic who is not very expensive, who is on call all of the time and can bring in shit loads of research funds, work within industry, so because have got NSS, TEF and internal reviews pending you have to try and align your particular innovation along with strategically ways of making improvements,
Julie	Teaching quality and student satisfaction is important.
Matthew	Ensuring, following the guideline of what goes online and how much needs to be audited, what is the minimum that should be expected by their lecturers. I have to follow all of that
Ava	doing all the auditing involved in teaching
Sophia	NSS which impacts teaching
Maureen	Each years the NSS gets wielded over all departments and each HOD must justify elements of the score as they are. The university assesses it and whether it has gone up or down, but of course it will because all students are different year on year. You do get pressure in teaching from various angles, but it is more about students' evaluations of teaching, so if there are negative evaluations maybe because you are teaching methods and no one like teaching methods then the university would say "look there is a problem here and it needs to be sorted out"

Appendix thirteen Self-esteem and teaching

Participants	Examples of abstracts
Victoria	I mean basically I really enjoy my teaching
Penny	I have always been happy in my teaching
Elizabeth	my teaching comes first
Helen	I love teaching and its fantastic
Janice	I love teaching
Joan	passion for teaching
June	I am still happy teaching
Margaret	I love teaching for me teaching is my highlight of the job.
Katy	I find teaching exhausting, but I love doing it
William	my teaching was inspiring.
David	really focusing on teaching and learning
John	very passionate about teaching
Patrick	I love teaching I have won awards so quite good at it.
Charlotte	Teaching as always been central to my work
Julie	I love teaching in the field I get excited

Appendix Twelve Initial analysis of drawing oneself in the institution.

Data Causeway-U	Theme
SMT are somewhere distant, small because they are so distant. The upper aren't that meaningful to mean to be honest, but that might be just not yet.	Senior management are **distant**
I have firm connections with my school director	Departmental **connection is strong**
I am here in terms of the department	Department is more **meaningful**
so [subject name] has now been written out of the new school now and there are a number of staff who have left and they have not been replaced. I don't feel my subject is valued by the institution or school.	Certain **academic disciplines are not valued** at institution and school level.
I think one of the problems is that sociology and criminology is seen as a problem degree and is always positioned as a last resort, so students who don't get the grade for crim/psych will be offered crim/soc. It is a course that can absorb lots of students who don't meat the entry requirements and in clearing. It is going to have not very good progression rates, because you are attracting students who never wanted to be here in the first place.	Certain **degree programmes are viewed as a problem**. **Dumping ground for large numbers of students** with low entry qualifications **Certain academic subjects have low retention and progression rates**.
I think I am valued at dept level and school level but not valued for my discipline	Department/school connection is strong
I feel they are just so disconnected. I walk into meetings and walk out even more confused. Corporate waffle.	**Institution is disconnected** from staff **Communication from the top is confusing** and not useful
I feel they are disconnected from the students, so disconnected, it is so driven by metrics and money and I get that it has to be for the institution to have money we have to have a good ranking, but equally I feel like there is quite a big disconnect with day to day teaching practices and those who are actually in a position to actually do something about that don't.	Institution is disconnected. Institution is disconnected from students. **Driven by marketisation mechanisms, metrics, money**. School disconnected with regards teaching practices of a daily basis.
I would rather have a culture where teaching is inherent and valued	Teaching needs a higher status

There's quite a disconnect between programmes what people teach and the more students on their courses means they seem to get more investment	**Disconnection between academic disciplines**. Specific courses get more students with more investment
Some people just don't think about being innovative. I think some people just go do there thing and walk away and research is king unlike teaching	**Research as priority over teaching** Teaching is just a job.
Department is not innovative	Department is not innovative
they cut corners all the time and moving towards exam only	Certain departments are more traditional. **Driven by workload.**
I think that I am, and I am definitely willing to try things unlike others who aren't. I'm trying to be diplomatic, you know you have students saying things like your colleagues don't like teaching, whereas, there are some (small number) who do exciting stuff and are innovative.	Mixed message, some are innovative other are not.
I do think they support day to day teaching but when it comes to pedagogy its probably not a priority.	Department support day to day teaching. **Pedagogy not a priority in department**
In commodification they don't see people they get pissed off because they expect you to answer or be on call all the time	
The middle management they are about to look a bit like a sperm, but they are suppose to look like a ghost, so, this is like middle management to me you barely ever see or feel anything much about them unless it is negative	**School management are invisible** and only appear when something is negative.
it is like when there is something that you have done wrong or something that as gone bad then suddenly they become real and they transfer in to like this shaggy terrifying hell monster, growl and they are very real then and all encompassing, but if you are doing well they are basically just a ghost and you just carry on, maybe here is the stone that they have got and this is the blood they want to see dripping from it, which is probably what puts out the sun, I don't know	School management come down hard on staff if there is a problem. School management want a lot of effort School management and workload impact teachers

I feel like I don't fit in, in academia	**Imposter syndrome** working class academic
To me the sense of who runs the place all sit up here and they all have their executive meetings with wingdings, which are all nonsense symbols coming out of there. The language comes out all like this. All this meaningless jargon down that gets generated up here and it rains down on everybody else	Confusing communication **Endless corporate communication** being passed down to academics.
I am always down here sometimes holding up an umbrella and sometimes that umbrella as got holes in and it gets through. Realistically it feels like there is no real interaction between at my level and somebody in the SMT level.	**Academics feel low in the hierarchy** Disconnection between staff and SMT
the college is just driven by profit	Financially driven
I think within schools and depts there are people who want to do very well, but it all comes down to money	Staff in schools are confined by final restraints People in departments want to do well.

I think there are more and more things that are being put in by the college, they might be small things but actually don't attract more effective and efficiencies and cause more stress for individuals, they are not fostering a community you are actually breaking it down.
An example:
   1. when every you ask for help it goes to an help desk to somebody who you don't know and you don't know if anyone has picked up your message, and it did no used to be like that. If I wrote to IT with a problem they would telephone me, now it can be weeks and I don't know whether the problem has been solved, it if I emailed my admin office I now go to a mail box, everything goes to a mail box.
   2. Things like the parking and the parking fines that makes me feel like I am being fined for doing my job.
   3. these desktop marketing information and every few days
	Institution is dismantling communities of scholars
	
	Institution (top down) impact on staff
	
	Efficiencies that causes problems
	
	Technology versus human interface
	
	Marketisation of the workstation

there's more and it is disrupting me the way I look at my desktop interface. They are only small things but they are making my life that little bit more difficult	
I really don't like the college.	Resistance to SMT and marketisation
The college as had all these meetings, but no one goes to them, they are not at a convenient time for me to go to	SMT hold lots of meetings that do not suit staff.
I just want to know there is someone who I can access and speak to	Frustration and leadership required
No I don't know about any educational strategies. I have to go to Google to find out about my own college my own intranet. No body the work for nobody.	Disconnect between SMT and staff
At the moment I see myself as a tint tiny thing (a dot) right down here and then there is this fairly impenetrable thick wall here	**Staff feel isolated** Disconnect between SMT and school **Lack of communication**
No idea what the direction of travel is the aims objectives are in the middle	Disconnect in the department Lack of communication
I feel I am just there no one cares no one looks at me or is interested in what I am doing, only my students do.	Lack of interest in staff
There I am by myself	Staff feel isolated
barrier they don't communicate with these people and even in my department we are all in out little offices not communicating	Colleagues are all isolated Lack of communication in departments
I communicate externally, so these are all the people outside	Landscapes of practice
I was told this is being cut, this is being cut and so on	Financial constraints
Teaching and innovation is not valued	**Teaching and innovation is not valued**
There's a lot of people here doing poor research but they get to spend a lot of time over here with the important people and they get really valued, great good on you and then those loads of invisible people. They get ignored by the people over here	Difference between those doing research and those who teach. **Teaching not valued**
I don't know the strategies here, and I go to the meetings	Lack of communication and leadership from school and institution
You know there are some staff who students don't turn up for lectures and the lecturer does not turn up and there are no repercussions for that person.	Consequences for different staff

people here are nice to me so they can get me to do more admin stuff and get involved in new creations of new degrees. I do get lots of praise but then they say but can you do this thing.	Gender pay off more admin
Yeah we all support one another	**Colleagues are supportive**
. I have a seat at the table	Some academics are influential
there is some transparency	College has hidden agendas
Without us the college is nothing	Power struggles
Definitely smt influence teaching with regards to roll out of lecture recording	Technological influence on staff
different dynamic all departments are having to cut their cloth a bit so resources are not forthcoming.	Financial constraints
It is fairly disconnected between me and SMT-top down	Disconnect with SMT
in terms of telling us how to teach I think the polite term would be a 'light touch'	SMT do influence teaching albeit light touch.
With the science faculty you have a very broad spread of disciplines such as the very numeric disciplines such as computer science all the way to social geography at the other end which is taught as an essay based humanities subject, and now it has been broken into two groups it is possible we may find more overlap with regards our teaching practice, a more cohesive sort of teaching identity, and it is possible that might be combined with a more top-down sort of approach I suppose in fact we have already seen that with forcing through lecture recording	Different teaching strategies for hard and soft subjects.

Technological influence on staff |
I am being pulled into the institution but also being pushed out	Undervalued academic discipline
The department are also inside the box but a little bit outside the box. I feel a little like I am more outside the box than inside the box and some of the department think the same	I feel undervalued in the department on the periphery
the SMT might be pulling you in, but their pushing people out. I feel there are people in this department and other people just generally who are academics who feel like they are being pushed out of academia by management instructions	Undervalued staff
Its like selling you into a boxing ring innovation for a big fight and then tying one of your arms behind your back and	

then you get beat up by a competitor and managers.	
They do things by painting by numbers	Risk aversion
personality plays a big role in how you befriend people, makes it sound like your people trafficking or confidence trick people into doing good teaching.	
I sense a certain amount of passive if not active resistance on the part of the centre	SMT manage staff Not listening to broader staff Accepting what happens
Institutional strategy did not point to any specific priorities. Disconnection: because of the lack of the specificity and priority in the strategy I don't think it could possibly be disconnected, because there is nothing to disconnect from. My CoP is mainly at my previous place of work	Disconnection No strategy for teaching External community of practice
somewhere out there. They manage me and they communicate in very financial language.	Corporate communications Confusing terminology Managed academic
I am not completely isolated	Not completely isolated
No one is interested in teaching but will rave when they have been to a research conference There is a jagged between research and teaching and the institution, it is about the student centrality. Squeeze efficiencies out	Teaching undervalued Increase student numbers Impact of metrics

Data Millfield-U	Theme
doing all the auditing involved in teaching/filling in unnecessary forms online	The marketized mechanisms
I think support is very rare. We are instead expected to perform.	Performativity over support
Good, committed, students are treated as important.	The institution and department have a strong focus
They work hard to equalise workload but this has problems as some people are much better than others. Id argue for "horses for courses" ie let the people with a good chance of getting research	Some people like research and some teaching Equal status of teaching and research

who do not like teaching just do it. Put the enthusiastic teachers in place but make sure they are given equal status and support	
In the department they are great.	Very supportive department Good community of scholars
I am supported in our department	**Very supportive department** Good community of scholars
One of the reasons for our higher ranking is that we care about teaching	Competition is important High value of teaching
Our department is very collegial place and supportive	
We have to balance teaching load on the person and watch that it does not affect their work	Balanced workload
The hierarchy in our department is quite flat, we have an HOD, coordinating committee, teaching committee where everyone can come. From higher up we don't really get any impact we have to do teaching reviews. There is some top down but that comes from the Law, such as the accessibility stuff, such as a transcript for a video etc. Millfield-U is still not a very hierarchal place at least not in our faculty.	Top down is more from accredited authorities No impact from SMT.
like a culture across the university about this is what teaching looks like and I am not devaluing that because I love that sort of teaching	There are discussion about what teaching looks like
SLT are really supportive of me…. that gives me increased confidence and teaching innovation comes from confidence, it is kind of like the flip-side of the insecurity we have in academia, as in insecurity in self and person and ability rather than contrast about another side of it.	Supportive leadership SMT positive impact on teaching Feel valued as a member of staff
I have never had a problem with SLT standing in my way and it makes all the difference when you have a SLT who backs you and encourages you. That is critical because if you have got that kind of departmental backing it gives you even more confidence to keep pushing keep trying	No problems with department slt. Departments encourage and support

that there are a lot of isolative torch bearers and they are now starting to coalesce and come together. I have tried to be a flag bearer for teaching but it is hard to do on your own	More people are valuing teaching
The culture of the department is that there are some people and we could learn more from our young colleagues because they have a bit more time to develop and they do think from different perspectives as well	Learning from early career academics
SMT don't impact my teaching however, we do have research seminars so we should be able to have some teaching ones	Difference between research and teaching
I have not been on our departmental teaching and learning committee for 2 years and then when I came back most of the faces there were the same, before I left. Same colleagues doing the same thing.	Same people in teaching and learning committees
Millfield-U is supportive and they really take care of their students…. teaching being important and lectures being important. Teaching quality and student satisfaction is important.	Teaching is highly valued Students are valued Institution and department are supportive
but the changes over the years through neoliberalism have made it more hierarchical and keeping academics out of the senior meetings	
My department is great, and it is a large department good ethos. Generally speaking, we are doing really well and people really do care about the students and they are generally very collegial, everyone has worked hard	Department is supportive towards staff and students Department is collegial
We need to maintain the boundaries of the department against the central university and the shit that comes down from above	Corporate communication is an impact Boundary between Departments and institution
They have built themselves a little kind of fortress really, talk of images in university house where all the SMT are, whenever, there are strikes or protests they put the barricades up, so literally they lock the building so you cannot get into it, so that is the metaphor, areal separation and that's because of things they have done in the past.	SMT are disconnected and have built walls

They imagine that any problems in the university are communication problems. All these staff surveys we do are all about how clearly they are communicating what you should be doing, when in fact academics are disagreeing with some of the things, it is not a question of communication, so what we tend to get is all these emails from the centre either patronising you by saying "I just want to say thank you for all of your hard work through the Coronavirus and all the extra things you have done, it's so appreciated its this and that…" I would draw this picture as a little fortress.	Communication is the problem Audit culture SMT do not listen SMT are disconnected and have built walls
There is some great decision made low down and there are loads of brilliant people here looking after courses looking after students	
Every now and again there is sometime some inspirational leadership, but generally speaking the good work that goes on is based on good will and it goes on in spite of all the other stuff.	
We have people at the top who are scientists and they like to count things, they have budget interests, they are more interested in getting students in to the university instead of supporting them	
Millfield-U is a very supportive place the university is trying to be a good employer	Supportive
I am aware of departments that are horrible. Our department is quite small and we all respect each other and I feel good. If my computer has a problem it is dealt with on the same day or I can get another in a few days.	Things are attended to as soon as possible Differences in academic departments regarding support
I am quite happy that they are doing there best at their jobs, there doing their best to run the university	Happy with institution and leadership
The department have started to interfere in teaching a bit and so my approach as been my usual approach which is to ignore them and do it anyway	Resistant staff
till as a degree of autonomy, free to do what you want in a way	Autonomy at Millfield-U

we are given a lot of liberty to see how we teach best and that is a good thing	Autonomy
some colleagues who are much more free flowing in their teaching approach and there are those who are more traditional and structured in their teaching delivery	Different teaching approaches
The institution provide me with the students I teach therefore I have to ensure that my teaching is appropriate for the students that we recruit and meets where they are coming from.	Inclusive Good leadership Marketing
My department are supportive of my teaching	Supportive department
They are supportive.	Supportive department and institution.
my last academic year I taught a courses that was 20 weeks, and I really enjoyed teaching that courses and allowed for much deeper discussion on the topic and the students enjoyed that and then half way through teaching this course we were told that this is the last time we will be teaching these courses in this way, the HOD had decided that these courses were unwieldy and they created problems for room booking space and this is an issue at the university, not right now but normally because we have more students than space to teach them and so on.	Impact of student numbers Teaching space limitations

Appendix Thirteen: Further analysis of institutional drawing data. Millfield-U (Red), Causeway-U (Orange)

Senior management Team

- Performativity over support
- The institution and department have a strong focus
- No impact from SMT
- There are discussion about what teaching looks like
- Teaching is highly valued
- Good leadership

Departmental

- Supportive leadership
- SMT positive impact on teaching
- Very supportive department
- Good community of scholars
- Department is collegial
- Boundary between Departments and institution
- Differences in academic departments regarding support
- Impact of student numbers
- Teaching space limitations

Academic Discipline

- This braod theme was not mentioned regarding drawing oneself in the organisation

Research and teaching

- Some people like research and some teaching
- Equal status of teaching and research
- More people are valuing teaching
- Difference between research and teaching

Personal Dimension

- doing all the auditing involved in teaching
- Top down is more from accredited authorities
- Balanced workload
- Learning from early career academics
- Autonomy at Millfield-U
- Resistant staff

Senior management Team

- Institution is dismantling communities of scholars
- SMT are distant and disconnected from their staff.
- Institution is disconnected from staff
- Communication from the top is confusing and not useful
- Driven by marketisation mechanisms, metrics, money.
- Risk averse

Departmental

- Staff in schools are confined by final restraints
- Departmental connection is strong, supportive and meaningful.
- Driven by workload.
- Certain departments are more traditional
- School management are invisible and only appear when something is negative.
- Pedagogy not a priority in department

Academic Discipline

- Certain degree programmes are viewed as a problem.
- Dumping ground for large numbers of students with low entry qualifications
- Certain academic subjects have low retention and progression rates.
- Specific courses get more students with more investment
- Undervalued academic discipline
- Certain academic disciplines are not valued at institution and school level.

Research and Teaching

- Research as priority over teaching
- Teaching is just a job.
- Pedgogical research not valued

Personal dimension

- Imposter syndrome working class academic.
- Academics feel low in the hierarchy.
- Staff feel isolated and undervalued
- Gender pay off more admin
- Underpressure regarding marketised mechanisms

Appendix Fourteen: Characteristics of prior teachers.

Causeway-U university	
Beth	Clear intellectual friendly
Brian	dramatic
Helen	Inspirational charisma
June	Clear intelligent clarity authoritative measured
Margaret	Charismatic passionate engaging
Penny	Enthusiastic brutal
Victoria	enthusiastic knowledgeable inspiring animated confident mobile owning the space humour funny
Allan	Clear intelligent human
David	charisma
Derek	emotionally intelligent passion,
John	Charismatic support entertaining
Joseph	Encouraging friendly supportive
Patrick	Support engaging
Steven	Personable passionate
William	Real world
Janice	really nurturing really warm

encouraging	

Millfield-U university	
Ava	Care, enthusiasm support
Paul	Stern firm supportive nurturing
Darren	Genuine, enthusiasm interesting
Matthew	very clear properly structured, thorough clarity
Marcus	Clear, exciting, interesting, enthusiastic, did not patronise, approachable, responsive
Vicky	fair, kind and engaging, respectful. Very passionate
Charlotte	Impactful, Interested, , Projecting energy on to other people. Charismatic, motivated, enthusiastic
Emma	Knowledgeable, friendly, entertaining
Julie	Cared, genuine, encouraged, interesting
Kathrine	Energetic, inspiring people, supported, believed in me, approachability, and respect
Maureen	Enthusiastic, interested, inspiring,
Sophia	Authentic, friendly, genuine, honest, inspirational
Amelia	exciting, interesting, enthusiastic
Fleur	Charismatic, motivated, enthusiastic

# Appendix Fifteen Three Jungian analysis examples.

Image 1	
What feeling does the picture convey	My initial thoughts on this collection of drawing is that the individual as portrayed themselves as a small stick figure which seems to be frustrated. It could also be that the stick figure is juggling four things at once. The large arrow reflects the size of the stick man, and the pressures that are keeping him down. The image makes me feel like I am in some sort of electrical circuit.
What is odd	The person portrays themselves as small within the picture. Deliberate red cross of the question mark. There are 7 arrows facing up to top right corner, and 11 facing downward to bottom of page, which could be a signifier of internal external.
What are the barriers	The person is as added a line at the top of the page which could indicate that the network is a burden, something difficult to obtain. The building is enclosed in its own area. The building as a large doorway, like that you would see at a castle. The circle represents a clock with no hands which could signify the time the individual has worked at the place.
What is missing	Connection with other individuals, meaning, or portraying isolation. The absence of a face on the person indicates to mean that the person wants to draw attention to other parts of the picture.
What is central	The central theme is the network of inputs which are connected to a single line at the top of the page. The mesh feeds into what looks like

|	
	multiple attempts to reach the light bulb, highlighting the difficulty with a task or idea.
Size	The drawing covers the whole of the A3 area. Emphasising the importance of the network/idea.
Shape distortion	The idea is bigger than the person and the buildings
Related objects	The group of buildings are groups together and isolated. The network is connected, and the connection have been added to, to make sure they connect to one another at certain points
Shading	None
Edging	A group of what looks like buildings are in the bottom left corner
Encapsulation	The person in the picture is free in the picture and has no boundaries around them, although there is a huge pressure on the individual.
Extensions	Nothing in the hands
Underlining	None
Words in drawing	None
Line across the top	There is a line across the top of the page which is incorporated into the mesh, or network
Movement	The drawing does show movement and the person seems to be juggling four things. The image has a uniformed but confusing movement with regards the reaching of the lightbulb. Whereas, the building is static, fixed, unable to move passed the barrier.
Abstract	The network is somewhat hard to understand the arrows with circles on them could represent smaller light bulbs or even empty ideas.
Filled in/Empty	There is a lot of energy in the image with regards the prominent network
Translating colour	The castle/church is drawn in orange and stands out in the picture meaning that it is significant. Ones eye is immediately drawn to the bottom left corner. The use of orange could indicate decrease in energy.
Compared to surrounding world	None

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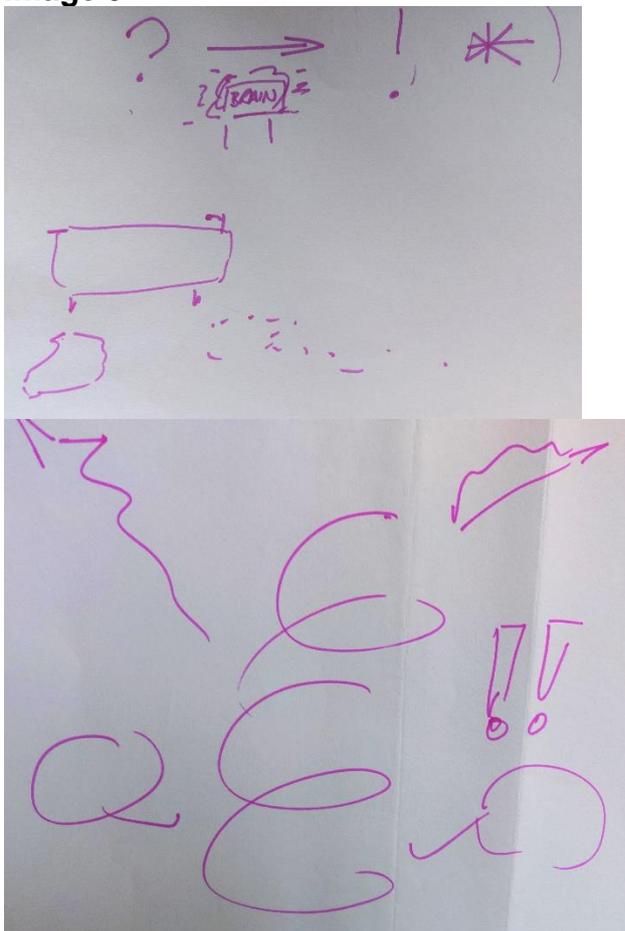
Image 5

| What feeling does the picture convey | The image immediately resembles a tornado or a large spring. From this spring there are objects being cast off with two empty speech bubbles, or what look like speech bubbles being at the base of the spring. Two exclamation marks which seem to have eyes looking out the side at the spring are present. It |

	could even be the eyes and mouth of the individual.
What is odd	The whole picture is abstract. On the reverse there are two images one of a bath with a pool of water and wet foot prints and the other a equation of some kind.
What are the barriers	There are no visible barriers, because the bubbles are not completed and the spring has gaps, so it is not enclosed.
What is missing	Context and people, although the lower right image could be construed as a person, or partial person
What is central	The spring is central to the overall drawing. The spring is representative of bounce, newness, feelings of excitement and feeling amazing . The reverse of the sheet has two images on the periphery, a bath and equation.
Size	The image takes up nearly the whole A3 sheet
Shape distortion	Yes shapes are distorted although some shapes are hard to read, such as the lightening bolts or sparks coming from the top of the spring.
Related objects	The objects are all related to the spring and the reverse seem to be unrelated to each other and the spring
Shading	None
Edging	None
Encapsulation	The picture has no boundaries it underpins freedom, self-regulation, autonomy in the environment.
Extensions	There are no visible people
Underlining	No
Words in drawing	Brain and the symbols ?!*
Line across the top	No
Movement	The spring underpins movement and things flying off at the top means that it is moving in someway. The bath tub also indicates that movement is present with water on the floor and wet footsteps.

Abstract	The whole drawing is abstract. The spring is representative of energy, movement. The bath tube can be symbolised as detox, purification. The bath can mean that the individual is a private person and keep their emotions to themselves. The wet floor and footsteps could mean that the person is in some sort of transition. The equation is an idea passing through the brain which has strong outcomes, feelings. The lightning bolts represent a sudden illumination, to the spring.
Filled in/Empty	No
Translating colour	Pink as been used throughout the drawing underpinning a healthy person who has made a good move from possibly something that was not that good
Compared to surrounding world	No

Image 6
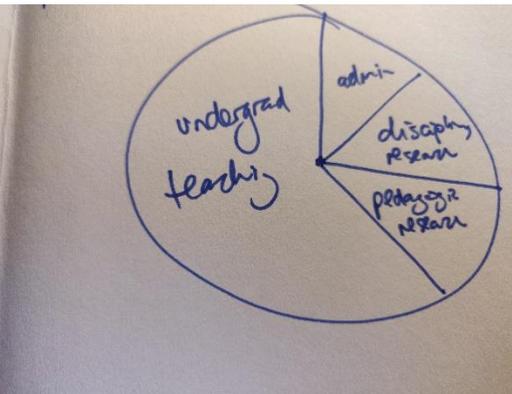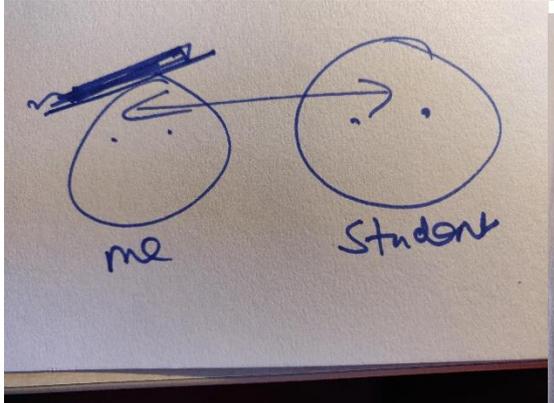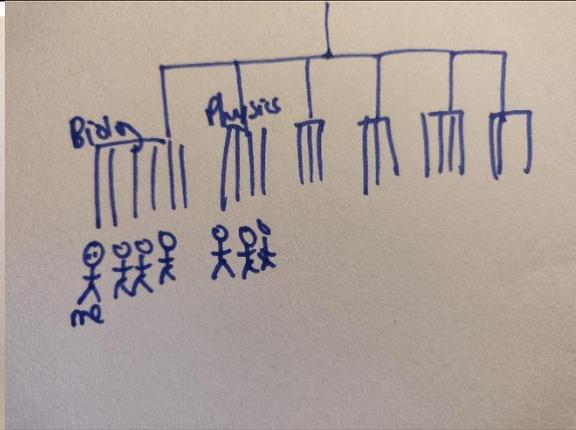
What feeling does the picture convey	This group of images represent the individual's self and environment. The person is connected across several channels and knows their job well. The person is proud to be a teacher, because he wears the hat of their profession. The image does in someway depict a community, however, the individual is the only one who seems to be engaged, because he can see.
What is odd	Person is sat at the computer but is not near enough to operate the keys. The communication between student is missing vital parts. The hierarchal structure seems to resemble a mass hanging of individuals. No one is at the top of the structure, and the biology and physics act alone and are not part of any other structure because they are empty.
What are the barriers	There are several barriers depicted in the drawings. The desk is a barrier, and the computer is also an obstacle. The computer represents information but could also have negative connotations

	such as being programmed, exploited by the machine.
What is missing	The desk image is missing hands, facial features, wires and an electric outlet, noses and mouths, ears. Therefore, I am not sure how communication is taking place. Eyes in the hierachal structure stick people.
What is central	The desk symbolises the career. The idea that the person has landed with regard a good position. The individual is central to the image, along with their position and career. The computer terminal is an important aspect of this person's life.
Size	The story fills the A3 sheet with the individual being central
Shape distortion	No
Related objects	The objects are related and tell the story of the individual, their work and what it entails. It shows the important people in the pictures. The ones that have a significant bearing on the individual.
Shading	The hat has been shaded demonstrating the importance of what the person is in their environment. Obviously, the hat is a power symbol, authority. The person is more important than the student.
Edging	No
Encapsulation	The person has bound themselves in a pie chart which represents the types of jobs they do. The rest of the drawing has not enclosed the person and they seem to have a degree of autonomy and movement.
Extensions	There is nothing in the persons hands
Underlining	No
Words in drawing	Me, student, Undergrad teaching, admin, disciplinary research, pedagogic research, biology, physics.
Line across the top	No
Movement	The only movement portrayed in the images is the arrow that is disseminating some kind of thought

	process. However, the arrow is wrong as it is showing a pushing away, distance between the me and the student.
Abstract	No
Filled in/Empty	No
Translating colour	Blue has been used throughout the drawing
Compared to surrounding world	No

Appendix sixteen Type of teacher

Janice	Really great teacher, fun and engaging, keeps them to task, generates a certain degree of respect, they no where the line is,
Helen	Yeah, its always a performance and I always think it's a lot like being an actor, because so much of it is performance and entertaining and the best teaching is entertaining,
Maureen	I think it also makes it more entertaining, you know its more fun and they do learn they do pay attention more. 50 minutes is a long time to keep someone's attention and especially with the students entering now.
Victoria	I am fun,
Sarah	I think is important is to try and engage people in elements through fun.
Bryan	so you are bringing fun into it)
Allan	problem solving and that's the fun thing about teaching,
William	teaching and having fun
Derek	fun and they benefit the learner
Joseph	need to stop myself from being entertaining
Patrick	very good at entertaining them
Emma	Its fun and I amuse myself
Charlotte	I try to be entertaining because I teach first years and I teach the very very first lecturers and need to get them engaged
Marcus	I am just giving them something to entertain them

Appendix seventeen Self-determination typology

Perception of Environment

Non-Self-Determined					Self-Determined
Amotivation	Extrinsic Motivation				Intrinsic Motivation
Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Perception of Incompetence, Lack of Control	External Rewards and Punishments	Internal Rewards and Punishments	Personal importance, Conscious Valuing	Synthesis with Self, Congruence	Enjoyment, Inherent Satisfaction

Degree of Internalization

Self-determination Theory (Ryan and Deci 2000, p.72)

Appendix eighteen Motivation and demotivation data

Motivations

Causeway-U	Millfield-U
"getting a kick out of helping students…."you have a connection and it is wonderful to see them growing in confidence. Love that connection"" Beth	"The hope that people will learn" Ava
"Seeing students do well" Victoria	"What motivates me in my teaching is being good at it and being recognised for that, being able to take risks, being able to do stuff and amuse myself in the process and get personal fulfilment out of it, while seeing what I am doing is working" Emma
"Seeing the students get it and enjoy it" Helen	"Working with these young intelligent people working with them and working out how they start to really get the knowledge" Julie
"I want the students to do well" Elizabeth	": Is students and the happiness of my students, when I see someone responding to my teaching" Kathryn
"Enjoy what they are learning be interested in all things and how they are connected" Joan	"What motivates me is being there with the students" Maureen
"I want the students to do well…. I want them to have the best careers they can" Joseph	"Is a belief that education is empowering and liberating and that it is right for people to be able to navigate the world that we live in" Sophia
"The central motivation is an interest in the people and the interactions" Allan	"The experiences students bring. Sharing asking questions. The interactive network setting that pulls you in. Nice people" Vicky
"Seeing students do well" Victoria	"What motivates me as a teacher is that every day when you read the news or look around you or look on social media or whatever, it is clear that there is a significant amount of ignorance out there and if can do just a little bit to be part of the solution and not the problem then that's all good, if I can open up students minds and get them to understand different points of view" Marcus
"Wanting to teach my students well" Katy	"I think the thing I like the most is when I see progress in students. Students

	developing skills as a writer, as scholars, take on information and connect information. Strengthening their skills and deepening their knowledge and I can see that they become more confident" Matthew
"The central motivation is an interest in the people and what they are thinking" Allan	"Seeing students understand what I am teaching them" Paul
"I think education is really important and education can take you places, it opens up opportunities for you and I want students to enjoy that" Joan	
"part to do with my own career" Arthur	
"that excitement, getting students towards that. About helping students enjoy learning" David	
"see something that can be done better for the students benefit" Derek	
"I am interested in everything I do I am interested in teaching we do it all the time. I could quite happily spend my time producing innovative exercise" Patrick	

Demotivation

Causeway-U	Millfield-U
"I feel demotivated when I don't have the tools to reach a particular goal" Beth. "I guess students sometimes take the mick with questions. Not just students but colleagues as well" Beth	"I am demotivated by lack of institution recognition" Emma "Negative student feedback really demotivates me" Emma
"Disengaged students who just can't be bothered and just don't want to be here…. But I think when you put a lot of time and effort in planning something and they just can't be bothered, that's demotivating " Elizabeth	"There are some students not all that are opinionated and don't appreciate the efforts you put in, especially since students began to pay fees they don't like to hear the word customer but they think they are" Julie
"I think if you have students who aren't engaging and those moments you really try and they are still playing on their phones, and you have put all that effort in" Helen	"lack of appreciation and recognition" kathryn
"is people telling me what to do. This again is the disconnect between what I have learned to be a teachers and what	"Things that demotivate me are essays and I have a load to mark that have just come in. marking is just not good. When

the university tells me bring student satisfaction and I don't think that students necessarily know what is good for them, but they know what they like here and now and that is what they are going to put on their feedback forms" Joan	you mark the really excellent ones then that is great, which are few. The money and marketisation orientation that means that we have accepted all these Chinese students who cannot speak English really and are getting far lower grades than they should be because they don't have the language skills, but we are not allowed to raise the language requirements, because then they would not come, so it is about money" Maureen
"I suppose what de-motivates me is nothing to do with being with the students in the classroom even though sometimes it's not kind of wonderful all the time or easy. Generally thinking of some of the processes which are around teaching, so, the lecture recording. Some of the complicated things such as tracking attendance" Margaret	"I don't like people judging me without any understanding, or not caring what I do" Sophia
"Not being able to do the things I want, because I don't have the time to do them" Katy	"If it was too much of teaching. I do not like the periods of marking, because of the time it takes". Vicky
"I get down because of no shows of people who want to attend the classes" Dorothy	"Very occasionally I have become aware that they are taking the piss a bit not engaging, not turning up, trying to get us to do most of the work" Marcus
"Not getting any reaction or feedback and that's what I find within this role is that I get very little back from my colleagues. For example responses to polls and meetings etc. same with the students" Penny	"I think demotivation is apathy not my apathy, but apathy from students. Things like nonattendance or silence. Big thing for me is people not being present and that gets me down a bit" Matthew
"no one wanted to be there" Sarah	"Marking exams! It needs to be done, but it is a grind" Paul
"old-fashioned academic being shit" David	
"Not having the time to spend on planning, designing, feeding back on learning and specifically in terms of innovation" Derek	
"quiet classes, no engagement" Joseph	
"when students dip their engagement, or have not done the prep work, or aren't 100% into it" Steven	

Appendix nineteen Studies of Teacher Characteristics.

Causeway-U 2019-2020	Millfield-U 2019-2020	Avent (1931)	Feldman (1976)	Adams (1987)	Roy (1987)	Miller (2012)	Walder (2015)	Epler (2020)
Clear intellectual friendly	Care enthusiasm support	Approachability	Stimulation of interest	organised	Organised	enthusiasm	Collective	Ethical
dramatic	Stern firm supportive nurturing	Dignity	Knowledge of subject matter	Essential material	Active learning	Creativity	collaborative	Passionate
Inspirational charismatic	Genuine, enthusiasm interesting	Enthusiasm	Preparation for, and organisation of the course	Love of subject	Enthusiasm	Humour	curious	Creative
Clear intelligent clarity authoritative measured	very clear properly structured thorough clarity	Fairness	Enthusiasm for subject and teaching	Sensitive to class	Accepting	Challenging	Innate	Resourceful
Charismatic passionate engaging	Clear exciting interesting enthusiasm approachable responsive	Optimistic Courtesy	Freindliness (concern and respect for students)	Never boring	Optimistic	Encouraging	Committed	Empathetic
Enthusiasm brutal	Fair kind engaging respectful Very passionate	Appearance Adatable	Helpfulness (availability)	Tells stories	Holistic approach	Takes an interest	Holistic	Persistent
enthusiasm knowledgeable inspiring animated confident mobile owning the space humour funny	Impactful Interested Projecting energy Charismatic Motivated enthusiasm	Knowldgeable Vitality Congeniality	Openness to others' opinions	Practical information	Knowledgeable	Knowledgeable	Passionate	Flexible
Clear intelligent human	Knowledgeable friendly entertaining	Sympathetic Friendliness Kindliness		Humanises	Fits organisation	Has time for students	Promoter	Self-motivated
charismatic	Cared Genuine encouraged interesting	Open-minded Suspend judgement		Easy confidence	Mentally healthy		Agitator	

emotionally intelligent passionate	Energetic inspiring people supported believed in me, approachability respect	Conversationalist Improvement orientated		Humour	Cheerful		Humble	
Charismatic support entertaining	Enthusiasm Interested inspiring,	Generosity		Supportive	Flexible		Follower	
Encouraging friendly supportive	Authentic friendly genuine honest inspirational	General knowledge		Care for students Dsicovery method	Open minded			
Support engaging	Exciting Interesting enthusiasm	Good manners		Critical	Non defensive			
Personable passionate	Charismatic motivated enthusiasm	Politeness		Respects students				
Real world		Wise tolerance		Confident				
really nurturing really warm encouraging		Knowledge of local affaires Knowledge of agency		Responsible				

Appendix Twenty Omitted from the study

The elusive student

This inquiry initially focused on both students and university teachers, as the title would suggest. However, the student part was abandoned due to not being able to recruit any students to participate in the inquiry at Causeway, even though I thought students would jump at the chance to be part of a study that could alter/inform local instructional practices. This meant that I would not be able to continue with this stakeholder group at Millfield because the inquiry would not have been balanced. The section will unpin the challenges I faced in trying to gain access to undergraduate students, focusing on the labyrinth of avenues I approached to try and gain access to students.

The rationale for wanting to use undergraduate students was the idea that they are more in abundance, accessible and highly convenient to use, or so I thought. I should have been able to get a good cross section of the undergraduate community, covering, all years (first to fourth years) and the diverse make-up of the university, including Black Asian minority ethnic (BAME), gender and students with impairments, or disabilities. Undergraduates also have more contact hours with regards instructional delivery, than postgraduate students, producing rich observational data.

The plan behind the data collection method for learners was to answer the research question, *what are undergraduate students' perception of innovative teaching methods?* by using electronic diaries, which had been securely setup on the virtual learning environment (VLE). The diaries were reflective and were meant to allow students the opportunity to reflect on the taught sessions they were experiencing. The students would also gain from the experience by contributing to the discipline of education and practice skills of reflection and constructive feedback. Having been a teacher for several years in state education, most students have used the diary format (academic planner) for plotting their study weeks. Furthermore, students learnt about diaries through their studies, Anne Frank's, work experience diaries and war veterans' diaries'. Therefore, diaries are an important tool within social science research and document accounts of life, phenomena, events and the public and private spheres of the diarist (Plummer, 1983).

I attempted to recruit students quite early in the study, around February 2018 and abandoned the idea around November 2019. The view was to get students observing and reflecting on taught sessions early, because as Symon & Cassell (1998) suggest, the diary usually takes a week to develop and for the diarist to begin adding their experiences, therefore a three-week window was adopted and since I had the whole undergraduate student body, I thought this would be easily undertaken. My initial thoughts were to ask department heads if I could approach students in their departments (**email can be viewed at appendices**). I was passed by some and told by others to connect with the teaching and learning directors of each school, which I had a mixed response with some passing details on to departmental teaching staff and others not responding. However, I did ask individual university teachers who I had interviewed if they could ask their students and pass on my details and information and some did this (**email response can be found at appendices**). Again, this did not rally any participants from the student body. I, therefore, turned to the student union (SU) for help.

I was at the time the Postgraduate research (PGR) convenor for my school and I had contact with various SU officers, who in turn had contact with the individual school, departmental representatives. I asked if an email could be circulated to these representatives (**email can be seen at appendices**), with no responses. After a supervision meeting, I decided to change the terminology and instead of using diary I adopted the term blog, blog being a discussion or often an informal diary-style of text entries. This was because it was a contemporary term. This did not raise any response after retrying the SU representatives. However, after speaking to several students, and comments left on a student orientated webpage, I realised that the SU was not well supported by the student body and the individuals I had spoken to did not shine a bright light on the SU as an whole. I asked around the undergraduate student entertainment and social areas and attended a fresher's fair to speak to individual student groups, who were interested but never replied to any communications.

My final attempt included emailing the universities societies, departmental, leisure, sports, and interest societies (**email at appendices**). I approached fifteen societies with no response and decided that the chances of recruiting undergraduates were slim to say the least. An academic in my own department did contact me with the

name of students who were part of the BAME group, but after initial contact with the student's ambassador, I had no further communications. Notwithstanding all of the above pathways to recruit students, I introduced an incentive of winning five ten-pound vouchers, using emails and posters which I managed to get placed around several of the halls of residence, again this had no effect on participation. Overall, I had exhausted all the avenues, and time was becoming an issue, and after speaking to other academic staff, who agreed, it was not only me, they to found it hard to engage students in meetings and in taking part in various focus groups. What was alarming to me was that students have a powerful voice when it comes to evaluating instructional practices through the National Student Survey (NSS), but they did not want to participate in a study that had a focus on their experiences of university teaching and innovations they had witnessed. After, conversations with several people including my contact at Millfield I abandoned the student component of the study and focused on university teachers.