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Academic excellence for
business and the professions



By the Book : Best practice in Publishing Studies Teaching
Villa Finaly, Florence, 21–23 June 2017

Higher education, employability and the Teaching Excellence Framework

City's BA English and the broader potential of
publishing education

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Outline

- 1 **TEF101: Progression, Satisfaction, Employability**
- 2 **City's BA English + Publishing**
- 3 **Theoretical provocations**
- 4 **Concluding discussion**

TEF101: *Progression, Satisfaction, Employability*

- **Strategic imperative for HE in England / 'At risk' (HEFCE)**
- **Progression** UG target: 90+%
- **Satisfaction** metrics: National Student Survey (2016)
 - 1. 'Staff are good at explaining things'
 - 3. 'Staff are enthusiastic about what they are teaching'
 - 22. 'Overall, I am satisfied with the quality of the course'
- **Employability**: 'DLHE data' / 'graduate jobs'

Publishing employers want (1)...?

- **collaborative skills**
- **hybrid skills**
- **multi-skilling**
- **self-directed learning**
- **personal attributes:**

‘flair, confidence, capability, ambition and vision.’

(Skillset, 2009, pp.77-78)

Publishing employers want (2)...?

From an Account Exec Intern ad:

Interpersonal skills:

- strong **people skills**, can work 'respectfully and assertively'
- strong **written and verbal skills**
- appropriate and professional self presentation
- 'can do' attitude

How do we teach?

*Industry/alum
project sponsors*



Reflective practice



*Group
marks/
feedback*

Employability and Publishing in HE

■ Publishing Studies modules:

- 'improve understanding of the self and the curriculum
- engage and motivate learners, both individually and as part of a community of practice
- personalise learning
- support models of learning appropriate to a digital age
- promote reflective practice.' (JISC 2008, p.10)

City's BA English

Part 1

EN1001 Fundamentals of Analysis and Criticism

EN1002 Literature in Historical Context

EN1003 Reading London

EN1004 Forms and Performances of Creative Writing

EN1005 Developing Creative and Professional Narratives

EN1006 The Novel, Authorship and Creativity

Research / Creative Writing / Professional

EN1001

EN1002

EN1003

EN1004

EN1005

EN1006

Part 2

EN2001 Shakespeare: Authorship, dramatic texts and audiences

EN2002 21st Century English and Digital Writing

EN2003 Creative Writing Workshop

EN2004 Contemporary Genre Fictions

EN2005 Romanticism

CC2007 Work Placement

CC2008 Web Creation and Design

JO2210 The Representation of Journalists and the Press in Film
and Fiction: 1900–present day

SG2051 News and Society

Research / Creative Writing / Professional

EN2001	EN2002	EN2003	EN2004	EN2005	CC2007	CC2008	JO2210	SG2051
Research	Research	Research	Research	Research			Research	Research
Creative Writing	Professional	Professional						
Professional	Professional			Professional	Professional	Professional	Professional	Professional

Part 3

EN3001/2/3 Major Project: Dissertation/Professional Portfolio/
Creative Writing

EN3004 Information Literacy in the Digital Society

EN3005 Literary Journalism

EN3006 Publishing in the Digital Age

EN3007 Global English and English Language Teaching

EN3008 Intercultural Studies

EN3009 American Screenwriters

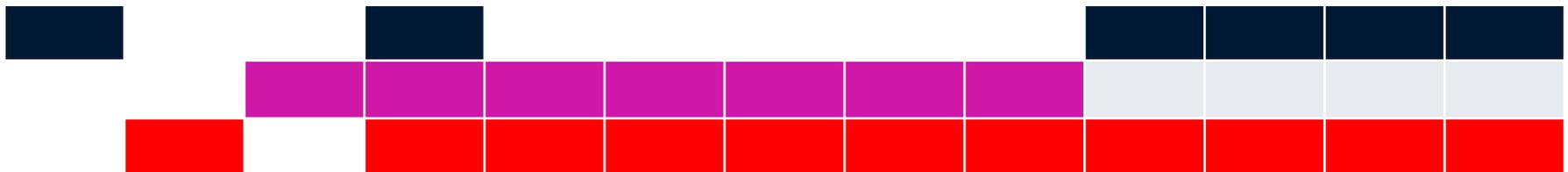
CC3010 Gender, Sexuality and the Media

SG3053 New Media: From Cyberspace to Social Media

SG3056 Crime and Media / SG3070 Celebrity and Society

Research / Creative Writing / Professional

EN3001 EN3002 EN3003 EN3004 EN3005 EN3006 EN3007 EN3008 EN3009 CC3010 SG3053 SG3056 SG3070



Modules with direct reference to publishing/digi media:

- EN1005 Developing Creative and Professional Narratives
- EN2002 21st Century English and Digital Writing
- CC2007 Work Placement
- CC2008 Web Creation and Design
- EN3002 Major Project Professional Portfolio
- EN3004 Information Literacy in the Digital Society
- EN3006 Publishing in the Digital Age
- EN3007 Global English and English Language Teaching

Some theoretical insights...

Reflection, narrative & identity

‘**Writing** exercises us in the sense that it **empowers us with embodied knowledge** which now can be brought to play or **realized into action** in the performance of **the drama of everyday life.**’ (Van Manen, 1990, p.130)

Learning through **Storytelling** (McDrury & Alterio 2003, p. 47):

- Story finding
- Story telling
- Story expanding
- Story processing
- Story reconstructing

Identities and HE pedagogy

- For students: '**identity stabilization** (consolidating an existing identity) or... **identity transition** (acquiring a new one)' (p.44)
- '**fluid organizations**' no longer provide 'a **polished, decisive narrative** of where they came, where they are, and where they want to go' (p.56)

(Petriglieri and Petriglieri, 2010)

Power and pedagogy

“**Technologies of the self**... are embodied in particular **technical practices** (confession, diary writing, group discussion...).... always practiced under the **actual or imagined authority** of some system of truth and of some authoritative individual....” (Rose, 1998, p.29)

“The idea of **transformativity**... constitutes a **hidden, but powerful, norm** for journal writing that is reinforced by **‘judges of normality’** (Foucault, 1977, p.304); that is, by the **teachers** who read and grade these journals.”
(James and Brookfield, 2014, p.45)

Barnett's four types of **university values** / **knowledge**:

- a) 'Ivory tower'
- b) 'The professionalised university'
- c) 'The **entrepreneurial** university'
- d) 'The **developmental university**' (Barnett, 2011, p.31)

In (d): '***Knowledge-in-the-world/Knowledge-for-the-world***: This university is... intent on helping to improve the world – **its knowledges are put to work for-the-world.**'

(Barnett, 2011, p.32)

Conclusions for discussion

- Opportunities for Publishing Studies to contribute across curricula (City BA History)
- Satisfaction + Employability impact
- Cautionary notes:
 - collaboration across disciplines / **interdisciplinarity**
 - **'research v teaching'** (team teaching?)
 - assessment habits / **comfort zones** / admin
 - **scalability**

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