



A spoonful of sugar
– helping the theory
into practice pre-
sessional go down
(well)

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Overview

- A flavour of the course design
- Engaged Pedagogy (hooks, 1994)
- The induction and observation programme
- Teacher feedback



A flavour of the course design

- Theory informed
- Theory is explicit
- Materials have a basis in academia not the gut
- Students & teachers **can** cope with it



A flavour of the course design

Waving between theory and practice

Warwick PSE - Week 2/ Lesson 2.4



Theory: Legitimation Code Theory

PRACTICE:

If we think about the ARC discussion, we can say that the context is the text. Some of the ARC roles ask us to move beyond the specific context of the text to other contexts (SG-) and some of the roles ask us to focus very much on the specific text (SG+). A successful ARC discussion will see *movement* (waving) between the two.

The Leader – encourages us to focus on the text – to ensure we understand it and can summarise the main ideas within it (SG+)

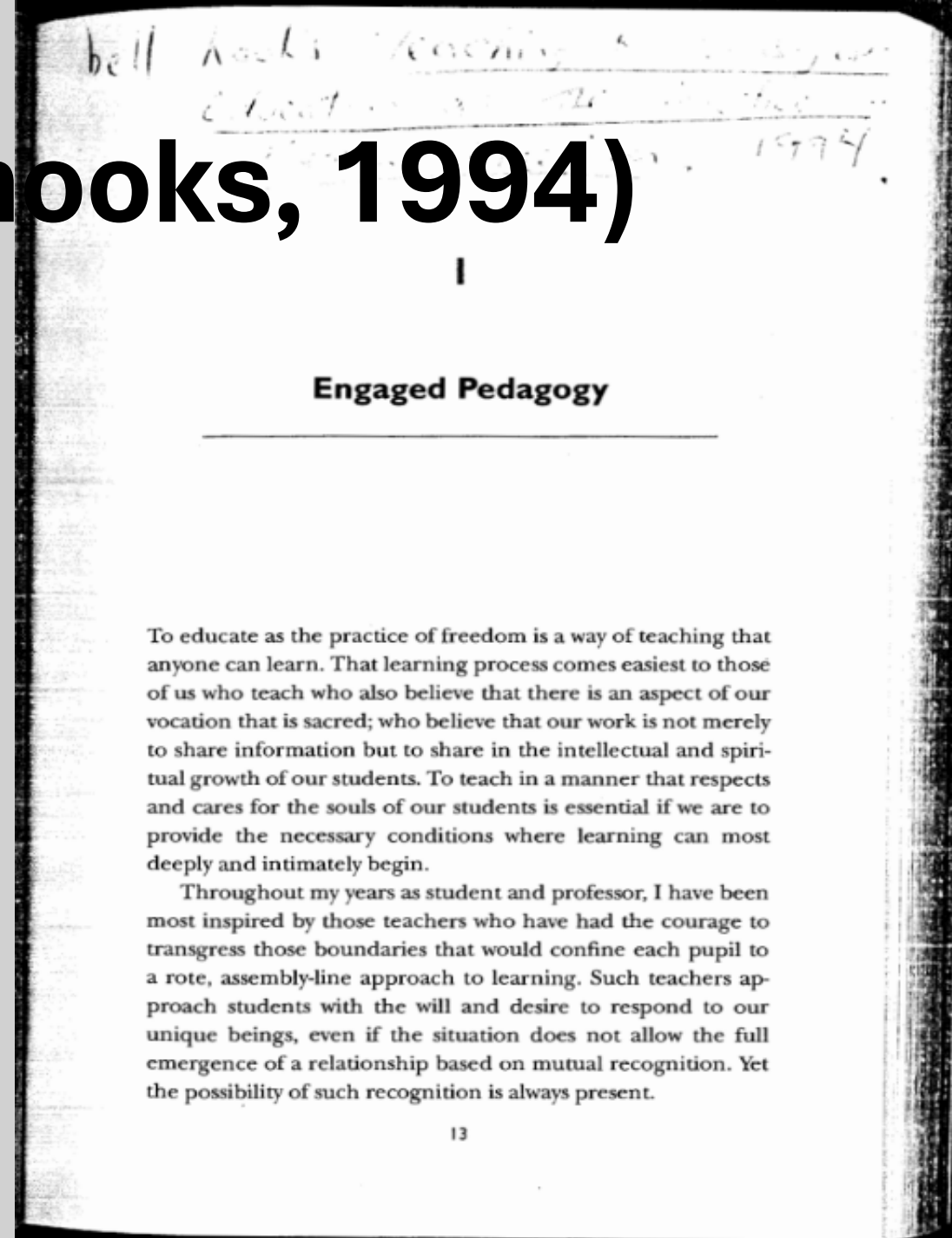
The Connector – asks us to make connections between the text and *outside* knowledge or experience (SG-)

With your ARC group, try to draw the wave of your discussion.



Engaged Pedagogy (hooks, 1994)

- Critical pedagogy
- Promotes democracy
- Draws attention to social, political & institutional problems
- Values prior knowledge & experience
- Encourages dialogue & negotiation



Induction & observation programme

- How to engage a group of returning teachers?
- How to get teachers on board with a massive course rewrite?
- How to make teachers feel valued rather than commodified?



Induction & observation programme

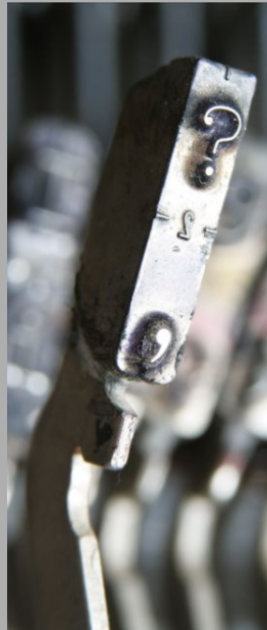
The Project and its rationale

The Project:

- Bridging theory and practice
- Aligned to written assessment in design

Rationale:

- Further reveal the underpinnings of the Warwick PSE
- Scholarship towards TEAP/HEA



Induction & observation programme

STEP 1

[20 mins]



- On the [spreadsheet](#) you will see the 6 selected topics and the 'springboard' texts.
- Click on the text links to read the abstracts of each article.



- Which of the topics/texts are you most interested in?



Induction & observation programme

STEP 2

[45 mins]



- Work in a group or individually?



- Read the 'springboard article' and discuss as a group how you would like to research the topic further.



Induction & observation programme

STEP 3

[2 days]



- Your aim is to be able to **report back** on the theoretical underpinnings, suggest how to apply the theory to our practice and consider how to enact this practice within the ethos of engaged EAP which underpins the PSE courses at Warwick. What are the implications for our materials? Are there suggested changes you'd make based on the research you have completed and the ideas you have generated?
- **Deadline:** Thursday AM
- **Use the spreadsheet** to record your thoughts/ findings etc.



Induction & observation programme

	A	B	C
1	Teacher induction - theory into practice		
2	Topics	Springboard Texts	
4	GenAI	Tacheva, J., & Ramasubramanian, S. (2023). AI Empire: Unraveling the interlocking systems of oppression in generative AI's global order. Big Data & Society, 10(2), 20539517231219241.	
5	LCT	Clarence, S. (2021) Turning Access into Success: Improving university education with Legitimation Code Theory. Routledge. [chapter 1 Context is key]	
6	Processfolio	Pearson, J. (2017). Processfolio: Uniting academic literacies and critical emancipatory action research for practitioner-led inquiry into EAP writing assessment. Critical Inquiry in Language Studies, 14(2-3), 158-181.	
7	Socio-Academic Practices	Molinari, J. (2021). Re-imagining doctoral writings as emergent open systems.	
8	Voice	Phan L. H. (2009). Strategic, passionate, but academic: Am I allowed in my writing?. Journal of English for Academic Purposes, 8(2), 134-146.	
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Induction & observation programme

- Group
- Blind
- Based on TiP project
- Any class, same theory
- Experimental



Teacher feedback

The induction was a very **welcome challenge** this year in **anticipating the research process that our students will be doing**, and, in **deepening our own knowledge** of the theory behind our practice.

It [Engaged Pedagogy] brought together diverse practices of **my teaching** in a new theoretic framework.

I really liked this - the induction programme was brilliant. I enjoyed researching my topic with my partner and seeing it through in the observations. **I think engaged EAP is appropriate** - it's about focusing on the students as people and that should be a priority in any educational programme.



Teacher feedback

I really enjoyed the induction this year. The theory into practice was **useful**, and the way it then ties in to our teaching observation was neatly done.

The Theory into Practice was **quite hard work** - but the discussions that were generated on the Thursday were really interesting with some **great ideas and insights** from different colleagues



Teacher feedback

Just a quick note to say how much I've enjoyed the induction this week, in particular, the activities which have been at times **challenging** but well-managed (in terms of allocated time, content etc) and **beneficial**. I **appreciate how everything is connected and feeds into the course materials** and the flexibility we are afforded to adapt the materials and **experiment with new ideas**.

Also, you create such a welcoming environment not just in terms of fresh coffee and friendly banter (which I love) but also **sharing ideas and working together**.

All in all 10 out of 10 from me!



Teacher feedback

The induction week sets the tone. Very **professionally supportive**.

I very much **appreciate the opportunity** for professional development that the Warwick pre-session is extending and am **inspired** the ambition that we should make this formal through TEAP.



Teacher feedback

Having survived many fashions of EAP over the years it is good to have managers **who believe in something**.

You're so knowledgeable and well read, **clearly interested in what teaching's about**, and genuine about sharing that with us all. It makes for a motivational and inspiring boss so thank you very much!



Final thoughts

- Way too much theory and exposition of linguistic theories and concepts in the material.
- I loved the course materials, I believe they were extremely effective, and a sheer joy to teach.



References

- Cowley-Haselden, S., & Monbec, L. (2019). Emancipating ourselves from mental slavery: Affording knowledge in our practice. In *BALEAP 2017 Conference Proceedings*.
- hooks, b. (1994). *Teaching to transgress*. Routledge.