**HEA conference Abstract**

**Presentation title:**

Preparing for the Future: Entanglements, misunderstandings and Response-ableness.

Brief background information about your project, research or initiative

This presentation is based on a joint 6-year reflection of teaching at a UK/China Joint Institute collaboration in China, through which a pedagogical approach to TNE education has been developed, based on co-creating learning and teaching with staff and students. This joint institute is based on collaboration, with flying faculty from the Chinese and UK institution, as well as Chinese and UK employed colleagues permanently ‘on the ground’, who teach across 6 undergraduate and 2 post graduate programmes. The students graduate with 2 degrees following 4 years of study. The presentation deals with the entanglements of what it means to bring two culturally different ways of educating into a coherent understanding for staff and students, through a pedagogical approach that embraces difference. The work is informed by the epistemological ideas of the One World World and the opposing idea of Many Worlds in One World, addressing the fundamental challenges of future quality education addressing sustainable futures through peace, justice and strong educational institutions. Drawing on ideas from Donna Haraway and Karen Barad, the proposal of Response-able Pedagogy is addressed through three principles: The Principle of Art Thinking, The Principle of Engagement and The Principle of Anticipatory Ethics. The conclusion of the presentation explores how these three principles influence our teaching methods. 211

How your proposal links to the overall theme of the conference and the chosen sub theme

As the UN Sustainable Goals states, sustainable development requires peace and stability to arrive at a solution that encompasses contradictory needs of the human and non-human world. It is a ‘Wicked’ Problem. One of the many ways to begin is through education. TNE collaborative institutes provide a seed-bed in which contradictory complexity is visible and can be leveraged as a road map providing a continuous learning environment viewing paradox as a solution. In order to disentangle curricula at joint institutes from binary rooted thinking where the two curricula and cultural ways of learning are basically in an antagonistic relationship of dominance, this research suggests that students and staff need to be’ response-able and responsible’ through the act of co-creating pedagogical understandings that embrace paradox and contradiction as part of the solution not the problem. 134

Who your intended audience is

Any one who learns or teaches. The presentation not only discusses differences within a TNE collaborative institution, but also focuses on the same paradoxical and contradictory challenges within any international classroom, providing a critical challenge to Anglo-centric approaches to education which strives for curricula and pedagogical foundations that are coherent, unilinear without contradictions. 53

What impact, take-aways or learning outcomes the session will provide

1. A consideration of multiple educational cultures in the classroom
2. The importance of recognising the contradictions and paradoxes as part of the solution rather than the problem.
3. Thinking about how an individual’s learning and teaching strategy can embrace ideas of helping staff and students become ‘response-able’ through consideration of the 3 principles underpinning the response-able pedagogy. 58

How delegates will be able to implement the learning in their own institutions/practices

Through sharing a range of teaching examples and how they connect to helping students and staff become ‘response-able’ in an environment that is based on co-creative learning.27

**Promotional Abstract: (no more than 100 words)**

Aims and objectives of the session

To consider the paradoxical and contradictory global learning cultures found in any multi-cultural classroom as part of the solution not the problem in developing collaborative pedagogy and curricula.

To consider the idea of response-able learning and teaching as a way of underpinning collaborative learning.

To consider methods of teaching and learning that underpin the core principles of Art Thinking, Engagement and Anticipatory Ethics in Response-able learning and teaching.

**Biographies (no more than 100 words, third person singular).**

Prior to the current academic career of 15 years, Chris spent 12 years working in manufacturing as a production manager across the UK, with particular involvement in cultural change management and the implementation of continuous improvement. Her specialist teaching areas are leadership and management development and practice, particularly within the international arena. Her current research interests include interdisciplinary engagement in community led disaster planning and resilience with emphasis on traditional knowledges, together with intercultural pedagogical research.

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As the UN Sustainable Goals states, sustainable development requires peace and stability to arrive at a solution that encompasses contradictory needs of the human and non-human world. It is a ‘Wicked’ Problem. One of the many ways to begin is through education. TNE collaborative institutes provide a seed-bed in which contradictory complexity is visible and can be leveraged as a road map providing a continuous learning environment viewing paradox as a solution. In order to disentangle curricula at joint institutes from binary rooted thinking where the two curricula and cultural ways of learning are basically in an antagonistic relationship of dominance, this research suggests that students and staff need to be’ response-able and responsible’ through the act of co-creating pedagogical understandings that embrace paradox and contradiction as part of the solution not the problem.

The intended audience is anyone who learns or teaches. The presentation discusses differences within a TNE collaborative institution, but also focuses on the same paradoxical and contradictory challenges within any international classroom, providing a critical challenge to Anglo-centric approaches to education which strives for curricula and pedagogical foundations that are coherent, unilinear without contradictions.

The main takeaways will be:

 1) A consideration of multiple educational cultures in the classroom

2) The importance of recognising the contradictions and paradoxes as part of the solution rather than the problem.

3) Thinking about how an individual’s learning and teaching strategy can embrace ideas of helping staff and students become ‘response-able’ through consideration of the 3 principles underpinning the response-able pedagogy.

Through sharing teaching examples delegates will be able to create their own ways to implement the 3 principles.