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Mapping the development of a new MA programme in higher education: comparing privately held perceptions of a public endeavour

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ABSTRACT

After spending a year working on the development of a new online Master's programme in higher education, members of the development team were interviewed to reveal their thoughts about the nature of the programme. The dialogue of each interview was summarised as a concept map. Analysis of the resulting maps included a modified Bernsteinian analysis of the focus of the concepts included in terms of their semantic gravity (i.e. closeness to context) and the degree of resonance with the underpinning regulative discourse of the programme. Data highlight a number of potential issues for programme delivery that centre around the use of appropriate language to manage student expectations in relation to the process of learning and the emotional responses this can stimulate, as well as the tensions that can be foregrounded between the demands of teaching and research within a university environment.

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Curriculum design; academic development; concept mapping; social realist perspective; Basil Bernstein; David Ausubel

Introduction

In setting out to construct a new and innovative MA in Higher Education, the development team spent almost a year discussing the principles that would underpin the programme before starting to consider any of the more instructional aspects such as learning outcomes, content or assessments. This was revised and discussed on a number of occasions (both formally during team meetings and informally), with members of the team free to comment and suggest amendments at any stage along the way. Having then tacitly 'signed up' to the foundations of the programme, colleagues started to construct individual teaching modules and to develop the paperwork required by the university for programme validation.

The MA is designed for practising university staff who have a teaching role, and provides a progression route for continuing professional development from the accredited Graduate/Postgraduate Certificate programmes that now typically form part of the probationary requirements for new lecturers in UK universities, as well as means of accessing CPD for more experienced teaching staff. The online,

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part-time, modular delivery of the programme was selected for maximum flexibility and to make the programme available to academics working in campuses based overseas as well as to our 'in-house' market. With a focus on 'starting and ending with your discipline', the programme is intended to offer a structured environment, providing opportunities to engage with 'the powerful knowledge' of the field of academic/professional development whilst helping participants to 'explore identities and dispositions' for those who find themselves in a position to support the development of colleagues as programme leaders, heads of department or directors of teaching and learning (Quinn and Vorster 2014). Whilst members of the programme team interact with the other academic departments within the university that provide the participants for the programmes (through provision of teacher-development courses and CPD events), the particular shared enterprise of this team in enhancing student learning (rather than transmitting facts and figures) is probably sufficient to recognise the programme team as a distinct academic 'microculture' within the wider university environment (Roxå and Mårtensson 2011).

At the point of validation,[1] and before the first cohort of students was registered, the programme leader decided to interview members of the core programme team (academic developers, and e-learning specialists), as well as colleagues from within the Faculties who were linked with the programme development and who would be involved in marketing and explaining the MA to potential participants in their roles as Associate Deans for Teaching and Learning within their faculties. The aim of these interviews was to see how different colleagues may have internalised the nature of the programme in personal and idiosyncratic ways, and whether observed differences and similarities could be used to better inform team preparations for course delivery. It was anticipated that, even within an atmosphere of mutual trust and respect, and through the 'shared enterprise' of the MA programme, that colleagues may harbour different personal interpretations of what the 'enterprise' consists of (Roxå and Mårtensson 2011). All members of the programme team agreed to be involved in the interviews and were interested to see the perspectives of their colleagues' summarised as concept maps. The interviews were conducted by the programme leader, who simply asked, 'How do you see the MA?'

At the outset of the programme design, it was a commitment that all modules would not only be *underpinned* but also *prefaced* by an explicit pedagogic framework to draw out the integration of the theories and values upon which the programme is built (Figure 1). Within that framework, the integration of contemporary educational theory was used to emphasise the key concepts of:

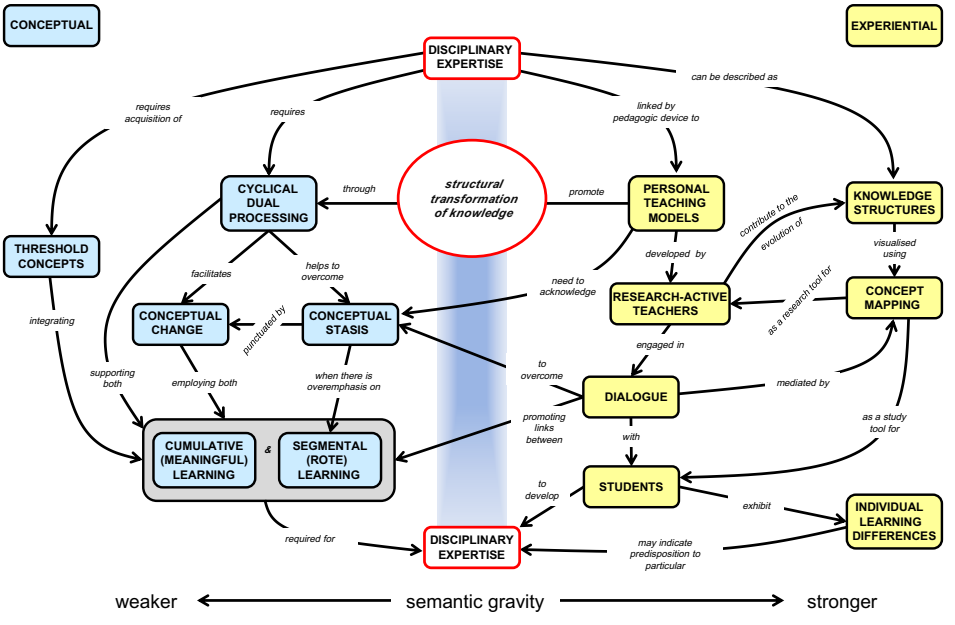

Figure 1. A pedagogic framework for the programme (after Kinchin 2013).

- **Connectivity:** in terms of connections between concepts, theory and practice, teaching and research, disciplinary methods, teachers and students. These connections will be made explicit through the application of knowledge visualisation using concept mapping (Novak 2010). This would be explained in the non-credit-bearing introduction to the programme so that participants are equipped to engage with the pedagogy of the programme as well as the content.
- **Transformation:** in terms of the structure of knowledge and how learning in different contexts requires recognition of the significance of different knowledge structures and how they interrelate (Kinchin 2011). This is informed by contemporary theories such as threshold concepts (Meyer and Land 2003), semantic gravity (Maton 2009), student-as-producer (e.g. Gamache 2002) and meaningful learning (Ausubel 2000). These concepts are emphasised in the integrated depiction of the theoretical basis of the programme offered in Figure 1, showing that participants' perspectives can start and end with a focus on their own disciplinary expertise.

The online nature of the programme means that it is crucial to foreground the pedagogic framework within all the materials presented, as in the absence of extensive face-to-face contact with teachers the participants need the programme structure to be explicit within the course materials. This framework will help to provide coherence across the diversity of content that will be offered. All modules will be guided in their construction by these pedagogic principles, which will also be used in programme evaluation.

Regulative discourse underpinning development of an MA in Higher Education

Bernstein (2000) refers to curriculum in terms of its regulative discourse (RD) and instructional discourse (ID). The RD refers to the values that underpin the curriculum. ID refers to content selection, sequencing, pacing and assessment. Bernstein argues that the ID is *always* embedded in the RD, whether the RD is explicit or implicit. Our observations of other programmes suggested that programme teams often focused on the ID without paying explicit attention to the RD, as if the underpinning values were assumed to be a 'given'. We chose to foreground the key RD components as four key programme principles (after Vorster and Quinn 2012):

- Contribute to the development of participants' theoretically informed understandings, and teach in ways that support epistemological access for a diverse student body.
- Respect participants' disciplinary backgrounds, and encourage participants to interrogate the nature of their own disciplines and relate this to ideas presented in the programme.
- Promote reflective practice, requiring critical engagement based on evidence and theory with the roles and practices of higher education teaching, rather than having as its goal the teaching of a set of generic skills and techniques.
- Disrupt, if necessary, participants' existing beliefs about teaching and learning.

These key principles were prominent within the validation documentation for the MA programme and were accepted by the validation panel as helpful statements to guide the programme development. They were intended to guide the thinking of the staff and participants on the programme. This then flows on to the consideration of the knowledge that participants should develop over the course of the programme that is required to develop 'expertise' rather than 'procedural competence' (Wheelahan 2010), which was seen by the development teams as pre-requisite for participants in order that they contribute to the evolution of theory and practice in the academic field in which they are practitioners. This knowledge will have greater practical utility when it is a product of learning described variously as deep (Marton and Säljö 1976), meaningful (Ausubel 2000; Novak 2010) or cumulative (Bernstein 2000; Maton 2009), in order to generate qualitatively rich understanding that is in turn related to appropriate practice knowledge (Kinchin and Cabot 2010; Maton 2014). Young and Muller (2013, 245) consider knowledge as being powerful when it 'frees those who have access to it and enables them to envisage alternative and new possibilities'. Space precludes a detailed discussion of social realist perspectives on knowledge that have informed this view, but the reader is directed to the work of Moore (2013), who

provides a general overview of the problem as perceived within the sociology of education.

Maton (2013) describes a universal desire for the construction of knowledge that aims to generate ideas which have utility beyond the specifics of their originating contexts. He has developed this argument to make the statement that far from delivering powerful knowledge:

> [a] spectre is haunting education – the spectre of segmentalism. This affliction occurs when knowledge or knowing is so strongly tied to its context that it is only meaningful within that context. (Maton 2014, 106)

Characteristics of teaching that will support a move away from segmentalism have been specified by Biggs (2003, 17), including:

- Make the structure of the subject explicit
- Encourage the active participation of students
- Build on what the students already know
- Assess for structure rather than independent facts

The regulative discourse (as described by Bernstein 2000) and the general values underpinning the programme will inevitably have a weaker semantic gravity (i.e. it is less context-specific) than the more transparent and context-specific instructional discourse, and so it is anticipated that initially the regulative discourse will prove more challenging to most programme participants as it is more removed from observable practice. It is within the aims of the programme to help participants to relate these discourses and their concomitant knowledge structures as they navigate the oscillations between conceptual and procedural knowledge (described by Maton (2013) as the 'semantic wave'), and develop their theoretical and practical expertise in the field of higher education.

Concept map-mediated interviews

An aspect of the method we have adopted in this research project that requires further comment here is the nature of the concept map-mediated interview (as detailed by Kandiko Howson and Kinchin 2014). The standard interview set-up requires the interviewer to present questions to the interviewee in order to gain access to the interviewee's individual insights and personal perspective. This is achieved by engaging in dialogue (verbal or textual) that is by its very nature linear in structure. Within that linear narrative, it is then up to the researcher-interviewer to determine the underlying conceptual structure within that dialogue to construct an interpretation of the interviewee's understanding. In essence, the interviewer has to interrogate the interviewee's invisible knowledge structure.

Within the concept map-mediated interview, that dynamic is changed in a subtle but important way. Here the interviewee exposes his/her knowledge structure during the interview through the emerging concept map; a tool shown in previous studies to be the ideal tool to make learning visible and externalise the relationship between public and personal learning in higher education (Hay, Kinchin, and Lygo-Baker 2008; Kandiko, Hay, and Weller 2013). The interviewer's job is then to prompt the interviewee with questions that will encourage him/her to interrogate his/her own knowledge structure as it develops on the page. This means that the interviewer no longer has to impose a structure on the linear narrative, but rather interpret the structure that has emerged from the dialogue (Kinchin, Streatfield, and Hay 2010). This process makes it less likely that the interviewer will impose an inappropriate knowledge structure based on his/her prior conceptions. The resulting concept map is then the main artefact for analysis that is created during the interview dialogue. Whilst no restrictions were verbalised to the mapper in terms of the number of concepts to be included, the process used 38 x 50 mm self-stick notelets to act as the nodes on which the concept labels were written, and these were affixed to a sheet of A3 paper, so that once the sheet was becoming full, the interviewees tended to stop adding new ideas. This provided a mechanism to regulate the size of the resulting maps, which in turn helps the interviewee to concentrate on the key ideas they want to present in the available space.

Once the interviewee was happy with the resulting map, it was digitised by the interviewer and returned to the interviewee who was invited to make any amendments they wanted to and to offer any reflective comments on the structure or content of their map. Two interviewees chose to offer reflective comments on their final map, and these are included in the analysis that follows.

Analysis of the maps

Maps were analysed with regard to the concepts that were selected and the links that were chosen. The centrality of a concept within a map and the degree to which it is integrated with other concepts is taken as an indicator of its importance to the author of the map. The ways in which concepts are clustered is also considered as (depending on the morphology and the nature of the linking phrases) clusters may be seen to be simply separate and poorly-related groups of concepts, or may represent tensions between opposing discourses. Where appropriate, reference is made to the pedagogic framework (Figure 1) that may be viewed as requisite prior knowledge for the development of the mappers' personal perspectives.

Ten concept maps were produced: three by academic developers, four by e-learning specialists and three by faculty representatives (associate deans). Within the 10 maps, 96 different concept labels were recognised, with 74 of these each used only once by single mappers. Only eight concept labels were used three or more times: practice (7); discipline (5); research (5); new technology (3); online (3); PGCAP/Grad Cert (3); career (3); and teaching (3). That only 'practice' (in terms of 'professional practice' and 'academic practice') was included in all the maps produced by the seven members of the programme team is of interest. It could be that the respondents see the term as a fundamental one that they are familiar with and as such see this as a crucial way of linking the theory presented within the programme with the practical activities of the participants' working lives. The use of practice seems to emphasise the processes involved in professional development. In contrast, the three maps produced by the faculty representatives did not feature 'practice' at all, but referred to the more goal-orientated products of the programme – in terms of career development and promotion. This difference in perspective (from process to product) may have important consequences for the language used in marketing the programme to colleagues based in the academic faculties. It may also reflect the development of a language around which those within a particular field become familiar as a way of identifying themselves (Becher 2006). The fact that these are somewhat limited for this group may suggest that the identity of the developers and technologists is not as well-formed around an identified language as has been suggested of this emergent field (Lygo-Baker 2006).

Academic developer maps

The maps in Figures 2, 3 and 4 were produced by academic developers who were involved with the programme development from the outset and were each ultimately responsible for the development of one or more of the teaching modules.

The map in Figure 2 concentrates on the MA's role in extending and revising knowledge to offer new perspectives through a process of change. In the classic paper by Posner et al. (1982), those authors present a model of conceptual change that articulates the process by which people's central, organising concepts change from one set of concepts to another set that is incompatible with the first. They consider learning to be a rational activity whereby ideas are accepted because they are intelligible and fit with available evidence. Students use existing concepts to deal with new phenomena (assimilation), but when these concepts are inadequate, the student must replace or reorganise the central concepts (accommodation). Posner et al. propose the following conditions as necessary for conceptual change: there must be dissatisfaction with existing conceptions; a new conception must be intelligible; a new conception must appear initially plausible; and a new conception should have the potential to be extended.

The author of the map in Figure 2 has not described development of new perspectives in terms of the 'cognitive conflict' described by Posner et al. (1982), but has opted for the term 'discomfort'. This is deliberately selected as the central concept of this colleague's map, acting as the organising principle for the other, subordinate concepts. Use of this term suggests a consideration of the affective domain within the process of learning (e.g. Beard, Clegg, and Smith 2007). Rowe, Fitness, and Wood (2015) have considered the role of positive emotions in the learning process and have referred to 'passionate

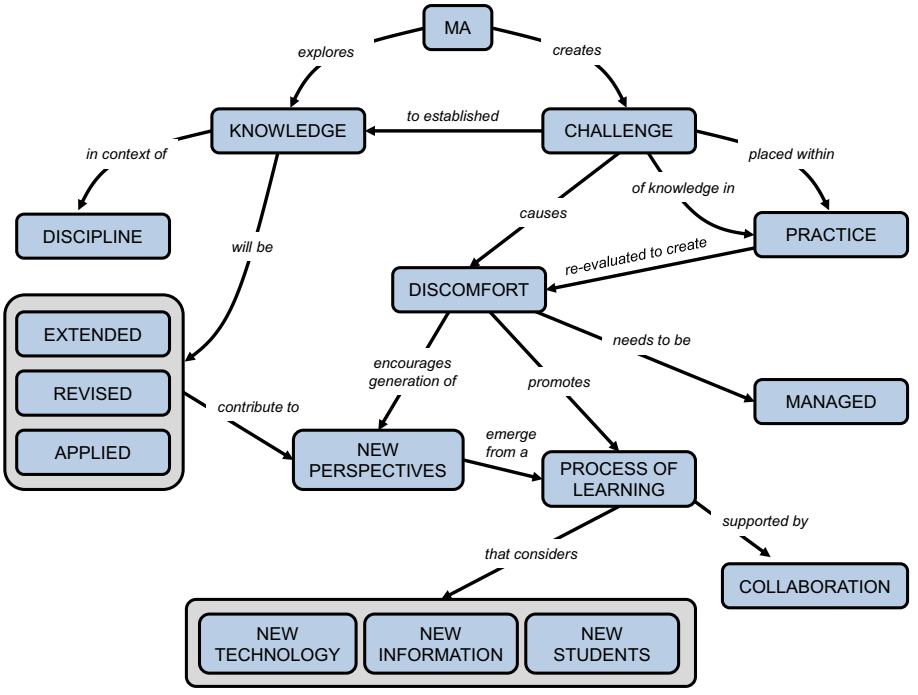

Figure 2. Academic developer map.

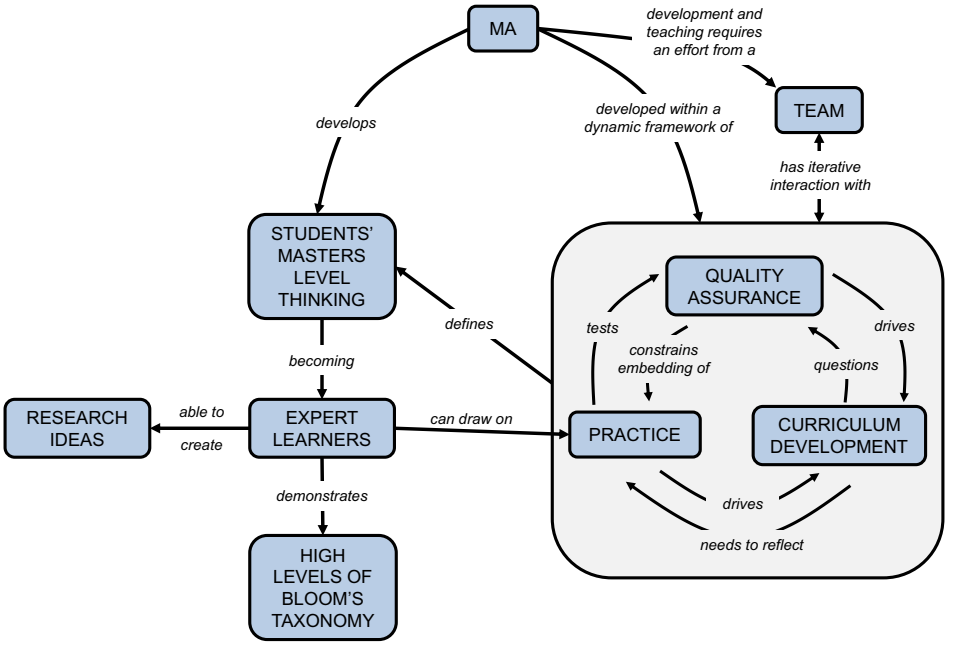

Figure 3. Academic developer map.

inquiry' as a source of such emotions. Specifically, positive emotions (particularly *interest/excitement* and *love*) were seen to be associated with a curriculum perceived to be relevant to the learners' needs, and delivered by genuinely engaged teaching staff. The RD of the programme here was developed

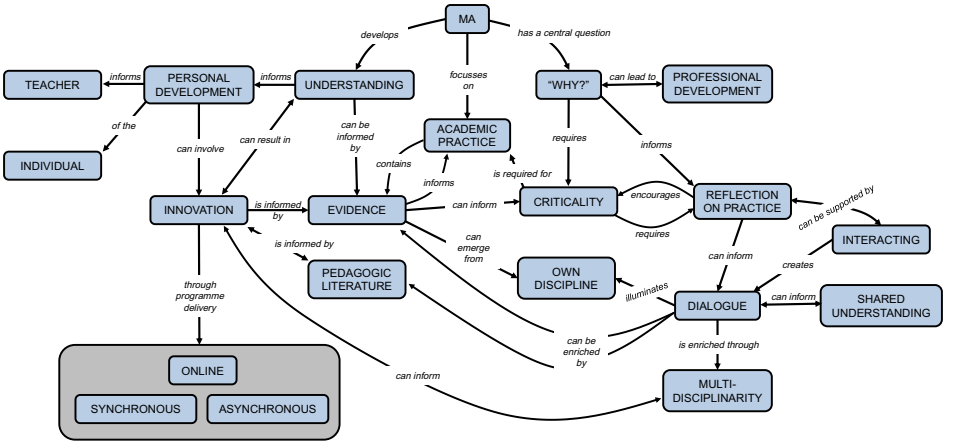

Figure 4. Academic developer map.

with the explicit intention of 'starting and ending with the participants' discipline' (Figure 1) to ensure relevance to practice. This has re-emerged in a number of the programme team's maps (Figures 2, 4 and 6), although 'relevance' may be a more difficult notion to foster among students in the early weeks of a programme when working in an online environment (Marchand and Gutierrez 2012).

As the 'students' on this programme will also be university staff, who by various measures will already have been 'successful students' within their home discipline, there will be some expectation that programme participants will already possess some study skills (though these may be discipline-specific), and that participants will also be proactive in their studies, with some internal motivation for undertaking this particular programme. The experience of the academic developers within the programme team was such that they anticipated the primary focus of their implied students would be their home discipline (rather than education per se), and that the motivation for engaging in this programme would be to further their disciplinary standing, rather than to 'migrate' into education or the social sciences more generally.

When constructing a curriculum there is an implicit view of the student embedded within the pedagogical framework and in the selected content to be covered within the programme. Ulriksen (2009) has developed the concept of 'the implied student' to make explicit the relationship between the expectations of the students, teachers and institution. Ulriksen sees the implied student as drawing attention to the unspoken anticipations regarding what studying is and what the meaning of the study is whilst emphasising the structure of the programme, the mode(s) of teaching and the teachers' expectations. Ulriksen summarises this as:

> the study practice, the attitudes, interpretations and behaviour of the student, that is presupposed by the way the study is organised, the mode of teaching and assessment, by the teachers and in the relations between the students, enabling the students to actualise the study in a meaningful way. (522)

The academic developer maps presented in Figures 3 and 4 show colleagues presenting a very different focus. The author of Figure 3 presents a relatively small number of concepts that have influenced her work in the preceding months. Within this map, 'quality assurance' is seen to have moved beyond the linear discourse of a disembodied set of codes and regulations that impinge upon programme design, to become an integral component of a dynamic cycle alongside 'practice' and 'curriculum development' – with which the programme team interact on an iterative basis. This may reflect the author's intimate involvement with the quality assurance processes of the university. The sophisticated conceptualisation of quality assurance as a tool to support curriculum development is one that could be an asset to the programme team in moving forward, and one that clearly needs to be shared with the team to help make the best possible use of the university support systems. This is something that would not have come to light without the mapping activity.

As programme validation occurred quite close to the period in which the concept maps were collected, university processes took precedence in the mind of this colleague rather than a focus on the development of the MA; the author thought less about the student being at the centre of the MA process and the necessity of ensuring the explicit pedagogic framework. A top-down approach therefore dominated. As concepts maps are a measure of the person's view at a specific time, it is possible that the goals of the programmes as demonstrated in Figures 2 and 4 may be lost and instead be pushed aside as priorities for 'passing' the validation become the goal. As the author of this map put it in her reflection on her map:

> 'Validation speak' comes to the forefront of the minds of colleagues who are closest to the development of the programme. Alternatively, perhaps as the goals of the programme and the pedagogic framework were clearly detailed in programme documentation, there was a need to provide an indication of how the implicit processes influenced the MA development. Here again I'm saying MA development perhaps because I look at it as an end-product (i.e. at the point of validation) whilst my colleagues are looking at a process after the validation.

The author of the map in Figure 3 is the only one here to mention quality assurance, lending support to the view that quality assurance is often de-coupled from academic life (as discussed by Mårtensson, Roxå, and Stensaker 2014).

The academic developer map in Figure 4 is one that is looking beyond the validation process. This author has focused on the key concepts that would be encountered by participants working on professional development programmes (e.g. Kandlbinder and Peseta 2009) and reflects her previous role as a programme director for an HEA-accredited programme. This highly integrated map includes a number of essential cycles such as those between 'academic practice' and 'evidence'; 'criticality' and 'reflection on practice'; and 'dialogue' and 'shared understanding' – emphasising the iterative nature of professional development. This map demonstrates the author's immersion in the key principles of the programme, and her interest in the subject material – something that has been seen to be of importance in creating curiosity and dialogue (e.g. Moore and Kuol 2007), and which also reflects on key experiential elements of the underpinning pedagogic framework (Figure 1).

This map also emphasises the importance of allowing the interviewees to revisit their maps and to reflect on concepts that are highlighted as well as those that might appear absent. The author of Figure 4 reflects on the apparent absence of 'assessment and feedback' in her map:

> The lack of mention about my main area of research, namely assessment and feedback, caused me to reflect upon why this might be the case. Upon consideration I think that this is because my understanding of assessment and feedback is underpinned by the concept of dialogue, which is central to this concept map, together with the concept of evidence (both of which have the most links to other concepts). At present there is a call emerging from the literature for an institutional (if not sector-wide) rebalancing of summative and formative assessment, so that there is less summative assessment and increasing formative assessment. A central aspect of formative assessment is feedback and dialogue. Perhaps the lack of explicit mention of assessment and feedback and centrality of dialogue indicates my understanding of assessment and feedback as permeating the curriculum. Dialogue is also essential in the development of shared understanding regarding the standards, criteria and expectations around assessment.

E-learning specialists' maps

The four maps produced by e-learning specialists (Figures 5–8) reveal a difference in focus to those produced by academic developers, though not sufficiently to distinguish them as a separate functional group within the wider development team. The maps do refer to the use of technology in the delivery of the programme online, but also recognise the centrality of the student as the focus of activity. The term 'e-learning specialist' may be less useful than it once was to highlight colleagues who possess a high level of digital literacy, and the roles of these four colleagues in the development of the programme were not homogenous. The colleagues who authored Figures 5 and 6 were also authors of teaching modules that focus on technology-enhanced learning. Therefore these colleagues can also be recognised as 'academic developers'. The colleagues who authored Figures 7 and 8 were more involved in discussions directly about the use of the Virtual Learning Environment in programme delivery and we can see that a greater proportion of their concepts are concerned with the flexibility of online delivery

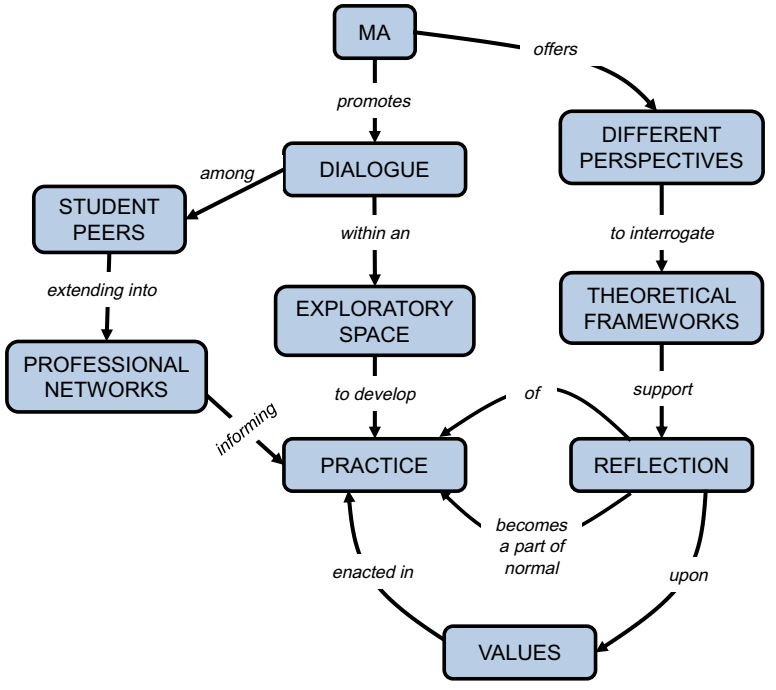

Figure 5. E-learning specialist map.

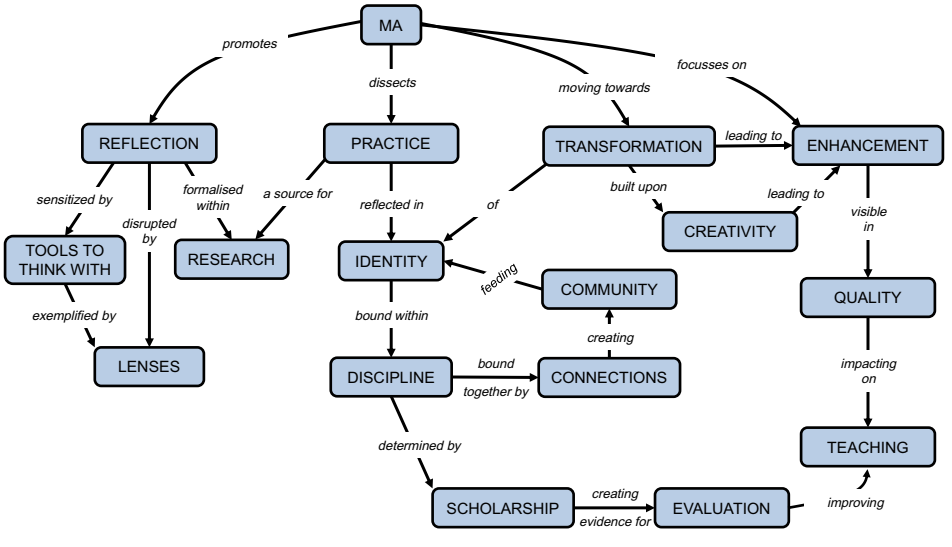

Figure 6. E-learning specialist map.

and the technology that can be exploited for use in the learning design model. The shared focus on 'practice' seems to have helped to provide a common anchor and an overlap with colleagues labelled as academic developers. As digital technologies now form a core element of teaching and learning (rather than a niche interest as it may have been perceived a decade ago), it may be that digital literacy (ironically) exists as an analogue continuum of expertise, rather than a binary 'present' or 'absent'.

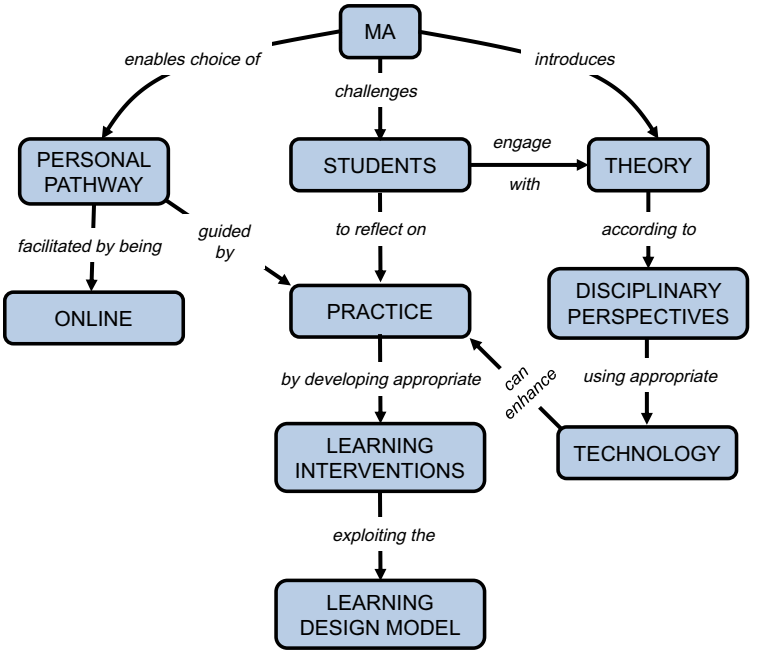

Figure 7. E-learning specialist map.

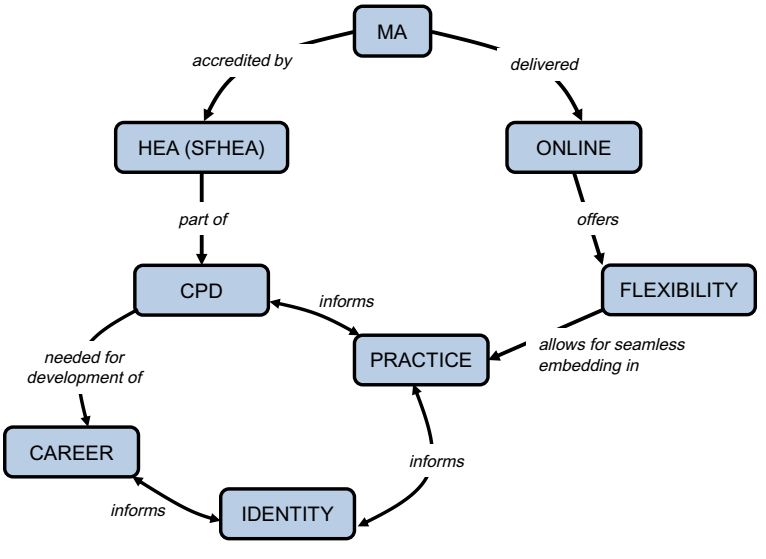

Figure 8. E-learning specialist map.

As the team members closest to the successful implementation of learning technology it is perhaps surprising that technologies are not more visible in the maps. Only one of the maps explicitly uses the word technology (Figure 7) in relation to enhancing practice and only two of the four maps note the online mode of delivery (Figures 7 and 8). All of the maps reveal an understanding of the mode of delivery of the programme as functioning to provide flexibility (Figure 8) that can support both an exploratory space (Figure 5) and elements of personalisation through 'personal pathway' (Figure 7). These can also be attributed the particular affordances that are classically ascribed to online learning environments.

The diversity of the maps in both concepts and connections is reflective of the diverse roles that come under the umbrella of 'e-learning specialist'. This role is still relatively new yet it has become more established and moved beyond the notion of the new professional to one that encompasses a diverse range of activities that include staff development, research, management and technical support (Oliver 2002). For example, the authors of Figures 5 and 6 both demonstrate an engagement with the principles of the MA programme. The author of Figure 5 emphasises the development of different perspectives via theoretical frameworks to support reflection on values in relation to practice, while the author of Figure 6 sees the programme as transformational, affecting identity and ultimately the quality of teaching.

For all authors of the maps in Figures 5 to 8, it is evident that direct participation in the learning community is essential and this is echoed in the work of Ellaway et al. (2006), who explored the role of learning technologist in shaping the learning environment. This shaping can be seen as increasingly proactive as the role of the e-learning specialist has shifted to one in which they can be considered as a co-designer of the learning experience (Mor and Warburton 2014).

Faculty perspective maps

Three colleagues working within the academic faculties, but who contributed to the development of the programme from the outset, were also interviewed to try to gauge the possible difference between the 'faculty' perspective and the 'development team' perspective. Within the three faculty perspective maps (Figures 9–11) some common features are evident. All consider the importance of the programme as an influence on career/promotion, and this might be seen as one of the key drivers for programme participants to register for the MA. All consider other available programmes (e.g. Grad Cert and PGCAP) in terms of progression routes and recognition of prior accredited development as an incentive for engagement with this programme. And all see the potential outcome of publications or research as an incentive for engagement. The importance of the use of technology and the benefits of a personalised pathway through the programme emphasised in Figure 9 demonstrates an overlap with some of the issues raised by the e-learning technologists (Figure 7) and emphasises comments made earlier about the central role of technology in mainstream teaching.

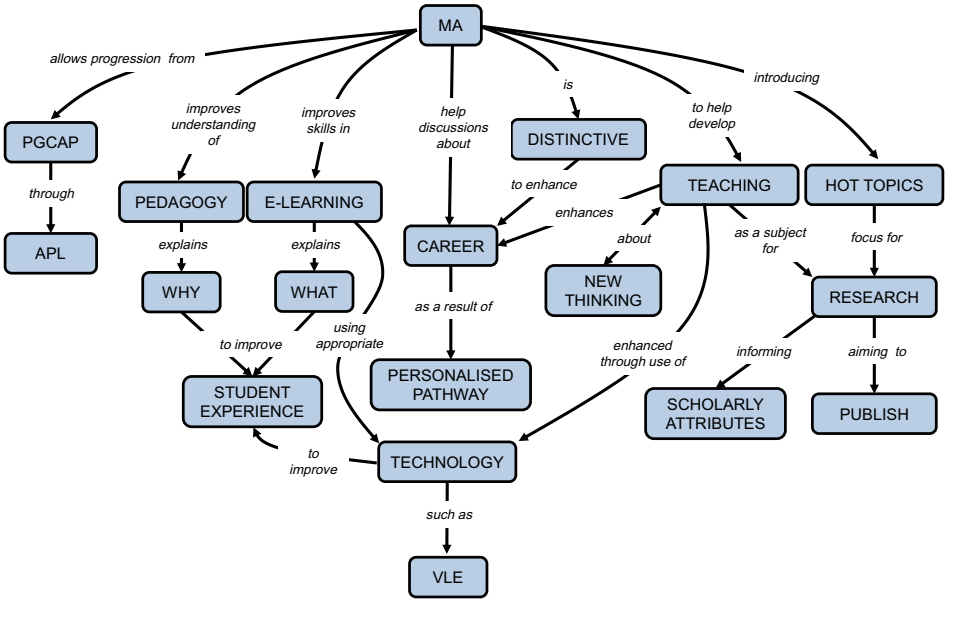

Figure 9. Faculty perspective map.

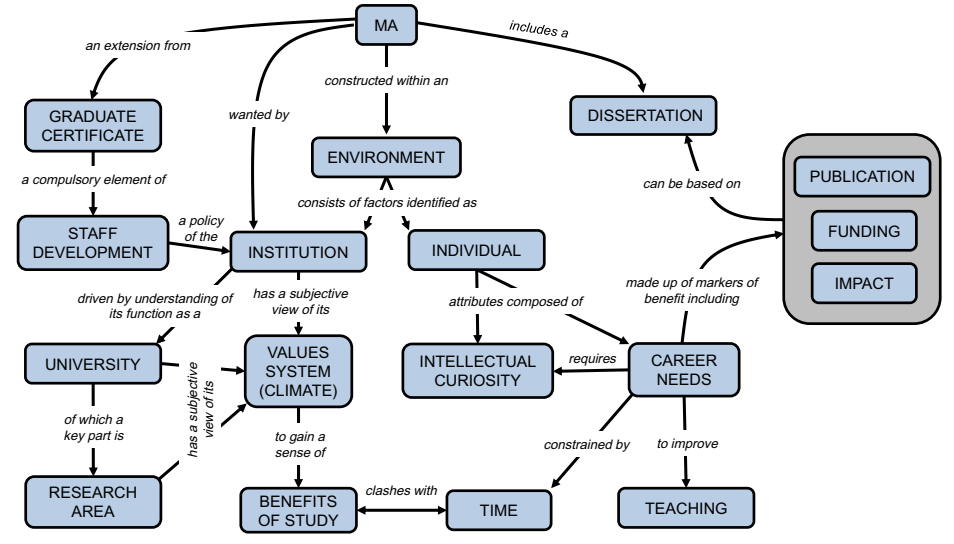

Figure 10. Faculty perspective map.

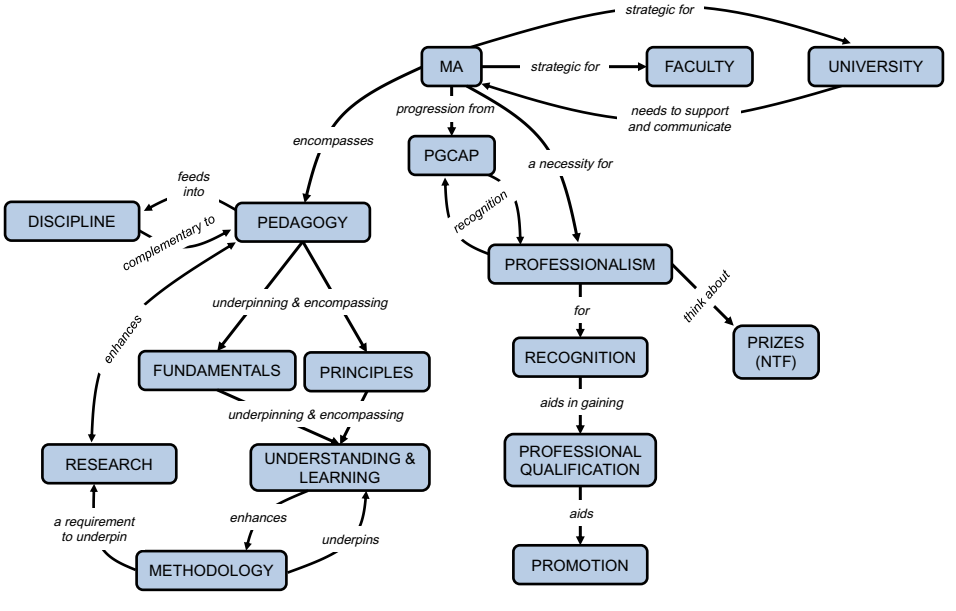

Figure 11. Faculty perspective map.

The author of the map in Figure 10 has emphasised the importance of a number of oppositional binaries, with a focus on the tensions between the institution and the individual, and the tension between teaching and research. The potential clash between the individuals' values and the values system expressed by the institution (for example, through investment in staff development) is seen to be something that is not always reflected in the indicators of a successful career in academia (seen to be measured through the traditional markers of publication and funding). The question is then raised of whether the intellectual curiosity that might encourage someone to embark upon a career in academia remains an asset in career development, or if it is in tension with the expectations of the university. The outputs generated through the production of the MA dissertation might be seen as one way of

straddling this apparent divide. This map emphasises the difficult choices that potential programme participants have to make when considering making an investment in time to study for an MA in higher education as a route for their professional development; taking their career more towards the teaching perspective than the research perspective.

The two main clusters of concepts within Figure 11 – the network to the left starting with 'pedagogy' and the chain to the right starting with 'professionalism' – indicate a structural divide that suggests a conceptual component and a procedural component that also reflects difference in semantic gravity. The pedagogy network indicates a low semantic gravity (*sensu* Maton 2014), whilst the professionalism chain indicates a high semantic gravity (a close link to practice). The challenge for the MA programme is to build a bridge between these opposing elements that provides an indicator of expertise (Kinchin and Cabot 2010).

The small cycle at the top left of the map (between pedagogy and discipline) is also of great significance to the author of this map, who explained that for them the pedagogy of the discipline needed to be embedded in the discipline rather than being perceived as an external construct that was imposed on the discipline from the outside. The author of this map saw this as a major obstacle to getting academics to see teaching as an integral part of their role within the university, rather than something that is in conflict with their role as researchers. This view resonates strongly with the position outlined by DiCarlo (2006), when he stated that *biology should be taught as science is practised*, and also with the study by Aydeniz and Hodge (2011), who found that the identities of a professor as a teacher or a disciplinary expert can be in tension with structural elements of the workplace that discourage the enactment of teacher identity. A similar phenomenon has been noted in the Arts, where tutors report experiences of 'being in two camps with tension and separation between them' (Shreeve 2011, 89). Therefore, whilst the dynamic tension illustrated between 'pedagogy' and 'discipline' is framed in a very positive and mutually beneficial manner in Figure 11 (e.g. 'complementary to', 'feeds into'), if this relationship becomes more negative, it may put the enactment of the whole pedagogy network (on the left-hand side of the map) under threat. The culture of the workplace could be seen to favour 'discipline' in a manner that is detrimental to the development of reflection on the fundamentals and principles that are seen to underpin learning, with research productivity perceived to be of higher value than teaching productivity (as described by Young 2006 and reiterated recently by Alpay and Verschoor 2014).

It is exactly this sort of tension that has been seen to drive institutions towards reliance on 'non-learning outcomes' (*sensu* Kinchin, Lygo-Baker, and Hay 2008). Procedural foci of non-learning (such as number of hours spent teaching or average results achieved by students) are easy to quantify and measure for accountability and management purposes and so may be preferred to the less tangible indicators of meaningful learning (such as the quality of student understanding or the reciprocal benefits between teaching and research). Novice university teachers have been shown to view teaching and research within the same discipline to be epistemologically separate (Kinchin, Hatzipanagos, and Turner 2009), with conceptions of their own learning through research activity being dominated by the discourse of cumulative learning, whilst that of the students under their guidance being dominated by the discourse of segmented learning – memorisation and rote learning through repetition. Unless this issue is addressed, and the pedagogy of the discipline recognised as being a fundamental *part of the discipline* (as described by DiCarlo 2006), the structural separation of teaching and research is likely to persist. The author of Figure 11 appears to be suggesting that if an academic is not an expert in the pedagogy of his/her discipline, they are not expert in the discipline. This resonates with the view expressed by the academic interviewed by Roxå and Mårtensson (2011, 26), 'When you are interested in a subject, you simply have to teach it.'

Discussion

It is not the intention here to attempt to try to relate different map types to colleagues' different functions within the programme development team, or to categorise programme developers according to their interpretation of the pedagogic framework. The purpose of this mapping intervention is to highlight the normal variation in privately held perceptions that exist within a team, even when the public image of the endeavour is coherent and integrated. It is important to raise these unique perspectives to

the surface so that they may be appreciated not only by other members of the programme development team, but also by programme participants. This is especially important in a programme that is intending to develop multiple perspectives on understanding among a community of teachers who need to realise that in teaching no one model fits all, and that variation in perspective adds to the richness of the endeavour (a concept that is explicit within Figure 6). Without an initial focus on the regulative discourse of the programme (Bernstein 2000), it is likely that conversations would have been restricted to the more mundane and contextually restricted instructional discourse, in which case differences in perspective would have remained hidden from view. The mapping intervention (stemming from the educational psychology of David Ausubel) has made this explicit, and by complementing the sociological perspectives (stemming from the sociology of Basil Bernstein) this work represents a methodological border crossing. This is wholly appropriate for a discipline such as academic development, which itself has to cross many disciplinary and methodological borders.

The map-mediated reflective process described here has provided the development team with an insight into colleagues' thinking and a number of important areas for further work have emerged. The language used within the team of academic developers and e-learning specialists may not quite fit with that used within the faculties. Whereas the use of 'practice' is understood within the programme team and may indicate a focus on processes, the preferred use of 'career' or 'professional development' by the associate deans seems to suggest a more goal-orientated focus within the faculties (e.g. Figure 11). This apparent goal-orientation is something that needs to be acknowledged within the team's consideration of the 'implied student'.There are unanticipated implications within this data for the way in which the department portrays itself to the rest of the university. For example, the usefulness of online staff profiles has come into question. Many academic staff profiles will include a very few lines to summarise – 'I teach on Education 101', for example – but the contents of the maps presented here really ask questions about what that actually means and how much variation in interpretation of 'teaching' there may be. Whilst a student may interpret the statement as, 'I tell you what you need to know to pass Education 101', some of the staff represented here may actually be saying, 'I help to manage your discomfort while you articulate your interpretation of Education 101' (Figure 2) or 'I will engage in dialogue with you about Education 101, and expect you to respond' (Figure 5). The teaching staff represented here will be encouraged to revisit their online profiles to offer a more detailed perspective on their teaching and the expectations they will place on the students within the programme. Within the MA programme, management of learner discomfort will require that programme participants are sufficiently confident about aspects of their practice (often the procedural aspects of their jobs) to allow them self-assurance in exploring the discomfort in other aspects (often the more conceptual aspects of their roles). Discomfort should therefore be focused on the areas of weak semantic gravity – the conceptual. The areas of strong semantic gravity need to provide stability as a platform for their learning to be realised. The demonstration of teachers' emotions via an online medium is also something that will require greater consideration as it has been argued that this is crucial in adding value to student learning (Sanders and Horn 1998). The importance of emotions in the learning process was recognised by many in the programme team, but was often expressed in a potentially negative manner (in terms of discomfort or disruption). Whilst this was considered appropriate for the internal dialogues between the team members, it was considered sensible to develop a language for a more positive transmission of emotions with the programme participants, and this was a function of the 'exploratory space' (Figure 5) offered by the programme in which dialogue between stakeholders is used to explore alternative and new possibilities (*sensu* Young and Muller 2013) within the participants' academic practice.

Whilst there are evident differences in structure and content exhibited in the maps presented in this article (particularly between those based within academic development and those based in the departments that might be seen as 'end users'), there are also tangible benefits resulting from the process of reflection described here, in enhancing communication and mutual trust within the 'microculture' of the development team. The process of map-mediated interviews to interrogate staff perceptions of the regulative discourse may offer a model to be followed in the design of other university programmes

to ensure that the teaching team is united by more than an understanding of common content, but also has an opportunity to surface variations in mutual understanding that can be used to foreground the regulative discourse of a programme and contribute positively to the enactment of a pedagogic framework. Eventually, this process will be offered to programme participants in order to gauge the overlap in perspectives between students and teachers on the programme. This will then feed back into programme review to allow the programme team to re-evaluate the pedagogic framework and the regulative discourse from which it emerged as an iterative process of curriculum development.

Note

1. The programme was successfully validated in May 2014 for an initial cohort registration in October 2014.

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No potential conflict of interest was reported by the authors.

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