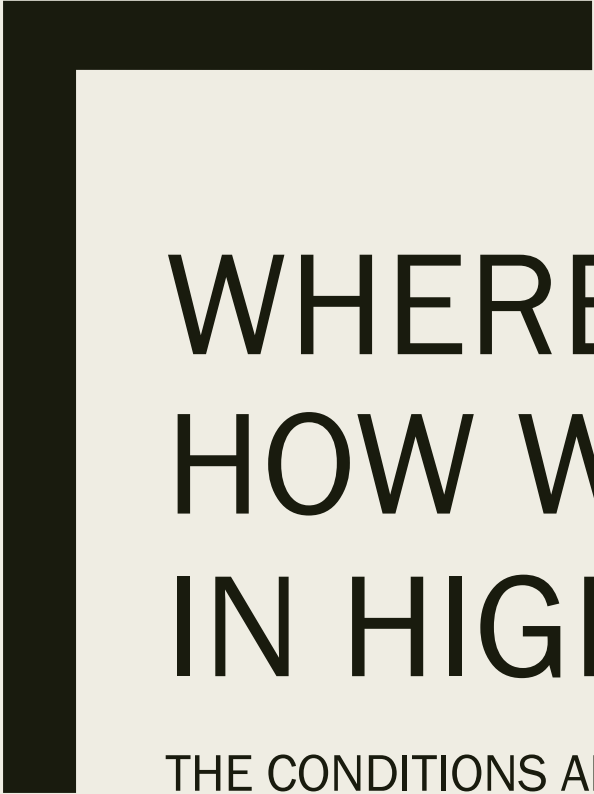




TEACHING INNOVATIONS IN PLACE AND TIME

PROF. JONATHAN HERON PFHEA (WARWICK)





WHERE, WHEN AND HOW WE INNOVATE IN HIGHER EDUCATION

THE CONDITIONS AND CONTEXTS FOR HEIs TODAY



Higher
education

Less than Greggs? Public have no idea of value of top universities, study finds

Belief that snack chain's revenues exceed those of Oxford one of many underestimations of importance of HE sector



OPINION

A reckoning is coming for the higher education sector

By Telegraph View
28 Jul 2025 • 8:07 pm

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NEWS

Britain's higher education gamble is heading for disaster

By James Kirkup
27 Jul 2025 • 4:07 pm

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THE HIGHER
EDUCATION
DEBATE

Preparing for TEF 2027? Hang on a moment

DAVID KERNOHAN | WONK CORNER | 5/06/25



The Office for Students reviews TEF... again

DAVID KERNOHAN | POLICY WATCH | 27/02/25 | 1

PLACE AND TIME

THE HERE AND NOW OF HIGHER EDUCATION

AdvanceHE

+ Teaching Excellence Framework 2023: Patterns of excellence

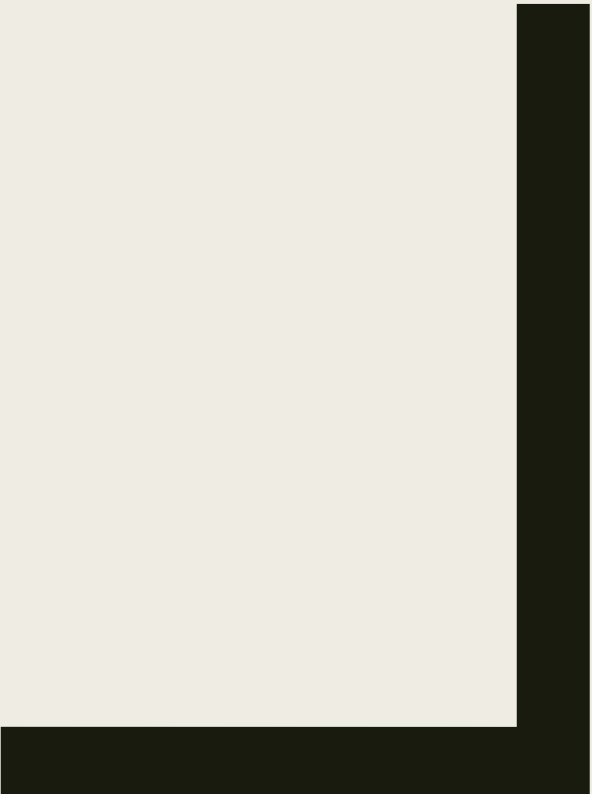
June 2024

Joanne Moore, Helen May, Geoff Stoakes



PLACE

HOW DO WE CREATE OUR LEARNING ENVIRONMENTS?



2025

15 years of innovative practice

The Institute for Advanced
Teaching and Learning



Educational
Innovation



Participatory
Practices



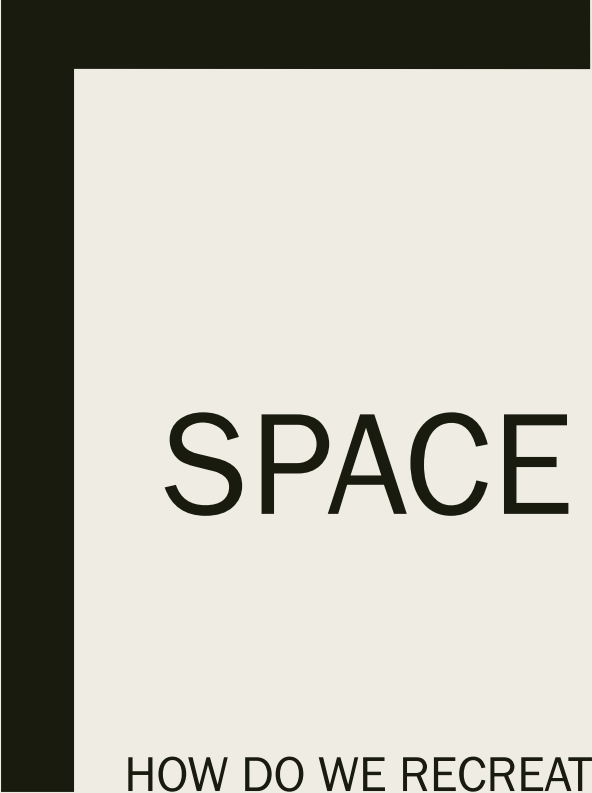
Care
Approaches



Expanded
Learning
Horizons

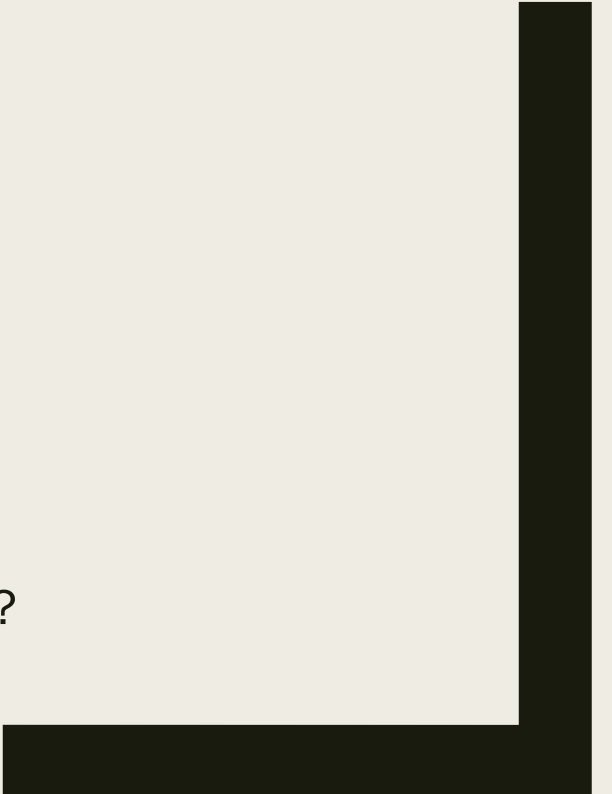


RECLAIMING UNIVERSITIES AS PLACES OF LEARNING
(‘PEDAGOGY OF PLACE’, GRUENEWALD, 2008; LOVLIE, 2017)



SPACE

HOW DO WE RECREATE OUR LEARNING ENVIRONMENTS?



CETLs and the ghosts of teaching excellence past

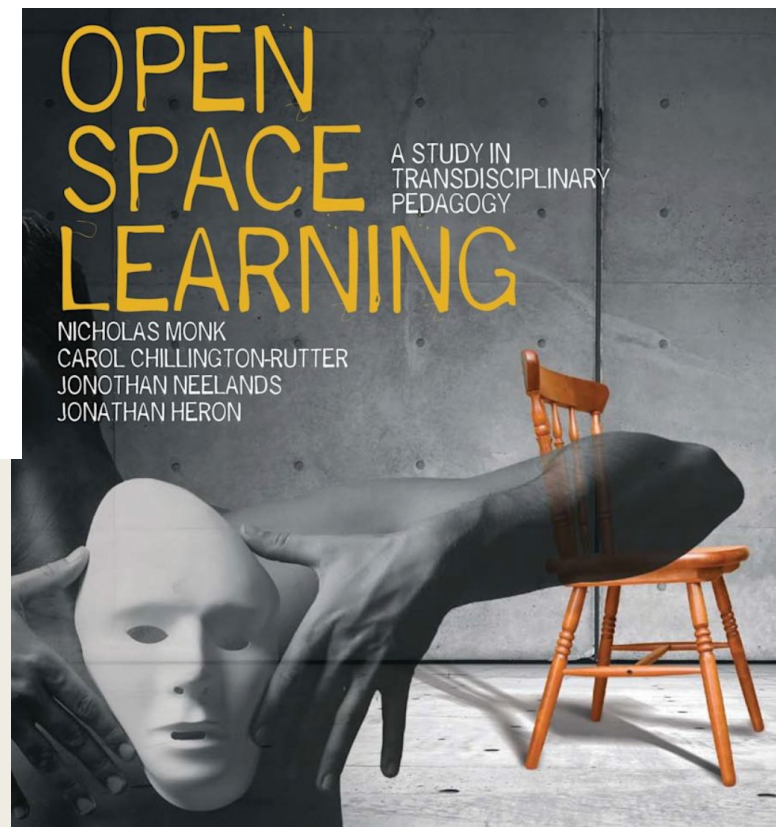
Taking the long view of government-led teaching excellence initiatives, David Kernohan returns to the Centres for Excellence in Learning and Teaching (CETLs), and draws lessons for the sector and the government today.

This article is more than **9 years old**

ANALYSIS | 13/11/15

SPACE

HOW DO WE RECREATE THE SPACES IN WHICH WE OPERATE?
(‘OPEN-SPACE LEARNING’, MONK, 2011; WONKE, 13.11.15)





TIME

HOW DO WE KNOW WHEN WE NEED TO INNOVATE?

Interpassive students in interactive classrooms

Alan Bradshaw and Mikael Andehn

A lecturer will ask the audience ‘and can anybody tell me what this is?’ And she or he is met by an everlasting silence, with people refusing to look her in the eye ... Now the thing is, I’m a very confident person ... I’m very outgoing. I usually volunteer to do presentations but even I felt too awkward to even speak. The atmosphere was toxic silence, which turned into pain when the lecturer would probe the audience ... ‘anyone?’ I distinctly remember one lecture where the ‘anyone?’ continued for around two minutes in desperation for the audience to provide her with any confidence and truthfully, it was the most painful two minutes of my life. Half of the audience were already on their phones because they had already given up or were just bored mindless. The other half don’t want to speak.¹

realities of Gen Z brains or their consumerism, we seek an alternative interpretation of this mass phenomenon of disengagement. To do so we return to critiques of 1990s ideology that embraced the *a priori* virtue of interactivity, and mine concepts of ‘interpassivity’ and ‘flat affect’ for their strategic potential. Given widespread acknowledgement that universities are today captured by neoliberalism, we refuse to accept that student disengagement is the problem. Just maybe, we suggest, it is the antidote.

1990s ideology

Indicative of 1990s web boosterism was David Bowie’s

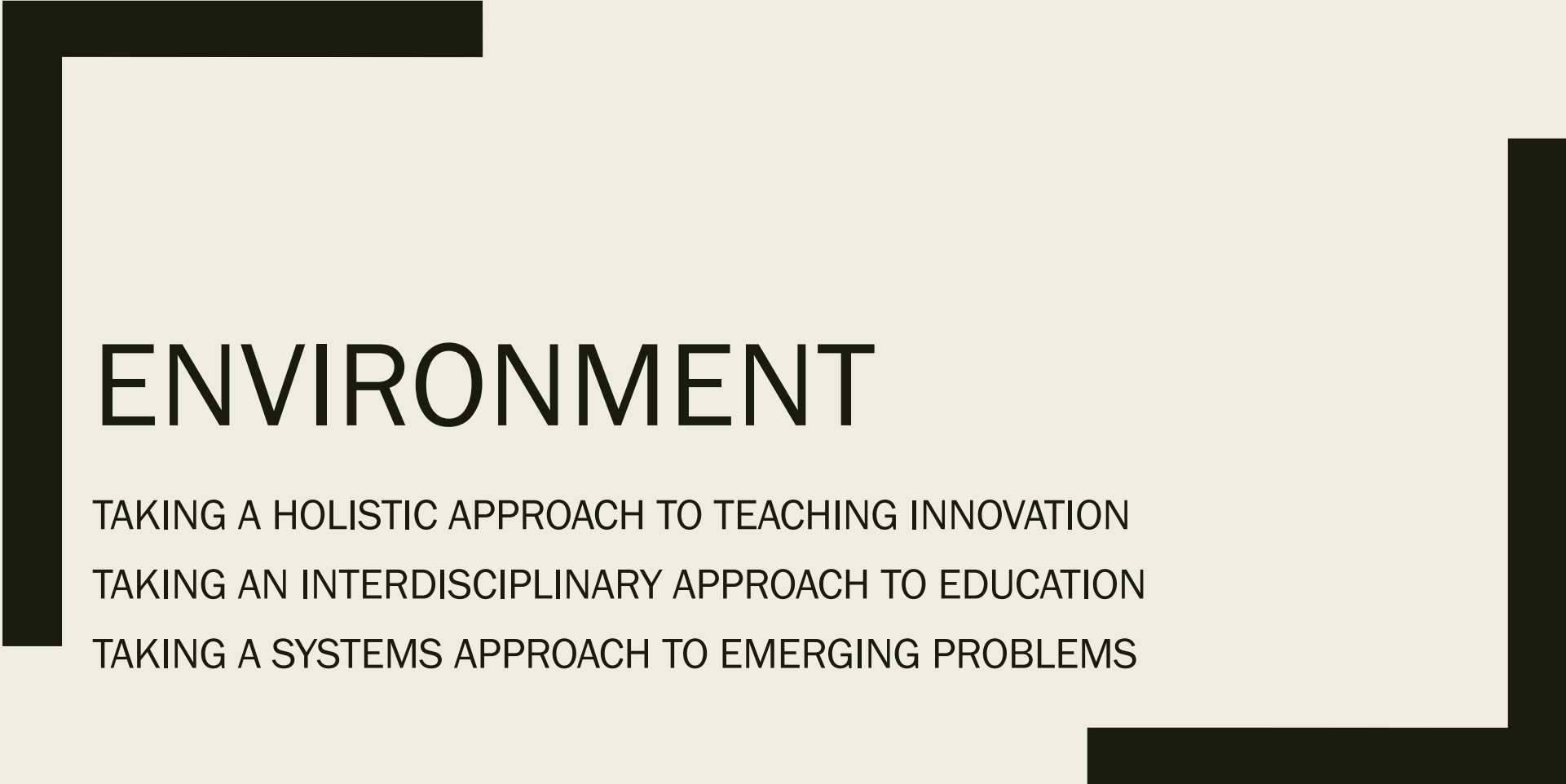
HOW DO WE MAKE BETTER USE OF STUDENTS’ TIME?
(BRADSHAW & ANDEHN, 2023; MOORE et al, 2024)

“AdvanceHE

+ Teaching Excellence Framework 2023: Patterns of excellence

June 2024

Joanne Moore, Helen May, Geoff Stoakes



ENVIRONMENT

TAKING A HOLISTIC APPROACH TO TEACHING INNOVATION

TAKING AN INTERDISCIPLINARY APPROACH TO EDUCATION

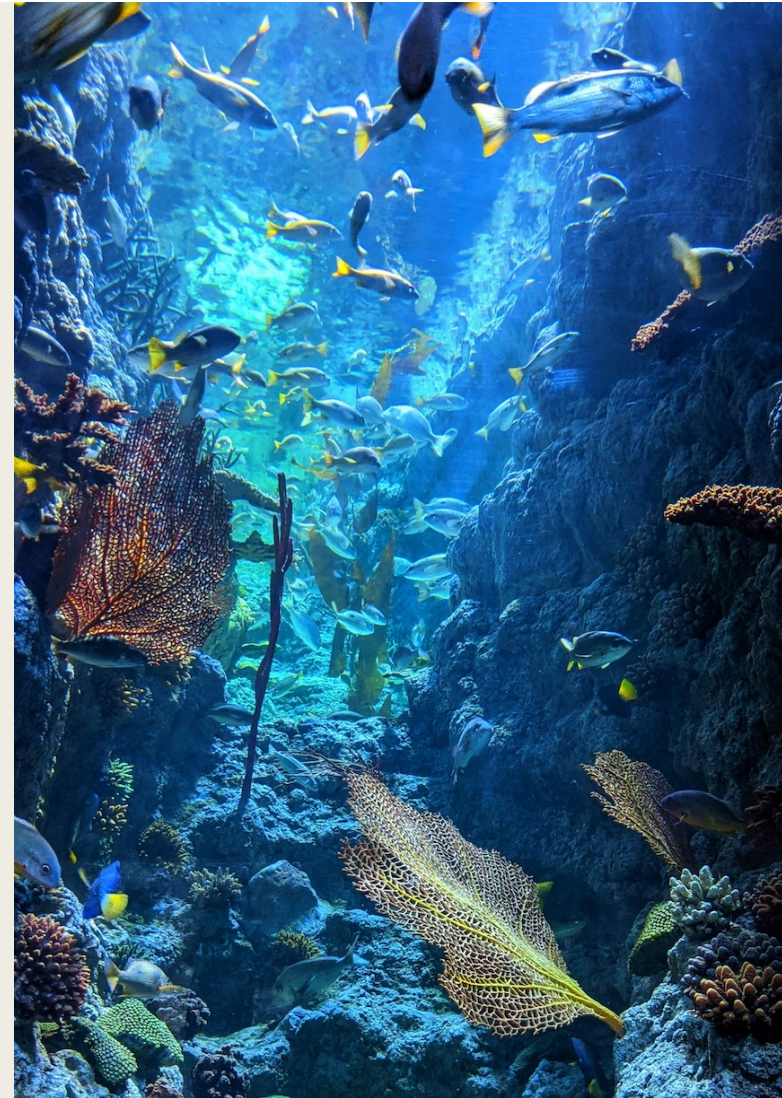
TAKING A SYSTEMS APPROACH TO EMERGING PROBLEMS

ENVIRONMENT

CAN YOU VISUALISE YOUR T&L ENVIRONMENT?

WHAT OTHER SYSTEMS CONTRIBUTE TO THIS?

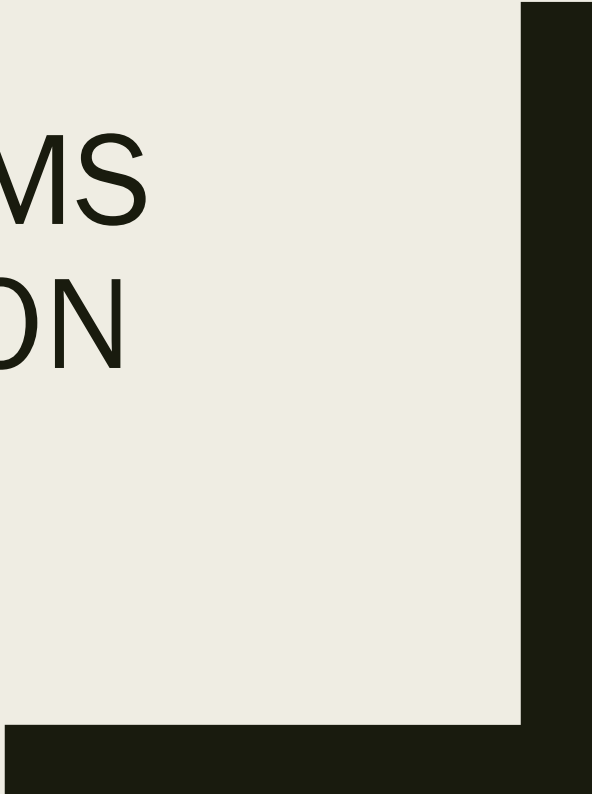
DRAW YOUR T&L ENVIRONMENT AS AN ECO-SYSTEM





EMERGING PROBLEMS IN HIGHER EDUCATION

ADAPT A SYSTEMS MODEL
([CSIKSZENTMIHALYI, 2014](#))



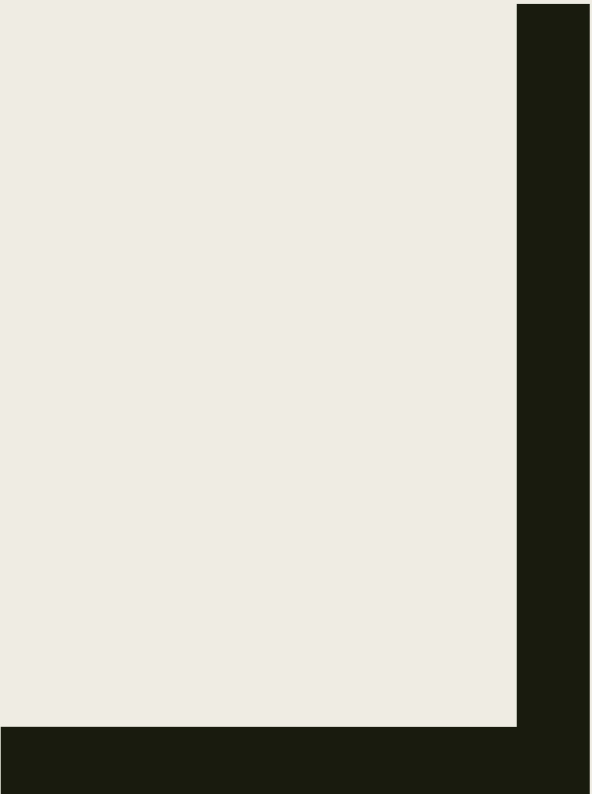
MAYDAY?

SOS (■■■■■■■■■■)





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THANK YOU

Jonathan.Heron@warwick.ac.uk

