

***A confluence of two rivers: A reflection on the meeting point
between community development and higher education teaching
and learning***

PhD by publication, with accompanying narrative

A thesis submitted to The University of Gloucestershire in accordance with the requirements of the degree of Doctor of Philosophy in the School of Education and Humanities



Picture 1 [\[Where the Blue and White Nile meet\]](#)

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Table of Contents

List of figures	Page	iii
Acknowledgements		iv
Abstract		v
Chapter 1 Introduction		1
Chapter 2 My positionality and context		5
Chapter 3 Methodology: approaches and limitations		12
Chapter 4 Literature Review		22
Chapter 6 How my selected publications inform the ‘golden thread’ of this PhD		28
Chapter 5 Selected publications		29
Chapter 7 A reflection on, and commonality across, job roles		50
Chapter 8 Theoretical links across community development and higher education teaching and learning		54
Chapter 9 Drawing together the threads		64
Chapter 10 The coherence, originality and impacts of this PhD by Publication		82
Bibliography		89
Appendix 1: Ten supporting practice articles, books and consultancy reports –		106
Appendix 2: My PhD matched against the British Library list of unpublished theses		107
Appendix 3: Forty-three characteristics shared by higher education teaching and community development		108
Appendix 4: Co-author permissions to use published articles for this doctorate		114
Appendix 5: University of Gloucestershire Ethical Approval		119

Important note: Hyperlinks in the text connect to publications and activities undertaken by the author

List of figures	Page
Picture 1 [Where the Blue and White Nile meet].....	i
Figure 1: Overlapping roles of stakeholders and indicative public engagement typologies (Lynch et al, 2013: 6)	37
Figure 2: The 43 shared CD-lecturer characteristics were clustered under 5 broad headings:	50
Figure 3 The shared nature of 43 facets of community development and higher education teaching and learning are expressed here in diagrammatic form as a potentially virtuous circuit:.....	52
Figure 4: Eight rungs on a Ladder of Citizen Participation (Arnstein’s Ladder)	56
Figure 5: Maslow's hierarchy of needs (McLeod, 2020)	57
Figure 6: Vygotsky’s Zone of Proximal Development (ZPD) (McLeod, 2014)	58
Figure 7: Kolb’s Experiential Learning Cycle (Kolb and Kolb, 2013: 8).....	60
Figure 8: Hope by Paul Hobbs	66
Figure 9: Bridging from present to future capability and knowledge (Derounian, 2020 after Vygotsky, 1978)	73
Figure 10: James Derounian: Passport photographs indicating change over time	81

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do good: as we have time, and opportunity, to do good in every possible kind, and in every possible degree to all (John Wesley, 1799: 486)

Life can only be understood backwards; but must be lived forwards (Soren Kierkegaard, 1843)

I do not know what I may appear to the world, but to myself I seem to have been only like a boy playing on the seashore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me (Isaac Newton, 1643-1727)

Abstract

Community development (CD) and higher education (HE) teaching and learning have climbed the political agenda in the United Kingdom, in light of the 2020 Covid-19 pandemic and consequent lock-downs; and also because of constrained public finances and austerity measures. In response to such challenges this PhD has a central aim to explore and determine the nature and degree of connectedness between higher education teaching and learning, and community development theory and practice.

In this retrospective, auto-ethnographic account, the author has explored a 40-year career spanning both community development and HE teaching. In doing so the researcher is acutely conscious of Bourdieu's notion of habitus (1990): that an individual's dispositions generate practices which emerge in their everyday actions. The thesis is also built around reviewing nine peer-reviewed publications, that investigated aspects of both CD and HE teaching. Furthermore, I present forty-three characteristics shared by higher education teaching and CD as an appendix; these resulted from a key-word search of the 2015 National Occupational Standards for Community Development (2015) and UK national lecturer job specification. The author shows the connection between these features and his own publications.

Given the retrospective nature of this research, the prevailing political context is provided and discussed for the year's in which the selected works were published. A critical view is given of both the methodology, and also of the positive and negative aspects of community development and higher education teaching. The findings and conclusions are presented under three headings: First, Coherence of this PhD by published work. As one example, the researcher's community development activity and higher education pedagogy, and publications, represent a continuous thread from 1979 to 2020. Second, the author highlights the originality of this doctoral thesis. As an illustration, he brings together Vygotsky's Zone of Proximal Development ZPD and Snyder's (2000) Hope Theory. Snyder argues that hope provides fuel for progression. Hopeful thinking can generate pathways towards a desired goal; thereby enabling a person or community to bridge across Vygotsky's ZPD from what is known to new knowledge and capabilities. Third, the author presents the local, national, international and sector-wide impacts of his work.

Chapter 1 Introduction

Do community development CD and higher education teaching and learning HE T&L overlap in intent and implementation? Can this be seen – rather like the meeting of the Blue and White Niles – as a confluence of rivers? In this reflective doctorate, drawing on a carefully selected sample of nine of my academic publications, I want to test the notion that higher education teaching and learning and community development can be and are intertwined and may and do amplify the impact of the other. Beresford and Croft (1993: 51), for example, argued that for people ‘to have an effective say within their communities they must have the personal resources and skills to do so.’ Gaining such capabilities can come through higher education learning. Margaret Ledwith (2005) points to a very clear meeting point in that those working with communities can be considered critical educators. This thesis transcends national and discipline boundaries and the central premise – that community development and higher education teaching can be mutually reinforcing – I argue is original and of global significance. Worldwide relevance is also based on the fact that CD and HE T&L are practised in developing and developed countries; across sectors and political systems.

In addition, this emphasis fits with my own former university's strategic goals 2017-22:

- ✚ students should gain the skills, knowledge, insight and confidence to transform their own lives for the better p7
- ✚ the university creates opportunity, innovation and mutual benefit for the communities we serve p11
- ✚ the institution develops strong subject communities as the focus of academic engagement for staff and students p27

(University of Gloucestershire, 2017)

Definitions of the two terms (CD and HE T&L) hint at their intimacy: ‘The key purpose of community development work is collectively to bring about social change and justice by working with communities’ (National Occupational Standards for Community Development

Work, PAULO, 2003). The updated 2015 National Occupational Standards, NOS, similarly emphasise people working together to improve ‘the quality of their own lives, the communities in which they live, and societies of which they are a part’ (2015: 1). National Occupational Standards are what a sector agrees that someone working in that field should be able to do. Over twenty-five years ago, UK practitioners Francis and Henderson (1992: 2) stated:

community development is about getting things done...but it is also about the creative development of people – people working together to support each other, involving and giving power and responsibility to disadvantaged people, growing in confidence and competence through active participation, confronting inequalities in society.

Meanwhile the UK Government commented in 2016 that teaching ‘excellence matters – not only for students and taxpayers, but also for social mobility – helping to address inequality by allowing students to fulfil their aspirations and progress onto their chosen careers.’ David Bourn et al (2006) extended this theme: a university education should prepare students to be active global citizens. Both therefore represent active social processes intended to generate positive change and overcome disadvantage; although it could be argued that a difference may arise from the collective approach of community development; as opposed to – perhaps – the more individual, student-centred emphasis of HE teaching (Pitchford, 2018). In the UK, the stress laid on throughput and economic viability of universities – substantially based on tuition fee income – does unify the collective onus of CD and HE in 2019-20. In a blog for the British Educational Research Association BERA (Derounian, 2015) I quoted from Universities UK research: that ‘tuition fees and related monies account ‘for 35% of university income, whilst research generated just 16%’. The Russell Group of research-intensive universities paper (2010) *Staying on top* reinforced this message: for 2007-08 20% of their members’ incomes came predominantly from tuition fees.

My own lived experience and publications offer a unique opportunity to analyse community development and HE teaching and learning, and thereby potentially to unearth possibilities in terms of theoretical understandings and practical applications to the advantage of one or both fields. In these selected works I have quoted Martin Luther King Jnr., who said this 'hour in history needs a dedicated circle of transformed nonconformists...The saving of our world from pending doom will come...through the creative maladjustment of a non-conforming minority.' [1954 cited in his book dated 1963]. Much of my life and work has been spent trying to enable groups and individuals to find their own way.

Grinberg (1994) – in support of pursuing the path 'less traveled' (as Robert Frost names it in his poem 'The Road Not Taken', 1991) advocates risk-taking, letting our imaginations go, and prioritising what we want from ourselves. This advice surely applies to students, in that we as academics want them to try things out, be creative, take calculated risks, and think critically for themselves. Likewise, with community development, there is the possibility of failure in taking action, but also the potential reward of working out and enacting what the citizen wants from and for ourselves and the communities we inhabit.

In terms of coherence my community development activity and higher education pedagogy, and publications around these spheres, represent a continuous thread from the late 1970s to the present. Furthermore, in terms of originality, my long-term interest and study of the nexus of these two fields enables me to generate a retrospective review in the form of this PhD narrative.

The overall aim for the research, therefore, is to explore and determine the nature and degree of connectedness between higher education teaching and learning, and community development theory and practice.

The three objectives to deliver the aim are

1. To critically reflect on a selection of nine of my own recent published works that challenge accepted practice, and advocate purposeful alternatives
2. To critically assess academic and practice materials at the intersection between higher education pedagogy and community development
3. To arrive at soundly evidenced conclusions and recommendations for community development and HE teaching and learning and their nexus and for future research linked to their connection and effectiveness

The key, relevant questions that I have addressed over many years are

To what extent can individuals, as citizens and/ or students, contribute to and influence their own and others' decision making?

- ✚ Does personal and collective empowerment produce practical benefits for the individual and community?
- ✚ How does higher education teaching and learning fit with community development, and vice versa?
- ✚ What are the pros and cons associated with community development practice and higher education teaching and learning?

Chapter 2 My positionality and context

I am conscious that I need to acknowledge and regularly reflect upon my own positionality as I undertake this doctorate. In terms of beliefs I count myself a liberal and pluralist. I believe that I am temperamentally and professionally predisposed to encourage articulation – personally and by others – of views and beliefs based on evidence. My work as a community development practitioner (1979-), detailed below, has been predicated on reflecting community concerns, opportunities and aspirations, rather than foisting my own upon them. This aligns with Bourdieu's notion of habitus (1990); that is dispositions generating practices and perceptions, which then emerge every day, acting as a compass for each person. Such reflective practice is highlighted in the NOS for community development and therefore demonstrates my long-term use of reflection, that now comes to the fore in interpreting and explaining via this doctoral narrative.

Brought up in inner-city Haringey, London, I undertook a gap year between school and university, working with intellectually disabled adults as a Community Service Volunteer. This was a rite of passage which exposed me to the hardships that individuals face and the importance of clarity in terms of communication; for example, being able to connect with bipolar adults unable to maintain eye contact. I went on to complete a BSc (Hons) in Rural Environment Studies from Wye College, London University, during the late 1970s – an era of fear around nuclear and environmental catastrophe (prefiguring 21st century concerns for climate change).

Post-graduation I embarked on a career as a Community Development Worker – with what is now the National Council for Voluntary Organisations (a large UK charity), undertaking action research into rural community issues such as voluntary action in the countryside. I then moved to Devon, employed by the third sector Community Council of Devon (1980-85), helping villages and small towns to start-up, defend, or replace services such as post offices and schools. Part of the role involved coordinating delivery of 'Planning and Parish Councils' educational courses, to enable local councillors to become more confident in contributing

effectively to planning decisions affecting their constituents. This was an early example of my facilitation role. And it could be seen, in Jenny Moon's terms (2009), as empowering local representatives to be more assertive in articulating the interests of residents. Work with the local council sector is demonstrated through my selected publications, detailed in chapter 6, (1, 3, 4 and 7; as well as in supporting publications).

My next move was to become England (and Northumberland's) first Rural Development Programme Officer, 1985-93. I was again a lone-ranger enabling community-based regeneration of towns and villages. The post was funded and steered by a partnership of central and local authorities, plus voluntary organisations. The role extended my reach from project development, delivery and evaluation, to assembling, implementing and lobbying around local, national and international policies for rural development. It also initiated me into joint-working and the realities of seeking to serve a number of disparate stakeholders.

In 1991 I embarked on a part-time MPhil as an extension of guest lectures I gave at Newcastle University, based on my experience and expertise in rural development and planning. My postgraduate research was submitted as a 'Review of English Rural Development Programmes: Highlighting the Northumberland Rural Development Programme' (Derounian, 1990). This reflection on practice represented an early assessment of my working life prior to becoming a higher education lecturer. In contrast this current retrospective encompasses my career in both CD and HE. The Master's research was published as a joint academic journal article (Derounian and Moseley, 1994).

On completion of my MPhil (1991), an opening at the University of Newcastle-upon-Tyne became available, and I was employed as a part-time lecturer in Town and Country Planning for one year; this ran alongside my rural development work. To me this is an example of the importance of happenstance and strategic opportunism. [Please note that my understanding of this term is not the same as the generally used expression from business management: Isenberg (1987 online), which refers to strategic opportunism as the 'ability to remain focused on long-term objectives while staying flexible enough to solve day-to-day

problems and recognize new opportunities’.] My use is more akin to directed networking, looking for opportunities, and putting myself in the way of these; through, for example, attending specialist conferences and accepting invitations to present at events; these actions multiplied the likelihood of further professional possibilities. It also taught me never to burn my bridges by jeopardising relationships. This fits squarely with the roles of teaching academic and community development worker: to foster constructive links, enable and encourage others to find their way, harness resources, and take a longer view, on the basis that a connection may not be immediately useful but may become so over time. My supporting publication j captures under one cover my thinking in the early 1990s. In the *Preface* I reflected that experience ‘to date has reinforced my belief that the future of the English countryside lies in effectively harnessing the energy of local people, so that they can direct and influence their own destinies’ (Derounian, 1993: xii). This quotation encapsulates what has become a career-long enthusiasm for others to speak and act for themselves, in an informed way.

This also connects to community development as a gradual, time-consuming process, and to lifelong learning as a similar undertaking. Many of my part-time distance learning, undergraduates, for example, took six years to complete an honours degree. My use of Asset Based Community Development (ABCD) further links to student-centred learning and recognition of the skills and knowledge that they can bring to contact sessions and their peers’ studies (Pitchford, 2018). Similarly, communities typically have inherent social capital to draw upon, in the form of a resident solicitor to deal with legal issues for community projects, or perhaps a local builder with specialist equipment to offer at cost, to enable self-help projects. This also connects with the Preston (City Council) Model, whereby a partnership of agencies – including the University of Central Lancashire and Cardinal Newman College – cooperate as anchor organisations to foster community wealth building: the ‘opportunity for local people to take back control, to ensure that the benefits of local growth are invested in their local areas...and that people and their local institutions can work together on an agenda of shared benefit’ (Preston City Council online).

Whilst at Newcastle University I gained professional membership of the Royal Town Planning Institute (RTPI) on the basis of my practical as well as academic credentials linked

to community engagement. It was part-way through my time in the northeast of England that I underwent an epiphany, and I still think of it in those terms. This description ties in with Wisker et al (2009: 20) who comment that doctoral students such as myself embark on a learning journey during which there may be a learning leap or 'a lightbulb moment'. Having operated as a solo project officer, I came to realise that HE teaching represented an opportunity to reach, influence and encourage many more people than was possible via intensive community-based activity with individual activists and small project groups. Such 'bottom-up' work is commented on by American academic Ken Bain, who noted that conventional teaching 'is something that instructors do to students' (2004: 48); in saying this he mirrors the 'top down' approach to development, whereby an authority determines what is good for citizens. Instead, Bain advocates bottom-up, grassroots, (student-centred) learning. I discussed and advocated this emphasis on bottom-up teaching and community development in my 2018 journal article ['Why Do People Become Academics?' \(selected publication 3\)](#). This article is described more fully on page 51 of this narrative.

Once again, serendipity and strategic opportunism presented themselves in the form of a course leader post at the forerunner to the University of Gloucestershire (Cheltenham and Gloucester College of Higher Education). From 1993 to 2020 I have undertaken roles around undergraduate course management, first degree and postgraduate teaching, action research and consultancy focusing on community engagement, rural social issues and – since the 2000s – increasing stress on pedagogy and research into university teaching and learning. This changed emphasis is reflected in the nine selected, plus supporting publications, informing the PhD.

Along the way, I have practiced and intermingled community development and higher education teaching, learning, research and consultancy. For example I contributed to the [only HE course tailored for parish sector staff and councillors \(originally named as the Local Policy Certificate, Diploma and Honours awards\)](#), which is enshrined in UK Government legislation (2012). In total I estimate that from 1993 to 2020 (27 years) I have conservatively contributed to the development of some 1,000+ graduates. This has been through blended-

learning: a combination of residential schools, telephone and online tutorials, Skype, Virtual Learning Environments (Moodle and Blackboard), e-mail and 'local' tutorials delivered in regionally-based community centres. This experience came to the fore during 2020 when lecturers were required to home-work during a time of pandemic and deliver sessions online. The experience of teaching around community issues to distant students is discussed in selected publication 9 (Skinner and Derounian, 2008) that investigated building online communities to aid learning. My reach in terms of influence has been furthered through a series of eight External Examining and validation roles for undergraduate and postgraduate degrees across England, Scotland and Ireland. Additionally, I have acted as joint Communications Officer for the UK-wide Association of National Teaching Fellows.

There is a permeable interface between my personal and public lives: For example, I have been a Secondary School Governor in my Gloucestershire hometown, responsible for *Citizenship*. This picks up on Carol Hanisch's (1970) seminal work asserting that personal decisions are political actions. In addition, I took on a central role in community-based research looking at the need for affordable homes in Winchcombe town, and in producing a 2017 community-generated Neighbourhood Plan for this settlement of 5,000 people (Winchcombe Town Council, 2017). The plan passed into law to influence decisions on planning applications and was supported at referendum by 87% of voters; on a turnout of 23% (Tewkesbury Borough Council, 2016). While this result illustrates a high-level of support, the fact that 23% turned out mirrors a characteristic of university teaching, which I captured in 2019 research: 'Why do undergraduates skip classes?' namely that absenteeism is widespread, and a global concern. Similarly, citizens choose whether or not to contribute to community activities. My research with undergraduate co-researchers showed clearly that student absence from contact sessions occurs in Africa, Australia, Europe, Pacifica and the Americas, and in courses as diverse as medicine, business management and physics. A quite different connection relates to me as the son of a German Jewess and an Armenian, both of whom as migrants settled in post-WWII London. Professionally I was selected and took an active part in an EU-funded Europe for Citizens Programme (2016). This venture brought together representatives of Jewish, Roma and Armenian heritage, in a project entitled A Europe of Diasporas. The aim was to explore the idea that migrant communities

can be a boon for a receiving nation. In support of this I co-drafted the published [Charter For A Europe of Diasporas](#) (ABGU et al, 2016) and presented this in the European Parliament. Additionally I combined module teaching on Crimes Against Humanity with research, and [presented and published a paper delivered in Ankara](#) (Hrant Dink Foundation, 2016). (Please click on the word 'Ankara' in the last sentence, and scroll to fourteen minutes on the video). The central point of my paper was to show how small-scale community interactions across a closed border between warring nations (Armenia and Azerbaijan) can complement high level diplomacy towards peace and reconciliation.

My various spare-time ventures have fed back into student teaching and learning in the form of internships, graduate links, project visits, case studies, dissertation topics and assignment tasks. Another example would be work on the role of churches in delivering affordable homes using their land and buildings. The genesis of this was as an undergraduate independent study that I provided the brief for, which blossomed into a fully-funded national initiative – Faith in Affordable Housing FiAH – featuring in published UK Government reports on rural housing, such as [Lord Taylor's report](#) (2008: 110-111). The student and I became volunteer Board members, and – on graduation – she was employed as the FiAH Project Officer. The initiative operated under the wing of *Housing Justice*, and its work continues, with Welsh Government funding. It has produced at least 100+ affordable homes that would not otherwise have been built. I continue to pursue the exhortation of philosopher of science JD Bernal for the individual to be citizen first. Bernal meant by this that whatever our job or student status, we are primarily citizens, capable of contributing to community wellbeing.

A further example of seamless personal-public community and academic development came in the form of the [Big Green Gap Year BiGGY](#) (Derounian, 2011) that I invented and saw piloted at the University of Gloucestershire with NUS funding. The BiGGY was – and remains – a simple idea: to enable school leavers to complete a purposeful Gap Year prior to university. In the BiGGY pilot phase (2015) ten school-leavers were paid a living wage by a

host agency, to undertake a practical project of value to the employer in exchange for specialist knowledge, life and study skills such as team working and problem-solving.

BiGGY participants helped a constituency Green Party to assemble campaign material; assessed 'social prescribing' for a GP; and prepared a management plan for a protected wildlife site. BiGGY also feeds into the national debate about how to engage young adults in policy-making. This issue became more acute in light of the UK 2016 referendum on EU membership and Brexit aftermath; social media use and abuse, and the rise of 'fake news'. This facilitative and curatorial role feeds directly into higher education teaching and learning, and into community participation for both individuals and community groups. I emphasised this in my 2018 book chapter the 'Thrill of the Unexpected' in which I argued for 'positive disruption to spark teaching and learning' (Derounian, 2016: 173). Such dislocation harks back to Freire (1972: 11) who urged teachers to foster in students 'the power of thought to negate accepted limits and open the way to a new future'. Moreover, both community development and HE learning are – crucially – voluntary undertakings; both depend to a considerable extent on a willingness to Do-It-Yourself (Tolstoy, 1972).

Chapter 3 Methodology: approaches and limitations

This PhD by published work represents research through reflective retrospective auto-ethnography. Bryman (2012) explains that ethnography or participant observation occurs when an individual steep himself over time in a group or environment and in the process gains understanding through listening, absorbing information and asking questions. He goes on to say that ‘the term ‘ethnography’ has an additional meaning in that it frequently simultaneously refers to both the method of research....and the written product of that research’ (Bryman, 2012: 432). I would argue that the above characteristics describe exactly my research for this doctorate: In that I am reflecting on a career and personal immersion in community development and higher education teaching, over a forty-year period. My retrospective reflections have been aided by setting down, and referring to, a research diary. Furthermore, the process and product are key features of HE teaching and community development. This point is borne out by Ellis, Adams and Bochner (2011 online) who comment that auto-ethnography ‘seeks to describe and systematically analyze personal experience in order to understand cultural experience. A researcher uses tenets of autobiography and ethnography to do and write autoethnography. Thus, as a method, autoethnography is both process and product.’

I have also engaged in participant observation – that is involvement in the social life of those studied – for example, in relation my article ‘The good, the bad and the ugly of neighbourhood plans’ (2016), I was able to draw on direct experience of working with other residents of my hometown to prepare a neighbourhood plan (NP). My involvement in public and group meetings, community consultations and advice to other groups undertaking NPs enriched and brought to life the material I subsequently wrote about. It is difficult to pigeon-hole my participant observation as overt or covert (Bryman, 2008). I did not hide my observations, but they naturally occurred as part of meetings that I contributed to. At the time I participated in this community project I had not conceived of the idea of undertaking doctoral research.

My overall approach to researching and publishing around HE teaching and learning and community development has been, and continues to be, fundamentally qualitative in seeking to understand human experience and behaviour, and in searching for meanings. Community development and teaching students span both individual and collective human experiences which – as I reflect on in my published works and PhD commentary – are affected by behaviours, whether of students or community activists and professionals. The search for understandings is a further shared characteristic in order to teach effectively or to enable communities to act for themselves. Bryman (2012) emphasises that qualitative research is about words, as opposed to quantitative number-driven approaches. Qualitative investigation has therefore enabled me to interrogate contested meanings, views, opinions and actions that are key to higher education teaching and learning and community development.

My investigations also tend towards participation; that is giving voice to those immediately affected. One example of this would be asking undergraduates about their experience of completing an internship and whether they perceived any link to resilience (2018, 'A higher degree of resilience: Revealing the benefits of university internship placements using psychometric testing'). In similar vein I have captured students' views about 'Inspirational teaching in higher education' (2017). This emphasis on enabling others to speak for themselves is strongly articulated in the CD National Occupational Standards (2015:3) as: facilitating 'the power of the collective voice to plan and take collective action'.

I have also adopted a pragmatic approach to pedagogic research by effectively killing two birds with one stone. That is using interaction with students and staff at my own university and elsewhere as a basis for understanding views about issues directly affecting them. For example, assessing participants' responses to engagement with virtual learning environments (Skinner and Derounian, 2008).

Similarly, (2011) I investigated the 'Importance of Staff-Student Relationships to Undergraduate Dissertation Preparation', via undergraduate and lecturer semi-structured

interviews. Or (2013) 'Developing and enhancing undergraduate final-year projects and dissertations', by analysing case studies provided by academic staff worldwide who reflected on their initiatives. And to evaluate the pros and cons of 'Mobiles in class?' (2017), I gained inputs from undergraduates at the University of Gloucestershire as well as drawing on the direct knowledge of students via a project focus group. Healey et al (2016: 1) asserted that engaging 'students as partners is a powerful idea, the implementation of which has the potential to transform HE.' Bols, from the National Union of Students, and Freeman (2011) agree; and strongly support student involvement in higher education through harnessing the capabilities that students can contribute to the curriculum.

Most recently I have collaborated with two undergraduate co-researchers to study why students skip classes (journal article in draft form, 2020). Student involvement was on the basis that peer-to-peer contact could overcome social desirability bias, whereby undergraduate respondents might otherwise answer sensitive questions about presence or absence from class in a way they believed acceptable to staff. Likewise, in exploring 'Why Do People Become Academics? A personal, reflective, account linking higher education and community development' (2018) I secured the participation of colleagues within my academic school. A number of these publications were exploratory studies generating illustrative findings. This again reflects a pragmatic approach enabling timely capture of data. A function of this way of working is that it opens the way for myself and others to extend and test findings; or to act as collaborators with me in successor investigations. So I was pleased to read that staff at Leeds Beckett University (Smith et al, 2017) referred to my 2017 article on inspirational teaching in higher education and have committed to researching a response.

As a researcher I am willing to step outside my immediate discipline of community engagement in order to publish alongside diverse colleagues – as examples, from economic geography (Healey), biology (Goodenough), psychology (Biggs) and sports development (Pitchford). A reason for this is partly to engender creative partnerships with diverse fields of study, on the basis that such cross-disciplinarity generates new or previously hidden

insights and ways of addressing issues and opportunities. It also enables me to gain insight from specialists outside my subject area, who may work and perceive the world differently. This PhD – reflecting on connections between community development and higher education teaching and learning – is itself an example of boundary-spanning to cover new ground. And, as such, it exemplifies the uniqueness, coherence and sufficiency of my contributions to scholarship in the field, over a prolonged period. One indicator of uniqueness is that in interrogating the British Library listing of 500,000 unpublished UK PhD theses, only three appeared to touch on my title and focus: First, ‘Embedding a civic engagement dimension within the higher education curriculum: a study of policy, process and practice in Ireland’ (Boland, 2008) for the University of Edinburgh. Boland concluded that although their study ‘does not directly examine the experience of students and community partners their role within the process, as perceived by academic staff and others, is problematised’ (Boland, 2008). This points to a deficit model – what is missing – in relation to the topic; whereas I have already highlighted my own asset-based approach to community development and teaching and learning in HE. Boland’s research related to Ireland, whereas mine has been primarily focused on England; and their thesis is now twelve years old.

The second thesis that appeared to touch on my exploration is ‘Professional learning in the workplace: a case study in higher education’ (Anderson, 2009) from Lancaster University. Anderson’s ‘thesis uses a case study approach to explore the learning of a newly-formed community of practice in the complex environment of higher education’ (Anderson, 2009: 3). You will see later in my commentary that I critique Wenger’s notion of Communities of Practice (CoPs) specifically in relation to community development and higher education teaching and learning. Anderson (ibid) acknowledges her insider position in relation to the CoP focus; in the same way that I foreground my insider-outsider link to the themes of this PhD. A key difference is that whilst Anderson looked at the ‘learning of a new community of practice in one higher education institution (‘Riverside University...a post-1992 institution with just over 19,000 students’, ibid: 16), I reflect on CD broadly, and across the HE sector in relation to teaching and learning. My study, furthermore, reflects on a 40-year period, and is published more than a decade after Anderson’s thesis.

A final PhD – like Anderson’s doctorate – again focuses on one aspect of my own coverage: ‘Empathy and sympathy in applied theatre: a qualitative study’ (Dainty, 2018, University of Leicester). I found Dainty’s conclusion, that there ‘appeared to be synergy between the work undertaken in applied theatre settings and in social work. The interdisciplinary nature of this research contributes to new professional knowledge and practice’, prefigures my own cross-disciplinary doctoral research bridging community development and higher education teaching and learning; in order to contribute to new professional knowledge and practice (ibid: ii). It should also be noted that none of the three researchers, Boland, Anderson and Dainty undertook a PhD by publication. So there is a key methodological difference between their work and mine.

In terms of frameworks and theories to aid understanding of my involvement in HE and CD, I have found Bakhtin’s (1981) ideas illuminating: namely that language is not one’s own since it is at least partly comprised of the words and intentions of others. It only becomes ours when we adapt it for our own purposes. In relation to myself I therefore acknowledge the importance of where I have come from, my history, and the exchange of ideas and actions between myself, students and community activists, as informing me and those I interact with, in a constant iteration. Allied to this is habitus (Bourdieu, 1990) – dispositions generating practices and perceptions (1993). I was certainly conscious of community in my upbringing, in particular of being part of an Armenian diaspora that, in my case, was London-based. This was apparent in the stream of Armenian patients and speakers visiting my GP father and my participation in events such as the ‘washing of the feet’, in the Armenian Orthodox Church, recalling Christ’s washing of his disciples’ feet during the Last Supper.

There are two other personal experiences and characteristics that I believe strongly inform my behaviour as citizen and professional. The first was the sudden death of my mother through medical negligence, when I was fourteen years old. I think this blow has attuned me to others’ suffering and has enabled me to empathise with those in distress. I can trace this through my Gap Year social work as a Community Service Volunteer in London helping

adults and children to manage a physical or mental illness or disability. This then led to my second, and most personal, experience that has affected me since around the time of my mother's death; that is periodic bouts of depression and anxiety. I wrote about this as an anonymous academic for the [Guardian newspaper](#) (Anon/Derounian, 2012) in which I commented 'on a regular basis, the trap door opens and I fall through it in to a nightmare world. It seems to be stress and a feeling that everything is spiralling out of control that triggers my depression.' Once again, I feel my direct – painful – experiences help me come alongside, understand and seek to help both students, staff and others who suffer. Parental loss and anxiety also link to my discussion about resilience, written about in relation to the value of student internships (Goodenough et al, 2017); the importance of staff-student relationships to good dissertation outcomes (Derounian, 2011); and online peer support to enable student study (Skinner and Derounian, 2008). I have, furthermore, become aware of the way in which personal tragedy can be used for public good and have written about this repeatedly. As an example, I have referred to Martin Luther King Jnr., whose assassination contributed to the cause of equal rights for black Americans. The same is true of Armenian-Turkish journalist, Hrant Dink's assassination, which resulted in his widow and children setting up the Hrant Dink Foundation, dedicated to respectful understanding of the 'other' – especially in fostering rapprochement between the Turkish and Armenian states and peoples; something that I have researched and published on in terms of the constructive capabilities of diasporas, as a member of the Armenian-Jewish diasporas (AGBU Europe et al, 2016).

This resonates strongly with me in seeing how my predispositions play out in life by influencing the way I view the world and the paths I have taken. I also see personal linkage to McAdams and De St Aubin's (1998: 20) concept of generativity as 'the concern for and commitment to promoting the next generation, manifested through...teaching and mentoring'; Nixon (2017: 28) goes on to explain generativity, as opposed to selflessness and altruism, as producing 'a legacy in one's own image'. I have found the concept of hope, and in particular Snyder's (2002) Hope Theory, extremely enlightening in arguing for hope as both a process for development and progression, but also as a creator of pathways towards constructive change. Hope thereby represents process and product and I will argue later in

this narrative that it is a key mechanism by which to bridge Vygotsky's Zone of Proximal Development, from the known to unknown.

I acknowledge various potential limits and weaknesses in my methodological approaches. First of all, I am personally vested in both community development and HE teaching and learning, in that my paid and spare time activities have, and continue to be, dedicated to the pursuit of both. This investment in CD and HE T&L is clearly reflected in the nine selected, plus supporting, publications that underpin the commentary. The second aspect links to the first. I recognise my insider-outsider status with regard to CD and HE teaching. So there has been a danger of acting as an apologist for my own practice. On the other hand, I am extremely conscious of the pitfalls posed by these challenges. Third, is the hazard of findings and claims built on research and articles presenting illustrative findings, typically based on case studies. Such cases, as I have already made clear, lead to results that highlight themes, rather than representative conclusions. Another limitation is that my career, research and publications overwhelmingly convey materials relevant to the United Kingdom, as opposed to necessarily being relevant beyond the UK.

A further self-critique recognises a movement from liberal voting and thought, to a hardening disenchantment with capitalism, and in particular what Naomi Klein (2007: 258) terms 'The Shock Doctrine': 'Once you accept that profit and greed as practised on a mass scale create the greatest possible benefits for any society, pretty much any act of personal enrichment can be justified as a contribution to the great creative cauldron of capitalism, generating wealth and spurring economic growth – even if it's only for yourself and your colleagues.'

In addition, because I am aged sixty-two, my memory is partial and incomplete. And there is the possibility of misremembrance, or even remembrance of received memories, that is words or actions of others that, over time, I have appropriated as my own, providing linkage to Bakhtin's concept of heteroglossia.

Bakhtin's idea of heteroglossia represents a further challenge to my approaches. Bakhtin (1981) uses heteroglossia to explain how the way in which we speak, and what we say, are synthesised from diverse borrowed inputs from others. What we take to be our own is informed by others' perspectives. This reminds me of novelist, Virginia Woolf's writing style where she would fill in the detail of a character by setting down what others said about them. Similarly, an artist can create a shape or form through absence of paint on canvas. I recognise, too, Bakhtin's observation (1981) that how we view the world influences what we see, what is foregrounded and what is occluded or omitted. So although Bakhtin (1981) stated that at any one time and place the conditions are unique and therefore the meaning of what is said will differ from any other moment, I would argue that patterns and themes do arise time and again, such as within this commentary.

Bakhtin also describes heteroglossia as the 'multitude of discourse practices that form in their totality a dynamic verbal culture belonging to the society concerned' (Bakhtin, 1981: 356-57). Olivier (2016: 60) emphasises the importance of the PhD student to 'engage with the multiplicity of voices in the text'. I contend that my CD and HE T&L approaches and selected publications exemplify the articulation of multiple voices (those of community groups, activists, students and graduates), in different formats (magazines, academic journals, radio interviews and blogging). But my intent remains constant – to communicate to diverse audiences – and give voice to those who may find it difficult to articulate their views and actions. This desire mirrors Chambers' community development work in developing countries (1997, 1998) and his questioning of the primacy of professional views over those of local people, with a need to relegate the former and elevate the latter.

A further issue may be seen in utilising student contributions as research participants and co-researchers raising the potential, if not actual, possibility of compromising accuracy in analysing data and succumbing to social desirability bias. This could apply, for example, to those selected works of mine looking at student perceptions of internships, inspirational teaching, mobiles for classroom teaching and dissertation supervision. In all these cases, however, I have been explicit in recognising possible pitfalls and, in so doing, hope to have

safeguarded the validity of approaches and findings which have also been evident in secondary research coverage.

In looking at the supplementary published works that inform this PhD, I argue that they represent several additional methodological approaches. The first of these relates to use of case studies, to inform 'The good, the bad and the ugly of neighbourhood plans' (2016) in order to critique such community-generated land-use plans. Likewise, my 1998 book 'Effective Working with Rural Communities' includes case study chapters. This method also underpinned *Now you see it... ..now you don't*, my 2014 assessment of rural community organising in England, for the University of Birmingham's Third Sector Research Centre, in which I reflected on the experiences of community organisers operating in the English countryside. 'The Good Councillor's Guide' (2003) and 'Community Engagement and Local Leadership' (2005), published with colleagues by the National Association of Local Councils and Commission for Rural Communities, used case materials from ultra-local authorities across England to demonstrate how such councils might effectively exercise leadership.

Jointly authored consultancy reports for Voluntary and Community Sector VCS organisations – the Carnegie UK Trust and Action with Communities ACRE (2009) – 'Skills and Knowledge Needed in the Near Future by English Rural Communities'; plus, 'Training for Rural Community Development Activists in the United Kingdom and Ireland' (2005) for the International Association for Community Development – also featured detailed case studies, respectively of training programmes and funding opportunities. Other publications, like 'Rural Community Organising: Going, going.....gone?' (2018), and a 2001 several-authored book, 'Community development and Rural Issues', required concerted self-reflection on community development principles and practices that I had implemented as a local government officer. In terms of ethical approval, I received confirmation to proceed with my PhD by Publication from the School of Natural and Social Sciences Ethics Lead in an e-mail dated 16.9.2019; this is reproduced as a final appendix to this thesis. Furthermore, my doctorate has required reflection on my own published works already in the public domain. Additionally, I have gained approval to use multiple-authored journal articles from principal investigators and co-authors, and they confirm my full involvement in these ventures. I am

acutely conscious of the fact that I am seeking to critically assess publications that I have authored. For research with student co-researchers I have ensured parity of recognition – for example joint authorship – in design, delivery, and publication of outputs (Healey et al, 2016). I argue strongly that students must gain equal recognition with staff in joint-authored works (Mercer-Mapstone et al, 2017).

As Susan Smith suggests (2015: 18), my endeavour in this doctorate aligns with the QAA (2011: 17): to present a ‘series of peer-reviewed academic papers, books, citations or other materials that have been published...accompanied by a substantial commentary linking the published work and outlining its coherence and significance.’

We now look at the wider literature informing this PhD by publication, linked to CD and HE teaching and learning, and broader political contexts in which these works were written.

Chapter 4 Literature Review

A research report from the University and College Union UCU (O'Leary et al, 2019: 4) that represents the interests of HE lecturers highlighted 'the extent to which teaching, its development and delivery, is a collective rather than an individual activity'. Paulo Freire (cited in Ledwith, 2005) connects the individual to the whole, education to community development, so that the personal is understood as political (Hanisch, 1970). Individual change is argued to drive societal transformation.

Etienne and Beverly Wenger-Trayner (2015, online) describe 'communities of practice' CoPs as groups of people who 'share a concern or a passion for something they do and learn how to do it better as they interact regularly.' This could equally define community development. The National Occupational Standards NOS (2015: 1) for CD emphasise 'working and learning together'.... partnerships that from an educational standpoint might encompass co-production of knowledge and learning; similarly, reflective practice can be seen as intrinsic to both higher education teaching and community-based work. The NOS requirements to foster capacity building for individuals and communities (2015) are surely applicable to higher education. Furthermore, the Department of Health (2004 cited in Communities and Local Government, 2006: 15) set out key roles for community development workers: to act as change agents, capacity builders, and facilitators. These could as easily be seen as central concerns for teachers in higher education. Change agents facilitate transition by understanding how adjustment will affect those involved and communicate information to enable transition. Finally, such facilitators enable people to locate and use resources, whether tangible or intangible.

What is certainly true is that education is widely accepted as fundamental to community and individual empowerment. In the United Kingdom the Labour Government's Rural White Paper (DETR and MAFF, 2000: 145) recognised that 'communities could play a much bigger part in running their own affairs, influencing and shaping their future development but they often lack opportunities, and support'. In particular Government undertook to assist rural residents to train and attract volunteers to assist local ventures (DETR and MAFF, 2000).

Similarly, the UK Labour Government's Communities in Control 2008 White Paper (Communities and Local Government) advocated education for active citizenship. What is apparent from the literature is that there is a positive UK policy context, stretching at least as far back as Lord Justice Skeffington's report (1969), that mooted the idea of public participation in decisions linked to town and country planning. Public Participation in the planning system was at that time limited to 'sharing in the formulation of policies and proposals' (Skeffington. 1969: 1). This is what I term constrained localism or participation and it is something that I return to repeatedly in this commentary. It links especially to Arnstein's Ladder of Participation (1969); at best sharing lies somewhere in the middle rungs of the ladder, indicating a degree of tokenism; 'sharing in' conveys suitable vagueness.....participants may contribute ideas and suggestions, but would seem thereafter to lose any definite sense of agency. The evolution of policy linked to citizen participation in the UK from 1969 to 2020 presents a consistent message for involvement. But – as I will argue – actions fall short of rhetoric.

As I wrote in my 2018 review of rural community organising, quoting St Matthew's Gospel, 'For whosoever hath, to him shall be given, and he shall have more abundance: but whosoever hath not, from him shall be taken away even that he hath' (Derounian, 2018: 17). In other words, calling on communities to plug gaps, such as taking over a local library or providing a volunteer-run bus, plays into the hands of those already benefitting from an abundance of 'social capital'. This would be true of my own small town in Gloucestershire which can draw on skills, experience, knowledge, networks and resources embodied in the form of retired professionals, who understand who, what, when and how to exert pressure to influence and get things done (Derounian, 2018).

I highlighted this conundrum in earlier published work (2012) in relation to the UK Government's *Localism Act* (Communities and Local Government, 2011), which appeared to:

be promoting self-reliance without the resources to deliver it. Its emphasis on volunteerism carries the real danger that we give more to the well-endowed

communities while taking away from the poorest.... the big society house is still under construction, while the foundations are being undermined by cuts

This point is strongly supported by Fraser (2020). The issue of UK Coalition, then Conservative, Government austerity agendas in force since 2010 have also ushered in an era of commodification. This can be seen in the Labour Government's introduction of student tuition fees in 1998, with the sum per student escalating under the Liberal Democrat-Conservative coalition.

But on the positive side, Robert Chambers (in Warburton 1998: 121) argued that people's capacity to do things can be enhanced 'through learning, practice, training and education', leading to greater well-being. As an adjunct, Francis and Henderson (1992: 75) observed that it is essential for community developers 'to support local people, and sometimes this should take the form of education'. Furthermore, Moseley (1999) identified a central role for education in fuelling innovation by encouraging early adopters to communicate with peers, and thereby foster peer-to-peer learning.

Agencies at a time of austerity, and confronting a pandemic in 2020, struggled 'to deliver statutory services, with diminishing resources – both in terms of finance and staffing. So, support for discretionary work – such as community organizing – represents an obvious target for cuts. If it does not need to be provided then it does not have to be' (Derounian, 2018a: 17). Reduced paid staff input – whether for the teaching of undergraduates or support for local action – removes vital support at a time when it is most needed, risking the entire endeavour. The 'scaffolding' supporting the 'house' – that is the citizen – under development is itself in jeopardy.

Ledwith (2005 quoting Hustedde and King 2002: 34) referred to an 'increasing interest in the emotional life of communities as a neglected aspect of community development.' This sentiment echoes contemporary emphasis in higher education on emotional intelligence –

the value of recognising a learner's behaviour in order to help her study, and assist teachers to teach. The UK Government sought empowerment by all practical means (Communities and Local Government, 2008). In higher education 'empowerment and student autonomy correlate strongly with self-confidence and... this needs to be enhanced through the acquisition of enabling skills' (Hughes, 1998: 229). The Carnegie UK Trust (Wallace et al, 2019) argued for a collective push to achieve an enabling state. One of the steps to deliver this was for those in receipt of services to become co-producers. That would necessitate direct participation of users in the development of services intended for them. But again, what is the purpose for fostering such skills as resilience and co-production? Is it a critical survival skill for the individual, community, and service in a time of turmoil, or a connivance based on neo-liberal, capitalist doctrine to deliver a productive workforce, reduce absenteeism and palm-off cost of service delivery?

I would argue that community development and education are powerfully brought in to alignment through Freire's writings (1921-97). According to Ledwith (2005: 53), Freire believed that 'education can never be neutral: its political function is to liberate or domesticate. In other words, the process of education either creates critical, autonomous thinkers or it renders people passive and unquestioning'. This ties in with my own observation (Derounian, 1998) that there are winners and losers resulting from community development. Levitt (2008: 50) went on to argue that 'the qualities of effective teachers and their instructional practices...can foster or discourage students' thinking.' Lave and Wenger (1991) recognised in relation to CoPs that social structures involve power dynamics, and the way that power is used can enable or damage participation. Freire's words are supported by Botes and van Rensburg (2000), in that community engagement can disempower and reinforce inequalities (that is domesticate) rather than release.

Botes and van Rensburg (2000: 43) counsel against professionals who operate as if 'they always know best and therefore their prime function is to transfer knowledge to communities whom by definition 'know less''. Freire (2001) was blunt and contended that turning away from conflict between those with power and those without was to advantage the already strong, and not to adopt a position of neutrality. In his work, Pedagogy of

Freedom, he insists that educators seeking to enable democracy must foster the critical capabilities, curiosity, and independence of learners (Freire, 2001). This also connects with Jenny Moon's research, in which she argues that students should be encouraged to be academically assertive, to develop a 'set of psychological and emotional orientations and behaviours that enables a learner to manage the challenges to the self in progressing in learning and critical thinking as well in general social situations' Moon (2009: 23). I would go further and say critical thinking and academic assertiveness impel both community developers and higher education students and staff towards reasoned dissent. In a 2011 article I quoted Feldman (2008: 27), a Dean at the University of Westminster, who argued 'If there's one quality I hope our students will hang on to, it is courage in the face of wimpishness and cravenness'; saying also 'to be dangerous and fearless goes hand in hand with genius and without it we're stuck' (cited in Derounian, 2011: 2). As a connector between community development and higher education teaching and learning I conclude that non-conformity promotes self-reliance; DIY can release students and educators from the shackles of dependence and enable us to turn ideas into reality (*praxis*).

Facilitation is a common feature of both higher education teaching and community development – that is helping people to help themselves. Furthermore, it is appropriate to tweak Freire's (2001) words to read: The community developer with a democratic vision cannot avoid in her...*praxis* insisting on the critical capacity, curiosity, and autonomy of the learner. These attributes could be recast as capacity building, empowerment, autonomy and self-help. Both community development and HE teaching and learning can encourage people to extraordinarily re-experience the everyday (Shor, 1992). This picks up on DeLind and Link's (2004) assertion that 'daily life is not a backdrop to education, but education itself...students need to carefully and critically examine what exists under their feet and outside their front (and back) doors.'

This is something I have practised myself as a volunteer Board member of [Cheltenham's West End Partnership CWEP regeneration project](#) from 2009 to 2020. CWEP seeks to improve the conditions for residents of this deprived area of what is popularly considered

an affluent town. Yet the surrounds to my campus contained 34% of children living in poverty, while the average for England is 27% (Gloucestershire County Council, 2015, online)

To illustrate another substantial crossover between education and community development, Freire (1972: 143) asserted that critical 'reflection on practice is a requirement of the relationship between theory and practice. Otherwise theory becomes simply 'blah, blah, blah,' and practice, pure activism.' Freire was referring to education, but the same could be said of community-based work: Why, what, how and when are we acting with and for others? Reflection helps to keep aims, objectives, methods, results, conclusions, adjustments and recommendations in sight. In his manual 'Mobilizing Local Communities' (1994), the Swedish academic Alf Ronny argued that human resource development is conceivably most important for local economic progression, through for example education. A UK national pilot project encouraging 'Doing by Learning' (Scott et al, 1989: 94) concluded 'the combination of adult education and rural community development can be an attractive and effective catalyst to local community action.' This is an approach I have practised as a community developer in Devon and Northumberland from 1980 to 1993, and since then in both higher education and continuing community development work.

Chapter 6 How my selected publications inform the ‘golden thread’ of this PhD

All nine of the selected publications have been peer-reviewed – whether academic journal articles, book chapter, or research reports. The fact that these are evenly split between single and joint-authored works links to my commentary about community development and higher education teaching and learning sharing the capability to generate both individual and collective benefits, as well as to the importance of collaborative working.

My selected works span 2008-2019, during which time I have moved from predominantly practice publications to become immersed in researching and publishing in academic contexts. Overall the publications reflect discussion in this commentary about process and product and also link to McLuhan’s (1964) ‘medium is the message’. Multiple-authored outputs, for example, exemplify cooperative work in CD and co-production of knowledge in HE. In other words, the way I have gone about researching and writing has demonstrated key elements of community development: The subjects studied are shown both in written content and in the way the publications have been prepared.

Overall the golden thread and originality of my work lies in critically examining the synthesis between community development as a discipline and higher education teaching and learning, and in the process of bringing together disparate elements which provide a focus for my contribution to the advancement of knowledge.

My nine publications are presented chronologically 2008-2019 and each date is preceded by a ‘Brief Context’ that informs the reader as to key policy developments in HE teaching and learning and community development. (Where more than one publication occurred in the same year, the context has only been given before the first of these). The following pages explain key points arising from my selected works connected to CD and HE teaching and learning:

Chapter 5 Selected publications

This PhD by publication is based on:

- ✚ one single-authored chapter in an edited book
- ✚ four single-authored academic journal articles
- ✚ two co-authored academic journal articles
- ✚ two co-authored project reports for the HEA (Higher Education Academy)
- ✚ Ten additional publications that support my case but are not formally included (these feature as an appendix)

I argue that together these make an original, significant contribution to scholarship and public knowledge equivalent in scope and esteem to work required for a traditional PhD. Furthermore, I demonstrate my unique input to scholarship in the fields of HE pedagogy and community development, as well as sufficiency and coherence of this work and accompanying publications.

The following nine of my research publications have been chosen; and permission given by co-authors to use these in the PhD (confirmatory e-mails reproduced as appendices):

1. Derounian J.G. (2018) 'The Thrill of the Unexpected in HE teaching and learning' in Broughan, C. Steventon, G. and Clouder, L. (Eds), *Global Perspectives on Teaching Excellence: A new era for Higher Education*. London: Routledge, pp.168-179
2. Goodenough, A.E. Roberts, H. Biggs, D.M. Derounian, J.G. Hart, A.G. and Lynch, K. (2017) 'A higher degree of resilience: Revealing the benefits of university internship placements using psychometric testing'. *Active Learning in Higher Education* 21(2) pp.102-115
3. Derounian, J. (2018) 'Why Do People Become Academics? A personal, reflective, account linking higher education and community development'. *Journal of Pedagogic Development*, 8(2) [online]. Available at: <https://www.beds.ac.uk/jpd/volume-8-issue-2/why-do-people-become-academics> [accessed 26.7.2020]
4. Derounian, J.G. (2017) 'Inspirational teaching in higher education: What does it look, sound and feel like?' *International Journal for the Scholarship of Teaching and Learning* 11(1) Article 9 [online]. Available at: <http://eprints.glos.ac.uk/4313/1/Inspirational%20teaching%20in%20higher%20education%20What%20does%20it%20look%2C%20sound%20and%20feel%20like.pdf> (accessed 26.7.2020)
5. Derounian, J.G. (2017) 'Mobiles in class?' *Active Learning in Higher Education* [online]. Available at: https://www.researchgate.net/profile/James_Derounian/publication/321878791_Mobiles_in_class/links/5a735fb4458515512077c344/Mobiles-in-class.pdf?origin=publication_detail [accessed 28.7.2020]

6. Healey, M. Lannin, L. Stibbe, A. and Derounian, J. (2013) *Developing and enhancing undergraduate final-year projects and dissertations*. York: Higher Education Academy. Available at: <https://www.heacademy.ac.uk/knowledge-hub/developing-and-enhancing-undergraduate-final-year-projects-and-dissertations> [accessed 26.7.2020]
7. Derounian, J. (2011) 'Shall We Dance? The Importance of Staff-Student Relationships to Undergraduate Dissertation Preparation'. *Active Learning in Higher Education* 12(2) pp. 91-100 [online]. Available at: https://www.researchgate.net/publication/254075871_Shall_we_dance_The_importance_of_staff-student_relationships_to_undergraduate_dissertation_preparation [accessed 26.7.2020]
8. Lynch, K. Derounian, J. Healey, M. Hill, S. Mason-O'Connor, K. McEwen, L. Pitchford, A. and Skinner, E. (2013) *Learning Enhancement for Active Student Community Engagement (LEAPSE)*. York: Higher Education Academy [online]. Available at: https://www.heacademy.ac.uk/system/files/resources/leapse_report_final.pdf [accessed 26.7.2020]
9. Skinner, E. and Derounian, J. (2008) 'Building community through online discussion'. *Learning and Teaching in Higher Education* (2) pp. 57-70 [online]. Available at: http://eprints.glos.ac.uk/3727/1/Lathe_2_Skinner_Derounian.pdf [accessed 26.7.2020]

In addition to the above, please refer to appendix 1 entitled 'Ten supporting practice articles, books and consultancy reports'.

One

Skinner, E. and Derounian, J. (2008) 'Building community through online discussion'. Learning and Teaching in Higher Education (2) pp. 57-70 [online]. Available at: http://eprints.glos.ac.uk/3727/1/Lathe_2_Skinner_Derounian.pdf [accessed 26.7.2020]

Brief context: key societal influences on the UK, HE and CD during 2008 – a Labour Government commits to devolution and introduces programmes to empower communities, including Community Calls for Action. The latter resulted from the Local Government White Paper (Ministry of Housing, Communities & Local Government, 2006). September 2008 ushers in a period of global financial crisis, UK recession and consequent austerity measures. In response, local authorities cut non-statutory community development support and services. Oxfam (2013) reported that the number of people in poverty rose from 7.3m (1979) to 13.5m in 2008.

In 'Demand for Higher Education to 2020 and beyond' Bekhradnia (2007) found 85% of undergraduate starters were aged 30 or younger, thereby questioning higher education's capability to deliver learning for all; plus, community development's central tenet of enabling social justice.

In this article a colleague and I reviewed how and whether it was possible to generate learning communities for distance learning undergraduates, a point which vaulted in to public and policy consciousness as a result of social distancing, lockdown and the Covid-19 pandemic, during 2020. The 'paper examines two experiences of online discussion, designed to develop online learning communities' (Skinner and Derounian, 2008: 57). This article specifically reviewed online learning issues 'with reference to the professional practice of community development' (ibid: 57). The article was therefore an early attempt to gauge the proximity and mutual usefulness of CD and HE T&L. Later in this PhD narrative I have offered a critical discussion of Wenger's Communities of Practice CoPs (1998). We reflected on both CD and HE T&L as capable of generating individual and collective benefits. The following quotation (Garrison & Anderson, 2003 cited in Skinner and Derounian, 2008: 57) illustrates

this: 'the creation of knowledge in an educational context is a personally reflective process made possible by a community of learners' and therefore online discussion is a significant tool for realising the potential of e-learning in higher education'.

Salmon (2000 cited by Skinner and Derounian, 2008: 59) went on to recognise 'that students are developing individual skills and confidence within an online social setting'. The personal and collective are once again shown to coincide and be capable of mutual reinforcement. The preceding quotation also highlights a point from my commentary, that the process is a part of, and as important as, the product; that is the way in which learning and community development occur matches the value of outputs and outcomes. This article also foreshadowed a later work selected for this PhD, namely 'Mobiles in class?' (2017), in which I noted that the technical and pedagogic capabilities of web-based communication and cooperation are only now being realised. However, enforced distant delivery, in response to the Corona pandemic, has arguably launched online learning into the university mainstream.

This article focuses on a case study module – Action with Communities – in which undergraduates (both campus-based and distant students) were randomly allocated to groups of about four members to debate the principles of community development. By coming together as an online community, they cooperated to produce an essay in which the process of team working mirrored that of community development (Derounian & Skinner, 2008). So this module was about CD and taught using CD methods and approaches. Groups and individual members were encouraged towards the end of their marked essay, to reflect on the experience of group work and of working with local communities:

the task turned out to be just like belonging to a real live community. One dropped out due to too much work, one had to leave through ill health. I feel that a successful outcome was achieved by taking ownership of the task (ibid: 64).

In summary this publication highlighted the capacity of blended learning to enable student and community progression. What it could not do, based on a consideration of two case studies, was generate generalisable results but rather make themes explicit for further study.

Two

Derounian, J. (2011) 'Shall We Dance? The Importance of Staff-Student Relationships to Undergraduate Dissertation Preparation'. *Active Learning in Higher Education* 12(2) pp. 91-100 [online]. Available at:

https://www.researchgate.net/publication/254075871_Shall_we_dance_The_importance_of_staff-student_relationships_to_undergraduate_dissertation_preparation [accessed 26.7.2020]

Brief context: key societal influences on the UK, HE and CD during 2011 – a Conservative-Liberal Democrat Coalition Government brings in the 2011 Localism Act. The latter enshrined a series of Community Rights and foregrounded the role of parish and town councils to lead action for local communities; reinforced by then-Prime Minister Cameron's *Big Society* initiative. 2010 saw the Coalition triple the cap on annual university tuition fees to £9,000 per undergraduate, an example of marketisation of the HE sector. The Coalition agreement of 2010 emphasised the intention to decentralise political power in the UK (Wills, 2016). But equally Fraser (2020) describes local council engagement with community development as a means of reducing public expenditure.

In this article I reflected on the importance of relationships to the ability of undergraduates to undertake an extended piece of research in the form of a dissertation. This publication highlighted 'the combined intellectual and counselling dimensions of the relationship' (Derounian, 2011: 91). This observation complements the process and product discussion in this commentary; and with the enabling role of CD workers as well as HE teachers, in endeavouring to build the capacity of an individual and/ or community. Moon (2009) talks about this in terms of engendering a student's academic assertiveness.

On re-reading this article in 2020, nine years' post-publication, I am struck by my observation that 'how academic staff deal with their students must in some way draw on or make reference to their own experiences as undergraduates' (ibid: 91). It seems to me that this aligns closely with the reflective, auto-ethnographical approach that I have adopted to assemble the entire PhD. I am also reminded that when I wrote 'preparation of the dissertation is arduous and time consuming, with the relationship having to be sustained over a full academic year, sometimes longer' (Derounian, 2011: 92), this is equally true of the extended nature of undertaking this PhD, as well as much community development, whereby building trust, enabling skills development and delivering community wishes in a sustainable way, can take years.

In summary this publication highlighted the importance of human relationships to successful study, including production of this narrative. Unlike my PhD narrative analysis, this article was much more limited because it focused on student-staff relationships and dissertation preparation, and did not identify the value of relationships to community development.

Three

Lynch, K. Derounian, J. Healey, M. Hill, S. Mason-O'Connor, K. McEwen, L. Pitchford, A. and Skinner, E. (2013) Learning Enhancement for Active Student Community Engagement (LEAPSE). York: Higher Education Academy [online]. Available at: https://www.heacademy.ac.uk/system/files/resources/leapse_report_final.pdf [accessed 26.7.2020]

Brief context: key societal influences on the UK, HE and CD during 2013 – the Coalition Government continued in power up to 2015. By 2013 the term Big Society had fallen in to disuse (Burton, 2013). Austerity measures continued, including public sector service cuts.

Sector-wide policy developments in this period have had a significant effect on higher education teaching and learning at national and local levels. For example, removal of the

numbers cap in 2015-16 resulted in redistribution of students, with increases in Russell Group intake and competition for recruitment, compounded by a demographic dip in the number of school-leavers, thereby affecting teaching modes, entry tariffs, and leading to overcrowding in lecture rooms.

Student culture is also changing, including increased numbers of students and staff suffering stress, anxiety and depression. Arguably such maladies are connected to financial and part-time work pressures, which challenge the capacity of institutions to provide appropriate counselling, health and welfare support.

The project evaluated 'models of public engagement activities to build capacity in both the University and communities to gain greater benefit from the potential such co-generative relationships can provide' (Lynch et al, 2013: 3). In line with the central argument of this thesis, the consultancy reviewed community engagement and HE activity with a view to gaining 'greater benefit from the potential such co-generative relationships can provide.' This was a collaboration across disciplines: human geography (Lynch), pedagogy (Healey), archaeology (Hill), educational development (Mason-O'Connor), Sports Development (Pitchford), local governance (Skinner), physical geography (McEwen) and community engagement (myself). Six of the authors were National Teaching Fellows, and the research was funded by the-then HEA.

The combined text from eight colleagues concluded that students derive benefits 'when their programmes include opportunities for authentic engagement with real-world problems' (ibid: 3). Similarly, communities gain from 'genuine engagement with universities and their staff and students' (ibid: 3). Such benefits, whilst incorporating those to teaching and learning, also included research gains. The report for the HEA estimated 63% of students nationally were 'engaged in voluntary work of some kind' (Lynch et al, 2013:3). In this PhD commentary I highlight the voluntary nature of engaging in HE learning by individuals, as well as in community ventures. In similar vein, my emphasis on education for release is to the fore in this 2013 research (ibid: 4): 'The pedagogy informing this project is

rooted in the emancipatory tradition of Paulo Freire'. The 2013 report centred on the focus of my PhD, regarding 'the reciprocal application of community experience to the development of knowledge' (Eyler and Dwight, 1999: 13). The following diagram (Lynch et al, 2013) posited how 'HE staff, employers, community groups, as well as students – are all potentially learners. Hence their roles overlap':

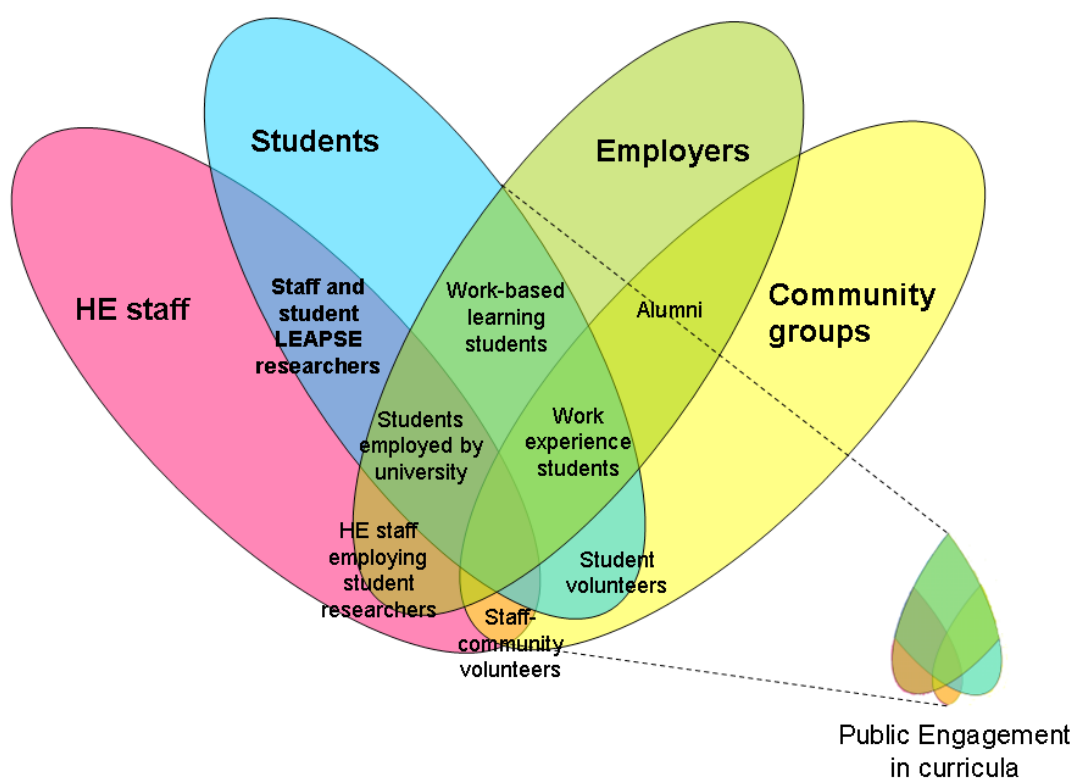


Figure 1: Overlapping roles of stakeholders and indicative public engagement typologies (Lynch et al, 2013: 6)

Lynch et al (2013) note that what are considered 'softer' social sciences have featured in university initiatives facilitating community-based learning. 'Harder' sciences, such as chemistry perceived less value in HEI-community collaborations. Certainly my own experiences in CD and social sciences' teaching, plus reflections and write up in this commentary, support the claim.

A further connection with my PhD is exemplified by the fact that significant

time is required in dialogue to ensure that all parties understand their mutual needs and benefits, this is particularly important to prepare students to get the most from engagements, to ensure university staff and students understand the community/organisation needs and vice versa (ibid: 20).

Time and trust to establish a relationship are essential to both HE T&L and CD. As already noted, I have researched the importance of time and trust, notably in Derounian, J. (2011) 'Shall We Dance?' These two facets also surfaced as a theme in one of my support (rather than selected) CD publications (Derounian, J. 1996 'Spearheading self-help'; written for the UK public-sector Rural Development Commission). In my 1996 article I discuss the value and importance of self-interest as a motivation for improvement. Lynch et al (2013: 20) similarly observed the drive to volunteer 'as reported by students is often linked to their values, their interest in meeting other people, rather than the employability or learning value that such experience can offer.' This additionally links to my emphasis in this narrative on JD Bernal's exhortation for each person to be citizen first, worker/scientist second. It also touches on habitus: Bourdieu's (1990) emphasis on personal qualities, such as family background, that condition behaviour.

In summary the 'results of this work have shown that voluntary and community engagement has considerable potential to provide mutually beneficial results to universities and public and voluntary sector organisations' (ibid. 2013: 20): such a finding and sentiment lies at the heart of my PhD. This report also showed how community-based learning can inform students; and how residents – in the process of undertaking community projects – may learn at the same time. What it could not do, since the primary research related to one university, was to provide comprehensive and persuasive findings, generalisable across the HE sector.

Four

Healey, M. Lannin, L. Stibbe, A. and Derounian, J. (2013) Developing and enhancing undergraduate final-year projects and dissertations. York: Higher Education Academy. Available at: <https://www.heacademy.ac.uk/knowledge-hub/developing-and-enhancing-undergraduate-final-year-projects-and-dissertations> [accessed 26.7.2020]

This was a collaboration among four colleagues at the University of Gloucestershire. One was an economic geographer/ consultant in pedagogic research, one a lecturer in humanities, a postgraduate assistant, and myself. The team therefore illustrated a point in my commentary about the capability of cross disciplinary partnerships to deliver CD and HE T&L. The mix of disciplines, furthermore, picks up on another point from my narrative around the value of bringing together diverse disciplines to gain rounded perspectives on wicked problems and opportunities – those that are entrenched and complex, without an obviously ‘correct’ answer (Rittel, 1973).

Healey, Derounian and Stibbe are all National Teaching Fellows, and this action-research was financed by the Higher Education Academy. It featured 70 case studies from across the globe and ‘presents a framework for assuring that students completing an undergraduate degree – irrespective of the diversity of programme institution or mode of study – are better equipped to make sense of and apply their undergraduate learning through the teaching research nexus’ (ibid: 3).

The research publication focused on final-year ‘projects and dissertations (FYPD) undertaken by students at the end of their Bachelor degree courses’ and on ‘providing more holistic learning experiences’ (Healey et al, 2011: 6). Holism – taking a comprehensive approach – links to sustainability (that is the capability for humans to live on nature’s interest rather than destroying its capital); which in turn leads to threads in this commentary: First about CD and HE T&L producing lasting benefits, and second, the importance of looking at things in-the-round, plus adopting an asset-based approach, whereby participants in CD and HE T&L

contribute complementary skills, capabilities and knowledge. The Catholic Cleric Cardinal Newman foreshadowed this emphasis on lecturers cooperating across disciplines: He expressed the belief that academics ‘by familiar intercourse...learn to respect, to consult, to aid each other’ (1852: 76 cited by Lanford, online). It also ties in with research findings from Hope and Quinlan (2020) who found that mature, working-class students drew on various forms of cultural capital to support their studies, including family, their own aspirational drive and social capital in the form of practical help with childcare and house cleaning.

In addition, our 2013 publication argued for students from ‘all disciplines, and from all backgrounds, to have the opportunity to fulfil their potential through undertaking FYPD more closely aligned to their needs and aspirations’ (ibid: 6). Again, a clear thread in my own PhD text is about community developers and students being equipped to convert understandings into positive action. Therefore, FYPD closely aligned to needs and aspirations tied in with my coverage of Markus and Nurius’s (1986) concept of possible selves. Likewise, in my reference to Vygotsky’s (1978: 86) Zone of Proximal Development (‘the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with a more capable peer’), highlighted in Derounian, J. (2021 in press) ‘Alumni teaching undergraduates – a hidden resource in plain sight?’. The work of Markus and Nurius and Vygotsky is discussed later in this thesis.

In summary, this joint research represented complementary work to that of the 2013 Learning Enhancement for Active Student Community Engagement (LEAPSE) consultancy, discussed above. In this case student-community engagement was just one of the means by which to undertake extended final year undergraduate projects. But, unlike LEAPSE, this report was based on global inputs and exemplars. What it could not do was to devote significant emphasis to community-based learning, which was only one means by which students completed dissertations. The HEA publication emphasised two further themes raised in my commentary: ‘This book aims to identify innovative and creative ways of

developing FYPD' (ibid, 2013: 6). Innovation and creativity are themes in three of my selected publications (that follow), underpinning the PhD, namely:

Derounian, J.G. (2017) 'Mobiles in class?' *Active Learning in Higher Education* [online].

Available at:

https://www.researchgate.net/profile/James_Derounian/publication/321878791_Mobiles_in_class/links/5a735fb4458515512077c344/Mobiles-in-class.pdf?origin=publication_detail

[accessed 28.7.2020]

and

Derounian, J.G. (2017) 'Inspirational teaching in higher education: What does it look, sound and feel like?' *International Journal for the Scholarship of Teaching and Learning* 11(1)

Article 9 [online]. Available at:

<http://eprints.glos.ac.uk/4313/1/Inspirational%20teaching%20in%20higher%20education%20What%20does%20it%20look%20C%20sound%20and%20feel%20like.pdf> [accessed

26.7.2020]

and

Derounian, J. (2018) 'Why Do People Become Academics? A personal, reflective, account linking higher education and community development'. *Journal of Pedagogic Development*,

8(2) [online]. Available at: <https://www.beds.ac.uk/jpd/volume-8-issue-2/why-do-people-become-academics> [accessed 26.7.2020]

Five

Derounian, J.G. (2017) 'Mobiles in class?' *Active Learning in Higher Education* [online].

Available at:

https://www.researchgate.net/profile/James_Derounian/publication/321878791_Mobiles_in_class/links/5a735fb4458515512077c344/Mobiles-in-class.pdf?origin=publication_detail

[accessed 28.7.2020]

Brief context: key societal influences on the UK, HE and CD during 2017 included a minority Conservative Government which was kept in office through an agreement with the Northern Ireland Democratic Unionist party. From 2016 to 2019, the EU referendum and aftermath dominated UK political discourse and activity. Prime Minister May (2017) introduced her idea for a *Shared Society*, to promote individual rights and responsibilities towards each other.

In light of the 2016 UK referendum result to leave the European Union, Universities UK in 'Patterns and trends in UK higher education 2017' reported that EU nationals accounted for 17% of all academic staff (2015–16). The same report noted increases in the number of Black and Minority Ethnic and women professors. Yet despite progress 'white males continue to make up the largest group among staff in professorial roles – 68% in 2015–16' (Universities UK, 2017: 36). These statistics run counter to the idea of higher education reducing inequality and engendering social justice. Government published the Stern report (2016: 22), which argued that HEIs should be enabled to highlight 'their interdisciplinary and collaborative impacts' and extend public participation to include teaching impacts. Stern's themes feature clearly in my own commentary.

This article centred on innovation and creativity:

the 'study presents a review of the pros and cons of students using mobile phones, smartphones, laptops and tablets in contact sessions'. In particular, there was (and arguably still is) a need to evaluate the incidence and effect of the use of mobile devices in

class...given the newness and rapidly changing nature of the technologies’ (Derounian, 2017: 1).

The article utilised secondary and primary research in order ‘to determine how the potential of mobile devices for learning may be realised, and negatives minimised’ (Derounian, 2017: 1). So, in common with my research and publications generally, I sought evidence-based application and practice in pursuit of constructive change both for individuals and communities.

One hundred students participated in the research. The involvement of undergraduates ties in directly with my overall approach, encapsulated in a community development slogan: ‘If you want to know how the shoe fits, ask the wearer not the shoemaker’.

The findings from this research as well as that presented about inspirational teaching should ‘be considered more illustrative than representative’ (Derounian, 2017: 9). I would also say that this connects to my reflection in the PhD that I enjoy investigating an eclectic range of topics – across CD and HE T&L, and thrive on timely writing. In this regard I relate to Bourdieu’s (1990) idea of habitus as personal characteristics that generate practices. This resonates with me in seeing how my reflexes influence my life choices and trajectory.

I concluded in the article: ‘In line with literature and student feedback informing this article, the technologies augment face-to-face interactions, including teaching and learning...our humanity remains central to learning and teaching. Someone to incite curiosity and feed creativity and imagination continues centre stage’ (Jobs, 1995 cited in Derounian, 2017: 10). This quotation seems to mirror my own reflection in this commentary that hope is an essential characteristic for personal and community meaning and progress. As stated later in this narrative, were there ‘no possibility of betterment what would be the point of carrying on? Both HE teaching and learning and community development offer mechanisms for potential and actual improvement.’ I mention in this PhD a diary entry quoting veteran activist/actress, Jane Fonda, speaking on Radio 4 (3.11.2019). In the interview she

commented: 'How do you prevent becoming depressed? I become active'. To me this response counters negativity with hope for betterment; that in turn facilitates positive actions.

In summary, this research article drew together contested views on the use of new technologies in student-staff contact sessions. Given this emphasis it connects back to selected publication 1 on page 32 (regarding use of new technologies – that is Virtual Learning Environments – for HE teaching). Given research participation by students from a single UK university, what it could not do was produce generalisable results and recommendations for practice; but rather it highlighted themes.

Six

Derounian, J.G. (2017) 'Inspirational teaching in higher education: What does it look, sound and feel like?' *International Journal for the Scholarship of Teaching and Learning* 11(1) Article 9 [online]. Available at: <http://eprints.glos.ac.uk/4313/1/Inspirational%20teaching%20in%20higher%20education%20What%20does%20it%20look%2C%20sound%20and%20feel%20like.pdf> (accessed 26.7.2020]

'Three clear elements of inspirational undergraduate teaching emerge: First and foremost, undergraduates believe it to be motivating; second, and related, inspirational teaching is deemed encouraging, and third such teaching flows from teachers' passion for their subject' (Derounian, 2017: 1). The article therefore is built on student views of the teaching they experience at university. This picks up on my commentary (in relation to community development) to ask those directly implicated in their own teaching and learning to make an input, rather than teaching academics. I 'argue in this article that gaining a fuller, clearer and more practical understanding of inspirational teaching is both necessary and pressing' (ibid: 1). But I contend similarly for *praxis* – the drawing together of theory and practice as an essential combination for community development.

In researching inspirational teaching I drew on the work of Paulo Freire (1921–97): who saw education as potentially liberating for the individual...I also adopt a pluralist position, in believing that higher education teaching can be empowering, and enable individuals to challenge, choose their own life and career paths, and influence decisions made by and for them. This commentary has already referred to Freire in relation to my positionality because I believe I adopt a pluralist approach to life, teaching, community development and this PhD. The article and my commentary link to process and product, plus a belief that the process *is* the product. That is regardless of tangible outputs, the working together is itself a powerful outcome.

In summary this research represented a timely response to the introduction of the UK Government's Teaching Excellence Framework (TEF). And as a teaching academic and National Teaching Fellow, I had an immediate interest in finding out more about what constitutes excellent teaching in HE. Whilst the research findings pointed towards certain characteristics and themes as intrinsic to excellence, what it could not do was to provide representative findings, given that student respondents to my electronic survey came from one English university.

Seven

Derounian, J. (2018) 'Why Do People Become Academics? A personal, reflective, account linking higher education and community development'. *Journal of Pedagogic Development* 8(2) [online]. Available at <https://www.beds.ac.uk/jpd/volume-8-issue-2/why-do-people-become-academics> [accessed 26.7.2020]

Brief context: key societal influences on the UK, HE and CD during 2017 – a Conservative Government was in power. The campaign group Extinction Rebellion enacted civil disobedience to highlight climate change. Hansard Society's 'Audit of Political Engagement' (2018) recorded that since 2004 people's knowledge and interest about politics had increased, while satisfaction with politics and sense of agency declined. As a back-drop, in

2015 the UK Government introduced degree apprenticeships in which most employers pay tuition fees, provide time off to study for an undergraduate or postgraduate degree, and students receive a salary. The UK Government's Social Mobility Commission (2019) reported disadvantaged university students are at higher risk of dropping out, because of study costs plus cultural obstacles. Furthermore, Major and Banerjee (2019), in a policy note, concluded that it will take about a century for highly-selective English universities to lift participation rates for 18-30 year olds from most disadvantaged areas to the current level for peers from most advantaged locations, thereby questioning HE's ability to deliver learning for everyone.

This piece – above others – most closely articulated in the title the golden thread of this PhD 'linking higher education and community development', in which I began to rehearse a personal, reflective, account developed in this thesis, interrogating the possibility of a 'meeting point between community development and higher education teaching and learning' (Derounian, 2018).

I 'started by reflecting on why I became an academic working on aspects of community development, and, over time, have been increasingly struck by the connections with university teaching' (Derounian, 2018). My personal reflective account mirrors the auto-ethnographical approach of the PhD. This article therefore spans process and product as important to CD and HE T&L. I also pick up on the value of creativity and particularly 'creative maladjustment', articulated by Martin Luther King Jnr (1954). My piece did, however, raise negatives about CD, teaching and learning, and education for CD: colonial deployment of community development, for example, raises concerns about motivation. Such 20th century education would seem to have been a means of defusing dissent rather than liberation. The article also links to my commentary highlighting the importance of happenstance/serendipity to learning and progress: Several lecturers interviewed for this research, for example, 'said they had come to the academy by accident' (Derounian, 2018). In summary this article foreshadowed the extended, more detailed, discussions in this PhD. Both the article and PhD have deployed a reflexive, autobiographical approach. What the article did not do was to provide large-scale and quantifiable data.

Eight

Goodenough, A.E. Roberts, H. Biggs, D.M. Derounian, J.G. Hart, A.G. and Lynch, K. (2017) 'A higher degree of resilience: Revealing the benefits of university internship placements using psychometric testing'. *Active Learning in Higher Education* 21(2) pp.102-115

This publication represented my most diverse research partnership to date, drawing on the expertise of colleagues from my own School of Natural and Social Sciences. Such breadth of coverage also reflects the nature of the case study: 'Revealing the benefits of university internship placements using psychometric testing'. Around 50 level 5 (second year) undergraduates completed 75 hour internships each academic year, from across the courses represented by staff in biology, criminology, geography, psychology and sociology.

Resilience is a multi-faceted concept but, in the context of learning, it can best be thought of as an individual's capacity to create and maximise opportunities as well as responding positively to setbacks and challenges. Developing students' resilience is becoming increasingly important. Research has shown resilience links to attainment, retention, engagement and employability. (Goodenough et al, 2017: 102)

Once again, therefore, it is an evidence-based study to inform and improve practice, which is the desired outcome for all my selected and supporting publications. Innovation is evident in that 'very little work has examined what aspects of curricula enhance resilience and the particular role of active learning frameworks in achieving this' (Goodenough et al, 2017: 102). However, in this PhD I offer a much more critical view of resilience, noting that it can be seen as a means by which individuals are tied to work that adversely affects them.

Asset Based Community Development is demonstrated in that students 'in the intern group had significantly higher challenge orientation scores at the start of the year than students in the non-intern group'. This suggested that interns viewed potentially stressful situations as

an opportunity rather than a threat and sought these as opportunities to learn and develop (Goodenough et al, 2017: 111, citing Maddi and Kobasa, 2005).

On reflection, I think I was an early adopter in practicing what has become known as Asset Based Community Development (ABCD), which further links to student-centred learning and recognition of the skills, knowledge and capabilities that students can bring to contact sessions and their – and their peers’ – studies. ABCD is evident in my recent research on graduate contributions to undergraduate teaching, accepted as a book chapter for publication in 2021 (Derounian, 2021).

In summary this research collaboration connects back to selected items four (about dissertations on page 39) and three (learning through community-based work on page 35). What it could not do was provide a comprehensive overview, but rather it establishes clear pointers for practice based on case studies of student-community internships.

This, then, brings us to the final selected work informing my PhD commentary, which is a book chapter.

Nine

Derounian J.G. (2018) ‘The Thrill of the Unexpected in HE teaching and learning’ in Broughan, C. Steventon, G. and Clouder, L. (Eds), *Global Perspectives on Teaching Excellence: A new era for Higher Education*. London: Routledge, pp.168-179

This peer-reviewed book chapter focused on the notion that teaching ‘excellence in higher education has become something of a Holy Grail’ that won’t be captured ‘in a commonplace way’ (Derounian, 2018: 168, citing Lewis Carroll, 1876). As one of my sub-headings – Principles for teaching excellence – a personal story – alluded to, I wove an auto-ethnographical element into this work. In so doing I was practising the method that has been used to research my PhD. In particular, I explored ‘disruption as a means of achieving

excellence’ whilst recognising that ‘this mechanism for learning...will not be a panacea for all’ (Derounian, 2018: 171). In arguing that positive ‘disruption can come from the skills, knowledge and experience that students bring with them to their studies and fits with the idea of co-produced learning’ (Derounian, 2018: 17), this continued my use of an approach already discussed in relation to *Mobiles in class?* (Derounian, 2017): My investigation was based on the views of those involved.

In the article I gave concrete examples of how – through experimentation – it is possible to induce ‘positive disruption to spark teaching and learning excellence’ (ibid, 2018: 173). I quoted Hughes et al (2009: 37) who articulated the desire:

to make a space for the student in higher education who engages with, and enjoys, intellectual work not simply because it will lead to a higher mark or because it will lead to a better job (though we would not of course discount these aspects) but rather because the wider experience of intellectual work enables the student to more fully and deeply engage with issues of concern in their lives and the lives of others.

The latter sentiment resonates, once more, with Bernal’s recognition and aspiration that humans recognise ourselves primarily as citizens and only secondarily in terms of our jobs, and exert agency in personal and work settings.

In summary the book chapter assessed the capacity for triggering learning through positive disruption of a student’s equilibrium. This links back to aspects of student-staff relations, focussed on in selected work two, page 34, (reviewing staff-student relationships for dissertation preparation). What it did not do was to draw on primary data from students at other universities than my own.

Chapter 7 A reflection on, and commonality across, job roles

In order to interrogate the idea of community development worker and lecturer activities' overlapping, I have compared the 'National Occupational Standards for Community Development 2015' (NOS) with the nationally agreed job role for a lecturer in HE (undertaking teaching and scholarship). These two sources respectively set down the duties and capabilities that each should practice. What is striking is the shared language, aims and activities across both specifications. What I expected to be a Venn diagram with separate and overlapping circles turned into a list of 43 shared traits for HE teaching and community development (displayed A-Z as appendix 3). Furthermore, I have indicated which of these shared characteristics are covered by each of the nine selected publications, set out on pages 30-31, that inform this PhD. In order to gauge whether there was something particular to the CD-HE teacher specifications, I then compared the NOS for a Social Worker with that of a Community Development Worker. There turned out to be just 13 shared characteristics between the two, which tends to support the idea that there is something particular to the CD-HE teacher roles and shared requirements.

1. Dealing with **grey** areas
 2. Boosting **self-reliance**
 3. **Learning** aids
 4. **Involvement**
 5. **Positivism**
- Mnemonic: *GaS LIP*

Figure 2: The 43 shared CD-lecturer characteristics were clustered under 5 broad headings:

In my 2011 published article on the importance of student-staff relationships to dissertation preparation I concluded that the quality of that relationship ‘can mitigate or exacerbate what is universally considered an ‘emotional rollercoaster’’ (citing Shadforth and Harvey, 2004: 149-50). Reading the alphabetical appendix list points towards similar elements necessary for community development practice, such as giving constructive feedback, fostering people’s confidence, skills and knowledge, empowering, enabling, facilitating, helping others to identify their own needs and actions, listening, respecting and supporting: these are all facets of emotional intelligence, and relationship, hopefully leading the student-then-graduate towards independence, echoing Freire and others’ belief in education as liberating (Ringer, 2005; Nyerere, 1975). The Russian author and experimental educationalist Leo Tolstoy (1972) also emphasised how essential it is for teaching to be based on human feelings as well as values. According to Smith (1983: 92) only ‘by owning your own thoughts, values, beliefs, and ideas can you truly own yourself and truly be free’.

Furthermore, and as already mentioned, I have harnessed the strengths and resources of students by adopting an asset-based approach. My 2017 published article ‘Mobiles in class?’ for example, discussed the pluses and pitfalls of students using mobile phones in contact sessions. This article captured the insights of undergraduates in focus groups discussing survey findings and refining these. Similarly, my action research for the UoG’s Academic Development Unit (2018) was undertaken with inputs from two level five, second year, undergraduate interns, investigating why peers absent themselves from lectures. This asset-based approach built on the fact that students have direct knowledge, experience, skills and capabilities to contribute to their own learning as well as mine. The study also fed in to a JISC-funded research project and 2019 conference in partnership with the Universities of South Wales and Greenwich that attracted 100+ delegates. I have worked alongside a colleague from the School of Education to deliver this JISC-financed research.

Service Learning represents another community development-HE teaching crossover that I have practised for 25 years. Such learning – strongly supported in N. America – is according to the US National Service Learning Clearinghouse (online) – a strategy for teaching and learning that brings together purposeful community service with reflection to enrich

learning, engender civic responsibility, and bolster communities. My own involvement in Service Learning connects to module tutorship of a level five (2nd year undergraduate) internship module. In this some 50 social and natural sciences students each year undertake a period of work or volunteering activity with an employer or community organisation. Each student proposes a programme of work with clear objectives suitable to the level of study, allowing them to demonstrate achievement of a set of professional and transferable skills via a project report and presentation.

Assessment has proved to be another fruitful means of fostering student learning, whilst assisting community projects. This is exemplified by independent studies and dissertations as well as tasks tailored to an issue or opportunity in the place where a distance learning student lives or works. Up until 2017 many of my students were mature, local council staff across Wales and England who studied part-time. Student community-based assignments included preparing a feasibility report for a children’s play area and generating data to inform a community’s Neighbourhood Plan. Both enact the definition given previously that ‘community development is about getting things done...but it is also about the creative development of people’ (Francis and Henderson, 1992: 2).

HE Teaching and learning (Collective-individual inputs and benefits)



Community development interventions (Collective-individual inputs and benefits)

Figure 3 The shared nature of 43 facets of community development and higher education teaching and learning are expressed here in diagrammatic form as a potentially virtuous circuit:

In this case, the medium (community development) can be delivered via higher education teaching and learning, and vice versa. In support of this Dewey wrote at the turn of the twentieth century, ‘(the school itself) shall be made a genuine form of active community life, instead of a place set apart in which to learn lessons’ (Dewey, 1900: 27). If we accept university as a type of school then in the same way that a photographer may focus a camera

by superimposing two images on one another to produce a sharp picture, community development and higher education teaching can align in a similar way, to generate a superior output than individually: the whole being greater than the sum of parts.

I have for a long time practised another means by which to implement Dewey's ideas: through student familiarity with popular culture. I enjoy boundary-spanning in my teaching, for example using (contemporary) music, paintings, poems and children's stories to reflect on images and commodification of the English countryside. Similarly, I utilise music to give colour to modules such as Power in the Modern World: Who really makes the decisions? Welsh rock musicians Manic Street Preachers in their track Design for Life, as an example, echo Freire's liberation pedagogy: 'Libraries gave us power'. The composer Max Richter (2020) asserted that 'artworks are social actions' in a Radio Four interview. I have also exported teaching into acting – especially folk plays connected to where I live: such as a mummer's play, and St Kenelm Miracle Play.

I also continue to commend fun, food and drink as a basis for study and community interaction (Derounian, 2011). This strongly corresponds with my book chapter (*The Thrill of the Unexpected in HE teaching and learning*, 2018: 176), in which I advocated "mischief with a purpose", which I would extend to staff in their disruptive teaching as well as students in their learning.' In the same piece I quoted Freire, 1972 (cited in Derounian, 2018: 171) who 'argued that the purpose of education is to awaken the consciousness through the release of the creative imagination'. I also advocated catching students off-balance, in order to 'trigger their learning and movement towards new understandings' (ibid: 171). A means of disruption through the familiar and entertaining seems to me entirely appropriate. If we want students to learn by remembering, then surely anything – including humour – that may be memorable is worth deploying.

Chapter 8 Theoretical links across community development and higher education teaching and learning

Freire's ideas clearly span community development and higher education teaching and strongly influence my own activity. In the 2017 article 'Inspirational teaching in higher education: What does it look, sound and feel like' I explicitly referred to Freire:

In researching inspirational teaching, the author has drawn on the work of the Brazilian, Paulo Freire (1921 – 97), who saw education as potentially liberating for the individual...This ties in with the purpose of this exploratory research article, to determine whether and what inspirational teaching may release the enthusiasm and capabilities of individual students.

I also adopt a pluralist position, in believing that higher education teaching can be empowering, and enable individuals to challenge, choose their own life and career paths, and influence decisions made by and for them (Ledwith, 2005).

In 'Pedagogy of the Oppressed' Freire (1972) reached beyond education to community empowerment, asserting that educated individuals are key to changing societal structures. Such self-aware radicalism is suggested for both workers and those in society who have up to that point conformed and thereby maintained a culture of silence. This sentiment seems to me just as applicable to lecturers and their students and links back to Bernal who argued that our humanity requires us to work for the common good, regardless of any professional role.

Of importance in terms of theories and vision is also Mahatma Gandhi (1977), who advocated an ideal society based on 'swaraj' and 'swadeshi': Swaraj meaning autonomy, while swadeshi equates to self-help and service to neighbours. Education linked to productive and practical work of communal benefit was argued by Gandhi to foster self-reliance; likewise, this aspiration emerges as a statement of intent for higher education teaching and learning: the UK Government's Teaching Excellence Framework TEF criteria (Department for Education, 2017), for example, emphasised the importance of course

design and assessment to stretch students to enable their independence. Gandhi based his ideas on self-governing and self-sustaining village communities. This links to my work and publications around rural sustainable development and teaching parish sector staff. It also connects with de Tocqueville's nineteenth-century belief that the strength of autonomous citizens sits within a local community (de Tocqueville, 1835)

How else does an individual challenge a prevailing paradigm, unless through learning? Once again this brings together the personal with the political (Hanisch, 1970). Alinsky wrote in his 1989 book 'Rules for Radicals' that all societies 'discourage and penalize ideas and writings that threaten the ruling status quo' (Alinsky, 1989: 7). In saying this, he supports the need for what Martin Luther King (1954) termed transformed nonconformists. Alinsky (1989: 190) believed that people must be re-formed 'so they cannot be deformed into dependency'. Learning for re-formation binds together higher education teaching and learning with community development. E.F. Schumacher in his seminal work 'Small is Beautiful' (1973: 56) echoes King's words:

there can be little doubt that the whole of mankind is in mortal danger, not because we are short of scientific and technological know-how, but because we tend to use it destructively, without wisdom. More education can help us only if it produces more wisdom.

Arnstein's 'Ladder of Citizen Participation' (1969: 217) provides a key model for community engagement, and one that remains influential fifty years beyond publication. In particular, Arnstein argued that citizens must climb the ladder in order to progress: the higher we go, the better the citizen participation in decision-making. So rung number eight (Citizen Control) is where – according to Arnstein – all, including those previously unheard, gain full voice and exert control over the agenda and subsequent decisions. This top step of the ladder represents a 'degree of power (or control) which guarantees that participants or residents can govern a programme or an institution, be in full charge of policy and managerial aspects, and be able to negotiate the conditions under which 'outsiders' may change them' (ibid: 223).

This would seem analogous to student-centred learning in which learners determine what they want in terms of teaching style and content (Tolstoy, 1972). But as a critique, is citizen control practically possible, not least in a centralised state such as the United Kingdom? What Arnstein (1969) terms Citizen Control could rather be seen as constrained or allowable influence; that is the extent to which central authorities are willing to cede power to communities of interest or place. Both CD and HE are limited by their political and practical contexts (see more on this in the context statements, preceding discussion of my selected publications); this seems to me as true in 2020 as when I began my first job in CD during 1980. From Prime Minister Thatcher’s rolling back state intervention, to PM Blair’s market-based approaches, through Coalition government, Brexit and the Corona pandemic, the UK remains a highly centralised state.

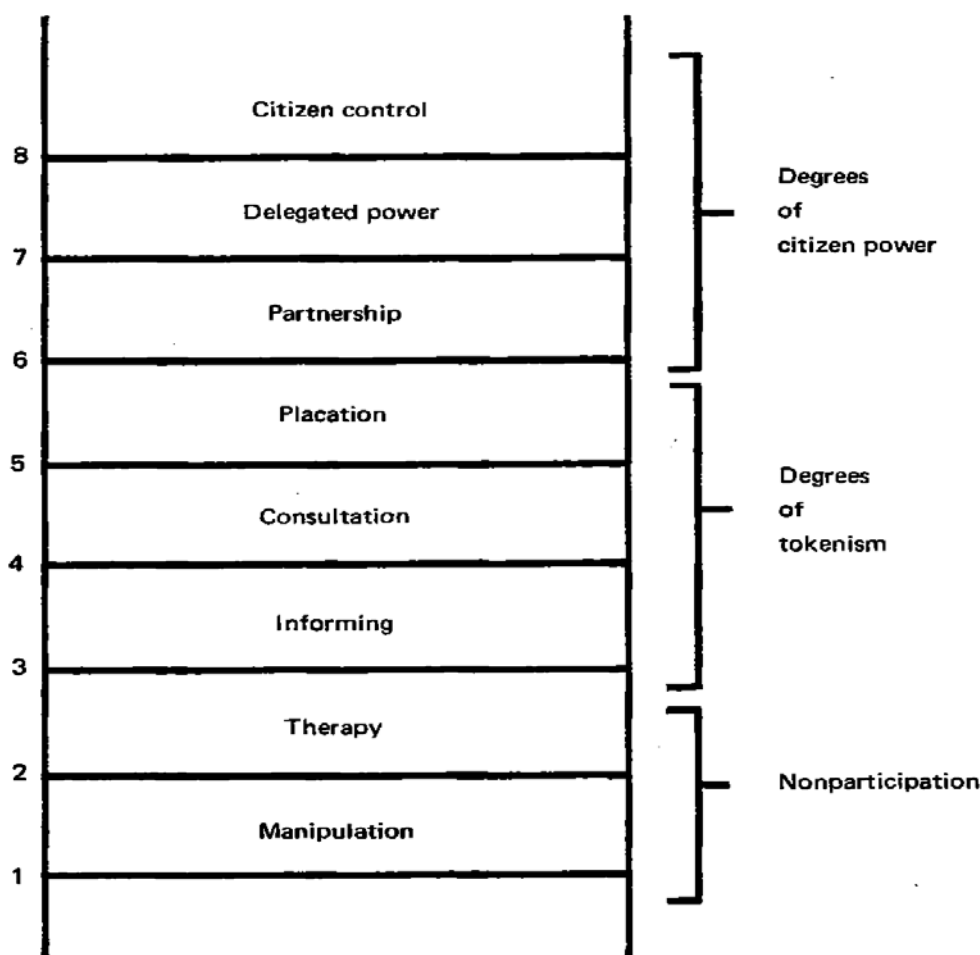


FIGURE 2 *Eight Rungs on a Ladder of Citizen Participation*

Figure 4: *Eight rungs on a Ladder of Citizen Participation (Arnstein’s Ladder)*

Arnstein's Ladder is not without its critics. For example, Brodie et al (2011: 10) argued against discreet rungs, and for 'spaces that provide access to a range of activities and people allow pathways and connections to be established that support sustained participation'. Similarly, Collins et al (2006) contended that there was no automatic progression or hierarchy as Arnstein's linear model puts forward, and that facets of involvement can overlap and be linked.

Abraham Maslow's (1943) Hierarchy of Needs provides another theoretical model to illuminate connections across community development and university teaching. At the apex of the triangle below – illustrating a five-step hierarchy – are self-actualization needs; these are to do with realising individual potential and harnessing opportunities for personal growth. For Maslow, self-actualisation is rising to the height of 'everything one is capable of becoming' (1987: 64).



Figure 5: Maslow's hierarchy of needs (McLeod, 2020)

Maslow's Hierarchy and Arnstein's Ladder seem close relations in urging people to go onwards and upwards; the higher we go indicating greater levels of autonomy, satisfaction, and achievement. These two influential concepts are also connected by a belief that

participation in decision-making and learning are social phenomena (Wenger, 1998). In highlighting synergies between community development and higher education teaching and learning I explored an aspect of this in ‘Alumni teaching undergraduates – a hidden resource in plain sight?’ (Derounian, 2021). The research presented course leader, student and graduate perceptions of alumni contributions to first degree teaching (ibid, 2021). In relation to community development, this represents a form of peer mentoring which, in turn, links to Lev Vygotsky’s Zone of Proximal Development (ZPD) that I highlighted in the article.

Vygotsky (1978: 86) explained the Zone of Proximal Development as ‘the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with a more capable peer’. This resonates strongly with the ability of a graduate to enable student ‘problem solving under adult guidance’ or alongside a better equipped peer. The diagram below illustrates the ZPD as the gap or location at which individuals may most effectively progress from what they know, to new knowledge and capabilities. In the context of community-development the ZPD is the point at which enabling, capacity building and empowerment can be most effective:

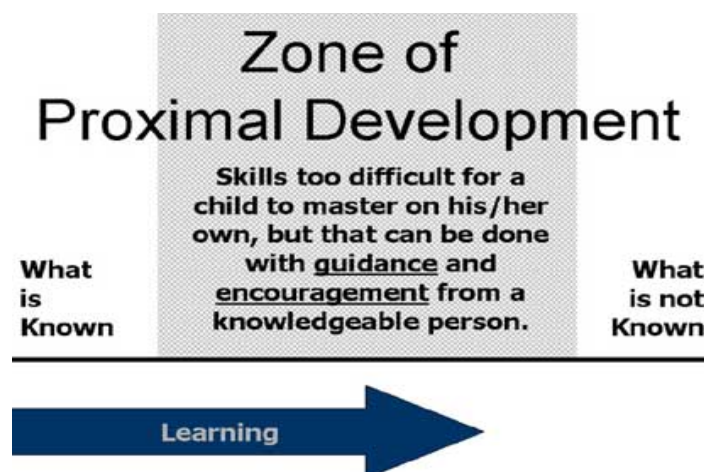


Figure 6: Vygotsky’s Zone of Proximal Development (ZPD) (McLeod, 2014)

I would also argue that allied to Vygotsky’s work is that of Bandura, whom I also quoted in my book chapter reviewing alumni inputs. He (1982: 754) argued that social systems, such as education, ‘cultivate generative competencies, provide aidful resources, and allow ample

room for self-directedness, increase the chances that people will realize what they wish to become'. Graduate-student connections, to use Bandura's word, represent such an 'aidful' resource and foster self-directedness whereby students can pursue what they want to be: the graduate as role model can literally stand in front of them teaching. Gandhi argued that:

A teacher who establishes rapport with the taught, becomes one with them, learns more from them than he teaches them. He who learns nothing from his disciples is, in my opinion, worthless. Whenever I talk with someone, I learn from him. I take from him more than I give him. In this way, a true teacher regards himself as a student of his students. (Gandhi, 1977: 269)

Additionally, in my alumni piece I quoted Markus and Nurius's (1986: 954) concept of Possible Selves that 'represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming, and thus provide a conceptual link between cognition and motivation.... they function as incentives for future behaviour'. Linking this to graduates, they 'represent individuals' ideas of what they might become, what they would like to become', in physical form (ibid: 954). I would argue that whilst Markus and Nurius were discussing what individuals might become, the same could apply to communities. The community development worker can enable communities to envision and work towards an improved potential future. Schumacher (1973) contended that each of us is searching for ideas that help make sense of the world and our own lives: when something becomes intelligible, the individual gains a sense of engagement. Participation, as I have argued, is therefore intrinsic to teaching and learning and to community progress (as shown in the A-Z appendix at the end of this narrative).

So far in this section I have tended to apply primarily community development theories across to teaching and learning. But equally from education, for example, there is Kolb's Experiential Learning Cycle (Kolb and Kolb, 2013), which has four points to its 'compass':

1. Concrete Experience (which could be new or a reinterpretation of experience)

2. Reflective Observation (to determine possible inconsistencies between experience and understanding)
3. Abstract Conceptualisation (reflection that generates a new idea, or enables modification of an existing one. Thus the individual learns from experience)
4. Active Experimentation (learners apply their idea to see what happens)

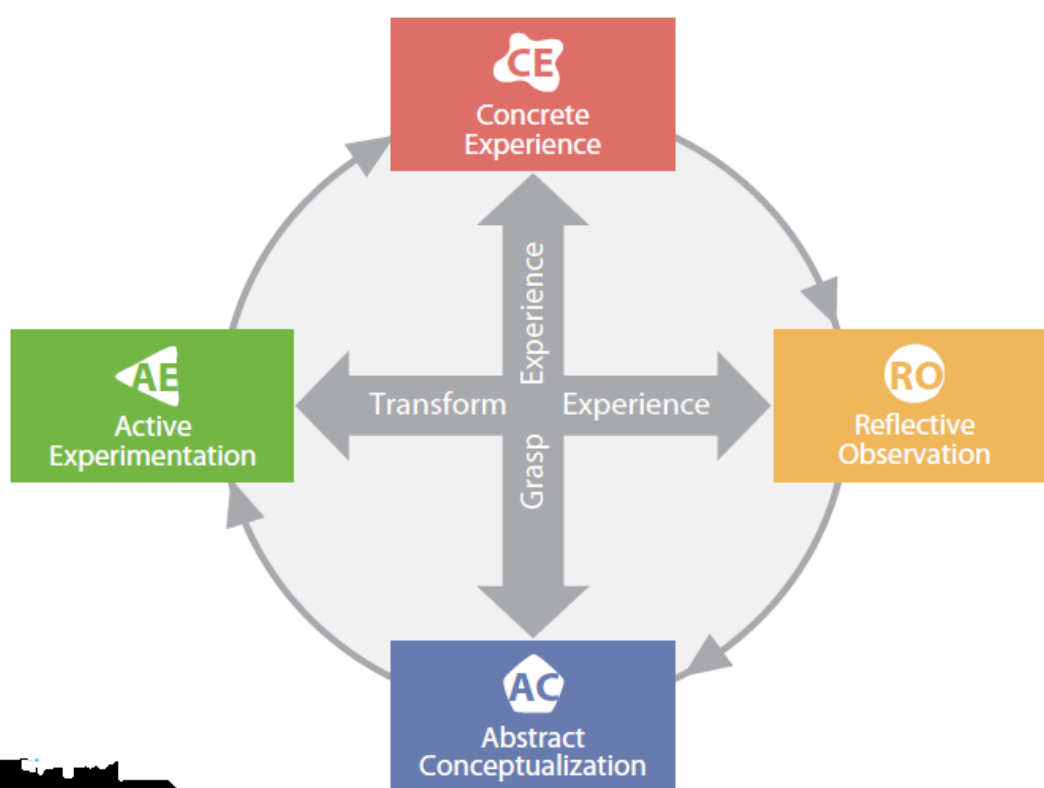


Figure 7: Kolb's Experiential Learning Cycle (Kolb and Kolb, 2013: 8)

I would argue that this cycle is not just recognised in, and suited to, education but to community development as well, although the terminology may differ: A project or intervention (concrete experience) can form the basis for reflection, monitoring and evaluation, which 'enables modification' and active experimentation to see if the adjusted

idea works better. If not, the cycle can be repeated. Whether community development worker or HEI lecturer, the endeavour is identical in seeking improvement, by orbiting this circuit. Reflexive practice is highlighted by community developers (Gilchrist and Taylor, 2011) as a key way of learning.

Consultants E. and B. Wenger-Trayner (2015) assert that the term ‘community of practice’ (CoP) is relatively recent, ‘even though the phenomenon it refers to is age-old’. I would support the longevity Wenger-Trayner claim, since my jobs from 1985 onwards have entailed work alongside practice communities. CoPs are ‘formed by people who engage in a process of collective learning in a shared domain of human endeavour.’ (Wenger-Trayner, 2015, online).

However, I will now argue with evidence, that this notion is not just a repackaging of an old idea but something less helpful namely a form of appropriation. The same authors claimed the genesis and utility of the concept in learning theory – I dispute this and argue instead that CoPs arise from theory and policy discussions linked to community development, of which Wenger-Trayner seem largely unaware. Theirs is not an original idea, but acquired from communities and their supporters who have practised purposeful collaborations across the globe to better their own circumstances for at least 150 years. For example, Alexis de Tocqueville, in the 1830s, wrote that:

The strength of free peoples resides in the local community. Local institutions are to liberty what primary schools are to science; they put it within the people’s reach; they teach people to appreciate its peaceful enjoyment and accustom them to make use of it. (de Tocqueville, 1835: 102)

The local action mentioned by de Tocqueville is surely what Wenger-Trayner call a ‘community of practice’, whereby shared interest enacted in a locality can lead to practical benefits for participants? In 1980, Rural Voice – an alliance of UK organisations – urged collaborations between rural communities and authorities to improve country life. Delving further back, Adams, 1922 argued for rural regeneration as the ‘means to enable country

men and women to help themselves, and to bring together all classes in co-operation for the common good' (cited in Cripps, 1984). Earlier still the philanthropist Horace Plunkett suggested that a cure for rural ills can only come from educating villagers about the value of co-operation. Moreover, the third sector National Council of Social Service pre-WWII (1937-8) encouraged the state, churches and political parties to combine forces with local communities to apply 'the strength and influence of each and all these forces in a more effective partnership'.

Smith (2003, 2009) contended that 'learning involves a deepening process of participation in a community of practice'. This links to my appendix of key words including 'process' and 'participation'. North American researchers Lave and Wenger argued for learning as a social activity experienced as everyday life, which they term 'situated experience' (Wenger, 1998: 13).

Wenger states that communities of practice 'are formed by people who engage in a process of collective learning in a shared domain of human endeavor' (Wenger, 2015). The 2015 National Occupational Standards for Community Development mirror this emphasis, in that a central tenet of CD is to support cooperation that delivers societal progress. Surely these various historic examples amount to 'communities of practice' in intent and deed, if not name, albeit converging from different directions? Wenger-Trainers' concept of CoPs is linked to organisational effectiveness; whilst community development collaborations are about shared action for community progress.

Li et al (2009) reviewed Communities of Practice as an evolving idea that started life in learning theory to foster self-improvement but mutated into a management tool to boost organisational effectiveness. Wenger-Trayner contributed to an edited collection, 'Co-producing research: A community development approach' (Banks et al, 2019). As the title makes clear it concentrates on a 'community development approach' to the co-production of research (ibid: 1), with the express purpose of collaboration aiding communities of place

and interest, through capacity building for social improvement. However, unlike my career in community development and higher education, Banks and contributors (2019 also Mantai and Brew, 2015) focus on these two concepts as mutually beneficial for research. I would argue that this is half the story, and complementary to my own focus on the nexus and reinforcement that community development and HE teaching and learning can provide for each other.

Where higher education research and teaching do coincide can be through a 'process of community development that provides a link between knowing and doing' (Banks et al, 2019: 1). Translating the quotation to this thesis I take it to mean that for optimum impact community development, research and teaching and learning must feed each other, thereby creating a virtuous multiplier. In consequence I would extend the conclusion of Banks et al (2019: 204) that 'co-production can...give purpose to social sciences and arts and humanities research undertaken in universities' by making clear that purposeful (HE) research, teaching and learning can all reinforce and illuminate community development, and vice versa.

Chapter 9 Drawing together the threads

Based on my review of a forty-year career to-date, literature review, plus reflection on selected articles focused on community development and higher education teaching and learning, I draw a number of conclusions:

Community development practice and HEI teaching and learning predominantly overlap in intent, theoretical underpinning and practice. This is clearly conveyed in the A-Z of 43 shared characteristics (see appendix, that includes clustering under five themes) and the way that these facets feature in my own publications. I conclude that for praxis, this means that each can and does amplify the efficacy of its relation. I also draw evidence from my own career, as charted in this thesis, of the way in which CD and HE teaching and learning usefully enable the other. Note that I am saying such reinforcement can happen, but that it is not a given, and in many cases remains in the realms of aspiration, whereby rhetoric outruns implementation.

On the other hand, both community development and HE teaching – in the UK, which represents the primary focus for this commentary – operate within a capitalist, highly-centralised, market-driven economy and society. Berg and Seeber (2016) are critical of corporate universities that switch power from frontline staff to management, where financial matters override others, and relegate teaching and intellectual considerations. Therefore, whatever the day-to-day practice, there are structural and strategic barriers and confines within which my work and life (and that of my colleagues) operate. Lazzarato (2006) terms this acting within societies of discipline and control. So, reverting to Arnstein's Ladder (1969) previously discussed as Figure 4, and climbing to the top rung – Citizen Control – is limited for example by Government and University rules and regulations.

Similarly, community development – the peaceful, legal expression and implementation of preferences and courses of action – is built upon delegation and devolution of decision-making from centralised authorities. Therefore, community development work and HE

teaching ultimately depend on power being ceded, or not, from the centre. A sporting analogy would be that authorities determine the nature of allowable activity (for example soccer), and therefore the type of pitch and rules that must be adhered to by participants (citizens). The latter may wish to play rugby but they cannot, because officialdom will not sanction it. This reflects a corporatist view of the way the world works that requires citizens and organisations to behave in exchange for a seat at the table of power. Bad manners and disagreeable behaviour will lead to withdrawal of privileges and/ or sanctions.

It would seem, therefore, that only limited power is given, logically leading to the view that full power must be seized, a point that surfaced in my review of rural community organizing in England (Derounian, 2014) for Birmingham University. In that paper, I argued that community organising emphasises confrontation (Gilchrist and Taylor, 2011) which goes back to Alinsky (1989), in his seminal work 'Rules for Radicals', where he sought to enable organisations to take power and hand it to the people. Alinsky supported the idea of community-based action and higher education teaching and learning as key to altering the terms of engagement, and the nature of the 'pitch' on which we play out our lives: 'Without the learning process, the building of an organization becomes simply the substitution of one power group for another.' (ibid: 125). Tolstoy (1972) reinforces this by arguing that enabling learner autonomy was key to countering the control exerted by the state. As mentioned in terms of positionality, I feel that my attitudes, beliefs, jobs and career exemplify a consensus approach to community development within existing societal structures, rather than confrontation and the more radical nature of community organizing. The consensual approach is demonstrated in my articles: for example, Skinner and Derounian (2008) 'Building community through online discussion', 2011, that stressed the 'Importance of Staff-Student Relationships; and my 2018 personal, reflective, account linking higher education and community development'.

From experience in the field, selected publications, and from reading round theories – such as education to release (Freire), and Wenger (CoPs) – and long-term practice linked to community development and teaching at universities, I conclude that a unifying goal for both would seem to be travelling in hope or expectation (Mayo, 2015; Berg and Seeber, 2016). In other words, I mean hope for a better self, a better world, whether close at hand or more distant, spatially or chronologically. Sharot (2011) discussed how findings point towards optimism as an evolutionary facet of the human brain: optimism and hope seem Darwinian imperatives nurturing survival. If there were no possibility of betterment, what would be the point of carrying on? Both HE teaching and learning and community development offer mechanisms for potential and actual improvement and are both about the development of people.

Such positivism is illustrated by artist, Paul Hobbs whose work I saw exhibited.



Figure 8: Hope by Paul Hobbs

Hobbs writes about the symbolism of this piece online; for him 'yellow is the colour of hope...The key shape used here is the triangle, which is like an arrow, as hope is always directional – we hope in something, or for something...The orange line is to suggest the energy and vitality that hope brings to us.' The reader is asked to keep Hobbs' image in mind when viewing my own modified version of Vygotsky's ZPD that I unite with Snyder's Hope Theory, over the next few pages.

Ojala (2015) researched hope in relation to Swedish high school pupils and climate change and drew a distinction between unrealistic optimism producing denial, and constructive hope generating positive behaviours and engagement with issues. She concluded that active citizens need to be emotionally aware, which links back to my 2011 article reviewing the importance of relationships (between students and staff) to dissertation production. This additionally ties in with affective learning connected to a learner's interests and motivation (Bamidis, 2017). Giroux (2004: 38) advocated educated hope which he terms 'a pedagogical and performative practice that provides the foundation for enabling human beings to learn about their potential as moral and civic agents'. For Giroux hope embodies 'a discourse of critique and social transformation' (Giroux, 2004: 38). It is therefore both process and product. Ickson et al (2019), by contrast, temper such positivity through findings that showed whilst conscientious women with optimistic dispositions improved academic performance, equally, less conscientious men who were optimists experienced adverse effects on academic outcomes.

It also occurs to me that kindness and compassion are closely allied to hope. Unwin (2018: 37) advocates 'risk takers – at any level within or outside an organisation – (who) can identify the rules that get in the way, can apply their humanity to those rules'. Unwin (ibid: 39) goes on to claim kindness as disruptive: 'kindness comes from solidarity, and solidarity, in the modern world, demands a significant shift of power'. This imperative strikes a strong chord with me and my actions for community development and higher education. It also accords with the ideas of Freire (1972) and Gandhi in seeking peaceable solutions that work for individuals and communities. Similarly, Palmer (1998) emphasised connectedness. A forebear on my mother's side – Cardinal Newman – wrote in 'The Idea of a University' (1852 cited in Dessain et al, 2008), that his ideal was a community of students and lecturers committed to education that is useful to humanity. Ellis (2009, cited by Jewkes, 2011) explained auto-ethnography (such as this commentary) as 'a social project that helps us understand a larger, relational, communal and political world of which we are a part and that moves us to critical engagement, social action, and social change'. I believe that my auto-biographical approach to this PhD fits with Ellis's personal social project,

contextualised within the larger political world, in which my life, work and publications are situated.

This leads me to conclude that not only do community development and HE teaching enjoy a synergistic relationship, but that a third element – informed hope – is an essential component driving individual and collective growth and improvement. In particular, I have drawn on the ideas of Crow Native American Chieftain Plenty Coups, who in the nineteenth century articulated what has become known as radical hope as a means of outlasting the attempted destruction of his tribe and finding new meaning for them to carry on. Hope Theory led me to Plenty Coups and radical hope: 'Education is your greatest weapon. With education you are the white man's equal, without education you are his victim and so shall remain all of your lives. Study, learn, help one another always' (Plenty Coups cited in Wishart, online).

I moved from a focus on generalised hope, towards the specific and practical Hope Theory (Snyder, 2002: 10). The theory of Snyder and followers can be reduced to a formula:

HOPE = AGENCY + PATHWAYS

Hope theory represents an active social process whereby hope 'is the sum of perceived capabilities to produce routes to desired goals, along with the perceived motivation to use those routes' (Snyder, 2000: 8). So, according to Snyder, hope is both cause and effect. A hopeful disposition creates purposeful thoughts that generate pathways towards positive futures. Tolstoy's (1972) advocacy of paths of thought resulting from a personalised curriculum link to Snyder's emphasis on pathways. The customised curriculum echoes contemporary emphasis on student-centred learning. Snyder (2000: 16) also writes that 'goal pursuit thoughts (i.e. hope) influence esteem'. The very fact of hopeful thoughts increases personal fulfilment and contentment, which comes full circle to igniting further hope and action. Such self-help is intrinsic to both CD and HE teaching and learning and also shows that the process is a key facet of the product.

Snyder (ibid: xxiii) was unusually personal in a book Preface, stating that his interest in hope arose in part from bodily pain that he experienced each day. This links to my own uneasy relationship with depression and anxiety since I was a teenager. For Snyder (2000) hope acts like a glue that enables us to bear the human condition; it also provides the fuel for forward motion. Snyder (1994, cited in Gallagher and Lopez, 2018) established that 'hope is the combination of both agency and pathways thinking and that hope not only helps individuals to identify goals but that hope is a strong source of resilience and determinant of positive outcomes in most circumstances and that individuals of all backgrounds can and do benefit from hope'. This emphasis on resilience connects with my selected article from 2018 elucidating 'the benefits of university internship placements.' Gallagher and Lopez (2018) went on to evidence how hope delivers wellbeing, meaning to life, mental and physical health, educational, professional, and relational benefits, across age and geographic groups. Pitchford (2018) suggests universities could exercise a role in social prescribing, by referring individuals to study to gain therapeutic benefits, including, perhaps, increased hopefulness. Gallagher and Lopez (2018) go on to comment that hopefulness emanates from relationships with parents, but also with peers and teachers. The importance of relationships ties in with my PhD commentary around teachers and community developers as facilitators, plus the relational importance between undergraduate and lecturer that I researched in terms of dissertation production.

Callina, Snow and Murray (in Gallagher and Lopez, 2018) develop another aspect of hope, CD and teaching and learning, namely the expectation of a better future, and the individual capability (agency) to work towards that goal. These authors also identify 'plasticity' as a human ability to change for the better. In addition, they say, hope stimulates 'multiple means to goal achievement. 'Plasticity' is a term that could be applied to critical thinking and problem solving, both of which are graduate attributes.' They go on to state that belonging to 'a community of self-scaffolding hoppers' enables hopeful progression. This resonates with Wenger's Communities of Practice and peer learning amongst students and community developers (Callina, Snow & Murray in Gallagher and Lopez, 2018).

Citing Carver & Scheier (2002), Callina et al draw a distinction between optimism and hope that:

lies primarily in the element of control that exists in hope with respect to the individual's ability to attain his or her goals. Optimism refers to confidence that a positive outcome will occur but not necessarily to the individual's ability (or perceived ability) to realize a goal

Callina and colleagues (2018) sum up: 'hope enhances our agency, helping us to achieve our goals and cope with obstacles and challenges. It orients us positively toward the possibilities inherent in the future and also gives meaning and zest to our experiences in the present'.

Pedrotti (in Gallagher and Lopez 2018), in a chapter sub-titled 'Hope as a Factor in Academic Success', observed that hopeful teachers increase their own positivism by increasing hope in their students. Again, I have noted this in my commentary regarding individual experience that can generate wider, public benefits. Ong, Standiford and Deshpande (in Gallagher and Lopez, 2018) highlighted the beneficial effect of hope in boosting individual resilience that itself results partly from relationships with other community members. This connects with points from my narrative about possibilities for collective as well as individual gains (from CD and HE teaching and learning) and with a jointly authored article establishing resilience as a gain for students undertaking internships (Goodenough et al, 2017). Lee and Gallagher (in Gallagher and Lopez 2018) emphasised how those with high hope negotiate difficulties with goal attainment through positive thinking. This was also a finding in our internship article (Goodenough et al, 2017), that students undertaking internships tended to see obstacles as challenges, rather than barriers. This positive 'spin' provides a practical illustration of Snyder's Hope Theory, and in particular hopeful thinking creating pathways to goals that completes the circuit back to a reinforcement of further actions founded on hope. There is also an echo of asset or resource-based community development and student-centred learning that foregrounds strengths, as opposed to a deficit model that starts from the point of what is missing. They also comment that hope forms part of psychological capital. Various capitals, including social capital (for example an individual's networks) are

seen to support both student learning and active community life. Shorey, Snyder and colleagues (2002: 322) put this succinctly: 'Hope is a strength and an asset'.

Lee and Gallagher, (in Gallagher and Lopez, 2018), go on to show how high hope individuals are 'more likely to seek support from others and to actively attempt to strengthen their social bonds'. Wellbeing gains therefore arise from a collective life in community. Citing Keyes (1998), Lee and Gallagher highlighted the importance of individual integration within society, as well as self-perception that one's activities contribute to community life.

Furthermore, a person with high hopes endeavours 'to actively support the goal pursuits of others, which can promote success in others but also serve to develop and strengthen social bonds' (Lee and Gallagher in Gallagher and Lopez, 2018). This emphasis on social life mirrors Maslow's pinnacle of self-actualisation, where individual fulfilment partly results from interaction in community. Mouton & Montijo, 2017 (cited in Gallagher and Lopez, 2018) asked 150 diverse people from 22 nations, what do you love; what are you passionate about; and what has been a memorable experience for you? Respondents consistently mentioned family, friends and others, plus learning and growing in answer to all three questions. The emphasis given to social connections, once again spans both personal and collective endeavour. And it is friends and family that people seek help from (Eisenberg et al, 2012 cited in Mcdermott et al, 2017).

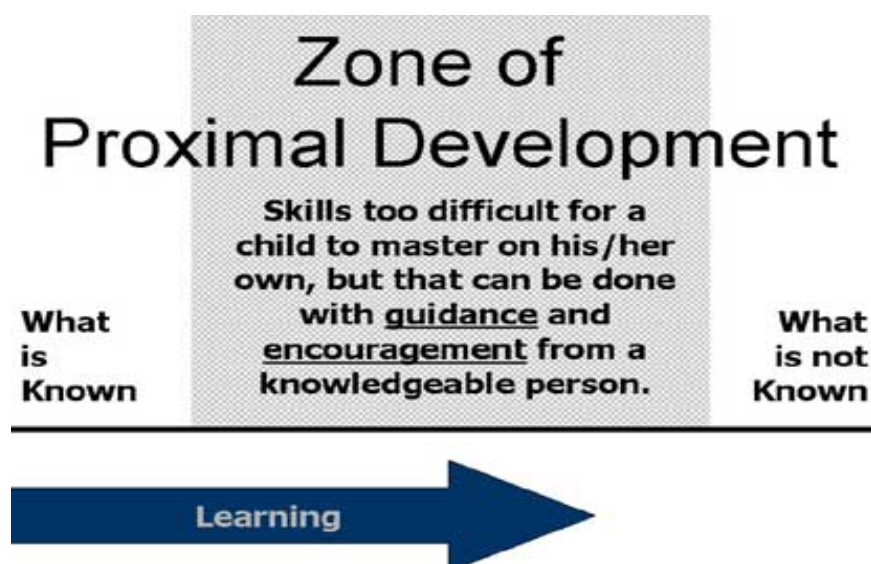
Hope is also argued to connect with engagement, empowerment and self-help – all core elements of community development and higher education teaching and learning.

According to Pedrotti a 'fundamental premise behind hope theory is that we have the ability to exert personal agency so as to help ourselves and those around us achieve the goals that we set' (Pedrotti in Gallagher and Lopez, 2018; Giroux, 2004).

I never imagined at the outset of this PhD journey that I would find myself in the territory of hope/theory, linked to the visions of a dead Crow chieftain. But this provided a pathway to connect with Vygotsky's Zone of Proximal Development ZPD. The link was made as a result of a conversation with my wife, a teacher herself, in which she said 'everything glides in to

everything else’ (Derounian, L., 2020, pers. comm., 4 May). As Robinson et al (2016) recognise, postgraduate researchers access backstage support beyond supervisors in the form of critical friends including partners. However, Voslu and Motala (2016) raise concerns about contributions from anyone other than supervisors, such as student perception of doubtful usefulness of external inputs. Given my fields of interest, CD and HE teaching, my view is that appropriate practitioner inputs to complement those of the supervisory team (of three academics in my case) is highly prized, in terms of considering aspects of theory, practice and praxis. The added benefit for my retrospective autoethnography is to challenge and contrast my personal practice with reference to secondary materials and the practice insights of formal academics, as well as non-academics.

Vygotsky illustrated the ZPD as follows:



(McLeod, 2014)

As a result of thinking around ‘everything glides in to everything else’, I began to shape an adjusted ZPD appropriate to the specifics of community development and higher education teaching:

Bridging from present to future capability and knowledge

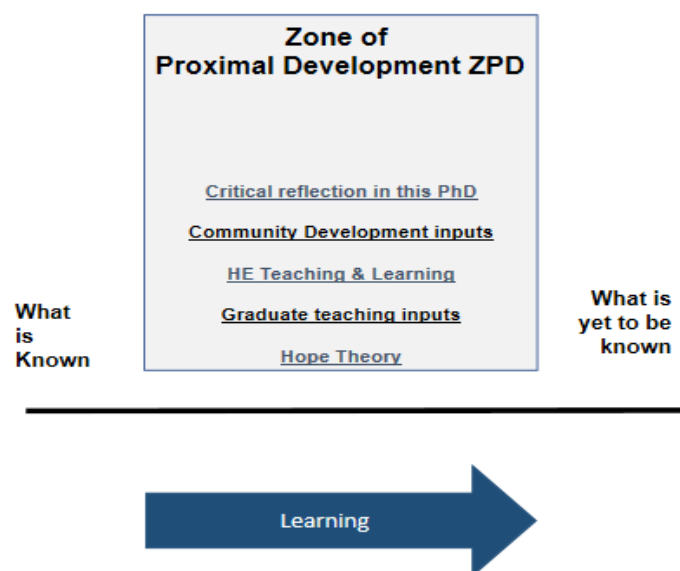


Figure 9: Bridging from present to future capability and knowledge (Derounian, 2020 after Vygotsky, 1978)

Vygotsky (1978) contended that the ZPD is the range within which the individual (and I would contend community) can most effectively leap from existing to new knowledge, skills and actions. Hope Theory and Plenty Coups’ Radical Hope combine to demonstrate how generalised expectation and positivism can nurture possibilities and pathways. Furthermore, Wisker et al (2009) comment on the possibility of a learning leap, which again ties in with my modified ZPD diagram (above). My own research through published works and in assembling this PhD point me to community development in tandem with higher education teaching and learning as practical means for making such a leap forward. Furthermore – and in particular – my published research shows how graduate inputs to HE teaching can constitute a heightened Zone of Proximal Development, illustrating a more detailed level at which the bridge-crossing or obstacle circumnavigation can be facilitated (with the aid of a lecturer and/ or community development worker).

Hope Theory places emphasis on individual and communal agency. Taking Hope Theory and Radical Hope as a launch-pad, I perceive hope as an aeroplane on a runway, flight ready. Hopeful thoughts represent the flight path, with community development and higher education teaching and learning (plus graduate inputs to teaching), enabling the plane to taxi, gain speed, take-off and travel towards a new destination. The destination comprises new knowledge, skills, capabilities and actions.

I do, however, acknowledge that hope confronts a central dilemma in terms of whether to enable an individual or community through community development or higher education: do you address immediate disadvantages or strategic and longer-term structural inequalities? The argument is, I believe, analogous to the fight against poverty. In tackling poverty now, we may mitigate suffering but at the same time reduce the urgency for structural, sustained change. Alternatively, circumstances might deteriorate to such a point that public opinion mobilises, and conditions on the ground are so appalling that fundamental readjustment may become imperative. According to pluralists – of which I broadly count myself one – community development and higher education teaching and learning offer a means towards increased self-reliance. Berg and Seeber (2016) assert that being collegial and a good team player are essential characteristics for academics.

However, as I wrote in my 1998 book *Effective Working with Rural Communities*, a Marxist-Structuralist critique of pluralism would highlight the latter's inability to deal with deep-seated problems like poverty. Furthermore, pluralism articulated via higher education teaching or community development may be nothing more than window dressing, a mechanism by which people are given the impression of influence whilst, according to Arnstein (1969), they can be manipulated. An associated criticism is that hyper-local activity is a means by which dissent and civil disorder can be averted. Citizens are so busy, and preoccupied, with making a difference to their immediate surrounds that they lack energy, time and awareness of wider issues. Such community action, then, constitutes fragmented, atomised, ad-hoc activity that fails to coalesce into a tide of change, instead remaining as sporadic dribbles (Derounian, 1998; Bailey and Pill, 2015). This is a severe challenge to my

hopeful and optimistic self. Bailey and Pill (2015: 300) clearly point towards community-based ventures, such as neighbourhood planning, as tokenistic (Arnstein, 1969): 'communities are expected to operate on voluntaristic principles and may be given 'voice' but relatively little empowerment.'

I clearly remember during the 1980s, as a community development worker, being told by the Conservative UK Government-appointed Chair of a Quango, that his organisation was not there to interfere with the market, but to ameliorate its worst effects. Such a comment would seem to play to the idea of community development (and higher education) as nice extras and control mechanisms, not essentially changing the terms of engagement between citizen and state. Mayo (2015) cited a community development worker as memorably saying: 'we talked revolution, but then we organised the bingo'. At the very least, immediate relief versus longer-term fundamental societal change are held in tension or – worse still – in opposition. I believe that my own behaviour, as opposed to general practice, demonstrates what could be the case, as opposed to what is. My research diary entry 4.11.2019, was prompted by listening to activist and actress Jane Fonda being interviewed on BBC Radio 4's *Broadcasting House* 'We can't scale-up individual choices fast enough'. She was speaking about citizen actions to remediate climate change. This struck me as exactly the dilemma I have been wrestling with for 40 years: Facilitating personal change and progression, against an indifferent or hostile societal structure in which personal impacts and contributions have not (so far) reached critical mass.

In addition to hope, I would complement this with 'the process *is* the product'. By this I do not mean the journey is the destination; but rather, from my work in both HE and with communities, I am convinced that the way in which people interact heavily influences the product (outcomes and outputs). An illustration of this is how students work in groups. If they cooperate well then a resulting assessment stands a good chance of being decent, scoring highly and being judged by students as a useful undertaking. Conversely, if they don't, it won't! Extending this observation to my PhD by publication, I conclude that my gradual, collaborative, iterative and reflective approach to preparing this narrative mirrors the intrinsic community development and teaching and learning characteristics whereby the

process of thinking, research and writing, in relation to my published works and this thesis, takes time and directly feeds into the *product*.

Another key dilemma for those seeking to empower individuals or groups via community development or higher education teaching relates to human frailty and fragility. For example, regarding undergraduate dissertation supervision, I discovered through my published research that such demanding independently-managed assignments can be unnerving, with students overwhelmed by the task. I went on to highlight the 'loneliness of the long-distance researcher, resulting from the protracted nature of a dissertation whereby a student has, in the main, only their own resources to carry them through a year of dissertation work' (Derounian, 2011: 93). From this it is clear that, just like a community development officer, lecturers can disable or enable student capability (mirroring Freire's belief). I wrote similarly about the fragility of community-based ventures: 'UK central government and policy developers do not seem to have understood the reality of community-based plans built on the commitment, energy and inputs of already stretched volunteers' (Derounian, 2016 online). And, just like the lecturer as facilitator, I went on to suggest such community-generated blueprints could only be prepared by communities if properly scaffolded. The importance of scaffolding directly connects to hope as hope may flourish or be coaxed when the individual is secure in the knowledge that he will not fall.

And then there is the matter of self-interest: I wrote about this in *Spearheading self-help* (Derounian, 1996, one of my support publications), which pointed to self-interest as a powerful reason for individual involvement in community initiatives. I went further in suggesting self-motivation could encompass personal, financial, educational and political benefits, as well as self-aggrandisement or addressing a perceived threat (ibid). I also argued that self-interest is not the same as selfishness in that personal advantage can also generate public good. The touchstone, however, has to be transparency. For example, a shopkeeper may become involved in her town's regeneration, on the basis that the store could increase trade as a result, which is reasonable, so long as the involvement is transparent and any improvements shared.

This in turn connects to resilience of communities and students. In a 2017 article with colleagues – ‘A higher degree of resilience’ – we concluded that enabling ‘student engagement with real-world issues and challenges through supported internships...is an important mechanism for increasing students’ resilience’ (Goodenough et al, 2017: 102). By resilience, we meant an individual’s ability to seize opportunities and deal positively with difficulties. The same is true in community development. So for example, the UK Government (2016, online) offered guidance on increasing community resilience through networking and knowledge exchange. Resilience is also seen as a vital survival mechanism for lecturers, as they are required to teach more students better, to publish in high-impact journals, be visible in professional circles and secure funding for consultancies (Hay, 2017). Hay went on to describe the detrimental effects of ‘loneliness, divorce, stress, unhappiness, ill health and career abandonment’ (ibid: 9). This quotation underlines the importance of staff resilience and wellbeing. Berg and Seeber (2016), on the other hand, emphasise that intangibles may be what really count in terms of boosting resilience: as examples, they cite supporting academic colleagues and encouraging them in their work. But I am fully aware that resilience can be critiqued as a coping mechanism for individuals shackled to a treadmill in order that we remain productive and pliant.

Ultimately, as both CD worker and HE teacher, I ask myself whether these activities over a forty-year span represent facilitation and acting as a change agent and/ or merely operating as a stooge within a capitalist system committed to profit? I certainly believe that my community development and higher education activities have enabled me (and those I interact with) to act as facilitator, catalyst and change agent in terms of producing personal, community and graduate benefits. Thus learning becomes intrinsic to resistance. As evidence I would point to 40+ blog pieces of mine on both community development and/ or higher education published by the [Times Higher](#); [LSE](#), [WonkHE](#) and [Guardian](#). Taken together these amount to some 50,000 words published from 2011 to 2020 that remain online as open access materials. I therefore conclude that an imperative for higher education teaching and learning and community development is to be evident where people are, and not expect them to physically cross the threshold of a university or community building, which may be an anxiety-provoking experience, not least in a time of

Corona virus. Hence my [2017 blog for WonkHE entitled 'From ivory tower to good neighbour'](#). And also longstanding practice of both blended and distance learning, enabling students to study from familiar surrounds using internet resources and related support. Such learning at a distance from an HEI also enables students to address issues and opportunities via assignments and thereby spark practical change in their own environs. This is another example whereby the process is the product – assessments trigger personal learning whilst engendering public benefits, such as gauging the feasibility of an initiative. Blended and distance learning have, of course, taken on a new urgency in response to Covid-19.

However, I do acknowledge that I am a small cog in a vast machine that is market-driven, and that after all these years I am still working within this environment. I continue to travel with others – citizens, graduates and students – to enable them and myself to view the world more critically and act for personal and societal improvement. As Foucault (1983) contends, if the world is dangerous, then there remains work to do. But equally, Mayo (2015) counsels that we must be vigilant – both as CD workers and HE teaching academics – to encourage others to think through what they believe and act accordingly, and that we should not be part of the problem by reinforcing inequalities, a point also made by Botes and van Rensburg (2000).

What I am, and what I am not: To my eyes I am a warm and likeable man, who equally likes to be liked. This, in terms of Bourdieu's habitus (1990) partly explains my consensual approach to community development and higher education teaching and learning. Community development is about enabling people to identify and carry through actions. So, like teaching and learning for adults, it's about facilitating learning and constructive change (for others and myself). For many years I avoided conflict, and on this basis the confrontational style of community organizing is not for me. However, over time, I feel that I have equipped myself to argue and confront difficulties. This in turn leads me to believe that habitus is not a fixed set of predispositions and that working in a university has built my capacity to debate, and argue (with evidence), and has taken the personal sting out of such

clashes. This ties in with a point about Hope theory, that there is a degree of plasticity in how people may behave and that hope can engender positive thoughts and actions. What I am not is an exponent of direct action but rather a guide and preparer of those who may choose, and have chosen, this path. A point that goes right back to chapter two of this commentary, where I say:

It was part-way through my time in Newcastle that I underwent an epiphany...This description ties in with Wisker et al (2009: 20) who comment that doctoral students – such as myself – embark on a learning journey during which there may be a learning leap or ‘a lightbulb moment’. Having operated as a solo project officer, I came to the realisation that HE teaching represented an opportunity to reach, influence and encourage many more people than was possible via intensive community-based activity with individual activists and small project groups.

In conclusion, my National Teaching Fellowship award citation from the Higher Education Authority (now Advance HE) made clear [2007 [online](#)]: ‘James models his approach to learning on his own experiences as an early professional proponent of community development in the North East of England.’ My two NTF reviewers commented (Anon, 2007): ‘There is strong evidence of your commitment and enthusiasm for providing students with the best learning experience with the goal of developing a cadre of committed community developers...passion for his subject and for empowering students’. This demonstrates a thread from my earliest community development posts, continuing in 2020 as part of my teaching and learning.

I would also add that although the focus of this doctoral narrative has been on higher education teaching and learning, my selected and supporting publications reinforce a key aspect of community development, which is collaborative research. A majority of the selected works, however, are single authored, thereby exemplifying identification of my own needs and actions, self-learning and reflection as an aid to my own understanding and that of others.

My reflection on a 40-year career and publications across that period, reminds me of how I view my passport photographs. The images below present me at a point in time. When each was taken I accepted that version of myself. But over time each image looks dated and represents a younger self. It is a shock to see such slow-motion change. In the same way, reflection on past publications has enabled me to look afresh and gain clarity about what my interests were at a particular time and what societal context research and publications were produced in. Part of my learning through this PhD journey has been to make explicit what I have been doing with my working life and leisure. Somewhat reassuringly I believe that I have gained insight as Kierkegaard (1843) suggested, that life may be understood backwards, but is lived forwards. The living is a consuming day-to-day preoccupation in which change to self and surrounds is so gradual that it only clearly emerges with hindsight.

1990-2000

2000-2010

2010-2020



Figure 10: James Derounian: Passport photographs indicating change over time

Chapter 10 The coherence, originality and impacts of this PhD by Publication

Coherence of this PhD by published work

In terms of coherence my PhD commentary reviews practice and academic literature and a forty-year career spanning community development (CD) practice and teaching and learning at higher education institutions. Furthermore, my community development activity and higher education (HE) pedagogy, and publications around these spheres, represent a continuous thread from the late 1970s to the present (p3 of the PhD narrative). I have therefore adopted an iterative and dynamic approach to my scholarship, so that my PhD research has enabled me to reach understandings of where I started from through completion of this doctoral narrative. As Danish philosopher Kierkegaard wittily quoted (1843) life 'can only be understood backwards; but must be lived forwards'.

Coherence in practice and career are reinforced by a carefully selected sample of nine published academic works that chart the intertwined paths of community development and university teaching and learning. The commentary seeks to present a balanced picture of the positives and negatives associated with CD and HE teaching. I make explicit, for example, the fact that CD and HE are limited by their political and practical contexts; this is as true in 2020 as when I began my first job in CD during 1980. Despite Prime Minister Thatcher's rolling back of state intervention, through to Brexit and the Corona pandemic, the UK remains a highly centralised state (p56).

As stated in Chapter One, the relevance of this theme, and therefore the research, is global given that CD and HE T&L are practised in developing and developed countries; across sectors and political systems. The focus of this commentary is current and topical, in terms of UK emphasis on the Teaching Excellence Framework (TEF), Covid pandemic lockdown and renewed urgency to deliver distant and blended learning (p32). Likewise, my work reviewing the capabilities of Armenian and other diasporas is relevant given the mass movement of people from warzones such as Syria and Nagorno Karabagh.

I paint a coherent picture of the permeable interface between my personal and public life (p9); which illustrates JD Bernal's emphasis on the individual as citizen first and professional or worker second. The coherence of my work and leisure activities also exemplify Hanisch's contention (1970) that the personal is political; for example, I have acted as a volunteer Board member of Cheltenham's West End regeneration partnership (CWEP); plus, central involvement in assembling Winchcombe Town's Neighbourhood Plan.

My selected articles cohere around the importance of connection and relationship, as can be seen in (2008) 'Building community through online discussion'; 'The Importance of Staff-Student Relationships to Undergraduate Dissertation Preparation' (2011) and 'Mobiles in Class?' (2017). The research underpinning these nine publications coheres around seeking to develop evidence-based practice in pursuit of constructive change for individuals and communities (p7).

I have consistently drawn on the work of Paulo Freire (1921–97) who viewed education as potentially liberating, and I also adopt a pluralist stance, in believing that HE teaching can empower, and enable individuals to challenge, choose their own life path, and influence decisions made on their behalf.

Originality of this doctoral thesis

I believe that this PhD commentary and preceding research publications are an example of what Boyer (1990) termed the scholarship of integration; that is synthesising materials from different contexts and sources to create something new and original. I have demonstrated both in my selected publications plus the narrative, that 'knowledge is acquired through research, through synthesis, through practice, and through teaching' (Boyer, 1990: 24).

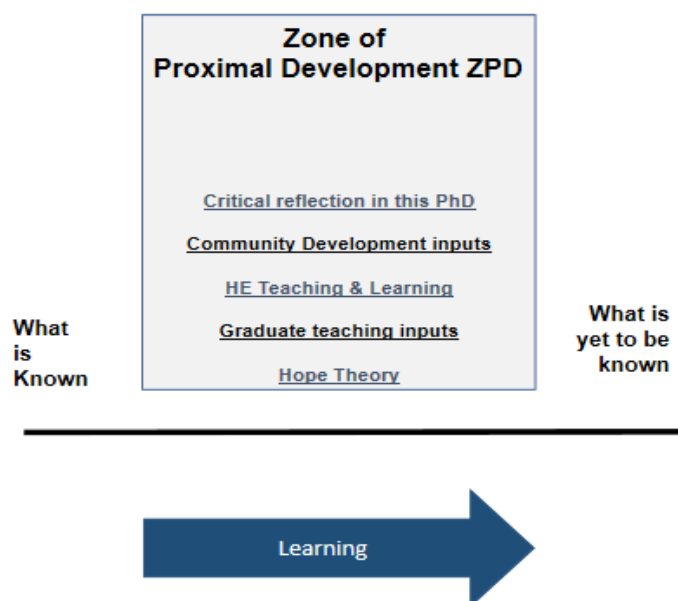
My first claim to originality is that no one else has brought together the two disciplines to explore how and whether 'community development and HE teaching can, do, and should be deployed by those engaged in community development practice, and university teaching and learning, to reinforce and amplify the impact of the other' (p5). 'My own lived

experience and publications offer a unique opportunity to analyse community development and HE teaching and learning, and thereby potentially to unearth possibilities in terms of theoretical understandings and practical applications to the advantage of one or both fields' (3).

Second is the originality of linking Snyder's (2002) Hope Theory, to Vygotsky's (1978) Zone of Proximal Development (ZPD). I show how hope can enable communities and students to bridge from what they know to new knowledge and capabilities (p17). Vygotsky's (1978: 86) Zone of Proximal Development ('the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with a more capable peer'), is highlighted by Derounian (2021 in press) in which I argue for alumni teaching undergraduates as a powerful enabler of Markus and Nurius' concept (40) of 'Possible Selves' that represents an individual's ideas of what she might, and what she would like to, become.

The 'third claim is in the form of a methodological contribution: This PhD narrative exemplifies informed informal writing – combining academic rigour with journalistic accessibility. I also identify myself and actions through the lens of Freire (participatory education, 1972), Bourdieu (habitus, 1990) and Snyder's Hope Theory (2002). For Snyder (2000) hope acts like a glue that enables us to bear the human condition; it also provides the fuel for forward motion (p68). Such progress is evidenced by Snyder who demonstrates that hopeful thinking generates pathways towards a desired goal; these paths are the means by which to bridge across Vygotsky's ZPD from what a person or community may know to new knowledge and capabilities. Pedrotti (in Gallagher and Lopez, 2018) puts it thus: the 'fundamental premise behind hope theory is that we have the ability to exert personal agency so as to help ourselves and those around us achieve the goals that we set' (p71).

Bridging from present to future capability and knowledge



(Derounian, 2020 after Vygotsky, 1978)

There is evidence of originality in the works selected for this PhD. As one example (p47 of this commentary), ‘very little work has examined what aspects of curricula enhance resilience and the particular role of active learning frameworks in achieving this’ (Goodenough et al, 2017: 102).

My fourth claim to originality is presented as appendix 3 (p108). The central assertion that community ‘development practice and HEI teaching and learning considerably overlap in intent, theoretical underpinning and practice is clearly conveyed in the A-Z of 43 shared characteristics and the way that these facets feature in my own publications. I conclude that for praxis, this means that each can and does amplify the efficacy of its relation’. So, for example, asset-based working (ABCD p108) features amongst the shared characteristics as a powerful enabler of community development and learning, in terms of harnessing the strengths and resources within a community, individual, or class of students. The 43 facets presented in appendix 3 were extracted from the 2015 National Occupational Standards for Community Development workers, and from the UK union-employer nationally-agreed lecturer job specification using a key word search.

Impacts of my work

In keeping with my career and extra-curricular activities, and in line with Arnstein's advocacy of community control and a bottom-up approach, I present impacts starting with the local and working outwards to national and international effects. For brevity I set down examples of each:

Local community/ university impacts

The evidence presented in this narrative demonstrates positive impacts over a sustained, 40-year, period linked to both community development and higher education teaching and learning. Professional impacts include successfully mentoring colleagues to gain University of Gloucestershire teaching awards, as well as National Teaching Fellowships; also leading on university policy setting down what a student should expect from their teaching. On the community side I have adopted a central role in assembling a community-based Neighbourhood Plan, reflecting resident wishes for the development of my hometown (Winchcombe, Gloucestershire). My work with Devon and Northumberland rural communities (1980-93) produced a series of regeneration initiatives and community-run ventures such as successful retention of village schools (in Plymtree, and Poughill).

National and international impacts

In terms of community development my national and international impact has taken in research and publications for Action with Communities in Rural England (ACRE), Carnegie UK Trust, as well as the European Council for the Village and Small Town and International Association for Community Development. Such materials have been disseminated via conferences across Europe and over time. An example bridging to HE learning is the Big Green Gap Year (BiGGY) that I invented and piloted with support from the National Union of Students, University of Gloucestershire Sustainability Unit, and Students' Union. The BiGGY was lauded in its project appraisal, and by student participants. Similarly, I invented and followed through Faith in Affordable Housing (FiAH), that began as an undergraduate

independent study, which then blossomed in to a venture covering Wales and England; with the student researcher graduating to employment as a FiAH Project Officer. The project continues (2020) with funding from the Welsh Government; and has facilitated the building of tens of affordable homes on church land. I have been able to disseminate this model via a number of UK Government policy documents.

Sector wide (CD and HE) impacts

I have had an impact in terms of HE teaching and learning, through active membership of the UK Association of National Teaching Fellows ANTF, as joint communications officer; but also through mentoring NTF applicants from UK universities, presenting both face-to-face and virtually at NTF conferences and support events. My own scholarship therefore fed in to the award of a National Teaching Fellowship (2007); which in turn has given me a voice in the wider UK community of academic teachers. This also links to my national and international impacts. On the community development front, I have for 26 years enabled some 1,000 students to study and achieve via blended delivery; a mechanism that has taken on urgency in light of the UK Covid-19 pandemic. Such delivery and the importance of facilitating communities of learners features in the selected article 'Building community through online discussion' (Skinner and Derounian, 2008).

My (2021 in press) book chapter – 'Humanising the Pre- and Post-graduation Experience: Alumni Inspiring Undergraduates, a Hidden Resource in Plain Sight' – provides evidence of a simple, impactful, way in which to enrich HE through graduate teaching inputs. This in turns exemplifies the original claim made in my commentary, that graduates can facilitate purposeful and hopeful thoughts (Snyder, 2002) in students that enable the latter to cross Vygotsky's (1982) Zone of Proximal Development, to new knowledge, ways of thinking and action.

In line with the overall aim of this doctoral research – 'to explore and determine the nature and degree of connectedness between higher education teaching and learning, and community development theory and practice' – I have uniquely brought together materials

and theories from both disciplines, such as: Paulo Freire (higher education teaching as empowering or disabling); Martin Luther King jnr. (transformed nonconformists); Maslow's Hierarchy and self-actualisation (that is 'rising to the height of everything one is capable of becoming' (1987: 64); Markus and Nurius's (1986) concept of Possible Selves, also linked to Bandura (1982) who advocated fostering self-directedness so students can pursue what they wish to be; Lev Vygotsky's ZPD; Kolb's Experiential Learning Cycle (Kolb and Kolb, 2013) and Wenger-Trayner's CoPS (Communities of Practice).

From community development literature and theory, I have drawn on Gandhi's Swaraj (autonomy) and swadeshi (self-help); Arnstein's (1969) Ladder of Citizen Participation; Eric Schumacher's (1973) clarion call that Small is Beautiful, in which he argues that when something becomes intelligible, the individual gains a sense of engagement. Alinsky's Rules for Radicals (1989) echoes the necessity of progress through challenging prevailing paradigms; which in turn connects to Tolstoy (1972) who asserts 'that enabling learner autonomy was key to countering the control exerted by the state'. Finally - as I have argued in this PhD narrative - comes Snyder's (2002) Hope Theory, that represents an active social process whereby hope 'is the sum of perceived capabilities to produce routes to desired goals, along with the perceived motivation to use those routes' (Snyder, 2000: 8). Therefore, Snyder evidences hope as both cause and effect, process and product. Finally, this links to the methodology used to assemble this PhD through reflective retrospective auto-ethnography. As Bryman (2012: 432) observes ethnography 'frequently simultaneously refers to both the method of research....and the written product of that research'.

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Appendix 1: Ten supporting practice articles, books and consultancy reports –

two single-authored books (items h and j)

one single-authored research report (item a)

one single-authored academic journal article (item d)

one single-authored research working paper (item c)

two single-authored professional journal articles (items b and i)

three co-authored consultancy reports (items e, f and g)

- a. Derounian, J.G. (2018) 'Rural Community Organising: Going, going.....gone?' in McCabe, A. (ed.) *Ten Years Below the Radar: Reflections on Voluntary and Community Action*. Paper 143: 17-20 [online]. Available at: <http://eprints.gla.ac.uk/172408/1/172408.pdf> [accessed 27.7.2020]
- b. Derounian, J. (2016) 'The good, the bad and the ugly of neighbourhood plans'. *The Planner* 20.4.16 [online]. Available at: <https://www.theplanner.co.uk/features/the-good-the-bad-and-the-ugly-of-neighbourhood-plans> [accessed 27.7.2020]
- c. Derounian, J.G. (2014) *Now you see it... ..now you don't: a review of rural community organising in England*. Birmingham: Third Sector Research Centre, Working Paper 116 [online]. Available at: <http://eprints.glos.ac.uk/3448/1/working-paper-116.pdf> [accessed 27.7.2020]
- d. Derounian, J. (2011) 'Fanning the Flames of Non-Conformity', *Journal of Learning Development in Higher Education*, issue 3 [online]. Available at: <https://journal.aldinhe.ac.uk/index.php/jldhe/article/view/86> [accessed 27.7.2020]
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- f. Derounian, J. Craig, G. and Garbutt, R. (2005) *Training for Rural Community Development Activists in the United Kingdom and Ireland*. Dunfermline: Carnegie UK Trust
- g. Derounian, J. Howes, L. Kambites, C. and Skinner, E. (2005) *Pointers to Good Practice: A guide for town and parish councils*. Cheltenham: National Association of Local Councils and Commission for Rural Communities CRC
- h. Derounian, J.G. (1998) *Effective Working with Rural Communities*, Chichester: Packard Publishing
- i. Derounian, J. (1996) 'Spearheading self-help'. *Ruralfocus* magazine, p7.
- j. Derounian, J.G. (1993) *Another Country*. London: NCVO Publications.

Appendix 2: My PhD matched against the British Library list of unpublished theses

From: WILLIAMS, Nicky

Sent: 23 September 2019 13:48

To: DEROUNIAN, James

Subject: RE: My PhD – British Library listing of unpublished theses

Hi James

A meeting of two rivers: A reflection on the conjunction between community development and higher education teaching and learning

I have had a thorough look and I can confirm that the British Library does not have any unpublished PhDs on the same subject or with a similar title.

Sorry to take so long, I have had a good look this afternoon and can't find anything remotely similar.

Best wishes

Nicky Williams

Subject Librarian – Education

Appendix 3: Forty-three characteristics shared by higher education teaching and community development

(displayed **A-Z** for ease of interpretation; each characteristic emerged from a key-word search of the NOS (2015) and nationally-agreed lecturer job specification). I also show the connection of these features to my own publications (the **numbering corresponds to my selected publications** set out on pages 30-31; **whilst a-j entries correspond to supporting publications**):

Capacity building [JD selected publication 2; 3; 6; 7; 8; 9; h](#) JD [support works](#)

Enabling people to develop their potential and ability to do things

Capitalise on strengths and resources community development (Asset-based) 8; a; b; c; i;

Harness the capabilities of individuals and groups to enable constructive change

Celebration 6

Validating and rewarding (collective and/ or solo) achievement

Collaborative and cross-sectoral working 6; 8; 9; a; b; c; g; h; j;

learning through shared experiences

Collective (team/ group) work SP1; 5; 9; a; c; d; g; i; j;

Partnership, group, team work towards agreed ends

Community (support) 6; 8; 9; g; h;

Resource to support group development

Constructive (feedback) 4; 7

Specific feedback to aid improvement

Contested meanings 5; 6; a; c;

Disputed understandings, oppositional

Creativity 1; 6; c;

Enabling people to get talking, sharing & generating ideas

Critical discourse JDSP1; 3; 6; a; c; d;

Probing, analysing, getting under the skin

Develop people's confidence, skills and knowledge 6; 7; 9; h;

Enabling, capacity building, empowering

Difference and diversity 6; a; h; j;

Acceptance, variety, inclusion

Effective communication 5; 6; 9

Matching means of communication to target audience

Empowering 3; 8; c; h;

Enabling, facilitating, building capability

Enabling 6; 8; d; g; h;

Assisting

Encouragement 4; 5; 7; d;

Motivate

Evaluation/ monitoring 6; 7; 8; a;

Establishing progress and any remedial actions

Facilitation 2; 3; 7

Enabling

Identify own needs and actions 6; c; g; h; j

Self-actualisation (Maslow); student/ community-centred

Impacts on poverty, racism and social exclusion 6; 8

Justice, equity, inclusion

Inclusivity 5

Embracing, encompassing

Integrative 4; 6; 7; j;

Bringing together, holistic

Judgement 7;

Discernment, carefully considered conclusions

Juggling/ prioritising 8

Ranking, relative weight, ordering

Listening 5; 7; 9; c;

Active listening, hearing, awareness of others/ other views

Learning 3; 5; c;

Absorption of experience to influence thought and action

Networking 6; h;

Socialising, connecting, interacting with others

Participation	JDSP2; 3; 5; 6; 8; 9; b; g; h;
<i>Involvement</i>	
Peer mentoring	6; 8; 9
<i>Like-to-like support and counselling e.g. student-student</i>	
Positive (social) change	4; 5; 8; b;
<i>Commitment to improvement</i>	
Praxis	6; 8; d;
<i>The outworking or combination of theory and practice</i>	
Process	6; 8; 9; g; h;
<i>How something is done</i>	
Reflection	3; 6; b;
<i>Learning through review</i>	
Respect	7; 9
<i>Acceptance, acknowledgement, recognition of worth</i>	
Research	2; 3; 4; 5; 6; 9; c; i
<i>Exploring, unearthing, discovering</i>	
Self-development	6; 8; 9; i
<i>Personal gain, progression</i>	
Signposting	7
<i>Showing the way, pointing, guiding</i>	
Social justice	6
<i>Equality, equity</i>	
Supervision	6; 9
<i>Keeping an eye on, gauging progress</i>	
Support	6; 8; 9; a; g; h;
<i>Help, scaffolding, assistance, utility</i>	
Teaching	1; 3; 5
<i>Gaining insight and understanding</i>	
Understanding	6;
<i>Enlightenment, insight</i>	
Value	7; 9
<i>Recognition, worth</i>	

The same shared characteristics are clustered under 5 broad themes/ headings:

1. BOOSTING SELF-RELIANCE

Capacity building JD selected publication 2; 3; 6; 7; 8; 9; h support work;

Enabling people to develop their potential and ability to do things

Capitalise on strengths and resources community development (Asset-based) 8; a; b; c; i;

Harness the capabilities of individuals and groups to enable constructive change

Community (support) 6; 8; 9; g; h;

Resource to support group development

Develop people's confidence, skills and knowledge 6; 7; 9; h;

Enabling, capacity building, empowering

Empowering 3; 8; c; h;

Enabling, facilitating, building capability

Enabling 6; 8; d; g; h;

Assisting

Facilitation 2; 3; 7

Enabling

Identify own needs and actions 6; c; g; h; j

Self-actualisation (Maslow); student/ community-centred

Learning 3; 5; c;

Absorption of experience to influence thought and action

Peer mentoring 6; 8; 9

Like-to-like support and counselling e.g. student-student

Positive (social) change 4; 5; 8; b;

Commitment to improvement

Process 6; 8; 9; g; h;

How something is done

Respect 7; 9

Acceptance, acknowledgement, recognition of worth

Self-development 6; 8; 9; i

Personal gain, progression

Understanding 6;

Enlightenment, insight

2. POSITIVISM

Celebration	6
<i>Validating and rewarding (collective and/ or solo) achievement</i>	
Creativity	1; 6; c;
<i>Enabling people to get talking, sharing & generating ideas</i>	
Encouragement	4; 5; 7; d;
<i>Motivate</i>	
Value	7; 9
<i>Recognition, worth</i>	

3. INVOLVEMENT

Collaborative and cross-sectoral working	6; 8; 9; a; b; c; g; h; j;
<i>learning through shared experiences</i>	
Collective (team/ group) work	SP1; 5; 9; a; c; d; g; i; j;
<i>Partnership, group, team work towards agreed ends</i>	
Difference and diversity	6; a; h; j;
<i>Acceptance, variety, inclusion</i>	
Impacts on poverty, racism and social exclusion	6; 8
<i>Justice, equity, inclusion</i>	
Inclusivity	5
<i>Embracing, encompassing</i>	
Integrative	4; 6; 7; j;
<i>Bringing together, holistic</i>	
Networking	6; h;
<i>Socialising, connecting, interacting with others</i>	
Participation	JDSP2; 3; 5; 6; 8; 9; b; g; h;
<i>Involvement</i>	
Social justice	6
<i>Equality, equity</i>	
Support	6; 8; 9; a; g; h;
<i>Help, scaffolding, assistance, utility</i>	

4. LEARNING AIDS

Constructive (feedback)	4; 7
<i>Specific feedback to aid improvement</i>	
Effective communication	5; 6; 9
<i>Matching means of communication to target audience</i>	
Evaluation/ monitoring	6; 7; 8; a;
<i>Establishing progress and any remedial actions</i>	
Judgement	7;
<i>Discernment, carefully considered conclusions</i>	
Listening	5; 7; 9; c;
<i>Active listening, hearing, awareness of others/ other views</i>	
Praxis	6; 8; d;
<i>The outworking or combination of theory and practice</i>	
Reflection	3; 6; b;
<i>Learning through review</i>	
Research	2; 3; 4; 5; 6; 9; c; i
<i>Exploring, unearthing, discovering</i>	
Signposting	7
<i>Showing the way, pointing, guiding</i>	
Supervision	6; 9
<i>Keeping an eye on, gauging progress</i>	
Teaching	1; 3; 5
<i>Gaining insight and understanding</i>	

5. DEALING WITH GREY AREAS

Contested meanings	5; 6; a; c;
<i>Disputed understandings, oppositional</i>	
Critical discourse	JDSP1; 3; 6; a; c; d;
<i>Probing, analysing, getting under the skin</i>	
Juggling/ prioritising	8
<i>Ranking, relative weight, ordering</i>	

From: DEROUNIAN, James

Sent: 01 May 2019 11:20

To: GOODENOUGH, Anne (Prof); ROBERTS, Hazel (Dr) ; HART, Adam (Prof) ; LYNCH, Kenny (Dr) ; HEALEY, Mick (Prof) ; STIBBE, Arran ; Elisabeth Skinner (Elisabeth.Skinner@slcc.co.uk)

Subject: Permission please – JD PhD by Published Work

Appendix 4: Co-author permissions to use published articles for this doctorate

Dear Adam, Anne, Arran, Elisabeth, Hazel, Kenny and Mick,

I am part-way through my PhD by Published Work, reviewing the conjunction/ *connections between Community Development and Teaching and Learning in Higher Education*. The co-authored publications (listed below) exemplify one of these shared characteristics – partnership/collaboration/ team working via a ‘community of practice’ CoP, as Wenger would say ☺

Part of my submission requires me to have evidenced permission from co-authors that I did indeed contribute significantly to the work/s detailed below....please can you send me a sentence to this effect.

Thanks in anticipation!

1. Derounian J.G. (2018) The Thrill of the Unexpected in HE teaching and learning, chapter in Broughan, C. Steventon, G. and Clouder, L. (Editors), *Global Perspectives on Teaching Excellence: A new era for Higher Education*. London: Routledge
2. Goodenough, A.E. Roberts, H. Biggs, D.M. Derounian, J.G. Hart, A.G. and Lynch, K. (2017) A higher degree of resilience: Revealing the benefits of university internship placements using psychometric testing. *Active Learning in Higher Education*
3. Derounian, J. (2018) Why Do People Become Academics? A personal, reflective, account linking higher education and community development. *Journal of Pedagogic Development* 8(2). Online <https://www.beds.ac.uk/jpd/volume-8-issue-2/why-do-people-become-academics>
4. Derounian, J.G. (2017) Inspirational teaching in higher education: What does it look, sound and feel like? *International Journal for the Scholarship of Teaching and Learning* 11(1) Article 9
5. Derounian, J.G. (2017) Mobile in class? *Active Learning in Higher Education*
6. Healey, M. Lannin, L. Stibbe, A. and Derounian, J. (2013) Developing and enhancing undergraduate final-year projects and dissertations. *Higher Education Academy*
7. Derounian, J. (2011) Fanning the Flames of Non-Conformity, *Journal of Learning Development in Higher Education*, issue 3 (March)

8. Derounian, J. (2011) Shall We Dance? The Importance of Staff-Student Relationships to Undergraduate Dissertation Preparation. *Active Learning in Higher Education* 12(2) 91-100
9. Lynch, K Derounian, J Healey, M Hill, S Mason-O'Connor, K McEwen, L Pitchford, A and Skinner, E (2013) Learning Enhancement for Active Student Community Engagement (LEAPSE). York: Higher Education Academy [accessed online 6.2.2019]
https://www.heacademy.ac.uk/system/files/resources/leapse_report_final.pdf
10. Skinner, E. and Derounian, J. (2008) Building community through online discussion. *Learning and Teaching in Higher Education* (2) 57-70. Online <http://resources.glos.ac.uk/shareddata/dms/19D9970ABCD42A03945A8EA89856E0AF.pdf>

James Derounian BSc (Hons) MPhil MRTPI FHEA FILCM
Visiting Professor (Faculty of Health and Wellbeing) at the University of Bolton,
Principal Lecturer in Community Engagement and Local Governance,
Course Leader *Applied Social Sciences*,
National Teaching Fellow,
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Social Sciences Blog: <https://uniglossocialsciencesblog.wordpress.com/>

Visiting Fellow Edge Hill University *Institute for Public Policy and Professional Practice*
Honorary Fellow Birmingham University (*Third Sector Research Centre*)

Silver rating for teaching excellence

Source: *Teaching Excellence Framework* (TEF) 2017

From: LYNCH, Kenny (Dr)
Sent: 03 May 2019 15:54
To: DEROUNIAN, James
Subject: RE: Permission please – JD PhD by Published Work

Dear James

I am writing to provide a statement confirming your contribution to the HE Academy funded NTF Development Project called Learning Enhancement for Active Student Community Engagement (LEAPSE).

I confirm that you were an integral member of the research team and played a key role in the research project that led to the following report:

Lynch, K Derounian, J Healey, M Hill, S Mason-O'Connor, K McEwen, L Pitchford, A and Skinner, E (2013) Learning Enhancement for Active Student Community Engagement (LEAPSE). York: Higher Education Academy.

You contributed to all stages of the research process developing the initial concepts and funding proposal, planning and executing the research and editing the final output. I have no reservations in you using this output, and this supporting statement, in a PhD by publication and wish you success in this work.

Best wishes

Kenny

=====
Dr Kenny Lynch
Reader in Geography, FRGS FHEA NTF
E: T: uk+(0)1242
[@LynchKenny](#)
[School of Natural & Social Sciences](#)
^University of Gloucestershire
[BA Geography](#) | [BSc Geography](#) | [@GlosGeog](#)
=====

The Routledge Handbook of African Development.
Edited by Tony Binns, Kenny Lynch & Etienne Nel
<http://bit.ly/AfrDevHandbk>
50 Chapters, 690 pages, 55 B&W illustrations

From: GOODENOUGH, Anne (Prof)

Sent: 01 May 2019 11:33

To: DEROUNIAN, James; ROBERTS, Hazel (Dr); HART, Adam (Prof); LYNCH, Kenny (Dr)

Subject: RE: Permission please – JD PhD by Published Work

Dear James

I am very happy to provide a statement in relation to the co-authored paper 'Goodenough, A.E. Roberts, H. Biggs, D.M. Derounian, J.G. Hart, A.G. and Lynch, K. (2018) A higher degree of resilience: Revealing the benefits of university internship placements using psychometric testing. Active Learning in Higher Education'.

I can confirm that you played an integral and fundamental role in the entire research project that lead to this publication. You were instrumental in all stages of the work from initial ideas and submission of the underpinning grant application to the HEA, to planning the research, undertaking the research, and editing the final output. In addition to the substantive role you had in the project itself, you were also extremely encouraging and supportive to me in the PI role and to the other Cis on the project. I have absolutely no hesitation at all in you using this output, and this supporting statement, in a PhD by publication and wish you all the best in that endeavor.

I have included, in copy here, the other co-authors of this paper: Adam, Kenny, and Hazel.

Best wishes

Anne

From: HEALEY, Mick (Prof)
Sent: 01 May 2019 12:42
To: DEROUNIAN, James
Subject: PhD by Publication

Dear James

I am pleased to confirm the following in relation to the Higher Education Academy co-authored research report 'Healey, M. Lannin, L. Stibbe, A. and Derounian, J. (2013) Developing and enhancing undergraduate final-year projects and dissertations. York: HE Academy 93pp
<https://www.heacademy.ac.uk/knowledge-hub/developing-and-enhancing-undergraduate-final-year-projects-and-dissertations>

I confirm that you played a central and creative role in this research project that lead to the published report. You contributed fully to ideas, submission of the linked HEA grant application, to research planning, completing the research, and editing the final work.

In addition to the key role you played, you were very constructive and supportive to me in the PI role and to the other Cis. I am more than happy for you to use this output, and this supporting commentary, in your PhD by publication.

Best wishes

Mick

Professor Mick Healey BA PhD NTF PFHEA

Higher Education Consultant and Researcher,
Emeritus Professor University of Gloucestershire,
The Humboldt Distinguished Scholar in Research-Based Learning McMaster University,
International Teaching Fellow University College Cork,
Visiting Fellow University of Queensland.



Inaugural Senior Editor *International Journal for Students as Partners*.

<https://mulpress.mcmaster.ca/ijsap>;

Advance-HE (HE Academy) Associate and UKPSF Accreditor.

International Society for the Scholarship of Teaching and Learning Distinguished Service Award 2015.

Email: mhealey@glos.ac.uk; alternative: mickhealey.heconsultants@btinternet.com;

Website: www.mickhealey.co.uk;

Twitter: mickhealey3

From: STIBBE, Arran
Sent: 01 May 2019 13:56
To: DEROUNIAN, James
Subject: RE: Permission please – JD PhD by Published Work

Hi James,

I've attached something – please feel free to edit as you wish.

And good luck with the PhD!

Best wishes,

Arran



School of Liberal and Performing Arts
University of Gloucestershire
Swindon Road
Cheltenham
GL50 4AZ
01242

Letter of Confirmation for James Derounian

I can confirm that James Derounian made a significant contribution to the publication below as co-author:

- Healey, M. Lannin, L. Stibbe, A. and Derounian, J. (2013) Developing and enhancing undergraduate final-year projects and dissertations. Higher Education Academy

Yours faithfully,

Arran Stibbe
Professor of Ecological Linguistics

Appendix 5: University of Gloucestershire Ethical Approval

From: NSS Ethics

Sent: 16 September 2019 15:02

To: DEROUNIAN, James

Subject: RE: James – PhD by publication – ethical clearance

Tel **0844 801 0001** www.glos.ac.uk Registered office: The Park, Cheltenham, GL50 2RH University of Gloucestershire The Park Cheltenham GL50 2RH The University of Gloucestershire is a company limited by guarantee registered in England and Wales. Registered number: 06023243. Registered office: The Park, Cheltenham, GL50 2RH.

16th September 2019

Dear James,

Thank you for your query to the School of Natural & Social Sciences – School Research Ethics Panel (NSS-SREP) regarding your PhD by publication. I am pleased to confirm that as your PhD is based on existing research already carried out (and therefore having been previously subject to ethical scrutiny) that no further ethical approval is required at this stage for administration of your award.

The basis for this assessment is supported by the Project Approval Form received and approved by the School of Natural & Social Sciences. Should further research need to be undertaken for this award that would require ethical approval, however, please do not hesitate to get in touch.

Please keep a record of this letter as a confirmation of the decision made by the School Research Ethics Panel of the School of Natural & Social Sciences, University of Gloucestershire. Project Title:

A meeting of two rivers: A reflection on the conjunction between community development and higher education teaching and learning.

Start Date:

1st January 2019

Projected Completion Date:

31st December 2021

If you have any questions about ethical clearance please feel free to contact me.

Kind Regards

Signature removed for anonymity

School Research Ethics Lead
School of Natural & Social Sciences