

Towards a Concept of Solution-Focused Teaching: Learning in Communities, About Communities, for the benefit of Communities

Prof. Mark Schofield, Edge Hill University.

This presentation is derived from an unexpected invitation to deliver a session entitled 'Solution-Focused Teaching' at an event centred on 'Community Development and Engagement' at the HEA in 2014. This felt initially outside of my field, even though I have a longstanding interest in the Scholarship of Teaching and Learning, theorisation of curriculum and design for learning. The literature indicated connections allied to 'solution-focused' in Cognitive Behavioural Therapy and nursing and were predominantly clinically orientated. However, the focus on learning, cognition and links with feelings and behaviours, offered me insights into the notion of being 'Solution Focused' as a curriculum and teaching mission in broader terms.

The presentation is aimed at promoting discussion and reflection on potential approaches, with particular reference to social sciences (and professional and academic disciplines which gravitate towards communities)

I will explore:

(a) the potential to further elaborate the idea of solution-focused curriculum design and implementation (including teaching and assessment) in the form of a 'mash-up' of ideas from existing theoretical positions and practises, and

b) a compelling notion of 'community' extended to communities of learners, who learn in communities, about communities, alongside community members and 'experts' in the field, ultimately for the benefit of communities.

See: Schofield, M. (2016). *Towards a concept of Solutions-Focused Teaching: Learning in Communities, About Communities* – for the Benefit of Communities. (pp 11-23) in Halsall and Snowden (Eds.). Springer, Switzerland.