What and Where is Technical Pedagogy in Creative Education?

An investigative approach to understanding technical teachings and careers.

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Abstract

An investigative approach to an Action Research project, highlighting the acknowledgement of technical pedagogy and the possibility of Technical Career pathways. As part of the research study technicians across the three schools of London College of Fashion were invited to a Focus Group followed by Survey asking questions on the topic at hand. The study used a mixed methods approach and developed a deductive codex to find evidence through a thematic analysis. The study found that Technicians are 'third-space' practitioners and do use a process and practice pedagogical teaching practice, as well as a desire to develop their practice through innovation, Knowledge exchange and Research Opportunities currently only available through the PgCert Program.

Keywords
Technician, pedagogy, third-space, practice, process, teaching, workshop, students, innovation, research, Knowledge Exchange.

Rationale

The investigative approach developed from an auto-ethnographic experience of my personal journey as a specialist technician (level 4) and understanding that my current teaching practice is hybrid practice between both the Academic world and that of the Technical world. I started this research figuring out my teaching pedagogy and realised that my practice was indeed hybrid or siphoned of multiple practices. I lead a more rhizomatic (Deleuze and Guattari) approach to learning, building risk and failure as opportunities into my student learning environments, using an active-learning (Douglas and Unwin 2001) approach unknowingly at the beginning to developing it further into many of practical teaching environments. Then developing a better understanding of my teaching practice and developing it using methods of Risk and Scaffolds (Grocott, Entee, Coleman and Manixv 2019) considering how these fundamentals could inspire my studio-practice, normal reflection and critical thinking within teaching environments as well as bridging communication between Technical and Academic staff.
The major motivation to investigating this Action Research topic was due to Tim Savage and realising a leader in the Technical Community was challenging similar thoughts and feelings I had around my job role and experiences. Savage provided intel into my position through a 'third-space' (Whitchurch 2007) diagram. Which challenged the conceptions of why the technical teaching and learning teams do not have a specific label and can fall under many, confusing titles; 'Pracademic', 'Reflective Practitioner' or even 'Accidental Academic'(Dickinson, Fowler and Griffiths 2020). The challenge behind my rationale is to find or establish a place within the Higher Education Institutes that has a reputable, visible and recognised position.

Method

Data presented in this Action research study, is a small actionable feat of understanding the current positionality and environment within the technical community of London College of Fashion, the study is a focus on Teaching and Learning Technicians, with an investigative approach to finding evidence in two areas of interest: (i) Technical Pedagogy, Teaching and

Learning technicians live in this third space (Whitchurch 2007), (Savage 2018) environment between the Academic world and the Service (Technical) world. The research is to understand if the technical community of this 'third space' understand where they are in the wider context of Creative Higher Education. (ii) Building upon the Technical Pedagogy the second investigation is comparing the equality to career progression of that of an Academic compared to Technical roles, who battle with the idea of transitioning (Savage 2018) to Academic or Management and sacrifice the unique position of their technical practice. The set goal is to democratically as a community of technical staff members establish our own technical career pathways, similar to that of UAL's Academic Career Pathway. With a focus on technical needs and desires for a prosperous future staying within the technical community.
Data presented from my personal lived experience will be used to help construct and format the comparison on value, opportunity, student engagement, job roles and responsibilities as well as career ambition and futures.
The research will hopefully provide evidence to build a strategic plan on furthering this action research into a credible resource to direct conversations with the right people at UAL (or beyond). The first stage of data collection will be a small focus group, with in a safe technical environment that is known to all staff members, followed by a survey forum as a follow up, allowing participants a chance to digest and consider their responses as well as the dialogue between peers and colleagues within the focus group setting.

Before attending the focus group all volunteered participants were emailed a participant consent forum, which was curated from a ethnical forum stating that evidence provided from the questions could be used for a further two years or made aware if this needed to be longer. That all participant responses would be anonymous and reflected so throughout the action research project, with the participant right to remove any content from the data when and if they wish to do so. It was also stated that after a period of time, all providing data will be destroyed by the researcher.

15 technical staff members from a range of level Three to Five, and One Knowledge Exchange staff member attended the focus group, while 10 responses were received in survey/forum, which consisted of 14 questions of mixed data entry options, multiple choice and long open text answers, majority of the questions had text boxes stating 'other' to allow extra evidence to be answered.
Two of the questions directly referred to the respondents' role within the London College of Fashion's Technical community, to understand the positions of those responses the first question asked, where they belong within the technical community of London College of Fashion evidence that from Ten participants, Five belonged to the School of Design and Technology, Five belonged to the School of Media and Communication and zero participants came from the Fashion Business School, which seems to have a lesser technical body compared to the other two schools. The other question was related to the level/grade system of the participants job roles, two are level Three technicians, Eight are level Four Technicians who also have the extra title of 'Teaching and Learning'.

Focus Group:

The focus group setting was in the heart of our new London College of Fashion building at East Bank Stratford, London. It took place on the 21st of November 2023, with in a dedicated technical office space located on the 8th Floor in room number 21.
The Focus group was build as an ice-breaker into the subject area of technical pedagogy

and technical career pathways, it was mainly to allow participants a chance to understand the topic at hand with the researcher as well as understand emotive connections between peers and colleagues who voiced opinions, concerns and comparisons amongst the prompted slides and other lived experiences. I did enlist a note taker during this time, with my inexperience in handling a focus group I realised this was not the best option, as with so many participants it was hard for the note taker to establish voices and keep up with the live conversations between 16 participants. For what the focus group set out to do, I believe there was a success to it, and a few extracts that prompted the conversations were from Savage's paper in 2018 from this quote;

The first potion of the Focus group was on our first area of interest (i) Technical pedagogy, An opportunity to share my lived experience arose and how I connected with similar Technicians who participated in Savage's paper. Emphasising that my 'personal' technical teaching and experiences are controlled by that of the academics in my department. The failed understanding that I assumed I was teaching industry practice where on multiple occasions technical workshops have be depleted from six hour workshops to 20/30 minute 'demonstration' losing the technical practice and process of providing knowledge, problem solving and student engagement.
Reflecting on this area I was able to visually build upon this 'experience' to allow others to understand the importance of process and practice and shift how teaching could generally be more engaging by pushing boundaries that expose risk (Vokgtsy), Academic to technical Scaffolds (Grocott, McEntee, Coleman and Manixv 2019) allowing students to engage and innovate their practice. Below I have included the visualization of this chart, subjectively this is an idea based around the live interaction within the focus group.

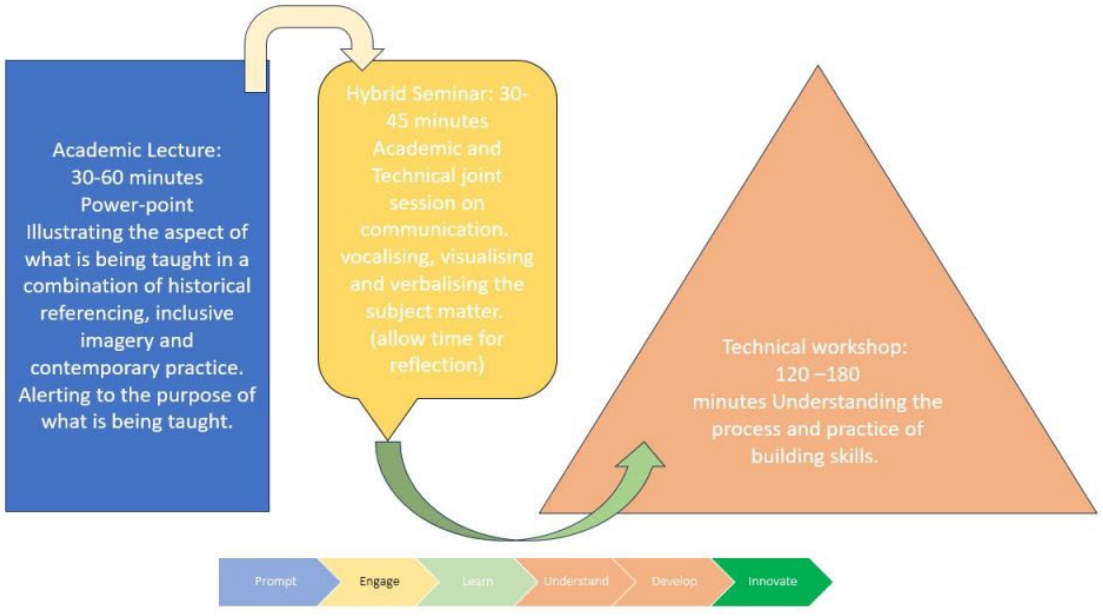

Fig.01

The second area of interest was (ii) Technical career plans, presented were deconstructed responsibilities from the level Four technician job description/contract, three sections were provided based on the Academic Career pathway by UAL, teaching and learning, knowledge exchange and research. Portions of the responsibilities were selected to represent each area of the academic career plan and how our current roles fit into these pathways. Below I

have provided examples of the level four teaching and learning responsibilities and where they could belong within each section.

Teaching and learning:

“To contribute to planning, development and delivery of learning activities supporting student learning and research, liaising with course leaders and academic staff informally and formally with course meetings”.

Knowledge Exchange:

“ To liaise internally and externally with professionals and recognised practitioners and artists, attend conferences and exhibitions to share and develop ideas, knowledge and expertise that can be translated to support academic learning and research activities”.

Research:

“To carry out detailed and extensive research to support the ability to diagnose and resolve problems of a highly technical, complicated nature, that involves testing and re-testing scenarios and processes to lead to the successful design and achievement of intended learning outcomes/execution of work”.

The empathy within the room at the time at this stage was seldom in the area of a technical future, and what bleak options we have, though a positive message came through from a participant who invoked a passion to change stating “if there was an alternative option, I would not have gone into management”. This allows room to understand that when we do transition (Savage 2018) we are sacrificing something in our practice.

From that discussion a preliminary ‘Technical Career Plan’ was established, as the first core structure of where the career options of technical staff opened up into other fields these 3 areas of interest should lead to further development amongst the wider technical community.

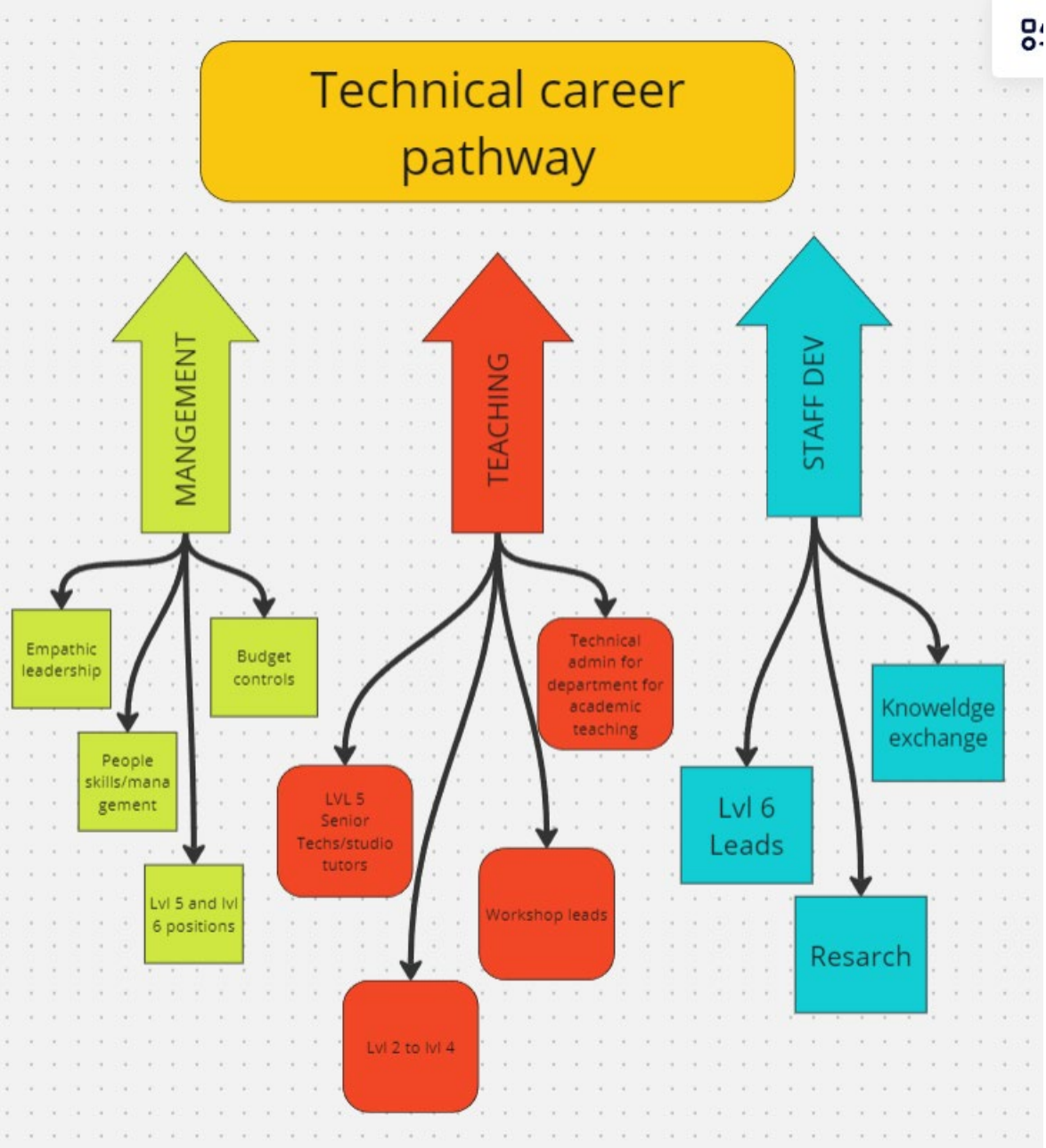

Fig.02

Concluding the focus group, the feedback leaving was energetic and a demand for more sessions around connectivity amongst the community as well as opportunities like this to discuss the bigger picture within our job roles. I understand the scope of this project has become larger than I first realised and the Action research cycle will continue.

Survey

Mentioned previously the data for two of the questions focused on the participants role, the first section of the survey will discuss the section (i) Technical pedagogy, the second portion will continue the discussion from the focus group into (ii) Technical career pathways. The evidence provided is a selection of questions and responses from participants, not all questions will be shown in this report, but can be provided if requested.

Technical Pedagogy

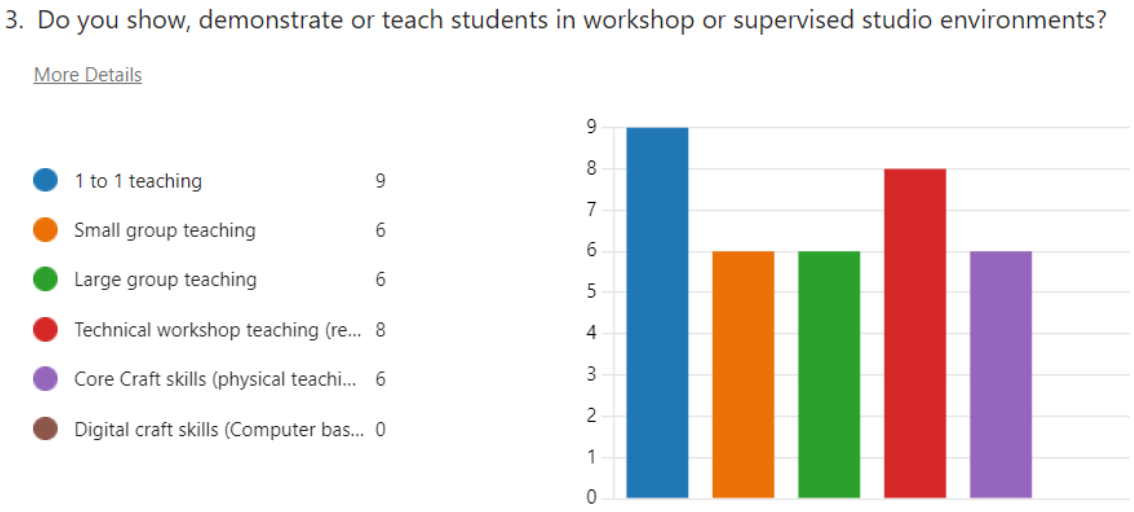

Fig.03

A generalised question on participant teaching practice, as visualised 9 respondents are doing 1 to 1 teaching with students as well as 8 responding to providing technical workshops (assuming the two level 3 staff members not teaching these workshops although one must be doing 1-2-1 teaching). What was interesting to see was that none of the participants were teaching digital craft skills, even though many of the technical team across London college of Fashion do teach digital skills.

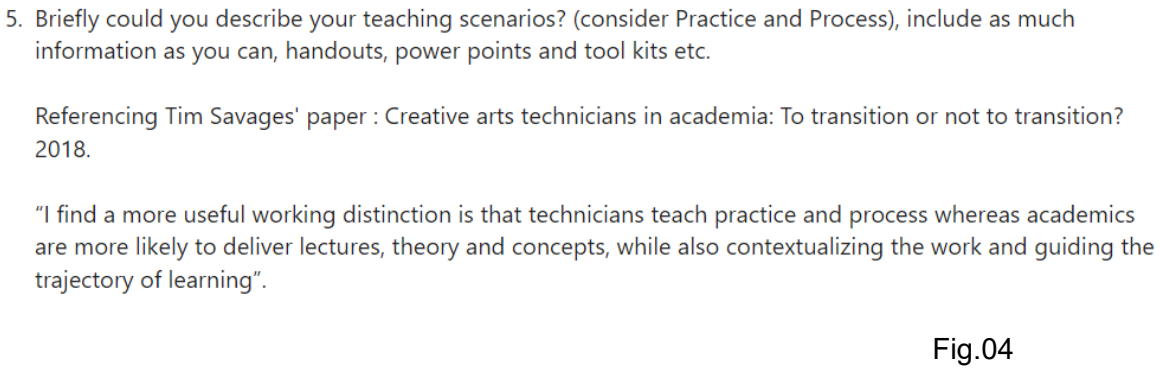

Fig.04

This question was presented in the presentation as well, allowing the participants the time to reflect on this quote from Tim Savage's paper: 'Creative Arts technicians in academia: to transition or not to transition? 2018"
The goal of this question is to allow technical staff members to realise not just their future careers but also to understand the responsibilities in teaching practice and process.

Response 1:
"I work with my students to complete difficult garments, in a workshop environment. I get 2 sessions to complete this task with them – 7 hours to cut and sew a complete garment. Before class I have to cut and prepare my workshop sample ahead of time, and sew half of the garment before class so the students have more time to create the sample. I teach cutting etiquette- grain lines, selvedge's. I watch and check they are cutting correctly. What

fabric is used where and why, what the garment is doing on body. I demonstrate how to cut, and then show the students a few steps of the process, let them then complete those steps, and then repeat the process – I sew a few more steps and show them, they then repeat. I agree with Tim Savage – we teach practice and process, and I personally don't understand why this is looked down upon and seen as less worthy of pay or reward. I spend all summer prepping and cutting and getting ready for the next cohort – Academics might update a PowerPoint but I wouldn't agree our summer workload is the same."

Response 3:
"As a grade 3, I can only do supervised studio and informal tutorials. I have created SharePoint pages about our different kits to help explain the uses of the materials. I have my own speciality books and my own kits to assist with 1-2-1 explanations."

Response 1 shows evidence of third space partition as well as variety of teaching practices that heavily focuses on process methods and practice of skills, technique and etiquette. The stop and continue teaching process can be consuming of time, engaging with critical moments of problem solving and allow students to engage and digest the content.

Response 3, although mentions they can 'only' do supervised studio and informal tutorials, they are also teaching asynchronously through the technical share-point pages, demonstrating their skill sets of teaching across different methods of practice, shows experience through process with the development of online content.

Both responses indicate evidence towards understanding practice and process, maybe not so much the level 3 technician, but what they are doing is a formatted teaching practice in the online community and this is something that could be further investigated in upskilling the level 2 and level 3 technical body.

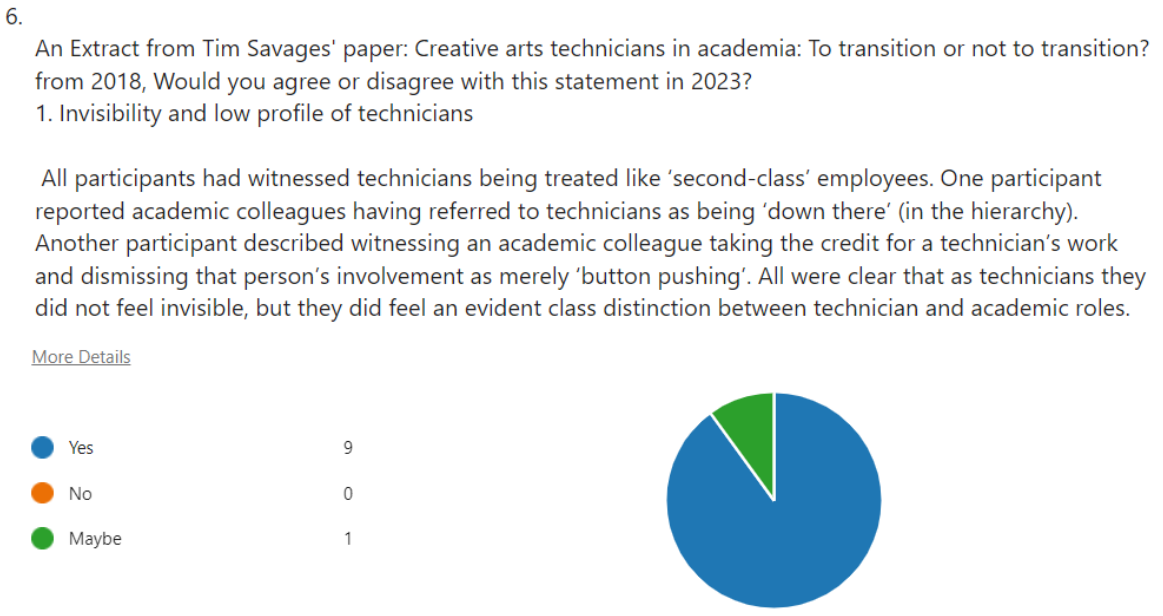

Fig.05

Using another quote from Savage, I wanted to gauge the response from Savage's evidence in 2018 to see if our technical staff members still felt the same in 2023. Although 5 years and a pandemic later, the majority of the responses still feel the same. A very concerning result in

Higher Education that the technical community with London College of Fashion have these have hand similar interactions and made to feel like ‘second-class’ citizens. The maybe response provided no other details, which could indicate that I would need to clarify these feelings, developing a glossary or building a survey to gather these feelings could help other technicians relate to these findings. In the future of this topic and question, it would be beneficial to the organisation to host an inclusive and safe environment using a conflict management approach to try and dissolve this treatment of the technical community.

Technical Career plans

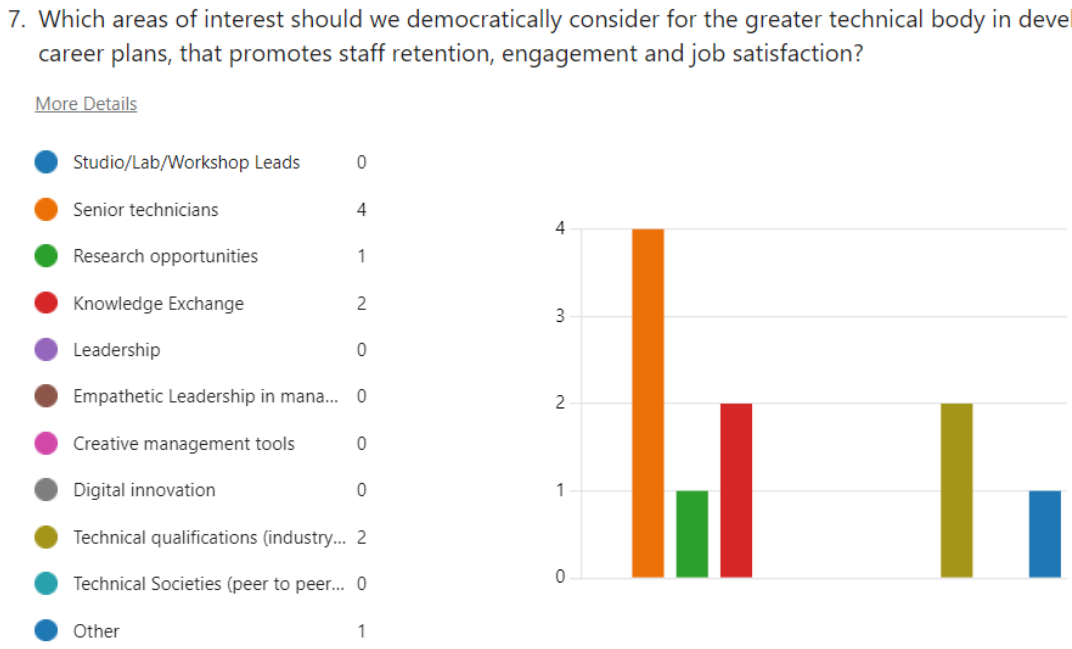

Fig.06

I wanted to keep the answering to a single option, asking the participants to really consider what they consider the most important in developing a future career plan.

Level 5 technicians were the majority, which is understandable as there is no option unless management follows what Savages is saying that we must transition to academic career plans. It was interesting to pick up that providing technical staff members with a qualification that is industry standard.
Is there an external body that could qualify the technical body in a range of disciplines, this would be further investigation needed, Wragg, Harris, Noyes and Vere (2022) mention the Science Council’s recent technician Commitment initiative, the Gatsby Foundation recent Technicians ‘Make it Happen’ initiative, and the Midlands Innovation ‘TALENT’ programme. Which all seek to improve the overall visibility, status and opportunities for UK technicians.

How these programmes and initiatives relate to Creative Higher Education, will be investigated in the next stage of my action research cycle, understanding the scope of this research, the body of work is growing, I understand I might need to channel certain areas to help understand and comprehend the importance of each question at hand.

The other two responses, I believe are based on staff retention options, allowing technical staff members to be involved in knowledge exchange and research, would really bring a new lease of staff morale to the technical resources team who are solely asking for respect, opportunities and the chance to bring and explore new things to their teaching environment. (Dickinson, Fowler and Griffiths 2020)

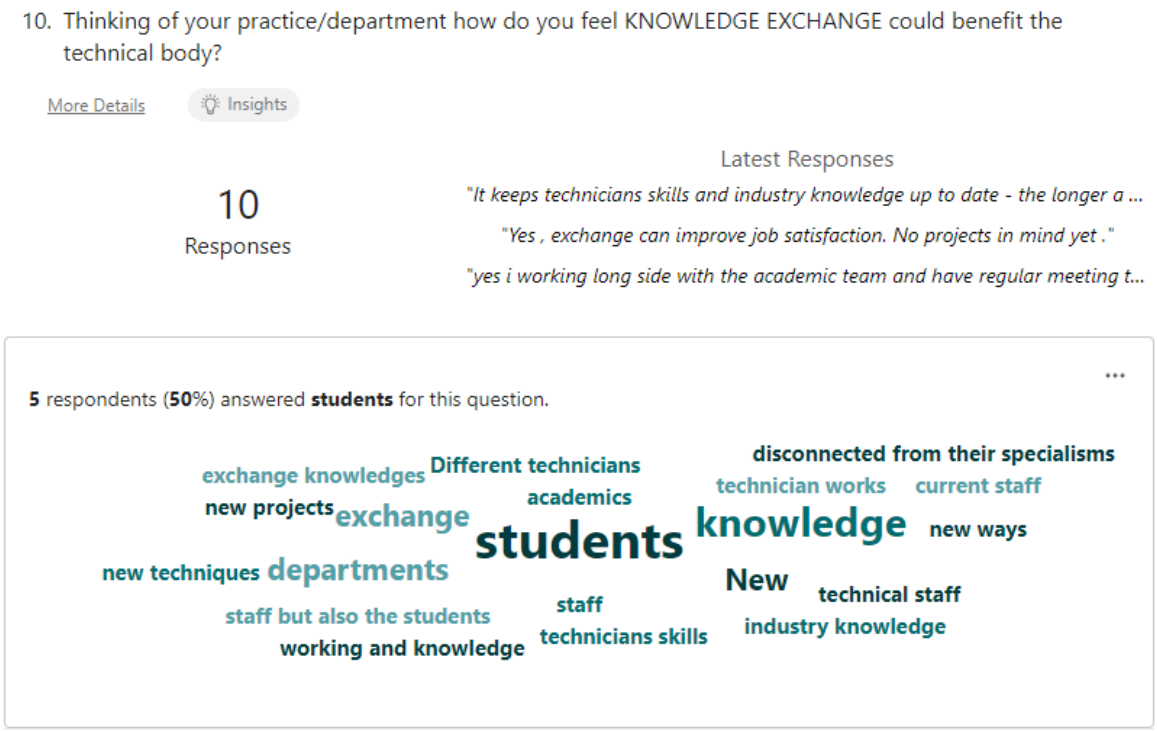

Fig.06

The following responses are credible evidence in practice development, and maybe not associated with the academic's career pathways. This I believe was a miscommunication on my behalf, having assumed that majority of the participants knew what Knowledge Exchange was with in the UAL context.

Response 5:
"Different technicians might have different methods to create the same seam. I think sometimes it's nice to all sit together and discuss pockets/sleeves/ *etc etc. We should all be aligned with our practices. I also think that academics might benefit from supporting technical workshops, and vice versa, so we both get to learn both sides of the teaching – and really help to give the students more rounded support that aligns both technically and academically."*

Response 6:
"I believe that exchange of knowledge between schools/ departments is extremely important, Not only for my personal development but for the student's general experience in the university. we encourage students to do collaborations so why we don't do the same? Not only it will increase our understanding of new techniques but it will help us to upgrade our problem-solving.*"*

Response 5 and 6 provides a clear route for a ‘micro’ session across schools to develop a standardised method of teaching when it comes to cross school practices, also bridging between academics and vice versa, would clear up a lot of confusion and help each department excel in student learning. With the opportunity now that London College of Fashion has moved into one singular building this development for cross school collaboration and training/upskilling could potentially be a route to explore in the future. The questions I would have here, what can all 3 schools offer each other, that one school isn’t in more demand than the other.

Response 2:
“It keeps technicians’ skills and industry knowledge up to date – the longer a technician works for the college and does not have time to either take on outside industry work, or engage with the industry, the higher the chance that they will fall behind professionally and also start to feel disconnected from their specialisms. I feel it is often assumed that technicians are here because they enjoy education, but it is often forgotten that they’re here because they love their specialism and want to share it with others.”

Response 2, was the only participant who understood the UAL’s Knowledge Exchange programme, and this was a highlighted concern of my own developments as well, how can the technical body keep on trend with innovation and practice if opportunities like the Knowledge exchange are offered to the technical community.

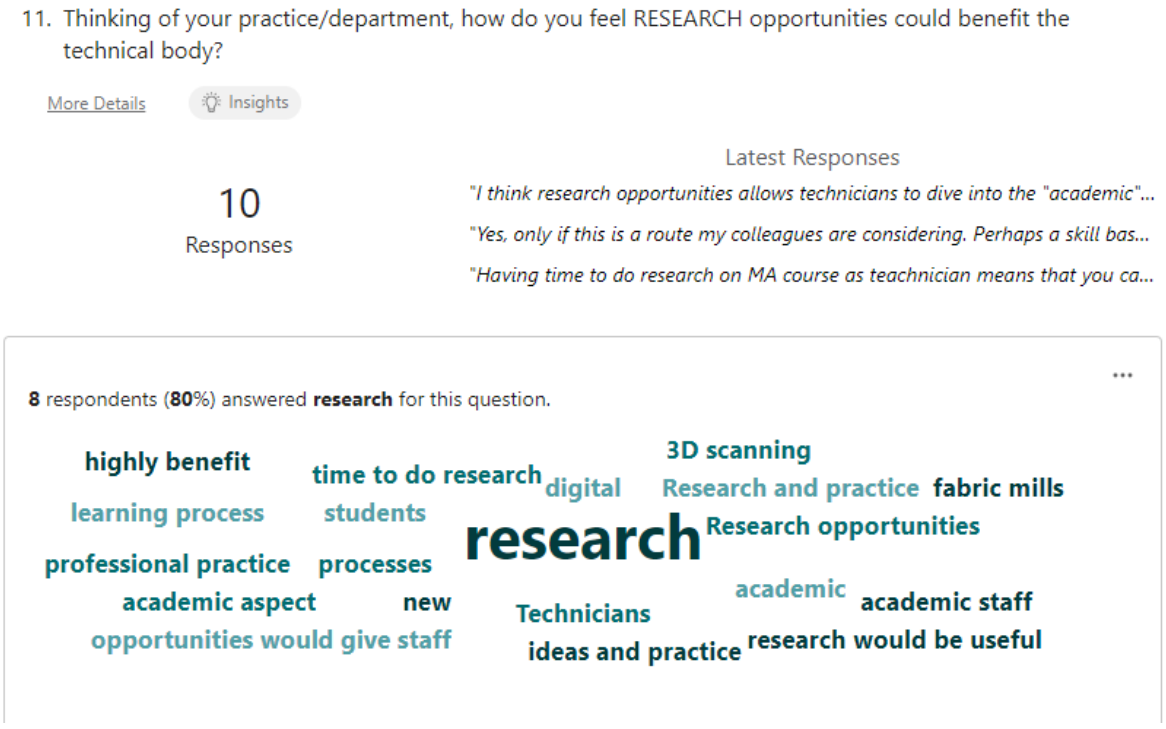

Fig.07

Response 7:
“Research opportunities would highly benefit our department, research would underpin new workshops, with the potential for innovation, which I feel does not currently happen at the

university"

Response 10:
"Research opportunities would give staff more of a sense of personal and departmental growth and development. It would feel more equal with the research opportunity that academic staff get offered. It would also in turn benefit the students as learning from this research would inform our pedagogy."

With responses 7 and 10, the desire to pursue research is there, with the knowledge of what it can do for personal practice journey this could lead into the 'pracademic' (Dickinson, Fowler and Griffiths 2020) but also a focus of pure technical research for innovative practice within each department and how that could successfully lead to benefiting the student learning as well as Creative Higher Education. Research roles are established at higher pay grades, with accomplished practice, this area could be explored in smaller research projects, establishing a technical process of standardization for the community wishing to explore Research opportunities.

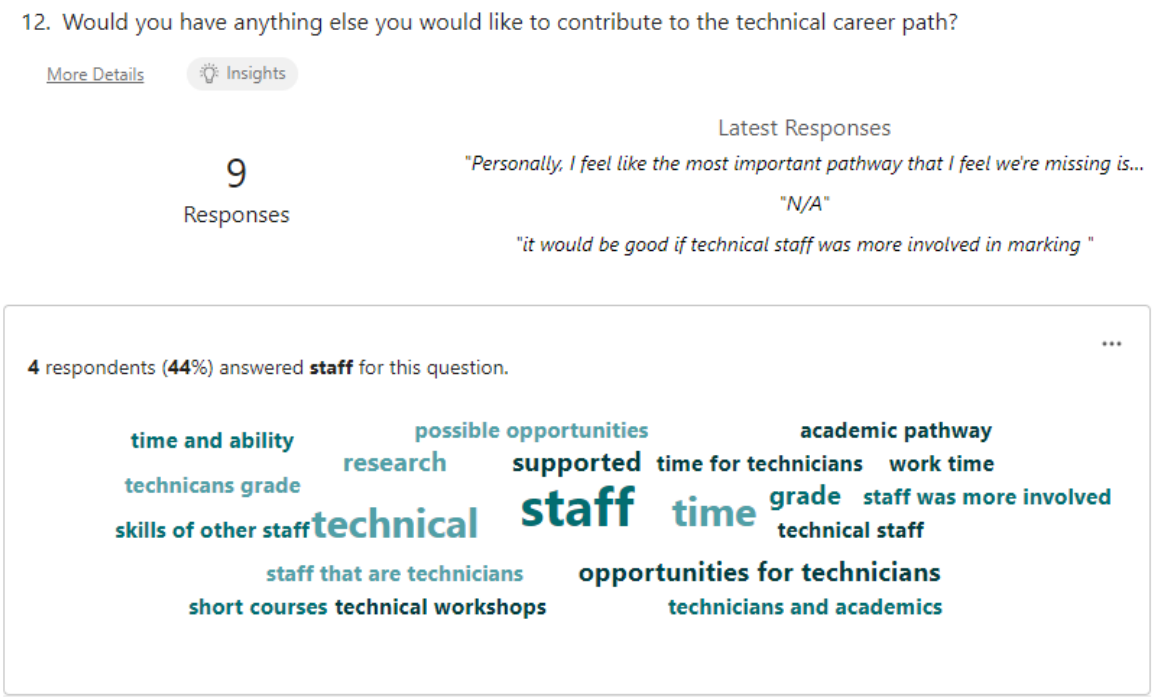

Fig.08

Response 1:
"There should be dedicated time weekly where we are not student facing, to allow us to research, gather our thoughts, review our taught sessions for the week, and just have a mental health break that comes with being student facing 100% of the time you are working. This would only happen if we have more staff – we are severely understaffed and vacancies not posted/filled."

Response 2:
"The opportunities for technicians to progress to a higher level through completing a project, just like the academic family."

Response 3:
"I would like for there to be another progression in the career path past just giving technical workshops. At the moment you can only be grade 4 if you deliver these workshops and that undermines the skills of other staff who are stopped from progressing because they don't deliver workshops."

Response 4:
"it would be good if the technical staff was more involved in marking"

Response 1 and 4 could lead into the same area of interest, management of time and practice the evaluation of workshops, delivery and outcomes and how the technical teams could be involved with marking can help take pressure of the academic teams. While response 2 and 3 provide a need to alternative routes and progression, one using a similar platform like the academics through project initiative programs and the other establishing a teaching route that is alternative to the level 4 positions.

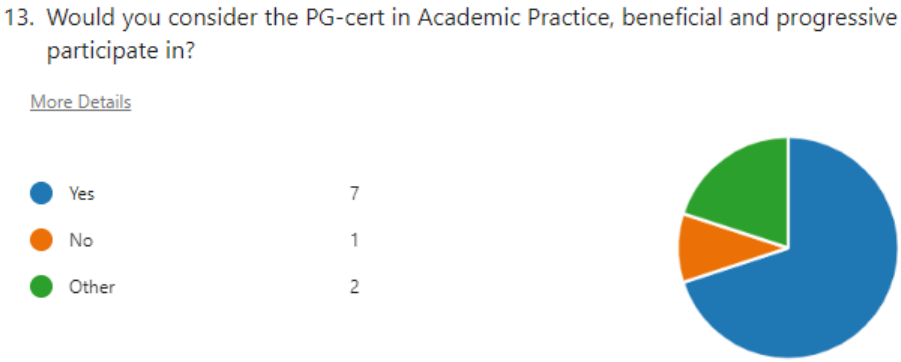

Fig.09

As the only available option to benefit the current "career" plan within the technical resources department. Question 13 focused on the PgCert, it was a mixed group of those who have completed the PgCert, doing the PgCert and those who don't want to do one when this question was proposed at the focus group It is beneficial for technical staff members to complete the PgCert as shown with the pie chart evidence, the majority voting yes! with one solid No. The others were basically describing that it has no benefit for them as they are at the top of their pay grade and don't wish to transition to academia.

14. Considering the Focus group as a Social experience, the idea is to build stronger connections between all the technical schools and understanding the needs and requirements of each other. In a few words could you describe how you felt during this meet up and if you would attend future focus groups?

More Details Insights

9
Responses

Latest Responses

"I would love to attend further focus groups - I think it's incredibly important...

"Insightful experience, technicians from various schools and departments are...

"it was amazing to see more technicians wanting to build a new career path...

Fig.10

Response 4:
"It was nice to hear that other technicians are also feeling the same way. I think we should meet up outside of our own technical families and check in regularly."

Response 7:
"This was a nice start, it was good to hear the voices of other technical staff members in a safe space, for technicians by technicians".

Response 9:
"I really enjoyed being a part of the focus group, I learnt from the information presented and from people's inputs. I felt a great kinship with my colleagues and great to feel like your opinions are shared. I would definitely attend again. I think there should be regular meet-ups to keep momentum on this topic to make an actual change !"

Response 10:
"Insightful experience, technicians from various schools and departments are experiencing similar issues. Indicating this is a University-wide issue. More sessions like this with actionable outcomes should be considered."

Community lead program could be established to reconnect our wider technical families and hold meet ups that encourage staff members to embrace concerns, plans and working relations. The idea of building a program that is for technicians by technicians could establish wider connections to Research, Knowledge Exchange and also a variety of teaching practices.
Providing that the evidence shared showcases that Technicians from various Schools within LCF are experiencing similar issues indicates we need action and vigour to move make or collective voice heard amongst the other facilities within Higher Education.

I have decided this is how I will lead my research going forward, democratically and community-based learning, in developing a wholesome educational platform for the technical community to benefit from and encourage the management and strategic teams to get involved in building a more inclusive, equal environment that technical staff members can thrive in!

Findings

To analysis this data, a thematic analysis was built using a deductive codex from my own personal lived experience in a autoethnographic insight using a topical narrative method due to the short period of time working as a technical staff member. This method provided enough evidence to establish a grass root body of context to decipher any similarities between my experience as well as others within my technical community.
Below you will find this codex and evidence from a series of authors who have provided literature evidence within these established codes to give a credible source of information related to the areas of interest in this Action Research.

Deductive Codex

Code	Description	Evidence
Under-Valued	what I am looking for here, is evidence on staff feelings, job satisfaction and staff moral around the workplace.	Tim Savage 2018
Opportunity	What I am looking for here, is evidence of technical staff having the opportunity to explore their practice, research or develop their skills within their own practice as well as teaching and learning.	Dickinson, Fowler and Griffiths 2020
Third-Space practitioners.	what I am looking for here, is evidence that technical staff are teaching a wide variety of scenarios, 1-2-1 teaching, workshops, small group and large group etc.	Tim Savage 2018 Whitchurch 2008 Vygotsky Wragg, Harris, Noyes and Vere 2022
Practice and process	What I am looking for here, is evidence that technical staff are developing a pedagogy or using a pedagogy around that is focused on process and practice of skill building and student knowledge development with critical thinking.	McLain 2017 Vygotsky

Fig.11

Results

Establishing the themes, I need to consider where I could locate the evidence with in the data, to do that I have broken down each theme with a description of where answers could potentially contribute to proving the themes correct.

Theme 1: Under Valued (Staff feelings, Job Satisfaction, Staff morale) The responses in Theme 1 would likely be found in the answers to questions such as the perceived importance of different values, the feelings toward the career path, and responses to Tim Savage's statement about technicians being treated as 'second-class' employees.

Theme 2: Opportunity (Technical staff development) Look for information regarding the opportunities technical staff have or lack in exploring their practice, conducting research, and developing their skills, especially within their own practice and in teaching and learning environments.

Theme 3: Third Space Practitioners (Teaching variety) Check for instances where technical staff describe the variety in their teaching scenarios. Look for mentions of teaching different scenarios such as 1-2-1, workshops, small groups, and large groups, as well as any references to Whitchurch's Third Space concept.

Theme 4: Practice and Process (Pedagogy, Skill building, Critical thinking) Search for indications that technical staff are involved in developing a pedagogy or utilizing one focused on the process and practice of skill-building, student knowledge development, and critical thinking.

Analysis of Provided Responses:

Theme	Evidence	Conclusion
Theme 1: Under Valued (Staff feelings, Job Satisfaction, Staff morale)	Responses affirm the technicians' feelings of being treated as 'second-class' employees. The desire for more staff and recognition is also evident	*Theme 1, shows that my research theme does provide evidence that technical staff are under-valued.*
Theme 2: Opportunity (Technical staff development)	Responses suggest interest in external teaching/training and upskilling in specific areas. Some responses highlight a lack of research opportunities and innovation.	*Theme 2, shows that there is a lack of opportunity for technical staff, as well as the need for external training/qualifications.*
Theme 3: Third Space Practitioners (Teaching variety)	Responses showcase a variety of teaching scenarios, including technical workshops, supervised studios, and 1-1 teaching, aligning with the concept of Third Space Practitioners.	*Theme 3, shows that majority of the technical teaching teams are third space practitioners.*
Theme 4: Practice and Process (Pedagogy, Skill building, Critical thinking)	Responses provide detailed descriptions of teaching scenarios, emphasizing practical demonstrations, hands-on learning, and individualized guidance, supporting the focus on practice and process	*Theme 4, shows evidence supporting that technical teaching and learning environments are based around practice and process.*

Fig.12

Additional Observations:

Some additional observations, were located within the data, allowing inductive codex to come from the evidence, will construct a more solid investigation for the next portion of the action research cycle, if I can combine these additional themes with my original deductive codex the next stage would to develop an abductive codex based on original evidence and the continue investigation to gather more in the future.

Additional themes	Evidence
Career Development and Satisfaction	Discussions on areas of interest for career development, suggesting that career trajectory and job satisfaction are important concerns.
Knowledge Exchange	Responses emphasize the benefits of knowledge exchange, suggesting potential for collaboration, skill swaps, and fostering new ways of working.
Research Opportunities	Responses highlight the potential benefits of research opportunities for personal and departmental growth, innovation, and improved pedagogy.
Participation in PG-cert	Responses indicate mixed opinions on the PG-cert, with some considering it beneficial for personal knowledge and teaching approaches
Focus Group Experience	Responses express positive experiences with the focus group, indicating a desire for regular meet-ups and the need for continued communication among technicians.

Fig.13

Summary:

The evidence provided supports that technicians are third-space practitioners but concerning data shows that technicians are undervalued and feel like second class citizens, with a desire to seek value recognition and opportunities for development.

The data also provides evidence a variety of teaching scenarios, a focus on practice and process is visible amongst the technical community confirming my goal to seek if technicians practice a pedagogy around process and practice.

The data indicates that collaboration through knowledge exchange and research opportunities could benefit the overall organization as well as the student learning experience or even Higher Education.

There are also indications of a desire for career development, improved job satisfaction, and engagement in decision-making processes. The data does highlight that the PgCert in Academic Practice is beneficial to the technical body and allows technicians to explore areas of research, personal development and expand on teaching practice.

With this evidence provided, taking this onto the next action research cycle further evidence is need to explore the identified themes, it would be suggested to seek additional sources or conducting targeted surveys, interviews, or focus groups with technical staff. Below is an examples of the targeted theme with in my research and how to secure the evidence required at a much larger scale. Although It might be more effective to challenge each theme separately, splitting the Action research cycle into smaller more manageable sections.

Theme	Further evidence
Under Valued	Conduct interviews or focus groups to delve deeper into the feelings of being undervalued. Ask open-ended questions about specific instances or experiences that contribute to this perception. Explore staff turnover rates, absenteeism, or any available data that might indicate dissatisfaction among technical staff.
Opportunity	Create a survey to gather detailed responses on the specific opportunities technical staff desire, such as access to training programs, involvement in research projects, or exposure to innovative practices. Conduct one-on-one interviews to understand individual aspirations and expectations for career development.
Third-Space Practitioners	Observe or shadow technical staff during their teaching activities to gain firsthand insights into the variety of scenarios they handle. Conduct interviews to explore the challenges and benefits of teaching in different scenarios, and how it aligns with the concept of Third Space Practitioners.
Practice and Process	Examine course materials, syllabi, and teaching plans to understand how technical staff integrate practice and process into their teaching methodologies. Conduct in-depth interviews or focus groups to explore the pedagogical approaches employed by technical staff and their perceptions of the effectiveness of these methods.

Fig.14

Moving this action research into another cycle, I would need to develop targeted surveys with questions specifically designed to gather quantitative data on staff perceptions, experiences, and preferences related to each theme below is examples that would need to be considered when approaching each theme.

Interviews:
Conduct in-depth interviews to allow staff to express their thoughts, experiences, and opinions more elaborately, providing rich qualitative data.

Focus Groups:
Organize focus groups with a diverse representation of technical staff to encourage open discussions and the sharing of varied perspectives.

Document Analysis:
Analyze relevant documents, such as official reports, meeting minutes, or departmental communications, to identify any implicit or explicit mentions of the themes.

Observations:
Personally observe teaching sessions, workshops, or other activities to gain insights into the daily practices and challenges faced by technical staff.

By combining these methods, it will allow a large gathering of comprehensive set of evidence that adds depth to understanding of each theme and helps inform potential recommendations or interventions. Which will allow a more solid argument to building a better future for the technical community, establishing a technical framework that sets out and visibility aligns with UAL educational and teaching plans.

Conclusion

Concluding the findings of my action research question, “What and Where is Technical pedagogy in creative education?” The evidence collected from the data of the focus group and survey would suggest that there is a hybrid teaching position that is recognised as a ‘third-space’ (WhitChurch, Savage 2017). With the ambition to develop and lead a technical career plan to help navigate the research behind this, what I am calling ‘technical pedagogy’. There are some concerning experiences happening still with in the whole organisation which is making technical staff members feel like ‘second-class’ citizens and this must be addressed at the most convenient way possible to allow both the Technical and Academic to understand, discuss and build a better working relationship.
The data also shows that there is a stifled position of opportunity for the technical staff, and that discussing the future, many considered desire to explore innovative practice, knowledge exchange and research, they understood that at this moment in time, it is not fully possible unless you take the PgCert in Academic Practice and consider transitioning to Academia. With others suggesting an alternative route and have an external technical qualification or recognition in place similar to what Wragg, Harris, Noyes and Vere (2022) found in their research with TALENT, ‘Make It Happen’, Sciences councils Technician Commitment Initiatives. Establishing or connecting to external partners could be a potential Knowledge exchange program set up to allow our Technicians to be inside Initiative trainers for the student to real life work models.

Establishing a Technical pedagogy will be a huge experiment on combining multiple sources, influenced by Demonstrative pedagogy, Active-Learning teaching, Scaffolds, Rhizomatic practice and also the purpose of practice and process teaching. The next cycle of the Action Research project, would be starting to visualise and test these scenarios using the additional research methods described in the findings section.

The data also provided evidence for a desire to stay within the Technical Community and not transition into Academia, from this the idea is to build a democratic technical career plan, UAL already provides one for the Academic Staff, there is a inequality that there is not routes or pathways ‘Visible’ for the technical staff. I think building this together would be the most efficient way and allowing all voices to be heard at the table. The focus group data provided a starting point on establishing these routes, but dedicated investigation and rigorous data collection would be needed to provide credible sources of why we need a technical career plan and how do we build one.

This Action Research project, has provided the ground work to build upon, and decipher new routes of actions with in the sections, at the forefront of this research I must remind the future participants and myself, that this research is about building a wider community practice on establishing and innovating new ways of technical teaching practices.

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Appendix

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