

CURRICULUM VITAE

Dr Stuart Moir

GENERAL

Dr Stuart Moir
Moray House School of Education & Sport
College of Arts, Humanities and Social Science
University of Edinburgh

Date of first appointment in The University of Edinburgh: July 2012

CAREER SINCE GRADUATION

2012 to present: Bicentennial Education Fellow (Full Time).
Since 2015, Programme Director, BA (Hons) Community Education.
Teaching, designing and evaluation on UG and PG courses across the disciplinary area of Community Education, specifically Youth Work, Adult Education and Community Education.
Also teach on a range of initial teacher education courses.

1995 to 2012: Employed as a professional Community Educator working directly with adults and young people, both in groups and individually, to negotiate, design and deliver a range of informal educational opportunities that meet their needs and aspirations. My employment also included a post as Integration Manager which involved leading an inter-agency partnership with teaching, social work and related agency colleagues in furtherance of above duties.

UNIVERSITY EDUCATION

University of Edinburgh: Doctor of Education (EdD) (Awarded May 2020)
University of Edinburgh: Post Graduate Diploma, Adult & Community Education (1994)
University of Edinburgh: MA (Hons) Politics and Social Policy (1993)

TEACHING

My principle area of teaching expertise is within in the broad discipline of Community Education, incorporating the related fields of Youth Work, Adult Education and Community Development. My recent doctoral studies have helped enhanced this expertise and I have developed a particular specialism in related educational areas including critical pedagogy, youth political participation and citizenship education. My competence at teaching in higher education is underpinned by 17 years of professional educational work with young people and adults in both community based and formal school settings. As a result of this work, I have developed important knowledge and experience of the intersection between Community Education and formal schooling as well as an expertise in inter-agency work. I draw on all this relevant knowledge and expertise in my teaching across the BA Community Education programme and also on the Initial Teacher Education Programme.

Teaching experience overview

Experience of teaching and assessing on seven level 8 and 5 level 10 courses on the BA (Hons) Community Education and BA (Hons) Primary Education programmes.

Experience of teaching on 1 level 11 Masters course.

Supervised student dissertations at Undergraduate and Masters level.

Placement tutor for Undergraduate and Masters students.

Teaching Experience

Introduction to Community Education (Level 8, 20 Credits, 32-36 students)

This is a foundational course designed to meet the specific needs of 1st year UG students studying for the BA (Hons) in Community Education (BACE). However, it does attract a number of students from other schools in the University and visiting students from overseas. As well as being the **course organiser** since 2012, I am **the leader of a teaching team of 3**, delivering 7 of the 11 lectures/seminars. I also facilitate a tutorial group of between 16 and 20 students. My teaching on this course has received positive as the following comments from students indicate; ***'Stuart very knowledgeable, his experience helps to inform teaching'***, or ***'Lectures were good, very informative & love Stuart's teaching style'***. For some students the assessment for this course is the first they will do at university and this can be a source of anxiety for some, especially for non-traditional learners, who make up a significant proportion of our programme. In recognition of this I have built on an existing formative assignment to incorporate a feed forward system to support the submission of the summative assignment. This is highly praised by students in evaluation forms, for example one student commented, ***'Formative essay was good practice'***. The inclusion of outside and visiting students means that they bring range of different experiences and perspectives creating a rich learning environment. However, some of these students are unfamiliar with the professional context of community education and concepts explored. In addition, some are non-native English speakers. The combination means that some students struggle to fully understand and engage with the course material. To overcome this, I ensure that the lecture/seminars and tutorials have ample time for small group discussion and space for student questions to help clarify their understandings. I am often involved in one to one conversation with students after class to further develop their understanding. I also ensure that the non-native English speakers are made aware of the range of support the university offers. One student commented recently, ***"Thank you for taking the time to explain the reading and for the links to other support"***.

Community Education: Theory, Policy & Politics (Level 8, 20 credits 30 to 36 students)

This is foundational course designed to develop students develop an understanding of the dynamic relationship between theory, policy and politics and how this is central to a critical analysis of educational and professional engagement in communities. It designed to meet the specific needs of 1st year UG students studying for the BA (Hons) in Community Education (BACE). However, it does attract a number of students from other schools in the University and visiting students. Since 2014 I have made a small contribution to this course drawing on some of my expertise. Specifically delivering introductory lectures on Marxism and Neo Liberalism.

Educational Studies 1b: Teaching, Learning and the Curriculum for Excellence (level 8, 20 credits, 130 to 150 students)

This is a 1st year UG course principally designed for primary and physical education students it involves students in a critical exploration of some of the ideas underpinning the construction of the Curriculum for Excellence and associated ideas about teaching by considering their historical, theoretical and practical development. Due to my knowledge and expertise in school/community integration, in 2014 I was asked to become part of the teaching team on this course. I took on the

role of tutor for a tutor group of 20 students working them weekly across the semester I also delivered one, one-hour lecture introducing students to the contested ideas of neutrality and employability in education. I also contributed to the moderation and assessment process. Due to workload issues my contribution since 2014 has been reduced to the delivery of the one lecture per year.

Developing Professional Identity in Community Education (Level 8, 20 credits, 15 to 20 students)

This course is taught across the two semesters and is designed to introduce students to the concepts relating to professional practice. In 2015 I joined the teaching team to deliver 2 lectures focusing on professional identity and policy analysis. I also facilitated 2 further sessions where groups of students presented on their investigation of a fieldwork agency. This included giving formative feedback to the groups and encouraging student discussion on the topics raised by the presentations. In addition, I took part in the assessment and moderation of the course.

Concepts and Controversies in Community Education (Level 8, 40 credits, 15 to 20 students)

This is a course for 2nd year BACE students and aims to build on the foundational knowledge gained in their first year. The course is an in-depth introduction to the three domains of practice in Community Education; Youth Work, Adult Education and Community Development. It is taught in three strands, each strand covering one of the domains of practice. From 2012 to 2016 I taught the bulk of the Youth Work strand, preparing and delivering 7 out of the 9 lecture/seminars. These lecture/seminars include engaging students in a critical discussion of the set reading, a short lecture on the topic of the session and facilitating a range of participative exercises which are aimed at helping students integrate the knowledge they have developed from the reading and the lecture. From 2018 I have taken on the course organising role and I will lead the teaching team through the assessment and moderation process, as well as taking a share of the marking of assessments. I have also delivered the introductory lecture for the course and will facilitate the last lecture of the course which is focused on helping students understand the written assessment and support their successful submission.

Educational Studies 2b: Citizenship and Inclusion in the 21st Century. (level 8, 20 credits, 130 to 150 students)

This is a 2nd year UG course principally designed for primary and physical education students. The course aims to deepen students understanding of inclusion and citizenship education and critically examine policy and the politics of education. In 2014 I was asked to contribute to the teaching on this course due to the expertise I have developed in my doctoral studies. I deliver two lectures, one on Citizenship education and the other is an introduction to critical pedagogy. I have taught on this course every year since 2014. These lectures are often praised in evaluations for example, after one lecture three students approached me to thank me for the interesting lecture and one commented; ***“Thanks for the great lecture, it has really changed how I think about these ideas and my teaching”***. After another lecture a colleague commented, ***“...great lecture, that is the clearest short description of hegemony I’ve heard in a lecture”***

Politics, Policy & Professional Identity in Community Education (Level 10, 20 credits, 15 & 20 students)

The course is a 3rd year UG course. It aims to build on students developing knowledge by exploring contemporary theoretical debates about community, equalities, social order, social justice, citizenship and democracy and how these theoretical concepts relate to and influence professional practice. Since 2012 I have been part of the small teaching team delivering 2 one-

hour long lectures. From 2016 I have continued to deliver these lectures, but they are now within a wider 2-hour lecture/seminar context and so as well as the lecture, I lead a seminar which attempt to engage students in a critical reflection of the topic of the session. From 2012 to 2015 the lectures also included PG students studying on the Community Education masters course. I have also contributed to the moderation process for this course.

Adult Education (Level 10, 20 credits 10 & 15 students)

This is an option choice for 3rd and 4th year students and I have contributed to it since 2014. The focus for my contribution is the topic of learning for democracy. It is an innovative approach which takes the form of a 2-hour democracy tour of the city centre of Edinburgh. I lead the tour and use the built environment of the city to highlight the struggle for Democracy in Scotland. I also include the use of poetry and song related to this struggle. The tour is designed to provide students with an example of adult education practice in relation to learning for democracy and it draws on ideas of mobile learning and psychogeography. Students have commented favourably on the tour, for example comments include; ***“I really enjoyed the tour and it helped me think about different ways that we can work with people”*** or ***‘The session was a real eye opener, I’ve lived here all my life and never knew about the link between the buildings and the politics of Scotland. I can see how this can get people to think about politics.’***

Professional Practice 3 (Level 10, 40 credits)

This is a 4th year UG course and takes the form of the final professional placement for students. Since 2012 I have been a placement tutor, supporting between four and six students per year. My role each year involves meeting students individually to help them identify their development needs and match these to a suitable placement agency. I then liaise with the placement agency to negotiate the placement and brief the placement supervisor on their role and the particular process of the placement. I also provide, if required, on-going support, guidance and mentoring to either the student or the supervisor when necessary. Since 2012 I have supported approximately 25 students to successfully complete their placement. I also take a share of the assignment marking and moderation for the course. In addition to this course between 2012 and 2015 I have also been the placement tutor to a level 11 masters placement course. I have supported 10 MSc students to complete their placements successfully.

Community Education Honours Dissertation. (level 10, 40 credits)

Since 2012 my contribution to this course has been to supervise students in the design, data collecting and write up of their dissertation. Since 2012 I have worked with 10 students helping them successfully submit their dissertations. I have also taken a share of the 1st and 2nd marking of student dissertations. My work and supportive approach has been frequently praised as evidenced by the following student comments; ***‘I appreciate all the effort you have went to and guidance you have given me over the last couple of months.’*** and ***‘I just wanted to drop you a wee email, to say thank you for all your support, not only through the dissertation process but also throughout my studies.’***

Community Education Masters Dissertation Supervision (Level 11, 40 credits)

Between 2014 and 2015 I supervised 3 masters students who all went on successfully submitted their dissertations.

Education 4: Professional Research in Education (Level 10, 40 credits)

This course is for 4th year primary and physical education students. It is designed to develop their research skills by involving them in designing, implementing and writing up a small-scale piece of research by submitting a 12,000-word dissertation. In 2014 and 2015 my contribution was as a

tutor, leading a group tutorial of between 15 and 20 students. Each week I led students through a series of participative exercises which helped them to consolidate the knowledge gained from the associated course lectures. I also led group discussion focused on clarifying key ideas, concepts and methods. My teaching here was enhanced by the knowledge I was gaining from my doctoral studies and the resultant familiarity with the research literature. In 2014 as well as the role of tutor, I also gave dissertation supervision to five students, who each successfully submitted their dissertation. I received some positive comments from students about this support, for example; ***'...I just want to take a moment to say thank you very much for all your help throughout the planning and writing up process'*** or ***'Thanks so much for your feedback, I found it really helpful and have taken your advice on board'***.

History Ideology and Politics (Level 11, 20 credits 12 students)

This was a masters course designed to engage students in a critical analysis of contemporary community education policy and practice to demonstrate that, to be fully understood, practice and policy need to be located historically and ideologically. My contribution was to take part in two sessions per year. One was to prepare and deliver a 2-hour lecture/seminar on contemporary policy discourses. The other involved being interviewed about contemporary practice issues and then taking questions from students. I made these contributions in 2014 and 2015.

Personal Tutor

From 2012 to 2015 and from 2017 to present, I have been a Personal Tutor providing a range of pastoral support and guidance to approximately 40 students. A large number of these were mature or non-traditional learners, whom can face very complex and challenging issues in their personal lives, and can have a profound effect on their ability to study and progress. As a result, I have a firm grasp of the processes involved in academic and pastoral support and I have been able to offer the appropriate guidance required to help my tutees successfully make progress and complete their studies. Their comments reflect this effort for example, ***'Thank you for applying for special circumstances with me this year and helping me through this semester. Much appreciated'*** or ***'Thank you for sorting this out for me. Takes a big weight off my shoulders. Thanks again for all your help'***.

RESEARCH

Research Interest

My identity as a researcher is driven by a firm commitment to work towards social justice. Currently my research interests are framed within the professional field of Community Education and in particular my focus is on the theory and practice of education that supports learning for democracy and the promotion of active citizenship. My commitment to social justice is linked to my application of a critical research paradigm and so I am not only concerned with examining and explaining inequality and injustice in society, but to develop knowledge that can inform action to challenge and overturn these circumstances. Therefore, in relation to learning for democracy and citizenship education, I am interested in contributing knowledge that can strengthen the social purpose of this educational work and develop pedagogical approaches and curricula that will encourage a more active and critical democratic culture and help foster a more socially just world.

Current Research

My research contribution to date has been working towards my EdD. I was awarded the Doctorate of education (EdD) in May of 2020. My thesis title was: How Did Young Left Wing Political Activists Learn to Become Active and Critical Citizens? My thesis explores the factors that inspired left wing young people to become politically active. In particular it examines their citizenship education

experiences. It asserts a critical and maximal conception on citizenship education and offers insights into how it can be improved pedagogically to promote activism for social justice. This thesis draws on and contributes to the literature in three fields: political socialisation; citizenship education; Marxist analysis of education and critical pedagogy. I conducted a qualitative study and deployed a critical qualitative research approach conducting 17 individual, in-depth semi structured interviews with political activists from the Communist, Labour and trade union movement. A theoretical thematic analysis method was used to analyse this interview data.

Impact

As lead author I have published two articles in international journals. These articles draw directly on my doctoral work. Statistics from Research Gate, indicate that these articles are being read and recommended. For example, one article (*Learning for employability? Ideas to reassert a critical education practice in communities*) has been recommended by a prominent academic in the field, has been cited 4 times in other works and has received 39 reads. The other article (*Radicalising citizenship education*) has been graded as '3 star' by the internal REF process. The article presents some of the preliminary findings of my doctoral research. It has had 40 reads and been recommended by two academics, one commenting; **'Your work is very refreshing...you've done a great job organizing a lot of complex ideas. Thanks for your important work'**.

Due to my research interest and academic and professional expertise I was invited to serve as a member of the research project advisory group, *'Young People's Everyday Geopolitics in Scotland'*, funded by the Arts and Humanities Research Council. This qualitative study worked with young people from diverse ethnic backgrounds and who are growing up in Scotland. The study explored issues relating to young people's experiences of discrimination and their perceptions about the ways in which political issues shape, and are shaped by, people's everyday lives. From 2014 to 2016 I played an active part in this advisory group offering advice on how to engage with young people, on appropriate data collection methods and commenting on the emerging themes. Information on this project can be found here;

<https://research.ncl.ac.uk/youngpeople/advisorygroup/>

KNOWLEDGE EXCHANGE AND IMPACT

To date my knowledge exchange activity has been focused on the broader field of professional Community Education practice. Principally, this has involved being invited to give talks to the staff development events of professional practitioners in three organisations. These are listed below;

November 2015: *'Co-production: Opportunities & Challenges for Community Planning'* Presentation to 25 professional staff and managers working for Area Services, West Lothian Council. The organiser of the event commented as follows; **'The presentation was both interesting and challenged our thinking. It has certainly raised awareness of the topic and you encouraged a level of critical thought. You have certainly not lost your talent in engaging people on matters and supporting and encouraging people to learn and expand their knowledge'**.

June 2015: *'Be the Bearers of Dangerous Memory & Subjugated Knowledge: How Youth Workers can respond to Managerialism'*. A presentation given to 20 youth workers and managers as part of the Lothian Association of Youth Clubs annual training event. My contribution was well received and the organiser commented; **'...feedback has been very positive with in fact one worker going back and changing how they supported and deployed staff as a consequence.'**

September 2013: ‘Youth Work & Political Participation’, A talk given to 40 Youth Workers Volunteers, Managers & Policy Makers, organised by Edinburgh Youth Work Consortium.

ACADEMIC LEADERSHIP, MANAGEMENT AND CITIZENSHIP

Programme Director

Since 2015, I have been a Programme Director (PD), taking full leadership and responsibility for the overall governance, staffing, student progression, quality assurance and evaluation, of the programme. I chair all programme team meetings. I ensure that the programme's approach to teaching, supervision and assessment complies with the University's procedures. I represent the programme at the school's Undergraduate Studies Committee and play an active part in the work of this Committee. As PD I work closely with other school colleagues to ensure that the programme's BoE operates effectively, liaising with external examiners and professional services staff as appropriate.

As PD I am also taking the principal role in leading, motivating and guiding the BACE programme team through the design of a new MA (Hons) degree programme, to replace the existing BA (Hons) programme. My overall approach to this leadership role is a concern to ensure the efficient progress of the redesign, whilst at the same time promoting a working culture that engenders an inclusive, collegial and consensual process. My work here includes; overseeing and coordinate all aspects of the design process such as: consulting with key stakeholders; preparing briefing papers and all the paperwork necessary for leading the proposed redesign through the University's formal approval process and the validation process of the professional body. I am responsible for organising and leading team meetings to develop the new programme structure and content. I take the lead in liaising with the Director of Undergraduate Studies to seek support for the design of the new programme. The programme received formal approval from the university in December 2019 and from the professional body in January 2020. I represented the programme team at all the associated approval meetings.

I play a leading role in student recruitment to and promotion of the programme, externally and internally. I represent the programme at all University open days and I have been successful in having our programme included on the programme of open day talks to students. I have since given two successful talks to groups of students. One student recently emailed after a talk to say; ***“It was good to come and meet you and hear your talk about the course. It helped me understand more about the practicalities of how the course is framed”***.

I have developed the programme's relationship with key FE partners and also strengthened existing partnerships with local practitioner groups. Since 2017 I have been working to develop a partnership with colleagues in the University's WP team with the aim of improving the recruitment and retention of students, particularly non-traditional learners. Our programme recruits a significant number of these students. For example, in 2018, 31% of all our student offers were made to SMID1 students. I have also initiated and led negotiations with our colleagues in admissions aimed at raising their awareness of the specific needs of our programme and to improve elements of our recruitment process. A successful outcome of my work is that a fairer process for some categories of applicant has been agreed and implemented. The result is that suitably experienced and motivated non-traditional candidates, who were previously not considered, are now eligible for entry.

As PD I have worked closely with student representatives to redesign our joint approach to the SSLC and devise a more effective communication between student rep's and myself as PD. Specifically this results in regular meetings with rep's outside of the one SSLC meeting per semester.

Special Circumstances Committee Member

Since 2014 I been a member of one of the school's Special Circumstances Committee. I contribute actively to the work of this committee. This role supports my work as a PT and I am able to offer advice and guidance to my programme team colleagues.

Regulations Expert

In June 2018, in recognition of my positive performance as a Programme Director, I was invited by the Head of Institute and the Director of Under Graduate Studies to take on the role of Regulations Expert supporting the Board of Examiners for the initial teacher education programme in the school.

External Committees

I am a Full Member of the CLD Standards Council for Scotland, the professional body for our field, and since October 2015 I have served as a member of their Approvals Committee. This committee is responsible for the approval and quality assurance of all education programmes which support the professional field, from initial training of volunteers to professional UG and Masters level degree programmes.

In 2016 I was appointed by the University to serve as their representative on the Learning & Teaching Committee of Newbattle Abbey College. The appointment recognises the unique range of knowledge, expertise and commitment I have to widening access. For example, I bring to the college my working knowledge of the HE sector noted above and in addition, as an ex-student of this college who went on to successfully graduate from the University of Edinburgh, I have a deep understanding and empathetic perspective of the widening access agenda and the progression route of these students.

Editorship

From July 2012 to October 2019 I was Editor in chief of the CONCEPT Journal, an internationally respected journal in the professional field.

External Examiner

Since January 2018 I have been external examiner for the BA (Hons) Community Education programme at the University of the West of Scotland.

LIST OF PUBLICATIONS

Moir, S. & Crowther, J. (2017) Radicalising Citizenship Education, *Andragoška Spoznanja*, 23(3), 17-34, available here: <https://revije.ff.uni-lj.si/AndragoskaSpoznanja/issue/view/612> accessed 15.10.2018

Moir, S. & Crowther, J. (2014) Learning For Employability? Ideas To Reassert A Critical Education Practice In Communities, *Cuestiones Pedagógicas* Vol, 23, pp 43-64. Available here: <https://dialnet.unirioja.es/revista/1910/A/2014> accessed: 15.10.2018

Fyfe, I. & Moir, S. (2013) (eds), *Standing at the Crossroads: What Future for Youth Work*, Concept Online publication. Available here; <http://concept.lib.ed.ac.uk/issue/view/206> accessed 15.10.2018