Title: Pedagogic Frailty and Conventional Wisdom in Tourism Education
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Session Type: Presentation

Abstract:

This study takes a knowledge structures approach to explore the concept of pedagogic frailty (Kinchin et al., 2016) in the field of tourism studies. Pedagogic frailty in higher education is a recently established concept, which involves a number of key issues that significantly affect teaching practice, such as stress, change, environment, and adaptation (Kinchin et al., 2016). Being deeply rooted in academic perceptions, pedagogic frailty is, in essence, individual, but also global and cross-disciplinary, as it is a response to contemporary challenges and pressures of academia (Caton, 2012; Teelken, 2012). We view pedagogic frailty as an individual set of perceptions, which are also shared (or not) within departments and institutions, often through academic conventional wisdom passing from senior colleagues to young academics (Klocker & Drozewski, 2012; Kinchin et al., 2016).

In order to analyse the micro-dynamics of shared pedagogic frailty within this conventional wisdom, we present auto-ethnographic narratives of two academics (an early career researcher and a senior colleague), who have team taught for three years across all academic levels (undergraduate and postgraduate). We analyse the potential for pedagogic frailty in its most simple and intimate academic sharing form to achieve a deeper understanding of pedagogic frailty and resilience as integrative concepts, and their evolution through formal and informal interactions between a young and an established academic. This is achieved through a concept map-mediated autoethnographic study of two individuals team-teaching in a UK School of Hospitality and Tourism Management. The study shows that elements contributing to the emergence of pedagogic frailty are partially shared, and rooted in conventional wisdom, which is endorsed by senior colleagues attempting to mentor younger academics in the highly complex and changing academic environment.

References:
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