

2017

Pedagogic Frailty and Conventional Wisdom in Tourism Education

Nigel John Morgan

University of Swansea, nigel.morgan@swansea.ac.uk

Alkmini Gritzali

Ian Kinchin

Follow this and additional works at: <https://digitalcommons.library.tru.ca/cts-proceedings>



Part of the [Tourism and Travel Commons](#)

Recommended Citation

Morgan, Nigel John; Gritzali, Alkmini; and Kinchin, Ian (2017) "Pedagogic Frailty and Conventional Wisdom in Tourism Education," *Critical Tourism Studies Proceedings*: Vol. 2017 , Article 51.

Available at: <https://digitalcommons.library.tru.ca/cts-proceedings/vol2017/iss1/51>

This Abstract is brought to you for free and open access by Digital Commons @ TRU Library. It has been accepted for inclusion in Critical Tourism Studies Proceedings by an authorized editor of Digital Commons @ TRU Library. For more information, please contact apaterson@tru.ca.

Title: Pedagogic Frailty and Conventional Wisdom in Tourism Education

Author: Nigel Morgan¹, Alkmini Gritzali², & Ian Kinchin²

Affiliation: University of Swansea¹; University of Surrey²

Contact: Nigel.Morgan@Swansea.ac.uk

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:

- Caton, K. (2012). Taking the moral turn in tourism studies. *Annals of Tourism Research*, 39(4), 1906–1928.
- Kinchin, I.M., Alpay, E., Curtis, K., Franklin, J., Rivers, C., & Winstone, N.E. (2016). Charting the elements of pedagogic frailty. *Educational Research*, 58(1), 1–23.
- Klocker, N., & Drozewski, D. (2012). *Survival and subversion in a neoliberal university*, available at: <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=2202&context=smhpapers> (accessed 14 January 2015).
- Teelken, C. (2012). Compliance or pragmatism: How do academics deal with managerialism in higher education? A comparative study in three countries. *Studies in Higher Education*, 37(3), 271–290.