

# DR JOHN CANNING

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## EDUCATION

**PhD** University of Bristol, Geography  
Thesis: *From Yankees to Québécois: nation-building and national identity in Quebec's Eastern Townships. October 2002*

**MSc** University of Bristol, Geography/  
Policy Studies: Society and Space  
October 1998

**BA (Hons)** University of Wales,  
Aberystwyth, Geography (2:1) July 1997

Senior Fellowship of the Higher Education  
Academy, 2014

Fellowship of the Staff and Educational  
Development Association, 2010

University of Brighton Level 3 leadership  
programme, 2021-22

- Leading self
- Leading others
- Leading the organisation

## SUMMARY

Seeking new educational development position, following voluntary redundancy from University of Brighton in August 2023

I am an experienced lecturer, researcher and educational developer dedicated to leading and working with university teachers and academic teams.

I do not believe that there are quick and simple solutions to the challenges facing lecturers in higher education where the policy context of the sector is always in a state of change and the needs of students, industry and society are evolving at an ever increasing pace. Instead I seek to help lecturers to develop the skills, knowledge and attributes they will need in the long term.

Curriculum Design • University Teaching • Employability • Academic Development • Assessment and Feedback • Blended Learning • Sustainability • Quality Assurance • Evaluation • Management • Leadership

## EXPERIENCE

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### Learning and Teaching Hub, University of Brighton

**Principal Lecturer (2020- 2023) in Teaching and Learning and Higher Education**

**Senior Lecturer (2013- 2020) in Teaching and Learning and Higher Education**

- Course Leader for PGCert in Academic Practice.
  - Led design of programme and AdvanceHE accreditation of course.
  - Managed applications, student progress and examination boards
  - Led, designed and delivered content for Level 7 modules.

- Academic Development
  - Designed and delivered workshops to support and mentor staff applying for HEA Professional Recognition and assess applications for HEA Fellowship.
  - Designed and co-led programme for new course leaders.
  - Designed electronic resources and professional development workshops for programme and module leaders.
  - Facilitated workshops with course teams, including those going through periodic review.
- Research and Scholarship
  - Published educational research in peer-reviewed journals and other outlets.
  - Lead-Supervised one part-time PhD student to completion
  - Served as external examiner on three PhD/ DProf theses and one as internal examiner.
  - Work submitted to REF2021: Education
- Trained student leaders for the University of Brighton, PASS (Peer Assisted Study Sessions) programme, 2013-15

**Visiting Lecturer / Wittenborg University of Applied Sciences / The Netherlands, 2017 – 2020.**

- Coordinated and taught PGCert in Learning and Teaching in HE, (University of Brighton course delivered to staff at WUAS).

**Senior Academic Coordinator/ Academic Coordinator, UK Subject Centre for Languages, Linguistics and Area Studies (LLAS), University of Southampton, UK. 2003-2013**

- Planned and delivered professional development conferences and workshops; provided information and support to academic staff; developed resources for teachers in higher education.
- Planned and delivered academic development at annual events for Heads of Department and early career academic staff.
- Secured funding from The British Academy, Higher Education Academy, HEFCE and United States Embassy
- Lecturer Level 5 module: Sustainability in the Local and Global Environment, 2012-13
- Responsible for leading LLAS work in a number of areas including employability, Education for Sustainable Development, the National Student Survey, pedagogic research projects, supporting new academic staff and Islamic Studies.
- Contributed to teaching on the University of Southampton's Postgraduate research training programme with sessions on academic writing, research methods, book reviews, research dissemination etc.

- Acting Academic Coordinator for the Higher Education Academy Islamic Studies Network / August 2011- March 2012 (maternity cover)

**Information Clerk / Universities and Colleges Admissions Service (UCAS) / Cheltenham, UK. 2001-2002**

- Researched information for University for Industry/ LearnDirect

**Teaching Assistant / School of Geographical Sciences / University of Bristol / Bristol, UK. 2000-2001**

- Led seminars in support of courses on environmental issues and global environmental change.
- Laboratory demonstrator for qualitative research methods modules.
- Assessed individual and group projects

**PROFESSIONAL SERVICE**

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➤ **Recent internal service**

- Contributing to development of Curriculum Design Framework and Employability strategy (2020- 2023).
- Chair PGCert in Academic Practice course team meetings and staff-student forum, 2017 – 2023.
- Member of Applied Science School Quality and Scrutiny Committee (approving module and programme changes).
- Deputy Chair of University Cross-disciplinary Research Ethics Committee, Panel B (2022-3).
- University of the Brighton Learning and Teaching Conference planning group. 2015- present
- Concordat Implementation Steering Group. Group for implementing University of Brighton Framework for Early Career Researchers, 2014-2023
- Sustainable Development Policy Co-ordination Group, 2014-2018
- Assessment panel member for Biannual student environmental awards, 2017 - 2021.

➤ **Recent external service**

- Co-chair: South-East Academic Development Network, 2022- present
- External examiner: Queen Mary, University of London. PGCertificate in Academic Practice (2019- present)
- Represented University of Brighton on Teaching Excellence Alliance (TEA) Implementation Group (University Alliance mission group). In June 2019 I led the organisation of a university-wide ‘sandpit’ event at the University of Brighton which centred on the Black and Minority Ethnic ‘attainment gap’. The event brought together students, academics, support staff and other stakeholders.
- External programme validator: PGCert in Higher Education Practice, Newman University Birmingham.(2014)

→ Peer-reviewed articles for international journals including: *Studies in Higher Education*, *Innovations in Education and Teaching International*, *Reflective Practice*, *International Journal of Nonprofit and Voluntary Sector Marketing*, *International Journal of Coaching and Mentoring in Education*

### **Mentoring**

- Mentored an early career researcher seeking to publish from their PhD.
- Peer/ co-mentor a colleague with a similar level of research experience.
- Undertaken University of Brighton research mentoring training, 2019
- Mentored a Spanish PhD student on his 'Foreign mention' visit to Brighton, March-September 2019.

### **PUBLICATIONS**

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#### **Book**

Canning, John (2014) *Statistics for Humanities*. <http://statisticsforhumanities.net> (online)

#### **Journal articles**

Rauf, Abdul; Rostás Kriszta & Canning, John (2022) Learning-outcomes-based assessments at universities of applied sciences in the Netherlands: perceptions of business lecturers, *Quality in Higher Education*, DOI: [10.1080/13538322.2022.2051300](https://doi.org/10.1080/13538322.2022.2051300)

Canning, John., & Masika, Rachel. (2022) The scholarship of teaching and learning (SoTL): the thorn in the flesh of educational research, *Studies in Higher Education*, 47:6, 1084-1096, DOI: [10.1080/03075079.2020.1836485](https://doi.org/10.1080/03075079.2020.1836485)

Canning, John (2019) The UK Teaching Excellence Framework (TEF) as an illustration of Baudrillard's hyperreality. *Discourse: Studies in the Cultural Politics of Education* 40: 3, 319-330  
<http://dx.doi.org/10.1080/01596306.2017.1315054>

Canning, John (2017), Conceptualising student voice in UK higher education: Four theoretical lenses., *Teaching in Higher Education* 22, 519-531  
<http://dx.doi.org/10.1080/13562517.2016.1273207>

Canning, John (2015), Teaching in 21st century higher education: Reading Chekhov's 'A Boring Story' to stimulate reflective practice. *Reflective Practice* 16: 497-507. <http://dx.doi.org/10.1080/14623943.2015.1064376>

Canning, John (2015), A new measurement and ranking system for the UK National Student Survey. *Perspectives: Policy and Practice in Higher Education*. 19: 56-65. <http://dx.doi.org/10.1080/13603108.2015.1021401>

- Canning, John (2014), Developer, Financier, Designer: Building Hybrid Projects outside the University. *Hybrid Pedagogy: a digital journal of learning, teaching, and technology* <http://tinyurl.com/k7k862g>
- Gallagher-Brett, Angela and Canning, John (2011), Disciplinary disjunctures in the transition from secondary school to higher education study of Modern Foreign Languages: A case study from the UK. *Arts and Humanities in Higher Education* 10: 171-188 <http://dx.doi.org/10.1177/1474022210393911>
- Canning, John and Gallagher-Brett, Angela (2010), Building a bridge to pedagogic research: teaching social science research methods to humanities practitioners. *Journal of Applied Research in Higher Education* 2: 3-9. <http://dx.doi.org/10.1108/17581184201000009>
- Canning, John (2010), The invisible developers? Academic coordinators in the UK Subject Centre Network *Teaching in Higher Education*: 15: 461-466. <http://dx.doi.org/10.1080/13562517.2010.493330>
- Bernasek, Lisa and Canning, John (2009) Influences on the Teaching of Arabic and Islamic Studies in UK Higher Education: connections and disconnections. *Arts and Humanities in Higher Education* 8: 259-275. <http://dx.doi.org/10.1177/1474022209339954>
- Canning, John (2009), A skill or a discipline? An examination of employability and the study of modern foreign languages. *Journal of Employability and the Humanities* 3 <https://eprints.soton.ac.uk/50392/1/JcanningArticle.pdf>
- Canning, John (2007), Pedagogy as a discipline: emergence, sustainability and professionalisation. *Teaching in Higher Education* 12: 393–403. <http://dx.doi.org/10.1080/13562510701278757>
- Canning, John (2005) Disciplinary: a barrier to quality assurance? The UK experience of area studies, *Quality in Higher Education* 11: 37–46. <http://dx.doi.org/10.1080/13538320500074931>
- Canning, John (2005) Placing Quebec nationalisms: Constructing English identities in Quebec's Eastern Townships, *British Journal of Canadian Studies* 18: 120–136. <http://dx.doi.org/10.3828/bjcs.18.1.6>

### **Book chapters**

- Canning, J. & Eve, J. (2020) Assessment in Higher Education: The anatomy of a wicked problem. In R. Masika (eds) *Research Matters*. University of Brighton
- Kemp, Simon; Canning, John; + 5 others (2015). 'Global Consensus Is a Dream, but Twitter Is Real: Simulating a Sustainable Development Goals Summit Through Interdisciplinary Classroom Politics and Negotiation by Social Media'. In Walter Leal Filho et al (Eds.) *Integrative Approaches to Sustainable Development at University Level*, 551–66. Cham: Springer International Publishing. [http://dx.doi.org/10.1007%2F978-3-319-10690-8\\_38](http://dx.doi.org/10.1007%2F978-3-319-10690-8_38)

- Canning, John (2010) 'Translating words into action and actions into words: Sustainability in Languages, Linguistics and Area Studies curricula.' In P. Jones, D. Selby and S. Sterling (eds.) *Sustainability Education: Perspectives and Practice Across Higher Education*. London: Earthscan, 295-312
- Canning, John (2005) Building the Quebec nation: A geographical approach. In: Morgan, Ceri and Rolfe, Christopher (eds.) *Focus on Quebec 3: Essays on Quebecois Culture and Society*. Edinburgh: BACS/ Le Grefc, 20-29
- Canning, John (2004) Nationalism(s) as local practice(s). Re-examining Quebec nationalisms in the Eastern Townships. In Ramsey, Doug and Bryant, Christopher (eds.) *The Structure and Dynamics of Rural Territories: Geographical Perspectives*. Brandon MB: Rural Development Institute, 43-61

### **Reports**

- Masika, Rachel; Wisker, Gina and Canning, John (2016) *Defining and supporting the Scholarship of Teaching and Learning (SoTL): A Sector-wide Study, SoTL Case Studies*. York: HEA  
[https://www.heacademy.ac.uk/system/files/sotl\\_case\\_studies.pdf](https://www.heacademy.ac.uk/system/files/sotl_case_studies.pdf)
- Canning, John. (2014) *Prospects and pitfalls of extending the National Student Survey to postgraduate students: an international review*. Brighton: University of Brighton CLT <https://tinyurl.com/uy7ugpy>
- Canning, John + 17 others (2011) *Understanding the National Student Survey: investigations in languages, linguistics and area studies*. Southampton LLAS Centre. <http://tinyurl.com/noqe5h9>
- Canning, John; Gallagher-Brett, Angela; Tartarini, Fabio and McGuinness, Heather (2010) *Routes into Languages: Report on teacher and pupil attitude surveys* Southampton: Routes into Languages. <https://eprints.soton.ac.uk/374536/>
- Canning, John (2008). *Five years on: the language landscape in 2007*. Southampton, Subject Centre for Languages, Linguistics and Area Studies <https://eprints.soton.ac.uk/50981/42007>
- Auda, Jasser; Bernasek, Lisa; Bunt, Gary R.; Canning, John; Gilbert, Jon; Hussain, Amjad; Kelly, Michael; McLoughlin, Seàn; Muhammad, Abu Dardaa; and Smith, Simon (2008). *International approaches to Islamic studies in higher education* Bristol, HEFCE <https://eprints.soton.ac.uk/52069/>
- Croucher, Katrina; Canning, John, and Gawthrop, Jane (2007) *Here be dragons? Enterprising graduates in the humanities*. (Southampton: Subject Centre for LLAS) <https://eprints.soton.ac.uk/47589/>

### **Editorial work**

- Wisker, Gina; Marshall, Lynda; Canning, John and Greener, Sue (eds. 2019) *Navigating with practical wisdom: Articles from the Learning and Teaching Conference 2018*. Brighton: University of Brighton.

- Wisker, Gina; Marshall, Lynda; Greener, Sue and Canning, John (eds. 2018) *Nurturing co-construction: Articles from the Learning and Teaching Conference 2017*. Brighton: University of Brighton.
- Wisker, Gina; Marshall, Lynda; Greener, Sue and Canning, John (eds. 2016) *Enduring legacies: Emerging Innovations: Articles from the Learning and Teaching Conference 2015*. Brighton: University of Brighton.
- Wisker, Gina; Marshall, Lynda; Greener, Sue and Canning, John (eds. 2016) *Flexible Futures: Articles from the Learning and Teaching Conference 2014*. Brighton: University of Brighton.
- Wisker, Gina; Marshall, Lynda; Greener, Sue and Canning, John (eds. 2014) *Evolving experiences: Articles from the Learning and Teaching Conference 2013*. Brighton: University of Brighton.
- Canning, John (2007, ed.) *Disciplines in dialogue: Disciplinary perspectives on interdisciplinary teaching and learning*. Southampton: HEA Interdisciplinary Teaching and Learning Group. <https://tinyurl.com/yxokwrr3>

### **Other**

- Canning, J. (2015). *Worked examples for Gorard (GS) and Allen and Vignoles (D) measures of segregation in schools*.  
<https://research.brighton.ac.uk/files/367287/free-school-meals.pdf>
- Canning, John (2015) Half a million unsatisfied graduates? Increasing scrutiny of the National Student Survey's 'overall' question. *Educational Developments* 16.4, p.18
- Canning, John (2015) What's worse than a Ref for teaching? An Ofsted for universities. *The Guardian* (online) 13 July 2015  
<https://www.theguardian.com/higher-education-network/2015/jul/13/whats-worse-than-a-ref-for-teaching-an-ofsted-for-universities>
- Canning, John (2011) *Shaping your department's success: An audit tool for language departments in Higher Education*. Southampton. UCML
- Canning, John (2011). *Survey of non-specialist language learners 2011*. Southampton UCML
- Canning, John (2011) The National Student Survey: A good power tool if you know how to use it. *Liaison* 6, pp. 22-25
- Canning, J. (2010) Languages in the UK - is it really all doom, gloom and Dharug? *Liaison* 4, pp.10-11
- Canning, J. (2009) From Kennedy to Obama: Living American Studies. An interview with Philip Davies. *Liaison* 3, pp. 12-15
- Canning, John (2008) From coordinator to developer: a participant perspective on the Professional Development Framework Award: Staff and Educational Development. *Educational Developments*, 9.4, p. 16

- Canning, John (2004) The geography of languages. *Geography Review*
- Canning, John (2003) Voices from Quebec. *Planet: the Welsh Internationalist*.
- Canning, John (2003) Multiculturalism: A case study in Quebec. *Geography Review*

### ***Journal papers in Review***

- Canning, John and Jay, Emma-Louise (under review) Social acceleration: Implications for education.

### ***Conference papers and other contributions.***

- Jay, Emma-Louise; Canning, John “CONTENT WARNING: A discussion of student emotional preparedness for study.” *University of Brighton Education and Student Experience Conference* July 2023
- Canning, John; McNair, Alistair: Concepts of equality, diversity and inclusion: implications for pedagogic practice. *University of Brighton Education and Student Experience Conference* July 2022
- Canning, John and Masika Rachel, HERDSA SA: Changing definitions of scholarship: What will it mean for you? A UK perspective. *A discussion of the review into scholarship definitions currently being conducted by the Australian Government Tertiary Education Quality and Standards Agency (TEQSA)* (invited contribution), February 2021
- Canning, John: Fast move to remote learning, *University of Brighton Teaching and Learning Conference*, July 2020
- Canning, John: Organiser *University Alliance Sandpit: Supporting and enabling BME Student Success through the Lifecycle*, University of Brighton, June 2019
- Canning, John. Learning at the speed of light: a pedagogy of hope or of chaos?, *University of Brighton Teaching and Learning Conference*, July 2018
- Participant: *University Alliance Sandpit: Curriculum Design*, Nottingham Trent University, September 2017
- Canning, John. Beyond Representation in Pedagogic Research in HE. *University of Brighton Pedagogic Research Conference*, February 2017.
- Carter, Ian; Gibberd, Deborah; Canning, John. Co-constructing the inclusive curriculum: From universal support for learning to universal design for learning, *University of Brighton Teaching and Learning Conference*, July 2016.



- Canning, John. Invited chair: TEF (Teaching Excellence Framework) Panel *Frameworks for collaboration and multilingualism*, University of Warwick, June 2016
- Canning, John. A new measurement and ranking system for the UK National Student Survey. *HEA Surveys for Enhancement Conference*, June 2015
- Canning, John and McConnell, Catherine. Hearing the signals in the midst of the noises, to listen to our students' voices, *University of Brighton Teaching and Learning Conference*, July 2014
- Kemp, Simon; Canning, John and 5 others. Replicating the United Nations global agreement process through classroom politics and negotiation by social media, *HEA annual conference*, Aston University, July 2014
- Canning, John. Sustainability in languages: Why we need to take the opportunities. (Keynote) *Innovative Language Teaching and Learning at University: Enhancing the Learning Experience through Student Engagement*, June 2013, University of Manchester
- Canning, John. No open learning without open access: a portal for open access research into teaching modern languages, *LLAS e-learning symposium*, University of Southampton, January 2013
- Canning John and Helmersen, Ole. Sharing Practice in Enhancing and Assuring Quality workshop. *European Quality Assurance Forum*, Tallinn, Estonia, November 2012
- Canning John; Dickens, Alison and Georgin, Laurence. Sharing Practice in Enhancing and Assuring Quality workshop. *Language Futures: Languages in Higher Education* conference, Edinburgh, July 2012
- Canning, John (2012), Student Feedback on Trial, *National Union of Students Student Engagement Conference*, Nottingham, June 2012 (Invited panelist)

## **SELECTED PROJECT MANAGEMENT AND CONTRIBUTIONS**

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### **Management**

- Islamic Studies Network (various roles including coordination and management, and budget management). Funded by HEFCE.
- Discover American Studies. Secured funding from the US Embassy Cultural attaché London, c.2010 <http://www.whystudyamerica.ac.uk/>
- Chair of the Higher Education Academy Interdisciplinary Teaching and Learning Group. Commissioned four project reports into interdisciplinary teaching and learning.: Interdisciplinarity: a literature review by Angelique Chettiparamb; The impact of the internal economy of higher education institutions on interdisciplinary teaching and learning by Neill Thew; An investigation into the student experience of Interdisciplinary Masters' Programmes by Lindsey McEwen

et al; An evaluation of the student experience of interprofessional learning (IPL) at Masters level at University Campus Suffolk by Jane Parr and Jane Harvey. (All available at <http://www.heacademy.ac.uk>)

- Area Studies Project (2003-2004) Funded by the Learning and Teaching Support Network.

### **Project contributor**

- *The flow of new knowledge practices: an inquiry into teaching, learning and curriculum dynamics in academic workgroups* . International project on PG Cert courses for new lecturers. Led by the University of Sydney, Australia. Conducting and analysing interviews of Brighton PG Cert graduates.
- *Defining and Supporting the Scholarship of Teaching and Learning: a Sector-wide Study*. Funded by the Higher Education Academy (HEA), this project examines current implementation of SoTL in the UK higher education sector. Led by the University of West London. My personal role involved conducting and analysing interviews with Heads of Educational Development and developing case studies.
- *Sharing Practice in Enhancing and Assuring Quality (SPEAQ)* EU-funded project. Developed resources and ran workshops.  
<https://speaqproject.wordpress.com>
- *Getting More out of feedback*. Sub-project of SPEAQ carried out at the University of Southampton. Developed resources in Wordpress, Xtranormal and NanDeck  
<http://blog.soton.ac.uk/Gmoof/>

### **COMPUTER SKILLS**

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**Learning Technology:** Blackboard (including Blackboard Ultra), MSTeams, Steam Zoom, Mahara, Edublogs, Nearpod, Panopto

**Other:** Wordpress.org. Basic audio and video editing with KdenLive and audacity.

### **REFERENCES**

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Available on request