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**Betty Leask (2015) *Internationalising the Curriculum*, Abingdon: Routledge (978-0-415-72815-7 [Pbk], 208pp)**

Internationalisation is a hot topic in higher education. On a personal level the topicality was highlighted and reinforced while this review was being prepared, as two emails arrived in quick succession in my Business School inbox. One concerned preparation of module handbooks for international partners and the other concerned an announcement of the appointment of a new Associate Dean to lead on global engagement. Colleagues across higher education will have had similar experiences as the sector engages with the international agenda. Betty Leask's book is therefore well-timed. She is asking the questions that are currently impacting on higher education policy and practice: What do we mean by internationalisation? Why should we internationalise the curriculum? How should we go about this process? Leask's book is the latest in the Routledge Internationalisation of Higher Education series and will add to the debate by providing some answers to these fundamental questions.

Leask begins her discussion with the important observation that there is now a great deal of interest but little shared understanding of approaches to internationalisation. Her book is designed to address this uncertainty through a clarification of terminology and some specific and practical approaches. The book adopts a structure to reflect this approach through the use of three distinct but linked

sections: concepts and process, practical issues and resources.

Part One: Concepts and Processes, provides a critique of internationalisation in a clear and concise manner. The introductory chapter explicitly engages with concepts of curriculum, internationalisation as a process and the internationalised curriculum, programme, course and learning outcomes. This approach is welcome as it provides a firm terminological foundation for the following discussion on practice.

Chapter Two explores the reasons for internationalising the curriculum and the links between an increasingly global connected world and the higher education curriculum. Leask proposes that the curriculum could provide "an important site between people, knowledge, value and actions in today's world" (p. 17). Significantly she acknowledges that this view of the curriculum is contested and that the nature of internationalisation within practice is complex, dynamic and increasingly challenged by a growing number of stakeholders.

Chapter Three takes the theoretical and policy debate further through the presentation of a multi-layered framework as a tool, to consider the processes and issues involved in the internationalisation process that can be used when exploring the issues that one could consider when developing curricula (i.e. assessment of knowledge, intercultural requirements of professional practise and citizenship). These are underpinned either directly or indirectly by institutional, local/regional, national or

global context. The publication discusses each of the components in depth and then illustrates these by three subject-based examples: Accounting, Journalism and Public Relations.

Meanwhile, Chapter Four, looks at the process of internationalisation and presents a five stage cyclical model and then discusses its components (review/reflect, change, revise and plan, act and evaluate) in detail with recommendations for each area. These are then linked to the final section of the book where there are resources developed to assist in the development of an internationalised curriculum (including two comprehensive questionnaires and a survey on stakeholder attitudes based on Lewin's (1997) force field analysis model). She argues, however, that the process is recursive and interactive rather than progressive and sequential.

Chapter Five focuses on the relationship between graduate skills, global citizenship and student ability to value other cultural expressions by providing valuable foundations for internationalisation at a curriculum level. To help with this, Leask comments on the use of "the taxonomy of intercultural competence... to help map and embed intercultural competence in across any program of study" (p. 65). This entails applying three overlapping areas (knowledge, attitudes and skills) on one horizontal axis, whilst vertically addressing issues of: awareness, understanding and autonomy. This is the last chapter in the conceptual section of the book

Part II then focuses on practical issues as Leask posits that improving learning, teaching and assessment are the heart of internationalisation. Therefore, Chapter Six, focuses on reviewing the area of intended learning outcomes of organised activities, information and comments on technologies

and assessments. This, once more, is a well-structured chapter that uses pedagogic arguments underpinned with examples to lead the reader through a process of developing them further. In the conclusion to this chapter, two highly relevant issues are mentioned: first, there should be a difference between curricula developed to meet local and national needs and internationalised curriculum, as student performance needs to be judged differently. Second, learning also takes place informally outside confines of the official university environment. These issues are often overlooked, particularly as we try to get students from international background to settle in our programmes.

Chapter Seven follows by commenting on student cultural diversity in existing classrooms by discussing literature from organisations including the American Association for Higher Education and The Australian Department of Education, Employment and Work Relations, on best practice of teaching and learning in a classroom environment.

The last chapter in this section (Chapter Eight) then examines how to understand and manage the various stakeholders and agenda, focusing on the usefulness of Lewin's force field analysis for understanding the motivations of people who could support or inhibit the development of internationalised curriculum. The final section, (Part III) contains examples of resources and case studies as described in Chapter Four.

Overall, this appears to be a comprehensive, well-structured publication (though only just over 200 pages in length) it helps the reader explore the concepts and practical aspects of internationalising curriculum. It is a book that is hard to put down, in fact, I have read it several times. The book is clearly relevant

to practitioners engaging with the internationalisation process. It also raises the strategic and policy issues that higher education sector must engage with.

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Lewin, K. (1997) *Resolving Social Conflicts and Field Theory in Social Science*, Washington, DC: American Psychological Association

**Laura Ritchie (2015) *Fostering Self-efficacy in Higher Education Students*, London: Palgrave (ISBN 978-1-137-46377-7 [Pbk], 159pp)**

This book is clearly structured and has a well presented sequence of arguments and is, for the most part, easily accessible and digestible to the individual with no previous knowledge of what self-efficacy is about. It also presents a very good rationale for the use of self-efficacy in the academic context and provides a great framework for teaching, learning and assessment practice. The first chapter overviews the teaching environment in HE and presents case studies of innovative practice. The author recognises the challenge presented by learning environments and advocates adapting to approaches, such as enquiry-led and problem-based learning. An example of the growing trends highlighted is the use of technology but this, she argues, can engender a false sense of innovation with the exhortation that students should shape the use of technology rather than the other way round (e.g. Twitter can be followed blindly rather than critically). At the centre of self-efficacy is mastery rather than the "tray" approach often fostered in HE; the teacher serves up the food on the tray, the student takes it away and later digests it. This didactic approach militates against the mastery experiences, implicit in a self-efficacy approach, and leaves the tutor as a spectator after delivering the tuition. She argues that tutors have a vital role in giving students structure and guidance for their learning with the student as producer and the academic as collaborator.

The concepts that Albert Bandura used to explain the origins and development of self-efficacy beliefs within an individual (and there are four pre-determinants: mastery experiences, verbal persuasion, vicarious

experiences and physical signals) are then highlighted. These are competently outlined and demonstrate how individual self-efficacy beliefs can be cultivated within an education context. Examples are provided that help contextualise the process. Strong and positive points emerge from this chapter including emphasis on the role of personal beliefs. This is at the heart of self-efficacy and a positive change in beliefs for students has adaptive behavioural consequences for the process and products of academic performance.

The chapter also highlights the literature and provides evidence of the scholarly underpinning of the construct with emphasis on the fact that the selection is inevitably limited. Literature missed in the overview includes large meta-analyses and major reviews conducted over a few decades, e.g. Multon et al. (1991), Robbins et al. (2004), Valentine et al. (2004), Chemers et al. (2001). Nevertheless, the chapter still provides practical and positive emphases on nurturing self-efficacy beliefs and clear understanding that it has empirical foundations and scholarly underpinning.

The second chapter attempts to embrace the challenge of recognising and applying the difference identified by Schunk (1996) in self-efficacy for learning and self-efficacy for performance. In the literature the distinction between these is not well enough developed from the measurement perspective. This section may be a dry read for some but the author succeeds in showing that differentiation between tuition for learning and tuition for assessment performance should be considered by tutors. Given the many assessment tasks in HE, this is certainly a much larger task than this book embraces. What also has to be confronted is the problem of individuality in mass education as self-efficacy is essentially

a construct that focuses on individuals, although an earlier writer (Gecas, 1989) highlighted the possibility of collective efficacy. The author also discusses the issue of subject specific versus general self-efficacy but the discussion on this is limited (see Pajares, 1996 on the value of general self-efficacy).

In the next chapter the issue of modes of communication and their influence on self-efficacy is addressed and is extremely useful for the teacher. Particularly interesting sections focus on non-verbal communication in issues such as tone, inflection, gestures, eye contact, sitting, standing, moving around, smiling etc. We know from student feedback that students do not like lecturers reading off slides or even give the impression that they are doing this. This chapter will help tutors consider the impact of their communication on students in a whole variety of scenarios including lecturers, seminars, one-to-one situations and even in recorded messages. Feedback is considered in its various forms and the spirit of the section is the recognition of the individuality of students. The section will heighten tutors' awareness of small modes of communication that can make a big difference to the effectiveness of communication; the impression left here, and overall from the book, is that self-efficacy should pervade the whole of communication and is a lifetime commitment and certainly not the fad of the moment.

In the next chapter the author develops the argument in the context of the classroom where the emphasis is on process. Previously the author had stressed that self-efficacy beliefs are subject specific and are malleable rather than fixed. The teacher can provide a proper framework for nurturance of beliefs whilst recognising that self-

efficacy beliefs also need to be reinforced. Illustrations and case studies are used to demonstrate how teachers can leave room for students to find solutions and solve problems other than through the didactic method; examples are used from music, astronomy and surgery. Furthermore the author makes good use of Bandura's concept of modelling (vicarious experiences and vicarious reinforcement) to strengthen the process of learning. This can be through holding up case study models, through simulated operations in surgery or through teacher modelling and peer modelling. Learning through observation of others who are exemplars is presented as part of the self-efficacy toolkit.

In previous chapters the author had highlighted the four elements Bandura proposed that are implicated in the development of self-efficacy beliefs (mastery experiences, vicarious experiences, verbal persuasion and physical signals). She also introduced the triple processes in the operationalisation of self-efficacy labelled as personal, environmental and behavioural. However, as the construct has evolved over the decades, new points of emphasis have been added and the author takes account of these, including: motivation, initiative, effort, persistence, goal setting and self-regulation. The latter point is expanded in the fifth chapter of the book, entitled, 'Developing mastery experiences', and refers to how those who teach and study can "engage with effective, productive learning that leads to successful results" (p. 85). A list of approaches and behaviours are presented that encapsulate self-regulation and these are clustered under the three broad headings, Planning, Monitoring and Regulation. What this demonstrates clearly is that self-efficacy is not a set of passive beliefs, but represents a behavioural approach that is systematic and goal

oriented. The triple process highlighted very much demonstrates something central to self-efficacy: personal agency and personal control. Tutors are challenged to provide, not only achievable tasks but also scaffolding and safety nets as self-regulation processes are woven into the learning cycle.

The penultimate chapter, 'Self-efficacy in practice: outcomes and attainments', focuses on goal setting for students and setting sub-goals to make progress toward ultimate goals in incremental and attainable steps.

The tutor is encouraged to provide structured opportunities for this to happen. The author presents an example from the University of Chichester where students are given the opportunity to build up toward their dissertation project in a series of small literature reviews leading toward the culmination of the final, large scale work. However, being an experienced realist she adds that adding interim tasks is only sustainable when it does not impact the workload of the tutor. As previously noted, tied to the development of self-efficacy beliefs is the impact of feedback that reinforces strong beliefs and sound practice. The author explores an alternative or complementary way to accomplish this through peer feedback on tasks linked to agreed criteria. This, she argues, can be done in small groups, through blogs and though an online discussion forum.

Overall this book presents a commendable overview of where HE is currently at in terms of educational principles and practice and also advocates good practice with compelling rationale. In addition the author presents challenges that shatter complacency but, as a true educationalist, she offers case studies with commentary and discussion on practical and realistic ways to optimise progress. Moreover, it is most commendable that she has wedded the self-

efficacy construct to the processes of teaching, learning and assessment as there is probably no better construct around that provides such a comprehensive framework to nurture adaptive beliefs and behaviours both for students and academics. In terms of the treatment of self-efficacy, there is scope for wider understanding and applications of the construct and there is much in the empirical literature, including recent studies that will lead the reader beyond the scope of this book. However, this is a very good place to start and the book could help to lead the academic into transformative practice with a toolkit focused on unlocking the practicalities needed to turn blue skies thinking into the rhythm, regulation and routine of daily work practice. The final chapter, in effect, points to the need to weave self-efficacy principles and practice into the fabric of teaching, learning and assessment. This is a long term and enduring challenge, but responding to this will mark a shift that will provide the framework for transformative learning, lifelong learning and lifewide learning. The book is commended as a very good read for tutors and you may well discover that you are already following many of the recommendations without the self-efficacy language!

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**Markus K. Harmes, Henk Huijser, & Patrick Alan Danaher (Eds.) (2015) *Myths in Education, Learning and Teaching: Policies, Practices and Principles* Basingstoke: Palgrave Macmillan (ISBN 978-113747699-9 [Hbk], 205pp)**

In his analysis of mythologies, Roland Barthes posited that people shied away from being truly reflective because myths naturalised certain norms; myths could easily, he argued, be constructed to become ideologies. In summing up, Barthes was concerned that myths ‘remove history’ giving the impression that ‘something exists’ and does not need to be challenged. In *Myths in Education*, the contributors argue that myths are a feature of contemporary education and it is right, or our obligation, to challenge persistent ones.

This volume is divided into three parts: part one looks at myths about learning and teaching; part two, on the myths about educational principles and practices (which are illuminated by case studies); and the final part, which is the most compelling to read, analyses the myths associated with digital and online education.

A great, but brief, overview is provided in the very first chapter by the book editors (Harmes, Huijser and Danaher) who outline the ‘mythic in education’ as well as some key themes in the literature. It is worth noting that a lot of the literature does stem from schools (which is only touched upon by the authors). Whilst this opening only casts a view of the myths associated with online and problem-based learning, overall the chapter presents some plausible ideas and opinions worthy of further reading: is there a direct relationship between student satisfaction and the quality of teaching? Does research-led teaching really exist? MOOCs, it is argued, have created the idea

that HE has never been so accessible (or affordable), but what of the new barriers? Does our conception of a technologically saturated ‘digital native’ give us an appropriate or real sense of the modern learner?

All too often, the sector becomes mired in ‘persuasive sounding’ phrases that gain currency but are not critically evaluated. Willis, Willis and Huijser’s chapter, ‘Learning power: taking learning-centredness seriously in a blended learning environment’, argues, despite claims to the contrary, that a teacher-centred paradigm still dominates contemporary education. It is a chapter that explores the application of ‘learning power’ and McCarthy’s (2012) 4MAT System, which examines practices in relation to: motivation, conceptual mastery, application and integration and transfer. Continuing the theme of learning and teaching, Harmes argues that it is difficult to embed extrinsic motivation in online study (or off campus study) and calls for a more nuanced perspective of motivation in this regard. Gijssels and Dailey-Hebert then examine the link between time spent on teaching and the amount of learning that may take place. In the UK, this has become something of a thorny issue as institutions grapple to gather relevant information for KIS (Key Information Set) data or any additional metric that may serve as an indication for the ‘quality of engagement’. Referencing Dutch research of the 1980s and 1990s, the authors assert, “it is the learning process which accounts for learning outcomes and not the amount of teaching.” They contend that independent learning should be nurtured and that HEIs persist in their focus on teaching time to maintain ‘control’ over students’ learning activities via the amount of teaching time. Another chapter which will have resonance with those attempting to embed enterprise and entrepreneurship in the curriculum is

McMahon and Huijser's, who contend the myth that HE and entrepreneurial development are mutually exclusive phenomena.

Skimming ahead to the section on myths about digital and online education, Ornellas and Sancho's 'Three decades of digital ICT in education: deconstructing myths and highlighting realities' will appeal to those who may be jaded by the determinist perspective. This, together with the following chapter, 'Digital literacy in higher education: rhetoric and the reality' challenge thinking around the popular notion of the digital native and whether digital delivery is an appropriate panacea. These are refreshing and worthy chapters to read because the speed of the changes created by social media, BYOD and MOOCs, has created an impression that we need to urgently keep pace with these trends, resulting in very little evaluative activity or reflection. Impact, or otherwise, of these technologies is often not rigorously evaluated, meaning that we base our practice increasingly on myths, rather than on rigorous or valid evidence. The notion of Prenky's (2001) 'digital native' and assumptions we have of them, are especially criticised in the volume. For example, Burton, Summers, Lawrence, Noble and Gibbings question the quality of their information or digital literacy skills. Another chapter that stands out is the final one, by Borges and Forés, which lists online myths and practice leading to it and 'courses of suggested action' to mitigate these barriers.

Overall, this is a useful volume to engage with because it stimulates the reader in adopting a questioning and critical mind-set. Whether it fully succeeds in engaging UK readers is open to debate, as the case studies and evidence are sourced from Australia, the Middle East, Spain and the Netherlands; the

case studies in the middle section of the book seem uneven and lack the analytic incisiveness of the first and final parts of the book.

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**Andrew Middleton (Ed.) (2015) *Smart Learning: Teaching and Learning with Smartphones and Tablets in Post-Compulsory Education*, Sheffield: Media-Enhanced Learning Special Interest Group and Sheffield Hallam University (ISBN 978-1-84387381-5 [ePub]; 978-184387383-9 [Print on Demand], 297pp) – available at <http://melsig.shu.ac.uk/wp-content/uploads/2015/04/Smart-Learning.pdf>**

In *Smart Learning* Andrew Middleton brings together a wide variety of different articles on using mobile technology in the classroom. With nearly fifty different articles, this book caters to every level of experience and interest. These range from the very brief scenarios where a paragraph provides a glimpse of how a mobile device has impacted an aspect of teaching through to detailed analysis and research on using mobile devices.

It's worth reading this book from cover to cover as this allows you to discover the sheer diversity of approaches taken by the authors. The reader can take away a tip or an idea from many of the chapters and apply them immediately in their teaching. A great example is Michelle Blackburn and Joanna Stroud talking about their use of Socrative (<http://socrative.com/>) in their teaching ('Voices from 'the other side': using personal response systems to support student engagement'). Within five minutes of reading the article, I had registered on the website (and downloaded the app), created a quiz and the next day I tried it out with my students. It's this immediacy that makes mobile technology so empowering for both teachers and students. The devices are ubiquitous and always with us. Apps are cheap or free and available across all devices. Teachers are starting to realise that these can be used to create innovative and

student centred learning experiences and, best of all, the devices aren't left behind in the classroom but taken home and out in to the workplace for lifelong learning.

The book is split into three sections. Section One focuses on some of the thinking and research behind using mobile devices in the classroom. Catherine Hack ('Applying learning analytics to smart learning: ethics and policy) considers some of the ethical issues around using student data gathered while using mobile devices. Others (such as Santanu Vasant in 'Bring Your Own Device [BYOD]: policy and practice in higher education') consider some of the implications of using students' and teachers' personal devices in teaching and learning. Simon Thomson ('Building a conversational framework for e-learning to support the future implementation of learning technologies') attempts to develop a framework for the implementation of learning technologies while Ros Walker ('What shall we do with our iPads?') considers how the introduction of mobile devices should be planned for effective implementation. Caroline Keep and Mark Feltham end the section ('The TARDIS effect: how mobile phones could transform teaching and learning') with a glimpse of the huge potential for mobile devices and their range of sensors.

Section Two focuses on research and case studies. Here we get a real feel for how mobile devices are being used now. For instance Chris Rowell ('Reflections on 10 Days of Twitter for Regent's University London') discusses the "10 days of Twitter" programme designed to teach staff how to use Twitter. Dave Kennedy and Daphne Robson ('Bringing well-established pedagogies into interactive lectures') discuss how they used DyKnow to engage with their students while Diane Rushton, Natalie Wilmot, Andrew Middleton and Simon

Warwick ('Using social video to capture reflective voice') have their students creating weekly videos while self-reflecting using Google Docs. These are just a few of the many examples of teachers using mobile devices in innovative ways in the classroom. The articles are written in an accessible and honest way so that I often found myself thinking, 'I could do that'. Research articles include Ann Nortcliffe's study (HE BYOD: ready or not) of staff and student use of their personal devices in teaching and learning while Simon Thomson ('Taking the tablets: should you bring your own or use those prescribed?') reports on a pilot study examining Leeds Beckett University's experiment of providing students and staff with tablets. Students and staff were regularly surveyed to examine their usage for both University and personal activities.

Section Three ends the book with an examination of some of the apps out there. Many of these are mentioned elsewhere but this section is useful in that it brings them all together. Fiona MacNeill ('Approaching apps for learning, teaching and research') provides sound practical advice on using mobile devices in the classroom. This includes how to find suitable apps given the rather poor search functionality in the app stores and then how to use these effectively. She also provides a useful 'Mobile learning practitioner's checklist'. Andrew Middleton ('Being smart: using apps lifewide') finishes off with a summary of much that has been said in the book and a top 20 list of apps.

One of the bits I enjoyed most are the many scenarios that interleaved the different articles. These fragments provided a fun view of mobile device use. Usually a paragraph long, these sections are often in the form of a problem someone has and how it is solved using mobile devices. For example, Julie uses Facebook to identify ring leaders amongst student before they start

the course, these can then be used to disseminate information in an informal manner because students aren't very good at using Blackboard (Scenario: Common room reps). Tom, on the other hand, uses Twitter and Storify to record group responses to questions (Scenario: The virtual flipcharts).

I loved reading this book. I enjoyed the many voices and wide ranging discussion. As a teacher, I particularly liked the practical tips. In fact, I often found myself getting out my phone or accessing my web browser so that I could try out one of the apps or websites. Then it was down the rabbit-hole as I started creating quizzes and trying them out on the phone or experimenting with an on-line whiteboard. It's a very accessible book aimed at people without a technical background. There aren't many books that genuinely inspire me to re-examine the way I deliver in the classroom.

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**Christian Beighton (2015) *Deleuze and Lifelong Learning: Creativity, Events and Ethics*, Basingstoke: Palgrave Macmillan (ISBN 978-1-137-48079-8 [Hbk], 204pp)**

This book explores conceptualisation of creativity and lifelong learning which are portrayed as becoming moribund by their over use within educational contexts, pedagogies, policies and strategies. Beighton wants to open our eyes to the commodification of these two concepts and, through this process, liberate and reclaim them. To do this he uses insights from French philosopher Gilles Deleuze to exemplify his ideas through the work and practice of the Italian film director Michelangelo Antonioni. Deleuze was a key figure in 1960s French philosophy, who has yet to gain the prominence of his contemporary and friend Michel Foucault. A possible cause of this is the richness and complexity of this work whilst working with Félix Guattari. He is interested in the emergence of thought and the concepts which define thinking. He explores this in a wide variety of ways such as the examination of the nature of difference and repetition, which are articulated through memory, habit and time. Beighton uses Deleuze's key works to breathe new life into the concept of creativity. For Deleuze, most thinking is automatic, it's just processing, a rerunning of the familiar scripts which are only changed when the outside world forces us to engage in thinking by holding up something that must be comprehended. It is the 'un-thought', the 'un-comprehended' that stimulates thinking and, for Beighton, this is the key creative moment.

The section on cinema helps by providing a more concrete form Deleuze's ideas. Deleuze wrote a number of books on a philosophical approach to cinema, and these focus on how the audience experience time

and movement through the cinematic experienced rather than through their enactment. The resulting dislocation can recreate a heightened connection with the action and a thoughtful awakened state stimulated by the experience; Antonioni's work and practice are explored as examples of creative practice. Those interested in film criticism will find this chapter and other works focused on this area of Deleuze rewarding.

Beighton has provided a rich text with many chapters providing critiques of a wide variety of subjects such as creativity, lifelong learning, professionalism, pedagogy and research. Deleuze's work is progressively revealed as it is used to pull these subjects together linking and presenting different windows on to educational practice. This diversity echoes the multiplicity of Deleuze and Guattari's *A Thousand Plateaus* (2013) which employs a rhizomatic structure in its presentation and ideas. Beighton recognises the difficulties of dealing with such a wide range of ideas within the limited space of this book. Occasionally, the desire to move on to the next concept overrides the possibility of a deeper exploration. There is also the inevitable frustration which emerges when dealing with this area of philosophical thought and educational practice. Beighton rightly acknowledges that Deleuze denies the possibility of a privileged perspective that would allow a 'right' course of action to be stated. Those looking for an outline of an ideal curriculum, or pedagogy, must seek their own answers by engaging with this text, and through their own improvisations and attentiveness. This is not a criticism, as all educational text should be attentive to gap between articulation and translation. In addition to this, (Deleuze and) Beighton wish to engage the reader on a more critical level of demystification of practice rather than an addition to it. Beighton provides a 'Deleuzian examination' of this particular

pedagogy, which begins to move towards an outline of improvements that could be proposed. Rather than going further with this theme, exploring other pedagogical approaches in the same manner, Beighton moves on. The opportunity to juxtapose these ideas with radical educational visions such as Paulo Freire or Ivan Illich could have been insightful. For example, there are connections here with ‘deschooling society’ (Illich, 1995) and many other texts which, from a quick literature search, have yet to be linked with Deleuze (with the exception of Mark Seem’s ‘Introduction’ to Deleuze and Guattari’s (2013) *Anti-Oedipus*. To use Deleuze’s term, this is perhaps one of the possible ‘lines of flight’, that don’t follow the past conceptualisation, but breaking out into new ground and new possibilities.

In Beighton’s own summary to learn to teach and to learn itself requires an awareness of life in all its richness, and a rejection of a submergence into a dogmatic practice that reveals nothing of worth to us. This awareness allows us to, simultaneously, become aware of action and counter-action as a defence against the tyranny of busyness. At the heart of this is a view of creativity that goes beyond a process of active problem solving and inventiveness, to one which focuses on the re-establishment personal meaning making as an act of exploration of possibilities of the self.

Reviewed by Jim Turner

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