

# Peter Shukie

## Summary

Perceptive and creative educator with solid record of accomplishment in attaining and surpassing targets during 30-year career. Stays on top of trends in education to create modern systems meeting needs of diverse students. Solid relationship-builder with decisive approach to solving operational problems. Strong research and publication record with emphasis on developing positive, inclusive and life-changing educational opportunities.

## Experience

### **PROGRAMME LEADER IN EDUCATION STUDIES BA (HONS) 02/2010 - 08/2024**

**University Centre Blackburn College, Blackburn**

Directed the integration of new technologies, streamlining operations and increasing programme efficiency and effectiveness.

Designed, authored and managed the validation of Education Studies programmes over three iterations. Introduced updated curricular modules in technology, research, sustainability and international education. Managed specialist educators on the programme with supervision of new and experienced staff in the sector.

Monitored and reported on programme progress, providing detailed updates to senior management and key stakeholders.

Established robust quality assurance mechanisms, maintaining high levels of compliance and programme excellence.

Championed continuous improvement processes, analysing programme evaluations to identify areas for enhancement.

Oversaw the development of training materials and workshops, enhancing team competencies and programme delivery outcomes.

Curated and disseminated programme documentation, ensuring accurate records and compliance with regulatory requirements.

Promoted a culture of innovation, encouraging team members to propose and implement creative solutions to programme challenges.

Evaluated team performance, providing constructive feedback and development opportunities to build high-performing teams.

Oversaw high performing academic results from a diverse undergraduate bodies.

Developed conferences and training programmes for international audiences of academics, students, stakeholders.

### **EXTERNAL EXAMINER 01/2017 - 07/2024**

#### **various**

I have been External Examiner for Education programmes in Teacher Training, Education Studies at MA and BA level and acted as external examiner for PhD candidates at the University of South Africa (UNISA).

External examiner roles have included:

University of Huddersfield (Initial Teacher Training)

University of East London (Education Studies BA and MA)

Newcastle College Higher Education campus (Education Studies BA; Teacher Training specialism in Literacy, ESOL and Numeracy).

Supported the development of new academic programmes by providing expert advice and validation. Participated in accreditation visits to ensure programmes met national quality assurance standards. Audited course materials, including syllabi and reading lists, for relevance and comprehensiveness. Offered constructive criticism and guidance to academic departments on course content and structure. Collaborated with academic staff to develop and refine assessment methodologies and criteria.

Reviewed and evaluated student submissions for compliance with academic standards and criteria. Engaged in continuous professional development to stay abreast of advancements in pedagogy and assessment.

Monitored changes in educational legislation and policy to advise on compliance and opportunities. Analysed examination results to identify trends, anomalies, and areas for curriculum improvement.

Spearheaded initiatives to enhance student learning experiences through innovative assessment techniques.

Conducted viva voce examinations to assess candidates' depth of understanding and critical thinking skills (as PhD External).

#### **SKILLS FOR LIFE MANAGER 07/2007 - 02/2010**

**Blackburn College**, Blackburn

Spearheaded community literacy projects, fostering local engagement and enhancing cultural expression among diverse groups.

Oversaw volunteer teams, providing training and support to enhance their contribution to projects and personal development.

Evaluated the impact of instructional methods on learner outcomes, driving continuous improvement in teaching practices.

Coordinated with vocational training providers to integrate essential skills training into broader educational programmes.

Designed and delivered engaging adult literacy and numeracy programmes tailored to meet diverse learner needs.

Spearheaded community outreach initiatives to raise awareness of the importance of adult education.

#### **PROJECT MANAGER 12/2004 - 07/2007**

**Accrington and Rossendale College**, Accrington

Analysed project outcomes, conducting post-implementation reviews to identify lessons learned and best practices.

Spearheaded community engagement initiatives, enhancing college reputation locally and nationally.

Generated projects that involved diverse communities and had over 500 word qualification achievements across communities and workplaces.

Developed successful teacher training programme to train adult literacy and numeracy specialist teachers.

Managed a large team of teachers, administrators and volunteers to meet European funding project.

#### **SENIOR TUTOR 12/1996 - 12/1997**

**Tsakiris Frontisterion**, Kos, Greece, Greece

Designed curricula for English as Foreign Language students incorporating academic study, vocational specialists and age appropriate pathways of achievement and progression.

Designed and taught classes between beginner and proficiency levels with age ranges from 11+ to Adult.

Managed qualification routes, examinations, achievement and progression data.

Managed a team of experienced and beginner TEFL educators and supporting staff from vocational areas.

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<b>Skills</b>	<ul style="list-style-type: none"><li>• Digital classroom technologies</li><li>• Professional development coaching</li><li>• Educational software proficiency</li><li>• Performance monitoring</li><li>• Student engagement</li><li>• Education policy legislation</li><li>• Recruitment and enrolment</li><li>• Online learning platforms</li><li>• Policy and Procedure implementation</li><li>• Safeguarding awareness</li><li>• Assessment design and analysis</li><li>• Inclusive education strategies</li><li>• Change management</li></ul>	<ul style="list-style-type: none"><li>• Learning management systems</li><li>• Stakeholder communication</li><li>• Staff leadership</li><li>• Curriculum development</li><li>• Regulatory accreditation knowledge</li><li>• Quality assurance</li><li>• Written and verbal communication</li><li>• Programme evaluation</li><li>• Staff evaluations</li><li>• E-Learning standards and specifications</li><li>• Data analysis tools</li><li>• Programme management</li><li>• Educational policy understanding</li></ul>	<ul style="list-style-type: none"><li>• Multimedia educational content creation</li><li>• Progress monitoring</li><li>• Teaching methodology adaptation</li><li>• Research and Development</li><li>• Community partnership building</li><li>• Classroom instruction</li><li>• Public speaking proficiency</li><li>• Creative thinking</li><li>• Project management</li><li>• Intercultural competence</li><li>• Critical thinking</li><li>• Programme designing</li></ul>
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<b>Custom Section</b>	<ul style="list-style-type: none"><li>• Bachelor of Arts (Honours) Education Studies, Lancaster University, Module lead at Level 5 and 6; Course Leader; Dissertation module leader; Dissertation Supervisor, Educational Practice in a Digital Age - L5; ICT Project - L6; Dissertation - L6; Research Methods - L5</li><li>• Academic Lead in Digital Innovation in Teaching, Learning &amp; Assessment, NA</li></ul>
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<b>Education</b>	<p><b>PhD, Doctor of Philosophy in Technology Enhanced Learning and E-Research, Lancaster, 01/2017</b> <b>Lancaster University, Lancaster</b></p> <p><b>MA, Masters in Adult Literacy and Linguistics, Lancaster, 01/2009</b> <b>Lancaster University, Lancaster</b></p> <p><b>5, Diploma in Teaching Literacy as a Specialist Subject, Preston, 01/2005</b> <b>University of Central Lancashire, Preston</b></p> <p><b>7, Postgraduate Certificate in Education (Post Compulsory), Preston, 01/2004</b> <b>University of Central Lancashire, Preston</b></p> <p><b>6, Bachelor of Arts (Honours) Cultural Studies, Sheffield, SHF, 01/2000</b> <b>Sheffield University, Sheffield, SHF</b> Grade: Upper second class</p> <p><b>5, University Certificate in Teaching English as a Foreign Language, 01/1997</b> <b>University of Central Lancashire</b></p>
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## Hobbies and interests

I write fiction, poetry, and review cultural events. I volunteer at literary events, paint, make films, and submit my work to local & national art shows. I'm passionate about storytelling and actively contribute to the arts

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## Projects

**CollaborArt Blackburn:** I designed and led this transdisciplinary project, funded by MEG, which engaged 75 students from various academic disciplines. The initiative involved collaborative visits to art galleries, inspiring students to create their own interdisciplinary projects.

**Community Open Online Courses (COOCs):** I conceptualized and secured government funding for this innovative platform, which supports informal, community-based education. COOCs empowers learners and charities by offering opportunities to develop real-world projects, bridging gaps in community learning.

**Interactive Essays Project (JISC-funded):** Launched in 2012, this initiative promotes the integration of technology in academic submissions, offering students an alternative to traditional essays. Over the years, it has evolved into a versatile platform, encouraging creative, tech-based approaches to academic work.

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## Accomplishments and awards

- **Social Impact Award 2019** at the Festival of Learning for his creation of Community Open Online Courses (COOCs), which provides alternative online learning models focused on community and social change. COOCs was recognized for supporting people in accessing community-driven educational content outside of mainstream platforms.
  - **Association of Learning Technologists Award (runner up), 2018.** Awarded for innovation in the use of technology in educational spaces to develop opportunities to promote social justice and broaden educational reach.
  - Education Studies programme recognised in **JISC Top 50 case studies for work in outstanding digital curriculum.** This was the only college based HE provider in the list.
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## Personal Information

Title: Programme Leader Bachelor of Arts (Honours) Education Studies

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## Publications

Shukie, P. Taylor, K. & Holman, J. (forthcoming). *Who gets to speak and who do they speak for?* Chapter in Rowell, C. (ed), *Working-Class Knowledge(s) in the Academy: Theory, Practice and Method.* London: Routledge.

Shukie, P. & Sidebottom, K. (forthcoming). *Dwelling in the Dissolve: Toward transdisciplinary posthuman pedagogies for complex times,* Chapter in, Braidotti, R., Klumbyte, G. and Jones, E. (Eds), *Posthuman*

Convergences: Methods and Practices. Edinburgh: Edinburgh University Press.

Shukie, P., Holman, J. & Small, S. (2024). Reimagining boundaries: transdisciplinary insights from Education, Counselling, and Fine Art. *Journal of Learning Development in Higher Education*. Issue 31, September 2024.

Shukie, P. (2023). Class dismissed: The application of popular education to create digital spaces of working-class emancipation beyond restrictive formal education practices. *Journal of Class and Culture*, vol.2, Issue1.  
[https://doi.org/10.1386/jclc\\_00021\\_1](https://doi.org/10.1386/jclc_00021_1).

Shukie, P. (2022). We Make This Path By Walking: The practices and principles of the First International Working-Class Academics Conference. *Journal of Class and Culture*, Vol. 1(1), April 2022, pp. 63-78. DOI: [https://doi.org/10.1386/jclc\\_00005\\_1](https://doi.org/10.1386/jclc_00005_1)

Shukie, P. (2021). Just being together: Practices and Principles for an International Working-Class Academics Conference. *Working Class Studies Association Conference*, June 7-9, 2021, Youngstown, Ohio, USA.

Shukie, P. (2021). Becoming Educator: the tale of the lightning dancers. Chapter in Amina, S. (2021), *The Working-Class Anthology*. London: 10:10 Press.

Shukie, P. (2020). Creativity where We Live, Not Pygmalion-like Escape Ladders: Creating a Working-class Education for a Digital World. *Lumpen Journal*, 5, (January 2021).

Shukie, P. (2020). The A Level Fiasco. *Education Politics*, The journal of the Socialist Educational Association. October 2020, No.142. ISSN: 1354-2028.

Shukie, P. (2020). A Conference of Dreams: The Principles and Practices Behind the First International Working-Class Academic Conference 2020. *Centre for Educational Research Seminar Series*, Liverpool John Moore's University. Accessed at <https://www.ljmu.ac.uk/research/centres-and-institutes/centre-for-educational-research/seminar-series>(October 14th, 2020).

Shukie, P. (2020). Red plagues, dust storms and death to utopia. Chapter in Orr, K., Petrie, J & Daley, M. (2020) *Caliban's Dance: FE after The Tempest*. London: Trentham Books.

Shukie, P. (19 May 2020). Building Windmills next to Power Stations: using digital technology to create bridges of learning between institutions and communities. *Association of Colleges (AoC) HE Research and Scholarship Conference*.

Shukie, P. (2019). Teaching on Mars: Some Lessons Learned from an Earth-Bound Study into Community Open Online Courses (COOCs) as a Future Education Model Rooted in Social Justice. *Sustainability*, 2019, 11, 6893. DOI: <https://doi.org/10.3390/su11246893>.

Shukie, P, Mycroft, L. & Sidebottom, K. (2019). Posthuman Walking: A South-East London Dérive. *Thinking on the Move: The Possibilities and Problems of Walking Sociologically Conference*, The Sociological Review, Goldsmiths University, London.

Shukie, P, Khan, A. & Cockcroft, F. (2019). Outsiders: The Philosophy of Imagining Newness in our Practice by Looking Elsewhere. *Developing Externality Conference*, University Centre Blackburn College.

Shukie, P. (2019). Connectivism, Chaos and Chaoids: How Practitioners Might Find Inspiration from Chaos to Find New Spaces for Teaching and Learning. *Prism Journal*, Vol 2 (2), pp. 39-61. ISSN 2514-5347.

Mycroft, L., Sidebottom, K. & Shukie, P. (2019). Anger is an Energy: Using punk pedagogies to turn fury into an ethics of affirmation. *Punk Scholars Network*, Lincoln, July 5th, 2019.

Shukie, P. (2019). COOCs, Campfires and Gonzo Pedagogy: An exploration of the learning landscape when we go barefoot beyond the walls of the institution. *Edge Hill University Faculty of Education, Seminar Series*, 20th May 2019.

Shukie, P. (2018). Book Review: Automating Inequality: How high-tech tools profile, police and punish the poor by Virginia Eubanks. *PRISM Journal*/ISSN 2514-5347 Vol. 2 (1): pp. 149-153 .

Shukie, P. (2018). A participatory action research investigation into an open, online Community Project exploring how teaching and learning occur in a non-institutional, non-specialist, technology enhanced learning environment. (PhD thesis). Department of Educational Research, Lancaster University. Available

online also at: <https://eprints.lancs.ac.uk/id/eprint/125042/1/2018shukiephd.pdf>.

Shukie, P. (2017). Action Research - The art of becoming educator through finding yourself. *The Power of Research, Participation and Publication Conference*, University Centre Blackburn College (Thursday 30th November, 2017).

Shukie, P. (November 2017). A poetic, rhythmic approach to a textual representation of emancipatory learning in online spaces. *Power and Professionalism in FE Conference*, ARPCE, University of Huddersfield (Saturday 25th November, 2017).

Shukie, P. (2017). Community Open Online Courses: What happens when you apply Popular education principles to online learning spaces. *Freire Institute Conference*, Education and Transformative Practice, UCLAN Campus, Larnaca, Cyprus, September 5th 2017. Accessed from:

<http://www.paulofreireconference.com/index.php/ipfc/education-transformativepractice/paper/view/6>.

Shukie, P., Neil, J., Holden, D., Daji, A., & McErlean, K. (2017). Interactive Essays: using multimedia and digital networks in summative assignments. *JISC Change Agents Network Conference* at Exeter University, Exeter: Exeter University. Available at <https://can.jiscinvolve.org/wp/files/2017/04/Blackburn-presentation-CAN.pdf>.

Shukie, P. (2017). Courage and Risk: The real learning for the researcher. *Higher Education Ashton Review*. Available from [https://issuu.com/jfletchersaxon/docs/hear\\_magazine\\_2017\\_online\\_layout\\_pd](https://issuu.com/jfletchersaxon/docs/hear_magazine_2017_online_layout_pd).

Shukie, P. (2017). Learning Without Institutions. *Conference Paper and Presentation*, SOLSTICE & CLT Conference, Edge Hill University. June 5th 2017. Available from <https://www.edgehill.ac.uk/solstice/files/2017/01/Learning-without-Institutions-Peter-Shukie.pdf>.

Shukie, P. (2017). COOCs Supporting Communities for Social Learning. *Creative Academic Magazine*, Issue 7, Feb 2017. Available from

[http://www.creativeacademic.uk/uploads/1/3/5/4/13542890/cam\\_7b\\_february.pdf](http://www.creativeacademic.uk/uploads/1/3/5/4/13542890/cam_7b_february.pdf).

Shukie, P. (2017). 'Let Freedom Reign: A Case Study Exploring the Extent to Which HE Students Choose 'New' Forms of Pedagogy and Technology in a Student-Led Project. *Journal of Perspective in Applied Academic Practice*, vol.5, No.1. doi: 10.1429.

Shukie, P. (July 2016). Community Open Online Courses: An Action Research project exploring the experiences of learning and teaching in non-institutional online space. *Research in Post-Compulsory Education 2nd International Conference*, Harris Manchester College, Oxford University .

Shukie, P. (2016). The Digital Bargain: How the MOOC phenomenon alters the pedagogical direction of the academy. Presentation at *Critical Power & Pedagogies Workshop* ran by the Cultural Difference & Social Solidarity Network.

Shukie, P. (2016). Applying Deleuzo-Guattarian & Popular Education pedagogies in Informal Online Space. *LRDG Literacy Research & Development Group seminar* - Lancaster University (February 9th 2016).

Shukie, P. (2015). I'll let you be in my Dream if I can be in Yours. *FE News*, December 2015.

Shukie, P. (2014). Creating a Community Open Online Courses (COOCs) model to explore the implications for Popular Education approaches in online space. *Lancaster University Department of Educational Research Seminar Series*, May 7th 2014.

Shukie, P. (2014). A study of popular education approaches to learning in open and online courses. *OER14 Open Education Conference*, Newcastle University, April 2014.

Shukie, P. (2013). This house proposes that Adult Education must embrace the MOOC culture. (Presenter/ Debater), *NIACE Annual Digital Conference*, November 2013, Senate House, London .

Shukie, P. (2013). Exploring How Community Open Online Learning Courses (COOCs) can empower learners to become teachers. *RAPAL Conference*, London.