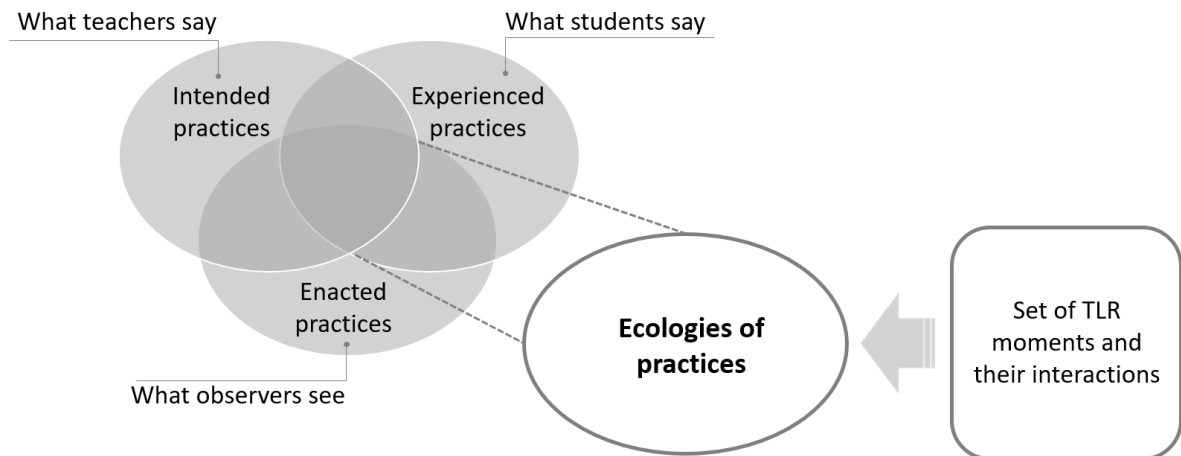


## Model Illustrating Conceptualisation and Enactments of Practice-based-knowing (PBK) in Course-sites

Arising out of my research is also a model that I developed to illustrate the conceptualisations and enactments of practice-based-knowing (PBK) in the course-sites. What this model does is that it maps the intended practices, the experienced practices, the enacted practices and the set of significant TLR moments within a course site. Using this mapping from the model, one can easily develop a detailed descriptive, narrative, and explanatory insights into conceptualisation and enactment of practices.”



And thus, for improving teaching and learning at NUS:

1. this model can be used as a tool for understanding educational practices in our classrooms.
2. It can be used by university leadership to comprehend and reimagine educational practices.
3. It can be a tool for reflexive academic practitioners as a way to self-reflect and track teaching practices over time. At the same time, they can easily explore and learn from each other's model mappings to critically reflect on the shared understandings and practices and grow as a learning community.
4. Finally, academic developers can use it to initiate significant conversations with colleagues and share good practices with the community.

## Additional Findings

The study's utilisation of a SPT analytical lens has further established six other overarching findings within a HGLE context related to the research questions:

- 1) the partial approach to gradelessness did not demand a significant change in the choice of practices but necessitated a change in conceptualisation and enactment of practices compared to that in a traditional graded context;
- 2) workgroup communities, structures and interactions impact the conceptualisation and enactment of practices but this impact is moderated by an individual's agentic and ideological positionings;
- 3) individual agency and their articulation of ideological positionings play a key role in the way in which practices are enacted;
- 4) practices are enmeshed with each course-site's practice architectures, and thus 'sayings, doings, and relatings' of a practice draw on the cultural, discursive, material, and social arrangements that exist within or brought into the course-site to make a practice possible;
- 5) practices are interconnected and inter-related, and so learning in and across practices occurs;
- 6) no definitive validated approach to effective practice exist and are generally determined by significant moments of TLR that operate within specific contexts.