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Chapter 1

Making the case for research informed practice and situated pedagogy

Karin A. Bottom, John Diamond, Pamela T. Dunning, & Ian C. Elliott

A constant challenge for practitioners and teachers of public administration (PA) as well as those researchers and scholars engaged with the field more broadly or conceptually is to accept that both pedagogy and practice are constantly in flux. If one seems stable, then it is likely that the other is not. How to make sense of this from a pedagogical perspective such that practice can be supported remains a source of tension for many. And the opposite is often the case. It seems a cliché to restate that we are living and working through times of profound global disruption. Arguably, we are still seeking to make sense of at least two other periods of change and disruption: the changes in Eastern Europe, and globally following the collapse of the Soviet Union and the Global Financial Crisis from 2007 onwards. All of these ‘events’ (although of course they were the culmination of deep changes) have left legacies which we are still working through the consequences of. At the same time the existential challenge of the climate emergency has an unprecedented urgency for us all. In an important sense we suggest in this collection that the field of PA perhaps more than other discipline necessitates a merging of the pedagogical with the empirical. We draw on the social, political, economic and policy context to enable or to prepare professionals and practitioners to engage with their practice for the benefit of citizens. We have a dual responsibility: to analyse and to enquire as well as to design, develop and teach curriculum, which is anchored in experiences of those practitioners but, also, stretches and engages them through their continuing professional learning and development. For anyone working in PA as a practitioner, researcher, or teacher the lens through which we view these moments of historical change and the context or setting they are working in will vary. There are, however, as we set out in what follows in much more detail several perspectives or underlying principles which make both the study of and application of the teaching of PA highly relevant and current for our times.

We want to suggest for now that these perspectives or principles connect the different ways of seeing that practitioners, teachers, and researchers bring include the following and they are set out here for they inform the process of curriculum design, development, pedagogical research, and scholarship. We think they act as ‘bridges’ which connect the discipline of public administration to the teaching of PA:

- The concept of the ‘public realm’ as a public good
- The centrality of an informed citizenry to work with and be supported by PA professionals and practitioners at all levels
- A commitment to the principles of independent advice and guidance in decision making

- A recognition that the field of public administration is dependent upon a multi-disciplinary approach
- An understanding that addressing global challenges collectively and sustainably is a necessary but not sufficient imperative for successful public administration
- A commitment to the continuing professional development and learning of both practitioners and those who teach and research PA

In proposing these shared assumptions and ways of seeing the world we recognise that place matters too. The social, economic, political, and ideological dimensions which define institutions and civil society in different nation states and localities will vary. The ideological assumptions and dominant voices will shape the organisational and practice architecture so that how these principles or perspectives are experienced will vary. It is the case that regardless of the democratic or representative institutions present individuals and groups will experience the adoption of these principles differently. The dominant assumption we made in defining the scope (and limits) of this edited collection was that PA was operating in a highly changed and changing context. How adaptive PA practitioners, scholars and teachers are to working in this contested space will vary from the capacity of scholars and teachers to work autonomously and retain the capacity to respond to needs to the relative independence of PA practitioners to retain their professional training and standards. In times of crisis, we understand that the opportunities to maintain these ways of working can be constrained. One important but for this purpose an illustration of the observable consequences of how Covid 19 has been responded to politically and ideologically has been the status of public health leaders and managers. In some countries they have been core to leading on the public health messaging and advice. In other jurisdictions they have been under pressure to meet the political priorities of national governments even if this goes against their professional judgments.

We want to set the context to this collection on as broad a canvas as possible. We deliberately chose to create a collection of essays which whilst including as central to their focus pedagogical questions also allowed for a number of essays which went beyond this. In the chapters that follow this introduction we have attempted to create a structure which reflects what we have to engage with at the level of course or programme design or accreditation (at institutional or external level): what is the overarching purpose of your programme (Section 1 – State of the Discipline); what is the context to your proposal (Section 2 – Nation-Based Traditions); what is your teaching and learning philosophy (Section 3 – Pedagogy and Learning); what are the key concepts which have informed your design (Section 4 – Contested Concepts) ; and what examples of curriculum practice you highlight (Section 5 – Teaching Case Studies).

In summary we wanted to ensure that the quite different sections of the book (whilst different in focus, level of analysis or discussion) created a whole in which the complexities of addressing the field of PA in a global setting as well as examining different pedagogical approaches and choices to specific questions or concepts could sit alongside each other .

<a>ENGAGING WITH THE BOOK

We recognise that this is inevitably a big book! Its length, scale and the diversity of pedagogical issues will, probably, mean that in the short-term readers will seek out what they think will be relevant for them. We planned this as we discussed how to approach the brief we had. We hope that this will become not just an important reference point for those either developing their skills and knowledge as PA scholars and teachers or those leading on programmes (or courses) in PA but also for practitioners too.

We do recommend that readers ‘dip’ into the book. We hope that those that do will value the particular section or chapters they look at and that, over time, will read the whole book. In making choices about the structure and content of the book we did make some important decisions. We understood that this was not a conventional edited book. Our experiences of either coordinating edited volumes or contributing to them is that there is, normally, an explicit overarching rationale for the book which it provides a spine on which each section and each chapter within each section is connected. In a number of cases each section will start with a short introduction and the whole book will end with a conclusion which brings together the themes and ideas examined throughout. We have quite consciously decided not to do this. There are three reasons for this:

- We wanted the book to be organised so that each section and each chapter could be read independently of the others. We recognise that the ‘whole’ of this book is much greater than the sum of the independent elements. But we set out with the aim of creating a Handbook which was much more than a ‘how to teach’ and in so doing we felt it was important to organise the book in such a way that it took the reader into areas that they could read and reflect on and then go to other parts of the book for further reading.
- We are (and were) very conscious of the scale this book is predicated on. Crafting a handbook for teachers of PA in one particular country would be a serious task but claiming to provide an international handbook is at risk of inviting a critique based on absences rather than what is present. We have, therefore, attempted to situate the justification of the book’s title by bringing together a series of chapters on practice in different nation states as well as identifying different PA traditions. We understand too that the labels attached to nation states at the time of writing may be relatively young and that it is necessary to examine these practices in the context of the impact and legacy of empires and colonialism.
- We wanted to ensure that the contested nature of PA (as with all curriculum design) is not straightforward. We do appreciate and wanted to highlight throughout that any PA curriculum is informed by values and ethical considerations often shaped or controlled by ideological preferences or short-term priorities. The PA curriculum in a very important sense is not fixed or immutable. On the contrary we can observe how it has been designed to meet very particular needs and political priorities. We have and continue to be living in a time where many of the received assumptions about what constitutes the PA curriculum are rightly under review and challenge. We expect this process to continue and be part of a broader process too which demonstrates the health (or not) of the discipline not just in those spaces reserved for some of the discussions and debates (institutes and universities) but in the public realm too.

Below we have in the remaining sections of this introduction outlined in more specificity how and why we have structured the book as it is.

<a>STRUCTURE

The five sections we have chosen to organise this collection around reflect the twin aims of our approach to the Handbook: firstly, to ensure that the ‘golden threads’ which run throughout the book are as explicit as possible namely the global setting in which public administration takes place and secondly, that the teaching of PA is a site of contest and debate (from curriculum choices to the articulation of the aims and purpose of the programme to the concepts and values it seeks to promote). In determining the particular sections, we arrived at we chose to be conventional (in a way) and go from the macro (global perspectives) to the micro (the teaching case studies). This approach allowed us to do three important things in framing the book:

- It offered an opportunity to provide a clear structure to the reader (we hope) which offers a linear structure which, in turn, creates confidence in the reader that the book has been carefully organised and sequenced.
- It allows for the reader to take care of how they choose to navigate their way through the book: start with the global setting and then move to a particular teaching case study they are interested in or preparing for. Or to start with the nation state traditions and go to the case studies or contested concepts and, perhaps, back to the global. Our structure is not a prescription for what order to take but rather a much more open-ended resource to meet the learning and professional development needs of the reader.
- It frames the discussion and exploration in the context of an incomplete process: Public Administration is not fixed it reflects (perhaps at times embodies) conflict and contestation and in establishing the sections and addressing a range of themes or issues we wanted to re-enforce this proposition that as teachers of PA we are in a continuous process of review, reflection and change. We are acutely aware that the issues included here are not an exhaustive list.

Finally, we wanted to adopt a structure that in some senses is recognisable to those working in schools of public administration or part of departments where PA programmes are located the expectation is that all programmes can set out their broad aims before drilling down into the specifics of modules or indeed parts of modules. This structure mirrors, as we have suggested, the kind of prompts offered by regulatory or accrediting bodies: explain to us the larger context before setting out how you have designed the teaching, learning and assessment strategies for a discrete module.

<a>THEMES

In this section we want to highlight the specific themes and issues addressed by each chapter with the five overarching parts of the book. We think this section of the introduction is important. It is here that we are attempting to knit together the different elements and to show how we have sought to give the book coherence and consistency.

We intend that the coherence comes from the overall structure. Our deliberate intention is to ask readers of this book to think both holistically and globally : holistically in the sense that a well-designed and imagined PA curriculum is preparing practitioners for a complex and challenging world and a multidisciplinary approach to the curriculum along with critical thinking and problem solving are all necessary but not sufficient skills or competencies to prepare practitioners with and globally because we do want readers of the book to think about their practice in a wider conceptual space than their institution or agency . We think it is important that those who are teaching public administration as well as those who practice it understand that their model of PA has been shaped by different traditions and practices. We are inviting readers to think differently about their practice as they engage with the nation state / global discussions presented here.

We hope the consistency comes from the way we have organised the book and the balance we have struck between the different component parts of the collection. The focus and remit of the book is the teaching of public administration. In the decisions we made about the balance within the book between different parts we have twenty-one chapters (out of thirty-four) on some aspects of pedagogy and the curriculum. Indeed, in the nine chapters on the different traditions of public administration the focus of each is on the development of the curriculum and the assumptions which underpinned the different choices in different places. This focus on questions of pedagogy and practice and our attempt to ensure that it is reflected throughout the book is another way of connecting the overarching themes of the book: the global with the pedagogical.

Part One: State of the Discipline

In the three separate chapters in this section (O’Flynn, Ongaro, and Raadschelders) we bring together quite distinct and different voices and lines of reflection and discussion. We wanted to set the framework for the whole collection here (allowing for the possibility that some readers may come to these chapters later). O’Flynn provides a challenging invitation to all those involved in PA to reflect on where they think the discipline is and where it might go. The assumption is that PA (and especially the teaching of PA) must take account of the disruptions at a global level and the way they impact on individuals and communities. We are asked to think about what this means for curriculum design and, especially, what this might mean for how we include not more content but rather an appreciation of the relational and the skills and knowledge we need in this time of unprecedented change.

The chapter by Ongaro provides yet another different lens through which we can engage with PA. He sets out the four ways of thinking about PA – as science, art, profession, and humanism and then looks at the implications for teaching. This rich and thought-provoking chapter would like us to leave our received ideas to one side as we engage with the proposition he sets out. This chapter does require us to reflect on our previously held assumptions and expectations. Any process of good curriculum design hopes to ensure that decisions made are ‘in awareness’ – we know why we made them.

The scale and lens Raadschelders has taken is both to focus on teaching and learning in PA as well as taking an historical and global approach. This chapter is one which combines with the others in this part and, in so doing, takes the reader well outside their immediate setting of place

or agency. The large historical canvas he works on allows the reader to step away and back from their immediate frame of reference and invites the reader to view their world differently.

Each of these chapters are intended to establish the scale of the challenge we face and to provide ways of thinking which are open, creative, challenging and possibly disruptive to our known settings. But we think they set up a profound sense that whilst the global context might appear overwhelming there are some steps or initiatives, we can take which are about seeking to make a change.

Part Two: Nation – Based Traditions

The nine chapters in this section were all given a similar brief. We thought that it was important that readers had a genuine and informed appreciation of the quite different expectations or traditions which can be found in the PA global family. This is important primarily because it reminds us that curriculum are designed, developed, and agreed on as part of a process of discussion, negotiations and sometimes regulation. They are, therefore, open to contest and debate. However, we might assume that there is a shared understanding about what constitutes the knowledge base for PA and that the points of difference are at the margins. As this section shows this is the opposite: whilst there might be some shared understanding about the role and function of public administration the points of difference are at the core not the margins. Within these nine chapters over fifteen countries are discussed. We could have expanded this section we do know this. We think the critical points are foregrounded and we, also, think this remains an ongoing conversation amongst PA scholars. The key critical points are: what, if any, are the core disciplines which make up PA; what is the ongoing impact of colonisation and empire where contemporary PA has been shaped pre independence; and what is the effect of global agencies (World Bank, IMF, and EU) on the design, adaption, and implementation of PA programmes on those countries outside the G7?

In two different chapters Hajnal and Gajduschek and Reichard and Schröter review, examine and consider the different traditions present in the teaching of public administration both across Eastern Europe and across Europe too. These essays (as with the others in this section) combine an historical overview of nation states and the ways in which public administration has developed with them. In the cases of those countries who moved towards a more independent state following the collapse of the Soviet Union in 1989 it is important to think about two historically important and separate factors: the impact of the empires pre-Soviet influence and the impact post 1989. These experiences are not uncommon globally and what both chapters do is paint the picture of how PA was developed, changed, and engages with the world. An interesting and significant part of this process is the emergence in different nation states within Europe of distinct and different PA traditions. Indeed, we can add to this the impact of the EU on how it influenced aspiring members of the former Eastern Europe as well as those networks established to promote joint cooperation and collaboration (Trans-European Dialogues, Trans-Atlantic Dialogues and the professional or learned societies which were engaged with cross boundary collaboration – European Group for Public Administration [EGPA] and the International Institute of Administrative Sciences [IIAS]).

The chapters by McDonald, Hatcher, and Abbott (USA), Bottom, Elliott, and Moller (Britain), and Smullen and Clutton (Australia and New Zealand) whilst focusing on the uniqueness of their nation states do have a number of shared dimensions which are important to note: despite there being some important differences between these places in terms of traditions and shared agreement about curriculum design there are a number of shared experiences or features: the presence or absence of regulatory or accrediting agencies for PA provision; the organisational home for PA provision in higher education; the overlapping shared values associated with PA; and the assumption that PA provision in universities should have links with employers or governmental agencies. It is not surprising that there are these shared features. They reflect to some extent the shared expectations associated with good government and governance. The differences between them are important and, often, imply that there is little or no overlapping areas of agreement or shared practice. There is an interesting overlapping set of observations in each of these chapters about the 'health' of the discipline in their respective countries. The contribution from Britain is, perhaps, the most doubtful and the Australian/New Zealand chapter points to areas of concern and the US chapter appears to be the more positive of the three. One of the indicators they draw on relates to the health of the undergraduate market and then the post graduate market alongside employment in PA related jobs. As one of the contributions in the next section observes whilst the demand for 'government' jobs has declined there is a growth in the NGO sector where the skills and knowledge required are very similar.

The presence of empires and the ways in which PA traditions are shaped is extensively considered in the chapter by Gomes, Pliscoff, Sanabria-Pulido, and Teixeira where they look at the cases of Brazil, Chile, and Columbia. This chapter adds to our understanding of how PA provision is shaped, defined, and constrained (or not) by the legacies of empires (the nature of the administrative state that was created including the education and recruitment of public servants) as well as contemporary dimensions including the role of universities and the global community of PA scholars, practitioners and researchers. As there was a growth in PA accreditation beyond the USA it is not unsurprising that there was cross dialogue on how the teaching of PA might benefit from debate and discussion globally and regionally.

The long legacy of empire is a theme in the chapters by Manoharan and Rangarajan (India), Mudida (Africa), and Prasojo and Hariyati (Indonesia). As with most of the chapters in this section they provide a lens to look backwards and offer a point of reference for understanding the present and the future. The impact of empires and independence in terms of the PA infrastructure is varied. It differs between these chapters and within them. There is not a straightforward line to follow. But there are a number of points of similarity: given that the past has shaped their present each of the chapters points to the challenges of the present (and they vary). These include the impact of the global economy and world trade rules; relative independence of higher education institutions or agencies dedicated to PA; climate emergency; population growth as well as movement; and the capacity of political and civil society leadership to create and sustain change.

Part Three: Pedagogy and Learning

Across seven chapters in this section, we have brought together what might appear to be an eclectic collection of essays. We wanted to use this section to illustrate two separate but connected elements of the learning process: how to engage with learners (at all stages of their

professional and academic journey) and how to see this engagement as part of a continuous process of learning.

We hope that all or just one of these chapters will act as a ‘hook’ into this process. One of the recurring themes across the chapters and the collection as a whole is the importance of creating (if it does not exist already) and sustaining a practice of ongoing and continuing professional learning and development. This goes beyond some conventional definitions of lifelong learning: at its best it posits the idea that ‘we are all learners’ and that this process goes on within programmes between participant and teacher as well as for the teacher themselves.

We think that in the chapters by Marks (Continuing professional learning), Knassmüller (The challenges of developing reflective practice in public administration – A teaching perspective), Connolly and Mosley (Inquiry-based learning and the crisis competences for addressing the climate emergency), and Dunlop (Teaching with experiments) there are a number of examples which work in the setting of devising approaches for a programme working with participants or taking the examples into the setting of post qualifying provision or as part of working with your team. Each of these chapters is rooted in a deep understanding of pedagogical practice and brings to their work a critical eye which seeks to illustrate how we can make some unconventional approaches the new ‘normal’.

Bleach (Real world ethical experiential practice), Kearns and Kearns (Planning for a mid-career MPA Program: Strategic and pedagogical considerations), and Mangan and Pietroni (Executive education and leadership development: Round peg, square hole?) provide connections between the work being done in classroom or at the planning stage with practice and the needs of practitioners. Whilst in many PA programmes the audience is undergraduate students this is not the case uniformly and Professional post qualifying programmes are the norm. The challenge for PA teachers and scholars is to ensure their programmes are congruent with the needs of practitioners and the market. Each of these chapters illustrates the ways in which planning, and dialogue are necessary parts of ensuring relevance and take up. But we think that each of these offers much more than merely relevance (which can be fleeting and short term). They do demonstrate how careful analysis and design can inform practice and be informed by it.

Part Four: Contested Concepts

In this section we wanted to provide examples of how some of the assumptions and ways of knowing which pervade the teaching of public administration are deeply contested or that some of the issues raised by a critical analysis of public administration remain contested. We have chosen five examples and there could have been more. We do see an explicit link between this section and the next (Teaching Case Studies) where we have nine chapters.

The chapter by Dadze-Arthur (Democracy, governance, and participation: Epistemic colonialism in public administration and management courses) addresses one of the key recurring themes discussed in this collection: the ways in which the legacy of empire and colonialism remains a presence in public administration programmes. The chapter sets out the context for this conclusion and takes the reader through the analysis and invites them to consider what next. The conventional responses which have in the past focussed on learning materials and examples or

addressing staff representation are, arguably, all givens. The starting point needs to be more than just this list of actions. The ways in which PA individuals respond as with their organisations tells us a lot about the pervasive presence of empire and colonialism.

A necessary part of the change agenda involves regulatory or accrediting bodies. In this section two chapters – one by Brandsen and the other by Rubaii examine the role of accrediting agencies but from different perspectives. Both approaches consider whether agencies limit opportunities for innovation and change or whether they promote and enable it. Both chapters identify the challenges PA teachers face in dealing with or working with such bodies. In the context of the chapter by Dadze-Arthur, Rubaii offers an interesting insight into the agencies. By asking her question which is about whether they help or hinder graduates addressing big global issues she points toward possible solutions rather than arrived at solutions.

The teaching of research methods in public administration courses is, as it often is, challenging both for participants and teachers. Sandra van Thiel provides a reflection on how to approach research methods and how to make it accessible. The interesting contest here is between those who have relatively fixed ideas about what a research methods curriculum should comprise and why no other is sufficient. Van Thiel makes the important point that it is necessary to know what you need your participants to know and do and why. This might be the point of contest within a team. But they remain amongst the core questions that have to be asked as a programme is being designed.

The chapter by Imperial and Prentice (Using service learning in public administration programs: Best practices and challenges) examines the opportunities and challenges offered by adopting service learning into a PA programme. The use of a service-learning approach is growing in a number of jurisdictions. The context is, always, important. In some settings these initiatives are a result of good local partnerships between a local university and a local set of organisations, agencies and employers who want to work with the university PA programme. The relationship is based on a number of important principles and practice. On the other hand, some settings might see the connection as a way of providing unpaid labour or creating a dependency by the outside agency on student placements or interns. Developing and agreeing partnership principles is core to successful service learning.

Part Five: Teaching Case Studies

In the final section we include nine case studies which are informed by the practice of the authors. They are drawn from their work and they share their experiences and, in some examples, the experiences of participants in their sessions.

There are four chapters which offer insights into questions of diversity and engagement within the context of a PA programme and, crucially, what can be developed. Scandrett's chapter on learning from a with social movements focuses on work undertaken with a women's organisation and the local university. It offers a number of insights and lessons and a central one repeated across these particular chapters is that of securing long term change and impact. Crosby's chapter on leadership and PA explores questions of contestation and integration. She examines ways of working on leadership concepts and her pedagogical approach and practice. Colvin and

Meyer explore applying queer theory to PA through an initiative which reimagined police officer recruitment. As with all the chapters in this section they do reflect the current and contemporary practices of their authors. This chapter moves the discussion about queer theory from being only an exploration of concepts and history to one of policy making and practice. It provides opportunities to examine the practice in depth as well as moving from that agency to others. Dayo Eseonu's chapter on "Teaching critical race practice in public administration" is important and timely (at the time of writing). The twin combination of the Black Lives Matter in the USA globally and the examination of those countries with a long colonial past has made this area of teaching highly contemporary. As with all the chapters in this section the approach is to look at the teaching of critical race practice – how do you engage participants, develop their understanding, and inform their practice? All of these questions are addressed and answered.

The use of culture, visual methods as well as gamification are examined by Borry (Using pop culture to teach public ethics: The case of *Parks and Recreation*), Robson (Teaching PA with visual methods) and Stare, Klun, and Buzeti (Gamification: Using the escape room for teaching public administration). Each of these chapters works on the assumption that participants will be coming to these sessions unused to looking at questions relating to PA through the lens of pop culture, visual methods, or gamification. This is important to recognise as the authors show if we are clear about the skills, underpinning knowledge and understanding we need to develop then the content is the means to that end. It might be a way into a important discussion or exercise or it might be that we want to foregrounded some key concepts and this helps to do that.

The chapter by Calabrese and Smith (Show me the money: Financial management curricular concerns in public administration education) reflects a similar concern by Van Thiel discussed above. In this case what is the core curriculum on financial and budget management that participants need to have? As they suggest the answer revolves around how 'need' is defined. The central task which they illustrate is the need for a clear understanding of the overall rationale of the programme which, also, suggests that before a discussion on explicit knowledge takes place there needs to be a shared understanding of the overall rationale of the programme.

Rowe's chapter (Teaching dilemmas with street-level bureaucracy) provides insights into the experiences of practitioners who are themselves working in the public space of a city or neighbourhood. By drawing on their experiences as contemporary street-level bureaucrats Rowe seeks to enable them to consider the relevance of Lipsky's work to their practice. It illustrates what can happen when there is a considered connection between research which might seem outdated to the real experience of practitioners.

<a>MAKING CONNECTIONS AND WHAT'S NEXT

Throughout this collection the reader is invited to think about their practice at their institutional or faculty level as well as to imagine their pedagogical practice being connected to an international discussion on the teaching of public administration. We recognise that shifting levels is not always straightforward especially if as individuals we are not part of local or national networks never mind international ones. We have deliberately set the context for this book in an international setting. It is not only about examples of the teaching of PA from around

the world we think it is much more than that. If it were only this then we would not need the first two sections of the collection and we would have framed the teaching case Studies differently too. What makes this collection important we think is the way it locates the teaching of PA in an international setting. In some significant respects we make a bolder claim: Part One: State of the Discipline goes beyond international and requires us to think globally, philosophically, and historically in a way that is much more than merely understanding the different traditions of PA at a national level.

The book is intentionally wanting to stretch our thinking and how we engage in our practice. We seek to do this by combining the global dimension with the nation state traditions. It is not always easy to place ourselves outside our immediate setting. We are, all, subject to an increasing number of demands on our time (for many we have to ensure that we are publishing as well as undertaking our own research at the same time as supporting participants on our programmes) and for many in different parts of the world teaching roles can be precarious and securing tenure is another pressure. With all of these challenges, we are asking practitioners to engage in a process of critical self-reflection about their own practice. We think the professional benefits are significant of working in this way.

What follows is, we hope, an exciting and challenging collection of essays which reflects the interests, concerns, and practice of teachers of PA from around the world. There are gaps in what we do, and the discipline is not always agreed on what the next steps or priorities should be. Public administration is catching up with some of the most significant policy and political debates of our time. We have to balance the pressures on us to adapt presented by regulators or accrediting bodies with those seeking to shape global practices (especially in the field of sustainability and the climate emergency) with those of our participants and contexts we work in. We have much more to do in the fields of social justice and diversity and inclusion. There are exemplars of practice to learn from, but we should be concerned too about the fragility of some of the steps taken. Embedding practice and changing cultures within institutions on both sides of the teaching and learning divide is hard and difficult. But we know it needs to be done. In what follows we hope that readers will see that informed, engaged and challenging teachers of public administration can act as the link between the worlds of research and scholarship to the worlds of practice and to the lived experience of those who depend on the public servants we work with.