

The Way Digitized Lectures and Film Presence Coaching Impact Academic Identity: An Expert Facilitated Participatory Action Research Case Study

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Abstract : This paper explores the concept of academic identity as it relates to the lecture, in particular, the digitized lecture delivered to a camera, in the absence of a student audience. Many academics have the performance aspect of the role thrust upon them with little or no training. For the purpose of this study, we look at the performance of the academic identity and examine tailored film presence coaching for its contributions toward academic identity, specifically in relation to feelings of self-confidence and diminishment of discomfort or stage fright. The case is articulated through the lens of scholar-practitioners, using expert facilitated participatory action research. It demonstrates in our sample of experienced academics, all reported some feelings of uncertainty about presenting lectures to camera prior to coaching. We share how power poses and reframing fear, produced improvements in the ease and competency of all participants. We share exactly how this insight could be adapted for self-coaching by any academic when called to present to a camera and consider the relationship between this and academic identity.

Keywords : academic identity, digitized lecture, embodied learning, performance coaching

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