

# Trending topics in HE pedagogy: current literature

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# Definition:

## 💧 **Trending:**

- Top 3 academic journal articles in HE: *Studies in HE*, *HE* and *HE Quarterly*;
- Popular non-academic but influential resources: TED Talks, Quora.

## 💧 **Current:**

- 2010 to 2016

## 💧 **Literature:**

- Most relevant academic journal articles to this L&T event on HE pedagogy.

# Key words of the selected trending topics in HE pedagogy

- ◆ Student as consumer/student orientation
- ◆ Innovative instructional method, e.g. visual narratives
- ◆ ‘Under-researched’ area: e.g. the relationship between architectural design and pedagogy
- ◆ Learner-centered assessment
- ◆ Peer tutoring (peer learning and teaching)
- ◆ Student success/retention/engagement
- ◆ Large class teaching
- ◆ MOOC
- ◆ Professional learning
- ◆ Internationalisation/ Education for Global Citizenship/Student mobility

# Student as consumer

Elizabeth Nixon<sup>a</sup>, Richard Scullion<sup>b</sup> and Robert Hearn<sup>c</sup> (2016) *Her majesty the student: marketised higher education and the narcissistic (dis)satisfactions of the student-consumer*, *Studies in Higher Education*

- ◆ They report findings drawn from in-depth interviews that sought to investigate students' experiences of choice within their university experience.
- ◆ Their interpretation shows: how market ideology in an HE context amplifies the expression of deeper narcissistic desires and aggressive instincts that appear to underpin some of the student 'satisfaction' and 'dissatisfaction' so crucial to the contemporary marketised HE institution.
- ◆ Their findings suggests that narcissistic gratifications and frustrations may lie at the root of the damage to pedagogy inflicted by unreflective neoliberal agendas.

# Student Orientation

Ibrahim Alnawas (2015) *Student orientation in higher education: development of the construct*, Higher Education 69: 625

- ◆ This paper argues that student orientation (SO) is a high order construct that should be measured formatively rather than reflectively.
- ◆ The 9 measurement instruments for SO :
  1. Measuring and Adapting
  2. Teaching Practices
  3. Promoting Best Teaching Practices
  4. Assessment and Feedback
  5. Adopting Outside-In-Approach
  6. Student Engagement
  7. Employer Engagement Initiatives
  8. Intrafunctional Coordination
  9. Interfunctional Coordination and Effective Personal Tutoring System
- ◆ Which can contribute to yielding a pool of performance indicators in HE and can be effectively used to monitor the level of commitment of HE institutions in serving the student market.

# Innovative instructional method, e.g. visual narratives

Michele C. Everett (2015) *Fostering first-year students' engagement and well-being through visual narratives*, *Studies in Higher Education*

- ◆ This article reports on a qualitative study that explored the learning outcomes from an innovative instructional method, visual narratives, used in a first-year seminar. Fifty-three students enrolled in a mandatory first semester student success course were instructed to use visual images to tell the story of the first-year experience.
- ◆ Data generated from **visual narratives** and reflection papers were analyzed to identify emergent themes.
- ◆ The findings extend current understandings of student engagement and well-being, and document the significant role pedagogical strategies can play in shaping meaningful learning experiences that facilitate first year students' transition to university.
- ◆ The study's findings have implications for policy and practice at the institutional and classroom levels.

# Under-researched: e.g. The relationship between architectural design and pedagogy

Tansy Jessop , Laura Gubby & Angela Smith (2012) *Space frontiers for new pedagogies: a tale of constraints and possibilities*, *Studies in Higher Education*, 37:2, 189-202

- ◆ This article explores the boundaries that space may place over imagined and alternative pedagogies, and concludes that familiar, computer-networked and conventional spaces may re-inscribe hierarchical, teacher-centred approaches.
- ◆ This research draws on the idea that spaces exert an influence on how people interact and relate within them, including how spaces configure positions in the pedagogical and social hierarchy – centre–margin; agent–object; producer–recipient; active–passive.
- ◆ ‘the student voice is missing here’.
- ◆ Findings: space influencing pedagogy, mood and morale; functional views of teaching space.

Another example:

- ◆ Ilya Zitter et al. (2011) *Adding a design perspective to study learning environments in higher professional education* *Higher Education* 61:371–386

# Learner-centered assessment

Carrie B. Myers & Scott M. Myers (2015) *The use of learner-centered assessment practices in the United States: the influence of individual and institutional contexts*, *Studies in Higher Education*, 40:10, 1904-1918

- ◆ Effective pedagogy generally include both teaching and assessment;
- ◆ The activities that comprise LCA are diverse and include, but are not limited to, collaborative and cooperative assignments, problem-based learning, and reflective writing assignments. These activities are regarded as effective pedagogy and high-impact practices because they generally include extensive feedback, clarification of goals, increased motivation, and encouragement of hands-on learning;
- ◆ The authors examined a range of individual and institutional variables and their relationships to the use of LCA among faculty in the United States. These variables measured the structural and cultural contexts in which faculty make pedagogical decisions.

# Learner-centered assessment (Continued)

- ◆ Findings:
  - Faculty who were highly involved in advising, service, and research and reported teaching-friendly cultures were the most likely to use LCA practices.
  - But, it was also found that higher teaching loads and class sizes hindered LCA practices.
  - They also find strong evidence that a “teaching” culture is associated with LCA practices. In order: enterprising (e.g. business, computer science); social (e.g. political science, nursing); and artistic (e.g. English, music).
  - Almost all of the differences in LCA use occurred within institutions, and the institutional-level variables had little net influence on LCA practices in undergraduate classrooms.

# Peer tutoring

Jose' L. Arco-Tirado et al. (2011) *The impact of a peer-tutoring program on quality standards in higher education*, Higher Education 62:773–788

- ◆ The purposes of this study were, on one hand, to determine the impact of a peer tutoring program on preventing academic failure and dropouts among first-year students (N = 100), from Civil Engineering, Economics, Pharmacy, and Chemical Engineering careers; while, on the other hand, to identify the potential benefits of such tutoring program on the cognitive and metacognitive learning strategies and social skills of student mentors in their last year of studies or already in a postgraduate program (N = 41) at the University of Granada (Spain).
- ◆ After building and selecting the measurement instruments necessary to gather demographic and academic relevant information on both samples, and assigning first-year students to either an experimental or control group, the intervention consisted of ten 90-min tutoring sessions during the first semester lead by student tutors who, in turn, had undergone four 3-h training sessions on tutoring contents like planning and time management, cognitive and metacognitive learning strategies, motivational strategies and the use of materials designed ad hoc for this program.
- ◆ The results show differences in favour of the treatment group on grade point average, performance rate, success rate and learning strategies and, also, statistically significant pre-post differences for the tutors on learning strategies and social skills.

# Peer tutoring (others)

- ◆ Liesje De Backer et al. (2015) *Promoting university students' metacognitive regulation through peer learning: the potential of reciprocal peer tutoring*, Higher Education 70:469–486
- ◆ Olliver McGarr and Amanda Marie Clifford (2013) *'Just enough to make you take it seriously': exploring students' attitudes towards peer assessment*, Higher Education 65:677–693

# Student success/retention/engagement

Karen J. Nelson et al. (2012) *Good practice for enhancing the engagement and success of commencing students*, Higher Education 63:83–96

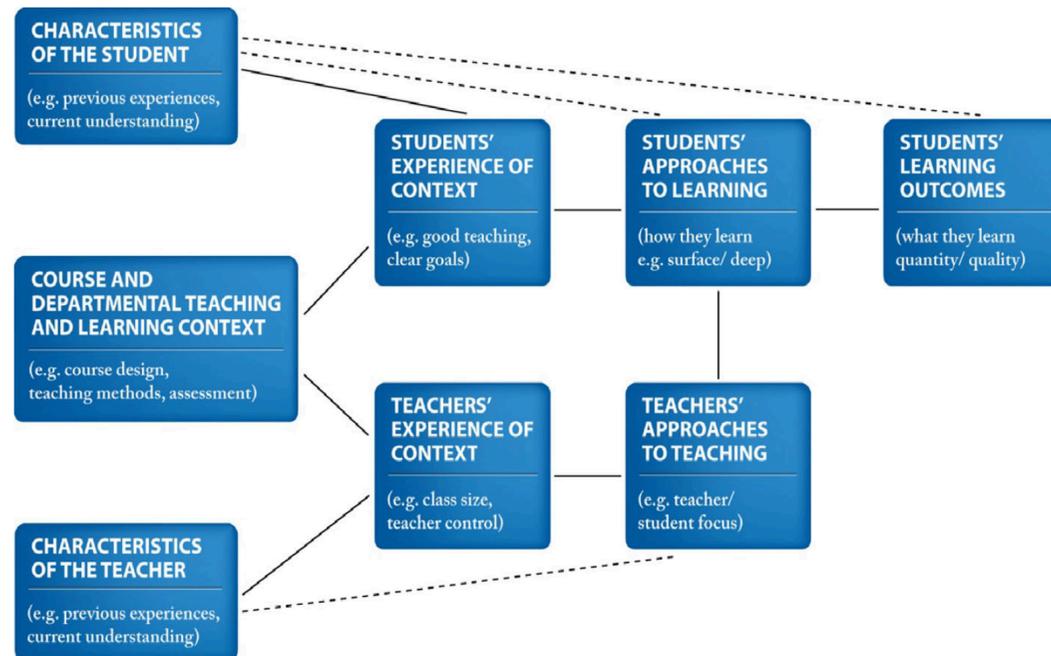
- ◆ The Student Success Program (SSP) is an intervention in operation at the Queensland University of Technology (QUT) designed to identify and support those students deemed to be at risk of disengaging from their learning and their institution.
- ◆ Two sets of evidence of the impact of the SSP are presented: First, its expansion (a) from a one-faculty pilot project to all faculties and (b) into a variety of applications mirroring the student life cycle; and second, an evaluation of the impact of the SSP on students exposed to it.
- ◆ The outcomes suggest that: the SSP is an example of good practice that can be successfully applied to a variety of learning contexts and student enrolment situations; and the impact of the intervention on student persistence is sustained for at least 12 months and positively influences student retention. It is claimed that the good practice evidenced by the SSP is dependent on its integration into the broader First Year Experience Program at QUT as an example of transition pedagogy in action.

# Large class teaching

Michael Prosser and Keith Trigwell (2014) *Qualitative variation in approaches to university teaching and learning in large first-year classes*, *Higher Education* 67:783–795

- ◆ Research on teaching from a student learning perspective has identified two qualitatively different approaches to university teaching: (1) an information transmission and teacher-focused approach, and (2) a conceptual change and student-focused approach.
- ◆ The paper concludes by discussing how a more conceptual change and student-focused approach can be manifested in large classes.

# Large class teaching



**Fig. 1** Model of teaching and learning developed from large class research

# Large class teaching

Two more quotes are used below to further unpack this important distinction between these two approaches. Again, the first comes from information transmission/teacher-focus (ITTF) and the second form conceptual change/student focus (CCSF) teaching:

- ◆ ... we do run classes with 200 to 300 students in them, so we're never going to get into full-on discussion situation. The best that we're going to do is to have five minute windows of chaos in the middle of the lecture where the students are working with a neighbour... I'm waking them up, so waking them up is the number one objective. Two, let them let off a bit of steam, so instead of having the constant low chatter running through the lecture, they're going to vocalise something. ... no-one can concentrate for 20 min. Ask them to concentrate for 3 min of doing something else.
- ◆ What I mean I guess is, some years for whatever reason, students grasp the basic concepts more readily, usually under conditions where the first two lectures, which are the most difficult conceptually, go well. ... So what I try to do is get people to think about an idea with some sort of catchiness, "Oh I wonder why that happens?" They will actually then reconstitute into, and reinvigorate, the knowledge that they were getting, and discuss it.

# Large class teaching

- ◆ David J. Hornsby and Ruksana Osman (2014) *Massification in higher education: large classes and student learning*, Higher Education 67:711–719

# MOOCs

Kate O'Connor (2014) *MOOCs, institutional policy and change dynamics in higher education*  
Higher Education 68:623–635

- ◆ the global massive open online course (MOOC) phenomenon;
- ◆ This paper explores these developments from an institutional policy perspective, drawing on an analysis of the initial stages of different approaches to MOOCs and e-learning being taken up at three Australian universities.
- ◆ It points to four commonalities emerging from the institutional constructions of these initiatives including (1) the use of e-learning policy as a vehicle for curriculum redesign; (2) an emphasis on internal curriculum redesign as a core rationale for MOOCs; (3) a desire to capitalise on promotional opportunities but a reticence around wholly embracing the concept and structure of MOOCs and (4) the absence of access-driven concerns in university policy despite the prominence of such concerns in broader public debate.
- ◆ The approach is framed by a consideration of change dynamics in higher education and highlights the emphasis on internal university work within the policy narrative, suggesting this could represent an attempt to reframe the debate about MOOCs away from popular arguments about systemic disruption and instead use them to progress forms of change that align to broader strategic objectives.

# MOOCs

Jonatan Castaño-Munoz et al. (2016) *Estimating the economic payoff to virtual university education: a case study of the Open University of Catalonia*, Higher Education 72:1–24

- ◆ There is surprisingly little analysis of the employment and earnings impact on students of taking and completing Internet-based programs and of how it compares with earnings outcomes for graduates of face-to-face universities.
- ◆ This paper analyzes a follow up survey of students who began attending the virtual Internet-based Open University of Catalonia (UOC) in the early 2000s.
- ◆ On average, they made smaller percentage gains in earnings than workers of similar age and initial education in the Spanish labor market.
- ◆ Yet, many of the UOC respondents were “high flyers,” already earning high salaries when they had begun studying at UOC. When separated out, this paper finds that younger, more “normal” UOC students made larger earnings gains than the comparison group in the Spanish labor market.
- ◆ This paper emphasizes the importance of disaggregating the varied clientele of online universities in assessing their economic payoffs.

# MOOCs

Martin Carnoy (2011) *Who attends and completes virtual universities: the case of the open University of Catalonia (UOC)*, *Higher Education* (2012) 63:53–82

- ◆ This article find that the completion rate is generally low, but that students taking shorter degree courses at the UOC are much more likely to complete their degrees.
- ◆ This suggests that, given their clientele, on-line universities operate under very different constraints from their face-to-face counterparts.
- ◆ This is important for higher educational researchers, who have mainly focused on younger populations attending face-face universities. They also can serve university administrators who launch distance education degree programs and make high stakes decisions about them with little of no information on the likely behavior of their older students, and can serve employers who are deciding whether to subsidize their employees to take advanced degrees through on-line programs of study.

# MOOCs

Neil Selwyn et al. (2015) Massive Open Online Change? Exploring the Discursive Construction of the 'MOOC' in Newspapers, *Higher Education Quarterly*, Volume 69, No. 2, April 2015, pp 175–192

- ◆ This study uses content and discourse analysis methods to examine how understandings of MOOC-related 'change' were presented in US, UK and Australian newspapers. Drawing on detailed analysis of 457 newspaper articles published between 2011 and 2013.
- ◆ The findings point to a predominant portrayal of MOOCs in relation to the massification, marketization and monetization of higher education, rather than engaging in debate of either 'technological' or 'educational' issues such as online learning and pedagogy, instructional design or student experience.
- ◆ The article then considers the reasons underpinning this restricted framing of what many commentators have touted as a radical educational form—not least the apparently close association between MOOCs and the economics of higher education.

# Professional learning

Jenny Reeves (2011) *Investigating knowledge exchange and creation on a practice-based Master's programme*, *Studies in Higher Education*, 36:8, 953-967

- ◆ Continuing emphasis on lifelong learning arguably requires universities to move away from transmissive teaching to pedagogies on transforming practice.
- ◆ This article reports on an investigation of knowledge usage and creation on a practice-based postgraduate programme for experienced teachers that combined both schooling and developmental pedagogic strategies.
- ◆ It examines the programme's operation by describing the activity of the tutors who performed it. The use of a materialist approach to surface the spatio-temporal effects of pedagogic activity showed how the programme provoked reflexivity and the creation of 'new' knowledge. This was an integral part of changes in practice across the various spaces the course created.
- ◆ The article argues that viewing pedagogic systems as complex relational practices offers a productive way of illuminating professional learning processes.

# Internationalisation

- ◆ Ursula Wingate & Christopher Tribble (2012) *The best of both worlds? Towards an English for Academic Purposes/ Academic Literacies writing pedagogy*, *Studies in Higher Education*, 37:4, 481-495
- ◆ Carole Jane Elliott & Michael Reynolds (2014) *Participative pedagogies, group work and the international classroom: an account of students' and tutors' experiences*, *Studies in Higher Education*, 39:2, 307-320

# Others and Non-Pedagogy Trending HE Topics:

- ◆ The relevancy of degrees
- ◆ Technology
- ◆ Outcomes
- ◆ Cost
- ◆ State protectionism
- ◆ Campus climate
- ◆ Etc.

# Interesting Topics on Quora

- ◆ Why is there so little innovation in education?

<https://www.quora.com/Why-is-there-so-little-innovation-in-education>

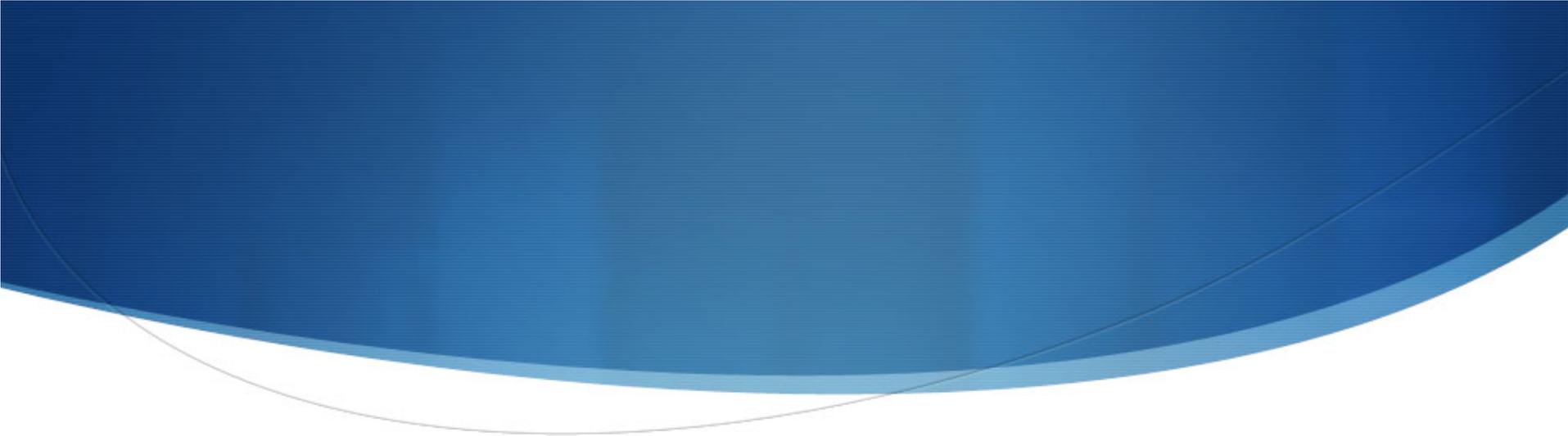
- ◆ What are the challenges for higher education in the 21st century?

<https://www.quora.com/What-are-the-challenges-for-higher-education-in-the-21st-century>



TED Talk: More pedagogic change in 10 years than last 1000 years: Donald Clark at TEDx Glasgow

<https://www.dropbox.com/s/bvlmr81jnzq0v51/Screenshot%202016-07-08%2013.38.03.png?dl=0>



Thank you!

Discussion Time

**Note:** The full articles of the literature mentioned in this presentation are not open access journal papers. Please email: [Y.Gao3@brighton.ac.uk](mailto:Y.Gao3@brighton.ac.uk) for further information.