Scholarship of Teaching for Transitions

Dr. Bettie Higgs (UCC)
Professor Shane Kilcommins (UL)
and Team
22nd May 2015
Coordination

Project team

- The Irish Integrative Learning Team
- Research Assistant (half-time)
- External experts who have worked in the area of ‘transitions’. One expert on systematic review.
- Focus group members.
- This broad group of National Forum research projects.
Work plan

- Scoping exercise
- annotated bibliography
- Focus groups: report on activities and emerging research
- Synthesise into review document with specific commentary on impact of various initiatives
- Benchmark with international practice
- Align analysis with other Forum projects
- **Align with other concepts, ideas and frameworks**
Review of Teaching for Transitions

- Transition out of HE (workplace/abroad)
- Academic writing
- Supporting staff transitions
- Transitions into HE
- Learning to learn
- Diversity & widening participation
- Pedagogies for transitions
- First year experience
- Disciplinary practice (especially STEM)
- Digital campus
- Learning online
Review of Teaching for Transitions

Transition out of HE (workplace/abroad)
Diversity & widening participation
First year experience
Disciplinary practice (especially STEM)
Digital campus
Learning online

Academic writing
Supporting staff transitions

Pedagogies for transitions

Transitions into HE
Learning to learn
Focus of Project

Scholarship of TEACHING FOR TRANSITIONS

Review of Teaching & Learning Research and activity

“How can this knowledge base be utilised effectively across the sector to enhance learner transitions in Irish Higher Education?”
Scholarship of T4T

a “big tent where there is space for small-scale efforts aimed mostly at local improvement as well as more ambitious, sustained work of a larger scale”

(Hutchings 2010)

Categories of transition were decided upon

(after Tate and Hopkins, 2013)

In, through and out, plus relevant conceptual frameworks
Systematic review

The retrieved papers were subject to exclusion criteria:

• Peer-reviewed articles
• Papers written or translated in English
• Papers available in full text
• Papers published between 2000 and 2015.

• Begin annotating bibliography......
Further analysis ....

Searching the annotated bibliography .......
Countries

- UK: 35%
- USA: 32%
- Australia: 10%
- Spain: 3%
- Canada: 3%
- The Netherlands: 2%
- New Zealand: 2%
- Isreal: 2%
- Sweden: 1%
- Belgium: 1%
- Denmark: 1%
- Germany: 1%
- Slovenia: 1%
- China: 2%
- Hong Kong: 2%
- Ireland: 1%
- Sweden: 1%
Pedagogies of Transition

- e-learning: 19%
- work-placement: 15%
- Mentoring: 14%
- Collaborative learning: 8%
- Curriculum design: 7%
- Peer-learning: 6%
- Capstone courses: 5%
- Problem-based learning: 5%
- Fieldwork: 4%
- COPs: 3%
- Active-learning: 3%
- Social networking: 3%
- Interdisciplinary: 3%
- Reflective practice: 3%
- Apprenticeship: 2%
- Competency-based: 2%
- Vocational guidance: 2%
- Research-led teaching: 1%
- Role model: 1%
- Role play: 1%
- Research-led teaching: 1%
- Reflective practice: 3%
- COPs: 3%
- Active-learning: 3%
- Social networking: 3%
- Interdisciplinary: 3%
- Reflective practice: 3%
- Apprenticeship: 2%
- Competency-based: 2%
- Vocational guidance: 2%
- Research-led teaching: 1%
- Role model: 1%
- Role play: 1%
- Research-led teaching: 1%
Countries with Irish key authors added

- UK: 33%
- USA: 30%
- Australia: 10%
- Ireland: 6%
- New Zealand: 2%
- Canada: 3%
- Spain: 3%
- Sweden: 1%
- Denmark: 1%
- Germany: 1%
- Hong Kong: 2%
- China: 2%
- Belgium: 1%
- Slovenia: 1%
- The Netherlands: 1%
- Israel: 2%
- Sweden: 1%
- Belgium: 1%
- Denmark: 1%
- Germany: 1%
- Slovenia: 1%
- China: 2%
- Hong Kong: 2%
- Sweden: 1%
- Belgium: 1%
- Denmark: 1%
- Germany: 1%
- Slovenia: 1%
- USA: 30%
- Australia: 10%
Irish Entries in Bibliography

- Reports: 55%
- Journals: 25%
- Book Chapters: 20%
Irish entries by discipline

- Multi-disciplinary: 11%
- History: 6%
- Geology: 5%
- Mathematics: 5%
- Social care: 5%
- Accountancy: 5%
- General: 63%
Findings from the systematic review

• Very little information on Irish scholarship
• Key authors were missing. Why was this? Keywords missing? Peer-reviewed journals as a search criteria? Little recent work in Ireland meeting these criteria? Too few databases searched?

• **Little reference to Boyer** scholarship is not a key word (<1%).
• transition (10%); higher education (22%); research (11%).
Focus groups

• Three focus groups (in UL and UCC)

• Teachers/Practitioners and student experience/admissions staff.

• **Purpose:** To enrich our understanding of the impact of scholarship on practice in Ireland. What will be the drivers of change?
Findings from focus groups....

Pedagogies referred to

PBL
Work-placement
reflective logs
fieldwork
peer-learning

Take the best aspects of these and integrate
From focus groups....

- Transitions is a journey of many small steps, not always seen as steps of transition in, through and out, but rather almost a continuum.

- Work practice is impacted by national and European reports, and institutional reports.

- A question we asked ourselves - are these reports underpinned by scholarship? Some reports have a bibliography, and so underpinned by scholarship, and others don’t. But most have been informed by scholarship.

- Participants do read journals (in their discipline, (eg Medical Education) so they have a background of scholarly work that has infused and influenced their approach and attitudes and therefore their practice. This scholarship is not explicitly scholarship of teaching for transitions.

- There are disciplinary differences.
From focus groups.....

- Definition of pedagogy
- Is teaching resilience and perseverance a pedagogy, or do these inform the pedagogies, such as PBL? Is ‘learning to learn’ a pedagogy? Are these pedagogies or do they just influence our teaching approach?

- From systematic review and focus groups: We can get bound up with definitions of keywords, and had to make decisions and draw lines to make progress.

- Moved from 3 transitions - to all of UG study is a transition - to all learning is transitional and transition is life-long learning.
Questions explored with key student experience staff and admission staff

• Where does activity end, and pedagogy begin?
• Are there academic standards for first year teachers?
• Do we need specific staff development for first year teachers?
Recommendations for leveraging impact for scholarship

• Take a note of how we use keywords if wanting to highlight scholarship of transitions

• Always give a bibliography with a report – reports have impact.

• Now that we have identified these pedagogies of transition – we can focus on the pedagogies themselves. We can search on pedagogies.

• Develop Academic standards as advocated by James et al, Australian Study.
Next steps?

• We will continue – but need to define a clear purpose. eg. is this work of use to the sector, and how is it?

• Is it of use to us as researchers, as we go into the next phase of our research? YES looking ahead we plan to write a book, ‘Pedagogies of Transition’.

• We see that the same pedagogies are those that have been shown to promote integrative learning. It makes sense that these same pedagogies should be advocated for student transitions.
The product......?

- We thought that the final product would be an annotated bibliography in Viewshare.

- We had an ‘aha’ moment as we got to know the elements better.

- The important **product** is the database in the form of the Excel spreadsheet – an annotated bibliography that can be updated at anytime by anyone.

- Viewshare is one **by-product** that can be produced as a ‘snapshot’ at any time - generated from the key database which is the Excel spreadsheet. A link can be provided for anyone to use this for multi-key searching and sorting.
Scholarship of Teaching for transitions

Screenshot of Annotated Bibliography (and tag cloud for multi-key searching)
Scholarship of Teaching for Transitions

Screenshot of Searching on Pedagogy
Continued dissemination

• EuroSoTL 2015  UCC June 9\textsuperscript{th}

• Students Leading Learning June 11\textsuperscript{th}

• ISSOTL Conference (abstract submitted) October