

# Scholarship of Teaching for Transitions

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Professor Shane Kilcommins (UL)  
and Team  
22<sup>nd</sup> May 2015

# Coordination

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## 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

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- 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

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Transition out of HE  
(workplace/ abroad)

Diversity & widening  
participation

First year experience

Academic writing

Pedagogies for transitions

Disciplinary practice  
(especially STEM)

Supporting staff transitions

Digital campus

Transitions into HE

Learning online

Learning to learn



# Review of Teaching for Transitions

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# Focus of Project

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## 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:

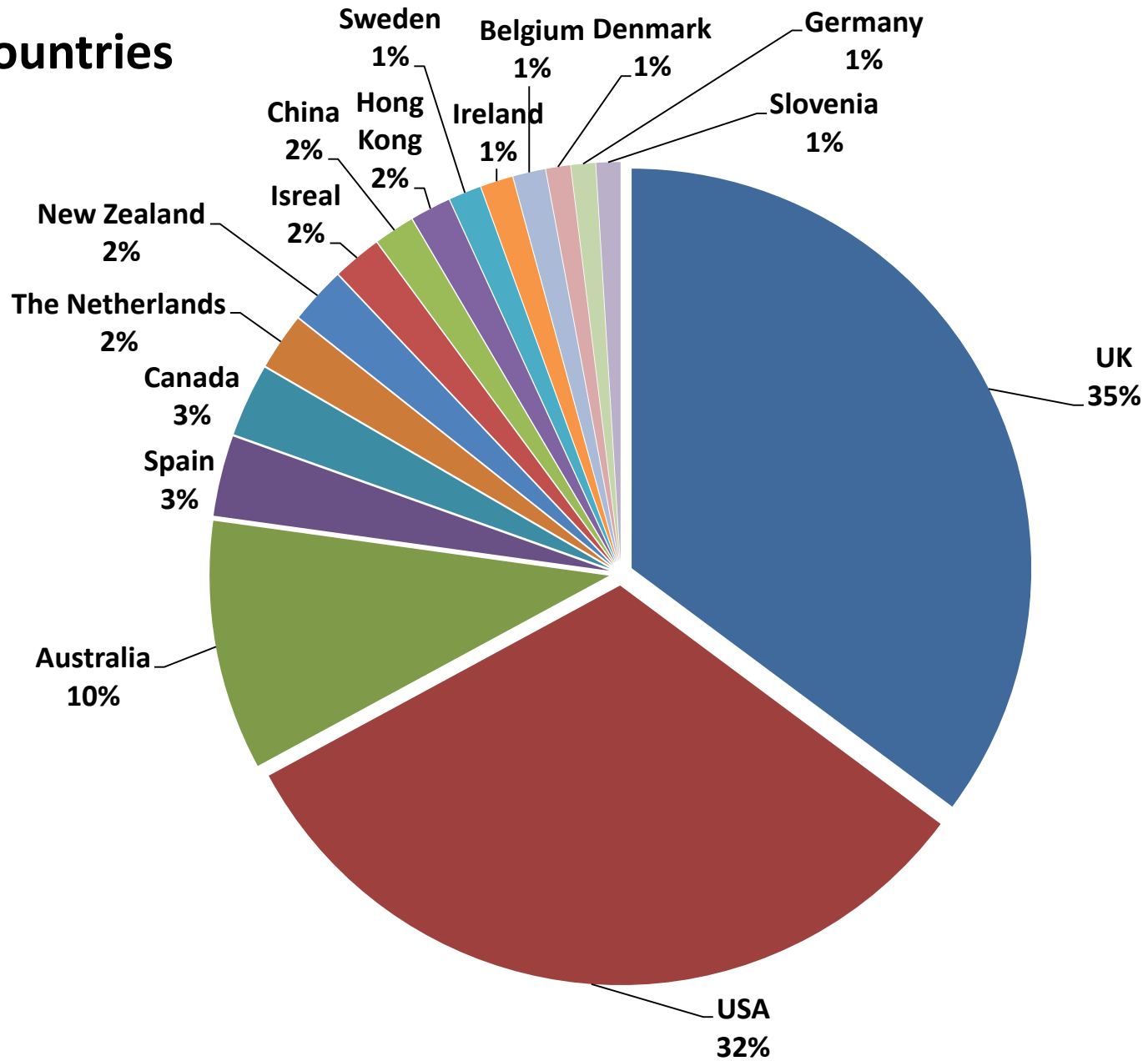
- Peer-reviewed articles
- Papers written or translated in English
- Papers available in full text
- Papers published between 2000 and 2015.
- **Begin annotating bibliography.....**



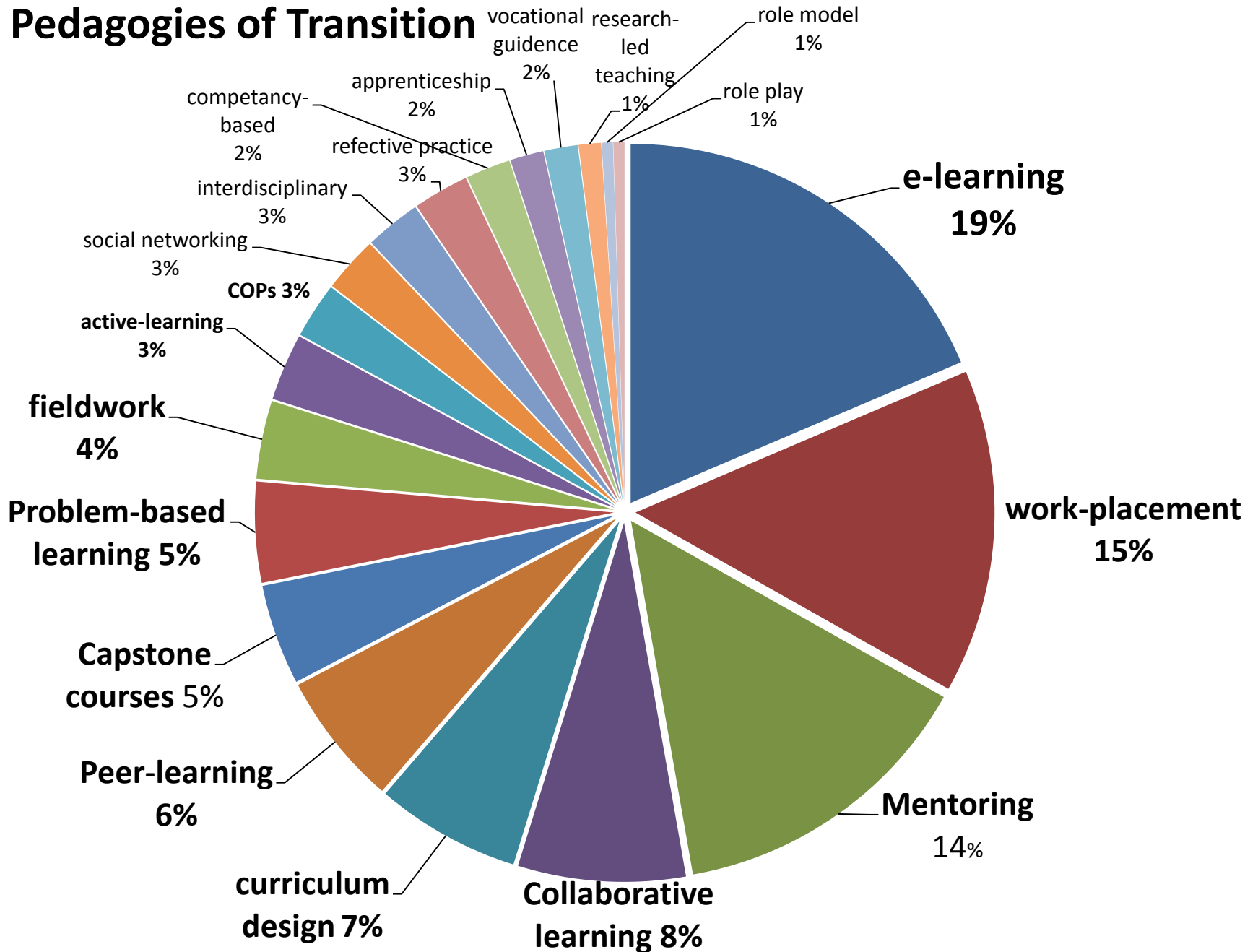
# Further analysis ....

Searching the annotated bibliography.....

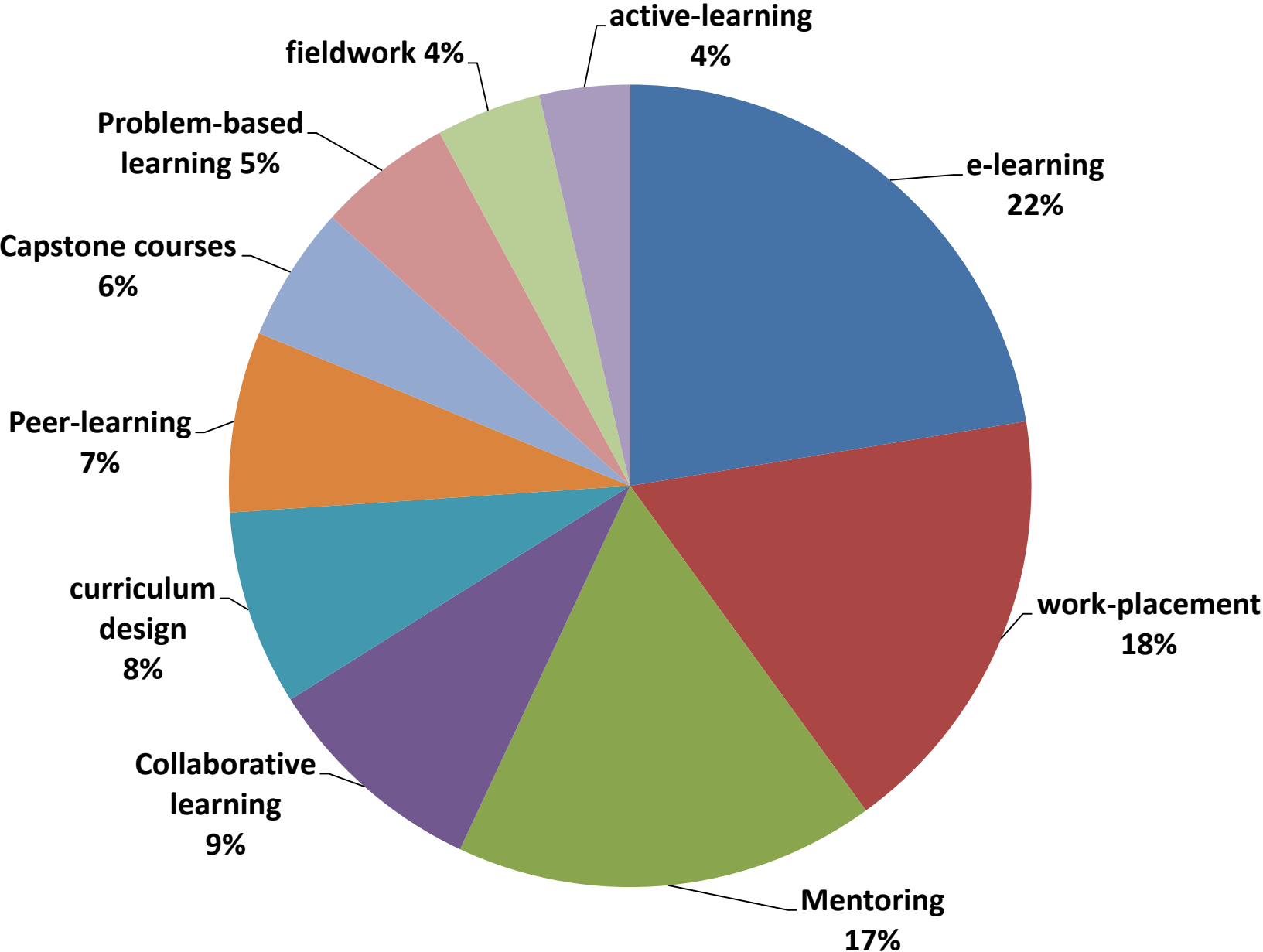
# Countries



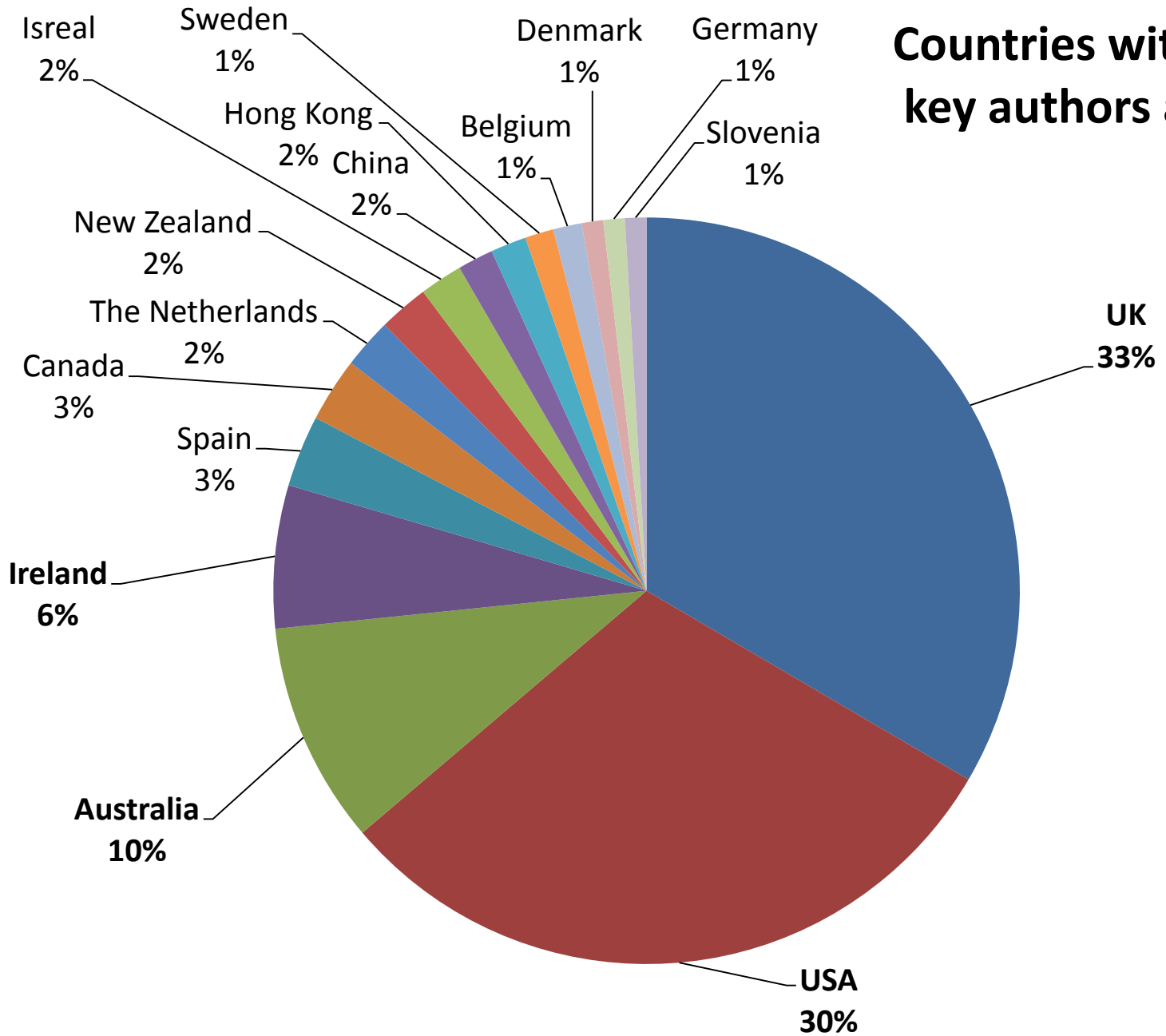
# Pedagogies of Transition



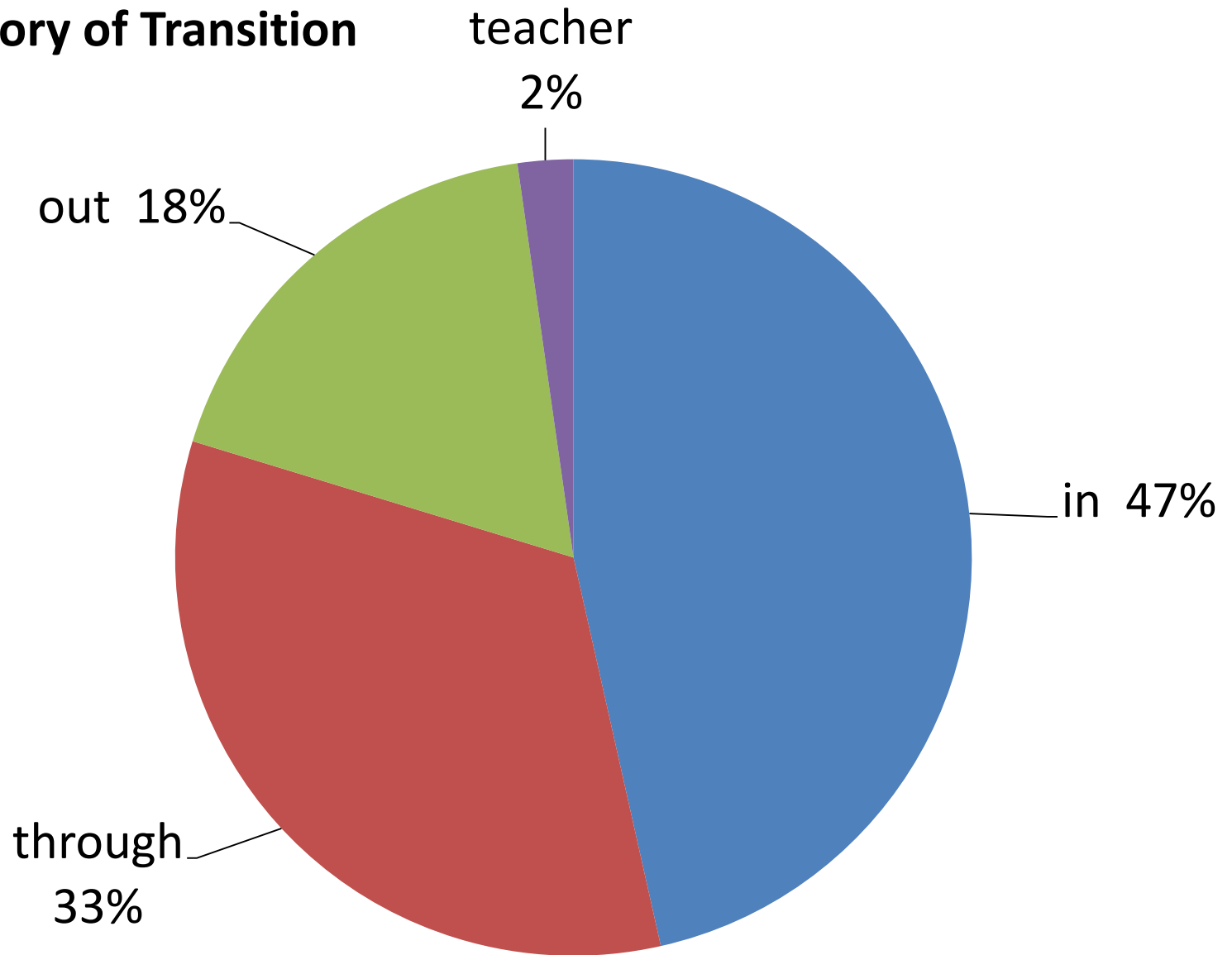
# Pedagogies of transition



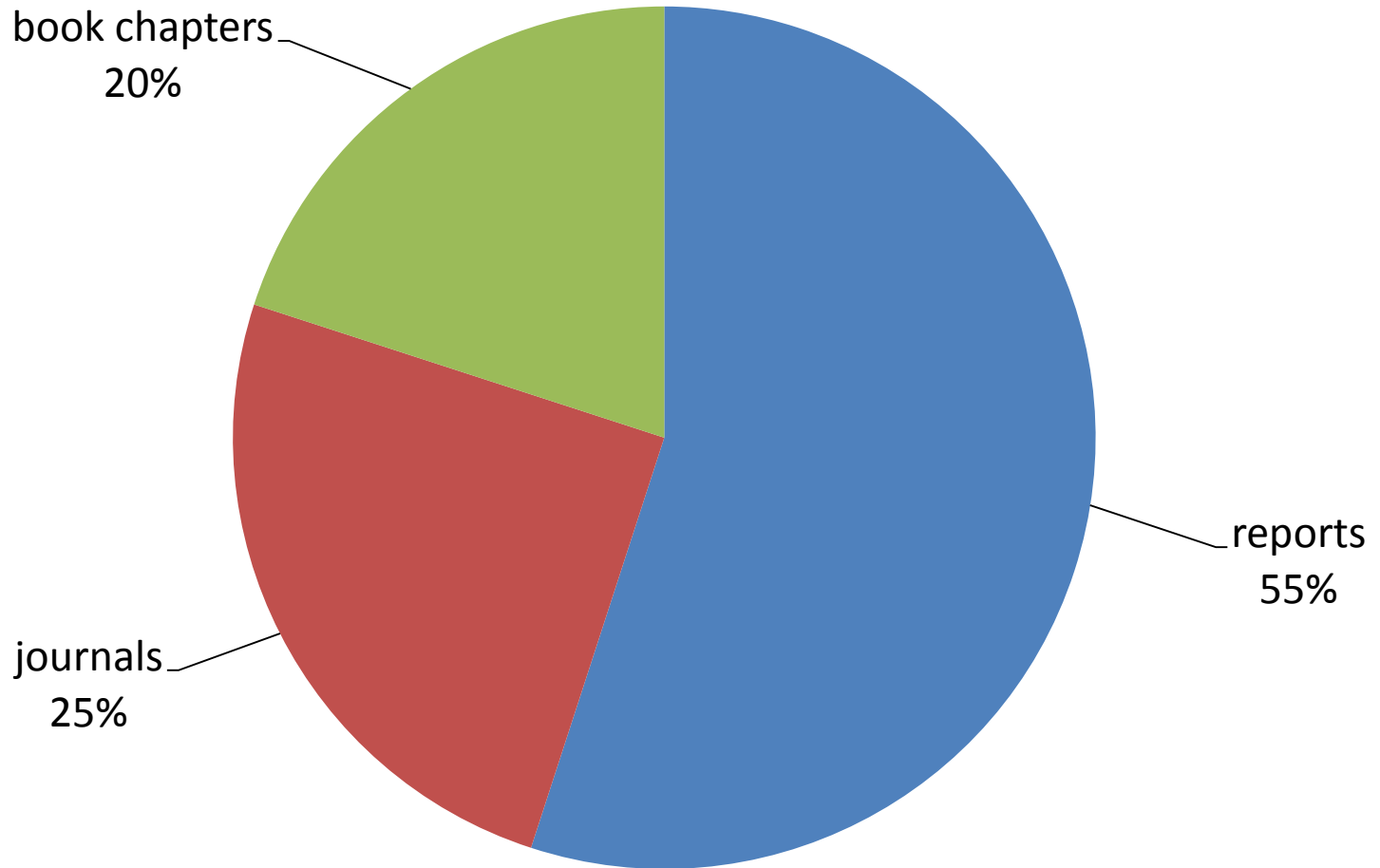
# Countries with Irish key authors added



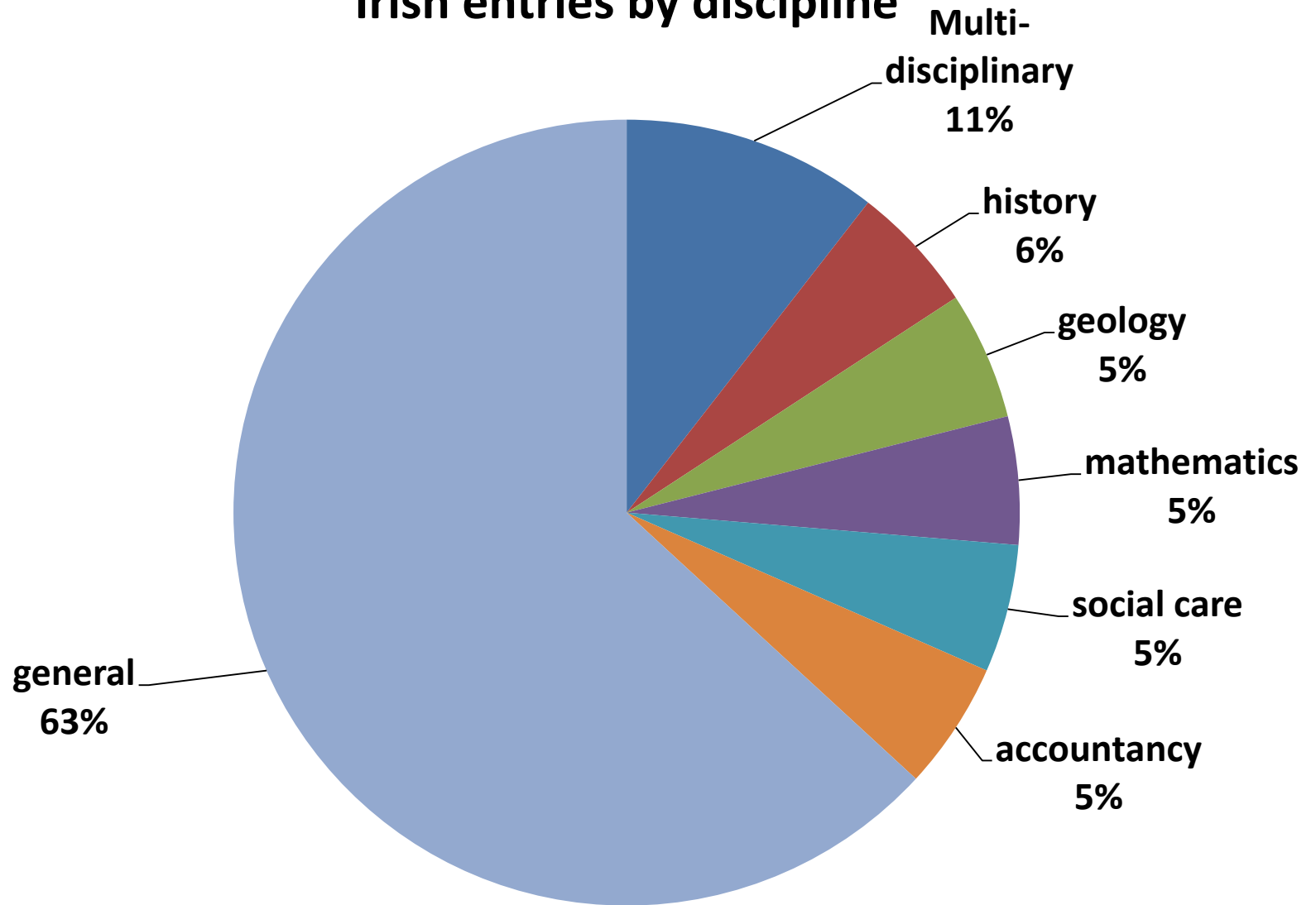
## Category of Transition



## Irish Entries in Bibliography

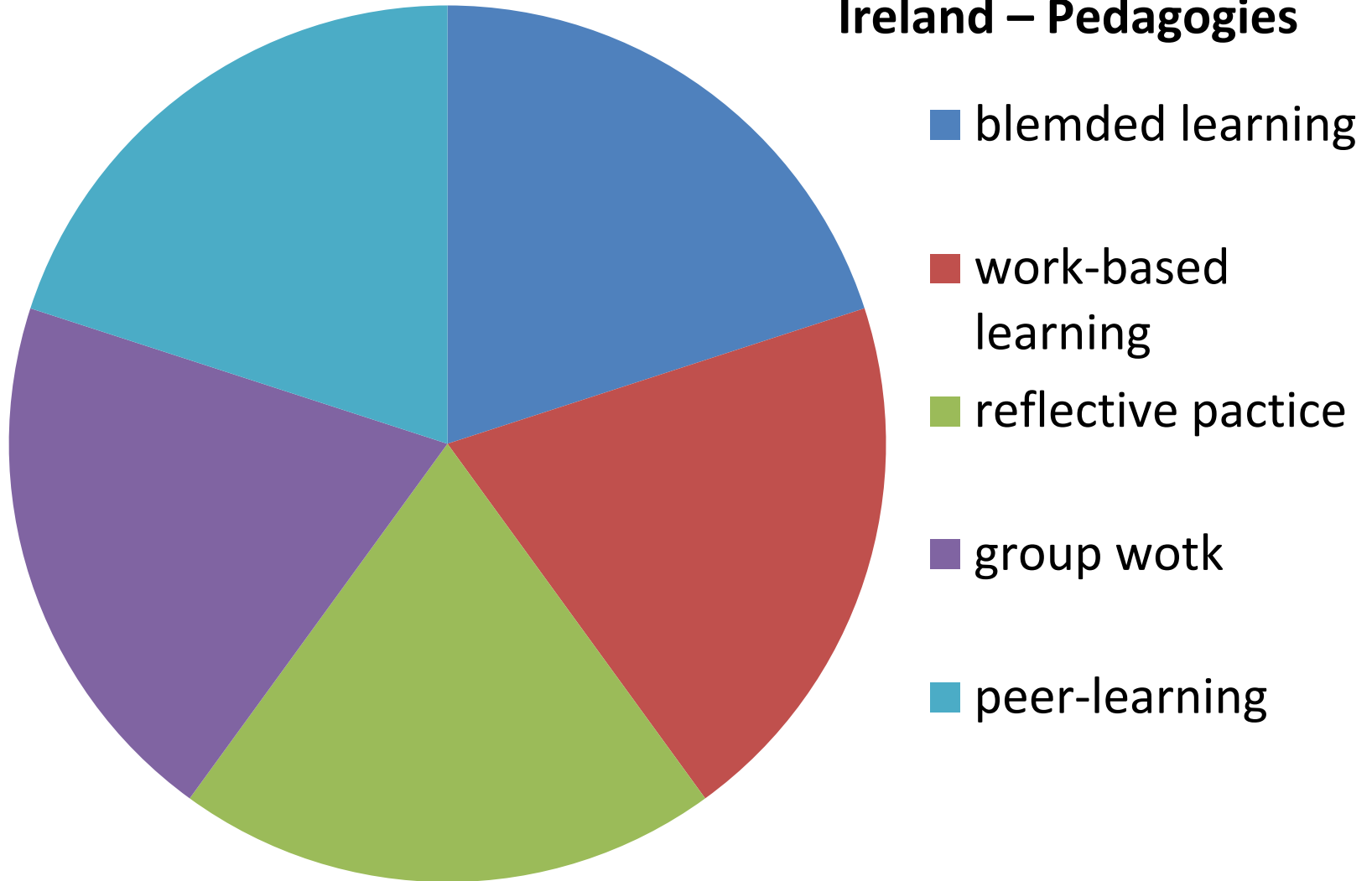


# Irish entries by discipline

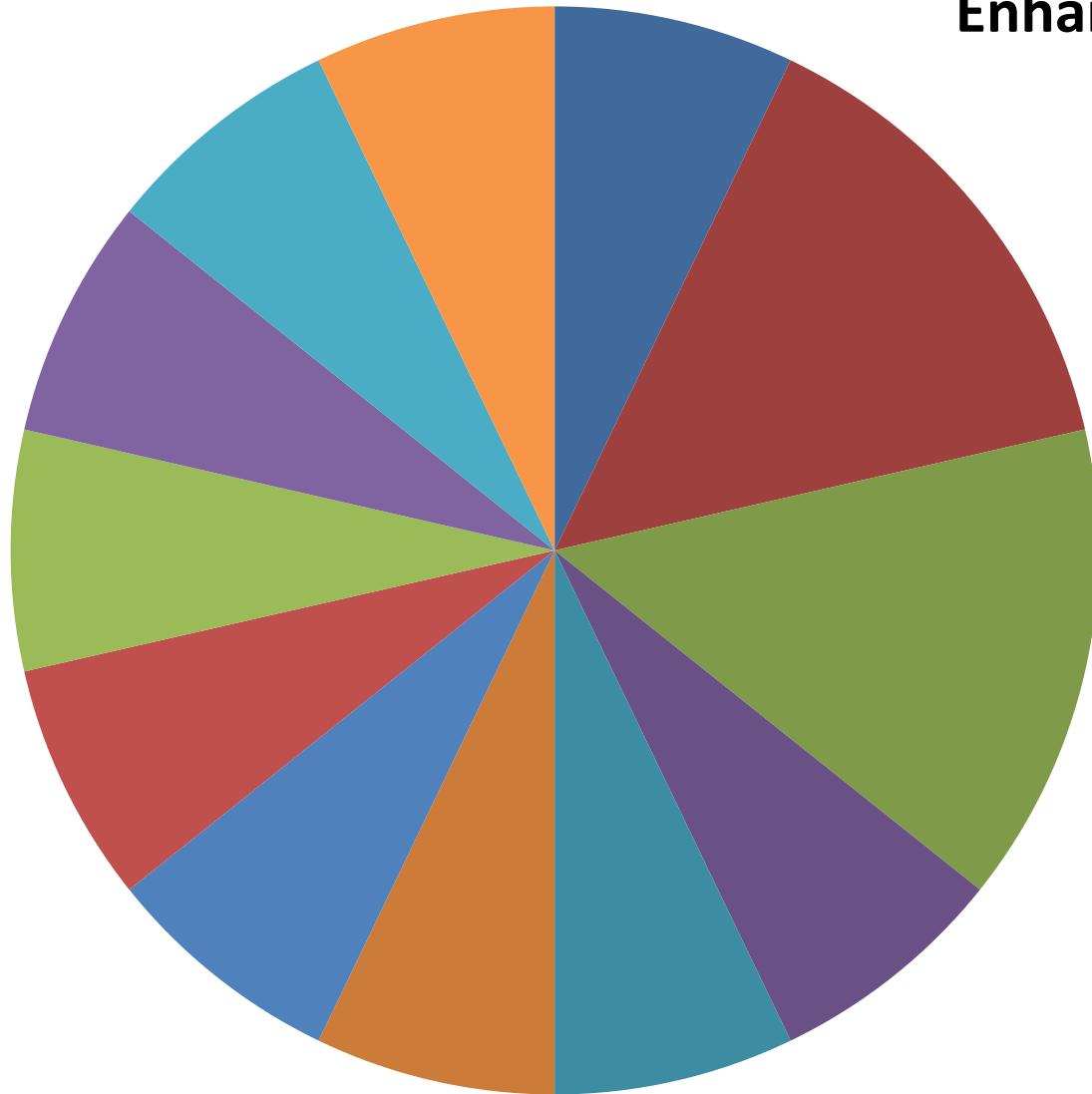




## Ireland – Pedagogies



## Enhanced Irish Entries Pedagogy



- blended learning
- work-based learning
- reflective practice
- group work
- peer-learning
- fieldwork
- service learning
- UG research
- PBL
- Simulations
- International
- Issues-orientated

# 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)

This is where you can write an introduction to the database.

5 Items

LIST • PIE CHART OF KEYWORDS • BAR CHART RESEARCH LOCATIONS

sorted by: [label](#); [then by ...](#) •  [grouped as sorted](#)

Search

Date of Publication



2001

2010

Transitions Type

- 1 [Transitions In](#)
- 3 [Transitions Out](#)
- 1 [Transitions Through](#)

<b>Lead Author</b>	Smith, John
<b>Co-authors</b>	
<b>Article Title</b>	Teaching for Transitions Today
<b>Journal Title</b>	Journal of Transitions in Education
<b>Source Database</b>	EBSCO
<b>Date of Publication</b>	2001
<b>Volume and Issue</b>	1.1
<b>Pages</b>	115-150
<b>Location of Research</b>	Ireland
<b>Transition Type</b>	Transitions In
<b>Summary</b>	This is a test
<b>Discipline</b>	Physics
<b>Keywords</b>	undergraduate; special needs; portfolio; employability

Keywords

capstone courses CV  
employability  
erasmus graduates  
language skills portfolio  
special needs  
transferable skills  
transnational  
undergraduate  
work experience

Location of Research

- 1 [Australia](#)
- 2 [Ireland](#)
- 2 [UK](#)

# Scholarship of Teaching for Transitions

## Screenshot of Searching on Pedagogy

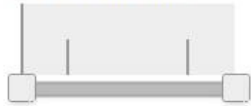
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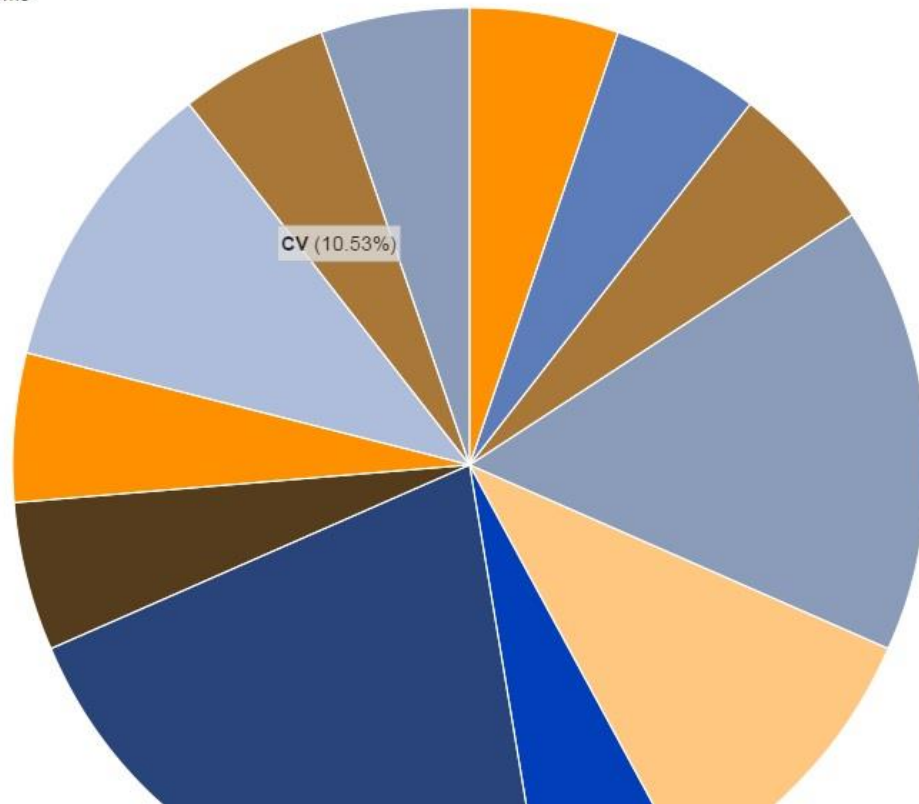


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- erasmus
- language skills
- transnational
- undergraduate
- transferable skills
- capstone courses
- employability
- graduates
- work experience
- CV
- special needs
- portfolio

Keywords

capstone courses CV  
employability  
erasmus graduates  
language skills portfolio  
special needs  
transferable skills  
transnational  
undergraduate  
work experience

Location of Research

- 1 Australia
- 2 Ireland
- 2 UK

# Continued dissemination

- EuroSoTL 2015 UCC June 9<sup>th</sup>
- Students Leading Learning June 11<sup>th</sup>
- ISSOTL Conference (abstract submitted)  
October