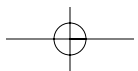
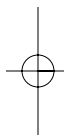
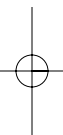
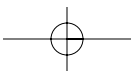
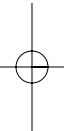
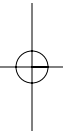


LEARNING AND
TEACHING IN HIGHER EDUCATION





Learning and Teaching in Higher Education

THE REFLECTIVE PROFESSIONAL

Greg Light, Roy Cox and Susanna Calkins



Los Angeles • London • New Delhi • Singapore • Washington DC

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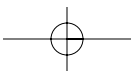
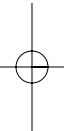
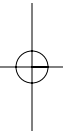
Greg Light is the Director of the Searle Center for Teaching Excellence and an associate professor in the School of Education and Social Policy at Northwestern University in Chicago. In 2002 he designed and developed the Searle Fellow programme for the improvement of teaching at Northwestern University. Prior to coming to Northwestern, he was a lecturer at the Institute of Education, University of London, where he was a member of the Centre for Higher Education Studies (CHES). In 1998 he established the Professional Accreditation of Teaching in Higher Education programme at the Institute of Education, of which he was the Director. He has given talks and workshops in teaching and learning on three continents. Recent publications have focused on student learning, faculty conceptions of teaching and academic practice and the relationship between research and teaching in higher education.

With a background in psychology and philosophy **Roy Cox** possessed a wide experience of research and practice in learning and teaching in higher education. He helped establish one of the first centres for learning and teaching in higher education in the world at London University, where he was a visiting academic. His many publications drew on his educational research in a range of disciplines and his teaching in higher education in over 30 countries.

Susanna Calkins, an Associate Director for Faculty Development at the Searle Center for Teaching Excellence, has been teaching history at university level

LIST OF CONTRIBUTORS

for over ten years. She has given multiple talks and workshops on teaching and learning and, since 2006, has been directing the Searle Fellows programme at Northwestern University. Her recent publications have focused on faculty conceptions of teaching, learning and mentoring; student learning in the history classroom; and a critical examination of technology in teaching.



preface to the first edition

This book is, above all, a book about learning. It is primarily for ‘faculty’ engaged in learning and in facilitating student learning in higher education, including professors, lecturers, teachers, researchers, teaching assistants and all those who are in one way or another supporting learning. It draws upon over three decades of research, scholarship and teaching experience – at the Institute of Education (University of London) – providing programmes for enhancing learning through improving the quality of teaching. Indeed, the joint authorship of this book reflects a fifteen year collaboration of research, scholarship and teaching about learning and teaching in higher education which has immeasurably enriched our own learning.

The authors do not for a moment pretend there is a ‘solution’ to the many challenges confronting learning and teaching in higher education. If anything, the book extends the range and scope of the challenge. It does, however, propose a comprehensive way of approaching this challenge, a way embodied in the book’s subtitle: *The Reflective Professional*.

Learning and Teaching in Higher Education: The Reflective Professional addresses the practice of learning and teaching within a rapidly changing higher education sector challenged by escalations in the number and diversity of students, tougher demands for professional accountability, increasing calls for educational relevance, thinning resources and the exacting demands of a global education market. In this respect, the

book brings together key issues of theory and practice to develop an overall professional 'language' of teaching situated within communities of academic practice. This 'language' provides teachers with a conceptual 'vocabulary' and 'grammar' for understanding and improving practice, enables them to critically reflect upon their teaching in a range of key 'genres' of practice, and proposes a strategy for conducting and producing evidence for continuous professional development in learning and teaching. It is not intended to be prescriptive but, rather, to provide a structure for developing teaching and learning strategies appropriate to the distinctive subjects and conditions of the individual university teacher and his or her academic community.

The book is divided into four sections: an introduction and three parts. Chapter 1 introduces the context of the book and the challenges which teaching in higher education faces. It is concerned with the theoretical issues surrounding the changing nature of higher education, the changing role of the teacher within higher education, and the development of the teacher as both professional and reflective practitioner. In response to the challenge, we propose the concept of the 'reflective professional' and sketch a model for a professional 'language' of practice with three interrelated components: a critical conceptual framework, relevant and appropriate genres, and a general strategy for professional realization.

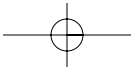
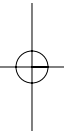
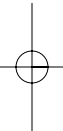
In Part 1 of the book, we examine the themes of the first component of this language. It is chiefly concerned with situating this 'language' within three conceptual locations. Chapter 2 addresses the first of these – a general theoretical framework of human communication and knowledge. The second location is taken up in Chapter 3 and explores a model of the reflective professional within academic practice, suggesting that the three roles of student, teacher and researcher converge in one model centred on learning. Chapter 4 focuses on the character of learning in higher education. It develops a critical matrix of learning, providing teachers with a conceptual tool for designing, developing and implementing their teaching across the various 'genres' of their teaching practice.

Part 2 of the book is concerned with different 'genres' of teaching practice. While it recognizes that teaching is a holistic practice not comfortably divided into different sections, it nevertheless accepts that teaching in higher education has come to recognize certain distinctive core 'genres' of teaching, which may be usefully addressed separately. Chapters 5–11 focus on these 'genres'. They are, respectively, designing, lecturing, facilitating, supervising, innovating, assessing and evaluating. Each of these chapters

PREFACE TO THE FIRST EDITION

addresses key practical teaching issues and activities of the ‘genre’, relating them to relevant theory and recent research. Part 3 is concerned with the professional development of the ‘language’ in practice. In this respect, Chapter 12 draws upon the discussion to propose and describe a general strategy of ‘professional realization’: a strategy for engaging with and mastering the critical ‘language’ of the reflective professional.

Greg Light
Roy Cox



preface to the second edition

The new edition of this book is dedicated to the memory of our friend and colleague, Roy Cox. It was Roy who urged us to take the opportunity of writing a second edition when it arose. Unfortunately, Roy died in his home in London on 23 December 2007 before it was complete. He was, however, very much engaged with the planning of this edition, including our decision to incorporate as a fellow author of this book, Susanna Calkins, whom Roy had met on a number of trips to Chicago. Roy's life was devoted to the study of learning and teaching – particularly the nature and construction of meaning and the practices of good teaching as a way of assisting students to achieve such learning across the disciplines and practices of higher and professional education. Despite his death, this edition is very much his as well as ours. Through him, the work presented here is linked back to the seminal work which he and his colleagues conducted almost 40 years ago in London, a lineage of which we are very proud.

While the essential character and approach of this book have been retained, this new edition has been substantially updated with references to recent research, literature and teaching practices. When the book was first published, the millennium had just happened. Now, after almost a decade, we have seen startling changes in the use of technology in higher education and the increasing globalization of learning and teaching. Having been situated in both London and Chicago during this time, the authors were also conscious of the international tensions differentiating

LEARNING AND TEACHING IN HIGHER EDUCATION

the study and practice of learning and teaching – particularly between the UK and America. This new edition consciously draws upon the diverse body of international literature and describes key areas of agreement. We can, of course, only touch the surface of the broad range of research being produced in what is increasingly looking like the creation of a global learning and teaching framework.

Greg Light
Susanna Calkins
Chicago, 2008

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The authors of this book gratefully acknowledge the widespread encouragement and important contributions of many, many colleagues, friends and family members. We would like to record our appreciation to all the members and graduate students of the Centre for Higher Education Studies at the Institute of Education, University of London, as well as faculty and staff at Northwestern University, particularly at the Searle Center for Teaching Excellence. They have provided an ongoing, stimulating and critically acute intellectual climate for debating and developing the essential ideas and issues presented in the book. Particular thanks, in this respect, go to Ronald Barnett, Gareth Williams and Michael Young, as well as to Neeraja Aravamudan, Ken Bain, Denise Drane, Melissa Luna, Marina Micari, Su Swarat, Pilar Pazos, Larry Pinto, Bernhard Streitwieser, for their conversation, insights and continuing support. A very special thanks must go to David Guile and Angela Hobsbaum who read the original manuscript and offered insightful and practical comments throughout its development, bringing their experience and expertise as researchers and teachers to bear on our project. We would like to give a special thanks to Katie Metzler, our editor, who has guided us through this second edition with patience, good humour and thoughtfulness.

We would also like to acknowledge an immense debt of thanks to the faculty and teachers from both the UK and the USA who have participated in the professional and faculty development programmes on which we have taught over the past 10 years. Their generous reflections, comments and willingness to engage openly with the ideas of this book have made it immeasurably richer.

LEARNING AND TEACHING IN HIGHER EDUCATION

Finally, we are also grateful for the support we received for this project from our families in both the first and second editions of the work, especially Margaret Light, Angela Hobsbaum and Matthew Kelley.

All the above have been our teachers.