

**Understanding effective teaching:
perceptions from students, staff and
executive managers in a post-1992 university.**

Item Type	Thesis or dissertation
Authors	Clarke, Karen
Download date	2026-04-16 05:28:48
Link to Item	http://hdl.handle.net/2436/561197

UNIVERSITY OF WOLVERHAMPTON

Thesis module: 8ED 004

Title of thesis: Understanding effective teaching: perceptions from students, staff and executive managers in a post-1992 university.

Year of submission: 2015

Candidate's full name: Karen Maria Clarke

Student's number: 0173751

No part of this project has been previously presented for examination to this or any other institution.

Signature of candidate:

Acknowledgements

I wish to thank all the staff and students in the specific School of the university who agreed to take part in this research; without them this research would not have been possible. I would like to acknowledge the invaluable help given to me by the graduate intern, Magdalena Dushonova who conducted the student focus group for me..

Thanks and recognition must also be given to my Director of Studies, Professor Jo Allan, for her rigour, guidance, timely feedback and encouragement which have helped me to complete this thesis. My appreciation and thanks also go to Dr Linda Devlin, my second supervisor, for her empathy, support and kindness for what has been a long, challenging and often, tortuous journey for me. Both supervisors contributed different skills and expertise which gave me different perspectives to consider.

Last but by no means least, my thanks to my husband Peter, who has believed in me and encouraged me to keep going.

Abstract

This study proposes a model for effective teaching based on the development of an affiliative culture for both students and staff. Characteristics such as respect, helpfulness, and approachability are combined with specific teaching skills that are perceived by staff and students to be effective both for displaying these traits and also to enhance teaching. Although the literature shows that qualitative attributes are not new, from the data gathered, it appears that they are not always recognised by staff as significant for students' learning. The literature also indicates that there is a disjuncture in the perceptions of effective teaching from executive management, staff and students.

The context of the research is in a post-1992 university and current trends indicate there has been a shift in higher education towards a more bureaucratic approach to accountability in terms of student numbers and financial aspects that have resulted in larger teaching groups especially for post-1992 universities. Additionally, the student funding system has changed so that students are now responsible for paying all their tuition fees, albeit via student loans. The literature proposes that this means that students may consider themselves as customers which indicate a different kind of relationship with a university. The research literature posits that these reforms have led to increased pressures on teaching staff so that they do not have time to develop a climate of affiliation which encompasses openness, trust and a sense of belonging for the students which, in turn, leads to creating a positive learning environment and student success. The literature review considers the perceptions of effective teaching from academic teaching staff, students and executive managers.

This research uses a case study approach with the research design set within an interpretivist paradigm whereby the opinions and perceptions of the respondents are explored. Data were gathered through multiple data collection tools, such as internal student surveys, a student focus group interview, and filmed teaching observations, stimulated recall discussions with staff and conversational interviews with executive managers. In addition, secondary data were used from the narrative comments in the National Student Survey, (NSS) (2012) to complement the internal survey. The research questions focus on the perceptions and strategies that are viewed as part of effective teaching from the three groups of participants.

From the findings, I have developed a model to promote effective teaching which proposes an alignment of affiliation with specific teaching skills that encourages participation from both staff and students so that learning is jointly constructed. The model presents a way that combines the personal qualities and values gathered from the data, with students' preferred teaching strategies which are perceived to enable effective teaching to take place. The inter-relationship between specific teaching skills and personal characteristics, identified in the model, is unique because it is the only approach that combines teaching methods with a values base that encourages a culture of affiliation for both staff and students.

Contents

Abstract	3
Chapter 1 Introduction	8
1.0 Context of the research	8
1.1 Scope and aims of the research.....	10
1.2 Brief description of research design and methodology.....	11
1.3 Explanation of choice of research questions.....	12
1.4 Organisation of thesis.....	13
Chapter 2 Literature review	
2.0 Introduction to literature review.....	15
2.1 Aims and historical context of higher education.....	19
2.2 The UK government’s perspective on the aims of higher education the New Labour government 2000-2010 and the Coalition government 2010-2015.....	22
2.3. How is ‘effective’ teaching defined?.....	26
2.4. Lecturers’ perceptions of effective teaching.....	35
2.5. Students’ perceptions of effective teaching.....	41
2.6. Executive managers’ perceptions of effective teaching.....	44
2.7. My perceptions of effective teaching.....	47
2.8. Understanding the term perception as used in the research questions.....	48
2.9. Summary of chapter.....	49
2.10 Research questions.....	51
Chapter 3 Research design and methodology	
3.0 My position as researcher.....	52
3.1 Underpinning theory.....	53
3.2 My ontology.....	54

3.3 Epistemology and positionality.....	55
3.4 Phenomenographic enquiry.....	56
3.5 From philosophical approach to research design.....	59
3.6 Research questions and rationale.....	61
3.7 From design to methodology.....	63
3.8 Data collection methods.....	64
3.9 Pilot study.....	64
3.10 Personal learning from the pilot study.....	65
3.11 Data collection tools for the main study	66
3.12 Semi-structured 1:1 interviews.....	68
3.13 Internal student survey and mini-survey post-filmings.....	69
3.14 Focus group.....	70
3.15 Filmed observations.....	71
3.16 Stimulated recall discussions.....	74
3.17 NSS 2012.....	74
3.18 Validity.....	75
3.19 Triangulation and the research questions.....	79
3.20 Ethics.....	81
3.21 Summary of chapter.....	83

Chapter 4 Findings and discussion

4.0 Introduction to chapter.....	84
4.1 Research question 1: In a post-1992 university what are the perceptions that are seen as effective teaching from staff, students and executive managers?.....	85
4.2 Research question 2: What are the skills and or strategies that are seen to promote effective teaching from the perspectives of staff, students and executive managers?.....	98
4.3 Summary of chapter.....	110

Chapter 5 Conclusion and implications of the findings for effective teaching

5.0 Introduction to chapter.....	113
5.1 Conclusion to research question 1.....	114
5.2 Conclusion to research question 2.....	115
5.3 Potential approach for effective teaching and by implication, learning.....	117
5.4 Critique of methodology.....	119
5.5 Areas for future study.....	121
5.6. Implications of the approach for practice.....	122
5.7 Contribution to knowledge.....	124

Figures

2.5 The top 5 characteristics for effective teaching	43
3.19 Research questions and triangulation.....	78
4.1 Frequency of non-verbal communication (listening skills).....	88
4.2 Students' identification of different teaching strategies from the NSS data and the focus group.....	97
4.2a Data from the internal survey showing the top 3 positive teaching strategies.....	98

References	125
-------------------------	------------

Appendices

Appendix i Initial letter and internal survey for students.....	139
Appendix ii Questions and themes for executive managers.....	142
Appendix iii Questions and themes for the stimulated recall discussions.....	143

Chapter 1: Introduction to thesis

This introduction sets the scene for the context of the research and of the issue to be investigated. This is followed by the scope and aims of the research which includes reference to the relevant literature, the research questions guiding the research, a brief description of the research design and methodology, the underpinning theoretical framework, an explanation of the choice of research questions, and finally, how the thesis is organised.

1.0. The context for this research

The context of this research is within a School of Education in post-1992 urban university in the West Midlands. The West Midlands has suffered from economic disadvantage and higher than average generational unemployment following the demise of the manufacturing industries in the 1980s; this indicates that the current recession has a major detrimental effect on the West Midlands (House of Commons West Midlands Regional Committee, 2009).

In addition, 120,000 primary children attend schools that have not reached the ‘good’ OFSTED category and secondary aged students, in 6 of the local authorities, do not meet the national benchmarks in attainment at Key Stage 4 (OFSTED Regional Report, 2012-13). The same report also identifies that only 51% of further education colleges were judged to be good against a national average of 78%. With low educational standards from the mandatory school age through to school leaving age, it is not surprising that there are low aspirations for achievement and career development in the West Midland communities. The researched university prides itself on widening participation and supporting students in raising their ambitions and enabling them to be successful in their university studies. Widening participation encompasses student diversity that includes preferred learning styles to meet their needs, varied educational backgrounds, differences in economic status, diverse cultural and possible language differences (Devlin and Samarawickrema, 2010, p.119). As teaching and learning are a set of criteria that are judged by both OFSTED for schools and colleges, and the Quality Assurance Agency (QAA) for higher education, it is pertinent that teaching in this university is explored through this research.

This thesis focusses on the perceptions of effective teaching from students, academic teaching staff and members of the university executive management. The concept of

perception and learning are inextricably connected (Boler, 1999; Bruner, 1986) as is learning and teaching. We learn by what we perceive and that perception depends on what we have experienced. I wanted to explore the perceptions that students, academic teachers and executive managers in higher education have towards the concept of effective teaching, both from a personal interest in this topic and also professionally because of the role I have as a senior manager with responsibility for teaching and learning within the researched school.

The School of Education, in the researched university, is a large teacher training establishment for primary, secondary and post compulsory education teachers. It also encompasses a number of undergraduate courses that are educationally related but do not lead to qualified teacher status such as Special Needs and Inclusion Studies, Childhood and Family Studies and Education Studies. In fact these courses attract more students than the teacher training ones. The curriculum offer in the School extends from foundation degrees through undergraduate honours degrees to masters and doctoral provision. Thus the school has an extensive profile with approximately 82% of undergraduate students in the researched school of the university coming from the local region (Admissions data, 2010). The student respondents in this research were all final year undergraduates from teacher training and non-teacher training programmes.

In this research, I wanted to gain the opinions of what constitutes effective teaching from students, academic teaching staff and executive managers to ascertain whether there was any commonality in their perceptions and understandings, or if there was incongruence or whether there might be partial agreement. The following research questions formed the basis for this inquiry:

1. In a post-1992 university what are the perceptions that are seen as significant from students, staff and executive managers for effective teaching to take place?
2. What are the skills and or strategies that are seen as meaningful for effective teaching from the perspectives of students, teachers and executive management?

1.1. The scope and aims of the research

The scope of the study includes an historical trawl through relevant literature from the twentieth and twenty first centuries dating from Cattell's research about perceptions about teaching (1931) though to current research (2000-2014). This provides some background information to the changes in attitudes about higher education and the effect on teaching. Nevertheless, I acknowledge that perceptions about education go back to ancient Greek and Roman times and that some strategies, especially those relating to the use of dialogue, derive from those periods. My rationale for using historical literature from the twentieth century is based on the premise that the twentieth century is recent history and much of the research literature and government policies from the twentieth century, inform the values and teaching for today's staff and students.

The first aim of the research was to identify the concept of effective teaching in higher education from the desk-study research, government policies and legislation together with the empirical data gathered from the three groups of respondents. In addition, secondary data from the National Student Survey (2012) were identified as an additional source because it is used as a measure of effective teaching and management from universities nationally. The second aim was to try and define what the term effective teaching means for the three groups of respondents. This proved to be problematic as the term 'effective' has different connotations for each of the three groups of identified key stakeholders. The literature surrounding this term is also not definitive because it is an emotive term. The third aim was to discover the perceptions of effective teaching, from the three groups of participants.

Effectiveness can be measured but the literature also notes that 'effectiveness requires value judgements;' (Berliner, 2005, p. 205). Effective teaching, according to the rather simplistic definition by Kyriacou, (2009) is that the students achieve the learning 'intended by the teacher' (p.7); but this does not take into account the fact that learning is a two-way process (Biggs, 2003, Kember and MacNaughton, 2007, Pring, 2001, Ramsden, 1992). The two-way process is determined through the interactions between teachers and students and is therefore an active pursuit which involves the participation of students. The literature (Barnett and Di

Napoli, 2008, Forrester-Jones, 2003) and previous research on this topic (Allan, Clarke and Jopling, 2009) suggests that students make decisions about effectiveness through their understanding of the teaching methods but more significantly, through the personal attributes of the lecturer. Effective teaching from lecturers' perspectives relies heavily on their personal ontologies and epistemologies but they also recognise the need for accountability. The aspect of accountability according to Lueddke, (2003) and Smith, (2008), is that effective teaching is measured in terms of behaviours rather than the impact of teaching on learning. Aylett and Gregory, (1998), acknowledge that lecturers are aware of the need to assess and evaluate their teaching but view effectiveness as part of a reflective cycle which is not part of appraisal but is something that is undertaken on an individual basis.

The understanding and interpretation of effective teaching from the viewpoint of the university executive, relies on data gathered from the National Student Survey (NSS), data gathered from module and course evaluations, and the achievement of students. From September, 2012, the NSS scores, data about teaching and the retention, progression and achievement of the students are published on university web pages and therefore are available for public scrutiny. The NSS was developed by Mantz Yorke and was established by HEFCE in 2005, for final year undergraduates to complete. It is implemented and analysed by an external opinion poll organisation. The questions, in the form of statements, have not changed since its inception; this could suggest that either, the government of the day or the universities themselves believe that the survey gives relevant and accurate data for improvement or enhancement. The NSS published data is quantitative which does not give a comprehensive representation as the student involvement in their learning is often not taken into account. In this research, I have used the qualitative comments from the NSS that the researched university have added to the standard NSS and a small amount of the quantitative data as a comparison to describe the qualitative data.

1.2. Brief description of the research design and methodology

Because I wanted to consider the respondents' perceptions about effective teaching in higher education, this thesis is qualitative in nature. Qualitative research addresses, 'the meanings through which personal and social reality are constructed and understood' (Pring, 2000, p.45).

In considering the meanings of situations, qualitative research also seeks to construct connections that occur through people's experiences. Thus, the main purpose of qualitative research is 'to provide an in-depth description and understanding of the human experience' (Lichtman, 2006, p. 8), which in the case of this research, are the perceptions from different groups of participants about effective teaching in higher education. The research design is interpretivist because I wanted to explore how the research participants construct their understandings of effective teaching. It is a phenomenographic case study; phenomenographic because the research focusses on the 'lived experiences' (Lichtman, 2000, p.72) of the participants and their engagement with effective teaching. This research is what Stake (1995) refers to as an intrinsic case study because as the researcher, I want a better understanding of effective teaching in one school in one university from the perceptions of final year undergraduates, their academic teachers and the executive management of the university.

While this study is not specifically theory-driven, because it draws on various concepts and constructs of higher education, the theoretical underpinning for the study is that of social constructivism which involves collaboration and joint learning from both staff and students and is set within a social context. Although Vygotsky developed the concept of social constructivism, it now encompasses the term sociocultural theory (Kozulin, *et al*, 2003, p.2) as learning is context bound and all learners experience the phenomena of learning, albeit in different ways according to the diverse nature of their sociocultural backgrounds.

The research questions are explored through an internal student survey, a student focus group, filming of teaching sessions with immediate responses from the students, stimulated recall discussions with the filmed academic staff and individual interviews with executive managers. The multiple data collection tools proposed for this research enable cross-referencing and a robust approach to validity and triangulation.

1.3. Explanation of the choice of research questions

The literature see, for example, (Barnett, 2011; Berliner, 2005; Forrester and Jones, 2003; Great Britain Parliament, 2004; Higher Education Act, Kreber, 2000; Macfarlane, 2005; Schuck, Gordon and Buchanan, 2008) highlights the different perceptions and incongruence that management and lecturers have around the concepts, values and beliefs of effective

teaching (Harland and Pickering, 2011). This dissonance has arisen because of other factors that influence a university's characteristics, such as widening participation which the research university values, the current economic climate where all public sector budgets have been cut, the introduction of full cost fees payable by undergraduate students and the diminishing of university values (Barnett, 2011 and Schuck, Gordon and Buchanan, 2004).

As with the different perceptions of effective teaching, so the different groups of respondents have ideas about which strategies contribute to effective teaching. The executive managers' ideas include staff development, scholarly research as well as various teaching skills. Some of the teaching skills have resonance with the lecturers' beliefs but interestingly, the students (final year undergraduates) include their ideas of effective teaching around the personal attributes of lecturers, together with specific teaching skills, as significant factors associated with effective teaching. The literature proposes that management will seek to determine effectiveness in teaching through measurable inputs and outcomes such as retention, progression and achievement including the degree classifications. The research literature also suggests that university lecturers have become disenfranchised because of a managerialist culture that looks to performativity rather than creativity and enhancing the 'softer' skills of approachability, and the values and beliefs in the significance of education as a means of raising aspirations. This research examines the different perceptions and strategies from the respondents and considers their involvement in making judgements about effective teaching.

1.4. Organisation of the thesis

This thesis comprises five chapters, with a summary at the end of each chapter. The second chapter is an exploration of the literature and research and includes policies, legislation and pedagogic research about how teaching in higher education is evaluated.

The third chapter considers the research design and methodology and details my position, my ontology and epistemology which frame my beliefs and values and my interest in undertaking this research.

Chapter four identifies, analyses and synthesises the results from the data. Finally, chapter five encompasses the conclusion of the research. This last chapter concludes the thesis with implications for practice using the developed model and establishes a contribution to knowledge.

Chapter 2: Literature review

2.0. Introduction to the literature review

This chapter sets out to review some of the current and seminal literature which relates to effective teaching in higher education. The literature includes government policies and legislative Acts which pertain to both policy-makers' comprehension about higher education and the significance of effective teaching in higher education for students and staff.

Additionally, this section of the literature review considers the impact of current changes and influences that legislation has on teaching and learning in higher education such as a decrease in government funding and the massification of higher education and increase in students (Devlin and Samarawickrema, 2010). The review also explores, briefly, the historical and current research into the aims of a university in a changing economic and social world, and how effective teaching is perceived by students, academic teaching staff and executive university managers in a post-1992 university.

For this research I wanted to explore the perceptions that students, academics and executive management hold about effective teaching and this is the focus for this thesis. As perceptions are based on the different experiences of effective teaching that the three groups have encountered, it is inevitable that positive and negative feelings will also be remembered; these tend to be couched in emotive language which encompass the various values that the three groups of participants believe to be significant for effective teaching. There is an abundance of literature about effective teaching in higher education and therefore I had to carefully review the literature that was pertinent both to perceptions and feelings and to what was deemed to be effective teaching by the three groups of respondents. I was particularly keen to investigate the perceptions of the students, staff and executive management about their experiences of effective teaching because of the findings from previous research I had undertaken with students (Allan and Clarke, 2007 and Allan, Clarke and Jopling, 2009). The analysis from that research suggested that personable attributes of lecturers were as important as teaching skills. I closely considered the literature which related to certain values and interactions of effective teaching and by association learning, so that this thesis remained focussed and did not go off at a tangent. I have

considered Berliner (2005), Forrester-Jones (2003), Harland and Pickering (2011), Kember and MacNaughton (2007) as those who write consistently about a values-based education, although these are, by no means, the only writers to research this area. Perhaps the different values associated with effective teaching and learning are best summed up by Barnett (2012) who asserts that teaching and learning have to be understood 'neither in terms of knowledge or skills but of human qualities and dispositions' (p. 65).

An explicit theme that evolved from the literature was a value-based education.

Nevertheless, a value-based education is a broad theme and so my literature review focussed on the participants' perceptions of their experiences of effective teaching in higher education together with those themes which recurred across a comprehensive range of relevant research literature; these include respect, passion and enthusiasm and creating positive relationships but these represent only a few aspects of a value-based education but are congruent with my research questions which ask about perceptions. The theme of a values-based education became apparent from frequently editing and reviewing the literature. However, the values examined in the research literature are part of the other factors that constitute a university environment such as marketisation, student fees and numbers and the relationships between staff and students; these aspects cannot be entirely ignored as they may affect the perceptions that the respondents have about effective teaching.

The influences and subsequent changes in higher education resulting from policies and legislation have had a considerable effect on teaching and learning. Furedi (2011, in Molesworth, Scullion and Nixon) argues that 'marketisation is the attempt to recast the relationship between academics and students along the model of a service provider and customer' (p.2) which may affect the perceptions that academics and students have about teaching and learning. This view is also supported by Barnett who states that 'a market dimension necessarily causes an impaired pedagogical relationship' (2011, in Molesworth, Scullion and Nixon, p. 43). There is a wealth of literature on the marketisation of higher education, all of which would be relevant, but for this thesis I have concentrated on the literature which refers to the teaching and learning aspects and have examined those authors who write about marketisation and pedagogical relationship. For example, authors such as

Devlin and Samarawickrema (2010), MacFarlane (2005), Kolsaker (2008) and Kreber (2002) have contributed to this thesis. This has meant that other authors such as Collini (2012) who writes about the purpose of universities from staff and students' perspectives has been omitted. Although this work is important, including it in the literature review would have broadened the scope of this professional doctorate.

Thus the strategy for the literature review was firstly to examine the policies, reports and legislative Acts pertaining to teaching and learning in higher education; secondly, to review the literature with which I was already familiar from previous research and thirdly, to scrutinise particular literature from Google Scholar and the university's learning centre data bases about effective teaching and learning in higher education which were relevant to my research questions. An important part of the strategy was the editing and reviewing; this was particularly significant following the analysis and the emergence of the findings. The selection of literature, both historical from the twentieth century through to contemporary research, was chosen because it helps to contextualise the concept of effective teaching in the researched post-1992 urban university.

I make several references to research conducted previously in the same school in the same university as this current research (Allan and Clarke, 2007; Allan, Clarke and Jopling, 2009). My rationale for this is because those research studies focussed on different aspects of effective teaching including personal attributes of lecturers. The survey questions, in that research, informed the basis for the pilot study for this research.

The literature review attempts to define the term 'effective teaching'. There are several considerations to take into account in the definition of this phrase. Firstly, how it is explained in government policies and legislation; secondly, how it is interpreted by the university and currently, how it is evaluated, and finally, how the term is described and conceptualised, according to the literature, by the students, academic teaching staff and executive managers.

The final section of this chapter focusses on a construct of perception as the research questions are framed around the concept of perceptions of effective teaching. Perception is usually referred to as a psychological term that relates to cognitive processes. However, as perception is based on our previous experiences, which may be positive or negative, there is a relationship

between the cognitive domain of memory and the affective domain of emotions. The term 'perception' in this research is used as a philosophical concept rather than a psychological construct and is based on the experiences and interpretations of effective teaching from the respondents. Vygotsky believed that perception, connected to the affective domain of the brain, is part of the context for learning and the emotional aspect is important as it is a way of acquiring 'meaning and sense' (in Rieber and Carton, eds, 1987, p.333). In other words, perception and cognition are related to the affective aspects of learning which includes emotions. Bruner, (1986) developed this notion further by suggesting that emotions develop in conjunction with cognitive and social processes which are socially constructed and then internalised. Learning is attained through collaboration, interpretation, re-forming and re-shaping our understanding; I include my perceptions of effective teaching in this section.

The theoretical underpinning for this research is based on Vygotsky's understandings of social constructivism which he deemed sociocultural theory and encompasses perception and individual experiences which are then shared so that new knowledge is constructed. The cultural aspect for Vygotsky is important as it sets the context for teaching and learning; he advocates that teaching and learning is enhanced through dialogue as the means of stimulating critical thinking and 'cultural critique' (Miller, 1997, p.201). In terms of encouraging higher cognitive processes, perception is a crucial component and is considered to be part of the development of critical thinking (Augustinos, Walker and Donaghue, 2007).

As learning is linked to teaching, whether this is in the pursuit of disciplinary knowledge, 'truth' or an understanding of how society works, the students play a significant role in ascertaining what 'effective teaching' means to them. But the philosophical stance of the lecturers is also significant and can determine the strategies they employ in their teaching (Tennant, McMullen and Kaczynski, 2010). The notions of 'effective teaching' are determined by perceptions of 'effective learning'. However, effectiveness is not solely ascertained by the beliefs and values of the respondents but other issues affect this concept too. External factors play a part in determining effective teaching such as the current economic situation, students paying full cost fees, the values of the government of the day and public accountability. These external factors affect the position that a university has in relation to how the strategic direction for teaching is implemented. For example, in the researched post-1992 university, the climate

of massification (Barnett, 2011) means that there are larger numbers of undergraduate students, which in turn means larger teaching groups. However, a university needs to have the insight and capability to transform its character in ways that do not compromise the integrity, values and ethics that the university holds. However, this presents a challenge to the university because the levels of ‘accountability and marketisation have contributed to a dislocation of character and identity’ (Barnett and Di Napoli, 2008, p.5).

2.1. Aims and historical context of higher education

In the last fifty years, higher education has undergone some key changes (Barnett and Di Napoli, 2008). The Robbins Report (Committee on Higher Education, 1963) was commissioned by the government to set out the direction for higher education. The Robbins Report is important as the first comprehensive, systematic evaluation of higher education. The aims of higher education in this report:

- instruction in skills for employment;
- promoting the general powers of the mind and the ability to problem solve;
- advancing learning;
- transmitting a common culture and common standards of citizenship.

(pp. 7-8).

The Robbins Report (1963) set out terms by which a university education was accessible for everyone, regardless of economic or cultural background. Education grants were widely available and the concept then of effective teaching, although the term was not used, was to promote the following ideals:

the promotion of the general powers of the mind so as to produce not mere specialists but rather cultivated men and women; to maintain research in balance with teaching, since teaching should not be separated from the advancement of learning and the search for truth; and to transmit a common culture and common standards of citizenship (Robbins, 1963, p.8).

This post-war period, predominantly the 1950s and 60s, was a time of economic stability and growth professionally, in manufacturing and in technological advances internationally, and so ‘instruction in skills for employment’ was particularly relevant. In this current recession, these aspirations are still relevant as students want the skills to be employable

after graduating. Part of Robbins' concept was that a university education was attainable for all who had the ability regardless of their class or financial circumstances. Interestingly, the newly elected Labour government of 1964 did not fully endorse university expansion but rather the expansion of higher education in the form of a binary system, with the creation of polytechnics delivering mainly vocationally orientated courses and having a widening participation policy to admit students from different backgrounds, cultures, educational experiences and often different languages. Meanwhile the traditional universities retained their title of 'university' but did not fully subscribe to the widening participation ethos.

Barnett and Di Napoli (2008) state that at that time a perception existed, although not formalised, that there was a 'collective character' (p.4) about the aims of higher education. The context of the researched university is that it is a former polytechnic and its character was offering a mainly vocationally orientated curriculum which addressed the needs of the local region. Because of the global recession which affected the West Midlands significantly, (House of Commons West Midlands Regional Committee, 2009), a revised curriculum introduced in 2010-11 now offers a curriculum that has vocational biases to stimulate graduate employment relevant to the economy of the local communities.

By the 1980s governments began to look at higher education with a different emphasis in which accountability to the taxpayer became more prevalent. As a result of these governmental pressures each university had to reconfigure its purpose and redefine its mission. These external pressures and the greater degrees of accountability encouraged more tangible methods of evaluation that are part of 'quality assurance'; the same is true for the universities in the twenty first century. The quality procedures encompass most university activities and notably the measuring of teaching and learning which was, and still is, a key indicator, mainly because this is the highest level of expenditure for a university, especially the post-1992 ones, except for any capital building funds.

Between the Robbins Report of 1963 and the New Labour government, elected in 1997, incredibly, there are no further reflections on the principles of higher education other than those of accountability which are primarily about value for money. Sir Ron Dearing was commissioned in 1997 to review higher education and his report renewed the idea of growth in higher education. The Dearing Report, like the Robbins' Report previously, is

instrumental in shaping the character of universities and in turn, shaping the teaching ethos of universities (Barnett, 2011). The Dearing Report with its 93 recommendations, most of which have been implemented, are enshrined in university policies, and leads to a plethora of other government policies and bills especially around widening participation and teaching and learning issues; for example: (Widening Participation in Higher Education, Department for Business, Innovation and Skills, 2013; the Further and Higher Education Act, Great Britain Parliament, 2004 and the Further Education and Training Act, Great Britain Parliament, 2007). However, the Dearing Report directed the way for laying out the aims of higher education:

- to inspire and enable individuals to develop their capabilities to the highest potential levels throughout life, so that they grow intellectually, are well-equipped for work, can contribute effectively to society and achieve personal fulfilment;
- to increase knowledge and understanding for their own sake and to foster their application to the benefit of the economy and society;
- to serve the need of an adaptable, sustainable, knowledge-based economy at local, regional and national levels;
- to play a major role in shaping a democratic, civilised, inclusive society.

(Dearing Report, 1997, p.3).

Government policy influences the values and aims the aims of each institution. It is government policy that has become the dominant driver for defining the characteristics of universities and this, to some extent, is reflected in the higher education curriculum, especially for the researched post-1992 university which delivers a range of vocational programmes at degree level. Although government policy dominates the accountability for university governance, the 'state characteristically stands back from detailed control of its universities' (Barnett, 2011, p, 87). Yet paradoxically, the state, through the government of the day, encourages the marketisation of higher education by reducing government/public money contributions to student funding and introducing full economic costs (fees) for students. Despite these external drivers, the stakeholders: executive managers, staff and students, have a part to play in shaping the aims but again, these are not easily defined because of the possible different aspirations and ambitions and so arriving at a consensus about the aims of higher education is tricky.

Unless a particular ‘character’ for a university is addressed and has a ‘criterion of feasibility’ (Barnett, 2011, p. 3) then the aims can be considered as capricious and secondly, ‘they may be ideological and serving narrow interests’ (Barnett, 2011, p. 3). Barnett suggests four possible models for university characteristics and although different in character, are rooted in a philosophical stance whereby a university can embrace the challenges presented by different government policies and global economic changes that affect education world-wide by ‘daring to imagine a new kind of university’ (Barnett, 2011, p. 154). One aspect that Barnett discusses about a new ‘kind’ of university is that higher education is liberating:

...higher education is emancipatory...and enables students to have to think critically about knowledge. (Barnett, 1990, p.199)

White, (1997), in contrast, suggests that the massification of higher education and widening participation, (Robbins Report, 1963; The Carnegie Commission on Higher Education, 1974; Further and Higher Education Act, 2004; Dearing Report, 1997), especially for the post-1992 universities, affect the reasons that students receive higher education and therefore their particular aims and:

... will be equipping themselves for a specific profession; others to immerse themselves in something they love; others because they do not know what they want (White, 1997, p.12).

However, the introduction of full economic costs of fees for undergraduates, which are borne by the students, may affect their decision to study at university. Although the students from economically disadvantaged families are encouraged, through the widening participation agenda, to attend university, the cost of this may still have an impact on their decision to study at a university.

2.2. The UK Government’s perspective on the aims of higher education (the Labour government, 2000-10 and the Coalition government, 2010-14)

Nationally and internationally there are increasing demands from government for improved quality and accountability from our higher education institutions (Marshall, *et al*, 2011). The two key reports (Robbins, 1963 and Dearing, 1997) have been considered previously and those reports have had a significant impact on higher education and have led to other

policies, Acts and reports (Further and Higher Education Act: Great Britain Parliament, 2004; The Higher Education Act; Great Britain Parliament, 2004; The Committee on Higher Education, The Browne Review; Department for Employment and Learning, 2010) all of which make recommendations on funding, teaching and learning, and student fees. The Robbins Report proposed an eclectic view that promoted ideals of personal and academic development together with skills for employability but the later Acts promote a culture of ‘a newly sharpened instrumentalism which espoused economic and consumerist values’ (Kogan and Hanney, 2000, p.83). Indeed, The Browne Review (Department for Employment and Learning, 2010) advocates that higher education should be focussed on two aspects:

- to constrain the cost of the system to the Exchequer;
- to get the best possible value from the resources invested. (Browne, 2010, p. 20 accessed 10th April 2011).

Previously, the Labour government in 2000 encouraged the concept of widening participation and set a target of 50% of young people entering higher education. This target was supported by funding to local authorities to raise the level of professionalism in the educational workforce (TDA Business Plan 2008-09). The funding, as part of the widening participation agenda, enabled many people who had not previously considered going to university, to have affordable access to higher education. In contrast, the current Conservative-Liberal Coalition government has introduced a capping on undergraduate full time numbers, which limits university expansion. Additionally, the hardship funds apportioned to universities have been reduced so that many students are not able to access them. This is a crucial factor for students wishing to study at the researched university because of the location which is in an economically disadvantaged area (West Midlands Regional Report, 2009). Despite the fact that there is much discussion around the issue of students paying their own fees, it is not a new concept as it was first raised by Dearing in 1996, prior to the publication of his report. The Dearing Report identified that higher education is costly, but significantly, tax payers should not have to bear the brunt of this cost. The Dearing Report recommended the following:

how the purposes, shape, structure, size and funding of higher education, including support for students, should develop to meet the needs of the United Kingdom over the next twenty years, recognising that higher

education embraces teaching, learning, scholarship and research whilst at the same time *the Committee should have regard, within the constraints of the Government's other spending priorities and affordability.*

(Dearing Report, 1997, chapter 17, p.13).

Unfortunately, societal and economic pressures over the last five years, with a global recession, means that universities have to have a more 'marketised' approach with more engagement with employers and developing a business culture - especially around accountability and 'value for money'. Dearing, writing in 2007, indicates that one of the failings of the original report is that there is little recognition of the development of entrepreneurs, 'and the exploration of learning in partnerships with employers' (Dearing in Watson and Amoah, 2007, p.178).

The introduction of student fees to full economic costs, payable by students, alters the relationship that students may have with a university towards a more customer-focussed bias and means that university aims inevitably lean more towards a business-like culture. A challenge for higher education is to balance the budget because the major source of funding now comes from student fees, especially for those post-1992 universities that do not have access to significant research funding:

This has left research funding at non-Russell Group universities down 10 per cent since 2009-10, with post-92 institutions – where research funding was down 17 per cent, according to *The Innovation Challenge: A New Approach to Research Funding* – losing out the most. (Else, 11th September, 2014).

A second challenge is to address the needs and demands of a student population that may perceive itself as customers who want explicit value for money and will also want degrees that lead to employment (Devlin and Samarawickrema, 2010, p.121). Barnett (2011) asserts that 'universities are now matter-of-fact places and have to explicitly set out... learning outcomes, assessment, employment routes, impact of research, accountability and risk' (p.15). All of these factors impact on the teaching and subsequent learning. A 'matter-of-fact' approach leads to a change in the language used to describe university activities. The concept of a university related to 'ideas' has been slowly whittled away into a language that encompasses performativity and measurement, Barnett, (2011, p.15) identifies this as a 'loss of metaphysics and mystery' and leads to 'a diminishing of the university'.

The reform in language from an abstract perspective to a more specific outlook starts to emerge in the Dearing Report. There is a juxtaposition between language such as ‘encouraging and enabling’ and ‘encouraging curiosity’ which seems to denote an aspirational tone, and how Dearing uses language in relation to teaching and learning where the language appears to be more functional and the concept of ‘effectiveness’ is introduced together with an implied synonym of ‘quality’. Dearing asserted that: ‘... the teaching **quality assessments** (TQ) carried out by the Funding Bodies, which are designed to measure the **effectiveness** of teaching, have raised the profile of teaching within institutions’ (Dearing, 1997, pp.8 and 9) and again, in relation to learning: ‘enhancing the **quality** of their (the students’) learning’ while in higher education, but also equipping them to be ‘**effective** lifelong learners’ (pp. 8 and 15). The terms ‘effectiveness’ and ‘effective’ are also used in The Further and Higher Education Act, (Great Britain Parliament, 2004, chapter 4, Teaching and Learning, point 33) where the objective was... to ensure high *quality* (my italics) teaching for students. Yet in point 36 of this Act the terminology changes to raising the national profile and *effectiveness* in teaching for the benefit of both staff and students. As a result of government policies which attempt to shape the discourse for higher education, the aims for higher education have altered and now encompass such phrases as ‘entrepreneurship’ and ‘enterprise’. A change of Vice-Chancellor at the researched university, results in a slight change in mission statement which now includes entrepreneurship and ‘supporting the economy through employment’ (Mission statement, 2010).

The mission statement highlights the different activities that are expected from a university but employment and entrepreneurship feature; as Barnett (2011) points out ‘no university can be entirely autonomous... it is caught by circumstances both local and global, ethical, intellectual, financial and material’ (p.70). This way of thinking about universities and the effectiveness of higher education are not just confined to the UK market but have also been extended internationally as Ward (2007, p.10) indicates:

Changes in higher education worldwide do seem to confront shared issues as well as those specific to distinctive national arrangements. The expansion of public expenditures in higher education has been associated with demands for enhanced accountability and effectiveness.

The coalition government, elected in 2010, introduced the full economic cost of fees to students via a student loan. In 2012 a student cap was introduced because the return on the student loan was less than had originally been intended and the UK was in the grip of a major economic recession. The government increased the hardship fund allocation to help students from economically disadvantaged backgrounds to go to university. However, this was reduced in 2013 and has further been reduced in 2014 but scholarship funds for students gaining AAB grades at 'A' level, or equivalents, have increased. This is detrimental for other students in the region where the researched university is located as many have experienced poor educational experiences in their mandatory schooling and therefore may not have achieved their potential in their exams (West Midland Regional Report, 2009 and OFSTED Regional Report, 2012-13). The need for effective teaching to enable success for students at the researched university is of paramount significance for personal, professional workforce development and for economic improvement.

Having considered relevant HE policy developments and the impact for the researched university, the following section attempts to define the term 'effective' in relation to teaching.

2.3. How is 'effective' teaching defined?

Effective teaching can be defined as teaching that successfully achieves the learning by students intended by the teacher.
(Kyriacou, 2009, p.7).

On first sight this statement seems easy enough to deconstruct. But on closer examination, how is that success gauged? Is it through exam or coursework grades? How are the intentions conveyed to students? Effective teaching is not just about the teachers as is implied in the above quote, but involves the stakeholders: executive managers, academic teaching staff and students.

Evans and Abbott (1998) maintain that there can be no consensus about what characterises effective teaching within a university until the aims of higher education are agreed upon. There is a tension between the desire for student learning and, by implication, teaching and

the increasing demand for improved accountability by the government for the university sector. In terms of the particular aims of a university, effective teaching then is part of a university character that Barnett refers to but is measured in terms of 'raising efficiency' (Light and Cox, 2001, p.5).

Examination of the relevant literature about effectiveness in teaching in higher education reveals that defining 'effectiveness' is difficult because it encompasses values, behaviours and external factors. Effective teaching in higher education has a wealth of meanings and can be disputed dependent on how it is used and by whom (Skelton, 2004). Academic staff and students in higher education have different perceptions of what constitutes effective teaching and will construct effective teaching in terms of how their stances are met. Students, for example, equate effectiveness of teaching in terms of how their own learning is facilitated or, for some students, what the end result is in terms of the degree they receive. Teaching staff, too, have a view of what they consider effective teaching to be; this also depends on their definition and conceptualisation of the term 'effective'. Notions of effectiveness, for them, might be situated within their beliefs about the values, characteristics and qualities that an effective university teacher possesses. Executive university managers, who do not hold teaching positions, relate effective teaching to readily measurable indicators, set by government policies and legislation, such as retention, progression and achievement. Perhaps the starting point is how we define the construct of 'effective' in relation to teaching in higher education to see if there is a common understanding, or some congruence at least, between the stakeholders. However, universities are operating in an uncertain economic world and as we have seen from the different policies that have emerged in the UK, the aims and objectives of universities are situated in the reality and feasibility spheres that Barnett (2011) discusses. Because of the disparities between the different stakeholders, seeking congruence and or shared understanding about effective teaching may be elusive. University teaching is not a stable concept but is ever changing not only because of external drivers but also to meet the expectations of the students (Higher Education Academy: Making evidence count, 2014). Nevertheless, defining teaching effectiveness plays an important role in many of the decisions made in higher education.

Berliner (2005, p.205) states that because the term 'effectiveness' is 'contentious and is unusually difficult... [it] always requires value judgments about which disagreements abound'. Usually, teaching effectiveness is used to reflect teaching styles which relate to certain behaviours which are observable, such as the different teaching methods, the use of technology, communication skills of the lecturers and so on. These are usually gathered from student evaluations in the form of questionnaires or surveys. In many universities student ratings are used as one measure of teaching effectiveness (Chen and Howshower, 2003). Student evaluations of teaching effectiveness can serve two functions: as formative and summative measurements of teaching. One formative use of student evaluations is as feedback to teachers who wish to modify or adapt their teaching practices. These kinds of evaluations are usually at module or course level and may improve course content, feedback, assessment and structure in addition to teaching behaviours. From 2012, these kinds of data will be in the public domain via the Key Information Systems (KIS data) for higher education, under the coalition government's White Paper: Students at the heart of the system, (DfES,2011). Effective teaching indicators evolve from different sources – external ones, the National Student Survey (NSS) for example, and to some extent, internal evaluations; both are used to inform the public about a university. The data gathered from the NSS is in a quantitative format but the researched university has added an additional column for students to write comments. The comments together with the quantitative data are used by the researched university for schools within the university to address the issues raised. However, it is only the quantitative data that are published in the public domain.

The function of teaching from internal evaluations provides information for university decisions about the curriculum offered and the diverse ways of delivery. External evaluations (e.g. the NSS) are presented in the public domain and, in the UK, are part of the league table ratings. Although there is some alignment between the external and internal surveys insofar as students are asked to comment on the quality of the teaching, the external survey is used as a measure of accountability to the taxpayers. The different types of data that are collected are used for different purposes; this adds to the complexity of defining, conceptualising and evaluating effective teaching. Despite the fact that the tools of assessing effectiveness of teaching, the NSS, internal module and course evaluations, are well

established, there is still no palpable shared appreciation of what ‘effectiveness in teaching’ actually means; this is not surprising given the points that Berliner (2005) raises.

Chen and Howshower contend that students’ evaluation data is ‘seriously undermined unless students are part of a quality cycle and have an input into the design of the questionnaires’ (2003, p.83) and have an opportunity to reflect on the issue about effective teaching. It is interesting that Chen and Howshower construct an argument that links teaching ‘effectiveness’ to student satisfaction which is used as a measure of quality, providing that students are part of a wider quality process that involves reflection too. In contrast to this ethos, the Higher Education Academy (HEA) project: Promoting Teaching Good Practice Benchmarks (2014a) does not include students’ perspectives or evaluations but instead focusses on the efficacy of university policies and the inclusion of cross-institutional partnerships. However, reflection on teaching, by staff, is emphasised in that project report.

Reflection on teaching is inbuilt into many modules, but this is generally concerned with reflection about the students’ own learning and journeys travelled; rarely are students included in course design or the underpinning educational philosophy yet they are asked to comment on what the module/course offers to them but they do not have an input into how the module might be taught differently. Reflecting on any aspect of learning involves a critique of the values students and staff hold and the values of the university in which they are studying. Harland and Pickering (2011) propose that university students should be skilled in valuing and ‘have a critical disposition... and to be able to speak out on particular issues’ (p.101). Being able to speak out through constructive discussion between students, staff and university managers is a means of understanding the perceptions of effective teaching from all groups of stakeholders. Nevertheless, although students are encouraged to reflect and be constructively critical, there are discrepancies between what constitutes ‘effective’ teaching from the students’ perspectives and those of lecturing staff.

Many staff, in universities worldwide, engage in personal reflection of their teaching on a regular basis rather than just relying on the end of semester evaluations but this is on an individual basis rather than used as a collective team discussion, or which includes students, as a way of enhancing teaching and learning. Reflection is not used as a measure of quality or inclusion of students because as Macfarlane (2005, p.18) asserts:

‘in the context of teaching, ‘values’ conversations have largely vanished from the contemporary institution largely because academic relations with students have become increasingly impersonal in the wake of massification’

He suggests that academics do not have the time for conversations about reflection or values because of the large numbers of students now entering higher education and also because ‘massification’ has turned higher education into a commodity. If higher education has become a commodity then market forces prevail and the human side of effective teaching is diminished. Tennant, McMullen and Kaczynski (2010) make the point that as higher education has become more commodified there has been an imperative for universities to focus on the teaching and learning or research as an indicator of merit. As commodities, these attributes are ‘considered in terms of exchange value in the market place’ (p.171) and staff may feel that there is a tension between what carries the highest ‘value’.

Yates (2005, p. 687) suggests that in order to understand what is meant by an effective university teacher it is crucial to differentiate between the notion of the ‘effective teacher’ (as assessed by student learning criteria) from that of the ‘good teacher’ (which reflects professional respect and humanistic criteria). Berliner (2005) perceives these as conceptually separate parts – he suggests that ‘good’ is what is expected of a professional in a teaching post. In contrast, effective teaching is about reaching achievement goals; it is about ‘students’ learning, (that is) what they are supposed to learn in a particular context, grade or subject’ (p. 207). Surely, any assessment of teaching effectiveness should derive more from the level of student engagement rather than from overt measures of teacher behaviour or performance. Teacher behaviour or performance is more related to teacher evaluation or appraisal rather than as an indicator of their effectiveness (Allan, Clarke and Jopling, 2009). Nevertheless, teaching as a ‘performance’ is intrinsically embedded in how notions of ‘effectiveness’, ‘good’ or ‘excellent’ teaching are interpreted. The underlying implication of the ‘performance’ is that teachers ‘replicate the skills and attributes of an accomplished actor through language and communication ... and passion for their subject’ (Skelton, 2007, p.49). Although these are not the only qualities that are used to assess teaching, they tend to be major factors in judging both excellence and effectiveness, especially from students’ perspectives because they are easily observed.

The Higher Education Act (Great Britain Parliament, 2004), uses the term 'effectiveness' as transferable with 'quality' as in 'effective teaching', 'quality teaching'. However, Schuck, Gordon and Buchanan (2008) suggest that 'measuring teacher quality improves teaching but... this is a view of accountability that seems to work against both the notions of quality and professionalism' (p.547). Here another term has crept in, professionalism, that is indirectly or implicitly related to the concept of effectiveness. Fitzmaurice (2010) suggests that 'effectiveness' is also related to 'excellence' in teaching but again there are different perceptions of what constitutes 'excellence.' However, the idea that excellence is identified as the same as effectiveness, is mirrored too in the research of Little, *et al*, (2007, p.2) who assert that 'excellent teaching is synonymous with effective teaching.'

Many universities reward staff for the excellence of their teaching – but making judgments about excellence is necessarily problematic as 'excellence' is a value judgment which depends on the constructed reality and the ontologies, of those making the judgment. Fitzmaurice (2010) proposes that although 'teaching excellence' is firmly on the higher education agenda, there is growing support among policy makers and managers for 'a performative understanding of excellence' (p.45). Smith, (1999) is also concerned that teaching in higher education is reduced to a set of competences and that there is a technical approach to measuring and evaluating teaching strategies. MacFarlane and Hughes (2009) maintain that it is the teaching activities that are evaluated and these are then used as determining excellence without reference to other factors such as pedagogic research. Although this mirrors Smith's idea about 'technical' approaches, MacFarlane proposes that excellence in teaching is based on performance of the teacher in the classroom/lecture theatre. However, there are different interpretations of 'performance'. University managers may use the term 'performance' as a performativity measure because 'performance drives productivity, competitive advantage and profitability' (Egginton, 2010, p.120). On the other hand, students may view performance as classroom activity and the observed behaviours of the teacher and evaluate effective teaching according to that set of ideas.

Berk (2005) researched the relationship between quality teaching and effective teaching and places equal weighting on the terms 'measuring' and 'evaluating' but also defines quality and effective teaching in terms of excellence and the attributes of the teacher. Effectiveness

is generally used to describe outcomes that can be measured. Berk also states that effective teaching has two elements that can be measured. The first is a formative measure whereby evidence is used to improve 'and shape the quality of our teaching' (2005, p. 48) and the second measure is that of a summative evaluation of all aspects of teaching and is taken at institutional levels. This echoes the earlier research of Chen and Howshower (2003).

Formative evaluation of teaching usually takes place at the end of each semester or year and is based on student evaluations. Although student voice is an essential part of the teaching and learning processes, it is a subjective evaluation that cannot always be corroborated as different groups of students will have different perceptions that may not match the perceptions of staff. Feldman (1988, pp 291-292) explicitly cautioned about this nearly 30 years ago:

Students' conceptions about good teaching, of course, may or may not match the conceptions of the instructors themselves... Moreover, if the faculty and students of a college do not agree as to what constitutes effective teaching ... (then) their students may use different priorities than they themselves would in arriving at overall evaluations.

Nevertheless, the course or module evaluations are used as a measurement whereas they might be better used as a discussion tool for reflection for both staff and students.

As deconstructing the term 'effectiveness' depends on the different perspectives of the groups of interested parties, inevitably, different understandings emerge. The decoding of effective teaching in higher education is not straightforward as there are conflicting issues because the 'values, theoretical orientations and methodologies surrounding the topic are complex' (Feldman, 1988, p.243). Firstly, from the point of view of students: students are infrequently asked about their personal standpoint and their own learning (Allan, Clarke and Jopling, 2009) but instead are often asked, via questionnaires and surveys, about assessment and feedback. And although these are important aspects of the teaching and learning, they are not the only considerations to take into account about effective teaching. However, these questionnaires are often viewed as management tools for judging the effectiveness of the teaching and not as a means of personal or professional development. For university managers, the focus is on the performance of the aggregate unit.

The notion of performativity was mooted by Ball (2003) who states that teachers are required 'to organise themselves as a response to targets, indicators and evaluation' (p.215); this was reinforced by MacFarlane, (2012). This focuses then on the institution as being the most pertinent 'level of measurement, reporting and response' (Smith, 2008, p.517). This can be troublesome as it focuses on teaching and learning from a collective viewpoint that may not address the strengths and areas for improvement for the individual teacher. This is borne out by Smith's research as he reflects that, 'the quality of teaching and learning is very much an individual matter – it is the individual teacher who is still, typically, the sole designer and teacher of any course of study' (p.517). So although collective reflection is a means of problem solving and enhancement of good practice, there needs to be a recognised model for individuals to be able to share practice that is then fed into a collective ethos.

Academic staff, too, have a view about effectiveness in teaching. Akerlind (2008) views teachers' understanding about effectiveness and or quality as undefined because 'developing academics' conceptions of teaching cannot really be understood in isolation from one's epistemological stance as to what a conception is and how conceptual development occurs' (p.635). This introduces another feature about what constitutes effective teaching and that is the knowledge and experience that each individual teacher brings to the practice. Dell'Alba (2005) proposes that the difficulty and complexity of university teachers defining either the quality or the effectiveness of teaching lies in the ontology and epistemology of the university teachers which is bound up in their identities, values, the perceptions of their realities of teaching and 'the various forms and sites of knowing (which) all contribute to enhancing our teaching' (p.363).

This challenge of defining the effectiveness of teaching is not limited to the UK and the Quality Assurance Agency (QAA). Nor is it a new phenomenon. Nevertheless, it is still an area worthy of study in the current climate of accountability of public funds and also the political interest in what students' achieve and where they go following graduation. The mechanisms, though, of measuring or evaluating the construct of effective teaching seem to be an administrative exercise with little recognition of values and beliefs. The European University Association's survey of a sample of higher education institutions in 29 countries in 2004/2005 (Reichert & Tauch, 2005) show that for many of them, the external and certain

internal quality assurances are seen as an administrative encumbrance and are not used for developmental or enhancing purposes. Hodgson and Whalley (2006) concur stating that ‘the quality assurances currently used have only a limited developmental goal’ (p.505).

Another dimension involved in deconstructing the term ‘effectiveness in teaching’ is the university executive which relies heavily on the aforementioned surveys including the National Student Survey. The results of surveys and internal questionnaires are now in the public domain and the issue of public accountability is brought into the discourse. It is within these wider issues that university executive managers base their judgements. Governments, students, academics, industry, professional bodies and the general public each has their own perspectives on what might be considered valuable in the learning and teaching at university. Crebbin (1997) asserts that, because of accountability over funding, government and managers tend to dominate the discourse because ‘input and outcomes are assumed to have a direct connection’ (p.26). From this perspective, the effectiveness of teaching is measured by retention and progression rates, the number of first class and upper second class Honours degrees awarded, staff/student ratios and more recently, the employability of the graduates. Important though these considerations are, effective teaching is at the heart of these measures. Consequently, the language used to evaluate the teaching, in the research literature, by the three groups (students, academic teaching staff and executive managers), shows a potential incongruence. Finally, there is public accountability; the public want to know whether the teaching at a particular university meets the needs of the particular communities and whether public funding is justified.

From the different perspectives of effectiveness in teaching and learning several understandings emerge. This is connected to each of the groups of respondents’ perceptions based on their experiences, perceptions and interpretations of effective teaching. Perception is the process by which an individual selects, organises and interprets information to create a meaningful picture of the world. Therefore each group of respondents will have different understandings and expectations of effective teaching. Is effectiveness in teaching synonymous with quality or professionalism? Or perhaps it is equated to excellence? The actual term ‘effective’ relates to capability and competence (Oxford English Dictionary, 2012) and therefore the technical approach could be deemed to be an appropriate measure. However,

McGettrick (1995) asserts that, by applying a values base to teaching, a holistic approach to personal development for students is encouraged. In concert with this concept, MacFarlane (2005) argues that teaching is not just a set of practices but is more concerned with complicated ethical issues and values which are part of supporting students' learning. This viewpoint has resonance with Harland and Pickering (2011) who affirm that '...values become part of the purposes of teaching' (p.16).

Research undertaken by Andrews, Garriso and Magnusson, (1996), suggests that all measures of effectiveness should take into account: the different contexts, values, beliefs, characteristics and responsibilities that contribute to teaching and learning in higher education. These include social, economic, political and personal factors as they all have an impact on notions of effectiveness. In terms of values, aspects such as respect for students, being prepared to listen to students' ideas, valuing the experiences that the students bring to their learning and wanting to learn in partnership with the students are part of a values base proposed by Harland and Pickering (2011). Beard, Clegg and Smith (2005) recognise that values and beliefs are part of a pedagogy but that in higher education those attributes relating to the affective domain of learning, 'are rarely acknowledged or are misrepresented' (p.236).

The perception of a mismatch in the discourse of understanding between interested parties in higher education around the concept of high quality and effective teaching is explored by Skelton (2005) who acknowledges that policy and managerial discourse is characterised by regulatory frameworks whereas teachers and students (Allan, Clarke and Jopling, 2009) emphasise personal qualities and interpersonal skills.

This section of the literature review suggests that there is a mismatch in how effective teaching is defined and evaluated. What might be a different way of reaching an agreement between the various stakeholders could be through dialogue which complements the ubiquitous surveys. Indeed, the research from Berliner (2005) and Pedder, James and MacBeath (1998) found that academic teaching staff valued pedagogic discussion with peers and students as a means of reflection and learning and also as a way of respecting and valuing the different perspectives.

2.4. Lecturers' perceptions of 'effective teaching'.

The arguments that arise in higher education about teaching quality and effectiveness are not new. Teaching as a central factor in improving learning has moved in and out of discussions on pedagogy over the years. In the 1960s studies in the area reflected the dominant theory of behaviourism and a secondary external interest in accountability. Now there is more emphasis on accountability because of the current economic situation and the fact that students have to bear the full cost of a university education. Korthagen (2004) suggests that the focus of pedagogical research changed in the 1980s from a process-product orientation towards an emphasis on professional identity and multiple perspectives, although she acknowledges that history is repeating itself with concern for process. Professional identity has to be considered as this encompasses teachers' beliefs and values about effective teaching and the different perspectives that the teachers/lecturers bring to their teaching. According to MacFarlane (2012), the professional role of the academic teacher has been reduced as:

academic practice is rapidly disaggregating, or 'unbundling', as a result of a variety of forces including the massification of national systems, the application of technology in teaching and increasing specialisation of academic roles to support a more centralised and performative culture (p.59).

A discussion around teacher identities in higher education is provocative because of the multiplicity of roles that they have to undertake. Clegg, (2008, p.330) asserts that 'universities and academic life are becoming more complex and differentiated spaces'. Barnett (1990) initiates the idea of complexity for academics and contends that there is a presumption that teaching and research fuse together and have equal weighting. If we relate this to funding though, the post-1992 universities do not have access to the same funding streams for research that the more traditional universities do, (Else, 11th September, 2014) even though academics in the post-1992 universities undertake research. There is a perception that funded research is more valued than teaching or pedagogical research (MacFarlane, 2009, p.50). Clegg states that her university has rejected the notion of a 'teaching only' institution, as has the researched university; she also refers to the research undertaken as from an 'income generation' viewpoint (p.332), which does not usually refer to pedagogical research. The concept of engaging in pedagogic research within a post-1992

university is written into the researched university's teaching and learning strategy and is part of the rationale of the Higher Education Academy (HEA) which evolved as an establishment to support and promote pedagogical research. However, Lueddke (2003, p.215) notes the paucity of pedagogical research may be because:

government policy – in the UK at least has not concerned itself with pedagogic research ... relying on external levers to enact change e.g. cutting of unit of resource, and linking funding to research activity.

Government policy regarding the concept of research for post-1992 universities in terms of pedagogical research is discussed in the White Paper: The Future of Higher Education (2003) later formulated into an Act of Parliament (2004) by clearly stating that:

'not every teacher needs to be engaged in 'research' as a narrowly defined activity' and that there are 'some excellent higher education colleges that have standards of teaching that in many cases, match or even surpass those of universities' (DfES, 2003, p.55).

Yet Kreber's research (2002) with teaching academics indicates that teaching excellence '...requires sound knowledge of one's discipline' coupled with the ability '...to motivate students, convey concepts and help students overcome difficulties in learning' (p.9). This suggests that subject research and pedagogic research are inseparable and part of effective teaching, yet seemingly not recognised by government policy; the lack of recognition about the significance of pedagogic research as part of the professionalism of university teachers diminishes teaching and reduces it to a set of competencies.

The need for a professional identity that Schuck, Gordon and Buchanan (2008) refer to, together with a more scholarly approach to teaching (Lueddke, 2003, McGettrick, 2002), could lead to a higher level of motivation and interest in teaching that Smith (2008) suggests is lacking in the present climate of accountability. Engagement in scholarly research around teaching and learning can enable lecturers to 'ground their reflective practice in a wider body of knowledge and experience' (Norton, 2009 p. 36). Kreber (2000) claims that scholarship in teaching and learning leads to excellence in teaching; her argument is that, again, by engaging in a broader body of knowledge, lecturers can relate their personal reflections to educational theory and their practice and disseminate to other colleagues. Trigwell (2000) suggests that lecturers could also use the literature as a means of

investigating their own teaching practices and thereby enhance their reflection and reflexivity qualities and the quality of their teaching

Recently, research suggests that the most effective way of enhancing academic teaching is to focus on developing the lecturers' conceptual understanding of the nature of teaching and learning, as opposed to the more traditional focus on developing their teaching methods and skills (Akerlind, 2003, 2004; Gibbs, 1995; Kember, 1997; Martin and Ramsden, 1992; Prosser and Trigwell, 1999). This notion accepts the purpose of developing teaching methods and skills, but argues that they should not be addressed in isolation from the ways of thinking about teaching and learning that underlie them which include humanistic characteristics such as concern and respect for students, 'giving encouragement and openness to others' opinions' (Feldman, 1988); all of which contribute to the perceptions of effective teaching. The exploration of these attributes of teaching combined with teaching skills needs to be underpinned by revisiting the criteria of effective teaching from mandatory government initiatives in terms of measurement, as well as those of a university in terms of strategic planning. Whilst there is a notion that funded research is the only worthwhile scholarly activity, teaching will continue to be evaluated on a set of criteria that does not match either staff or student perceptions of effective teaching. Thus a context is set that is divisive and devaluing of research in the post-1992 universities. This is despite the HEA's work, *Promoting Teaching* (2014) which advises that 'research and teaching have parity' (p.4).

The devaluing of what a university offers, in terms of major contributions to society, is not confined solely to the lack of research funding. The pressures previously mentioned about greater accountability that are measured in tangible lists, including teaching, mean that the qualitative aspects of effective teaching are largely ignored. Nevertheless, it is through the characteristics of enthusiasm, intellectual stimulus and respect (Harland and Pickering, 2011) that the connections are made in the learning which lead to intellectual stimulus. Kreber and Cranton (2000) also raise the issue of connections, in their research, which relate to staff perceptions about effective teaching. The idea of connections, from Kreber and Cranton, considers how we make these connections visible in our teaching. How do we connect

between the subject matter and us as teachers, and enable students to make connections with the subject matter and the broader arena of the wider world.

Research by Allan, Clarke and Jopling (2009, p.334), shows that staff perceive effective teaching to provide 'intellectual excitement, and a stimulating & creative environment' for the students. Seminal research (Cattell, 1931) also cited these features alongside knowledge of pedagogy and responding positively to students as essential criteria for effective teaching. Andrews, Garriso and Magnusson (1996) concur finding that positive responses from teaching staff led to meaningful approaches to teaching which are then internalised by the students to gain a deeper understanding of learning. Moreover, students in both research studies (Allan et al, op.cit and Andrews et al, op.cit) also perceived effective teaching to be the enthusiasm, skills and knowledge of academic staff. Combining the ways that staff interact with students through displaying the intangible characteristics of enthusiasm and positive responses with the practical aspects of teaching means that deep learning (Biggs, 2005) can occur and that students are able to develop critical thinking. It is intriguing to reflect that these features do not match those of government policies mentioned previously, and that the personal attributes that are favoured by both staff and students for effective teaching are ignored completely by the government of the day. Carnell's work (2007), again with academic teachers, indicates that their perceptions of effective teaching also encompass a social context in which the learning community (both students and staff) engages in meta-learning and discussion for and about learning. This is supported by MacFarlane (2005, p.296) who refers to a 'range of other forces, including underfunded massification and research audit, that have damaged social and moral responsibility and the responsibilities implied by academic community involvement'. Dell'Alba (2005) contends that the measurement of effective teaching in the form of evaluations that consider course completion, retention and progression as a mechanism 'devalues what we know and can do, it overlooks who we are as university teachers, for instance' (p.362). The question of what being a university teacher means is clearly determined by an individual's sense of self but is also dependent upon the affirmation of others, what Argyle (1996) refers to as contributing to affiliation.

Affiliation is being:

warm and friendly which is shown through verbal communication, engaging in reciprocal communication, non-verbal communication, especially eye contact, listening and smiling (Argyle, 1994, p.11).

Affiliation, according to research by Meeuwse, Severiens and Ph.Born (2010) is creating a sense of belonging. This belongingness evolves from the interactions between staff and students and influences collaborative learning which then makes for a partnership where staff and students are learners. Furthermore Johnson, *et al* (2007), Umbach and Wawrzynski, (2005) and Yorke and Thomas (2003) find that positive interactions and affiliation, and a sense of belonging, contribute to students achieving better results. Positive interactions between staff and students are part of the staff perceptions of effective teaching (Carnell, 2007). Interaction, as described by Argyle (1994) and Mehrabian (2007), recognises the broader context, which includes non-verbal communication and other abstract characteristics such as trust and respect which promote affiliative behaviour. The significance of the interactions between staff and students is affirmed by Fanghanel (2004), who further suggests that teaching and learning is contextualised within a particular discipline and on a micro level of the classroom. However, it is not so much how the lecturer behaves in the seminar or lecture theatre but 'on the relation between what the lecturer does in the course of all his/her interactions with students and the broader context' (p.198).

The broader context of these aspects and the specific interactions are harder to assess. An on-going dialogue between students and staff might be the way forward in offering a more meaningful way of evaluating the effectiveness of a lecturer and enable academic teachers' perceptions about teaching (Dell'Alba, 2005; Allan, Clarke and Jopling, 2009) to develop alternative ways of gauging effective teaching (Campbell, *et al*, 2004, p 457), which are as acceptable as the current evaluations that are presently used.

From my reading of the literature, the perceptions of effective teaching of academic teaching staff can be summarised as encouraging student engagement; respect for students together with teaching that is founded on pedagogical research which is combined with appropriate teaching skills.

Nevertheless, however we determine a set of perceptions of effective teaching, the point of reference is surely the students' learning and the debate about the relationship between teaching and learning is a long standing one see for example, (Cattell, 1931; Dewey, 1933; Ramsden, 1992; Noddings, 1995; Pring, 2001; Biggs, 2005).

2.5. Students' perceptions of effective teaching

Whatever the aims of the students may be, one thing is clear and that is that a university is a place of learning. Barnett (2011), Fenstermacher and Richardson (2005), Muijis (2008) and Ramsden (1992) assert that within the students' expectations of their learning, an understanding of effective teaching is inherent and necessary for their learning. The students' perceptions of effective teaching are related to their experiences of learning from the sessions in which they have participated. Research by Allan and Clarke (2007), Allan, Clarke and Jopling (2009) and Kember and MacNaughton (2007) suggests that students' perceptions of effective teaching are inextricably linked to effective teachers and that personal attributes of staff have a major role in determining their perceptions about effective teaching. Staff who demonstrate positive affirmation of students are then deemed to be effective teachers. This notion is corroborated by Feldman (1988) who found that students were more successful, in their achievements, when they felt a connection with the lecturer. This is further acknowledged by Meeuwse, Severiens and Ph.Born (2010) who assert that by creating an affiliative climate and a sense of belonging for the students, who then feel comfortable in that environment and with that lecturer, their motivation to participate and succeed is higher than if they are in a learning culture where they do not feel comfortable. However, the methods of extracting information about the students' perceptions of effective teaching are bland and do not touch upon these personal characteristics. Instead, the evaluation of effective teaching focusses predominantly on assessment and feedback. Although these aspects are important, by confining evaluation to these aspects means that effective teaching is narrowed down into a small set of criteria. But Kyria Kwan (2000, pp. 20-21) argues that:

Any use of student evaluations [of teaching effectiveness] must be based

on the assumption that students are willing and able to provide valid judgements about the teaching they have received [Therefore,] it is of vital importance for us to know more about the role of the students in the process of evaluating their teachers or courses. For example...what influences their attitudes towards evaluations, how they react to the rating process and what goes on in their minds while making their ratings.

I am not arguing that commenting on assessment and feedback is unimportant but that the other features, deemed by students in research surveys, should also be taken into account. However, the main external survey, the National Student Survey, which all final year undergraduate students are asked to complete, focusses on statements about assessment and feedback as well as about teaching. In addition to the NSS, internal module evaluations are used but there is little consistency in the questions from course to course (Chen and Howshower, 2003). Gibbs (5th June, 2014) noted that in the UK:

Questionnaires used in higher education tend to be “home-made,” include variables known not to be linked to student performance, lack any proof of reliability or validity and do not distinguish well between teachers and courses. Many are likely to be untrustworthy (p.2).

Consequently, there does not appear to be any validity in the questions asked about effective teaching and the students’ qualitative comments are not part of the accepted forms of measurement. However, in the researched university, an additional column has been added to the NSS, which is only used internally by each school for teams to reflect on. This column allows the students to write narrative comments.

Although quality assurance procedures in higher education recognise students’ views about the teaching they receive, their views are not as powerful in the UK as in the United States and Australia where information from student evaluations of teaching ‘can be used for faculty decisions about conditions of employment such as salary and promotion’ (Shevlin, et al, 2000, p. 38). However, this kind of student evaluation and involvement in faculty decisions is an area for further discussion if that is the way that future government and university policy proceeds. The National Student Survey (NSS) supposedly allows students to have a voice about effective teaching; the statements though are narrow in the interpretation of teaching and learning. Despite this influence though, much of the research about effective teaching has tended to focus on teachers’

perceptions and those of management. Consequently, there is a lack of research about students' perceptions of effective teaching. This was first reported in 1999 by Reid and Johnston and again by Forrester-Jones 2003. That research focussed on different teaching strategies but also focused on the qualitative issues around the characteristics of individual teachers such as 'enthusiasm for teaching and the subject'; 'very approachable – makes you feel as though he has time for you' (2003, p. 62). Moreover, Fried, (2001) suggests that these qualitative traits emanate from being passionate about teaching and collaboration in learning with the students. Furthermore, these kinds of questions about particular traits are not asked in the National Student Survey and therefore there is an incongruence between the measure that is used by the government and senior managers and what students perceive as being 'effective' teaching. From the Allan, Clarke and Jopling (2009) research, the top five characteristics that describe effective university teachers are shown in figure 2.5.

Figure 2.5 the top 5 characteristics for effective teaching described by students (Allan, Clarke and Jopling, 2009, p.336).

Item effective university teachers....	% of strongly agree and agree responses
demonstrate excellent knowledge of their subject	99
include group activities during sessions	95
encourage discussion	94
are approachable	91
start sessions on time	91

(Total number of responses for each item = 80).

These responses indicate that a mix of teaching strategies, knowledge and the interpersonal skills that students have been shown to value since Cattell's research (1931) demonstrate effective teaching. It is interesting to note that 94% of the students surveyed (Allan, Clarke and Jopling, 2009) rank discussion in the top five of their responses, as a teaching strategy. The ability to inspire discussion encompasses the ability to listen to students' contributions and to

encourage the students to listen to each other too. Minton (1991) suggests that developing listening skills requires deliberate effort and that ‘most people are very bad at it’ (p.163). Listening, for Argyle and Colman (1995), is an attribute that is part of developing a climate of affiliation. These views are expressed by students in Patrick and Smart’s research in 1998. Furthermore, Barnett and Di Napoli (2008), in their research with students, highlight that students value discussion not only as part of academic development but as being crucial to personal development, including politicisation, as a social aspect and a transformational experience, all of which have been attributed to the students’ ‘admiration for the expertise of the academics’ (p.184) in terms of both their knowledge and teaching skills. It is these value added factors that need to be taken into account when evaluating the teaching and learning experiences for students.

If student learning is a major factor in determining both perceptions about effective/excellent teaching and what it means, then we need to move away from content-driven curricula, which are teacher-centred, to a learning curriculum which is student-orientated (Kember and MacNaughton, 2007) and allows for the inclusion and collaboration of students in the process and which incorporates a values base (Bush, Bell and Middlewood, 2010). Collaboration between staff and students in curriculum design and teaching enables the development of partnerships in learning which would help to align the perceptions of effective teaching expressed by staff and students. Moreover, there could be further involvement sharing the perceptions of effective teaching by university managers, with staff and students, so that change can be implemented in government policies. Greater recognition might then be accorded to the value of respect and to the encouragement of discussion and collaboration, which could then reflected be in government policies in addition to the emphasis on accountability.

2.6. Executive university managers’ perceptions of effective teaching

The third perspective relating to effective teaching is from the university executive and pertains to accountability. In the UK and indeed, most parts of the world, governments, and the public are increasingly asking universities to justify the use of public resources and account more thoroughly for their teaching and research results (Fielden and Joyce, 2008). University

managers have responsibility to report on the 'integrity in the delivery of education services and honesty in the use of financial resources' (Salmi, 2009, p.112).

University policies are set within the context of the current economic, political and social climate. The Dearing Report (1997) outlined a course for the development of higher education for the following twenty years. However, changes were afoot prior to the Dearing Report with polytechnics being awarded university status in 1992. Nevertheless, the Dearing Report detailed the widening participation agenda, increased funding accountability, public accountability, globalisation and a range of other factors that would affect the policies, strategies and practices in universities.

The Dearing recommendations have had considerable impact on the governance and perception of effective teaching of each university including measuring the effectiveness of the teaching and learning processes especially for undergraduates in English universities.

As government initiatives and funding priorities have altered in higher education, the need for greater accountability means that individual universities have had to accommodate the different landscape. The changes, such as the rapid expansion of higher education, which is 'exposed to quasi-market conditions more commonly found in the corporate world' (Kolsaker, 2008, p.513) have also affected teaching strategies and accountability. There is now a culture of marketisation in higher education (MacFarlane, 2005; Devlin and Samarawickrema, 2010) about which Lord Brown notes that the

'saddest aspect of the new dispensation (the introduction of markets and competition for universities)is that the relationship between student and lecturer is transformed by the decision to define higher education as a purely private benefit rather than as also a public good. As a result, trust and the sense of a common intellectual endeavour and purpose are in danger of giving way to the provision of a service by a provider for a fee'.(Colman, 12th October, 2014, p.19).

But Brown favours the introduction of markets and competition as he believes that these facets enable institutions to act more efficiently (Colman, 12th October, 2014, p.19). The concept of competition between universities has led to the evolution and subsequent publication of league tables which are perceived by the current and previous governments to:

provide critical information to help inform choice to a variety of different

audiences, inter alia: internationally mobile students and faculty, parents, government, sponsors and private investors, academic partners and academic organisations, industrial partners and employers (Hazelkorn, 2008, p. 89).

League tables for universities are compiled from data which give information about a university's performance in graduate employability, research and teaching and learning. However, a report in the Times Higher Education newspaper (Else, September 11th, 2014) finds that the top 20 universities in the world are dominated by their wealth with only 3 UK universities (Oxford, Cambridge and Imperial College, London) included. As Pam Tatlow, Chief Executive of the Million+ Group (funded by the newer universities) notes in the same report, 'the perspectives of the rankings are very limited and are likely to exclude the majority of institutions notwithstanding their excellence' (p.8).

Consequently, senior managers in universities are under considerable pressure to scrutinise the information that emanates from the surveys and present the data to the relevant external and internal stakeholders. Hazelkorn refers to another factor that influences the relationship between universities and public accountability, from the league tables, and that is 'measuring research and teaching performance- usually in that order- (are) both critical ingredients of institutional prestige' (Hazelkorn, 2007, p.89). But the top universities have access to more funding for research, facilities and have lower staff/student ratios for teaching, (Dr Wendy Piatt, Director General, Russell Group of Universities, in Else, September, 11th, 2014).

If we are to encourage a common thinking about effective teaching then there is a need to reduce the perspective that there is 'dis-connectivity', or a space, between the requirements of 'management', the perceptions of students and academic teaching staff and the ways that academics are valued, recognised and rewarded as effective teachers. The traditional relationships between schools or faculties and operational practices in the teaching and learning domain, and university management are all undergoing reform. The current global and market shifts, together with the changes in universities, mean that higher education is undergoing transition with emphasis on employability, entrepreneurialism and transferable skills for undergraduates (Gibb, Haskins and Robertson, 2013 in Altmann and Ebersberger, 2013). The ethos of higher education organisational values, especially for those referred to as the 'new'

post-1992 universities, has altered and is distinct from the older universities. 'Widening participation, employability, international citizenship' (Robertson, Robins and Cox, 2009, p.33) are all part of a new and evolving environment that needs to have a shared understanding of effective teaching. However, a 'shared understanding' depends on a collegial approach to decision-making and a common framework of the beliefs and values about effectiveness in teaching (Barnett, 2011). A common framework is defined as a 'moral organisation' by Argyle (1994) in which members of universities 'are committed to the values and goals of the organisation' (p.179). Therefore, accountability should be less about 'justifying a poor performance and more about making strategic choices to improve results' (Salmi, 2009, p.126). Accountability of effective teaching needs to have a wider range of measurement that takes into consideration a three-way dialogic process between students, lecturers and university managers, in addition to the national surveys, so that the data gathered have more validity. At present, there are gaps in the perceptions of the three groups of stakeholders about what constitutes effective teaching.

From reading around the subject about what comprises effective teaching in a university, this thesis seeks to propose an alternative model for evaluating effective teaching and by implication, learning. A different type of evaluation would include discussion with and reflection by the students, academics and university managers about effective teaching and has resonance with Schon's (1987) notions of 'learning organisation' and 'organisational learning' and the place for both reflection and reflexivity. The discussions would include the qualitative aspects of teaching mentioned previously together with perceived effective teaching strategies so that each interested group can listen, debate and reflect on the ideas put forward; the qualitative data from these discussions can then complement the surveys already used so that a more comprehensive picture emerges. This holistic method would have more impact as all stakeholders would feel that their voices are heard.

2.7. My perceptions of effective teaching

I concur with those researchers (Berk, 2005; Harland and Pickering, 2011; MacFarlane, 2010) who emphasise the importance of demonstrating that students are valued and are crucial to a university's success. I believe it is an essential part of interaction with others

that we show respect through our communication skills and attitudes.

Positive interactions also need to be demonstrated through our pedagogical understanding and how we teach. This is fundamental in a teaching situation and more so for the students at the researched university, many of whom fit the criteria of widening participation and many also may not have had a positive experience of schooling (OFSTED, 2012-2013). Devlin and Samarawickrema (2010) also assert that by respecting students we create a sense of belonging which their research indicates results in success for the students' achievements. However, I believe it is not enough just to demonstrate these humanistic characteristics for effective teaching; an understanding of pedagogical approaches coupled with knowledge of relevant research about teaching in higher education, are also necessary to contribute to student engagement and effective teaching.

2.8. Understanding the term perception as used in the research questions

We should not consider perception and learning separately because what we learn is constrained by what we perceive and this depends on what we have experienced. Barlow (1990, p.1561) suggests that 'to understand perception one must view it as a prologue to learning'. Initially, perception aids learning through our senses but as we develop cognitively, perception is also based on experience of a phenomenon and how we interpret that experience; the interpretation is then aligned to our beliefs and values. According to Warnock (1977) the notion that perception and learning is through our senses does not do full justice to what perception is; Warnock prefers the term 'sensing' and 'perceptual consciousnesses' (p.26). Warnock asserts:

'sensing is direct awareness of sense-data, colour, sounds, smells and so on and perceptual consciousness involves a further mental act or process by which we make sense of either an object or belief and is a form of knowing' (p. 27).

The mental process alluded to can be considered as interpreting ideas, values and beliefs that other people have which are then internalised with our own ideas. Interpretation evolves from understanding inference and theory of mind which is part of the information processing that is aligned to perception (Baron-Cohen, Tager-Flusberg and Cohen, 2000).

Perception and interpretation are allied to the attitudes we have towards the ‘abstract referents of values and beliefs’ (Augustinos, Walker and Donaghue, 2007, p.115).

The phenomenon experienced by all three groups of respondents in this research relates to effective teaching. How the participants view effective teaching is based on their experiences of teaching and by implication, learning and how they internalise and respond to their perceptions. Our perceptions are influenced not only by experiences but also by context and then how we try to make meaning from these stimuli.

2.9. Summary of chapter

In conclusion, it appears that there is disconnect between both the perceptions of effective teaching, especially in the language used about the term ‘effective’ in the literature pertaining to government policies, and the interpretation of the measures used to determine effectiveness in teaching within the context of this research. The literature reviewed is taken from government policies and legislation but additionally from a range of researchers internationally which indicates that understanding what effective teaching means is not just a UK issue. From the literature studied, there is dissonance between UK government documents and the research literature, which explored the concept of effective teaching from different stakeholders’ perspectives. Executive managers have to take accountability of tax payers’ money and the literature suggests that their conceptualisation of effective teaching evolves from policies and external drivers such as the NSS and league tables rather than engaging in dialogue with staff and students.

The perceptions of effective teaching from the research into academic teaching staff and students’ perspectives, focusses on the more qualitative aspects that are part of an academic’s professional identity. Many of the authors (Akerlind, 2008; Barnett, 2005 and 2011; Clegg, 2008; and Dell’Alba, 2005) discuss the factors of dialogue and reflection as methods of enhancing the evaluation of teaching. Meaningful dialogue is a conversation, of which listening plays a major part, that takes place between two or more people but moreover should include respect for each parties’ beliefs and values. However, the objectives of the university executive and the need for public accountability mean that the official surveys (NSS and from September 2012, the Key Information Sets (KIS) data) required by the Higher Education Funding Council

for England (HEFCE) and government policies take precedence in judging effectiveness - and effectiveness, from these sources, equates to success for the institution. These judgements, which do not include a meaningful exchange of views from all stakeholders, change the perceptions of university managers about effective teaching, according to the literature, because of the need to report how the funding for teaching and learning, which comes from student fees, is used. However, as McNiff notes (2011) we 'should not be thinking about success in these terms (achieving designated outcomes) ...but should be a process of helping other people to think for themselves and realise their humanity in doing so' (p.10). A challenge for a university to include evaluative dialogue and reflection from all stakeholders is that of validity. However, once a robust system that has a 'sound methodological and evidence base is carried out... by an independent entity that will make public the process through which the criteria are derived' (Devlin and Samarawickrema, 2010, p.122) then validity is not compromised; the process becomes integral to everyday learning and teaching, and other university activities and students, staff and executive managers' needs are continually explored and coalesced into a collective appreciation of effective teaching.

The weakness in the literature review is trying to identify what effective teaching actually means. Government 'speak' transposes the term effective with a variety of words such as 'quality', 'excellence' 'professionalism'; this makes the interpretation for students, staff and managers extremely complex. The research literature attempts to define the term but this introduces aspects such as values, student engagement and alternative ways of ascertaining effective teaching. However, I suggest that a strength of the literature review are these other features which do not rely on a mechanistic approach to understanding effective teaching and of 'measuring' that particular activity of university life. The understanding of effective teaching by academic teaching staff and students is based on their experiences of the phenomena and the realities that they encounter in their interactions. Perhaps the issue lies in using the word 'effective' in the first place as this denotes competence, which is of course integral to teaching, but it is also about other intrinsic characteristics which are attributed to individuals; for example, enthusiasm, respect and willingness to listen and entering into dialogue with peers and students. Thus the research questions are:

2.10.

1. In a post-1992 university what are the perceptions of effective teaching that are seen as significant by students, staff and executive managers?
2. What are the skills and or strategies that are seen as meaningful for effective teaching from the perspectives of students, teachers and executive management?

The research questions that emanate from the literature review take into account the different perceptions of effective teaching from the three groups of stakeholders. The premise of considering perception as a means of examining the concept of effective teaching is based on a perceptual-cognitive and philosophical approach which derives from a constructivist paradigm whereby we construct our knowledge through what we experience. Constructivism is an active process but teaching and learning involve interaction and perception, which is aligned to social constructivism, or in Vygotskian terms, sociocultural theory, by which we construct knowledge ourselves and also from others through discourse. Perception and social constructivism are part of my ontology which encompasses my values and beliefs about effective teaching.

Chapter 3: Research design and methodology

3.0. My position as a researcher

My belief in the power of effective teaching relates to the learning that takes place, both on the students' part and that of the lecturer. This has been part of my understanding about education since I first qualified as a teacher, as a mature student, over twenty five years ago. Initially, this was something that I felt intuitively, that the students and the lecturer both had something to contribute to the session. The teacher training that I received was based on a didactic approach which was teacher-led and which Paolo Freire strongly opposed as he felt it was an incongruous model of teaching (Freire and Bergman Ramos, 1996). He terms this approach, 'the banking concept', whereby the teacher teaches the subject from the front and the students 'bank' the knowledge for future use. This was especially true for learning during the 1980s in both schools and colleges in which I taught. Teaching was instructive and just filled the students with information. This was a disappointment for me because I had only recently graduated as a mature student and had entered into the teaching profession, like many others, with a belief in education as an enlightening experience (Barnett, 2011). My own mandatory education had not encouraged me, but later encounters with learning, as a student in higher education, were inspirational because of the engagement and interaction with tutors. Thus, my post-compulsory education and my professional development in a variety of sectors shaped my 'view of the world' (Grix, 2002, p.179).

Early on in my teaching career, I had an experience which was an epiphany to me. I was teaching on a vocational painting and decorating course and it was evident to me that the students were not interested in basic literacy or that it was teacher-led. I changed my approach to one that had a variety of related activities that the students could choose which ones they undertook. More significantly, I involved the students in discussion about their course and why literacy skills were relevant. During the revised session, I noticed that the students were more engaged with each other and to a certain extent with me. This was a learning opportunity for me too as not only had they knowledge of the topic but were able to be creative in developing and enhancing their existing knowledge and were willing to share it, not just with me, but with the other students too. I had made an assumption, wrongly, that

the students' social reality about learning was dependent on the information I gave them. My assumption, demonstrated that I had not placed any significance on their prior learning and thus by implication had not really respected their opinions. This episode started my journey of inquiry about teaching and learning. That experience gave me personal evidence about the influence of social constructivism as a theoretical underpinning to learning. This is further substantiated through my reading around this concept, that social constructivism not only encourages learning but also contributes to a deeper understanding of learning; my belief that social constructivism guides learning is confirmed through other research (Corden, 2001; Cousin, 2009; Nystrand, 1996; Reznitskaya, Anderson & Kuo, 2007; Weber, *et al*, 2008).

My inquiry into effective teaching is challenging, fascinating and continuous. Challenging because, although by chance, I found a way into the different 'realities' of learning with the vocational group, I soon realised that the knowledge I had acquired from that particular group, was not a fixed entity; it is context-bound (Fanghanel, 2004). Not all groups of students respond in the same way that the trainee decorators had. This is because learning is contextualised and has an affinity with the experiences and knowledge that the students bring to sessions; different contexts of learning demand different approaches. This thinking resonates with Bryman (2001, p.17) who states that 'social phenomena (of which learning is a part) are not only produced through social interaction but that they are in a constant state of revision'. Through my continuous inquiry into teaching and learning, I discovered that my ontological position is rooted in a social constructivist perspective in which we construct our particular reality through social interaction and sharing and respecting the ideas of others.

3.1. Underpinning theory

A social-constructivist approach is influenced by Vygotsky's sociocultural theory which 'invites students and teachers to participate in a process of negotiation and co-construction of knowledge' (Haenen, Schrijnemakers and Stufkens, 2000, p.24). However, social constructivism emanates from a constructivist paradigm which places emphasis on the individual and whatever that person has constructed from their own experiences, beliefs and

values. Social constructivism posits that meaning is created from individuals' experiences that have evolved from their different worlds of learning and is then enhanced by sharing these experiences with others. Knowledge is co-constructed, shared and developed collectively by students and teachers. Nevertheless, social constructivism has to be contextualised within specific environments and activities. Social constructivism emphasises the significance of culture and context in understanding the types of learning and teaching in higher education, which enable both students and lecturers to construct knowledge, based on the different understandings of the issue (Derry, 2013, McMahon, 1997). The underpinning concept of social constructivism proposes that this research is a phenomenographic inquiry 'that places people's lived experience as the starting point for investigation and meaning-making' (Seale, 2012, p.448). Nevertheless, as the researcher, I interpreted the data collected from the participants, in accordance with my own epistemology and experiences of learning and teaching in which I value collaboration as a creative activity that enhances both teaching and learning.

3.2. My ontology

My ontological position is based on my understanding and my beliefs about the realities of teaching. Moreover, my ontology is connected not only to my beliefs of teaching, but is also related to the different teaching roles I have undertaken. Prior to HE teaching, I taught disadvantaged groups of students – adult returners at basic literacy levels, children with SEN, young offenders, 'disadvantaged' youth and therefore I have some understanding of their needs in order for them to achieve their potential. Although students at the research university do not necessarily fall into one of those categories, the prevailing ethos of widening participation means that many of the students are first generation university students (Admissions data from the researched university, 2010) or from groups who have 'low aspirations, financial constraints, little understanding of what to expect from university, and discourses related to the student experience' (Hutchings & Archer, 2001, p. 69; Archer and Hutchings, 2003). These precepts are especially true for the students in the researched university which is located in an area of economic disadvantage (House of Commons West Midlands Regional Committee, 2009). Therefore, within the research university, student needs around learning and expectations of teaching may be different from what could be

considered a 'traditional' university student whose familial expectations and support are different from those discussed by Hutchings and Archer. Similarly, the experiences of the staff participants around teaching and learning may not resonate with either each other or the student respondents, again because of the different experiences they bring to teaching and learning situations. Because of the variety of backgrounds of the researched groups, their constructions of effective teaching may not mirror mine. Scott (2001) asserts that the interpretations of the relations between the 'social actors' (p.4) (academic staff, executive managers and students) need to be explored so that the positions of each can relate to the context of the research, at specific moments, that are particular to each group of participants - again dependent on previous educational encounters and their own knowledge of effective teaching in higher education.

3.3. My epistemology and positionality

My stance around knowledge-creation has been informed by social-constructivism, and the belief that 'knowledge is a compilation of human-made constructions' (Raskin, 2002, p.4). My epistemological position is based on experience and respecting and valuing the different ideas about effective teaching from the different groups of research participants. The difference between the participants is a crucial aspect in this research because my epistemology values differences and the diverse viewpoints. However, as the researcher, I also had to approach the analysis in a manner that attempted 'to grasp the *subjective* (my italics) of the social action' (Bryman 2001 p.12) in which the research took place. The subjectivity and inter-subjectivity of the interpretation and analysis of the data gathered from the participants, is closely related to the phenomenographic context of this research as I am making judgements on their perceptions of the research topic. This research is practitioner focussed as I consider myself as a practitioner who has a managerial position. I view my position in this research as someone who interprets the data from the research in order to create new knowledge based on social constructivist principles that are determined through dialogue and interaction. Scott and Usher (2010)

contend that 'epistemology is always transitive' (p.95) in that it bears a relationship to what has happened previously, depending on the varying experiences of the participants and their knowledge of the research topic.

Scott and Usher (2010, p.97) suggest that knowledge and the exchange of knowledge, is always located within particular ways of knowing and is always 'context-bound'. Existing knowledge is based on previous learning experiences which can then be shared within either a familiar context, as with the trainee decorators, or within a new context so that different knowledge is created through sharing those experiences. Thus, it is necessary to understand the context of learning and teaching in a particular institution (Scott, 2000, p.34). For example, the change of VC, in the researched university, has encouraged a more overt student-centred approach which has involved the Student Union (SU) more in decision-making about learning and teaching at a strategic level. The SU now has representatives on all the strategic committees, including teaching and learning; they are part of the interviewing process for executive and academic staff and they are more involved in training student representatives at School level.

3.4. Phenomenographic inquiry

A phenomenographic exploration is situated within interpretivist paradigms which facilitate the different ways in which people experience or think about something (Marton, 1981). This is distinct from a phenomenological approach which, if it had been adopted, would have focused on my own personal experiences. Phenomenography's ontological underpinning assumptions are subjectivist insofar as the world exists through personal experience, and people experience events in different ways, even though it may be the same event. The event may be construed in different ways according to previous experiences and so my respondents construct meanings, together with their understandings of the phenomena which are explored (Bowden and Green, 2005; Marton and Booth, 1997).

A phenomenographic model of research 'has the character of knowledge; therefore the ontological assumptions also become the epistemological, or, to put that another way, the epistemological position is represented by the ontological position' (Svensson, 1997, p.160). The emphasis is on description and the importance that is related to an understanding of

knowledge as a matter of meaning and any similarities and differences are in the constructed meanings (Uljens 1996, p.110). A phenomenographic approach involves attempting to analyse, interpret and make judgments about the research questions from the participants' responses. The participants' ideas were explored through discussion and the relevant words used in the written format of the surveys; this exploration is commensurate with a qualitative phenomenographic study. Denscombe (2010) expresses this idea as:

the sense we make of the social world and the meaning we give to events and situations (which) are shaped by our experience as social beings and the legacy of the values, norms and concepts we have assimilated during a lifetime' (p.325).

Thus, the purpose of this research is for me, as the researcher, to make sense of the respondents' perceptions of effective teaching, their sharing of ideas and their understandings of this phenomenon (Bowden and Green, 2005) through analysis of the language used both in the oral; and written formats. However, this inquiry is not a pure phenomenographic study as I have used some quantitative methodology via the internal survey and the NSS. As Johnson and Onwuegbuzie (2004, p. 18) note 'many research questions are best and most fully answered through mixed research solutions'. I used some quantitative methodology because, in the data analysis, I wanted to explain the data collected from the internal survey and the secondary data of the NSS in terms of any congruence, dissonance or outliers that may emerge from both that data and the qualitative data from the interviews, DVDs and stimulated recall discussions; the data analysis methods are discussed in Chapter 4.

The NSS is a national form of evaluation initiated by the government who use quantitative data to answer questions which are qualitative in nature. I used the additional section of the NSS included by the researched university to determine a more comprehensive picture of the student experience of teaching and learning. From the qualitative data I counted the number of times that themes recurred in the students' statements because as Cousin (2009) suggests 'we should be aware of what is countable in qualitative research, such as frequencies and repetitions' (p.143)

Notwithstanding, my intention remains steadfast in that this thesis is qualitative in nature as I want to understand the perceptions and lived experiences of all respondents in relation to effective teaching and so this research is situated in a predominantly interpretivist paradigm. It was appropriate that a phenomenographic approach was used as the nature of the issue is wholly interpretivist and the analysis was based on understanding and interpreting the language used by the respondents to describe their perceptions of effective teaching. However, as mentioned previously, it is not a pure piece of phenomenographic research as some quantitative methodology was used as the most pertinent way of analysing and describing some of the data; in this sense it is a mixed methods approach. Nevertheless, this does not mean that it is not a phenomenographic study because ideas from the respondents have been shared and discussed but it has 'borrowed' some quantitative methodology.

Sharing of ideas is challenging because previous knowledge and experience shapes our thinking. Together with previous experiences, is the notion that people's reactions and responses relate to where they are at the present moment. This leads me to realise that there is not one single reality about effective teaching and learning but that there are 'multiple realities' (Pring, 2000, p.51). Accordingly, these concepts: multiple realities of learning and experiences, co-constructed knowledge and negotiation, form the basis of my knowledge and beliefs about teaching and learning. The concept of multiple realities about effective teaching from the research participants, in this study, is based on their own engagement with teaching and learning; it follows, then, that the constructs and beliefs they create, evolve from those experiences. By gaining the knowledge and understanding of the multiple realities for this research through socio-constructivism, it is appropriate that an interpretivist paradigm is adopted for this research because I want to explore the 'everyday reality' (Mason, 2002, p.56) that the respondents experience in the teaching and learning in the researched university. Although the executive managers do not experience teaching and learning as part of their everyday experience, their ideas are significant for this research because they are the architects of the teaching and learning policies in the university and also have to report on the effectiveness of teaching to the relevant external bodies. However, the policies should reflect the experiences and perceptions of staff and students so that the policies become working documents to enhance teaching and learning and not just for reporting purposes.

3.5. From philosophical approach to research design

The research is situated in an interpretivist paradigm, which examines the value of social interaction and the ‘participants’ lived experiences’ (Seale, 2012, p. 447) in understanding the concepts of effective teaching. An important aspect is the significance of the context of this research in a post-1992 university, and the role that the organisational ethos has in relation to effective teaching. The context is critical because of the factors discussed in the previous chapter about widening participation, the prior experiences of education of the three groups of participants and government policy issues. The responses from the participants are determined through their experiences within the context of the research university. In addition, as the researcher, my interpretations are gleaned from those of the participants. My engagement with this research as teacher, researcher and associate dean presents some challenges which are discussed in the ethics section of the methodology.

The research is qualitative and set within an interpretivist paradigm. My reasons for this paradigm are:

- firstly, I want to explore the perceptions and thinking about effective teaching from colleagues, senior managers in the university and students;
- secondly, an interpretivist design encompasses my ontological perspectives especially around issues of multiple realities (Denzin and Lincoln, 2005);
- thirdly, my epistemological position of me as the enquirer and my relationship with the constructed knowledge of the participants;
- finally, an interpretivist design allowed me to be the ‘passionate participant as facilitator of multi-voice reconstruction’. (Guba and Lincoln, 1994, in Denzin and Lincoln, 2005, p.196).

The methodology for this research is within a social-constructivist theoretical framework that ‘assumes a relativist ontology’ (Denzin and Lincoln, 2005, p.24) in that there are multiple realities to be addressed around the issue of effective teaching. The research has a subjective epistemology that ‘co-creates understandings’ and knowledge (p.24); it is set in the world of the researched university.

The construction of knowledge comes from interactions between people and their environment and is influenced by cultural and historical factors of the community; i.e. a university is a place of learning in which the construction of knowledge is influenced by the

community (Gredler, 1997; McMahon and Raphael, 1997; Prawat and Flode, 1994; Shunk, 2000). The sharing of knowledge results in different and possibly, new perspectives being generated, thus creating a new reality for the participants. As teaching and learning is the core activity of a university that all groups of the research respondents have knowledge, then the concepts, understanding and knowledge of effective teaching from the data collected may enable alternative realities about effective teaching to be constructed.

As part of the research design, I decided to use a singular case study approach (Lichtman, 2006) to examine the perceptions of effective teaching from the respondents in one school in the researched university. I felt that the issue of effective teaching in a specific university warrants an 'intense study of the particular' and also because of the 'shared understandings' of this specific topic (Pring, 2001, p. 41). In addition to these principles, a case study is apposite because of my intrinsic interest (Stake, 1995) in that I want a better understanding of this issue so that I can interpret the stories of the participants in relation to their experiences of effective teaching within a particular university. A case study 'presents rich description and details of the lived experiences of ... individuals and offers an understanding of how these individuals perceive the various phenomena in the social world and their effect on themselves' (Basit, 2010, p.20). The notion of my wishing to interpret their understandings relates to what Pring (2001) refers to as a 'negotiation (rather) than a discovery of the case' (p.41).

This research is a case study because it focusses 'on particular segments or activities that seem to have clearly defined boundaries, for example, activities in a school over a period of time' (Scott and Usher, 2011, p.93). The case study allows for greater detail than large scale surveys; however, it means that the findings and conclusions from a case study, such as this research, are not generalisable but explore 'the lived experiences and understanding of the participants' (Gomm, Hammersley and Foster, 2000, p.20) and so the findings may be relatable to other similar universities. Although it is not generalisable, the topic is worthy of study for the researched institution and the 'findings have intrinsic value to the target audience (of the university)' (Gomm, Hammersley and Forster, 2000, p, 99). Another aspect to a case study approach that is significant for me, is that it enabled an exploration of 'the

context-dependent interactions' (Mason and Dale, 2011, p.124) between the participants about effective teaching in higher education

This case study research is contextualised through the research questions, the theoretical underpinning and the phenomenographic inquiry (Gilham, 2000) and followed the principles set out for a case study by Cresswell (1998, p.37). The research is:

- 'bounded by time' as the research data were gathered over a nine month period;
- multiple data collection tools were used to provide a particular picture of the research issue;
- it was undertaken in a specific school in a post-1992 university'.

My research questions originate from my personal beliefs, values and knowledge of teaching and learning and the questions inform my methods of collecting the data.

3.6. Research questions and rationale:

1. In a post-1992 university what are the perceptions that are seen as significant by students, staff and executive managers for effective teaching?
2. What are the skills and or strategies that are seen as meaningful for effective teaching from the perspectives of students, teachers and executive management?

The first question sets the scene for the research which is based on the respondents' perceptions and experiences within the researched university. However, the question today is more complex; what does effectiveness mean to the different groups of participants in this research who bring a wide range of experiences to the table and who may have different expectations from those outlined in the Robbins Report (1966). Effective teaching now may relate to a higher education that is geared towards employment, especially in today's economic climate (Gibb, Haskin and Robertson, 2013). The value judgments that are placed around the term 'effective teaching' may have changed because of the increased levels and measures of accountability, (Berliner, 2005). From my perspective, effective teaching means encouraging a love of learning and critical reflection, both for the students and teaching staff, whilst taking into account the diverse body of students and their differing needs.

The second research question relates to how effective teaching is recognised through the teaching strategies and or skills, by the three different groups of people. Student voice is a powerful medium and one way of gathering the student data is from the National Student Survey (NSS). Because of these influences, it is necessary for this research that the students are asked in different ways about their experiences and their perceptions of learning and teaching in the researched university through the empirical data as well as the secondary data of the NSS. Seeking the opinions of the students from different data sources enables cross-referencing, comparisons and contrasts to be explored.

Similarly, it is important that the lecturers' and executive managers' perspectives are also taken into account. Lecturers are not opposed to an evaluation of their teaching, indeed many use additional evaluations to the standard ones of mid-module and module summative set evaluations. Aylett and Gregory (1998) affirm that often lecturers use the evaluations as part of reflection in order to improve the experience for their students. However, what is lacking for the lecturers, with the demise and devaluing (Clegg, 2008; MacFarlane, 2005) of specific pedagogical research, is the opportunity to have discussions about their teaching with each other and with the students. As someone who is not a 'career researcher' (Gale, 2011) but who is passionately interested in learning and teaching, the lack of opportunity to discuss effective teaching is detrimental to improving the effectiveness of the teaching. I use effectiveness here as a means of engaging with the students and with colleagues. The engagement with students echoes Berliner's (2005) research and that of Allan, Clarke and Jopling (2009) whereby teacher effectiveness is not just about overt observable behaviours, but embraces reflection and comment and takes into account the different contexts of learning and teaching in higher education such as the social, political, economic and personal factors; all these have an impact for all stakeholders in higher education. Furthermore, as Macfarlane (2012) asserts, teaching encompasses ethical concerns and values of both the lecturers and the students.

The second research question concerns various strategies that could be used by all stakeholders to encourage effective teaching. These may be the more technical approaches that students in the earlier research (Allan and Clarke, 2007) believe to be important to their learning. Or, the strategies could be more about valuing pedagogic research in a systematic

way so that lecturers are inspired to reflect both individually and collectively about their teaching. Hattie (2012) for example, suggests that it ‘requires more than content knowledge or acts of skilled teaching to make the difference’ (pp. 23-24). From a strategic context, there could be different accountability measures which fully involve students, lecturers and senior managers and which complement the external drivers already in place.

3.7. From design to methodology

At its most naïve, the distinction between research methods and methodology is viewed ‘in terms of *methods* as being some of the ingredients of research, whilst *methodology* provides the *reasons* for using a particular research recipe’ (Clough & Nutbrown, 2007, p.23). In other words, research methodology specifies the approach used by the researcher in the collection of data upon which inferences, interpretations, and predictions can be made (Cohen, Manion & Morrison, 2000). The approach for this research is qualitative in an interpretivist paradigm, as discussed earlier. As a qualitative piece of research, the methods for collecting the empirical data are interviews, quasi- surveys, observation through the medium of filmed DVDs and ‘the use of personal experience’ (Denzin and Lincoln, 2005, p.25) through discussions with staff and the focus group discussion with students.

The participants for this research may not be representative of the wider university population as the research is a small scale case study within one school in the university. However, the three groups of people (executive managers, academic teachers and final year undergraduates) may be considered as a purposive sample in that ‘they have a significant relation to the research topic’ (Seale, 2012, p.237). Additionally, the participants are from different ‘groups who share a common characteristic’ (Scott and Usher, 2010, p.78). The common characteristics are that firstly, the staff and students are part of the same school and the executive management are part of the same university to which the staff and students university also belong. Secondly, they are familiar with what learning and teaching comprises in higher education.

3.8. Data collection methods

The following data collection methods were used:

- i. Semi structured 1:1 interviews with three members of the executive management;
- ii. One focus group of eight final year (2012) undergraduate students;
- iii. An internal survey issued electronically to 101 (2012) final undergraduate students;
- iv. Filmed observations of seven academic teaching staff;
- v. A mini-survey given to the students who were part of the filmed sessions;

3.9. Pilot study

A small pilot study was conducted to assess the clarity of the questions and themes for the participants. A focus group of three students was convened; these three did not take part in the focus group for the main study. Two members of staff agreed to filmed observations and one executive manager agreed to a 1:1 interview. The pilot study showed me that I had to make some changes to the focus group interview and the 1:1 interviews. I also had to make adjustments to the filmed observations.

For the pilot study focus group, I asked broader questions which included aspects of assessment and feedback and also about the curriculum but additionally, the questions related to the section of the NSS that refers to teaching. The single interview with the executive manager had to be conducted via a telephone conversation because of her work schedules. During the conversation I asked about her beliefs about effective teaching and how to evaluate that aspect of university life. The response raised issues around external drivers and curriculum design. I considered the role of external drivers such as policies and legislation in the literature review. However, I decided not to include curriculum design, as I particularly wanted to explore perceptions around effective teaching rather than principles and rationales for curriculum design. Nevertheless, I acknowledge the significance of curriculum design and the importance of learning outcomes, content and alignment with assessment (Biggs, 2005). Furthermore, curriculum design is a wide-ranging research topic which would have extended my study beyond the scope of this EdD thesis. The questions

for the focus group and executive interview also asked about their beliefs about effective teaching.

Semi-structured interviews and focus groups are methods commonly used when collecting data for qualitative research; the filmed observations and the ensuing discussions with the relevant participants are a variation on more traditional observations, and Angrossino (in Denzin and Lincoln, 2005, p.732) asserts that observation presents a perspective rather than a method and ‘emphasises (it) as an interaction among those involved in the research’.

Two members of the team I managed agreed to be filmed for the pilot study and it was this medium that presented the most challenges. Firstly, there was an issue around ethics and potential power imbalance; this is addressed in the ethics section. Secondly, the filmings were undertaken by a video technician. For the first filming, I explained what I wanted but did not stay for the filming. The result was that the finished product (DVD) had not captured the interactions between the students and the member of staff. For the second pilot filming, I was present but the interactions between staff and students still needed some fine-tuning, in terms of what to film; adaptations were made for the 7 filmings for the main study but as a novice to this kind of data collection, I still have a lot to learn.

3.10. Personal learning from the pilot study

For me, the most learning occurred from undertaking the filmed observations as a data collection tool. I have already mentioned the issue of power and the participants for the pilot study. When it came to the joint discussion part of the filmed observation, there seemed to be a tension in that the two participants would seek clarification of what they had said. There were comments such as ‘is that OK?’; ‘I’m not sure’ that made me speculate that they were not comfortable with the process. We construct meaning and understanding in relation to our own ontology and experience and I am aware that ‘intonation changes the perception of what is said and or meant’ (Fry, Radio 4, 23rd August, 2012). In other words, interpreting a meaning is ‘not just about attending to what is said, but also considering what lies in the fragments of the untold’ (Russell and Brabowz, 2011, p.5). Because of my perception of possible tension, for the main study, I asked six principal lecturers (PLs), whom I do not manage, if they would agree to being observed through film for the main study. The seventh

person is a senior lecturer (SL), again not managed by me but who had previously been a head teacher of a secondary school. I asked PLs and that particular SL because I assumed that they would be used to undertaking observations with the staff they manage, and also because they were used to being observed themselves by new staff.

Even though the pilot study gave some valuable data, it was necessary to align the questions more to those of the NSS as this was secondary data that were used as a measure of effective teaching.

As a result of the pilot study, adjustments were made for the main study as follows:

- Some changes made in the process of filming; a refocussing of what was filmed so that there was more emphasis on the questioning and active listening processes and on the student activities; when staff were filmed, I asked the technician to focus on their facial expressions;
- questions were reviewed and revised for the internal survey and the focus group;
- themes reviewed and revised for the semi-structured 1:1 interviews.

3.11. Data collection tools for the main study

The respondents for this research are what Mason (2002) refers to as ‘illustrative or evocative’ (p.126). I chose these people because their experiences and opinions could be representative of final year undergraduate students, PLs and executive managers, but I am not claiming that the findings represent a wider view, merely that this research ‘is an example or an illustration’ (p.127) of the researched topic.

In addition to the data collection methods mentioned previously, I decided to include secondary data from the NSS, 2012. The NSS data, although a secondary source of data, were selected for two reasons: it is a nationally recognised evaluation tool which purportedly measures student satisfaction and secondly, a small amount of the numerical data from the NSS were used because senior policy makers are more inclined to be influenced by the inclusion of quantitative data and thereby the data can help to influence future decisions about how effective teaching is measured in the researched university.

According to Gorard and Taylor (2004) ‘figures can be persuasive to policy makers whereas stories are more easily remembered and repeated for illustrative purposes’ (p.7). The sample, though, for all the data collection tools, is small. Although the paradigm for this research is

predominantly qualitative, there is an acknowledgement that surveys and numerical data lean towards a mixed methods approach.

The data from the secondary source of the NSS includes qualitative comments in addition to the responses which are numerically recorded, which relate to the teaching and learning sections within the survey. The qualitative comments have been added by the researched university for internal dissemination to each of the schools. I devised an internal electronic survey using surveyor as part of the data collection which was completed by final year undergraduates who were part of the filmed process. A Likert scale was used so, again, data were collected both numerically and qualitatively.

The varying methods of collecting the data enabled me to approach the research questions from different perspectives and to explore the ‘intellectual puzzles in a rounded and multi-faceted way’ (Mason, (2002, p. 190). The phenomenon of effective teaching is not one-dimensional and so the different data provide evidence of the various experiences and social and personal influences of the participants; this is in accordance with the phenomenographic context of this research.

The analysis of the data are descriptive (Prosser and Trigwell, 1999) because the research is qualitative and phenomenographic; this type of inquiry is one that describes people’s experiences. It is an approach that is used for ‘questions of relevance to learning and understanding in an educational setting’ (Marton & Booth, 1997, p.111) and to describe ‘the limited number of qualitatively different ways in ways in which we experience phenomena and present this variation in terms of logically related categories of description’ (Martin, Trigwell, Prosser and Ramsden, 2003, p. 249). However, for the data analysis from the internal survey and the NSS, I used a numerical approach, this is discussed in chapter 4; this was in addition to interpreting the respondents’ comments which is in accordance with qualitative research. Cousin proposes that we should be aware of what is countable, in qualitative research, such ‘frequencies and repetition’ (2009, p.143).

3.12. Semi-structured 1:1 interviews

Semi-structured interviews are used for the three executive managers because trying to convene a focus group would have been difficult given their work schedules. Those respondents were selected because they are key drivers in promoting teaching and learning and can effect change. It is important that I as the interviewer ‘understood the respondents’ world and the forces that might stimulate or retard answers’ (Denzin and Lincoln, 2005, p. 703). The policy papers, the Green and White Papers and the relevant Higher Education Acts that I examined for the literature review helped me to have some insight into any constraints or benefits that the respondents may have experienced. For example, issues about accountability, marketisation, widening participation, and student fees influenced some of the responses, especially those from one of the executive members.

The interview schedule (appendix i) focusses on their perceptions but also the significance of the National Student Survey (NSS) and any other internal university data that may capture notions of effective teaching. A semi-structured interview is appropriate because it enabled me to have ‘in-depth accounts and experiences with the individuals’ (Cousin, 2009, p.71). There are eight open questions, to allow for the interviewees to discuss both their experiences and perceptions of effective teaching in higher education, in more detail. Each interview lasted between 40 and 50 minutes and was recorded. A semi-structured interview also allows the interviewees to share some personal information relating to the main topic. This is evident in the interview with one of the executive members who spoke about his time teaching his subject to mature women students (executive manager, interviewee 3). However, the interview is not a straightforward process of just collecting information, gathering, representing and then interpreting other people’s words as it is laden with difficulty. Issues of power are also abundant as the interviewer, in the case of this thesis, me, had decided beforehand the areas that I wanted to cover. However, when interviewing a particular member of the executive team, I still felt the implications of his position, although he was friendly and gave me an interview of 50 minutes. Because, of my perceptions around his position, I do not feel that the interview was conducted in the conversational style (Burgess, 1988) that I had wanted but which was present with the other two interviewees who are women. Oakley (1990) noted the potential power imbalances between interviewer

and interviewee and commented that it may be a gender issue too. The interview with the male interviewee, did not give me the affirmation from non-verbal cues that I was asking the 'right' questions; the non-verbal cues were not as evident as they were with the female interviewees. However, I gained some insightful information especially about the involvement of students in ascertaining effective teaching.

3.13. The internal student survey and mini-survey post filming

From 101 students, I received a return of 44 (44%). Sadly, this a low return despite my contacting the students again to ask them to complete the survey. The first return of the surveys was 38 and the second appeal, via email, resulted in the number being increased to 44. This is in contrast to Cohen and Manion (2007) who suggest that a second request usually results in a 50%+ return. In addition to this survey, these students are also part of the group who completed the 2012 National Student Survey (NSS); as the internal survey and the NSS were delivered in the same time frame, this may have been a contributory factor to the low return. The same (101) students were asked to complete a mini response, to the following three questions immediately after the filmed sessions:

- a) What have you learned from this session only? If you feel that you have not learned anything, please state what barriers you perceived.
- b) In terms of your learning what was the most effective aspect? If you feel that you did not learn, please leave this question blank.
- c) What, if anything, would you like to change about this session?

From 101 students who were part of the filmed sessions, I had a return of 63 (62%) from the mini-survey of their immediate responses to those specific sessions.

The internal survey, (appendix i) was not a survey in the accepted sense as a data collection tool that 'is underpinned by a positivist epistemology' (Scott and Usher, 2011, p. 78) but was aligned to what Cousin (2009, p.193) refers to as 'open response' and what Denzin and Lincoln name a 'quasi-survey (2005, p. 11). The questions were open-ended which required the participants to write comments about their experiences of learning and teaching. There were 30 questions based on the questions from the pilot survey with additional ones from the NSS and space for qualitative comments (appendix i). The survey was sent electronically to the 101 students who had taken part in the filmed sessions. Because these

students, all final year undergraduates, had taken part in the filmed observations, there was an attempt, on my part, at 'quota sampling' (Scott and Usher, 2011, p.79) 'to represent closely the characteristics of the population surveyed' (p.79). However, 101 is not a large enough sample for any probability or correlation to be determined. Nevertheless, this data collection method is relevant to a phenomenographic inquiry that seeks to identify the range of different ways that people experience learning and teaching in higher education (Cousin, 2009).

Together with the electronic survey, the data from the three questions in the mini-survey post-filming, asked of the students immediately following the filmed observations, provides information about the experiences of learning and teaching in which the final year undergraduates participated.

In addition to this survey, I used the NSS, 2012, as secondary data, as it was the same groups of students who had completed the internal survey, the immediate response survey and that particular NSS.

3.14. Focus group

As well as these two methods of collecting data, I added a small focus group of students, which took place in June 2012. I included a focus group interview as part of the data collection because I had had discussions with both executive university staff and with teaching colleagues but the data gathered from the students, initially, were in the written formats of the surveys and I felt that gaining some verbal information could be assessed alongside the written data. Unlike the single interviews with senior staff, the focus group questions are more structured with the questions adapted from the NSS section on teaching and learning. 8 final year students volunteered to take part in this activity which is recorded and lasts for 50 minutes. A colleague, who had undertaken research interviews as part of her post-graduate study, offered to facilitate this activity and she took field notes too. I met with her beforehand and explained about the themes for the focus group. As a post-graduate student advisor, the colleague was used to conducting focus groups but may have inadvertently put her own bias about effective teaching in the way the questions were framed to the students. Nevertheless, the transcribed data provides significant information

especially around research question one and the interviewer probed the students extensively about their thoughts around effective teaching. The focus group took place in a quiet room within the School of Education with refreshments on hand. Two out of the eight students had also responded to their perceptions of the filmed sessions, via the mini-survey; they volunteered this information to the interviewer. The focus group statements for discussion taken from the NSS were:

- a) staff are good at explaining things;
- b) staff make the subject interesting;
- c) staff are enthusiastic about what they are teaching;
- d) the course is intellectually stimulating;
- e) I have received sufficient advice and support.

The focus group students were selected because they would have had ‘experience with regard to the topic’ (learning and teaching in higher education) (Lichtman, 2006, p. 130). A second reason for using a focus group is that I hoped it ‘would produce data that are seldom produced through individual interviewing and observation that result in especially powerful interpretive insights’ (Denzin and Lincoln, 2005, p.903). For information only, the group was composed of 2 males and 6 females but gender is not a factor taken into account with the other data collection methods, nor is it a consideration for the analysis of this particular data.

3.15. Filmed observations

I opted for a visual representation of a specific teaching activity because it offers an artefact that can be viewed a number of times and therefore presents the chance for a detailed exploration. However, the most significant aspect of using filming as a medium is that the resultant DVDs present an opportunity for the filmed lecturers to discuss that particular session with me using a ‘stimulated recall’ (Lyle, 2002, p.861) approach to the data collection. The discussions took place between 4 and 6 weeks post –filming and each one lasted about an hour. There was difficulty in co-ordinating diaries – hence the delay in the discussions. I did not view the DVDs until the member of staff was with me in an attempt to make it as collaborative and as participative as possible.

The term 'filming' is used throughout although the process uses a video camera and the end product is a DVD. The pilot study demonstrated that there are challenges in using film as a datum source; initially these relate to what is to be filmed, how to film, and what to discuss. For the main study, however, there are additional challenges. I wanted to try to capture what students refer to as 'enthusiasm' and 'passion for the subject;' on viewing the DVDs, the lecturers and I could see that aspects of non-verbal body language, such as facial expressions and tone of voice, contribute to the qualitative attributes of enthusiasm and passion. When viewing the DVDs, I decided to examine some body language traits such as smiling, eye contact with students, tone of voice and the way that questions or explanations are framed as these are observable behaviours that can be assessed when viewing the DVDs. Nevertheless, there are many more aspects that relate to effective teaching that are also shown, to some extent, in the DVDs; for example, are all students engaged with the activities? In a large group this is not evident on the DVD because the camera can only capture a fragment of the whole and cannot depict the nuances that are involved with interaction when it is a large group. In smaller groups, this is easier to determine but again, this is the lecturers' and my interpretations and may not necessarily have been the perceptions of the students. The mini-surveys, post-filming, give some evidence as to their engagement. Another aspect that the filming did not consciously reveal is the issue of differentiation in order to meet the students' learning needs. The main function of using film is to 'study the interactions between students and teachers' (Haw and Hadfield, 2011, p.23) as a means of evaluating effective teaching albeit within a specific time and place. In the discussions following the filming, it is evident that the DVD is a powerful mechanism for improving practice, especially for those staff that use it as a reflective opportunity.

I met with the film technician prior to the activity. I was anxious to capture, as far as possible, two aspects of the sessions; firstly, the interactions between the lecturer and that group of students and secondly, to try and catch the engagement of the students. These two features are chosen because previous research (Allan, Clarke and Jopling, 2009) suggested students valued good communication skills, the ability to explain a topic, interaction with students through discussion and approachability, but also that the students found group activities and active participation to be beneficial.

I discussed the challenges with the cameraman and he agreed to focus on student engagement with the discussions and as far as possible to include the lecturer's role in the discussions; the DVDs show student engagement in discussion or group activities. Another problem that I overlooked is the quality of the sound; although the lecturers wore a lapel microphone and there were microphones placed on students' tables, (the rooms were all organised into cabaret style settings) on playback, the sound is not as clear as it could have been. Students' vocal inputs are not easily discernible although what clarity there is identifies that some of the students are engaged in the particular activities. I asked the technician to film for about an hour in each case and all the lecturers selected the first hour of their sessions. The lecturers were encouraged to say when they wanted the filming to stop and all halted the filming after 40-45 minutes. In hindsight, there probably would have been more variety in teaching strategies at different points in the sessions. Additionally, because of timetabling difficulties and what the lecturers planned to teach, the filmed sessions took place at different times throughout the semester when the lecturers' planning reflected what was taught previously. All the students in these filmed sessions were final year undergraduates.

The students from the filmed sessions were asked three specific questions, about that particular session, thereby locating a particular learning experience and this allowed the students to put their own interpretations on to what was seemingly, the same experience; this corresponds to Denscombe's ideas around social constructivism as a means of enabling people to make sense of the world through their 'lived experience' (2010, p.325) and to the concept of multiple realities (Pring, 2000). The students commented on the filmed sessions at the end of each session; these were the same sessions that the lecturers discussed post-filming.

The students were aware that the sessions were filmed and prior to the filming, I went to each of the groups to explain the purpose of the filming and to reassure them that it was data for this thesis and not for any other purpose. I also explained that the film was focussed on the teaching from the lecturer although they would also be on the film. Only one student out of the 7 groups stated that she did not want to be filmed and so care was taken that the camera avoided her and the table where she sat.

3.16. Stimulated recall discussions

McGregor and Cartwright (2011, p.75) suggest that professional conversations can encourage teachers to ‘construct their own ideas, of ‘how to be’, ‘how to act’, and ‘how to understand their work’ but also in order for teachers to learn about their practice, they need to ‘critically reflect’ but also to share that teaching experience (p.76). The DVD, as a data collection tool, seems an ideal medium for this to occur especially as it reflects social constructivist theory that underpins this thesis through the post-filming discussions. One of the filmed lecturers in the pilot study brought this to my attention (the other did not) and part of the discussion for the main study includes aspects of reflection and reflexivity about effective teaching. The discussion themes (appendix iii) focussed on the viewing of the DVD with some additional themes about the lecturers’ beliefs about effective teaching.

3.17. NSS 2012

Secondary data from the NSS are used because the survey questions had been framed from those used in the NSS and because currently it is used as a means of measuring a university’s performance. All full time final year undergraduates are asked to complete the survey as are all final year part-time undergraduates. There are 22 questions in total with 5 sub-questions for each of the 22. One section of the NSS refers to teaching and this research focusses on that section. The NSS is used to compare results across the sector and on a national scale. The concept of measuring satisfaction is commendable; however, it is now used as a measure for league tables. In addition to being used as a grading system for league tables, the NSS is used in relation to student number allocations and the attendant funding. It is no surprise, then, that universities are forced to use the NSS as a measure of effective teaching.

Nevertheless, the NSS is the accepted form of measuring at present and therefore I thought it necessary to use this data as part of this research for comparative purposes. The students, who supplied the NSS 2012 data, are the same students who completed the internal survey and the immediate response mini-survey from the filmed sessions. Eight students from this cohort also took part in the focus group.

3.18. Validity

By gathering data from multiple sources, I have tried to 'secure an in-depth understanding of the phenomenon in question' (Denzin and Lincoln, 2005, p. 5). The different groups of respondents and the variety of data collection methods plus the layers of interpretation from both the data and the literature can be described then 'as a strategy that adds rigour, breadth, complexity, richness and depth to any inquiry' (Flick, 2002, p.229). Validity can be considered as clarifying the meaning of multiple realities that the different respondents experience around the concept of effective teaching. Through using different data sources, I have tried to be less subjective in my analysis. The multiple data sources, I believe, contribute to what Lichtman refers to as 'data triangulation' (2006, p.195).

Validity in interpretivist research, according to Denzin and Lincoln, (2005) is referred to as authenticity which is compiled through different criteria from that of positivist validity. The criterion for authenticity is fairness in that 'all stakeholders' views, perspectives...voices are apparent in the text' (p.207); the voices of the respondents are evident in the findings. Secondly, that values and beliefs are taken into account and thirdly, in a constructivist inquiry, 'the involvement of the researcher/evaluator' (p.207). Denzin and Lincoln note that critics of this form of validity may introduce subjectivity but they counteract this criticism by asserting that 'objectivity is a chimera: a mythical creature that never existed' (p.208). This suggests that interpreting positivist data is also susceptible to subjectivity.

In relation to bias in the research, because I have a long held interest in this topic, I recognise that my interpretations and analysis of the data may be clouded despite my efforts, through multiple data sources, to limit this bias. One way that my bias is reduced is through asking the filmed lecturers to discuss their perceptions of the sessions; another factor is that the executive management interviewees were afforded the opportunity to view the transcripts of their recorded interviews. By doing this, I was able, to a certain extent, 'to check for bias through interpreting the connections between the different respondents' (Alvesson and Skoldberg, 2009, p.112). Nevertheless as the three groups of stakeholders in this research all have different perceptions of what constitutes effective teaching, because of their different experiences and also because of the different roles they have in respect of the

issue, subjectivity from the respondents and me is inevitable. I believe that the validity of this research is not compromised though, because of the data triangulation and the multiple perspectives explored through the respondents' lived experiences.

The subjectivity in this research does not detract from the validity because it meets the criteria set out by Furlong and Oancea (2005) who suggest there are four features to qualitative validity; these are:

1. epistemic;
2. technical;
3. capacity for development and value for people;
4. economic.

The epistemic aspect concerns trustworthiness, the ability to make a contribution to knowledge, and being explicit. Trustworthiness and triangulation is demonstrated through using multiple data collection methods; the pilot study gave me indicators for changes in the 1:1 interviews and in the filming techniques and the discussions that followed the filmings. The pilot executive interview was conducted as a telephone conversation but because communication involves non-verbal characteristics which are not possible to ascertain with a telephone interview, I ensured that the other three interviews were conducted on a face-to-face basis.

Initially, I believed that I had enough data from the student perspective but on reflection I felt that a focus group interview could add the nuances that I wanted about their perceptions of effective teaching and the experiences they had encountered whilst studying at the university. The use of the graduate intern for the focus group was invaluable for me both in terms of time management but also because she works very closely with the students and therefore was able to probe some of their answers to give valuable detail.

The interviews and the discussions added to the richness of the data; although there are the official means of measuring effective teaching through the NSS and Internal Student Surveys (ISS), I wanted to complement these data with interaction and dialogue between all the stakeholders – executive managers, lecturers and the students.

Scott and Usher (2011) define the technical attribute as 'timeliness, specificity and accessibility, a concern for impact, flexibility and operationalizability' (p.157). This

research is timely because the introduction in 2012 of full cost fees being borne by the students means that effective teaching has taken on another dimension – that of market forces and value for money. This is closely allied to the Key Information Sets (KIS) whereby all universities have to publish a variety of data including the learning and teaching experiences offered to students. This research is specific in that I set out to examine the concept of effective teaching and although learning is inextricably linked to teaching, the questions asked of the students relate to what they consider is effective, and their perceptions in relation to their learning.

The aspects of capacity for development and the valuing for people are demonstrated throughout this research. Staff, especially, considered that reviewing and discussing the DVDs was an opportunity for reflection on their teaching and stated that it was a chance for personal and professional development. By asking the students for their experiences and perceptions of effective teaching, suggests that their opinions are valued too. Scott and Usher assert that capacity for development is around ‘collaboration, reflexivity and/or transformational’ (2011, p.158). The stimulated recall discussions afforded the opportunity for collaboration and reflexivity which in turn offers the opportunity for personal and professional development. The research is relevant because a core activity of a university is teaching but it is the understanding and evaluation of the notion of effectiveness that is contentious. However, Trigwell (2000) suggests that lecturers could investigate, through research, their own teaching practices and thereby enhance their reflection and reflexivity qualities. The opportunity to research one’s own pedagogic practices is beneficial to all concerned parties and embraces reflexivity. This is strongly supported by other research (Barnett, 2011; Luedkke, 2003; Robertson, Robins and Cox, 2009). Reflexivity is shown in the discussions with lecturers, post the filmed sessions, who indicated that they valued the opportunity to share ideas; this is also evident in the student focus group when they were asked for their ideas about effective teaching. This has resonance with Barnett and Di Napoli’s (2008) research, which highlights also, that students value discussion and meaningful dialogue as part of academic and personal development.

The final criterion for validity according to Furlong and Oancea, (2005) is that of economic value and considers marketability, cost effectiveness, feasibility, audit trails and originality.

Although this research may not have an economic value, the findings from this research could contribute to the marketability of the researched university insofar as complementing the data from the external drivers of the NSS and the KIS, in relation to what students consider as contributing to effective teaching. Although the intentions of the respondents in answering the NSS and other surveys are not known by those interpreting the data, both the NSS and the KIS are used as measures of evaluation of teaching and learning. Cost effectiveness is also inherent in the marketability factor as potential students and their families have access to the data about effective teaching and any additional data may influence their decisions about student recruitment for the university.

This research cannot be considered as generalisable because it only reflects the perceptions from one school within one university which is located in an urban economically disadvantaged area. Context and respondents are important factors to take into account in a research study. Nor is there any suggestion that it could be replicated because the data focusses on people's experiences at a set time and in a specific school within the university and their perceptions can change both on an individual and a collective level. The primary strength of qualitative research such as this is '(the) ability to study phenomena which are simply unavailable elsewhere' (Silverman, 2011, p.17).

To ensure that as high a level of validity as possible was achieved, I repeatedly checked and clarified throughout the 1:1 executive management interviews whether the interviewees' comments were what they wanted to state; the colleague who had undertaken the focus group activities also checked and clarified and paraphrased the comments. During the stimulated recall activities with the filmed staff, we were able to pause and revisit the DVDs so that when I made an interpretation, the staff were able to adjust what they said or to agree with any of my comments. 3/7 of the filmed staff brought along their notes and teaching schedules relating to those filmed sessions. In relation to the validity with the electronic survey, I cross referenced the statements to those from the NSS (See figure 3.19: triangulation and the research questions).

I reviewed all the data and 'sorted and sifted' (Lichtman, 2006, p.161) and found that some distinct themes were emerging. I then coded the data into these themes using colours, as the coding system, to collate the themes relating to the research questions and the data

collection methods. However, in analysing the data in this manner, I am aware that it is a reductionist approach because of the considerable amount of data collected. I am also mindful that I may have missed something of significance as it is impossible to reduce what the respondents think into a small amount of concepts. In order to try and minimise the risk of missing a valuable piece of information, I reviewed the data three times in total.

3.19.Triangulation

The multiple data collection tools and the different perceptions from the respondents enabled me to identify the different realities in their responses to the research questions. The use of multiple data allows for cross-referencing and identification of the different perspectives of effective teaching from the respondents. Denzin and Lincoln (2005) state that, 'triangulation is the simultaneous display of multiple refracted realities' (p.6). Triangulation is often considered as enhancing the validity of the research but Lichtman, (2006) believes that the concept of triangulation applies more to the positivist paradigm of research and 'should not be used in the newer forms of qualitative research' (p.85). Nevertheless, figure 3.19 indicates that both research questions were answered through the different data sources.

Figure 3.19 Research questions and triangulation

Research questions	DVD filmings	Post-DVD discussion	Mini-survey post-DVD	Internal survey	1:1 interviews	NSS free text
In a post-1992 university, what are the perceptions that as seen as significant from students, staff and executive managers for effective teaching to take place?	Filmed teaching observations 1 per member of staff; 7 in total.	Viewing the DVDs and then discussing staff perceptions of that specific session in relation to effectiveness	Students responded to three questions about the filmed session only; completed at end of that particular session.	The same students from the filmed sessions; responded; questions based on NSS teaching and learning section.	Senior management x 3; performance management, external drivers and pedagogical and or subject research,	414 final year undergraduates; qualitative attributes but more negativity evident than in the internal survey/mini-survey
What are the skills and or strategies that are seen as meaningful for effective teaching from academic teaching staff, students and executive managers?	All staff critiqued the DVDs but took different approaches; qualitative characteristics with only 3 /7of the staff discussing teaching techniques.	Reflection on practice and self-evaluation of the session	Teaching techniques that enabled the students to learn	Teaching techniques but also qualitative attributes.	Research: 2/3 interviewees; 1 was more articulate about qualitative aspects of teaching; CPD and pedagogic research	Students commented more extensively about what they found had hindered their learning

In addition, the focus group of 8 students affirms the use of different teaching techniques with 3 commenting about the qualitative characteristics relating to staff personalities.

3.20. Ethics

The consideration of ethics for this dissertation started with the research proposal which was approved by the school and university ethics committees. It was deemed to be category A whereby the participants did not fall into either the children or vulnerable adults' categories and that the research design was acceptable to the university. All the research participants volunteered to take part in the research and were informed about the purpose, the methods and what their participation in the research entailed. Confidentiality about the information given was respected. Denscombe (2007) suggests confidentiality can be adhered to by ensuring that all data are anonymous and that people cannot be identified. The interviewees are referred to by generic terms such as, students, lecturers and executive managers rather than by name or specific job title. The content of the interviews, I believe, provide 'rich contextual data' (Norton, 2009, p. 186). The focus group students are referred to by number; the staff in the filmed sessions are referred to by alphabetical letter. Numbers have also been used to code the electronic and NSS surveys. All the data is stored on my personal portable hard drive and will be destroyed following the completion of the EdD. However, anonymity was an area to be considered as I knew all the staff participants by name and some of the students because of working with them. These principles, though, follow the guidelines set out ESRC's Framework for Research Ethics (Stanley and Wise, 2010).

In addition to these principles, other ethical issues were raised that need some consideration; filming as data collection; the selection of staff as participants and my occupational position, and any feedback from the research. Although the DVDs produced for this research proved to be important as data collection, the actual DVDs will only be used for this research rather than any wider dissemination. The filming also presented challenges as they took place during actual teaching sessions and may have disrupted the situation and may have 'distracted the participants from their normal concerns' (Hammersley and Traianou, 2012, p.67). Although informed consent was requested and given as far as possible, there was no choice for the staff as to what was filmed, as I advised the technician about what to film in order to try and answer the research questions. However, the staff were able to say at which point in time and according to their planning, the filming could take place. Secondly, in relation to the filmings, the students were informed about them and the purpose, but only

had the right not to be filmed as individuals and were not given access to what was filmed during those taught sessions. Consent from all the stakeholders in this research was given orally following an explanation of the purpose of the research to each of the groups filmed; the students were told that if they did not want to be filmed they could inform the lecturer or the film technician prior to the filming. I wanted to reduce the risk of students saying that they did not want to be on DVD because then some students may possibly not have attended that particular session and so they were informed just prior to the filming. The rationale for this was that I wanted to minimise any disruption to the lecturer's planned session. If students had chosen not to attend that particular session because of the filming, they would have missed out on the learning and the lecturers may have felt the need to compensate this with an additional session. I informed the students that the DVD would only be seen by me and the relevant lecturer. There may be a consideration that there was a possible risk to ethical issues but there was no harm to participants.

Again, staff selection for the DVDs had to be considered carefully. I have discussed briefly the issues raised with the pilot filmings where the staff are people I directly manage. However, the notion of 'uneven power between the researcher and the respondents' (Cousin, 2009, p.24) also became evident in the discussions about the DVDs with the staff. I had selected both what to film and what to look for in the showing and discussions; the staff who used the DVD and discussion as a reflective occasion indicated that they would have filmed different activities. Nevertheless, the staff had the opportunity of saying which parts of the session they wanted to be filmed and I had informed them of what I was looking for in the finished product. Although staff during the discussions, were reminded that they had chosen which part of their session, in terms of timings, they may have felt uncomfortable about asking the technician to concentrate on other aspects because of my position as a senior manager in the school.

Another aspect to be considered as part of ethical issues is in relation to this thesis is that there could be publications that evolve from this work. The thesis is located in a specific place and involves members of staff, and so I need to be mindful of what I interpret and how the comments are presented. Eraut (1994) argues that criticism of public policy is acceptable in a professional context but that the respondents need to be protected.

Although I have endeavoured to address the ethical concerns, informed consent and my professional position has proved to be problematic either explicitly, in the case of the one-to-one interviews, or more covertly by directing what was filmed. I have sincerely tried to be ethically responsible and reflective ‘throughout the research study’ (Norton, 2009, p. 189) and not compromise my personal integrity or that of the respondents.

3.21. Summary of chapter

This research is a case study but is on a small-scale as the issue of effective teaching has only been studied in one school in the researched university. The study is qualitative and the rationale for this approach is that I wanted to explore perceptions and ideas about effective teaching. There is a danger with qualitative research that it could lack validity but I have tried to address this through using multiple data collection tools and referring to research literature about validity. Triangulation can also be a challenge for qualitative research but again, I used the different data collection tools to explore both the research questions. A qualitative interpretivist paradigm is appropriate for this research because of the nature of the research questions which focus on perceptions.

Ethical considerations could have been an issue for me because of the senior position I hold within the school and having specific responsibility for teaching and learning. I have taken care to keep within the guidelines set out by the ESRC framework and have been mindful of a possible power imbalance, especially when working with the staff.

I have attempted to describe honestly my own ontology and epistemology for this research, as a practitioner, and how this has influenced my thinking around the issue of effective teaching in higher education. My conviction is that social constructivism is pertinent to the interpretivist and phenomenographic paradigm that I have adopted, and I hope is clearly presented. A social-constructivist approach, through discussion, is demonstrated through the stimulated recall sessions, the executive interviews and, to some extent, with the student focus group. The methods selected for the data collection are appropriate for qualitative research which in this case, explores the perceptions of effective teaching from the viewpoints of executive managers, academic teachers and students

Chapter 4: Findings and discussion

4.0. Introduction to chapter

My interpretations of the data collected are gathered from the participants' beliefs, experiences, actions/interactions and comments together with their social and cultural constructions and processes (Mason, 2002). The explanation of the data emerges from the interactions and sharing of knowledge between me and the research participants. Stacy (2001) argues that knowledge which is internalised individually is then shared amongst others in the group through communication and interaction.

For the data analysis, the data were thematically coded (Lichtman, 2006) to determine if there was any congruence or incongruence in the perceptions of the three groups of participants. However, although there was considerable data to sort and sift through some themes recurred in the responses from the three groups of respondents and from the different data collection tools. I decided on those themes that I deemed more relevant to the participants, from the number of times that they were stated in the internal survey, the NSS, the focus group, the stimulated recall discussions and the single executive interviews. Frequencies of certain observable behaviours were also numerically recorded from the DVDs. These data were recorded numerically to ascertain any congruence or dissonance in the patterns that emerged. Cousin (2009) encourages researchers to be conscious of the 'numerical and patterned evidence (from the data)' and that it 'is of value' (p.143). Numbers were also used to note frequencies of the themes and teaching strategies identified by students in the NSS and the internal survey. Numerical findings are presented in visual representations. I know this is not a traditionalist way of decoding qualitative data but neither is it a purist quantitative data analysis method but it was a way of collating the themes which had also been identified in the literature review. A purist method of analysing qualitative data would be to analyse the data using solely language but in this thesis, the use of quantitative methods to describe the frequency and repetition of findings was appropriate. However, the method of analysis is predominantly through the use of language which is wholly in keeping with a qualitative approach.

The analysis and interpretation of the data demonstrates that the following themes are evident from the groups of respondents: respect and value for students and their ideas and opinions; passion and enthusiasm both for the subject and for the pedagogy; additionally, both staff and students reflect on the concept of creating positive relationships and listening to students. These facets are part of the respect and valuing that staff and students deem significant; positive relationships cannot be developed if there is no respect. Similarly, active listening is integral to creating positive relationships.

For the second research question, the following strategies are noted: a variety of teaching skills; planning and preparation; research into the discipline and how to teach it; CPD; engaging in discussion with both colleagues and students and time for reflection and dialogue with colleagues and students. Data from students is gathered from four sources whereas data from the lecturers is collected from two sources and the data from the executive interviews is taken from the 1:1 interviews. The decision to amass more data from the student respondents is because it is from the students' perceptions about effective teaching that a university is judged. However, by collecting data from a small sample of staff and executive managers, in a case study setting, an examination of congruence or dissonance in the perceptions of effective teaching between the respondents is possible.

4.1. Research question 1: In a post-1992 university what are the perceptions that are seen as significant from the perspectives of students, staff and executive managers for effective teaching?

The qualitative comments from the internal survey, the focus group and the NSS show that there are four main characteristics that the students perceive as significant for effective teaching to take place. These are: respect and value for students' ideas, opinions and as people; passion and enthusiasm for both the subject and for teaching, perceived approachability of staff and listening to students. The first two traits mentioned are also evident in the data from the stimulated recall discussions with the teaching staff and to some extent from the executive interviews. However, the response about listening to students only emerges from the student data although the behaviours associated with active listening are observable in the filmed DVDs of staff teaching. Another characteristic relates to different

teaching strategies which are responded to in this question but also in the discussion and data for the second research question.

The concept that emerges as significant for students in this research is that of respect and valuing their ideas. However, two issues arise from the concepts of respect and values: firstly, what is meant by these terms? And secondly, how do the students and staff know they are respected and valued? Both concepts are explored in the literature review. The notions of respect and valuing of students are interlinked as respect for others emanates from the values that staff have and display (Harland and Pickering, 2011). How respect is shown is through communication skills, having regard for others' interests (McNiff, 1996), treating students in a 'non-patronising way' (student, 121, NSS, 2012) and another who states 'x never makes you feel your answer is stupid' (student number 201, NSS, 2012). Respect is also shown by 'treating us (students) as adults;' (student 11, internal survey); this comment is stated also in the NSS (student no.147). A similar statement is noted from another student, 'we are people not just students' (student no.26 internal survey). In the free text comments from the NSS, 43/414 (10%) state that students do not want to be patronised. A patronising demeanour compromises the ethos of respect and valuing and is not conducive to effective teaching and by implication, effective learning (Devlin and Samarawickrema, 2010). Similarly, in the internal survey, 19/44 (43%) of students make comparable comments. For example, student no.15 (internal survey) notes:

some lecturers can spend a lot of time discussing what makes them an 'outstanding teacher' and this can actually have the effect of making students feel uneasy and reluctant to ask questions. It is patronising to behave like this.

The view that respect is a critical element for effective teaching to take place is not just confined to the students' perceptions. Staff, too, are conscious of the need to respect students and value what they bring to the teaching sessions, Lecturer C, from the stimulated recall discussion, states:

I came out of teaching in schools because I felt that the pupils were not valued. In HE (it) allows me to know the students and their experiences...I think it gives them confidence to know they are respected.

This respondent believes that by knowing the students he is able to show them that he values the various experiences that students bring to their higher education learning. By respecting the students, a lecturer shows concern for them, displays an interest in their ideas and articulations and is mindful of their feelings. Lecturer E (stimulated recall discussion) feels that ‘respect comes from my inner belief and I value what the students bring to the sessions.’ This is reiterated by a senior management interviewee who felt that effective teaching is based on a ‘genuine desire... to know the students... their interests, their aspirations and respect their ideas so that there is trust and openness between you’ (executive management interviewee no.1).

These comments echo the research by Forrester-Jones, 2003, and Barnett and Di Napoli, 2008 who posit that students appreciate the recognition of staff respecting them and valuing their different experiences as crucial for their learning. The concepts of respect and valuing of students are in the attitudinal domain of learning and university teachers, according to Harland and Pickering (2011), tend to teach in the cognitive domain within their subject disciplines. Nevertheless, the attitudinal domain determines emotions, feelings, beliefs and values and corresponds to the cognitive domain which focuses on thinking (Augustinos, Walker and Donaghue, 2007). The free text comments in the NSS (2012) has 28 students (13%) offering positive statements about values, feelings and beliefs, such as,

Great lecturer, very interesting module content, clear application of the module in (sic) life experiences and our thoughts about sensitive subjects... and about valuing people and future work (student no.359, NSS).

And another who says, ‘the values of equality and diversity and respecting our values and everyone’s that x brought to his module were inspirational’ (student no. 300, NSS, 2012).

In contrast to some of the positive statements from the students’ responses, the issue of respect for students from the perception of (executive management interviewee, no.3) is that as respect is enshrined in the principles of the university, ‘it is part of accepted behaviour and is a principle that is expected from both staff and students.’ So, although the notions of respect and value, are part of the university principles, and are worthwhile and may be a genuinely agreed and believed set of criteria, they need to be critiqued to determine the application of them. However, (executive management interviewee, no. 1) believes that:

‘(respect) comes from your own beliefs that everybody is to be respected and that we value what everyone has to offer.’

If we treat students with respect, this results in positive interactions and engagement. Students feel that staff are then taking an interest in them and a positive learning environment, between staff and students, is created. Taking an interest in students is closely allied to both respect and the valuing of students’ ideas and contributions. One student notes, ‘x really takes an interest in you and is genuinely interested in you and what you have to say’ (comment number, 141, NSS, 2012).

The idea of displaying interest in students is echoed by other students, for example, ‘tutors showing an interest in you is part of good teaching’ (student no.25, internal survey). The perception of taking an interest in students is reflected in the following comment which connects interest to engagement and implied motivation:

The ones (tutors) you engage with and have engaged with you, like even now, even if they don’t teach you they are still very interested in like your life and your academic life as well and that then pushes you because you know if you have an issue, even if they’re not teaching you, you can still go to them (student no.2 focus group).

Executive interviewee no. 3 makes a similar comment about taking an interest, saying:

I think that effective teaching comes from a genuine desire to get to know the students their experiences, their goals and respect where they have come from.

The implication from the comment from student no.2 (focus group) about relating motivation to positive staff interactions with students is reflected in the research by Johnson et al (2007) who explored staff- student interactions through responses from 523 students.

There are comparable comments from others in the focus group, such as, ‘lecturers who ask you what do you think about this and seem to really want to hear what you have to say’ (student no.4). Taking an interest in students, professionally, is part of encouraging a positive learning culture in which, students and lecturers value each other’s beliefs and positive lecturer-student relationships are developed and sustained. Lecturer B (stimulated recall discussion) notes that, ‘effective teaching is a two-way transaction’ the reciprocal

transaction can only take place if the staff-student relationship is constructive. Taking an interest in students means developing strong and professional relationships which, ‘focuses on concepts and ideas from all parties’ (Andrews, Garriso and Magnusson, 1976, p. 87). The concept of encouraging strong relationships reflects staff beliefs about co-constructing learning. Lecturer G (stimulated recall discussion), believes that creating positive relationships with students can be construed as working in partnership: ‘I think of teaching as a partnership with the learners that is ongoing ... in partnerships you value what each has to offer and it is about building relationships.’ The idea of partnerships between staff and students is reinforced in the focus group discussion with student no 5 saying, ‘one of my lecturers tells us we are partners in the learning’. Fried (2001) affirms that effective teaching evolves from lecturers and students learning together. Moreover, Allan, Clarke and Jopling, (2009) contend that those staff who are able to build confident relationships with students inspire motivation for learning but that students, as in any partnership, have a role to play too.

This resonates with interviewee no. 3, from the executive management who thinks that:

collaboration is the key... that is collaboration from staff and students, staff to staff and to senior management and in order to become collaborative, we need to be concerned about developing relationships that are productive for all stakeholders in the learning process ...as we are all learners.

This echoes executive manager no.1 who asserts that, ‘we are all learners... you know partners in learning.’ In addition to collaboration, working in partnership with students and taking a genuine interest in them, all of which are attributes of respect, is the way we communicate with students which is a significant factor for effective teaching to take place. Good communication skills include the non-verbal characteristics as well as what is actually said.

One of the non-verbal signals that is considered to be critical, from students’ perspectives, is that of actively listening. A student suggests that, ‘... by asking questions and listening to the answers and getting (sic) the students to engage in the lesson’ (student no 6, focus group discussion) is an essential criterion. Similarly, (student no.6, internal survey), comments that, ‘listening to students and tailoring the lecture to their needs’ is important. Listening has

emerged from the data as an important factor for effective teaching. Comments about listening to students are mirrored in the NSS too, for instance, 'x is a really good tutor who always listens to what you have to contribute' (student no. 129, NSS, 2012); and 'x wants to listen to your ideas' (student, 96, NSS, 2012). Listening as a facet of effective teaching has resonance with Minton (1991) who classes listening as an effective teaching strategy which is often overlooked.

Additionally, Mehrabian (2007) proposes that active listening, demonstrated through head nodding, eye contact, tone of voice and waiting for responses, is significant in showing respect and what he terms as affiliative behaviour. Argyle and Colman (1995, Argyle 1994) describe affiliation as responding positively to others; they concur that positive responses are established through attitudes and beliefs which encompass a values system of understanding the perspectives of other people – an empathetic position (p.2). This is shown through giving non-verbal communication (NVC) signals which are overt enough to be discerned by the receivers (Argyle, 1996). Students, for example, denote these behaviours in terms of, 'willing to listen' (student no. 7, focus group); 'being friendly' (student no. 51, internal survey) and, 'x is really approachable and friendly and I felt that this was (sic) important for a student' (student number 180, NSS, 2012). If staff are perceived as, 'approachable and friendly' (student no.6, focus group) then a climate of affiliation is created, as alluded to by Argyle and Coleman (1995). Argyle (1996) asserts that affiliation is generated through the use of non-verbal signals, mentioned previously, as part of active listening. He further states that these non-verbal signals indicate positive attitudes on the part of the encoders (staff) which are then decoded by the receivers (students). A positive attitude is communicable and receivers also respond positively. Argyle proposes that it is the non-verbal signals that 'convey the communication of attitudes' (p.92) and as respect is part of the values, attitudes and beliefs that people have (Harland and Pickering, 2011), it is demonstrated through the non-verbal signals. Some of these NVC cues can be seen in figure 4.1.

Figure 4.1 Frequency of NVC listening skills

	Group A	Group B	Group C	Group D	Group E	Group F	Group G
Listening (body language, eye contact with speaker)	xxx xxxx	xx xx	xx xxxx	xxxx xxxx	xxxx xxxx	xx xxx	x xx
	(7)	(4)	(6)	(8)	(8)	(5)	(3)
Waiting for answer	xx xxx	x xx	xx xx	xxx xxxx	xxx xx	xxx xxx	x xx
	(5)	(3)	(4)	(7)	(5)	(6)	(3)
Total scores	12	7	10	15	13	11	6

(red indicates first 15 mins and blue indicates last 15 mins of the filmed sessions)

As is seen in figure 4.1, lecturer E demonstrates NVC signals on 13 occasions; this lecturer comments: ‘I feel it is very important to listen to students... often we jump in before a student has had time to reflect and put their point of view.’ There is a close association between his theoretical perspective and his interactions with the students which reflects the research from Argyle and Coleman (1995) and Mehrabian (2007) about affiliation. On the other hand, lecturer B has low scores of listening and pausing, (figure 4.1), but states that:

unless we can communicate our ideas to students and allow them to communicate them to us then attending uni becomes a means to an end rather than a personal journey of learning and development and encouraging a critical disposition.

Lecturer B, though, received positive comments in the immediate mini-survey, post-filming, ‘x is a great lecturer who asks difficult questions but always listens to your answers and you don’t feel you’ve got it wrong.’

The mini-survey (immediate student response, post-filming) showed that all the filmed lecturers (A-G) were deemed, by the students, to be effective teachers. The review of the DVD data and the analysis of the NVC cues reinforce the importance of listening to students and waiting for a response from them. Each of the 7 staff (A-G) in the DVDs, demonstrate,

through eye contact and head nodding, that they were actively and attentively listening to students' contributions and pausing to wait for answers where appropriate. The frequency of those actions, from the lecturers, is seen in figure 4.1.

It is interesting to note that non-verbal signals play a critical role in the interpersonal relationships between staff and students in the learning transactions. Moreover, non-verbal attributes are seen by students as a direct connection between a judgement on personable qualities and their perceptions of 'good' teaching. For example, (student no.25, internal survey) states, 'I think good teaching comes from lecturers who listen to you and are genuinely interested in what you say.' However, communication is also conveyed through the spoken and written forms.

Communication skills as a means of judging effective teaching feature as significant in the literature, too (Berliner, 2005). The ability to explain 'things well' (student no 162, NSS, 2012) and 'not use jargon' (student no 5, focus group) is part of having good communication skills that are necessary for 'putting over the subject in a way that is interesting' (student no 21, internal survey). Clear communication skills enable students to want to learn about the particular topic. Lecturer A suggests that staff should have good communication skills which 'are essential for effective teaching to take place, but they are also part of respecting students' experiences.' Communication skills are closely connected to another element aligned to respect and values and that is to treat students as adults and '(by) not patronising them' (student, no.147, NSS, 2012). Again, the manner in which we communicate feedback or responses to questions is important as we may unwittingly be perceived as patronising and possibly uncaring towards students. Effective teaching for one student is 'having a non-patronising attitude' (student number 121, NSS, 2012) and for another, it is about respect and valuing students' contributions, 'x never makes you feel your answer is stupid' (student number 201, NSS,2012). Argyle and Coleman, (1995), suggest that the features of non-verbal signals that relate to active listening are indicators of attitudinal behaviour, especially in interpersonal relationships, but that the most important dimension is whether other people are perceived to like us, and whether we like them. That is not to say that students become friends of staff but a friendly and professional relationship is developed. This is what students refer to as 'being approachable' (student no.2, focus

group) and another who says 'it is OK to ask something when the lecturers are friendly and approachable' (student no.6, focus group). This is part of the affiliative culture discussed previously and the way that students perceive the interactions between them and the staff.

Creating positive relationships with students largely depends on the 'softer' characteristics such as friendliness, previously mentioned, which encompasses 'approachability', and 'helpfulness', of individual staff, (student no. 398, NSS) and another who states, 'I know I am not alone and can always seek help from the university staff especially x' (student no.14, internal survey). In the NSS data, 2012, 12 staff are named, by the respondents in this research, as having the attributes of being approachable. Comments range from 'I got on well with x' (student 86, NSS, 2012) to 'I think that x really wants to work with students...he is approachable and willing to help' (student 94, NSS, 2012). The creation of positive relationships is essential for student engagement and the other characteristics of respect, values, passion and enthusiasm all evolve from interactions and the creation of positive relationships Allan, Clarke and Jopling, (2009).

The importance of the 'softer' skills and effective teaching is reflected in the work of Fanghanel (2007), Feldman (1988) and MacFarlane (2007). Whilst some students come to university as adults over 21 years of age, many undergraduates arrive straight from school where they may not have been taught as adults and may also have still been subjected to the school or college rules which are implemented for younger students. In addition, in a university committed to widening participation, there are now significant numbers of mature students; in the School where this research is located, approximately 28% are over the age of 21 when they enter university (admissions data from the researched university, 2010-2014). The mature students have experience of a world beyond traditional schooling but many are under-confident about studying at university. Nevertheless, all university students are adults and should be treated as such. Unfortunately, in this research study, for some students, this is not been apparent. The comment from student no. 135 (NSS, 2012) states: 'the lecturers treated you like children and were patronising when they spoke to me.' And another (student no. 11, internal survey) who states, '(they) need to treat us as adults.' These comments may not necessarily come from mature students but hint at a lack of respect about how the interactions with some staff are perceived.

In terms of the values that contribute to the respect culture, they can be considered holistically in what McNiff (1995) refers to as being mindful that our actions and interactions should be for the benefit of others. These values encompass care, enabling both the individual staff member and students to take responsibility for their learning, and working together in partnership; all these attributes contribute to taking an interest in students and creating a climate of affiliation and positive relationships. Comments from the lecturers include 'valuing students' opinions' (lecturer A); 'working in partnership' (lecturer D) and that 'respect is an inner belief that values what students bring to the sessions' (lecturer E). The valuing of students is integrated in the ethical issues of teaching (MacFarlane, 2004, Harland and Pickering, 2011) who argue that values are essential for effective teaching. Values embody respect as discussed, but also an understanding of the differing needs of students, demonstrating a collaborative ethos and an appreciation of the students' expectations and concerns; these values promote positive relationships which encourage effective teaching and effective learning.

From this research, the 'softer' skills, such as listening, respect and valuing what students bring to the learning, are noted by the students as contributing to effective teaching and the literature refers to these too; for example, the Dearing Report (1997), which is a seminal document, describes values as being 'inspirational (to students) and enable (students) to develop their potential' (p.3) and the earlier work of the Robbins Report (1963) which encouraged universities to achieve a common understanding of the values of citizenship and equality and diversity. Allan, Clarke and Jopling (2009), make the point that effective teaching is about aligning the personal attributes, the 'softer' skills of respect and values, with good interpersonal skills, together with an array of teaching strategies. Similarly, research from Dell'Alba (2005), Andrews, Garriso and Morrison (1996), show that effective teaching is linked to subject knowledge, which lies in the cognitive domain, but the qualitative aspects of 'approachability,' 'helpfulness' and 'listening' which reside in the affective domain are equally as significant. These attributes are part of understanding the respect and values ethos that students appreciate.

The second characteristic about the perceptions of effective teaching from the respondents, relates to passion and enthusiasm for both the subject and for teaching; these traits are

evident in all the data. Notions of passion and enthusiasm are important attributes for staff to show, according to the students in this research. For example, passion and enthusiasm, for the subject and for teaching, is perceived to be essential for effective teaching with 17/44 (39%) from the internal survey commenting on this attribute. (Student no. 10 internal survey) notes effective teaching is 'having passion and enthusiasm for the topic.' And another states, 'my tutor has real passion and enthusiasm for the subject and this shows in how he puts it over' (student no. 8 internal survey). The combination of passion and enthusiasm reflects the views of students in the focus group too, 'some staff are passionate about their subject ... they are enthusiastic' (student no. 2, focus group) and simply, '(staff have) passion for their subject' (student no. 16, internal survey).

19/44 (43%) of students in the internal survey combine the two characteristics, as do 4/8 in the focus group but, in the NSS, the students treat passion and enthusiasm as separate features with 21/413 (5%) referring to passion, 'staff who are passionate about their subject' (student no.243, NSS, 2012) and 23/413 (6%) commenting on enthusiasm only, as an attribute.

The enthusiasm of the tutors during lectures makes them more interesting and also makes you feel more comfortable to interact with the tutor and peers and be an active member in the lectures (student no. 171, NSS, 2012).

For this student, the enthusiasm of the lecturer results in a more proactive, engaged and collaborative student. One student from the focus group alludes to the idea that enthusiasm is infectious, 'if the lecturer shows they are enthusiastic about the topic, then it makes you want to find out more and be enthusiastic too' (student no 7, focus group). From the students' perspectives, passion and enthusiasm are integrated in subject and pedagogical knowledge, 'lecturers teach their subject with passion and enthusiasm' (student number, 324, NSS, 2012) and these traits are important for students. This reflects what student no.16 (internal survey) says, 'I learn more when the lecturers are enthusiastic and passionate about what they teach'. These comments correspond to earlier data gathered from Allan and Clarke (2007). In contrast, 5/7 lecturers in the stimulated recall sessions, refer only to passion and do not mention 'enthusiasm'. For example, 'I love teaching but it is not about me ...it is about the co-creation of learning, encouraging dialogue and sharing the passion

for my subject and for teaching' (lecturer A). Lecturer F notes, 'as a teacher trainer, I feel it is important to show this passion for teaching to the students'.

Although both passion and enthusiasm are significant for staff and students, in this research, interestingly, no-one in the executive management interviews mentions either passion or enthusiasm as contributing to their perceptions of effective teaching. Andrews, Garriso and Magnusson (1976) claim that these kinds of very visible facets, only result in surface learning and do not encourage a deeper more critical approach for the students' acquisition of knowledge. In contrast to that research, Skelton (2007) suggests that enthusiasm is a major factor for students in describing effective teaching and how it impacts on their learning but that demonstrating enthusiasm is a performance. In relation to perceiving effective teaching as a performance, lecturer G states, 'I am passionate about my teaching and I think comes through in how I carry out my teaching and the energy I put into my sessions.' Lecturer G's comments resonate with performance and this is mirrored, too in Lecturer B's comment in which she states that, 'humour played a big part' in showing enthusiasm. Skelton (2007), recognises that performance is an implicating factor for students' perceptions of effective teaching. MacFarlane, though, (2005), contests the notion of performance as an indicator of effective teaching as he believes that performance clouds the issue and does not enable students to engage in meaningful dialogue with the lecturers about the teaching and learning. Yet another viewpoint comes from a student, 'I believe that effective teaching is not reading from slides or hand outs but more about showing some enthusiasm about being with us' (student no. 22, internal survey). This student presents the idea that effective teaching is connected to the concepts of valuing the students and creating an affiliative learning environment discussed previously. Passion for teaching and for subject knowledge is evident from the comments in the stimulated recall discussions. For example, lecturer E feels an obligation to 'make the subject interesting for the students so that they could share (his) passion' and 'knowing my subject well because of the passion I have for it and for sharing that knowledge' (lecturer B).

The themes of passion and enthusiasm do not feature in the executive management interviews, although the question did arise in the interview. There was only one comment from executive interviewee no. 2 who notes that 'passion and enthusiasm really relate to

putting on a performance and is not about strategies as such.’ Nevertheless the attributes of passion and enthusiasm are significant for students and the notion of passion is important for 5/7 of the staff involved in this research. Perhaps the executive managers’ responses are not surprising because in relation to research question 1, their perceptions around effective teaching relate to developing strategies that denote quality audits; whereas, teaching staff have to engage the students. Some dissonance can be seen in the different responses from executive managers and those of the teaching staff. However, Fried (2001) affirms that ‘a characteristic of passionate teachers is that they act as partners in learning rather than experts in the field’ (p.6). The overt behaviours that demonstrate passion and enthusiasm lie within the framework of communication skills, both verbal and non-verbal. Nevertheless, students found it hard to define these terms but say ‘you know it (enthusiasm) when it is there’ (student no. 3, focus group). One student (no.2, focus group) defines it thus, ‘it’s when you come out of a lecture and go ‘wow!’

One of the key findings to emerge from the discussions is that of creating a positive learning environment which emanates from observable positive behaviours from staff. In this research, I have termed this as generating a culture of affiliation; a culture in which students feel respected, valued and listened to. In addition the ‘softer’ skills (Allan and Clarke, 2007; Allan, Clarke and Jopling, 2009) of ‘approachability’, ‘listening to students’ and demonstrating passion and enthusiasm for the specific subject knowledge, the teaching of the subject and engaging students in dialogue, all contribute to staff and students’ perceptions of effective teaching. In contrast, although all three executive interviewees talk about student engagement as a key factor, the comments reflect concern with the bigger picture which includes the measurement of effective teaching. This includes, ‘engaging the student body more in discussions about effective teaching’ (executive management interviewee no. 1) and, ‘having student focus groups as a standard measure in the same way that that module and course evaluations are accepted as standard procedures’ (executive management interviewee no. 3).

The notion of the ‘bigger picture’ also encompasses ‘pedagogical CPD as mandatory so that teaching skills and knowledge about teaching is always cutting edge’ (executive interviewee, no.2). Executive interviewee no. 1, believes that ‘pedagogical research is

undervalued and should be funded' which resonates with executive interviewee no 2 who states that, 'research into teaching should sit alongside subject or discipline research.' Research question number 1 focuses on the different perceptions of effective teaching from the participants, but the executive interviewees responded to this question in terms of strategic thinking, planning and responding to government initiatives about quality audits. Staff and students, though, combined their perceptions with teaching strategies which is the focus for research question number 2.

4.2. Research question 2: What are the skills and or strategies that are seen to promote effective teaching from the perspectives of students, teachers and executive management?

As there are different notions about defining and constructing the term 'effective', so there are different ideas about the skills and strategies that promote effective teaching. There is a need for recognisable strategies to be adopted across the whole university, for example, encouraging student engagement, and the principles of effective teaching which are espoused by the university in the Learning and Teaching Strategy (2010-2017).

Nevertheless, initiatives such as, university-wide professional development, pedagogical research and structures that promote collaborative learning for staff and students (Bush, Bell and Middlewood, 2010) are not mentioned by the staff in this research. In addition, it is crucial that different teaching skills which enliven a session and engage the students, are underpinned by knowledge of different educational theories and philosophies and that these are demonstrated in the actual teaching. This is necessary in a university which wants to prepare students to be lifelong learners and critical thinkers (McGettrick, 2005).

The three sets of respondents focus on different characteristics and attributes that are considered to promote effective teaching. The data from the students focuses on the observable activities such as different teaching skills but there is also reference to research both subject specific and pedagogical research; this is a theme that is highlighted by the three executive interviewees. Staff, on the other hand, value different ways of engaging with the students and with colleagues such as dialogue, open group discussions, constructively sharing ideas and time for active reflection; these can be considered as teaching strategies

and are more significant for staff than the technicalities of teaching activities. On an operational level, planning and appropriate preparation is considered, by some teaching staff, to be essential for effective teaching as is constructive alignment with the learning outcomes; this is a part of the planning process and again, these are viewed as strategies. In contrast, comments from the senior management interviews suggest that research into both the subject and the pedagogy; continuous professional development (CPD) and consideration of internal and external surveys are strategies that contribute to effective teaching.

Although staff and executive manager number 3, spoke about using ‘a variety of teaching methods’ they did not name any specific teaching skills. Executive manager interviewee no. 2, talks about ‘challenging teaching activities’ but again without explicit detail. It is the student data that referred more to the teaching skills, whereas, teaching staff spoke about engaging the students as a generic concept.

Students’ preferences for the specific teaching skills that they deem to be effective are shown in figures 4.2 and 4.2a. In addition to the named teaching skills/strategies, students also want teaching that relates to practice and their own learning experiences which has resonance with Biggs (2005) who suggests that teaching is relevant for the students. This is particularly evident in the teacher training students from the internal survey for whom effective teaching means having ‘practical teaching activities that we can use’ (student number 20, internal survey) and another who states ‘x models different approaches to teaching that are useful when we go on teaching practice’ (student no. 39, mini-survey). The student internal survey and to some extent, the NSS, identify a range of teaching skills that they feel contribute to effective teaching. These are lectures, group tutorials, individual tutorials, student presentations, seminars and discussions; these are specified as questions in the internal survey but not asked as questions in the NSS. However, in the free text comments in the NSS, students comment on teaching skills that they find conducive to their learning. The focus group students, too, consider the aforementioned teaching skills although not all comment on these as attributes for effective teaching. The named teaching skills that students identify are shown in figure 4.2.

Figure 4.2. Students' identification of different teaching strategies from the NSS data and the focus group.

Teaching activities/strategies	NSS	Focus group
Lectures	9/413	3/8
Group tutorials	1/413	0/8
Individual tutorials	15/413	2/8
Student presentations	9/413	1/8
Discussion	25/413	2/8
Seminars	11/413	3/8

Figure 4.2a Data from the internal survey showing the perceived positive teaching strategies

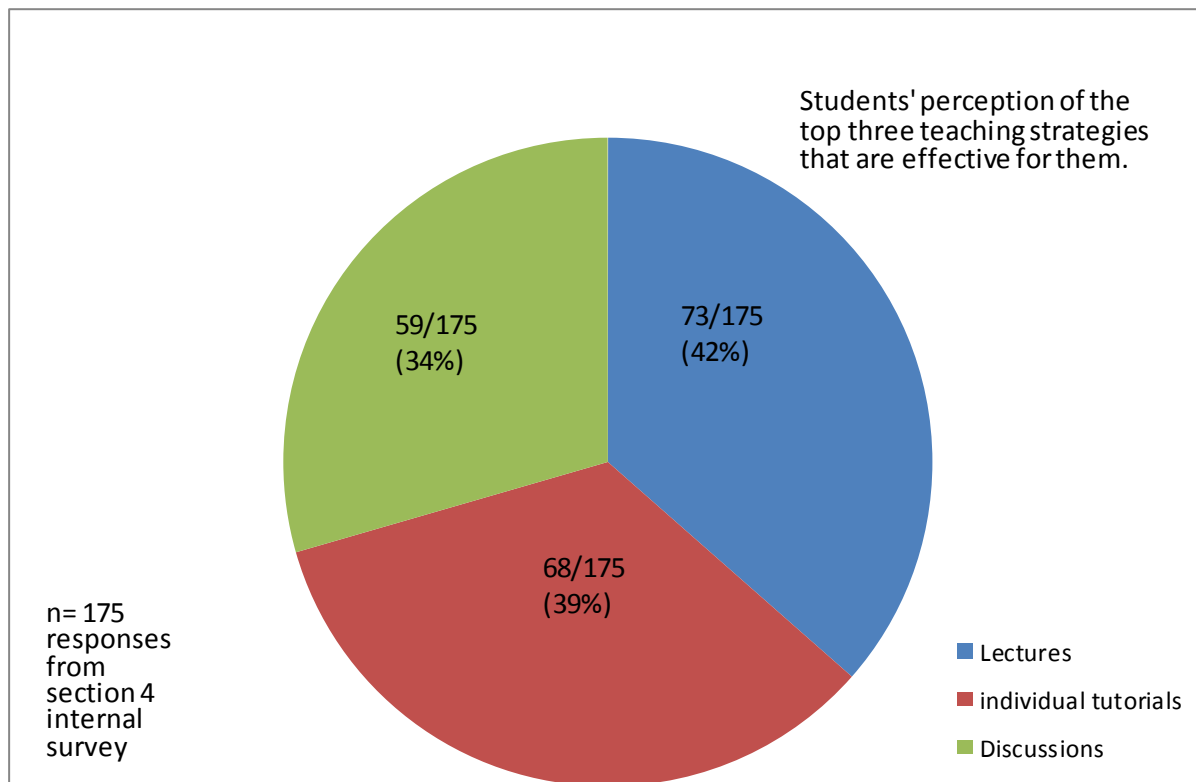


Figure 4.2a, is collated from the higher codings of 1 and 2 (Likert scale, appendix i) on the internal survey and shows the categories of teaching activities that students most favour

from the data and which they deem to be more effective. It is interesting that lectures have a high rating with comments such as, 'I like the lectures especially when staff bring in their own experiences' (student no. 3 focus group); or another who comments, 'some lecturers make their lectures interesting by using their practice to make the theory interesting' (student no.12, internal survey). As all the disciplines for the students in this research have a vocational and or professional slant, it is important for them that the underlying theories are appropriate for practice and future employment; Biggs (2005) endorses this notion of relevance for students. Another student favours the idea that lectures can generate discussions 'the lectures encourage us to think and have discussions about the topic' (student no.24, internal survey). The finding that lectures are rated almost as highly as discussion and individual tutorials from the internal survey, is surprising because in the NSS 23/413 (6%) did not favour lectures noting, 'the majority of lectures are presentation led and you feel you are being talked at which doesn't help you learn' (student no. 361, NSS, 2012) or a straightforward comment (student no. 367 NSS, 2012) 'lectures can get very boring.' However, there were 9/413 in the NSS who believe that lectures are effective when, 'they don't involve 2-3 hours of spoken at without a chance to interact or discuss anything' (student no. 56, NSS, 2012); or when they do not entail, 'just reading from the power point' (student no. 98, NSS, 2012). In contrast, the positive comments about the effectiveness of lectures include the idea that 'lectures are worthwhile and tend to communicate useful information' (student no.9 internal survey) and another who states, 'the enthusiasm of the tutors during lectures makes them more interesting' (student no.162, NSS, 2012). From the data, the efficacy of lectures, from students' perspectives, depends on the level of interaction that the lecturer initiates including the opportunity for discussion; the knowledge that the lecturer has that does not rely on reading from the slides; relating the theory to relevant practice and the enthusiasm that the lecturer has for the topic. In a lecture situation, enabling interaction is often difficult to stimulate because of the physical environment in a lecture theatre and also because lectures usually have large numbers of students attending them. However, encouraging interaction, via discussion, (Fanghanel, 2007; Kember and MacNaughton, 2007) is part of the skills of being a teacher but is also connected to the concept of respect and valuing students' comments that is part of the discussion for research question 1. These are characteristics which are commended by Berliner (2005), Macfarlane

(2007) and Yates (2005) who advocate more humanistic approaches in the aspirations for effective teaching.

Curiously though, despite discussion being rated highly both in the internal survey and in the NSS, it does not appear to have the same value in group tutorials even though discussion is part of a teaching skill for group tutorials. However, although the group tutorials are mentioned by students as effective for their learning, it is a comparatively small number of students who feel that this skill (group tutorials) contributes to effective teaching (see figure 4.2). Comments such as ‘group tutorials and discussions are useful to hear other people’s ideas but there are too many people in the group for everyone to have a say’ (student no. 20, internal survey) and ‘I think lecturers who encourage the group tutorials to discuss the ideas keep the attention longer but sometimes these groups are too big and not everyone joins in’ (student no.24, internal survey). In the free text comments from the NSS, only one student commented specifically on group tutorials, ‘group tutorials are great but the class (sic) sizes are sometimes too big’ (student no.412, NSS). The focus group students reiterate the opinion that group tutorials are too big, ‘because of the size of the group, I do not always say anything but like to hear what others say’ (student no.3, focus group). The comments about the numbers for group tutorials are surprising because lectures have even larger numbers yet the group size of the lecture does not appear to detract from the value of the lecture as a positive teaching strategy. Large cohorts of students and the challenges involved for student engagement are commented on by several authors, for example, D’Ambrosio and Ehrenberg (2007), MacFarlane (2005) and White (1997). A disparity is shown in the findings between the support for group tutorials and the appreciation for individual tutorials with a greater number of students commenting favourably on the individual tutorial as an effective teaching skill that enhances their learning.

The significance of individual tutorials as part of effective teaching and an enhancement to the students’ learning is noted in the internal survey, the NSS and the focus group discussion. The students believe that individual tutorials offer support with summative assessments and this is demonstrated with them saying, ‘my tutorials have helped me with assignments’ (student no.27, internal survey); and another who comments, ‘the education department always relate the lectures and the tutorials to the assignments and point you in the right

direction' (student no. 19, internal survey). Similar comments are made in the NSS; for example, 'one-to-one pastoral care and one-to-one tutorials for the assessments is good' (student no. 91, NSS). Other students named staff whom they perceive as being particularly supportive in individual tutorials, 'x always gives extra time for tutorials and this is really helpful' (student no. 261, NSS). However, there were also negative comments about individual tutorials especially in the NSS, 'I would have liked more one-to one as groups are very big and then you don't get the support you need' (student no.142, NSS) and another comment about size of cohorts 'the groups were too big and so you never got any one-on-one time with the tutor' (student no. 250, NSS). There are also comments about project supervision, which is essentially a one-to-one tutorial: 'the tutorials I had for my final year project were confusing, I had three different ones and they all gave different advice, I had to ask my friends for help' (student no. 37, NSS). (Student no. 10, NSS) notes that, 'the research project is not explained well and my supervisor didn't seem to understand my area'. Group size is discussed in relation to group tutorials but the students' comments suggest that there are two other dimensions: firstly, there seems to be a time issue that the curriculum does not encourage tutorial support and the second concern relates to the actual one-to-one supervision. Although research into effective teaching has moved away from teaching skills to a more conceptual knowledge of pedagogy many (Akerlind, 2003 and 2004; Gibbs, 1995; Kember, 1997; Martin and Ramsden,1992; Prosser and Trigwell 1999; Trigwell and Prosser 1996; Wood 2000; Allan, Clarke and Jopling 2009) argue that effective teaching combines appropriate teaching skills with the ideas of theoretical underpinning of pedagogy including an understanding of how students learn. The positive scores for individual tutorials are rated highly by students, especially in the internal survey, but student presentations and seminars do not fare so favourably (see figure 4.2).

The findings about student presentations and seminars (see figure 4.2) are interesting because both skills require the students to share their knowledge and understanding of a particular topic yet discussions, which also involve sharing ideas, score highly in all three student data tools. When considering discussion as a teaching skill in the focus group, one student shows insight when she notes:

the discussion is good as well but I think they have to be focussed you know the tutor has to be on the ball to keep the discussions focussed. (Student no.5,

focus group).

The reference to focus is mentioned by a student in the internal survey too:

I think lecturers who allow students to have group activities keep the focus of the group for longer because sometimes 2 hour lectures can become very draining if little or no discussion happens (student no. 24, internal survey).

Maintaining focus during a teaching session is part of encouraging student engagement. Kember and MacNaughton (2007) contend that student engagement derives from a learner-centred curriculum whereby students are encouraged to participate and are fully involved in their learning. Although staff in this research did not discuss specific teaching skills, they spoke about engaging the students through discussion. Discussion as an aspect of effective teaching is valued by all seven staff, in the stimulated recall conversations. Discussion for the staff includes discussion with colleagues as well as encouraging discussion with the students in the teaching sessions. Lecturer D, for example, suggests:

the idea of reflecting and discussing your teaching (through viewing the DVD) is beneficial and allows you time to think about your teaching practice but it would be good if there was time to share this with colleagues and students.

There is congruence in the perception of the significance of discussion as a mark of effective teaching between the staff and the students in this research. Discussions in the teaching sessions are viewed as a productive learning approach by both staff and students; for example, 'focussed topic and discussion need to be given in all lectures' (student no. 17, internal survey). The opportunity to discuss the different pedagogies is an area that staff and, to a certain extent, students welcome. Lecturer A, (stimulated recall discussions) says,

for me learning is about learning to learn and we need to allow the students time to discuss with us the teaching strategies we use to help them understand how learning happens.

For lecturer E though, curriculum design and professional requirements present a challenge in encouraging discussion:

the trainee teachers have to know how to teach the National Curriculum and so much of my teaching tends to focus on the subject matter. I try to use discussion but there is little time as there is so much that the students have to know that I can see (from the DVD viewing) that my teaching is teacher-led.

Lecturers A and C speak about, 'active participation from both me and the students' (lecturer A) and, 'I want the students to ask questions and discuss the issues because then they are more engaged and interested in whatever we are doing' (lecturer C). It is not unusual that students focus more on teaching skills and that staff are more interested in the qualitative aspects of teaching. Staff have more knowledge of the different strategies and underpinning theories in relation to teaching and learning. Nevertheless, student no. 20 (internal survey) voices the opinion that effective teaching is giving, 'practical examples of teaching methods and possible activities and discussion about the different teaching approaches.' This student sees that integration of the different teaching strategies, coupled with discussion, are contributory facets of effective teaching. Unfortunately, this student is the only one to note the relationship between the teaching skills and the underpinning pedagogy. The significance of discussion as an indicator of effective teaching is highlighted by Barnett and Di Napoli (2008) and in the research from Allan, Clarke and Jopling (2009) where 94% of the student respondents rate discussion as a factor for effective teaching. For staff, discussion is also about promoting active reflection, not only with colleagues but with the students too. Lecturer B speaks of, 'communicating ideas' but adds, 'if we don't encourage students to reflect and discuss their learning and even the failures, then we are doing them a disservice'.

During the recall sessions with staff on the filmed sessions, all seven staff comment about the usefulness of discussing their practice and ideas about teaching and learning and moreover, want to have a means of making this a more regular occurrence. 'It is useful to see your own practice but it would be better if we could share our practice with colleagues and have the time to do this,' (lecturer D). Participation in sharing practice is an aspect that is noted, too, by the executive interviewees with 2/3 interviewees observing that sharing and reflecting on practice are factors that improve teaching. Executive interviewee no. 2 says, 'active peer reflection and pedagogical discussion can really contribute to enhancing the teaching of staff'; and interviewee no 3, states, 'team teaching and peer review need to be integrated into teaching so that everyone learns different teaching techniques and understands how learning occurs'.

Reflection on teaching, as a way of inspiring staff to discuss their individual approaches to teaching, is not a new concept; Akerlind (2008); Barnett (2005) and (2011); Clegg (2008) and Dell'Alba (2005) consider the advantages of collective reflection as a means of enhancing teaching. From student perspectives, they too feel that it is advantageous for them to be part of the discussion around enhancing teaching. Nevertheless, despite this body of literature, time for reflection with colleagues is not built into staff workloads. Perhaps it is not an issue of workload but more of an issue of using discussion as a teaching strategy. Team teaching is yet another means of encouraging discussion and reflection; this can be part of curriculum design also. Executive manager no. 3 states:

we need to encourage team teaching to stimulate discussion so that students see different views and it lessens the challenge of peer review which is important for continuous improvement in teaching'.

The strategy of promoting discussion together with individual and collective reflection is reiterated by McGettrick (2005) who suggests that these characteristics are beneficial both for continuing personal and also professional development. The opportunity for collaborative reflective dialogue is echoed in the literature by several authors (Kreber 2002; Lueddke 2003; MacFarlane, 2005 and Schuck, Gordon and Buchanan, 2006). Working together and participation in reflective dialogue depends on an organisational principle that encourages this activity. One way of endorsing the principle of reflective dialogue as part of an organisational culture is through continuing professional development (CPD); this is noted by all three executive managers as an aspect that contributes to effective teaching. Statements such as, 'I would hope that all staff value the opportunities for CPD ...this enables them to reflect on their teaching and then to improve or change as necessary (executive interviewee no.1). And executive interviewee no. 2 comments:

I think ongoing CPD should be written into staff contracts because you get people saying, I'm an expert in my field and therefore you don't have any rights to question how I teach because I'm a subject expert but they need to know how to teach their subject.

Executive interviewee no.3 notes, 'CPD for me is about continuous improvement and the best judges of that are our peers so peer review is something that we need to feel comfortable about in practice.' CPD though can include students' opinions as they, too,

value discussion with the staff, although the students refer to that as a teaching strategy. However, if we are to consider Chen and Howshower's research (2003) which contends that student evaluations do not reflect the whole picture of effective teaching unless they are more fully involved in curriculum design and the way subjects are taught, then dialogue and reflection would be valuable for both staff and students. CPD for staff should be viewed as:

about encouraging staff to be interested in the pedagogical side and to have enthusiasm about sharing that with the students ... joint CPD about pedagogy would encourage students be partners in learning and would develop their critical thinking skills (executive interviewee no.3).

In contrast, executive interviewee number 2 believes that, although CPD should be continuous and not just about getting the PG Cert in teaching: 'the external drivers of professional bodies and audits into teaching should be included in the discussions for staff CPD and also in appraisals' and that ineffective teaching should 'be performance managed.' Effective teaching is assessed, this interviewee states, 'through module evaluations and external examiners' reports and any ineffectiveness or shortfall in results say, can be monitored.' However, the interviewee did concede that, 'perhaps we are not asking the right questions' (on either of these methods of judgement). However, performance management does not sit comfortably with staff or the student perceptions of the 'softer' attributes which are identified in research question one, nor with the notion of meaningful dialogue between both parties that has emerged as an effective teaching strategy. Ball (2003) and Clegg (2008) have been influential in focusing on performativity which they consider to be a managerialist approach which has not led to a collegial or collaborative procedure.

One strategy that all 3 executive members assert is critical for effective teaching to take place is that of research. Research is a contractual obligation for academic staff and all three executive management interviewees stress the importance of pedagogical research:

they (teaching staff) may know their subjects inside out but the trick is to be able to put it over to a diverse audience and research into teaching and learning is the way that teaching and learning can be improved (senior executive interviewee no.3).

And executive interviewees no.1 and 2 state: 'scholarly research into both subject and how to put it over to students is crucial for effective teaching' (interviewee number 1) and, 'one would expect a high degree of scholarly research which can then be translated into their

practice' (interviewee number 2). However, the literature suggests that pedagogical research is not as valued as subject or discipline research (Light and Cox, 2001, MacFarlane, 2005, and Norton, 2009). According to those researchers, universities focus on the researchers who can bring in funded, which is usually discipline or subject based research. Interestingly, some staff in the recall discussions imply a research ethos: 'I have involved my students in pedagogical research around how to teach Mathematics ... the results are very interesting' (Lecturer F). And,

I evaluate after each session with the students and then try to read around pedagogical aspects from that session... but it is difficult when you have subject research to do as well (Lecturer D).

Students, too, appreciate the contribution that research brings to the teaching sessions:

as a trainee teacher, I'm very interested in how to teach and one of our lecturers has published her research about teaching which I have read and I think it shows in her teaching (student number 3, focus group).

Another says:

one of our lecturers always uses some of his research - some of it links to his subject and some is about teaching the subject. At first I thought it was a bit you know, big headed but he is not like that and I really appreciate what he has done with his research (student number 7, focus group).

The relationship between subject knowledge and pedagogical research is mirrored in the reflections from MacFarlane and Hughes (2009) and Fitzmaurice (2010) who suggest that subject knowledge is enhanced through understanding pedagogical research.

Yet another student feels that by staff including their own research in the teaching sessions makes them the 'best' teachers:

you can tell which lecturers do research –it shows in their teaching and in the knowledge they show and how they put it over ... at the end of the day I want the best grade and this comes from having the best teachers who read about their subject and how to teach... I think that is what makes university different from school (student number 17, internal survey).

Even though the findings show different viewpoints of the different skills and strategies that are perceived by the respondents to be effective teaching, and there is variance in the emphasis of the ideas put forward by the respondents, they resonate with the literature.

Fitzmaurice (2010) posits that the focus in higher education teaching in terms of evaluating effectiveness is directed by strategies and tools for practice. Whereas Yates (2005), Berliner (2005), and MacFarlane (2007) advocate a more humanistic approach that encompasses the attributes discussed in 4.1.

One facet of effective teaching that is only noted in the data from the teaching staff is that of planning and preparation. These activities are not commented on by either the students or the executive interviewees in this research but for 3 staff, especially, planning is of considerable importance. Although all 7 teaching staff comment on student engagement, for 3/7 respondents, planning and preparation is a key factor for effective teaching to take place. The three lecturers are teacher trainers and it is not surprising that lecturers C, E and G mention planning which is a key aspect of teaching in schools and for OFSTED inspections. Lecturer C states, 'I don't feel happy with a session unless I have carefully planned what I am going to teach' with lecturer G agreeing saying 'you have to plan properly and have an idea about the resources and the activities', both comments are from the stimulated recall sessions. Lecturer E also notes planning but introduces the idea of flexibility and planning:

I spend a considerable amount of time in my planning so that I know what I am going to teach but then have to be flexible if say a student wants to spend more time on something (lecturer E, stimulated recall discussion).

The aspect of flexibility indicates an awareness of students' needs in relation to their learning. This lecturer scored highly in the DVD session by showing characteristics of active listening (see figure 4.1). Active listening is part of encouraging an affiliative culture of learning (Argyle, 1994) for the students. The other lecturers in the stimulated recall sessions did not comment on flexibility as a way of recognising the different needs of students in a teaching session. Interestingly, none of the students, trainee teachers or other undergraduates, mention planning in their perceptions of effective teaching. This is surprising, especially for the trainee teacher students because planning is very much a part of their curriculum. The other undergraduate students are not so concerned with planning as it is not an overt part of their curriculum. Nor is it surprising that senior managers do not refer to planning; their role is strategic whereas teaching staff have to operationalise the teaching and learning strategy.

The positive teaching skills in figure 4.2a indicate that the students value interesting lectures, the opportunity for discussion and individual tutorial time all of which subscribe to the notion of the ‘good’ teacher (Berliner, 2005). But Fanghanel (2007) describes effective teaching strategies as those which include interactions with the students and do not depend on the practical or technical teaching activities but are related to the ‘softer’ skills that are necessary in creating a climate of affiliation (Argyle and Colman, 1995).

Interestingly, executive interviewee number 2 suggests that students do not understand what is meant by effective teaching, ‘I have reservations about whether students understand what we mean by effective teaching... I suspect they look at it in a very subjective way’ but I propose that although there is some subjectivity, the comments from the data imply that they do know what effective teaching is and can recognise it when they see it. It is through the means of the cognitive behaviours of discussion and collaboration about pedagogy, that an intellectually challenging and motivational environment is created. However, it is through inspiring discussion and an understanding that collaboration involves interaction and the values of respect, listening and joint engagement in the learning, between the staff and students, which leads to effective and enhanced teaching (Allan, Clarke and Jopling, 2009). These attributes are within the attitudinal domain of learning. From the data collected and analysed in this research, the softer skills such as respecting students – their learning experiences and backgrounds, actively listening to their ideas and promoting a culture of affiliation, working in unison with a repertoire of teaching skills and strategies, together work to promote effective teaching.

4.3. Summary of chapter 4

It is evident from the findings and discussion that perceptions of effective teaching derive from a combination of qualitative attributes, often considered as ‘softer’ characteristics (Allan, Clarke and Jopling, 2009), such as listening, being approachable and showing respect for students, with observable behaviours such as encouraging discussion, delivering interesting lectures (figure 4.2a) (Fanghanel, 2007) and creating an affiliative climate for learning (Argyle and Colman, 1995). These understandings are particularly relevant for the students in this research. For staff, the opportunity to reflect and discuss their teaching is

valued but interestingly, they appreciate the opportunity to discuss teaching with the students as well as their colleagues. The executive managers also consider reflection to be a contributory factor for effective teaching but see reflection as part of peer review and discussion which emanates from course and module evaluations and external drivers such as the NSS. This is to be expected as teaching and learning, currently, has to align with external quality audits. However, although the student voice has a place on course committees and through the student committees and Students' Union, from this research data, it appears that the students would welcome the chance to be more involved with the discussions which encourage reflection so that they understand the underpinning theory related to pedagogy. All three groups of respondents recognise, with differing emphases, the significance of undertaking pedagogical research as an indicator of effective teaching even though some of the literature (Light and Cox, 2001; MacFarlane, 2005 and Norton, 2009,) suggests that this kind of research is not as highly regarded as subject or discipline based research.

Another facet to effective teaching, according to the executive management, is that of CPD yet none of the other research participants mention this as part of a university strategy apart from the mandatory post-graduate certificate in teaching in higher education. CPD, though, that includes pedagogical dialogue and discussion about research could encourage a more coherent approach to CPD which might include peer review; peer review, now part of the teaching, learning and assessment university strategy, appears as a common theme from all three executive interviewees.

In relation to the strategies and skills deemed necessary from the data for this research, students talk about encouraging discussion, previously mentioned, but also want passion and enthusiasm. Staff speak of enthusiasm for their subject and for their teaching and the executive management interviewees speak of the generic term of student engagement. The notion of passion and enthusiasm might imply that students want to be entertained and indeed Skelton (2007) affirms this. However, from the data, students say that lecturers, who display these traits, encourage their learning and motivate them. It is those lecturers, from the student data, who deliver a lecture by reading from the slides and who do not encourage student participation, that are 'boring' and 'not approachable'. This suggests that CPD

around sharing good practice in an open affiliative climate, for all, is one way of addressing the issues surrounding teaching skills. Yates (2005); Berliner (2005); MacFarlane (2007) and Allan, Clarke and Jopling (2009) all promote the concept that effective teaching combines the supportive qualities with an understanding of pedagogy and how learning takes place.

Chapter 5: Conclusion, implications for effective teaching and contribution to knowledge

5.0. Introduction to chapter

This study focussed on the notions of effective teaching from the perspectives of students, academic teaching staff and executive managers in the researched university. The data were gathered from the internal surveys, the focus group, the 1:1 interviews, the filmed sessions and the stimulated recall discussions. In addition, the literature review critiques the relevant literature which includes policies, legislative Acts and literature from other researchers.

Drawing on the findings, themes can be broadly identified as:

- a) personal attributes of staff which relate to how they interact with students;
- b) knowledge and understanding of creating a positive learning environment which refers to what Argyle (1994) terms affiliation;
- c) a culture of affiliation that embraces staff, and students and encourages open discussion with all stakeholders;
- d) strategies and skills that students find conducive to their learning;
- e) the significance of pedagogical research from the three groups of respondents of how students learn and how the learning is aligned to how to teach the specific subjects.

The common theme that unites this thesis is developing an affiliative culture, or a sense of belonging, for both students and staff but pressures on staff may hinder this aspiration.

The conclusion addresses these themes in relation to the research questions; a potential model of practice is posited from the findings and a critique of the methodology is presented. An implication for practice from the findings and the proposed model and how this new model contributes to knowledge is considered too.

5.1. Conclusion to research question 1: In a post-1992 university what are the perceptions that are seen as significant for students, academic teaching staff and executive management for effective teaching?

Individuals have different ideas about what constitutes effective teaching for them based on their experiences of learning, their personalities and the opportunities they have had to share their experiences and their aspirations. Therefore in a phenomenographic study the responses are subjective. However, the data show that there are commonalities in the themes from the three groups of participants even though there is a difference in the emphasis of the importance of the themes. Students, for example, in this study, rate the concept of respect for them from teaching staff as highly significant. Respect for them embodies displaying empathy, listening to their opinions and ideas, staff being seen as approachable and helpful and staff having passion and enthusiasm for both their specific subjects and for teaching. According to the data, these traits are demonstrated by staff through actively listening to the students' ideas and comments and encouraging discussion with and from students in the teaching sessions.

There is congruence with the concept of respect from the teaching staff and the students insofar as staff respect the students' experiences, cultures and backgrounds. The staff identify too, the value of listening to the students which they believe encourages a collaborative learning environment. The findings indicate that listening to students' comments and opinions and respecting their experiences help to create a climate of affiliation and openness that encompasses a sense of valuing and belonging for all.

Both teaching staff and students welcome discussions about pedagogy which they believe enhance the teaching. The executive management interviewees rate discussion as an evaluative tool which could be part of the quality audits as a complementary aspect to the existing measures. In contrast, teaching staff and students cite discussion as a specific teaching strategy. In terms of effective teaching, the executive management interviewees state that the generic concept of student engagement is critical but they are not explicit about what that means. Student engagement from the perspectives of teaching staff and students means encouraging active participation and a collaborative/partnership approach to the teaching and learning. Furthermore, a collaborative approach, whereby students and

lecturers are partners in the learning, is based on a social-constructivist theoretical underpinning, and from the data, collaboration and partnership, through discussion, occurs when there is a climate of affiliation. Affiliation, as can be seen in the discussion chapter (chapter 4) encompasses a number of attributes and teaching skills (figure 5.3). An overarching theme surrounding affiliation is that of respect. There appears to be some dissonance in the interpretation of the concept of respect and affiliation between staff, students and the executive managers. The concept of respect, from the data of the executive managers is that because respect is written into the principles of the researched university mission statement, it is a behaviour that just happens. For lecturers and students, respect is a characteristic that is demonstrated through certain behaviours such as active listening and 'being approachable'. This is not unexpected as the executive management is removed from the day-to-day activities of teaching and learning whilst teaching and learning is uppermost in the minds of the lecturers and the students. It is also not surprising that executive managers will be looking at ways of measuring and evaluating the teaching, in a robust and rigorous manner, as part of the auditing processes. However, the notions of using discussion as both a teaching strategy and as an evaluative mechanism are not incompatible and satisfy the perceptions of all three groups of respondents.

5.2. Conclusion to research question 2: What are the skills and or strategies that are seen to promote effective teaching from the perspectives of students, lecturers and executive management?

From the data, there are differences in the emphasis that students, lecturers and executive managers give to the strategies and skills that are seen to promote effective teaching. Students highlight the observable practical teaching skills such as encouraging discussion and maintaining and sustaining the focus, which, according to the student data, is the responsibility of the lecturers. The student data, in this research, regards lectures as effective teaching skills as long as they are interesting and interactive and not dependent on only reading from the power point slides; the third teaching skill, from the student data, is about giving the right support for assignments which they identify as through the individual tutorials. Group tutorials are not considered to be as valuable (see figure 4.2) because of the

large numbers of students. Staff, on the other hand, view preparation and planning as giving the right support to students together with individual and collective reflection with peers and students.

A common element from all the data, that is perceived to be a productive strategy for effective teaching, is that of pedagogic research. Research is noted as a significant factor by all the respondents; it is surprising that students identify that pedagogical research contributes to effective teaching as earlier research (Allan, Clarke and Jopling, 2009) found that students, from the same university as this research, did not perceive pedagogic research as benefitting their learning experiences. In the stimulated discussions, staff discuss the aspect of research as informing their teaching. However, from the teacher training staff (4/7) only 1 of those 4, specifically mentions bringing research into his teaching sessions but all three of the staff on the undergraduate non-teaching programmes discuss their research with the students as a way of enabling the students understand how they learn and how they can apply the theories to their practice. As a post-1992 university, with the courses in the researched school having a vocational bias, this is especially significant for future employment. The executive managers also consider research as essential for effective teaching at university level. Although this is congruent with the research literature (Korthagen, 2004; Kreber, 2002; Norton, 2009; Trigwell, 2003), staff perceive, from the data, that opportunities for research are limited by other pressures. For one member of the executive interviewees, research is tied in with CPD. The policy statement of the researched university declares, 'We will also seek to foster a research culture within the University by identifying areas of growth and ways to increase the number and completion of PhDs' (University Policy Statement: Research and Development, 2014). However, from the staff interviewed, only 4/7 undertake research either from a pedagogical or subject viewpoint.

The data from the executive managers show that they believe CPD is essential for effective teaching as a means of developing and sharing good teaching practices. CPD, though, is not seen as significant for effective teaching for either staff or students. Yet by relating CPD to pedagogic research it would enable staff to have the peer discussions they feel are lacking

and also bring the perceptions of executive managers closer to those of academic teaching staff.

On reflection, there is similarity between the two research questions. This is demonstrated in the responses. In the first research question, although students identified the personal attributes of staff as essential for effective teaching, they also noted the practical teaching strategies which were part of the second research question. In the student data, there is some overlap with the questions which indicate that the wording was not as clear as I thought it was. This suggests that my thinking about the research questions was not congruent with how the students interpreted them.

In contrast, the staff do not place as much emphasis on these ‘softer’ characteristics, although in the stimulated recall discussions qualities such as active listening skills, demonstrating empathy and having passion for teaching are mentioned,. The second research question focusses on strategies for effective teaching from the perspectives of the three groups of respondents. Students pinpoint observable teaching activities that they prefer (see figures 4.2 and 4.2a). Staff focus on the behind-the-scenes activities such as preparation and planning, encouraging active participation through discussion and the opportunity for pedagogic research as strategies for effective teaching.

The executive management responses highlight CPD, research and the means of evaluating the teaching through surveys. They also discuss peer review and team teaching as positive strategies to enhance the teaching. However, in this research, 3/7 of the academic teaching staff seem not to have engaged in research, either subject specific or pedagogic even though it is written into the aims of the university which also has access to the HEA resources and the calls for a variety of pedagogical research proposals.

5.3. Potential approach for effective teaching and by implication, learning

An approach for effective teaching has emerged from the data collected and interpreted for this research. The key feature for encouraging and enhancing effective teaching from this data is that of affiliation which emanates from research from Argyle (1995), Argyle and Coleman (1996) and Mehrabian (2007). Affiliation, from this data, is indicated through the qualitative attributes that staff demonstrate such as respect, listening to students and

approachability that creates a sense of belonging for the students. The data suggest that affiliation creates a positive learning environment in which the students are active participants and are partners in the learning. The research literature (Johnson, 2007; Hoffman et al, 2003) affirms that a positive relationship between staff and students supports the students' perceptions of an affiliative culture or a sense of belonging which encourages higher levels of student engagement and leads to success for the students. This suggests that, from this research, a values-based concept is significant for effective teaching and by implication, learning.

The values that underpin the concept of affiliation are recognised by the students through observable behaviours that they perceive to promote effective teaching. The approach from the findings presents an idea of personable attributes, which combined with specific teaching strategies (see p.100), identified from the data, help to encourage and enhance effective teaching. The 'softer' qualities outlined in the notion of values-based education are not new ideas; Cattell (1931) considers these features as essential as does the research of Berliner (2005), MacFarlane (2007) and Yates (2005). The observable teaching strategies are encouraging more discussion through interactive lectures and seminars and individual tutorials. Enabling and encouraging discussion was commented on by the most students. But integrating these qualities with specific teaching strategies means that a different approach has been developed. As Argyle and Colman (1995) assert that the qualitative aspects of affiliation, active listening, empathy and approachability, can be learned behaviours, then the proposed approach can be used for CPD purposes both for new staff and for ongoing CPD. The concept could also be used with students to enable them to understand the relationship between the qualitative aspects displayed by staff, and the identified teaching strategies employed by staff that aid learning.

The approach is reliant on interactions between staff and students and this is congruent with the underpinning theoretical principle of social constructivism which allows for sharing of ideas, discussion of the ideas and the formation of new ideas taken from everyone's contributions.

5.4. Critique of the methodology

Although the methodology is appropriate both for the research questions and for a predominantly interpretivist, phenomenographic case study, there are several limitations in this research. Firstly, it is a small-scale study in terms of the numbers of respondents and also in that it is located in only one school of the university. The responses from the student internal survey (44%) are especially low but, nevertheless, produced some valuable qualitative data. I only sent one letter to the students as a follow-up and I should have been more assiduous in trying to encourage them to complete the survey. One of the issues was the timing of the survey – it was issued very near to the time of the students being asked to complete the NSS and they possibly felt that they were over-surveyed. A second issue is that I have only focussed on two sections of the internal survey because I wanted to establish whether personal attributes of teaching staff are significant from the students' perceptions of effective teaching together with specific teaching strategies.

The responses from this research cannot be generalisable but from the literature on similar topics, they can be considered as reliable. The construct of affiliation that emerges from the data only examines five attributes that contribute to the concept of affiliation: active listening skills; demonstrating empathy; 'helpfulness'; being viewed as approachable and demonstrating passion and enthusiasm. These behaviours are evident in the data gathered from the two student surveys, the qualitative comments in the NSS and the student focus group. Active listening is noted in the analysis of the DVDs and the concept of passion, from staff perspectives, is considered from the discussions with staff, post-filming. The strategies for effective teaching identified from the data emanate from the NSS, the staff discussions and the student focus group. However, the discussions with individual staff are time-limited to approximately one hour per person.

It is interesting that the findings indicate that lectures are considered to be effective teaching strategies albeit with the caveats that they are not 'boring' or 'depend on reading from the slides.' The lectures that the students refer to are those that they have experienced in the researched School and refer to Social Science subjects. Nevertheless with the cutbacks in funding and a greater proportion of higher education funding coming from the student loans, especially in the post-1992 universities, staff will be expected to teach larger groups of

undergraduates and so lectures will inevitably become an essential teaching skill but they need to be dynamic in order to sustain a positive learning environment.

In relation to the research questions, this enquiry focusses on only one aspect of effective teaching and that is what happens in the classroom or in direct contact with students. This is both a limitation and strength; a limitation because the focus can be seen as emphasising performativity. However, it can be viewed as a strength because it enables both staff and students to reflect on effective teaching and evaluate this as a way of enhancing the contact with students. However, there are many other facets to effective teaching – assessments, curriculum design, and more involvement of students in the discussions and strategies for retention and achievement to name but a few; by concentrating on only one aspect limits the research. Nevertheless, from this sample of data, the findings indicate that affiliation and a sense of belonging together with the teaching skills that demonstrate some of the characteristics for affiliation enhance the students' learning.

The qualitative comments from the NSS show insight. However, although there are 413 respondents in total, there were just 175 (41%) responses completed in the qualitative comments section. This section has been added by the research university. Although this section does not appear in the data that is released in the public domain, the comments provide some valuable data. It is interesting that the comments in the NSS are far more candid, in that specific staff are named as either 'good' or 'poor', than those in the internal survey. The data from the mini-survey (immediate responses post-filming about the specific session only) are superficial in comparison with the responses from the focus group, the internal survey and the NSS. The three questions asked of the students, for this exercise, did not give me the information that I believed they would; the error here lies in my construction of the questions. I thought the questions would give me answers about the specific teaching strategies used in those particular sessions; this was not the case. Out of the 61 students who responded, only 5 noted the teaching strategies, the other comments were complimentary about staff, or thought the session 'was good' or that staff were 'helpful'. In hindsight, a focus group held immediately after a teaching session could prove to be beneficial if the intention is to gauge how effective the teaching was in that particular session. Whilst students were informed about the filmings and their permission sought about

being filmed, I think it would have been useful if at certain points during the filming, their opinions and ideas about the session, were discussed and included as part of the filmed session. This would have offered an alternative way of gaining an authentic student voice, acknowledging that the permission of the staff involved would have to be given. The mini-survey then may have presented more comprehensive data.

As this study took place in one school in the university, further research is needed across the whole university to ascertain the perceptions of effective teaching from a wider range of staff and students. Having conducted this research, I now know that the term 'effective teaching' is too broad and could have focussed on particular aspects of teaching such as, the importance of individual tutorials or how to make the group tutorials more significant. It might also be interesting to follow groups of students from the different university schools from when they start their higher education to completion and successful achievement of a degree. In this way, the data could show how the students' perceptions and those of the staff might change over time.

I believe that a significant strength of the methodology is that the data collection methods can be replicated by other institutions and although the findings may differ, there would be value in comparing the data from other universities.

The findings from this study demonstrate that there several areas that warrant further research and these are detailed in 5.5. Nevertheless, I have attempted through my interpretation of the data to answer the research questions and the findings have produced some useful insights into the perceptions of effective teaching from the three groups of respondents.

5.5. Areas for future study

- Although the students responded in the internal survey about the use of the internet and intranet, I have not used any of that data; these are some of the other teaching and learning strategies that need to be explored.

- The results indicate that students in this research, from one school in the university, favour particular teaching strategies that encourage affiliation but more research is needed across the university to ascertain if these teaching methods and a values-based education are congruent across other schools and disciplines.
- Other characteristics of affiliation or creating a sense of belonging, such as, tone of voice; content of what is said; dominance of speakers; physical gestures; any specificity around gender issues are not explored in this research but could be an area of future study using the material from the DVDs.
- Further exploration of staff ideas, especially their ideas about demonstrating passion for their subjects and for teaching would be an appropriate theme for further research to enrich or extend or enhance my model.
- Further research is needed to investigate how best to support staff in ensuring that lectures fully engage the students.
- Several assumptions could be made about the intentions of the students in completing internal and external surveys, but this, again, is maybe an area for future research.
- A longitudinal study of students' perceptions of effective teaching from their entry to university through to graduation would provide an insight into whether their perceptions of effective teaching change over the course of their studies.
- As discussion features as a means of creating a positive environment and affiliation, this is an area of research that could be aligned to research around curriculum design and a more student-centred curriculum.

5.6. Implications from the findings of this research for a proposed values-based approach to professional practice

This research presents the personal features and behaviours that students perceive to be important for their learning and which teaching skills are seen to be effective for students in

this study. It has demonstrated that a values-based approach involves a complex relationship between tutors' behavioural characteristics, their teaching skills and strategies and the needs and expectations of the students. As this thesis is part of a professional doctorate, I consider that the development of a values-based approach to effective teaching can be used to enhance practice and is therefore appropriate.

Firstly, I believe that this approach could be used as part of a wider university initiative for continuing professional development for both new and existing staff as it would easily translate into staff discussions about teaching and how to engage students both with their tutors and their peers. As staff, in the recall discussions, state that an opportunity to reflect on their practice, both individually and collectively is important, this approach, if built into staff training both for induction and ongoing CPD, would encourage reflection to take place. The research literature of Argyle (1994), Argyle and Colman (1995) and Mehrabian (2007) suggest that the attributes of affiliation, such as respect for other people's ideas, active listening and demonstrating enthusiasm both for the teaching and for the topic are learned behaviours. The proposed approach, then, can be used as a CPD activity which encourages discussion, reflection and time to develop and enhance the qualitative aspects that, from this research, students and staff appreciate.

Secondly, from the student data, and staff conversations in the stimulated recall sessions, reflective discussion emerges as a perception of effective teaching. For both staff and students, discussion is a means for students to gain further insights into learning and teaching and is a way of enhancing the partnership in learning between staff and students. A values-based approach for teaching in higher education offers a framework for discussion with staff and students to encourage the sense of affiliation and belonging; earlier research (Devlin and Samarawickreema, 2010) indicates that this leads to better motivation and achievement which in turn leads to better degree results.

Finally, it could be used in conjunction with module and course evaluations as a complementary means of assessing effective teaching. Nevertheless, for the approach to be successful, the university needs to have a consensus from all the groups of respondents about its usage.

As the approach incorporates discussion both with students and staff as a means of interaction, collaboration and sharing of ideas, the relevance of using the underpinning theory of social constructivism of this thesis is reinforced.

5.7 Contribution to knowledge

There is considerable previous research about the affective domain and the values and attributes discussed in this thesis as factors for effective teaching, (Argyle, 1994, 1995, 1996; Beard *et al*, 2005; Cattell, 1931). However, by highlighting the value of integrating the personal traits of respect, active listening, approachability, enthusiasm and passion, identified by the students, in this research, with specific teaching skills, again noted in the data, I present a new perspective on the topic of effective teaching in higher education. An approach has evolved which offers an original contribution to pedagogic knowledge and has not previously been used in relation to this topic (Denscombe, 2002). By showing how the attributes and personal qualities of lecturers are observable and inter-related with particular teaching skills such as engaging students in discussion, having stimulating lecture sessions and tutorials that encourage dialogue, this study builds on previous research about effective teaching in higher education that promotes a sense of belonging (Devlin and Samarawickrema, 2010) and may aid further research in this area. The sense of belonging that Devlin and Samarawickrema identify is a contributory factor for student success. Student success is assessed by retention, progression and achievement (Carnell, 2009; Feldman, 1988; Johnson *et al*, 2007; Yorke and Thomas, 2003) and so this contribution to knowledge could also be used to raise the university's profile in the league tables if it was used to complement the existing methods of evaluating effective teaching.

Based on the findings from the internal survey, the interviews and the stimulated recall discussions, from the three groups of respondents, this study offers a unique approach in enhancing effective teaching in higher education.

43,577 (40,000 +/- 10% excluding reference list and appendices).

References

Admissions data for the School of Education, 2009. Researched University.

Al-Hinai, Nasser, Said (2011). *Effective college teaching and students' ratings of teachers: what students think, what faculty believe and what actual ratings show; implications for policy and practice in teaching quality assurance and control in higher education in Oman*. Doctoral thesis, Durham University. Accessed 14th March 2013. Available at Durham E-Theses Online: <http://etheses.dur.ac.uk/649/>

Augustinos, M., Walker, I. and Donaghue, N. (2007). *Social cognition*. London: Sage Publications.

Åkerlind, Gerlese S. (2008). A phenomenographic approach to developing academics' understanding of the nature of teaching and learning. *Teaching in Higher Education*. Vol., 13, number 6, pp. 633 — 644.

Allan, J. & Clarke, K. (2007). Nurturing supportive learning environments in HE through the teaching of study skills: to embed or not to embed? *International Journal of Teaching and Learning in Higher Education*. Vol. 19, number 1, pp. 64-76.

Allan, J., Clarke, K., and Jopling, M. (2009). Effective teaching in higher education: perceptions of first year students. *International Journal of Teaching and Learning in Higher Education* 2009. Vol. 2, number 3, pp. 362-372.

Altmann, A. and Ebserberger, B. (Eds). (2013). *Universities in change, innovation, technology and knowledge management*. DOI:10.1007/978-1-4614-4590-6-2. New York: Springer Science and Business Media.

Alvesson, M. and Skoldberg, K. (2009). *Reflexive methodology new vistas for qualitative research*. London: Sage Publications.

Andrews, J., Garisso, D. and Magnusson, K. (1996). The teaching and learning transaction in higher education: a study of excellent professors and their students. *Teaching in Higher Education*. Vol. 1, number 1, pp.81-103. DOI: 10, 1080/1356251960010107.

Archer, L.A. and Hutchings, M. (2003). *Higher education and social class issues of exclusion and inclusion*. London: Routledge.

Argyle, M. (1994). *The psychology of interpersonal behaviour*. London: Penguin Books.

Argyle, M. (1996). *Bodily communication*. London: Routledge.

- Argyle, M. and Colman, A. (1995). *Social psychology*. London and New York: Longman Publishing.
- Aylett, R, and Gregory, K. (1998). *Evaluating teacher quality in higher education*. London: Falmer Press.
- Ball, S. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy*. Vol. 18, number 2, pp.215-28.
- Barlow, H. (1990). Conditions for versatile learning, Helmholtz's unconscious inference, and the task of perception. *Vision Res*. Vol. 30, no. II, pp. 1561-1571.
- Basit, T. (2010). *Conducting research in educational contexts*. London: Continuum International Publishing Group.
- Barnett, R. (1990). *The idea of higher education*. Buckingham, Society for Research into Higher Education & Open University Press.
- Barnett, R. (2011). *Being a university*. Abingdon: Routledge.
- Barnett, R. (2012). Learning for an unknown future. *Higher Education Research and Development*. Vol. 31, number 1, pp.65-77.
- Barnett and Di Napoli, (2008). *Changing identities in higher education*. London: Routledge.
- Baron-Cohen, S., Tager-Flusberg, H. and Cohen, D.J. (2000). (Eds). *Understanding other minds*. Oxford: Oxford University Press.
- Beard, C., Clegg, S., and Smith, K. (2005). Acknowledging the affective in higher education. *British Educational Research Journal*. Vol. 33, No. 2, April 2007, pp. 235–252.
- Berliner, D. (2005). The near impossibility of testing for teacher quality. *Journal of Teacher Education*. Vol. 56, number 3, pp. 205 – 214.
- Berk, R. (2005). Survey: 12 strategies to measure teaching effectiveness. *International Journal of Teaching and Learning in Higher Education*. Vol.17, number 1, pp. 48-62.
- Biggs, J. (1987) *Student Approaches to Learning and Studying*. Hawthorn, vic: Australian Council for Educational Research.
- Biggs, J. (2003). *Learning to teach in higher education*. Maidenhead: SRHE.
- Biggs, J. (2005). (Second ed.) *Teaching for quality learning at university*. Maidenhead: Open University Press.

- Boler, M. (1999). *Feeling power: emotions and education*. London: Psychology Press.
- Bowden, J. and Green, P. (2005). *Doing developmental phenomenography*. Melbourne: RMIT University Press.
- Boyer, E. (1990). *Scholarship revisited*. N.J. Carnegie Foundation for the Advancement of Teaching.
- Brown, R. (Professor) Inaugural professorial lecture, 3 March 2005 Principal, Southampton Institute: “*Education, education, education - but will government policies produce "an excellent higher education"?*”
- Bruner, J. (1986). *Actual minds possible worlds*. Cambridge, MA: Harvard University Press.
- Bryman, A. (2001). *Social research methods*. Oxford: Oxford University Press.
- Bryson, B. and Hardy, C. (2011). *Clarifying the concept of student engagement: a fruitful approach to underpin policy and practice*. Conference presentation, York: Higher Education Academy.
- Burgess, R. G. (1988). Conversations with a purpose: the ethnographic interview in educational research. In Burgess, R.G. *Studies in Qualitative Methodology: a research annual*. Vol 1. London: JAI Press.
- Bush, T., Bell, L. and Middlewood, D. (2009). *The principles of educational leadership and management*. London: Sage.
- Campbell, R., Kyriakides, L., Muijs, D., & Robinson, W. (2004). Effective teaching and values: some implications for research and teacher appraisal, *Oxford Review of Education*. Vol. 30, number 4, pp. 451-465.
- Carnegie Commission on Higher Education (1974)*. San Francisco: Carnegie Commission.
- Carnell, E. (2007). Conceptions of effective teaching in higher education: extending the boundaries. *Teaching in higher education*. Vol. 12, number1, pp.25-40.
- Cattell, R.B., (1931). The assessment of teaching ability: a survey of professional opinion in the qualities of a good teacher. *Educational Psychology*. Vol.1, issue 1, pp. 48-72, February, 1931.
- Chen, Y. and Howshower, L. (2003). Student evaluation of teaching effectiveness: an assessment of student perception and motivation. *Assessment and Evaluation in Higher Education*. Vol. 28, issue 1, pp.71-88.
- Clegg, S. (2008). Academic identities under threat? *British Educational Research Journal*. Vol. 34, number3, pp.329 — 345.
- Clough, P. and Nutbrown, C. (2007). *A students' guide to methodology (2nd ed)*. London: Sage Publications.

Cohen, L., Manion, L. and Morrison, K. (2000). *Research methods in education (5th ed)*. London: Routledge Falmer.

Cohen, L., Manion, L. and Morrison, K. (2007). *Research methods in education (6th ed)*. Abingdon: Routledge.

Collini, S. (2012). *What are universities for?* London: Penguin.

Colman, J. (2014). The marketisation of third level education is racing ahead in Britain but at what cost to learning? *The Sunday Observer*. 12th October, 2014, p. 19.

Committee on Higher Education (1963), *Higher education: report of the Committee appointed by the Prime Minister under the Chairmanship of Lord Robbins 1961-63*, Cmnd. 2154. London: HMSO.

Corden, R. (2001). Group discussion and the importance of a shared perspective: learning from collaborative research. *Qualitative Research*. Vol 1, no. 3, pp. 347-367.

Cousin, G (2009). *Researching learning in higher education*. London: Routledge.

Crebbin, W. (1997). Defining quality teaching in higher education: an Australian perspective. *Teaching in Higher Education*. Vol. 2, no.1, pp.21-33.

Cresswell, J. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. London: Sage Publications.

D'Ambrosio, M. & Ehrenberg, R. (2007). *Transformational Change in Higher Education: positioning colleges and universities for future success*. Cheltenham: Edward Elgar.

Dearing, R. (1997). The National Committee of enquiry into higher education. *Higher education in the learning society*. London: HMSO.

DfES, (2003). White Paper: *The Future of Higher Education*. London: HMSO.

DfES, (2011). White Paper: *Students at the heart of the system*. London: HMSO.

Dell'Alba, G (2005). Improving teaching: enhancing ways of being university teachers. *Higher Education Research & Development*. Vol. 24, Number 4, November 2005, pp. 361-37.

Denscombe, M. (2002). *Ground rules for good research. A 10 point guide for social researchers*. Buckingham: Open University Press.

Denscombe, M. (2010). *The good research guide for small-scale social research projects*. Maidenhead: Open University Press.

Denzin, N. and Lincoln, Y. (2005). *The Sage handbook of qualitative research*. London: Sage Publications Ltd.

Department for Business, Innovation and Skills, (2010). *Securing a sustainable future for higher education. An independent review of higher education funding and student finance*. London: Department for Business, Innovation and Skills. (Lord Brown).

Department for Business, Innovation and Skills, (2013). *Widening participation in higher education*. London: Department for Business, Innovation and Skills.

Derry, J. (2013). *Vygotsky, Philosophy and Education*. Oxford: Wiley Blackwell.

Devlin, M, and Samarawickrema, G. (2010). The criteria of effective teaching in a changing higher education context, *Higher Education Research and Development*. Vol. 29, number 2, pp.111-124.

Dewey, J. (1933). *How we think*. Chicago: Henry Regenry.

Eggington, B. Introduction of formal performance appraisal of academics. *Education Management Administration and leadership* (online). 38:119, pp 119-133. Accessed 18th March, 2013. Available at: [HTTP://ema.sagepub.com/content/38/1/119](http://ema.sagepub.com/content/38/1/119).

Else, H. (2014). Majority of research funding goes to minority of institutions. *The Times Higher Education*. September 11th, 2014.

Eraut, M. (1994). *Developing professional knowledge and competence*. London: Psychology Press.

Evans, L. & Abbott, I. (1998). *Teaching and Learning in Higher Education*. London: Cassell.

Fanghanel, J. (2004). Capturing dissonance in university teacher education departments. *Studies in Higher Education*. Vol. 29, no.5, Oct 2004, pp.575-590.

Fanghanel, J. (2007). *Investigating university lecturers' pedagogical constructs in the working context*. York: HEA.

Feldman, K. (1988) Effective College Teaching from the Students' and Faculty's view: matched or mismatched priorities. *Research in Higher Education*. Vol. 28, issue 4, pp. 291-295.

Fenstermacher, G. & Richardson, V. (2005). On making determinations of quality in teaching. *Teachers College Record*. Vol. 107, number 1, pp. 186-215.

Fielden, K., and Joyce, D, (2008). An analysis of published research on academic integrity. *International Journal for Educational Integrity*. Vol. 4, no 2, pp.4-24.

Fitzmaurice, M. (2010). Considering teaching in higher education as a practice. *Teaching in Higher Education*. Vol. 15, issue 1, 2010, pp.45-55.

Flick, U. (2002). *Qualitative research – state of the art*. Social Sciences Information. London, Thousand Oaks, Ca., and New Delhi: Sage Publications.

Forrester-Jones, R. (2003). Students' perceptions of teaching: the research is alive and well. *Assessment and Evaluation in Higher Education*. Vol. 28, issue 1, pp. 59-69.

Foucault, M. (2001). L'hermeneutique du sujet. Cours au Collège de France, 1981-1982. Paris: Gallimard Seuil, p. 173. Accessed 20th April, 2011).

Furlong, J. and Oancea, A. (2005). *Assessing quality in applied and practice-based research. A framework for discussion*. (Report). Oxford: Oxford University Press.

Freire, P. and Bergman Ramos, M. (1996). *Pedagogy of the oppressed*. London: Penguin.

Fried, R. (2001). *The passionate teacher*. Massachusetts: Beacon Press.

Fry, S. Radio 4, 23rd August 2012, *English delights*.

Gale, H. (2011). The Reluctant Academic: Early Career Academics in a Teaching Orientated University. *International Journal for Academic Development*. Vol. 16, issue 3, pp. 215-227.

Gibbs, G. (1995). The relationship between quality in research and quality in teaching. *Quality in Higher Education*, vol.1, issue 2, pp.147-157.

Gibbs, G. (2014). At the heart of the higher education debate. Spotting good teaching is not a guessing game. *The Times Higher Education*, 5th June, 2014.

Gomm, R., Hammersley, M. and Foster, P. (2000). *Case study method: key issues, key texts*. London: Sage.

Gorard, G. and Taylor, C. (2004). *Combining methods in social research*. Maidenhead: Open University Press.

Great Britain Parliament (2004). *The future of higher education and the Higher Education Act 2004: regulatory impact assessment*. London: HMSO.

Great Britain Parliament. (2004). *Research in Arts and Humanities*. (Act of Parliament, Higher Education Act). London: HMSO

Great Britain Parliament (2007). *Further Education and Training*. (Act of Parliament, Further Education Act). London: HMSO.

Great Britain Parliament. (2011). *The importance of teaching*. (Act of Parliament, Education Act). London: HMSO.

Gredler, M.E. (1997). *Learning and instruction: theory into practice*. New Jersey: Prentice Hall.

Grix, J. (2002). Introducing students to the generic terminology of social research. *Politics*. Vol. 22-23, pp. 175-186.

Hammersley, M. and Traianou, A. (2012). *Ethics in qualitative research*. London: Sage.

Haenen, J. & Schrijnemakers, H.M.G. (2000). Suffrage, feudal, democracy, treaty... history's building blocks: learning to teach historical contexts. *Teaching History*. Issue 98, February, pp. 22-29.

Harland, T. and Pickering, N. (2011). *Values in higher education teaching*. Abingdon: Routledge.

Hattie, J. (2012). *Visible Learning for Teachers*. Abingdon: Routledge.

Haw, K. and Hadfield, M. (2011). *Video in social research function and form*. London: Routledge.

Hazelkorn, E. (2008). The impact of league tables and ranking systems on higher education decision making. *Higher Education Management and Policy*. Vol. 19, no. 2, pp. 193-215.

Higher Education Academy, (2014). *Promoting teaching: good practice benchmarks*. York: HEA.

Higher Education Academy, (2014). *Promoting teaching: making evidence count*. York: HEA.

HEfCE. (2006). *HEfCE Strategic Plan 2006-2011*. London: HEfCE.

Hillier, Y., & Vielba, C., (2001). *Perceptions of Excellence: Personal Constructs of Excellence in Teaching and Learning*. Institute of Learning and Teaching Annual Conference, University of York.

Hillier, Y. (2002). The quest for competence, good practice and excellence. Accessed August 8, 2008, Available at: www.heacademy.ac.uk/resources/detail/id494/quest_for_competence.

Hodgson, K. and Whalley, G. (2006). Quality, the enhancement of a university's teaching and learning and the role of quality officers. *Teaching in Higher Education*. Vol. 11, issue 4, pp. 509-513.

House of Commons West Midlands Regional Committee, (2009). London: HMSO.

Hutchings, M. and Archer, L. (2001). Higher than Einstein: constructions of going to university among working-class non-participants. *Research papers in education*. Vol.16 issue 1, pp. 69-91.

Johnson, R. and Onwegbuzie, A. (2004). Mixed methods research: a research paradigm whose time has come. *Educational Researcher*. Vol. 33, No. 7 (Oct., 2004), pp. 14-26.

Johnson, D. R., Soldner, M., Brown., Leonard, J., Alvarez, P., Kurotsuchi., Inkelas, K., Rowan-Kenyon, H. et al. (2007). Examining sense of belonging among first year undergraduates from different racial/ethnic groups. *Journal of College Student Development*. Vol. 48, issue 5, pp. 525-542.

Kember, D. and McNaughton, C.(2007). *Enhancing university teaching. Lessons from research into award winning teachers*. Abingdon: Routledge.

Kogan, M. and Hanney, S. (2000). *Reforming higher education*. Higher education policy series 50. Philadelphia: Jessica Kingsley Publishers Ltd.

Kolsaker, A. (2009). Academic professionalism in the managerialist era: a study of English universities. *Studies in Higher Education*. Vol. 33, issue 5, pp. 513-525.

Korthagen, F. (2004). In search of the essence of a good teacher: towards a more holistic approach in teacher education. *Teaching and Teacher Education*. Vol. 20, issue 1, pp. 77-97.

Kozulin, A., Gindis, B., Ageyev, V., and Miller, S. (2003). *Vygotsky's educational theory in cultural context*. Cambridge: Cambridge University press.

Kreber, C. (2000). How university teaching award winners conceptualise academic work: some further thoughts on the meaning of scholarship. *Teaching in Higher Education*. Vol. 5, pp. 61-78.

Kreber, C. (2002). Teaching excellence, teaching expertise and the scholarship of teaching. *Innovative Higher Education*. Vol. 27, issue 1, pp. 5-23.

Kreber, C. and Cranton, P. (2000). Exploring the Scholarship of Teaching. *The Journal of Higher Education*. Vol. 71, no.4, pp, 476-495.

Kyriacou, C. (1997). *Effective Teaching in Schools*. London: Stanley Thornes.

Kyria Kwan, K. P. (2000). *How University Students Rate their Teachers: A Study of the rating attitudes and behaviours of university students in teaching evaluations*. Unpublished doctoral dissertation, University of Durham, UK.

- Lichtman, M. (2006). *Qualitative research in education*. London: Sage.
- Light, G. and Cox, R. (2001). *Learning and Teaching in Higher Education*. London: PCP.
- Little, B., Locke, W., Parker, J. and Richardson. (2010). *Excellence in teaching and learning: a review of the literature for the Higher Education Academy*. Centre for Higher Education Research and Information. Buckingham: The Open University: Research for the Higher Education Academy.
- Lueddke, G. R (2003). Professionalising Teaching Practice in Higher Education: a study of disciplinary variation and 'teaching-scholarship'. *Studies in Higher Education*. Vol. 28, issue 2, pp. 213-228.
- Lyle, J. (2002). Stimulated recall: a report on its use in naturalistic research. *British Educational Research Journal*. Vol. 29, issue 6, pp. 861-878.
- MacFarlane, B. (2005). The disengaged academic: the retreat from citizenship. *Higher Education Quarterly*. Vol. 59, no. 4, October 2005, pp. 296–312.
- MacFarlane, B. (2012) The Morphing of Academic Practice: Unbundling and the Rise of the Para-academic. *Higher Education Quarterly*. Vol. 65, no. 1, January 2012, pp.59–73.
- MacFarlane, B. and Hughes, G. (2009). Turning teachers into academics? The role of educational development in fostering synergy between teaching and research. *Innovation in Education and Teaching International*. Vol. 46, issue 1, pp.5-14.
- Marshall, S., Cameron, A., Bosanquet, A. & Thomas, S. (2011). Leading and managing learning and teaching in higher education. *Higher Education Research and Development*. Vol .30, issue 2, pp. 87-103
- Martin. E. and Ramsden P. (1992).An expanding awareness: How lecturers change their understanding of teaching. *Research and Development in Higher Education*. Vol. 15, pp. 148-155.
- Martin, E., Trigwell, K., Prosser, M. and Ramsden, P. (2003). Variation in the experience of leadership of teaching in higher education. *Studies in Higher Education*. Vol. 28, pp.247-259.
- Marton, F. (1981). Phenomenography – describing conceptions of the world about us. *Instructional Science*. Vol. 10, pp. 177-200.
- Marton, F. & Booth, S. (1997). *Learning and awareness*. New York: Lawrence Erlbaum.
- Mason, J. 2002). *Qualitative Researching*. London: Sage.
- Mason, J. and Dale, A. (2011) *Understanding social research thinking creatively about method*. London: Sage.

- McGettrick, B.J. (1995). *Values and educating the whole person*. Scottish Consultative Council on the curriculum. (Report).
- McGettrick, B. J. (2002). *Towards a framework of teaching professional standards*. York: HEA.
- McGettrick, B.J. (2002). *Emerging conceptions of scholarship, teaching and service*. Toronto: Canadian Society for the study of education.
- McGregor, D and Cartwright, L. (2011). *Developing reflective practice*. Maidenhead: Open University Press.
- McMahon, S.J. & Raphael, T.E. (Eds) (1997). *The book club connection: literacy learning and classroom talk*. New York: Teachers College Press.
- McNiff, J. (2013). *Action research principles and practice*. Abingdon: Routledge.
- Meeuwisse, M., Severiens. S. and Ph.Born. (2010). Learning environment, interaction, sense of belonging and study success in ethnically diverse student groups. *Research in Higher Education*. Vol. 51, pp.528-545.
- Mehrabian, A. (2007). *Non-verbal communication*. New Brunswick and London: AldineTransaction.
- Miller, S. M. (1997). Language, democracy and teachers' conceptions of discussion. What we know from literacy research. *Theory and Research in Social Education*. Vol. 25, issue, pp. 196-206.
- Minton, D. (1991). *Teaching skills in further and higher education*. London: MacMillan.
- Mission Statement*, (2010). Location of researched university.
- Molesworth, M., Scullion, R and Nixon, E. (2011). *The marketisation of higher education and the student as consumer*. Abingdon: Routledge.
- Muijs, D. (2008). Keynote speech. Centre for Developmental and Applied Research in Education (*CeDARE*) Annual Conference, University of Wolverhampton, April.
- National Student Survey. (2012). Student responses from researched university..
- Noddings, N. (1995). *Philosophy of Education*. Colorado: Westview.
- Norton, Lin, S. (2009). *Action research in teaching and learning*. Abingdon: Routledge.
- Nystrand, M. (1991). Instructional discourse, student engagement and literature achievement. *Research in the teaching of English*. Vol. 25, issue 3, pp.261-290.
- Oakley, A. (1990).Woman. *New Statesman and Society*. Vol. 3, issue 112, pp. 40-41.

OFSTED Regional Report. (2012-13). London: TDA.

Oxford English Dictionary. (2012). Oxford: Oxford University Press.

Parr, C. (2014). World ranking Universities. *The Times Higher Education*, (September 15th, 2014).

Patrick, J. & Smart, R. (1998). An empirical evaluation of teacher effectiveness: the emergence of three critical factors. *Assessment & Evaluation in Higher Education*. Vol. 23, issue 2, pp. 165-178.

Pedder, David, James, Mary and MacBeath, John. (2005) How teachers value and practise professional learning, *Research Papers in Education*. Vol. 20, issue 3, pp. 209 — 243

Accessed on 6th June, 2014. Available at: <http://dx.doi.org/10.1080/02671520500192985>

Prawat, R. S. and Flode, R.E (1994). Philosophic perspectives on constructivist views of learning. *Educational Psychologist*. Vol. 29, issue 1, pp.37-48.

Pring, R. (2001). Education as a moral practice. *Journal of Moral Education*. Vol. 30, no. 2, pp.101-112.

Pring, R. (second ed. 2004). *Philosophy of Educational Research*. London: Continuum.

Prosser, M. and Trigwell, K. (1999). *Understanding learning and teaching: the experience in higher education*. (Society for Research into Higher Education). Buckingham: Open University Press.

Quality Assurance Agency for Higher Education (QAA). (2007). *Higher Quality (24)*. Gloucester: QAA.

Ramsden, P. (1992). *Learning to teach in in higher education*. London: Routledge.

Raskin, J. (2002). Constructivism in psychology: personal construct psychology, radical constructivism, and social constructionism. *American Communication Journal*. Vol. 5, issue 3, pp. 1-25.

Reichert, S., and Tauch, C. (2005). *European Universities Implementing Bologna*. Brussels: European Universities Association.

Reid, D. & Johnston, M. (1999). Improving Teaching in Higher Education: student and teacher perspectives. *Educational Studies*. Vol. 25, issue 3, pp. 269-281.

Reznitskaya, A., Anderson, R. and Kuo, L-J, (2007). *The Elementary School Journal*. Vol. 107, issue 5, May 2007, pp. 449-472.

Robertson, C., Robins, A. and Cox, R. (2009). Co-constructing an academic community ethos challenging and managing change in higher education: a case study undertaken over two years. *Management in Education*. Vol. 23, pp. 32-40.

Russell, L. and Babrowz, A.S. (2011). Risk in the making: narrative, problematic integration, and the social construction of risk. *Communication Theory*. Vol. 21, issue 3, pp.4-10. London: Wiley and Sons Ltd.

Salmi J. (2009). The growing accountability agenda: progress or mixed blessing? *Tertiary Education, The World Bank ISSN 1682-3451 Higher Education Management and Policy*. Vol. 21, pp.111-127.

Schon, D. (1987). *Educating the reflective practitioner: towards a new design for teaching and learning in the professions*. San Francisco: Jossey Bass.

Schuck, S, Gordon, S and Buchanan, J. (2008). What are we missing here? Problematising wisdoms on teaching quality and professionalism in higher education. *Teaching in Higher Education*. Vol. 13, issue 5, pp. 537 — 547.

Scott, P. (2001). Globalisation and higher education: challenges for the twenty first century. *Journal of International Studies for Education*. Vol 4, no.1, pp. 3-10.

Scott, D. and Usher, R. (2010). *Researching education: data methods and theory in educational enquiry*. London: Continuum.

Seale, C. (2012). *Researching society and culture (3rd ed)*. London: Sage Publications.

Shevlin, M., P. Banyard, P., Davies, M. & Griffiths, M. (2000). The validity of student evaluation of teaching in higher education: love me, love my lectures. *Assessment & Evaluation in Higher Education*. Vol. 25, issue 4, pp. 397-405.

Shunk, D. (2000). Coming to terms with motivation constructs. *Contemporary Educational Psychology*. Vol 25, issue 1, January, 2000, pp. 116-119.

Silverman, D. (2011). *Interpreting qualitative data*. London: Sage.

Skelton, A. (2004). Understanding 'teaching excellence' in higher education: a critical evaluation of the National Teaching Fellowships Scheme. *Studies in Higher Education*. Vol. 29, pp. 451-468.

Skelton, A. (2005). *Understanding teaching excellence in higher education; towards a critical approach*. Abingdon: Routledge.

Skelton, A. (2007). *International perspectives on teaching excellence in higher education. Improving knowledge and practice*. London: Routledge.

Smith, C. (2008). Building effectiveness in teaching through targeted evaluation and response: connecting evaluation to teaching improvement in higher education. *Assessment & Evaluation in Higher Education*. Vol. 33, No. 5, October 2008, pp. 517–533.

Stacy, R. (2001). *Complex responsive processes*. London: Routledge.

Stake, R. (1995). *The art of case research*. Newbury Park, Ca: Sage Publications.

Stanley, L. and Wise, S. (2010). The ESRC's Framework for Research Ethics: fit for research purpose? *Sociological Research* (online). Vol. 15, issue 4. Accessed 13th October,

2013. Available at <<http://www.socresonline.org.uk/15/4/12.html>>

Svensson, L. (1997). Theoretical Foundations of Phenomenography. Accessed on 20th June, 2014. *Higher Education Research & Development*. Vol. 16, issue 2, pp. 159-171. DOI: [10.1080/0729436970160204](https://doi.org/10.1080/0729436970160204)

Research strategy (2009-2013). Location of researched university.

TDA Business Plan (2008-09). London: TDA.

Tennant, M., McMullen, C. and Kaczynski, D. (2010). *Teaching, learning and research in higher education*. London: Routledge.

Trigwell, K. (2000). *Scholarship of teaching*. York: HEA.

Trigwell, K. and Prosser, M. (1999). *Understanding learning and teaching: the experience in higher education*. Buckingham: Open University Press.

Trigwell, K., Prosser, M., Martin, E. & Ramsden, P. (2005). University teachers' experiences of change in their understanding of the subject matter they have taught. *Teaching in Higher Education*. Vol. 10, issue 2, pp. 251-264.

Uljens, M. (1996). On the philosophical foundations of phenomenography. *Reflections on phenomenography: Toward a methodology*. Vol. 109, pp. 103-28.

Umbach, P.D., & Wawrzynski, M.R. (2005). Faculty do matter: the role of college faculty in student learning and engagement. *Research in Higher Education*. Vol. 46, issue 2, pp. 153-184.

University policy. (2013). *Teaching and learning strategy*. (Researched university).

University of York, (2006). *Review of widening participation research: addressing the barriers to participation in higher education*. Report to HEFCE by University of York, Higher Education Academy and Institute for Access Studies, September 2006 [3]

Vygotsky, L. S. (1987). *Lecture 4: Emotions and their development*. In Rieber, R. & A. Carton (eds). *The collected works of L.S. Vygotsky (N. Minck, trans.)*. Vol. 1, pp. 325-358. New York: Plenum Press.

Ward, D. (2007). Academic values and institutional management and public policies. *Higher Education Management and Polics*. Vol. 19, issue 2, pp. 9-20.

Warnock, G. (1997). *The philosophy of perception*. Oxford: Oxford University Press

Watson, D. and Amoah, M. (2007). *The Dearing Report ten years on*. University of London: Institute of Education.

Weber, K., Maher, C., Powell, A., and Lee, H.S. (2008). Learning opportunities from group discussions: warrants become the object of debate. *Educational Studies in Mathematics*. Vol. 68, pp. 247-261.

White, John (1997). Philosophy and the aims of higher education. *Studies in Higher Education*. Vol. 22, issue 1, pp. 7– 17.

Wood, K. (2000). The experience of learning to teach: changing student teachers' ways of understanding teaching. *Journal of Curriculum Studies*. Vol. 32, issue 1, pp.75-93.

Yates, G. (2005). How obvious: personal reflections on the database of educational psychological and effective teaching research. *Educational Psychology*. Vol. 25, issue 6, pp. 681-700.

Yorke, M. and Thomas, L. (2003). Improving the retention for students from lower socio-economic groups. *Journal of Educational Policy*. Vol .25, issue 1, pp. 63-74.

Appendices

Appendix I Internal survey for level 6 undergraduates

Questions for Level 6 undergraduates

Dear Students

I know you have completed lots of questionnaires and surveys recently but I wonder if you would mind completing this one about teaching in the School of Education. These questions will help us enhance our teaching and thereby improve your learning. I am asking L6 only because you will have encountered different teaching strategies over the course of your programme. The survey is confidential.

Many thanks in anticipation that you might take a few minutes to complete it before April 30th please!

Regards Karen Clarke

Associate Dean

Q1: Name of course you are on.....

Q2: Please circle your age category 20-24 25-30 31-40 41-50 51+

Q3: Previous research has suggested that personal characteristics of a lecturer can aid effective teaching; please rank by circling, the following attributes (**1 is high and aids effective teaching and 5 is low and does not aid effective teaching**):

Approachable

1

1 2 3 4 5

Able to explain topics well

1 2 3 4 5

Ability to ask understandable questions

1 2 3 4 5

Ability to give comprehensive answers

1 2 3 4 5

Demonstrate excellent knowledge of subject

1 2 3 4 5

Encourage discussion

1

1 2 3 4 5

Q4: Previous research has suggested that different teaching strategies can aid effective teaching. Please rank by circling, which ones aid your learning (**1 is high and aids effective teaching, and 5 is low and does not aid effective teaching**)

Group activities

1

1 2 3 4 5

Lectures

1 2 3 4 5

Group tutorials

1 2 3 4 5

Individual tutorials

1 2 3 4 5

Student presentations

1 2 3 4 5

Discussion

1 2 3 4 5

Role play

1 2 3 4 5

Seminars

1 2 3 4 5

Any other teaching strategies you would like to name.....

Q6: Previous research has suggested that the use of technology can aid effective teaching. Please rank by circling, which ones aid your learning (**1 is high and aids effective teaching, and 5 is low and does not aid effective teaching**)

Use of Powerpoint

1 2 3 4 5

Blogging

1 2 3 4 5

Teaching resources on WOLF/PebblePad

1 2 3 4 5

Use of internet

1 2 3 4 5

E-submission and feedback

1 2 3 4 5

Q7: Previous research has suggested that teaching and learning is a partnership. Please rank by circling, which ones aid your learning (**1 is high and aids my learning, and 5 is low and does not aid my learning**)

I undertake wider reading

1 2 3 4 5

I use ebooks/journals

1 2 3 4 5

I join in discussions

1 2 3 4 5

I ask questions

1 2 3 4 5

I attend tutorials

1 2 3 4 5

I meet with my personal tutor at least once per semester

1 2 3 4 5

I use WOLF/PebblePad to aid my learning

1 2 3 4 5

Q8: Please make any additional comments about what you consider to be effective teaching in higher education:

.....

.....

.....

Thank you for completing this survey.

KC March 2012

Appendix ii

Questions and themes for Senior Management interviews

1. How do you define effective teaching in HE?
2. What factors do you think contribute to effective teaching?
3. Because a university is accountable for its activities, how is effective teaching measured/assessed/evaluated?
4. Do you think that the methods used provide a comprehensive picture of effective teaching?
5. What do you think might add to the information already gathered about effective teaching?
6. Do you believe that lecturers and students are involved enough in the debate about effective teaching?
7. From the perspective of the position you hold in the university, how could you influence the ways that data are interpreted and presented at policy level?
8. From the literature, there is a gap in the perceptions of effective teaching from academics, students and university management, to what extent do you agree or disagree with this concept?
9. Would you like to make any further comments?

Appendix iii Themes for stimulated recall discussion with academic teaching staff

1. Your perceptions of effective teaching/construct/conceptualisation
2. From the DVD what do you think you are doing/did that might contribute to effective teaching?
3. Previous research suggests that effective teaching is a combination of qualitative characteristics with specific teaching skills. What characteristics do you personally bring to your teaching? Do you think they are observable in the DVD?
4. What teaching strategies do you think are observable in the DVD? Can you tell from the DVD if students are engaged?
5. Is filming an appropriate way of reflecting on your teaching? How could it be used as a reflection on practice?
6. As well as the observable teaching strategies what other strategies/skills do you believe to enhance your teaching? Are there any advantages to improving teaching? Any disadvantages?
7. What do you think the perceptions of effective teaching are from the students' viewpoints? From executive managers' perspectives?
8. Anything you would like to discuss?

Many thanks Karen Clarke

