



**Literaturdokumentation:
Aktuelle Literatur zur
forschungsgeleiteten Lehre in der
internationalen Diskussion
Stand Sept. 2009**

Dr. Brigitte Kossek

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Literaturdokumentation

Aktuelle Literatur zur forschungsgeleiteten Lehre in der internationalen Diskussion

Nachfolgend werden mehr als 100 Literaturhinweise (Monographien, Buchkapitel, Artikel aus Zeitschriften, Hochschulschriften, Forschungsberichte, Dokumentationen, Internet-Dokumente u.a.) zur forschungsgeleitete Lehre in der internationalen Diskussion nach AutorInnen und HerausgeberInnen in alphabetischer Reihenfolge (größtenteils mit Abstracts, keywords, Links) geboten (Zeitraum der verfassten Literatur: Mitte der 1990er Jahre bis zur Gegenwart).

Stand: September 2009

AutorInnen und HerausgeberInnen in alphabetischer Reihenfolge

1. **Reference Type:** Journal Article

Record Number: 90

Author: Ash, Mitchell G.

Year: 2006

Title: Bachelor of What, Master of Whom? The Humboldt Myth and Historical Transformations of Higher Education in German-Speaking Europe and the USA.

Journal: European Journal of Education

Volume: 41

Issue: No. 2

Pages: 245 - 267

Abstract: Public debate on higher education reform today is dominated by competing views about what higher education institutions, particularly universities, are or should become. To a surprising extent, these views are based upon highly simplified characterisations of university history. The claims in question have been repeated so often that they have become clichés. Historical research has challenged all these conventional claims. The article aims to acquaint readers with the most important of these challenging results. Central here is an analysis of The Humboldt Myth about the rise of the modern research university in Germany and its alleged export to the US, and of the reasons why that myth remains so powerful, even though it has very little relation to realities on the ground. A second goal is to try to bring out some of the implications that a revision of standard views of higher education history might have for current policy debates, focusing in particular on the Bologna process.

Link to PDF: <http://www3.interscience.wiley.com/cgi-bin/fulltext/118551938/PDFSTART>

2. **Reference Type:** Journal Article

Record Number: 70

Author: Askling, Berit; Henkel, Mary; Kehm, Barbara

Year: 2001

Title: Concepts of Knowledge and their Organisation in Universities

Journal: European Journal of Education

Volume: 36

Issue: 3

Pages: 341-50

Link to PDF: <http://www3.interscience.wiley.com/cgi-bin/fulltext/118987826/PDFSTART>

3. **Reference Type:** Book

Record Number: 78

Author: Barnett, Ronald

Year: 1997

Title: The Idea of Higher Education

City: Buckingham

Publisher: SRHE u. Open University Press

Edition: 1st ed. 1990, 2nd 1994, 3rd 1997

Abstract: This book views higher education conceptually and seeks to recover hidden understandings of the term "higher education" and to show what it would mean for educational aims and practices if higher education were taken seriously. The approach focuses on how higher education is understood rather than how it is practiced. The book argues that the idea of a liberal higher education can be recovered and implemented. First it must be understood that the idea of higher education contains an emancipatory element which promises a freeing of the mind. This emancipatory concept is faced with a double undermining, both epistemological and sociological. In the face of this double undermining, it is possible to reinstate a liberal higher education in such a way as to do justice to its emancipatory promise, through critical self-reflection by the student, open learning, interdisciplinarity, and inclusion of philosophical and sociological perspectives in the curriculum. Key concepts in building a framework for serious educational discussion of higher education are analyzed, including culture, rationality, research, and academic freedom. The book then turns to curricular matters and practical suggestions for regaining a liberal higher education. References are provided with each chapter, and a bibliography of about 110 items is also included. (JDD)

4. **Reference Type:** Book

Record Number: 13

Author: Barnett, Ronald

Year: 2000

Title: Realizing the University in an Age of Supercomplexity

Series Editor: Education, Society for Research into Higher

City: Buckingham

Publisher: Open University Press

Abstract: The university has lost its way. The world needs the university more than ever but for new reasons. If we are to clarify its new role in the world, we need to find a new vocabulary and a new sense of purpose. The university is faced with supercomplexity, in which our very frames of understanding, action and self-identity are all continually challenged. In such a world, the university has explicitly to take on a dual role: firstly, of compounding supercomplexity, so making the world ever more challenging; and secondly, of enabling us to live effectively in this chaotic world. Internally, too, the university has to become a new kind of organization, adept at fulfilling this dual role. The university has to live by the uncertainty principle: it has to generate uncertainty, to help us live with uncertainty, and even to revel in our uncertainty. Ronald Barnett offers nothing less than a fundamental reworking of the way in which we understand the modern university. Realizing the University is essential reading for all those concerned about the future of higher education. --This text refers to the Paperback edition.

5. **Reference Type:** Journal Article

Record Number: 40

Author: Barnett, Ronald

Year: 2004

Title: Learning for an unknown future

Journal: Higher Education Research & Development

Volume: 23

Issue: 4

Pages: 247-260

6. **Reference Type:** Book

Record Number: 52

Author: Barnett, Ronald

Year: 2007

Title: A Will to Learn. Being a Student in an Age of Uncertainty

City: Maidenhead

Publisher: Open University Press

Abstract: There is an extraordinary but largely unnoticed phenomenon in higher education: by and large, students persevere and complete their studies. How should we interpret this tendency? Students are living in uncertain times and often experience anxiety, and yet they continue to press forward with their studies. The argument here is that we should understand this propensity on the part of students to persist through a will to learn. This book examines the structure of what it is to have a will to learn. Here, a language of being, becoming, authenticity, dispositions, voice, air, spirit, inspiration and care is drawn on. As such, this book offers an idea of student development that challenges the dominant views of our age, of curricula understood largely in terms of skill or even of knowledge, and pedagogy understood as bringing off pre-specified 'outcomes'. The will to learn, though, can be fragile. This is of crucial

importance, for if the will to learn dissolves, the student's commitment may falter. Accordingly, more than encouraging an interest in the student's subject or in the acquiring of skills, the primary responsibility of teachers in higher education is to sustain and develop the student's will to learn. This is a radical thesis, for it implies a transformation in how we understand the nature of teaching in higher education.

7. Reference Type: Edited Book

Record Number: 51

Editor: Barnett, Ronald; Napoli di, Roberto

Year: 2007

Title: Changing identities in higher education: voicing perspectives

City: London u. New York

Publisher: Routledge

Abstract: Introduction. Higher Education: Why Identities and Voices? Preamble: Knowledge Identities Part 1: Identities and Voices in Higher Education 1. Being an Academic Today 2. Have Students got a Voice? 3. Identities of Academic Developers: Critical Friends in the Academy? 4. The Changing Voices and Identities of Professional Administrators and Managers 5. Managers: Academics and/or Business People? Part 2: Perspectives 6. The Managers' Perspectives 7. The Academics' Perspectives 8. The Staff Developers' Perspectives 9. The Students' Perspectives. Conclusions. Changing voices and Identities in Higher Education?

8. Reference Type: Journal Article

Record Number: 73

Author: Barnett, Ronald; Parry, Gareth; Coate, Kelly

Year: 2001

Title: Conceptualising Curriculum Change

Journal: Teaching in Higher Education

Volume: 6

Issue: 4

Pages: 435 - 449

Abstract: Recent developments in UK higher education are turning attention to the undergraduate curriculum. Drawing on Lyotard's concept of performativity, this paper explores broad patterns of curriculum change in five subject areas. The curriculum is understood as an educational project forming identities founded in three domains: knowledge, action and self. Curriculum models are proposed that identify these components and their relationships with each other. The evidence suggests that the weightings and levels of integration of these components vary between the sciences and technology subjects, the arts and humanities, and professional courses. Attempts to develop curriculum strategies should take account of the patterns of curriculum components as they vary between the subject areas.

9. Reference Type: Book

Record Number: 4

Author: Barnett, Ronald (Hrsg.)

Year: 2005

Title: Reshaping the University. New Relationships between Research, Scholarship and Teaching.

City: Maidenhead u. New York

Publisher: Open University Press

Keywords: research-teaching nexus

Abstract: What is the emerging shape of the University? Are there spaces for present activities to be practised anew or even for new activities? If these questions have force, they show that the metaphors of shapes and spaces can be helpful in understanding the contemporary university. Research, teaching and scholarship remain the dominant activities in universities and so it is their relationships that form the main concerns of this volume. Are these activities pulling apart from each other? Or might these activities be brought more together in illuminating ways? Is there space to redesign these activities so that they shed light on each other? Is there room for yet other purposes? In this volume, a distinguished set of scholars engage with these pertinent but challenging issues. Ideas are offered, and evidence is marshalled, of practices that suggest a re-shaping of the University may be possible. Reshaping the University appeals to those who are interested in the future of universities including students, researchers, managers and policy makers. It also addresses global issues and it will, therefore, interest the higher education community worldwide.

Introduction

Part 1: Myths and distortions

Overview

The mythology of research and teaching relationships in universities
Universities in the marketplace: The distortion of the teaching and research nexus
'Useful knowledge': Redefining research and teaching in the learning economy
Part 2: Reconceiving of spaces
Overview
Divergence or convergence? The links between teaching and research in mass higher education
Linking research and teaching: Exploring disciplinary spaces and the role of inquiry-based learning
Being in the university
Intellectual love and the link between teaching and research
Part 3: Possibilities for spaces
Overview
Scholarship and the research and teaching nexus
Publish or cherish? Performing a dissertation in/ between research spaces
Making academics: Work in progress
A mis-en-scene for the theatrical university
Placing service in academic life
The degradation of the academic ethic: Teaching, research and the renewal of professional self-regulation

10. **Reference Type:** Book

Record Number: 27

Author: Barnett, Ronald u. Anne Griffin

Year: 1997

Title: The End of Knowledge in Higher Education

City: London

Publisher: Cassell

Abstract: This study questions whether it is possible to identify a justified, secure and coherent base for our knowledge of the world and of ourselves. Science no longer enjoys an unquestioned pre-eminence in providing objective knowledge, and the social improvement brought about through rational thought has been recently attacked by postmodernism. Higher education is therefore placed in a precarious position, based as it is on the acquisition of knowledge and understanding. This book explores the various dimensions of this crisis of confidence in science and higher education, showing how thinkers in the various disciplines are reacting to this challenge, and how they are re-evaluating the basis of their forms of enquiry.

11. **Reference Type:** Book

Record Number: 14

Author: Barnett, Ronald u. Jenny Coate

Year: 2005

Title: Engaging the Curriculum in Higher Education

City: Maidenhead

Publisher: SRHE and Open University Press

Abstract: There is greater interest than ever before in higher education: more money is being spent on it, more students are registered and more courses are being taught. And yet the matter that is arguably at the heart of higher education, the curriculum, is noticeable for its absence in public debate and in the literature on higher education. This book begins to redress the balance. Even though the term 'curriculum' may be missing from debates on higher education, curricula are changing rapidly and in significant ways. What we are seeing, therefore, is curriculum change by stealth, in which curricula are being reframed to enable students to acquire skills that have market value. In turn, curricula are running the risk of fragmenting as knowledge and skills exert their separate claims. Such a fragmented curriculum is falling well short of the challenges of the twenty-first century. A complex and uncertain world requires curricula in which students as human beings are placed at their centre: what is called for are curricula that offer no less than the prospect of encouraging the formation of human being and becoming. A curriculum of this kind has to be understood as the imaginative design of spaces where creative things can happen as students become engaged. Based upon a study of curricula in UK universities, Engaging the Curriculum in Higher Education offers an uncompromising thesis about the development of higher education and is essential reading for those who care about its future.

12. **Reference Type:** Journal Article

Record Number: 33

Author: Barrie, Simon C.

Year: 2004

Title: A research-based approach to generic graduate attribute policy.

Journal: Higher Education Research & Development

Volume: 23

Issue: 3

Pages: 261-275

<http://www.informaworld.com/smpp/title~content=t713423834>

13. **Reference Type:** Book

Record Number: 53

Author: Becker, William ; Andrews, Moya L.

Year: 2007

Title: The scholarship of teaching and learning in higher education : an evidence-based perspective

City: Dordrecht u. London

Publisher: Springer

Abstract: Pivotal to the transformation of higher education in the 21st Century is the nature of pedagogy and its role in advancing the aims of various stakeholders. This book brings together pre-eminent scholars from Australia, Canada, Europe, the Middle East, and the USA to critically assess teaching and learning issues that cut across most disciplines. In addressing long-standing and newly emerging issues, the researchers examine the scientific evidence on what constitutes effective teaching in college classrooms, on the psychometric integrity of measures of teaching effectiveness, and on the use of such measures for tenure, promotion, and salary decisions. Systematically explored throughout the book is the avowed linkage between classroom teaching and motivation, learning, and performance outcomes in students. In so doing, the book deals with the nexus between knowledge production by researchers and knowledge utility for end-users made up of classroom instructors, department heads, deans, directors, and policymakers. The book will appeal to researchers interested in teaching and learning, faculty members developing evidence-based pedagogical practices, academic administrators and policymakers responsible for instituting teaching and learning protocols, and faculty development officers promoting the effective teaching practices.

14. **Reference Type:** Journal Article

Record Number: 96

Author: Biesta, Gert

Year: 2007

Title: Towards the knowledge democracy? Knowledge production and the civic role of the university

Journal: Studies in Philosophy and Education. An International Journal

Volume: 26

Issue: 5

Pages: 449-465.

Keywords: Higher Education - Democracy - Epistemology - Knowledge society - Knowledge economy - Knowledge democracy - John Dewey - Bruno Latour

Abstract: In this paper I ask whether the University has a special role to play in democratic societies. I argue that the modern University can no longer lay claim to a research monopoly since nowadays research is conducted in many places outside of the University. The University can, however, still lay claim to a kind of knowledge monopoly which has to with the central role Universities play in the definition of what counts as scientific knowledge. The problem is, however, that the University's knowledge monopoly is predominantly understood in epistemological terms. This leaves only one role for the University in a democratic society, viz., that of the expert. Based on ideas from John Dewey and Bruno Latour I suggest a different way to understand the distinction between 'scientific' and 'everyday' knowledge. Against this background I argue that the University can contribute towards the democratisation of knowledge if it articulates the difference between scientific and everyday knowledge in non-epistemological terms.

URL:

<http://springerlink.metapress.com/content/941px218m3226543/?p=aa9c3e8734a24103b15919ead2bd3b54&pi=5>

Link to PDF: <http://springerlink.metapress.com/content/941px218m3226543/fulltext.pdf>

15. **Reference Type:** Book

Record Number: 58

Author: Biggs, John; Tang, Catherine

Year: 2007

Title: Teaching for quality learning at university. What the student does.

City: Maidenhead u. N.Y.

Publisher: The Society for Research into Higher Education & Open University Press

Edition: first published 2003

Abstract: Teaching for Quality Learning at University focuses on implementing a constructively aligned outcomes-based model at both classroom and institutional level. The theory, which is now used worldwide as a framework for good teaching and assessment, is shown to:

* Assist university teachers who wish to improve the quality of their own teaching, their students' learning and their assessment of learning outcomes

* Aid staff developers in providing support for teachers

* Provide a framework for administrators interested in quality assurance and enhancement of teaching across the whole university

The book's "how to" approach addresses several important issues: designing high level outcomes, the learning activities most likely to achieve them in small and large classes, and appropriate assessment and grading procedures. It is an accessible, jargon-free guide to all university teachers interested in enhancing their teaching and their students' learning, and for administrators and teaching developers who are involved in teaching-related decisions on an institution-wide basis. The authors have also included useful web links to further material.

Table of contents

The changing scene in university teaching

Teaching according to how students learn

Setting the stage for effective teaching

Using constructive alignment in outcomes-based teaching and learning

Designing intended learning outcomes

Contexts for effective teaching and learning

Teaching/learning activities for declarative knowledge

Teaching/learning activities for functioning knowledge

Aligning Assessment with Intended Learning Outcomes: Principles

Assessment and grading for declarative knowledge

Assessment and grading for functioning knowledge

Implementing constructive alignment

Constructive alignment as implemented: Some examples

Index

16. **Reference Type:** Journal Article

Record Number: 102

Author: Bingham, Charles W.

Year: 2008

Title: Derrida on teaching: The economy of erasure

Journal: Studies in Philosophy and Education

Volume: 27

Issue: 1

Pages: 15-31

Keywords: Derrida - Deconstruction - Philosophy of language - Teaching - Critical pedagogy - Phenomenology of the name - Nietzsche

Abstract: This article explores Derrida's claim that teaching is a deconstructive process. In order to explore this claim, the Derridean concept of "erasure" is explored. Using the concept of erasure, this article examines two important aspects of teaching: the name that teachers establish for themselves, and, teaching against social power from a Derridean (erasure-oriented) perspective. Ultimately, the paper confirms Derrida's claim that teaching is indeed a deconstructive practice.

URL:

<http://springerlink.metapress.com/content/v53v25p268r71826/?p=f3b3181508f4472e84a1adf11c5fc5d5&pi=1>

Link to PDF: <http://springerlink.metapress.com/content/v53v25p268r71826/fulltext.pdf>

17. **Reference Type:** Book Section

Record Number: 50

Author: Blasi, Paolo

Year: 2005

Title: Science as a practice. Extending university autonomy by combining research and teaching

Editor: Rights, Observatory for Fundamental University Values and

Book Title: Managing University Autonomy. University Autonomy and the institutional balancing of teaching and research

City: Bologna

Publisher: Bononia University Press

Pages: 159-178

Link to PDF: http://www.magna-charta.org/pdf/papers_balancing.pdf

18. **Reference Type:** Book

Record Number: 65

Author: Stehr, Nico

Year: 1994

Title: Knowledge Society

City: London

Publisher: Sage

Abstract: In this broad-ranging analysis of the central role that knowledge plays in our life, Nico Stehr critically examines the premises of existing social theory and explores the knowledge relations in advanced societies. The result is a significant new synthesis of social theory. The issues addressed in Knowledge Societies include: the process of scientization; the transformation of the political system by increasingly knowledgeable citizens; the rise of specific areas of expertise and changes in corresponding institutions based on the deployment of specialized knowledge; a shift in the nature of societal conflict from struggles about the allocation of income and property to claims and conflict about generalized human needs; and the emergence of fragility as a basic attribute of modern social organizations. Stehr's argument amply demonstrates that all social theories now need to take account of the changing nature of social relations around knowledge, and it defines the parameters within which this analysis should take place.

19. **Reference Type:** Book

Record Number: 84

Author: Breen, Rosanna; Brew, Angela; Jenkins, Alan; Lindsay, Roger

Year: 2002

Title: Re-shaping Teaching in Higher Education: A Guide to Linking Teaching with Research

City: London

Publisher: Routledge

Abstract: This practice-based guide shows how academic research activity can be connected to academic teaching activity in higher education, to ensure that neither operates in a vacuum - and each can be enhanced by the other. Linking research with teaching is one of the main topics in the educational development world. This practice-based guide shows how academic research activity can be connected to academic teaching activity, to ensure that neither operates in a vacuum - and each can be enhanced by the other; Addressing issues at the individual, course and institutional level, and written for an international readership, this volume should be useful to course leaders and educational developers. Contents include: What research and scholarship tell us about linking teaching and research; academic research and student motivation in higher education; designing the curriculum to link teaching and research; organizing the institution to link teaching and research; organizing the department to link teaching and research; organizing the administration of higher education to link teaching and research.

20. **Reference Type:** Book

Record Number: 83

Author: Brew, Angela

Year: 2001

Title: The Nature of Research. Inquiry Into Academic Contexts.

City: London

Publisher: Routledge Farmer

Abstract: What is wrong with research today? Academic research is in crisis. Academics are having to 'publish or perish' often before work is ready. Professionalism may be sacrificed in the pursuit of research grants and publications. This book argues that research priorities need to be reordered to address the concerns of today's society. Angela Brew suggests that the academy can and must reclaim the research agenda by developing new forms of research, which will provide a new justification for its existence.

21. **Reference Type:** Journal Article

Record Number: 1

Author: Brew, Angela

Year: 2003

Title: Teaching and Research: New relationships and their implications for inquiry-based teaching and learning in higher education.

Journal: Higher Education Research & Development

Volume: Vol. 22

Issue: 1

Keywords: Beziehungen zwischen Forschung & Lehre, academic communities of practice

Abstract: Der Artikel befasst sich mit verschiedenen Möglichkeiten der Konzeptualisierung der Beziehung zwischen Lehre & Forschung. Um diese Beziehung zu intensivieren, argumentiert Brew, ist es notwendig, ein Modell zu entwickeln, das auf dem Verständnis von "academic communities of practice" basiert.

22. **Reference Type:** Book

Record Number: 3

Author: Brew, Angela

Year: 2006

Title: Research and Teaching. Beyond the Divide

City: Houndsmills u. New Yor

Publisher: Palgrave Macmillan

Keywords: research-teaching nexus, knowledge, teaching as research, student engagement with research, teaching-enhanced research

Abstract: This book asks how universities can develop the relationship between research and teaching so that research is enhanced and teaching is improved. Using examples, conversations and critical inquiry, it suggests that inclusive scholarly knowledge-building communities of both students and academic staff should result from the development of research-enhanced and evidence-based teaching, teaching-enhanced research, and the erosion of institutional and cultural factors in higher education that currently undermine attempts to link research and teaching.

23. **Reference Type:** Book Section

Record Number: 24

Author: Brew, Angela

Year: 2007

Title: Integrating research and teaching: understanding excellence

Editor: Skelton, Alan

Book Title: International Perspectives on Teaching Excellence in Higher Education. Improving knowledge and practice

City: London u. New York

Publisher: Routledge

Pages: 74-88

24. **Reference Type:** Journal Article

Record Number: 32

Author: Brew, Angela; Peseta, Tai

Year: 2004

Title: Changing postgraduate supervision practice. a programme to encourage learning through reflection and feedback.

Journal: Innovation in Education and Teaching International

Volume: 41

Issue: 1

Pages: 6-22.

25. **Reference Type:** Book

Record Number: 8

Author: Brinckmann, Hans et al

Year: 2002

Title: Die Einheit von Forschung und Lehre: Über die Zukunft der Universität

City: Cuernavaca

Publisher: Büchse der Pandora

26. **Reference Type:** Book

Record Number: 62

Author: Clark, William

Year: 2006

Title: Academic Charisma and the Origins of the Research University

City: Chicago

Publisher: University of Chicago Press

Abstract: William Clark argues that the research university—which originated in German Protestant lands and spread globally in the nineteenth and twentieth centuries—developed in response to market forces and bureaucracy, producing a new kind of academic whose goal was to establish originality and achieve fame through publication. With an astonishing wealth of research, *Academic Charisma and the Origins of the Research University* investigates the origins and evolving fixtures of academic life: the lecture catalogue, the library catalogue, the grading system, the conduct of oral and written exams, the roles of conversation and the writing of research papers in seminars, the writing and oral defence of the doctoral dissertation, the ethos of "lecturing with applause" and "publish or perish," and the role of reviews and rumour. This is a grand, ambitious book that should be required reading for every academic.

27. **Reference Type:** Electronic Source

Record Number: 48

Author: Council, Australian Learning and Teaching; University, Griffith; Technology, Queensland University of; Melbourne, The University of

Year: 2008

Title: The Teaching-Research Nexus: A guide for academics and policy-makers in higher education

URL: <http://trnexus.edu.au/>

28. **Reference Type:** Journal Article

Record Number: 31

Author: Curzon-Hobson, Aidan

Year: 2003

Title: Higher Learning and the Critical Stance.

Journal: Studies in Higher Education

Volume: 28

Issue: 2

Pages: 201-212.

29. **Reference Type:** Journal Article

Record Number: 15

Author: Deem, Rosemary

Year: 2006

Title: Conceptions of Contemporary European Universities: to do research or not to do research?

Journal: European Journal of Education

Volume: 41

Issue: 2

Pages: 281-304

Abstract: The article examines the extent to which the notion of a publicly-funded university as an institution engaging in both teaching and research is likely to be sustained in the European higher education space of the future, given the variety of pressures (including funding and mass higher education) on such a conception of a university and changes in how national governments regard the purposes of higher education. Relevant literature on the changing purposes of universities is reviewed. For illustrative purposes, the article uses an example of recent legislation, the 2004 Higher Education Act, in England, whereby research degree awarding powers are no longer a pre-requisite for the conferral of university status. The position in England's higher education system with regard to research and teaching is contrasted with that of a second UK country, Scotland, which has contrasting policies on teaching and research in universities. The article examines the research-teaching debate from the perspective of individual academics, universities and policy-makers, using recent empirical data where available. It is suggested that whilst academics and their institutions (for different reasons) may be in favour of retaining a link between teaching and research and may resist changes to this, policy-makers faced with rising demands on the public purse may see such links as suited only to an academic elite. Such pressures apply equally to other member countries of the European Higher Education space, so the outcomes of this policy debate about the centrality of research and teaching to universities have many implications for the future shape of European higher education.

Link to PDF: <http://www3.interscience.wiley.com/cgi-bin/fulltext/118551940/PDFSTART>

30. **Reference Type:** Conference Proceedings

Record Number: 16

Author: Deem, Rosemary

Year of Conference: 2007

Title: Producing and Reproducing the European University in the 21st century: research perspectives on the shifting purposes of Higher Education

Conference Name: Paper for the World University Network 'Realising the Global University'

Conference Location: London

Pages: 35pp

URL: <http://www.wun.ac.uk/theglobaluniversity/documents/papers/14Nov/DeemBristol.pdf>

31. **Reference Type:** Book

Record Number: 79

Author: Delanty, Gerard

Year: 2001

Title: Challenging Knowledge: The University in the Knowledge Society

City: Buckingham

Publisher: SRHE u. Open University Publication

Abstract: Drawing from current debates in social theory about the changing nature of knowledge, this book offers the most comprehensive sociological theory of the university that has yet appeared. In this far reaching contribution to the sociology of knowledge, Delanty views the university as a key institution of modernity and as the site where knowledge, culture and society interconnect. He assesses the question of the crisis of the university with respect to issues such as globalization, the information age, the nation state, academic capitalism, cultural politics and changing relationships between research and teaching. It will be essential reading for those interested in changing relationships between modernity, knowledge, higher education and the future of the university.

32. **Reference Type:** Edited Book

Record Number: 80

Editor: Eggins, Heather; MacDonald, Ronald

Year: 2003

Title: The Scholarship of Academic Development

City: Buckingham

Publisher: SRHE u. Open University Press

Abstract: "This book contains ideas, conceptual and practical, with which it may be possible to negotiate with both government and institutional managers a role for academic development that is established, worthwhile and 'scholarly' in ways recognized by other academics." Teaching in Higher Education "provides some kind of answer to Macdonald's opening question: are academic developers a 'tribe' with their own 'territory'? On the evidence of this volume, they are disparate occupants of an emerging territory but are, at least, beginning a dialogue. While it may be too early to talk about a new tribe this book represents a valuable start in mapping the political and intellectual terrain." Higher Education Review In recent times academic development has moved from the margins to the mainstream of higher education institutions. This book addresses the concept and nature of academic development and examines research into and within the field. It shows how academic development might be distinguished from and overlap with 'educational development' and 'staff development', and how it encompasses those activities concerned with developing learning and teaching in higher education at individual, departmental, faculty, institutional and even at national/international levels.

The Scholarship of Academic Development addresses key questions:

* What is academic development and how is it part of scholarly academic practice?

* What are its roles and functions?

* How can research be carried out into, and used in, academic development?

The contributors to this volume represent a broad church of experience, roles and approaches to academic development, and to theorizing, researching and practicing in this field. They have provided a significant resource to academic developers, to scholars of higher education practice, to higher education managers and policy-makers.

33. **Reference Type:** Book Section

Record Number: 6

Author: Elton, Lewis

Year: 2005

Title: Scholarship and the Research and Teaching Nexus

City: Berkshire u. New York
Publisher: Society for Research into Higher Education & Open University Press
Pages: 108-118

34. **Reference Type:** Journal Article

Record Number: 89

Author: Elton, Lewis

Year: 2008

Title: Continuing Professional Development in Higher Education – the role of the scholarship of teaching and learning

Journal: Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education,

Volume: Vol 3

Issue: No 2

Pages: 193-208

Keywords: research-teaching nexus, Humboldt, Scholarship of Teaching and Learning

Abstract: The article argues for appropriate links between the continuing development of academic teachers (CPD in HE) and the decisive role in this of the Scholarship of Teaching and Learning (SoTL), going back to Humboldt's famous prescription of 1809 for the future University of Berlin. However – and in contrast to his fundamental dichotomy between university and school – over the past 200 years a quite different dichotomy has become dominant, the dichotomy between research and teaching, wholly in conflict with Humboldt's beliefs who saw them as a unity. It is argued that the changes in universities since then and particularly over the past twenty years do not challenge the fundamental Humboldtian principle of a university as a community of scholars – teachers and students – although this community may have to adapt more radically to the 21st century than it might like. On the other hand, recent managerial changes are totally against the spirit of the Humboldtian university and potentially endanger the future of universities, not only in England but worldwide. The paper finally argues that the professionalisation of university teaching on the basis of the Scholarship of Teaching and Learning (SoTL) could give universities a freedom in the 21st century, similar to that which Humboldt gave them in the 19th and illustrates this point through an extensive case study.

URL: <http://www.pestlhe.org.uk/index.php/pestlhe/article/view/49>

Link to PDF: <http://www.pestlhe.org.uk/index.php/pestlhe/article/view/49/180>

Author Address: elton@pcps.ucl.ac.uk

35. **Reference Type:** Journal Article

Record Number: 71

Author: Engebretson, Kath; Smith, Ken ; McLaughlin, Denis ; Seibold, Carmel ; Terrett, Gill ; Ryan, Elizabeth

Year: 2008

Title: The changing reality of research education in Australia and implications for supervision: a review of the literature

Journal: Teaching in Higher Education

Volume: 13

Issue: 1

Pages: 1-15

36. **Reference Type:** Edited Book

Record Number: 68

Editor: Epstein, Debbie; Boden, Rebecca ; Deem, Rosemary ; Rizvi, Fazal ; Wright, Susan

Year: 2007

Title: World Yearbook of Education 2008 Geographies of Knowledge, Geometries of Power: Framing the Future of Higher Education

City: London

Publisher: Routledge

Abstract: This volume examines higher education in globalized conditions through a focus on the spatial, historic and economic relations of power in which it is embedded. Distinct geometries of power are emerging as the knowledge production capability of universities is increasingly globalized. Changes in the organization and practices of higher education tend to travel from the 'West to the rest'. Thus, distinctive geographies of knowledge are being produced, intersected by geometries of power and raising questions about the recognition, production, control and usage of university-produced knowledge in different regions of the world.

What flows of power and influence can be traced in the shifting geographies of higher education? How do national systems locate themselves in global arenas, and what consequences does such positioning have for local practices and relations of higher education? How do universities and university workers respond to the increasing commodification of knowledge? How do consumers of knowledge assess the quality of the 'goods' on offer in a global marketplace?

The 2008 volume of the World yearbook addresses these questions, highlighting four key areas:

* Producing and Reproducing the University—How is the university adapting to the pressures of globalization?

* Supplying Knowledge—What structural and cultural changes are demanded from the university in its new role as a free market supplier of knowledge?

* Demanding Knowledge—Marketing and Consumption—How can consumers best assess the quality of education on a global scale?

* Transnational Academic Flows—What trends are evident in the flow of students, knowledge and capital, with what consequences?

The 2008 volume is interdisciplinary in its approach, drawing on scholarship from accounting, finance and human geography as well as from the field of education. Transnational influences examined include UNESCO and OECD, GATS and the effects of digital technologies. Contrasting contexts include Central and Eastern Europe, Finland, China and India and England.

With its emphasis on the interrelationship of knowledge and power, and its attention to emergent spatial inequalities, *Geographies of Knowledge, Geometries of Power: Framing the Future of Higher Education* provides a rich and compelling resource for understanding emergent practices and relations of knowledge production and exchange in global higher education.

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 17. Higher Education: A Powerhouse for Development in a Neo-Liberal Age?
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 20. Introduction: Transnational Academic Flows,
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 23. The Chinese Knowledge Diaspora: Communication Networks among Overseas Chinese Intellectuals in the Global Era
 24. Internationalization and the Cosmopolitical University
 25. The Social Web: Changing Knowledge Systems in Higher Education

37. **Reference Type:** Book Section

Record Number: 125

Author: Euler, Dieter

Year: 2005

Title: Forschendes Lernen.

Editor: Spoun, Sascha u. Werner Wunderlich

Book Title: Studienziel Persönlichkeit. Beiträge zum Bildungsauftrag der Universität heute.

City: Frankf. u. N.Y.
Publisher: Campus Verlag
Pages: 253-272.

38. **Reference Type:** Edited Book

Record Number: 63

Editor: European Commission (Directorate-General for Research, Citizens, Governance in a Knowledge-based Society)

Year: 2008

Title: 6th Framework Programme. Research in Social Sciences and Humanities: Priority 7 & 8. Synopsis. All Calls

Abstract: Kurzbeschreibung aller geförderten Projekte

Link to PDF: <ftp://ftp.cordis.europa.eu/pub/citizens/docs/synopses-all-calls-2006.pdf>

39. **Reference Type:** Report

Record Number: 18

Author: Felt, Ulrike u. Brian Wynne

Year: 2007

Title: Taking European Knowledge Society Seriously.

Series Title: Report of the Expert Group on Science and Governance to the Science, Economy and Society Directorate,

City: Luxembourg

Institution: European Commission

Link to PDF: http://www.eurosfairer.prd.fr/7pc/doc/1192442676_european_knowledge_society_en1.pdf

40. **Reference Type:** Conference Proceedings

Record Number: 17

Author: Felt, Ulrike u. Michaela Ganz

Year of Conference: 2005

Title: University Autonomy in the European Context: Revisiting the Research-Teaching Nexus in a post-Humboldtian Environment

Editor: Magna Charta Observatory Yearly Conference, Managing University Autonomy. University Autonomy and the institutional balancing of teaching and research.

Conference Location: Bologna

Publisher: Bononia University Press

Pages: 13-120

URL: http://www.magna-charta.org/pdf/papers_balancing.pdf

41. **Reference Type:** Journal Article

Record Number: 100

Author: Forstorp, Per-Anders

Year: 2008

Title: Who's Colonizing Who? The Knowledge Society Thesis and the Global Challenges in Higher Education

Journal: Studies in Philosophy and Education

Volume: 27

Issue: 4

Pages: 227-236

Keywords: Knowledge society - Globalization - Neo-colonialism - Criticism

Abstract: The two notions of "globalization" and "knowledge society" are often assumed to be relatively neutral descriptions of contemporary social and cultural developments, although they are embedded in discourses on power and domination. In this paper the argument is made that both these notions can be understood as expressions of an ideology of neo-colonialism and that they assume an ethnocentric or Eurocentric bias rather than being neutral descriptions of the "natural" unfolding of social and political changes. The thesis of the "knowledge society", in particular, needs to be demythologized as a vehicle for the rebirth of nations and regions in the context of increasing global challenges. A critical perspective such as this is a desired complement to the otherwise glossy versions of the future of "knowledge work" and "creative work" based on a doctrine of "fundamentalism of education". The critical understanding of contemporary regimes for knowledge, learning and education on the international scene provide a necessary counterpoint to the dominating political and educational discourses advocating the advent of "knowledge society".

URL:

<http://springerlink.metapress.com/content/a28733744557k381/?p=e45b7c9301ae4106a3d5617057ed61d&pi=2>

Link to PDF: <http://springerlink.metapress.com/content/a28733744557k381/fulltext.pdf>

42. Reference Type: Book Section

Record Number: 49

Author: Gibbons, Michael

Year: 2005

Title: Engagement with the Community: a new basis for university autonomy in a knowledge society

Editor: Rights, Observatory for Fundamental University Values and

Book Title: Managing University Autonomy. University Autonomy and the institutional balancing of teaching and research

City: Bologna

Publisher: Bononia University Press

Pages: 121-150

Link to PDF: http://www.magna-charta.org/pdf/papers_balancing.pdf

43. Reference Type: Book

Record Number: 87

Author: Gibbons, Michael; Limoges, Camille ; Nowotny, Helga ; Schwartzman, Simon ; Scott, Peter; Trow, Martin

Year: 1994

Title: The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies

Publisher: Sage

Abstract: In this provocative and broad-ranging work, the authors argue that the ways in which knowledge - scientific, social and cultural - is produced are undergoing fundamental changes at the end of the twentieth century. They claim that these changes mark a distinct shift into a new mode of knowledge production which is replacing or reforming established institutions, disciplines, practices and policies. Identifying features of the new mode of knowledge production - reflexivity, transdisciplinarity, heterogeneity - the authors show how these features connect with the changing role of knowledge in social relations. While the knowledge produced by research and development in science and technology is accorded central concern, the authors also outline the changing dimensions of social scientific and humanities knowledge and the relations between the production of knowledge and its dissemination through education.

As we approach the end of the twentieth century, the ways in which knowledge--scientific, social, and cultural--is produced are undergoing fundamental changes. In *The New Production of Knowledge*, a distinguished group of authors analyze these changes as marking the transition from established institutions, disciplines, practices, and policies to a new mode of knowledge production. Identifying such elements as reflexivity, transdisciplinarity, and heterogeneity within this new mode, the authors consider their impact and interplay with the role of knowledge in social relations. While the knowledge produced by research and development in science and technology is accorded central focus, the authors also outline the changing dimensions of social scientific and humanities knowledge and the relations between the production of knowledge and its dissemination through education. Placing science policy and scientific knowledge within the broader context of contemporary society, this book will be essential reading for all those concerned with the changing nature of knowledge, with the social study of science, with educational systems, and with the correlation between research and development and social, economic, and technological development. "Thought-provoking in its identification of issues that are global in scope; for policy makers in higher education, government, or the commercial sector." --Choice "By their insightful identification of the recent social transformation of knowledge production, the authors have been able to assert new imperatives for policy institutions. The lessons of the book are deep." --Alexis Jacquemin, Universite Catholique de Louvain and Advisor, Foreign Studies Unit, European Commission "Should we celebrate the emergence of a 'post-academic' mode of postmodern knowledge production of the post-industrial society of the 21st Century? Or should we turn away from it with increasing fear and loathing as we also uncover its contradictions. A generation of enthusiasts and/or critics will be indebted to the team of authors for exposing so forcefully the intimate connections between all the cognitive, educational, organizational, and commercial changes that are together revolutionizing the sciences, the technologies, and the humanities. This book will surely spark off a vigorous and fruitful debate about the meaning and purpose of knowledge in our culture." --Professor John Ziman, (Wendy, Janey at Ltd. is going to provide affiliation. Contact if you don't hear from her.) "Jointly authored by a team of distinguished scholars

spanning a number of disciplines, *The New Production of Knowledge* maps the changes in the mode of knowledge production and the global impact of such transformations. . . . The authors succeed . . . at sketching out, in very large strokes, the emerging trends in knowledge production and their implications for future society. The macro focus of the book is a welcome change from the micro obsession of most sociologists of science, who have pretty much deconstructed institutions and even scientific knowledge out of existence." --Contemporary Sociology "This book is a timely contribution to current discussion on the breakdown of and need to renegotiate the social contract between science and society that Vannevar Bush and likeminded architects of science policy constructed immediately after World War II. It goes far beyond the usual scattering of fragmentary insights into changing institutional landscapes, cognitive structures, or quality control mechanisms of present day science, and their linkages with society at large. Tapping a wide variety of sources, the authors provide a coherent picture of important new characteristics that, taken altogether, fundamentally challenge our traditional notions of what academic research is all about. This well-founded analysis of the social redistribution of knowledge and its associated power patterns helps articulate what otherwise tends to remain an--albeit widespread--intuition. Unless they adapt to the new situation, universities in the future will find the centers of gravity of knowledge production moving even further beyond their ken. Knowledge of the social and cognitive dynamics of science in research is much needed as a basis of science and technology policymaking. *The New Production of Knowledge* does a lot to fill this gap. Another unique feature is its discussion of the humanities, which are usually left out in works coming out of the social studies of science." --Aant Elzinga, University of Goteborg

44. **Reference Type:** Journal Article

Record Number: 30

Author: Gibbs, Graham u. Marin Coffey

Year: 2004

Title: The impact of training of university teachers on their teaching skills, their approach to teaching and the approach to learning of their students.

Journal: active learning in higher education

Volume: 5

Issue: 1

Pages: 87-100

45. **Reference Type:** Journal Article

Record Number: 29

Author: Gilbert, Rob / Jo Baltti, Phil Turner u. Hilary Whitehouse

Year: 2004

Title: The generic skills debate in research higher degrees

Journal: Higher Education Research & Development

Volume: 23

Issue: 3

Date: August 2004

46. **Reference Type:** Journal Article

Record Number: 20

Author: Griffiths, Ron

Year: 2004

Title: Knowledge Production and the research-teaching nexus: the case of the built environment disciplines

Journal: Studies in Higher Education

Volume: 29

Issue: 6

Pages: 709-726.

47. **Reference Type:** Journal Article

Record Number: 21

Author: Hattie, John; Marsh, H.W

Year: 1996

Title: The Relationship between Research and Teaching: A Meta-Analysis

Journal: Review of Educational Research

Volume: 66

Issue: 4

Pages: 507-542

Abstract: A review of various models of the relationship between research and teaching in universities is presented, and the evidence necessary to assess each model is outlined. A meta-analysis of 58 studies demonstrates that the relationship is zero. Suggestions for future directions are provided, and it is argued that a major goal could be to adopt strategies that enhance the relationship between research and teaching.

Link to PDF: <http://www.jstor.org/stable/pdfplus/1170652.pdf>
<http://www.jstor.org/stable/1170652>

48. Reference Type: Journal Article

Record Number: 92

Author: Haverhals, Barbara

Year: 2007

Title: The normative foundations of research-based education: Philosophical notes on the transformation of the modern university idea

Journal: Studies in Philosophy and Education. An International Journal

Volume: 26

Issue: No 5

Pages: 419-432

Keywords: Idea of the modern university - Wilhelm von Humboldt - Political philosophy - Link research-education - Marcel Gauchet - Democracy

Abstract: The current reorganisation of universities is part of a European policy aimed at strengthening Europe's position with regard to the emerging global knowledge economy. The transformations in view of this overall goal are hardly accompanied by a critical discussion about the function or role of universities within and for society. The common assumption that universities offer a specific 'general education' by linking teaching to research, goes back to the modern university idea as conceived by Wilhelm von Humboldt. This article intends to show that philosophical attempts to restore the modern university model as a normative standard for criticising actual developments at European universities, have become problematic for contextual reasons that beg the basic assumptions of this model. Instead of answering the question of the 'public role of universities', the article rather attempts to clarify the problems with which this question is connected, from a political-philosophical perspective. It is argued that the difficulties in which the contemporary discourse about universities constantly becomes entangled, reflect more fundamental impasses and even contradictions that the modern democratic project is experiencing today.

URL: <http://springerlink.metapress.com/content/b1n815172v421n47/fulltext.html>

Link to PDF: <http://springerlink.metapress.com/content/b1n815172v421n47/fulltext.pdf>

Author Address: Barbara Haverhals

Faculty of Psychology and Educational Sciences, Centre for Philosophy of Education, Vesaliusstraat 2, Leuven, 3000, Belgium

Email: barbara.haverhals@telenet.be

49. Reference Type: Book Section

Record Number: 22

Author: Healey, Mick u. Alan Jenkins

Year: 2006

Title: Strengthening the teaching-research linkage in undergraduate courses and programmes

Book Title: Exploring research-based Teaching - New Directions in Teaching and Learning

City: San Francisco

Publisher: Jossey Bass/Wiley

50. Reference Type: Journal Article

Record Number: 98

Author: Hellemans, Mariette

Year: 2007

Title: Discussion: On the future of our past

Journal: Studies in Philosophy and Education

Volume: 26

Issue: 5

Pages: 499-504

Keywords: University - Public role - Higher education - Europe - Democracy - Derrida

Abstract: After integrating the main lines of argumentation developed in the special issue, this paper makes a balance of the question on the public role of the university. Furthermore, the paper focuses on

the discussion underlying the articles collected in the issue. A distinction is made between “comprehending” the past and present of the university on the one hand and “justifying” the university and its public role on the other hand. In view of this distinction, it is argued that the question concerning the value of a (normative) idea of the university and its public role is related to the question of democracy. The question is, however, not only whether we live in a democracy, but whether we may still speak of a “commitment to democracy”. An inquiry into the meaningfulness of a (normative) “idea” of the university arises directly from this question. At this point, the viewpoint of Derrida is introduced to discuss the question of the democracy and university of the future.

URL:

<http://springerlink.metapress.com/content/a86462j658p710p0/?p=aa9c3e8734a24103b15919ead2bd3b54&pi=7>

Link to PDF: <http://springerlink.metapress.com/content/a86462j658p710p0/fulltext.pdf>

51. **Reference Type:** Journal Article

Record Number: 72

Author: Hussey, Trevor; Smith, Patrick

Year: 2008

Title: Learning outcomes: a conceptual analysis

Journal: Teaching in Higher Education

Volume: 13

Issue: 1

Pages: 107-115

Abstract: Learning outcomes have become widely used in higher education, but also misused to the point of being controversial and a bureaucratic burden. This paper distinguishes three kinds of learning outcome found in current literature: (1) those used in individual teaching events; (2) those specified for modules or short courses; and (3) those specified for whole degree programmes. The nature of each is explored and their use in assessment and auditing is discussed, together with related notions such as the 'corridor of tolerance', emergent outcomes, etc. It is concluded that learning outcomes used in individual teaching events (1) are the most useful kind if employed flexibly, but that they cannot be specified exactly or used for auditing performance, and their relationship with assessment is complex. Learning outcomes specified for modules or short courses (2) state little more than a list of contents; they cannot be stated precisely and have limitations in guiding assessment. Learning outcomes specified for whole degree programmes (3) is a misuse of the term 'learning outcome'.

52. **Reference Type:** Edited Book

Record Number: 54

Editor: Hutchinson, Steve; Hinchcliff, Richard; Bromley, Tony

Year: 2007

Title: Skills Training in Research Degree Programmes

City: Maidenhead

Publisher: Open University Press

Short Title: Skills Training in Research Degree Programmes

53. **Reference Type:** Journal Article

Record Number: 11

Author: Jenkins, Alan

Year: 2004

Title: A Guide to the Research Evidence on Teaching-Research Relations

Journal: The Higher Education Academy

Issue: December 2004

Pages: 33pp

Short Title: A Guide to the Research Evidence on Teaching-Research Relations

Link to PDF:

http://www.heacademy.ac.uk/assets/York/documents/ourwork/research/id383_guide_to_research_evidence_on_teaching_research_relations.pdf

54. **Reference Type:** Journal Article

Record Number: 2

Author: Jenkins, Alan, Mick Healey, Roger Zetter

Year: 2007

Title: Linking teaching and research in disciplines and departments

Journal: The Higher Education Academy

Issue: April 2007

Pages: 96 pp

Keywords: teaching-research nexus, Beziehungen zwischen disziplinenbasierter Forschung & Lehre, disziplinäre Variationen, Beziehungen zw. Forschung und Lernen

Abstract: Paper befasst sich mit Beziehungen zwischen Forschung & Lehre aus disziplinenbasierter Perspektive - Argumente werden mit case studies aus Australasien, Europa und Nordamerika illustriert.

55. **Reference Type:** Journal Article

Record Number: 12

Author: Jenkins, Alan u. Mick Healey

Year: 2005

Title: Institutional strategies to link teaching and research

Journal: The Higher Education Academy

Issue: October 2005

Pages: 66pp

56. **Reference Type:** Book Section

Record Number: 26

Author: Jenkins, Alan u. Mick Healey

Year: 2007

Title: Critiquing excellence: undergraduate research for all students

Editor: Skelton, Alan

Book Title: International Perspectives on Teaching Excellence in Higher Education

City: London u. New York

Publisher: Routledge

Pages: 117-132

57. **Reference Type:** Journal Article

Record Number: 38

Author: Kellett, Mary; Dent, Naomi (aged ten); ten), Simon Ward (aged

Year: 2004

Title: 'Just Teach Us The Skills Please, We'll Do The Rest': Empowering Ten-Year-Olds as Active Researchers

Journal: Children & Society

Volume: 18

Pages: 329-343

58. **Reference Type:** Journal Article

Record Number: 103

Author: Kinkead, Joyce

Year: 2003

Title: Learning through inquiry: An overview of undergraduate research

Journal: New Directions for Teaching and Learning.

Volume: 93

Pages: 5-17

Abstract: Undergraduate researchers are involved in learning, and universities can structure programs to support them in a number of ways

URL: <http://www3.interscience.wiley.com/journal/104527795/abstract>

59. **Reference Type:** Edited Book

Record Number: 86

Editor: Kreber, Carolin

Year: 2006

Title: Exploring Research-Based Teaching: New Directions for Teaching and Learning, No. 107

Publisher: Jossey-Bass

Abstract: The purpose of this volume is to illustrate the wide scope of possibilities in interpreting and promoting research-teaching synergies. At the same time it is a goal to look more explicitly at what institutions can do to promote two distinct forms of research-based teaching. The first perspective construes research-based teaching as student-focused, inquiry-based learning. According to this perspective, students are not simply taught the discipline-based content knowledge that has been

generated through research, nor are they simply taught the processes of knowledge construction within the discipline or subject; instead, they themselves become generators of this knowledge. The second perspective shifts the lens to those who are doing the teaching and construes research-based teaching as teaching that is characterized by discipline-specific inquiry into the process of teaching itself.

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PART ONE: EXPLORING DIFFERENT POSSIBILITIES IN PROMOTING TEACHING-RESEARCH SYNERGIES.

1. Introduction: The Scope of Possibility in Interpreting and Promoting Research-Based Teaching (Carolyn Kreber)

This chapter addresses the question of why establishing teaching and research synergies is important and points to the need to better understand the practice of educational development within this context.

2. Learning to Develop the Relationship Between Research and Teaching at an Institutional Level (Angela Brew)

This chapter describes various initiatives taken at the University of Sydney in New South Wales that were aimed at creating stronger research-teaching links and highlights the importance of developing institutional strategies in generating teaching-research synergies.

3. Professional Development Support to Promote Stronger Teaching and Research Links (Andrew J. Castley)

Research-based teaching—are we doing it already? How to shape institutional agendas and support academics to meet those agendas with respect to research-based teaching.

PART TWO: RESEARCH-BASED TEACHING AS STUDENT-FOCUSED, INQUIRY-BASED LEARNING.

4. The Nature of Effective or Exemplary Teaching in an Environment That Emphasizes Strong Research and Teaching Links (Lewis Elton)

The move from elite to mass higher education requires the development of pedagogies that offer all students, not only the elite, an opportunity to engage in successful or meaningful learning. The pedagogy of problem-based or inquiry-based learning is discussed as one effective way to achieve this goal.

5. Strengthening the Teaching-Research Linkage in Undergraduate Courses and Programs (Mick Healey, Alan Jenkins)

Undergraduates need to understand how research is continually reshaping, supporting, and at the same time undermining our understandings of the world.

6. Inquiry-Based Learning with the Net: Opportunities and Challenges (Heather Kanuka)

This chapter provides an overview of opportunities that information communication technologies can provide in supporting students in their learning, the corresponding challenges that can occur, and an instructional strategy that effectively facilitates the teaching-research linkage.

PART THREE: RESEARCH-BASED TEACHING AS PEDAGOGICAL INQUIRY.

7. Disciplines, Pedagogy, and Inquiry-Based Learning About Teaching (Mary Taylor Huber)

The disciplines play a special role in inquiry-based learning about teaching, providing specific problems to explore and often, conceptual and methodological resources to draw on. Because the work helps faculty articulate what they as experts take for granted or sense is changing in their fields, inquiry-based learning about teaching has much to contribute to the disciplines as well.

8. Promoting Inquiry-Based Learning About Teaching Through Educational Development Units (Carolyn Kreber)

The elements and process of inquiry-based learning about teaching are described and several educational development initiatives are discussed that provide opportunities for staff to engage in inquiry-based learning about teaching.

9. Exploring Methodological Issues Related to Pedagogical Inquiry in Higher Education (Vaneeta-marie D'Andrea)

Pedagogical research in higher education needs to address questions that are linked to convincing conceptual frameworks that would provide clearer guidelines for interpretation and add explanatory power to findings.

10. The Value of Pedagogic Inquiry for Improving Teaching (David Gosling)

This chapter considers whether there are grounds for believing that an inquiry-based approach to teaching and educational development will enhance practice and identifies the conditions under which this is likely the case.

11. Research-Based Teaching in Relation to Academic Practice: Some Insights Resulting from Previous Chapters (Carolyn Kreber)

Research-based teaching may be best practiced as a team effort at the department level, where the student learning experience can be positively influenced through thoughtful program design, and team members can make unique contributions to program design by focusing on different aspects of academic practice.

60. **Reference Type:** Edited Book

Record Number: 59

Editor: Land, Ray; Meyer, Jan H.F.; Smith, Jan

Year: 2008

Title: Threshold Concepts within the Disciplines

City: Rotterdam

Publisher: Sense Publishers

Abstract: The foundational principle of threshold concepts is that there are, in each discipline, 'conceptual gateways' or 'portals' that must be negotiated to arrive at important new understandings. In crossing the portal, transformation occurs, both in knowledge and subjectivity. Such transformation involves troublesome knowledge, a key concern for contributors to this book, who identify threshold concepts in their own fields and suggest how to deal with them. Part One extends and enhances the threshold concept framework, containing chapters that articulate its qualities, its links to other social theories of learning and other traditions in educational research. Part Two encompasses the disciplinary heart of the book with contributions from a diversity of areas including computing, engineering, biology, design, modern languages, education and economics. In the many empirical case studies educators show how they have used the threshold concept framework to inform and evaluate their teaching contexts. Other chapters emphasise the equally important 'being and becoming' dimension of learning. Part Three suggests pedagogic directions for those at the centre of the education project with contributions focusing on the socialisation of academics and their continuing quest to be effective teachers. The book will be of interest to disciplinary teachers, educational researchers and educational developers. It also is of relevance to issues in quality assurance and professional accreditation.

61. **Reference Type:** Journal Article

Record Number: 101

Author: Leman, Johan; Trappers, Ann; Brandon, Emily ; Ruppel, Xavier

Year: 2008

Title: Migration Related Socio-cultural Changes and e-Learning in a European Globalising Society

Journal: Studies in Philosophy and Education

Volume: 27

Issue: 4

Pages: 237-251

Keywords: World wide web - Diversity - Multiple belonging - Education - Europe

Abstract: OECD figures (1998–2002) reveal a sharply increasing flow of foreign workers into European countries. Ethnic diversification has become a generalized matter of fact. At the same time, rapidly developing technology and 'intellectual globalization' processes—the world wide web—have also become a reality. This complex cluster of changes has an impact on the perceptions of the self and of the other. Multilayered belongings and paradoxical meanings enter into interethnic relations in sometimes most surprising and unpredictable ways from outside of the boundaries of local communities. But the developments also create new and very positive opportunities for education/schooling and social cohesion. The paper critically examines this changing context and also Europe's educational responses to the new challenges: the European Socrates programme, the initiatives in the field of intercultural citizenship education and the issue of combating deprivation.

URL:

<http://springerlink.metapress.com/content/dkv8282nt6rk07u1/?p=e45b7c9301ae4106a3d5617057ed61dd&pi=3>

Link to PDF: <http://springerlink.metapress.com/content/dkv8282nt6rk07u1/fulltext.pdf>

62. **Reference Type:** Journal Article

Record Number: 94

Author: Lock, Grahame ; Lorenz, Chris

Year: 2007

Title: Revisiting the university front

Journal: Studies in Philosophy and Education. An International Journal

Volume: 26

Issue: 5

Pages: 405-418

Keywords: Postdemocracy - Public function of the university - Governance - Knowledge society - Research University - Managerialism - Academic audit - Quality control

Abstract: The article argues that the most important trends in the recent metamorphosis of higher education, especially of university teaching and research, cannot be understood without placing them in the context of general developments in political life. Both processes reveal alarming features and there is a link between them. In recent decades a religion has established its dominance in the public policy field. Its dogmas are called “liberalization”, “economic man”, “individual preference”, “the free market”, “competition” and “efficiency”. The consequences of the progressive imposition of this doctrine on the universities—including on the relation between teaching and research—are well documented but not always well understood. It is argued that the “commercialization” of higher education and research means in reality their hyper-bureaucratization, via the imposition of so-called evaluation, assessment and accreditation schemes, the latest avatars of the managerialist ideology. Might the final result be the disintegration of the university as an institution?

URL: <http://springerlink.metapress.com/content/175h3j3j36t89261/fulltext.html>

Link to PDF: <http://springerlink.metapress.com/content/175h3j3j36t89261/fulltext.pdf>

63. **Reference Type:** Book Section

Record Number: 28

Author: McNair, Stephen

Year: 1997

Title: Is There a Crisis? Does it matter?

Editor: Barnett, Ronald u. Anne Griffin

Book Title: The End of Knowledge in Higher Education

City: London

Publisher: Cassell

Pages: 27-38

64. **Reference Type:** Book Section

Record Number: 5

Author: Naidoo, Rajani

Year: 2005

Title: Universities in the Marketplace: The Distortion of Teaching and Research

Editor: Jenkins, Alan

Book Title: Reshaping the University. New Relationships between Research, Scholarship and Teaching

City: Maidenhead u. New York

Publisher: Society for Research into Higher Education & Open University Press

Pages: 27-36

65. **Reference Type:** Journal Article

Record Number: 10

Author: Neumann, Ruth; Sharon, Parry; Becher, Tony

Year: 2002

Title: Teaching and Learning in their Disciplinary Contexts: a conceptual analysis

Journal: Studies in Higher Education

Volume: 27

Issue: 4

Pages: 405-417

Abstract: Provides an organizing framework for literature on undergraduate teaching and learning, distinguishing between hard pure, soft pure, hard applied, and soft applied fields of study and hence making it possible to highlight generally unremarked similarities and differences between the various research findings. Offers separate analyses of knowledge-related and socially-related studies.

66. **Reference Type:** Book

Record Number: 55

Author: Nicholls, Gill

Year: 2005

Title: The Challenge of Scholarship: Rethinking Learning, Teaching and Research (Key Issues in Higher Education)

City: London

Publisher: Routledge

Abstract: What does scholarship mean? How has it come to shape the structure of higher education? What should its role be? Discussions about the nature and role of scholarship have a long tradition, from Aristotle to Boyer, and the term is often perceived as complex and ambiguous. At the same time,

determining what 'scholarship' stands for is critical, as it is a concept central to the function of higher education, influencing higher education practice and policy throughout the world. The Challenge to Scholarship is a lively and engaging investigation that seeks to establish what it means to be a scholar and the value of scholarship. It addresses current concerns and tensions including the scholarship of teaching and the relationship between teaching and research. Gill Nicholls gets right to the heart of the debate over scholarship and declares that a reconceptualization of scholarship within universities is required, outlining the changes involved and the practical implications for higher education institutions of the future.

67. **Reference Type:** Book Section

Record Number: 7

Author: Nolan, Kathleen

Year: 2005

Title: Publish or cherish? Performing a Dissertation in/between Research Spaces

Editor: Barnett, Ronald (Hrsg.)

Book Title: Reshaping the University. New Relationships between Research, Scholarship and Teaching.

City: Berkshire u. New York

Publisher: Society for Research into Higher Education & Open University Press

Pages: 119-135

68. **Reference Type:** Book Section

Record Number: 41

Author: Nowotny, Helga

Year: 1997

Title: Transdisziplinäre Wissensproduktion - Eine Antwort auf die Wissensexplosion?

Editor: Stadler, Friedrich

Book Title: Wissenschaft als Kultur. Österreichs Beitrag zur Moderne

City: Wien u. New York

Pages: 177-195

69. **Reference Type:** Journal Article

Record Number: 43

Author: Nowotny, Helga

Year: 2006

Title: Real Science is excellent science - how to interpret postacademic science, Mode 2 and the ERC

Journal: JCOM - Journal of Science Communication

Volume: 5

Issue: 4

Pages: 1-3

Link to PDF: http://www.helga-nowotny.at/documents/Real_science.pdf

70. **Reference Type:** Journal Article

Record Number: 46

Author: Nowotny, Helga

Year: 2006

Title: The Potential of Transdisciplinarity

Journal: interdisciplines

Pages: 6pp

Date: May 2006

URL: <http://www.interdisciplines.org/interdisciplinarity/papers/5/language/en>

Link to PDF: <http://www.helga-nowotny.at/documents/Transdisciplinarity.pdf>

71. **Reference Type:** Edited Book

Record Number: 47

Editor: Nowotny, Helga

Year: 2006

Title: Cultures of Technology and the Quest for Innovation

City: New York, Oxford

Publisher: Berghahn books

72. **Reference Type:** Journal Article

Record Number: 69
Author: Nowotny, Helga
Year: 2006
Title: Real science is excellent science - how to interpret post-academic science, Mode 2 and the ERC
Journal: Journal of Science Communication
Volume: 5
Issue: 4
Pages: 1-3
Type of Article: Comment
Link to PDF: [http://jcom.sissa.it/archive/05/04/Jcom0504\(2006\)C04/](http://jcom.sissa.it/archive/05/04/Jcom0504(2006)C04/)

73. **Reference Type:** Electronic Source
Record Number: 42
Author: Nowotny, Helga
Year: 2007
Title: Innovationskultur – Zur Produktion neuen Wissens
City: AutoUni Wolfsberg
Link to PDF: <http://www.helga-nowotny.at/documents/Auto-Univ-1.pdf>

74. **Reference Type:** Conference Proceedings
Record Number: 44
Author: Nowotny, Helga
Year of Conference: 2007
Title: Knowledge Production and its Constraints: epistemic and societal considerations
Conference Name: Gulbenkian Foundation
Conference Location: Lissabon
Date: 25 - 26 October 2007
Link to PDF: <http://www.helga-nowotny.at/documents/The%20Constraints.pdf>

75. **Reference Type:** Conference Proceedings
Record Number: 45
Author: Nowotny, Helga
Year of Conference: 2008
Title: Scientific Advice and Policy Making: Where Are We Heading?
Conference Name: Gulbenkian Foundation
Conference Location: Lissabon
Pages: 7pp
Date: 22-23 January 2008
Link to PDF: <http://www.helga-nowotny.at/documents/Science%20policy%20advice.pdf>

76. **Reference Type:** Book
Record Number: 88
Author: Nowotny, Helga ; Scott, Peter ; Gibbons, Michael
Year: 2004
Title: Wissenschaft neu denken: Wissen und Öffentlichkeit in einem Zeitalter der Ungewissheit.
Publisher: Velbrück
Abstract: Ziel dieses Buches ist es, das dynamische Verhältnis zwischen Gesellschaft und Wissenschaft darzustellen. Die immer enger werdende Interaktion zwischen diesen beiden Bereichen - so die Schlussfolgerung - ist Indikator für das Auftauchen einer neuen Art von Wissenschaft: einer kontextualisierten beziehungsweise kontextsensitiven Wissenschaft. Obwohl sich die Indizien für eine immer engere, interaktive Beziehung zwischen Gesellschaft und Wissenschaft häufen, geht es in der aktuellen Debatte noch immer darum, in der einen oder anderen Weise eine »Demarkationslinie« zwischen beiden Bereichen zu ziehen. Oftmals wird außerdem angenommen, der Kommunikationsfluss gehe nur in eine Richtung - von der Wissenschaft zur Gesellschaft -, wobei den transformierenden Effekten einer Kommunikation in umgekehrter Richtung kaum Aufmerksamkeit geschenkt wird. Die Autoren zeigen, dass in der gegenwärtigen Gesellschaft derartige Kommunikationen zunehmen und die Wissenschaft dadurch nicht nur in ihren Institutionen wie in ihrer Forschungspraxis transformiert wird, sondern auch in ihrem epistemologischen Kern. Um die Koevolution von Gesellschaft und Wissenschaft angemessen begreifen zu können, entwickeln sie eine offene und dynamische Struktur, die der Kontextualisierung von Wissen in einem neuen öffentlichen Raum gerecht wird. What you always wanted to know about the »knowledge society« is laid bare by Nowotny, Scott and Gibbons in Re-thinking

science, the sequel to their much acclaimed book, *The new production of knowledge* (1994). This is a splendid book, full of empirical insight and intellectual vision. Re-thinking science is reliable and robust at the same time. (Wolf Lepenies) The authors take us beyond the dichotomies of science and society in their ovular new work _ into a new agora of interactive forces in which old institutional boundaries of science, industry and government are transcended. Re-thinking science re-thinks society. (Henry Etzkowitz) Inhalt Vorwort 1. Die Transformation der Gesellschaft 2. Jenseits der Moderne - die Grenzen durchbrechen 3. Die Koevolution von Gesellschaft und Wissenschaft 4. Der Kontext antwortet 5. Die Transformation der Wissensinstitutionen 6. Die Rolle der Universitäten in der Wissensproduktion 7. Wie geht Kontextualisierung vor sich? 8. Schwach kontextualisiertes Wissen 9. Stark kontextualisiertes Wissen 10. Kontextualisierung mittlerer Reichweite 11. Vom zuverlässigen zum gesellschaftlich robusten Wissen 12. Der epistemologische Kern 13. Die Wissenschaft begibt sich auf die Agora 14. Gesellschaftlich verteilte Expertise 15. Eine neue Sicht der Wissenschaft 16. Wissenschaft neu denken ist nicht dasselbe wie eine neu durchdachte Wissenschaft Literatur Personen- und Sachregister Helga Nowotny war von 1996 bis zu ihrer Emeritierung im Jahre 2002 Professorin für Wissenschaftsphilosophie und Wissenschaftsforschung an der Eidgenössischen Technischen Hochschule (ETH) Zürich und Leiterin des Collegium Helveticum. Gegenwärtig ist sie Vorsitzende von EURAB (European Research Advisory Board der Europäischen Kommission) und Direktorin des Fellowship-Programms »Society in Science. The Branco Weiss Fellowship« für Postdoktoranden. Peter Scott ist Vice-Chancellor of Kingston University. Michael Gibbons ist Secretary General of the Association of Commonwealth Universities (ACU). Alle drei sind Mitautoren von *The New Production of Knowledge. The Dynamics of Science and Research in Contemporary Societies*, 1994.

http://www.amazon.de/Wissenschaft-neu-denken-%C3%96ffentlichkeit-Ungewi%C3%9Fheit/dp/3934730787/ref=sr_1_1?ie=UTF8&s=books&qid=1225802819&sr=1-1

77. Reference Type: Journal Article

Record Number: 19

Author: Nowotny, Helga/ Peter Scott / Michael Gibbons

Year: 2003

Title: Introduction: Mode 2 Revisited: The New Production of Knowledge

Journal: Minerva

Publisher: EBSCO Publishing

Pages: 179-194

Link to PDF:

http://www.prescott.edu/faculty_staff/faculty/scorey/documents/NowotnyGibbons2003Mode2Revisited.pdf

78. Reference Type: Report

Record Number: 61

Author: Pasternack, Peer; Bloch, Roland; Gellert, Claudius; Hölscher, Michael; Kreckel, Reinhard; Lewin, Dirk; Lischka, Irene; Schildberg, Anne

Year: n.d. 2006?

Title: Die Trends der Hochschulbildung und ihre Konsequenzen. Wissenschaftlicher Bericht für das Bundesministerium für Bildung, Wissenschaft und Kultur der Republik Österreich

Series Editor: BM: BWK

City: Halle-Wittenberg

Institution: Institut für Hochschulforschung an der Martin-Luther-Universität Halle-Wittenberg

Abstract: Studie befasst sich mit veränderten Rahmenbedingungen der Hochschulbildung und den daraus abgeleiteten Veränderungen der Bildungsangebote. Die Studie befasst sich im ersten Teil mit den mittel- und längerfristigen Rahmenbedingungen (Wissengesellschaft, Globalisierung, Demografische Entwicklung, Demokratisierungsprozesse, Arbeitsmarktentwicklung. Der 3. Teil befasst sich mit Schwerpunkten gegenwärtiger Entwicklungen in der Hochschulbildung (Studienorganisation im internationalen Vergleich, Studienreform, Kompetenzvermittlung & employability, Reformen der Studienstruktur). Im 4. Teil sind künftige Trends in der Hochschulbildung dargestellt (Polaritäten, Lebenslanges Lernen, Nachhaltigkeit, Employability erzeugen, Internationalität, Qualitätsorientierung, neue Lehr- und Lernformen entwickeln) Der 5. Teil befasst sich mit Konsequenzen (Anforderungen an Kompetenzerwerb der Lehrenden und an Hochschulorganisation. Im letzten Kapitel sind Veränderungen zusammengefasst, Handlungsempfehlungen und Prioritäten dargestellt.

Link to PDF: http://www.bmwf.gv.at/uploads/tx_bmwfcontent/studie_trends_hsbildung.pdf

79. Reference Type: Book

Record Number: 9

Author: Pellert, Ada

Year: 1997

Title: Die Universität in der Wissensgesellschaft. Zum Verhältnis von Forschung und Lehre.

City: Innsbruck, Wien

Publisher: Studienverlag

80. **Reference Type:** Book Section

Record Number: 60

Author: Perkins, David

Year: 2008

Title: Beyond Understanding

Editor: Land, Ray; Meyer, Jan H.F.; Smith, Jan

Book Title: Threshold Concepts with the Disciplines

City: Rotterdam

Publisher: Sense Publishers

Pages: 3-20

Abstract: Der Beitrag befasst sich mit der Frage, was Wissen eigentlich ist. Er vergleicht verschiedene Zugänge zu Wissen (possessiv, performativ, proactiv)

81. **Reference Type:** Journal Article

Record Number: 74

Author: Prosser, Michael ; Trigwell, Keith ; Taylor, Philip

Year: 1994

Title: A phenomenographic study of academics' conceptions of science learning and teaching

Journal: Learning and Instruction

Volume: 4

Issue: 3

Pages: 217-231

Date: online 2002

Abstract: This paper outlines the qualitative research method and results of an investigation of the conceptions of teaching and learning held by teachers of first year university chemistry and physics courses. In both cases a limited number of qualitatively different categories of description were identified (6 and 5 respectively) ranging from information transmission to facilitating conceptual change in teaching and knowledge accumulation to conceptual change in learning. An analysis of the referential and structural components of the conceptions is used to develop the internal structure of the conceptions. Finally, the relation of the results to conceptual change programs is discussed.

82. **Reference Type:** Journal Article

Record Number: 77

Author: Ramsden, Paul ; Prosser, Michael ; Trigwell, Keith ; Martin, Elaine

Year: 2007

Title: University teachers' experiences of academic leadership and their approaches to teaching

Journal: Learning and Instruction

Volume: 17

Issue: 2

Pages: 140-155

Keywords: Academic Leadership; Approaches to Teaching in Higher Education; Context of Teaching and Learning in Higher Education

Abstract: The study examined associations between university teachers' experiences of academic leadership, their perceptions of a specific academic context and their approaches to teaching in a particular subject that was taught in that context. The sample consisted of 439 lecturers in Australian universities in four fields of study. Lecturers completed surveys of their experiences and approaches. Structural equation models derived from student approaches to learning theory were developed and tested. The experience of leadership for teaching and a collegial commitment to enhancing student learning were found to be associated with the experience of the context of teaching and to lecturers' approaches to teaching.

Link to PDF: http://www.sciencedirect.com/science__ob=Mlmg&_imagekey=B6VFW-4N6FV7F-1-1&_cdi=6021&_user=464575&_orig=browse&_coverDate=04%2F30%2F2007&_sk=999829997&view=c&wchp=dGLbVzW- zSkzS&md5=b5aa74cc500e426d08b716d7993a2e9b&ie=_sdarticle.pdf

Reference Type: Edited Book

Record Number: 128

Editor: Reiber, Karin

Year: 2007

Title: Forschendes Lernen als hochschuldidaktisches Prinzip - Grundlegung und Beispiele

Series Editor: Baatz, Christine und Regine Richter

City: Tübingen

Publisher: Tübinger Beiträge zur Hochschuldidaktik

Volume: Band 1/3

Keywords: forschendes Lernen, Praxisbeispiele

Abstract: Grundlage dieses kleinen Sammelbands ist ein hochschuldidaktisches Seminar zum Thema „Forschendes Lernen“, das im Jahr 2006 an der Universität Tübingen stattgefunden hat. Die Teilnehmerinnen und Teilnehmer des Workshops erstellten dabei Seminarskizzen für ihren eigenen Lehrveranstaltungen, die die Prinzipien und Charakteristika forschenden Lernens, die zuvor erarbeitet und diskutiert worden waren, aufnahmen und umsetzten. Diese Ergebnisse waren so beeindruckend, dass bereits während des Seminars die Idee entstand, sie auch anderen hochschuldidaktisch Interessierten zugänglich zu machen. Um den Werkstattcharakter der Skizzen zu erhalten, wurden die Seminarkonzepte und ihre jeweilige Diskussion im Workshop lediglich dokumentiert. Daraus ist nun eine kleine Sammlung von Umsetzungsbeispielen forschenden Lernens in den unterschiedlichsten akademischen Disziplinen entstanden. Diesen Beiträgen wird eine Einführung in Ursprung und Idee forschenden Lernens und dessen zeitgemäßer Umsetzung vorangestellt. Den Multiplikatoren/innen hochschuldidaktischer Weiterbildung wird ein theoretischer Referenzrahmen für die Planung und Begründung von Weiterbildung angeboten, der so oder in modifizierter Art und Weise übernommen werden kann.

Link to PDF: http://www.tat.physik.uni-tuebingen.de/~speith/publ/TBHD_Beitrags_Forschendes_Lernen.pdf

83. Reference Type: Journal Article

Record Number: 97

Author: Ricken, Norbert

Year: 2007

Title: The deliberate university: Remarks on the 'Idea of the University' from a perspective of knowledge

Journal: Studies in Philosophy and Education

Volume: 27

Issue: 5

Pages: 481-498

Keywords: University - History of university - Knowledge - Reflection - Knowledge society

Abstract: The current discussion on the role of the (European) universities often starts off with a perspective on the university as a scientific and/or pedagogical institution and consequently runs into a conflict between both logics in which each element is somehow devalued from the other perspective. Therefore, it may be productive to analyse the university from a standpoint in between, a perspective of knowledge as such. In order to conceptualise such a third perspective of knowledge, the history of the European university is reconstructed and interpreted as a process of reflection on the 'spiral of knowledge'. Before this background the idea of the university is renewed in terms of knowledge and summarised in the idea of a 'deliberate university'.

URL:

<http://springerlink.metapress.com/content/y653585003256704/?p=aa9c3e8734a24103b15919ead2bd3b54&pi=6>

Link to PDF: <http://springerlink.metapress.com/content/y653585003256704/fulltext.pdf>

84. Reference Type: Book

Record Number: 57

Author: Rowland, Stephen

Year: 2006

Title: The Enquiring University. Compliance and Contestation in Higher Education

City: Maidenhead

Publisher: The Society for Research into Higher Education u. Open University Press

Abstract: What is the purpose of higher education? How do teaching and research relate? Are the intellectual purposes of higher education in need of restoration? "The Enquiring University" explores the ways in which teaching, research and learning are related to each other and to a wider social context, one in which ideas about the nature of the university and knowledge are changing. The book is readily accessible drawing upon insights that emerge from a wide range of disciplines. Throughout the book,

Stephen Rowland develops a conception of enquiry which can play a central role in how we are to understand academic work. It is a concept which values the academic tradition of a love for the subject, while at the same time encouraging exploration across disciplinary and other cultural boundaries. While such a notion of enquiry may seem to be under threat from many of the recent developments in higher education, this book indicates ways in which the appropriate spaces can be opened up to enhance a spirit of enquiry amongst academic staff and their students.

85. Reference Type: Book

Record Number: 85

Author: Savin-Baden, Maggie

Year: 2007

Title: Learning Spaces: Creating Opportunities for Knowledge Creation in Academic Life: Creating Opportunities for Knowledge Creation in Academic Life

Publisher: Open Univ. Press

Abstract: This book introduces readers to new and emergent forms of learning spaces that need to be (re) captured in a academic life. It suggests that the ability to have or to find space in academic life seems to be increasingly difficult since we seem to be consumed by teaching and bidding, overwhelmed by emails and underwhelmed by long arduous meetings. Space for reflecting, thinking and writing are seen as important for the development of academe and the positioning of the academic self within it; yet currently there seems to a lack of realisation that we are losing ground because we are losing space.

86. Reference Type: Journal Article

Record Number: 99

Author: Selander, Staffan

Year: 2008

Title: Designs of Learning and the Formation and Transformation of Knowledge in an Era of Globalization

Journal: Studies in Philosophy and Education

Volume: 27

Issue: 4

Pages: 267-281

Keywords: Designs for learning - Meaning making - Global learning - Formation and transformation of knowledge - Text and media genres - Interpretative space - Contextual framing

Abstract: In this article, the formation and transformation of knowledge and the role of designs for learning will be elaborated and discussed in relation to the introduction of national curricula and school textbooks during the beginning of the industrialized era vs. the introduction of individual curricula and new digital learning resources in the post-industrialized era of globalization and multiculturalism. Quite different teaching and learning strategies have been emphasized, which I will call here "designed information and teaching" vs. "designs for learning". It seems obvious that our current society is in a stage of change that requires a new understanding of knowledge, learning and identity formation. The new position and role of the learner underlines the productive and constructive aspect of learning. Pupils not only read texts, they also produce texts, pictures, film and music and they compile and edit virtual texts. Multimodal texts, as well as the information flow of the Internet, are the consequences of, and at the same time a vehicle for, new social patterns. "Learning Design Sequences" (LDS) is introduced as a theoretical map for the purpose of analyzing critical incidents in (a creative) learning process, using different genres, modes and media in a process of meaning-making.

URL:

<http://springerlink.metapress.com/content/22p5w47l48135242/?p=e45b7c9301ae4106a3d5617057ed61dd&pi=5>

Link to PDF: <http://springerlink.metapress.com/content/22p5w47l48135242/fulltext.pdf>

87. Reference Type: Journal Article

Record Number: 95

Author: Simons, Maarten

Year: 2007

Title: The 'Renaissance of the University' in the European knowledge society: An exploration of principled and governmental approaches

Journal: Studies in Philosophy and Education. An International Journal

Volume: 27

Issue: 5

Pages: 433-447

Keywords: University - Knowledge society - Policy - Michel Foucault - Ian Hunter - Europe

Abstract: A 'renaissance of the university' in the European knowledge society is regarded today as a necessity. However, there is an ongoing debate about what that renaissance should look like. The aim of this article is to take a closer look at these debates, and in particular, the disputes related to the public role of the (future) university in the European knowledge society. The aim however is not to assess the validity of the arguments of each of the protagonists but to place the discussion within a broader socio-historical context. From a genealogical point of view, and drawing upon the work of Foucault and Hunter, it is possible to distinguish two kinds of milieu, each embodying their own "intellectual technology" and each leading to a specific conception of the public role of the university: firstly the principled milieu (with the persona of the academic as critical intellectual), and secondly the governmental milieu (with the persona of the state official or governmental expert). From this genealogical point of view, I will argue that the modern (research) university was from the very beginning a hybrid institution due to the claims and scopes of both milieus. Furthermore, I will argue that the current discussions reveal the ongoing influence of both milieus and their respective gazes and approaches.

URL: <http://springerlink.metapress.com/content/nr26058941581558/fulltext.html>

Link to PDF: <http://springerlink.metapress.com/content/nr26058941581558/fulltext.pdf>

88. Reference Type: Journal Article

Record Number: 93

Author: Simons, Maarten ; Haverhals, Barbara ; Biesta, Gert

Year: 2007

Title: Introduction: The university revisited

Journal: Studies in Philosophy and Education. An International Journal

Volume: 26

Issue: No 5

Pages: 395-404

Keywords: Knowledge society - Knowledge economy - Higher education - University - Europe

Abstract: Although universities are asked to play a role in the European knowledge society, the precise scope and meaning of this role is still under discussion. A major issue in this debate is the trend to adapt universities to economic needs and demands of society. In view of taking a critical stance against a one-sided economic interpretation of activities and functions of universities, their so-called "public" role is increasingly stressed in the debate as a crucial responsibility of universities that should not be marginalized and therefore deserves our attention. In this paper, which is the introduction to a special issue on the public role of the university, we want to stress the importance of addressing the question of "the role of universities in the Europe of knowledge" in an open way and thus, without prejudices against or in favour of possible answers. It is our contention that a critical view of what is happening in universities today cannot simply rely on authoritative ideas or principles that are vaguely reminiscent of our university traditions. Consequently, this introductory paper pleads for a firmer argumentative and a richer empirical basis that takes account of the fact that our background (horizon) has thoroughly changed in comparison to traditions that still implicitly inform our judgement of what universities can do, should do or should not do. Finally, we will discuss the way in which the articles collected in this issue are intended stimulating and supporting the debate on the public role of the university in Europe.

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Link to PDF: <http://springerlink.metapress.com/content/58266457u282pm31/fulltext.pdf>

89. Reference Type: Book

Record Number: 56

Author: Skelton, Alan

Year: 2006

Title: Understanding Teaching Excellence in Higher Education: towards a critical approach.

City: London

Publisher: Routledge Chapman & Hall

Abstract: What makes a university teacher "excellent?" As debates rage around whether it is down to subject-knowledge, communication skills, taking a research-led approach or being a technological whiz, this book identifies and examines interpretations of teaching excellence and helps the reader to develop their own understanding and practice of teaching in light of the recently researched evidence. Using as its central case study the practice of the UK's most "excellent" university teachers, as awarded by the National Teaching Fellowship Scheme, this book features insightful interviews with all the award winners who teach across a variety of subject areas, and establishes the key skills and strategies which lead to their public accolade. As similar schemes exist around the world, particularly the USA, Canada, Australia and South Africa, the book offers a comparative analysis of these schemes and helps the reader to locate national policies and practices within the growing worldwide "excellence movement" in higher

education. Lecturers in any higher education establishment who are passionate about raising the standards of their teaching will find much in this book to inform and enthuse them. This book will also make an exceptional companion for students on postgraduate, diploma and masters courses.

90. Reference Type: Edited Book

Record Number: 23

Editor: Skelton, Alan

Year: 2007

Title: International Perspectives on Teaching Excellence in Higher Education

City: London u. New York

Publisher: Routledge

Abstract: There has been an explosion of interest in teaching excellence in higher education. Once labelled the 'poor relation' of the research/teaching divide, teaching is now firmly on the policy agenda; pressure on institutions to improve the quality of teaching has never been greater and significant funding seeks to promote teaching excellence in higher education institutions. This book constitutes the first serious scrutiny of how and why it should be achieved. International perspectives from educational researchers, award winning teachers, practitioners and educational developers consider key topics, including:

- * policy initiatives
- * research-led teaching
- * teaching excellence and scholarship
- * the significance of academic disciplines
- * research into teaching excellence
- * rewarding through promotion
- * inclusive learning and ICT.

Teaching Excellence in Higher Education provides a guide for all those supporting, promoting and trying to achieve teaching excellence in higher education and sets the scene for teaching excellence as a field for serious investigation and critical enquiry.

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Policy and discourse 6. The demotic turn - excellence by fiat 7. Policy discourses about teaching excellence in a transforming South Africa 8. Critiquing excellence: undergraduate research for all students? 9. Tertiary teaching matters: political economy of a New Zealand centre for tertiary teaching excellence 10. Centres for Excellence in Teaching and Learning in England: recognising, celebrating and promoting excellence? Part 3: Development initiatives 11. National strategies for promoting excellence in teaching: a critical review 12. Teaching excellence in higher education in Japan: an evolving agenda 13.

Teaching excellence in context: drawing from a socio-cultural approach 14. The National Teaching Fellowship Scheme 2000-2006: Rest In Peace? 15. Exploring teaching excellence in Canada: an interrogation of common practices and policies 16. Exploring and developing excellence: towards a community of praxis Conclusion

91. Reference Type: Book Section

Record Number: 25

Author: Skelton, Alan

Year: 2007

Title: Introduction

Editor: Skelton, Alan

Book Title: International Perspectives on Teaching Excellence in Higher Education. Improving knowledge and practice.

City: London u. New York

Publisher: Routledge

Pages: 1-12

92. Reference Type: Journal Article

Record Number: 35

Author: Smeby, Jens-Christian .

Year: 1998

Title: Knowledge Production and Knowledge Transmission. the interaction between research and teaching at universities

Journal: Teaching in Higher Education
Volume: 371
Pages: 5-20

93. **Reference Type:** Report

Record Number: 64

Author: Stehr, Nico

Year: 2007

Title: Pathways of Humanities and Social Science Knowledge

Series Title: Project title: social Sciences and Humanites for Europe

Institution: EU

Pages: 99

Date: 1. May 2006 to 31. Jan. 2007

Report Number: Projekt Nor. 028770

Link to PDF: <http://www.iccr-international.org/ssh-futures/docs/SSH-FUTURES%20Deliverable%203.pdf>

94. **Reference Type:** Edited Book

Record Number: 67

Editor: Stehr, Nico; Meja, Volker

Year: 2005

Title: Society and Knowledge: Contemporary Perspectives in the Sociology of Knowledge and Science

Publisher: Transaction Publ

Edition: erweiterte Neuauflage v. 1984

Abstract: The sociology of knowledge is generally seen as part of the sociology of cultural products. Along with the sociology of science, it explores the social character of science and in particular the social production of scientific knowledge. Knowledge in all its varieties is of crucial importance in social, political, and economic relations in modern society. Yet new realities, the editors argue in their introduction to this second edition, require a new perspective. In the past half century, the social role of knowledge has changed profoundly. The natural attitude toward scientific knowledge in science that assigned a special status to science's knowledge claims has lost its dominance, and the view that all knowledge is socially constructed has gained general acceptance. Science increasingly influences the political agenda in modern societies. Consequently, a new political field has emerged: knowledge politics. These fourteen essays by social scientists, philosophers, and historians cover fundamental issues, theoretical perspectives, knowledge and power, and empirical studies.

Eight of the fourteen contributions were part of the first edition of Society and Knowledge, published in 1984, and most of these have been updated and revised for this new edition. Included in this edition are six new contributions by Robert K. Merton, Steve Fuller, Dick Pels, Nico Stehr, Barry Schwartz, and Michael Lynch. This second, revised edition builds on its predecessor in presenting cutting-edge theoretical and empirical efforts to transform the sociology of knowledge. Professionals, policymakers, and graduate students in the fields of sociology, political science, and social science will find this volume of interest and importance.

95. **Reference Type:** Journal Article

Record Number: 75

Author: Strijbos, Jan-Willem; Fischer, Frank

Year: 2007

Title: Methodological challenges for collaborative learning research

Journal: Learning and Instruction

Volume: 17

Issue: 4

Pages: 389-393

Keywords: Collaborative learning; Cooperative Learning; Computer-Supported Collaborative Learning (CSCL); Methodology; Description standards; Process Analyses

Abstract: Research on collaborative learning, both face-to-face and computer-supported, has thrived in the past 10 years. The studies range from outcome-oriented (individual and group learning) to process-oriented (impact of interaction on learning processes, motivation and organisation of collaboration) to mixed studies. Collaborative learning research is multidisciplinary. This introduces a multitude of theoretical accounts for collaborative learning, accompanied by a broad spectrum of methods to study processes and outcomes of collaboration. This special issue will provide an overview of methods that are at the core of current research effort, but also identifies opportunities and problems to sensibly combine methods into mixed method approaches.

96. **Reference Type:** Book
Record Number: 82
Author: Taylor, Raymond G.
Year: 2008
Title: Learning after the End of Knowledge: Instructional Technology in the Age of Interpretive Meaning
Publisher: VDM Verlag
Abstract: This highly reflective and personal analysis goes where few researchers in the field of instructional technology have dared to go: the evolution of epistemology itself. The result is a critique of the current trends and methods of organizing knowledge for instruction, and their underlying learning theories, that have been long surpassed in other disciplines. LEARNING AFTER THE END OF KNOWLEDGE takes the position that the standard approach to designing instruction developed originally in the 1950s is no longer relevant in the current information age. The widespread growth of the Internet and the resulting sea of knowledge is exerting a force on traditional learning materials and the methods used to create them. This has resulted in an unprecedented instability of conceptual knowledge and skills. Surprisingly, this problem has already been tackled by a small but influential group of post-analytical thinkers such as Richard Rorty, W.V.O. Quine and Donald Davidson. Based on his M.A. thesis, Taylor calls for a radicalized approach to designing instruction based on a very simple idea: It is not knowledge itself, but knowledge-in-use that drives the all important desire to learn.
97. **Reference Type:** Journal Article
Record Number: 34
Author: Trigwell, Keith
Year: 2001
Title: Judging university teaching
Journal: The International Journal for Academic Development
Pages: 65-73
98. **Reference Type:** Journal Article
Record Number: 36
Author: Trigwell, Keith ; Martin, Elaine ; Benjamin, Joan ; Prosser, Michael
Year: 2000
Title: Scholarship of Teaching: a model
Journal: Higher Education Research & Development
Volume: 19
Issue: 2
Pages: 155-168
99. **Reference Type:** Book
Record Number: 66
Author: UNESCO
Year: 2005
Title: Towards Knowledge Societies
City: Paris
Publisher: UNESCO
Short Title: Towards Knowledge Societies
Abstract: ein Kapitel befasst sich mit Bedeutung von Quality Assurance in der Knowledge Society sowie mit verschiedenen Zugängen und Definitionen
Link to PDF: <http://unesdoc.unesco.org/images/0014/001418/141843e.pdf>
100. **Reference Type:** Report
Record Number: 81
Author: University, The Boyer Commission on Educating Undergraduates in the Research
Year: 1998? (modified 2001)
Title: Reinventing Undergraduate Education. Three Years After the Boyer Report
Pages: 54pp
Abstract: The Boyer Commission on Educating Undergraduates in the Research University issued recommendations in 1998 for Reinventing Undergraduate Education: a Blueprint for America's Research Universities. This follow-up report describes the extent to which research universities are dealing with some specifics recommended in that report, based on a survey of administrators responsible for undergraduate programs....The blueprint for undergraduate education proposed by the Boyer

Commission covered many aspects of undergraduate education. Ten were selected for this survey because of their importance and specificity.

URL: <http://naples.cc.sunysb.edu/Pres/boyer.nsf/webform/dedication>

Link to PDF:

[http://naples.cc.sunysb.edu/pres/boyer.nsf/673918d46fbf653e852565ec0056ff3e/d955b61ffddd590a852565ec005717ae/\\$FILE/boyer.pdf](http://naples.cc.sunysb.edu/pres/boyer.nsf/673918d46fbf653e852565ec0056ff3e/d955b61ffddd590a852565ec005717ae/$FILE/boyer.pdf)

101. **Reference Type:** Journal Article

Record Number: 91

Author: Verburgh, An ; Elen, Jan ; Lindblom-Ylänne, Sari

Year: 2007

Title: Investigating the myth of the relationship between teaching and research in higher education: A review of empirical research

Journal: Studies in Philosophy and Education, Vol. 26, No. 5. (2007), pp. 449-465.

Volume: 26

Issue: No 5

Pages: 449-465

Keywords: Literature review - Research-teaching nexus - Research method - Higher education - University

Abstract: Despite the widespread belief in a positive influence of research on education, the empirical evidence is lacking (Hattie and Marsh 1996). Several authors have questioned the appropriateness of the operationalisation of both aspects of the relation between teaching and research. This article takes a closer look at the research questions in empirical studies on the nexus between teaching and research and examines the used variables and their measurement techniques. The study reveals that the used variables and their operationalisation are diverse as well as limited. There is for example a diversity in the investigated population, the level of analysis (individual faculty, department, institutions), the nature of the institutions investigated or the questionnaires used. The operationalisation of both teaching and research is limited. Student learning or the way research is integrated into teaching are virtually absent and the measurement of research is mostly confined to the quantity of the research output. This calls for a more systematic research agenda in which student learning is investigated along with more fine grained measures of teaching and in which the relation of these two indicators and the research proficiency of faculty are looked at.

Link to PDF: <http://springerlink.metapress.com/content/h483135h55575hx4/fulltext.pdf>

102. **Reference Type:** Journal Article

Record Number: 76

Author: Weinberger, Armin ; Stegmann, Karsten ; Fischer, Frank

Year: 2007

Title: Knowledge convergence in collaborative learning: Concepts and assessment

Journal: Learning and Instruction

Volume: 17

Issue: 4

Pages: 416-426

Keywords: Knowledge convergence; Shared knowledge; Computer-Supported Collaborative Learning; Collaborative learning

Abstract: In collaborative learning the question has been raised as to how learners in small groups influence one another and converge or diverge with respect to knowledge. Knowledge convergence can be conceptualised as knowledge equivalence and as shared knowledge prior to, during, and subsequent to collaborative learning. Knowledge equivalence refers to learners becoming more similar to their learning partners with regard to the extent of their individual knowledge. Shared knowledge means that learners have knowledge on the very same concepts as their learning partners. In this article, we provide measures for assessing both, knowledge equivalence and shared knowledge.

103. **Reference Type:** Journal Article

Record Number: 37

Author: Zamorski, Barbara

Year: 2002

Title: Research-led Teaching and Learning in Higher Education: a case

Journal: Teaching in Higher Education

Volume: 7

Issue: 4

