

ВЫСШАЯ ШКОЛА РОССИИ
ПЕРЕД ВЫЗОВАМИ СОВРЕМЕННОСТИ:
ПЕРСПЕКТИВЫ РАЗВИТИЯ

Материалы
VII Международной учебно-методической конференции
Чебоксары, 30 октября 2015 г.

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ
РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное учреждение
высшего профессионального образования
«Чувашский государственный университет имени И.Н. Ульянова»

ВЫСШАЯ ШКОЛА РОССИИ
ПЕРЕД ВЫЗОВАМИ
СОВРЕМЕННОСТИ:
ПЕРСПЕКТИВЫ РАЗВИТИЯ

Материалы VII Международной
учебно-методической конференции
Чебоксары, 30 октября 2015 г.

Чебоксары
2015

MINISTRY OF EDUCATION AND SCIENCE
OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution
of Higher Professional Education
“THE ULIANOV CHUVASH STATE UNIVERSITY”

HIGHER EDUCATION IN RUSSIA
IN THE FACE
OF CONTEMPORARY CHALLENGES:
PROSPECTS AND DEVELOPMENT

Proceedings
VII International Academic Conference
Cheboksary, October 30, 2015

Cheboksary
2015

3. Игра-тренинг «Исследование компетенции умение слушать». URL: http://www.rb-edu.ru/nsk/edu/programs/training/training_25956.html
4. Рами Блект. Умение слушать. URL: <http://www.innervoice.ru/rami-blekt-umenie-slushat/>
5. Румянцева Т.В. Кризисы развития семьи: профилактика и коррекция: практ. пособие. Ярославль: Аверс-Плюс, 2008. 210 с. С. 38-39.

A ROADMAP FOR TEACHING IN HIGHER EDUCATION: TAKING STUDENTS (AND TEACHERS) ON A JOURNEY

Marina Duarte

Polytechnic of Porto, Porto, Portugal

Learning is a journey. The relationship between teaching and learning, between teachers and students, can be seen as that of a guide and a traveller. The guide prepares the journey, and helps the traveller to reach his destination. This journey and traveller's metaphor is very helpful to describe the pedagogical planning in higher education and is intended to promote the reflection about some key issues.

When preparing a journey, the guide must know the persons is preparing the journey to. So, the first question the teacher (that is, the "guide") needs to answer is this: "To whom am I preparing this journey, this learning process?", or in another words, "Who are the students?".

Before answering these questions, the teacher must take into account that the way he sees others is influenced by himself. So, previously to looking at the students, he must look at himself: "What intentions or conceptions have teachers about teaching (and learning)?" According to Biggs (1999), teachers have different levels of thinking about teaching (and learning): Level 1) Learning is a function of individual differences between students; Level 2) Learning is a function of teaching; Level 3) Learning is the result of students' learning-focused activities. For a level 1 teacher, teaching (and learning) is totally dependent on what the student is. There are bad students and good students. Good students will learn and bad students will not, and there is nothing that the teacher can do about it. For a level 2 teacher, it is what the teacher does that is important. Teachers must have a set of skills that allows them to be good communicators. They must know how to address an audience, how to prepare good

resources, how to engage students. The teacher must be an “entertainer”, so that students enjoy the class, even though they might not learn, because the focus is on the “entertainment” and not on the learning itself. A level 3 teacher knows that what is important for learning, is what the students does, and so the focus will not be on the teacher, but on the student and on the learning activities. Therefore, with a level 1 teacher, students will learn in a passive way, whilst a level 3 teacher will engage them in active learning.

Many of these teachers’ conceptions and intentions, change as time goes by, because of what is known as the professional life cycle of teachers (Huberman, 1971, 1989). During the three first years, the emphasis is on the career entry, on survival and discovery. The next three years are a stabilization period, making these first six years the novice phase. For the next nineteen years, teachers will experiment, which will give place to self-assessment but also doubts, in what is called the mid-career phase. The final phase, known as late-career, begins with ten years of serenity but also conservatism, and ends with disengagement, that can be “serene” or “bitter”.

So, teachers will look for the answer to the question “Who are the students?” from different “places”, that depend on their own perceptions and experiences as teachers. Nevertheless, some aspects regarding the students can be taken into consideration: “What are the expectations of the students?”, “What is their previous knowledge?”, “Do students have motivations (or not)?”, “What conceptions do they have about learning and teaching?”. What students do when they go about learning and why they do it, was described by Marton and Säljö (1997) and Entwistle (1988) as approaches to learning. For these authors, the basic distinction is between a deep approach to learning, where students are aiming towards understanding, and a surface approach to learning, where they are aiming to reproduce material in a test or exam rather than actually understand it. Besides these two approaches to learning, Biggs (1999) also mentions the strategic approach, in which the aim of the student is to be successful. In 2003, Ramsden emphasized the approach to learning as one of the most influential concepts that emerged from research on teaching and learning in higher education in the last decades of the XX century, because it describes the student-learning relation, showing that a learning event has elements of the situation as perceived by the

student and the student's own elements. This means that the approaches to learning are characterised by the intentions and processes used by the students, and that changing student's approach to learning is not changing the student, but changing the experiences, perceptions and conceptions that the student has.

Hence, when preparing a "teaching and learning journey" begin with the persons: take into consideration that everyone's journey will be different.

REFERENCES

BIGGS, J. (1999). *Teaching for Quality Learning at University*. Buckingham: Open University Press.

HUBERMAN, M. A. (1971). *Adult Development and Learning from a Life-Cycle Perspective*. Paris: Royaumont.

HUBERMAN, M. A. (1989). *The professional life cycle of teachers*. Teachers College Record, 91(1), 31-57.

MARTON, F. & Säljö, R. (1997). Approaches to learning. In Marton, F, Housell, D. & Entwistle, N. (Eds). *The Experience of Learning: Implications of Studying in Higher Education* (pp. 39-58). (2nd ed.). Edinburgh: Scottish Academic Press.

RAMSDEN, Paul. 2003. *Learning to Teach in Higher Education* (2nd ed.). London: Routledge.

ENTWISTLE, N. (1988). Motivational factors in students' approaches to learning. In R. R. Schmeck (Eds.). *Learning strategies and learning styles* (pp. 21-49). New York: Plenum Press.