THE UNIVERSITY OF MANCHESTER
Unit Specification

1. GENERAL INFORMATION

Title	Independent Higher Education Research Unit
Unit code	
Credit rating	15
Level	7
Contact hours	Supervisions with appointed supervisor: 6 hours
Other Scheduled teaching and learning activities*	None
Pre-requisite units	None
Co-requisite units	None
School responsible	SEED
Member of staff responsible	Steve Jones
ECTS**	7.5
Notional hours of Learning***	150

2. AIMS

The unit aims to give participants the opportunity to explore one relevant area of Higher Education in close detail.

Subject matter is to be negotiated with the supervisor. Any area relating to HE practice, whether local, national or global, would be considered appropriate.

The aim of the research project will differ according to topic. It may be that participants reflect critically on their role and place within their own university, or it may be that participants seek to understand students' HE experience in the round, and their own contribution towards it. Alternatively, the aim may be to demonstrate a critical understanding of wider issues relating to access, governance and professional identity.

A key aim of the unit is that participants produce something of *use* to themselves and/or their institution.

3. BRIEF DESCRIPTION OF THE UNIT

This unit is designed to allow participants without APL to gain further credits by reflecting in detail on one or more aspects of their current practice and writing a 4,000 word (or equivalent) piece.

* To inform the "Key Information Set". Defined as 'any activity that a student has to attend or undertake at a fixed point and that has no flexibility for when it is undertaken, and where the student also has access to an available staff member' *("Provision of Information about Higher Education: Outcomes of consultation and next steps"* June 2011/18)

** ECTS (European Credit Transfer and Accumulation System): There are 2 UK credits for every 1 ECT credit, in accordance with the Credit Framework (QAA). Therefore if a unit is worth 30 UK credits, this will equate to 15 ECT.

*** Notional hours of learning: The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. It is expected that there will be 10 hours of notional study associated with every 1 credit achieved. Therefore if a unit is worth 30 credits, this will equate to 300 notional study hours, in accordance with the Credit Framework (QAA).

INTENDED LEARNING OUTCOMES

Category of outcome	*Participants should be able to:*
Knowledge and understanding	Demonstrate applied knowledge of key principles relating to HE activities of their choosing.
Intellectual skills	Demonstrate the ability to engage critically in debates about key issues.
Practical skills	Reflect on their own practice and responsibilities within the university, and to develop skills that enhance their own experience, and that of colleagues and students.
Transferable skills and personal qualities	Demonstrate the ability to read a range of works, summarise arguments succinctly and understand key debates.

4. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

A series of supervision sessions will be arranged between participant and tutor.

5. ASSESSMENT (INCLUDING FORMATIVE ASSESSMENT, E-ASSESSMENT, and INFORMATION ABOUT FEEDBACK)

Assessment task	Length	How and when feedback is provided	Weighting within unit (if relevant)
Participants will be asked to submit a critical essay based on the topic negotiated with their supervisor. Alternative and/or collaborative forms of assessment are encouraged, in negotiation with the course unit tutor.	4,000 words or equivalent, where "or equivalent" may include a briefing report, a discussion paper, a video-based analysis or any other medium relevant to the participant's chosen subject area and professional role.	Within 15 working days of submissions	100%

6. INDICATIVE READING LIST

For ideas only - sources used will depend on topic chosen.

<u>**HE Policy**</u>

Ball, S. (1998). Big policies/Small world: an introduction to international perspectives in educational policy. *Comparative Education*, Vol. 34: pp. 119–130.

Bazerman, C. (1992). Linguistics and Rhetorical Studies. In B.Clark & G.Neave (Eds.) *The Encyclopedia of Higher Education*, Vol. 3. Oxford: Pergamon Press.

Becher, T. & Kogan, M. (1992). *Process and Structure in Higher Education*. (2nd edition). London: Routledge.

Bleiklie, I. (2000). *Transforming Higher Education. A Comparative study*

Bleiklie, I. & Kogan, M. (2000). Comparison and theories. In M. Kogan, M.Bauer, I.Bleiklie & M.Henkel (Eds.) *Transforming Higher Education. A Comparative study*. London: Jessica Kingsley.

Brennan, J. & Shah, T. (2000). *Managing Quality in Higher Education: An International Perspective on Institutional Assessment and Change*. Buckingham: Open University Press.

Brennan, J. & Van Vught, F. (1993). *Questions of Quality: in Europe and beyond*. London: Quality Support Centre.

Fairclough, N. (1992). Discourse and Social Change. Cambridge: Polity Press.

Finland (2001). *An International Strategy for Higher Education*. Helsinki: Ministry of Education.

Halpin, D. & Troyna, B. (1995). The politics of education policy borrowing. *Comparative Education*, Vol. 31: pp. 303–310.

Harvey, L. & Green, D. (1993) Defining quality, Assessment & Evaluation in Higher Education, 18, pp. 9–34.

Hazelkorn, E. (2004). *Accessing the Knowledge Society: Intended and Unintended Consequences of HE Policy Reviews*. Forum on Higher Education, Research and Knowledge. Colloquium on Research and Higher Education Policy, UNESCO, Paris, December 2004.

Henry, M., Lingard, B., Rizvi, F. & Taylor, S. (2001). *The OECD, Globalisation and Education Policy*. Oxford: Pergamon Press.

Huisman, J, Kaiser, F. & Vossensteyn, H. (2000). Floating Foundations of Higher Education Policy. *Higher Education Quarterly*, Vol. 54, Issue 3: pp 217–238.

Kekäle, J. (2000). Quality assessment in diverse disciplinary settings. *Higher Education*, Vol. 40, pp. 465–488.

Kogan, M. & Bauer, M. (2000). Higher education policies: historical overview. In M. Kogan, M. Bauer, I. Bleiklie & M. Henkel (Eds.) *Transforming Higher Education. A Comparative study*. London: Jessica Kingsley.

Levin, B. (1998). An epidemic of education policy: (what) can we learn from each other? *Comparative Education*, Vol. 34: pp. 131–141.

Morley, L. (1996). *Breaking Boundaries: Women in Higher Education*. London: Taylor & Francis.

Morley, L. (2003). *Quality and Power in Higher Education*. McGraw-Hill.

Morley, L. (2004). *Theorising Quality in Higher Education*. Oxford: Blackwells.

O'Callaghan, D. F. (1993). Synthesis of Principal Responses to the Memorandum. In *The Outlook for Higher Education in the European Community. Responses to the Memorandum. Task Force Human Resources, Education, Training and Youth*. Studies 2.

Brussels: Commission of the European Communities.

Prague Communique (2001). *Towards the European Higher Education Area. Communiqué of the meeting of European Ministers in charge of Higher Education* in Prague on May 19th 2001.

Rhoades, G. & Sporn, B. (2002). Quality assurance in Europe and the U.S.: Professional and political economic framing of higher education policy. *Higher Education*, Vol. 43: pp.355–390.

Rhoades, G. (2001). Introduction to special section: Perspectives on comparative higher education. *Higher Education*, Vol. 41: pp. 345–352.

Saarinen, T. (2003). Construction of Quality. Discourse analysis of Finnish higher education assessment policies. Paper presented at the *CHER* conference in Porto, Portugal, 2003.

Saarinen, T. (2005). Quality in the Bologna Process: from 'competitive edge' to quality assurance techniques. *European Journal of Education*. Vol. 40, Issue 2, pp 189–204.

Välimaa, J. (2004). Three rounds of evaluation and the idea of accreditation in Finnish higher education. In S. Schwarz & D. Westerheijden (Eds.) *Accreditation and Evaluation in the European Higher Education Area*. Dordrecht: Kluwer.

Van Damme, D. (2000). Internationalization and quality assurance: Towards worldwide accreditation, *European Journal for Education Law and Policy*, Vol. 4, pp. 1–20.

Vidovich, L. (2001). That Chameleon 'Quality': the multiple and contradictory discourses of 'quality' policy in Australian higher education. *Discourse: studies in cultural politics of education*, Vol. 22, pp. 250–261.

Vidovich, L. & Porter, P. (1999). Quality policy in Australian higher education of the 1990s: university perspectives. *Journal of Educational Policy*, Vol. 14, pp. 567–586.

Vroeijenstijn, A. I. (1995). *Improvement and accountability: Navigating between Scylla and Charybdis*. London: Jessica Kingsley.

Westerheijden, D. (1999). Where are the quantum jumps in quality assurance? Developments of a decade of research on a heavy particle. *Higher Education*, Vol. 38, pp. 33–254.

Westerheijden, D. (2001). Ex oriente lux?: national and multiple accreditation in Europe after the fall of the Wall and after Bologna. *Quality in Higher Education*, Vol. 7, pp. 65–75.

Witte, J. (2004). The Introduction of Two-Tiered Study Structures in the Context of the Bologna Process: A Theoretical Framework for an International Comparative Study of Change in Higher Education Systems. *Higher Education Policy*, Vol. 17: pp 405–425.

HE Pedagogy

Alters, B. J., & Nelson, C. E. (2002). Perspective: Teaching evolution in higher education. *Evolution*, Vol. 56(10), pp 1891-1901.

Barnett, R. (2009). Knowing and becoming in the higher education curriculum. *Studies in Higher Education*, Vol. 34(4), pp 429-440.

Barnett, R., & Hallam, S. (1999). Teaching for supercomplexity: A pedagogy for higher education. *Understanding pedagogy and its impact on learning*, pp 137-154.

Butin, D. W. (Ed.). (2005). *Service-learning in higher education: Critical issues and directions*. Palgrave Macmillan.

Chetty, R. & Lubben, F. (2010). The scholarship of research in teacher education in a higher education institution in transition: Issues of identity. *Teaching and Teacher Education*, Vol. 26, Issue 4, pp813-820.

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Hunt, C. (2007). Diversity and pedagogic practice: reflections on the role of an adult educator in higher education. *Teaching in Higher Education*. Vol. 12, Issue 5-6, pp 765-779.

Malcolm, J. & Zukas, M. (2001). Bridging Pedagogic Gaps: conceptual discontinuities in higher education. *Teaching in Higher Education,* Vol. 6, No. 1, pp33-42.

Smith, G. A., & Williams, D. R. (Eds.). (1999). *Ecological education in action: On weaving education, culture, and the environment.* SUNY Press.

Teasdale, G. R., & Rhea, Z. M. (2000). *Local Knowledge and Wisdom in Higher Education. Issues in Higher Education Series,* Vol.14, Elsevier Science.

Wells, G., & Edwards, A. (Eds.). (2013). *Pedagogy in Higher Education*. Cambridge: Cambridge University Press.

Yorke, M. (2003). Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice. *Higher Education*, Vol. 45(4), pp 477-501.

Yorke*, M., & Knight, P. (2004). Self-theories: some implications for teaching and learning in higher education. *Studies in Higher Education*, Vol. 29(1), pp 25-37.

International HE

Altbach, P. G. (Ed.). (1991). *International higher education*. St. James.

Altbach, P. G. (2001). Higher education and the WTO: Globalization run amok. *International Higher Education*, Vol. 23(1), pp 2-4.

Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, Vol. 11(3-4), pp 290-305.

Brooks, R. & Waters, J. (2009). International higher education and the mobility of UK students. *Journal of Research in International Education*, Vol. 8, Issue 2, pp **191-209.**

De Wit, H. (1999). Changing rationales for the internationalization of higher education. *International Higher Education*, Vol. 15(1), pp 2-3.

Knight, J. (2007). Internationalization brings important benefits as well as risks. *International Higher Education*, Vol. *46*(1), pp 8-10.

Maringe, F & Carter, S. (2007). "International students' motivations for studying in UK HE: Insights into the choice and decision making of African students". *International Journal of Educational Management*, Vol. 21, Issue: 6, pp.459 – 475.

Perkinson, R. (2006). International Higher Education. In *Plenary Address Going Global2, The UK's international education conference* (pp. 6-8).

Verbik, L. (2007). The international branch campus: Models and trends. *International Higher Education*, Vol. 46.

History of HE

Brubacher, J.S. & Rudy, W. (1997) *Higher Education in Transition: A History of American Colleges and Universities* (4th Edit.). New Brunswick: Transaction Publishers.

Corbett, A. (2003). Ideas, Institutions and Policy Entrepreneurs: towards a new history of higher education in the European Community. *European Journal of Education*. Vol. 38, Issue 3, pp 315–330.

Goodchild, L. F., & Wechsler, H. S. (1997). *The history of higher education*. Ginn Press.

Halsey, A. H. (1992). *Decline of donnish dominion: the British academic professions in the twentieth century* (Vol. 27). Oxford: Oxford University Press.

Thelin, J.R. (2011). *A History of American Higher Education*. (2nd edit.). Baltimore: The Johns Hopkins University Press.

Innovation in HE

Evans, R. I., & Leppmann, P. K. (1968). *Resistance to innovation in higher education*. Jossey-Bass.

Lueddeke, G. R. (1999). Toward a Constructivist Framework for Guiding Change and Innovation in Higher Education. *Journal of Higher Education*, Vol. 70(3), pp235-60.

Roffe, I. M. (1998). Conceptual problems of continuous quality improvement and innovation in higher education. *Quality Assurance in Education*, Vol. 6(2), pp 74-82.

Salmon, G. (2005). Flying not flapping: a strategic framework for e-learning and pedagogical innovation in higher education institutions. *Research in Learning Technology*, Vol. 13(3).

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Technology in HE

Bates, T., & Poole, G. (2003). *Effective teaching with technology in higher education*. San Francisco: Jossey-Bass.

Fry, H., Ketteridge, S., & Marshall, S. (Eds.). (2008). *A handbook for teaching and learning in higher education: Enhancing academic practice*. Routledge.

Georgina, D. A., & Olson, M. R. (2008). Integration of technology in higher education: A review of faculty self-perceptions. *The Internet and Higher Education*, Vol.11(1), pp 1-8.

Green, K. C., & Gilbert, S. W. (1995). Great expectations: Content, communications, productivity, and the role of information technology in higher education. *Change: The magazine of higher learning*, Vol. 27(2), pp 8-18.

Howard, C. R. (2012). Technology in higher education. *Effective college and university teaching: Strategies and tactics for the new professoriate*, pp 163-172.

Isssroff, K., & Scanlon, E. (2002). Using technology in higher education: An activity theory perspective. *Journal of Computer assisted learning*, Vol. 18(1), pp 77-83.

Jonassen, D., Mayes, T., & McAleese, R. (1993). A manifesto for a constructivist approach to uses of technology in higher education. In *Designing environments for constructive learning* (pp. 231-247). Springer Berlin Heidelberg.

Reeves, T. C., Herrington, J., & Oliver, R. (2005). Design research: A socially responsible approach to instructional technology research in higher education. *Journal of Computing in Higher Education*, Vol. 16(2), pp 96-115.

Spotts, T. H. (1999). Discriminating factors in faculty use of instructional technology in higher education. *Educational Technology & Society*, Vol. 2(4), pp 92-99.

See also: http://chronicle.com/blogs/profhacker/

Academic Identity

Henkel, M. (2005). Academic identity and autonomy in a changing policy environment. *Higher education*, Vol. 49(1-2), pp 155-176.

Jackson, D. B. (2003). Education reform as if student agency mattered: Academic microcultures and student identity. *Phi Delta Kappan*, Vol. 84(8), pp 579-585.

Kirkup, G. (2010). Academic blogging: Academic practice and academic identity. *London Review of Education*, Vol. 8(1), pp 75-84.

Kogan, M. (2000). Higher education communities and academic identity. *Higher Education Quarterly*, Vol. 54(3), pp 207-216.

Lee, A., & Boud, D. (2003). Writing groups, change and academic identity: Research development as local practice. *Studies in Higher Education*, Vol. 28(2), pp 187-200.

Skelton, A. (2007) (Ed) *International Perspectives on Teaching Excellence in Higher Education*. Abingdon: Routledge.

Winter, R. (2009). Academic manager or managed academic? Academic identity schisms in higher education. *Journal of Higher Education Policy and Management*, Vol. 31(2), pp 121-131.

Major Journals in Higher Education

Comparative Education.
Educational Research.
European Journal for Education Law and Policy.
European Journal of Education.
European Journal of Education Research, Development and Policy.
Higher Education.
Higher Education Policy.
Higher Education Quarterly.
Higher Education research and Development.
Innovative higher Education.
International Higher Education.
International Journal of Educational Management.
Journal of Educational Policy.
Journal of Research in International Education.
Quality in Higher Education.
Research in Learning Technology.
Studies in Higher Education.
Teaching in Higher Education.

Trade Publications

Times Higher Education (timeshighereducation.co.uk)

Chronicle of Higher Education (chronicle.com)

For Information and advice on Link2Lists reading list software, see:

http://www.library.manchester.ac.uk/academicsupport/informationandadviceonlink2listsreadinglistsoftware/

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