



Ashwin, P., Boud, D., Calkins, S., Coate, K., Hallett, F., Lockett, K., MacLean, L., Martinsen, K., McArthur, J., McKune, V., McClean, M., & Toher, M. (2020). *Reflective teaching in higher education*. London: Bloomsbury Academic, 2nd ed.

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DOI: <https://doi.org/10.37074/jalt.2020.3.2.5>

Stop. Look. Listen. OK, now you are ready to practice *Reflective Teaching in Higher Education*. No need to read the book with that title. Just do it. That Stop Look Listen is still seen at rural railroad crossings around the world. On the highway, that admonition can save lives. In higher education, it can help build lives. Although it may be of more value to follow that advice than to read the book, there are those who will also benefit by picking up this volume. Once you peruse the book you will see that it is not one coherent essay. Indeed, it has 13 authors contributing to 17 chapters. As with any anthology, different elements will appeal to different readers. Chapters 9, 10, and 11 basically ask us to stop, reflect on what we want students to learn and how we help them learn. The rest of the book gives insights on how to look at what is going on and guiding reflections. Each of the 17 chapters might stand alone in its own right. Yet, they do weave together, leaving us with a basic message. Yes, in higher education there are advantages to a spontaneous lively vibrant style, just do it. Yet, this book shows that there are also advantages to "reflect on our teaching and on our students learning in a deeper and more sustainable way" (11). Stop, look, listen.

Immediately on opening the book one is given cause to pause. Barely into the preface, seven pages before getting to page 1, I am already pleased, bothered, and a bit perplexed. Pleased that at last, I find a book with multiple authors where males do not dominate. Of the 13 names on the cover, most seem to be European, but pleasantly, of the 13 authors seven are female. I am so tired of our gender imbalanced world that this diversity brings a smile to my face. But I am a bit bothered, still in the preface, to confront wisdom, truths, that I question. For example, these pages introduce a list of ten underlying principles that guide the book. These do not look like principles I need to guide my educational efforts, but I will reserve detailed comments on the 10 principles until we reach chapter 4 where they are discussed and maybe justified in detail.

Getting past the preface and the introductory material things get worse, and better. Page xiii outlines how the 17 chapters

are organised. For example, each chapter will contain a box connecting that content to "TLRP Principles." Whatever that is. Page xiii describes how TLRP will be related to content but gives no hint as to what the letters TLRP stand for. I am almost ready to give up on the book, saying RIP, but I was assigned to do a book report, so I trudge on. Page xiii lets me know that this book is supported by a web page, newly updated to help you differentiate LEP from LAP. That's a relief for those of us who have stayed awake at night worrying how to distinguish LEP from LAP. Now we know there is a web page to put us at ease.

Although much of this introductory "summary of the book" section is similarly bothersome, it does lay out the plan. And in a phrase that resonates with me mentions that this is all about the "art, craft, and science of teaching" (xv). With that high note, we move to the book itself.

Any 17-chapter book will contain a lot that will not fit in a book review, even a long book review. With that disclaimer in mind it seems appropriate to introduce some of the many ideas the book contains. Snippets or teasers might induce a person to pick up the book. There is a lot inside the book and even given my personal irritation with some of the academic jargon it will still be seen as valuable and informative to most readers.

Next time I read the book I might be tempted to skip chapter 1 on "Identities." Things get off to an academic sounding start, an approach which may appeal to many scholarly readers but not really to me. For example, page 4 states boldly "what is certain is that an understanding of matters of identity, our own identity and those of our students, enhances our sense of agency..." Great, I guess. And since this "is certain" perhaps I should reflect on my five decades of being "Prof. Hulpke." I have been taught many things, and learned many but fewer things. Maybe I was absent the day I was taught "sense of agency" or maybe I was not listening. But I am not in real estate nor do I sell insurance, thus I have no personal "sense of agency." I should relax not rebel but I do think fewer terms, less academic jargon, would better

suit some readers such as me.

In the very next paragraph, we are shown how agency and identity tie to “the TLRP Principles” without a hint as to what the important letters TLRP stand for. Perhaps the authors feared that some readers such as me might still have a fuzzy understanding and agency, thus page 5 explains: “Agency refers to the way in which an individual is able to engage in autonomous or self-defined action which is meaningful for them.” Oh, now I see.

Just as I was about to surrender and trash this 450-plus page volume, RIP, relief appears, in the first of the book’s many case studies. Case 1.1, Reggie’s Privilege, hit me hard in a positive way. Now I see how this book can reach even a jaded old professor like me. Cases and reflective activities spread throughout the entire book make it all worthwhile. Typical academics will possibly benefit from the pedagogical sounding chapters. To me, the cases, the things in boxes, make the book. The very first such box is truly a gem and in three paragraphs, changes my perspective on the book. In Case 1.1 we hear Professor Reggie’s story. “I feel so lucky and people who work at institutions like ours are lucky, lucky. Yes I complain but I don’t like it when I hear people moaning and complaining... I want to say ‘then go find another job.’ Where basically can you do what you love to do, come and go as you please, be exposed to young people all the time, have technology just provided for you! Find another job like that!” (6). Reggie’s refreshing perspectives speak to me. True, things could be better in the academy, and we should work on it (Cadez et al., 2017; Rudolph, 2018). But sometimes academics become jaundiced and even bitter to the point where their attitudes must negatively impact their teaching (Berg & Seeber, 2016). Right on Reggie!

The rest of chapter 1 has much other material in boxes, reflective activities, research briefings, cases, that help me see where the book is heading: If successful, this book will help us become more reflective as educators.

Chapter 2 for example has many good points about learning. One topic spoke directly to me. Page 24 notes “considerable debate about the nature of learning: Constructivist approaches... see the importance of having students ‘actively engage with course content rather than rather than seeing students as passive receivers of information.’” This fits with what University of Michigan professor Susan Jackson once said in a teaching seminar: the old idea is ‘I taught therefore you learned.’ The new idea is ‘you learned therefore I taught.’ Page 29 reminds us that education “is not simply [about] discrete knowledge... which can be easily be made explicit” but partly tacit. Just presenting content is not enough.

While there is much of value in chapter 2, again the reader will receive several mouthfuls of jargon. I happen to like “threshold concept,” a new term to me. As page 32 says, once a person has “stepped through a threshold they are less likely to return to a prior level of understanding. I like the idea contained in that jargon, but am less impressed with others in chapter 2 and throughout the book. One sentence on page 33 exemplifies my discontent: “An emphasis on *situated discourse practice* does however bring to the fore

elements which are less central in the literature on *legitimate peripheral participation in communities of practice.*” Three examples of academic jargon, all here in one sentence. Serious academics reading this book will no doubt take this in stride. My discontent probably stems from my blue-collar perspective on life.

Chapter 3, named reflection, is perhaps central to this book on reflective teaching. Lots contained here, but my key takeaway is on page 53: Reflection starts from “a dilemma which disorients us; it is something we feel is just not right. It is often something we sense rather than rationally come to a view about...” For more on “feelings and the role emotions have in inhibiting or enhancing learning” read, and reflect upon, chapter 3.

This chapter also provides, in my opinion, a brilliant observation on a current hot topic, “evidence-based management” (Rynes et al., 2014). I have elsewhere joined with those who feel uncomfortable with the overemphasis on facts and data in evidence-based management (Hulpke & Fronmueller, 2020). Chapter 3 helps show “why the term ‘evidence-informed’ is preferred over ‘evidence-based’ (61). At last I find a new term, jargon, that I like: evidence-informed. The chapter cites Schon who saw potential advantages of evidence-based analysis in “technical professional work, such as laboratory science” but less in “human-oriented professional work, such as education.” Schon called the former “high hard ground” which might be supported by quantitative and objective evidence. On the other hand, “the swampy lowlands of the human professions can become” ‘confusing messes’ of intuitive action. Whilst these ‘messes’ are key to our practices, they are not easily amenable to technical analysis... [rather are often] spontaneous, tacit, and intangible...” (63). Here the book puts into words that which I sense, feel, believe.

My happiness with the book based on chapter 3 comes to a halt in chapter 4, “Principles.” These Principles will speak to some readers but hit me as largely academic jargon. In support of this chapter I will note that at last, readers will learn what the letters “TLRP” stand for. Mentioned several times previously without definition, now we see that “The UK’s Teaching and Learning Research Practices Program (2000-2012) initially conceptualised these ten principles” (72). And, readers are admonished to take note: “The TLRP was the UK’s largest ever coordinated program of educational research” (72).

Further, as the writing team says these Principles underlay that which follows, perhaps a somewhat detailed, or nit-picky, restatement of the ten principles is reasonable. The very first principle does not make sense to me. Education “demands consistent policy frameworks.” Not so. I have taught, sometimes poorly and sometimes well, and have rarely if ever been helped by a consistent policy framework nor have been bothered/impeded/disadvantaged by a lack of such consistent policy frameworks. I am not sure I have ever met one yet but this has not stopped me. Still in principle number 1 of the ten, we find these words on a slightly different topic: Policy frameworks should have “support for learning for diverse students as their main focus.” This could perhaps be called principle 1A, and I could

agree here. Everybody should support learning for diverse students.

Principle 2 is fairly long, but I think it says teachers matter. Good discovery. The third principle of teaching and learning recognises the significance of informal learning to develop specific expertise. Specific expertise is at times a reasonable goal. At any time informal learning is useful, valuable. The fourth principle reminds us in case we had forgotten, teaching and learning are good things: Teaching and learning fosters both individual and social processes. As individuals learn, the group composite [aggregated] body of knowledge is enlarged.

Principle number 5 may at first seem to be based on circular observation but is true even if tautological: Effective teaching and learning promotes the active engagement of the student as learner. Hopefully it does not shock one to learn that if teaching and learning are effective students learn. This section also has this memorable quote: "student engagement has become a buzzword" (81). This to me is one of the less irritating of the many buzzwords in the book.

The sixth principle revisits what my students ask me after oh so many lectures: Teacher, will this be on the test? Principle 7 postulates that effective teaching and learning require that learning be systematically developed. Perhaps because I believe passion trumps organisation, I have never been accused of requiring learning to be systematically developed, or for that matter, even systematic. I remain unconvinced but may revisit this if and when I ever finish the book.

Number 8 holds that effective teaching and learning recognises the importance of prior or concurrent experience and learning. Perhaps this is a softer restatement of what is lesson number 1 in the School of Hard Knocks: Experience is the best teacher. Principle number 9 suggests that effective teaching and learning engages with expertise and valued forms of knowledge in disciplines and subjects. I am not sure what this means but perhaps it means that if we wish to teach there should be something to teach, such as geography or accounting or neurology etc. This may or may not apply to music or art or creativity as it is not unanimously agreed that there is any there, there.

Saving the best for last, principle 10 points out that education is important for *life, preparing them for "an unknown future."* This turned out to be a timely warning, as I read this book in the year 2020. We help prepare for careers, jobs, yes, but there should be more to it than that.

This long discussion of the ten "TLRP" principles leads to the rest of the book, perhaps a bit less academic sounding. For example, chapter 5 reminds us that teaching and learning varies depending on the situation and the context. Following very thoughtful attacks on the "marketisation" of higher education and on the elitist "northern hemisphere" perspectives, the text focuses on how learning differs from place to place, discipline to discipline, institution to institution. A third edition of this book (this is the second edition) will surely look more closely at how learning online differs and does not differ from face-to-face. The world,

and education, changed dramatically in the year 2020. The world, and education, will never be the same.

The sixth chapter on educator-learner relationships has good information well-grounded in the literature. My favourite part was in what seems like an aside, a bit off topic, but very perceptive: "it is ... difficult to de-programme students who think learning is knowing decontextualised facts" (127). Chapter 7 reviews what good teachers know about the importance of engagement. Chapter 8, Spaces, reminds us that not all learning takes place in classrooms or for that matter inside educational institutions. Internships, service learning, flipped classrooms and home learning are introduced, no doubt to be revised and expanded in a third edition.

Part three of this book reminds me of what one may find in a Principles of Education textbook. Curriculum, Planning, Teaching, and Assessment each have a chapter. Each has things worth knowing, learning. For example, I did not know that "the Latin origins of the word 'curriculum' are variously defined as 'racecourse' or 'to run/proceed.' This conveys an image of a curriculum as a planned pathway designed and controlled by academics on which students embark towards a clear finish line" (175). This book reminds us of what reflective academics know: There is no finish line.

The Planning section, chapter 10, suggests that "only a handful of students have the staying power to benefit from MOOCs" [Massive Open Online Courses] (205). This will be rethought in any third edition. These ideas are also addressed in chapter 11 on teaching, which has a nice introduction to online teaching and learning. The massive amount of research on learning in the age of Covid-19 was not yet available when this was written but the book does introduce many points worth thinking about.

One good point hidden within the chapter called Communication might apply to many who aspire to be successful teachers. "Sonia read the set text over and over so that she felt completely familiar with it. She could practically recite sections off by heart." But somehow, it didn't fly. "So, she relaxed a bit. By the end of the semester she has found that she could save time and prepare less and the seminars would run pretty much the same..." (261). Sonia learned what I once was told by my boss in the U.S Air Force, Major Glenn Rice: "You know John, sometimes if you don't try so hard, it gets easier." Good point. Thanks Sonia, thanks Glenn.

Also worth remembering from this part of the book: However much we talk about interactive learning, lectures remain. Further, "token moments of 'interaction' within a lecture just for the sake of it" are not always a panacea (263). Most readers will find more than they want to know about Assessment from chapter 13. I wonder if my educational life would have felt even more rewarding if I had been hired by Evergreen State College south of Seattle, where students received no grades. I will never know, they did not hire me.

Chapter 14 on Quality and chapter 15 on Inclusion, taken together, give a lot to reflect upon relating to one of my personal key areas of interest: Inequality. We as educators must always take care not to use taxpayer dollars extracted

from the middle class or lower to help those already advantaged get richer. One tip hidden in chapter 15 will help me personally. Elaine Keane of National University of Ireland Galway uses Survey Monkey to gather information about her class of 220+ students. I can use Survey Monkey to replace my "Hello+Bucket List" handout used the first day of my face-to-face classes in my next class, which will be fully online. This is just one of many useful examples sprinkled throughout the book

Chapters 16 and 17 ask readers to reflect in order to progress. A page about "higher education and society" reminds me: Educators potentially play an important role in making the world better. One almost expects a chapter 18, Summary and Conclusions. Not found. Perhaps this is as it should be. Although a scholarly but still readable text, this is a bit too complex to summarise. Not an easy book, at least for me, but lots here to digest. Then, stop, look, listen. Reflection required.

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