



Faculty of
**Humanities and
Social Sciences**

Chair Continuing
Education & Teaching
and Learning

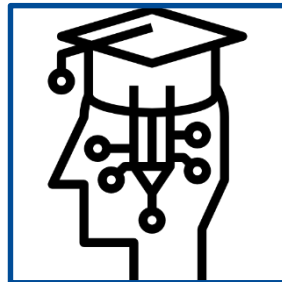
Elise Glass, M. A.

Pedagogical professionalisation through Higher Education

Theoretical perspectives on (reflective) student
learning

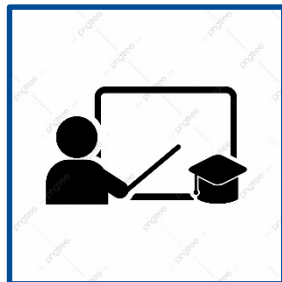
eucen ULLL Open Fora 2021, Nov. 4th 2021

What it is about...



adult learning in
Higher Education

Higher Education as a
medium of
professionalisation



pedagogical
professionalisation

Agenda

1. Context: The research project
2. Higher Education and professionalisation
3. Professionalism: knowledge-based concepts
4. Adult learning in Higher Education: Reflective learning in focus
5. Conclusion and desiderata
6. References



Inspiration by informing about German discourses

reflecting on learning theories in context of HE

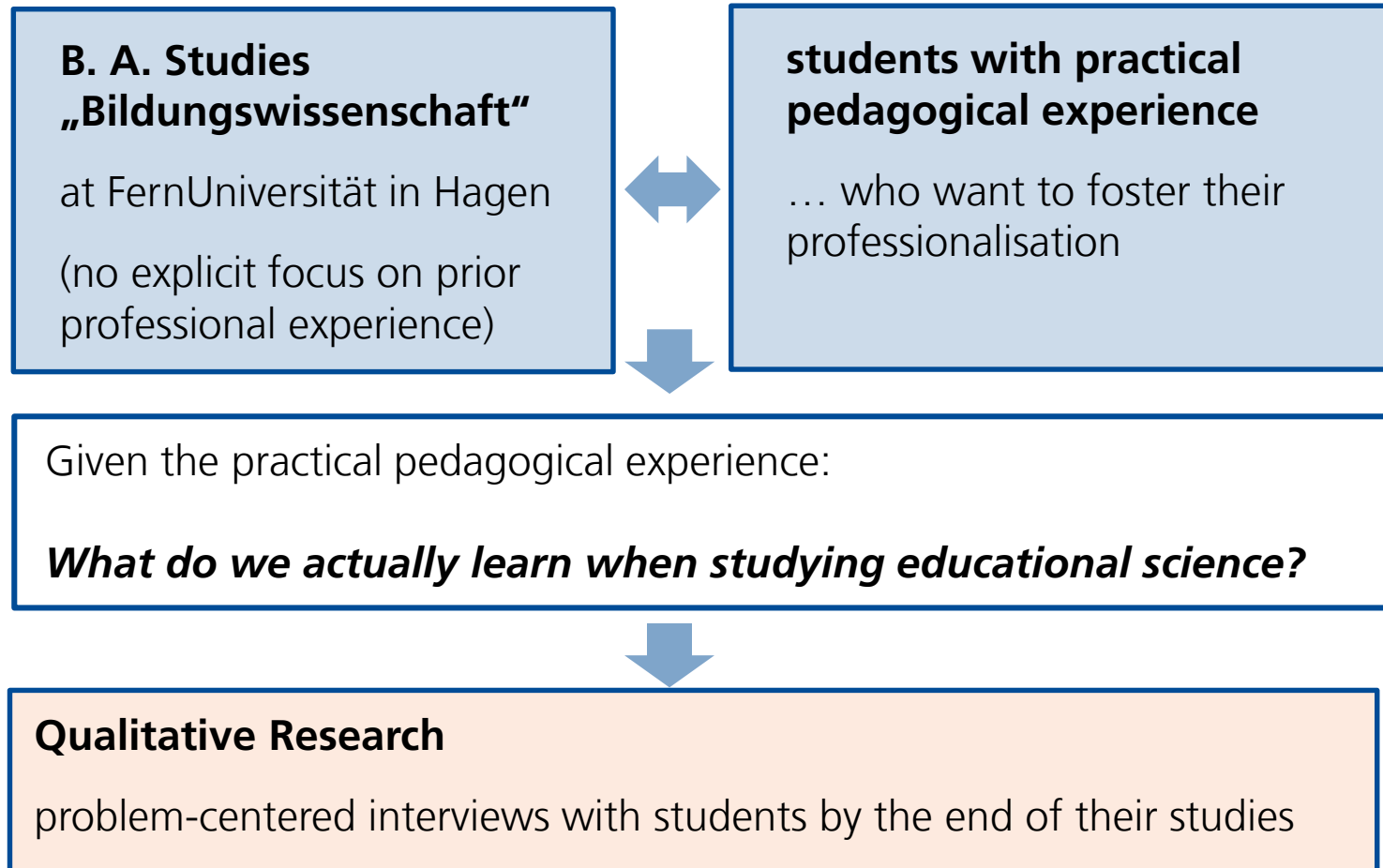


discussing learning objectives in HE

revealing black spots in my research perspective



1. Context: The research project



2. Higher Education and Professionalisation

Framework for Qualifications of the European Higher Education Area

First cycle - Bachelor's level

“Qualifications that signify completion of the first cycle [...] are awarded to students who:

- [...] can apply their knowledge and understanding in a manner that indicates a **professional approach to their work or vocation**, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- have the ability to **gather and interpret relevant data** (usually within their field of study) to inform judgements that include **reflection on relevant social, scientific or ethical issues**;
- [...] have **developed those learning skills** that are necessary for them to continue to undertake further study with a **high degree of autonomy**.”

(ECA, 2014; highlights: E. G.)

2. Higher Education and Professionalisation

Framework for Higher Qualifications in Germany

“The HQR focuses on an ‘academic self-image’, which is defined as the ‘academic professionalism’ of graduates.” (KMK, 2017, p. 4; translation E.G.)

“Scientific self-image / professionalism

Graduates

- develop a **professional self-image** that is **oriented towards goals and standards of professional action** in fields of occupation that are predominantly outside of science;
- **justify** their professional actions with theoretical and methodological knowledge;
- are able to **assess their own abilities, reflect** autonomously on relevant **freedoms of choice** and use these under guidance;
- **recognise the framing conditions of professional action** appropriate to the situation and justify their decisions responsibly;
- **critically reflect on their professional actions** in relation to social expectations and consequences.” (KMK, 2017, p. 7; highlights and translation E.G.)

3. Professionalism: knowledge-based concepts

Professional knowledge

practical knowledge	professional knowledge	systematic scientific knowledge
permanent pressure to make decisions		increased pressure to justify

(source: own visualization and translation following Dewe, Ferchhoff & Radtke, 1992, p. 81)

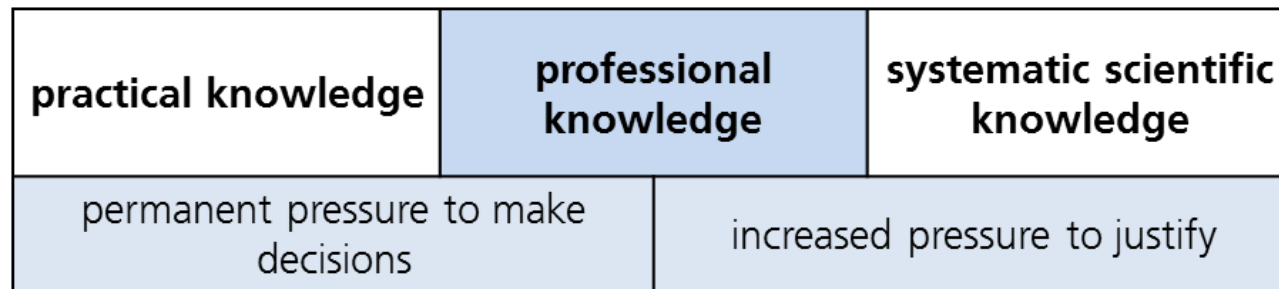


Pedagogical knowledge

everyday pedagogical knowledge	professional pedagogical knowledge	scientific knowledge (Vogel, 1999)
pedagogical practice(s)	pedagogy(s)	educational theories (Horn, 1999)
pedagogical knowledge		educational science knowledge (Horn, 2016)

3. Pedagogic Professionalism: knowledge-based concepts

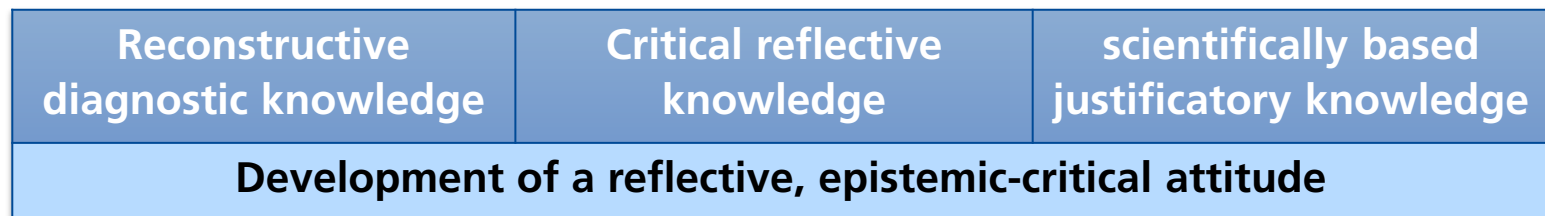
Professional knowledge



(source: own visualization and translation following Dewe, Ferchhoff & Radtke, 1992, p. 81)



Pedagogical professional knowledge



(source: own visualization and translation following Helsper, 2021, p. 136-138)

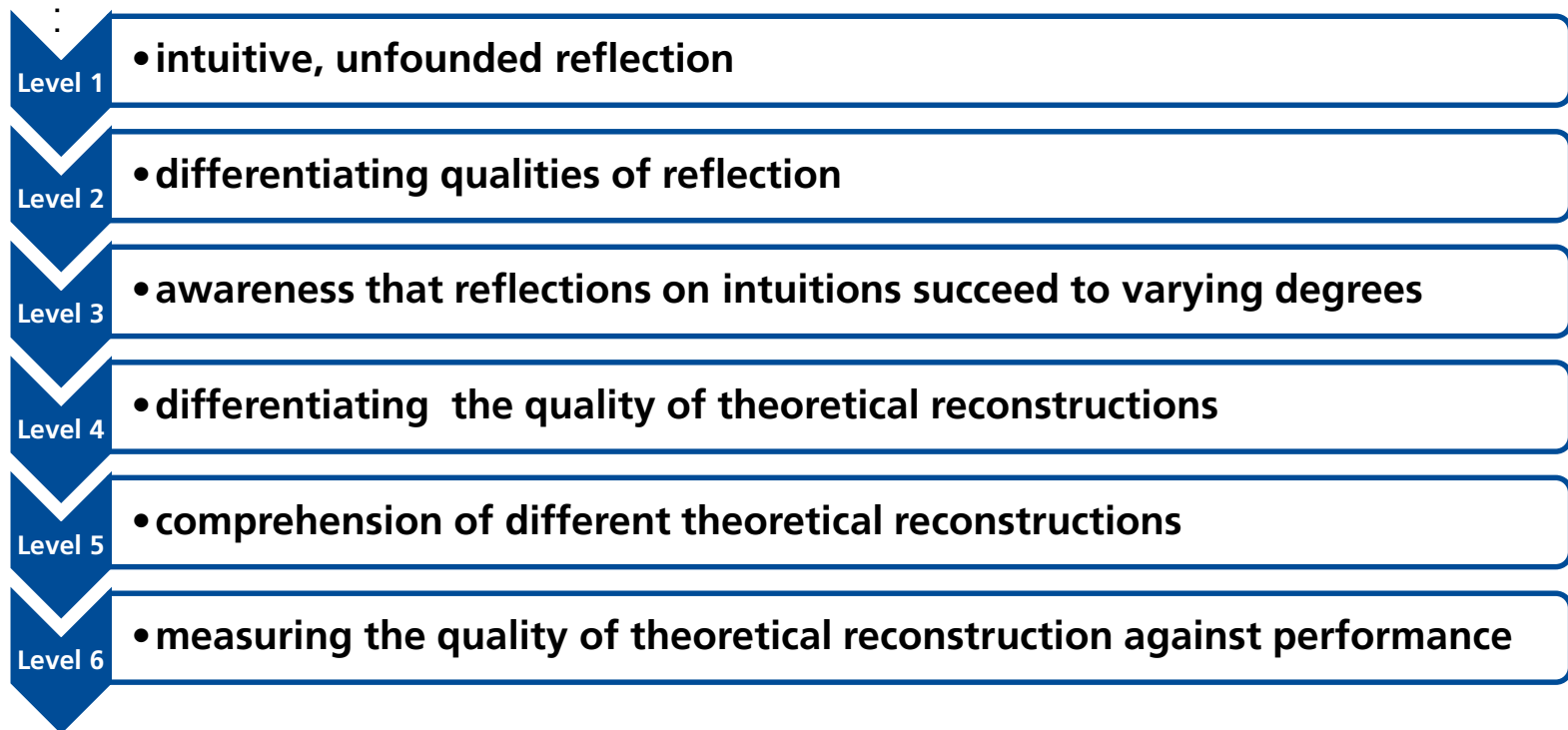
3. Professionalism: knowledge-based concepts



4. Adult learning in Higher Education

Levels of reflection in the reception of theoretical knowledge

Competence model for reflective learning with six levels (Reis, 2009):



(source: own visualization and translation following Reis, 2009, p. 114-115)

4. Adult learning in Higher Education

A curriculum for critical being (Barnett, 2015)

Table 3.1 Levels, domains, and forms of critical being

<i>Levels of criticality</i>	<i>Domains</i>		
	<i>Knowledge</i>	<i>Self</i>	<i>World</i>
4. Transformatory critique	Knowledge critique	Reconstruction of self	Critique-in-action (collective reconstruction of world)
3. Refashioning of traditions	Critical thought (malleable traditions of thought)	Development of self within traditions	Mutual understanding and development of traditions
2. Reflexivity	Critical thinking (reflection on one's understanding)	Self-reflection (reflection on one's own projects)	Reflective practice ("Metacompetence," "adaptability," "flexibility")
1. Critical skills	Discipline-specific critical thinking skills	Self-monitoring to given standards and norms	Problem-solving (means-end instrumentalism)
<i>Forms of criticality</i>	<i>Critical reason</i>	<i>Critical self-reflection</i>	<i>Critical action</i>

(source: Barnett, 2015, p. 64)

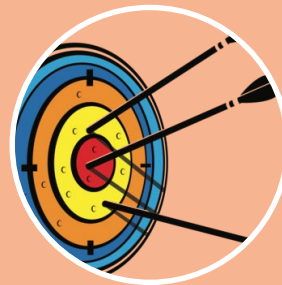
4. Adult learning in Higher Education

A model for reflective learning (Cendon, 2016)



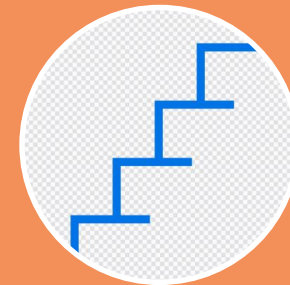
type of reflection

- daily reflection as common sense reflection
- critical reflection



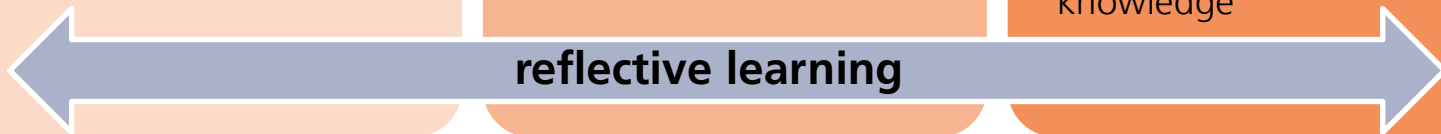
foci of reflection

- Content or subject matter
- learning strategies
- personal development as meta-reflection



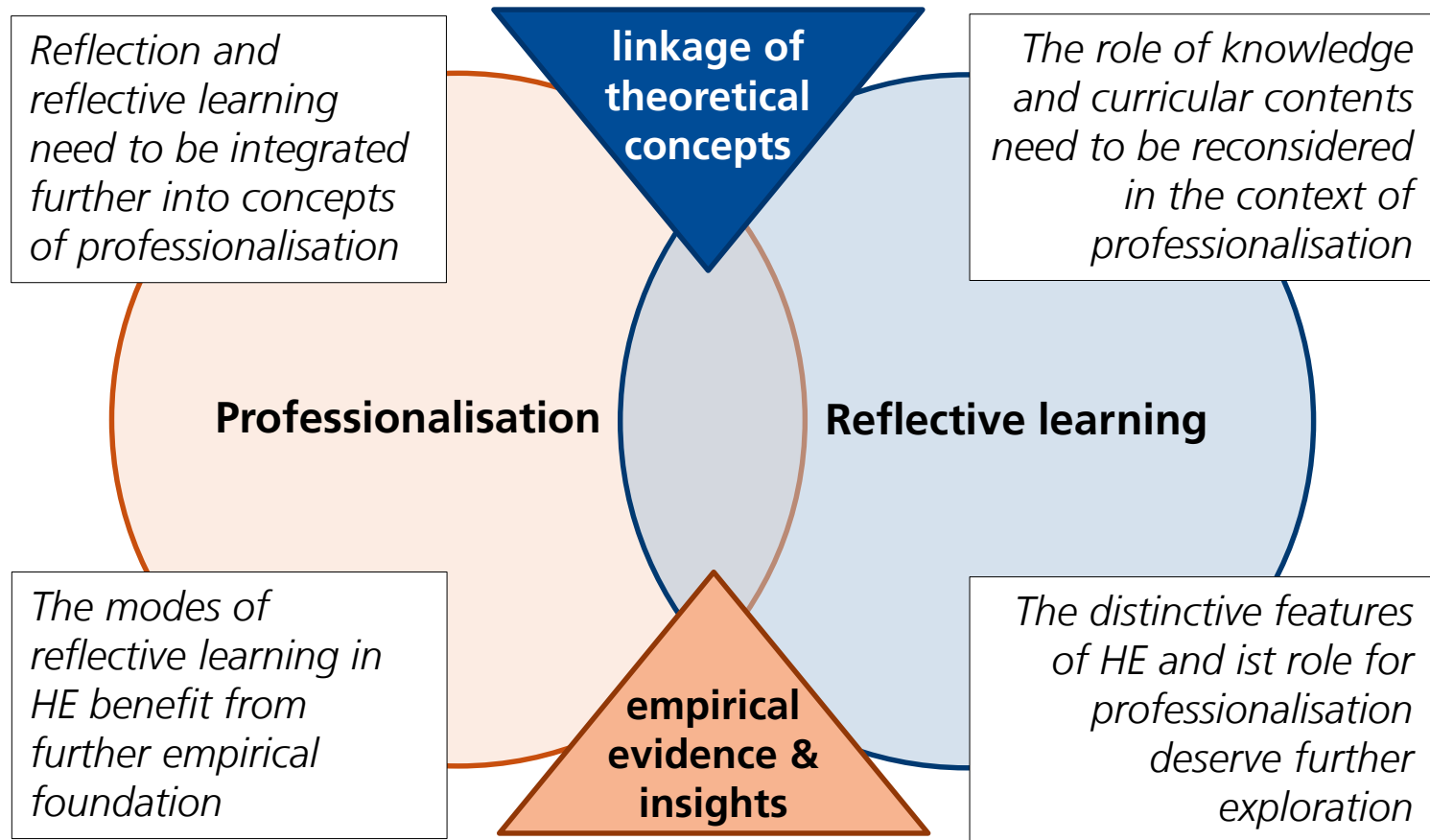
level of reflection

- Common sense thinking
- Reflection on incidents
- Reflection on personal experience and the experience of others
- Reflection on the nature of knowledge



Source: own visualisation following Cendon, 2016, p. 312-216)

5. Conclusion an desiderata



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