

Sambell, Kay ORCID: <https://orcid.org/0000-0001-8192-8537> , Brown, Sally and Graham, Linda (2017) Professionalism in practice: key directions in higher education learning, teaching and assessment. Palgrave Macmillan, Cham, Switzerland.

Downloaded from: <https://insight.cumbria.ac.uk/id/eprint/3134/>

***Usage of any items from the University of Cumbria's institutional repository 'Insight' must conform to the following fair usage guidelines.***

Any item and its associated metadata held in the University of Cumbria's institutional repository Insight (unless stated otherwise on the metadata record) may be copied, displayed or performed, and stored in line with the JISC fair dealing guidelines (available [here](#)) for educational and not-for-profit activities

**provided that**

- the authors, title and full bibliographic details of the item are cited clearly when any part of the work is referred to verbally or in the written form
  - a hyperlink/URL to the original Insight record of that item is included in any citations of the work
- the content is not changed in any way
- all files required for usage of the item are kept together with the main item file.

**You may not**

- sell any part of an item
- refer to any part of an item without citation
- amend any item or contextualise it in a way that will impugn the creator's reputation
- remove or alter the copyright statement on an item.

The full policy can be found [here](#).

Alternatively contact the University of Cumbria Repository Editor by emailing [insight@cumbria.ac.uk](mailto:insight@cumbria.ac.uk).

# Professionalism in Practice

Kay Sambell · Sally Brown · Linda Graham

# Professionalism in Practice

Key Directions in Higher Education Learning,  
Teaching and Assessment

palgrave  
macmillan

Kay Sambell  
Department of Learning  
and Teaching Enhancement  
Edinburgh Napier University  
Edinburgh, Scotland

Linda Graham  
Department of Social Work,  
Education and Community  
Wellbeing  
Northumbria University  
Newcastle, UK

Sally Brown  
Emerita Professor, Leeds Beckett  
University and Independent  
consultant  
Newcastle, UK

ISBN 978-3-319-54551-6      ISBN 978-3-319-54552-3 (eBook)  
DOI 10.1007/978-3-319-54552-3

Library of Congress Control Number: 2017938135

© The Editor(s) (if applicable) and The Author(s) 2017, corrected publication 2017

This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use. The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made. The publisher remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

Cover image: © bogdandreava

Printed on acid-free paper

This Palgrave Macmillan imprint is published by Springer Nature  
The registered company is Springer International Publishing AG  
The registered company address is: Gewerbestrasse 11, 6330 Cham, Switzerland

## PREFACE

As university educators and scholars, we are fully committed to creating for our students learning environments that engage and nurture them so that they achieve the very best that they can do. Paul Ramsden (2003: p. 97) argues that high quality teaching:

implies recognising that students must be engaged with the content of learning tasks in a way that is likely to enable them to reach understanding...Sharp engagement, imaginative inquiry and finding of a suitable level and style are all more likely to occur if teaching methods that necessitate student energy, problem-solving and cooperative learning are employed.

Our purpose in this text is to provide key directions for all professionals engaged in teaching and supporting student learning in higher education by offering down-to-earth, practical and research-informed guidance on how to motivate students to become creative and energised partners in the co-production of learning. We've drawn here on the work of pedagogic giants who have preceded us, together with the HE pedagogic learning communities to which we belong, as well as more than half a century in total experience of working and teaching in higher education ourselves. We offer our analysis, examples, vignettes, suggestions and guidance in the hope that, having explored and mapped the

territory, others will make their own pathways through the complex and sometimes confusing landscape of university teaching. Bon voyage!

Edinburgh, Scotland  
Newcastle, UK  
Newcastle, UK

Kay Sambell  
Sally Brown  
Linda Graham

*The original version of the book was revised. For detailed information  
please see Erratum. The erratum to the book is available  
at [https://doi.org/10.1007/978-3-319-54552-3\\_8](https://doi.org/10.1007/978-3-319-54552-3_8)*

## ACKNOWLEDGEMENTS

The authors acknowledge all the talented, creative and inspiring staff and students we've been lucky enough to work with over the years. Particular thanks are due to Alistair Sambell and Peter Holgate, who offered much-appreciated advice and feedback whilst the book was in preparation, Liz McDowell for her ongoing support over the years, and Phil Race for his sage guidance, his practical help with preparing the text and, last but definitely not least, his culinary support, without which this volume would never have materialised.



# CONTENTS

<b>1</b>	<b>Introduction</b>	<b>1</b>
<b>2</b>	<b>From Teaching to Learning: Key Concepts and Foundational Principles</b>	<b>13</b>
<b>3</b>	<b>Promoting Student Engagement in Learning: Putting Scholarly Theory into Practice</b>	<b>39</b>
<b>4</b>	<b>Learning and Working Together: Students as Peers and Partners</b>	<b>93</b>
<b>5</b>	<b>Engaging Students with Positive Learning Experiences Through Assessment and Feedback</b>	<b>139</b>
<b>6</b>	<b>Promoting Engagement via Research-Rich Environments</b>	<b>189</b>
<b>7</b>	<b>Engaging Staff in Their Own Professional Development</b>	<b>227</b>
	<b>Erratum to: Professionalism in Practice</b>	<b>E1</b>

<b>Conclusion: A Call to Action</b>	261
<b>References and Further Reading</b>	265
<b>Index</b>	267

# LIST OF FIGURES

Fig. 2.1	Ways of designing active learning pedagogies	16
Fig. 2.2	Models of teaching and curriculum design: from traditional to active approaches	17
Fig. 2.3	Approaches to learning	22
Fig. 2.4	Ripples in a pond diagram	31
Fig. 3.1	Dialogue sheet	43
Fig. 4.1	Diagram of diamond nine	114
Fig. 5.1	The diverse functions of assessment	146
Fig. 5.2	The main things assessment needs to do for students	147
Fig. 5.3	Assessment for learning: the Northumbria CETL model	153
Fig. 5.4	Model of fit-for-purpose assessment design	156
Fig. 6.1	Research-teaching nexus spectrum, based on Healey (2005)	190
Fig. 6.2	The nature of undergraduate research and inquiry	191