

Introducing Transcending Pedagogies

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Abstract : The term “transcending pedagogies” has been created to refer to teaching and learning strategies that transcend the mode of student enrolment, the needs of different students, and different learning spaces. The value of such pedagogies in the current arena when learning spaces, technologies and preferences are more volatile than ever before, is a key focus of this paper. The paper will examine current and emerging pedagogies that transcend the learning spaces and enrollment modes of on campus, distance, virtual and workplace learning contexts. A further point of interest is how academics in professional and higher education settings interpret and implement pedagogies in the current global conversation space and re-creation of higher education. This study questioned how the notion and practice of transcending pedagogies enables us to re-imagine and reshape university curricula. It explored the nature of teaching and learning spaces and those professional and higher education (current and emerging) pedagogies that can be implemented across these spaces. We set out to identify how transcending pedagogies can assist students in learning to deal with complexity, uncertainty and change in the practice worlds and better appeal to students who are making decisions on where to enrol. The data for this study was collected through in-depth interviews and focus groups with academics and policy makers within academia.

Keywords : Transcending Pedagogies, teaching and learning strategies, learning spaces, pedagogies

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