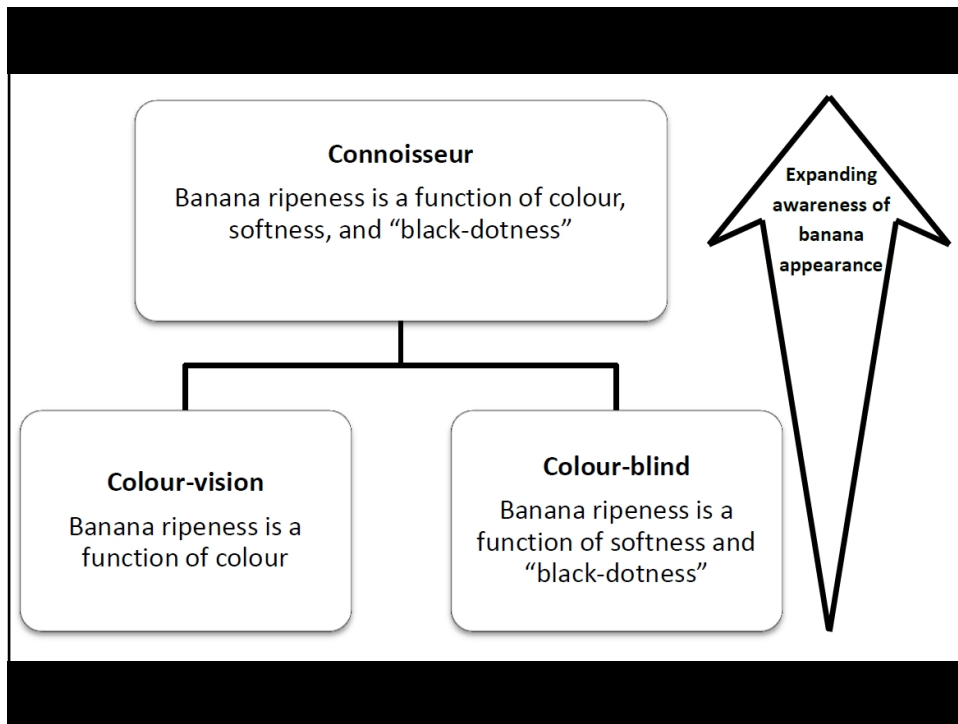


A phenomenography of lecturing

Scott Daniel
University of Technology Sydney

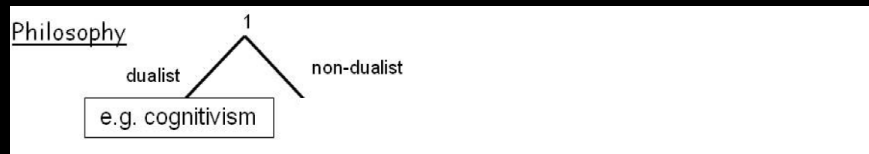
A phenomenography of lecturing

- Crash course in phenomenography
- Overview of my work on conceptions of lecturing

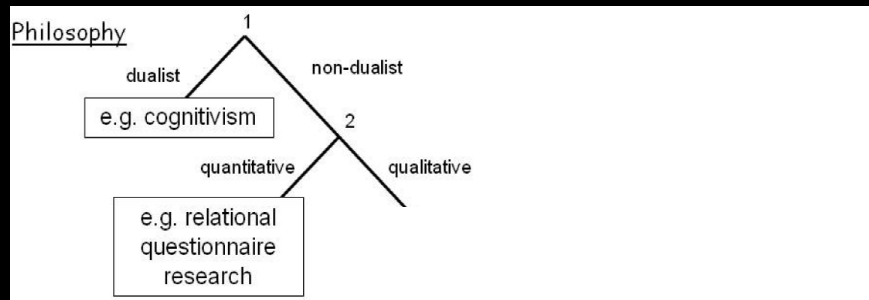


Phenomenography

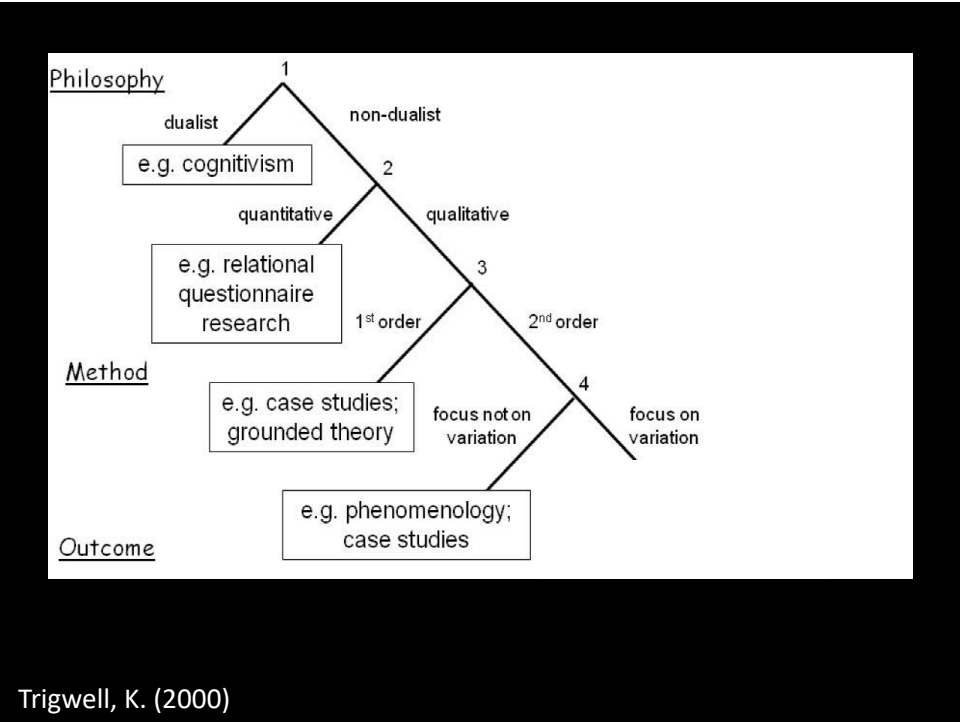
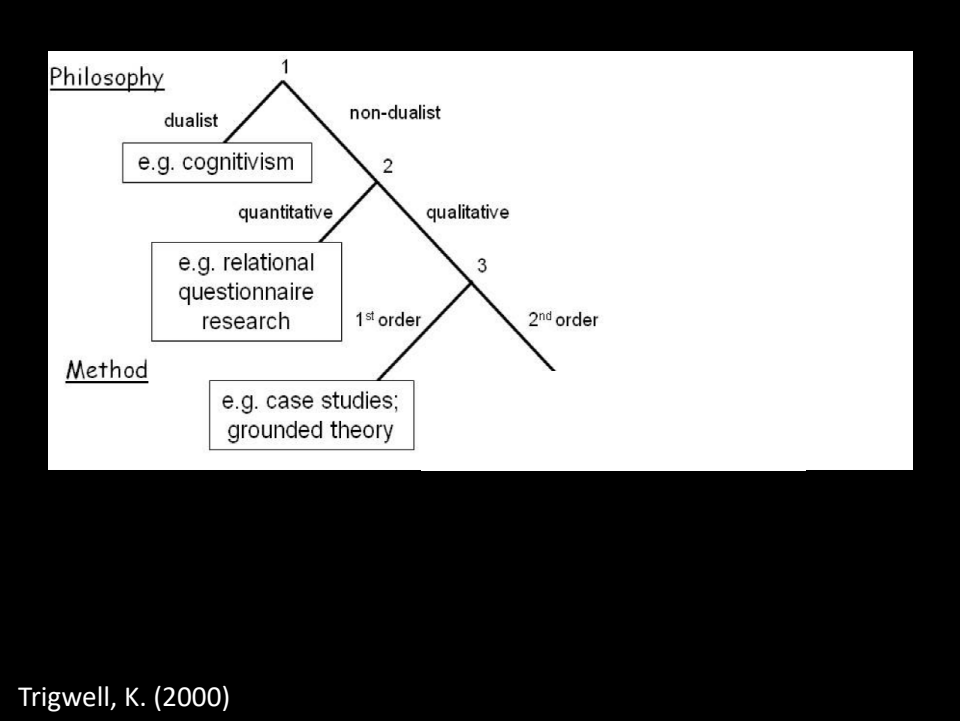
Focused on critical variation in people's experience of a phenomenon

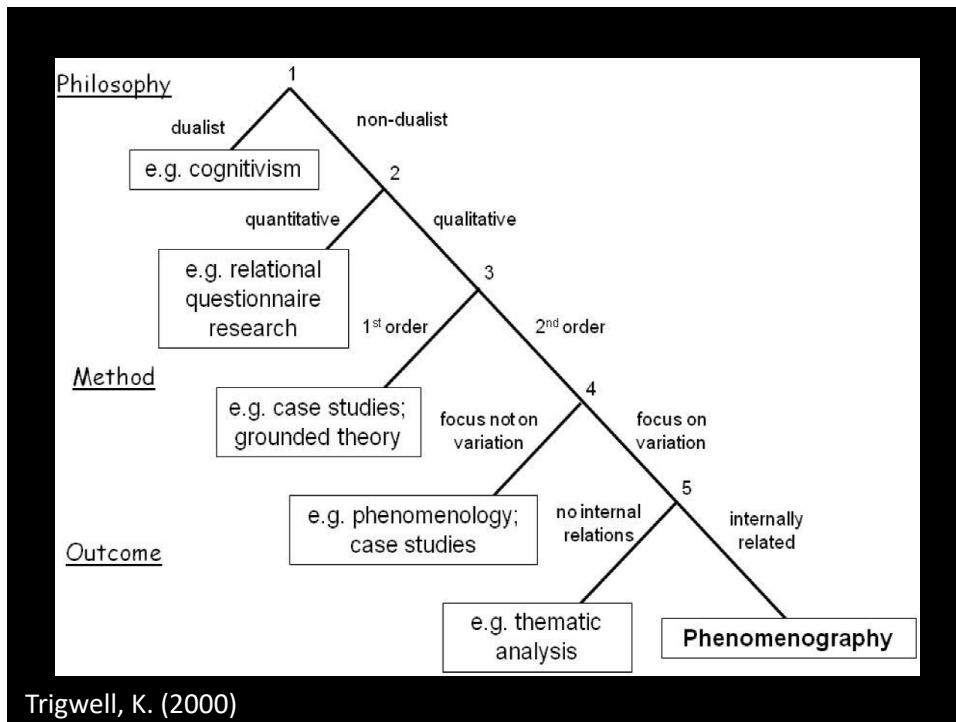


Trigwell, K. (2000)



Trigwell, K. (2000)





ORIGINAL ARTICLE

**Phenomenographic or phenomenological analysis: does it matter?
Examples from a study on anaesthesiologists' work**

JAN LARSSON¹ & INGER HOLMSTRÖM²

¹*Clinic of Anaesthesia and Intensive Care, Uppsala Academic Hospital, Uppsala, Sweden,* ²*Department of Public Health and Caring Sciences, Health Services Research, Uppsala, Sweden*

Abstract
Phenomenography is a research approach developed from an educational framework. However, practised in other areas this research approach can be misunderstood as seems to be the case in some reports on allegedly phenomenographic studies. In this article, the authors show how the phenomenographic approach differs from a phenomenological one, using as an

Phenomenography

*Focused on critical variation in
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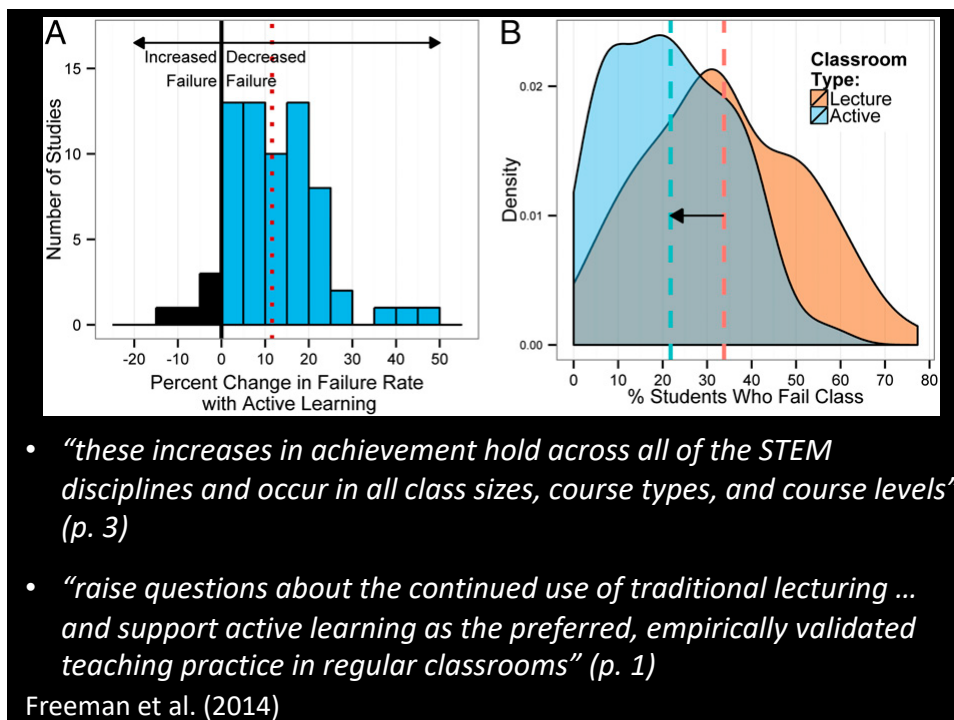
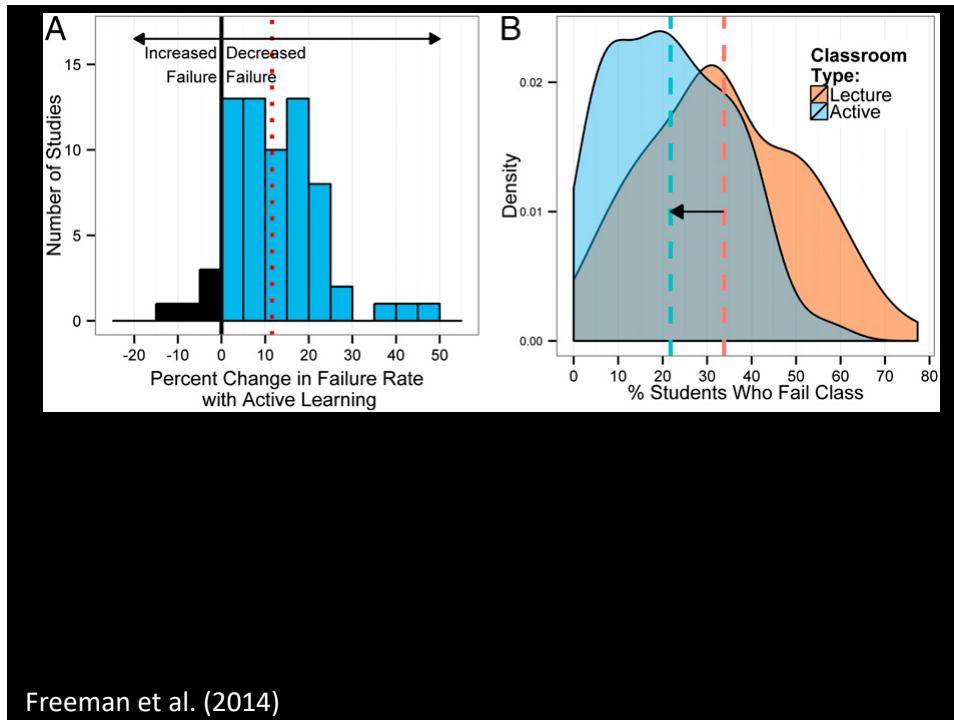
→ Lecturing



Active learning versus traditional instruction:

- Review of 200+ studies
- Student performance increased by half a standard deviation
- Students taught traditionally were 1.5x more likely to fail

Freeman et al. (2014)



Successful STEM education reform:

- *“require understanding a college or university as a complex system and designing a strategy that is compatible with this system”*
- *“involve long-term interventions, lasting at least one semester”*
- *“are aligned with or seek to change the beliefs of the individuals involved”*

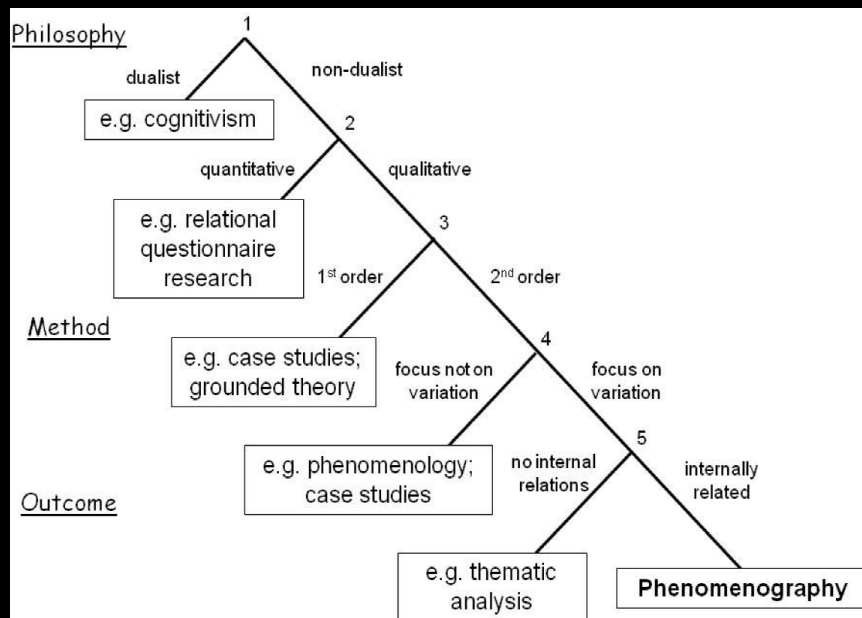
Henderson, C., A. Beach and N. Finkelstein (2011), p. 952

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What are the different conceptions of lecturing?



Trigwell, K. (2000)

Purposeful sampling: N=30

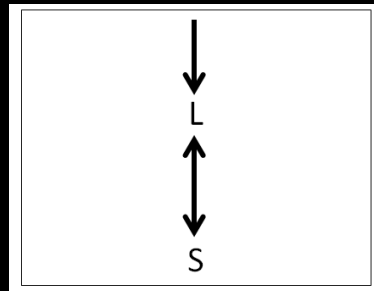
- **Gender**
 - 14 M, 15 F
- **University context**
 - 7 different universities, urban and regional
- **Experience**
 - 13 participants <10 years; 17 with >10 years
- **Discipline**
 - 13 participants STEM; 17 non-STEM
- **Class size**
 - 20 to 1000 students
- **University position**
 - PhD students → Professors, Heads of Department

An inclusive hierarchy of conceptions of lecturing :

- 1. Lecturing as soliloquy**
- 2. Lecturing as connecting meaning**
- 3. Lecturing as cultivating individuals**
- 4. Lecturing as transformatively co-creating**
- 5. Lecturing as enacting research**

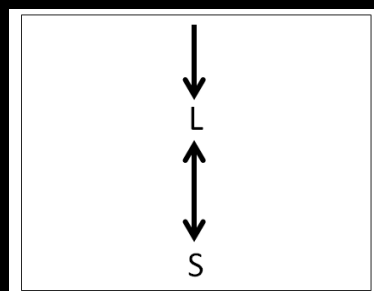
Category 1: Lecturing as soliloquy

Lecturing is a one-way interaction between the lecturer and the students, where the lecturer both performs and transfers content.



Category 1: Lecturing as soliloquy

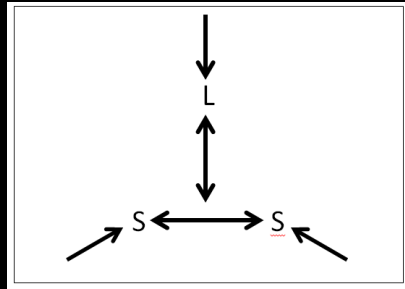
Lecturing is a one-way interaction between the lecturer and the students, where the lecturer both performs and transfers content.



“if you give a really good lecture, that’s way better than a box of anti depressive tablets. I mean you realise you’ve contributed, you’ve done something ... smashed some information into these dummies’ heads that they’re going to remember for the next twelve weeks and reproduce in the exam. So [pause] and hopefully what’s happened in the delivery of that, you know you’ve built your own ego and your esteem up in doing that” [Alan, p. 27]

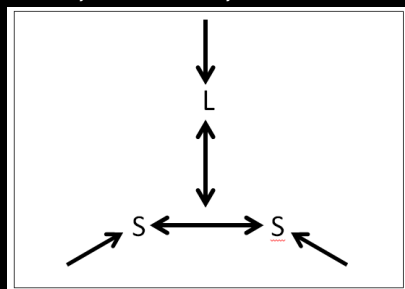
Category 2: Lecturing as connecting meaning

Lecturing is a process where the lecturer uses interaction to help students make connections between the content and their own experiences, interests, and understanding.



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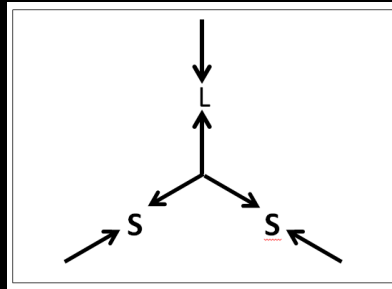


"I think what you have to do is connect the students to that information" [Cadel, p. 17]

"helping the students put the pieces together in their minds, you know, make those connections I talked about" [Nathan, p. 19]

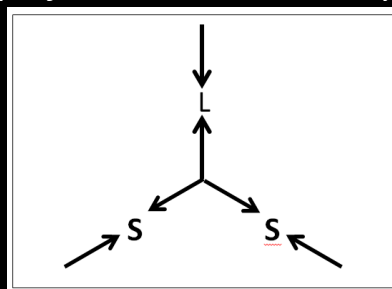
Category 3: Lecturing as cultivating individuals

Lecturing is a process tailored to the individual diversity of students, to develop their perspectives and skills, both personal and professional, motivated by a sense of giving back.



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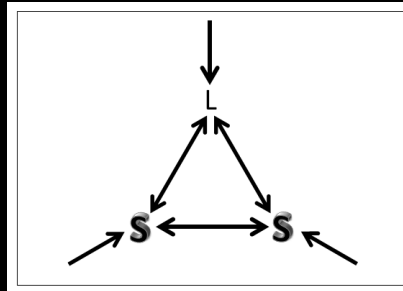


“you know I’ve got a diverse group, so I need to try and access the ones that aren’t necessarily sciency and think like me” [Juliet, p. 30]

“I think it’s good to [pause] for students to know that there’s more than one way to solve a problem, there’s more than one way to think about the problem, that different people have different thinking styles and they’re all valid, even if they’re different from yours” [Valerie, p. 7]

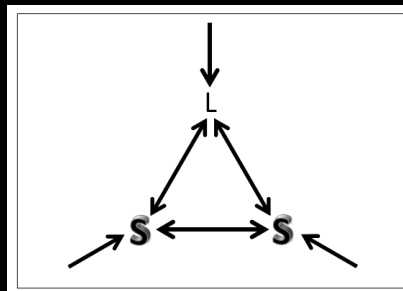
Category 4: Lecturing as transformatively co-creating

Lecturing is a co-created experience, driven by and building on students and their interests, experiences, and expertise, for the reflective, moral, and ethical transformation of students.



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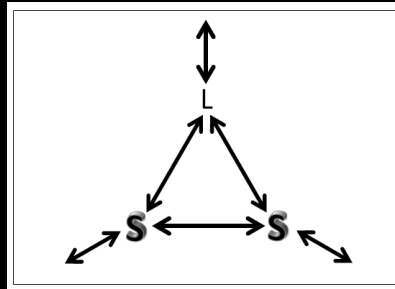


“what I really want is their experience, their years of experience and how they would handle given situations ... it’s really co-creation” [Frank, p. 14]

“to me, we do not need only good professionals, we need good men and women to build up the societies, and it just not comes through only technical knowledge, it comes through the moral values as well” [Kaiser, p. 15]

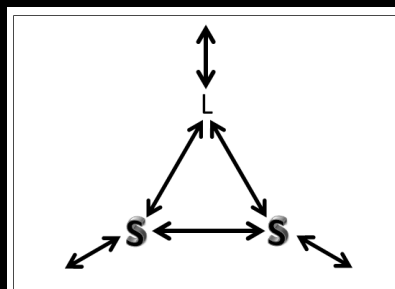
Category 5: Lecturing as enacting research

Lecturing is a process in which relevant research is enacted and embedded, towards the goal of personal and social transformation.



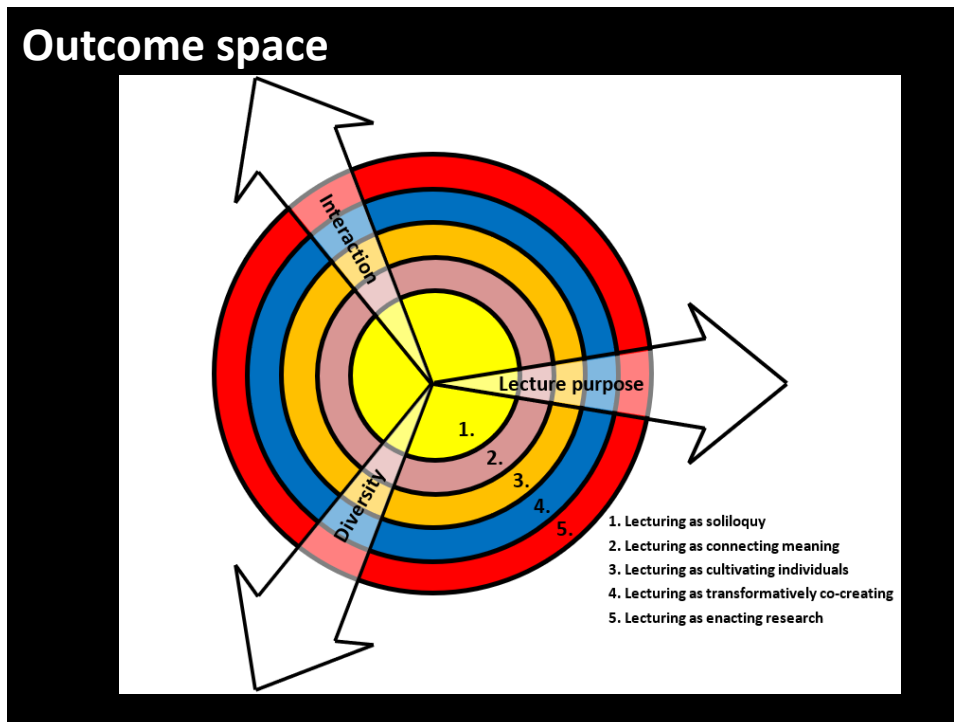
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“my tutor team in the first year course will tell you that I’m spoon feeding, whereas I would argue that when you have criterion referenced assessment, the criteria are what we’re assessing them on. If we assess them on anything that’s not in the criteria, that would be called hidden curriculum, and hidden curriculum is a cultural practice that’s all about social class and inclusion and social reproduction of the higher education community and cohort. It’s actually a very dubious social practice ... I mean there’s a lot of social critique of that” [Mia, p. 21]

I see teaching across like a big picture notion of teaching, P to post doc, whatever, as a form of activism, as a means to transform society [Mia, p. 2]



Themes of expanding awareness

Theme	Lowest level	Highest level
Diversity	Awareness of group differences	Individual diversity as a resource

Themes of expanding awareness

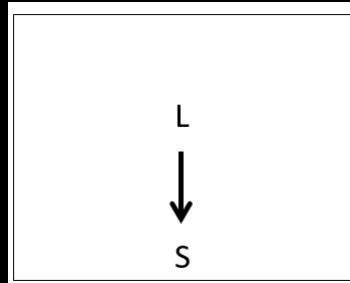
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Themes of expanding awareness

Theme	Lowest level	Highest level
Diversity	Awareness of group differences	Individual diversity as a resource
Interaction	Engaging students' attention	Co-creation
Lecture purpose	Transferring content	Social transformation

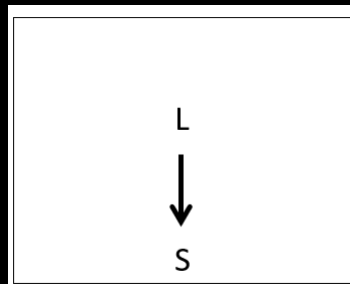
Category 0: Lecturing as reading

Lecturing is a process of covering the content using a monologue.



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"I'd assume nothing when you walk into my class" [Eddie, p. 9]

"[SD So what sort of feedback or do you get, or do you source it in the face-to-face lectures?] It's not actual verbal feedback." [Alan, p. 8]

"[students] were telling me about the lecturers who lecture the chapter of the textbook they've just read. Here's my textbook, I wrote it, please read chapter 3. Week 3 – chapter 3 is in the lecture, I may as well read it to you, but I'm not going to do that, I'm going to, you know, drone on in monotone." [Mia, p. 11]

"Undergraduate subject is about credit by – just passing on knowledge with little interactivity because they don't really want to interact" [Frank, p. 5]

What's the takeaway?

Phenomenography is a powerful research technique.

Professional development programs should incorporate lecturers' conceptions of lecturing.

How might you use phenomenography?

The End.

Daniel, S. A. (2016). Experiences of lecturing. PhD, Swinburne University of Technology.

Daniel, S. A., Mann, L. M. W., & Mazzolini, A. P. (2016). A phenomenography of lecturing. Paper presented at the 44th SEFI Conference, Tampere, Finland

Daniel, S. (2021). "A phenomenographic outcome space for ways of experiencing lecturing." Higher Education Research & Development: 1-18.