TEACHING FOR TRANSITIONS: A REVIEW OF TEACHING FOR TRANSITIONS RELATED TEACHING AND LEARNING ACTIVITY AND RESEARCH

Focused Research Report No. 7 **2015**

T&L

NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

PREFACE TO NATIONAL FORUM FOCUSED RESEARCH PROJECTS

The National Forum for the Enhancement of Teaching & Learning in Higher Education is a key consultative forum and an evidence-based change agent for teaching and learning enhancement and innovation for impact. It works in partnership with students, teachers, experts, learner support providers and researchers - and with institutional and system level leadership throughout the sector to provide thought leadership on developing future-orientated aspects of teaching and learning on Ireland's emerging higher education landscape.

As part of Forum's commitment to leading and facilitating enhancement from an evidence-based standpoint, it has funded a series of Focused Research Projects to be conducted over a six month period by higher education researchers in partnership with the Forum. These projects were designed to facilitate rapid and focused research on specified themes to inform academic practice and guide enhancement activities, including:

- Transitions to higher education
- Student completion and retention in higher education(qualitative studies)
- Open Education Resources and Open Access
- Recognition of Prior Learning
- Research on Higher Education Teaching & Learning in Ireland

Successful projects were awarded funding by the Forum following competitive selection, based on international peer review and were initiated in December 2014. They ranged in scope from national analysis of existing practices and policies to in-depth case-studies located in small clusters of institutions. Collectively the projects have now created a baseline understanding in a national context on these topics, as well as a springboard for future enhancement activities and further practice/policy developments. Importantly, the successful completion of these projects attests to the collaborative partnership and engagement between the Forum and higher education institutions in developing a shared common purpose for evidence-based enhancement activities. In addition they also demonstrate the potential for contributing to the research and scholarship of Irish teaching and learning locally and internationally through peer-reviewed publications. The Forum in line with its scholarship strategy will support project teams to achieve this objective.

SCHOLARSHIP OF TEACHING FOR TRANSITIONS

This research examined the scholarship of teaching for transitions in the context of higher education in Ireland from a number of different perspectives. It examined the field of scholarship to identify those pedagogies related to the concept of transitions, which were defined as in, through and out of higher education. Working from a systematic review of the international literature, leading to the generation of a bibliography, the relevance and application of this scholarship to teaching practice in higher education was explored through focus groups. The visibility of Irish scholarship within the international bibliography of teaching for transitions was subjected to a further review and analysis. A surprisingly limited number of Irish records were returned which suggested that the visibility of existing Irish scholarly work may require further attention at local, national and international levels. A subsequent phase of work was initiated to gather examples of Irish-based work from conference proceedings, including the National Forum Seminar series and grey literature, these yielded 486 entries. Quantitative and thematic analysis of this body of work illustrated a number of interesting

trends including an upward trend in output in the period from 2002 onwards with a doubling evident in 2010 and a peak in 2014 and 2015 influenced by the National Forum Seminar series on Teaching for Transitions. Thematic analysis of the entries of Irish scholarship in the data base showed that the most popular themes were e-learning, work-based learning, inclusive practices and first year experiences. Overall this research illustrates Irish scholarly work on Teaching for Transitions and provides a resource for educators, teachers and professionals in higher education. It also provides some instances for further reflection on the visibility and impact of Irish scholarship in higher education both locally and internationally.

Thanks are due for the commitment and energy invested by the Project Team led by Dr Catherine O Mahony and Dr B Higgs (both UCC) as well as team members from University of Limerick. The National Forum looks forward greatly to its ongoing partnership with the Project Team in sharing the outcomes of this projects for the benefit of the wider higher education sector during the next academic cycle and beyond.

Finally, this project complements a further National Forum research project 'Existing Research Output Focused on Higher Education Teaching and Learning' which generated a substantial bibliography of research output. Together both projects will contribute to an accessible online resource of Irish research and scholarship outputs for teaching and learning in higher education which will be accessible through the National Forum webiste.

For further information on all of the National Forum Focused Research Projects please see: http://www.teachingandlearning.ie/t-l-scholarship/national-forum-research-projects/.

Scholarship of Teaching for Transitions: FINAL REPORT Part 1

A review of scholarly work and educator understanding of Pedagogies of Transition: Implications for impact

C. O'Mahony, B. Higgs, D. Alexander, S. Kilcommins, A. C. Ryan, D. Blackshields, M. McCarthy, K. O'Sullivan, J. Cronin

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Executive Summary

The National Forum for the Enhancement of Teaching and Learning commissioned this study of scholarship that focuses on 'Teaching for Transitions', with particular reference to higher education in Ireland. An international element was included to allow some benchmarking with national scholarship. The question '*how can this scholarship be more impactful on the practice of teachers in the higher education sector?*' was a key question of interest in the project. Part 1 of the study is reported here. It sets out early results and insights and makes recommendations based on investigations carried out between January and June 2015. It raises questions for further investigation.

In order to address the project aim and substantive research question, a mixed quantitative and qualitative approach was taken, beginning with a desk study and enriched by focus group discussion. A systematic review of the international literature was carried out to create a bibliography. Analysis and annotation of the bibliography was followed by a systematic broadening of the search criteria and manual searching for Irish-based scholarship on 'teaching for transitions'. The scholarship of 'pedagogies of transition' was taken as a focus to ensure the intentional nature of curriculum design for student development and transitions is made visible. The purpose of holding focus groups was to enrich our understanding of the impact of scholarship on practice in Ireland, and to gain insights into the potential drivers of change.

The systematic review of international scholarship uncovered >3000 papers relating to transitions in, through and out of higher education. Final exclusion criteria requiring peer-reviewed journal papers refined the search and resulted in 440 papers, of which only four were Irish-based studies. This was an unexpected result, but led to a number of important conclusions and recommendations. Arising from this study initial recommendations fall under four themes: publication and systems, staff development, curriculum design and pedagogy.

In conclusion, this research, albeit time-restricted, has revealed for us as researchers, and for the wider higher education community in Ireland, that much of what we know within and amongst ourselves to be valuable scholarship is in danger of being a blind spot both to our national community and to the wider international SoTL community. We feel that this overarching finding should galvanise the wider higher education community to make visible the vital work already developed and to ensure that the 'scholarly communication design' ensures the widest, most international audience possible. Without this our scholarship will remain in a large part invisible to local, national and international audiences – and as such the Irish community will remain systematically voiceless in the scholarship of teaching and learning debates, dialogues and actions.

Phase 3 of this project is on-going and will see additional entries to the bibliography drawing on conference proceedings and grey literature, to give recognition to a wider cohort of scholars, and provide a resource for teacher-researchers, researchers and policy makers.

Scholarship of Teaching for Transitions. Final Report Part 1

A review of the extent of scholarly work and educator understanding of Pedagogies of Transition: Implications for impact

Introduction and context

The National Forum for the Enhancement of Teaching and Learning commissioned this study of scholarship that focuses on 'Teaching for Transitions', with particular reference to higher education in Ireland. The study ran in parallel with a number of other commissioned studies related to 'transitions' as well as a study on mapping the extent of engagement in the scholarship of teaching and learning in higher education in Ireland.

The aim of this research project was to provide a snapshot of existing scholarship on teaching for transitions, in Ireland and beyond, with a particular focus on the experiences of undergraduate students in higher education. The purpose was to provide a resource for teacher-researchers, researchers and policy-makers in higher education. The international element of the project was deemed necessary to allow benchmarking with national scholarship, and to be outward as well as inward looking. The question '*how can this scholarship be more impactful on the practice of teachers in the higher education sector?*' was a key question of interest in the project. This question was addressed by a systematic review of the literature and subsequent focus group discussions.

This report sets out some early results and insights and makes recommendations based on investigations carried out between January and June 2015. It raises questions for further investigation. It suggests a change in the nature of the questions being asked in relation to student transition and progression in higher education.

The composition of the project team can be found in Appendix 1.

Definitions and scope

At the start of the project it was necessary to consider some definitions and carry out a scoping exercise. These are briefly outlined here.

What counts as scholarship?

What is meant by 'scholarship' when considering issues in teaching and learning, and is there a difference between educational research *per se* and scholarship of teaching and learning?

These questions have been debated for 25 years, since Boyer (1990) first recommended a four part classification of scholarship (Discovery, Application, Integration and Teaching). A full review of this area is not the subject of this report. However, we would point the reader to keynote presentations at the EuroSoTL2015 Conference in UCC (Bamber, 2015; Takayama,

2015; Fanghanel, 2015; Hutchings, 2015 and Healey, 2015) that illustrate and summarise some of the complexity and discussion.

For this project the broad view of scholarship as envisioned by Huber and Hutchings (2005, p.30) and described as a *"big tent where there is space for small-scale efforts aimed mostly at local improvement as well as more ambitious, sustained work of a larger scale"* has been adopted. In this definition Huber and Hutchings see scholarship as a space for investigation, experimentation, innovation and dissemination. This work is not confined to contributions by academic staff. Scholarship can include investigations by central services staff, students, and others, for example related to initiatives in first year to improve student retention and study skills. That being said, it was agreed as a baseline requirement that to count as scholarship a work must be i) enquiry-based ii) useful beyond the study itself and iii) disseminated to peers.

What counts as a transition?

The common use of the word 'transitions' in the context of the student's journey into and through higher education is relatively recent in Ireland. It received impetus as a result of the work of Hyland (2011) in a report to the Irish Higher Education Authority (HEA) which focused on the transition from second level to third level education in Ireland.

The project team considered views in relation to 'transitions' (e.g. Gale and Parker, 2012; Tate and Hopkins, 2013; Bamber, 2014) which varied from the belief that *all* of undergraduate study is transitional, to the practical identification of critical points in the student journey that are more likely to be troublesome.

For this study the classification of Tate and Hopkins (2013), who describe categories of 'in', 'through' and 'out' of undergraduate study, was adopted. This classification will be critiqued and further discussed later in the report. An additional category was anticipated and included that allowed for relevant conceptual frameworks and other theoretical discussion related to transitions.

Finding a focus

A first glance at the 'transitions' literature suggests that a number of perspectives can be taken to investigate this topic. This study focused on scholarship of '**pedagogies of transition'** as an angle that was not being covered by other National Forum projects (which focus on non-completion, retention, transition from second level to third level, recognition of prior learning, and mapping scholarship of teaching and learning across the sector). We restricted our definition of pedagogy to a teaching approach or design within an accredited undergraduate course. However, *'what counts as pedagogy?'* in teaching for transitions is a question that was returned to during the execution of the project.

In consciously naming transitions in terms of a pedagogy, or pedagogies of transition, we try to underscore the need for 'pedagogical thinkers' (Huber and Hutchings, 2005, p.118), indeed
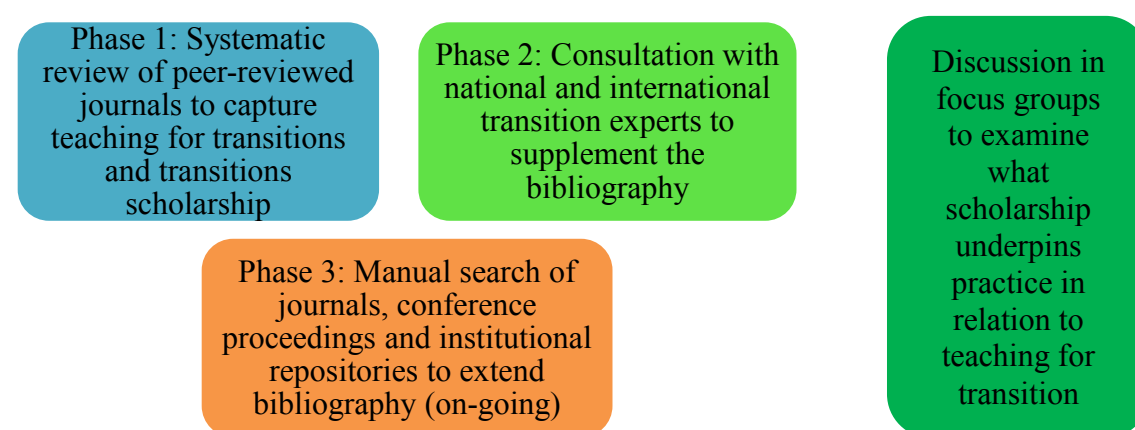
for a 'pedagogical intelligence', so that the intentional nature of curriculum design for student development and transition is made visible.

Methodology

In order to address the project aim and substantive research question, a mixed quantitative and qualitative approach was taken, beginning with a desk study and enriched by focus group discussion. Data collection (see Fig. 1) and analysis included:

- A systematic search of the literature to create a bibliography
- Initial analysis and annotation of the bibliography
- Interrogation of the bibliography and subsequent analysis
- Input from external advisors
- Extension of the bibliography
- Focus group discussions

Phase 1: Systematic review of peer-reviewed journals to capture teaching for transitions and transitions scholarship

Phase 2: Consultation with national and international transition experts to supplement the bibliography

Discussion in focus groups to examine what scholarship underpins practice in relation to teaching for transition

Phase 3: Manual search of journals, conference proceedings and institutional repositories to extend bibliography (on-going)

Fig. 1 The phased approach to data collection

Systematic review

Systematic search of the literature to create a bibliography
A systematic review was carried out by interrogating the EBSCO host (containing databases: *British Education Index; Education Full Text (H.W. Wilson); ERIC; PsycARTICLES; Psychology and Behavioral Sciences Collection; PsycINFO; Social Sciences Full Text (H.W. Wilson); SocINDEX with Full Text.).* The search strings used (see Appendix 2) were comprised of specific keywords relating to the three transitions under investigation, i.e. *transitions in, transitions through* and *transitions out*, and their synonyms. This approach was undertaken to ensure the accuracy and relevance of the returned papers. The keyword terms that comprised the search string were decided upon by the team in consultation with external advisors as were the inclusion and exclusion criteria. EBSCO host was chosen as a research tool due to the specificity offered by its search operators as well as the breadth of access it provided to relevant databases and journals. Additional searches were also undertaken in MEDLINE and CINAHL databases as they need to be searched separately using subject headings which is an added feature of these databases.

As results were received, criteria were modified in an iterative process to both extend and refine the search (See appendix 2). Following these searches, the returned papers were subject to a final set of criteria. Papers that met the following requirements were included:

- Peer-reviewed articles
- Papers written or translated in English
- Papers available in full text
- Papers published between 2000 and 2015.

After application of these criteria the returned papers were exported to the reference manager Endnote (see Fig. 2).
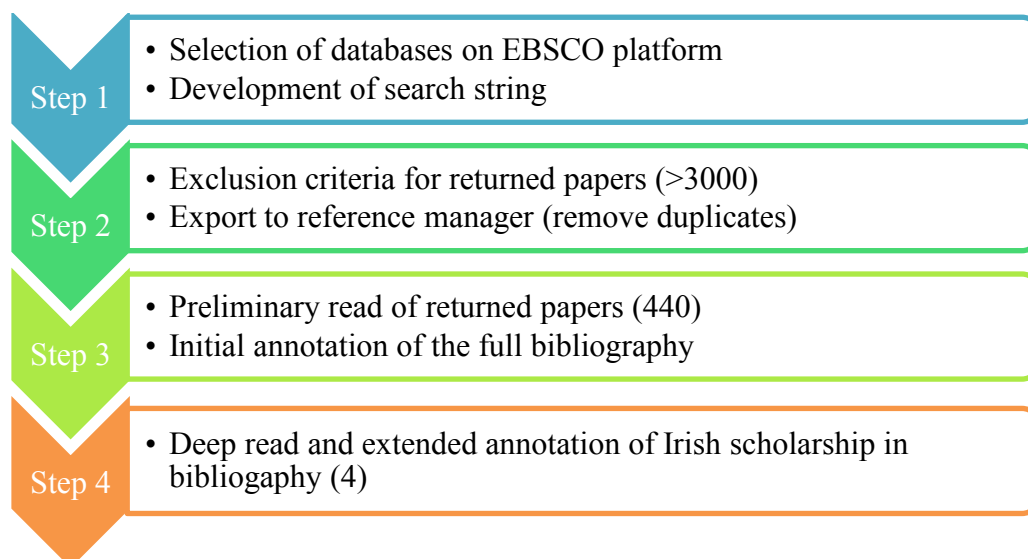
Clean-up of data and identification of searchable fields

Data validation and clean-up was extensive due to database misclassifications. After clean-up of data, and removal of irrelevant material and duplicates, the next phase of the project involved reading titles and abstracts of the 440 papers remaining and completion of the first stage of the annotated bibliography (see Fig. 2). The project team discussed and established the important data to be mined from each publication to allow initial analysis to be carried out. Key data fields of interest at this stage were developed as follows:

- The country in which the research was based
- The discipline in which the research was based
- The pedagogies named in the paper
- The keywords named for each paper

The fields were completed for each paper with data as declared by the author(s). Keywords as used by the author were included, but where the author did not have keywords, those assigned by the journal or database were used. The country was assigned according to the home institution of the author(s). These data fields were stored in an Excel spreadsheet. At the same time, each paper was checked to see if it had been allocated to the correct category of transition.

Once this initial annotation of the bibliography was completed, some discrepancies were discovered. For example, project team members had different takes on what counted as pedagogy. Consensus agreement, involving some standardisation of terms, was reached following discussion with team members.

Step 1	• Selection of databases on EBSCO platform • Development of search string
Step 2	• Exclusion criteria for returned papers (>3000) • Export to reference manager (remove duplicates)
Step 3	• Preliminary read of returned papers (440) • Initial annotation of the full bibliography
Step 4	• Deep read and extended annotation of Irish scholarship in bibliogaphy (4)

***Fig. 2** Overview of approach taken in systematic review*

Quantitative analysis of bibliography using keyword searches

The annotated bibliography allowed a number of questions to be asked of the data set. For example questions of the following type were asked: Which category of transition is receiving the most scholarly attention? Which countries stand out for quantity of scholarship published? Which pedagogies are being investigated and promoted as helpful for successful transitions? A number of pie-charts were generated and a selection is presented under the 'Findings' section of this report.

Extended annotation of the Irish scholarship in the bibliography

The methodology included a deep read of Irish papers to further annotate the bibliography with the following fields:

- What is the research question?
- What is the evidence-base for this research?
- What were the drivers for this research?
- What were the key findings of this research?
- What was the impact as stated by the author(s)

The purpose was to extend the searchable fields, and to allow further interrogation of the data. This was not to review the *quality* of each paper – rather to report content and author claims, and provide a searchable resource for teacher-researchers, researchers and policy-makers. We wanted to learn something about the drivers for the research and subsequent impact if any. Why did the researchers carry out their study? Was there a local need? Was there a national need? Was funding available? This would give insights into why people engaged in particular scholarship. These insights could inform recommendations on how to leverage more impact from scholarship on practice within the sector.

Asking the experts

Of 440 peer-reviewed papers, there were only four papers by authors working in Ireland. Some well-known authors in the area of transitions were not retrieved. The project team and external advisors were asked to comment on the results of the systematic review. All expressed surprise at the bibliography generated. The literature on systematic review (e.g. Crampton et al, 2013) shows that our experience is not uncommon. Following a standard methodology (Crampton et al, 2013) the bibliography was supplemented by

- relevant publications of key authors known to the experts
- key authors cited in their bibliographies

Hence, the next phase of the project was to extend the bibliography by looking in more depth for the scholarly work that has been undertaken in Ireland. For this phase we agreed that it was essential to widen the inclusion criteria from peer-reviewed journals only, to reports and peer-reviewed books and book chapters. The project team and external advisors were asked to suggest these additional key authors for the bibliography.

This exercise added 16 publications to the list of Irish scholarship. The bibliography continues to be further annotated for these additional publications. Many of these studies are investigating particular pedagogies, but not all. Some publications are Irish studies or reports that present data that can inform pedagogy, and it was decided to include these. The pedagogies and disciplinary focus of the now 20 publications are shown in Figs 6 and 7.

Extending the search to conference proceedings and institutional repositories

In the final phase of the investigation, the 'big tent' of scholarship was further extended to include conference presentations, published conference abstracts and conference proceedings which include a contribution by authors based in Ireland. This phase is still on-going and will be the focus of a supplementary report. Google Scholar (and Google Advanced Search) as well as all available databases are being employed to seek out Irish scholarship on transitions, and in particular pedagogies of transition. Institutional repositories are also being searched for relevant publications. Some key Irish references have come from the National Forum parallel research projects (O'Sullivan, *pers comm*, July 2015; Goggin, *pers comm*, July 2015). This is where collaboration and sharing of data between projects can allow triangulation and make for more robust findings. Though much scholarly work can be related to transitions in one way or another, we asked '*what are the key scholarly works that should be included in this bibliographic database?*' to make it comprehensive.

The publications and scholarly activity collected are being further mined in order to continue the annotation of the bibliography. A Viewshare database will be generated when the project is complete (see [Viewshare blog](#)). Initially it was thought that the final product would be the annotated bibliography in Viewshare. However, it became clear that the important *product* is the database in the form of the Excel spreadsheet – an annotated bibliography that can be updated at any time by anyone. Viewshare is one *by-product* that can be produced as a fixed snapshot at any time from this database. A link can be provided for researchers to access the Viewshare snapshot and use this for multi-key searching and sorting. This by-product can be

regenerated periodically from the key database which is the Excel spreadsheet. There could be other by-products, such as periodic statistical analyses.

Evaluation of Endnote suggested that it did not meet our criteria for searching, sorting and annotation of the data. There is an Endnote product, as the searches of the EBSCO databases generated data for Endnote. However, the returned Endnote library was created via the EBSCO link on the UCC server and therefore full-text of publications is not publically accessible. Conversion of the Endnote library to a text-file, for transfer into other applications, will be available from the authors.

Focus groups

The purpose of holding focus groups was to enrich our understanding of the impact of scholarship on practice in Ireland, and to gain insights into the potential drivers of change.

Specific objectives:
- To briefly explore participants understanding of 'transitions in the student's journey'.
- To discover participants' favoured pedagogies of transition or 'activities' designed to promote successful transition.
- To discover if these 'ways of teaching' are underpinned or impacted by scholarly studies/journal papers/articles/policy documents or other sources.
- To make recommendations on how the impact of scholarship on practice in Irish higher education could be increased.
- To consider student perspectives of transitions in, through and out, of undergraduate education
- To consider if the staff feel they are 'in transition' themselves?

(The questions used to guide the discussion are in Appendix 3)

Focus group 3 had the following additional objectives
- To elicit views on academic and social 'activity' related to the transition into higher education;
- To ask what 'activity' counts as pedagogy?
- To elicit views on the pedagogies that have most potential for success in teaching for transitions?

(The questions used to guide the discussion are in Appendix 3)

Three focus groups were held in April and May 2015 (in UL and UCC). Focus groups 1 and 2 included teachers/practitioners involved in an area of transition. Focus group 3 included student experience and admissions staff. The focus groups lasted between 60 and 90 minutes each. The facilitators were aware that it was important not to 'lead' the participants, especially on what impacts their practice.

Findings

Systematic review

The initial systematic review uncovered >3000 papers relating to transitions in, out and through higher education. It was agreed to narrow the search to peer-reviewed journal papers as a way of ensuring a manageable sample which resulted in a dataset of 440 papers. A major limitation of the project is that only four Irish authored papers were returned from the systematic review. This is despite on-going practices and activities to support teaching for transitions in the Irish higher education sector.

The initial annotation of the returned bibliography allowed a number of questions to be asked of the data set. The bibliography was interrogated to uncover the location of study, year of publication, and pedagogies used to support teaching for transitions. This preliminary analysis shows that almost 50% of the research captured is concentrating on the student transition *into* higher education (Fig. 3). Less than 20% of the research sampled is focused on transitions 'out' of higher education. A small percentage (2%) falls into the 'others' category and relates mainly to investigation of teachers transitioning into the digital space. Since teacher transition can impact on student transition these papers were not filtered out.

The data also indicates the dominance of the UK, USA and Australia (almost 80%) for all categories of transition (Fig. 4). Ireland is at 1% of the total, along with Sweden, Denmark, Belgium and Germany. The pedagogies named in the peer-reviewed journal articles as promoting successful student transitions are shown in Fig. 5. These include work-placements, mentoring, collaborative and group work, peer-learning, capstone projects, fieldwork, and a number of digital initiatives clustered under the heading of e-learning. Additional terms used by authors were clustered into these categories (see Table 1). It is noted that most of the categories involve some form of peer-learning and group work, and that these categories could be clustered in a number of ways.

Table 1: Pedagogies named in the 'teaching for transitions' peer-reviewed papers captured in the systematic review (see also Fig.5)

| Pedagogy	Alternative names included:
E-learning	blended learning; use of social media; blogging
Work-placement	work-based learning; work experience
Mentoring	apprenticeship
Collaborative learning	group work; communities of practice; service learning
Curriculum design	design approaches, e.g. vertically integrated curriculum
Problem-based learning	PBL
Peer-learning	peer-review; peer-assessment
Capstone course	undergraduate research; final year projects and dissertations
Field work	field-based learning; clinical practice
Active learning	

The Irish HE community are active SoTL contributors (in 2015 the inaugural European SoTL Conference attracted 88 abstracts from Irish higher education institutions) and it is surprising to see so few publications returned on a database search relating to "teaching for transitions". One might have expected Ireland to do marginally better than our non-English speaking European neighbours. Associated research by the co-applicants found that the term 'scholarship of teaching and learning' is only really meaningful in the English language. Other European countries do not have the equivalent term, since 'scholarship' refers to a monetary award, bursary or stipend. Suggestions as to the absence of Irish authored papers are offered in the Discussion section of this report.
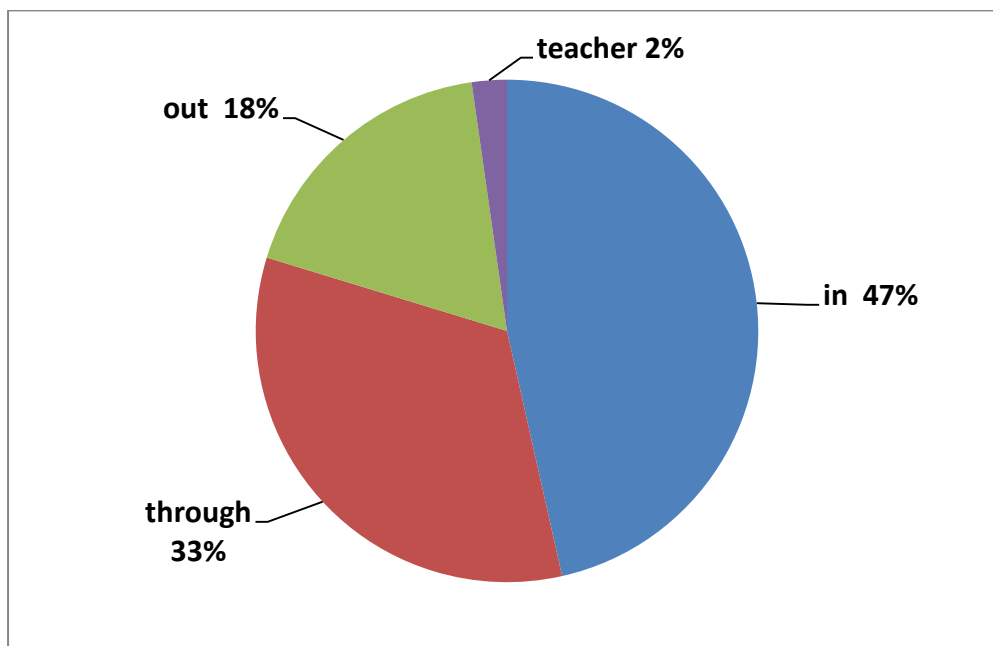
Fig. 3 *Breakdown of peer reviewed journal papers captured by the systematic review focusing on Transitions In, Through and Out*
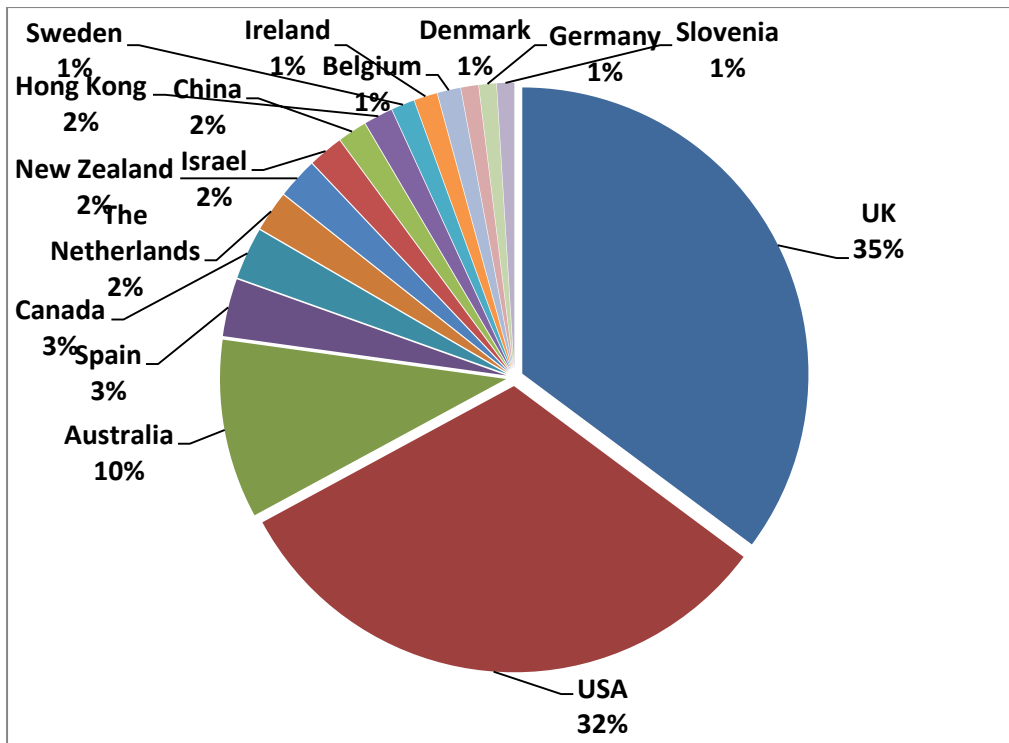
Fig. 4 *Breakdown of peer-reviewed journals by country of authorship captured by the systematic review*
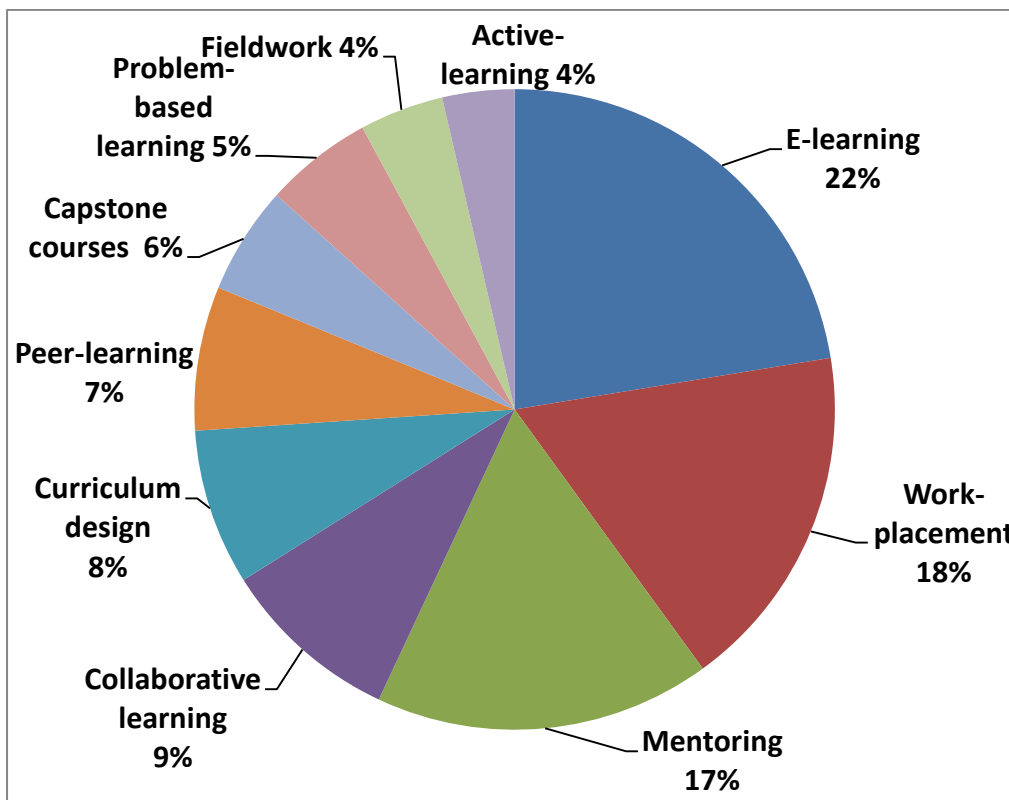
Fig. 5 *Relative abundance of 'pedagogies of transition' researched by authors in peer-reviewed papers and retrieved from the bibliography*

It was noted that 'scholarship' was included as a keyword in <1% of the papers retrieved. 'Pedagogy' had an equally low showing. 'Transition' was a keyword in 10% of the papers, 'higher education' featured in 22%, and 'research' in 11% of papers.

Other questions were asked of the annotated bibliography, for example 'Which pedagogies are being favoured in each country?'. In the Irish-authored literature the pedagogies named involved reflective journaling, work-placement, peer-learning, group work, and blended learning. Of the four Irish-authored papers, two were published in disciplinary journals (Moore and Gilmartin, 2010; McSweeney, 2014) and two in broader teaching and learning journals (Byrne and Flood, 2005; Sheridan and Dunne, 2012). See Table 2.

From the extended annotation, the drivers of the Irish research were divided between funding available and institutional concern.

**Table 2: Irish authored papers returned from systematic review**

Irish papers
Moore, N. and Gilmartin, M. (2010) Teaching for Better Learning: A Blended Learning Pilot Project with First-Year Geography Undergraduates. Journal of Geography in Higher Education, 34, 3, pp. 327-344.
McSweeney, F. (2014) 'Moving In': Difficulties and Support in the Transition to Higher Education for In-service Social Care Students. Social Work Education, 33, pp. 317-337.
Byrne, M. and Flood, B. (2005) A Study of Accounting Students' Motives, Expectations and Preparedness for Higher Education. Journal of Further & Higher Education, 29, 2, pp. 111-124.
Sheridan, V. and Dunne, S. (2012) The Bigger Picture: Undergraduate Voices Reflecting on Academic Transition in an Irish University. Innovations in Education & Teaching International, 49, 3 pp. 237-247.

The national and international advisors were asked to name key authors known to them that were not captured in the initial systematic review. What was interesting was that the suggestions from the experts involved were all different - they did not overlap. We asked advisors to focus particularly on Irish scholarship of teaching for transitions. This was not very productive with most advisors suggesting international authors. The international advisors indicated they were not familiar with Irish literature on transitions. Many of the suggestions for inclusion were not from peer-reviewed journals, but rather from institutional, national and European reports, books and book chapters. It was clear that all involved would have come up with a slightly different bibliography. Sixteen additional Irish references were included in the bibliography. Figs 6 and 7 show the distribution of pedagogies and disciplines represented. In Fig. 6, simulations could have been clustered with blended learning (under e-

learning), and international placements could have been clustered with fieldwork in order to correlate with Fig. 5.
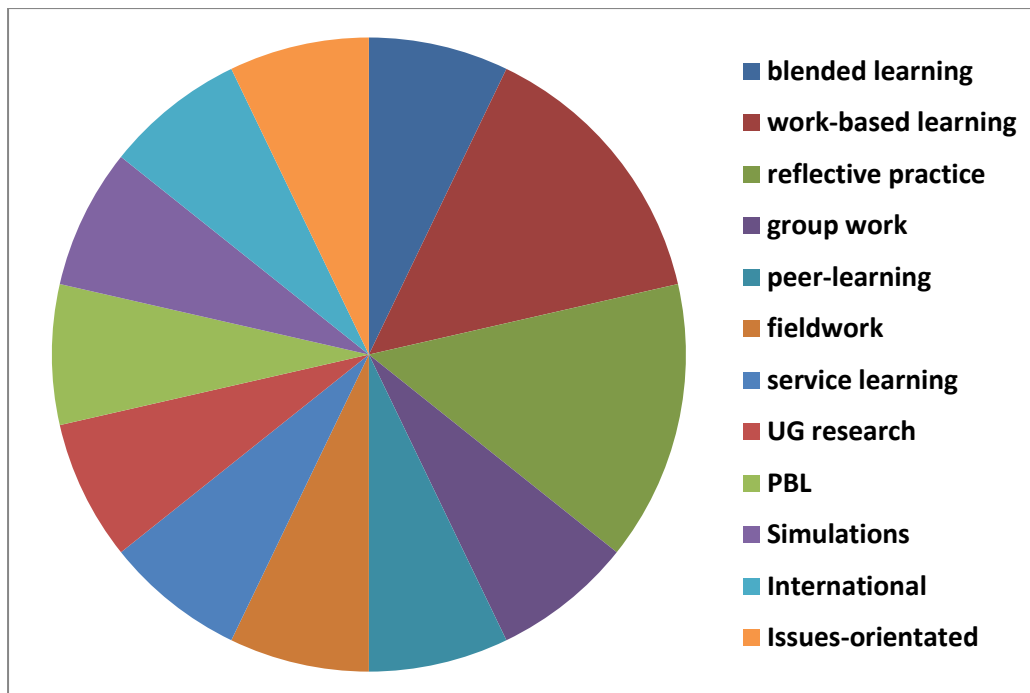
Fig. 6 Pedagogies named by the Irish publications in phases 1 and 2 of the search
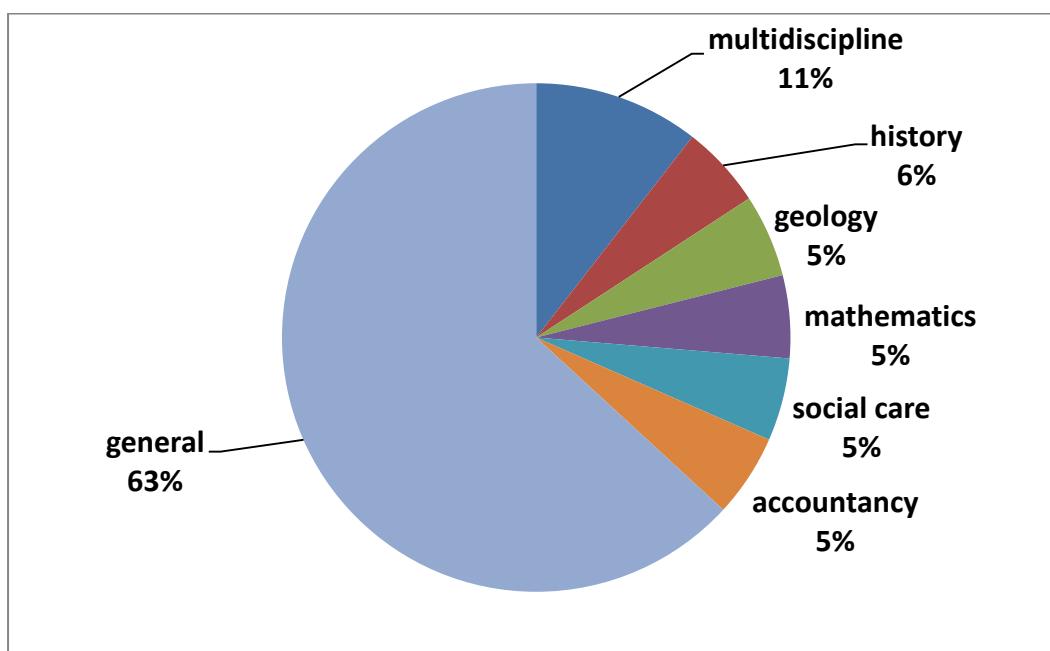
Fig. 7 Disciplinary focus of the Irish publications in phases 1 and 2 of the search

Focus groups

The focus groups constituted a small sample of opinion, but were particularly informative on impact of scholarly work, pedagogies of transition, and challenges faced by teachers and

students during key transitions. Interesting initial insights on what impacts practitioners emerged, including:

- **A journey of many small steps.** For students, 'transitions' is a journey of many small steps. For teachers, transition is not always seen as steps of transition in, through and out, but rather almost a continuum. However participants did emphasise the importance of transitions 'through' because "they [students] are transitioning all of the time".

- **The influence of reports and professional bodies**. For all focus group participants, work practice is impacted by institutional, national and European reports, and for some practitioners and disciplines, reports from professional bodies are particularly impactful on pedagogical practice, as well as course content.

- **Influence of peers.** For all focus group participants their practice is highly influenced by their own experience, and by peer-learning. Seeing what works for others has a big impact. One participant spent time working with colleagues in a University abroad:

  > "I went to Hong Kong, to study problem based learning …. because they had a full PBL curriculum there….. I went to a PBL workshop in Galway ….I met a lot of people who were doing PBL"; "Our experience has built up over many years and we have our own review meetings to consider changes to practice"

  External examiners have some influence on pedagogy and practice. Requirements for accreditation from professional bodies have a similar but stronger influence. In some disciplines accreditation is seen as overly restrictive on practice (for example, multiple accrediting bodies who do not communicate with each other).

- **Influence of scholarly literature**. The teacher/practitioners focus groups were aware of peer-reviewed journals in their discipline (e.g. *Medical Teacher*) but did not name any specific authors. So scholarly work has infused and influenced their approach and attitudes and therefore their practice, but it is not the major influence. They did not refer to scholarly work that is explicitly scholarship of 'teaching for transitions'. In focus group 1 a report by Prof. Mick Healey on final year projects produced for the Higher Education Academy (HEA) was referred to. In focus group 2 Julian Edge was referred to in a disciplinary context without specific details. These are both UK based authors. In focus group 3 with student experience and admissions staff, the 'What Works' project of Liz Thomas, and the idea of threshold concepts were referred to as being influential when considering students' transition into Higher Education. These initiatives grew from funded research projects in the UK.

- **Influence of the Student voice.** Student feedback is sought by all participants and influences teaching approaches during a course, or for the next iteration of a course or activity.

- **Disciplinary differences**. There are disciplinary differences in relation to key student transitions. For example in the medicine and health disciplines, while recognising there are issues with transition 'in', participants placed more emphasis on transitions through. They detailed deliberate 'escape routes' in 2nd and 3rd year towards related non-clinical undergraduate study that are seen as a necessary part of student transition and retention. The reason is that these mid-programme points coincide with the most challenging transitions which entail the students taking on responsibility (for example, community facing transitions in clinical placements). The challenge of transitions 'out' in the Irish context involves preparing students for working abroad with participants strongly agreeing that "the majority of our students have to leave the country to find employment – even though there is a crying need for them here". Participants expressed the view that students feel under-valued by this prospect and agreed that for this transition there is a particular challenge because "we are educating students for export".

- **What counts as pedagogy?** In focus group 3, with respect to transitions 'in', participants were asked 'where does induction 'activity' end and 'pedagogy' begin?' Is a 'learning to learn' workshop during student induction part of pedagogy or does this activity support and inform the pedagogies? Is a workshop held by the student experience office, emphasising necessary student attributes (such as resilience and perseverance), seen as pedagogy? There was a range of opinion from a clear "Yes, these all count as pedagogy" to a firm "No, these are not pedagogy".

- **Pedagogies of transition.** In focus group 3, all agreed that there is a gap or disconnect between induction 'activities' and academic programmes that needs to be bridged. All agreed that integration of these approaches into the 1st year curriculum is preferable to their separate treatment and is the way forward. When asked which pedagogies favour this integration, that is which pedagogies promote both social and academic learning, the pedagogies named as effective for transitions were
    - Problem-based learning
    - Work-placement
    - Use of reflective logs
    - Fieldwork
    - Peer-learning

- **Importance of integration**. In focus group 3, all agreed with the quotation from James et al (2010, p.72) who writes on curriculum design for first-year teaching
    > "There may be strong input from support services, the students union, high level working groups, librarians, careers staff, and individual lecturers, but this activity becomes the responsibility of none, unless a coordinated approach is taken where transition is integral to the life cycle of a student programme, rather than an add-on induction process"

- **Staff development and support**. James et al (2010) advocate specific academic standards for first year teachers. All focus group members could see the purpose of this.

All focus group participants were highly engaged and it was clear they enjoyed the experience. All acknowledged they had learned from the discussion and from listening to their peers. One participant followed up by sending details of influential national and professional body reports, which build on European Directives, and a publication by an Irish/UK collaboration that had impacted on their practice (e.g. Nursing and Midwifery Council of Ireland, 2015; Houghton, et al 2013). Another participant emailed to say "being at this focus group and being asked this question has made me think – am I aware of the literature and best practice in teaching in my discipline? Do I know the leaders in teaching and learning in Ireland and internationally? .... to this end this focus group has been an eye-opener for me"

Discussion

This aim of the project was to

> (a) provide a snapshot of existing national and international scholarship on Teaching for Transitions, with a particular emphasis on pedagogies of transitions, and

> (b) make recommendations as to how the evidence base on teaching for transitions research can be utilised to enhance and embed good practice.

The investigation provided a searchable, annotated bibliography of international and national scholarship on teaching for transitions between 2000-2015 and thus the first aim of the project has been realised. In doing this, we wished to bring the returned papers from several thousand to a manageable quantity, and to include any impact on publication that might have occurred as a result of the substantial funding that was made available to the Irish sector for teaching and learning initiatives around the turn of the century. However, in an attempt to be systematic and focussed in our search we narrowed the 'big tent' of scholarship to a small sub-set and what resulted was a limited snapshot of Irish scholarship.

The *proportion* of returned Irish papers, however, provides a valid benchmarking internationally. It gives an indication of the international impact of the Irish-based work. This has prompted a discussion of the possible reasons for such a low proportion, in an attempt to formulate recommendations for future impact of Irish-based scholarship. Suggestions included:

- Irish authors may not be publishing on 'teaching for transitions' in scholarly journals, or the journals in which they publish are not captured by the EBSCO databases
- Irish authors are not using keywords of transitions and pedagogy
- The systematic review exclusion criteria were too restrictive

It was concluded that the low number of Irish-authored entries in the bibliography may reflect all of these factors to some extent. There are implications here for international recognition of Irish scholarship and impact on practice. A number of questions were raised including:

- Are academic researchers in Ireland engaged in the transitions aspect of pedagogy?
- Is national and institutional investment in scholarship relating to 'pedagogies of transition' too low to act as an incentive? Is there a low level of investment generally in scholarly output and recognition in teaching and learning?
- How does research on transitions and pedagogies feed its way back into discourse and academic practice in Irish higher education?
- Is scholarly work being done in the area of 'transitions' but isn't named as such?

It is clear from the current work that scholarly activity is taking place in Irish higher education. For example, a significant amount of research has gathered retention statistics, and reasons for drop-out, non-completion or transfer. This data may remain in institutional reports, and may not progress to a peer-reviewed journal. Scholarship work focusing on pedagogies may not have explicitly referred to transitions, and may not be picked up when searching for transitions literature. This point will be returned to later in the discussion. Phase

3 of this project which is on-going (Fig.1), will see additional entries to the bibliography drawing on conference proceedings and grey literature, to give recognition to a wider cohort of scholars, and provide a resource for teacher-researchers, researchers and policy makers.

The focus groups provided rich experiences and insights into the impact of scholarship on pedagogical practice in relation to teaching for transitions. Reassuringly, the same pedagogies of transition were named in the systematic review and the focus group discussions.

In focus groups 1 and 2, while recognising the issues associated with transition 'in', the transition 'through' was highlighted by participants as being particularly important. The discussion uncovered many different transitions 'through', and pointed out that these transitions can be experienced differently for different categories of students. For example, mature students may come with lived experience that finds them already socialised into the workplace, so that work-placement as a pedagogy of transition is less challenging. However the scholarly literature is less explicit about these 'through' experiences being pedagogies of transition. This makes setting boundaries around pedagogies of transition a challenge. They may not be highlighted as a retention issue, but they do affect the level of success achieved by students in their undergraduate study.

There are disciplinary differences in relation to key student transitions. For example in the medicine and health disciplines, focus group 1 detailed deliberate 'escape routes' in 2nd and 3rd year towards related undergraduate study for those students who chose not to transition into community and clinical practice. These are the challenging transitions 'through' that coincide with the taking on of new responsibilities. In some disciplines, the challenge of transitions 'out' involves preparing students for working abroad and countering students' feelings of being under-valued in their home country.

The impact on practice of national reports, and reports generated by professional bodies was a strong message in all focus groups. A question the project team subsequently raised is: 'are these reports underpinned by scholarship?' Reading these reports we find that some have a bibliography, and are underpinned by scholarship, while others have no reference to scholarly work. However it is clear from the content that all reports referred to have been informed by scholarship. Some build on European reports which were themselves underpinned by scholarship. Reports that have some explicit or implicit messages that inform pedagogical practice were accepted into the bibliography. Those that provide data of use to those carrying out research on teaching for transitions were also accepted.

For all focus group participants their pedagogical practice is highly influenced by their own experience, over many years, and by peer-learning. Seeing what works for others has a big impact. Participants acknowledged the benefits of attendance at and participation in scholarly conferences to learn from peers. 'Thought-leaders' emerge in the form of keynote speakers. The extent to which external examiners, as disciplinary peers, give advice on practice that is impacted by scholarship of teaching for transitions is unknown.

The teacher/practitioners focus groups were aware of a number of peer-reviewed journals in their discipline and some indicated that they consulted these. So scholarly work has infused and influenced the approach and attitudes and therefore their practice, but it did not appear to be the major influence. Participants did not refer to scholarly work on student transitions. In focus group 3 with student experience and admissions staff, scholarly work on transitions, emanating from the UK, was referred to. There was no reference to scholarly publications in Ireland impacting on practice (though there was reference to government reports).

Focus group 3 was asked to specifically consider transitions 'in'. There was a wide range of opinion on what counts as pedagogy, with some believing that all activities that are intentional, in that they are specifically designed to help student transitions in social or academic learning, should count as pedagogy. This raised the question '*is there therefore a pedagogy of induction/orientation?*' Are the activities carried out by student support staff in the first few weeks of undergraduate study part of pedagogy? The project team began by naming induction and orientation as 'activities', but came to view them as pedagogy. This has implications for naming pedagogies of transition.

In focus group 3, all agreed that there is a gap or disconnect between induction 'activities' and academic programmes that needs to be bridged. All agreed that integration of these approaches into the 1st year curriculum is preferable to their separate treatment, and is the way forward. Implementing this ideal appeared to be the real challenge. When asked which pedagogies would favour this integration, that is which pedagogies promote both social and academic learning, the pedagogies named as effective for transitions triangulated with those emanating from the systematic review carried out as phase one of this project.

All agreed with the quotation from James et al (2010) that a coordinated approach should be taken where transition is integral to the life cycle of a student programme, rather than an add-on induction process. In the same study James et al (2010) advocate academic standards for first year teachers. All focus group members could see the purpose of this. It raises an important question "*Do we need specific staff development provision for first year teachers?*" It is a question that should be addressed by the current national and institutional initiatives focused on developing frameworks for professional development.

The focus groups were a small sample and it is not claimed that insights are generalizable. However, they showed that there are multiple factors impacting pedagogical practice. The project would have benefited from additional focus groups to capture opinions across the sector. A more detailed and systematic analysis of these and additional focus groups is planned. It will look deeper at factors that impact on practice, and will form the subject of a subsequent publication.

The project team's 'transition' and the self-transformative nature of the project
The project team underwent a transition. We were bound with definitions of transitions for practical purposes, and lines were drawn to make progress. However, the team moved from

the idea of 3 key transitions to a position of seeing all of undergraduate study as a transition, and even to all learning as transitional.

The project team underwent a second transition. Members of the team have been teaching first year students for over 25 years, working with students who navigate these transitions, and yet we began the project by thinking we did not have expertise on 'student transitions'. This may be indicative of academic teachers who think that the student 'learning for transitions' is done by central service staff and the social learning and learning how to learn is taken care of during orientation. It seems that as teachers we may not view our disciplinary work through a transitions lens (e.g. embedding and fostering appropriate learning how to learn, generic study skills and peer-learning within a module; allowing group work and deploying all of the pedagogies of transition). These pedagogies may be kept until later when 'students know enough'. In parallel, it is possible that central service staff may not see their work on transitions through a pedagogical lens – that is, intentional teaching and learning designed for successful transition. And yet, they know that what works well, as Thomas (2012) has confirmed, is a pedagogical approach that integrates all aspects within the student's academic programme. This more intentionally holistic approach encapsulating the scholarly, professional and personal skills, competencies and dispositions should be the 'norm' requirement for a higher educational experience that will add value to a student's post-higher education life.

The systematic review and focus groups provided lines of enquiry that converged on similar pedagogies of transition. These pedagogies that were highlighted as promoting successful transitions are familiar pedagogies. They are the same pedagogies that have been shown to be favoured in other areas of scholarship. For example, these same pedagogies have been shown to build students' capacity for integrative thinking and learning. They are the same pedagogies advocated by Meyer and Land (2005) to assist students in the liminal space on route to grasping a key concept. And yet these areas of scholarship may not be explicitly linked with transitions in the scholarly literature. These are only two of the many ideas, concepts and scholarly work that speak to the transitions process. For the purposes of this project, some key references from this literature have been added to the bibliography. All of the wisdom that has been built up in these areas in recent years can be brought to bear.

One very useful thing we can do is to align ideas/concepts/frameworks and language that speak to the same thing – or have 'family resemblances'. It is important to build a shared language around transitions that is familiar to everyone and owned by the disciplinary experts. For some teachers, they will think: "OK, I'm already doing this…but I can enhance what I am doing to be more intentional for successful student transitions."

Huber (2014), in a presentation at the annual ISSOTL Conference recommended the use of familiar pedagogies to address new challenges. Small changes to these familiar pedagogies can help students to build the capacities they need to succeed. It requires an awareness on the part of the teacher, and ultimately the student to facilitate this. These pedagogies can be

maximised for the social and academic transitions required. A focus on pedagogy is needed, instead of, or as well as an array of solutions.

It is time to change the nature of the questions being asked about transitions. Important questions have been asked about non-completion and drop-out in first year, and we have that data. We now need to ask about '*what works?*'. *What does intentional teaching for successful transitions look like?*'. It appears that success is when the social and academic learning and connection making is allowed within the teaching approach, the pedagogy, in first year courses. Integrating concepts, ideas, pedagogies that have been shown to promote successful transitions is what works.

In the literature, authors talk of smoothing the transitions. For example. Sheridan and Dunne (2012) give a very useful account of the benefit of reflective journaling to help students through first year, but deduce from students' reflective writing that group work is too challenging for 1st year students. We must be careful not to abandon pedagogies that can bring about successful transitions because they are challenging. In a pre-project focus group first year science students reported their favourite activities - these turned out to be the ones that were most challenging and involved group work (Higgs, 2014).

How can we bring all of our work together across the sector? Can we give a clear message to teachers in higher education – that success is when the social and academic learning and connection making is allowed within the pedagogy - so that teaching approaches can be enhanced to be more intentional for transitions. It is worth repeating that there are silos of large scale scholarly work that are all relevant to teaching for transitions, and major impact would derive from aligning these ideas and concepts with an explicit focus on transitions.

In addition, the current phase of the project has the 'big tent' filling with emerging scholarship and clearly illustrates that a lot of good work has been done to improve the transitions for students experiencing higher education. At present just over 50% of the references gathered are abstracts of conference presentations (e.g. from NAIRTL website), and the rest are journal articles (e.g. from AISHE website), books and book chapters, reports and theses. A lot of expertise has been garnered in relation to 'pedagogies of transition'. Hundreds of teachers have built up expertise in their own disciplines for successful transitions, and central services staff have monitored and reported on numerous interventions. However, it is often the case that individuals or small groups work in isolation and collective experience is not garnered and maximised for the sector. This was one theme of the 'Collective Wisdom' National Forum webinar (May, 2014, with ITT, CIT, and UCC. See National Forum Seminar Series www.teachingandlearning.ie). A key finding of the event was that the academic transition needs more attention within programmes in the institutions.

We need a system that brings together the knowledge and expertise of Higher Education teachers, and incorporates enquiry into teaching and learning to address the real and perceived challenges in ways that help the sector get better. We must draw together and aggregate the small scale efforts into a collective wisdom (see Bryk et al, 2015).

Limitations and challenges of the study

The timeline for the project was six months which had the twin and opposing effects of bringing great focus to the project team, while requiring us to draw firm boundaries as to the scope of the project. We chose the systematic review approach in order to create replicable, robust results, but found that this approach presented an incomplete picture of the amount of scholarship on teaching for transitions in Irish higher education.

The project involved close collaboration between academic staff within two Higher Education institutions. The housing of research services such as EBSCO host within institutional servers made it difficult to share datasets inter-institutionally. The journal articles were housed within local repositories and required personal passwords to access.

Recommendations for leveraging impact from scholarship

The National Forum asked the question "*how can scholarship be more impactful?*" This became a key question that was born in mind throughout the project. Recommendations fall under four themes: publication and systems, staff development, curriculum design and pedagogy. They include:

- For any publication, be more strategic with the use of keywords. Take a note of how keywords are used if wanting to highlight scholarship of transitions.
- Promote publication in both open access publications and full-text publications.
- When writing a report (institutional or national) always include a bibliography – reports impact on practice.
- Encourage all conferences to create published abstracts and proceedings online. Build a repository of all teaching and learning conference proceedings. (NAIRTL developed conference proceedings and/or organised an extended book of abstracts online for all of its conferences. This meant that the learning from the conference was retained and easily located, and the authors could reference a book ISBN number as part of their publication list. The "Flexible Learning" and "Engaging Minds" publications illustrate how extended abstracts were organised. See www.nairtl.ie)
- Institutions should collaborate around access to information, and avoid locally generated URLs that are not publicly accessible. It would be beneficial to find a means of sharing bibliographic data more easily, to facilitate inter-institutional collaboration.
- Now that pedagogies of transition have been identified – searches of the literature should focus on the pedagogies themselves. Useful scholarship can be found that does not explicitly mention transitions.
- Encourage staff development on the theme of pedagogies of transition. Pedagogical enquiries could form an integral part of this staff development, and thus encourage emerging scholarship. This will have impact on practice.

- Integrate the silos of scholarship, that is, the concepts, ideas and pedagogies that have been shown to promote successful transitions. Major impact would derive from aligning these ideas and concepts with an explicit focus on transitions. We can no longer treat these areas of expertise within the country as separate. They all inform each other and should not be considered in isolation.
- Build systems that bring together the knowledge and expertise of higher education teachers to address real and perceived challenges for successful student transitions. We should draw together and aggregate the small scale efforts into a collective wisdom.
- Build a language around transitions that is familiar to everyone and owned by the disciplinary experts.
- Advocate tweaking of familiar pedagogies, to be more intentional about transitions issues.
- Integrate the social and academic learning as part of the disciplinary programme

Conclusions and implications

Our research, albeit time-restricted, has revealed for us as researchers, and for the wider higher education community in Ireland, that much of what we know within and amongst ourselves to be valuable scholarship is in danger of being a blindspot both to our national community and to the wider international SoTL community. We feel that this overarching finding should galvanise the wider higher education community to make visible the vital work already developed and to ensure that the 'scholarly communication design' in place supports and challenges SoTL researchers and practitioners to have as an explicit part of their *modus operandi* – the design of the communication of their work in a way that ensures the widest, most international audience possible. Without this our scholarship will remain in a large part invisible to local, national and international audiences – and as such the Irish SotL community will remain systematically voiceless in the prominent SoTL debates and dialogues and actions.

This work revealed a tension in that the systematic review of literature on the pedagogies of transitions discovered so little on Irish scholarship (4 out of 440 canvassed). This, we believe, should act as a cautionary tale. Our own knowledge and indeed active participation in such scholarship, coupled with the vibrancy of the focus groups, is 'evidence' of the richness of the academic and practitioner research in the wide canvas of 'transitions' – scholarly work that is not being captured by what would be correctly denoted as an objective, transparent and accountable methodology. This methodology is the benchmark – one that we, as active scholars must ensure we meet. What follows are our recommendations for future actions to be spearheaded by the National Forum, interested stakeholders and by the project team itself.

Overcoming the Barriers of Fragmentary SoTL Language
The currency of 'concepts of transitions' is not currently capturing the rich scholarship that might readily be recognised as falling under the category of 'transition'. The focus groups and indeed our own experiences suggest that there is a rich seam of pedagogical research that bears more than a family resemblance to research on 'transitions', but that it is not always designed with a 'transitions

focus'. Some key examples of this would include the extensive research on *Integrative Learning* and *Threshold Concepts*. The currency of this work could become part of a richer seam of scholarly work with small conscious changes in the research design putting 'transitions' up front. This is not to denigrate the work in these areas but rather to facilitate the development of a shared language in SoTL. This is primarily a language barrier, one common in SoTL work, given its comparative youth as a research arena – however, it is a barrier that must be tackled. There is a clear role for policy influencers such as the National Forum in challenging and supporting the overcoming of such barriers through its strategic focus and information dissemination.

Painting with a Broader Canvas of Scholarship
While the 'gold standard' in academic research is and will continue to be the peer-reviewed academic journal paper as captured by methodologies such as the systematic review of this present research, undoubtedly, our own experiences and that of the focus groups re-iterate the need to go beyond this narrow standard when seeking scholarship that makes a difference. Indeed, the focus groups are suggestive that the first port of call when motivating, challenging and supporting change are the cadre of change masters – our peers, the thought-leaders, reports and of course, experience. These external and internal sources are often informed and influenced by more scholarly work but this influence is often indirect and tacit when informing those changing their practice. There is a clear role for policy influencers such as the National Forum to continue to identify and bring together these change masters moving from silos of expertise, experience and small scale (often localised efforts) to a holistic system of informants to enable us to engage in a genuine dialogue to transcend silos of scholarship and advance our collective wisdom (see Bryk et al, 2015).

From blind spots to the arena - capturing the untapped potential in Irish SoTL
If Irish scholarship in what we are broadly calling 'transitions' has revealed blind spots, it has also revealed untapped potential. The bibliography collating scholarly outputs on 'transitions' will continue to grow. By painting on a broader canvas of scholarship through the explicit valuing of modest small scale efforts aimed at reflecting on one's own classroom teaching, and sharing what is learned, as well as incorporating larger scale studies we would hope that some of the blind spots will be revealed and overcome. When the final phase of building the bibliography is complete, analysis of the Irish pedagogies of transition will form a supplementary report. Crucially, through such efforts, we hope that this will encourage all stakeholders in HE to engage and take an enquiry approach to teaching and learning. With this approach we can respect our colleagues, and support each other in moving to our own positions along the spectrum of scholarship, in relation to teaching and learning. – as such untapped potential in Irish SoTL may be realised.

In support of this, the project team plan to investigate further and write a book, '*Pedagogies of Transition: Intentional Teaching for Successful Student Transition'.* This will be a publication that promotes pedagogies that allow and foster all of the 'activity' of social and academic learning needed by students entering or transitioning through higher education. It will aim to overcome the barriers of language and silos discussed above and as such change the way that we (individually and collectively) engage in scholarly research by changing the way that we think about scholarly research. This project will as such, we hope, form an essential part of expanding the arena for shared research on student transitions.

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Appendix 1 The project team

1. Co-applicants Dr. Bettie Higgs and Dr. Catherine O'Mahony
2. The Irish Integrative Learning Project team:
Daniel Blackshields, James Cronin, Bettie Higgs, Shane Kilcommins, Marian McCarthy, Catherine O'Mahony, Kathryn O'Sullivan, Tony Ryan
2. Research Assistant, Donna Alexander (half-time)
3. External advisors who have worked in the area of 'transitions'.
4. One expert on systematic review.
5. Focus group members.

Appendix 2 The search strings for the systematic review

TRANSITIONS IN:

#	Query	Limiters/Expanders	Last Run Via	Results	Action
S11	S8 AND S9	Limiters - Publication Date: 20000101-20150131; Language: English; Language: English; Language: English; Language: English Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	894	S11
S10	S8 AND S9	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	1,330	S10
S9	TI (("entry level" or admission or "college admission" or orientation or undergraduates or freshmen or "first year students" or "personal development" or loneliness or retention or attrition) OR (("entry level" or admission or "college admission" or orientation or undergraduates or freshmen or "first year students" or "personal development" or loneliness or retention or attrition)	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	618,511	S9
S8	S1 AND S4 AND S7	Search modes -	Interface - EBSCOhost Research	4,877	S8

			Boolean/Phrase	Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;P sycology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text		
S7	transition or "transitional program*" or transformation* or adjustment or adaptation	Search modes - Boolean/Phrase		Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;P sycology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	470,526	S7
S6	S1 AND S4 AND S5	Search modes - Boolean/Phrase		Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;P sycology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	3,737	S6
S5	TI (transition or "transitional program*" or transformation* or adjustment or adaptation) OR AB (transition or "transitional program*" or transformation* or adjustment or adaptation)	Search modes - Boolean/Phrase		Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;P sycology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	342,254	S5
S4	S2 OR S3	Search modes - Boolean/Phrase		Interface - EBSCOhost Research Databases Search Screen - Advanced Search	1,637,619	S4

		Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text			
S3	TI (pedagog* or androgog* or learn* or *blended learn*" or "online learn*" or "on-line learn*" or "lifelong learn*" or life-long learn*" or life long learn*" or "experiential learn*" or "discovery learn*" or "life skill learn*" or life-skill learn" or "lifeskill learn*" or "observational learn*" or scholar* or "learning theories" or instruct* or tutor* or mentor* or preceptor* or curricul*) OR AB (pedagog* or androgog* or learn* or *blended learn*" or "online learn*" or "on-line learn*" or "lifelong learn*" or life-long learn*" or life long learn*" or "experiential learn*" or "discovery learn*" or "life skill learn*" or life-skill learn" or "lifeskill learn*" or "observational learn*" or scholar* or "learning theories" or instruct* or tutor* or mentor* or preceptor* or curricul*)	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	1,609,289	S3
S2	TI (Teaching N5 (approach* or method* or style* or strateg* or instruction)) OR AB (Teaching N5 (approach* or method* or style* or	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;P	94,612	S2

	strateg* or instruction))		sychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text		
S1	TI (Education N5 (academia or college or higher or undergraduate or postgraduate or post-graduate or postsecondary or post-secondary or "post secondary" or tertiary or "third level" or universit*) OR AB (Education N5 (academia or college or higher or undergraduate or postgraduate or post-graduate or postsecondary or post-secondary or "post secondary" or tertiary or "third level" or universit*)	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;P sychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	229,748	S1

TRANSITIONS THROUGH:

#	Query	Limiters/Expanders	Last Run Via	Results	Action
S9	("work experience" or "work placement " or "work-based learning" or work based learning" or "workplace learning" or apprentice* or "field visits" or field work" or field studies" or "field trips" or "community work" or "clinical placement" or "clinical experience" or "clinical practice" or "professional training" or "professional practice" or "intern* or training or erasmus or mobility or exchange or "study abroad") AND (S6 AND S7)	Limiters - Publication Date: 20000101-20151231 Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psy chology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	607	S9
S8	("work experience" or "work placement " or	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases	1,033	S8

	"work-based learning" or work based learning" or "workplace learning" or "field visits" or field work" or field studies" or "field trips" or "community work" or "clinical placement" or "clinical experience" or "clinical practice" or "professional training" or "professional practice" or "intern* or training or erasmus or mobility or exchange or "study abroad") AND (S6 AND S7)		Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text		
S7	"work experience" or "work placement " or "work-based learning" or work based learning" or "workplace learning" or "field visits" or field work" or field studies" or "field trips" or "community work" or "clinical placement" or "clinical experience" or "clinical practice" or "professional training" or "professional practice" or "intern* or training or erasmus or mobility or exchange or "study abroad"	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	928,185	S7
S6	S1 AND S4 AND S5	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	Display	S6
S5	TI (transition or "transitional program*" or transformation* or adjustment or adaptation) OR AB (transition or	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W.	Display	S5

	"transitional program*" or transformation* or adjustment or adaptation)		Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text		
S4	S2 OR S3	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	Display	S4
S3	TI (pedagog* or androgog* or learn* or *blended learn*" or "online learn*" or "on-line learn*" or "lifelong learn*" or life-long learn*" or life long learn*" or "experiential learn*" or "discovery learn*" or "life skill learn*" or life-skill learn" or "lifeskill learn*" or "observational learn*" or scholar* or "learning theories" or instruct* or tutor* or mentor* or preceptor* or curricul*) OR AB (pedagog* or androgog* or learn* or *blended learn*" or "online learn*" or "on-line learn*" or "lifelong learn*" or life-long learn*" or life long learn*" or "experiential learn*" or "discovery learn*" or "life skill learn*" or life-skill learn" or "lifeskill learn*" or "observational learn*" or scholar* or "learning theories" or instruct* or tutor* or mentor* or preceptor* or curricul*)	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	Display	S3
S2	TI (Teaching N5	Search modes -	Interface - EBSCOhost Research	Display	S2

#	Query	Limiters/Expanders	Last Run Via	Results	Action
	(approach* or method* or style* or strateg* or instruction)) OR AB (Teaching N5 (approach* or method* or style* or strateg* or instruction))	Boolean/Phrase	Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text		
S1	TI (Education N5 (academia or college or higher or undergraduate or postgraduate or post-graduate or postsecondary or post-secondary or "post secondary" or tertiary or "third level" or universit*) OR AB (Education N5 (academia or college or higher or undergraduate or postgraduate or post-graduate or postsecondary or post-secondary or "post secondary" or tertiary or "third level" or universit*)	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	Display	S1

TRANSITIONS OUT:

#	Query	Limiters/Expanders	Last Run Via	Results	Action
S9	("career" or "career choice" or "career change" or "career plan*" or "career develop*" or "career Readiness" or "career plan*" or employ* or occupation or workforce or "labour market" or graduat* or "professional development" or "continuing education" or "school to work transition") AND (S6 AND S7)	Limiters - Publication Date: 20000101-20151231 Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	1,182	S9
S8	("career" or "career choice" or "career change" or "career plan*" or "career develop*" or "career Readiness" or "career plan*" or employ*	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;P	1,797	S8

	or occupation or workforce or "labour market" or graduat* or "professional development" or "continuing education" or "school to work transition") AND (S6 AND S7)		sychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text		
S7	"career" or "career choice" or "career change" or "career plan*" or "career develop*" or "career Readiness" or "career plan*" or employ* or occupation or workforce or "labour market" or graduat* or "professional development" or "continuing education" or "school to work transition"	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	1,279,643	S7
S6	S1 AND S4 AND S5	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	Display	S6
S5	TI (transition or "transitional program*" or transformation* or adjustment or adaptation) OR AB (transition or "transitional program*" or transformation* or adjustment or adaptation)	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	Display	S5
S4	S2 OR S3	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education	Display	S4

			Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text		
S3	TI (pedagog* or androgog* or learn* or *blended learn*" or "online learn*" or "on-line learn*" or "lifelong learn*" or life-long learn*" or life long learn*" or "experiential learn*" or "discovery learn*" or "life skill learn*" or life-skill learn" or "lifeskill learn*" or "observational learn*" or scholar* or "learning theories" or instruct* or tutor* or mentor* or preceptor* or curricul*) OR AB (pedagog* or androgog* or learn* or *blended learn*" or "online learn*" or "on-line learn*" or "lifelong learn*" or life-long learn*" or life long learn*" or "experiential learn*" or "discovery learn*" or "life skill learn*" or life-skill learn" or "lifeskill learn*" or "observational learn*" or scholar* or "learning theories" or instruct* or tutor* or mentor* or preceptor* or curricul*)	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	Display	S3
S2	TI (Teaching N5 (approach* or method* or style* or strateg* or instruction)) OR AB (Teaching N5 (approach* or method* or style* or strateg* or instruction))	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full	Display	S2

			Text		
S1	TI (Education N5 (academia or college or higher or undergraduate or postgraduate or post-graduate or postsecondary or post-secondary or "post secondary" or tertiary or "third level" or universit*) OR AB (Education N5 (academia or college or higher or undergraduate or postgraduate or post-graduate or postsecondary or post-secondary or "post secondary" or tertiary or "third level" or universit*)	Search modes - Boolean/Phrase	Interface - EBSCOhost Research Databases Search Screen - Advanced Search Database - British Education Index;Education Full Text (H.W. Wilson);ERIC;PsycARTICLES;Psychology and Behavioral Sciences Collection;PsycINFO;Social Sciences Full Text (H.W. Wilson);SocINDEX with Full Text	Display	S1

Appendix 3 Questions and discussion document for the focus groups (held May 2015)

Focus Groups 1 and 2 'Teaching for Transitions'

Discussion was guided by the following questions:

Q.1 What is your understanding of 'transitions in the student journey'?
Q.2 What are your favoured teaching strategies to help transitioning?
Q.3 What is it about these strategies that help students achieve the stated learning objectives
Q.4 Are their specific theories/frameworks that inform your teaching strategies
Q.5 Are their specific reports, journals, scholarly works, that influence/inform your teaching strategy for 'transitions in the students' journey'?
Q.6 How do you think these impact on your practice?
Q.7 What is your view on the *student* perspective of their transitions?

Focus group 3 'Teaching for Transitions'

Discussion was guided by the following questions (and facilitator notes):

Objectives:
- To briefly explore participants understanding of 'transitions in the student's journey'.

Q.1 What is your understanding of 'transitions in the student journey'?
If you use this term, what do you mean by it?

- To discover participants' favoured pedagogies/activities of transition 'in'

Q.2 I'd like to concentrate on Transitions 'in' with this group.
You get involved in a number of initiatives centred around the Transition 'in'.
A lot of activity goes on before students arrive, when they first get here, and then afterwards for a while.
Q.3 What are your favoured activities (perhaps just one each) to help the transition of students from 2nd level to 3rd level?
===
- To discover if these activities are underpinned by scholarly studies/journal papers/articles/policy documents.

Q.3 What has influenced you in this activity – what has impacted you in your endeavours for students at this time? What influences you when you think of trying something new?

- To make recommendations on how we could increase the impact of scholarship on practice in Irish HE.

[Facilitator: Activity V. Pedagogy. We provide sessions on 'learning how to learn';' note-taking'; 'effective reading'; 'academic writing'.
How would you describe these – pedagogy, activity, or something else?]

Q.4 If the student is learning, is this a pedagogy?

Q.5 When does activity become a pedagogy? (for example is Teaching for 'study skills' an activity or an intentional pedagogy?)

Each of these enriches the other when we integrate pedagogies and approaches/activities for successful transition. The academic transition within disciplinary programmes may not be as robust. It is not the focus of attention in institutional and national initiatives**.**

Q.6 How are the links made with the academic community? Do you know of any scholarly articles on this issue? Is it relevant to 'pedagogies of transition'?

- To consider student perspectives of transitions in, through and out, of undergraduate education
- Do the staff feel they are 'in transition' in any way?

Q. Can we transform a transition from a threat to a learning opportunity?

"The success is when the social learning and the academic learning, and the connection making, is allowed within the pedagogy."

Q. What are your thoughts on this? Are there certain pedagogies that promote this?

Q. If you had to choose one, which one would it be and why?

Quote: " There may be strong input from support services, the students union, high level working groups, librarians, careers staff, and individual lecturers, but this activity becomes the responsibility of none, unless a coordinated approach is taken where transition is integral to the life cycle of a student programme, rather than an add-on induction process" James et al (2010)

Q. What do you think of this statement?

Q. James, Krause and Jennings 2010 advocate setting up academic standards for first year teaching. Do we have an explicit set of academic standards for first year?

Q. Should there be specific staff development for first year teaching based on 'pedagogies of transition?'

Quote from James et al (2010) who have carried out surveys of students' experiences every 5 years and conclude "in some ways first year retention is a proxy for the appropriateness of the matching of students to courses during recruitment and selection, for the relevance of courses, for the quality of teaching, for the quality of support, and so on". We have focused on the first 2 and the last one, but have we focused on the academic standards and pedagogies for teaching first year students?

Q. Who should be doing this surveying, monitoring assessment and feedback?

Scholarship of Teaching for Transitions: FINAL REPORT Part 2

A snapshot of Irish-based scholarly work and activity: Implications for impact

O'Mahony, C., Higgs, B., O'Sullivan, K., Kilcommins, S., Blackshields, D., Ryan. A.C., Griffin, C. and Duggan, T.

Contents

Scholarship of Teaching for Transitions. Final Report Part 2

A snapshot of Irish-based scholarly work and activity:
Implications for impact

<u>Introduction and context</u>
The National Forum for the Enhancement of Teaching and Learning commissioned a study of scholarship that focuses on 'Teaching for Transitions', with particular reference to higher education in Ireland. O'Mahony et al (2015) reported on phases 1 and 2 of the project, carried out between January and June 2015. The study had an initial international focus, to allow some benchmarking with Irish national scholarship. This current document reports on phase 3 of the project, where there was a broadening of the search criteria and a focus on Irish activity (Fig.1).

In summary, phase 1 involved a systematic review of the international literature to create a bibliography related to 'teaching for transitions'. Papers that met the following requirements were included:

- Peer-reviewed articles
- Papers written or translated in English
- Papers available in full text
- Papers published between 2000 and 2015

Analysis and annotation of the bibliography showed that of the publications retrieved, only 1% were by authors based in Irish higher education institutions (HEIs). Focus groups were held to enrich the understanding of the impact of scholarship (national or otherwise) on practice in Ireland, and to gain insights into the potential drivers of change.

In Phase 2 of the study national and international advisors were asked to name key authors known to them but not captured in the initial systematic review. They were asked to focus particularly on Irish scholarship of teaching for transitions. However international advisors indicated they were not familiar with Irish literature on transitions. Suggestions for inclusion were from institutional, national and European reports, books and book chapters, rather than from peer-reviewed journals.

O'Mahony et al (2015) set out some early results and insights and raised questions for further investigation. The results for phases 1 and 2 had been unexpected, but revealed that much of what we know within and amongst ourselves to be valuable scholarship is in danger of being a blind spot both to our national community and to the wider international teaching and learning community. The authors made recommendations for greater visibility and impact under four themes: publication and systems, staff development, curriculum design and pedagogy. They advocated a change in the nature of the questions being asked in relation to student transition and progression in higher education from essentially why do students drop-out to why do students stay.
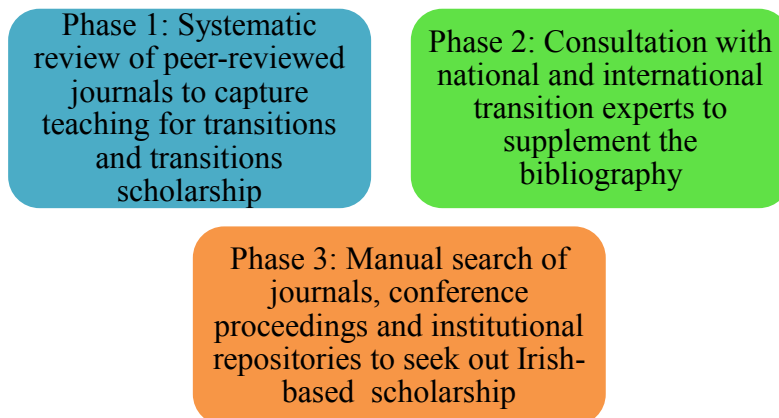
Fig. 1 The phased approach to the Scholarship of Teaching for transitions project

Phase 3 of this study was carried out between July and September 2015. Irish-based scholarship highlighting higher education teaching approaches that assist student transitions, were of interest. The question '*how can this scholarship be more impactful on the practice of teachers in the higher education sector?*' has been a key question of interest in all three phases of the project.

While in phases 1 and 2 the search criteria were quite restrictive, phase 3 involved a systematic broadening of the criteria and manual searching for additional Irish-based scholarship on 'teaching for transitions'. The broad view of scholarship as envisioned by Huber and Hutchings (2005, p.30) and described as a *"big tent where there is space for small-scale efforts aimed mostly at local improvement as well as more ambitious, sustained work of a larger scale*" was implemented. The study continued to focus on scholarship of 'pedagogies of transition' to underscore the significance of intentional curriculum design for student development and transition.

In phases 1 and 2 of the study the classification of Tate and Hopkins (2013), who describe categories of 'in', 'through' and 'out' of undergraduate study, was used. This classification was critiqued in O'Mahony et al (2015) and while keeping with this classification, a broader view of pedagogies of transition is taken in phase 3. Initially the definition of pedagogy was restricted to a teaching approach or design within an accredited undergraduate course. However, in phase 3 '*what counts as pedagogy?*' in teaching for transitions was broadened to take certain activities associated with first year induction and orientation into consideration.

A bibliography drawing on conference presentations, proceedings and published abstracts, and other grey literature, was created to give recognition to a wider cohort of Irish-based scholars, and provide a resource for teacher-researchers, researchers and policy makers. This work is not confined to contributions by academic staff. Scholarship can include investigations by central services staff, students, and others, for example related to initiatives in first year to improve student retention and study skills. That being said, it was agreed as a baseline requirement that to count as scholarship a work must be i) enquiry-based ii) useful beyond the study itself and iii) disseminated to peers.

Methodology

The bibliography of Irish-based scholarship was compiled initially by gathering items retrieved in systematic searches of scholarly databases (e.g. 'Academic Search Complete' and 'MEDLINE'). These databases were searched using various permutations of the terms associated with teaching for student transition, and focused on published material produced by staff in the Irish higher education institutions. Since the term 'transition' was frequently not mentioned in abstracts or keywords, a deeper search was conducted to discover papers that were of relevance but in which different terminology was used. Institutional repositories were also searched (for instance, ARROW DIT, the University of Limerick IR), and these uncovered additional items to those archived in the larger databases. On occasion colleagues who are known to work in the area were contacted for further information on papers/presentations they had delivered or on events in which they had participated. Finally, additional items such as conference papers and conference proceedings were found using Google. As well as explicitly using 'transition' search terms the pedagogies of transition identified in phases 1 and 2 of the project were used: problem-based learning; work-based learning; work experience; field-based learning; fieldwork; undergraduate research; capstone courses; final year projects; mentoring; peer-learning; group work; collaborative learning; reflective journaling; role play/simulation (Table 1). References retrieved were screened for relevance to 'teaching for transitions'. Taking this broad approach, there is a wealth of activity that could be included in this database. The project has only sampled the scholarly activity, and so represents only a small subset of the whole. It may represent the scholarship that is most visible, and easy to find.

Table 1: Pedagogies named in 'teaching for transitions' peer-reviewed papers captured in the systematic review of international literature (O'Mahony et al, 2015).

Pedagogy	Alternative names included:
E-learning	blended learning; use of social media; blogging
Work-placement	work-based learning; work experience
Mentoring	apprenticeship
Collaborative learning	group work; communities of practice; service learning
Curriculum design	design approaches, e.g. vertically integrated curriculum
Problem-based learning	PBL
Peer-learning	peer-review; peer-assessment
Capstone course	undergraduate research; final year projects and dissertations
Field work	field-based learning; clinical practice
Active learning	

In the next step, the references retrieved were annotated using a number of key fields (as was done with the international bibliography created in phase 1). The resulting annotated bibliography allowed a number of questions to be asked of the Irish-based data set. These questions related to disciplines, pedagogies, methods of dissemination, institutions involved and keywords used. Some interesting insights emerged, which add value to, but do not

change, the general theme and recommendations of Part 1 of the report. Initial quantitative analysis and key insights are summarised in the following section.

A thematic review of the Irish authored papers in the bibliography was also carried out. The bibliography was first examined to identify any duplicate entries, e.g. where the same paper was presented at two separate events. Entries which did not include an abstract or paper - due to a moratorium or the format of the paper's delivery e.g. panel discussion - were also excluded. This left 459 entries. The bibliography had been reviewed by the project team previously to uncover the pedagogies of transition, where they were stated explicitly. The thematic review built on this earlier work and titles and abstracts were mined to identify the main theme or themes. The terminology used to describe the themes was checked to ensure it aligned with the wording used to describe the pedagogies of transition. A total of 131 themes were identified and 689 occurrences. Themes showing less than 1% prevalence in the sample were excluded from the analysis.

Findings

Quantitative analysis of bibliography

The bibliographic database contains 486 entries of Irish-based scholarly activity relevant to teaching for transitions in higher education. It is a sample, or snapshot, of the relevant data that exists. Analysis of the entries gives insights into the large amount of activity that has taken place, and raises questions for further investigation. A description of the dataset and some initial analysis informs the following brief discussion on how this scholarship can be more impactful in the higher education sector.

Date of publication

When we look at the date of publication/presentation, already an interesting trend emerges. This is illustrated in Fig. 2 which shows that the number of publications/presentations captured in the database increases steadily from 2000 to 2009 and then increases substantially, more than doubling in 2010. The increases show the effect of some incentive, driver or facilitator. This could include:

- Investment in teaching and learning activity in higher education
- An increased number of conferences and opportunities to engage (due to the former)
- Improved technology for searching, facilitating and encouraging open access publication.

There is a dip in the amount of activity retrieved for 2012. The dip coincides with reduced government investment and greater uncertainty in the direction of government policy regarding support for Higher Education, or at least the perception of this, in 2010/11. Are these causally linked? It would be of interest to further research the complex relationships and correlations, if any, between policy, investment, outputs and outcomes.

The high level of activity in 2014/15 is influenced by the National Forum Seminar series which was focussed on the enhancement theme "Teaching for Transitions", and provided funding and national advertising. Undoubtedly seminars, workshops and other forms of dissemination were taking place before this initiative but awareness was usually local rather than national.
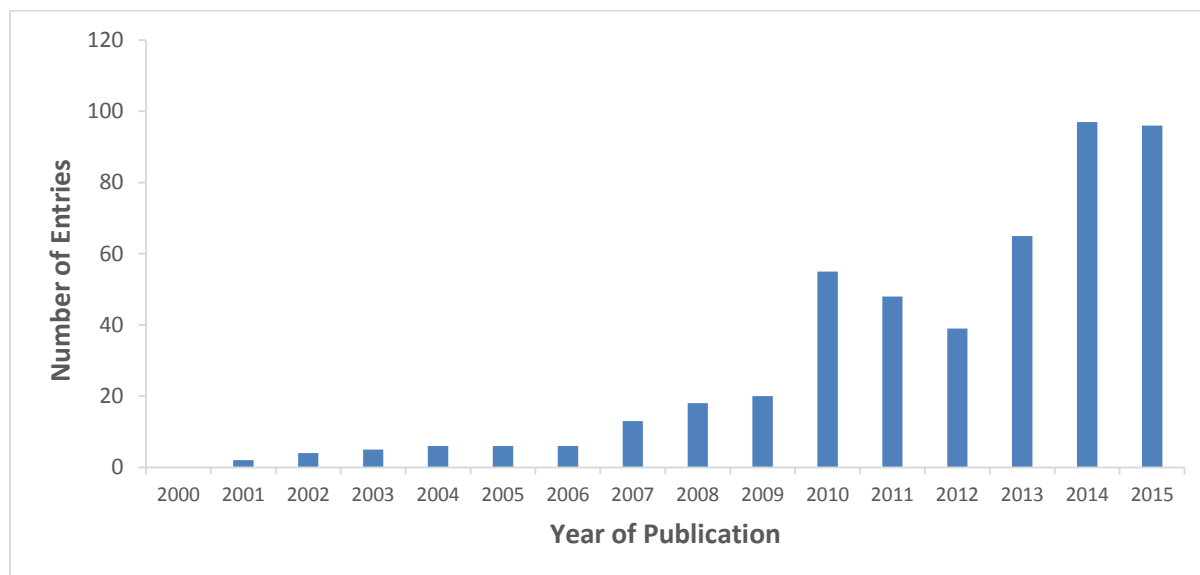
Fig. 2 An indication of Irish-based scholarly activity between 2000 and 2015

Categories of transition
When comparing the international bibliography created in phase 1 of this project, with the bibliography focused on Irish-based scholarship, there are some differences to note.

Though transition 'out' into employment is a significant area of interest in Ireland, it appears that the 'in' and 'through' undergraduate education are of most concern and have received more attention in this sample, with 'through' registering as the largest category. The reason for this may be that the search terms were broadened to include the pedagogies of transition identified in phases 1 and 2. These are the pedagogies that have been identified as making connections at all stages of the undergraduate experience and aiding transition. It was noted that silos of scholarship exist around these pedagogies, and impact would be increased if these scholarships are aligned (O'Mahony et al, 2015).

Co-authored scholarship
Funding opportunities since 2001 have emphasised the need to build collaborations. The extent of co-authorship might be viewed as one measure of the health of collaboration. Of the 486 entries in the database, 189 entries (38%) are single-author publications, while 302 entries (62%) show evidence of collaboration. That is, more than 3/5th of the scholarly activities have at least one co-author. Half of the publications/activities have 3 or more authors; 27 (5.5%) have 6 or more authors, with the highest number being 14 co-authors (Moore et al, 2015). The extent of collaborations in this sample is likely to be underestimated. For example, of the single-authored entries, a number of these are book projects which were collaborative initiatives, each author contributing one chapter (e.g. Lyons, 2010). The

National Forum seminar series are all collaborations, though 1/3rd of the entries are attributed to one author only. It would seem that encouraging collaboration has been successful and worthwhile. However there is no clear trend in the dataset to indicate that the proportion of co-authorship, arising from collaboration, has increased year on year since 2000.

National funding in recent years has emphasised inter-institutional collaboration as a criteria for success. The bibliographic database was mined to check whether collaborations were inter-institutional or intra-institutional. This showed that of the collaborative projects only 13% were inter-institutional (Fig.3). This raises an interesting question 'why is there an emphasis on intra-institutional collaboration?'. Responses from a small number of researchers canvased indicated that it is often easier and more convenient to undertake intra-institutional research, and the potential to produce faster results is greater. In addition, projects may be institutionally funded or the challenge to be addressed may be seen as local. For these reasons, intra-institutional collaboration makes a lot of sense.

However, inter-institutional collaboration is considered desirable by national and international funding bodies (e.g. DES, 2011). Since considerable extra effort and complexity may be required to collaborate across institutions, with benefits or added value not always apparent to the instigators of the initiatives, more energy and resources could be placed in spelling out the purpose of inter-institutional collaboration and the reasons why it is prized. That is, a stronger case for inter-institutional collaboration in teaching and learning initiatives could be made. National funding sources are likely to be the most effective drivers to catalyse the inter-institutional networks, often disciplinary, that exist.
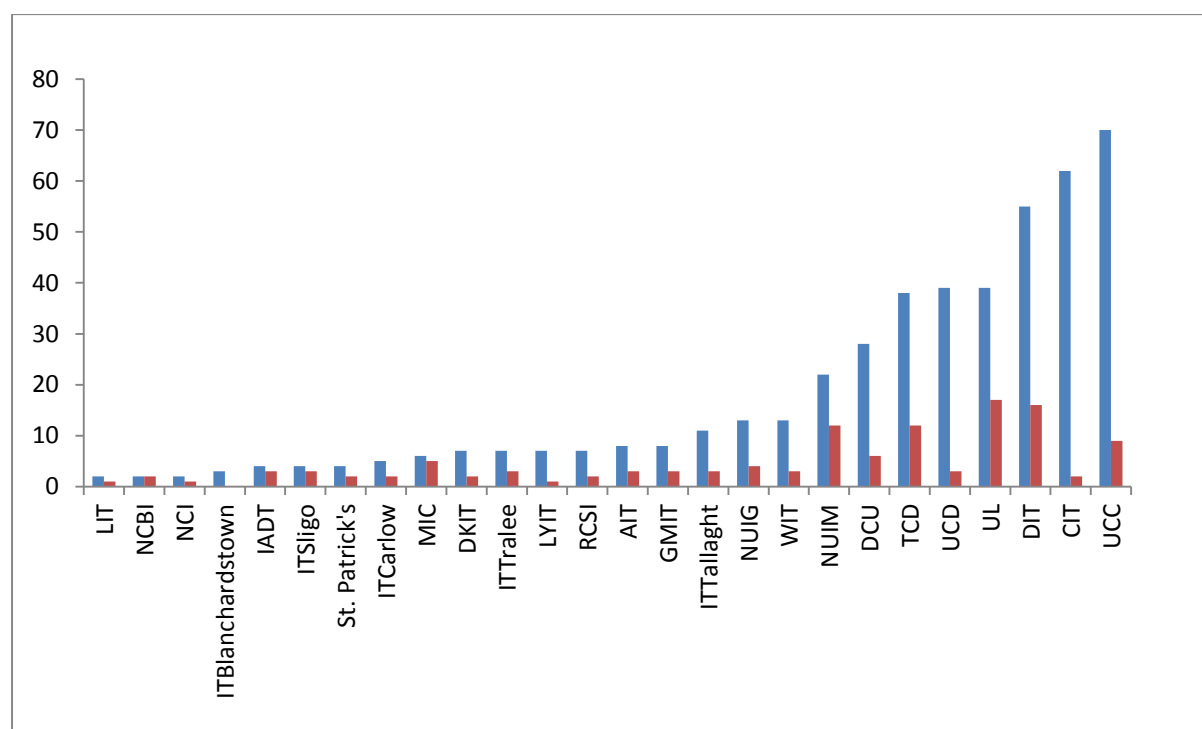

Fig. 3 Number of entries in the bibliographic database by institution (blue) and number of inter-institutional collaborations (red)

Methods of dissemination

The snapshot of Irish-based scholarship on teaching for transitions indicates that the nature of the scholarship is:

- Conference based (e.g. oral presentations, published abstracts and conference proceedings)
- Published in a variety of written formats (e.g. reports; national and institutional themed publications and peer-reviewed journals)
- Disseminated by other channels (e.g. seminars, workshops)

1: Peer-reviewed journals

There are 107 (28%) journal articles in the bibliography. These are published in 82 separate journals. No one journal dominates. Just over 55% of the scholarly papers are in journals with a disciplinary focus. Approximately 45% are published in generic teaching and learning journals. Of the disciplinary journals used for publication, 14 (31%) are in the medicine and health sciences. The remaining disciplinary journals are divided among thirteen other disciplines (mathematics, chemistry, engineering, geography, social work, sociology, languages, german, spanish, economics, information literacy, business, and mentoring and coaching).

Over 90% of these journals appear to have an international research focus and publication should be viewed as prestigious. A study of citations and impact indices of these publications would be of interest but is beyond the scope of this study. Also of interest is the composition of the bibliographies of Irish authors. Brief analysis of one recent Ph.D thesis indicated that the vast majority of references cited are not Irish-based. Mapping the literature that informs Irish scholarship would be an interesting study with relevance to impact of scholarship.

Engaging in research into teaching and learning and achieving publication is undoubtedly adding to knowledge and understanding of how students learn, and the impact of teaching. It may also have a positive effect in terms of staff development. However, when considering impact in the broadest sense, and seeking potential drivers for change, we must ask what is the impact of such publications on the career prospects of individual teachers? A recent Research Quality Review (RQR) of disciplines in one Irish University generated the following comment in the report from external peer reviewers in a particular discipline "pedagogic research was impressive". The publications and impact were commended. However in the points tally for the discipline, the pedagogical research was rated as zero, as there was no allocation for research on teaching in the discipline. The publications were seen as non-disciplinary even though many disciplinary conferences now have 'teaching in the discipline' parallel themes. This is not an isolated case, and suggests the drivers for scholarship of teaching and learning are not yet adequate, and the impact of such work may be ignored by heads of discipline and other senior managers. Why then would teachers carry out scholarly work in teaching and learning if there is no reward or recognition for this scholarship by peers? What more must be done to encourage, recognise and reward

scholarship of teaching and learning? There is increased *talk* by senior managers in the sector of the value of scholarship of teaching and learning, but as yet understanding of what that means, and the implication for impact, may be lacking. The HEA and QQI in Ireland must send out a clearer signal that such research is valued and required for evidence-based decisions related to curricula and student learning. The value placed on scholarship has relevance for the impact of this scholarship and the drivers for change.

2: Reports
A total of 30 reports were captured in the database. These can be roughly divided into categories which include disciplinary (7), institutional (12), HEA (2), European (3) and thematic/collaborative research on topics such as employability or disadvantage (6).

The number of reports from government and professional bodies, and from institutions is relatively small but they are disproportionately effective. For example disciplinary reports may be produced by professional bodies to give guidance or to set mandatory standards for undergraduate curricula and desired graduate attributes or competences (e.g. International Association for Disability and Oral Health, see Dougall et al, 2013). These influence the pedagogical design as well as the content of the curriculum.

In phases 1 and 2 of this current project it was concluded that these reports can have high impact relative to their frequency of publication – particularly those from professional bodies, the HEA, and Europe (O'Mahony et al, 2015). They are built on scholarship, and as such they act as summary documents of current thinking related to teaching and learning in the discipline, or across the sector.

3: Books, edited collections and book chapters
There are 74 contributions in book form in the bibliographic database. These include 8 postgraduate thesis of relevance (5 PhD and 3 MA).

The majority of book contributions are from edited collections, with only 3 authored books. For example Lyons (2010), a collection which focuses on reflection and reflective enquiry, has 11 entries in the database. This was a major contribution in 2010 and was developed from a series of collaborations across existing networks. A further 25 contributions are included as conference proceedings which have been published as edited books. Only 3 collections have a disciplinary focus, and these are in chemistry and medical education. The wider influence and impact of book publication will vary greatly, partly dependant on the availability and visibility of the book itself. It should be noted that research review places a lower value on books and book chapters, than on journal papers. The reasons for this are not always clear and well-rationalised. Again recognition and value-judgements will impact on practice.

4: Conference presentations
Included in the bibliographic database are 188 entries of conference presentations relevant to teaching for transitions. There are undoubtedly many scholarly presentations that have not yet been captured, and those captured were possibly the most readily retrievable. In all, 27

conferences were sampled and represented in the bibliography. The majority of these are annual conferences. They have the benefit of building a community with followers and collaborators. In this way attendees join a familiar community of practice each year. When the database is mined for location, it is interesting to find that $1/3^{rd}$ of all of the conference presentations took place outside of Ireland. This raises the question – why was Ireland not better represented in the international search in phase 1. It is possible that the conference presentations did not lead to peer-reviewed journal articles. The conference activity has been captured in this phase of the project because the definition of scholarship has been broadened to include conference proceedings or published abstracts. The purpose of the researchers when they chose to travel abroad and present their findings may have been to bring back ideas, rather than to build research and publish. If so, this supports the findings in Part 1 of this report (O'Mahony et al, 2015) from disciplinary colleagues in focus groups who valued learning from peers above scholarly journals for impact on practice. The purposes of conference engagement are varied, and analysis of the impact relative to other representations of scholarship is complex, requiring a more detailed study.

Surprisingly, of the 66 presentations made at conferences abroad only 1 was in England, and 4 in Scotland. Significantly, 22 were in Spain. Why was this? The common factor may be that these conferences are run annually, and participants go to their favourite annual scholarly event where they can remain focused and build a community of practice. This is how some disciplinary conferences thrive. There were 31 presentations in Europe as a whole – excluding Ireland. So, with Spain at 22 there are only 9 in the database from the rest of Europe. These numbers are approximate, as the location of several presentations was not specified. More recently 77 Irish-based studies were reported at the EuroSoTL 2015 conference in Ireland, where 22 countries were represented. These had not been interrogated thematically for relevance to teaching for transitions at the time of analysis and so are not included in the bibliographic database reported here (conference proceedings can be accessed at www.nairtl.ie/documents/EuroSoTL2015_Proceedings.pdf).

It should be noted that the timing of relevant conferences impacts on who can attend. At the EuroSotl2015 Conference the majority of Irish-based studies were presented by disciplinary colleagues. Teaching and learning conferences are often held in term/semester time when disciplinary colleagues have fixed teaching timetables and cannot attend. Staff from teaching and learning centres may have more flexibility, and funding, to attend these conferences.

5: Seminars
Though a substantial number of seminars are run and delivered in HEIs in Ireland, with teachers (and sometimes students) sharing their expertise with local audiences, only the National Forum seminars have been included in this category. All were deemed relevant to the transitions theme by National Forum reviewers.

There were 110 seminars in the National Forum series in 2014 and 2015 (www.teachingandlearning.ie/). All 7 of the Irish universities were involved and 12 of the IoTs, together with 6 other institutions, making 27 in all. The numbers of seminars were split

evenly between universities (50%) and all others (50%). All seminars were collaborative, and many were inter-institutional. Funding was a driver. Some of these seminars would have been planned and delivered even without the funding, but funding facilitated inter-institutional collaboration and allowed some groups to bring a colleague from abroad.

It would be interesting to know what proportion of seminars had a disciplinary focus, were organised by colleagues in the disciplines, and how many were instigated by teaching and learning centres? How many reports were written, and how many led to a publication in a peer-reviewed journal? Subsequent publication may not have been the intention of the presenters, but undoubtedly some of the findings could have wider impact within the Irish or international community. For example, Crehan and Dooley (2014) facilitated a forward-thinking discussion on 'transition pedagogy' in STEMM, underpinned by the work of Kift et al (2010). Broader dissemination of such discussions could impact nationally.
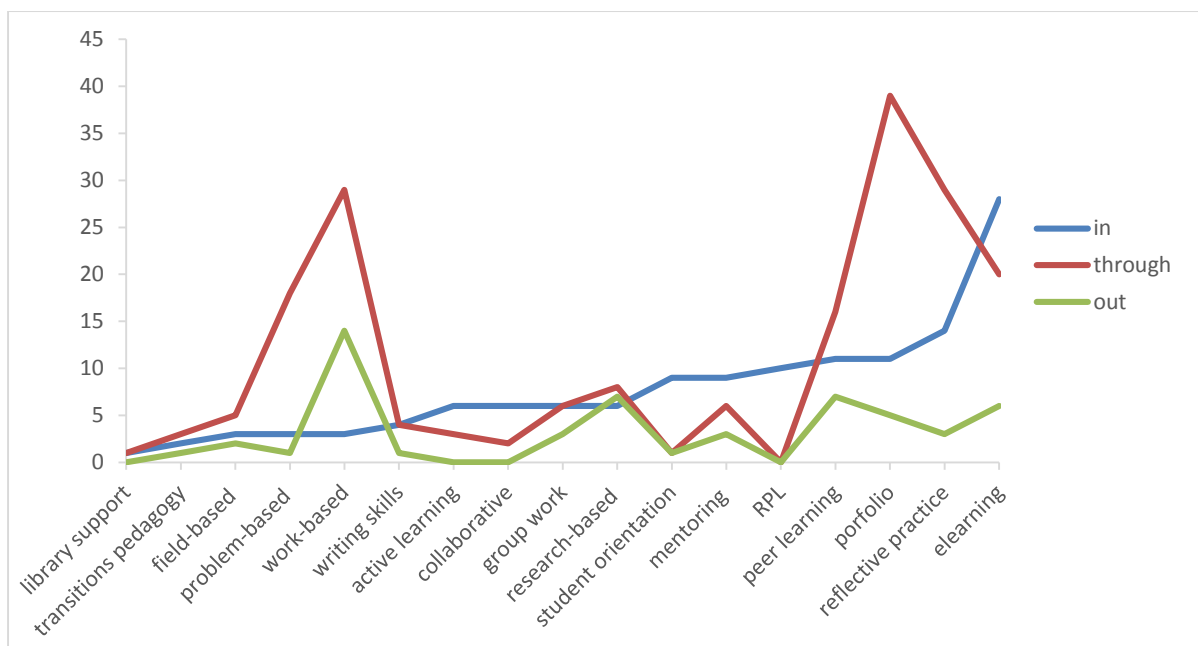
Pedagogies of transition
A wide range of teaching approaches are reported in the studies captured in the bibliographic database of Irish-based scholarship. The 'pedagogies of transition' that dominate include embedding portfolio development in a course or programme, incorporating work experience at certain stages in undergraduate study, and encouraging multiple forms of reflective practice. These pedagogies are often assisted by a broad range of initiatives under the general heading of elearning, though in many cases implementing an elearning initiative is the main focus of the study.

The scholarship of portfolio development figures large in the Irish context in comparison with the earlier bibliography of international literature (O'Mahony et al, 2015). There are 56 presentations/publications that discuss the implementation of portfolios, usually termed reflective portfolios. They can be implemented across one module or a whole programme, or may be non-curricular. Of these entries, 27 refer specifically to eportfolios. These studies report the additional challenges of implementing eportfolios as well as the potential benefits of successful implementation (e.g. Morales et al, 2013).

At least 33 studies discuss work-based learning or work placement as a pedagogy for transition 'through' and 'out' of undergraduate study. Where the recognition of prior learning (RPL) has been included in the bibliography as a process of student study and assessment undertaken during transition 'in', then work-based learning has been assigned to this transition category (see Fig.4). For this reason the graph in Fig.4 should not be read as work-based learning being introduced in first year courses as a pedagogy of transition.

Only 10 entries explicitly use the term group work in their title or abstract, though group work is implicit in many studies. For example, problem-based learning is discussed in 16 studies particularly in association with transitions 'through' and 'out', and is most often carried out in groups. There are 8 studies focused on fieldwork as a pedagogical approach, though some of these could have been included in other categories such as work-based learning or clinical practice. Fig. 4 shows a more complete picture.

Fig.4 Prominence of certain pedagogies in association with categories of transition in, through and out of undergraduate study

Analysis of the categories in, through and out, in relation to pedagogies of transition, reveals that orientation and induction for transition into higher education is associated with peer-mentoring and peer-learning and frequently elearning (Fig. 4). It also reveals a not surprising bias of certain pedagogies towards the latter part of study. Problem-based and portfolio-based learning are important for transitions 'through', and transitions 'out' peak for work-based learning (Fig.4).

Teaching approaches such as problem-based, work-based and field-based learning have been shown to be effective pedagogies of transition in both Irish-based and international scholarship. If this is the case, then 3rd and 4th year of undergraduate study is too late to introduce them (Huber and Hutchings, 2004). Why wait until half way through, or near the end of study to employ good pedagogical practice? These pedagogies can be used from first year of undergraduate study (Higgs, 2014; Higgs 2015). They must be introduced appropriately, and at the right level, to impact on transition 'in' to higher education. They allow connection making and inter-relate the academic, personal and social aspects of learning within the curriculum. We may be holding back on good practice because we think first years are not ready for these approaches.

Disciplines engaging in scholarship of teaching for transitions
Over 75% of the entries in the database were categorised into discipline-based or general (applicable across multiple disciplines) focus. Those categorised as discipline-based were clustered into STEMM and non-STEMM sub-categories. For STEMM disciplines there are 127 entries and for all other non-STEMM disciplines there are 99 entries.

Within STEMM disciplines the medicine and health sciences are by far the largest at 58 entries (46% of STEMM), with engineering at 28 entries (22% of STEMM) making a significant contribution. Chemistry with 13 entries (10%), maths with 9 (7%) and geosciences with 6 (5%), together with computer science/digital media/information technology make a smaller contribution. The non-STEMM category includes 45 entries from arts and social sciences (with languages contributing one quarter of this), 11 entries focusing on business, and 9 on Law.

Of those that could be categorised 156 (30%) fall into the general category (applicable across multiple disciplines). Some entries are thematic, for example dealing with Continuous Professional Development, Life Long Learning, the first year experience, mature students' experiences or academic support for students with disability, and do not relate to one discipline. A number of publications and presentations do not state the discipline in which the study takes place.

There is a suggestion that some disciplines are engaging more with transitions pedagogy than others, or that their work is more visible. When considering impact, the importance of the disciplinary work cannot be over-estimated. This is where understanding of the transition and pedagogy can be combined with disciplinary knowledge for an integrated and integrative curriculum (e.g. Hourigan and O'Donoghue, 2007).

Accessibility of scholarly work
Almost 90% of the entries in the bibliographic database had URLs available, though a significant number were not found easily, and took creative searching. The remaining 44 entries have no URL, but this could be easily rectified (for example, 36 URLs for the ESAI conference in Maynooth in April 2015 – an important conference for teaching for transitions). In the past, publishing conference abstracts or proceedings has proved an added expense that hindered broader post-conference dissemination. However today making these available online is a smaller task that is relatively inexpensive, and should be a condition of any funding.

Some institutional databases, such as DIT Arrow, were facilitative and allowed references to be easily found. It is worth restating the finding in Part 1 of this report that in some cases there are institutional restrictions that impact on the sharing of bibliographies. The URLs generated may not be available to users outside of the institution (O'Mahony et al, 2015). This has impact on inter-institutional collaborations.

Thematic review
The thematic review of the Irish authored papers in the bibliography (n=459, duplicates removed), returned 131 themes with 689 occurrences. The themes were examined singly and also clustered into sub-themes (see Table 2) to aid analysis. 'Elearning' was the most popular single theme and was present in 68 of the entries. 'Work-based learning' was the second most common theme with 37 incidences in the bibliography and the most prevalent pedagogical

approach identified in relation to supporting successful transitions (see note below regarding elearning as pedagogy). Inclusive practice had 27 occurrences and was often used in conjunction with 'access' (15). 'Eportfolio' (22) and 'portfolio' (21) were the next most frequent themes and indeed these could have been clustered together as many of the 'portfolio' occurrences were in entries referring to 'elearning'. If clustered, 'portfolio' would have been the 2nd most common theme.

Elearning is the most dominant theme and often discussed in terms of approaches and experiences of using technology in teaching, e.g. Sheridan et al, 2008. In other cases technology is a tool for supporting a particular pedagogy, e.g. Griffin, 2001. Other authors examine best practice in digital pedagogies, e.g. Ross et al, 2015. This diverse focus on elearning is one explanation as to the prevalence of the theme in Irish authored submissions and also reflects a growing interest, engagement and expertise of Irish Higher Education staff with elearning.

'Reflection' and 'portfolio' are significant themes in the Irish sample and they are often examined in terms of their potential to support and evidence the learning transitions of the student (O'Sullivan and McGlynn, 2010, Sheridan and Dunne, 2010). 'Reflection' and 'portfolio' were kept as separate themes and clusters in this analysis but often occur together in the Irish sample. Also 'eportfolio' was clustered under 'elearning', this could have been clustered with 'portfolio' and 'reflection' further increasing its significance. Portfolio usage and reflection were not significant in the international bibliography. The use of reflective logs was endorsed by the focus groups convened by the project team as a pedagogy that favoured the integration of induction activities and academic programmes to support successful transitions (O'Mahony et al, 2015).

Themes relating to "transitions in" such as 'Inclusion', 'access', the First Year Experience (FYE), 'orientation', 'induction' are present in a large number of entries. Themes focused on student preparation, metacognition and skills development were also present, but to a lesser extent. "Transitions out" themes such as 'graduate attributes', 'employability' and 'professionalization' were also significant. The themes could have been clustered in a number of ways. For example, 'graduate attributes' and 'employability' could have been clustered with 'work-based learning' and this cluster would then have comprised 10% of the sample. Such an approach would align with that taken by O'Sullivan et al (2015) in their review of Irish scholarship on Teaching and Learning in Higher Education. As this project seeks to uncover pedagogies that support successful transitions, work based learning was kept separate.

Table 2: Clustering of themes emerging from the Irish authored entries into the Teaching for Transitions bibliography (n=689)

Themes	Sub-themes (ordered by # of occurrences, i.e. high to low)
E-learning	Eportfolio; blended learning; blogs; flipped classroom; flexible learning; wikis

Inclusion/Inclusive practice	Access; international students; diversity; assistive technology
First year experience	Orientation; induction; accelerated entry
Work-based learning	
Graduate attributes	Employability; professional development; professional practice; professionalization; transferable skills; graduate outcomes
Reflection	Reflective learning; reflective journals; reflective practice; mindfulness
Retention	Non progression; progression; completion; non completion
Portfolio	Reflective portfolio; constructivist portfolio
Learning to learn	Metacognition; Self-directed learning; Learning communities; Learning journals
Enquiry based learning	Research based learning; research based practice
Recognition of Prior Learning	Preparation; Further Education; Educational decisions making
Peer-learning	Peer-teaching; peer-mentoring; peer-assessment; peer-review
Active learning	Experiential learning; Activity based learning; student engagement; practice based learning; task based learning
Assessment	Formative feedback; feedback; assessment for learning; self-assessment
Problem-based learning	PBL
Collaborative learning	group work; team work; community based learning; community engagement; communities of practice
Curriculum design	Transition pedagogy; first year curriculum; learning design
Teacher Education	Teaching portfolio
Field work	clinical practice
Academic writing	Information literacy; critical thinking; plagiarism;
Mentoring	Professional mentoring
Student perceptions	Attitudes; motivation; academic integrity; personal development; self-belief
Project based learning	undergraduate research; research based teaching; students as partners
Integrative learning	
Threshold Concepts	Conceptual analysis

'Transitions Through' related themes typically encompass pedagogies of transition and include 'work-based learning', 'reflection', 'portfolio', 'enquiry based learning', 'peer-learning', 'active learning', 'problem-based learning', 'collaborative learning', 'field work', 'mentoring', 'project based learning', 'integrative learning' and 'Threshold concepts'. The breadth of pedagogies included in the sample meant that no one pedagogy dominates, bar work-based learning (Fig. 5).

The pedagogies identified in the project report on international scholarship on "Teaching for Transitions" (O'Mahony et al, 2015) are all evident in this thematic analysis of the Irish authored entries, but there are a broader range of pedagogies referred to in the Irish collection which results in lower occurrences generally. For example, elearning comprises 22% of the international sample and 16% of the Irish sample. Work placement/work based learning makes up 18% of the international sample and 5% of the Irish sample. The remaining pedagogies comprise 20% of the Irish sample of transitions research (ranging from 3-1%),

while the same pedagogies in the international sample relate to 60% of entries. Portfolio was not significant in the international bibliography, however all others were.
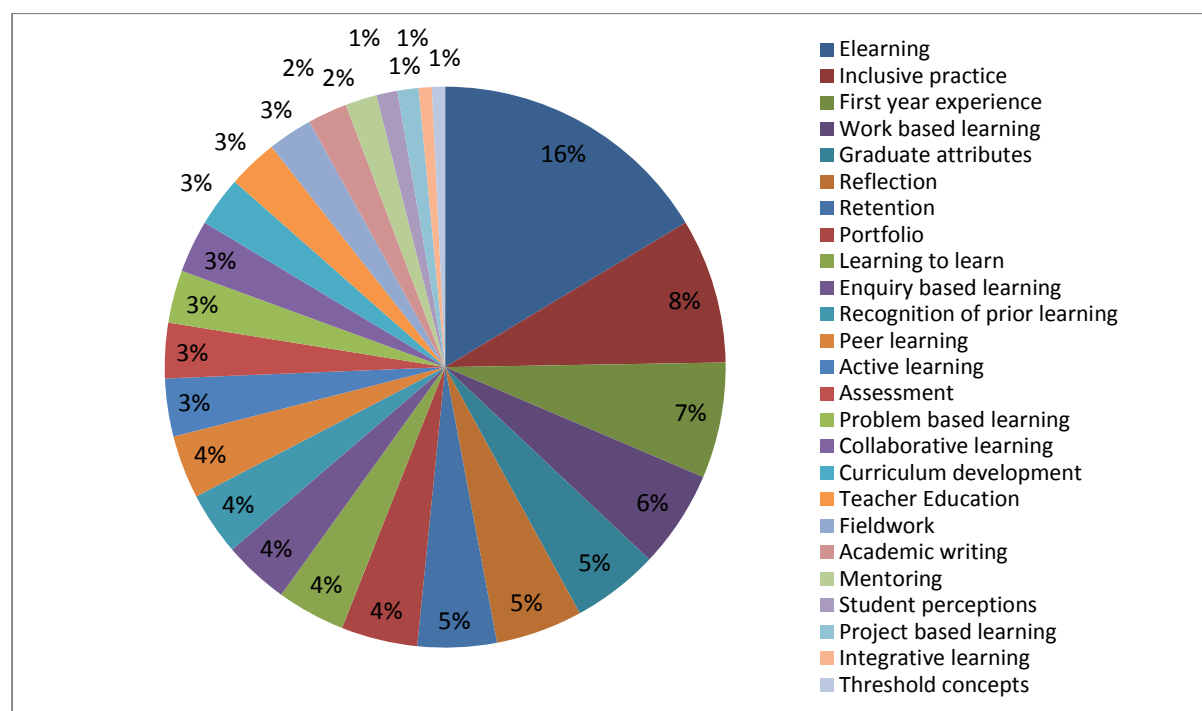
Fig. 5 Relative abundance of clustered themes by Irish authored entries retrieved from the Teaching for Transitions bibliography (n=689)

Discussion

An impressive body of research and practice in Irish HEIs has led to strategies to enhance the experience of students at key points in their transition in, through and out of undergraduate study. The majority of this research and practice has been carried out collaboratively.

Students entering HEIs have diverse needs, and building support for all students during orientation in the first year has received a lot of attention. In recent years, an understanding that orientation is a supportive process that takes place over time has emerged. In phase 1 of this study focus groups noted that although desirable there was not a whole-institution approach to supporting student transitions. Combining professional student support services with academic curricula so that there is a fully integrated and integrative experience is an aspiration not yet fully realised.

The thematic review indicates that there is great diversity in the approaches taken to address student transitions in Irish authored submissions. However, the same pedagogies of transition are referenced in both the international and Irish bibliographies with only slight differences in emphasis. Reflection and the use of portfolios are of particular interest in the Irish sample, while these are not significant in the international bibliography. This suggests the potential of these approaches to support and evidence the learning transitions of the student. It would be

interesting to uncover which drivers may have resulted in the increased interest and engagement in reflective practice and portfolio usage.

In Ireland there has been a period of researching why students 'drop-out'. These studies were necessary, and should be monitored for trends and changes. However we must turn our attention to questions about what is working in Irish HEIs and how can this be supported and scaled-up. The pro-activity of certain disciplines is more visible than others, as evidenced in this report, but this activity may be isolated and not embedded across the institution. We must ask 'who's business?' is it to scale-up the good practice. Bermingham et al (2014) in a collaborative inter-institutional National Forum seminar, spoke of collective wisdom being required to bring professional support staff and academic staff together in a more integrated approach. The research and evidence-base exists within the Irish HEIs so why is the integrative approach not widespread?
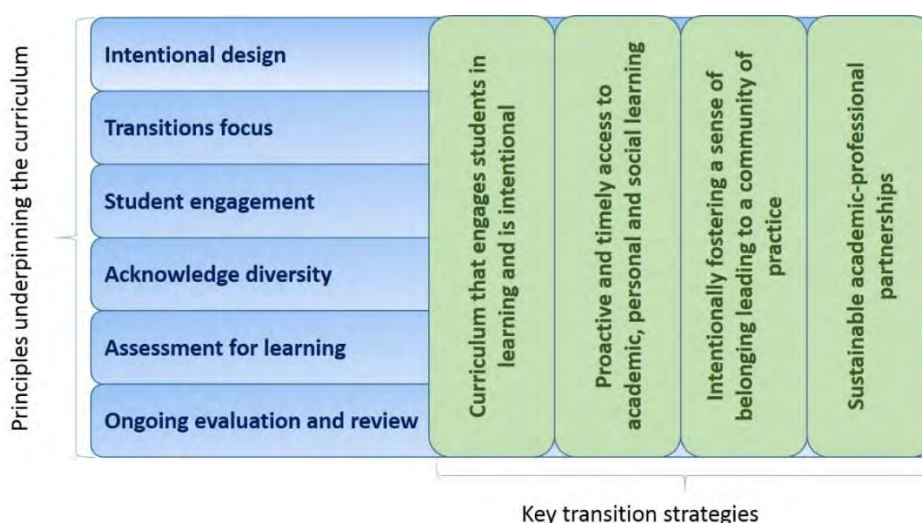
The situation in Ireland is not an unusual one. Kift et al (2010) reported that in Australia, after a decade of research into student transition into higher education, institutions are still struggling to achieve cross-institutional integration of policy and practice. Similar interventions to those reported in the Irish-based scholarship, consisting of pockets of good practice, led Kift et al (2010) to believe an integrated curricula approach was needed. They concluded that student transition into higher education is 'everybody's business'. In parallel with highlighting local good practice, integration must be advocated by national bodies, and stated in institutional strategic and operational plans, or it is unlikely to happen. This aligns well with the conclusions and recommendations of Part 1 of this report (O'Mahony et al, 2015). The challenge of integrating professional administrative and academic support, even when it is acknowledged as good practice, is not a trivial one.

The teaching approaches or 'pedagogies of transition' named by researchers, and captured in the national and international bibliographic databases, are those that can offer this integration. This requires professional support staff and academic staff to work together so that student needs such as learning how to learn and working with peers, as well as academic disciplinary content, are met within academic programmes. Important activity should be integrated into appropriate academic study and not seen as an optional add-on. To achieve this requires elements of staff development to be focused on transition pedagogies to raise awareness and intentionality among those who design and deliver the curricula. In a landscape that may appear fragmented from the student's perspective, small modifications can lead to a more connected and integrated experience for students (Higgs, 2014). The full range of pedagogies of transition should be available from first year onwards. This includes the design of assessment, as a performance of some type, to check the progress of students at key points of transition. One way that this could be achieved is by having a 'capstone course' at the end of each academic year, rather than wait until final year. Such a course challenges students to make the connections for themselves and acts as assessment for, as well as of, learning (Higgs, 2015).

In the bibliographic database, explicit mention of 'transition' has focused on first year retention and progression, and later, on preparation for employability. However in the current study the transition 'through', often forgotten as a transition, is emphasised. This emphasis on 'through' has been achieved by using the pedagogies of transition, uncovered in phases 1 and 2 of the project, as search terms in phase 3. Intentional design for transition through undergraduate study is often implicit in the scholarship reported, but not often articulated as transition. Uncovering scholarship that does not explicitly articulate the student transition – but outlines teaching approaches that undoubtedly aid the transition through – is necessary to achieve an integrated curricula. It must be remembered that the quality of transition 'through' undergraduate study affects the final year experience and degree classification achieved. Here again raising awareness of transition and encouraging intentionality in the design of the curriculum should bring professional support staff and academic staff together for an integrated approach.

The pedagogies that have emerged that can support this inclusive view (Fig. 4) are, not surprisingly, the pedagogies that are named as beneficial for many desired student attributes. Each of these teaching approaches is the focus of a broader body of scholarship in itself, beyond the explicit purpose of teaching for transitions. The pedagogies of transition are the same pedagogies that are advocated as good practice in other areas of Higher Education - they are used with an intentionality - infused with the knowledge of specific concerns that present themselves as students make the transition in, through and out of Higher Education.

Kift et al (2010) have devised a conceptual model to try to demonstrate the integrated transition into HE. This addresses their conclusion that "the inclusive view of curriculum was the missing link". An attempt to build on their representation of 'transition pedagogy' (Fig. 6) proposes that the strategies and principles they name as transition into higher education are also appropriate for transitions through and out of higher education. That is, the model can be an aid to curricula design for all of the transitions encountered in the undergraduate student experience.

Principles underpinning the curriculum

Intentional design

Transitions focus

Student engagement

Acknowledge diversity

Assessment for learning

Ongoing evaluation and review

Curriculum that engages students in learning and is intentional

Proactive and timely access to academic, personal and social learning

Intentionally fostering a sense of belonging leading to a community of practice

Sustainable academic-professional partnerships

Key transition strategies

Fig 6. The integration of strategies and principles as transition pedagogy (adapted from Kift et al, 2010)

Finally, the question is raised 'what is more impactful?' on the practice of teachers and professional support staff:

- Reading scholarship; other peoples' enquiries
- Doing scholarship; own classroom enquiries

The conclusion is that both are needed. The aim in higher education should be that all professional staff involved with student learning lie somewhere along the scholarship of teaching and learning spectrum. Not all staff need to be publishing in this area, but all work on curriculum design and delivery should be informed by enquiry and evidence. Addressing a key question of this project, Irish-based scholarship can be more impactful across the sector if it is easily accessible, and made visible, and if it is resourced to go beyond the initial research and become operationalized.

Recommendations
The recommendations arising from the research reported here supplement and support those recommendations already articulated in Part 1 of this report (O'Mahony et al, 2015). They remind us that "our higher education system is part of a global endeavour" (DES, 2011, p.13). They continue to address the question '*how can scholarship be more impactful on the practice of teachers in the higher education sector?*' and include the following:

- Professional development for teachers and student support staff should include an explicit focus on intentional and integrative curriculum design for student transitions
- All disciplines should prepare a bibliography of scholarship in teaching and learning in their discipline for course teams to consult
- Appropriate investment of resources, such as short sabbaticals for academic staff, should be made available for curriculum re-design where needed
- The full range of pedagogies of transition should be considered relevant from first year of undergraduate study onwards. We may be holding back on good practice because we think first years are not ready for these teaching approaches. The message is loud and clear - don't keep these important pedagogies until too late. Begin, at an appropriate level, even from the first day of 1st year.

The above 4 recommendations should form part of any discipline-based or institutional quality review. The following recommendations require a system level approach to unlock the potential for collective wisdom to become a reality:

- Summary reports on current issues of the day, based on appropriate scholarship, should be widely available for professional administrative and academic staff.

- Disciplinary conferences should routinely hold a 'teaching and learning' conference theme or sub-theme. National funding should be made available to encourage this.
- Timing of teaching and learning conferences should take account of the teaching semesters and timetables to encourage staff from the disciplines to attend. The timing of relevant conferences impacts who can attend.
- More energy and resources should be dedicated to spelling out the purpose of inter-institutional collaboration, the reasons why it is prized nationally, and the way in which recognition will be manifested.
- In parallel with highlighting local good practice, integration must be advocated by national bodies, and stated in institutional strategic and operational plans, or it is unlikely to happen.
- The HEA and QQI in Ireland should send out a clearer signal that such scholarship of teaching and learning is valued and required for evidence-based decisions related to curricula and student learning. The value placed on scholarship has relevance for the impact of this scholarship and the drivers for change.
- The bibliographies created during the project reported here, and that created by O'Sullivan et al (2015) should continue to grow so that a more complete picture can be built. These projects have only sampled the scholarship that exists. There are still notable absences.
- Higher education professionals, national bodies and publishers should give renewed consideration to citation and impact indices for the various modes of publication of the scholarship of teaching and learning, to increase its impact.

Conclusions

A bibliographic database of Irish-based scholarship relating to 'teaching for transitions' has been created. The bibliography is a snapshot only and cannot be taken as completely representative of the total scholarship that exists. However, through analysis of the data insights have been gained, recommendations made and new questions raised, which add value to, but do not change, the conclusions and recommendations of Part 1 of this report.

Quantitative analysis of the data shows that scholarly activity has increased significantly over the past 15 years, in line with investment into support for teaching and learning in the sector. This agrees well with O'Sullivan et al (2015) who mapped scholarship of teaching and learning in HEIs from 1990-2015. Analysis has also allowed a description of the scholarship that exists, and where it resides, and highlights the importance of ensuring conference proceedings/abstracts, national seminars, and scholarly reports are more readily available to the wider community. Resource allocation for this should be mandatory in the plan for any funded activity.

This snapshot of scholarly activity in Irish higher education institutions indicates that our approach to 'teaching for transitions' is itself in transition. The vast experience on the ground that is evidenced, together with looking outward to the international literature, is leading to new approaches. The recognition that much co-curricular activity in relation to student

transitions in, through and out of undergraduate study should be integrated with academic transitions, and central in the design of disciplinary programmes, is being voiced. There is a greater understanding and recognition of why this is needed. Barriers still exist and facilitation is needed to remove the barriers and capitalise on the current willingness to change. Strong statements from national bodies, advocating greater integration, would go a long way to facilitating this change. National facilitation should go further and bring the Irish knowledge base to bear in a concerted effort that will have impact – the integrative whole being more than the sum of the parts. The existing scholarship may otherwise be less impactful or lost altogether.

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