DE MONTFORT UNIVERSITY LEICESTER

TEF Gold Teaching Excellence Framework

TEACHING AND LEARNING CONFERENCE 2016

Keynote Speaker 2:   Professor Christina Hughes, Provost, Sheffield Hallam University

Christina has long-standing interests in learning and teaching, particularly from feminist perspectives and was founding co-Chair of the Gender and Education Association (GEA). She is currently leading a large programme of HEFCE funded work in learning gain (see www.legacy.ac.uk). This is designing and evaluating appropriate methodologies for measuring variances in knowledge, skills, work-readiness and personal development of students.   Christina is a Principal Fellow of the HEA and is strongly committed to enhancing institutional capabilities that lead to impact and transformational learning.

Her publications include: Posthuman Research Practices in Education (2016, Ed. with Carol Taylor, London, Palgrave MacMillan); Researching Gender (2013, London, Sage); Feminism Counts: Quantitative Methods and Researching Gender (2011, Oxford, Routledge, with Rachel Cohen); Women's Contemporary Lives: Within and Beyond the Mirror (2002, London, Routledge); Key Concepts in Feminist Theory and Research (2002, London, Sage); Disseminating Qualitative Research (2003, Buckingham, Open University Press); with Loraine Blaxter and Malcolm Tight (2010) How to Research, Maidenhead, Open University Press.
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Learning Gain: Our Challenge for Our Time

Synopsis: My contribution explores the contemporary policy and political environment for HE, through a review of a national project I have been leading concerned with developing appropriate methodologies for the measurement of learning gain (see www.legacy.ac.uk). When diffracted through political imperatives, learning gain has all the potential hallmarks of fitting the discourse of competition and marketization with which we are familiar. In policy terms, it is a core criteria in the Teaching Excellence Framework (TEF). Poorly conceived and unchallenged, learning gain can be lodged as another instrumental approach. Yet learning gain is an exceptionally broad, and often times, mobile concept that can be defined briefly as 'distance travelled'. The core question is distance

travelled from which point to which point and in which areas? Whether we are interested in the development of critical thinking, subject knowledge, moral development or more generally public and private value, we know that we come to value what we measure. My paper therefore sets out this challenge – our challenge – how do we create value through learning gain?