Embedding a civic engagement dimension within the higher education curriculum: a study of policy, process and practice in Ireland.

Josephine Anne Boland

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University of Edinburgh

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Abstract

As the civic role of higher education attracts renewed critical attention, the idea of engagement has come to the fore. Civic engagement, as espoused in many institutional missions, encompasses a diversity of goals, strategies and activities. Latterly, these have included particular approaches to teaching and learning. This research examines the process of embedding a civic engagement dimension within the higher education curriculum in Ireland. I use the term 'pedagogy for civic engagement' as a generic term for a range of academic practices – variously referred to as 'service learning' or 'community based learning' – which share an explicit civic focus. Academic practice serves as the central focus with attention to pertinent aspects of the prevailing context. Using a multi-site case study conducted in the spirit of naturalistic enquiry, I examine four cases of this curriculum innovation, drawn from the university and institute of technology sectors in Ireland, with unstructured interviews and documents as the main sources of data.

I interrogate the underpinning rationale for 'pedagogy for civic engagement' – as gleaned from the literature, the policy context and the case studies – exploring implicit conceptions in relation to knowledge, curriculum, civil society, community and the purpose of higher education. The study draws its empirical data from those responsible for implementing this pedagogy – the 'embedders' – and a range of other actors. Interviews were carried out with academic staff, project directors, educational developers, academic managers and leaders. Key actors from the national policy context and from the international field of civic engagement also participated in the study. Four orientations to civic engagement are identified, revealing the multifaceted rationale. I explore the process of operationalising the pedagogy and the factors impacting on academics' capacity and willingness to embed it. While the study does not directly examine the experience of students and community partners their role within the process, as perceived by academic staff and others, is problematised. The implications of the putative unresolved epistemology of this pedagogy are explored in light of how participants conceive of and practice it. Academics' ambivalence about the place of values in higher education emerges as a theme and the issue of agency recurs. I explore how the pedagogy may be conceived of in terms of the teaching, research and service roles of academics and consider how it may be positioned within an institution. Opportunities for alignment are identified at a number of levels from constructive alignment within the curriculum to alignment with national strategic priorities. I explore the unrealised potential of the Irish National Framework of Qualifications – specifically the 'insight' dimension – as a means of enabling and legitimising the pedagogy, in light of the prominence afforded to the principle of subsidiarity in Irish higher education policy.

The localised way in which these practices have been adopted and adapted underlines the significance of context and culture. 'Pedagogy for civic engagement' as a concept and as a practice challenges a range of assumptions and traditional practices, raising fundamental questions regarding the role and purpose of higher education – and not just in contemporary Ireland.

I hereby declare that this thesis has been composed by me, that it is my own work and that it has not been submitted by me for any other degree or professional qualification.

Signed:__Josephine A. Boland

Josephine A. Boland

Date: 13th March 2008

Dedication

To John and Helen Boland

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I am indebted to the participants in this research who gave so generously of their time and their insights. Many of them maintained their interest and involvement over an extended period of time, demonstrating a capacity for honest and critical reflection on aspects of academic practice which are rarely the focus of such attention. I hope that my representation of this phenomenon does justice to their individual stories and that my findings prove valuable as they continue to explore ways to infuse higher education with a sense of the civic.

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Glossary

AISHE	**All Ireland Society for Research into Higher education**
CHIU	**Conference of Heads of Irish Universities**
DES	**Department of Education and Science**
EDIN	**Educational Developers in Ireland Network**
EQF	**European Qualifications Framework**
HETAC	**Higher Education Training Awards Council**
IoT	**Institute of Technology**
IUQB	**Irish Universities Quality Board**
NCEA	**National Council for Educational Awards**
NFQ	**National Framework of Qualifications**
NQAI	**National Qualification Authority of Ireland**
NVivo7	**Computer assisted analysis of qualitative data software package (see Appendix F.1 for Glossary of Nvivo7 terms)**
OECD	**Organisation for Economic Cooperation and Development**
PfCE	**Pedagogy for civic engagement**

Chapter One

Introduction

1.1 The theme

As the civic role of higher education attracts renewed critical attention, the idea of engagement has come to the fore. In parallel with this growing interest in the idea of an 'engaged campus', the new European Qualifications Framework identifies preparation for active citizenship as one of four purposes of higher education. There is renewed interest in the scholarly press in the values upon which higher education is based, leading to a reappraisal of the ideals of a liberal education and the expectations we may justifiably have of higher education institutions in relation to citizenship and democracy. There is little empirical research, however, into how these ideals may be realised as higher education seeks to fulfil its role in society.

Civic engagement, as espoused in many institutional missions, encompasses a diversity of goals, strategies and activities. Latterly, these have included particular approaches to teaching and learning. This research examines the process of embedding a civic engagement dimension within the higher education curriculum in Ireland. I use the term 'pedagogy for civic engagement' as a generic term for a range of academic practices – variously referred to as 'service learning' or 'community based learning' – which share an explicit civic focus. Such practices have a long tradition in the USA and in recent years have become the subject of growing interest in Europe, Africa, Asia, Australia and New Zealand where association with the discourses of citizenship, democracy and community is evident to a varying extent. A small but growing number of examples can be found within Irish higher education institutions – a process which has been facilitated by the establishment of a cross-sectoral network supporting civic engagement. These academic practices have developed in diverse ways, reflecting the

differential impact of a range of factors such as rationale, orientation of the innovators and aspects of the local, institutional and national context.

This study aims to explore this phenomenon in Ireland at a particular point in time, within the conceptual framework of civic engagement and within the wider policy context pertaining to Irish higher education. Using a multi-site case study methodology conducted in the spirit of naturalistic enquiry, I examine four cases of this curriculum innovation, drawn from both the university and institute of technology sectors in Ireland. The study is exploratory rather than evaluative in nature. These initiatives are at a nascent stage in their development in Ireland and it is neither appropriate nor feasible to attempt to determine their impact. Given the professional focus of the Doctorate in Education, this research aims, inter alia, to explore the impact of enabling and constraining factors as academic staff attempt to embed a civic dimension into their programmes. When considering the wider policy context of Irish higher education, I devote particular attention to the impact of the Irish National Framework of Qualifications – specifically the 'insight' dimension – as a potential means of enabling, advancing and legitimising the pedagogy. With recent moves towards the development of Key Performance Indicators for the university sector in Ireland, critical attention to academic practices which have civic engagement as a core value is both timely and apposite.

1.2 My professional interest in the topic

I have engaged in and facilitated curriculum development throughout my professional career; teaching in further and latterly in higher education (in the specialist field of curriculum studies), contributing to educational development, developing a framework of national awards[2] and preparing advice on a legislative framework for the

[2] As development officer with the National Council for Vocational Awards

National Framework of Qualifications[3]. My accumulated professional experience has confirmed the complexity of the curriculum process and the challenge of curriculum innovation and change. My experience working most recently within the cultural milieu of higher education has confirmed the degree of dissonance that exists between theoretical models of the curriculum process and academic practice. The import of factors such as academics' orientations to practice, disciplinary culture and organisational context, while the subject of some research, is rarely deliberated upon in the context of curriculum design practice. Pragmatic considerations and the privileging of research over teaching often combine to ensure that curriculum issues are often relegated to mere technical concerns. My research is concerned with academic practice where fundamental questions regarding the purpose of education are central to choices made in the curriculum design process.

I can identify one particular experience – an invitation to make a presentation to a Council of Europe seminar in the Republic of Moldova on democratic governance in higher education – that rekindled my interest in the role of higher education in a democracy (Boland, 2003a). Ireland was presumed to represent a model of good practice in this regard. The resultant experience prompted me to interrogate the extent to which that democratic ideal is realised in Irish higher education, where certain core principles are often taken for granted. On my return, I researched actual levels of student participation in shared governance in Irish higher education institution, replicating an earlier Council of Europe survey to which no response had been received from Ireland. My findings did not support our reputation as a model of 'good practice' in this regard. Quite apart from that, however, I concluded that arrangements for shared governance are a necessary but insufficient condition for the realisation of democratic structures, practices and habits. I made the case that it is within the teaching and learning relationship that greatest potential lies for realising democratic ideals and for promoting active citizenship (Boland, 2003c, Boland, 2005).

At that same time, I became involved in a peer support group for academic staff who were attempting to adapt and integrate 'pedagogy for civic engagement' within

[3] As senior development officer for TEASTAS, a statutory body set up to advise the Minister for Education and Science on legislation required to establish a national framework of qualifications and associated awarding and regulatory bodies.

their own academic programme. Following on from a collaborative research project on service learning, I became immersed in the theme of civic engagement and associated academic strategies[4]. Given my professional involvement in the early stages of the establishment of the National Framework of Qualifications, I have retained my keen interest in these developments and in the inclusion of the 'insight' dimension, in particular, as it resonated positively with goals of the pedagogy. This confluence of factors combined to provide a rich and exciting subject for my doctoral research.

1.3 The wider relevance of the topic – and the research questions

'Pedagogy for civic engagement' as a concept and as a practice challenges a range of assumptions and traditional practices, raising fundamental questions regarding the role and purpose of higher education – and not just in contemporary Ireland. This study aims to have wider relevance, beyond these cases, in terms of its contribution to theory, to higher education policy and to academic practice. The introduction of a curriculum initiative such as 'pedagogy for civic engagement' brings many wider issues to the fore; how higher education institutions (and those that inhabit them) conceive of their role in society and their relationship with the wider community; the nature of the academic's role in a tripartite relationship with students and the community; the place of values within the curriculum – these are but some of the issues that such practices raise.

I have already ascribed, elsewhere, to this pedagogy the qualities of a chameleon, adapting to local circumstances, context and culture as it is embedded in different sites (Boland and McIlrath, 2005). This study aims to explore that process of 'localisation', thereby contributing to our understanding of curriculum development, innovation and change and of the impact of context. A range of enabling and constraining conditions impacts on the implementation of any such initiative; the impact of such factors has been explored within the research literature. My intention is to explore their significance in this particular context. The significance of academics' conceptions, orientations to practice, disciplinary tribe, for example, has been asserted in the literature. The literature

[4] Evident from my list of publications and participation in conferences – see Appendix B

also provides valuable perspectives with which to examine the impact of global forces (such as the discourse of 'world class' higher education) and local policy practices (such as the principle of subsidiarity) on Irish higher education policy.

I aim to contribute to existing theories, literature and empirical research in these areas, arising from my study of the policy, process and practice of introducing a civic engagement dimension into the higher education curriculum in Ireland. A number of research questions arise as potential avenues of enquiry:

- What is the rationale, in Ireland, for introducing a civic engagement dimension within the higher education curriculum?
- How is this civic dimension conceived of, interpreted and operationalised within the curriculum?
- What factors influence academics' willingness and capacity to embed 'pedagogy for civic engagement'?
- What is the significance of context?

1.4 Outline of thesis

Chapter Two, the literature review, is organised around the main themes relevant to the enquiry; higher education and civic engagement; pedagogy for civic engagement; curriculum design, innovation and change and the academic role. In Chapter Three I outline my rationale for a naturalistic enquiry within the interpretative paradigm. I justify the choice of a holistic multi-site case study strategy and the methods of data collection and analysis. I address some of the methodological and ethical considerations as I account for the research design and the actual conduct of the enquiry. I provide an overview of the Irish higher education system in Chapter Four, including legislative and funding arrangements, highlighting the significance of one particular feature of the new National Framework of Qualifications – the 'insight' dimension. I also explore the potential implications of recent interest in the concept of active citizenship for higher education. In Chapters Five, Six and Seven, I present findings arising from a cross-site analysis of the interview data from each of the four case studies. The structure of the chapters reflect the thematic framework which

emerged from the process of analysis; rationale, operationalising the pedagogy and factors impacting on academics' willingness and capacity to embed it more permanently. Participants' conceptions of key ideas and the potential significance of context – internal and external – are explored throughout. In Chapter Eight I discuss my findings arising from the individual cases studied, the cross-site analysis and the consideration of context. Using the lens provided by the reviewed literature I identify key themes, draw conclusions and assess my contribution to this topic. I also acknowledge the limitations of the study and identify scope for further research.

I provide the four case profiles in Appendix A. In Appendices B-J, I provide explanatory and supporting material, including results of data analysis techniques (described in Chapter Three) which informed the findings presented in Chapters Five, Six and Seven.

Chapter Two

Literature Review

2.0 Introduction

In this chapter I explore key themes in the discursive, rhetorical and empirical literature to provide a background, a framework for interpretation and a justification for the focus of my enquiry. This literature review is organised thematically reflecting the research questions which guide the enquiry.

Section 1: Higher education and civic engagement

Section 2: Pedagogy for civic engagement

Section 3: Curriculum design, innovation and change

Section 4: The academic role

2.1 Higher education and civic engagement

Introduction

The idea of engagement in education has been the subject of an unfolding debate in recent years. This interest is manifest at a range of levels – conceptual, pedagogic and strategic – reflecting the multifaceted nature of the concept (Bjarnason and Coldstream, 2003). Within higher education, growing attention is paid to engaging students more actively in the learning process (Barnett, 2003, Krause, 2005, Bryson and Hand, 2007) and in shared governance (Menon, 2003, Persson, 2003). The concept of engagement has served as means of refocusing teaching and learning (Smith et al., 2005) and as a

core principle in one particular conceptualisation of the curriculum (Barnett and Coate, 2005). Of greatest prominence, however, is the way in which engagement has emerged as a guiding principle in recent re-examination of the idea of the 'engaged' campus – one which engages actively with both economic and civic society (Edgerton, 1994, Bjarnason and Coldstream, 2003, Annette, 2006b, Harkavy, 2006).

Coldstream (2003), Rooke (2003) and Barnett (2003) identify key generic characteristics of engagement. 'Engagement' implies mutual listening, reciprocity and dialogue which is focused on something beyond the self. It comprehends both a promise of action and the outcome of action. Usually, it implies a permanent rather than a temporary condition and, in certain contexts, rules of engagement exist. Engagement is full of potential, promise, risk and uncertainty, because it entails a willingness to change. It entails accommodating the other and a preparedness to be transformed in the process. This image of engagement is frequently offered as one that challenges the 'dominant epistemology' associated with the 'ivory tower' and as a response to a need to connect more with wider society and local community.

In outlining the case that has been made for civic engagement, I commence with an overview of the critique of higher education – much of it scholarly, conceptual, rhetorical, or even polemical in nature – in order to provide a context. I focus on key themes which provide a context for my enquiry into a pedagogy which may be aligned closely with a broader strategy of civic engagement. One pervasive theme is the extent to which context features as an important mediating factor in how this vision is conceived of and realised.

The role and purpose of higher education

Higher education systems and institutions have undergone a process of transformation in recent decades. Where once universities were the preserve of a relatively privileged minority, we have witnessed the development of 'mass' higher education – albeit highly differentiated in terms of institutional arrangements – which fulfils a range of functions including serving the needs of the knowledge economy and the knowledge society. The role and purpose of higher education has become the subject of critical debate, in Ireland and elsewhere (Barnett, 1990, Giroux, 2002,

Hughes, 2006, Kelly, 2006). The different ways in which conceptions of role and purpose have evolved in different jurisdictions are reflected in the range of contributions to Schuller's (1995) edited collection, The Changing University? (Girdwood, 1995, Mc Innis, 1995). Clearly, higher education is in a state of flux in most parts of the world. Emanating from fields such as the sociology of knowledge, philosophy and theories of modernity, writers such as Delanty (2001) have spawned a critical reappraisal of the nature and politics of knowledge which fuels debate regarding the role and purpose of higher education.

Within the literature on higher education, the dominance of the human capital formation function of higher education has attracted much criticism in recent years. Walker (2002), for example, claims that higher education has been increasingly captured by 'market values', the 'corporate' university and a technicist language of 'teaching and learning' that displaces more complex notions of curriculum and pedagogy. The literature abounds with claims that this emphasis on meeting the needs of the knowledge economy has spawned a new ideology – variously associated with neo-liberalism, managerialism, capitalism, entrepreneurialism, marketisation – which is having a powerful, deleterious impact (Gibbs, 2001, Olssen and Peters, 2005, Hall, 2005). While such forces are often represented as global and ubiquitous, Deem (2001) contends that the impact of these changes on higher education systems and institutions is context contingent. I will explore, in Chapter Four, how some of these forces are being experienced in Ireland.

While polemic regarding the deleterious impact of the 'dominant paradigm' may serve as an important device to provoke debate, it often fails to recognise the existence of commitment to a wider agenda and the many ways in which higher education institutions and individuals therein engage civically. From their survey of academics in Scotland and England, Bond and Paterson (2005), for example, conclude that civic engagement amongst academics is widespread and wide ranging. Moreover, I submit that the polemical argument falls into the trap of setting up a false dichotomy. Economic and civic functions of education are not inherently antithetical – on the contrary, they can be mutually supportive. Moreover, the benefits that accrue are not easily disaggregated. I share Seddon's sentiment, that,

> ... while it is important not to over-extrapolate the discourse of the market and its singular logic. . . other stories are possible and these offer different views of education in relation to civic formation.
>
> (Seddon, 2004, p. 173)

It is with these other stories that this research is centrally concerned.

A civic role of higher education; a diverse discourse

As part of the ongoing debate on the role and purpose of higher education, in Ireland and internationally, the ideals of a liberal education have been reappraised and reasserted by many prominent writers such as Nussbaum (2002), Gutmann (1987) and Kelly (2002). Gutmann has paid particular attention to the role that higher education has to play, asserting that education does not stop serving democracy when it ceases to be compulsory. These themes are echoed internationally – in Ireland (Downes, 2006), Europe (Bergan, 2004) and the new world (Powell, 1965) – as the potential civic role which higher education has to play attracts growing attention in the scholarly literature, albeit of a philosophical or rhetorical rather than empirical nature.

Evidence of commitment to a civic mission for higher education can be found at a range of levels; institutional, sectoral, national and trans-national. A particular European vision of a civic role for higher education is exemplified in the conception of the university as '*res republica*' (Bergan, 2004) and projects such as Universities as Sites for Democratic Citizenship (Plantan, 2002). This focus is consistent with the common understanding of the multiple purposes of higher education which is emerging from the Bologna process, namely:

- preparation for the labour market
- *preparation for life as active citizens in a democratic society*
- personal development
- the development and maintenance of a broad, advanced knowledge base

(Ministry of Science Technology and Innovation, 2005 , p. 23, italics added)

At a national level, a civic role is often articulated in broad terms within legislative instruments. There is a degree of scepticism, generally, about their effectiveness as a means of realising a civic agenda (Kelly, 2002). A more considered and

deliberate statement of commitment to a civic mission can be found at sectoral level, for example, in the declarations of consortia of USA institutions as exemplified in The Wingspread Declaration (Boyte and Hollander, 1999) or the Presidents' Declaration (Ehrlich and Hollander, 1999). This interest in civic engagement in USA has been described as an 'emerging movement' focussed on the idea of higher education as a 'public good' (Kezar et al., 2005). The culturally-specific way in which the discourse of civic engagement is articulated in different contexts is perhaps exemplified in the rhetorical 'call to action' which features within much of the scholarly press on civic engagement emanating from the USA (Chambers, 2005, Kezar, 2005).

Through their founding charters, mission statements or strategic plans, many higher education institutions espouse a civic mission either implicitly or explicitly. This is usually expressed in terms of general statements avowing a commitment to their local regional and national communities, often citing contribution to the wider community and participation in debate on the issues of the day. A number of studies have investigated the existence, or otherwise, of an avowed civic mission within higher education institutions, including in Ireland (O' Byrne, 2004a, Gonzalez-Perez et al., 2007). The significance of avowed mission amongst Irish higher education institutions will be considered in Chapter Four.

Conceptions of 'civic engagement'

The idea of 'civic engagement' embraces a diversity of goals and activities. Drawing on the proposition of the Association of Commonwealth Universities (2002), Watson suggests that civic engagement implies "...strenuous, thoughtful, argumentative interaction with the non-university world in at least four spheres" (Watson, 2003, p.25). He identifies these spheres as setting universities aims and priorities, relating teaching and learning to the wider world, dialogue between researchers and practitioners and taking on wider responsibilities as neighbours and as citizens. This conception comprehends a range of activities which in the UK is currently referred to as 'third

stream[5]' (Hatakenaka, 2005). The elaboration of 'civic engagement' offered by Gonzales et al (2007), in contrast, is largely focussed on engagement as teaching, learning and research with a rationale closely associated with certain norms and values.

> The concept of 'civic engagement' in higher education encompasses a wide range of approaches to develop the civic skills, interests and participation of students, staff and institutional management. Examples included community-based learning (or 'service learning'), volunteering, community-focussed research, participative and collaborative research and educational initiatives etc. and most often reflect the norms of values and reciprocity and diversity tied to social inclusion.
>
> (Gonzalez-Perez et al., 2007, p. 187)

The link with citizenship, democracy, civic society and social capital

In an era of mass higher education, Englund (2002) contends that it is reasonable to ask what kind of expectations we may justifiably have of higher education institutions when it comes to citizenship and democracy. Zlotkowski (2007 p.38) states, when making the case for service learning, that "... one of the most important questions of our time involves the role higher education should play in helping to sustain and strengthen the workings of democracy". While concern for democracy features prominently in the USA, the concept of 'citizenship' is more commonly invoked in the rationale for civic engagement strategies within Europe (Ahier et al., 2003, Arthur and Bohlin, 2005, Murphy, 2007, Barnett, 2007). A vast literature stands as evidence to support Taylor's (2007) contention that, while citizenship may be more important than ever, it remains a highly contested term. He points to the work of a number of writers, such as Martha Nussbaum, Jurgen Habermas and Bertrand Russell, whose various ideas on citizenship are regularly invoked in the case made for education for democracy.

Two further theoretical constructs feature within the scholarly literature on civic engagement. Social capital, a term popularised by writers such as Pierre Bourdieu, James Coleman and Robert Putnam, is generally understood to refer to the networks, norms and trust which facilitate co-operation or collective action (Healy, 2001). Social capital confers capacity on individuals, workplaces, groups, organisations and

[5] Third stream is defined as activity that higher education institutions undertake, beyond teaching and academic research, in pursuit of relations with and services to industry and the wider community (Hatakenaka, 2005)

communities to achieve a sustainable future. It has been widely invoked in the literature on learning, education and community development (Falk and Harrison, 2000, Kilpatrick et al., 2003, Mc Clenaghan, 2000). Concern regarding a perceived decline in 'social capital' features prominently in political discourse both in the USA and in post-Celtic Tiger Ireland (An Taoiseach Bertie Ahern T.D., 2006). The particular role that universities can play in 'investing in' or 'developing' social capital has been highlighted in Scotland by Paterson (1998) and in Ireland by Quinn (2001). Healy, however, draws attention to the inherently problematic notion of shared 'norms' which is central to most definitions of social capital.

> Values are even more problematic again because these correspond to internalised beliefs about appropriate behaviour and views about the way behaviour and other things ought to be in a group, an organisation or a society. Some, perhaps most, writers on social capital and users of the term prefer to avoid the use of 'values' since this risks importing too much into the concept and definition of social capital. I am less convinced that it is possible to remove values from the core definition of social capital as shared resources comprising shared behaviour and shared disposition.
>
> (Healy, 2001, p.3)

Healy's remarks will have a bearing on a later discussion of the place of values in pedagogy for civic engagement and the role of the academic in that troublesome arena.

Closely associated with social capital is the concept of civil society. Edwards (2007) offers his perspective on civil society as a 'civic society enthusiast', in the hope that his ideas provide a framework within which service learning may be located. In his earlier work, Edwards (2004) identifies three theoretical positions in relation to civil society (viz. Associational Life, The Good Society and The Public Sphere) and while each is acknowledged as incomplete, they provide a valuable theoretical framework. Civil society as *Associational Life* is associated with the 'third sector' in a three sector society (comprising the state, the market and non-profit groups). This focus on collective action is closely associated with certain concepts of 'active citizenship' which have gained prominence with growing concerns about declining social capital. More normative models of civil society find expression in the *Good Society* conception – as the realm of service rather than self interest – with an emphasis on a desirable social order with high levels of trust, tolerance and cooperation and institutional arrangements across sectors of society (Edwards, 2004). Finally, civil society as *Public Sphere* is

concerned with the creation of a polity that cares about the common good and has a capacity to deliberate about it democratically as active rather than passive players. This conception implies a capacity for dialogic politics as a means to reach a legitimate normative consensus around a plurality of interest – highly relevant to the needs of contemporary Irish society.

Edwards (2004) submits that these conceptions of civil society are complementary rather than contradictory and that they can be combined into a mutually supporting framework. The benefit to be gained by aligning civic virtue with self-interest – highlighted by Adam Smith and David Hume – is not to be underestimated. Edwards (2007) later concedes that there is 'absolutely no consensus' on the nature of civil society. Nonetheless, these conceptions provide a lens with which to explore contemporary policy discourse (outlined in Chapter Four) and the rationale as articulated by participants in this study. I submit these different, if tentative, conceptions of civil society also have implications for issues of pedagogic practice. The Associational Life and Good Society conceptions imply a pedagogy of engagement which can be located closer to the volunteering end of Furco's (2003b) taxonomy of service learning models. The Public Sphere conception, by comparison, involves a model of education shaped by principles and practices of academic democracy advocated by Freire (1970), Apple and Beane (1995) and Rowland (2003), much of it closely associated with the principles of deliberative democracy espoused by Dryzek (2000).

Conceptions of community

The concept of 'community' is complex, contested and culturally contingent. The emerging preference for the terminology of 'community-based learning' in place of 'service learning' reflects how, in many quarters, 'community' often resonates more positively and tangibly in public discourse and scholarly debate. The significance of culturally specific conditions is underlined by Bawa's (2007) choice of the term 'community-based engagement' to denote these strategies in South Africa, as traditional universities with a colonial genesis seek legitimisation in post-apartheid society through visible community-based engagement.

The inherent ambiguities in the concept of community were identified by the Centre for Educational Research and Innovation (1993) in their reappraisal of the role of universities. They identify three broad approaches to the concept of the community, environment and region of the university. A 'structural' approach, they suggest, is based on identification of a client base while a 'geographical' approach is based on territorial delimitations. The third – a 'voluntarist' approach – centres mainly on the identification of target populations and/or specific territories selected for improvement, with the university as one of the key agents of that improvement (Centre for Educational Research and Innovation, 1993, p.48). Within the voluntarist approach, they include the contribution which institutions make (especially 'new universities') to regional awareness and development of hitherto disadvantaged regions, citing as an example what was at that time a 'new' university in Limerick, Ireland.

Since the International Year of Lifelong Learning in 1996, universities' responsibility towards community has attracted renewed attention. Elliott et al (1996) note that the relationship between communities and 'their universities' is elusive and that representations of community can be imagined in a number of different ways, encompassing quite different forms of social formation. In the specific context of university continuing education, for example, Benn and Fieldhouse (1996) contend that, for British universities, the particular concept of a social community derived largely from adult education departments who espoused commitment to educating those less privileged. Their argument is that as the notion of 'working class' became ideologically more problematic, the concept of 'social' community switched to other groups perceived of as educationally disadvantaged – women, older people and ethnic minorities. Slowey (2003) echoes Benn and Fieldhouse's (1996) contentious claim that a 'deficit model' of community tends to dominate university-community relationships. Bell and Tight (1993), contest these representations of the nature of university relationships, in the context of open and distance learning. They challenge the notion that the 'open' university is a recent invention and, citing examples from the 19th and 20th centuries, argue that in Britain there is a sufficiently long and varied tradition of similar developments to support a different representation of university community relationships. These contrasting and even conflicting perspectives on the nature of the relationship between university and its community may arise, in part, from how these

writers are speaking of different kinds of relationships. The relationship inherent in provision of open and distance education, for example, is arguably of a different nature to the kind involved in the kind of partnerships implicit in university-community partnerships.

For the purpose of exploring conceptions of community within the discourse of pedagogy for civic engagement, Annette's (2005b, p. 52-53) synthesis is relevant. He suggests that four main ways of conceptualising community can be discerned from key writers on this theme. Firstly there is a descriptive sense, with community conceived of as a place or neighbourhood. The second is to talk of 'communities' as a normative ideal which can be found in the communitarian critique. The third sense is to understand communities based on cultural identities, founded on communities of interest – a conception based on the politics of identity and recognition of difference. The fourth, he suggests, is to consider community as a political ideal, linked to partnership, involvement and citizenship, especially on the level of community. In most instances, these conceptions are combined to produce a hybrid conception of contemporary community. Conceptions of key concepts – such as community – held by key actors in this study have implications for how pedagogy for civic engagement is conceived of and implemented.

Alignment of conceptions of civic engagement

The manner in which an avowed commitment to civic engagement is interpreted by key partners to the process is an under-researched area. One empirical study provides some insights. Slowey (2003) enquires into alignment between policy statements and academics' perspectives in relation to 'third arm' or 'third stream' activities, specifically in relation to civic and community engagement. A majority of the respondents to the small scale study – who were actively engaged in university/community activities – were unfamiliar with the actual term. She surmises that the notion of third arm – a metaphor which elicited negative responses – has more currency in policy and managerial circles than among academics. Slowey (2003, p. 141) discerned four broad, overlapping interpretations of the third arm function of higher education in the UK, namely (i) 'knowledge/ technology transfer', (ii) 'civil and community', (iii) 'widening participation'

and (iv) what she terms the 'default' orientation. She suggests that these four interpretations carry different and potentially competing implications for both the academy and civic society in practice.

Within Slowey's 'default' category, the third arm is effectively defined as everything other than teaching and research. It also includes activities which Watson (2001) characterises as 'risky', in that they may involve new forms of partnerships where the institution may not necessarily have the lead role to which they are long accustomed. The widening participation approach is constructed as social in its emphasis but, she claims, focused primarily on individual participation. A particular conception of the 'civil and community' approach is illustrated by the examples cited by her respondents – adult education, access initiatives, participation with community groups and membership of committees. The relationship (potential or actual) between activities falling within different quadrants is under-developed in the paper.

The diminished status of the relatively 'withered' third arm in contrast to the more 'muscular compatriots' of teaching and research is noted. The flexibility of the concept of the 'third arm' and the existence of different interpretations leaves the concept open to colonisation by stronger elements, specifically the economic interest. The 'third arm', of course, is not unique in being open to several interpretations – what counts for teaching and research is constantly under review as greater emphasis is placed on the 'nexus' between them. Slowey's (2003) findings, nonetheless, have relevance for the concept of 'civic engagement'. Parallel issues may well be revealed in a closer examination of the practice of pedagogy for civic engagement.

Advancing civic engagement through goal alignment - internally and externally.

Amongst those advocating civic engagement, strategic policy alignment within the institution is frequently advocated as a means of achieving the goal of strengthening the 'third arm'. Votruba (2005), for example, argues that if a university seeks to increase its public engagement, then all of its functions must be aligned toward that goal. This theme is echoed amongst many of the advocates of the civic engagement 'movement' in the USA. Gilliland (2005) claims that while embedding the public good directly into the heart of the institution is an imposing task, this is necessary for a civic mission to be

sustained. In practice, this may well represent an idealised and unachievable scenario in the context of the competing goals discussed earlier.

A more fruitful route offered, however, is to align with some externally set goals which enjoy legitimacy, support and funding. Some evidence of strategic alignment between civic engagement and wider public policy objectives can be found in jurisdictions where civic engagement has been represented as a means of achieving other stated government policies of the day – economic, social or political. Within the UK, for example, 'lifelong learning' policy features explicitly in the rationale for many university/community partnerships, where widening participation provides the strategic imperative (Annette, 2006a). Examples can also be found of civic engagement projects designed specifically to address issues of social exclusion (Banks and MacDonald, 2003). Civic engagement has been closely aligned with knowledge transfer or more recently 'knowledge exchange' policy, securing funding on that basis from the Higher Education Funding Council (UK) for 'third stream' activities (Whittmore, 2006). The impact of the prevailing policy framework is perhaps most apparent in the reorientation of projects to align with new priorities in public policy e.g. from widening participation to diversity (Nursaw, 2006).

2.2 Pedagogy for civic engagement

Introduction

I have focused on the idea of engagement as a concept which is intrinsic to the idea – and the ideal – of higher education. The range of competing discourses and imperatives which characterises higher education, however, poses a challenging context within which to advance the goal of civic engagement. The diversity of conceptions of civic engagement reflects its tenuous status and its multi-faceted rationale. As the potential civic role of higher education gains growing attention, academic strategies have emerged which are designed – implicitly or explicitly – to foster greater civic engagement. I have adopted the term 'pedagogy for civic engagement' as a provisional

term to encompass practices referred to by terms such as service learning, community based learning and others. I characterise pedagogy for civic engagement (PfCE) as a teaching and learning strategy designed to actively engage students in the learning process in a reflective and critical way, through interaction and engagement with others, in a manner or in a location or on a theme which involves some consideration of wider civic/social issues, in the specific context of their area of study. PfCE features in the educational literature as one of many potential strategies to promote civic engagement while at the same time advancing the achievement of academic goals. I have positioned these practices within the context of growing interest in ways of engaging students in learning and in how higher education institutions engage with the external world.

As a label for a range of practices sharing common characteristics, 'pedagogy for civic engagement' rarely features in the extant literature. The term 'pedagogies of engagement' has been used by Smith et al (2005) to denote a range of classroom practices including co-operative learning, problem-based learning and service learning. They credit Edgerton (2001) with the term, acknowledging Chickering and Gamson (1987) as the original source of the concept. Barnett and Coate (2005) suggest that the realisation of curricula for engagement entails 'pedagogies for engagement'. I chose to use the term 'pedagogy' in its fundamental sense, however, as the science or theory of teaching and while it has many manifestations in practice, in deference to the rules of the English language, I use the term as a singular noun.

Service learning

While 'pedagogy for civic engagement' may not feature explicitly in the literature, 'service learning' and 'community based learning' have spawned a vast literature upon which I draw to elucidate and critically analyse key principles, processes and practices. The rationale for service learning can be traced to Dewey's contention that the most effective way to teach concepts is through active learning strategies involving real-world applications (Dewey, 1938). This pedagogy of experiential learning, which has been elaborated more fully by Kolb (1984), Boud et al (1993) and many others, is at the core of service learning. Boyer's (1990) redefinition of scholarship – to include discovery, integration of knowledge, teaching and service, with a reward system which recognises

achievement in each —is frequently invoked in the discourse of service learning. Boyer's (1996) conceptualisation of a scholarship of engagement provides a new framework within which to position pedagogy for civic engagement (Hollander, 2001).

'Service learning' is first and foremost an academic strategy (with potential for research), which as Furco and Holland (2004) outline, aims to develop students' civic responsibility and the skills of citizenship while enhancing community capacity through service. Three essential features have been identified viz. (i) a service is provided to the not-for profit/voluntary sector to meet a need identified by community; (ii) students' academic learning is strengthened as they apply theoretical concepts to the real world and (iii) students' commitment to civic participation and active democratic citizenship is advanced (Howard, 1993, Honnet and Poulson, 1989). The role of the academic is to design activities and learning experiences which afford students the opportunity to learn while engaged and to guide the learning that emerges through a process of reflection. Academic credit is gained on the basis of demonstrated application of discipline-specific theory to practice and for reflection on the experience.

Service learning differs significantly from conventional work placements and internships and it is often defined in contradistinction to volunteering, with which it is sometimes conflated. Within the literature, repeated efforts are made to distinguish between them, such as...

> Service learning is a specific pedagogical approach, it is not about voluntary contributions to the community for 'charitable purposes'; it is about benefiting from such an experience through reflection and academic critique and providing recognition through academic credit and ultimately helping also to build capacity within community organisations.
>
> (MacLabhrainn and McIlrath, 2007, p. xxiii)

In an effort to clarify the distinction between service learning, volunteering and conventional work placement, Furco (2003b) illustrates how the balance of emphasis varies along a continuum, as illustrated in Fig. 2.1. Within volunteering, the focus is on the provision of a service and on the needs of the 'beneficiary', whereas in a work placement the focus is on the learning and on the needs of the learner. Pedagogy for civic engagement attempts to strike a balance, with a focus shared, ideally, between the learner and the beneficiary and between service and learning. The existence of a

continuum rather than a clear boundary is most apparent when attempting to distinguish between volunteering, work placement and service learning in professional areas such as teacher education, highlighting the significance of clarity of purpose.

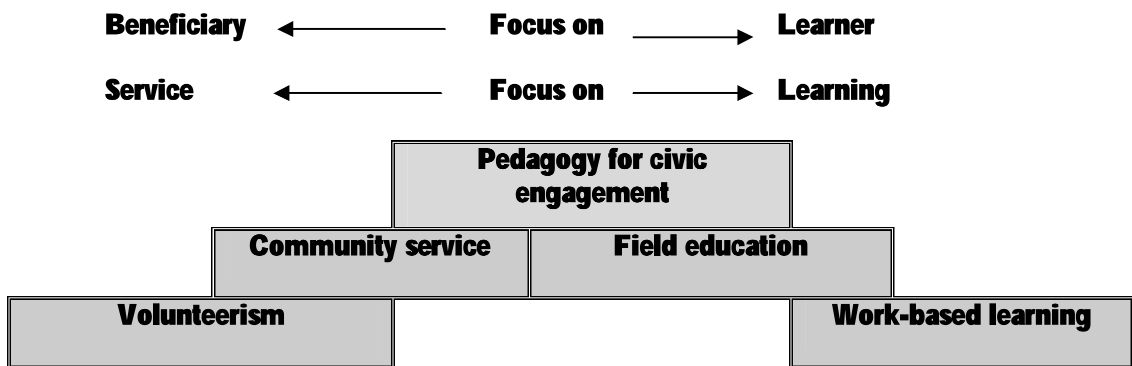

Fig. 2.1 A continuum of approaches to pedagogy for civic engagement (Adapted from Furco, 2003b, p. 12)

Terminology

While in one sense, terminology has ceased to be an issue in the USA, the movement there is still divided on the need for and function of the hyphen. Is it service learning or service-learning? Is it SERVICE-learning or service-LEARNING (Furco, 2003b). These debates are symptomatic of the diversity of practice that persists. While many proponents would concede that if they were starting again a different term might be agreed, the widespread recognition which the term enjoys outweighs its inadequacies. In Ireland the term 'service learning' has been in use in recent years within a small but growing number of higher education institutions. It features in the title of a newly established collaborative Service Learning Academy (McIlrath, 2006), in funding applications and as the title for dedicated projects within some institutions. In some Irish institutions, the term 'community based learning' is preferred – a term more commonly in use in the UK (Annette, 2005b) and in South Africa (Naude, 2006). It is generally recognised that, given the range of associations with 'service', the term 'service learning' does not travel well across the Atlantic. It poses particular difficulties when translated into many European languages. Some advocates, nonetheless, have strong allegiance to the term. For others, the terminology has proved a barrier to recognition

and has hampered efforts to establish its legitimacy within the institution, the community and the student body (Boland and Mc Ilrath, 2007).

Bell et al (2000) claim that an essential factor in the 'institutionalisation' of service learning is agreement on a campus-wide definition which reflects the particular context and optimises alignment with the institutional mission. The diversity of existing practices within institutions and across disciplines, however, suggests that there are inherent risks in developing an overly narrow definition. Most practitioners would agree that terminology, while problematic, is of secondary importance to the core values and principles. A more pragmatic approach – more inclusive and allowing for evolution – has been to attempt to agree some core values and characteristics, such as engagement, reciprocity, reflection and public dissemination (Sigmon, 1996, Heffernan and Cone, 2001, Furco and Holland, 2004). These, in practice, are likely to be fulfilled in unequal measure from site to site and as the practice develops over time. There is no sense of an emerging consensus on the most appropriate term, outside of the USA. It seems unlikely that it will be 'service learning' – hence my need for a provisional label.

The development of an idea and a movement

Since its inception in the USA, the practice of service learning has served as a model for various manifestations of pedagogy for civic engagement in Ireland, the UK Europe, Africa, Asia, Australia and New Zealand (Boland et al., 2004, Annette, 2005a, Park, 2006, Bawa, 2007). Inevitably, implementing the pedagogy has involved a process of localising the model, aligning principles and practices with those prevailing within a discipline, an institutional context, the dominant discourse of higher education and even the wider public policy context (Boland, 2006b, Boland and Mc Ilrath, 2007).

The term 'service learning' was first used to describe the work of university students on summer internships in the USA (Oak Ridge Associated Universities, 1967). It now features explicitly within the curriculum of over 1,000 colleges and universities throughout the USA. Its development has been supported by a range of organisations, the most prominent of which is Campus Compact (est. 1985), a coalition of college and university presidents who are committed to fulfilling the public purposes of higher education and to building civic engagement into campus and academic life (Campus

Compact, 2004). In a study of three decades of service learning, Pollack (1997) traces the 'movement' through a series of phases, which she associates closely with contemporaneous social and political developments. Lounsbury and Pollack (2001) later draw on the role of field logics[6] in their analysis of the development of the movement from a marginal, anti-institutional practice to its position as a legitimate component of mainstream curricula within higher education in the USA. Stanton et al (1999) provide illuminating retrospectives from early pioneers. The idea of a 'social movement' is also invoked by key actors in the field – one characterised by networks of informal interaction, a shared set of beliefs and a sense of belongingness, something to move against and something that occurs outside the institutional sphere and the routine procedures of social life (Diani, 1992). Collectively, these ideas provide a valuable framework with which to explore the significance of context.

Service learning emerged in the US, in the initial 'formative period' (1966-70) at a time of social, civil and political uncertainty when concerns for democracy and equality were at their height (Pollack, 1997). In this milieu, service learning programmes were conceived of as

> . . . anti-institutional efforts that enabled young people to make a difference though their volunteering efforts to fight poverty and to become active in community development. Given the power of the mainstream institution such as the university system, however, it was unlikely that this incarnation of service-learning could become a regular feature of educational life. In fact, many of the early proponents of service-learning had no aspirations of making such practices mainstream.
>
> (Lounsbury and Pollack, 2001, p. 333)

Three distinct sets of actors – guided by different sets of ideas and norms – were attempting to create linkages between service learning and higher education: agents of community service/development; advocates of experiential learning and those interested in the moral development of students (Pollack, 1997 p. 210). The period was characterised by a lack of field-level structures – normative, cognitive or regulative – and the practice of service learning was highly localised and out of the mainstream.

This initial period was followed by more highly structured field-level activity with distinctive sets of institutional actors, logics and governance structures. During this

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[6] A concept associated with organisational sociology

second period (1971-82), a cadre of professionalizing practitioners and a number of national organisations emerged to lead a process of codification of the principles and practice of service learning, supported by federal funding which focussed on cultivating student involvement in the anti-poverty effort. At this stage, a service learning paradigm emerged which, while positioned closely within higher education, was still also associated with community development. It was during this period that the term 'counternormative', later adopted by Howard (1998), might have most aptly applied to the pedagogy of service learning.

A number of social, political and educational developments contributed to the emergence of a new construction of service learning in the third period (1983 - present), including revised welfare policy in the Reagan era, the 'back to basics' movement in education and a growing interest in pedagogy within higher education. Lounsbury and Pollock (2001) suggest that, by this stage, service-learning had become a highly organised field led by actors who were interested in reforming higher education so that civic engagement could be valorised as a legitimate part of the educational experience. They use the term 'cultural entrepreneur' to denote the role these actors played in repackaging these practices to articulate with a newly emerging space. It was redefined as a pedagogy, to be deployed in the standard classroom environment as part of an academic course, rather than as an extra-curricular volunteering programme.

Lounsbury and Pollack's (2001) analysis of the 'repackaging' of service learning is predicated on an analysis of the higher education system in the USA as one moving from a traditional 'closed-system logic' system through to the emergence of an 'open-system logic' which enabled new kinds of experimental practices to emerge. They characterise these systems with reference to Barr and Tagg's (1995) account of their inherent assumptions with respect to knowledge, faculty practices and the construction of higher education (See Appendix C.1 for further details). Their typology shares many elements with other models which dichotomise 'old story' and 'new story' curriculum practices (Drake, 1998, Lawton, 1998). Lounsbury and Pollock (2001) maintain that the rhetorical construction of these two logics created a new space within which innovative learning practices – such as service learning – were envisaged as an alternative to extant pedagogical and philosophical approaches in higher education. At this time, established advocates of service learning, such as Zlotkowski (1995), were asserting that unless

practitioners could connect service to discipline specific academic learning, the survival of service learning was in doubt. In pursuit of this aim, a plethora of discipline specific handbooks and 'toolkits' were developed to foster the design of service learning models (Battistoni et al., 1997, Bringle et al., 1998, Rama et al., 1998, Weigert et al., 1999).

The story of the reconfiguration of service learning is relevant to this enquiry – in particular to the question of rationale. It is of note that, according to Lounsbury and Pollock, this cultural repackaging – which ensured its growing legitimacy and proliferation – has not been without cost. Cognitive skill acquisition has become the most prized contribution of service learning, resulting in the marginalisation of the civic outcomes (Eyler and Giles, 1999). The pioneers' stories paint a picture of both accomplishment and sacrifice, claim Stanton et al (1999), as new uncharted worlds in education and community development were explored, settled and established. They concede, however, that sometimes pioneers lost their compasses. Lounsbury and Pollack's (2001) analysis would suggest, however, that, rather than lose their compass, astute 'cultural entrepreneurs' achieved legitimacy and ensured the survival of the field by re-orientating with the direction of the prevailing star.

In addition to a series of temporally organised phases, it is possible to discern patterns in how service learning has developed differentially within the higher education sector in the USA. Some have focused on educational questions and others on issues of social justice and still others were most interested in preparing students for effective, democratic engagement (Stanton et al., 1999). Diversity of practice is also evident amongst different types of institutions, as ethos and mission play a significant role in how the pedagogy is conceptualised and practiced. Stanton et al (1999) suggest that in the USA, typically, the liberal arts colleges regard service learning as a vehicle for training students to engage in public life. Research universities typically view it as a method to apply knowledge to solve social problems while professional schools use it as a tool to professionalise students. Community colleges are more likely to value the opportunity to provide a service to those marginalised in society through lack of educational opportunities. These generalisations, if overly simplistic, point to the potential significance of institutional ethos and mission within a differentiated higher education system.

Claims regarding potential outcomes of service learning

Accounts of service learning within the literature highlight the benefits to students in terms of their academic performance, enhanced self esteem, career knowledge and sense of social/civic responsibility (Eyler and Giles, 1999, Kenny et al., 2001). While Kezar and Rhoads (2001) are critical of the over-emphasis of research on cognitive outcomes, they suggest that evidence exists to support the claim that service learning enhances students' capacity for writing and critical reflection. Arising from the experience of implementing service learning in a UK university, Iles (2007) concludes that, while the pedagogy poses many challenges, it provides student with an opportunity to bring together academic knowledge and work experience and also compassion and empathy. Potential benefits to community organisations are the least frequently evaluated outcomes. Beyond the short-term benefits of a needed service, it is claimed that potential longer term benefits arise from structured and sustained partnerships with the local university/college leading to greater appreciation of issues particular to a sector e.g. homelessness or environmental protection (Eyler, 2000, Hart and Wolff, 2006). Some research supports the claim that service learning helps develop an enduring civic identity and a greater likelihood of volunteering in later life (Hondagneu-Sotelo and Raskoff, 1994, Hunter and Brisbin, 2000). The empirical basis for these claims is generally weak.

Billig and Waterman (2003) are critical of the extant literature on service learning in the USA, contending that much of the research to date in this field has failed to problematise the philosophy, principles and practice of service learning and that the literature is generally polemical in its stance and often uncritical. They claim that research remains largely descriptive, with a preponderance of single-site evaluations whose methods (e.g. pen and pencil tests, pre- and post- attitudinal questionnaires) have resulted in a limited range of educational research outcomes. Waldstein (2003) notes that demands for research are driven by political agendas that are often diametrically opposed to one another. He suggests that both camps within the service learning debate —advocates who champion its civic purpose and sceptics who believe it has no place in the academy —have selected evidence to settle the score in their favour. Reliance on research into 'what works best', however, which often fails to problematise the concept

and its practice, poses a potential threat to its legitimacy within the academic community.

Philosophy, epistemology and ontology of pedagogy for civic engagement

A number of writers have drawn attention to inherent tensions which have sometimes compromised key principles of the pedagogy. Many of these tensions have their origins in matters philosophical, epistemological and ontological. Most of them have real-life consequences for how the pedagogy is understood, organised, located and implemented. Richman asserts that:

> A pedagogy must assume an epistemology. That is, a method of teaching, as a method of increasing knowledge, requires an account of what knowledge is and how it is acquired and tested.
>
> (Richman, 1996, p. 5)

Richman (1996) suggests that, if the central task of epistemology is to circumvent scepticism in order to ground claims to knowledge, then much work remains to be done to establish the legitimacy of service learning within higher education. Liu (1995) posits that the lack of a robust philosophical rationale for service learning partly accounts for its failure to challenge the 'dominant paradigm' — which he claims is characterised by dualism and foundationalism — and for its limited penetration into the mainstream of higher education. Liu (1995) claims that the consequence of foundationalism (a reliance on a chain of claims to build a bedrock of certainty), combined with dualism (which inter alia privileges thinking over acting) is a linear, static and hierarchical view of knowledge which privileges the mind over the external world as an object of knowledge. While philosophical defences for service learning have been offered — by Liu (1995), Kezar and Rhoads (2001) and Scheman (2006) — consideration of epistemological matters remains at the margins of educational discourse on the topic.

Experiential learning — of which pedagogy for civic engagement is but one example — is informed by the philosophy of Dewey (1938) and of Piaget (1969) and more recently by the constructivist learning theories of Kolb (1984) and Boud et al (1985, 1993). Kezar and Rhoads (2001) invoke Dewey's criticism of dualisms in philosophy — between knowing and doing, emotion and intellect, experience and

knowledge, work and play —as the basis for their analysis of one of the inherent tensions in service learning. This tension, they claim, explains why 'dualistic' institutions of higher education are having difficulty making the necessary organisational adjustments which enable implementation of an essentially experiential, counternormative pedagogy. Drawing on the work of Rorty (1979), Liu (1995) makes a case for pragmatism as an epistemological underpinning for service learning on the basis that for pragmatists, knowledge is understood to be concrete, purposeful, contextual and discovered through conversation. The prominence afforded by pragmatists to the contextuality of knowledge resonates with the situated, real-life learning which characterises the pedagogy. The value of pragmatism, however, as a philosophical underpinning is limited by its naiveté regarding the significance of power differentials within the learning process, especially as they arise within the dynamic of a tripartite service learning relationship between academics, students and community (Boland, 2004). As an alternative basis for a philosophical underpinning, Usher and Edwards (1994) claim that experiential learning sits more comfortably within postmodernism. Within the paradigm of experiential learning, greater equality is afforded to knowledge gained from everyday experience and the academic is re-cast, not as source/producer of knowledge, but as a facilitator and commentator who "... represents and decodes the minutiae of cultural objects and traditions without judging or hierarchizing them" (Featherstone, 1991, p. 140). Pedagogy for civic engagement has the potential to fulfil many of the features of participatory knowledge generation and holistic and transdisciplinary learning, which Kasl and Elias (1997) offer as characteristic of a post-modern pedagogy.

The changing context of higher education presents a set of opportunities and challenges for implementing a potentially counternormative pedagogy. Many writers on higher education, when addressing issues arising from the putative hegemony of modernist epistemology, tend to focus on system-level factors. Barnett (1990), for example, lays the blame at the door of 'the academy' claiming that epistemologically it remains wedded to theories of knowledge inherited from western post-enlightenment philosophy. Kasl and Elias (1997) suggest that although universities actively lead a dialogue about modernism and postmodernism, as institutions, their actions still seem embedded in the values of modernism. According to such critiques, powerful, structural

forces are the main sources of resistance to alternative ways of knowing. Watson (2003), however, highlights the significance of the personal epistemology of key actors, claiming that

> At the heart of the intrinsic pressures is a set of epistemological challenges, based on the ways teachers and researchers view the world.
>
> (Watson, 2003, p.28)

While there can be no doubt about the power of systems level discourse, the significance of personal epistemology and ontology is underlined by the narrative accounts of practitioners in the arena of pedagogy for civic engagement. Recounting the unfolding of their 'autoethnographic experience, while coming to critical engagement', Fear et al (2006) characterise engagement as process, text and stance, drawing particular attention to the significance of their own.

> We came to understand engagement as opportunities to share our knowledge and learn with those who struggle for social justice; and to collaborate with them respectfully and responsibly for the purpose of improving life.
>
> (Fear et al., 2006, p. xiii).

Their observations point to the larger question of fundamental importance to the practice of pedagogy for civic engagement – its ontological purpose – raising challenging questions which go to the heart of the purpose of higher education. As a concept and as a pedagogy one might expect service learning to draw significantly from critical theory. Freire's (1970) concept of dialogical education and his belief that the educational process is contingent on a commitment to mutual co-inquiry seems particularly relevant. While service to the community and experiential learning are identified as key features, proponents of the pedagogy rarely espouse an emancipatory or transformative purpose. More often than not, community is envisaged primarily as the beneficiary of service and as a resource for real-life learning, while students gain, inter alia, academic credit within the academy. It is on the nature of this relationship with 'community' that I now focus attention.

Pedagogy for civic engagement; doing for or with community

Coldstream (2003) suggests that civic engagement involves not merely links to the outside world but a genuine response to the needs of a myriad of constituencies.

Pedagogy for civic engagement is designed to promote students' interaction with a range of constituencies, including the community and the not-for-profit sector, which is becoming increasingly difficult to delineate. Indeed, the manner in which these sectors and the market are represented as antithetical is but one of many examples of unwarranted dualism, noted earlier. A key principle of the pedagogy is its focus on real issues which are of relevance to the community, combined with negotiation with a community partner as a valued actor in a learning triad of student, university and community. In an ideal form, illustrated in Fig. 2.2 below, the learning triad is underpinned by the principles of partnership and reciprocity (Boland and Mc Ilrath, 2005).

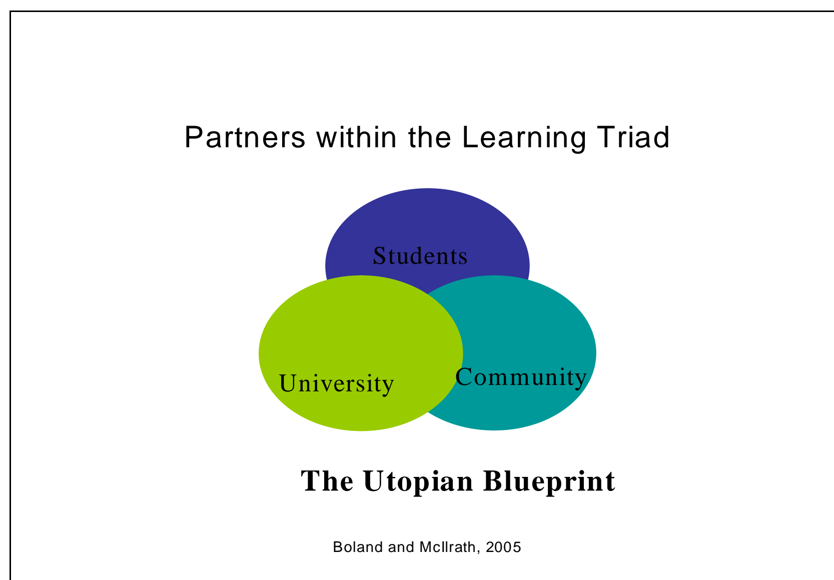

Fig. 2.2 The utopian blueprint for a learning triad within PfCE

Boland and Mc Ilrath (2005) report that for those attempting to implement PfCE, establishing and maintaining partnerships represents one of the most demanding and problematic aspects, not merely in terms of the time and effort involved but particularly when diverse expectations, issues of sustainability and the impact of withdrawal are taken into account. These experiences and tensions are echoed in some of the literature on service learning and are closely connected with competing conceptions of community, discussed earlier in Chapter Two (2.1). Ward and Wolf-Wendel (2006) provide a critical account of the representation of 'community' within the service-learning literature in the USA, claiming that it perpetuates a construction of

higher education as 'experts' and communities as 'beneficiaries of their remedies'. They highlight the preponderance of 'doing for' – which they characterise as a hierarchical relationship where service is an add-on – over 'doing with', where service is integral and characterised by mutuality and reciprocity. Arising from their admittedly limited review of the scholarly writing on service learning, Ward and Wolf-Wendel (2006) point to a lack of critical attention to how differences in intentions and motivation lead to different perspectives on community partners. Within the extant body of research there exists an almost exclusive focus on student motivation over the motivation of academics. Morton (1995) for example, offers three different sets of motivations for students to get involved; (i) charity (identifying and addressing deficits) (ii) project (with an emphasis on needs and problem solving) and (iii) social change/empowerment (with a focus on capacity building and agency). A charity perspective perpetuates a view of community as needy whereas a critical and social change perspective views community as an equal partner. In a study of faculty motivation, Hammond (1994) found that a majority get involved for academic rather than for community-based reasons.

Critical scrutiny of the nature of the relationship between partners has led to the development of yet another dichotomised model (Jacoby, 2003). 'Transactional' models of pedagogy of engagement are characterised by an exchange process with the community as recipient of a service, while students gain academic credit for experiential learning. Such exchanges leave conditions unchanged at best, or possibly even worse in the wake of withdrawal of a needed service to the community. 'Transformative models', on the other hand, seek to question and change the circumstances, conditions, values or beliefs which are at the root of community's or society's need. Jacob characterised the features of these two models in terms of a particular set of criteria, as illustrated in Appendix C.2.

In yet another conceptual model, Welch (2006) adds a further level which he terms 'transcendental' learning. His elaboration of each level reveals the centrality of student learning, with a focus on 'helping and serving', as follows:

Transactional learning:	dissemination, accumulation, regurgitation of information
Transformative learning:	change in students' understanding (empathy)

Transcendental learning: going beyond the students' own learning needs to helping and serving other by applying new knowledge

Clearly, significant differences remain in the focus of the transformation – whether on the student, the community or both. Welch's conceptual framework, for example, still conceives of academe as the source of new knowledge. While these competing conceptual models proliferate in the scholarly literature, some academic practices (Avila, 2006) have developed which attempt to challenge existing models of civic engagement and transform academic and civic culture, thereby reflecting principles of emancipatory education as espoused by Habermas (1971) and Freire (1970). Arising from the experience of implementing service learning in special-focus colleges and universities[7], Ward and Wold-Wendel (2006) advocate a number of steps in the journey from 'doing for' to 'doing with' community. These include connection through commonalities (rather than the conventional focus on difference), blurring the boundaries between campus and community (for example with co-teaching by faculty and community personnel), use of reciprocal assessment (involving all partners), affording due attention to the position of history and power (or powerlessness) and creating genuine partnerships where the campus community is clearly seen as an extension of the larger community, not as a separate entity.

The process of embedding or institutionalising PfCE

The institutionalisation of service learning is a multifaceted construct defined by the work and goals of several stakeholders (Bringle and Hatcher, 2000). It occurs at the level of the curriculum, the academic unit and the institution. The process of embedding PfCE commences at the level of the curriculum. Weigert (1998) contends that to be a successful pedagogic tool, the service activity needs to be carefully interwoven into the learning process and set out in the course objectives. Consequently it requires, from all involved, commitment to the achievement of broader social/civic goals which are often difficult to measure by traditional assessment and evaluation processes.

[7] Catering for students of ethnic minorities

While within the literature, the terms 'embedding' and 'institutionalising' are often used interchangeably, 'embedding' seems most apt as a term to denote a process at the level of the curriculum and 'institutionalising' most apt at the level of the academic unit or institution. Furco (2006) identifies a number of characteristics – routine, widespread, legitimised, expected, supported, permanent and resilient – as indicative of an institutionalised practice – see Appendix C.3. When considering the challenge of measuring institutional commitment to civic engagement on a wider level, Hollander asserts that,

> Institutionalising and sustainability are not just about finding new funding to keep the work going; they are hallmarks of institutional willingness to apply intellectual resources to public issues and partnerships, and a commitment to stick with the work over the long haul.
>
> (Hollander, 2001, p. 28)

Furco has paid particular attention to the process of institutionalising service learning as one element of the civic engagement mission (Furco, 2003a, Furco and Holland, 2004, Furco, 2006, Furco, 2007). He provides a self-assessment rubric for institutions interested in measuring their progress through three stages of (i) critical mass building (ii) quality building (iii) sustained institutionalisation. He identifies five dimensions (i.e. mission, faculty support, student support, community partnership and institutional support) with statements for a number of components in each (See Appendix C.4). The purpose of the rubric is to assist institutions attempting to realise their civic goals to measure progress and plan action. Bringle and Hatcher (2000) explore the relationship between levels of institutionalisation and some key variables across different institution types. Acknowledging the limitations of the research study in terms of scope and representativeness, they identify steps which increase the likelihood of institutionalising service learning. These include (i) deliberate institutional planning (ii) supportive infrastructure such as a centralised office for faculty development, resourced from central funds rather than a grant (iii) placing the centralised office under the chief academic officer to ensure a strong collaborative working relationship with other academic units.

Lack of recognition within academic reward systems for 'civic-minded faculty work' is regularly identified as a significant obstacle to the institutionalising of service

learning. Hammond (1994) reports that, in the case of service learning, important obstacles are reported by academic staff —lack of time, lack of rewards, lack of recognition. In response to the intractability of this issue in the USA, Ward (2005) in Kezar et al (2005) provides explicit and concrete ways in which promotion and tenure processes could be re-crafted to remedy this lacuna. The question of reward highlights one of the unresolved questions i.e. whether PfCE deserves to be considered as teaching, research or service. This is closely related to how academics' contribution to the 'third strand' is recognised in promotional award systems. Within the USA, Holland identifies diversity of institutional mission as a further obstacle to academic practices that foster the public good, claiming that so long as the research institution is seen as the ideal model,

> . . . there is little opportunity to generate academic legitimacy and prestige for other types of institutions that find engagement much more compatible and profitable with their particular and very different missions and strengths.
>
> (Holland, 2005, p.242-43)

While differentiation within higher education in Ireland is less pronounced, these observations are relevant as the research agenda moves centre stage for all institutions.

2.3 Curriculum design, innovation and change

Introduction

The processes of curriculum design, redesign, innovation and change are central to the process of operationalising and embedding pedagogy for civic engagement. Moreover, conceptions of curriculum held by key actors are relevant to each of these processes. In marked contrast to the contestation which characterises the curriculum debate within compulsory education, the idea of curriculum remains an elusive concept in the higher education literature, discourse and policy debate. Squires (1987) and Barnett and Coate (2005) point to its virtual absence in contemporary literature and policy discourse relating to UK higher education. Within the extensive literature on

teaching and learning in higher education, attention to the actual process of curriculum design is rare, with the exception of authors such as Toohey (1999) and Moon (2002). The choice of terms such as 'course', 'outcomes', 'module' and 'programme' provides further evidence of a general disinclination to use the term 'curriculum'. In Ireland, curriculum rarely features within the policy discourse on higher education and a virtue is made of the 'curriculum-neutral' nature of the National Framework of Qualifications. It seems that, within the context of higher education, the term 'curriculum' does not resonate well with policy-makers or with those who have responsibility for its design. Nonetheless, conceptions of curriculum – tacit or explicit – represent an important starting point for an enquiry which aims to explore, not just why, but how academics embed a civic dimension within the higher education curriculum.

Curriculum

A range of conceptions of curriculum can be found in the literature on teaching and learning in higher education. I offer examples which typify key differences in emphasis. In one of the most cited texts on course design, curriculum is conceived of as something over which teachers in higher education – in contrast to their counterparts in other sectors – have 'control' (Toohey, 1999). In one of the most influential publications of the past decade, Biggs (1999) invokes a relatively traditional conception of curriculum as but one of a number of elements of a context which we set up – the others being teaching methods, assessment and the classroom and institutional climate. He goes on to explain that "... the curriculum is stated in the form of clear objectives which state the level of understanding required rather than simply a list of topics to be covered" (Biggs, 1999, p. 26). The idea of syllabus (albeit written in terms of objectives) is clearly implied in this conception of curriculum. Warren (2003), by comparison, offers a more holistic definition of curriculum as the nexus of teaching, learning, knowledge and context – a conception of curriculum which has quite different implications for how a curriculum might be developed .

Barnett and Coate (2005) offer a promising model of an 'engaged curriculum' as one which encompasses a balance of the three dimensions of 'knowing', 'acting' and 'being'. In many respects, these three dimensions resonate with the knowledge,

psychomotor and affective domains within the taxonomy proposed by Bloom and Krathwohl (Morshead et al., 1965, Krathwohl, 2002), although, curiously, there is no explicit reference to these in Barnett and Coate's work. One of the key features of an engaged curriculum, they suggest, is the emphasis on interconnectivity between the three elements. The curriculum is represented diagrammatically as three intersecting circles of varying size, to reflect the relative significance of each domain with a degree of overlap which suggests a level of interconnectivity.

Arising from their empirical research into existing curricular arrangements, Barnett and Coate (2005) present a series of Venn diagrams to depict how curricula are framed in different institutional and disciplinary contexts. 'Knowing', they suggest, is the dominant domain within arts and humanities curricula, 'acting' is a substantial component in curricula for professional subjects while the 'being' domain is relatively marginalised for science and technologies. Their diagrams also depict the degree of integration (or lack thereof) between the three domains in different discipline areas. As generalisations emanating from an empirical process, these models belie the complexity and diversity of contemporary disciplinary approaches to matters of curricula. Notwithstanding this reservation, it is possible to use their framework to speculate on the form of a balanced, integrated and engaged curriculum for pedagogy for civic engagement – illustrated in Fig. 2.3.

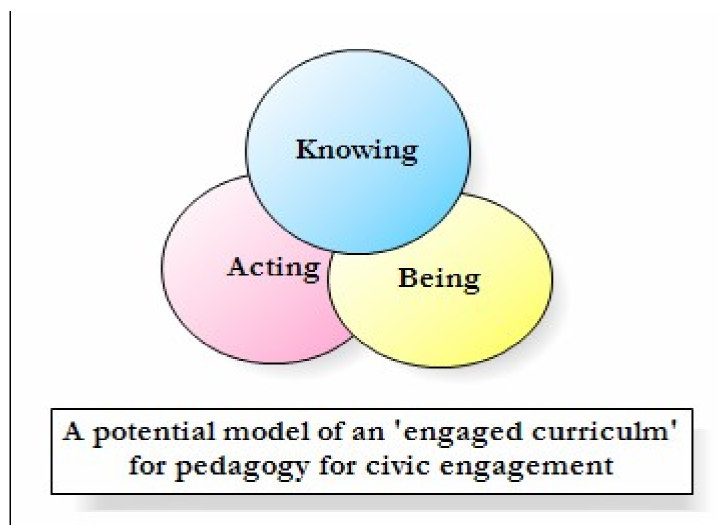

Fig 2.3 Potential model of an engaged curriculum for PfCE, adapted from Barnett and Coate (2005)

The appropriateness and viability of this model, however, is dependent on the meaning afforded to each of the domains. The dimension of 'knowing' is perhaps the most obvious and least problematic. A central premise to Barnett and Coate's (2005) argument is that knowledge competencies – however widely drawn – offer an insufficient framing of the curriculum. The configuration of the 'action' and 'being' dimensions is of greatest potential interest in the context of this enquiry. Action, say Barnett and Coate (2005, p.94) "... is about doing". The action domain requires students to undertake activities that are based within their subject areas, encompassing the acquisition of discipline specific practical skills, generic transferable skills, skills of employability and even 'graduateness', each of which, they claim, represents a response to a particular discourse in higher education.

Being

Barnett and Coate (2005) associate the dimension of 'being' with becoming. This domain represents a central part of their attempt to widen the conception of curriculum to embrace a sense of the student's self and self-understanding. As a term, 'being' does not enjoy common usage in higher education and they concede that its meaning is far from clear. They confess to resorting unashamedly to the language of self, being and becoming and invoke terms such as 'capability', 'self-realisation', 'self-confidence' and 'self reliance'. They concede that the language does not fit well with a 'performative discourse' of higher education, invoking a particular interpretation of performativity which is closer to that of Ball (1998) than that of Bourdieu (1992) or Butler (1997).[8] The domain does not lend itself to unambiguous statement of course objectives and they acknowledge that it is far from clear how one would go about designing a curriculum that would do justice to the idea. Nonetheless, they develop the idea of 'being' as an 'ontological turn awaiting higher education', claiming that;

> A world of uncertainty poses challenges not just of knowing and of right action but also, more fundamentally, on us as beings in the world. How do I understand myself? How do I orient myself? How do I stand in a world of

---

[8] Barnett and Coate's utilisation of the conception of 'performative' draws on Ball's interpretation in terms of the putative impact of neo-liberalism on educational policy and practice (Ball, 1997) rather than Bourdieu's subtle form of 'performativity' as elaborated in his habitas-field theory.

> incessant change and uncertainty? These are questions that impose themselves in a world of professional life (into which most graduates move).
>
> (Barnett and Coate, 2005, p. 108)

They claim that the concept of 'being' offers a significant dimension along which contemporary curriculum change in higher education can be understood. Arising from their empirical study, they claim to find evidence of its embryonic presence within contemporary curricula and that

> . . . the forms of being now being released and encouraged are much more those of being-in-the-world rather than being-in knowledge. Increasingly it is the students' capacity to fend for themselves in the wider world that is coming into view, their capacities to sustain themselves, to engage with the wider world, to be resilient and to prosper – not just economically – in it.
>
> (Barnett and Coate, 2005, p. 119)

Within Barnett and Coate's model of an engaged curriculum, 'being' is constructed largely as an internalised process, focused on the development of the student as a person and all of the capacities they need to fend for themselves. This conception of 'being' contrasts with descriptions of the third domain offered by earlier curriculum theorists e.g. taxonomies of the 'affective' domain as elucidated by Krathwohl et al (1964) and developed by Kaplan (1978). See Appendix D.1 for details.

Of the examples given by Barnet and Coate (2005)of potential pedagogic strategies to foster the 'being' dimension, most (with the exception of work-based learning) are positioned within traditional university learning spaces. Moreover, the manner in which the conception of 'being' is conceived could reinforce and legitimise an approach to pedagogy for civic engagement which has been the focus of some critique – a focus on the 'self' to the exclusion of the 'other'. This idea of an engaged curriculum seems less promising as a model for pedagogic practices which already struggle to maintain a balance between the interests of students and those of community. The provisional nature of the conception of the 'being' dimension is evident in how, in other publications, the three domains are labelled 'knowledge', 'action' and 'self' (Barnett et al., 2001) and as 'knowing', 'doing' and 'communicating' (Barnett, 2003). Clearly there is scope for further refinement of this third dimension of the engaged curriculum.

Barnett and Coate (2005) lament the tendency for 'technical' matters to dominate curriculum process in higher education. In presenting a theoretically and empirically informed argument, they do not claim to address the practicalities involved in developing an engaged curriculum. While attention is paid to the role of prevailing discourse within higher education, less attention is paid to the place of values within the curriculum itself and within the curriculum development process.

The affective domain: values in the curriculum

Beard et al (2007) claim the affective domain is under-researched and under-theorised in higher education. They reject higher education's tendency to envisage a model of the student and a theorisation of pedagogy that downgrade the affective dimensions of learning, arguing for a clearer theorisation of the role of emotion in educational encounters. Lamenting what he refers to as 'the atrophy of the affect' in higher education, Cowan (2005) takes the

> . . . affective domain to refer to those learning activities, objectives and outcomes which centre upon feelings, emotions, desires or, as an amplification of the last of these, values.
>
> (Cowan, 2005, p. 160 italics added)

He reports that the affective domain features in the index of few books on teaching and learning in higher education. Cowan suggests that, while Newman (1894) might have believed that a holistic education, with attention to values, would happen if the university organised an appropriate collegial experience, more proactive steps are now necessary. Apart from some lone voices debating the need to communicate values in higher education, Cowan argues that little has happened to advance the development, assessment and evaluation of affective outcomes. He suggests that if we wish students to have a commitment to values in the curriculum, then formal efforts are called for, such as those adopted in Alverno College[9]. Cowan does not, however, address the nature and source of these 'values'; rather he invokes the principles enunciated in the Education for Capability Manifesto (Royal Society of Arts, 1980), and Kaplan's (1978)

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[9] Alverno College, Wisconsin, USA, is a four-year, liberal arts, independent, Catholic college. The curriculum requires students to make connections between the ideas they are studying and their own lives as individuals, citizens, and professionals. Much of the learning draws from and takes place beyond the classroom in contexts where students put their studies to use.

taxonomy of the affective domain to provide some direction – see Appendix D.1. Kaplan's (1978) taxonomy provides a hierarchy of affective skills including how we internalise values and relate to those of others. The concept of 'capability' has been described as an all round human quality observable in purposive and sensible action (Stephenson, 1998). It is the integration of knowledge skills, personal qualities and understanding used appropriately and effectively, both in familiar and specialist contexts and in response to new and changing circumstances.

The emphasis on values, relationships, the other and the external world which is inherent in both the concept of 'capability' and in the taxonomy of the affective domain contrasts with the concept of self which is implied in Barnett and Coate's (2005) concept of 'becoming'. What is less clear, however, is the extent to which academics in contemporary higher education share Cowan's concern for the 'affect' and are prepared to take proactive steps to create the kind of learning experience and relationships within which it may foster. In section 2.4 below I will revisit this issue in terms of the implications for conceptions of the academic role.

Values and beliefs

Conceptions of curriculum, which are shaped by values, beliefs and ideologies, are central to the process of curriculum design. The role of values and beliefs in the curriculum process is one of the most neglected aspects of curriculum enquiry. Empirical research into the epistemological beliefs of students, for example, far exceeds that devoted to those of academics. Within the literature it is possible to identify a continuum of conceptions of curriculum which reflect certain epistemological orientations and ideological positions regarding education and its role in society. Elliot Eisner, writing of compulsory education, highlights the role of values and beliefs (Eisner and Vallance, 1974, Eisner, 1992). In the context of higher education, Toohey (1999) draws on that work and attends to the significance of beliefs, values and ideologies in course design, claiming that tacit beliefs about education are not purely an individual matter. They surface in the language used to describe educational goals and in the choices made about what is to be taught and assessed, and how. Toohey (1999) identifies a range of values and beliefs which are transmitted through the day-to-day

operations in higher education. These include an emphasis on mastery of a discipline, a focus on abstract over practical knowledge, an emphasis on individual over collective achievement and inherently hierarchical relationships. She identifies a range of philosophical approaches to curriculum which can be found in higher education:

- Traditional or discipline specific
- Performance or systems-based
- Cognitive
- Personal/ relevance/ experiential
- Socially critical

(Toohey, 1999, pp 48-66)

It is possible to position each of her approaches within a typology of philosophical approaches to curriculum offered by prominent curriculum theorists. They can be located on a continuum from the philosophy of academic rationalism, through utilitarian, competence-based models to developmental, transformative curriculum with an emphasis on self-actualisation (Eisner, 1992, Kelly, 1999, Ross, 2000, Barnett et al., 2001, Bartlett et al., 2001) – see Appendix D.2. Each approach is rooted in fundamental issues of epistemology, many of which may be characteristic of certain academic disciplines. Each approach carries implicit assumptions about how learning occurs, with implications for how the learning process is organised, how the goals of learning are expressed, how content is organised, the purpose of assessment and the respective roles of teachers and students. Like all such typologies, it is limited by lack of sensitivity to nuanced differences between different approaches. Nonetheless it provides a framework for exploring the underpinning philosophy informing the approach to planning the curriculum for pedagogy for civic engagement within the case studies for this research.

Evidence exists to suggest that how academics think about teaching and learning will affect the teaching strategies they are prepared to use (Prosser et al., 1997, Trigwell et al., 2001) and also that academics' orientations to teaching and learning are powerful determinants of their assessment practice (Samuelowicz and Bain, 2002). A number of empirical studies have attempted to discern and classify 'orientation' to academic practice (Wellington and Austin, 1996, Samuelowicz and Bain, 2002, Norton et al.,

2005). There is also a growing body of research concerned with how differences in orientations and academic practices are associated with particular disciplinary cultures (Becher and Trowler, 2001, Oliver and Plewes, 2002). It seems reasonable to anticipate a degree of dissonance where an academic introduces a new curriculum (e.g. for pedagogy for civic engagement) which is based on principles that differ markedly from established norms within his/her discipline. Within such a curriculum, the conventional relationship between teacher and student is redefined, the site of learning is outwith the university and new forms of assessment are required. While the significance of disciplinary culture is not an explicit focus of this enquiry, the existence, nature and resolution of sources of dissonance are nonetheless of potential interest for this and for future possible research.

Despite the efforts of Toohey and other researchers to draw attention to the implicit values which inform curriculum, these aspects are rarely interrogated or even recognised as an element in the decision making process. Harmen (2001) writing for fellow medical educators, for example, presents what may appeal to many academics as a comprehensive conception of curriculum.

> The curriculum is a sophisticated blend of educational strategies, course content, learning outcomes, educational experiences, assessment, the educational environment and the individual students' learning styles, personal timetable and programme of work.
>
> (Harmen, 2001, p.123)

It seems that as conceptions of curriculum become more 'student-centred', less attention is paid to academics, their beliefs and values. The significance of these factors, however, is brought into sharp focus wherever academics attempt to introduce a curriculum innovation – such as pedagogy for civic engagement – into a context where issues of epistemology and philosophy are rarely problematised. Issues arise, in the first instance, in the process of curriculum development.

The curriculum development process

A range of models can be found within the literature which describe, often in a normative manner, the curriculum planning process. These models attempt to represent key decisions to be made in advance of, during and on completion of the process and

the relationship between them. Print (1993) identifies a continuum of models (i) linear rational objectives models typified by the work of Tyler (1949) (ii) cyclical models, such as Wheeler's (1967)which retain some currency to this day and (iii) dynamic models, such as that offered by Walker (1971). To this continuum I would add Biggs's (1999) constructive alignment model and the conceptual imagery presented by Jackson and Shaw (2002). I propose to focus briefly on aspects of these models which may prove valuable when exploring how academics approach the task of devising a curriculum for pedagogy for civic engagement. These models of curriculum planning are illustrated graphically in Appendix D.3.

The work of the curriculum theorist Ralph Tyler (1949) has been seminal. Despite criticisms of the rational nature of what was essentially a normative model, its influence can still be discerned in the discourse of curriculum planning in all sectors of education. The most significant criticism of the linear model, however, is the absence of attention to the source of educational objectives. Subsequent expositions of cyclical models attempted to address this, depicting the process as a logical sequence which commences with an analysis of needs, or what Nicholls and Nicholls (1978) refer to as a 'situational analysis'. It has since been established, however, that the stimulus for curriculum development can originate at any stage in the sequence and may be prompted by external factors, organisational issues or pressures for change. The most pertinent limitation of the cyclical model as a basis for developing a curriculum for pedagogy for civic engagement, however, is that while attention is afforded to 'needs', scant recognition is given to the role of values and beliefs in the curriculum process. Despite their limitations, linear and cyclical models persist as an idealised representation of how, including in higher education, the curriculum planning process ought to be addressed (Jackson and Shaw, 2002).

The model of curriculum design most frequently invoked in contemporary higher education is that developed by Biggs (1999) in his oft-cited *Teaching for quality learning at university*. According to the principle of 'constructive alignment' the curriculum should be designed to ensure that teaching/learning activities and assessment tasks are selected so as to ensure optimum alignment with, and the achievement of, the desired curriculum objectives.

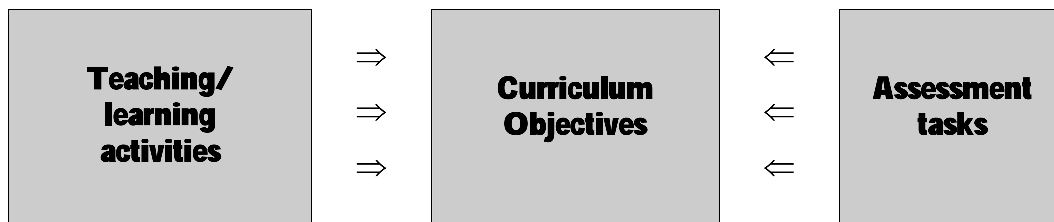

Fig. 2.4 Aligning curriculum objectives, teaching and learning activities and assessment tasks, adapted from Biggs (1999, p. 27)

As a normative model it prescribes how effective learning can be achieved through a process of clarifying curriculum objectives and then selecting teaching and assessment strategies to match the type and level of learning outcomes. Biggs acknowledges the criticisms levied at behavioural objectives in the 'bad old days' when they trivialised education. He claims, however, that in light of the development of his SOLO[10] taxonomy (Biggs and Collins, 1982), these deficiencies can be overcome.

> With alignment, on the contrary, objectives are defined not just in terms of content, but in terms of the level of understanding applied to that content. The focus is not just on what students know, which is when teaching to the test becomes highly suspect, but on how well they know it.
>
> (Biggs, 1999p, p. 42)

Biggs' model of constructive alignment features prominently in guidelines to academic staff on course design throughout higher education, including in Ireland (e.g. Centre for Teaching and Learning, 2005, Kennedy, 2007). In her study of the practice of educational developers in Irish higher education, O'Neill (forthcoming, 2008) reports that most educational developers actively promote Biggs' concept of constructive alignment. The term 'alignment' has attained a currency in the discourse of teaching and learning which even surpasses its standing in policy discourse.

A number of points are worth noting about this model. Firstly, mastery of content and cognitive outcomes features prominently throughout the exposition of the model. While some examples of performance assessment are given, there is little to suggest how alignment might be attained with outcomes in the affective or the 'being' domain.

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[10] Structure of the Observed Learning Outcomes (SOLO) is described by Biggs as a systematic way of describing how a learner's performance grows in complexity when mastering many academic tasks. It is used to define curriculum objectives which describe where students should be operating and for evaluating the level at which they are actually operating (Biggs, 1999, p. 37)

Critical incidents and reflective journals merit a brief mention as a useful means of assessing content knowledge, reflection, professional judgement and application, adding the proviso, however, that "... assessment can be delicate... .journals should not be 'marked' but taken as evidence of quality in thinking" (Biggs, 1999, p. 183). While reflection and assessment thereof has received more comprehensive and critical attention in the work of writers such as Moon (1999), Brockbank and Mc Gill (2007) and Procee (2006) these processes remain relatively marginalised and are more likely to be found within certain disciplines than in others. Secondly, within Biggs' model, little attention is given to the source of learning objectives; considerably more attention is afforded to the choice of active verb in the construction of objectives. Thirdly, when considering factors that influence teachers, most emphasis is placed on their personal theories of learning. Some reference is made to the relevance of conceptions of teaching, citing the work of Prosser and Trigwell (1998) and Samuelowicz and Bain (2002). Little consideration is given, however, to the significance of teachers' beliefs about the purpose of education. While these limitations are by no means unique to this work, their significance is amplified by the prominence afforded to the principle of 'constructive alignment' in course design within higher education.

The role of beliefs and values in the curriculum design process

While Eisner may have drawn attention to the significance of beliefs and values in education, Walker (1971) was the first to indicate how they can form the 'platform' for a process of curriculum planning, in a conscious and explicit manner. Based on his empirical analysis of national curriculum projects and his personal participation in curriculum development work, he concludes that a deliberative, naturalistic process of curriculum planning does not commence with a 'blank slate', but with a set of conceptions and beliefs, as illustrated in Fig. 2.5.

While illustrated as a sequence of steps, Walker explains that the various processes are more likely to be random and chaotic, and even heated, as participants defend their own positions in pursuit of consensus. One of the significant ways in which Walker's descriptive model differs from a values-neutral, 'means-end' model of curriculum is that he postulates a beginning (the platform) and a process (deliberating)

as the means by which the end (the design) is reached. While the model describes curriculum development carried out as a collective and collaborative act, the principles may apply equally to a reflexive curriculum planning process by individual academics, including those planning to embed pedagogy for civic engagement.

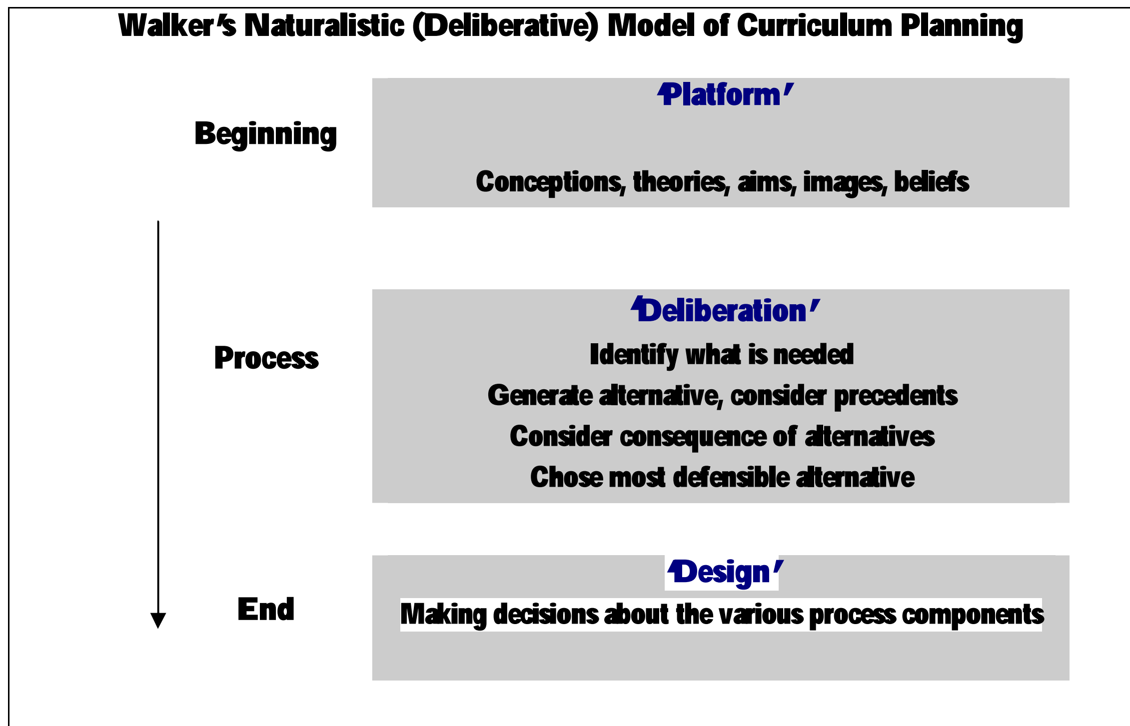

Fig. 2.5 The naturalistic/deliberative process of curriculum planning, adapted from (Walker, 1971, Print, 1993)

While academic practice in terms of curriculum development in higher education is exceptionally under-researched, some attempts have been made to capture the nature of the process in real life. As a response to the perceived limitations of models of curriculum planning offered by the then Learning and Teaching Support Network (LTSN), Jackson and Straw (2002) developed a model which derives from their experience facilitating the curriculum development process. They offer it as an alternative to the classic linear rational model which, they suggest, fails to adequately reflect the pragmatic, iterative and collegiate approaches of the curriculum design process. Their model shares with Walker's a focus on the centrality of conceptions, philosophy and rationale. Their representation of the process to reflect the

interconnectivity and interactivity between different domains is illustrated in Appendix D.3. The real world of curriculum making for most academics, note Jackson and Shaw (2002), is dominated by an implicit theory of learning in which academics engage with the knowledge base of their subject and learning processes are designed to share and help students apply this knowledge. The primary concern and interest of most academics is the subject content of what they teach within that part of the course for which they are responsible.

> The complexity of the resultant process, together with the strong value and belief systems (and prejudices!) that individuals bring to curriculum making, means that non-rational and intuitive thinking must also be an important part of the decision making process.
>
> (Jackson and Shaw, 2002, p.4)

The implicit assumption of many models is that curriculum development commences with a clean slate. In practice, curriculum revision is often a more practical option or perhaps, given the nature of validation and accreditation processes, the only one. A rare insight into the process of curriculum revision is afforded by O'Neill's (forthcoming, 2008) research which, while focussed on the role of educational developers as they facilitated the process, also provides some insight into the practices of academics. Using a qualitative research design and in-depth interviewing, six educational developers were interviewed on their practice of supporting curriculum revision. Most reported that curriculum revision was rarely a solitary activity, that a team approach was vital and that the head of department was a key player in successful change. Educational developers drew on an eclectic range of theories, resources and strategies to support the process, leading O'Neill to conclude that the process cannot be rigidly planned and that successful implementation of a programme requires perpetual tuning.

Curriculum innovation and change

Within contemporary Irish higher education the introduction of pedagogy for civic engagement involves processes of curriculum development, change and innovation. Much of the literature characterises curriculum innovation as a response to some problem or pressures (Trowler, 1998, Barnett et al., 2001, Trowler et al., 2003,

Shaw, 2005) Hannon and Silver, for example, characterise innovation in the context of higher education as

> . . . a planned or deliberate process of introducing change, direct towards (but not necessarily achieving) improvement or solving problems or alleviating some perceived problem.
>
> (Hannon and Silver, 2000, p. 10)

Arising from their empirical case study research carried out across higher education institution in the UK, Hannon and Silver (2000) suggest a typology of curriculum innovations within higher education:

(i) Individual or group innovations
(ii) Disciplinary initiatives
(iii) Those responding to developments in educational technology
(iv) Curriculum prompted innovations
(v) Institutional initiatives
(vi) Systemic initiatives
(vii) Systemic by-products

While Hannon and Silver concede the roughness of the typology, it provides a useful framework for considering the nature of the curriculum innovation which is the focus of this enquiry. The decision to adopt pedagogy for civic engagement is most likely to fall into the first of Silver's categories, as an individual initiative or a decision taken by a small group of academics. This warrants confirmation. Pedagogy for civic engagement may also be promoted and supported as an institutional initiative as part of its strategic commitment to civic engagement. Even so, adoption may remain a matter of choice for academic staff. Of recent 'systematic' initiatives which may prompt innovation, the impact of the new Irish National Framework of Qualification as a regulatory, enabling or incentivising mechanism will be explored in Chapter Four. While, collectively, the Bologna Process, modularisation and semesterisation have wide-reaching implications for curriculum innovation and change, these seem unlikely to prompt or incentivise pedagogy for civic engagement. They may, however, impact on the feasibility of such innovation. The adoption of 'learning outcomes' in curriculum

design seems an unlikely impetus for a curriculum innovation where articulation of measurable learning outcomes poses particular challenges.

In recounting the experience of individual innovators, Hannon and Silver (2000) note the attractiveness of 'real-word projects' in the decision to innovate and the significance of the desire to improve student learning. Those involved in taking the initiative were clear that what they were doing was new and even radical; they were often unaware of similar developments ongoing elsewhere. One of the findings from the study was that financial incentives played a limited role – its availability was more of a facilitating rather than a motivating factor. However, having chose to innovate,

> ... it was important for the innovator to obtain support, to have the space and facilities to introduce new methods, to receive encouragement and even reward, particularly if the innovation is to go beyond the narrow confines of the initiator, or if involvement in the innovation is to become more general.
>
> (Hannon and Silver, 2000, p. 32)

In their categorisations of sources of influences on the curriculum, Hirst and Peters (1970) focus on influences as well as pressures for change, identifying two enduring sources: epistemological and ideological. Using Hirst and Peter's categorisation, Shaw (2005) identifies a range of current issues (cultural/epistemological, political/economic, vocational and humanist/social) and a set of agencies and drivers that provide an overall context for curriculum change – see details in Appendix D.4. Their exclusive attention to the interests of students amongst the 'humanist/social issues' is of particular note, in light of the critique on the construction of the 'being' domain, discussed earlier. In her study of the process of curriculum revision – one type of innovation – O'Neill (forthcoming, 2008) identifies the foremost drivers for change as (i) teaching and assessment overload (ii) disconnected curricula (iii) quality reviews (iv) need to cater for large class sizes. The relevance of these drivers to those engaging in the development of pedagogy for civic engagement will be of interest.

Enabling and inhibiting factors

Hannon and Silver (2000) identify enabling and constraining conditions in respect of curriculum innovation, many of which are echoed in the specific measures

advocated in the process of 'institutionalising' service learning, alluded to earlier in 2.2. They suggest that innovation in teaching and learning is most likely to take place when innovators feel secure, when they receive encouragement and support from senior figures, where there is an institutional policy on parity of esteem for teaching and research, where the outcomes of innovation are dissemination and when resources are made available. Innovation is obstructed whenever these conditions are not in place or where excessive bureaucracy or quality assurance procedures inhibit risk-taking and initiative. The significance of academic leaders and key agents within the academic unit in sponsoring, enabling, facilitating and mainstreaming change is widely endorsed (Toohey, 1999, Trowler and Knight, 2001, Hannon and Silver, 2002, Trowler et al., 2003). Trowler et al (2003) identify departments and programme teams as the key organisational units when it comes to change. Support, close at hand, is required to combat the many forces of inertia. Toohey (1999) contends that gaining high-level support and ownership for the project – from senior university management figures and external professional bodies – is an important strategy. The existence of a collaborative culture and a commitment to critical self-evaluation has also been identified as a key factor.

Sustaining change is a major challenge in any process of curriculum innovation. Toohey (1999) identifies the force of inertia as a significant risk and suggests that such forces within higher education institutions are many and complex. They include pressure to concentrate on research at the expense of teaching; lack of recognition for the investment made in course development, in terms of promotion; the influence of conservative external professional bodies and the resilience of traditional assessment practices (Toohey, 1999). While the process of change needs to be resourced at both design and implementation stage, there is evidence to suggest that time and money are not always the most critical factors. Supporting staff as they learn how to do things differently, claims Toohey, is often of greater significance.

Trowler et al (2003) cite the maxim of the eminent curriculum theorist Laurence Stenhouse, that all curriculum change is teacher change. Consequently, in the process of curriculum change – however initiated – much attention needs to be devoted to facilitating and supporting new practices so that curriculum change can be sustained. The shift in role that may be implicit in curriculum change may prove challenging for

some academics —especially those who have developed a personal approach to teaching and assessment over a professional lifetime.

Toohey (1999) cites Fullan (1994) to support her claim that the most powerful and long lasting changes are likely to occur when small pilot projects first demonstrate that effective change is possible. She suggests that similar strategies are appropriate in the implementation and dissemination of curriculum change in higher education. Fullan suggests that —in the context of school reform in the USA —neither top-down nor bottom-up strategies for educational reform work and that a blend is necessary. Jackson (2006) draws on the advice of Michael Fullan when identifying strategies for accomplishing complex change in higher education. These include starting with the notion of moral purpose and desirable direction, creating communities of interaction and consolidating gains and building on them (Fullan, M., 2003 cited in Jackson, 2006, p.1-2)

2.4 The academic role

Introduction

> One could be forgiven for thinking that universities were created for two purposes: research and teaching. Debate for many years has centred around the proper balance between these two functions and their relationship to each other. ... the service role of universities and the corresponding obligations of academic staff as citizens of overlapping communities is more rarely discussed or even, indeed, written about.
>
> (Macfarlane, 2007, p. 1)

Macfarlane's observation is confirmed by the dearth of attention afforded to the 'service role' in the literature. In a handbook for academics by Blaxter et al (1998), for example, career development over a lifetime is framed on the basis of teaching, researching, writing, managing and networking with fellow researchers and teachers. Henkel (1997, p.184) concludes that for the majority of her respondents in a study of academic identities, "... the combination of research and teaching was what mattered

most for their sense of identity". The very nature of the academic role and the boundaries between different elements of that role have become less certain, especially as integration is valorised and the 'nexus' between research and teaching gains greater attention (Jenkins et al., 2003). Meanwhile, the third element – like the third 'arm' of the university role – is open to an array of interpretations and, by comparison with teaching and research, remains less esteemed. While it is incontrovertible that pedagogy for civic engagement is part of the teaching role and that opportunities for integration with research and scholarship exist, the relationship between this pedagogy and the service role of the academic has been less clear.

The service role in academic life

In recent years, within the literature, two main aspects of the 'service' element of the academic role can be distinguished (i) contributions within the institution and (ii) contributions to the wider community. The former includes an array of responsibilities and duties, some of which are elective (e.g. serving on committees) while others are integral and an increasingly demanding part of part of an academics routine workload (e.g. administration). Externally oriented activities are generally construed as 'ways to serve', (e.g. pro-bono consulting, public seminars) often implying an expert/novice relationship with the 'lay' community (Karlsson, 2007). From their survey of academics in Scotland and England, Bond and Paterson (2005) provide evidence that academics exhibit a strong commitment to external engagement, both in principle and in practice, through public service activities such as speaking to non-academic audiences, appearances in the media and pro-bono consultancy work to NGOs and government departments.

Arising from his empirical research amongst academic staff from universities in the UK, North America, Australia, Canada and southern Europe, Macfarlane (2005) proposes five different interpretations of service: (i) administration, (ii) customer relations, (iii) collegial virtue, (iv) civic duty and (iv) what he terms 'service as integrated learning'. In terms of recognition, reward, promotion, tenure or pay, some types of service are more esteemed than others. He later proposes a 'service pyramid' depicting

the relative status of different types of service, with service to students at the base as the 'least esteemed' and public service at the top (Macfarlane, 2007).

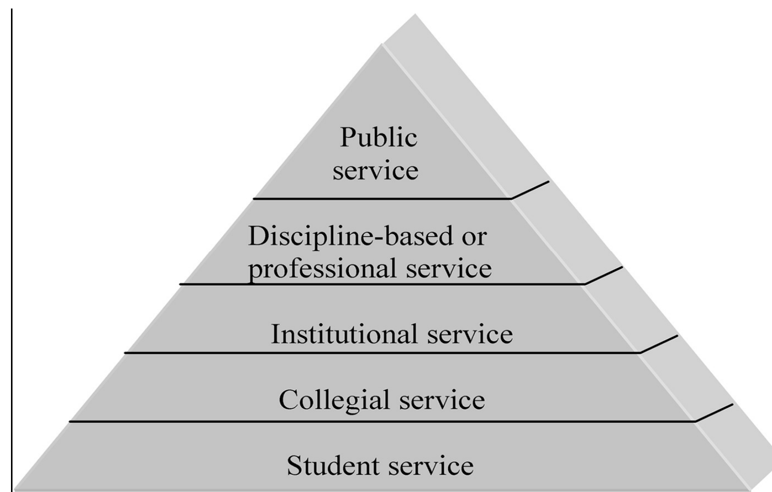

Fig. 2.6 The service pyramid (Macfarlane, 2007, p. 71)

Within the 'service as integrated learning' category, Macfarlane includes the tradition of integrating service into the curriculum, citing service learning as an example of an initiative concerned with "... connecting academic study with work and community-based projects and activities" (2007, p. 67). He reports his respondents' strong sense that service learning work improves the quality of student learning. Academics also reported benefits from their own professional perspective.

> Although time consuming to establish, such programmes provided a number of gains. The use of applied examples in class, the writing of case studies or the building of relationships leading to research opportunities or scholarly interest were among the benefits derived.
>
> (Macfarlane, 2007, p. 67)

What is notable is the absence of any sense that his respondents considered that their involvement in 'service as integrated learning' was related to other aspects of the service role, such as public service. Academics' apparent failure to connect their involvement in pedagogy for civic engagement with their public service role is at the heart of one of the fundamental tensions alluded to earlier. Realising a reciprocal tri-partite relationship (between students, community and university) proves challenging if academics regard

the pedagogy solely as part of their 'teaching' role, without any concomitant civic/public service commitment on their part. Lounsbury and Pollack (2001) and others have noted the need for staff to spend time in the community, building relationships that enable their students to have a meaningful learning experience.

Issues of recognition for service activities are well documented in the civic engagement literature. In a bid to 'recover' academic citizenship and to indicate activities which could be evidenced for the purpose of gaining recognition, tenure and promotion, Macfarlane lists a range of citizenship activities: engaging, authoring, leading, mentoring, organising, representing, reviewing, sharing and tutoring. It is notable that 'engaging' is characterised as

> Inter-professional and public audiences through work in the popular media; public lectures and contributions in debates; working on public and national committees, holding public office relevant to dissemination of expertise.
>
> (Macfarlane, 2007, p. 171)

'Service through integrated learning' does not feature as an example of 'engaging' on the part of the academic. Service-learning is listed as an example of 'organising (initiating)' reflecting the predominant perception of the role academics play in that context. It is unclear where 'service as integrated learning' might fit in the service pyramid. This raises the question of whether pedagogy for civic engagement is 'merely' teaching, or organising, or if there is a 'service' or 'citizenship' dimension to this work on the part of the academic.

Re-conceptualising the 'service' role as a scholarly pursuit

Efforts have been made recently to reconfigure the service role and to explore the nexus between service and other aspects of academic life. A number of writers have argued for a broader conception of academic scholarship which encompasses a different conception of 'service'. The case which Boyer (1990) makes for a new paradigm for scholarly activity is commonly invoked. He expanded the concept of scholarship to include the scientific discovery of new knowledge, the scholarship of integration, the scholarship of application and the scholarship of teaching. Boyer (1996) later identified a scholarship of engagement which connects any of the other dimensions to the

understanding and solving of pressing social, civic, and ethical problem. Boyer's paradigm provides a rationale for academics' involvement in pedagogy for civic engagement as a form of scholarship. Hollander (2001) advocates an integrated approach claiming that, done well, civic engagement is about good teaching and research, rather than standing alone as a separate scholarly task. She associates civic engagement with a conception of service that connects the intellectual resources of the institution to public issues such as community, social, cultural, human and economic development.

Greenback (2006) also draws upon the work of Boyer (1990) to argue for greater recognition of the role of service and the integration of teaching, research and service as interconnected scholarly activities. Citing his own experience conducting research on small firms and as a business mentor, he affirms the contribution such activities make to his teaching and how teaching has informed his research and service activities. In his response to Greenback, Karlsson (2007) critiques this conception of service, claiming it does not promote the integration of scholarly activities and that it maintains a patriarchal 'expert' position for the university. Favouring the term 'collaboration' over 'service', Karlsson (2007) suggests that a more nuanced definition is required which includes the creation of new knowledge through 'interactivity' with practitioners where theory and practice interact and are not in a traditional hierarchical relationship but are, instead, complementary and mutually enriching. This conception of collaboration resonates strongly with the case made for a transformative rather than transactional model of pedagogy for civic engagement which is based on 'doing with' rather than 'doing for' community. As an alternative to the notion of academic 'service' – which suffers the same negative connotations as 'service' learning – Macfarlane (2007) offers an analysis of the idea of 'academic citizenship'. His emphasis on the duties, responsibilities or virtues of academic staff and university community echoes Kennedy's (1997) notion of academic duty and the concomitant obligations of publicly-funded institutions to the external community. These arguments for 'citizenship' on the part of the academic resonate with the case made for civic engagement on the part of the institution.

The place of values and character formation in higher education

A civic role for higher education presupposes a curriculum that actively fosters critical thinking, collaboration, argumentation and tolerance of different views. Molander (2002) argues that the prime task of higher education is to cultivate 'academic democracy' which, he claims, combines the ethos of critical argument with practice. He argues that political democracy (the practice of democratic decision making) presupposes the practice of academic democracy (the practice of democratic knowledge-making methods). This in turn requires the cultivation of argumentative practice within an argumentative community. Academics have a central role in the cultivation of academic democracy, in how they design the curriculum and create democratic learning experiences for their students. The personal philosophy or orientation of an academic is a powerful indicator of their predisposition and capacity to do so. As noted earlier, it is claimed that fundamental decisions about curriculum design, teaching and learning are approached quite differently according to academics' orientation (Toohey, 1999).

There is some empirical research to suggest that academics, to varying degrees, subscribe to the notion that higher education has a civic role and that promotion of critical thinking skills is an important part of its mission (Paterson and Bond, 2005). In a survey of academics' attitudes and approaches to teaching and learning in one Irish university, respondents were asked to rank, in order of importance, four key aspects of higher education viz. economic development; research; education and serving civic society (Centre for Excellence in Teaching and Learning, forthcoming). Preliminary results suggest that 'education' was afforded top priority, closely followed by 'research' and that 'serving civil society' was ranked significantly ahead of 'contributing to economic development'. Self-reporting of a commitment to a civic mission, however, does not necessarily translate into active civic-oriented engagement.

While there has been renewed interest in the scholarly press in the values upon which higher education is based (Barnett, 1990, Kelly, 2002, Scott, 2005), a glaring gap in the empirical literature concerns the role of values in the practice of teaching and learning. Macfarlane (2004) suggests that a belief amongst lecturers that values are tangential or irrelevant to the discipline accounts for their neglect in higher education. Teachers are often deterred by the risk of seeming to be 'preaching' to students,

believing that values development is best left to individuals, families or religious groups. Recent interest in education for citizenship has raised issues in respect of the role of values in the classroom, and a re-conceptualisation of the ideals of a liberal education (Schneider, 2005). Some conceptions of pedagogy for civic engagement are closely aligned with the aims of 'civic education' and 'character formation'. While such aims might have been implicit in an 'elite' system of higher education, their place within contemporary higher education more broadly – other than in professional preparation – seems less certain. Glenn (2005 p.33) asks "... can a 'real university' do anything to promote desirable character traits in its students, or would that be contrary to the openness that should characterise university life?" With the current emphasis on establishing measurable learning outcomes the question arises: if specific ethical outcomes cannot be guaranteed by an educational programme, then should they have a place in the curriculum? These questions are related to the earlier discussion on the alleged 'atrophy of the affect' as lamented by Cowan (2005).

Annette (2005a p. 337) makes explicit links between service learning, character education and citizenship education, making the case that service learning "... provides experiential learning opportunities for students in higher education to develop civic virtue through civic engagement". There are lessons to be learned from the experience of citizenship education in the school curriculum, he suggests. Davies et al (2005) take issue with Arthur's (2003) claim of an 'intimate connection' between character education and citizenship education, suggesting that academics and policy makers discuss these concepts and practices too loosely. While there are connections, there are also disjunctions between 'character education' and 'citizenship education', the nature of which have implications for the process of devising and implementing a pedagogy which associates itself with either or both.

> Citizenship education will always concern itself with the exploration of the search for and abuses of moral thinking and conduct principally as it emerges from, and related to, social and political frameworks. Character education is concerned principally with morals ... character and citizenship education draw from very different sources of inspiration
>
> (Davies et al., 2005, p. 347-8)

These observations highlight the need for clarity of rationale and goals in any elaboration of pedagogy for civic engagement within higher education. The notion of

shared norms, identified by Healy (2001) as inherently problematic in respect of social capital, is equally problematic in a sector of education where debate on the place of values is rare and consensus eludes.

Finally, there is the vexed question of 'neutrality' and the potential politicisation of the curriculum in higher education. Simon (1994) raises relevant issues when exploring the concept of neutrality and the academic ethic. In response to the arguments of Giroux (1990) and Aiken (1994), he asserts that the curriculum is unavoidably normative and that it is inherently political – a position supported by many curriculum theorists (Walker, 1990, Kelly, 1999, Toohey, 1999). He differentiates, however, between a curriculum which is normatively loaded and one that is demonstrably narrow, partisan, biased or in some other way cognitively defective. He affirms the claim that students should be taught to value and participate in the examined life, through the utilisation of the tools of critical inquiry and reasoned discourse. Acknowledging that individual teachers in higher education often express, illustrate, promote or stand for certain values, he then asks rhetorically – shouldn't institutions do the same?

Chapter Three
Methodology

3.0 Introduction

In this chapter I outline the rationale for a naturalistic enquiry within the interpretative paradigm and demonstrate its appropriateness for this study. I explain the choice of a holistic multi-site case study strategy and justify the use of interviews, documents and observation as sources of data. I address some of the methodological and ethical considerations as I account for the research design and the actual conduct of the enquiry. My primary aims are to demonstrate the appropriateness of my choice of strategy as a means of addressing the research questions and to give an account of the conduct of the enquiry and the analysis of data.

3.1 Research paradigm

There is a wealth of literature concerned with the classification of research paradigms. Whether intended to delineate boundaries between paradigms or to provide guidance to fledgling researchers, I suggest these efforts to simplify complex frameworks of beliefs are misplaced. An individual's position with respect to ontology, epistemology and methodology is not so readily aligned along predictable lines. My personal ontology has been revealed to me in the course of this enquiry – it is inextricably linked with my purpose in conducting this research and the epistemological underpinning has been discovered, rather than decided in advance. While my actions are shaped largely by a constructivist orientation, my motivation reveals some of the features of the critical theory paradigm. In my approach to data analysis I believe I demonstrate some of the post-positivistic attributes of a critical realist. My somewhat eclectic philosophy lends credibility to May's (2001, p.37) assertion that "... paradigms

are not closed systems of thought hermetically sealed off from one another". Moreover, he submits that this openness gives one a distinct advantage as a researcher.

My belief in multiple realities accounts for my choice of a holistic in-depth case study methodology, with attention to the perspectives of a range of agents and actors. Lincoln and Guba (1985) use the term 'naturalistic inquiry' to describe a form of research which is conducted within the phenomenological paradigm and shares many of the characteristics of constructivism. Naturalistic inquiry is carried out in the natural setting of the entity, because social realities cannot be separated from the world in which they are co-constructed and because research observations are time- and context-dependent. Prolonged engagement is advocated wherever the researcher's arrival disturbs the context to be studied. The way in which, in some instances, my arrival drew attention to practices which had remained until then, virtually unnoticed, was but one example of such disturbance.

Guba and Lincoln (2005) identify a number of practical issues upon which paradigms differ, one of which – enquirer posture – is directly implicated with ontological purpose. They outline the characteristics of the 'disinterested scientist', 'transformative intellectual' and the 'passionate participant', further highlighting the limitations of paradigmatic typologies. I endeavoured to strike a balance between the posture of a passionate participant, engaging with participants as fellow enthusiastic professionals with a stake in the subject, while also adopting the dispassionate stance of one seeking to inform policy and practice in this field. While my stance is consistent with a constructivist orientation I also harbour a transformative purpose as I interrogate, with my participants, the transformative potential of pedagogy for civic engagement.

Stance inevitably raises the enduring duality of 'objectivity' and 'subjectivity' as traditionally represented in the discourse of research. Maykut & Morehouse (1994, pp19-20) however, propose 'perspectival' as an alternative, to imply inclusion of differing perspectives, including the researcher's perspective. I acknowledge that values – mine and those of the contributors to the research – mediate and shape engagement in the research process. I have endeavoured to be honest in my engagement with all contributors and I believe that none would have considered me to be 'neutral' on the

issue of the civic role of higher education. Indeed, my engagement with participants became a catalyst for reflection and cross-fertilisation of ideas – and has even led to some changes in practice. Inevitably, I have become a minor actor in the process of embedding pedagogy for civic engagement.

3.2 Research strategy

Case study

Case study research is advocated as an appropriate strategy for research when the phenomenon under study is in a real-life context and the boundaries between the phenomenon and the context are ill-defined and permeable (Yin, 2003). This condition pertains to academic practices situated within individual institutions operating within the contemporary context of Irish higher education policy. Typically, case studies are carried out on a unitary phenomenon such as a person (e.g. Antonsen, 1988), an organisation, a programme (e.g. Gross et al., 2004) or a decision making process (e.g. Allison and Zelikow, 1999). MacDonald and Walker (1997) maintain that case study research is the examination of an instance – or a number of instances – in action. Case studies are carried out mainly in their natural context and are designed in such a way that sufficient data is collected, from a range of sources, so as to explore significant features of the case/s and to create plausible interpretations of what is found.

An 'educational' case study – such as this – has been described as one where the researcher is concerned neither with social theory nor with evaluative judgement, but rather with the understanding of educational action. The researcher is concerned to

> . . . enrich the thinking and discourse of educators either by the development of educational theory or by the refinement of prudence through the systematic and reflective documentation of evidence.
>
> (Stenhouse, 1985 quoted in Bassey, 1999, p. 29)

In terms of Yin's (2003) four-fold typology of case studies, this study has an exploratory, rather than a descriptive, explanatory or predictive purpose. A descriptive

account would have been insufficient as a means of addressing the research question posed. An evaluative approach would be both inappropriate and untenable, given the nascent stage of these developments. Given the individuality of each case, I do not aspire to making predictive claims. The study aims, however, to inform future decisions of practitioners, policy makers or theoreticians who are working toward the realisation of an enhanced civic dimension in higher education.

Certain types of case study research involve a near-ethnographic approach to the study of a phenomenon and its context. Field work for this enquiry has been conducted over a three year period, including repeated visits to each site, availing myself of opportunities to observe naturally occurring events, such as student exhibitions. It fulfils some of the characteristics of ethnomethodology, which Stake (2005) suggests involves the study of methods, involving close attention to how people get things done. This study also fulfils many of the features of 'self-ethnography' (Alverson, 2003, p.174) since I am describing a cultural setting to which I have natural access as an active participant, more or less on equal terms. I have availed myself of access to experiences, knowledge and to empirical material which might have been unavailable to an outsider.

Multi-site case study

While Simons (1980) describes case study research as the science of the singular, the incidence of multi-site case studies has grown in recent years, largely in response to a demand for greater generalisability and a desire to escape what Firestone and Herriot (1984) term 'radical particularisation'. Schofield (1993) also advocates multi-site case study as a strategy for increasing generalisability. Examples can be found in educational and policy research on both sides of the Atlantic (e.g. Munn et al., 1992, Gross et al., 2004). Such approaches – where based on large scale, structured studies using standardised data – are often far removed from the 'rich description' advocated by Stake (1995), Geertz (1973) and others seeking to move 'beyond the numbers game' (Hamilton et al., 1977).

The primary reason for a multi-site strategy for this study was to explore the significance of context, from the perspective of the participants, and not for the purpose of generalising, in a predictive manner, to other projects or institutions of that

type. There was a further pragmatic reason. By opting for a multi-site strategy I avoided placing the spotlight on a single project or institution, given the significant risk of deductive disclosure in a small system. One of the risks associated with multi-site case study is the potential loss of the case-by-case configuration in the cross-site analysis. I have endeavoured to maintain the individual case configuration by providing profiles for each case (See Appendix A) in addition to the findings from cross-site analysis. I have also tried to avoid the tendency – identified by Walker (1983) – to embalm practices which are always changing, by highlighting the developmental process in each case. Moreover, by tracing this developmental process in four sites, certain patterns could be observed.

In light of the scope of this enquiry (with a focus on policy, process and practice) the breadth offered by a multi-site case study (over four sites) during a limited time scale can be regarded as both a strength and a weakness. The other methodological issue to be addressed – essentially pertaining to epistemology – was that of generalisability.

On generalisability

Lincoln and Guba's (2000) assertion – that the only generalisation that can be made is that there is no generalisation – has not appeased the critics of the case study method. Numerous writers have critically explored the concept of generalisability in the specific context of case study research, offering valuable perspectives with which to evaluate the external validity of this study (Bassey, 1999, Gomm et al., 2000a, Stake, 2005, Simons, 1996, Ragin and Becker, 1992, Schofield, 1993, Hammersley et al., 2000). Concern for 'generalisability' arose when planning for, conducting and reporting on the data analysis and ultimately in my discussion of findings. The issue to be addressed was; what kind of claims to generalisability could be made and how could I enhance the scope for transferability of my finding beyond the cases studied and beyond the context of Irish higher education?

Clearly, statistical generalisability was not the aim for this study; the cases studied are but four examples of a phenomenon at an early stage of development in a small number of institutions in Ireland. The dearth of established theories in this field

also precluded a more traditional theory-testing approach. The epistemological underpinning for my research can be most closely aligned with what Windelband (1988) terms an idiographic (individualising and interpretative) rather than a nomothetic (generalising and rule-seeking) approach. A 'configurative-idiographic' approach to data analysis was adopted here, whereby, as described by Mitchell (2000), material, which is largely descriptive, provided insights into the relationships between the component elements in the case. This study also reflects some aspects of 'discipline-configurative' studies, where the observer seeks to interpret patterns in terms of general theoretical propositions. Mitchell (2000) advises that this latter approach may force the researcher to state theories more rigorously than might otherwise be justified. I have endeavoured, in an exploratory study such as this, to be alert to that risk, while avoiding being overly tentative in my claims to knowledge.

The approach to data analysis was designed to lead to generalisations of both a 'propositional' and 'naturalistic' kind (Stake, 1995, Bassey, 1999). Propositional generalisations are described as assertions made publicly by the researcher – in this study, based on a process of data analysis detailed below. Naturalistic generalisations – or what Tripp (1985) refers to as 'qualitative generalisations' – are those made personally by the reader, on the strength of the narrative and descriptive accounts offered and on their tacit understanding of the phenomenon. For this study, profiles of the individual cases and the wider context have been provided to help the reader to determine the relevance of my findings for their own context. Generalisability, as in any research methodology, does not claim sensitivity to the specific. It implies a degree of tentativeness which acknowledges the extent to which replication of outcomes is dependant on the existence of certain conditions (Gomm et al., 2000a).

3. 3 Selecting cases

The unit of analysis

Prior to selecting the cases to be studied and the amount and kind of data to be collected about each case it was important to determine what Yin (2003) refers to as the

'unit of analysis' for this study. Of what is each instance a case? The answer lies in how the case study relates to a broader body of knowledge. Instances of pedagogy for civic engagement are the central focus for this study and, by association, the person responsible for introducing this innovation within the curriculum – the 'embedder'. Thus, the individual project/module was deemed the unit of analysis, for the most part[11]. (At a meta-level, of course, this pedagogy can be conceived of as a case of curriculum innovation). Once the unit of analysis was decided, potential sites and relevant actors were sought.

Selecting cases within sites

Selection of cases involves being clear about the basis for comparison and contrast, while dealing with pragmatic considerations and logistical constraints. The principle of 'theoretical sampling' outlined by Corbin and Strauss (1998) informed the selection of sites, projects and individual participants for this study. In light of the research questions, the literature and the policy context, a number of bases for comparison and contrast informed the selection of locales (institutions), cases (of PfCE) and participants. Relevant features which emerged – some binary in nature but mostly lying along a continuum – were as follows:

Pedagogy for Civic Engagement

Within the university sector	ó	Within the extra-university sector
Pre 1900	ó	Post 1970
Institutionally-supported initiatives	ó	Individually-driven initiatives
Well supported/funded	ó	Little dedicated support/funding
Integrated approach	ó	Add-on module
Senior academic	ó	Junior academic
'Hard' discipline	ó	'Soft' discipline
High profile	ó	Low profile

Fig. 3.1 Bases for comparison and contrast.

[11] Embedders became the unit of analysis for certain avenues of enquiry

Cases were drawn from within both sectors of the binary system of Irish higher education. The generic terms 'university' and 'institute' are used throughout this study to differentiate between them[12]. The significance of institutional context will be elaborated on in Chapter Four. One important reason for including cases from both sectors was to facilitate an exploration of the impact of certain aspects of the National Framework of Qualifications, which is binding on the extra-university sector only. Another selection criterion was to ensure representation from both long-established and more recent institutions. In Ireland, the most useful periods for distinguishing these were (i) prior to 1900 and (ii) post 1970. This classification of time periods also ensured a sufficient number of potential sites within each category to minimise the risk of deductive disclosure. The result of my scoping exercise[13] confirmed that examples of these practices did not yet exist in all institutions and that, where they existed, a number of examples could be found. Thus, in my sampling strategy, I generally identified potential sites first, to ensure a basis for contrast in institutional terms, and then narrowed the focus to the PfCE projects therein.

In light of the evidence to suggest that conceptions of curriculum, teaching and learning are discipline specific (Toohey, 1999, Jackson and Shaw, 2002, Barnett and Coate, 2005) I attempted to find examples from a range of disciplines. I was further interested to explore the significance of seniority or security of tenure – hence my attempt to find embedders (academics implementing pedagogy for civic engagement within their own programme) at various stages in their career. At a very early stage, the potential significance of recognition (or lack thereof) became evident – this became a further criterion. Another factor of potential significance which differentiated these initiatives was the extent to which they received dedicated funding (institutional, government, or philanthropic) and support.

The approach taken to the selection of cases reflects what Yin (2003) describes as 'theoretical replication' i.e. each is chosen so that it produces contrasting results but for predictable reasons. Using a replication logic, the choice of cases has been informed by a theoretical framework so as to provide an opportunity to explore those factors

[12] See Appendix F.3 for definition of these terms

[13] At the first Service Learning Academy (May 2006) I distribute a questionnaire (see Appendix E.3) which yielded information on existing initiatives and helped identify potential sites for study.

which may have a bearing on how pedagogy for civic engagement is embedded in a given context. Using this sampling strategy I identified potential cases within four different institutions and commenced a process of negotiating access.

PfCE project	Feature of the Case
Art in the Community	Embedder: Academic (part-time)/Professional artist Discipline: Art Sector: Extra-university sector Foundation: Pre-1900 Initiative: Linked to institution wide outreach initiative Support: Some support Recognition: Relatively low profile
Bystander Project	Embedder: Junior academic Discipline: Psychology Sector: Extra-university sector Foundation: Post-1970 Initiative: Individual initiative Support: Little support Recognition: Low profile
Celebrating Difference	Embedder: Three senior/mid-career academics Discipline: Communications, Cultural studies and Education Institution: University sector Foundation: Post -1970 Project: Community initiative Support: Supported Recognition: High profile
Designing Solutions for Community	Embedder: Senior academic Discipline: Engineering Institution: University sector Foundation: Pre-1900 Project: Institutionally supported PfCE project Support: Well-supported Recognition: High profile

Fig. 3.2 Instances of pedagogy for civic engagement for a multi-site case study

On completion of a lengthy process of scoping and negotiation, the details of the four cases selected were as indicated in Fig 3.2, with projects listed alphabetically. The research design is illustrated in Appendix.E.2

3. 4 Selecting participants and negotiating access

Basis for selection

Participants were invited to contribute to this research by virtue of their connection to the phenomenon under study. The central actor in each case was the embedder. Others were selected on the basis of their connection to the project/module or their position within the institution. Participants internal to the institution were categorised in terms of their 'connection to the PfCE'[14] and named as embedder, co-operating colleagues, link persons, key agent, enablers and strategists. Each was also subsequently classed in terms of their 'position'; academic, contract person, educational developer, academic manager, senior administrator, academic leader. These generic titles were used as identifiers for any quotations. In addition to the participants from within the institutions, two other categories of informants were included; (a) external agents providing strategic support on civic engagement and (b) key actors from the national policy arena relating to higher education.

Negotiating access

Gaining direct access to institutions and to people, especially to elicit their views and explore their practice, represents a significant challenge in any research. I needed to convince any potential gatekeepers and participants that the research process would be conducted properly in accordance with a set of ethical principles. More importantly, I needed to establish trust in how data was to be reported and to assure them both that I meant no harm and that they would not be compromised as a consequence of my research.

The complexity of the task of collecting and disseminating (potentially) sensitive information about (potentially) conflicting perspectives necessitates an ethical framework governing access to and the release of information (Elliott, 1998). The

[14] See Appendix F.3 for descriptions of each of the attributes and the attribute values

Centre for Applied Research in Education outlines a set of principles, procedures and values underlying them for the conduct of democratic evaluation (Centre for Applied Research in Education, 1994). The principles relate to a number of issues including reciprocity, equality of status, openness, non-coercion, independence, impartiality, negotiation and confidentiality. While this study is not an evaluation, these principles informed my ethical code as I engaged with contributors to my research. A code of conduct does not provide answers for all eventualities, however.

The process of gaining access commenced with eliciting the cooperation of a key agent, informally, where there was a person responsible for supporting these practices on an institution-wide basis. Where there was no such person, direct contact was made with the embedder. Once they indicated their willingness to participate, formal procedures were put in train to gain access to the relevant institution. A letter was sent to the registrar/vice-president for academic affairs seeking approval to conduct a study in their institution (See Appendix E.4). The letter outlined the purpose of the research, the conditions and the guarantees offered, as follows:

1. Prospective respondents would be invited to participate on a voluntary basis
2. They would be informed of the purpose of the research.
3. Interviews would be exploratory in nature and unstructured in style.
4. Permission would be sought to record the interview.
5. Transcripts of interviews would be returned to respondents for verification, with the opportunity to make amendments.
6. They would be able to identify any data which could not be used.
7. They would be offered the opportunity to remain anonymous.
8. They would be advised of their right to withdraw at any time.
9. Where data was incorporated into the thesis/research papers quotations would be referenced by a code indicating respondent role in general terms.
10. The institution would not be named and personal or place names would be encoded.

I also sought permission to identify my sources in a confidential appendix (for the examiners only). I purposefully used headed notepaper in all correspondence to identify myself as a doctoral researcher with Edinburgh University. I also gave my own institution of affiliation as the correspondence address, however, in the interest of

transparency. This affiliation was subsequently cited by one person as the reason for their initial reticence about revealing project details to me – as a member of a 'competitor' institution.

Approval to proceed with a case study was granted in all cases, generally accompanied by an expression of support for the study. Subsequent letters to prospective participants reiterated the purpose of the research, the guarantees and my particular interest in meeting with them. All those contacted agreed to contribute and granted at least one interview and in some cases up to three. They generally provided extensive supporting documentation and in some cases I was invited to student exhibitions and other events related to the project.

The process of identifying potential cases within each institution included negotiation with well-placed informants. I reserved the right to select the particular module/project for study, while welcoming any suggestions received. It was necessary in one institution to explain my need to negotiate directly with prospective participants, rather than have a gatekeeper select them and 'brief them' as to the purpose of my study. After a number of visits and several meetings it became apparent that access to the relevant staff was not going to be forthcoming – pursuing the matter could have jeopardised my access to the institution. In the interim, I was made aware of a project which fulfilled the characteristics of pedagogy for civic engagement that was outwith the purview of the gatekeeper. An invitation to participate was enthusiastically received and this then became the focus for the case study in that site. In another site, my intended focus on a particular initiative was revised when a more appropriate example emerged. Nonetheless, my research with those involved in the initial initiative provided rich data relevant to the context for the case study.

For key actors external to the higher education institution, a direct approach was made. The same guarantees were offered in respect of the conduct of interview and the process for verification of the transcript. One key actor chose to speak in a personal capacity; another was nominated by their organisation and responded in their professional role, representing the perspective of their organisation. Both are cited as 'key actors'.

One of the features of case study research is the permeability of the boundary between the phenomena under study and the real-life context. Thus, establishing boundaries proves challenging. I established boundaries by virtue of the research question posed, within which foreground and background could be identified. The research is primarily concerned with the rationale for pedagogy for civic engagement and with how academics embed a civic dimension within their curriculum. The impact of context (internal and external) is an important focus of attention within the bounds of the study, albeit as background. I established two unequivocal boundaries: this study comprehends neither the student experience nor the impact of pedagogy for civic engagement on the community, other than through the lenses of my participants. This represents the delimiting boundary for the study, an obvious limitation of my research and a potential area for further study in due course.

3.5 Methods and sources of data

Multiple sources

While there is a range of approaches to case study research (Ragin and Becker, 1992, Stake, 1995, Bassey, 1999, Gomm et al., 2000b, Yin, 2003) it is generally characterised by a multiplicity of data collection methods, often involving a combination of both qualitative and quantitative data. Multiplicity of sources and types of data provide opportunities for triangulation and for gaining multiple perspectives on complex processes. Yin (2003) suggests there are six possible sources of evidence, each with strengths and weaknesses: documents, archival records, interviews, direct observations, participant observation and physical artefacts. Sources of data –primary and secondary –for this study were interviews, documents and, to a limited extent, observation (both participant observation and as an observing participant). See Appendix E.5 for a summary of the types of sources drawn upon for this study.

Documents

May (2001) suggests that the use of documents in social research provides a valuable means of enhancing our understanding in case studies through situating contemporary accounts within an historical, social or political context. As part of the process of context-setting, a large number of reports and official documents were gathered as secondary sources of data at national level. The ready availability of a wide range of secondary data in the public domain – in the print media and on the World Wide Web – represented an important additional source of insight into the phenomenon under study (Bechhofer and Paterson, 2000). Criteria needed to be established for the inclusion of documents as sources of data rather than as literature for consideration in my review of the literature. My rationale for including certain policy documents as sources of secondary data, in Chapter Four, is that I regarded them as analogous to research interviews – they represented evidence of how certain policy makers view the world, rather than as statements of fact.

Within each site and for each case, a range of documents proved relevant. In common with policy documents, these often represented statements of intent rather than descriptions of what happened in practice. While certain formal documents, such as module outlines, had limited value as a means of discerning implicit values, artefacts-in-use such as assessment guidelines, criteria and feedback reports were more revealing. I drew on all these documents extensively in the course of writing the case study reports and for the policy context. Given their variability in terms of availability and quality of information across the sites, I did not include them as primary data for the cross site analysis. Nonetheless, they provided important information which needed to be substantiated, elaborated or refuted by reference to other sources. This is the essence of triangulation within case study.

Interviews

The advantages, disadvantages and limitations of interviews have been well aired in the methodological literature (Massarik, 1981, Cockburn, 1984, Hull, 1985, Fielding, 1993, Hollway and Jefferson, 2000, Wengraf, 2001). In their chapter 'To interview or not to interview' Bechhofer and Paterson (2000) devote most attention to the shortcomings

of interviews and to possible alternatives. Notwithstanding these cautionary tales, a study which attempts to uncover the process of localising or embedding a curriculum innovation must seek first-hand accounts of the processes at work. Factors such as attitude, orientation and disposition, for example, are not readily discerned from curriculum documents produced by academics. When attempting to interrogate the rationale behind such initiatives, interviews offer opportunities for engagement with participants which may uncover motivations which are otherwise undocumented.

In terms of structure and degree of direction, interviews may be located along a continuum. Wengraf (2001) offers a spectrum from unstructured (for the purpose of model or theory building) through lightly structured, to fully structured (for the purpose of model or theory testing). Fielding (1993) claims that unstructured interviews are valuable as strategies for discovery and provide a flexible approach most suitable when researching new ground. Having no pre-ordered set of questions allowed me to shape the interview as it happened. Powney and Watts (1987), however, suggest that unstructured interviews are adopted by researchers as a form of tactical opportunism where they don't know what line of questioning they will pursue until they see what kind of information is available. Simons (1980) points out that the unstructured approach relies a great deal on skill and judgement by the interviewer and is very open to manipulation. Mindful of Simons' cautions, I planned and adopted a (very) lightly structured approach to the conduct of my interviews, with a prepared interview guide of general themes. Cockburn (1984) identifies features of this approach;

> The interviewer does not rest content with superficial response but probes skilfully, prolonging the conversation on any subject of interest until the information base, the underlying attitudes, the emotional reactions and intensity of convictions have been fully disclosed.
>
> (Cockburn, 1984, p.33)

In some cases, largely on the initiative of the interviewee, the process more closely resembled an in-depth approach.

Few methodological texts prepare the apprentice or even the experienced researcher for the particular challenge of conducting 'elite' interviews. Ozga and Gewirtz (1994) point to the risk of being patronised by elites, especially where a gender dimension exists in the research process – women interviewing powerful (mostly) men.

They suggest that their experience was partly due to their failure to disclose their own theoretical perspective and their unwillingness to challenge some of the views expressed – a strategy they adopted in order to maintain access. In most of my interviews with 'elite' participants (e.g. directors and vice-presidents, key policy actors) I have endeavoured to engage with them, share my perspective and challenge some of the prevailing rhetoric regarding higher education's civic role – without jeopardising access to the institution. I have the advantage of being relatively well informed and experienced in the field of Irish higher education policy and practice. Stenhouse (1978) highlights the value of a researcher's expertise – what he calls their 'second record' – when s/he is perceived as someone who will understand the position of the respondent, thus generating better rapport. My experience confirms this. For this study – with one exception – the 'elite' participants engaged meaningfully in an interactive discussion and seemed willing to reflect critically on the apparent gap between institutional mission and practice on the ground.

Observation

The shortcomings of 'reactive' research methods are often cited as a justification for the use of unobtrusive methods of data gathering. Observation, one of the most commonly used unobtrusive methods, can provide a valuable source of complementary data. Observation opportunities which presented themselves in the course of the study – both as a non-participant observer and as an observing participant – are detailed in Appendix E.5.

Observation sensitised me to some of the issues I sought to explore with my participants. The experience of observing student exhibitions, for example, enriched the discussion in subsequent interviews. Observation of the physical environment of the institution, and my interpretation of what I saw, also provided a source of complementary data. The potential unreliability of this method (unless validated and triangulated by other methods) was highlighted for me at an early stage in the study. On observing the display of student trophies and awards in the front hall of one institution, I took this to reflect a student-centred ethos and a celebration of their achievements. For one of my participants, however, this display exemplified a level of divisive

competitiveness between schools within the institution. That interpretation was not shared by another from the same institution. For this study, observation served as a means of enhancing my 'second record' rather than as a means of generating data for analysis. I observed, made memos and in some cases recorded events (with permission) as opportunities presented themselves, not in a systematic way for the purpose of analysis but as a means of gathering complementary data which informed the research process.

3.6 Report on the data gathering process

Conducting the interview

Forty one interviews, totalling forty six hours, were conducted with thirty five participants over a period of three years (see Appendix E.6 for details). They were mostly conducted face-to-face, generally in the participants' office or place of work. Three were conducted over the telephone. Three short interviews were conducted during a student exhibition and one was conducted at a conference location. In one case the participant indicated a preference not to be recorded, and I prepared a report of the discussion which was returned for verification. Another participant was quite reluctant to be recorded, but agreed, when assured of the opportunity to review and verify the transcript.

Transcription

Within the methodological literature and amongst active researchers there is little consensus on the issue of whether or not to transcribe interviews and, if so, whether or not to do so in full. I decided to transcribe all interviews verbatim and in full. It seemed more congruent with my epistemological position and my choice of methodology to have all the data available for analysis rather then predetermine what seemed relevant to me at an early stage of the enquiry. It was also more appropriate given the scope of the research questions. A further consideration was that I had

guaranteed to return a transcript of the interview to participants for the verification process. To have omitted sections of the interview would have suggested that some of what they had to say was not of interest.

I transcribed the first six interviews myself, after which I took the pragmatic decision to avail of the services of a professional transcription service, leaving more time for me to continue the data collection stage and begin analysis. I reviewed each draft transcript thoroughly while listening to the recording, to check for accuracy and insert punctuation. Some individuals – being academics, perhaps – responded negatively to verbatim transcripts with very long passages which were devoid of punctuation. One person spent a considerable amount of time and effort adding punctuation. I made the decision to 'tidy-up' subsequent transcripts – a strategy endorsed by Kvale (1996) where respondents might be uncomfortable reading verbatim transcripts – to ensure greater coherence and to aid the verification process. The transcribed interviews amounted to a total of over 415,000 words.

The verification process

I returned a transcript of the interview, with a letter reminding participants of the guarantees offered – in soft copy, by email and a hard copy by post. This gave them an opportunity to review the transcript and make any corrections if necessary. Confirmation was sought of their permission to use the data in accordance with the guarantees offered in my initial letter. The promptest response was received within two days. Some took several months, with gentle reminders by email and/or telephone.

One response to the verification was of particular note. Of the three interviews which were conducted over the phone, one was with a person I had only met briefly. There had not been the same opportunity to develop rapport as is possible in face-to-face encounters. In the course of the discussion, substantial differences emerged between her perspective and that of others involved in the same PfCE project. When I sought permission to use the data, I was informed that the transcript would have to be 'cleared' by a more senior member in the organisation. The outcome of that process was that I was granted permission to use less than 5% of the transcript. I included the entire transcript in the data set, with amendments and deletions indicated with the use of

formatting; red italics for any data not to be cited. All such data was included in the coding process of the data analysis process, but participants' instructions were respected in respect of any data identified as 'not for quotation'.

The following conventions have been used for quotations within the body of the thesis

...	indicates that word/s from the verified transcript have been omitted
[ ]	indicates an insertion, to ensure coherence and/or to minimise risk of deductive disclosure

Generic identifiers have been used for citations and quotations throughout Chapters Five, Six and Seven, using participants' 'connection to PfCE' or their position'[15] as appropriate.

Interview data from key actors from the policy context is referenced/cited in Chapter Four as follows: (Interview: Key Actor A/B)

3.7 Ethical issues

Conducting insider research

Where the role of the researcher is one of insider – with a direct involvement or connection with the research setting – particular ethical issues need to be addressed which have a bearing on both the conduct of the research and the processes of interpretation and analysis. These issues have potential implications for the validity of the research and required attention. In the wider context of Irish higher education, my position can be described as 'insider' given my long-standing involvement in the sector. My degree of familiarity with the four institutions and my professional and even

[15] See Appendix F.3 for list of relevant attribute values

personal association with many of the participants in this research compound this. Questions I needed to ask myself throughout included;

- How has my insider status affected/limited my access to certain sites, instances and individuals?
- How has my relationship with participants influenced their response or behaviour?
- Has my tacit knowledge of the field caused me to lead people in their responses, make unwarranted assumptions or misinterpret data?
- Have my personal, professional loyalties influenced my conduct of the research and/or interpretation of data?
- How might my own standpoint lead me to subconsciously distort/ misrepresent data?
- How might my insider status limit my capacity to report findings honestly?

My insider status also heightened the importance of clarity of purpose, discussed earlier. Coghlan and Brannick's (2005) framework for describing roles and foci within insider research —even if derived from an action research perspective —is relevant. (See Fig. 3.3).

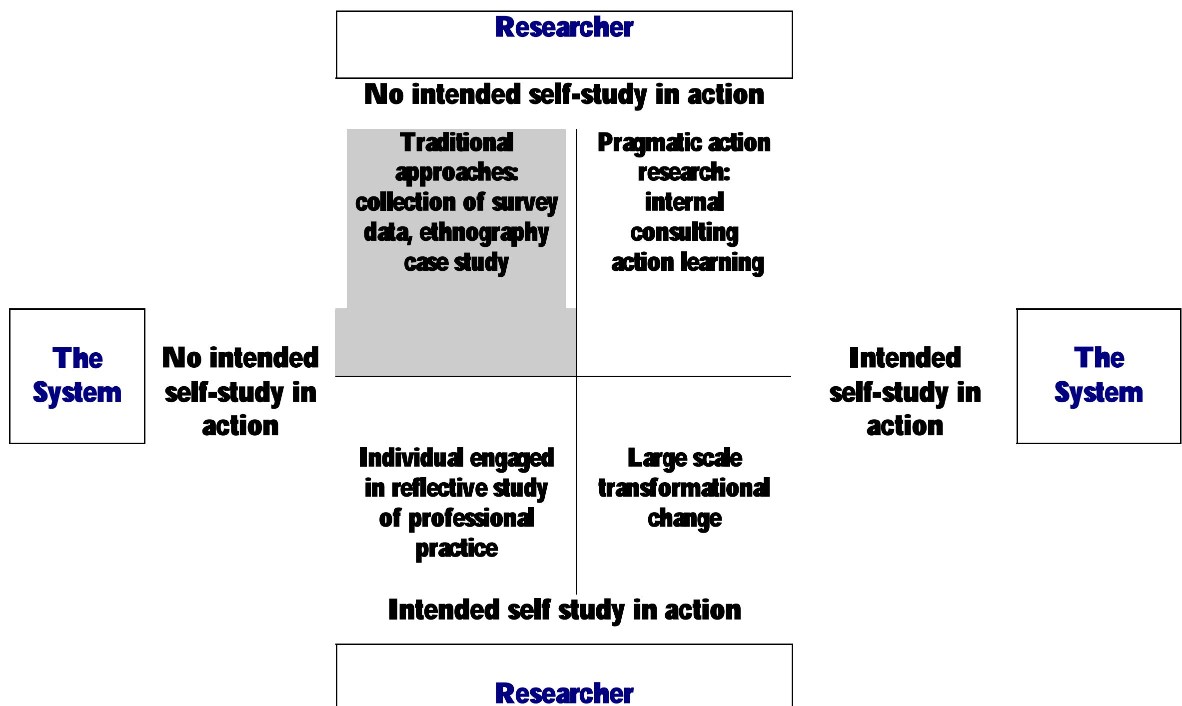

Fig. 3.3 Researching your own system: focus of researcher and system

(Adapted from Coghlan and Brannick, 2005, p.49)

In this study there is no explicit intention of self-study by me as the researcher, by the institution or by the individual projects. Thus, the approach taken may be most aptly positioned within the top left quadrant of Coghlan and Brannick's matrix. This was a position I needed to clarify with my participants and to maintain throughout my approach to the research process. It proved one of the most challenging aspects of this study, raising ethical issues for which standard ethical frameworks could not provide a ready answer.

An alternative framework for considering ethical dilemmas

Negotiating and gaining access was but one step in the research process. Ethical issues also arose at each of the phases in the research process identified by Macfarlane (2006): negotiating, generating, creating, dissemination and reflecting. He proposes an approach to research ethics which is based on virtue theory, focussing on character and integrity rather than the depersonalised principles which characterise the dominant conception of ethics (Beauchamp and Childress, 1979). Virtue theory offers an alternative basis for understanding the moral challenge of research – it does not prescribe a course of action but requires individuals to take personal responsibility for their decisions and actions. For each phase, Macfarlane identifies a virtue which is to the fore – respectfulness, resoluteness, sincerity, circumspection and reflexivity. He names the vices associated with each virtue, in terms of a deficit or an excess (See Fig. 3.4)

Phase	Vice (deficit)	Virtue	Vice (excess)
Negotiating	Manipulativeness	Respectfulness	Partiality
Generating	Laziness	Resoluteness	Inflexibility
Creating	Concealment	Sincerity	Exaggeration
Dissemination	Boastfulness	Circumspection	Timidity
Reflecting	Dogmatism	Reflexivity	Indecisiveness

Fig. 3.4 The virtues and vices of research (Macfarlane, 2006, p.8)

Macfarlane's framework has proved valuable when considering some of the ethical dilemmas which arose in this study – in particular those which could not be resolved by recourse to guidelines from the methodological literature.

Confidentiality, anonymity and deductive disclosure

A particular issue which persisted at each phase of the research process was that of confidentiality and the associated risk of deductive disclosure. Conceptions of confidentiality within the research process are problematic. The Centre for Applied Research in Education (CARE), for example, attempts to distinguish between the conventional concepts of confidentiality and that which is understood within the research community, claiming that it is

> ... not the notion of confidentiality as defined in the dictionary but a declared sensitivity to certain kinds of information. So, confidentiality within the research paradigm means the offer, to the researched, of a veto on the public dissemination of the information they provide. But the veto is offered in the hope that it will never be invoked. It is a card in the game of trading trusts.
>
> (Centre for Applied Research in Education, 1994, p.121)

I submit that to offer 'confidentiality', even in the hope that the veto might not be invoked, is both risky and problematic. It is rare that, as researchers, we offer confidentiality in the commonly understood sense of the term – other than with explicitly 'off the record' contributions. We generally intend to disclose (by paraphrasing, citing or quoting) what we have been told, once data is verified and permission given. I had to clarify the distinction between anonymity and confidentiality to one of my participants who sought clarification on the terms of the guarantees (See Appendix E.4). This incident caused to me to think more deeply about the nature of confidentiality, anonymity and respect for persons. In my responses and my actions I sought to balance the need for respectfulness with the need to be resolute, sincere, circumspect and reflexive.

Moreover, despite the guarantees offered, I have had to address the significant risk of deductive disclosure, given the scale of the Irish higher education system where the number of potential sites and cases is relatively low. In spite of my efforts to anonymise the sites, projects and individuals (using aliases, codes, and generic role

descriptors) an informed reader might have little difficulty identifying them. Given their professional background, I could have reassured myself that my participants were not naïve and that they verified their transcripts in full knowledge of my intention to cite/or quote them in accordance with the guarantees given. That would have been a reasonable position to adopt, in accordance with standard ethical guidelines. I was not convinced, however, that participants fully comprehended the potential effect, as multiple (and often conflicting) perspectives from one site were represented in a written report. The ethical dilemma I faced was compounded by my ongoing professional association with many of my participants, requiring attention to respectfulness while avoiding the vice of partiality in the negotiating phase, and displaying circumspection while avoiding the vice of timidity in the disseminating phase. To this end, I devised a strategy.

Each person was given the opportunity to verify (and amend if necessary) their own transcript, only. They could indicate text which was not to be quoted. It seemed neither feasible nor desirable to give them the opportunity to review, verify or otherwise the case study reports or the thesis. In participatory research, I might have attempted to bring all contributors from a site together to elicit their response to my interpretation of 'what is going on here'. But I believe that some participants offered certain insights on the (tacit) understanding that, while they were willing to be cited/quoted anonymously, they did not expect to have their contribution shared with others.

In light of these considerations I devised a strategy for writing case study reports. I commenced with lengthy case study reports (c 15,000 words each), in the style of rich descriptions advocated by Stenhouse (1987) and Stake (1995), drawing extensively on primary data from a range of sources. This was an important step, for me, in piecing together the individual narratives. The regulations for examining a doctoral thesis meant it was not possible, as originally considered, to provide these as confidential appendices to the examiners only. With each successive re-write these were reduced to shorter 'profiles' (c. 2,000 words) which provide a descriptive account of the project, the site, the role of the embedder and other relevant actors. These Case Profiles are provided in Appendix A. The longer reports represent important records which, in the spirit of respectfulness, remain confidential. The loss to the reader of the vicarious experience which might have been afforded by the rich descriptions is an acknowledged limitation of this approach. Two further measures were adopted as part of the strategy

to minimise deductive disclosure. As noted above, generic identifiers were used for all quotations/citations. Secondly, a female identity was ascribed to all participants in the case profiles and when citing/quoting them in the cross case analysis.

3.8 Preface to data analysis

Overview

As discussed earlier, my approach to data analysis was designed with both propositional and naturalistic generalisations in mind (Stake, 1995, Bassey, 1999). Analytical statements (or 'hunches'), suggests Bassey (1999), precede generalisations. They are informed by immersion in the data and can lead to the kind of generalisations which are possible in case study research. Arising from my literature review, my exploration of the policy context and my immersion in the individual case studies, I was sensitised to potential interpretations of 'what is going on here'. These informed the development and refinement of analytical statements leading to the formulation of propositions which I further refined, leading to the establishment of generalisations. Drawing on the work of Fourali (1997), Bassey (1999) uses the term 'fuzzy generalisation' to denote general statements with in-built uncertainty that do not preclude the possibility of exceptions and which lend themselves to revision to accommodate new evidence.

> But in the use of the adjective 'fuzzy' the likelihood of there being exceptions is clearly recognised and this seems an appropriate concept for research in areas like education where human complexity is paramount
>
> (Bassey, 1999, p.52)

Arguably the term 'fuzzy' is redundant here. As noted earlier, generalisations are, by their very nature, general, implying a degree of tentativeness which acknowledges the extent to which outcomes are dependant on the existence of certain conditions. My role as a researcher has been to attempt to generate informed analytical statements, to establish some propositional generalisations and to account for deviations from them, in full recognition that all such generalisations are open to further refinement and empirical testing. I have also attempted to so with sufficient transparency to allow the reader the draw their own naturalistic generalisations.

I have adapted Bassey's (1999) representation of the journey – from proposition to a thesis or argument – to describe the relationship between the steps on my particular research journey; see Fig.3.5. My research questions shaped the collection of raw data, primarily in respect of the four cases and secondly in respect of the policy context. Interviews with key policy actors contributed to the context-setting, outlined in Chapter Four. This data did not form part of the data items for the thematic framework. Individual case study reports were based on the full range of data gathered, from which a profile for each case within its institutional setting was abstracted (Appendix A). The interview data from all sites became the set of 'data items' and were subjected to detailed analysis, leading to the development of a thematic framework, with the assistance of a computer assisted qualitative data analysis software package (NVivo7).

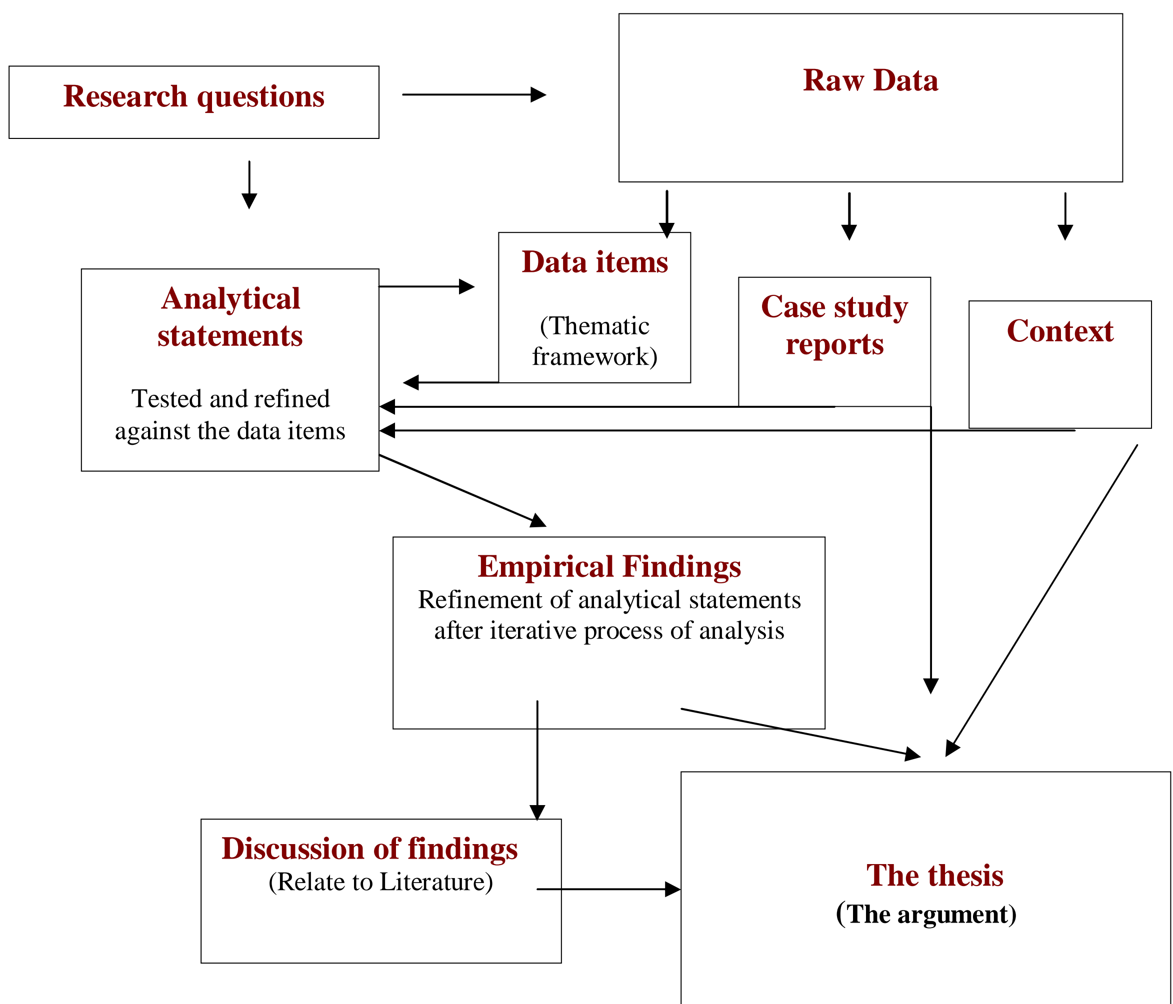

Fig. 3.5 Journey from research question to empirical finding and report, adapted from Bassey (1999, p 85)

A number of analytical statements emanated from my immersion in the case studies, while others emerged from the iterative process of analysing the data[16]. Chapters Five, Six and Seven represent the findings from the cross-site analysis of the interview data. The discussion of findings (Chapter Eight) brings together the outcome of the cross-site analysis, the case studies and the context setting. There, I address the initial research questions, relate my findings to the literature and pose a plausible interpretation of the phenomenon which is the focus of this study, leading to an argument based on conclusions which are worthy of further empirical enquiry.

The issue of comparison

This study focuses on the policy, process and practice of embedding a civic dimension within the higher education curriculum; each element involves the exercise of choice, by individuals and by collectives – in this case, the institution. Inevitably, comparison plays a central role in coming to understand choices made. Concern for comparison, however, is not universally shared by all case study methodologists. Stake (2005, p.457) regards formally designed comparison as a grand epistemological strategy which, by fixing on a few attributes, actually competes with learning about and from the particular case. Nonetheless, a multi-site design facilitates between-site analysis, with the opportunity to explore the impact of contrasting contextual circumstances. In addition, a strategy of cross-case synthesis – which shares some of the features of meta-analysis – the goal is to build a description, explanation or generalisation which fits each of the individual cases. My challenge has been to maintain the characteristics of case study for this enquiry, without it becoming simply a small survey. Mindful of Stake's reservations, I concur with Bechhofer and Paterson's (2000) claim that knowledge in the social sciences is built on implicit or explicit comparison. In my choice of sites and participants and in the conduct of data analysis my aim has been to make explicit the theoretical perspectives upon which comparisons have been made.

[16] These analytical statement are listed in Appendix I

3.9 Preparing for data analysis

Setting up the casebook

The decision to use a CAQDAS package (Nvivo7)[17] meant that certain key parameters needed to be established with a degree of certainty prior to the analysis of data. One of the first steps in preparing for data analysis – necessitated by the functionality of NVivo7 – is to set up the 'Casebook[18]' for the project. This process is summarised in Appendix F.2. This involved clarifying what the 'cases[19]' were for this study (i.e. the individual participants, N=31), what attributes[20] would be relevant as a means of classifying each case (e.g. role, discipline, gender, institutional affiliation) and what range of possible values[21] could be used for each attribute (e.g. social science, engineering, humanities etc. as possible values for the attribute 'discipline'). At first sight, this task seemed deceptively simple; the research questions suggested some obvious attributes and values. In fact, it took considerable time and many revisions in order to ensure a range of attributes with values that provided a useful and meaningful basis for analysing participants' data. Prior to importing the interview data into the NVivo7 project (a relational database), I identified ten attributes which I used to describe/classify each participant (See Appendix F.3). These attribute values served as identifiers against which data could be subsequently searched, sorted and queried. Further attributes were added as the process of the data analysis progressed (e.g. proximity of disadvantage to the institution of affiliation and balance of responsibilities)[22].

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17 Computer Aided Qualitative Data Analysis Software See Appendix F.1 for a glossary of Nvivo7 terms and functions
18 Casebook: A matrix displaying cases in the project with their attributes and values
19 Case A data container within Nvivo7. Each respondent was a case. Note: the use of the term 'case' not to confused with the use of the term in case study methodology, where the case is the unit of analysis
20 Attributes: Information stored about each case, by which they may be described
21 Value The range of values ascribed to each attribute,
22 New attributes are accounted for in the relevant sections of the findings chapters.

3.10 Data analysis: Phase 1 and 2[23]

Phase 1: Open coding

Open coding – to 'free nodes'[24] – is an analytical process by which concepts are identified and named in the data. Despite the range of literature and manuals, it is a highly individualised process. Ezzy (2002) distinguishes between the approach taken to data analysis by thematic analysts and grounded theorists, acknowledging that they have much in common. My approach drew on both schools, as evidenced by the nature of the nodes which emerged from the first stage of 'open coding'. I believe that my decision to utilise a CAQDAS package made no essential difference to the nature of the open coding process but merely provided an effective means of organising, storing and retrieving data. Certain steps were taken to minimise the consequences of the atomisation of data inherent in the coding process. Once data was coded to free nodes, the software enabled me to view the coded date in the context of the source document. I also frequently revisited the full transcripts in hard copy.

Interview transcripts – other than those of the two policy makers – were coded in their entirety. One of the ways in which approaches to open coding vary is in the choice of unit of analysis: the line, sentence or paragraph. I chose not to force a paragraph structure on participant's responses when transcribing interviews – consequently many paragraphs were very long. Where appropriate, sections of data within a paragraph were coded to free nodes and then, in addition, smaller units (a phrase, sentence or groups of sentences) were analysed in more detail and coded to other nodes, where appropriate. Some data was coded in very small chunks e.g. where an in vivo concept ('Mad') was generated from an aside; 'Now you've found out how mad I am"'.

Coding was an iterative process which involved returning to data which had already been coded. In the midst of the coding process, new nodes were generated, often on the strength of one person's use of a particularly graphic term e.g. 'birthing'.

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[23] See Appendix F.4 for a summary of Phase 1 and 2 of the coding process

[24] Free Node: A 'stand-alone' node that has no clear logical connection with other nodes and does not easily fit into a hierarchical structure NVivo7 term for codes/concepts

This node subsequently became the place to which all data in relation to the initiation of a PfCE was coded and, where relevant, an associated pre-existing node was merged into the new node. For some newly generated nodes, transcripts which were already coded needed to be revisited to search for data which deserved to be coded to that new node. My familiarity with the data assisted this process of retrospective coding. I revisited key transcripts at the end of the process to double-check for consistency of coding to all 255 nodes. Pressure of time (and the cumulative effect of a back-breaking process) meant it was not viable to do this for all transcripts. This has implications for the reliability with which all data was coded to those nodes which emerged in the latter stages of coding.

Amongst the 255 concepts ('free nodes') some were generated by:

- my research questions e.g. 'curriculum', 'insight', 'discipline'
- my participants e.g. 'mad', 'birthing', 'parachuting'
- theory e.g. 'alignment', 'innovation', 'agency'

All nodes were assigned names and a description (See Appendix F.5 for a description of all free nodes). These descriptions were often qualified as the process of coding progressed. For certain nodes, I attached memos[25] which documented the progression of my thinking in relation to key ideas.

Phase 2: Organising concepts into categories within a hierarchy

This stage in the data analysis process involved generating what Glaser (1978 p.56) refers to as an 'emergent set of categories' and determining how they related to one another. When organising 255 concepts (free nodes) into a hierarchical framework, the features and functions of the CAQDAS programme of the software played a more prominent role. The overall shape of the hierarchical framework for this research project is illustrated in Appendix G. Samples are provided of the emergent branches which were organised arising from the processes outlined below. For reason of space,

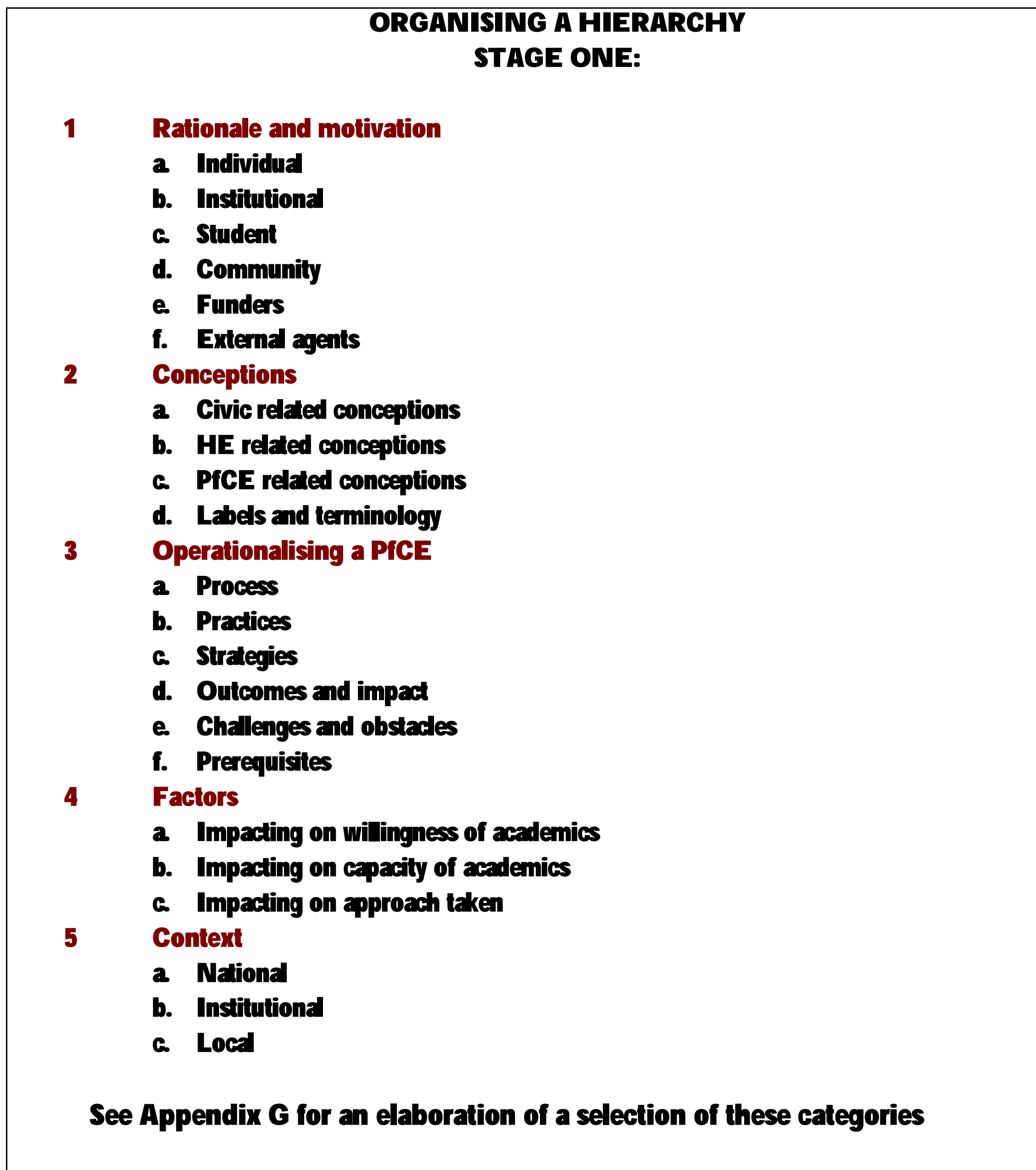
[25] Memo: A type of source for recording thoughts and observations.

this is an illustrative set rather than an exhaustive representation of the relationships between all categories and nodes.

(i) Designing a hierarchical framework

Phase 2 of the data analysis process commenced with the task of organising 255 nodes into a 'tree-shaped' hierarchical framework: a set of parent nodes with 'children', 'siblings' and 'grandchildren' (See Fig. 3.6.) My research questions provided an obvious starting point for the task of establishing a framework. I identified five themes which corresponded to, but were not organised in exactly the same way as, my research questions. For example, one research question – 'how is this civic dimension conceived of, interpreted and operationalised within the curriculum?" – generated a large and diverse range of data – some of it quite conceptual in nature and much of it about process and strategies. Accordingly, data related to this question was organised into two distinct parent categories (i) 'Conceptions' (about civic engagement and a range of other phenomena) and (ii) 'Operationalising'. The other main adjustment made – in light of very low levels of awareness of the insight dimension – was to subsume 'insight' as a sub-set of national policy within the 'Context' theme of the tree.

Into this framework (tree) I allocated the free nodes, some to more than one branch of the tree. 'Beliefs and values', a free node from Phase 1 coding, for example, featured in a number of branches within the tree. The ease with which concepts (free nodes) may be positioned within more than one category (parent node) was a valuable feature of the CAQDAS. Names and descriptions of parent nodes emerged as free nodes were compared to one another and grouped together. The act of positioning (and repositioning) nodes within a given branch of the tree was an important stage of the data analysis process. It involved opening and re-reading nodes to ask 'what is the meaning of this and where does it best fit?" For a small number of nodes, there was no obvious answer. These nodes were 'parked'. One node, 'Researcher influence', remained parked throughout. To this I had coded any data where I believed there was evidence that I had had an influence on the interviewee's response and/or stated intentions as to future actions. See Appendix G for examples of how nodes were organised into the tree hierarchy.


ORGANISING A HIERARCHY
STAGE ONE:

1 Rationale and motivation
   a. Individual
   b. Institutional
   c. Student
   d. Community
   e. Funders
   f. External agents
2 Conceptions
   a. Civic related conceptions
   b. HE related conceptions
   c. PfCE related conceptions
   d. Labels and terminology
3 Operationalising a PfCE
   a. Process
   b. Practices
   c. Strategies
   d. Outcomes and impact
   e. Challenges and obstacles
   f. Prerequisites
4 Factors
   a. Impacting on willingness of academics
   b. Impacting on capacity of academics
   c. Impacting on approach taken
5 Context
   a. National
   b. Institutional
   c. Local

See Appendix G for an elaboration of a selection of these categories

Fig 3.6. Initial organisation of 255 concepts into a hierarchal framework.

(ii) Refining and reorganising the hierarchy of free nodes

The process of organising and reorganising the tree framework involved dealing with data at a more conceptual level. It also revealed avenues for future detailed analysis. This is best explained with an example. Initially, all nodes belonging to the theme 'Factors affecting academic's willingness, capacity and approach' were assigned to

categories derived from a literal interpretation of my research questions; 'Willingness', 'Capacity' and 'Approach' (see item 4 in Fig 3.6). It seemed a reasonable thing to do. On examining the outcome, however, many nodes, of necessity, were positioned in more than one category. It was difficult to speculate on the nature of the impact of certain issues, whether that affected willingness or capacity or both. On further examination of the content of the original free nodes I discerned a more meaningful way of organising and grouping data assigned to the theme 'Factors' (See Fig 3.7).

Theme: **Factors that potentially impact on academics' willingness, capacity and approach to embedding a PfCE.**
Three categories, subsequently expanded to four (with examples of sub-categories) 1. **Nature of the process** a. **Time** b. **Problems** c. **Challenges and obstacles** d. **Tensions** e. **Concerns** f. **Negatives** 2. **Stance** a. **Attitudes** b. **Recognition** c. **Territory and poser** d. **Qualities** 3. **Conditions** a. **Workload** b. **Organisational issues** c. **Workload** d. **Milieu** e. **Tentativeness** 4. **Outcomes and impact** a. **Impact** b. **Outcomes** c. **Lessons learned** d. **Benefits** **See Appendix G for details of nodes within these sub-categories**

Fig. 3.7. 'Factors' theme reorganised: categories and sub-categories.

The quality of research into meaning and interpretations is dependent, not just upon following well-thought out procedures, but on working to understand the situated nature of participants' interpretations and meaning (Ezzy, 2002). In the process of reorganising the framework for analysis I moved from one which was shaped by my research questions to one which I believed better reflected the actual experiences of my participants and had some resonance in theory. Thinking conceptually about the data informed the process of refining the shape of the framework for analysis – the tree, its branches and twigs. Nodes were examined to validate the legitimacy of their position in the emerging conceptual framework, often requiring movement of data from one node to another, or moving a node from one part of the framework to another, in an iterative process. The framework for analysis developed and morphed as new categories, sub-categories and concepts were generated as a result of data analysis techniques. This process of 'organisation' was inherently interpretative in nature as I asked 'what is going on here?' and 'how do these concepts relate to one another?'

3.11 Making sense of the data

The stories of four individual cases

The drafting of each individual case study report represented the first stage in data analysis. These lengthy narratives were an integral element of this enquiry, from which profiles were abstracted for inclusion in Appendix A. Names of all institutions, individuals, programmes, projects and places have been changed, in the interests of preserving anonymity for each site and in keeping with guarantees given. The process of writing the reports involved drawing on a range of sources – not just the interview data – including documents and artefacts pertaining to the projects and the institutions. The stories were also inevitably informed, however tacitly, by insights I gained as a result of my limited opportunities to observe, over an extended period of time, while visiting each of the institutions. As a process, writing the stories contributed significantly to the process of gaining an understanding of the dynamics of each case and the characteristics

of the particular context. Given the amount of data gathered and the range of perspectives offered, writing the reports involved making a decision as to what to focus on. The resultant prominence given to the perspective of the 'embedder' confirms the centrality of this person in the process of embedding a PfCE. These stories sensitised me to patterns in the data and yielded a number of 'fuzzy propositions' to be explored in the cross-site analysis. Bassey (1999) asserts that the credence of fuzzy propositions and generalisations is enhanced by providing the reader with rich accounts of individual cases. My reason for not including the case stories here was explained earlier, when elaborating on issues of ethics. The subsequent abstracted profiles – in Appendix A – while lacking the richness of data of the longer reports, aid the preservation of individual case configurations and help to depict the temporality of the case stories.

Moving beyond the individual cases: cross case analysis

As discussed earlier, once the four sites and projects were chosen, the individual instance of the pedagogy for civic engagement provided the basis for selecting participants and gathering data; it was de facto the 'unit of analysis'. The process of embedding a PfCE, however, is mediated through the experience of those involved. Consequently the participants became the focus for some of the cross-case analysis on a thematic basis. This was inevitable, perhaps, given the prominence afforded to issues such as motivation, attitudes, processes, practices and experiences. This accounts for the way in which the focus shifted from the PfCE to the embedders. The existence of three embedders in one site (each with their unique attributes) prompted me to adopt the embedder as the 'unit of analysis', when exploring the potential significance of attributes pertaining to key actors.

While the institutional context is potentially relevant, this study was not designed to investigate the culture, policy and practices of these institutions in a systematic and comprehensive way. Certain descriptive features can be determined (e.g. type, age and proximity to areas of disadvantage) and certain insights on culture can be gleaned from analysis of a limited range of documents, from some observation opportunities and from the often guarded perspectives offered by a number of individuals. For the purpose of this study, however, the primary focus has been on

those aspects of institutional policy and practice, as reported by participants, which are pertinent to the process of embedding pedagogy for civic engagement.

Data analysis techniques

Following the example set by Rossman and Wilson (1991) and many others, I have been 'shamelessly eclectic' in my choice of strategies for data analysis, drawing variously on techniques of thematic analysis (Ezzy, 2002), grounded theory (Strauss and Corbin, 1998), the comparative method (Ragin, 1987), cross-site analysis (Miles and Huberman, 1994), case study method (Yin, 2003) and the concept of fuzzy generalizations within educational research (Bassey, 1999). Miles and Huberman (1994, p.207) assert the importance of preserving within-case configurations – causes, effects, outcomes and their temporal sequence – during analysis and avoiding artificial data aggregates. To that end, I have combined case-oriented strategies with variable-oriented strategies in order to explore case dynamics and the effect of key factors. I have combined the narrative approach of the case reports – maintaining the 'whole picture' implicit in each case – with a more concept-driven approach to the cross-site analysis.

The benefits associated with the use of CAQDAS packages are well documented (Ezzy, 2002, Richards, 2005). I have been mindful of the potential risks associated with their use – identified by Trowler (1997) and Weaver and Atkinson (1994) – such as leading the researcher down a hypo-inductive model of data analysis, which would have been inappropriate for a study of this nature. Consequently I have used the facilities judiciously and critically. The functionality of the software has improved with recent versions, overcoming some of the earlier problems associated with decontextualistion of data, for example. For some other enduring limitations of the software I devised strategies to take account of them – the issue of quantum of words coded being a case in point. I have located the results of matrix queries[26] (graphs and a sample of data sets) within Appendix J, rather than within the body of the thesis. This more aptly reflects their role as tools to direct the qualitative analysis of the data and as an initial step in the process of testing and refining analytical statements.

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[26] Matrix queries: searches for data coded to single or multiple nodes, using operators.

I have made use of a diverse range of techniques which facilitated the processes of description, explanation and theory building. A list of those used, with a summary of their purpose and an example, is provided in Appendix F.6. In the interest of demonstrating my methods and to explain how the use of CAQDAS software supported the process of data analysis process, I also outline how I have applied some generic processes, focussing on specific examples. The results of these data analysis processes are elaborated in detail in relevant sections of Chapters Five, Six and Seven. In the case of each technique used, the process of data analysis included probing for meaning, searching for patterns, constant comparison, testing analytical statements, following up surprises, exploring 'deviant' cases and drawing tentative conclusions which would lead to a substantive theory and a set of propositions which could be subjected to further empirical enquiry.

Developing analytical categories.

The generation of concepts and analytical categories as part of the search for meaning is one of the defining characteristics of qualitative enquiry. A number of potential techniques are well documented in the methodological literature. To illustrate how I used the functionality of the CAQDAS software to assist this process, I provide as an example the analytical categories generated for 'orientations' to motivation.

In Phase 1 of the data analysis process, I created a set of nodes for rationale/motivation (for civic engagement in general and for pedagogy for civic engagement in particular) as reported by participants themselves, inferred from their data or attributed to them by others. While psychologists have much to say about the nature and complexity of 'motivation', I coded any data to those nodes where I simply believed they provided potential clues as to why individuals or organisation engaged in these practices. Participants often attributed motivations to others e.g. project directors often spoke of why academics got involved in such pedagogies. While students, members of the community and funders were not interviewed as part of this study, participants spoke of what they believed motivated student or the community to engage in a PfCE. Consequently, as a first step, I coded data relating to rationale/motivation, to six different perspectives:

- Motivations of academics
- Motivations of institution
- Motivations of funders
- Motivations of community
- Motivations of students
- Motivations of key agents

Land (2000 p.13) uses the term 'orientation' to denote analytical categories that "... include the attitudes, knowledge, aims and action tendencies of educational developers in relation to the context and challenges of their practice". He notes that they are neither innate nor fixed. He claims that orientation influences action and that the strategic conduct of individuals can be characterised by an orientation to their practice. This concept of 'orientation' seemed apt as a device for this study, when thinking about different kinds of rationale/motivation as espoused by participants, as inferred from their data or as attributed to them by others. In the course of the coding process, I discerned four broad orientations which were grounded in the data. They were provisionally named as follows:

a. Civic orientation
b. Student orientation
c. Personal orientation
d. Higher education orientation.

On further examination of these categories, I discerned a distinction between a civic orientation of a broad, general nature and one which was focused on community – often the immediate local community. I surmised that this distinction had implications for how pedagogy for civic engagement might be conceived of and operationalised. Accordingly, I split this node into two sub-categories 'Civic (Broad) and 'Civic (Local). An expanded set of orientations was identified as follows

a. Civic orientation
    i. Broad; focused on broad civic, social issues
    ii. Local; motivation centred on local community

b. **Student/learning orientation; motivations which focus on student learning, teaching, benefits to students**
c. **Personal orientation; motivations which derive from personal beliefs, values and experience.**
d. **Higher education orientation; motivations which focus on the role, purpose and interests of higher education.**

I made use of the functionality of NVivo7[27] to search for relevant data (coded to potentially relevant free nodes) within the data set. I then reorganised (coded-on) all data relating to motivation to four broad orientations by following procedural steps of the Nvivo7 —detailed in Appendix F.9. I created a new set of categories with all the data coded to that orientation. Once checked and validated, these new categories provided a means of interrogating the prevalence of different orientations in the discourse of different groups of participants (defined by their attributes) and in different sites, by running a series of coding matrix queries using the functionality of NVivo7.

	Orientation			
Site	Civic	Higher education	Personal	Student/ Learning
	No. word	No. words	No. words	No. words
BIT	1984	513	1560	1512
RIT	620	581	1083	2400
UoK	1381	453	2659	1028
UoT	734	1022	1534	858

Fig. 3.8 Example of the format of results from a matrix query in NVivo7

The content of each cell could be displayed in terms of coding presence, number of coded references, number of sources coded, number of words, or in terms of % distribution of data (by row or column). Results of a simple word count are listed in Fig. 3.8. For example, of the words spoken by participants affiliated to BIT, 1984 were coded to a 'civic' orientation'. Each cell, in effect, represented a set of data which could be opened, explored, validated, amended, printed out and saved as a new node and located within the thematic hierarchy for later reference.

[27] See Appendix F. 1 for description of Nvivo7 queries and terms.

Addressing some technical limitations of a CAQDAS

One of the limitations of the NVivo7 query functionality is the manner in which results are returned; this represents one of several unresolved 'features' of the software. Where results are returned as number of words, no account is taken of the total number of words spoken by all those in a category, group or site. For some types of query, this shortcoming significantly hindered my capacity to interpret the results. I addressed this limitation by exporting the results of queries to EXCEL and calculating a result expressed as a percentage of all words spoken by the relevant groups. I used the total word counts for categories of participants' grouped by each attribute (e.g. 'connection to PfCE') which I extracted by running customised coding queries. I then calculated the words coded to a cell as a percentage of the total for that individual, group, category or site. These 'weighted results' provided a sounder basis for drawing comparison and exploring patterns in the data. In the interest of clarity of presentation, these percentages have been adjusted to words per thousand (WPT) – see Fig. 3.9.

		Orientation							
Site	Total no of words by the group (X)	Civic		Higher education		Personal		Student/ Learning	
		No. words (Y)	WPT (Z)	No. words	WPT	No. words	WPT	No. words	WPT
BIT	112789	1984	18	513	5	1560	14	1512	13
RIT	75771	620	8	581	8	1083	14	2400	32
UoK	117613	1381	12	453	4	2659	23	1028	9
UoT	83825	734	9	1022	12	1534	18	858	10

Fig. 3.9 Words coded to 'different orientations, by site (WPT)

No. words: Number of words coded to the each cell.

WPT: Words coded to the cell expressed as words per thousand words spoken by the relevant group (i.e. all respondents in that site).

For example, when all words spoken by participants from BIT are taken into account, then 18 words per thousand were coded to the 'civic orientation'. The results of such queries are reported and discussed in Chapters Five, Six and Seven. Relevant matrix

results are provided, in Appendices J with the data represented graphically for ease of interpretation, using the functionality of EXCEL.

Notwithstanding the shortcomings of the CAQDAS, the results of queries revealed patterns in the data which facilitated the testing and refining of analytical statements and propositions. Such queries, if used judiciously, were a powerful addition to the tools available when analysing a large set of data. A number of important caveats, however, are worthy of mention when reporting and interpreting such queries. Quantum of words in a cell – even if expressed as a percentage – reveals nothing of the nature of the discourse therein. Quantitative results may conceal as much as they reveal. They may serve, however, as a valuable launch-pad for more detailed analysis of the data contained in each cell. The most powerful feature of the software was the ease with which data from each call of a matrix could be accessed, retrieved and examined for this purpose.

Developing analytical categories using meta- and other matrices

Miles and Huberman (1994) suggest that it is desirable to combine case-oriented and variable-orientated approaches to data analysis. They propose the construction of meta-matrices as a means of enhancing the process of systematic comparison on the basis of cases (each project) <u>and</u> key factors/variables (e.g. discipline, position). In constructing a meta-table for the four case studies, I chose to provide a separate strand for each of the three embedders in the one site where a team approach was taken. The framework for the meta-matrix, which once completed filled a wall, is illustrated in Appendix F.8. This matrix facilitated exploration of the data by project <u>and</u> by embedder.

A series of related processes exists in qualitative data analysis to assist in the process of clarifying a general variable, its nature and impact. Miles and Huberman (1994) use the term 'substructing' for a technique originally developed by Lazarsfeld et al (1972) and referred to as 'typologizing' by Lofland and Lofland (1984). It corresponds closely to the technique of 'dimensionalizing' developed later by Strauss and Corbin (1990). Cross-case construct tables proved valuable in understanding how variables played out in different contexts and how they interact with one another. They also

helped highlight cases which require explanation, once other factors are taken into account.

Construct and variable-by-variable tables proved valuable in typologizing projects and individuals e.g. when classifying embedders by reference to their decision to implement, to embed the pedagogy or to discontinue their involvement. Variable-by-variable tables assisted in demonstrating patterns of association worth exploring in more depth. The association between collaborative projects and level of tension experienced is a simple case in point. A variable-by-variable table, assigning embedders to cells, reveals a pattern which confirms some intuitive expectations. Reported levels of tension, for example, were higher for embedders associated with more collaborative projects, as illustrated in Fig. 3.10

		Reported levels of tensions	
		Relatively High	Relatively Low
Level of collaboration	Relatively High	Embedder A Embedder B Embedder C	
	Relatively Low		Embedder D Embedder E Embedder F

Fig. 3.10 Variable by variable table: level of collaboration by reported level of tension

Variable-by-variable matrices proved of even greater value, however, in identifying and exploring deviant cases, for example, when mapping the interaction between time/workload concerns and levels of concern regarding recognition. The interaction of these concerns presented interesting sources of invariance once plotted on a table, as illustrated with an example in Fig.3.11.

		Embedder's reported level of concern regarding lack of recognition for PfCE	
		Relatively High	**Relatively Low**
Embedder's reported level of concern regarding issues of time and workload	**Relatively High**	Embedder A Embedder B	
	Relatively Low	Embedder C Embedder D	Embedder E Embedder F

Fig. 3.11 Variable-by variable table; interaction between concerns over time/workload and recognition.

All other things being equal, one might expect that embedders falling in the low/low quadrant (Embedders E and F above) might be those most likely to continue embedding a PfCE. In fact, as will become evident, this proved not to be the case. Evidently concerns for time, workload and recognition factors do not fully account for willingness or reluctance to embed a PfCE. The outcomes of the process of exploring such deviant cases are reported in full in Chapter Seven.

Chapter Four
Context

4.0 Introduction

Context is a significant consideration when addressing each of the research questions posed in this study. It has been noted that evidence of a renewed interest in a civic mission may be observed internationally and that this phenomenon is also evident in Ireland. While this particular role of higher education received scant attention from the OECD (2004) in its review of Irish higher education, civic engagement receives periodic endorsement from political and policy sources. How this interest manifests itself in practice inevitably reflects prevailing policies, cultures and practices, confirming Deem's (2001) assertion of the significance of the local dimension. I have used the term 'localisation'[28] to describe the processes whereby the philosophy, principles and practices of pedagogy for civic engagement are adapted (or even subverted) to reflect and serve local culture, context and conceptions (Boland and Mc Ilrath, 2007).

Given the relevance of context, it is valuable to highlight key features of the Irish higher education system and some relevant broader societal issues, focusing on those features which may have a bearing on the policy, process and practice of embedding a civic dimension within the higher education curriculum. This chapter is based on a review of a range of policy documents and on an analysis of two interviews conducted with key actors in the policy arena[29]. I draw on literature, research and scholarship on higher education in Ireland which, to date, is relatively limited in range and scope. My analysis is informed by tacit knowledge acquired in a professional capacity in the sector for some twenty years. Following a brief overview of the Irish higher education system, I outline some pertinent features of Ireland's higher education institutions with particular reference to curriculum design processes. I review certain aspects of the policy context – including legislative and funding arrangements – with attention to the process of policy making. I

[28] A term borrowed from the software industry.
[29] See Chapter Three for an explanation of how these interviews have been used as a source of data

outline features of the new National Framework of Qualifications (NFQ), focusing on the 'insight' dimension which has particular relevance for this enquiry. I consider the potential implications of recent Irish interest in the nature of active citizenship for higher education in general, and for pedagogy for civic engagement in particular.

4.1 The Irish higher education system

Overview

Irish higher education has experienced a period of rapid and sustained growth since the later 1960's[30]. It is widely credited with a major role in the revival of Ireland's economic fortunes, leading to the emergence of the Celtic Tiger economy (Ó Riain, 2006). Organised as a binary system, it is made up of seven universities and an extra-university sector composed of thirteen institutes of technology, a number of colleges of education and other specialist colleges. With few exceptions, institutions are secular in nature and over 90% of students attend public institutions established under legistarion (Kerr, 2006). With over 50% of the school leaving cohort attending college, the level of participation in Irish higher education is one of the highest in Europe (O'Connell et al., 2006). Although some progress has been made to address the seemingly intractable problem of access, participation is still far from representative of all sectors of society, prompting more strategic approaches in recent years (Higher Education Authority, 2004, Osborne and Leith, 2000).

Despite a degree of 'mission drift' in recent years, institutions on either side of the binary divide have clearly defined remits which have been enshrined in legislation. This differentiation is designed to ensure maximum flexibility and responsiveness to the needs of students and to the wide variety of social and economic requirements (Department of Education and Science, 2004). The gradual erosion of the binary divide through the 1980's and 1990's is documented by White (2001). In 2004, however, the

[30] In 1965-66 there were 20, 698 students enrolled in full time higher education (White, 2001). By 2004-5 total enrolment (FT and PT) in publicly funded intuitions reached 97, 343. (HEA, 2006a)

OECD (2004) recommended the preservation, indeed the strengthening, of the binary system and it is now enshrined in the government's National Development Plan 2007-2013. Nonetheless, the drift continues and mission differentiation continues to be a source of much debate (Royal Irish Academy, 2005, Council of Directors of Institutes of Technology, 2003).

The key agencies with statutory responsibility for higher education policy formulation and implementation in Irish higher education are as follows:

Body	Role
Department of Education and Science (DES)	Legislation, policy formulation and budgets.
Higher Education Authority (HEA)	Funding, planning and development for HE and research
National Qualification Authority of Ireland (NQAI)	Establishment and maintenance of the national framework of qualifications.
Higher Education and Training Awards Council (HETAC)	Making, promoting, recognising awards. Determining standards and validating programmes

Fig. 4.1 Bodies with statutory responsibility for policy formulation and implementation[31]

A civic role for Irish higher education

Endorsement of the wider role of higher education within society can be gleaned from a range of sources. In her address to an Irish Universities Association, conference – on the role of the humanities and social sciences – the Minster for Education and Science stated that

> ... the challenges that we face are also grounded in the older and more fundamental responsibilities of institutions of higher learning in any civilised society. These relate to the development of individuals as independent and creative thinkers, the promotion of active citizenship and support for ethical values. They relate to the protection and enhancement of vital tenets of our history and culture, to the search for social justice nationally and globally, to the questioning of authority, to the deepening of our understanding of ourselves and the world around us and to the enrichment of our lives through a deepened recognition and appreciation of the values that matter in society.
>
> (Minister for Education and Science, 2006, p.1)

[31] Further details provided in Appendix H.1

In its submission to the Task Force on Active Citizenship[32], the Higher Education Authority draws attention to the benefits of civic engagement for the community.

> It is important that we do not let our discourse emphasise the economic role of higher education at the expense of the critically important social contribution that higher education makes to our society.
>
> (Higher Education Authority, 2006c)

The National Qualifications Authority of Ireland also endorses the value of 'active citizenship' when articulating its own vision in its submission to the OECD review.

> . . . the work of the Authority as a whole must facilitate the cultural, economic, political/democratic and/or social participation of citizens in society as a whole and in their community.
>
> (National Qualifications Authority of Ireland, 2004, pp 12-13)

One of the most far-reaching developments in the Irish higher education system in recent years has been the establishment of the National Qualification Authority of Ireland (NQAI) and the National Framework of Qualifications (NFQ), which will be discussed in further detail below. While the NQAI has no statutory authority over the university sector, the legislation requires the universities to cooperate with and give all reasonable assistance to the authority. The universities, collectively, have expressed a commitment to ensuring that the key goals of the framework – coherence, comparability and transparency – are achieved (Irish Universities Association, 2005b).

Each of these national bodies plays their role in the achievement of goals of government policy, including that of placing Ireland's higher education system "in the top rank of OECD countries". The realisation of these goals, however, is wholly dependant on the performance of higher education institutions within the two sectors – from which the four case studies are drawn.

The university sector

Irish universities are governed by the Universities Act 1997 (Government of Ireland, 1997) which affords them a relatively high degree of autonomy. The Act sets out objects of a university (See Appendix H.2) which include a broad range of goals in respect of social, cultural and economic development. The act also sets out new legal

[32] A task force set up by the Taoiseach to recommend measures which could facilitate and encourage engagement by citizens in aspects of Irish life and the growth of strong civic culture. See Appendix H.7

responsibilities of a university in relation to more contentious areas such as governance and quality assurance. The act went through a lengthy consultative and legislative process and the final legislation could be viewed as a politically expedient attempt to balance autonomy with accountability, with due regard for subsidiarity – key principles which featured in education policy documents of the day (Boland, 2003c). The outcome of this process confirms how subsidiarity – a long established guiding principle of Irish social policy – has become a key tenet of Irish higher education policy (Fanning, 2004).

One of the pressing imperatives facing Irish universities is the need to respond to key strategic objectives of government, including "securing competitive advantage in the 21st century" (Irish Universities Association, 2005a). The challenge facing smaller universities of achieving 'world class' status, is recognised by Hughes (2007) who describes the development of a strategy at one university, built around four core themes of academic restructuring, interdisciplinarity, collaborative links to other institutions and enterprise and structured 4th level/graduate education. The prominence of these common themes across the sector is reinforced by the funding policies of the Higher Education Authority which ties university funding to the achievement of key objectives (Higher Education Authority, 2006). The pursuit of these objectives, and the consequences thereof, impact directly on academic staff including, as will become evident presently, those within the case study sites.

Curriculum processes within the university sector

Within Irish universities, academics generally have sole responsibility for design of curriculum and setting of standards, other than where the requirements for professional body accreditation take precedence. Universities have full responsibility for their own internal quality assurance processes relating to programme design and validation. Modularisation and semesterisation combined with the impact of management information systems and the need to adhere to the conventions of the Bologna Process have brought a degree of formality to a hitherto 'loose' process. In their analysis of policy transfer in the Irish university sector, Adshead and Wall (2003, p.173) identify the Bologna Declaration as "... perhaps the most important element in

mapping out a path for the future direction of higher education in Europe". Ireland's unequivocal commitment to the creation of a European Higher Education Area (2003) and to the Bologna process has a significant bearing on domestic higher education policy making, and in particular on the shape of academic programmes. The Bologna requirements, in terms of the broad parameters of award level and ECTS[33] ratings, are now routinely implemented. While learning outcomes have been advocated as a means of describing modules and, less commonly, entire programmes, progress on their adoption has been more uneven.

Evidence of the influence of the Irish National Framework of Qualifications[34] on university practice is more difficult to discern. Irish universities use the framework as a point of reference when assigning levels to their awards, e.g. Level 8 for an honours degree, while asserting their autonomy in the matter of standards setting (Irish Universities Association, 2005b). The extent to which curriculum developers – academic staff primarily – draw on the detailed level descriptors for the eight different dimensions of the framework varies both between and within institutions.

The extra-university sector

The 'extra-university' sector is composed of the Dublin Institute of Technology (DIT), the Institutes of Technology and a range of public and private third level colleges[35]. Institutes of Technology[36] were established by the Department of Education and Science in the 1970s, a time of endemic structural unemployment and low levels of participation in post-compulsory education. They now number 14, with a total enrolment of 75,000 students in 2004-5, representing nearly half of all enrolment in higher education (Forfas, 2007). The mission and functions of Institutes of Technology are to provide vocational and technical education and training for the economic, technological, scientific and, commercial, industrial, social and cultural development of the State with particular reference to the region served by each college (See Appendix

[33] European Credit Transfer System

[34] Details in Appendix H.3

[35] The Institute of Technology sector (other than the Dublin Institute of Technology, with its own legislation) is subject to the Regional Technical Colleges Act 1992 and more recently the Institutes of Technology Act 2006.

[36] Formerly called 'Regional Technical Colleges', until 2001

H.2). It is widely recognised that the establishment of the sector has been a very significant element in the successful transformation of Irish higher education over the past three decades (Royal Irish Academy, 2005, Forfas, 2007).

The provisions of the Qualifications (Education and Training) Act, 1999 have facilitated the erosion of the binary nature of the third level sector. Under the provisions of the Act, Institutes of Technology have applied for and achieved the status of 'delegated authority', which is described as a 'strong franchise' (Interview: Key Actor A[37]). In keeping with international trends in respect of quality assurance and the principle of subsidiarity, the Higher Education and Training Awards Council (HETAC) has facilitated the delegating of authority to institutions – more rapidly than the Authority might have expected (Interview: Key Actor B[38]).

Curriculum processes within the Institute of Technology sector

Institutes of Technology also enjoy a high degree of autonomy in matters of curriculum design, setting the detailed standard for their own programme, the outcomes they want to achieve, the methods of assessment to use etc. Programmes are validated by external panels and monitored by external examiners but HETAC, the body responsible for setting overall standards for the framework 'does not micro-manage this process'' (Interview: Key Actor B). The internal programme validation processes largely mirror those which were instituted by HETAC, prior to the days of delegated authority (Higher Education and Training Awards Council, 2004). Other than for programmes where national standards apply[39], the most common model is that programmes are generated locally and no two degree programmes in the same discipline are identical. The influence of the Bologna process is more evident in this sector – the modular and staged system of awards which was already in place facilitated this. It has been observed that in the wake of the establishment of the National Framework of Qualifications there has been a preoccupation with the more technical aspects of qualifications – levels, how many credits for elements of the programme and weightings for assessment techniques

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[37] Senior executive from a national policy body, speaking on behalf of the organisation
[38] Senior executive from a national policy body, speaking in a personal capacity
[39] Programmes of professional preparation, where standards are set by accrediting bodies

—resulting in a tension between regulatory functions and more developmental work (Interview: Key Actor B)

Differentiated institutional missions: implications for a civic mission

The influence of legislation on the nature of the institutional strategic mission has been highlighted by O'Byrne, C (2004a), who suggests that universities and institutes of technology may still be distinguished from each other by the extent to which a civic role features as an explicit part of their strategic mission. The Universities Act places an onus on universities to develop a mission statement and the objects of a university provide scope for the inclusion of strategic priorities which relate to civic and social goals. While the Regional Technical Colleges Act 1992 is less explicit regarding a civic orientation, it does not preclude one. Arising from her analysis of institutional mission statements, O'Byrne maintains that the development of active citizenship rarely features explicitly among the institutional priorities of institutes of technology and that universities were more likely to avow a civic mission, a finding corroborated by Gonzales-Perez et al (2007). The existence or otherwise of statements relating to active citizenship, however, may prove a rather limited basis upon which to seek evidence of a civic role. Mission statements often belie the range of ways in which institutions engage with the local community and the region in the pursuit of economic, social and civic goals. Indeed, distinctions made between 'vocationally' oriented activities and those which are more 'civically' orientated deserve further examination – such dualities rarely capture the complexity that is higher education. Older institutes, in particular, often boast a long tradition of community engagement in their catchment area. The most recently established institute was given a specific remit in relation to widening participation.

Organisational culture and practices

Silver (2003) is sceptical about the usefulness of the concept of 'organisational culture', claiming that institutional affiliation is of lesser importance than discipline in determining most academics' conception of their identity. Nonetheless, the possibility that institutional culture – if such a thing exists – might influence academics' approach

to embedding a curriculum innovation is of some interest in this enquiry. It is reasonable to expect that in the Irish higher education system – composed of a relatively small number of institutions with distinct origins, identities, missions and traditions – organisational culture, even if an elusive concept, may be of some significance. Notwithstanding the unresolved debate on the significance of culture, Irish universities and institutes could best be described as organisations in transition (Boland, 2003b). They display some shared sets of meanings, beliefs, understanding and ideas which resonate with their tradition while also displaying symptoms associated with the impact of change, often externally driven. They demonstrate, to varying degrees, features of each of the different patterns of organisational culture identified by Becher (1989) – viz. hierarchical, collegiality, managerialism and anarchical. Mc Nay (1995) acknowledges that all four cultures of collegium, bureaucracy, corporation and enterprise often co-exist.

A development which has potential implications for institutional culture is the policy of academic restructuring which has been implemented with varying degrees of enthusiasm and vigour in different institutions. The process, which has been prompted by performance-related funding and the demands of a 'modernisation' agenda, has been resisted with varying degrees of success. It has attracted much criticism amongst the academic community (Fennell, 2006, Lynch, 2006) and has, atypically, commanded some attention within the pages of the print media, moving higher education policy ever further into the public arena (Siggins, 2007). These features of the cultural context – of individual organisations and of the sector – represent one sub-theme permeating the current inquiry.

4.3 The policy context

The situated and diffuse nature of the policy process

The prevailing national policy context is of interest when considering how a rationale for civic engagement is conceived of, articulated and realised. Legislative,

funding and qualifications frameworks represent powerful drivers for institutional strategy. While this enquiry is fundamentally concerned with academic practice, the boundaries between policy and practice within higher education are often unclear. Trowler (2002) advances a model of policy making and implementation which acknowledges that, in higher education, policy is made in ways other than the formal settings of government, external quality assurance agencies or governing bodies. Implementation processes are viewed as contextually contingent, essentially creative and therefore part of the policy making process. Citing Reynolds and Saunders (1987), he suggests that the locale of policy-making and articulation becomes diffuse and that policy is expressed often through a number of practices including the production of texts and rhetoric. Policy also finds expression in projects, in classroom and in staff rooms. Participants in a differential power relationship are both receivers and agents of policy and, as such, their production of policy reflects priorities, pressures and interest characterising their position on what Trowler refers to as an 'implementation staircase'. Theories of the relationship (or gap) between policy and practice are of potential relevance when making sense of academic practice within a higher education system characterised by a high degree of autonomy, where the principle of subsidiarity is a key tenet. Such theories are of particular interest when considering how innovative, counternormative practices are introduced (whether bottom-up or top-down), promoted and embedded.

The significance of contextual, cultural and ideological factors in Irish education policy making has been well documented by Walshe (1999), Sugrue (2004) and O'Sullivan (2006) all of whom identify consensual policy making as pervasive in Irish education policy making. Such factors help account for the individualised way in which policy is mediated in different settings and circumstances within Irish higher education, not least in the implementation of some policy initiatives – discussed below – which have particular relevance for the focus of this enquiry.

The objectives of higher education policy in Ireland

In preparation for the OECD review, the main objectives of higher education policy in Ireland were set out by the Department of Education and Science, as listed in

Appendix H.2. The OECD (2004), in response, noted that while these objectives are not fundamentally different from those of most OECD countries, in Ireland, they are being realised with varying degrees of success. In many respects the OECD report served as a catalyst for public debate on the purpose of higher education. The OECD, its vision of higher education and its recommendations for Ireland provoked wide ranging, often polarised, responses, in the scholarly press and in the national media. Most relevant to this study is the criticism levelled at the OECD for its 'narrow focus' and its failure to address the societal value of education

> It applies a purely economic perspective and uses the concepts of the knowledge economy, the translation of knowledge into economic wealth, and the knowledge society, the translation of knowledge into a better society, interchangeably. The danger of ignoring the distinction between economy and society is that we will create a higher education system premised on wealth creation at the expense of the broader development of society.
>
> (O' Byrne, 2004b)

Tensions between competing imperatives characterise higher education, globally and locally. Lynch (2006) claims that there is an inherent contradiction between pursuing a business-oriented and privatised approach to higher education – which she claims underpins the OECD report – and the achievement of other stated objectives such as promoting access for disadvantaged students. She argues that Irish higher education is far from immune to the range of global forces associated with massification, managerialism, neo-liberalism and marketisation – discussed in Chapter Two. There is a perception that government directives and national policy initiatives have resulted in a diminution of institutional and academic autonomy (Fennell, 2006). University management has been accused of capitulating to the neo-liberal economic agenda, where education is seen as a direct instrument of the national economy, preparing graduates for work, delivering professional training and applied, industry-linked research. Cleary (2006, p.26) laments the threat of 'philistinism' and the impact of the 'industrial' model for universities, as funding policies reward certain outcomes which support growth of the economy. These critiques are counterbalanced by those who see opportunities for a synergy between meeting the needs of the knowledge economy and the knowledge society in tandem (Hughes, 2006, Hughes, 2007). This ongoing debate, and the conditions that have generated it, represents an important backdrop for

considering the rationale for embedding a civic engagement dimension within the higher education curriculum.

The concept of 'world-class' as a goal worth striving for permeates the discourse of Irish higher education – this is most often heard in the context of research (Higher Education Authority, 2006a). In his critical analysis of current approaches to measuring the performance of universities, nationally and internationally, Watson (2007 p.34) contends that the quest for 'world class' status is "...a big distraction". Describing both the Shanghai Jiao Tong register and the Times Higher Education Supplement World Rankings as subjective beauty contests, he points to the virtual absence of criteria which capture the contribution which universities, academics and students make to the civic society, locally, nationally and globally.

In tandem with the pursuit of 'world class' status, other relevant developments are in progress in Irish higher education. In keeping with the tradition of subsidiarity, Irish universities have instituted a process of establishing Key Performance Indicators (KPIs) for their own sector. These will become the basis for sectoral planning, decision making and for cross sectoral benchmarking. A process of consultation was designed to agree a prioritised set of "robust and practical indicators for all universities". Workshops were held – with university management teams and key staff from different functional areas – to facilitate a holistic university input to the process. Nine different cross sector review workshops were undertaken covering the following areas:

- Management Information Systems/Information Technology
- Finance
- Student lifecycle
- Teaching & learning
- Research,
- Facilities
- Library & information services
- Human resources and planning
- Institutional research/quality

(Irish Universities Association, 2007).

Preliminary progress was reported to a seminar at the Irish Universities Quality Board Annual Conference (Mc Loughlin, 2007). Preparatory work had commenced on the development of a data model to support the development of KPIs. It was expected that the agreed set of headline indicators would be finalised by early 2008 (Irish Universities Association, 2007). Some concern was expressed, at the open conference session, that a benchmarking process, so designed, would further marginalise activity and achievement within less measurable areas of 'performance' – including civic engagement. Some of the concerns expressed resonated with the critique offered by a keynote speaker to the same conference.

> It is remarkable that there have been few concerted efforts from the university sector to question global phenomena that give the outside world an image of higher education as a global athletic competition.
>
> (Kalvemark, 2007, p.1).

One of the main objectives of stated Irish higher education policy is to promote responsiveness of higher education to the needs of society and the economy (DES, 2004). While there is no specific reference to 'civic engagement' in the list of government policy objectives, it could serve as an instrument for achieving some of the wider objectives. As noted in Chapter Two, evidence of strategic alignment between civic engagement at institutional level and wider public policy objectives can be found in other jurisdictions, such as is the case in the UK in respect of policies related to lifelong learning, widening participation, diversity, social exclusion, knowledge transfer and 'third stream' activities (Banks and MacDonald, 2003, Annette, 2006a, Whittmore, 2006, Nursaw, 2006). Within Ireland, to date, this degree of alignment between civic engagement strategies and wider public policy objectives is less in evidence and the perception persists that higher education remains an important instrument of economic rather than of social policy. Nonetheless, some recent examples can be found of targeted funding – by the Higher Education Authority – which supports initiatives aiming to serve the wider needs of society and specifically initiatives promoting civic engagement.

The role of funding

Quite apart from legislative provisions and public policy considerations, funding provides a powerful incentive for action. The Higher Education Authority (HEA) is the statutory body responsible for the planning and development of higher education and research in Ireland and, critically, for funding throughout the sector. Through its new funding model and targeted initiatives, the HEA has become a powerful instrument of public policy. Kerr (2006) summarises the main elements of the HEA's revised funding model, as outlined in Appendix H.2. This includes a new focus on collaborative, cross-institutional and cross-sectoral projects funded on a competitive basis. The general impact of the new funding model on the Irish higher education system has been, inter alia, to give institutions more responsibility for their strategic direction and to incentivise them to diversify their sources of funding (Kerr, 2006). The strategic priority afforded to the growth of 4th level research activity is evident in recent calls for funding (Higher Education Authority, 2006a) – a priority which is acknowledged as central to 'securing competitive advantage' in the 21st century (Irish Universities Association, 2005a). It has been claimed, however, that the emphasis on the 4th level has resulted in the relative neglect of the development of undergraduate programmes and of support for academic practice (other than for ICT based pedagogies), with undergraduates leaving university short-changed (Bradley, 2007).

Initiatives to support the achievement of broader social policy goals – access, widening participation, equity and diversity – feature prominently in the work of the HEA. Support for initiatives with a civic engagement focus, however, has been fewer in number and less well resourced. In its submission to the Task Force on Active Citizenship[40], the HEA asserts its awareness of the importance of higher education in civil society, citing a number of examples of how it works to support and empower institutions to deliver on this role (Higher Education Authority, 2006c). It cites its support for institutional strategies and for inter-institutional collaboration which it deems relevant to the development of civil society. Many of these also have significant impact on the economy – further highlighting the interconnectedness of civic and economic outcomes. It is notable that while many of the examples contribute to the

[40] See Terms of Reference in Appendix H.7

development of broader social, cultural and economic goals, few involve explicit 'engagement' in the civic domain.

One HEA-funded project – Service Learning in Higher Education – provided funding of €90,000 for a teaching and learning initiative – see details in Appendix H.3. Higher education institutions from both the university and IoT sectors participated in this project which supports the introduction of 'service learning' within higher education institutions. In its submission to the Task Force, the HEA describes the pedagogy as follows.

> Service learning seeks to reinvigorate the civic mission of higher education and instil in students a sense of social responsibility and civic awareness. This encourages students to learn and explore issues vital to society, inside and outside the classroom. Students learn from engaging with communities by active participation and academic credit is associated with this learning.
>
> (Higher Education Authority, 2006c)

The most recent funding call for proposals, under the Strategic Innovation Fund (SIF) in 2006-7, includes proposals which relate to "... the development of the individual student to attain their full capacity both in careers and as citizens in a democratic society facing profound change" (Higher Education Authority, 2006b, p2). The explicit inclusion of education for citizenship as a strategic priority for higher education is a significant development, particularly since it did not feature in the recommendations arising from the OECD (2004) review. Arising from that call, a further collaborative cross-institutional proposal for funding was made and approved in 2006. The objective of this project, titled 'Civic Engagement, Student Volunteering and Active Citizenship' is to develop a sustainable national network to promote greater levels of civic engagement by students in higher education. See Appendix H.4 for details of actions planned. The project budget of €700,000 represents a significant increase on that available for the first service learning project. In the context of the HEA budget of €300m for strategic initiatives over five years[41], however, the scale of the funding is relatively modest.

[41] Source: http://www.hea.ie/uploads/word/Final%20Call%20July%2020061.doc

4.4 The National Framework of Qualifications (NFQ)

The development process

The Qualifications (Education and Training) Act, 1999 represents one of the most significant developments in Irish education in recent years and has led to the development of a new National Framework of Qualifications (NFQ). The framework is designed inter alia to promote the maintenance of standards of awards made by further and higher education bodies, other than the universities (Government of Ireland, 1999). The framework was launched in Ireland October 2003 by the National Qualification Authority of Ireland (NQAI) in response to the need for a more flexible and integrated system of qualifications for a 'lifelong learning society'. As noted earlier, while the NQAI has no statutory authority over the universities as a sector, the latter have expressed commitment to ensuring that the key goals of the framework are achieved (Irish Universities Association, 2005b).

The framework sets out, for the first time, a set of descriptors, based on learning outcomes, for national awards over 10 levels (See Appendix H.5 for details). It has been developed with a close eye on parallel developments at European level —in particular the development of the European Framework of Qualifications for the European Higher Education Area (Ministry of Science Technology and Innovation, 2005). In practice, the process of developing the framework reflected what's been dubbed the 'messiness' of Irish higher education system and, perhaps, a pragmatic approach to policy making.

> ... it was iterative and it was a developmental process and it was based on getting something that would pragmatically work, rather than something that is theoretically clean and fully integrated as it were. So there are raggedy edges to it, but education and training in Ireland is messy, you know, it's probably as messy as it needs to be.
>
> (Interview: Key Actor A)

Granville (2003) portrays the Irish National Framework of Qualifications as consultative rather than directive, in marked contrast to more regulatory approaches to policy implementation in other jurisdictions (Philips, 2003). As discussed earlier, a

consultative, non-directive, enabling approach has served as an effective means of negotiating powerful and sometimes conflicting interests in a cultural milieu characterized by an antipathy to regulation and control. The 'enabling' framework provides further evidence of the pervasiveness of consensual policy making. The need to satisfy diverse stakeholders in the policy process is perhaps exemplified by NQAI's willingness to compromise on the wording of the descriptors for dimensions of the national framework of qualifications, so as to secure agreement and make progress (Interview: Key Actor A)

While establishing the framework was a significant initiative, monitoring is an important aspect of the implementation. The statutory role of the National Qualifications Authority of Ireland (NQAI) is to maintain a framework of qualifications, while responsibility for monitoring the implementation of the framework falls to the awarding bodies. As the body responsible for quality assurance within higher education, HETAC's efforts are focused, in keeping with the principles of subsidiarity, more on the process of validation rather than on the outcomes of the process within individual institutions (Interview: Key Actor B). Even if it wished to do so, HETAC simply doesn't have the necessary organisational capacity to engage in such a regulatory approach.

> HETAC is not going to be checking up on individual institution – or programme – and say, 'your accountants are coming out with zero sense of corporate social responsibility' or whatever. (Interview: Key actor B)

Their approach has been to support the development of a culture – within institutions and in the sector more generally – that asks the relevant questions.

International comparisons of reforms in higher education highlight differences between the relatively centralised, radical approaches which rely on tougher measures to discipline non-compliant institutions e.g. in England and the lighter touch, incremental style of reform e.g. in Nordic countries, which are less confrontational and adversarial (Bleakly, 2000). Clearly, higher education in Ireland falls closer to the latter consensual model of policy formation. The 'enabling' approach to policy implementation is evident in the NQAI's position on the promotion of awards, programmes or curricula that might promote active citizenship. The Authority, for example, holds a strong position on broader policy issues such as lifelong learning, access, transfer and progression.

While they espouse a civic purpose of higher education, the Authority is less concerned with the extent to which qualifications should serve the needs of civic society, or engender within learners a degree of critical 'insight' regarding their role within society.

> ... as an organisation we don't have a concern about, how will I put it, the usefulness of any particular programme to society. . . Like that's to do with market forces, it has to do with you know what funding agencies want to promote . . . if there is demand for qualifications that reflect active citizenship then I presume programme providers will want to design programmes that will have that flavour. .... And [the framework] makes it possible for people who are pushing a particular policy to do that more effectively. (Interview: Key Actor A)

These observations confirm the observations of Young (2003), arising from his comparative study of the global phenomena of national qualifications frameworks, that

> . . the Irish NQF has the clear intention of promoting a broad view of lifelong learning and included learning to learn and insight in its definition of learning outcomes. However, it aims to facilitate these goals rather than prescribe them.
>
> (Young, 2003, p.232)

Making provision for 'insight'

The tendency to eschew prescription is best exemplified in the implementation of one particular dimension of the framework. One of the innovative aspects of the Irish framework was the inclusion of 'insight' as a dimension of all awards within the National Framework of Qualifications. The competence of insight has been described by the NQAI, as follows:

> ... the ability to engage in increasingly complex understanding and consciousness, both internally and externally, through the process of reflection on experience. Insight involves the integration of the other strands of knowledge, skill and competence with the learner's attitudes, motivation, values, beliefs, cognitive style and personality. This integration is made clear in the learner's mode of interaction with social and cultural structures of his/her community and society, while also being an individual cognitive phenomenon
>
> (National Qualifications Authority of Ireland, 2003)

Generic level descriptor statements for 'insight' have been written by the NQAI for each of 10 levels on the framework – see the Grid of Level Descriptors – and HETAC have expanded these more fully for a range of awards (See Appendix H.4 for details).

The inclusion of 'insight' as an explicit element of all awards was consistent with one of the four purposes of higher education – 'preparation for active citizenship' – identified within the European Qualifications Framework (Ministry of Science Technology and Innovation, 2005). It could also be construed as an attempt to comprehend the 'being' dimension of the higher education curriculum (Barnett and Coate, 2005), or the concept of capability (Stephenson, 1998) or the development of the affective domain (Krathwohl et al., 1964, Kaplan, 1978, Cowan, 2005). The provision of opportunities for learners to develop 'insight' could also comprehend the concept of 'care' – caring about and caring for – which McClave (2005) contends is missing from classical liberal notions of citizenship education.

Maguire (2005) recalls the debate which this dimension prompted amongst the stakeholders, including the more 'right-of-centre' argument against its inclusion, on the grounds that it was not relevant to employability and the economic functions of qualifications. The more 'left-of centre' argument against inclusion, he contends, was based on the claim that it is too important and elusive to be reduced to learning outcomes – representing an attempt at 'pinning the butterfly'. On balance, it was included because it was felt that 'if it slipped off the grid it would slip out of consciousnesses' (Maguire, 2005). Overall, the most common methodological objection cited was that it was impossible to assess/measure these outcomes. The NQAI have acknowledged that while there was much uncertainty regarding the extent to which it had been taken on board in programme design, it was still seemed desirable to make provision for such outcomes within the framework (National Qualifications Authority of Ireland, 2003). Given the innovative and challenging nature of the dimension, they identified a need for an iterative process of development, in association with practitioners, to review its implementation.

Text and action

The complex relationship between policy as intended and as enacted is highlighted by the manner in which 'text' in respect of 'insight' is conceived of and interpreted. While the 'insight' dimension has been identified by Maguire (2005), Boland (2006a) and Boland and McIlrath (2007) as a potential catalyst which could prompt a re-

shaping of higher education curricula, its impact has been difficult to discern, five years after the launch of the framework. Like many constructs of its kind, the meaning, significance and status of 'insight' is far from clear to many users of the framework. Some indication of its status can be discerned, perhaps, from the distinction made between different versions of the 'text'. The description – the long discursive statement in the policy document – provides the thinking behind the dimension, as cited above. The descriptors – the brief statements within the grid – are regarded as the 'nuts and bolts' and the more likely point of reference for programme developers. From the Authority point of view

> [the description] is a discursive description of the thinking behind these statements. But people who are using [the level descriptors], are not necessarily expected to even know [the discursive description]... .. That's in the 'Policies and Criteria' document... which is less central than the determinations. The determinations are the nuts and bolts, they are what was decided . . .
>
> (Interview: Key Actor A)

So, curriculum developers are not necessarily expected to be familiar with the 'thinking' behind the statements in the grid. They are expected to map their programmes (or modules) against the grid without recourse to the 'descriptive' statements. Moreover, each award need not necessarily address all the dimensions of the framework. Sometimes there may be only a "... nod and a wink" to some of the dimensions within individual modules or the overall programme or both, as deemed appropriate to each award (Interview: Key Actor A).

The status afforded to text as 'policy' over text as 'thinking' is revealing. It raises the issue of how curriculum developers (academics) are conceived of in the implementation of the framework policy. It has implications for the prospect of implementing the more innovative dimensions. Critically, however, it is indicative of the status afforded to 'thinking'. There is, however, another view on the value of 'the thinking' behind the insight dimension to programme developers.

> The long statement is, to my mind, probably more important, because it sets out the domain more clearly . . . But I despair when I see people sort of starting and stopping with the grid because I can't remember what that's supposed to mean. It does mean something but without the context of the long statement; it's too telegraphic.
>
> (Interview: Key Actor B)

4.5 Broader societal concerns as a catalyst for a renewed civic role

In contrast to Ireland of the 80's, the country now enjoys unrivalled prosperity and growth, even if the benefits have not been shared equally by all members of society. Growing net immigration – to fill persistent labour shortages – has resulted in a multi-cultural society and a level of diversity which brings both opportunities and challenges. While no one yearns to return to the poverty, economic scarcity and high unemployment of the past, the gains made through the years of the Celtic Tiger have not been without cost. Physical infrastructure and public services have not managed to keep pace with the economic and population growth, resulting in a new class of people who could be described as money rich and time poor. One contemporary development of relevance to this study is the way in which the concept of social capital – and concerns regarding its perceived decline – features prominently in political discourse in post-Celtic Tiger Ireland (Healy, 2001).

This concern for social capital and the health of civil society is manifest in the establishment of the Taskforce on Active Citizenship[42] by An Taoiseach, Bertie Ahern (Task Force on Active Citizenship, 2006). The initiative was inspired, in part, by the ideas of Robert Putnam (2000) which have found favour with An Taoiseach. It was also prompted by the consequences of a rapidly changing society. The remit of the taskforce was to consider the extent to which people in Ireland play an active role as members of their communities and society. Specifically, it aimed to identify factors affecting the nature and the level of active citizenship and to suggest ways in which people could be encouraged and supported to play a more active role (See Appendix H.7 for Terms of Reference). Regional public meetings were held throughout the country, inviting the views of members of the public and key stakeholders in the area of community and voluntary organization. Attendance by representatives of higher education institutions at the public meetings was negligible. Public submissions were invited and over 1,000 submissions were received. In its submission, the Higher Education Authority affirmed the role of higher education in advancing social and civic goals, highlighting the range of

[42] See http://www.activecitizen.ie,

ways in which it has supported initiatives which address these goals, including their support for the Service Learning Academy (Higher Education Authority, 2006c). The Taskforce also consulted with 35 'key persons' from the higher education sector, at a meeting hosted by the HEA.

The Taskforce reported, with recommendations, within two years of being established. Of the fourteen recommendations one related specifically to higher education:

> That the Higher Education Authority (HEA) should lead an initiative, with appropriate resources, to promote, support and link together citizenship initiatives across the Higher Education sectors, including service learning and volunteering by students.
>
> (Taskforce on Active Citizenship, 2007 p.22)

The Taskforce also acknowledged the need for more analysis and research on civic engagement in Ireland. One recommendation – the establishment of National Observatory on Active Citizenship – while not, of necessity, associated with higher education is notable. The Observatory was envisaged as seeking "... to engage in a more collaborative and mutually beneficial way with various communities" (Taskforce on Active Citizenship, 2007, p.26).

As one outcome of the consultation process, 'active citizenship' is defined by the Taskforce in terms of what active citizens do.

> Ultimately 'active citizenship' is about the underlying values which shape behaviour by individuals as members of communities. Active citizens help shape strong, healthy, inclusive societies. By looking beyond our purely private roles and rights as consumers to our active roles and responsibilities as citizens, society as a whole benefits.
>
> (Taskforce on Active Citizenship, 2007 p.3)

Seddon (2004) provides a potentially valuable framework for considering the different ways in which 'active citizenship' may be conceived of within the context of pedagogy for civic engagement, illustrated in Fig. 4.2.

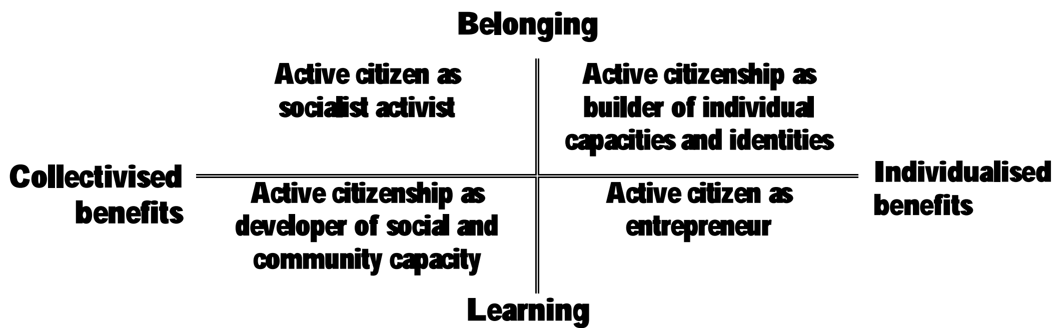


Fig. 4.2 Matrix of conceptions of active citizenship. Source: (Seddon, 2004 p. 171)

Each of these conceptions of 'active citizenship' involves a certain construction of the citizen – as activist, entrepreneur, builder or developer – derived from the balance of emphasis between individualised and collectivised benefits and between learning and belonging. Each brings with it implications for the potential role of education and for the practice of pedagogy for civic engagement.

The centrality of 'community' in the discourse of the Taskforce Reports highlights the way in which, as asserted by Tovey and Share (2003, p.107), 'community is a popular word in Ireland'. They claim that we like to think our society is made up of communities and is permeated by a spirit of community. Public discussion, therefore, assumes that communities are good and desirable forms of organization. Moreover, they contend that, in Ireland, those without 'a community' are regarded as living impoverished lives or are believed to be unstable and unreliable members of society. This emphasis on community built through social networks as a 'good' form of social organisation is exemplified in the words of An Taoiseach.

> To me, an active citizen is one who is aware of what is happening around them and strives towards the common good. ... .. At the heart of active citizenship is that sense of shared values, of belonging in the community and of pride in our place and our country.
>
> (An Taoiseach Bertie Ahern T.D., 2006).

Certain conceptions of active citizenship infuse the terms of reference, submissions and reports of the Taskforce, reflecting particular conceptions of civil society; those associating civil society with the good society and civil society as associational life, as identified by Edwards (2004). These contrast with a third conception offered by Edwards – civil society as public sphere. These conceptions of civic engagement will be

relevant when considering the rationale for pedagogy for civic engagement as espoused by participants within the case studies.

Link to the case studies

There is some evidence, in Ireland, of awareness of the need to reconsider the wider civic purpose of higher education and the role it may play in promoting active citizenship in a democracy. Attempts to address that need are most likely to be reflected in avowed missions statements and broad policy objectives. Civic engagement strategies are consistent with existing enabling legislation and policy. University legislation already makes explicit provision for their contribution to wider society and, of greater relevance to the extra-university sector, provision has been made within the NFQ for the inclusion of outcomes which are closely aligned to the principles of pedagogy for civic engagement. Implementation, however, is a matter for institutions, departments and, critically, for academics who inhabit the lower rungs of the implementation staircase, wherein lies the competence to determine if and how these outcomes can be promoted within academic programmes. The existence of multiple competing imperatives —a widespread characteristic of contemporary higher education —poses a significant challenge to those attempting to do so.

> Will civic engagement bring in Chinese students and the non-EU fees associated with it? And the answer is no because it won't push you up the Jiao Tong register or whatever it is that they use to evaluate the attractiveness of Western universities. And yes, you will get a warm glow and you will get some coverage in the local paper but it won't, it doesn't have that, it's not tangible, and you can't cash in. You can cash in your research, if you do your teaching well enough, as in give the students satisfaction in that kind of consumerist sense you can cash that in.
>
> (Interview: Key Actor B)

Despite the apparent lack of 'pay-back', there is a growing number of Irish higher education institutions where academics (independently or collaboratively) have elected to introduce pedagogy for civic engagement within their own academic programme. This study focuses on the experience of academics, colleagues and key actors within four such institutions.

Chapter Five

The Rationale for Pedagogy for Civic Engagement

5.0 Introduction

This study aims to address a number of research questions which relate to issues of rationale, process and practice, with attention to the significance of conceptions and context. In the following three chapters, I present findings arising from my analysis of the interview data from each of the four case studies, arranged in chapters which reflect the thematic framework which emerged from a coding process which was inevitably influenced by the research questions posed.

Chapter Five reports on findings in respect of the rationale for civic engagement and for pedagogy for civic engagement in particular. Chapter Six reports on operationalising pedagogy for civic engagement, dealing with the processes, approaches, roles and relationships, challenges and strategies involved. Chapter Seven considers factors impacting on academics' willingness and capacity to embed pedagogy for civic engagement. Participants' conceptions of key ideas and the potential significance of context – internal and external – are explored throughout.

The process of data analysis included establishing a series of analytical statements representing tentative hypotheses (or hunches) which were informed by my experience within the case study sites, my immersion in the data and some a priori theories[43]. These statements were tested and refined against the data within the thematic framework, using a range of techniques outlined in Chapter Three. The results of queries conducted using the facilities of Nvivo7 are contained in Appendix J. Each section of this chapter concludes with a set of tentative conclusions which provide the basis for discussion in Chapter Eight.

[43] These provisional analytical statements are provided in Appendix I

5.1 Rationale and motivation

> I was very struck at how little the real reason for doing civic engagement is articulated. If you have conversations with people, like [the] president a couple of years ago, and [the] registrar this year, they will talk about why they're concerned, why they consider education is important. But the documents don't say 'here's our dilemma, here's what's happening to our country'. Without that sort of larger context to put it in, I think faculty are really puzzled about why they are called upon to do service learning. People don't know what service learning is, what it looks like. There is great confusion between volunteerism and service learning and there is a big tradition in Irish education, coming from where I am, of placement and practical education. They need it really explained to them.
>
> (External Actor)

This observation of one external actor provides an interesting – perhaps contentious – starting point for exploring the rationale for a civic engagement dimension within the higher education curriculum. I have explored the data to determine if it bears out such a claim - that academic leaders have little sense of the larger context and that academics are puzzled as to why they should do this work. I interrogate the rationale for strategies to promote civic engagement, from a range of perspectives. As noted in Chapter Two, pedagogy for civic engagement (PfCE), internationally, has developed to address a range of goals such as enhancing student learning, serving community needs or meeting corporate social responsibilities. These concerns and goals are not always shared by all key actors in equal measure. I explore the implications of this phenomenon for how these practices have developed in four Irish higher education institutions, within a particular policy and cultural context.

Orientation of rationale/motivation

While pedagogic responses to a civic mission are the primary focus of this enquiry it is valuable to locate these initiatives within a wider civic engagement agenda and to address the fundamental question as to why higher education institutions – and those within them – seek to advance such a mission. In the interest of exploring the underpinning rationale, I developed a typology of 'orientations' derived from the

interview data, using techniques outlined in Chapter Three and Appendix F.7. Distinguishing between 'rationale' (a set of reasons or a logical basis for a course of action or a particular belief) and 'motivation' (that which induces a person to act in a particular way) from interview and other data proved challenging. Motivation is sometimes articulated as rationale and rationale, in turn, may derive from one's motivation. While a 'rationale' is more likely to be offered overtly as a logical and reasoned explanation, motivation is often less explicit, requiring critical analysis of empirical data in order to discern or infer possible sources. In the course of unstructured interviews participants often revealed their motivations explicitly. In other cases, I attempted to discern them from how participants narrated their prior experience, articulated their beliefs, and described their approach to embedding, supporting or promoting a civic dimension. Discerning 'rationale' seems, on the face of it, less problematic; people are more likely to articulate what they believe to be a 'logical basis for a course of action', where one exists. This does not, of course, mean that statements of avowed rationale are necessarily more reliable than my deductions as to motivation. In light of the complexity of the relationship between rationale and motivation I have, for the purpose of this study, considered rationale/motivation as a unitary concept.

In Chapter Three I outlined how my analysis of the interview data led to the creation of a set of nodes for rationale/motivation as reported by participants themselves, inferred from their data or attributed to them by others. The orientations, which will be elaborated more fully below with examples, were as follows:

- **Civic orientation:** a rationale centred on concern for civic/social issues
- **Student/Learning orientation;** a rationale focused on student learning, teaching and benefits to students.
- **Personal orientation;** a rationale deriving from personal beliefs, values and experience.
- **Higher education orientation;** a rationale focused on the role, purpose and interests of higher education.

Multiple and multifaceted rationale

As Land (2004) notes, orientations are neither innate nor fixed. Neither are they unitary in nature. In the case of orientations to civic engagement, few subscribe to one orientation only. The extent to which participant data reflected more than one orientation is illustrated in the number of words coded to pairs of orientations (Appendix J.1). The greatest overlap existed between the 'personal' orientation, and the 'student learning' orientation e.g. where motivation was based on a personal conviction about how students learn. The degree of overlap between a 'civic' and a 'higher education' orientation was also evident. In some cases, concern for local community issues (e.g. disadvantage) combines with personal motivation (e.g. assuaging guilt) prompting academics to take more active steps to resume their engagement with the local community. With few exceptions – notably those with a personal or professional commitment to issues of citizenship – motivation to engage civically is articulated without any reference to the range of theoretical concepts which feature in the literature or in political discourse regarding civic engagement.

> They don't use that terminology [declining 'social capital'] at all . . . In [one faculty], for example, they talk about homelessness, shelters. They talk to me a bit about the little old nun who was nearly 89, and she still runs one of the local food distribution centres. And they felt really guilty, because she's 89, and she is still doing it, fifty years on. And some of them who had done it for 10 or 15 years had given up and they are much younger, so they would talk about 'feeling bad', about 'feeling bad about the nun', but they don't talk yet about civic engagement and social capital (PfCE facilitator).

The multiplicity of motivations and the multifaceted rationale is highlighted by one strategist who identifies how pedagogy for civic engagement fulfils a number of objectives and thereby reflects several orientations.

> As far as I remember that's where that particular project came out of originally, because there was a certain need that [area] had. Our guys were interested from a research point of view and from a teaching point of view and thought this would be a good idea for the students. So is it citizenship? Yeah, I would say it would be. Now they may say 'well, we did it because this was a good project from a student point of view'. It's still citizenship at the end of the day, whether we call it that or not (Strategist).

5.2 The nature and incidence of different orientations

Incidence and strength

The 'personal' orientation features most prominently in the interview data, followed by the student/learning and the civic orientations. The higher education orientation is least prevalent (see Appendix J.2, for the total number of words coded to each orientation, for all participants). The volume of data – number of words spoken – coded to each orientation merely provides an indication of the relative prevalence of these orientations in the data; it does not necessarily reflect the relative strength of these orientations. The prevalence of the 'personal' orientation in the data, for example, reflects a tendency – borne out by the transcript data – that when people talk of what motivates them, they have much more to say about their personal experience or values than about other factors which inspire them. This is most evident when disclosing beliefs or recounting experiences which have shaped their view of education and its civic purpose in particular.

> Well I suppose, you know, it has always been my kind of passion, my thing, I suppose well like the whole story, it's quite a personal story in a way. I lost a parent when I was very young, at the age of eight, and the conflict was raging in Northern Ireland... My father died and I couldn't understand why people in the conflict ... where, technically, the daddies were killing each other, that affected me quite a lot. And then there was no, no room to engage with that particular issue in school at all ... and I felt, you know, quite young, I felt that that was wrong. So after my undergraduate course I got the chance to go to Northern Ireland and study and kind of entrench myself in the situation. But I've always had this kind of burning desire that people should be engaged with controversial issues within society, and position themselves within those issues, and if not become agents of change, at least understand where they position themselves, if that makes any sense? (PfCE facilitator).

The personal orientation

The dominant rationale was associated with a 'personal' orientation. The range of beliefs, values, attitudes and formative experiences which seemed to contribute to a personal rationale/motivation was both wide and varied. They include, in no particular order, the following:

- **Prior experience working as a volunteer**

  Probably the biggest factor was my own formative experiences in college . . . It was pretty much the norm of college life to be involved in some society, some helping or aiding society of some sort. It's almost been a culture change I think for recent students. (Embedder)

- **Beliefs about the value of experiential learning**

  From a practical perspective I'm a firm believer that theory is no good without some sort of solid practice element to it. I believe in experiential learning (Embedder).

- **Commitment to concept of citizenship**

  I've always had a very strong commitment to the concept of citizenship and inclusive citizenship and what that actually means and the rights and responsibilities that go with it (Embedder).

- **Concern for widening participation, informed by own background**

  I've come, I suppose, from I would say a poor family but not a 'disadvantaged' family in the total sense of the word. So those things kind of grasped my imagination and I really enjoyed them ... and my work in local schools was more on a broad perspective of switching kids into education (Strategist).

- **Wanting to contribute to a specific interest/issue**

  Staff would have for example, children with problems, and so people who I certainly wouldn't ever have thought would get involved in voluntary activities are hugely involved, just in relation to that one area; disability, sickness or an impediment that strikes their children (Key agent).

Other themes included:

- Personal conviction regarding the civic purpose of higher education
- A creative/innovative streak
- Consistent with their beliefs about education
- Unable to turn down an opportunity to engage
- Sense of personal satisfaction

These examples of 'personal' orientation illustrate how participants frequently reflected more than one orientation, even in one short statement. Moreover, this was not a simple matter of manifesting more than one orientation. Personally held convictions which related to higher education, for example, were often articulated by participants – especially those in positions of management or leadership – in universalistic terms. Moreover, personal convictions were often mediated through a

professional role e.g. as an academic leader, making it difficult to discern the actual source of any motivation.

The student/learning orientation

Within the 'student/ learning' orientation it was possible to identify a number of closely related motivations. These include the hope of enhancing student learning and personal development, realising cross-curricular goals, providing opportunities for vocational preparation or for the development of transferable skills, giving students insights into prospective career choices, exposing students to life in the 'real-world' and giving them opportunities to work in contexts which are characterised by diversity. The expectations or prior experience of academic staff of the positive benefits for students provided a powerful incentive.

The opportunity to enhance deeper learning was a significant motivation for all academic staff – whether embedders, enablers or co-operating colleagues. These opportunities were generally closely linked to the specific discipline, be it psychology (critical insight into the practice of altruism), engineering (negotiating with beneficiaries in the design process), interculturalism (practical experience in the representation of race) or the real world application of the principles of ethics within a philosophy course. In a cross-disciplinary project, the expectation that students would learn from each other across the different disciplines – if not entirely realised in practice – provided an important raison d'être for the project. The practical, applied and experiential nature of student learning in a PfCE represented an important incentive for all categories of participants. Moreover, where practical based projects or experiential learning were deemed consistent with the tradition or values of the institution, they were more likely to gain legitimacy on the strength of the association with more traditional models of student placement.

Appreciation of the valuable opportunity to facilitate personal growth and development recurred throughout. This raison d'être also derived from a personal belief about the role of higher education.

> My philosophy is that education is a personal development programme, that's all it is, from pre-school to PhD and beyond. It's just learning to see life in

different ways and to be, you know, critical. It's an experience of life. And so our students were going out and they were, it was all academic. But this kind of process and them being so involved, there was a great rounding off and maturing. (Strategist)

For some, the focus on students' soft skills represented a pragmatic response to the needs of employers.

> And they were saying 'Great. You've really good graduates, they've come with first class honours but they can't talk to us, they've no soft skills, we've no evidence of what they've done outside their 20 hours a week in the library and 20 hours lectures' (PfCE facilitator).

While most of the sub-strands of a 'student/learning" orientation could be regarded as complementary, at times a degree of dissonance was apparent, most notably within individual projects. For one individual, for example, the professional and vocational benefits to student were of central importance.

> It's about giving students an introduction to the collaborative arts process and about that being a very legitimate work opportunity and professional career path for them when they leave college. So it's giving them a taste of that, so that they can actually make choices - and giving them some experience about being able to engage with community and all that entails (Link person).

For this contracted link person, who was responsible for managing the community placements for the project , 'civic engagement', as such, did not feature as an explicit objective. If it was an outcome, it was deemed a bonus. In contrast, for the embedder back at the institution, the potential civic outcomes were a primary element in her motivation to initiate the project.

The civic orientation

Within the 'civic' orientation it was possible to discern two distinct ways in which it was manifest:

a) A civic orientation centred on the local community and issues therein (e.g. disadvantage)

> And so far, those I've worked with would have mainly been motivated by, well, breaking down barriers between their institution and the communities we're in . . . (We're located in) in relatively poor areas so there is a sort of back-drop of deprived areas. So when these lecturers look out, they think their students

> should be made more aware of the actual reality of aspects of city life for many of the people who dwell [here] (PfCE facilitator).

b) A civic orientation centred on a concern for broader civic/social concerns.

> I suppose that was our big goal when all this was set out – that with the despair that many people express with the collapse of community life, that we were saying 'how can we get students to equip themselves for a life of service, rather than just a few hours while they're here' (Strategist).

In the rationale for civic engagement and for a pedagogy which promotes it, interest in and concern for local issues and community needs far out-weighed broader, less tangible concerns of national or global significance such as citizenship or diversity. Within a 'civic' orientation it was possible to identify a sub-set of data where participants manifested a local or community focus. When this data is expressed as a sub-set of all data coded to the civic orientation, some patterns emerge. Firstly, for all sites, a large part of the data coded to a 'civic' orientation reflected a local/community focus. In such cases, participants spoke of how they or others were motivated by issues such as racist attacks in the local area, educational disadvantage, homelessness, catering for special needs. Moreover, the significance of local concerns was at its greatest for those affiliated to institutions where disadvantage is most evident in the immediate local community (i.e. on the doorstep or in the catchment area), as illustrated in Appendix J.3). Conversely, for participants affiliated to institutions where such issues are more remote or less visible, members were less inclined to make reference to local concerns and more inclined to display a civic orientation which reflected broader concerns.

The higher education orientation

The role, purpose and interest of higher education was the least cited of all orientations as the source of a rationale for PfCE. Within this orientation some diverse perspectives can be found. These range from passionate conviction about higher education's civic purpose, to more pragmatic perspectives on how PfCE might help differentiate between institutions in an increasingly competitive market. Some individuals valued the opportunity to challenge traditional attitudes and practices within academe

> I think that's probably its most radical element because, when you get to thirty or forty or so, you begin to think that you know everything! Especially in large institutions. And so it's a tremendous – maybe covert – way to throw faculty back out into the world (Strategist).

The role of higher education as a public good featured in the argument advanced by a small number of participants.

> Habermas talks about the public good and what it means to be a public institution. A lot of the debate around the modernisation of universities has been an attack on the possibility that by doing a lot of this modernisation, by being commercially focused etc, etc., a lot of the universities are leaving behind the public reason for existing. And from my perspective . . .we're not just here to produce students. We're not just here to help industry. We're here to have a social and economic impact on our greater community (Strategist).

These sentiments exemplify some of the inherent contradictions in the contemporary discourse of higher education. Having a commercial focus is represented as a potential threat undermining the public purpose of higher education, yet institutions should have an economic impact on the greater community. For some, there was a sense that pedagogy for civic engagement – by virtue of its goals and methods – will meet emerging needs of society and even student demand.

> I think that thrust for the rounding out of education is coming thick and fast – and it's going to come from the students, its going to come from everywhere. You know, people like yourself doing papers and stuff. It's all emerging. Society will begin to look for this (Strategist).

As noted earlier, motivation was not a one-dimensional phenomenon. One academic manager, who demonstrated a strong student learning orientation, also regarded this feature as a means of differentiating the institution and its tradition. The practical, applied and experiential nature of student learning in a PfCE represents an important incentive for all categories of participants: 'the aspiration for making learning kind of real, if you like, for the individual" (Academic manager).

In terms of the role and purpose of higher education, there were few instances where any explicit association was made between a strategy to promote PfCE and other strategic objectives of the institution. Few research opportunities were identified, for example. The main exception to this trend could be found wherever some connection with access policy was made. While widening participation didn't form part of the

explicit rationale in any case, PfCE was presented, by a few participants, as consistent with an institutional commitment to widening participation. While civic engagement activities – such as outreach – assist institutions in achieving objectives in relation to widening participation, in only one case was PfCE conceived of as a potential instrument for doing so.

You don't have to be 'mad'.... but it helps

> They all think I'm mad basically, it is a lot of work, and you have to really love what you're doing (Embedder).

Throughout each of the cases, there was a sense that PfCE work goes against the grain, that it is counternormative and even that individuals so engaged might be considered just a bit 'mad' by their colleagues. While this apparent notion of eccentricity cannot be represented as a 'motivation', it may help explain why some people chose to do this, or even why they 'get away with it'. When one PfCE facilitator shares her vision of the university as an agent for social change with other staff, she realises that it is not shared and that "I would be perceived as being totally mad and crazy" (PfCE facilitator). The metaphor of 'going against the flow', voiced by this embedder, was echoed in all four sites.

> And, you know, it's a tricky one because I think we know, strategically, where things are going in terms of the broader picture so we are to all intents and purposes going against the flow, a lot of the time. We know we're doing that but you've got to keep doing it, I suppose you can't stop (Embedder).

5.3 Orientation of rationale/motivation from different perspectives

Perspectives

Orientation of 'rationale/motivation' varied considerably amongst individuals within the cases. It was possible to interrogate the discourse of each of the participant categories for evidence of the incidence of different orientations, when talking about themselves (largely), and sometimes about other people (e.g. colleagues), the project,

institution, education or more conceptual issues. In analysing these patterns it proved valuable to group participants by attributes[44] as follows;

(i) Connection to the PfCE

(ii) Position

(iii) Disciplinary background

(iv) Gender

For categories within each grouping, the proportion of words relating to rationale (as an overall category) which was coded to each orientation could be calculated. The resultant patterns – illustrated graphically with relevant data, in Appendix J. 4-7 – are offered as an indication of the relative strength of each orientation for different groups, with all the caveats discussed earlier in Chapter Three.

Orientation by 'connection to the PfCE' and by 'position'.

The prevalence of different orientations varied amongst the groups of participants. The patterns are illustrated in Appendix J.4. For embedders, the personal and student/learning orientations featured equally strongly, with few references made to the role and interests of higher education. Co-operating colleagues also prioritised the personal and student/ learning orientation. Strategists – being strategic perhaps – demonstrated the most eclectic orientation, citing a range of factors which contribute to the rationale for PfCE. Enablers also invoked a range of factors. The civic orientation features most prominently in the discourse of link persons and key agents. External agents – given their role perhaps – were most likely to invoke both the civic and higher education orientations. It is noteworthy that the results for the two 'link persons' conceals considerable variation in the orientation of those within the category – evident from the relevant case profiles – highlighting the limitation of grouped data for small numbers.

Some further observations may be made, based on the relative incidence of orientations amongst participants grouped in terms of their formal position within the institution, as illustrated in Appendix J.5. The dominance of personal and student/learning orientations amongst academics is confirmed by the quantum of data

[44] See Appendix F.3 for description of the values of each of these attributes.

coded. Academic leaders displayed a strong personal orientation and the role, purpose and interests of higher education also featured. The amount of data coded to rationale/motivation for academic leaders reflects their greater predisposition to talk about rationale, compared with academics who were more inclined to talk about process and practice issues. A civic orientation was the most dominant element of the discourse of PfCE project directors who facilitated the process.

Orientation by disciplinary background [45]

Some variations were observed in the extent to which participants with various disciplinary backgrounds invoked different orientations to a rationale for PfCE – with the caveat that the number in each disciplinary category was small – see Appendix J.6. Drawing on some examples, it may be possible to throw some light on a possible association between the orientation of rationale/motivation of participants and their disciplinary background.

The 'personal' and 'student/learning' orientation was strongest amongst those from an engineering background (N=7). Engineers were more likely to cite the opportunities which PfCE offered for practical and applied learning and to draw parallels with project- and problem-based learning. One academic leader identified his engineering background as a contributory factor in his conviction regarding the benefits of experiential learning. Within the discourse of social scientists (N=13), student learning and personal beliefs and values featured as the most dominant orientation. Social scientists could be found across the widest range of groups; as embedders, enablers, key agents and strategists. For a number of social scientists, PfCE was conceived of as a pedagogy which was congruent with their personal beliefs and with key concepts which were closely associated with their discipline e.g. diversity, altruism or interculturalism. For those from the humanities (N=4), the 'civic' orientation was as significant as the 'personal' orientation. Scientists (N=4) – none of whom were closely connected to PfCE as embedders, enablers or co-operating colleagues – were most likely to make reference to the role, purpose and interests of higher education. Likewise, with the exception of one academic who played an active part in enabling a PfCE, those

[45] This is the disciplinary background of the participant, or in the case of those whose posts are non-discipline specific, their primary disciplinary affiliation.

with a business background (N= 4) held strategic or leadership positions. For the sole participant from the visual arts, personal beliefs and values were the main motivation.

Orientation by gender[46]

A 'personal' orientation featured equally in the discourse of female (N=21) and male (N= 14) participants. The 'student/learning' orientation featured marginally more prominently for female participants. The incidence of a 'higher education' orientation was the main feature which differentiated male and female participants, as evident in Appendix J.7. Males were far more likely to refer to the role, purpose and interests of higher education. Amongst the males, there was a more even distribution of data coded to each of the four orientations. The actual gender breakdown of participants in this study may be of some relevance here. The majority of those in the categories most closely connected to PfCE (e.g. embedders, co-operating colleagues, and educational developers) were female, whereas the vast majority of those in positions of academic leadership, academic management and strategy where male.

5.4 The institutional and external context

The institutional context

As noted earlier, this study has not attempted to explore the institutional culture of the case study sites in a systematic way. Nonetheless, a number of institutional features which have a bearing on the theme of civic engagement emerged in individuals' narratives. Some of these are described in the case profiles; more are evident in the discussion of themes in this cross-site analysis. Some of these features may help account for the prevalence of different orientations within the discourse of participants from those sites. The relative frequency with which people presented or invoked particular orientations varies between the four sites as illustrated in Appendix J.8.

[46] Note that, as indicated in Chapter 3, in the interests of minimising deductive disclosure, all participants have been ascribed a female gender when reported, cited and quoted.

The marked dominance of the student orientation within FIT may be attributed to the conviction of the embedder for whom the interests of students and the potential for applied learning were paramount. Its location in a relatively privileged area may have contributed to the lower priority given to civic concerns. It was suggested by more than one participant that institutes of technology were less likely to think strategically about their role —this may account in part for a lower incidence of a higher education orientation in both BIT and FIT. Within UoT, an institution priding itself on its student-centeredness, with an avowed civic mission and with a dedicated centre for promoting civic engagement, all four orientations feature in nearly equal measure. The strength of conviction of embedders and enablers in UoK contributes to the dominance of a personal orientation. The strong showing of the civic orientation here reflects the institution's strategic commitment to a region which includes areas of disadvantage and growing multiculturalism. The strong civic orientation in BIT is consistent with its long tradition of local community involvement and the proximity of disadvantage in its immediate vicinity. The emphasis, in BIT, on students and on learning is consistent with the way in which practical, applied learning is highly valued within the institution. The patterns of relative incidence of orientation of rationale reflect some key features of the institutions within which the cases were sited. As conceded earlier, however, the frequency with which a particular rationale was invoked is a useful but relatively rudimentary measure, often concealing the nuance of the discourse and failing to expose rhetoric to which an insider is more sensitive.

There was no evidence that embedders are moved to introduce PfCE because it is part of the institution's strategic mission. Indeed, declarations of endorsement of senior management were sometimes greeted with a degree of scepticism, verging on cynicism. As conceded by one strategist, civic engagement, despite the rhetoric, is not necessarily considered by senior management as part of the 'real business' of the university. Moreover, as civic engagement and PfCE becomes part of the institutional mission, there is a danger that it is then regarded, by some academics, as just another marketing ploy.

> ... when you read the strategic plan, I think it's great, there's lots of really good aspirations there . . . to be inclusive and to open up to the broader society. I think if that was coming from a real kind of place of heartfelt kind of commitment rather than, this is the really important thing to do because of,

> rather than from some kind of marketing decision. I mean I would hope it's coming from the former but sometimes you get the feeling that the whole, you know, the stress is more on commercialisation and I think there's a lot of disillusionment within the university among many staff and I think, I think there isn't a trust (Embedder).

Such scepticism, articulated by participants from a range of groups - embedders, enablers, administrators and even strategists – illustrates the complexity of the relationship between institutional endorsement/strategic commitment and academics' motivation to introduce PfCE.

External context: the interest in active citizenship

There was no evidence that the government's avowed interest in citizenship (as exemplified in the establishment of a Task Force on Active Citizenship[47]) featured in the rationale offered by those closely engaged in PfCE. Levels of awareness regarding the work of the taskforce were minimal and participation by 'regular' members of the academic community in the consultation process was rare. Wherever citizenship was mooted as part of a rationale by academic staff, it was more likely to reflect deeply held personal convictions rather than current political concerns in the public domain. Indeed, the political interest was cited, by one observer, as a potential disincentive for academic staff and as a threat to their academic freedom.

> People almost see something sinister in that - that the government comes out with a task force on active citizenship and they'll identify certain dimensions of it. Often academics in particular will see that as interference and see it as interfering with academic freedom. Now all of a sudden we all have to be altruistic and now all of a sudden we all have to have our students volunteering... People can be quite cynical when something comes as an edict almost and often our 'edicts' are not explicit edicts but they're strategised through or incentivised through funding (Educational Developer).

Strategists, on the other hand, were more likely to respond to the external, political context.

> We've since renamed, relabelled it citizenship and community engagement partly due to intervention with the active citizenship task force. And it seemed a good idea to tie it in with citizenship (Strategist)

[47] See Appendix H.7 for terms of reference of the Task Force.

The issue of external funding did not feature as a reason why embedders choose to engage in PfCE work. Even where small grants were available, funding hardly merited a mention. As will become clear in the following chapter, funding becomes a more significant issue when operationalising a PfCE and most pertinently, in decisions to maintain involvement in the longer term. The prospect of external funding, however, proves more relevant to senior managers and strategists, as observed by one participant at a Higher Education Authority (HEA) meeting with the Task Force on Active Citizenship.

> When they had the HEA meeting . . . it seemed to me that many of them were interested because there was the prospect of funding, you know. There was a hint about funding for research and many people were lobbying, but lobbying I think is too strong a word in most cases, but at least in one case they were overly lobbying for the Task Force to set up some research dimension that could be based in a university. . . the situation is contaminated by the prospect of money in the short term – that will certainly arouse interest. But the truer test of this is, if there's no money available would anybody do it? (Strategist).

The National Framework of Qualifications as a potential source of rationale

Nowhere amongst all the references to rationale or motivation was any mention made of the National Framework of Qualifications or the 'insight' dimension in particular. Indeed, with the exception of one educational developer who had experience in both the university and institute of technology sectors, evidence of a basic awareness of this dimension was difficult to find. The most common reaction I encountered, when attempting to explore their understanding of the 'insight' dimension was that I was trying to test them and they were failing the test.

One embedder only became aware of the existence of the 'insight dimension' – subsequent to the introduction of her PfCE – when participating on a teaching and learning course. Consequently, this aspect of the framework did not feature in her rationale and in the programme document there was no explicit alignment of the learning outcomes for the PfCE module against the insight dimension. For her and the few who attempted to articulate their understanding of this dimension, 'insight' was generally conceived of as a meta cognitive process, rather than as a dimension which implied a degree of engagement, civic or otherwise.

> I think it's when students, or myself, when we know why we're doing something, how we're doing something, what we're doing and whether or not we are on the way to achieving something, it there's a shortfall how we can get ourselves back on track. A bit like metacognition (Embedder).

The impact of the framework, despite the attempt by the NQAI to include an affective dimension, seemed quite limited.

> In fact when I saw it on your email ... I thought 'insight?' I don't remember it and in fact unless someone is looking for it it's kind of buried as a sub-heading in things. It's a sort of a notional thing, so I would not have been hugely aware; I wouldn't have been working with it as a principle that could actually move people's thinking about the potential for embedding something like that into their programme design (Academic manager).

The policy context – the National Framework of Qualifications and its provision of the 'insight' dimension, in particular – failed to register with any of the participants as a potential contributor to the rationale for embedding PfCE.

5.5 Key conceptions

The multiplicity of conceptions relating to the civic realm and to the academic role – and the relationship between them – also has potential implications for the process of operationalising PfCE and for academics' willingness to embed them.

Civic related conceptions

Irish higher education institutions have been civically engaged in a range of ways for many years. As a term, however, 'civic engagement' means different things to different people and, given that it has entered the discourse of higher education relatively recently, this comes as little surprise. As noted earlier, 'community' featured as the predominant focus within the civic orientated rationale and this is reflected in the frequency with which the terms 'community engagement' and 'civic engagement' are used interchangeably. 'Community' was invariably defined in geographic terms – most often in terms of the immediate local area. For a small minority, it denoted a wider scope.

> And the way we looked at the community was .... I drew a set of concentric circles on a board and said 'Look. The inner circle are the people who live in the neighbourhood, people living in the streets around us ...' I said 'There's a bigger circle outside of that which is anybody who lives north of [ ]. . . And I said 'then there's a third circle which is actually everybody between here and the [ ] because that's our zone - it should be our zone of influence' (Strategist)

Diversity served as the key theme for one PfCE project. It also featured in the rationale offered by embedders in all sites, to a varying degree. Diversity was conceived of both as a new phenomenon to be catered for – with PfCE playing its part in exposing students to diversity – and as something positive which always existed.

> Basically, they were funding this idea that they wanted to promote diversity within [area], they wanted to draw attention to existing diversity, to show that [area] had always been a diverse community and that the recent arrival of immigrant communities wasn't something that was entirely new (Embedder).

Diversity was referred to, with few exceptions, as a feature of the external environment rather than a condition within the institution. One educational developer observed how concern for such issues – race, socio-economic issues, special needs – was not necessarily shared by the broader academic community, even in an institution committed to embracing diversity.

> But for most of the activities that we did around embracing diversity for the [institution], central services people were coming along to them. There's very few lecturers. People didn't see it as an issue they had to address (Educational Developer).

The 'needs of community' were often identified in terms of problems experienced by them, such as racism, educational disadvantage or homelessness. The prevalence of a deficit construction of community is also illustrated in the way in which communities were commonly conceived of as 'beneficiaries' of benevolent acts.

> . . . but the question really would be whether or, or the extent to which they [students] are incentivised by the fact that they will make money and a charity will be the beneficiary (Academic leader).

> I think I'd be inclined to give a lot of importance to interaction with beneficiaries as well. It was missing from a lot of them and that takes a lot of challenge out of the project (Co-operating colleague).

The construction of community as 'beneficiaries' did not preclude, for one project, the possibility of negotiating with them as partners. Another conception of community, was that of 'client' – a conception which came to the fore when issues of intellectual property needed to be resolved.

> [The students] also had a very clear idea about what they wanted to do and to my mind, it was all about them. So even though we talked about it and we'd agreed and I'd mentioned intellectual property rights, I'd mentioned working for a client, while they agreed it and it's minuted in some of our meetings I don't think they really took it on board. (Link person).

There is little evidence that pedagogic practices, such as PfCE, were explicitly linked with the achievement of civic engagement goals in the minds of most key actors. This level of disconnect is consistent with the limited overlap between the most prevalent orientations (viz. 'student/learning', 'personal') and the 'civic' orientated rationale, as discussed earlier. This phenomenon is most apparent amongst two groups: those for whom PfCE was conceived of primarily as a means to enhance student learning and – more significantly perhaps – senior figures and strategists. In any audit of civic engagement activities of the entire institution, it is easy for PfCE to fall fairly low on the radar screen. A process had commenced in all but one institution to audit the level of civic engagement activities throughout and consequently

> ... it's raised community engagement from an activity that was very much based on the individual, and individual groups on the ground doing stuff which often nobody higher up or outside that even knew was going on... . to being a much bigger ... There's a lot more knowledge about what's happening now and it's become more of a discussion within the university (Strategist)

As noted earlier, 'citizenship' did not often feature as part of the rationale for PfCE other than for academics for whom it represents a central tenet of their discipline or for senior figures who see the strategic advantage in aligning with current political interest in the active citizenship. It is possible, however – as mooted by one strategist – that the apparent absence of references to 'citizenship' is a mere matter of semantics.

> I mean it was originally 'the wider community engagement' strategy and we've changed it now to 'citizenship and community engagement' strategy. So I mean - to me that's a semantic issue rather than anything else. I'm sure you if you go to five people to say you're doing 'citizenship'. They'd go 'no, I'm doing something

else.' But the two things actually probably have the same meaning. So it depends on what your definition of citizenship is (Strategist).

The concept of 'democracy' featured even less frequently than 'citizenship'. As observed by participants from outside of Ireland (five in number), this mirrors its low profile in wider public discourse.

> Well, one thing that's interesting, you don't hear people on the street constantly talking about democracy. In fact, I don't hear anybody using the word 'democracy'. That's not to say that people don't believe in it, just I don't hear much talk about of it (External actor).

The prominence afforded to terms such as 'democracy' outside of Ireland – especially in USA – may well reflect its use in contra-distinction to ideologies such as communism or Islam. Self-identified 'outsiders' – those with an external point of reference for comparison – were most likely to speculate on possible reasons for the apparent dearth of interest in concepts such as citizenship, democracy and civil society.

> . . . the concept of the civil society is just not a concept that matches well with the Irish context. . . . And I think the Irish political system and Irish society in general is structured in a different way, citizenship isn't really what things are about, it's more about communities than about being a citizen of the Irish state. . . .. Your relationship always goes via your TD and the TD tries to get your own things done and there's no such thing as the sense that we need to do that for the entire community (Co-operating colleague).

Conceptions of the academic role

How people conceived of civic engagement and how they conceived of their role as an academic were inextricably bound. There was evidence of ambivalence arising from dilemmas which surfaced as a consequence of adopting a pedagogy with a more explicit civic purpose. Responses to these were informed by fundamental beliefs about their professional role. For many academics, their perspective was manifest not just in their involvement in PfCE but also in their overall approach to teaching and learning.

> If you're asking me what does [civic engagement or citizenship] mean to me: to me it's part of the students' education, it's part of their learning, that they understand that they're part of a society, that they're members of a society. I teach accountants, potential accountants, so my whole philosophy with them is that they are members of a society and they have to see themselves as members of that society and what are they contributing to the society as accountants. So we look at their political perspective which - some of them are not even sure what it is - but what do they see as their responsibility to society? (Enabler).

Within each of the cases, PfCE was regarded by all embedders and co-operating colleagues as something which, unlike most other responsibilities or expectations associated with their role, they elected to do. As noted by one educational developer;

> The reality, I think, is that a lot of it will be down to individual personalities. It's the people who want to get involved politically or want to get involved societally who will be very keen to do these types of things but there is a real ambivalence to it, absolutely, yes (Educational developer).

This ambivalence is accounted for, in part, by the growing, competing demands on academic staff. A corollary of the elective nature of PfCE work is that civic engagement is not regarded as part of the academic role in higher education. This has consequences when the practicalities of every day responsibilities and commitments loom large.

> Yeah, nobody has time for it, you know, because you've got to get an application in by tomorrow for funding and . . . we are embroiled in a particular system and a model at the moment, and you either get out of it or you stay in it. . . . So how you embed this concept across the curriculum I don't know because, you know, it does become a HR issue. Are we supposed to be doing this? This is not in my contract; this is not part of my remit (Embedder).

For one senior academic, PfCE is something she elects to be involved with, accepting that it's not part of the job. Consequently she doesn't expect to be rewarded for it.

> I have never been rewarded for any of the things that I have done, that I would regard as civic engagement. I would not wish to be, I would not wish to be. I don't think it should be included in the judgement of me. I think it's completely different to teaching which is part of my job. Civic engagement is not part of my job. It will inform my job, it will make me do my job better. I believe for me, I don't think I'm a full person if I'm so job obsessed that I haven't got these other things going on (Enabler).

For many others, however, the extent to which civic/community engagement is regarded as a legitimate and valued part of the academic role was deemed of critical importance to its sustainability. The relationship between recognition and reward is a complex one and will be explored in more detail in Chapter Seven, when considering the factors which influence academics' willingness to embed and sustain a PfCE. In the context of my findings on rationale, however, the diversity of perspectives regarding the place of civic engagement/service within the academic role is noteworthy. It reflects one of the paradoxes which has emerged in this study. It is aptly illustrated by one

academic's fear that, in the growing managerialist climate, strategic institutional commitment might be viewed with scepticism by the wider academic staff, provoking a degree of resistance, thus undermining the credibility of PfCE.

> There's always maybe a genuine critique that this stuff isn't going to have any real impact on the community and there's a critique of the fact that it's just kind of a PR stunt or it's part of the strategy document that just makes the university look good. So there's a sense that 'well I'm not being told what to do, I was employed to teach the people who come to my class' (Embedder).

One aspect of the academic role upon which I found least consensus, most ambivalence, evidence of caution and even some internal inconsistency, related to the place of values in higher education and the role of academics in this regard. Fears were voiced about the risk of 'imposing one's own views'. One academic recounts how, at an early stage in her academic career, she learned how powerful her influence was, as students in their 40's were coming back and saying how much she had influenced them in their professional lives. As an alternative strategy, she aims to model civic engagement, rather than preach it, by only disclosing her personal position through her own involvement in civic engagement. Her observations, based on many years experience, exemplified some potential for role conflict.

> I see civic responsibility as opening students' eyes . . . I don't give them any rules, I don't give them any of my judgements, I can't because, I mean I always tell them what my position is or how I stand, but I'd be very strong that I'm not enforcing my view on them. They have to decide for themselves. . . . I suppose I'm always a bit paranoid about not forcing my own left wing views down their throats . . . You see when you're a lecturer you're in a position of real power - because I'm the one who marks them, I'm determining whether they get an honours degree or not (Enabler).

Training 'good citizens', however, was regarded as a valid educational goal by one PfCE facilitator, while recognising the inherent challenge in any attempt to determine the extent to which such goals have been achieved.

> And I suppose we would like to think that by doing this and by crediting and by awarding it that we are training students to be good citizens when they leave. One of the things I think would be interesting to do is maybe track some of the ones who have left, you know down the line, and see has it, if that's been engendered here and recognised and rewarded here, does it lead to better citizens, if you can say that, in a judgemental sense when they leave (Key agent)

'Civic education' was eschewed by an embedder on another project, while acknowledging the inherent contradiction which arises from the mandatory nature of her project.

> Civic engagement, I'd see that as being more of a philosophy of trying to produce, in inverted commas . . . better citizens. I don't believe that is my role as an educator. . . But my own personal, I do believe in doing this and I would believe in the whole idea of civic engagement on a personal level. I just don't believe in ramming it down the students' throats although some would argue [that I am] because I'm making them do this project (Embedder).

One project director's efforts to maintain a clear boundary between the activities associated with a PfCE and other more 'political' activities of students reveals a degree of reticence and even discomfort regarding some types of manifestations of 'active' citizenship.

> So I just tend to keep my head down when the political things come up in terms of protests and marches. I'll advise them to make sure they don't do anything that's illegal or that's going to put the unit or any of our money in jeopardy. But after that I'd say 'listen - you need to make your own decisions and your own mistakes' (Key agent).

Within some of the institutions, experience in the area of civic engagement has highlighted the need for further debate on the nature of the academic role, which was widely conceived of in terms of teaching and research. The extent to which the civic/service dimension – within the institution and outwith – is underplayed is widely acknowledged.

> But there's a lot still to be discussed there as well, within the university about where the boundaries are, if there are any. One of the things that we've been looking at as well, as part of the kind of research study, for example and it's slightly tangential, is the role of the public intellectual (Strategist).

While some academics may choose to adopt the role of 'public intellectual', this was regarded as a likely path for but a few. The process of encoding private values within the teaching role, however, was identified by one external actor as a means of promoting a 'strong' democracy, if academics believed in it.

> But for the most part, I think, there is probably a whole range of academics for whom there is going to be a lot private values that are going to be encoded in what they're saying to their students. But for these people if they don't believe in a strong democracy, they're not going to believe in the value of <u>public</u> values. It

all comes down to private values and then acting on those private values (External actor).

5.6 Tentative conclusions: Rationale

(i) The rationale/motivation of actors in PfCE is multifaceted and reflects a wide range of orientations; 'civic', 'higher education', 'personal' and 'student/learning'. The 'personal' orientation is strongest for academics. The 'civic' and 'higher education' orientations are most closely identified with the institutional perspective. A 'student/learning' orientation features as an element of the rationale attributed to all groups.

(ii) Academics display a keen sense of their own motivation, firmly rooted in their personal convictions and inspired by their interest in student learning. The strategic intent of institutional leaders has little impact on them. The external policy context has little bearing and the 'insight' dimension of the National Framework of Qualifications does not register as a possible reason for adding a civic dimension to the curriculum.

(iii) The rationale articulated by those in positions of institutional leadership and management is diverse. Personal beliefs and values are as likely to inform their rationale as for any other group. The interests of higher education feature significantly for them.

(iv) The prevalence of each orientation varies within the discourse of participants, when examined by the attributes 'connection to the PFCE', 'position', 'disciplinary background' and 'gender'.

a. Embedders and co-operating colleagues demonstrate the strongest 'personal' orientation. Key agents, link persons and external actors tend most towards a 'civic' orientation while strategists have the most eclectic orientation.

b. A 'student' orientation is the most dominant orientation for engineers; a 'personal' orientation for social scientists, a 'civic' orientation for those from the humanities. Scientists are most oriented towards the role, purpose and interests of higher education.

c. Female participants are more likely to exhibit a 'personal' orientation than males. Among male participants, there was a more even distribution of data coded to each of the four orientations.

(v) The varying prevalence of orientations amongst those affiliated to different institutional sites may be accounted for, in part, by aspects of the institution mission and culture. In some cases involvement in PFCE is considered counter to institutional priorities.

(vi) 'Community' features as a dominant concept for those displaying a 'civic' orientation. 'Community' is commonly constructed as local and as an entity with needs and problems. This phenomenon is evident amongst all categories of participants. The incidence of community as an element of a 'civic' rationale is most apparent within institutions in close proximity to areas of disadvantage.

(vii) Citizenship, democracy and civic society rarely feature in the discourse of those concerned with PfCE other than of those with a deep personal conviction or for whom it is a central tenet of their discipline.

Chapter Six
Operationalising PfCE

6.0 Introduction

'Operationalising PfCE' was the focus of a key question of this research and consequently it served as a major theme in the thematic framework. This section reports on findings, focussing on those most pertinent to the research question and highlighting those which provide insights into the process, roles and relationships, strategies and challenges of operationalising PfCE. The details of each case are documented in the Profiles (Appendix A) but since the individual projects are the primary focus of this section, I provide the following table as an aide memoire.

PfCE Project	Site	Focus	Case Profiles (Appendix A)
Art in the Community	Bofin Institute of Technology (BIT)	Working with local groups to create collaborative art projects	Profile No.1
Bystander Project	Rathlin Institute of Technology (RIT)	Learning about organisational psychology and the concept of altruism through volunteering.	Profile No. 2
Celebrating Difference	University of Kells (UoK)	Developing resources to help promote inclusion and combat racism in the local area in collaboration with a community partnership	Profile No. 3
Designing Solutions for Community	University of Tara (UoT)	Designing solutions to meet community /individual needs requiring the application of engineering skills	Profile No. 4

Fig. 6.1 Summary of PfCE cases

6.1 The process

A journey and a sense of history

A sense of journey characterised the process of operationalising PfCE. This metaphor permeated the discourse of those involved in developing, supporting or enabling PfCE. There was a sense of journey both in respect of the emergence of the concept of PfCE and the journey travelled by individual practitioners. The nature of the voyage travelled, the direction taken and the distance travelled were vividly expressed in the imagery used. The early stage of initiating a purposeful civic engagement strategy was conceived of, in one case, as a painful 'birthing' process, as part of a risk-filled journey into the unknown.

> . . . the birthing was very painful in that we were getting into something that we knew – it was roughly in that area that we wanted to be but we weren't quite sure how to express it . . . in that, well, this was something new and different and could fail and… . what would we do after we started it? (Strategist)

The sense of journey was felt most acutely by those charged with facilitating the process of embedding PfCE within an institution, as exemplified by one who conceived of her role as "…bringing academic staff on a journey" (PfCE facilitator). For individual projects, the image of birthing was also used, together with a sense of uncertainty as to the direction and destination of the journey. . .

> So that's how the Celebrating Difference project was born, it was born within the partnership; it was born out of community engagement . . . we actually started off the project without really knowing how we were going to complete it, because we thought if we wait, we'll never get it done, so we started (Link person)

The direction of the journey was portrayed variously as an irrevocable move forward; "… a leap of faith and I don't know if we'll ever go back now" (Enabler) and as desire to return to one's roots.

> And we went away from our mission and we got very big and now we want to come back to that, but come back in a very tangible way and link in directly with the very great disadvantage that surrounds [us] (Strategist).

In another case, interest in formal recognition for 'extra-curricular' achievement grew from a perceived need to row back from an over emphasis on academic achievement which had been pursued at the expense of other aspects of education.

> When we started here first, because we were just brand new as an institution, our main focus was on academic excellence . . . We just drove students remorselessly in order to get credibility for our graduates out there in the market place. . . . Ok, it got us our reputation and we established ourselves but it was unbalanced from the point of view of the student experience. So that's where it goes back to, that's the origins of my interest in it (Enabler).

People liked talking about how and why things started, invoking a history, the tradition of the institution or of the local area, previous incarnations of projects, the impact of serendipity and the ongoing stages of development. Invoking history was an important way of making sense of individual practices, exemplified by one remark: ". . . it will help me to organise my own thoughts" (Strategist). While each case has a unique history, a few general points are worth noting here.

The seeds for PfCE projects were wide ranging and diverse and cannot be separated from rationale and motivation, discussed in Chapter Five. In the main they developed organically, from the bottom-up, even in institutions with an existing avowed commitment to civic engagement. Other than for one case – where the initial proposal came from a local community partnership – the projects developed on the initiative of a single academic. Even in those institutions where a dedicated unit or centre for civic engagement existed, the case study project developed independently – either predating it or co-existing in parallel. The bottom-up origins of one project had consequences for the degree of alignment with the institution's broader civic engagement strategy.

> Because it has quite organic origins, in the sense that it didn't come about as part of the university strategy on social inclusion or community engagement so it came about, if you like, outside of that or somewhat unaware of that in that way. . . . because I think that has a lot of bearing on how the group then interacted with [the institution] and how the group's vision of the project wasn't necessarily married with [the institutions'] vision of the project (Embedder).

Just as the history of each project was represented as an evolutionary, incremental process, the same observation was offered in respect of the development of an institutional commitment to civic engagement.

> . . . if you were to draw the historical emergence of this aspect of our mission, it emerged from piecemeal responsive action on the part of individual people rather than a concerted decision at academic council that this institute would be an institute committed to the notion of community based learning (Academic manager)

Not surprisingly, PfCE as a practice was more often associated with a pioneering individual, an initiator, key agent or embedder, who saw the wider picture, even if he/she was no longer directly involved. In one site where the PfCE project was unique within the institution, the embedder – partly as a result of being the focus of a research study – is now regarded as an innovator and the PfCE is widely referred to as 'her project". It seems likely that if any further initiatives follow, they will be closely associated with the pioneering project, suggesting a sense of ownership – claimed or conferred – which characterises academic innovation. The impact of serendipity is illustrated in how the occasion of the European Year of the Volunteer prompted one embedder to develop a pedagogy which promoted volunteering while linking it with altruism, a key theoretical concept of her discipline.

When recounting the history of a project, participants sometimes confess to a degree of 'naive enthusiasm' – it was cited variously as an explanation, a pre-condition or the source of unanticipated problems. The potential consequences of such enthusiasm were more likely to be appreciated by those with longer experience in these activities.

> With hindsight, I mean, I kind of bumbled into this and I marched around it a bit with my size 10's till it became clear to me that you're talking about students feelings and emotions and that was outside of my training (Enabler).

History was a source of cautionary lessons. In one institution, problems encountered in the first incarnation of a community engagement initiative tempered expectations and even engendered a degree of caution.

> . . . one of the big problematic areas in the first incarnation of [a civic engagement initiative] was actually around the notion of what the community partner, what their role was and what their expectations were. . . . So that's always conditioned the rest of the [centre] board in the sense of making them cautious about how we work with community groups and I think it's an important lesson (Strategist)

Each of the case stories were in the early stages of a journey from a marginal, sometimes invisible, position outside the purview of mainstream academic processes towards a position of enhanced recognition and legitimacy within the institution.

Planning and imagining the future

Thoughts of the future featured in the discourse of all participants. While there was some evidence of planning further developments, engaging in the more speculative act of imagining the future was a more common activity. Embedders had specific ideas for future developments to the module – such as amending assessment criteria or changing the approaches to sourcing placements. Many of these changes were in response to feedback from student evaluations. Pressure of time and in some cases lack of certainty about whether the module would be offered in the coming year represented significant impediments to planning for the future. In one instance, responding to students' feedback involved compromising a core principle of community based learning for one embedder. This arose when the annual exhibition of student work was moved from a venue within the local institution to a more public and prestigious art space.

Where a more formal evaluation was commissioned, incorporating feedback from all the partners, its purpose was to ensure that "... all the learning could be captured and acted upon" (Embedder). Academic staff planned to take the report to the president's office as leverage for appropriate support (human and financial) and to ensure that procedures would be put in place to respond to the issues that emerged. One self-designated 'outsider', however, was less optimistic that the learning might bring required changes.

> I think there's a lot of potential for [the project] if the learning is actually taken on board about how you deal with communities, the policies that need to be in place . . . But in terms of, maybe, that cultural change that needs to happen within universities. My impression, as an outsider, is that the universities aren't ready to make that change (Link person).

The most fruitful areas for imagining the future related to policy or organisational issues internal to the institution – these ranged from the practical to the visionary:

- Employing someone to co-ordinate partnerships between the university and the community (Embedder)
- That a curriculum development model would emerge which would allow staff to adapt existing curricula to incorporate PfCE (Educational developer)
- That we would get the scholarship of community engagement up and running (Educational developer)
- That we would begin to understand better how students learn and to begin to incorporate opportunities for 'student empowerment' more formally in all our programmes. (Enabler)
- That a synergy could be developed by bringing a number of disciplines together (Embedder)
- That we could devise a policy for the entire area that would inform the next iteration of the strategic plan (Academic leader)
- The academic restructuring would provide greater opportunities for collaboration (Academic manager)
- That re-location of the campus would provide opportunities to engage with community (Educational Developer)
- That a culture of community engagement would develop in the institution (Embedder)
- That a greater degree of standardisation would emerge (in terms of the proportion of a module devoted to PfCE) and students would spend more time on the community interaction (Strategist)
- That PfCE could stimulate more radical thinking on teaching and learning (Strategist)
- That practitioners would share expertise resulting in the emergence of a community of practice in PfCE (Administrator).

6.2 Curriculum planning

Organisational design

While the term 'pedagogy for civic engagement' has served as a provisional generic term, these practices clearly involved considerably more than 'pedagogy' in the literal sense. Implementing PfCE involves the full range of decisions that have to be made – explicitly or by default – in any curriculum planning process, which were

outlined in Chapter Two. These range from articulating overall goals and intended learning outcomes to organisation of learning experiences and making decisions on criteria for assessment of student work.

A key decision in the curriculum planning process relates to how the project was to be organised and managed. It was possible to identify some key dimensions upon which the approach to organising PfCE differed amongst the case study projects:

(i) level of collaboration within the institution
(ii) nature of the link with the community/placements
(iii) extent to which participation was optional for students
(iv) availability of dedicated support for the project within the institution.

Internal and external organisation of PfCE projects

The two most significant dimensions which emerged as a basis for classifying the cases were:

(a) The level of internal collaboration ('Internal MO')

- Solo: devised and implemented by one academic
- Collaborative: designed and implemented by two or more academics as a team e.g. on an interdisciplinary theme

(b) The nature of the external link with community ('External MO')

- Unilateral: where student projects/placements were sourced primarily by students, singly or in small groups
- Bi-lateral: where student projects/placements were sourced and organised in partnership with community agencies.

Where placements and project designs were organised unilaterally by students (and approved by academic staff), the responsibility for the quality of the experience fell largely on the student, in the absence of formal arrangements with the placement organisation. Many students selected an organisation, placement or project in their own home area. There was limited expectation of continuity of projects or of enduring community partnerships from year to year. In projects where placements were sourced,

organised and managed (generally by a contracted link person/agency) in partnership with community agencies, this responsibility was borne primarily by the embedder/s, or by the institution. In bilateral arrangements, there was a greater chance (or even an expectation) that links would be maintained from year to year, if they proved suitable. In terms of internal and external collaboration, the PfCE projects may be positioned within the quadrants of a matrix as illustrated in Fig. 6.2.

External MO	Internal MO	
	Solo	Collaborative
Unilateral	Bystander Project Designing Solutions for Community	-
Bilateral	Art in the Community	Celebrating Difference

Fig 6.2 Matrix of projects with reference to internal and external MO

By combining the values for internal and external organisation, it was possible to establish a composite measure reflecting a continuum of 'level of complexity'. On the strength of my experience of conducting the case studies, I positioned 'collaborative/bi-lateral' projects as the most complex and solo/unilateral as the least complex in term of organisation. See Fig. 6.3.

Level of complexity	Type of project	PfCE
Most ↑	Collaborative/Bi-lateral	Celebrating Difference
	Collaborative/Uni-lateral Solo/Bi-lateral	Art in the Community
Least	Solo/Unilateral	Practical Initiatives for Community Bystander Project

Fig. 6. 3 A typology of PfCE projects based on level of complexity (combination of Internal and external MO)

'Complexity' was added as an attribute in the casebook[48] with values 'most', 'mid', 'least'. Participants directly involved (i.e. embedders, key agents, enablers and co-operating colleagues) could then be identified on the basis of the complexity of the PfCE with which they were associated. Data could be analysed on that basis. 'Complexity of PfCE', so measured, is invoked throughout cross-site analysis.

Student choice

The level of choice afforded to students varied between projects, as illustrated in Fig 6.4.

Degree of student choice	PfCE
Elective	Celebrating Difference Art in Community
Mandatory	Bystander Project Designing Solutions for Community

Fig. 6.4 Degree of student choice

- Mandatory: where participation in the PFCE was mandatory for all students participating in the programme/module
- Elective: where participation in the PfCE was optional for students - as part of an elective module or as an elective assessment methodology.

The elective nature of student participation had implications for perceptions of 'equity' of workload, expectations and standards amongst students within a class group. Mandatory participation in PfCE raised the paradox – recognised even by those who adopted that model – that it was counter-intuitive and even potentially counter-productive. It was, however, deemed the more equitable approach. Issues arose where participation was elective. In one case, PfCE proved to be a far more demanding mode of learning and students generally gained lower marks for work completed in more challenging circumstances than their peers taking the same module, who were assessed

[48] See Appendix F. 1 and F.2 for details

by more conventional projects. In another case, students who participated in an elective module which was entirely community based tended to gain higher grades than their peers who opted for other elective modules in the programme.

Level of support

The level of available support was a further factor which differentiated the institutions. As noted in the reports, within two of the sites – one university and one institute – a unit had been established with personnel whose function was to promote and support PfCE, as part of the institution's civic engagement and/or teaching learning strategy. In one of these institutions, however, the case study project was outwith the scope of the unit's activities and consequently the embedder did not benefit from dedicated support. In two institutions, no such dedicated PfCE unit yet existed to support the individual projects, but in one of those cases, an active Teaching and Learning Unit was in place. The level of dedicated support available within the institution can be classified as follows:

- High: where a dedicated unit existed to promote and support PfCE within the institution.
- Some: where support was available from a Teaching and Learning Unit but there was no dedicated support for the PfCE project per se.
- Low: where there was no formal support available within the institution

The level of dedicated support available in different sites, indicated in Fig 6.5 below, reflected different stages in the institutionalisation of PfCE.

Level of support	PfCE
High	Designing Solutions for Community
Moderate	Celebrating Difference Art in Community
Low	Bystander Project

Fig. 6.5 Level of support available

The significance of this dimension will be re-visited below when considering the factors which affect willingness and capacity to embed and sustain PfCE.

Some perspectives on the curriculum design process

> Partly the problem we're trying to address is doing this retrospectively. (Educational developer)

Institutional systems for the validation of new curricula rarely keep pace with the rate at which academics innovate. In all but one case, the pedagogy and associated assessment for PfCE had to be fitted into an existing module. Where learning outcomes had already been established for existing modules, assessment proved to be the area with greatest scope for flexibility. Perceptions of the level of flexibility afforded by the institutional curriculum design processes varied considerably both within and between the cases. Academic staff were more inclined to experience the curriculum design process as inflexible and lengthy – a process to be evaded if at all possible, by adapting existing curricula, as surreptitiously as possible. There was also a sense of trying to strike a balance between working with what was there and ensuring greater recognition for PfCE through greater transparency.

> So whilst the lecturers had initially thought they would just progress without mentioning changes to anyone else amongst their colleagues, they now see that in order to ensure that the new approach is supported. . . they have to do this work [writing learning outcomes] and then get it approved by course committees and then send it through quality assurance (PfCE facilitator)

Some academic leaders/managers and educational developers regarded module templates and accreditation systems as more responsive, believing that academics did not take full advantage of the extant levels of flexibility and that the validation process was sufficiently swift.

Within the two institutes of technology, where curriculum planning involved a lengthier process of internal and/or external validation and a defined period before a module could be reviewed, adapting the curriculum needed to follow a formal and centralised process governed by internal and external quality assurance processes. A perception that modules were 'unalterable' served as a disincentive to innovation for some academics, while others managed imaginative re-interpretation of existing

modules. A faculty-wide generic marking scheme taxed the creative powers of one academic attempting to reward students' achievement on a community based learning project. Engaging with the formal processes of curriculum design and validation often involved some compromise, with academics at times reneging on personal convictions about learning.

> We developed this short course . . . and she used the word 'fun'. One of the reasons for wanting it was that because art is fun. It wouldn't have been, you know, in academic language and I said 'we can't put that in, we can't say that. That'll go up to Academic Council and they're going to throw it away'. And she fought with me to keep it in. But what I did, I compromised, I put it down at the bottom of the list – I'm ashamed to say – of the criteria, the aims and objectives. One of them was that art was fun, and that sticks in my mind that I weakened, because she's right, you'll learn when you're having fun (Embedder)

For one university-based embedder, the process of adapting a module proved considerably less taxing.

> Yes, we were changing the content of one module to include something else. So it wasn't a big change. It was done as, I just typed up something and I sent it to the faculty and that's it. And nobody really noticed ... except the students, that's right. But when it was done everybody noticed. (Embedder)

Timetabling and credit rating

This new pedagogy was generally introduced into pre-existing academic programmes and consequently embedders talked freely of finding, making or borrowing time on the timetable. With the advent of modularisation and the tying of class contact time ever more closely to European Credit Transfer System credits, time – as reflected on the timetable – becomes a negotiable and tradable commodity. For one embedder, the absence of designated time on the timetable threatened the legitimacy and sustainability of the project in the eyes of the students.

> ... . because right up to this year I had been doing four hours a week of theory, labs, doing the whole [subject] and expecting the student to put in, on top of that, another ten to twenty hours, out of their own free time. And that was the biggest factor or problem the students had – time. They weren't being given any time out of my curriculum (Embedder)

With skilful negotiation and the support of an enabler within the institution, time was found through some creative timetabling. Effectively, student project/placement time

(real or virtual) was built into the timetable, with the lecturer timetabled as available for consultation, but not necessarily in the allocated room at the timetabled time. This arrangement represented a significant achievement within an institution where teaching loads are clearly defined and the harsh realities of trading subjects are acknowledged.

> If something goes in, something goes out... [but] nobody wants to give in. Everybody wants to keel loading up the curriculum, but nobody wants to take anything out (Academic leader).

There was common acknowledgment that, for students, participation in a PfCE project involved considerably more time and effort than a traditional course of the same credit weighting. This led to some concerns that participation in a PfCE project may be perceived by students or by other academic staff as 'impinging on the time available for other modules or other assignments', especially where the PfCE module is elective. In the imprecise science of academic accounting, student workload is generally gauged in terms of a) time spent in class, at workshops and on placement (a relatively straight-forward calculation) and b) the time and effort required to complete the assessment e.g. assignment, task, journal, project. Despite ongoing efforts within higher education institutions to standardise workload between modules of equivalent ECTS credit value, this process often confounded academic staff, particularly in the case of 'non-standard' modules such as PfCE. Devising (or approving) student project briefs for community based projects to ensure an 'appropriate' workload represented a significant challenge, especially for those unaccustomed to academic programme design. One link person, responsible for designing/agreeing student projects in collaboration with community partners, was frustrated by obfuscation by academic staff on the issue of student workload per module.

> I'm getting the feeling I'm asking them to do a much bigger piece of work than their module demands. So I found it very hard to get people, academics, to say – and maybe that's because it reflects a very different way of working – but to say 'yes, when a group does this sort of thing you're generally looking at, you know, forty-five hours work over a term for a module' (Link person).

6.3 Curriculum intent

Learning outcomes

Learning outcomes were – as a matter of institutional policy – an element of the written curriculum in each of the sites, reflecting commitment at national (NFQ) and European (Bologna Process and the EQF) level to an outcomes based approach. The progress made towards this objective was uneven, within and across the institutions. The level of detail and degree of prescription in a module outline – in the learning outcomes, content, teaching methods, assessment and criteria – varied between the cases. A level of ambiguity prevailed about some aspects. Content and learning resources, for example, were often stated as 'indicative' in recognition that over the period of validation – five years in some cases – these would change as the subject developed. There was an implicit assumption that students should achieve all or 'most' of the learning outcomes. It was acknowledged that this was "... a very grey area". (Enabler)

In two of the four cases, experiential, project-based learning in/with the community was a defining feature of the module and community-based or service learning was stated explicitly in the course outline as the mode of learning. Where PfCE was added to an existing module/s, either as an elective or as a mandatory assessment technique, community based learning was not stated as a required or even an optional element. Neither did the module preclude it. In these cases, lists of learning outcomes made little or no explicit reference to the student outcomes which might result from the type of engagement planned. Assessment techniques were often stated in general terms and marking criteria were generic in nature. While this approach was advocated by those in academic management (thereby maximising flexibility), for some embedders it hampered their efforts to gain legitimacy for their practice and recognition for broader student outcomes. Frustration with the limitations posed by an existing module – the implied 'contract with students' – was at its most acute where the module had been written by someone else.

Even where the opportunity existed to write or re-write a module to reflect the goals of PfCE, there was some recognition that learning outcomes represented a limited tool with which to capture many of the outcomes of civic engagement. Moreover —an issue of significance if assessment is to be directly linked to outcomes —many of the more valuable outcomes for students were delayed far beyond the stage at which they could be assessed.

> I think we all know that students gain huge amounts, particularly in terms of personal development and various different things like that. I think it's a dilemma, but where I see it being resolved is that students should be made aware in advance that learning in this way might be more challenging, more demanding, more time consuming but that you will actually benefit from it in ways which you might not even realize for another five or ten years (Educational developer).

These observations highlight one of the inherent challenges in identifying affective or civic oriented outcomes that are achievable and measurable within the life of a module, where much of the emphasis is on process rather then product.

Where guidance in course development was available from the teaching and learning unit or the PfCE facilitator, different approaches were adopted. One approach taken was to support academic staff in a very hands-off manner and to ensure they retained ownership of both the process and the outcome of the curriculum development process.

> Well certainly I have conversations with them, but if I start going in there kind of building learning outcomes for them, they are meaningless then, because they're my learning outcomes; they're not theirs (PfCE facilitator).

A more hands-on approach was adopted in an institution where an ongoing process of modularisation was regarded as an opportunity to make radical changes to teaching and assessment practice. There, a PfCE facilitator took a more proactive role, leading a collaborative process of programme revision which brought opportunities to include a community based learning as an explicit component with associated transferable skills. For some academics, however, the prospect of writing any learning outcomes for a course was regarded as antithetical to their beliefs about education, their discipline and community based learning.

> Well do you know, I say it to everybody and I think they're bored of me saying it but it's the only thing I can say to you here, the Emily Dickinson poem, I think

it's called Memories, and in it she has one of the lines is 'killing the lark to find its song" and I think that some questions can't be answered and I think that academics do this all the time with art, everything has to be explained. It just drives me nuts (Embedder).

Assessment and standards

Given the early stage of development of each of the PfCE projects (of between one and four years in existence), and the relatively recent adoption of learning outcomes as the basis for module design, limited attention had been devoted to the process of writing learning outcomes which reflected the core aims of the pedagogy. Academics often availed themselves of the flexibility afforded by the assessment specification on a pre-existing module, so that students could present evidence of meeting the outcomes with work completed through a community based learning experience. Assessment strategies tended to include some combination from a range of techniques – a project, portfolio, reflective log, poster presentation or academic paper – which were closely related to the content of the module and to the experience gained on a service/community placement or on a problem-solving task.

The extent to which assessment was carried out as an individual or as a joint process varied between the projects. Embedders engaged in a 'solo' project were more likely to enlist the help of colleagues in the assessment process. In the collaborative project, ironically, assessment was carried out independently by individual module lecturers to whom students submitted their work. In such cases, work was assessed against the same criteria used for students who had submitted a more 'conventional' piece of work. Module lecturers were not necessarily involved in the PfCE project team and it was acknowledged that "... you can't tell another lecturer how to assess their modules, you know" (Embedder). There was a sense that students did not always receive recognition for the learning gained in the community based project, when marked against the standard project criteria for a traditional module. So even where the community partners were very satisfied with the resources produced by students and the embedders thought it was excellent work, students didn't necessarily get a 'great mark' for it, or what they felt they deserved.

> Now, because the criteria – from the perspective of the lecturers – were different and they were judging it from the perspective of technical merit . . . So everybody had quite vastly different preconceptions and from the point of view of how much those students learned about themselves, about the community, a whole other community, about children, about ethics, about inter-culturalism, their learning was just so vast but the grade didn't reflect that. (Embedder)

Where a generic, faculty-wide marking scheme was already in place, it rarely included criteria which related to the intended student outcomes for PfCE and one option was to interpret the scheme imaginatively.

> . . . I ignore it, I ignore it and I have two people that are assessing with me and we assess it, emotionally, with talking to the students, with seeing them, having seeing them every single week, with knowing what's going on, with visiting. I would have a report from the placement, I'd have all that. Then what we do, we have to fit it into the box, and that's the hard part but it actually gets easier (Embedder).

This artist's approach to grading was in marked contrast to a detailed assessment rubric – with a range of parameters with a wide set of competency based and graded criteria – for a project devised by an engineer.

Of the three solo projects, two embedders established a collaborative approach to assessment by involving departmental colleagues in the grading process. The practice contributed to efforts to enhance the reliability of marking and to the review of the module from one year to the next. Involving others was also seen as a means of enhancing recognition and legitimacy for the pedagogy within the department or institution. The process of collaborative assessment and double marking, wherever practiced, has particular consequences for workload.

> . . . we had a debate over one or two or maybe three or four. Some of them marked them really high and others had marked them really low. Then when we came together as a group – we come together as a group of three first and then together as a group of six – that was very time consuming. (Key agent)

The amount of time spent by assessors on grading student achievement prompted a rationalisation of the process in another case. This included abandoning efforts to assess students' achievement of the more affective and civic-orientated outcomes, including their capacity to reflect on issues related to diversity. When pressures of time and workload strike, the more challenging features – which may well characterise the pedagogy – were often the first casualty.

Reflection

> I personally struggled a bit with judging or marking reflections (Key agent).

Capacity to reflect on experience – a defining feature of the pedagogy – was an explicit or tacit intended outcome of each PfCE.

> . . . .when I first introduced the whole idea of learning journals. I just wanted them to gain insight, insider information about themselves, about their experience, that they could use for future reference (Embedder)

The extent to which this capacity was assessed varied between projects as they developed over time. In some cases, students were encouraged to maintain learning journals or reflective diaries – as a personal resource and/or as an assessment component. Where a reflective log/diary was assessed, whether as a discrete element or as a component of a project/portfolio, this often posed new challenges for students and academics alike.

> ... what I find most difficult is the question of assessing reflection and especially assessing the service learning, where you're not assessed for the service but for the learning. . . .and I'm still not 100% sure how we're going to do it (Cooperating colleague).

There was no standard approach and a deal of ambivalence amongst staff existed about the value or legitimacy of assessing reflection. Some availed themselves of in-house staff development opportunities. For those supporting the introduction of PfCE, reflection seemed to be the area where academics were most in need of assistance.

> I had a meeting a couple of days ago with one of the service learning people, who is embedding reflection, but she is scared of this process herself. And she has introduced it in such a way into her class that her students, as a result, are afraid of reflecting, because of ethical issues related to . . . if they say the wrong thing (PfCE facilitator).

Where staff development opportunities were not so readily available other resources were found which were used to give guidance to students.

> I gave [students] a rubric that I had gotten from one of Jenny Moon's book. Now, I'm waiting to see what happens – I have to admit I'm waiting to see how that turns out – with 3rd years especially (Embedder).

For one group, the benefits of joint marking were most valued when it came to assessing the reflection component, especially in the initial stages, as standards were being established. Elsewhere, paradoxically, the differences in grades awarded by two joint assessors undermined their confidence in the reliability with which 'capacity to reflect on the experience' could be assessed. While the embedder was inclined to reward students' capacity to reflect on the technical design process, another assessor, a PfCE facilitator with a social science background, was rewarding students' reflection on social and civic issues which arose as a result of their engagement with community. However, there a was a belief that;

> Well I think if is not assessed then it's not valued; that's just the nature of things. And if we continue to assess reflection it might be nice to have a tighter framework where we're assessing them on the 'Aha-ha!' factor 1 which is the reflection on the engineering issues. And on an 'Ah-hah' factor 2 which is the woolly area of civic engagement. And maybe setting a tighter framework around that? (Embedder).

This experience highlighted the complex range of outcomes which one detailed assessment framework was attempting to reward. In practice, the aim of putting in place a process to assess achievement of the 'woollier' civic outcomes – with the level of reliability which was the norm for the discipline – was just too challenging. Further iterations of the project concentrated on the assessment of reflection on only those issues which were central to the discipline.

6.4 Challenges

A range of challenges

In the process of operationalising PfCE challenges, problems, issues and obstacles were many and varied and some were closely linked together. This was evident from the extent to which some data was coded to more than one concept (or 'node'). Notwithstanding the potential for double counting of some references, it seemed that chief amongst them were general organisational issues. One of the least cited sources was funding/resources. See ranked listing in Appendix J.9. Factors such as time and

workload featured throughout and will be considered separately in Chapter Seven, when exploring the willingness and capacity of academics to embed PfCE.

General 'organisational issues' encountered ranged from minor administrative hurdles to more enduring obstacles which derived from well established practices. They included issues such as internal communications, arranging meetings, managing budgets, dealing with insurance and Garda (police) clearance, dealing with large class sizes, reimbursing students for costs incurred, aligning with modularisation, finding time on the timetable, scheduling of placements within the year, the inflexibility of computerised systems for registering students and returning grades, time spent troubleshooting, arranging contracts for temporary staff, hierarchical organisation and size of the institution. Managing a small budget – where one existed – proved enervating. Breakdowns in communication – amongst and between embedders, the link person and students – was cited widely by those engaged in collaborative ventures. Attempting to negotiate channels of communication was a particular source of frustration to one unaccustomed to university life. The goal of fostering a collaborative approach to project development was often frustrated by the difficulties encountered when trying to organise meetings.

> I tried to do cross-disciplinary workshops. It didn't work, simply because of timing last year. Staff might have something like the introduction to [personal development plans] on a certain day in one faculty, and not in another, so really nothing worked in a cross disciplinary fashion this year. (PfCE facilitator).

In institutions where teaching loads were clearly defined, promoting and supporting collaborative, innovative pedagogy was particularly challenging, especially where there was a history of "... looking carefully at taking on additional responsibilities" (Academic manager). The combined impact of history and the "associated inflexibility" made it difficult to bring about changes in practices that impacted on workload.

Funding was hardly mentioned by academics in receipt of funding, other than with reference to the burden of managing it. 'Seed funding', as noted by one strategist, was designed to defray some of the developmental costs for staff or to subsidise student materials or activities such as exhibitions – it was never conceived of as an incentive. Two projects were in receipt of more substantial funding: €12,000 in one case and an undisclosed sum in the other. This was used primarily to employ a coordinator/link

person or to outsource management of the placements to an agency. Funding or the inadequacy of it was more likely to pose challenges for contracted personnel. In one project it was acknowledged that the contracted co-ordinator received an

> ....absolutely piddling amount of money. I mean she has worked so many project hours and has really gotten barely enough to survive and I know the opportunity costs are huge for her, so it has been difficult (Embedder).

The end of funding for one project was a contributory factor in its termination as it had consequences for the prospect of employing a link person. The availability of further funding, however, would not have guaranteed its continuation as other issues proved even more challenging.

Variation in incidence of challenges

'Challenges' experienced by those most directly involved varied between the different cases. As noted earlier, PfCE projects may be described in terms of their 'complexity' from 'least' to 'most' complex. The concept of 'complexity' was constructed independently of the generation of the category 'challenges'. From my experience conducting the case studies and analysing the data, it seemed that 'challenges' featured more frequently in the discourse of those associated with more complex PfCE projects, and that their impact was more significant. The frequency of coding to the 'challenges' category, when tabulated against 'complexity', supported this (See Appendix J.10). The resultant pattern does not prove an association between level of challenge and degree of project complexity, but does confirm my impressions from immersion in the cases.

As noted above, the category 'challenges' included different types/sources of challenge, which varied with the level of complexity (see Appendix J.11). Challenges feature with greater frequency in the discourse of those associated with more complex projects. This was most striking for issues coded as 'expectations', 'intellectual property' and 'problems'. Many of the references to 'ethical' issues related to the broader issue of how ethics might be brought into academic programmes of higher education. One academic voiced her scepticism about the value of 'bolt-on' ethics courses stating "I don't think that doing an ethics course will make people any more ethical" (Cooperating

colleague). Several practical ethical issues, such as informed consent, featured in managing PfCE. An over-riding ethical issue, echoed by a number of people, involved the nature of the 'partnership' with community. Metaphors used included "parachuting into the community" (Strategist), and "using the community like paint" (Embedder). Some academics had cause to question some taken-for-granted assumptions and practices in the conduct of research

'Expectations' emerged as a significant theme for those associated with PfCE projects characterised by a greater degree of complexity. Participants related difficulties which arose as a result of lack of clarity of expectations; amongst members of a team, in guidelines given to students and between the institution and community partners. It proved a major issue in one project, contributing significantly to the difficulties experienced. Clarity of expectations was addressed in successive iterations of some projects. The act of creating expectations brought with it certain responsibilities which added to the tensions experienced by innovative academics attempting to balance their range of commitments

> . . .that community are going to feel that every year there'll be somebody coming from under the guidance of that lecturer who's going to conduct a piece of research or do some training or develop some materials or whatever. So it's almost like there's a level of responsibility that an academic is creating which they may or may not be able or want to sustain. Also, people, particularly innovative people, often like to try new things and it's almost like well after three years well, you know. . . . (Educational Developer).

'Intellectual property' arose as one of the least anticipated problems when – in one case – members of a community group sought to exercise their ownership over resources generated by students with their cooperation. The acrimonious issue stretched the university's capacity to respond to the expectations of a community partner and became a source of considerable stress for those attempting to mediate.

> And they've been dealing with people who are actually quite clear about what they wanted out of it and what they didn't want out of it and say some of policy issues that came up about intellectual property rights, I think the university was quite taken aback that their normal practice of just, they'd held all the intellectual property rights, wasn't gonna wash with these people (Link person).

It was identified as just one of many examples where, going in blind, enthusiastic and ambitious, policies and procedures were not put in place beforehand. Efforts were made, subsequently, to draft agreements which would deal with issues of rights and ownership, but as reported by one academic "…the community groups weren't happy with it. Obviously we need to return to the drawing board with that as well" (Embedder).

Elements of the curriculum planning process, such as module development, teaching and learning, placements and assessment, were explored earlier. When searching for references to challenges associated with these themes, they seemed to be less prominent as sources of concern – as evident from their low ranking on Challenges Table – see Appendix J.9. Moreover, the extent to which they featured as challenging aspects of the process did not vary significantly with complexity of project. Challenges related to assessment were more likely to be associated with the approach to assessment taken e.g. where efforts were made to assess reflection and where grading was undertaken as a joint exercise.

6.5 Roles and relationships

Due to the centrality of engagement as an essential and defining feature of the pedagogy, roles and relationships inevitably featured prominently in the process of operationalising PfCE. This pedagogy is characterised by the involvement of a range of actors and stakeholders in a wide range of processes (e.g. planning and negotiation) and practices (e.g. teaching and assessment). The respective roles of embedders, key agents, colleagues, educational developers, academic leaders and others varied from case to case, as can be gleaned from the individual case profiles. At this early stage in their development in Irish higher education, role descriptions in the context of PfCE practice defy generalisation.

Under the theme of 'relationships', a range of concepts emerged which resonated widely. Problems with relationships featured more prominently in the discourse of those associated with more complex projects (illustrated in Appendix J.12).

This finding is unsurprising. Issues related to internal relationships outweighed those associated with external relationships as both focus of attention and as a source of challenge, irrespective of the level of complexity of the project.

Internal relationships

A set of concepts emerged in the analysis of relationships internal to the institution – 'boundaries', 'gate keeping', 'ring-fencing' and 'satellites'; these concepts related closely to a category I named 'territory'. Within individual PfCE projects, drawing boundaries was commonly regarded as an important prerequisite, so that all participants were aware of their responsibilities. Failure to clarify boundaries led to problems

> . . . and I think the other lecturers thought that the coordinator would actually be doing a lot more of the work and the coordinator thought we would be doing a lot more of it so again we didn't have a meeting where we really clarified expectations. We should have (Embedder).

Within institutions, however, the existence of boundaries was also problematic.

> Yea, that's problematic, and there are pockets of people just. I mean it's the same in all higher education institutions, there is very little communication across different disciplinary areas, and boundaries are quite defined (PfCE facilitator)

The 'ring-fencing' of the different modules of a programme limited the opportunity to promote cross-curricular integration and for students to make connections (Embedder).

The customary relationship between academics and students were stretched whenever intervention or support may have been required.

> . . . it's a question of boundaries. I'm not really sure, I mean this is the first year I've brought in the learning journals and I've read some material in some of them that have made me wonder, you know where is the ethical guidelines, how much do I – if there's a student in trouble, really, from what they've written. And it's an issue that I have been thinking about; I'm not sure (Embedder).

Agency

Issues of boundaries proved to be closely related to a theoretical concept – agency – which emerged in the process of data coding and analysis.

I mean there's the question of how do they see themselves as students and what kind of agency do they see themselves having? (Cooperating colleague).

As a term, 'agency' was rarely used explicitly. Once named as a concept, however, evidence was found, throughout the data, of ways in which agency (or lack of it) underpinned many aspects of the policy, process and practice of embedding a civic dimension within the higher education curriculum. The concept connected with a number of other discrete but closely related concepts such as 'permission', 'ownership', 'autonomy' and 'choice' – nodes to which data was coded. Issues of agency emerged in relation to students, academics, contracted staff and, least frequently, the community. Academics were most likely to invoke the concept when talking about students, perhaps when bemoaning their limited involvement and participation in decision making within the institution. For some academics, students' lack of agency was most evident in their self-concept as prospective members of a profession.

> . . . what I find is that [students] are very contract focused, they're very task oriented and I was surprised to find how powerless they see themselves in a way. A lot of them would say; 'Well, even if I was conscientious about it – how somebody else is affected by what I do and how environmental issues come into what I do – I couldn't do that, I would be fired right away'. I was surprised at that. I mean the sense of disempowerment is very palpable (Co-operating colleague).

PfCE projects were conceived of primarily as an opportunity for students to select projects, show initiative, work as part of a team and think critically about their subject or discipline, and as ways of enhancing students' sense of agency. In one institution, involving students, as a matter of policy, more fully in the programme validation process was regarded as an important part of the empowering process.

Reminiscing on times past, one strategist bemoaned the extent to which 'permission giving' had become a common feature of Irish society.

> There's another thing that's going on in our society a lot, that's the concept of 'permission giving'. We all kind of need to be validated by others and I suspect that the student who, in the past, would have had the confidence to do something neighbourly, almost now needs to be given permission, and a programme and a title, almost a business card in order to do it. And we've kind of taught that to people – to be defensive and not to go where you shouldn't. And so on, there's not that same confidence (Strategist).

The need for licence to proceed recurred –to varying extents – within programme validation processes, when seeking legitimacy for innovative pedagogies, when attempting to work within the bounds of a defined contract and in the context of protecting academic freedom. The plans of one PfCE facilitator were regularly hampered by a sense that a tightly defined contract was limiting and constraining. Related to the question of academic role and autonomy, institutional commitment to civic engagement was perceived as a protection for academics who engaged in potentially politically-sensitive critique.

> . . . they have to think very carefully and I think many [academics] are scared about raising their voice too highly or being seen as politically partisan or something like that. Whereas again, if it's as a broader part of an institutional mission, there's protection there, you know (Strategist).

Relationship with 'community'

A range of conceptions of 'community' were uncovered when considering rationale in Chapter Five. These included community as 'partners', 'clients' or 'beneficiaries'. Perception of the relationship was closely related to PfCE project organisation. Where a PfCE project was organised on a unilateral basis, there was little formal relationship between the embedder or the institution and the 'community' partner. Where projects were organised bi-laterally, the relationship was more likely to be managed and sustained. In all cases, however, there was acknowledgment that 'they' did not benefit to the same extent as students. Recurring issues related to time, balance of benefit and mindset.

In cases where positive benefits accrued to the community, the amount of time devoted to the placement element was reported as a source of disappointment to them.

> They wanted the students to make a longer time commitment. All I was asking was twenty hours to be done. These organisations were willing to train the students, but they needed a longer commitment (Embedder).

Finding the means to devote more time, however, proves difficult in the context of competing demands within academic programmes and given that many full-time students also hold down significant part-time jobs. Those with a strong 'civic' orientation to their motivation were more likely to bemoan the limited time spent in the

community —the time spent was deemed insufficient to facilitate the achievement of intended outcomes of a civic or affective nature. Personal experience was also a factor. For one strategist, her personal experience of 'urban plunges' in the USA contributed to her conviction that time spent in the community needs to be prolonged or intensive. Another strategist, with a deep sense of commitment to the local community, believed PfCE projects will never achieve their espoused goals unless this shortcoming is addressed.

> Well the amount of time they actually spend in the communities I think is too short to allow them to be the better rounded person that I would like them to be after the experience. ... I think that's a kind of a parachuting into the community and I think a longer affiliation with the civic engagement for the student would be more . . . beneficial to the student (Strategist)

The issue of time spent in the community or on a placement exposed a fundamental tension regarding the purpose of PfCE, causing some embedders to reflect critically on where the balance of benefit lay. The nature of the relationship with the community also raised fundamental issues about the values underpinning civic engagement and the 'collaborative' research process.

> So I think community engagement for a university still rests on the idea of doing research on or for, I don't think they've made the shift towards the collaborative nature. Or for people who do do it collaboratively it's coming out of a personal conviction rather than a structural or institutional understanding of it (Link person).

Role of the link person

The role of 'link person' is of particular interest. In two cases, projects were organised on a 'unilateral' basis with a more managed, structured relationship between the community and the institution, mediated by a contracted link person/agency working on their behalf. The role was not always clearly defined for all concerned. In one institution it was acknowledged that while it "... was never meant to be about coordinating the work within in institution", but,

> . . . . like any project, once you've a coordinator on board everyone decides everything's the coordinator's job, you know, and that's human nature (Embedder)

The link person served an important function of reasserting the raison d'etre of the project and of maintaining a focus on the community's interests. At a more pragmatic level, the link person also spared academics from meetings that were an inevitable element of community engagement.

> . . . we're so impatient I suppose about, you know, the kind of endless meetings and discussions, you know. But [the link person] looks after the community end of things because we just don't have the patience for it (Embedder)

One of the disadvantages of having a designated link person as intermediary was that, as a result, the academics were 'kind of that step more removed" from the learning process (Embedder). This had implications when lecturers were responsible for grading students' work but were not fully familiar with the students' learning experience.

In another case, due to the growing challenge of organising placements, responsibility for this element of PfCE was contracted to an outside agency. The link person in the agency did the background work with the community groups, briefed students and managed the placement. The link person regarded details of the curriculum and assessment as an 'academic matter' for the academics at the institution and the agency did not have a copy of the relevant course outline. As a specialist agency, their priority was to source placements that provided students with a training in collaborative arts practice. The nature of the placement organisation, its goals or ethos were of lesser concern to them.

> . . . I manage programmes in different contexts . . . and in theory any group or any organisation could actually host the student. We were even looking at the Central Bank last year. So it doesn't have to be a marginalised or socially excluded group – the fact that they are is mainly kind of irrelevant, nearly (Link person).

One of the recommendations made on completion of one project was that two co-ordinators would be required, ideally, for a 'service learning' project: one person who would have experience working with the community and another with experience of working within the institution.

6.6 Strategies

A range of strategies were cited. These were broadly grouped into those in use 'on the ground'—largely by those closely connected to PfCE —and 'bigger picture strategies' adopted or espoused at wider institutional or national level. There was evidence of a paradox, however, in that while, on the one hand, there were many suggestions of a strategic nature, the term 'strategy' was often associated with a potential threat to academic autonomy.

> There are certain labels which people just don't like. Often if somebody thinks it's 'strategy', they will make certain assumptions: 'This is being imposed on us. This is not something we're going to like. This is going to force us to change what we do. (Educational Developer)

Getting buy-in

Embedders, enablers, key agents and strategists talked freely of 'selling the idea' and 'getting buy-in'. The most common approach to getting buy-in from students was to emphasise the two-way benefits: the opportunity to work with diversity, contribute to a local community, do something worthwhile while applying their academic and/or professional knowledge and developing their transferable skills. Getting buy-in from lecturers was regarded as essential. One external agent observed that there seemed to be no shortage of people amongst the more established academic staff who felt that some kind of social partnership should be one feature of what the institution should stand for. A senior academic, however, was less confident of the possibility of getting buy-in from academics without support and endorsement from senior management. Getting buy-in at institutional level was an ongoing effort.

> . . . but there is a lot of good will for it. I mean, we've worked very hard on it. I report to academic council every single year . . . So we have been very careful to nurture colleagues around the place and keep them informed and briefed on what's happening and we spend a lot of time consulting with people (Enabler).

Seasoned strategists advocated an approach which linked any new initiative with wider strategic priorities, at institutional or national level, such as HEA strategic funding

initiatives, or by connecting it with current political interests. Working with 'where people were at' was cited as another tactical approach

> Well you'd have to sell with those heads of department or directors . . . I'd be suggesting to them that it's going to benefit the skill side as distinct from the personal development side or the community side. And the 'do good factor' would be downgraded and work around the system, get it in and going and then develop it from there (Strategist).

Public relations

Public relations featured as a strategy both 'on the ground' and 'in the bigger picture'. It was regarded as an important, even essential, means of raising the profile of PfCE with students, staff and management. It also contributed to the process of advancing civic engagement and enhancing the profile of the institution. Methods used included press releases for launches and exhibitions, features in internal newsletters and local community media, brochures and websites directed at students and 'glossies'. (Strategist). Embedders and key agents were also aware of the opportunity to take advantage of the PR benefits which PfCE offered the institution

> I suppose in one way [the head of school] believes in it, on a personal level, I assume. The other thing is that he can see the benefits of it in terms of community enhancing vis a vis the profile of the department. Enhancing the students and ultimately the knock-on affect of enhancing the profile of the institute within the wider community (Embedder).

In two sites, work was in progress on a strategy statement that aimed to put civic engagement on the agenda for the institution. 'Auditing' what was already in place and 'scoping' the potential were key elements of that exercise. The process of communicating the message, publicly, was regarded as a critical part of advancing the strategy. The risk that PR at an institutional level might prove counterproductive internally was ever present.

> There's always maybe a genuine critique that this stuff isn't going to have any real impact on the community and there's a critique of the fact that it's just kind of a PR stunt or it's part of the strategy document that just makes the university look good so there's a sense that 'well I'm not being told what to do, I was employed to teach the people who come to my class' (Embedder).

Joining up the dots - as a remedy for disconnectedness

'Disconnectedness' featured as a significant concept within the 'challenge' category. Numerous examples were cited in each case. One such example was the isolation of a PfCE unit from the academic structures of the institution and also from the well-established centre for civic engagement, whose highly regarded work in the community did not translate "... directly and strategically, from an institute point of view, into the institutes' teaching and praxis" (Academic manager). 'Joining up the dots' was proposed in each case study as a strategy to address the problem of 'disconnectedness' between different initiatives and policies within institutions. This was identified by academics as a significant impediment to operationalising and embedding PfCE and a source of some frustration at all levels. In some cases, academics were aware of a range of activities going on in the university and believed that bringing different strands together could potentially create an atmosphere that was more conducive to a coherent approach. Developing policy was the favoured route of strategists. Developing infrastructure with dedicated personnel was the favoured strategy of academics, especially by those in institutions where that level of support was deemed to be lacking. One note of caution was struck.

> I think that one of the classic dangers of much of the university's initiatives is to create another centre for something. And it's almost, I know it's crazy for me to say this as the head of a centre, but it's almost as soon as you create a centre you've removed it from the mainstream. The point is, it has to be all pervading (Strategist).

6.7 Tentative conclusions: Operationalising PfCE

(i) A sense of history plays a significant a role in the process of operationalising PfCE. Forward planning at project level is often limited by uncertainty about the future. Proposals for the future tend to focus on what needs to be done at institutional level rather than at project level.

(ii) **Curriculum planning for pedagogy for civic engagement is characterised by an organic, incremental and bottom-up approach where embedders tend to use or adapt existing module/s as a means of circumventing the need to submit a new curriculum for validation.**

(iii) **Assessment of 'capacity to reflect' is the most challenging aspect of the assessment process, often resulting in its marginalisation or elimination from the formal assessment process.**

(iv) **Approaches taken to the internal and external organisation of PfCE combine to contribute to its complexity, with collaborative and bi-lateral projects at the upper end of the scale and solo/uni-lateral projects at the lower end of the scale.**

(v) **Organisational issues outweigh all other types of challenges, for all types of project and from all perspectives. Those working on more complex projects are more likely to identify challenges associated with implementing PfCE.**

(vi) **Problems associated with expectations are at their most acute in collaborative, bi-lateral PfCE.**

(vii) **Ethical issues, including that of intellectual property, raise wider questions about the values underpinning civic engagement.**

(viii) **Funding is rarely cited as a problem for those directly engaged in PfCE**

(ix) **Issues related to teaching, learning and assessments are low on the list of identified challenges.**

(x) **Internal relationships are more challenging than external relationships and issues of territory characterise relationships within institutions.**

(xi) **Agency features as an underpinning concept in the principles and practice of PfCE**

(xii) **The imbalance in terms of benefits accruing to students and to the community partners is widely acknowledged**

(xiii) **Gaining legitimacy and recognition is a primary focus of strategies on the ground. Developing policy and strategy is a primary focus at institutional**

level while for those closely connected to PFCE the need to 'join up the dots' is of higher priority.

(xiv) Availability of dedicated resources and infrastructure is regarded as a prerequisite by those associated with challenging projects. Those already benefiting from the availability of support are less likely to identify it as of critical importance.

(xv) There is some ambivalence about the merit of establishing a dedicated centre for PfCE within an institution and about where it should be positioned, organisationally.

Chapter Seven

Embedding Pedagogy for Civic Engagement

7 Introduction

Implementation of PfCE within the curriculum did not necessarily lead to its continuation. Far from being 'embedded', the practice was not always even sustainable. Between and within the cases, embedders could be differentiated in terms of their intention to continue, or not. Continued involvement represented the exercise of choice by individual academics and resulted from the interplay of a complex range of factors. Many of these, such as level of challenge and degree of complexity, were explored in relation to operationalising PfCE. In this section I explore the combined effect of these and other factors, exploring the potential significance of some attributes of academics.

7.2 Conceptions of PfCE

Diverse conceptions

I explained how, for the purpose of this study, I have adopted the generic term 'pedagogy for civic engagement' to embrace a range of practices variously referred to as service learning or community based learning – practices which were often part of a wider programme such as a community learning programme or a community knowledge sharing initiative. Within the four cases, these practices were variously conceived of as civic education, project/problem-based learning, volunteering with academic credit, doing good works, experiential learning, a means of engaging students in the real world, transferable skills training, community engagement, collaborative action research and

critical pedagogy. These diverse practices developed organically with a rationale reflecting different orientations, beliefs and values and with little or no contact between the embedders across the different institutions. Inevitably, one of the issues which arose with some regularity with regard to this activity was what to call it. Labels in use were often inherited (from initiators), already specified (in funding proposals) or adopted by embedders, for practices which had hitherto been nameless. The origins were not always clear.

> Actually the first title was not service learning, the first one I believe was community 'outreach' was what it was called. And then I didn't quite like it, you know, what is 'outreach'? . . . I forget what the second one was but it was something about community and something, but then finally 'service learning' came to be (Embedder).

People grappled with the term 'service learning', especially given its association with volunteering. It didn't convey much – to students, academics or the community – and its close association with the USA was deemed unhelpful in many respects. The concept of 'service' did not travel well across cultural boundaries. There was an acknowledgement that the connotations may even be counter-productive. Nevertheless, the term 'service learning' had certain advantages, not least of which is the association with an extant body of research and scholarship (Educational developer). 'Community based learning' was not necessarily regarded as an appropriate alternative due to some inherent limitations and associations. Other terms were mooted in preference.

> I would think, well it's community 'focused' or community 'oriented' because 'community based' has the suggestion of workplace based learning. It suggests that you're learning while you're in the community while even for service learning, as I said, you could be focused on community, about vital issues without actually physically being based there (Educational developer).

When considering the matter of terminology, the term 'community', itself, was not without its difficulties. As the research progressed, inadequacies of the term 'pedagogy for civic engagement' were also revealed. They were highlighted at one particular event. In the course of a workshop as part of a national conference – attended by some of the participants in this study – divergent points of view were aired when efforts were made to clarify what we were talking about.

> The characteristic which proved most contentious was whether 'community based learning/service learning' was conceived of as a 'pedagogy' or as a 'mode of learning' and the implications of this distinction for the role of the academic – as teacher or as facilitator. Another perspective offered was that CBL/SL could be conceived of as a means of achieving learning outcomes. These differences were not resolved and participants agreed to differ on this; this issue requires further elaboration (Workshop report[49]).

Fundamentally different perspectives on the balance of emphasis between teaching and learning may help explain the lack of consensus about the most appropriate terminology to adopt. They lend some credence to the case made for a 'no name' approach.

> In a way I think what works best is no label! I don't really think it matters what you call something. In fact, sometimes I think putting labels on things is counterproductive because people will interpret labels in all sorts of different ways. (Educational Developer)

However imperfect the term, I will continue to use 'PfCE' as a provisional label for these practices, for the purpose of presenting these findings.

7.3 Factors influencing the sustainability of PfCE

'Embeddedness'

In conventional parlance, the term 'embed' invokes incorporation into an existing entity and a degree of permanency. The terminology (embed, embedding, and embeddedness) featured regularly in the interviews and I actively sought participants' perspectives on what this meant for them. Conceptions of embedding PfCE ranged from an emphasis on a higher profile with a structured, coherent approach to a belief that a truly embedded pedagogy would be invisible, by virtue of being 'woven into the fabric' of the institution. Some conceptions of embedding were closely associated with the concept of 'mainstreaming'. In once institution, playing down the distinctiveness and the 'brand

[49] Report from the workshop 'Building Academic Achievement through Community Engagement'' Dublin Castle, May 2007.

name' of the established PfCE unit was mooted as one means of mainstreaming or embedding the pedagogy (Strategist). A common conception of embedding PfCE revolved around issues of curriculum design.

> Embedding something could mean that every student will do it or every student would have the opportunity if they choose to do it, on every programme… . [it would be]. . . .incorporated in the curriculum as a valid pedagogic approach (Educational developer).

For one key actor, to 'embed' meant that it would "… .become a permanent element in certain modules" (Key agent). One external actor, however, espoused a more ambitious concept of 'embeddedness' which would mean that PfCE would be embedded at institutional level and consequently should survive independently of individual academics. Such ambitions, however, were not generally reflected in the aspirations of embedders, key agents or strategists in any of the case study sites. There was universal acknowledgment that embedding PfCE was and would remain entirely dependent on the initiative of individual enthusiastic, innovative academics. There was an implicit acknowledgement that no one should be expected to introduce PfCE to their academic practice unless they regarded it as appropriate, viable and compatible with their values and belief about teaching and learning. Academics and key agents were more likely to advocate an experimental approach in favour of 'mainstreaming' by decree.

> But it's like everything else . . . you have to "suck it and see" with enthusiastic champions before you can start embedding; you have to show that it will work (Key agent).

Some strategists, on the other hand, were more inclined to set targets for phasing in an institutional strategy, with metrics to measure achievement of goals.

> But it's actually phasing it [in] in terms of what will the manifestation of it be in terms of, I don't know, maybe some crude metrics. Like for instance, is it something that's embedded in every year and in every programme or, one in every four programmes? Just things like that (Strategist)

Growing student expectations constituted one part of the embedding or 'normalisation' process, when, through word of mouth, incoming students began to plan, in advance, for participation in community based learning. Where there was no explicit reference to the pedagogy in the curriculum document, continuity was potentially threatened, prompting a move to document its essence for a potential hand-over, if ever necessary.

The metaphor of 'weaving civic education into the fabric' of higher education was invoked by one external actor as an indicator of embeddedness,

> . . . . so that if you practice civic education, you're not going against the mainstream, somebody will recognize you for it. Faculty will not be denied tenure for engaging in civic education. Civic education is rewarded by those faculties who choose to do it, which doesn't mean everybody can or should choose to do it. Some faculty members wouldn't have a clue how to do it and they should not touch it (External).

Level of embeddedness within the curriculum and within the institution.

The curricular and organisational position of PfCE projects, institutional initiatives and supporting units varied among the cases. That position was more often than not a result of historical circumstances rather than intentional design. Nonetheless organisational position often signalled how initiatives and projects were conceived of and perceived within the institution. I have adopted a number of indicators as proxies for the apparent level of 'embeddedness' of PfCE on two dimensions as follows:

(i) Embeddedness of PfCE within the curriculum. This measure is based on indicators such as the extent to which PfCE is established as a defined element of an academic programme and/or how established it has become as an integral/core/mandatory element of an individual module.

(ii) Embeddedness within the institution. This measure is based on indicators such as the existence of an explicit policy on civic engagement, the provision, position and location of a dedicated unit to support and promote PfCE throughout the institution and the prevalence of other examples of PfCE within the institution.

The Bystander Project existed as an implicit rather than explicit element of one module and was virtually invisible, as a practice, within the institution. There had been little scope to position it more firmly within the programme or within the institution which, while already 'civically engaged' in many ways, had no explicit strategic commitment to civic engagement as a pedagogic strategy.

Celebrating Difference, given the multidisciplinary design of the project, was spread across different schools – consequently it had no clearly identified academic home. Academic responsibility for modules taken by students remained with the host department, even where the work was carried out in a community setting as part of the PfCE project. There was no reference to PfCE within any of these modules. Administration was undertaken by a contracted link person who spent much time moving between the university and the community setting and worked from a home office. By comparison, within the same institution, a module designed to recognise extra-curricular activities (including volunteering) for academic credit was organisationally positioned and physically located within a student services unit, largely because a former director had first championed recognition for volunteering activities and because students continued to play a key role in the management of the scheme. As an academically credited module this situation was regarded as no longer appropriate (Key agent).

Art in the Community was academically a defined part of a degree programme within one faculty. It was linked informally, however, with the institution's Civic Engagement Centre – which was outside of academic structures – with an emphasis on access and widening participation. Details of the PfCE featured on the website of the centre. This association arose due to the keen interest of the centre director in community based work and the embedder's desire for a fitting home. A link agency was contracted to organise and manage the student placements. There was no association between Art in the Community and the PfCE unit established within the institution – the embedder and the PfCE facilitator seemed unaware of one another's existence. Activities which bore the hallmarks of pedagogy for civic engagement were not considered part of the institutional initiative if they had not been 'created' under the auspices of the unit and overseen by the PfCE facilitator. The PfCE unit was organisationally positioned in one particular faculty, primarily because the initiator had been a member of its staff. These locational arrangements compromised the process of recognising ongoing PfCE within the institution. The relatively remote location of the PfCE Unit office meant it was visible to few students or staff. Given the distances travelled between sites the role of the PfCE facilitator could be best described as

peripatetic. As for the future positioning of a PfCE Unit within the institute, there were no specific plans.

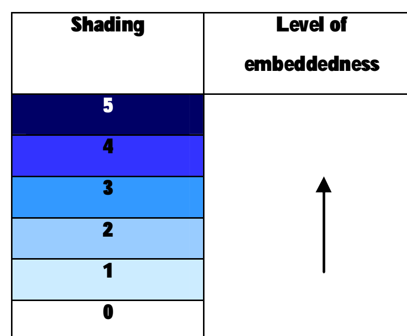
> . . . indeed there may be some other place for it. I actually have a complete open mind on that because I think unless we approach policies from that point of view you could end up with either being perceived —and if you're perceived you've lost anyway — internally of being prescriptive about that. So I think there's an element of just having an open mind (Strategist).

Designing solutions for community was widely associated with the relevant embedder, personally, and with her department and faculty. It was a defined element of a module as part of a validated degree programme and approved by the relevant professional body. Given the solo/unilateral nature of its organisation it required little administration over and above other modules and she had the assistance and support of colleagues. Although the project pre-dated the establishment of the PfCE Unit, the embedder became an active member of a group of practitioners meeting regularly to share experience in PfCE. The PfCE Unit was positioned, organisationally, within the Teaching and Learning Unit which was outside the faculty structure and also had a wider remit in relation to civic engagement. The PfCE Unit, once housed in remote office space, had been relocated to a new set of offices in a central, visible location within the institution.

Using this information gleaned from the case studies it is possible to rate, roughly speaking, a level of curricular and institutional 'embeddedness' for each case, as illustrated in Fig. 7.1. Combining the level of curricula and institutional embeddedness, it is possible to rank the projects in terms of the composite embeddedness, in notional terms.

PfCE Project	Level of embeddedness		Composite level of embeddedness
	Within the curriculum	Within the institution	
Designing Solutions for Community			Highest
Art in the Community			?
Celebrating Difference			?
Bystander Project			Lowest

Fig. 7.1 Level of embeddedness (curricular and institutional)



Shading	Level of embeddedness
5	
4	
3	
2	
1	
0	

The significance of institutional embeddedness proved difficult to discern with any certainty. Permanent 'infrastructure' to support the process of embedding PfCE within the curriculum was regarded as a prerequisite in a site where it was deemed lacking.

> . . . service learning needs to be embedded in the core curriculum . . . our lessons from the [project] have substantiated [that]. You can't expect lecturers, as we've seen, to write stuff into their curriculum without there being some kind of a support structure for them to do that (Embedder).

The lack of 'infrastructure' was compounded by a perception that those with the wherewithal to provide it did not fully appreciate the resource intensive nature of the work. Paradoxically, in two institutions where a dedicated PfCE Unit was in place, the availability of that 'infrastructure' was not identified explicitly as an enabling factor. In one case, the embedder was unaware of the existence of the PfCE unit, drawing instead on the support of the Teaching and Learning Unit. In another, while the embedder received a deal of support, advice and seed funding, the PfCE Unit barely merited a mention. Failure to make explicit reference to the Unit and to the PfCE facilitator could

be attributed to a number of factors, including an assumption that, as a result of my field research, I was fully aware of the role of the Unit.

Significance of project complexity in the decision to continue

Decisions regarding the immediate future of a PfCE project provided some indication as to the sustainability of individual projects. These were a function of a range of factors and circumstances; they are documented in each profile (see Appendix A) and are summarised below in Fig. 7.2. One of the factors which impacted on the sustainability of PfCE was the level of complexity of the project design. When future plans were tabulated against level of 'complexity', a pattern emerged. Projects at the lower end of the scale in term of 'complexity' seemed most likely to be continued while more complex PfCE were most likely to be discontinued or passed over to a colleague.

PfCE Project	Complexity		Plan for immediate future of the PfCE project
Celebrating difference	Most	↑	To be discontinued
Art in the community	Mid		To be continued by a colleague
Designing solutions for community	Least		To be continued as is
Bystander project			To be continued with plans to extend

Fig. 7.2 Plans for immediate future of PfCE projects mapped against level of complexity

Significance of embeddedness in the decision to continue

When future plans for a PFCE project were considered in light of levels of embeddedness, a pattern emerged. With one exception, the greater the level of 'composite embeddedness[50] the more likely the PfCE project was to be continued. Given that plans for the future of the Bystander Project were more ambitious than the level of embeddedness might lead one to expect, embeddedness was clearly not a sole determining factor.

[50] A notional level of 'composite' embeddedness was devised by combining the two individual measures of embeddedness (curricular and institutional).

PfCE Project	Composite level of embeddedness	Plan for immediate future of the PfCE project
Designing solutions for community	Highest	To be continued as is
Art in the Community	?	To be continued by a colleague
Celebrating difference	?	To be discontinued
Bystander Project	Lowest	To be continued with plans to extend

Fig. 7.3 Composite level of embeddedness and plans for immediate future of PfCE

These apparent patterns cannot be construed as evidence of a causal explanation; they merely point to possible associations between sustainability of PfCE projects and factors such as complexity and embeddedness. To more fully appreciate the complex range of issues which impact on academics' willingness and capacity to embed and to sustain PfCE, it is necessary to examine the perspectives of individual embedders in more depth. The intentions of individual embedders[51], as gleaned from the case studies, were as follows:

Embedder[52]	Personal intention re future involvement with PfCE
Aoife	Continuing
Breda	Unwilling to continue
Claire	Willing to continue
Deirdre	Reluctant to continue
Emer	Continuing and extending
Fiona	Passing it on to a colleague

Fig 7.4 Intentions of individual embedders regarding future of PfCE

[51] While the PfCE projects numbered four, the embedders numbered six

[52] In accordance with guarantees made to all interviewee, personal names (where used) have been replaced with aliases. In the interest of minimising the risk of deductive disclosure all participants have been given a female identity –see Chapter Three.

7.3 Factors affecting academics' willingness and capacity to embed PfCE

A complex range of factors contributed to the personal intention of embedders and their willingness and capacity to engage in PfCE. In order to demonstrate the interplay between these factors it is valuable to focus, initially, on the issues related to time, workload and recognition. Concerns about time, workload, and recognition combined to yield different outcomes for different people in different circumstances. I proceed to consider how the impact of these factors might be mediated by attributes of academics, such as the balance of their academic responsibilities, the orientation of their motivation and the centrality of a civic dimension to the discipline of the host programme.

Factors with a combined and cumulative impact: Time and workload

Talk of 'time' and 'workload' featured prominently in the discourse of those concerned with embedding a civic dimension within the higher education curriculum[53]. These tangible factors may be seen to influence both willingness and capacity to implement PfCE. Arising from a preliminary analysis of coding, some patterns emerge. Employing a relatively unsophisticated measure (word frequency), the level of preoccupation with 'time' and 'workload' varied considerably amongst participants (see Appendix J.13)

Time featured most prominently within the discourse of those most closely connected to PfCE, namely embedders, key agents and co-operating colleagues – whereas for strategists and enablers, more likely to hold positions of leadership within the institution, it featured less prominently. The fact that 'time' did not feature as an issue in the discourse of the link persons may be accounted for by the fact that, in contrast to academics, they were contracted specifically to attend to their PfCE

[53] The word 'time', for example, was used 702 times within the interview data. When all pronouns, common verbs and conjunctions are excluded, it ranked fifth in terms of frequency of use, after 'student', 'learning', 'community' and 'project'.

responsibilities. References to 'workload', while fewer in number, broadly followed a similar pattern.

The prevalence of time and workload as areas of concern varied across the four sites (see Appendix J.14). It featured most prominently for those within the institution hosting a collaborative multidisciplinary project in partnership with a local community partner (UoK). This institution had in place a system for accounting academic workload and academic staff reported increasing pressure to be research active. The concept of time also featured within RIT where, paradoxically, data coded to 'workload' was least in evidence. In the case of RIT however, many of the 'time' references related to 'time' in connection with students – this may, in part, account for the apparent paradox.

This preliminary analysis of coding suggested patterns in the data requiring further detailed analysis. When exploring issues of time and workload, it was possible to distinguish between connected sets of concerns; first, finding time within the curriculum; second, time and workload involved for students – both these sets of concerns were discussed in Chapter Six (6.2) above; third was the issue of time and workload for academic staff. These concerns and the concomitant frustrations, were often articulated within the context of the growing range of pressures on academics and in the context of specific issues within individual institutions.

Time and workload for those most closely connected to PfCE

When academics referred to 'time' in the context of pedagogy for civic engagement, it was often talked of as if it was <u>the</u> most critical reason why things had not worked out as they might have wished or expected. The time spent mentoring, supporting, trouble-shooting and hand-holding students often exceeded expectations, especially when things went wrong. The availability of assistance (from contracted staff or colleagues) proved crucial – while being at times a mixed blessing. The most negative discourse with respect to time can be found in the cross-disciplinary project where the need to collaborate, the frequency of planning meetings and a commitment to producing a report took their toll on all concerned.

> I'm involved in another [team project] now, constant meetings, constant, you know, it really, really pulls on your time in a phenomenal way. And Celebrating

> Difference has just been huge in terms of the time that's needed and working across the disciplines, well not even across disciplines, well yeah but across schools, has been very, very difficult (Embedder).

Moreover, innovators were rarely involved in just one project.

Time, or lack of it, was frequently offered as the explanation why certain things didn't happen. For more than one PfCE project, lack of time was offered as the reason for inadequate student preparation prior to going out to work with diverse community groups – the lack of sessions which might give them the opportunity to reflect on their own expectations, beliefs and attitudes and the nature of diversity. When stock was taken of the time involved for academics, the 'return' (expressed in terms of credit) seemed disproportionately small by comparison with 'regular' teaching or by comparison with the recognition to be gained from research output. Embedders were acutely conscious of the issue of time and workload when considering the prospect of 'selling it on', or inducing other staff to share the burden. In terms of the prospect for embedding such practices more widely within higher education institutions, time and academic workload featured as a serious disincentive.

It was evident that the effect of these pressures did not impact equally on all individuals, within or across sites. Moreover, appreciation of the significance of time as an inhibiting factor was not shared by different participant categories. This has consequences for the likelihood that the issue will be addressed. While 'time' was consistently identified as a significant, and sometimes prohibitive factor, by academic staff in one institution, a senior strategist, despite sitting on the project steering group, was unaware that it was an issue.

> But as a major issue, I have to say that it [time] hasn't come to me from anybody. Nobody's come up to me and said 'I have a major issue' (Strategist).

For her, the amount of time involved could be attributed to the innovative nature of the venture, simply because no one had tried to do it before.

Where time and workload do not feature

Conceptions of time and workload are often mediated through individual subjective states and circumstances. In order to appreciate how the time/workload

factor functions as a disincentive, it is valuable to explore the experience of the one academic (Aoife) who claimed that this is "... the easiest module I teach". For this embedder – a senior academic and active researcher – time and workload barely featured in her concerns. As an explanation for how she manages to continue to teach this module, she claims it is because she has taken it on in addition to all her existing responsibilities. The fact that she elects to teach this course is insufficient as an explanation for her apparent lack of concern about issues of time and workload – all the embedders took on PfCE as a matter of choice. Her approach to the design and management of the project may account, in part, for her positive attitude to continuing. Formal class contact was kept to a minimum; students were encouraged to be self-directing and have responsibility for finding their own projects. Consequently, Aoife's involvement with community partners was at a minimum. Moreover, with rationalisation over a period of three years, the more challenging aspects of the assessment process – such as the assessment of reflection – were revised or eliminated. Co-operating colleagues assisted willingly in the assessment process. She conceded that, with her level of seniority, she benefited from a degree of autonomy not always enjoyed by more junior staff. Some of these features – autonomy, support and delegation of responsibility to students, for example – were not unique to this academic or to this project. One distinctive feature, however, was the level of recognition this particular PfCE enjoyed, as manifest in the degree of acceptance it had within the department, its visibility within the institution and its endorsement from the relevant professional body.

The nature of the impact of time and workload was more evident, perhaps, in how she planned to continue with the project. Aoife invoked the discourse of 'opportunity cost' when she described the prospect of devoting more time to developing her PfCE as 'expensive.'

> Exactly, so my workload did not reduce, I added to my workload, nobody objects here if you do that. I think that's, looking back, that's the biggest one. So if I have to do something else, I can probably do it, but it would be expensive, you know. (Embedder)

This 'cost' accounts for why she choose to continue the project, without any further significant changes. Opportunity cost was a serious consideration for many others.

The decision to engage in innovative pedagogic practices involved choosing how to assign time between competing priorities in academic life. These choices were inextricably connected with issues of recognition and status, a tension which is borne out by the frustrations articulated by embedders when they talked of time. 'Lack of time', however, may have served as a more tangible and acceptable focus for their frustrations rather than more nebulous and perhaps more critical issues connected with recognition, reward and status.

Recognition, reward and status

In any consideration of the significance of recognition, a number of questions arise: recognition for whom (students, academics or the university), from whom (internal or external players), how recognition is manifest within a higher education institution and the extent to which it is critical to the sustainability of PfCE. For the purposes of analysis, the context of the particular site, the participant's position and their connection[54] to PFCE are pertinent. Accordingly these identifiers will feature in the discussion as appropriate.

I adopted the term 'Recognition' as a category into which I grouped a range of concepts (free nodes) which emerged in the coding process; 'recognition and visibility', 'endorsement', 'tenure', 'promotion' and 'incentives and rewards'[55]. Issues of recognition featured in the data for most interviewees, but most notably for enablers, embedders and strategists – although these groups did not necessarily share the same perspective or sets of concerns (See Appendix J.15). Across the different sites, the prominence given to recognition also varied, being at its lowest in the discourse of those affiliated to BIT (See Appendix J.16). More detailed investigation of data associated with the 'Recognition' category throws some light on the way in which the constituent concepts (recognition and visibility, endorsement, tenure, promotion, incentives and rewards) featured differently in the discourse of interviewees, how recognition was conceived of and the extent to which this represented a significant factor for those seeking to engage in or promote PfCE.

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[54] See Appendix F.3 for values used for the attributes 'site', 'position' and 'connection to PfCE'

[55] See Appendix F.5 for the description of all free nodes

Visibility and invisibility

In the pursuit of recognition – in any context – visibility may be regarded as just one prerequisite. Within busy institutions with multiple competing goals, achieving a requisite level of visibility is challenging, especially for pedagogic practices.

> ... but service learning isn't as sexy as volunteering, I think it's more covert, because it's built in to a kind of existing avenue or infra-structure or whatever. So, it's not as visible, and as well as that, it's kind of, it's based on the enthusiasm and the passion of the academic as opposed to the student, for the most part ... . and it tends to be invisible work, and it's pockets of activity at different times of the year (PfCE facilitator)

The 'covert' nature of the activity – which could be construed, paradoxically, as an indication of embeddedness in terms of being 'woven into the fabric' of the institution – was deemed a disadvantage when it came to gaining recognition. The most common strategies for enhancing visibility tended to centre on celebration of student achievement through events such as exhibitions and award ceremonies, with attendance by a senior figure from the institution. The merit of showcasing student achievement – sometimes without participation of the community – was a source of some ambivalence, however. Fiona's reservations about the use of a high profile art exhibition space, especially in light of the reduced time spent on placement, reflected one of the inherent tensions of any PfCE.

> And I've a feeling it's the students [that benefit] because they walk away very quickly after six weeks having had this big flashy show, which really hasn't got a lot to do with the community that they're in. . . . and I would hate to think the communities have been used like paint, a medium. That is always a problem on the mind and you're also attracting different type of students because now it's getting real sexy, and there's an exhibition in [a national exhibition space]. Whereas before . . . we used to have an exhibition in the college, we'd do it in here (Embedder).

The external agency responsible for placing students within the community, on the other hand, regarded the repositioning of the exhibition in a public space as an achievement, and a response to students' desire for recognition. Avoiding attention, in contrast, was adopted as a strategy for those unsure of the legitimacy of their endeavours. One embedder invoked the image of the 'Trojan horse' to portray her strategy for remaining unnoticed

> I wasn't particularly trying to draw any attention to what I was doing because to be honest with you, I wasn't sure if I should be doing what I was doing. So I was trying to do it nice and quietly, silently and quietly . . . I wasn't sure if that should be publicised or not (Embedder)

Ironically, a senior academic manager – vaguely aware of this project – was puzzled as to why there wasn't more recognition for this PfCE. Failure to even court publicity and recognition was a source of frustration to one key agent whose efforts to put forward academics involved in civic engagement activities for a local Mayor's award proved fruitless (PfCE facilitator).

Recognition of academic staff

While strategies such as showcasing and PR may have enhanced the visibility of PfCE within higher education institutions, they did not necessarily result in greater 'recognition' in ways conventionally associated with academic life. The significance of the institutional site is of interest here, since issues of recognition are often specific to the culture and practices of individual institutions. Within one institution, 'remission' from the standard number of teaching hours is available for certain academic activities, such as PhD supervision and managing funded research projects. It is not, however, currently available for teaching a module with a civic engagement component: it is regarded as on equal terms with any other taught module of the same ECTS rating. Continuity of projects in such circumstances is jeopardised as other responsibilities may take precedence especially for those with multiple commitments. In another university, efforts to ensure greater recognition were linked to the thorny issues of addressing academic workload.

> So the whole idea of academic rewards, academic work loads is a big issue and it should be tackled, but it probably should be tackled on all fronts at once. But as soon as you start saying we should award this more than that then you get all sorts of problems (Senior Administrator).

Linking with other areas of activity such as teaching and research was sometimes mooted as a means to enhance the credibility of PfCE work within academe, by connecting it with research activity or by including it in academics' portfolio of teaching as evidence of reflective practice when seeking promotion. While PfCE was regarded

essentially as pedagogy in some institutions – evidenced by its inclusion within the teaching and learning strand for promotional portfolios – efforts to 'count' PfCE work took a different tack elsewhere. One strategist suggested expanding the approach to promotion – thus aligning it more closely with strategic goals – by ensuring that people who were active in community engagement might gain some recognition, but

> ... I'm not necessarily saying they should get equal preference, during their review, to whatever they're doing in teaching or any major research that they're doing. But the problem is that at the moment it's looked at but it's not counted, if you know what I mean. So I think the whole recruitment and promotion activities within the university have got to mirror what we're trying to do as an institution (Strategist).

These contrasting attitudes to the issue of academic reward for PfCE revealed fundamental differences in how PfCE is conceived of and positioned – as a teaching and learning methodology or as an instrument of an institution's civic engagement strategy or both. The unresolved positioning of PfCE contributed to a perception that it was regarded as less than central in the 'real business' of the institution. One strategist, with a specific brief to foster civic engagement, suggests that, in spite of her efforts to do so, she feels that

> But for some I think you don't get them away from the idea that it's not volunteering; the vice president for research would think this is totally minor, nice stuff but not, not the real business (Strategist).

There was some evidence that embedders have also discerned the relatively peripheral status of civic engagement within institutions with multiple missions.

> They're on the list, but ... they're not on a par with peer-reviewed journal articles or anything like that. . . They're very good publicity for the university and there's a cynicism around that which I think is very unfortunate as well. But I think there needs to be some official recognition (Embedder)

Concern for formal recognition and reward, however, was not universally shared. One senior academic regards PfCE and civic engagement work more as part of what she is rather than of what she does.

> I have never been rewarded for any of the things that I have done, that I would regard as civic engagement. I would not wish to be, I think it's completely different to teaching, which is part of my job. Civic engagement is not part of my job. It will inform my job, it will make me do my job better. ... I'm the mother of two kids, I think that informs the way I teach I think it informs but should I have that on my CV when I'm going for promotion? (Enabler)

Significance of the balance of academics' responsibilities

It seemed reasonable to speculate that, all other things being equal, the breadth and range of an academic's responsibilities or commitment may impact on their willingness and capacity to engage in PfCE. From the interview data it could be established that participants differed in terms of the balance of their academic responsibilities

Balance of responsibilities	Description
Research + teaching	Persons with a significant research role in addition to teaching and other responsibilities
Teaching	Persons whose primary responsibilities are in teaching, with some research commitments
Support	Persons with defined role to support academic staff
Administration	Persons whose primary role is in administration, management and/or leadership

Fig. 7.5 Values for the attribute 'Balance of responsibilities'

To explore the significance of this factor, a new attribute was created and named 'balance of workload', with values assigned to all participants, as indicated above (Fig. 7.5). [56] The results of this analysis, when all participants were included, did not support the proposition that issues of time, workload and recognition are most significant for those with responsibilities for research. However, if attention is focused on embedders alone, then pressure of academic responsibilities seemed to compound the impact of other factors, where they were significant, as illustrated in Fig. 7.6. A cumulative effect could be observed in some cases.

[56] This facilitated the interrogation of the data of each group (defined in terms of balance of responsibilities) in respect of 'Time and Workload' and 'Recognition'

Embedder	Concerns re time and workload	Concerns re recognition	Breadth of responsibilities	Personal intention re future involvement with PfCE
Aoife				Continuing
Breda				Unwilling to continue
Claire				Willing to continue
Deirdre				Reluctant to continue
Emer				Continuing and extending
Fiona				Passing it on to colleague

Fig. 7.6 Level of concerns and breadth of responsibilities, mapped against intention re future involvement in PfCE

Shading	Key
	Greatest
	⇑
	Moderate/neutral
	⇑
	Least

The frustration of one senior academic reflects the potentially prohibitive effect of these combined pressures, when considering the future of the project..

> Well it won't happen (next year), I won't be involved because I'm finalising the [EU] project and I'm just crazily busy and then I'm taking a year's sabbatical so I won't be involved. [ ] won't be involved, she's far too busy. I think [ ] is far too busy... . I mean, you know, I'm completely burned out, I'm so exhausted and it's not [the PfCE project], it's the [EU] project, it's all sorts of other things, and I'm not the only one (Embedder).

The impact of challenging conditions

The cumulative effect of a) concerns about time and workload, b) absence of recognition and c) the breadth of academic responsibilities accounts for much, but not all, of the variance in disposition towards future involvement in PfCE. The significance of complexity of project for the sustainability of different projects was noted earlier. The other obvious additional factor for individual academics, borne out by details of the

individual cases, was the degree of 'challenge'[57] inherent in the individual project. The degree of challenge of a project compounded the effects of other factors. Moreover, the impact of that effect was experienced differently by different groups of actors and by different individuals.

A tally of the data coded to the category 'Challenge' suggests that, across all the sites, the impact of challenging conditions was, with one exception, experienced most acutely by those with a combined teaching and research role – see Appendix J.17. The extent to which 'Challenge' features in their data is borne out by an analysis of the prominence of these categories amongst the discourse of individual embedders, as illustrated in Fig. 7.7.

Embedder	Responsibilities	Personal intention re future involvement in PfCE	Data coded to 'Challenges' WPT[58]
Aoife	Research + teaching	Continuing	4
Breda	Research + teaching	Unwilling to continue	95
Claire	Research + teaching	Willing to continue	137
Deirdre	Research + teaching	Reluctant to continue	67
Emer	Teaching	Continuing and extending	14
Fiona	Teaching	Passing it on to colleague	22

Fig. 7.7 Data coded to 'Challenge' category (WPT) mapped against embedders' personal intention re future involvement in PfCE, and balance of their responsibilities.

The impact of other mediating factors on the intentions of embedders for the future

When a number of concerns, circumstances and factors are all taken into account, as in Fig. 7.8, the cumulative effect helps account for the intention of most (but not all) embedders regarding their future involvement in PfCE.

[57] The category 'challenge' was derived by bringing together data coded to a range of concepts
[58] This the number of words coded to the 'Challenges' category, weighted, so that the number is represented as 'word per thousand' (WPT) spoken by each individual. See Chapter Three for details

	Concerns re time and workload	Concerns re recognition	Range of academic role	Complexity of project	Challenges	Intention re future involvement with PfCE
Aoife						**Continuing**
Breda						**Unwilling to continue**
Claire						**Willing to continue**
Deirdre						**Reluctant to continue**
Emer						**Continuing and extending**
Fiona						**Passing it on to colleague**

Fig. 7.8 Concerns, responsibilities and challenges with future intentions

Despite her concern about time and workload, Emer's positive commitment to extending the Bystander project may be accounted for by the relatively low incidence of problems, the fact that she does not yet experience the pressure to 'publish or perish' and her strong student learning-oriented motivation. Moreover, her persistence with this project for a number of years, with neither support nor recognition, attests to her personal tenacity. Aoife expresses few concerns about time and workload. She has streamlined the project to address many of the challenges experienced in the first year. Her commitment to continue is buoyed by a high degree of recognition within the department and the credibility which the project now enjoys as a practical project-based learning experience for the student. Fiona expresses least concern regarding time and workload. She expresses most concern for the potential impact of the project on the community, expressing some fears that they are being used. The most challenging aspect (managing student placement) has been contracted to an agency. In light of an imminent career move, she has found a junior member of staff to continue with the project, as she moves into a new stage in her career.

Deirdre, Breda and Claire have collaborated as embedders on an ambitious and challenging project, from within different academic units. Each one was committed to a wide range of academic responsibilities, including research and other projects. Yet they express varying levels of concern about time, workload and recognition. Breda's decision not to continue and Deirdre's reluctance to do so can be traced to the cumulative effect of a number of factors and the end of the funding which had enabled the employment of a link person. Claire represents an interesting and illuminating deviant case. Her willingness, despite the challenging experience, to 'reignite the team'

may be accounted for by her strong personal commitment to a civic dimension to education. Her willingness to commit is enhanced by the availability of colleagues willing to continue with the work, within a department where citizenship, diversity and inclusion are core values of the discipline.

7.4 So why do academics engage in PfCE ?

Within the context of busy academic lives, lack of time, the burden of workload and absence of recognition are frequently cited as a source of frustration, a deterrent to further developmental work and a disincentive to continue embedding PfCE. These issues are at their most acute in the discourse of those engaged in complex and challenging project. Given the range of issues, challenges and problems encountered by academics embedding an essentially counternormative pedagogy with little prospect of extrinsic reward, the obvious question remains: why do they continue to do so? In response, embedders frequently cited the benefits to students, confirming the strength of the student/learning orientation amongst them and their convictions about the value of situated and experiential learning. Just as personal motivation featured prominently in the decision to get involved in the first place, intrinsic rewards featured in the decision to continue. While embedders were far more reticent about the personal rewards, clearly there were such. These were often closely associated with a personal sense of satisfaction and reward and with their self- concept as an academic.

> I think it's at exhibition day when I come and see the rewards of tangible outputs from every student; eighty percent of them are quite good. It gives me a sense of satisfaction which I don't get from any of my other classes and then it's worth it (Embedder).

> I think it's where you, it's a way we can make your research interests and your teaching match up, somehow, and make sense, you know, in some kind of holistic way (Embedder).

> Yeah, yeah, why do I do it? You know what, I could say when I heard your man's talk [an external actor] I would have asked him is it ego? You know, let's just ask yourself. Is it because it's so brilliant when you have something, to pass it on? (Embedder).

I've always been involved in education and ... .it fits with all what I think education should be about (Embedder).

7.5 Tentative conclusions: Embedding PfCE

(i) Embeddedness of PfCE is manifest at both curriculum and institutional level. The more embedded PfCE is, the more likely it is to be sustainable. The likelihood of a PfCE project being sustained is inversely related its complexity.

(ii) Conceptions of PFCE are many and varied. This has implications for the process of embedding it at both curricular and institutional level.

(iii) No single factor accounts, in a consistent and predictable way, for variations in the willingness and capacity of academics to embed pedagogy for civic engagement – where 'to embed' infers a commitment to continue.

(iv) While time and workload feature for most embedders as significant factors, absence of recognition within the institution is more likely to act as a disincentive

(v) The impact of concerns about 'time and workload', combined with low levels of 'recognition', is at its most acute where academics feel the pressure of a wide range of responsibilities, including research. The combined impact of these factors tends to be greatest for more complex and challenging projects and in more research-intensive institutions.

(vi) Exceptions to this generalisation may be explained by reference to orientation of an individual's motivation and/or the centrality of civic values to the discipline of the parent programme.

(vii) Intrinsic rewards for academics arising from engagement in PfCE are closely associated with their convictions regarding the learning process and their self-identity as academics.

Chapter Eight

Discussion

8.0 Introduction

This research has been concerned with the process of embedding a civic engagement dimension within the Irish higher education curriculum, with academic practice as the primary focus and with due attention to aspects of the prevailing context. 'Pedagogy for civic engagement' (PfCE) has been adopted as a provisional term for these practices – practices which have parallels in other higher education systems. In my attempt to address the research questions posed, I have focused on the question of rationale and on the processes of operationalising and embedding PfCE, with consideration throughout of the significance of conceptions and of context.

Using a multi-site case study methodology, four cases (in four separate institutions from both the university and institute of technology sectors) were studied, focusing on the experience and perspectives of embedders, their colleagues, key agents and senior academic and management figures. Particular attention was paid to 'embedders' – those academics who have elected to introduce this innovative pedagogy within their own curriculum. The experience of students and community partners has been outwith the scope of this enquiry, other than as reported by participants. The individual PfCE project served, for the most part, as the unit of analysis and the relevant institution provided the locale. Each project studied represents a unique case of pedagogy for civic engagement. As a relatively recent phenomenon in Ireland, this pedagogy also serves as a case of curriculum innovation. Four profiles provide a sense of the uniqueness of each case, the stages in the development of the PfCE project and some insight into the institutional setting (Appendix A). Irish higher education policy and aspects of the socio-political context provide a setting within which to situate these developments (Chapter Four). Of particular interest is the inclusion of 'insight' as a

dimension of the Irish National Framework of Qualifications, in light of its potential relevance for the design of curricula featuring the goals of pedagogy for civic engagement.

Findings from a cross-site analysis were presented in respect of three key themes: (i) rationale (ii) operationalising PfCE and (iii) embedding PfCE, with tentative conclusions on each (in Chapters Five, Six and Seven). Any apparent scope for generalisation is qualified by the coexistence of paradoxes, ironies, silences, ambivalence about key conceptions and some antipathy to strategies commonly advocated for institutionalising pedagogy for civic engagement. In this final chapter I discuss my findings arising from the cases studied, the cross-site analysis and the particular context. Using the lens provided by the reviewed literature I identify key themes, draw conclusions and assess the contribution of this research to this topic. I also acknowledge the limitations of the study and identify scope for further research. While academic practice occupied the foreground in the research design, the significance of context has become clearer in the course of this synthesis. Findings from this study raise wider, fundamental issues about the role and purpose of higher education —and not just in contemporary Ireland.

8.1 Limitations of the study and contribution to knowledge

This is a study of policy, process and practice in respect of a phenomenon at a particular point in time, in Ireland, raising inevitable questions regarding representativeness, generalisability and relevance beyond the scope of these four cases and this particular context. I presented conclusions (in Chapters Five, Six and Seven) in respect of the major themes, using a range techniques informed by the principles of naturalistic inquiry and by the concept of 'naturalistic generalisation' which is characteristic of some approaches in case study research (Stake, 2000). By adopting a multi-site strategy, I have endeavoured to enhance the credibility of those conclusions. I have sought a deeper understanding of complex processes which are underpinned by

tacit conceptions and shaped by a range of contextual factors. While the heterogeneity of the cases limits the scope for generalisation, I offer conclusions which I believe to have wider relevance beyond these cases and beyond the context of Irish higher education. I have tried to avoid making unwarranted claims of inference or correlation between potential factors, but have endeavoured instead to state the outcomes of a process of data analysis, highlighting the inherent limitations of those processes. I have eschewed the kind of generalisations which lead us to see phenomena more simply than warranted. Instead, in keeping with the principles and ethos of case study research, I have endeavoured, within the bounds of ethical considerations, to provide sufficient description, background and context to enable the reader to determine the wider relevance of my study. The ever-present risk of deductive disclosure was a significant factor in my decision to reduce the original lengthy case study reports – drawn from primary data – to the short profiles included herewith. The unavailability of these 'rich descriptions' to the reader, on a case by case basis, has been one of the costs associated with trying to work within the bounds of ethical research practice. Incorporation of data into the cross-case analysis, using codes and aliases, enabled faithful representation of frank, reflective and sometimes critical and conflicting perspectives. My attempt to reduce the risk of deductive disclosure – by ascribing a female identify to each participant – has also compromised my capacity to pay explicit attention to the gendered nature of academic roles and responsibilities. While this issue did not feature as an explicit focus in the initial research design, it emerged as a theme which represents fruitful ground for further research.

The need to place boundaries on the scope of any case study research is incontrovertible. One significant limitation arose from my decision to focus primarily on the experience and perspectives of key actors within the higher education institutions, to the exclusion of students and community partners. The rationale for doing so was outlined in Chapter Three. Nonetheless, this represents a significant limitation which will need to be addressed by future research, once these practices have progressed beyond the current developmental stage. Moreover, this research captures a period of curriculum innovation over a relatively brief time span, 2004-7, within which these practices were developing with each successive year. This also accounts for my decision to focus on some of the wider and relatively stable structural issues, in addition

to the detail of individual cases. The challenge of representing an inherently developmental process is a frequent feature of professional practice-orientated doctoral research. The outcome of this research, however, may provide a valuable point of reference for a retrospective study at some time in the future.

Multi-site methodology involves providing an adequate justification for the choice of sites, both in terms of number and location. While Chapter Three detailed the basis for selecting sites, the number of sites merits a defence. In terms of the scale of Irish higher education, it may be argued that the four selected provide for ample contrast across both sectors of higher education. Even if further instances of PfCE were available, the inclusion of a greater number of cases would have been at the cost of depth. Some might find fault with the fact that I have studied instances rather than absences of a phenomenon. To this, I would respond that the inclusion of sites where the pedagogy was not practiced would not have contributed to achieving the aims of the enquiry.

My own professional and personal association with the theme, the sector, and many of the participants represents both a potential limitation and a distinct advantage. As noted in Chapter Three, my association with the sector merits the status of 'insider'. My efforts to maintain a degree of 'researcher detachment' have been aided by the fact that I have not, as yet, attempted to embed pedagogy for civic engagement within my own academic practice. In light of my professional credentials and 'insider' status, I enjoyed ready access, not just to sites and individuals, but to the emerging processes and events related to these initiatives. While my sense of professional or personal loyalty to colleagues across the sector might have tested my efforts to live up to the virtues of research mooted by Macfarlane (2006) – respectfulness, resoluteness, sincerity, circumspection and reflexivity – any such dilemmas were greatly eased by the extent to which most participants demonstrated a capacity for honest and critical reflection on these challenging practices. Each of the embedders regarded their participation in my research as part of an ongoing process of evaluation and as an opportunity to articulate the need for adequate resources, support and recognition.

I have highlighted the significance of context – national, local and institutional – throughout, confirming the existence of a process of 'localisation' in respect of policy

implementation and academic practice in Ireland. In addition, this study throws a spotlight on certain features of policy, processes and practice which are generic to contemporary higher education. These include features such as the impact of competing strategic goals, the discourse of 'world class' higher education, ambivalence about the role of values in higher education, the process of curriculum development, change and innovation and the dynamics of institutional culture. Mindful of Stakes' (2005) claims regarding the value of the particular, I present the findings of this study as a potential contribution to the goal of advancing our understanding of the very idea of higher education.

8.2 The significance of rationale

Civic engagement is widely associated with concepts and ideals such as higher education as a public good, corporate social responsibility and universities as sites for democratic citizenship. These themes, however, did not feature prominently in the discourse of participants in this study. The assertion of one external actor – that concern for 'what is happening to our country' does not seem to feature in the rationale articulated by academic leaders in Irish higher education institutions – may have some foundation. For this individual, the apparent lacuna contrasted with the USA, where such rhetoric permeates the avowed rationale. This apparent lack of concern, in Ireland, for wider social/civic issues was not unique to academic leaders, however. Such concerns scarcely featured in participants' discourse, irrespective of position. Important differences between these cultural contexts are readily discernible from various collections of international perspectives on civic engagement (Mc Ilrath and Mac Labhrainn, 2007, Council on Higher Education Higher Education Quality Committee and JET Education Services Community-Higher Education-Service Partnerships, 2006).

While the rationale offered in these cases in Ireland resonates with a concern for the public realm as represented in the literature, that realm is primarily conceived of as a local one. The idea of 'community' featured prominently. Those advocating civic

engagement in Ireland were more likely to invoke Edward's (2004) conception of civil society as the good society or as associational life, rather than to highlight the role higher education might play as a critical agent within the public sphere. I suggest such silences need to be considered in light of prevailing policy priorities in present-day higher education and the discourse of 'world-class' which permeates it, within which civic goals currently have little place.

The rationale for pedagogy for civic engagement is more diverse and individualised, making generalisation problematic. The complex nature of the rationale is evident not just from the diversity of academics' motivations but from the manner in which PfCE has been operationalised in quite distinct ways. Nonetheless it is possible to identify some salient features. Firstly, while strategists and senior figures were more inclined to advocate civic engagement in universal terms, the motivation of academics engaged in PfCE work was more likely to be particular and personalised. Compare, for example, a strategist citing Habermas in support of civic engagement with an embedder citing the impact of their formative experience as a student volunteer. While strategists were more likely to perceive the then prevailing political interest in active citizenship (Taskforce on Active Citizenship, 2007) as an opportunity to align PfCE with current political rhetoric, that discourse seemed to have little impact on those directly involved in designing or supporting PfCE. Academics were more likely to adopt PfCE as a means of responding to local community needs represented to them in the form of requests for students to contribute to projects or to work as volunteers. The diverse and particularistic nature of academics' motivations has implications for how any attempt to 'institutionalise' this pedagogy might be approached.

Academics generally possessed a strong sense of why they were doing this work and their personal values, beliefs and prior experience featured strongly. The interests of students and enhancement of student learning were the primary motivators while embedders' beliefs about education – tacit or explicit – provided an important foundation. Foremost was their conviction regarding the value of applied, practical, experiential learning and the personal benefits to be gained by students from exposure to an environment outwith the institution. In seeking legitimacy for PfCE, strategies used included linking it closely to the academic discipline and highlighting the wider benefits to be gained for students, mirroring some of the conclusions from Hammond's

(1994) study of faculty motivation. It is of note that, whilst the absence of institutional commitment to civic engagement was lamented by some, not one academic identified such commitment as an incentivising factor.

Relationship between civic engagement, the pedagogy and institutional goals

The connection between civic engagement as an institutional strategy and pedagogy for civic engagement as a mode of teaching/learning was generally ill-defined and tenuous. The frequency with which 'disconnectedness' and 'joining up the dots' featured in participants' discourse is indicative of this phenomenon. It also reflected a widely-held perception of a pervasive level of disconnectedness within institutions. While certain types of civic engagement activities were relatively well established in each institution (e.g. those related to outreach, knowledge transfer and widening participation), they tended to operate independently of the core teaching, learning or research functions. With the exception of one site, there was little evidence of a link – conceptual or operational – between an institutional civic engagement strategy and the PfCE activities. A lack of alignment with other institutional goals was also evident. The one exception was where PfCE was envisioned as a means of advancing wider participation goals – a means of 'switching local kids into education' as observed by one key agent. This association was more likely to be tacit than explicit, however, and to reflect personal conviction rather than institutional policy. In general, pedagogy for civic engagement represented a small and scarcely visible element of the 'civil and community' quadrant within Slowey's (2003) typology of 'third arm' activities.

Rationale, motivation and sustainability

It was possible to distinguish between what motivated academics to take up this innovative pedagogy and the factors which influenced whether they choose to embed it more permanently. These latter decisions represented individualised responses to a range of context-contingent factors. It seems that while issues of time and workload represent serious obstacles for academics and while many of the organisational issues prove challenging, the absence of recognition or extrinsic reward is more likely to act as

a disincentive in the longer term. The negative impact of these factors was often ameliorated by a strongly held personal conviction regarding the potential for enhancing student learning. For a small minority of participants, the transformative potential of a PfCE project for students and for local community was an important element – exemplified in one embedder's belief in the power of art to change lives. The value of intrinsic rewards for academics – such as personal satisfaction arising from involvement in a creative if challenging, innovative process – was noteworthy.

Findings from this study lend credibility to claims that the nature of the rationale for pedagogy for civic engagement has implications for its sustainability. Proponents of service learning, as noted in Chapter Two, highlight the benefits to be gained by constructing (or reconstructing) it as a pedagogical tool, claiming that integration within the curriculum can lead to successful incorporation, to proliferation and to legitimacy as an academic practice. A strong disciplinary focus served both as a rationale and as a strategy for the two PfCE projects which showed greatest prospect of continuity, lending support to Zlotkowski's (1995) assertion that survival is enhanced by strong association with an academic discipline. The primacy of discipline-specific outcomes was, at times, reinforced by revisions to the assessment methodology in successive iterations of the project. The consequences of this approach echo Pollack's (2000) claim that reconfiguring it as a pedagogical tool compounds the enduring challenge of differentiating service learning from internship or other forms of experiential learning. The experience of the sustainable PfCE projects in this study lends support to claims that the (re)packaging of the pedagogy – with an emphasis on measurable, cognitive outcomes – has diminished its ability to legitimately pursue the less-traditional outcomes which are associated with civic engagement or with service (Lounsbury and Pollack, 2001, Eyler and Giles, 1999). Embeddedness within the curriculum, in such cases, was achieved at the expense of some civic engagement goals.

As noted in Chapter Seven, the sustainability of uni-lateral[59] projects was significantly enhanced by their organisational design. The future prospects of the two bi-lateral[60] projects seemed much less certain. The complexity of a PfCE was an

[59] Where PfCE placements/projects were sourced primarily by students, singly or in small groups
[60] Where PfCE placements/projects were sourced and organised (by an academic or link person/agency) in partnership with community groups or not-for profit organisations

important factor. Evidence from this study lends support to what seems intuitive, that, especially where projects are complex, sustainability as pedagogy for civic engagement is strengthened where civic values (e.g. diversity or citizenship) are central to the parent discipline. Ironically, where efforts were made to embed principles which are widely regarded as best practice – such as collaboration, partnership or interdisciplinarity – the inherent challenges made it difficult to implement or to sustain the model without external support e.g. from a contracted link person/agency. In such cases, the separation of responsibility for managing the community partnerships from that of managing the academic programme brought substantial organisational benefits but had consequences for the level of integration between the realisation of academic and of civic goals. The stance of the link person – as advocate for the community or as representative of the professional discipline – had significant implications for how they perceived the relationship with community and the prominence that was afforded to civic orientated goals. Differing conceptions as to purpose were a source of tension. The need for a clearly articulated and shared rationale was accentuated in cases where more parties were involved in the design and management of PfCE.

8. 3 Models and conceptions of PfCE

It has not been an aim of this research to attempt to position these individual case study projects within the various typologies and dichotomised models offered by Furco (2003b) in respect of service learning, by Jacoby (2003) in relation to transactional vs. transformative models or by reference to Ward and Wolf-Wendel's (2006) characterisation of 'doing for' vs. 'doing with' community. Nonetheless, some general observations can be made about the nature of pedagogy for civic engagement in Ireland at this nascent stage in its development, and the manner in which it has developed over its short history. In most cases, the dominant relationship was one based on the principle of exchange – service for learning – with some evidence of negotiation with community partners with regard to their needs. While potential existed for what Jacoby (2003) refers to as 'mutual increase in aspirations', there was little opportunity to achieve

this, largely because of the lack of continuity from year to year. Evidence of sustained reciprocity was difficult to discern - especially where students sourced their own projects/placements and involvement of 'beneficiaries' beyond the immediate service provided was limited. These limitations were largely symptomatic of the absence of mechanisms, structures and resources for relationship-building over a longer period. Where projects/placement were organised or facilitated by an embedder or a link person on behalf of the institution, the chances of continuity and reciprocity were greatly enhanced. Divergent views could be discerned regarding the appropriate role of a PfCE centre, or link person/agency in this matter. On the one hand, there was a view that academics' direct involvement in organising placements was important for ensuring their sense of ownership of the practice and essentially of the curriculum. Such responsibility, on the other hand, was viewed by most academic staff as an unwelcome additional burden which was irreconcilable with their many other responsibilities.

In terms of Annette's (2005b) four conceptions of community, the most prevalent were the sense of neighbourhood and the politics of cultural identity – reflected in the manner in which diversity or multiculturalism featured as a theme or even as the rationale for some projects. There was evidence of the tendency, observed by Benn and Fieldhouse (1996), to focus on marginalised or disadvantaged groups, often conceived of as beneficiaries. There was some unease about the potentially exploitative nature of the relationship between the institution and community partners – as exemplified by the metaphor of 'using them like paint'. The political ideal of partnership was evident as an explicit goal in only one case, while in another, prior experience of community partnerships had led to a more cautious approach to such ventures at an institutional level. Meeting expectations of community partners presented several challenges, some of which the institution was ill-equipped to deal with – resolution of issues of intellectual property being a case in point.

Within Furco's (2006) characterisation of marginalised and institutionalised practices, the current state of pedagogy for civic engagement in Ireland falls closest to the former category. With reference to the Furco's (2003a) three stages of institutionalisation, the pedagogy, in Ireland, can be most accurately positioned at Stage 1 (i.e. 'critical mass building') while some individual institutions may be positioned at Stage 2 (i.e. 'quality building'). None would meet the self-assessment criteria for Stage 3

(sustained institutionalising). The establishment of a modestly-funded project[61] to build a network to support further collaborative work amongst institutions represents a valuable opportunity. This network could facilitate a process of moving through the stages of institutionalising, within institutions and within the sector. In terms of the potential for such networks, the relatively small scale of the Irish higher education system and the strong tradition of loose informal networks may augur well for its future.

8.4 A curriculum for PfCE

This study has been concerned, fundamentally, with a process of curriculum development and innovation. It has rested on the idea of curriculum as a set of intentions and as a practice, as something which is both enacted and experienced. Curriculum embodies a set of values and beliefs about the nature of knowledge, the learning process and the role of education. The intended curriculum – generally represented only in outline within official documents – is the outcome of a process (conducted individually or collaboratively) which establishes goals and priorities for the learning process, the anticipated outcomes for learners, how to enable learners to achieve them and the most appropriate means of determining the extent to which these outcomes have been achieved. In an ideal scenario, learning outcomes reflect an appropriate balance of, and integration between, the domains of knowing, acting and being – notwithstanding the critique that was offered in Chapter Two of Barnett and Coate's (2005) construction of this latter domain. The curriculum for PFCE, as enacted by academics and as experienced by students, is mediated by a range of factors many of which cannot be planned for. Many of the outcomes of the learning process are beyond our capacity to articulate, to anticipate or to measure within the time scale of an academic programme, if ever. Nonetheless, in accordance with best practice in quality assurance, academics are required to design the 'curriculum' in advance, for the purpose of gaining approval (accreditation) and for providing a contractual agreement with

[61] The Strategic Initiatives Fund supported cross-institutional project – 'Civic Engagement, Student Volunteering and Active Citizenship'. See Appendix H.6 for details

students. This inherent challenge of curriculum planning is accentuated for those attempting to embed pedagogy for civic engagement within the curriculum.

Whether classic or contemporary, theories of curriculum design rarely describe or explain how embedders infuse the principles, practice and values of this pedagogy within the curriculum. The prevailing approach to planning the curriculum in these cases – with one exception – was as a solitary and independent activity, rather than as a collaborative effort. The prominence which Walker (1971) and Jackson and Shaw (2002) afford to beliefs and values in the curriculum process was confirmed by the influence of embedders' beliefs about education on their conception of pedagogy for civic engagement. These beliefs were more tacit than explicit, in both their discourse and their practice, and were rarely reflected in curriculum documents. This phenomenon is not unique. The construction of curriculum as 'value-neutral' text is a well-established convention in higher education, consistent with the ideals of a liberal education based on the principle of universalism. In two of the four cases, the actual mode of teaching and learning was not stated within the curriculum document. This omission would not, of itself, preclude the choice of community as the place and experience as the mode of learning. More significantly, however, the civic-oriented goals and learning outcomes which might be anticipated were rarely made explicit. Accordingly, the prospect of achieving 'constructive alignment' – as advocated by Biggs (1999) – was fundamentally compromised. Adverse consequences arose where assessment methods or pre-determined marking criteria were ill-suited to ensure appropriate recognition of students' achievement of implicit, unexpected and deeper outcomes arising from their engagement.

These shortcomings may prove to be an inevitable part of an initial phase in the development of the practice of PfCE. They may also be accounted for by the nature of programme validation processes which made it necessary, in three of four cases, to work with a pre-existing module. The alleged inflexibility and tardiness of accreditation processes was a matter of some dispute, however, with embedders more likely than academic managers to regard it as an obstacle. The fact that it was possible to circumvent these formal processes so as to infuse a pre-existing module with service/community-based learning is testament to the adaptability (or calculated lack of specificity) of existing curricula and to the capacity of academic staff to work creatively

around such limitations. There was little to suggest that this strategy was adopted merely as a temporary measure. A certain reticence was detectable, amongst both embedders and academic managers, about committing to PfCE as a methodology in a curriculum document which had a defined lifetime, or for a course which may need to be transferable to other staff, if circumstances warranted. Commitment to the principle of student choice – allowing some to elect for a community placement/project as a means of demonstrating academic outcomes – also gave rise to practical considerations in terms of course design. The challenge of articulating intended outcomes for an experimental curriculum is not to be underestimated, especially for embedders working without the benefit of support from a Teaching and Learning Centre or a PfCE facilitator. Collectively, these factors engendered tentativeness in the design of the curriculum, primarily in the interest of flexibility. This strategy contributed to the uncertainty and invisibility of PfCE, with consequences for its embeddedness within the curriculum and, by extension, within the institution.

This tentativeness regarding goals and reticence about formulating intended learning outcomes had implications for the prospects for integration – not just between the knowing, acting and being domains, but between different elements of students' academic programme. Embedders acknowledged that the potential for integration was unrealised, often attributing it to the enduring challenge of collaboration within academic life. There was some evidence, however, of lack of integration even within a module – exemplified in how an academic essay and a service learning portfolio were mapped unto separate learning outcomes, with no expectation of integration on the students' part. Such practices reflect a general level of uncertainty regarding the need for detailed one-to-one mapping between learning outcomes and assessment techniques and an aversion to the risk of assessing the same outcomes twice. The consequences of these uncertainties were amplified in these cases of PfCE because of the scale of the lost opportunity.

Pedagogy for civic engagement – in terms of its goals and principles – represents a potential exception to Cowan's (2005) claims regarding the atrophy of the affect in higher education. Within these four cases, the promotion of students' 'capability' was the overt focus and the development of the affective domain was an implicit, if not explicit, aim. The experience and perspectives of participants within this

study, however, confirm the challenge which the affective domain poses in the teaching and learning process. In some cases, there was a tendency to marginalise or even abandon efforts to assess reflection of civic/social issues. Many of these issues of curriculum design are inextricably tied to fundamental, unresolved issues of rationale. They also raise the fundamental question of whether this practice is best conceived of as a mode of teaching (as stated in most definitions of 'service learning' and as implied by the provisional term 'pedagogy for civic engagement') or as a mode of learning (as implied by the term 'community based learning').

For the individuals concerned, there was a real sense that they were innovators. As an example of curriculum innovation, however, PfCE in Ireland could not be construed as an example of what Hannon and Silver (2000) refer to as a planned and deliberate process of introducing change to alleviate some perceived problem. There is little about these processes that could be deemed planned or systematic. In the minds of the innovators, it fulfilled their desire to make student learning more applied and to engage students more actively, while meeting some need in the community. The significance of enabling and inhibiting identified by researchers in this field – discussed in Chapter Two – was confirmed by the experience of innovators in these case studies. One factor is of particular note: the importance of academic leaders in middle management i.e. Heads of Department and School. The availability of support and endorsement from these quarters was an important factor which distinguished the sustainable from the less sustainable projects, confirming findings from other research on innovation and change (Trowler and Knight, 2001, Hannon and Silver, 2000). This support proved of far greater value, in real terms, than rhetorical statements in institutional mission statements.

8.5 Pedagogy for civic engagement: a phenomenon of time and place

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Four cases of PfCE – representing isolated, fledgling initiatives within individual institutions during a particular time period – have been constructed and analysed within

an interpretative frame provided by the ideals of civic engagement. At this stage there is little evidence, within Irish higher education, of a 'movement' such as may be found in the USA, where civic engagement features more prominently in the discourse in higher education and where service learning has been in existence for over thirty years. It is difficult to find evidence, in Ireland, of the emergence of the kind of grass-roots 'social movement' which is characterised by elements mooted by Diani (1992) – such as shared beliefs. While evidence of these conditions was difficult to find in Irish higher education, it is important to recognise that their presence in the USA – now or ever – may be overstated in the literature, not least judging by the vigour of the critique regarding the role of higher education and by the diversity of service learning models and practices which coexist there.

The absence of a set of shared beliefs regarding the purpose of civic engagement or the goals of pedagogy for civic engagement amongst participants in this study was mirrored in the animated, unresolved differences aired at one national workshop on community based learning[62]. The issue centred on whether PFCE was a mode of teaching or a mode of learning. There is a risk that this particular debate may be resolved at the expense of due consideration of its purpose as a mode of civic engagement. Key agents and practitioners have availed themselves of opportunities to meet and share practice through mechanisms such as conferences, workshops and networks. Nonetheless, it seems from the evidence of these case studies and from the nature of contemporary higher education that these practices are, and will tend to remain, characterised by individual rather than collective action on the part of practitioners. An individual approach prevails largely for pragmatic reasons, because of the nature of academic lives. The existence of a degree of antipathy towards institutionally-led strategic initiatives – an attitude closely associated with the protection of academic autonomy – also contributed. Collectively, these conditions lend some support to the co-existence, within Irish higher education, of competing patterns of organisational cultures – as identified by Mc Nay (1995) and Becher (1989) – such as anarchical, collegial and managerialist. This set of circumstances suggests the need for a finely-tuned and nuanced approach on the part of those seeking to institutionalise PfCE

[62] DIT Community Based Learning Conference, Dublin May 2007

—one that takes account of culture and context, respects academic autonomy and harnesses institutional capacity to respond to the local environment.

Phases in a developmental process

Pedagogy for civic engagement is at a nascent stage in Irish higher education. It is possible, nonetheless, to point to some tenuous parallels and to some obvious divergences between phases in the development of these cases over the period of this study and the stages in the development of the USA service learning movement identified by Pollack (1997). It is also possible to speculate on the significance —or otherwise —of contemporaneous developments within Irish higher education and the wider socio-political context. Participants' accounts reveal stages in a developmental process from unstructured and informal arrangements —largely modelled on volunteering —through more formalised arrangements as academic credit was awarded to student learning arising from service/community based-learning, as part of an academic programme as either an optional or mandatory element. This progress was achieved on the strength of lessons from experience, support from local key agents, guidance from published resources, feedback from students and external evaluation. In some cases resoluteness of embedders —in the face of resistance (from students), indifference (from colleagues) or lack of recognition and support (from the institution) —was a key factor.

Within each case, changes could be discerned in the manner in which PfCE was conceived of, presented and repackaged to meet the expectation and needs of key stakeholders —most particularly the students. Projects also evolved in response to practical issues which arose, primarily in relation to assessment and the method of organising any placement element. In some respects, embedders and key agents demonstrated qualities attributed to 'cultural entrepreneurs' (Pollack, 1997, Lounsbury and Pollack, 2001), by representing and repackaging PfCE in response to the circumstances of their locale. The main difference to be observed, however, is that repackaging was designed, not to articulate with an 'emerging space', but with the prevailing 'space'. Unlike the situation in the USA in 1980's, documented by Lounsbury and Pollack (2001), open-system practices such as experiential learning, problem based

learning and student engagement are part of the parlance of teaching and learning in Irish higher education, if not quite part of the mainstream. There was widespread evidence that PfCE was promoted and endorsed on the strength of the 'open-system' practices it exemplified. These features of the pedagogy, within contemporary Irish higher education, can scarcely be considered counternormative, unlike the aspect which proved most challenging —maintaining a reciprocal relationship with community partners.

8.6 The relevance of the external context

The insight dimension of the NFQ

In exploring the impact of the external context, particular attention was paid to the potential significance of the recently established National Framework of Qualifications (NFQ). In particular, I speculated that the inclusion of the 'insight'[63] dimension might inform, inspire, facilitate or even help legitimise curriculum innovation which mapped onto that dimension. I expected an appreciable difference in the impact of 'insight' on curriculum development practice within the two sectors, with its impact more prominent within the IoT sector, upon which the NFQ is binding and where it serves as the benchmark for programme validation. I found, however, that while there was a level of awareness about the general principles of the NFQ, it never featured in participants' discourse as they explained their approach to module development or revision, as they incorporated PfCE. This was the case in all sites, irrespective of institution type. Amongst all the participants, only one was aware of the existence of and the meaning afforded to the 'insight' dimension, even though I had indicated my intention to explore this theme in advance. When pressed, people speculated on the meaning of 'insight' within the context of academic programmes, generally associating it with meta-cognitive processes. The possibility that it might imply engagement or suggest any external focus was not considered.

[63] Details in Appendix H.4

To appreciate the limited penetration of this dimension of the framework it is relevant to recall aspects of the process of policy formation and implementation discussed in Chapter Four. A high regard for subsidiarity was identified as a defining characteristic of contemporary Irish higher education policy. This is exemplified in the level of autonomy enjoyed by universities and the swiftness with which delegated authority has been granted to institutes of technology. The NQF is characterised as an enabling rather than a regulatory framework and responsibility for ensuring that programmes and awards meet the standards of the framework is now a matter for individual institutions. External quality assurance processes of the relevant bodies (HETAC or the DES) focus more on processes than on substantive content.

The inclusion of the 'insight' dimension within the Irish NFQ distinguishes it from many other such frameworks. It has been the subject of acclamation and emulation at pan-European level. The approach taken to communicating the reasoning behind this innovative dimension has limited the extent to which it has impacted on programme design and academic practice. As explained by a key actor from a national policy body, academics developing new curricula are not expected to read the lengthy, descriptive statements which provide the reasoning behind the concept of 'insight' within their policy document. A short telescopic statement within the widely published two page 'grid' is deemed a sufficient guide. Clearly this has not proved to be the case for these specific developments. The dimension was referenced in one programme document only, and academics responsible for component modules were unaware of its existence, meaning or potential. There was clear evidence – from academic leaders and managers – to suggest that the virtual absence of awareness of 'insight' was not unique to academics involved in this PfCE. In these circumstances, the relationship between policy as 'intended' and as 'enacted' is difficult to explore when key elements of the policy 'text' are not communicated to practitioners.

The discourse of active citizenship

The apparently low impact of contemporary discourse related to active citizenship – exemplified by the rhetoric of An Taoiseach (2006) and the work of the Taskforce on Active Citizenship (2007) – amongst practitioners of PfCE was noted

earlier. This phenomenon is of interest when considering the significance – or otherwise – of the wider socio-political and cultural context on higher education policy and practice. .

It is possible to position the Taskforce's construction of active citizenship – with its focus on belonging and collectivised benefits – within a quadrant of Seddon's (2004) matrix on active citizenship – as 'developer of social and community capacity'. Given the focus on local community and the strong volunteering ethic which characterises some of the PfCE projects, the absence of any reference to these developments, which enjoyed some publicity at the time, is surprising. This may be explained by the more operational concerns of practitioners, compared to strategists. Other potential factors include a public consultation process which seemed too generalised in scope to attract academics and a consultation process with the higher education sector which engaged with academics leaders only. The Task Force focus on volunteering and a relatively passive, rather than active, construction of citizenship may also have contributed. The low prominence given, in the final report, to the role of higher education in promoting active citizenship provided very little for academics to connect with.

The development of 'key performance indicators' for Irish higher education

As noted in Chapter Four, central funding policy is one of the most critical drivers of innovation and change in Irish higher education, as elsewhere. The issue of funding, at a micro level within these PfCE projects, did not emerge as a main factor motivating embedders to get involved, nor as one which contributed to their sustainability. The availability of funding at a macro level, for larger scale strategic initiatives to support such developments is, understandably, of greater interest to strategists and institutional leaders.

The issue of 'recognition', on the other hand – or rather the lack thereof – was a widely recurring factor influencing academics' willingness to embed pedagogy for civic engagement. Generally, institutional arrangements for promotion and reward were regarded as ill-designed to ensure due recognition for academics' achievement in this challenging area. While criteria for academic reward have broadened in recent years,

they are evolving primarily to reflect the kind of benchmarks against which institutions themselves are being evaluated and rewarded. This is a well documented trend, internationally. The proposed development of Key Performance Indicators for the Irish university sector assumes considerable significance. Some Irish higher education institutions are actively engaged in conducting audits of the range of activities and outputs related to civic engagement, but as yet there is no certainty as to how performance in this sphere will feature in national benchmarks. Inclusion of 'civic engagement' as a discrete strand within the Key Performance Indicators would signify endorsement and would incentivise higher education institutions (and academics therein) which seek to realise civic goals. If the final list of strands mirrors the draft list published in November 2007, then future attempts to institutionalise civic engagement or academic strategies which have civic engagement as a core principle may face even more challenging conditions.

8. 7 Key themes: alignment, agency and ambivalence

Throughout this study a number of themes recurred, emerging in a grounded way from the processes of data analysis, reflection and synthesis. None had featured explicitly in the research questions posed. This has become a story characterised by the themes of alignment, ambivalence and agency.

Throughout the literature, 'alignment' is advocated as a valuable and effective strategy for the achievement of goals in a range of contexts. Articulation with contemporaneous developments has been mooted as a means of ensuring survival of emergent practices such as PfCE. I have identified a number of such opportunities for alignment, few of which have been fully grasped to date. These include aligning PfCE with national and institutional strategic priorities. The absence of alignment between the goals and outcomes of PfCE and relevant dimensions of the NFQ is striking. The virtual invisibility of the relevant outcomes within curriculum documents has limited the opportunities for alignment with the parent academic programmes and within individual

modules. On the other hand, it should be noted that alignment is challenging wherever there is a dearth of relevant policies with which to align. Certain priorities within Irish higher education policy – e.g. on 4th level graduate education, modernisation and achievement of 'world class' standard – limit the apparent scope for alignment by those seeking to advance the achievement of civic goals. Interdisciplinarity, however – another stated policy priority – offers promising scope as the basis for organising teaching and research activities associated with civic engagement.

Alignment with strategic priorities and policies was more likely to be espoused and adopted by senior management figures and strategists within the case study sites. In contrast, alignment did not feature as a prominent element of practitioners' approaches to the process and practice of embedding pedagogy for civic engagement. There are a number of possible reasons for this. Firstly, academics were more inclined to consider strategies and tactics required within their immediate environment in order to implement an innovative method of teaching and learning. In most cases, alignment with students' interests took precedence over other concerns. Secondly, amongst some academics there was evidence of a degree of scepticism about 'strategy'. Strategy – including civic engagement strategy – was associated in the minds of some with growing managerialism and was perceived of as a device undermining academic autonomy. Paradoxically, where there was no explicit commitment to civic engagement at institutional level, its absence was lamented and identified as a significant constraint. This was but one of many examples where the presence of certain conditions (e.g. institutional commitment to civic engagement, PfCE project funding) was not identified as a significant enabling factor by those benefiting from them, whereas for others they were identified as important conditions which could make a positive difference.

One of the most salient sources of ambivalence in this study concerned how academics conceived of their role as educators, and the place of norms and values in that context. Ambivalence about the appropriateness of 'civic education' within higher education and an antipathy to the idea of 'norms and values' co-existed with unease about the values which underpinned relationships with community and the values which some students brought (and retained) throughout this process. Within this study, I found evidence of internal inconsistency which underlines ambivalence and uncertainty about the academic role. It was exemplified by one embedder who eschewed 'civic

education', acknowledged the inherent contradiction in 'making' students volunteer for a mandatory module, expressed reservations about fund-raising as a valid 'volunteering' activity and struggled with developing a valid and reliable means of assessing reflection. Ethical dilemmas were at their most acute in the assessment of reflection where some academics feared imposing 'normative' values, in the absence of the sort of 'objective' assessment rubrics to which they were accustomed.

The inherently political nature of the curriculum – asserted by Simon (1994) and others – is at its most obvious in a pedagogy which espouses civic goals. The notion of 'shared norms' has proved elusive when practitioners of this pedagogy have gathered to share practice and develop core principles. Civic values centred on the public good do not always coincide with private values or the values of the discipline or profession concerned. Academics inculcated in professional/disciplinary values, norms and knowledge-making practices are not always equipped to deal with issues which arise in a civic setting or in dialogic, democratic academic practice. Where academics espouse a civic role, how that might be expressed within the teaching role is under-developed, under-researched and needs to be problematised.

Ambivalence, uncertainty and at time prevarication was evident when the position of this work within academic life and organisational structures was considered. For academics engaged in PfCE, their contribution was far more likely to be regarded as part of their teaching role than as research or even as service. Within the formal process for recognition and promotion within institutions, this activity generally lacked an obvious home. This phenomenon was mirrored in the lack of clarity regarding the physical and organisational location of PfCE within institutions – an issue characterised by a tentativeness which was often symptomatic of a desire to avoid creating new structures.

The concept of agency recurred in respect of students, community partners and academic staff. For some participants, the experience of participating in pedagogy for civic engagement was regarded as an opportunity to enhance students' sense of agency, in the context of their professional lives, and also as potential agents of change in the wider community. There was evidence that certain types of actors could exercise a deal of latitude, while some others were more inclined to 'seek permission' or were even

curtailed in their efforts because of a lack of agency. While PfCE was conceived of, by some, as a means of enhancing the agency of community partners, such capacity building was not always the outcome. On a wider level, the view that academics have little need to be familiar with the 'thinking' which underpins certain dimensions of the NQF is suggestive of a technicist approach to curriculum which diminishes academics' agency in this important part of their professional role. Adoption of the concept of agency as a core principle for PfCE could signal the need to attend to the agency of all concerned. The emergence of agency as a theme also underlined the significance of structure – in this context, the institutional and policy context within which these practices operated. Most participants could and did exercise their personal and professional autonomy. The impact of emerging structural forces which now characterise Irish higher education, however, was also evident in how competing imperatives (such as the need to be research active) inevitably shaped some academics' disposition towards and capabilities for action.

8.8 A fundamental matter of ontological purpose

The inadequacy of the extant terminology used to describe these practices (including my provisional label 'pedagogy for civic engagement') is inextricably bound with their unresolved, multi-faceted rationale. In light of the centrality of values and conceptions, the impact of context and the degree of uncertainty and tentativeness which prevails, the findings from this study suggest that much has to be done in terms of clarifying the fundamental issue of purpose. The primacy of the 'academic' purpose over the 'civic' purpose is incontrovertible, inevitable and legitimate; it casts doubt on the validity of including terms such as 'civic' or 'community' in any label used to describe these practices. Ongoing debate about its essential nature – as a mode of teaching or as a mode of learning – could be resolved by rescuing the term 'curriculum' from the margins of educational discourse. Curriculum comprehends teaching, learning, assessment and, most importantly, a set of values which underpin those practices. For many models of these practices, a term such as 'curriculum for engagement' might reflect

more aptly both its essential purpose and the means to achieve it. Engagement, as outlined in the introduction to this study, suggests mutual listening, reciprocity and dialogue and is full of potential and promise as well as risk and uncertainty. While still teleological in nature, the term is not prescriptive as to the specific academic, civic or other outcomes arising from that engagement.

The extent to which any curriculum assumes a certain philosophy —such as traditional, performance, cognitive, personal, or socially critical —is a matter of curriculum design, arising from a deliberative and purposeful process. Where curriculum for engagement is so designed and leads to demonstrably civic outcomes then this could be reflected in a number of ways. The label could be qualified to reflect that, e.g. as 'curriculum for civic engagement', within which further opportunities arise to practice democratic knowledge-making processes. Academics could include their achievements in this arena under an 'academic citizenship' strand of institutional reward systems —if that strand were expanded to reflect a role beyond organising/initiating 'service learning'. The institution could include the outcomes as part of their internal audit of civic engagement or 'third strand' activities. Indeed, inclusion within the 'knowledge exchange'—rather than 'transfer'—category might be the ultimate goal of such a curriculum. These outcomes could be included in the newly established civic engagement strand of Key Performance Indicators by which Irish higher institutions are benchmarked nationally. While this scenario involves some imaginative extrapolation from our current situation, it could lead to a situation where a curriculum for civic engagement was conceived of, organised and recognised as a valued part of how higher education institutions realise their civic mission, while promoting engaged teaching, learning, research and scholarship.

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6 Data analysis tools and techniques employed
7 Procedure for deriving orientations
8 Fields for the meta matrix

Appendix G The thematic coding framework

1. Elements of a tree-shaped hierarchical framework, using the Nvivo7 structure of tree nodes (with colour coding for each type)
2. The hierarchical tree structure of themes: a framework for organisation of themes, categories and free nodes (concepts).
3. Categories within the theme 'Operationalising PfCE'
4. Free nodes organised into the 'Approaches' category within the Operationalising theme
5. Free nodes organised into the 'Strategies' category within the Operationalising theme
6. Sub-categories and free nodes organised into the 'Roles and Relationships' category within the Operationalising theme
7. Free nodes organised into the 'Challenges' category within the Operationalising theme
8. Categories and sub-categories within the theme 'Willingness and capacity'
9. Sub-categories and free nodes organised into the 'Stance' category within the 'Willingness and capacity' theme
10. Free nodes and query nodes organised into the 'Conditions' category within the 'Willingness and capacity' theme

Appendix H Context: Irish higher education

1. Key agencies with statutory responsibility for higher education policy
2. Objects, functions, policy objectives, funding models
3. National Framework of Qualifications
4. "Insight" as a dimension of degree programmes within the national qualifications framework
5. HEA Strategic Initiative Proposal, Service Learning (Teaching Initiative) 2005-6, 'Service Learning in Higher Education'
6. Civic Engagement, Student Volunteering and Active Citizenship,, HEA SIF project (2006-7)
7. Taskforce on Active Citizenship Terms of Reference

Appendix I Analytical statements for refining and testing

1. Rationale
2. The journey
3. Curriculum planning
4. Challenges
5. Roles and relationships
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8. Factors affecting academics

Appendix J Results of Queries (using Nvivo7)

1 Overlap between different orientations
2 Orientations to civic engagement
3 Prevalence of 'local civic orientation' by proximity to disadvantage
4 Data coded to different orientations by Connection to PfCE
5 Data coded to different orientations, by 'position'
6 Orientation by disciplinary background
7 Orientation by gender
8 The institutional and external context
9 The challenges table
10 Variation in incidence of challenges
11 Incidence of challenges by complexity of project
12 Level of challenge associated with internal and external relationships, complexity of project
13 Time and workload
14 Time and workload by institution of affiliation
15 Coding to 'recognition' category by connection to PfCE
16 Coding to 'recognition' category by institution
17 Incidence of Challenges by balance of responsibilities
18 Time and workload' and 'Recognition' for all respondents, by balance of responsibility

References for the Appendices

Appendix A

Case Profiles

No. 1 Art in the Community

No. 2 Bystander Project

No. 3 Celebrating Difference

No. 4 Designing Solutions for Community

The Case Profiles

1. These Case Profiles have been abstracted from four detailed case study reports which drew on all the sources listed. The case study reports remain confidential.

2. In the interest of assuring anonymity and minimising deductive disclosure the following provisions have been made:
   - An alias has been used for each embedder. Other participants are not referred to by name.
   - All participants have been ascribed female gender.
   - Names of offshore islands (Bofin and Rathlin) and historic sites (Kells and Tara) have been used for institutions. None of these sites currently boast an institution of higher education.
   - Titles of projects, programmes and centres have been changed
   - Titles of documents and events have been replaced with generic labels.

3. Participants are categorised by reference to:
   - their 'connection' to the pedagogy for civic engagement and
   - their 'position' within the institution

   (See overleaf for the values of these attributes)

4. The range of sources for each case study (interviews, documents and observation opportunities) is listed.
   - The duration of interviews and word count of transcripts are provided for each case.

5. The four case studies were conducted over the period October 2004 – September 2007

Connection: The nature of the respondent's involvement with the Pedagogy for Civic Engagement	
Embedder	Person embedding a PfCE in their own academic practice, designing the module, assessing student performance
Enabler	Person, usually in some position of power or authority, who enables or facilitates the practice of PfCE by implicit or explicit endorsement and/or granting of permission or license
External	Person providing support or advice, positioned outside of higher education institution
Key agent	Person who actively promotes, supports or coordinates civic engagement or PfCE within the institution
Co-operating colleague	Person who, though not directly involved in the process of embedding a PfCE offers support to the process e.g. by teaching elements of the module, contributing to assessment process or advising on pedagogy
Strategist	Person with responsibility for strategising in the specific area of civic engagement or more generally within the institution
Link person	Person with responsibility for liaising with community partners and co-ordinating student placements and/or projects
Remote	Person with remote connection to the PfCE or to the institution

Position: The formal position (post) of the respondent within the institution	
Academic	Member of academic staff
Academic leader	Person with responsibility for institutional leadership within a HEI e.g. president, vice-president, director
Academic manager	A person with senior management responsibility for academic affairs e.g. head of department, school or faculty
Senior administrator	A person with administrative responsibilities within a HEI, on a cross institutional basis
Educational developer	Person whose role is to organise/provide training, support and advice to academic staff in areas of learning and teaching
Contracted	Person with temporary position with defined responsibilities e.g. coordinator, reviewer, agent
PfCE facilitator	Person with responsibility for promotion, coordination and management of a range of PfCE projects within a HEI
Policy maker	Person external to a HEI with responsibility for an area of HE policy

Case Profile No. 1

Art in the Community[64]

PfCE: Art in the Community
Embedder: Fiona
Programme: B. A. (Hons) Arts Practice
Site: Bofin Institute of Technology (BIT)

Art in the Community is an elective module on offer to students of the B.A. (Hons) in Arts Practice in Bofin Institute of Technology. The module provides students with the opportunity to engage with a diverse range of community groups or not-for-profit organisations on art-oriented projects in which learning through art practice is core. Workshops or projects are organised with groups or organisations such as local schools, women's groups, community centres, unemployed groups, drug rehabilitation centres and prisons. Students gain experience in contexts which are characterised by diversity and are often quite challenging.

The module was developed by Fiona – a professional artist and member of academic staff – in response to requests from the local community. Art in the Community was originally conceived of as something that met the needs of local disadvantaged communities with little or no access to more conventional art activities or events. The underpinning values are closely aligned with Fiona's feminist philosophy and with a process whereby colloquial and collective art was placed at the centre of community development. Access and widening participation feature prominently in the mission of BIT and in the stated goals for this programme. It also features as a significant element of Fiona's motivation, with her prior personal experience as non-traditional student.

This PFCE has evolved through a number of phases. In the first phase, it was an elective module with 'very few marks awarded to it'. As a minor elective module it wasn't meant to be too onerous but students often invested considerable effort in it. Phase two coincided with the modularisation of the degree programmes within the institution. A more realistic ECTS credit rating was assigned to the module and more formal college-wide arrangements and standards were in place for assessment. In terms of formal teaching input, Fiona played a facilitator role and ran a 'clinic' every week, when students would come for advice and support about their individual projects. Continuity of community partners from year to year was generally assured. One notable exception arose when the expectations of one local women's group – looking for

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[64] This case study was conducted over the period June 2006 – May 2007.

competent artists to teach arts and crafts —were so at odds with Fiona's conception of the transformative potential of art that the partnership was not sustainable.

By phase three the task of organising placement had become quite onerous. Responsibility for the placement element of the module was out-sourced to an external not-for-profit agency, ArtLink, who have developed a Collaborative Art Practice Programme (CAPP) which is offered to BIT and other art colleges. A designated link person in ArtLink sources the placements and works with groups to devise a meaningful project in collaborative arts, clarifying expectations for all concerned. She provides briefing and training for students and facilitates the learning process on placement. As an agency concerned with promoting collaborative arts practice, the artistic and professional development aims take precedence for ArtLink, who do not regard civic engagement as an explicit purpose of their CAPP programme. In effect, two parallel processes are now in place. ArtLink manages the student placements as part of the CAPP. Fiona and her academic colleagues are responsible for Art in the Community, as an elective module within a degree programme in BIT. The PfCE experience now culminates with a joint art exhibition of students from other art colleges, held in a public art space.

The approach to assessment has also evolved over the years. Initially Fiona had the opportunity to experiment with innovative approaches and introduced self-assessment and peer assessment through the use of reflective portfolios. With recent modularisation, however, a standardised assessment rubric now exists for all student work within the School of Art. Benchmarks are stated for each grade band within the criteria of (i) research (ii) analysis (iii) development (iv) realisation and (v) presentation. Fiona has experienced some difficulty adapting this rubric to the assessment of the work generated by her students on the Art in the Community module. The strong process-orientation of the learning experience has compounded the challenge of re-writing the module to conform with the new template, based on learning outcomes. Her practice has been to allow students to set their own goals, which she believed produced a better foundation for the learning process than anything she could pre-ordain.

Bofin Institute of Technology (BIT) is a large, well-established higher education institution offering undergraduate and postgraduate programmes across a wide range of disciplines from level 6 to level 10 of the National Framework of Qualifications. The institute has a strong tradition in applied and work-based learning, with well-developed links with industry and an expanding research agenda. While community/civic engagement does not feature prominently in the strategic plan of the institution, it has a long tradition of civic engagement and outreach activities in its local hinterland. These activities are a tacit part of the institutional mission and culture. BIT has an active Teaching and Learning Centre which provides an extensive range of programmes in teaching and learning for academic staff. The institution has engaged in an extensive process of academic restructuring and is now organised on the basis of a federal college structure. Due to its size and the geographic dispersal of its colleges, cross-institutional initiatives are relatively rare and often prove challenging.

A number of activities related to civic/community engagement co-exist, independently, within the institution. A Centre for Community Engagement (CCE) has been in place for a number of years and comprises a wide range of projects in partnership within local communities experiencing educational disadvantage. These projects are organised on a collaborative basis with educational, voluntary and

community sectors, with substantial financial support from the corporate sector. While CCE is not an academic unit, the Art in Community module is informally aligned with this centre – a connection reflected in the presence of details of the project on the CCE website.

As part of its academic strategy, BIT has recently established a Community-based Learning Unit (CLU). This unit is currently positioned, organisationally, within a college where community based learning already features within some undergraduate degrees. With the aid of government funding the institution now seeks to mainstream this approach. A recently appointed CLU facilitator works with academic staff across the institution, finding ways to implement community-based or service learning within their academic programmes. She also works collaboratively with her counterparts in other institutions, where possible.

In light of the strong tradition of volunteering within the institution – by students and by staff – particular effort has been invested in distinguishing between community based learning and volunteering. The academic credit gained for community based learning has served as an important distinguishing feature. Linking community-based learning to the concept of 'service learning' has been one strategy adopted to enhance its academic legitimacy. The PFCE facilitator promotes community/service learning on the basis of its capacity to enhance academic outcomes. She works closely with small groups of academic staff, identifying learning outcomes from their course which could conceivably be achieved through community based learning projects. Despite the efforts at mainstreaming this new initiative, Fiona is barely aware of the existence of the CLU and has not had any occasion to meet with the facilitator. As a condition of the funding, the CLU facilitator returns regular statistics on measurable outputs e.g. number of modules and number of students engaged in community based learning. The Art in Community module does not feature in this audit as it was not initiated, developed and validated under the auspices of the CLU project.

Art in the Community
Sources of data

(i) Participants

Connection	Role	No. Meetings	Duration	Words
Embedder	Academic	1	2:38	26,209
Key agent	PfCE facilitator	3	2: 50	31,142
Link person	Contracted	1	0.36	4,576
Co-op colleague	Educational developer	1	1:04	9,706
Strategist	Academic manager	1	1:02	9,244
Strategist	Senior administrator	1	1:27	13,368
Enabler	Academic manager	1	0:55	7,778
External	Contracted	1	1:18	10,860
		Total	11:50	112,883

(ii) Documents:

Bofin Institute of Technology	Mission statement Strategic plan Prospectus BIT Access Initiative Symposium Community Based Learning: Workshop Report Handbook for academic quality enhancement Quality assurance procedures at BIT Enhancing learning at BIT Repositioning of Bofin Institute of Technology: Discussion Paper Paper: Community demographics. Paper: Identifying value cultures in a 3rd level institute Paper: The implications of curriculum processes on the design of a modern engineering programme in the BIT Launch of the BIT Certificate in Volunteering
Centre for Community Engagement	Community outreach programme details Remarks by President McAleese at a presentation of certificates

Art in Community Module	Elective proposal: What is community art? New Short Course description: Programme outlined Placement listings Assessment template: BA in Fine Art Art in the Community (5% elective) outline MA in Art in the Community: programme proposal
ArtLink	Collaborative Art Practice Programme programme summary Student Placement Programme Community organisation checklist Expression of interest form ArtLink roles and responsibilities
Community Learning Programme	Community-based learning programme details Minister of state announcement of funding to strengthen and support volunteering Community-based learning symposium: workshop report

(iii) Observation

Art in Community Module	Meeting with students and tour of project work in the School of Art
CEC	Attendance at award ceremony related to community outreach activities, in BIT

Case Profile No. 2

Bystander Project[65]

PfCE: Bystander Project
Embedder: Emer
Programme: B. Sc. (Hons) in Applied Psychology
Site Rathlin Institute of Technology (RIT)

The Bystander Project is a service learning component of a module in Social Psychology, a core module within the 3rd year of the B.Sc. in Applied Psychology. It was developed and implemented by Emer, a junior academic with responsibility for the module. She first introduced this PfCE during the International Year of the Volunteer and cites her experience volunteering as an undergraduate as part of her motivation for incorporating this approach into her teaching. To date, this PfCE has managed to exist quietly in an institution which, while civically engaged in a number of ways, has no explicit commitment to civic engagement as a pedagogic strategy.

Rathlin Institute of Technology (RIT) is a relatively small, recently established institute of technology which enjoys an international reputation in its specialist fields. It is located in an affluent suburban area within which small pockets of disadvantage co-exist. The institute has an active policy on widening participation and a number of relatively high-profile outreach activities exist where students and staff share their expertise with local communities. While commitment to civic engagement features in the discourse of the director and staff, it does not feature explicitly in the strategic plan. In terms of teaching, the importance of attitudinal development features significantly in the institute's mission statement, where knowledge and skills acquisition for working life also feature strongly. Celebration of students' achievement is a strong feature of the institution, with regular showcase exhibitions and with awards displayed prominently in the institution's public areas. There is no formal centre for teaching and learning.

The aim of the Social Psychology module within the B.A. (Hons) in Applied Psychology is to apply social psychological theories and research to a real world context. Emer has adopted a 'service learning' component as one means of achieving this aim, in combination with the more traditionally taught elements of the course. The title of the PfCE project derives from key psychological concepts – altruism and bystanders – which provide the theoretical link with the academic programme. While 50% of the marks for Social Psychology are devoted to the Bystander Project, Emer chooses not to

[65] This case study was conducted from October 2005 – March 2007, initially as a 'pilot study'. Its scope was subsequently extended and it was included as one of four sites in the multi-site case study.

make explicit reference to the service learning project in the syllabus document, being unsure as to its legitimacy or sustainability. Academic managers in the institution value a level of flexibility in curriculum documents. The programme level outcomes for the B.Sc. in Applied Psychology are mapped in a general way against the level descriptors of the National Framework of Qualifications at level 8. Alignment between the outcomes of the B.Sc. and the 'insight' dimension of the NFQ is specified at programme level only. There is no explicit reference to outcomes associated with 'insight' at module level.

For their Bystander Project, students engage in a range of activities, usually in small groups of 3-4, working on a placement with a community organisation, acting as a volunteer or observing a voluntary organisation, while simultaneously studying the nature of volunteering, so as to critically reflect on the concept of altruism. Not-for-profit/voluntary organisations include local schools, homework clubs, active age associations, the Irish Society for Protection of Cruelty to Children, the Samaritans, either in the catchment area of the institution or in the students' home area. Students generally self-select their groups and a few choose to do an individual project. Emer plays a marginal role in identifying potential placements, preferring to promote initiative and self-direction. There is no formal arrangement between the institution and the placement providers. Latterly, Emer has invited some local organisations to present to the class, while still adopting a relatively non-directive role. With the support of the head of school, timetabling arrangements have been put in place so that students are given some recognition for the hours spent in their placements. As an institute of technology, the number of weekly teaching hours for academic posts is agreed on a sector-wide basis. Some of the time Fiona spends co-ordinating the project and supporting students on a one-to-one bases is factored in as part of her teaching timetable.

Assessment for the Bystander Project has evolved over successive years. Assessment for the Social Psychology module comprises continuous assessment (50%) and final assessment (50%). While a range of different continuous assessment strategies are listed as indicative in the module outline, assessment for the Bystander Project – which does not feature by name – serves as the defacto continuous assessment element. Emer provides the assessment details for the Bystander Project separately to students as follows:

Oral presentation (initial proposal)	10%
PowerPoint presentation	10%
Written analysis of the topic of bystander	5%
Portfolio of practical sessions	15%
Learning journal	10%

Students present evidence of their learning in a Portfolio which contains the proposal, a theoretical paper and material relating to their project (e.g. questionnaires, interview scripts, photographs, written materials, research articles) and latterly a reflective log. She has used recognised frameworks for assessing reflective writing, but has had less success in inducting the students into the practice of writing reflectively. In response to the students' antipathy to reflective writing, she has reduced the weighting of the journal within the overall assessment in recent years.

Bystander Project
Sources of data

(i) Participants

Connection	Role	No. Meetings	Duration	Words
Embedder	Academic	3	3:34	33,951
Co-op colleague #1	Academic	1	1:25	9,555
Co-op colleague #2	Academic	1	0:34	5,194
Strategist	Academic leader	1	0:47	6,619
Enabler	Academic manager	1	0:48	5,711
Enabler	Academic manager	1	1:16	14,741
		Total	8:24	75,771

(ii) Documents:

Rathlin Institute of Technology	Strategic Plan Report of the Evaluation Group on the application for delegated authority Prospectus Student Showcase Student handbook Graduate Exhibition
B.Sc. Applied Psychology	Programme Handbook Revised Programme Document Subject modules and streams B.Sc. in Applied Psychology mapped onto NQAI Level 8 Descriptors. Programme Annual Report List of 4th Year major research projects List of theses for B.Sc in Applied Psychology
Bystander Project	Module outline Project Marking scheme Student Project: Ferns Outreach Project (3 students) Student Project: Rehabilitation of young offenders (3 students) Student Project: Altruism vs. Egotism (1 student:) Student Project: The Samaritans (4 students)

(iii) Observation

RIT	Student Showcase Exhibition, May 2006

Case Profile 3
Celebrating Difference [66]

PfCE:	**Celebrating Difference**
Embedders:	**Breda, Claire, Deirdre**
Programmes:	**B.A (Hons) in Cultural Studies**
	B.A. (Hons) in Education
	B. A. (Hons) in Communications
Site	**University of Kells (UoK)**

Celebrating Difference – a cross-disciplinary, collaborative project within the University of Kells – came about as a result of a community-led initiative. In the wake of a growing number of racist incidents in a nearby area, a local community network, comprising not-for profit organisations, schools, childcare centres, youth organisation and community advice centres, began to promote awareness of diversity in the area. They identified key agencies with relevant expertise which could support them, including the University of Kells. A number of members of the network were former mature students of the university and one graduate contacted his alma mater to initiate the network. From those seeds, a university-community partnership was developed. Three senior academics, Breda, Claire and Deirdre, from three different schools – Cultural Studies, Communications and Education – led the initiative on the university side.

The University of Kells is a medium-sized, relatively recently established university. The campus is located in an urban region which has been the focus of a process of substantial regeneration in recent years. The university prides itself on its radical and innovative values, interdisciplinarity and a strong research record, especially in science and technology. It boasts modern facilities, a cultural centre and a relatively young staff. A process for determining academic workload has been established, within which remission from teaching may be obtained for certain other 'non-teaching' activities, such as research and administration. The development of a Wider Community Engagement Strategy has been one of the outputs of the Office for Civic Engagement which was established as an element of the university's themed approach to leadership, within which interculturalism features prominently.

After a few months of consultation and planning, the goals of Celebrating Difference were determined as follows:

a) To develop an ethnographic research project that would investigate the long tradition of diversity in the area

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[66] This case study was conducted over the period November 2006 – September 2007.

b) To generate a range of written, oral or audio-visual resources which could support the partnerships overall aims.

c) To expand the concept of learning into the community and to address any potential barriers between local people and the university

d) To promote interdisciplinary work within the three participating schools of Communication, Education and Cultural Studies.

A model of community based learning evolved in the course of the project. It is described by the team as involving the use of teaching and learning approaches to enable students to become active citizens who contribute productively to society, as opposed to simply developing disciplinary knowledge. The pedagogy is seen as part of the institution's wider strategy on civic engagement and was included in an internal audit of such activities, conducted by the Office for Civic Engagement. The involvement of the OCE in the Celebrating Difference project was more strategic than operational.

The project received funding for one year from a diverse range of sources – internal and external to the university – including from the Teaching and Learning Centre. The amount of funding raised enabled the recruitment of a part-time 'link person'. It also financed a range of activities and resources and the completion of an evaluation report. The 'link person' developed and managed the project and acted as the link between the community and the university. The three lead academics acted as co-ordinators within their respective Schools, promoting the project with students and staff, identifying opportunities for integration of the project within existing modules (their own and those of colleagues). They liaised with other academic staff, supported the students and collaborated with the link person. These responsibilities were in addition to their existing responsibilities. The academics had limited involvement in the day-to-day activities in the local community. The link person had a much more extensive co-ordination role than anticipated and the day to day running of the project was time-consuming. While a joint advisory committee structure was envisaged it did not materialise, with the link person effectively fulfilling this co-ordination role.

Expected outcomes from the project, on the community partner's side, included base-line data and statistical analysis of historical and contemporary data, organisation of an inter-school oral history competition, development of tailor made intercultural training materials and promotion campaigns and public relations work. The university saw the project as a means of promoting interdisciplinary work, giving the students a real-life experience, developing students' commitment to social responsibility, opening the institution up to local community and building more enduring links. The actual outputs included multimedia animations for use in primary schools, development of a network website, production of oral history radio programmes, an information guide for immigrant families selecting local schools for their children. Other activities included volunteer tutoring and a masters' level dissertation on achieving attitudinal change through multi-media work. Some of the intended outputs proved over-ambitious in light of the students' skill set and the timescale of an academic year.

Of the 45 students participating, 30 students completed work for which they received academic credit, by presenting it as evidence for assessment for a module on which they were already registered. Part of the embedders' role was to survey published curriculum documents to identify potential opportunities for integration of the project

activities within existing modules. They then contacted the relevant colleague to seek their approval for student/s to present Celebrating Difference project work in fulfilment of the assessment requirements, for academic credit. The link-person played a significant part in this process and in ensuring mapping of project activities against the learning outcomes for the relevant modules. Practical issues, such as the lack of synchronicity between potential modules, made it difficult to achieve the goal of interdisciplinarity. Differences in module credits created other difficulties, when attempting to ensure appropriate credit for the level of demand of the community project work.

Students elected to participate in Celebrating Difference. One consequence of the approach taken to embedding this pedagogy for civic engagement was that, within any one module, a small number of students could be satisfying the assessment requirements by completing a project within the community (individually or is part of a group). They were assessed against the academic/technical criteria which were stated in marks and standards for that taught module – these did not necessarily provide scope for rewarding unexpected achievements derived from the community based learning experience. In other cases, work which fared well by academic criteria for the module failed to satisfy the community's expectations in terms of a professional product. In their evaluation report on completion of the project, the team noted the organisational advantages associated with adopting an extra-curricular award approach to crediting achievement on a community-based learning project (via the Laoch[67] Module), rather than attempting to embed it within the existing academic curriculum.

Ten students had participated on the Celebrating Difference project in an 'extra-curricular' capacity. The university has developed a module – the Laoch Module – for recognising achievement of holistic educational outcomes through work done in the community, with clubs and societies or other extra-curricular activity. This module is managed by a different unit within the university, outside of the academic structures. Academic credits are awarded for learning demonstrated in a portfolio, comprising a log of activities and reflection on the learning. Workshops are provided to students preparing a portfolio, including sessions in reflective writing. Assessment of students' portfolios is carried out by examiners, mostly academic and administrative staff who participate in the management group on a pro bono basis. A student's grade may be incorporated into the overall result for their academic programme, once recognised by the relevant programme board as an elective module. Alternatively it may be taken for additional credits. It is a stand alone module without any essential integration with other modules on an academic programme. A separate award ceremony is held each year, at the same time as graduation, to present certificates and celebrate students' achievements. The module is promoted on the strength of the value employers place on the skills developed and the significant emphasis on personal development. The Laoch Module is a well established feature of the undergraduate experience in the University of Kells and features prominently in the institution's publicity campaigns.

[67] Laoch is the Irish for 'hero'.

Celebrating Difference
Sources of data

(i) Participants

Connection	Role	No. Meetings	Duration	Words
Embedder #1	Academic	1	1:35	1,7393
Embedder #2	Academic	1	0:53	8,535
Embedder #3	Academic	1	1:38	16,688
Key agent	Senior administrator	1	2:01	22,986
Link person	Contracted	1	1:04	10,894
Co-op colleague	Educational developer	1	1:18	13,031
Co-op colleague	Academic	1	1:08	10,903
Strategist	Academic manager	1	0:48	9,158
Strategist	Academic manager	1	0.51	8,025
		Total	11:16	117,613

(ii) Documents:

University Of Kells	Strategic Plan President's Report UoK publicity material Research Strategy Student handbook Press Release: Corporate social responsibility seminar Staff biographical details Programme approval process Undergraduate prospectus UoK Newsletter
Celebrating Difference	Module descriptors for participating modules Celebrating Diversity Project Report
Office for Civic Engagement	Civic Engagement Strategy Plan Regional Think Tank report Community Knowledge Exchange proposal

Laoch Module	Laoch module: History behind the awards Loach module descriptor Assessment requirements

(iii) Observation

Celebrating Difference	Presidential address at the conclusion of the Celebrating Difference project

Case Profile 4
Designing Solutions for Community[68]

PfCE:	Designing Solutions for Community
Embedder:	Aoife
Programme:	B. Eng (Hons) in Engineering Design
Site	University of Tara (UoT)

Designing Solutions for Community (DeSC) was introduced as a project within a core, mandatory course – the Professional Engineer – in the 3rd year of the B.Eng. in Engineering Design. The project is based on the principles of experiential learning. Aoife, a senior academic with an active research profile, piloted this pedagogy prior to the adoption of 'service learning' as a model for such initiatives within the institution. It has evolved through a series of phases. In the first 'pilot' year, there was no requirement that the students' activities involve the application of engineering skills and knowledge. Students resisted having to engage in 'volunteering' projects which they regarded as irrelevant to their engineering course. By year two, DeSC was presented as a 'service learning' module and the volunteering aspect was played down. Greater emphasis was placed on projects which involved the application of engineering skills with more realistic expectations in terms of the community engagement dimension. The objectives for the DeSC module were stated as follows:

- To develop engineering skills through self-directed projects
- To develop a sense of commitment to local communities by making a contribution of time and expertise to an individual or to a community group
- To reflect on the experience and share this information with the university community
- To learn how engineers in-career make contributions to their community
- To meet and interact with people from different backgrounds through a role of service

[68] This case study was conducted over the period from October 2004 – May 2007. Two of the interviews were conducted, analysed and reported on as part of an earlier EdD assignment, submitted in 2005.

'Deliverables' of the module included the engineering design outcome, a poster presentation and a learning log which involved some reflection on the process, all of which are assessed. Essential parameters for the projects were given as follows:

- The project requires the application, in a real-world context, of knowledge or skills you have learned in the undergraduate engineering curriculum
- It produces a tool or outcome that relates directly to a real need in the community
- It benefits a group or individual from a different background to your own

Student projects have included the design of devices e.g. a collapsible walker, a skateboard for a child with a disability, a can opener for those with limited motor skills and providing maths tuition to school children. More research orientated projects included a review of assistive technology for a national disability body. Students choose their own project and site (subject to approval), partly to compensate for the fact that the module is mandatory; partly to ensure they have ownership of the project (and have no one to blame if the placement doesn't work out) and pragmatically to keep things manageable. While some organisations have requested students for successive years, Aoife has resisted the temptation to guide students towards specific placements.

The approach to assessment has also evolved. The poster presentation and the design product remain the central elements. By year two, reflection featured as a required element, assessed by two assessors at the poster exhibition. The process of double marking exposed some fundamental differences in expectations regarding a service learning project. One assessor with an engineering background tended to reward reflection on the design issues while another rewarded reflection on broader social/civic issues. By the third year, the guidelines were revised and students were expected to reflect more on the engineering design process rather than on the civic outcomes. Aoife believed achievement of broader community or civic issues was over-ambitious and that it was not possible to reliably assess their capacity to reflect. With respect to the civic component, the goal was redefined in terms of 'planting the seed' for potential longer term outcomes.

Aoife is a member of a group of academic staff who are engaged in similar endeavours – the Community of Practitioners in Service Learning (CPSL). She availed of seed funding to support the process of developing this module and she has commissioned and published research on the outcomes of the project in discipline specific fora, with a particular emphasis on student learning. She enjoys the support of a number of departmental colleagues who contribute to the assessment of student projects and a colleague from another department who teaches the Ethics component. The project has gained positive affirmation within the school and from the relevant professional body – it enjoys a high level of visibility within the university. The Poster Exhibition has become a celebrated annual event, with senior academic figures in attendance and the students attired in their best interview suits.

The University of Tara (UoT) is a mid-sized, long established university with a strong connection to its local and regional catchment area. In its strategic plan, its stated mission is to be a student-centred and research intensive university with a faculty and staff committed to excellence and with a particular commitment to the local region.

It aims to provide programmes with opportunities for personal and academic development, as well as equipping students with the skills and knowledge necessary to embark on successful careers. Research activity at the university has undergone rapid development in recent years. The Teaching and Learning Centre provides certificated courses for academic staff and has invested in promoting the use of technology in teaching and learning. The institution is in the process of academic restructuring into larger colleges. As yet, there is no agreed process for determining academic workload and no standard workload applies. The university has a close connection with its catchment area which extends from the local urban area to a number of counties in the region, manifest in a number of long established ties and partnerships with local community agencies and organisations.

Muintir[69] is a discrete unit positioned within the Teaching and Learning Centre. This initiative, part-funded by a philanthropic donor, evolved from its genesis as a partnership between the university and a local community development organisation. The original vision envisioned opportunities for experiential learning for students and collaborative research with community partners. During the preliminary period tensions arose in the evolving relationship with a community partner – partly due to differences in expectations – which ultimately led to a redrawing of the project aims and modus operandi. Four strands to the Muintir initiative were then identified in the areas of research, volunteering, service learning and knowledge sharing. A PfCE facilitator was appointed with specific responsibility for promoting and supporting service learning. Specific objectives under the Service Learning strand are:

§ To provide services and support mechanisms for academic staff on the development, implementation and assessment of service learning.

§ To support pilot and longer-term service learning course development, building on current experiential learning approaches and experience.

§ To nurture and support research activities in the field of service learning and civic engagement.

The Community of Practitioners in Service Learning (CPSL) was established as a pilot group, within Muintir, to provide mutual support and to share experience and expertise. It provides a forum for academics to examine the potential of service learning as an academic strategy within their own discipline and to discuss specific issues related to implementation of the pedagogy, including the process of building university-community partnerships. The group is led and supported by the PfCE facilitator. One of the initial strategies adopted was to invite applications for 'seed-funding' (grants of up to €5000) to help staff develop and sustain civic engagement opportunities. The approach taken by Muintir in relation to sourcing 'placements' and projects has been relatively hands-off. Academics are actively encouraged to take responsibility for creating the learning opportunities and partnerships with the community. This approach was adopted partly for pragmatic reasons and as a way of encouraging academic staff to experiment and have ownership of the process. The approach also reflects a perception that there are risks associated with becoming overcommitted to community partners or with imposing a particular model.

[69] Muintir is the Irish word for 'community'.

Designing Solutions for Community
Sources of data

(i) Participants

Connection	Position	No. Meetings	Duration	Words
Embedder	Academic	3	3:09	20,195
Key agent	PfCE facilitator	3	3:15	19,816
Co-op colleague #1	Academic	1	1:34	13,954
Co-op colleague #2	Academic	1	0:20	1,674
Co-op colleague #3	Academic	1	0:15	1,630
Co-op colleague #4	Academic	1	0:15	1,683
Strategist	Senior administrator	1	1:10	13,425
Enabler	Academic leader	1	0:20	1,686
Enabler	Senior administrator	1	0:48	7,356
External	Contracted	1	0:22	2,406
		Total	11:20	83,825

(ii) Documents:

University Of Tara	Strategic Plan Academic Plan Funding applications Procedures and criteria for promotion Survey of academic staff; provisional results
Muintir	Briefing Document. The Initiative: business plan University Strategy on Muintir Speech made at the launch of the Initiative Thoughts on enriching the courses and the learning experiences Self-assessment report quality review Evaluation Plan

CPSL	**A summary of service learning pilot projects** **CPSL list of members** **Service learning: an academic point of view: Final Report** **Service learning: a student point of view: Final report.** **Ethical issues in service learning: presentation to CPSL.** **Workshop handbook; Higher education, community and Civic engagement; Strategies for advancement.** **A learning initiative and the volunteering experience course.**
DeSC	**Department Staff details** **Module outline Year 1, 2 and 3** **B.Sc. Engineering Design Programme outline.** **Marks and standards document** **Application for Seed Funding:** **DeSC Assessment schedules Year 2 and 3** **Invitation to poster exhibition Year 2 and 3** **Media report**

(iii) Observation

CPSL	**Lunchtime seminars on service learning**
DeSC	**DeSC Student Poster Exhibition Year 2** **Post–exhibition review meeting** **DeSC Student Poster Exhibition Year 3**

Appendix B

Publications, papers and presentations

During the period of the Ed.D. (Jan 2003 - Mar 2008)

1. Publications
2. Conference presentations.
3. Papers completed as part of the Ed.D.

Publications

Boland, J. (2008) Pedagogies for civic engagement in Irish higher education: principles and practice in context in Sandén, Marie-Louise and Zdanevicius (eds) Democracy, Citizenship and universities Kaunus: Vytautas Magnus University Press

Boland, J. and McIlrath. L. (2007) The process of localising pedagogies for civic engagement in Ireland: the significance of conceptions, culture and context in McIlrath, L and MacLabhrainn, (Eds) Higher education and civic engagement: international perspectives Aldershot: Ashgate

Boland, J. (2006) A polgári kötelezettségvállalás pedagógiája az ír felsooktatásban az Dudich, A. Foldiak, A., Galambos, H., Kolozsvari,, O., Kozma, J. (eds) A közösségi tanulás kézikönyve a Kossuth Egyetemi Kiadó. [Pedagogies for civic engagement in Irish higher education in Dudich, A., Foldiak, A., Galambos, H. Kolozsvari, O., Kozma, J. (eds) Service Learning Handbook Debrecen: Kossuth University Press. Translated by Zsigovits, G.]

Boland, J. (2005) Student participation in shared governance: A means of advancing democratic values? Tertiary Education and Management Vol. 11 (3)

Conference Presentations

Boland, J (2008) Research Ethics; Vices and virtues Paper presented to the Educational Studies Association of Ireland Annual Conference, Galway, March 2008

Boland, J. (2007) Delivering the knowledge economy: the challenge for academic practice Paper presented to the Educational Studies Association of Ireland Annual Conference, Cavan, April 2007

Boland, J (2006) Bridging boundaries or sorties through sallyports: the case of pedagogies of engagement Society for Research into Higher Education Annual Conference Brighton, December 2006

Boland, J (2006) Pedagogies for civic engagement in Irish higher education: principles and practices in context CIVICUS International Conference on Democracy, Citizenship and higher education: Dialogue between Universities and Community. Vytautas Magnus University, Kaunus, Lithuania November 2006.

Boland, J. (2006), Conceptions of engagement within the Irish higher education curriculum, Education Studies Association of Ireland 2006 Annual Conference, 1 April 2006 Dublin: National College of Art and Design.

Boland, J (2005a) Realising a civic role of higher education: conceptions of knowledge, community and civil society Paper presented to the European Conference of Higher Education Annual Conference, Dublin September 2005

Boland, J. and McIlrath L. (2005b) Culture and context: the process of localising service learning in Ireland, International Conference on Civic Engagement and Service Learning, 23-24 June 2005, National University of Ireland Galway.

Boland, J. and McIlrath, L. (2005c) Developing new learning communities through teaching, research and service – a case study, All Ireland Society for Higher Education (AISHE) and Staff and Educational Development Association (SEDA) Annual Conference, 13 May 2005 Belfast.

Boland, J., Mac Labhrainn, I, and McIlrath, L (2004) Universities, students and community: promoting civic engagement through service learning. Paper presented at the Annual Conference of the Society for Research into Higher Education, Bristol, December 2004

Boland, J. (2004) Shared governance: A sufficient condition for democratic universities? A case of Ireland. Paper presented to the Annual Forum of the European Association for Institutional Research, Barcelona, September 2004

Boland, J. (2004) A civic role for higher education? Some implications for policy and practice Paper presented to the Globalisation and Inclusion Conference UCC/ Development Cooperation Ireland, University College Cork, May, 2004.

Academic papers completed as part of Doctorate in Education (unpublished)

Boland, J. (2005) Practices and Policies in Context: The Collaborative Research Project

Boland, J. (2004) Towards a philosophical underpinning for service learning within higher education

Boland, J. (2003) Shared Governance: A sufficient condition for democratic universities. Tales from the Republic of Ireland

Boland, J. (2003) Perspective on professional practice: Making sense of a process: planning for academic development at National University of Ireland Galway.

Boland J. (2004) The main strengths and weaknesses of a qualitative approach to data collection and analysis with reference to some data collection and analysis on a topic of my choice

Boland, J. (2003) A critical review of Harlan and Deakin Crick's (2002) Systematic review of the impact of summative assessment and tests on student motivation for learning.

Appendix C

Higher education and civic engagement

1. Competing logics of higher education
2. Characteristics of transactional and transformative relationships
3. Features of institutionalised and marginalised practice
4. Dimensions and components of self-assessment rubric for institutionalising service learning

Appendix C.1

Competing logics of higher education

Closed-system	Open-system
Assumptions about knowledge	
University as 'storehouse of knowledge'	University as 'learning environment'
Knowledge exists 'out there'	Knowledge is particularistic and shaped by individual experience
Knowledge comes in chunks delivered by instructors	Knowledge is constructed, created and 'gotten'
Learning is cumulative and linear	Learning is a nesting and interacting of frameworks
Learning is teacher centred and controlled	Learning is student centred and controlled
Classroom and learning are competitive and individualist	Learning is student centred and controlled and supportive
Faculty practices	
Expert/disseminator of knowledge	Innovator/facilitator
Faculty are primary lecturers	Faculty are primarily designers of learning methods and environment and are encouraged to innovate
Faulty and students act independently and in isolation	Faculty and student work as a team
Teachers classify and sort students	Teacher develop every students' competencies and talents
Any expert can teach	Empowering learning is challenging and complex

Source (Barr and Tagg, 1995 cited in Lounsbury and Pollack, 2001 p. 324)

Appendix C.2

Characteristics of transactional and transformative relationships

Criteria	Transactional Relationships	Transformative Relationships
Basis of relationship	Exchange-based and utilitarian	Focus on ends beyond utilitarian
End goal	Satisfaction with exchange	Mutual increase in aspirations
Purpose	Satisfaction of immediate needs	Arouses needs to create larger meaning
Roles played by partners	Managers	Leaders
Support of existing institutional goals	Accepts institution goals	Transcends interest to create larger meaning
Partners identity	Maintains institutional identity	Changes group identity in larger definition of community
Scope of commitment	Limited time, resources, personnel to specific exchanges	Engages whole institution in potentially unlimited exchanges.

Source (Jacoby, 2003 p. 25)

Appendix C.3

Features of institutionalised and marginalised practice

What does institutionalising mean?	
An institutionalised practice is	**A marginalised practice is**
Routine	Occasional
Widespread	Isolated
Legitimised	Unaccepted
Expected	Uncertain
Supported	Weak
Permanent	Temporary
Resilient	At-risk

Source (Furco, 2006)

Appendix C.4

Dimensions and components of self-assessment rubric for institutionalising service learning

<table>
<tr><td colspan="2">I. Philosophy and mission of service learning

Definition of service learning
Strategic planning
Alignment with institutional mission
Alignment with educational reforms</td></tr>
<tr><td>II. Faculty support and involvement in service learning

Faculty knowledge and awareness
Faculty involvement and support
Faculty leadership
Faculty incentive and rewards</td><td>III. Student support for and involvement in service learning

Students awareness
Student opportunities
Student leadership
Student incentive and rewards</td></tr>
<tr><td>IV. Community participation and partnerships

Community partner awareness
Mutual understanding
Community partner voice and leadership</td><td>V. Institutional support for service learning

Coordinating entity
Policy making entity
Staffing
Funding
Administrative support
Departmental support
Evaluation and assessment</td></tr>
</table>

For statements in relation to each stage for each dimension, see Furco (2003)

Appendix D

Curriculum

1. Capability and the affective domain
2. A continuum of approaches to curriculum design reflecting different ideologies
3. Models of curriculum planning
4. Pressures, influences and drivers for curriculum change

Appendix D.1

Capability and the Affective Domain

(a) Characteristics of 'capability', as enunciated by the Education for Capability Manifesto

Capability can be observed when we see people with justified confidence in their ability to:

- **Take appropriate and effective action**
- **Explain what they are about**
- **Live and work effectively with others**
- **Continue to learning form their experience as individuals and in association with others, in a diverse and changing society.**

Source: **(Stephenson, 1998 p. 2)** (Royal Society of Arts, 1980)

(b) The taxonomy of the affective domain

Receiving is being aware of or sensitive to the existence of certain ideas, material, or phenomena and being willing to tolerate them. Examples include: to differentiate, to accept, to listen (for), to respond to.

Responding is committed in some small measure to the ideas, materials, or phenomena involved by actively responding to them. Examples include: to comply with, to follow, to commend, to volunteer, to spend leisure time in, to acclaim.

Valuing is willing to be perceived by others as valuing certain ideas, materials, or phenomena. Examples include: to increase measured proficiency in, to relinquish, to subsidize, to support, to debate.

Organization is to relate the value to those already held and bring it into a harmonious and internally consistent philosophy. Examples are: to discuss, to theorize, to formulate, to balance, to examine.

Characterization by value or value set is to act consistently in accordance with the values he or she has internalized. Examples include: to revise, to require, to be rated high in the value, to avoid, to resist, to manage, to resolve.

Source (Krathwohl et al., 1964).

(c) Items from Kaplan's (1978) Taxonomy of the Affective Domain selected by Cowan as what society should expect from graduates

The affective domain

- **To openly defend the right of another to possess a value**
- **To seek the value of another**
- **To attempt to identify the characteristic of a value or value system**
- **To compare one's own value to that of another**
- **To attempt to identify the characteristics of a value or value system**
- **To show the relationship of one value to another**
- **To try to convince another to accept a value**

Source (Cowan, 2005 p. 164)

Appendix D.2

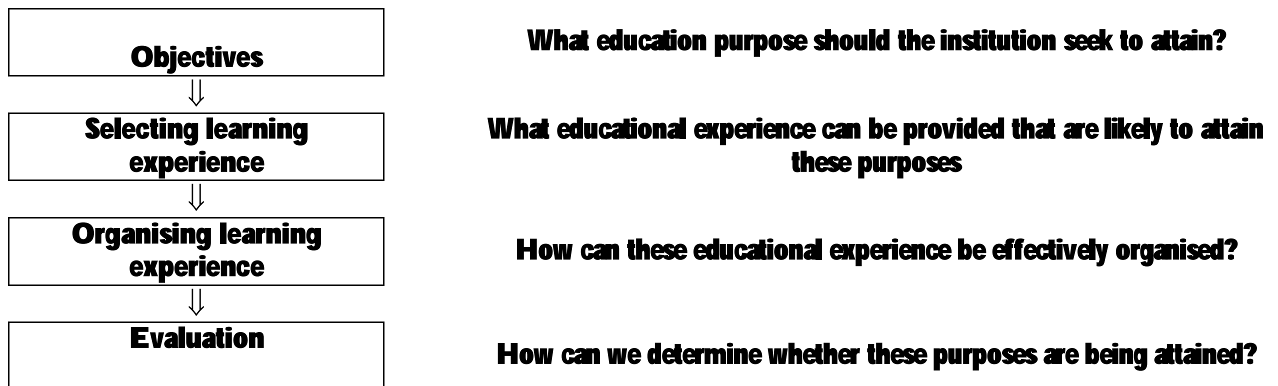
A continuum of approaches to curriculum design reflecting different ideologies

		⇐ A continuum of approaches ⇒		
Curriculum theorists	**Date**	**Traditional/ Liberal education**	**Human capital Performativity**	**Transformative purpose**
Eisner and Vallance	(1974)	Academic rationalism Cognitive	Technology	Self-actualisation Social reconstruction
Skilbeck	(1976)	Classical humanist		Progressive
Lawton et al	(1978)	Subject/knowledge centred	Society centred	Learner-centred
Goodson	(1987)	Academic	Utilitarian	Pedagogic
Golby et al	(1977)	Liberal humanist	Technocratic	Learner-centred/ progressive
Longstreet and Shane	(1993)	Knowledge centred	Society centred	Learner centred
Kelly	(1999)	Content driven	Objectives driven	Developmental
Toohey	(1999)	Traditional Discipline specific Cognitive	Performance or systems-based	Experiential Socially critical
Bartlett et al	(2001)	Transactional	Functional	Critical
Barnett et al	(2001)	Knowledge Subject specialism	Action Competences through doing	Self Developing educational identity

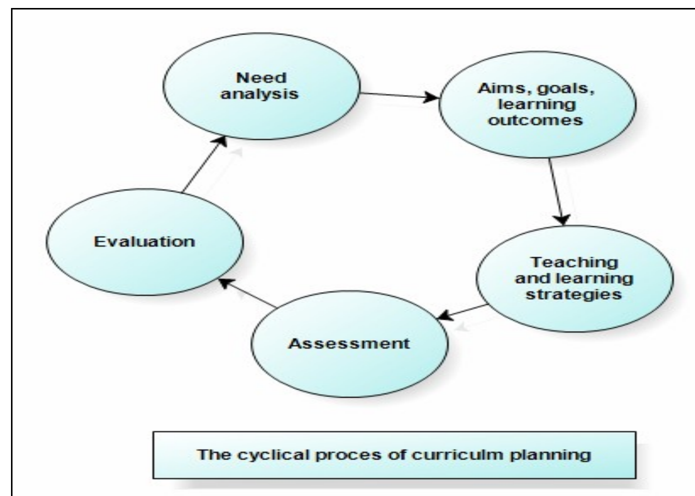
Source: (Adapted from Ross, 2000,p 98)

Appendix D.3

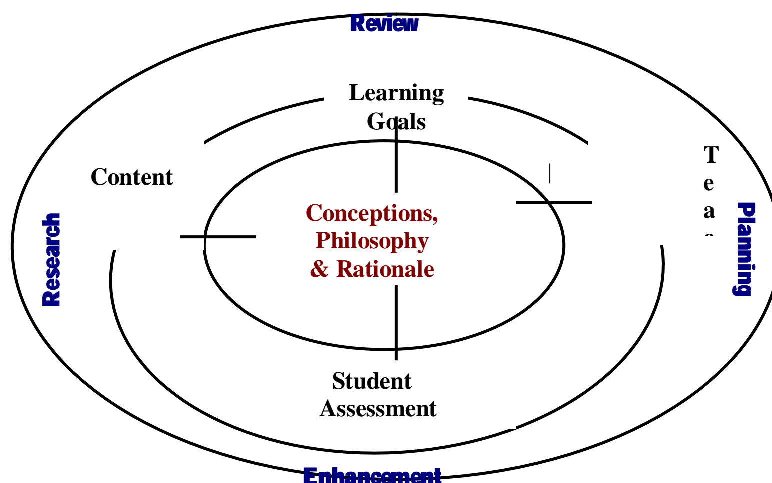
Models of Curriculum Planning



(i) A linear rational model of curriculum planning adapted from Tyler (1949).



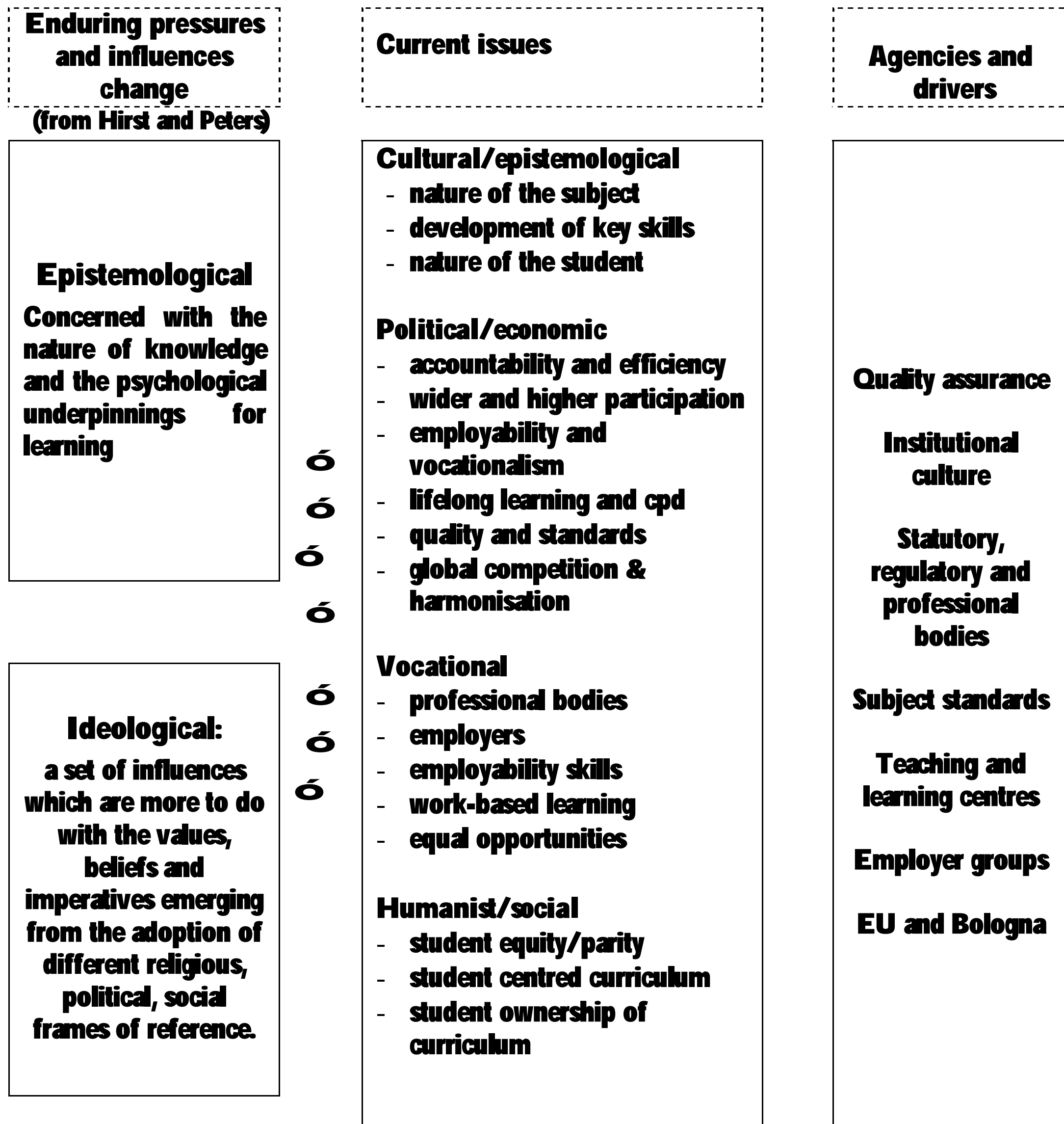
(ii) A cyclical model adapted from Wheeler (1967) and Nicholls and Nicholls (1978).



(iii) The interconnectivity and interactivity between domains and building blocks in the curriculum development process, Source: (Jackson and Shaw, 2002 p. 4)

Appendix D.4

Pressures, influences and drivers for curriculum change



Source: Adapted from Shaw (2005 p.5)

Appendix E

Research Design

1. Overview of research design
2. A multi-site case study
3. The scoping exercise
4. Correspondence
5. Sources of data - summary
6. Details of interviews conducted

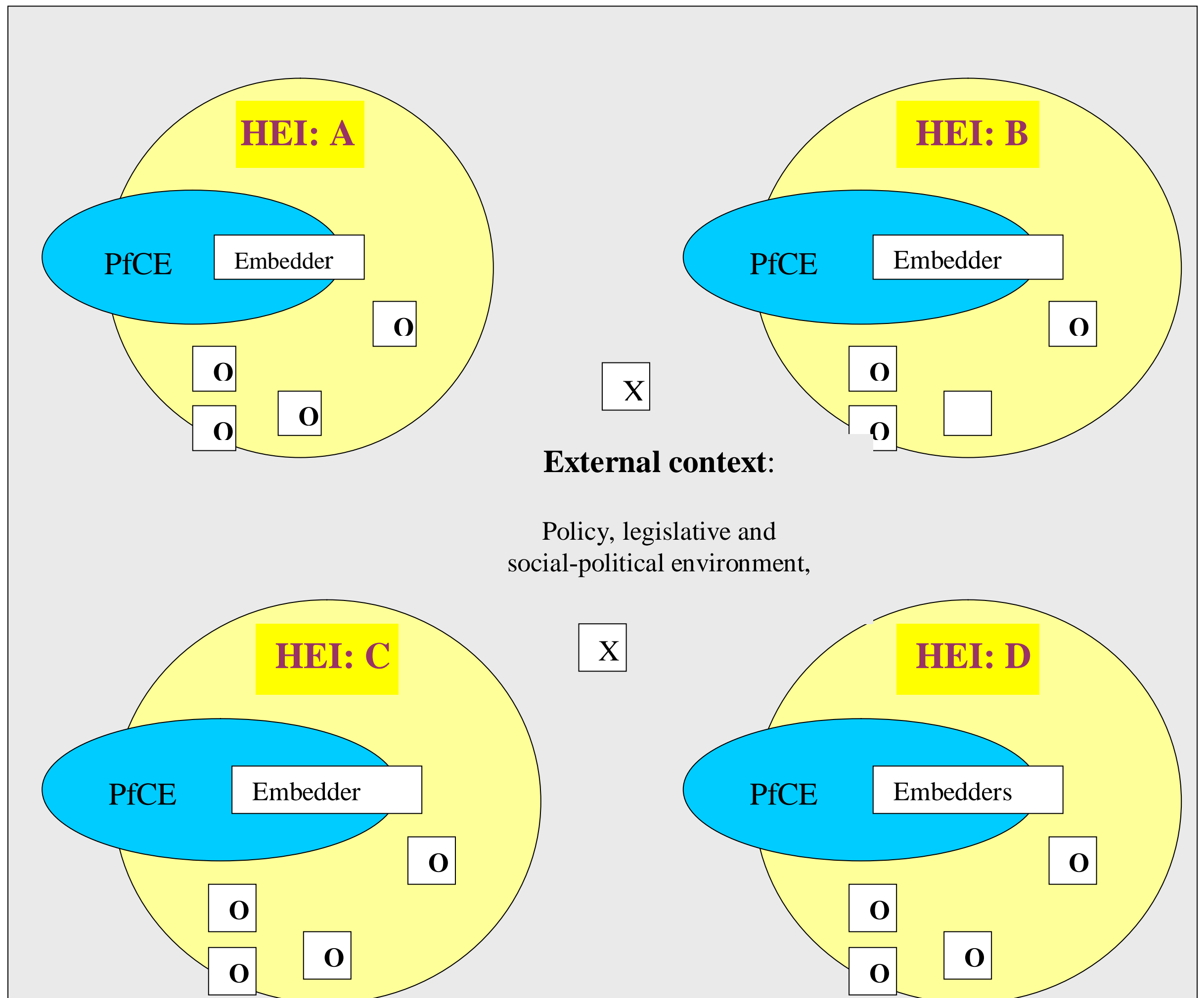
Appendix E.1

Overview of the Research Design

Ontology	Constructivist/phenomenological
Epistemology	Subjectivist, transactional, perspectival Idiographic (individualising, interpretative) rather than nomothetic (generalising, rule seeking)
Methodology	Naturalistic inquiry, hermeneutical, dialectical
Strategy	Holistic multi-site case study.
Purpose	Designed to explore a phenomenon (pedagogy for civic engagement) to find out what is happening, to seek new insights and to ask questions.
Sample	Four instances of pedagogies for civic engagement, each from a different higher education institution –selected using theoretical replication for analytical generalisations
Main question/s:	How and why are pedagogies for civic engagement being embedded within the curriculum of higher education institution? What is the significance of context? (Local, institutional, national and policy context)
Unit of analysis	The pedagogy for civic engagement
Sources of data	Documents: (a) policy documents; national and institutional (b) plans: strategic plans, academic plans (c) project documents: proposals, reports. (d) curriculum documents (programmes/modules/assessment criteria) Interviews with: (a) embedder of pedagogy for civic engagement (b) associates: initiators; key agents; supporters; (c) key personnel: leader; academic head; educational developer (d) key actors in national policy Observation: (a) observing participant (b) participant observer

Appendix E.2

A multi-site case study methodology



KEY

HEI:	**4 higher education institutions**
PfCE:	**The pedagogy for civic engagement project/module**
Embedder:	**The academic/s implementing PfCE**
Others	**O = key agents, link persons, enablers, strategists**
The external context	**X= Policy key actors and external consultants**

Appendix E.3

The scoping exercise

Embedding a civic dimension into Irish higher education curricula: policy, process and practice

Introduction: As part of my doctoral research I aim to establish the extent to which Irish higher education institutions engage with the community/civic life through activities such as service learning, community learning projects, volunteering and other such pedagogies of engagement. I would appreciate your contribution to a scoping exercise by completing this short questionnaire and providing brief details of any such activities in your institution where possible - overleaf.

Josephine Boland, Ed.D student, Edinburgh University
Contact address: josephine.boland@nuigalway.ie

Your name	
Institution	
Dept/centre	
Your role	
Email address	

	Statement	Yes	No	D/K
1*	There are activities in my institution —fitting the broad description of service learning/community based learning —for which students gain academic credit			
2*	There are activities which broadly fit the description of student volunteering —which are additional to any academic programme of study			
3*	There are plans to introduce service learning/community based learning within my institution in the near future			
4	There is a strategic commitment at institutional level to civic engagement in my institution			
5	There is specific support, funding and/or recognition for staff and/or students engaged in such activities. If so: please identify below:			
6	Would you be willing to be contacted again in relation to this research?			

*** If you have answered YES to 1, 2 or 3 above, please provide brief details overleaf, using an additional page if necessary.**

Details	**Please tick: Existing or Planned**
Title: **Nature of activity:** **Programme/ Dept/Faculty** **Contact person:**	
Details	**Please tick: Existing or Planned**
Title: **Nature of activity:** **Programme/ Dept/Faculty** **Contact person:**	
Details	**Please tick: Existing or Planned**
Title: **Nature of activity:** **Programme/ Dept/Faculty** **Contact person:**	

NAME:________________________________

Appendix E.4

Correspondence

(i) Initial letter negotiating access to institution

School of Education,
University of Edinburgh,
Holyrood Road,
Edinburgh, EH8 8AQ

Prof. x
Vice-President for
University of
Address

date

Dear Prof. x

I am currently researching the policy, process and practice of embedding a civic dimension within Irish higher education curricula, for my doctoral thesis with Edinburgh University. I am focussing on the process of implementing what I term 'pedagogies for civic engagement" i.e. programmes (or elements thereof) where academic credit is awarded for learning gained in the community, including 'extra-curricula" activities. Promotion of civic engagement is the defining feature of the academic practices which interest me.

I am conducting a number of case studies of academic programmes and projects in different higher education institutions in Ireland. I am writing to seek your permission to include <university name> as one of my case studies, in relation to the < Project> in particular and other civic engagement activities if the opportunity arises. I have had an initial exploratory meeting with X, to discuss the X project. I would welcome the opportunity to learn more about the implementation of this and other relevant initiatives within <University name> and proceed with a case study, once I have your approval.

My multi-site case study methodology involves gathering data which is generally in the public domain e.g. institutional strategic plans, programme documents and assessment

details. I also carry out in-depth interviews with key actors —academic staff, project coordinator/s, educational developer/s and senior management figure/s —as they are identified in the course of the case study. I aim to explore the rationale for these diverse initiatives and the experience of translating a civic dimension into programme design and academic practice. Other opportunities for data gathering may arise in the course of the study, but will be explored only with the expressed permission of the participants.

Prospective respondents are invited to participate on a voluntary basis and will be informed of the purpose of the research. Interviews are exploratory in nature and unstructured in style. Transcripts of interviews will be returned to respondents for verification. All respondents will be offered the opportunity to remain anonymous and they may identify any data which may not be used. Participants will be advised of their right to withdraw at any time. If data is incorporated into the thesis or any other research paper arising from my research, quotations will be referenced by a code indicating respondent role in general terms. The institution will not be named and personal or place names will be encoded. I would, however, appreciate permission to identify my sources in a confidential appendix to my thesis.

I appreciate that a civic dimension is central to the strategic mission of the < university>, especially given its close relationship with the local community. I hope that my research will prove valuable to all concerned with realising this dimension of higher education. I will be happy to clarify any matters if necessary and I look forward to hearing from you.

Is mise

____

Josephine A. Boland

Ed.D Researcher

University of Edinburgh

Address for correspondence:

Josephine Boland
Education Department
National University of Ireland, Galway
Galway

Email: josephine.boland@nuigalway.ie

Phone: 091 63 88 72

Mobile: 087 231 4813

(ii) Email correspondence: Clarification re confidentiality and anonymity

EMAIL FROM RESPONDENT

Hi

I got the draft in the post today, thank you I will look over and make comments etc,
I am giving permission to quote if confidentiality is guaranteed.
Re the feedback and project portfolios I am currently getting consent from the students to show them and hope to have that soon.

X

MY RESPONSE

Dear X

Thanks for getting back to me. I can assure you that I can offer you anonymity. Codes will be used for any citations/quotations and I will be interviewing a number of sources from your institution and other similar case studies - all sources will be coded. If the data is incorporated into the thesis, or any other research paper arising from my ongoing research, the institution will not be named.

Strictly speaking, I am not guaranteeing "confidentiality", in that I would like to be able to draw on and report on data. You have, of course, the right to identify any data which may not be used/cited/quoted. Where I believe data is particularly sensitive I will draw on it in the cross-case analysis (amongst data from a range of different cases), rather that in individual case studies. If I deem it necessary I will locate individual case study in a confidential appendix to the thesis. I hope this clarifies things for you and assures you that I have a deep regard for the need to respect and protect sources.

I hope the student assessment process went well and I look forward to discussing it with you whenever convenient for you.

Kind regards

Josephine

Appendix E.5

Sources of data: summary

Data	Level			
	National	Institution	Academic Programme	Individual PfCE
Documents	Policy documents Legislation National reports Political speech	Strategic plan Mission statement Academic plan Project proposal Funding application Student handbook	Programme documents Evaluation report Programmatic review	Module outline Assessment rubric Project sample Evaluation report
Interview	Key agents (HE policy)	Academic leader Ed. developer PfCE facilitator Strategist	Heads of school Programme director	Embedder Cooperating colleague Link person
Observation	Conference	Institutional setting Showcases/exhibition		Student exhibition Review meetings Workshops

Examples of sources of data for this study (not all available in all sites)

Appendix E. 6

Details of Interviews Conducted

Site	Connection	Role	No. meetings	Duration	Words
BIT	Embedder	Academic	1	2:38	26209
	Key agent	PfCE Project director	3	2: 50	31142
	Link person	Contracted	1	0.36	4576
	Co-op colleague	Educational developer	1	1:04	9706
	Strategist	Academic manager	1	1:02	9244
	Strategist	Senior administrator	1	1:27	13368
	Enabler	Academic manager	1	0:55	7778
	External	Contracted	1	1:18	10860
RIT	Embedder	Academic	3	3:34	33951
	Co-op colleague #1	Academic	1	1:25	9555
	Co-op colleague #2	Academic	1	0:34	5194
	Strategist	Academic leader	1	0:47	6619
	Enabler	Academic manager	1	0:48	5711
	Enabler	Academic manager	1	1:16	14741
UoK	Embedder #1	Academic	1	1:35	17393
	Embedder #2	Academic	1	0:53	8535
	Embedder #3	Academic	1	1:38	16688
	Key agent	Senior administrator	1	2:01	22986
	Link person	Contracted	1	1:04	10894
	Co-op colleague #1	Educational developer	1	1:18	13031
	Co-op colleague #2	Academic	1	1:08	10903
	Strategist	Academic manager	1	0:48	9158
	Strategist	Academic manager	1	0.51	8025
UoT	Embedder	Academic	3	3:09	20195
	Key agent	PfCE Project director	3	3:15	19816
	Co-op colleague #1	Academic	1	1:34	13954
	Co-op colleague #2	Academic	1	0:20	1674
	Co-op colleague #3	Academic	1	0:15	1630
	Co-op colleague #4	Academic	1	0:15	1683
	Strategist	Senior administrator	1	1:10	13425
	Enabler	Academic leader	1	0:20	1686
	Enabler	Senior administrator	1	0:48	7356
	External	Contracted	1	0:22	2406
Xternal	Remote	Policy maker	2	2:11	17870
	Remote	Policy maker	1	1:04	7597
		TOTAL		46:05	415,559

Appendix F

Data analysis

1. Glossary of Nvivo7 terms
2. Designing the casebook
3. Attributes and values for the initial casebook
4. New attributes added
5. Summary of Phase 1 and 2 of the coding process
6. List of free node descriptions
7. The thematic framework
8. Data analysis tools and techniques employed
9. Procedure for deriving orientations
10. Fields for the meta matrix

Appendix F.1

Glossary of Nvivo7 terms and functions used in this project

NVivo7:	A software package designed to support the analysis of qualitative data. As a relational database it assists in managing, shaping and making sense of unstructured information, with purpose built tools for classifying, sorting and arranging information. It facilitates the process of analysing data, discovering patterns, identifying themes, tracking the research process, modelling and developing meaningful conclusions.
Case	A node with attributes, such as 'gender' or 'role'. Cases are used to gather content about a person, institution or other entity involved in the research project. For this project 35 cases were created as nodes for storing data in respect of each participant.
Attribute	A classification of a case, such as 'connection to PfCE' discipline and 'gender', or 'site of affiliation'
Attribute value	Values of an attribute e.g. male or female
Casebook	A matrix displaying cases with their attributes and attribute values.
Document	Source material such as field notes, transcripts, interviews, literature reviews or other material that is relevant to the project. A document (or any part of it) can be coded to categorise the information that it contains.
Node	A container for a theme or topic within the data, e.g. a node called 'community' can be created to which all data relevant to that concept can be coded. Types of nodes include, free nodes, tree nodes, cases, relationships, matrices and results.
Free node	A 'stand-alone' node that, initially, has no clear logical connection with other nodes e.g. 'glossies', 'getting buy-in'. Free nodes can be converted into a tree node by moving them into a hierarchical tree structure e.g. under a parent

	node called 'strategies'.
Tree node	Nodes that are organised in a hierarchical structure moving from a general category at the top (the parent node) to more specific categories (child nodes). Tree nodes can be used to organize nodes for easy access, like a library catalogue.
Parent node	A top tree node or case which is above other nodes in a hierarchy.
Child node	A node below a parent node.
Sibling node	Tree nodes or cases that share the same parent node.
Memo	A type of source for recording thoughts and observations. If a memo is related to a particular source or node a 'memo link' can be created linking the two together.
Coding	The process of selecting text and categorising it as belonging to a specific node (theme or idea); the text is said to be 'coded at' the node.
Coding excerpt	A passage of text coded at a node.
Coding reference	An occurrence of coding. When a node is opened, all the references to source material that is gathered there can be seen.
Coding stripes	These illustrate the (range of) coding for a source or node
Analytical coding	The process of interpreting and reflecting on the meaning of the data to arrive at new ideas and categories.
Coding on	Opening a node and coding its context (or part thereof) on to a new code e.g. opening the civic orientation node, analysing the data and coding onto a two new nodes called 'civic – local' and 'civic – broad'
Organising into a hierarchy	The process of organising free nodes into a tree-like structure which reflects the developing themes, categories and subcategories within the data – with parent nodes, children siblings and grandchildren.

Query	**A way of asking questions about the data. Queries can be run and saved as a project progresses.**
Matrix coding queries	**A tool for comparing pairs of items and display the results in a table or matrix. A new node is created for each cell in the matrix. The new nodes can be opened and material gathered there may be explored and verified. For example, data coded to 'time' could be compared on the basis of participants' gender.**
Matrix	**A collection of nodes resulting from a matrix coding query.**
Text search query	**A search for words or phrases in selected sources, nodes, sets and/or annotations e.g. wherever the word 'insight' occurs in data.**
Simple coding queries	**A means of finding content based on its coding. A simple coding query lets you see content coded at a node limited by a specific scope, e.g. all the data coded to the node 'time'.**
Advanced coding queries	**A means of search for source content that has been coded at multiple nodes e.g. data coded to the node 'time' AND coded to cases with the attribute 'embedder'. Operators can be used to further refine the search.**
Results	**A node or list of project items resulting from a query. You can store a results node in the Queries Results folder or move to the main node system for coding.**
Words per thousand	**Words coded to a cell in a matrix query, expressed as words per thousand spoken by the relevant group.**
Model	**A visual representation of a project and its contents.**

Adapted from glossary provided with Nvivo7 Help

Appendix F. 2

Designing the casebook

Summary of steps taken:

- **Determining attributes (what might matter) and descriptions of those attributes e.g. role, connection, discipline, gender, site of affiliation**
  - **See list overleaf in Appendix E.3**
- **Deciding what values to assign to each attribute.**
  - **See description of values overleaf in Appendix E.3**
- **Assigning attribute values to each respondent in the casebook**
- **Importing data into Nvivo7, linking each transcript with relevant source**
- **Data from each source was automatically assigned the relevant values for each attribute**
- **Adding new attributes[70] in course of data analysis process, with relevant values e.g.**
  - **Proximity to areas of disadvantage**
  - **Balance of teaching/research role**
  - **Complexity of project**

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[70] **The description of and values for each of these emergent attributes is given in the relevant sections of Chapters Five, Six and Seven..**

Appendix F.3

Attributes and Values for the initial Casebook
(Established prior to importation of data to Nvivo7 for data analysis)

Attribute Description	Attribute values	Definition of attribute values	No[71].
Connection The nature of the respondent's involvement with the pedagogy for civic engagement	Embedder	Person embedding a PfCE in their own academic practice, designing the module, assessing student performance	6
	Enabler	Person, usually in some position of power or authority, who enables or facilitates the practice of PfCE by implicit or explicit endorsement and/or granting of permission or license	4
	External	Person providing support or advice, positioned outside of higher education institution	2
	Key agent	Person who actively promotes, supports or coordinates civic engagement or PfCE within the institution	3
	Co-operating colleague	Person who, though not directly involved in the process of embedding a PfCE offers support to the process e.g. by teaching elements of the module, contributing to assessment process or advising on pedagogy	9
	Strategist	Person with responsibility for strategising in the specific area of civic engagement or more generally within the institution	7
	Link person	Person with responsibility for liaising with community partners and co-ordinating student placements and/or projects	2
	Remote	Person with remote connection to the PfCE or to the institution	2

(i) For the attribute 'Connection'

71 The number of respondents who were assigned that attribute value

Attribute Description	Attribute values	Definition of attribute values	No.
Position The formal position (post) of the respondent within the institution	Academic	Member of academic staff	13
	Academic leader	Person with responsibility for institutional leadership within a HEI e.g. president, vice-president, director	2
	Academic manager	A person with senior management responsibility for academic affairs e.g. head of department, school or faculty	6
	Senior administrator	A person with administrative responsibilities within a HEI, on a cross institutional basis	4
	Educational developer	Person whose role is to organise/provide training, support and advice to academic staff in areas of learning and teaching	2
	Contracted	Person with temporary position with defined responsibilities e.g. coordinator, reviewer, agent	4
	PfCE facilitator	Person with responsibility for promotion, coordination and management of a range of PfCE projects within a HEI	2
	Policy maker	Person external to a HEI with responsibility for an area of HE policy	2

(ii) For the attribute 'Position'

Attribute Description	Attribute values	Definition of attribute values	No.
Discipline The disciplinary background of the respondent or in the case of those with posts which are non-discipline specific, their primary disciplinary affiliation or background.	Social science	Social science	14
	Humanities	Humanities	4
	Science	Science	5
	Engineering	Engineering	7
	Health science	Health science	0
	Business	Business	4
	Technology	Technology	0
	Art	Art	1
	Unknown	Unknown	1

(iii) For the attribute 'Discipline'

Attribute Description	Attribute values	Definition of attribute values	No.
Experience Existence of personal experience by the respondent in service/volunteering/ civic engagement, whether prior or ongoing	Ongoing	Respondent has ongoing involvement in pro-bono service, volunteering or other civic engagement activities outside the higher education institution.	14
	Prior	Respondent has prior experience in pro-bono service, volunteering or other civic engagement activities outside the higher education institution	3
	Unknown	Not known	18

(iv) For the attribute 'Experience'

Attribute Description	Attribute values	Definition of attribute values	No.
Gender The actual gender of the respondent. All respondents have been given the same gender (female)to reduce risk of deductive disclosure	Female	Female gender	21
	Male	Male gender	14

(v) For the attribute 'Gender'

Attribute Description	Attribute values	Definition of attribute values	No.
Security Degree of personal and professional licence, deriving from security of tenure and professional autonomy which may foster a sense of freedom to engage in innovative practices	Relatively high	Respondents with a relatively high degree of personal and professional licence,	24
	Relatively low	Respondents with a relatively low degree of personal and professional licence, in innovative practices	8
	N/A		

(vi) For the attribute 'Security'

Attribute Description	Attribute values	Definition of attribute values	No.
Institutional affiliation This describes the type of institution to which the respondent is affiliated (within a binary system of higher education)	University	A higher education institution which has university status, as defined by the Universities Act 1997; namely the constituent universities of the National University of Ireland (in Dublin, Cork, Galway and Maynooth) , Dublin City University, Trinity College, the University of Limerick	19
	Institute	A higher education institution other than a university i.e. from the extra-university sector which comprises institutes of technology (formerly regional technical colleges), the Dublin Institute of Technology, teacher education colleges and other specialist training colleges offering qualifications above level 6 and up to level 9/10 of the national framework qualifications	14
	National body	A national body with a role in higher education policy	2
	Other	Non-affiliated to an Irish institution or national body	2

(vii) For the attribute 'Institutional affiliation'

Attribute Description	Attribute values	Definition of attribute values	No.
Foundation This indicates the time period when the respondent's institution of affiliation (or the constituent elements which initially formed the institution) was established.	pre 1900	Well-established higher education institutions	16
	1900-1969		0
	Post 1970	Relatively recently established higher education institutions	17

(viii) For the attribute 'Foundation'

Appendix F. 4

Summary of Phase 1 and 2 of the coding process

- On completion of Phase 1, all data (415,559 words) from 44 interviews with 35 sources within the 4 case studies was coded to 255 named free nodes.
- These concepts (free nodes) were generated by research questions, theory and by respondents.
- Data was coded and re-coded in an iterative fashion during the first stage of data analysis.
- Much of the respondent data was coded to one or more nodes.
- Each node was assigned to a parent node within a thematic hierarchy (tree) which related broadly to the research questions.
- Nodes were re-organised into sub-categories (children) within each parent node.
- Many nodes were assigned to more than one location in the tree.
- The shape of the tree developed as the process of analysis progressed conceptually and as a result of the outcomes of more detailed analysis and queries.

Appendix F.5 List of free nodes

Project: Pedagogy for Civic Engagement

Generated: 15/01/2008 21:45

Description This is a qualitative study (using a multi-site case methodology) which explores how and why 'pedagogy for civic engagement' is being implemented in Irish higher education institutions, with attention to issues of policy, process and practice. The study draws on the experience of a number of academics', their associates and key actors who are currently engaged in these initiatives. The significance of context (national, institutional and disciplinary) is of particular relevance and interest.

Descriptions given to Free nodes Arising from the 'open coding process'

Free Nodes

Items 255

Node	Type
Affective	Free Node
References to affective emotional domain as opposed to the cognitive dimensions, esp. in relation to "insight"	
Agency	Free Node
Evidence of agency, and where it lies. Reference to needing to seek permission to do things	
Ahh Hah	Free Node
The ahh ha factors , what makes for a good project, insight by students	
Allegiance	Free Node
Where allegiances lie	
Alignment	Free Node
Alignment of outcomes, pedagogy and assessment. Mapping curriculum outcomes and community outcomes	
Applied	Free Node
Application of other skills in the PfCE experience. Applied disciplines. Practical projects.	
Assessment	Free Node
The means by which student achievement is determined, measured, graded, Modes, techniques and criteria	
Assumptions	Free Node
Assumptions made	
Audit and quantification	Free Node
Audit of existing activities	
Autonomy	Free Node
Autonomy and freedom to act	
Back door	Free Node
Bringing things in thru the back door, incl. references to Trojan horse	
Beliefs and values	Free Node
Beliefs and values of academics, the place of values in HE	
Beneficiary	Free Node
References to others as beneficiaries	
Benefits for students	Free Node
Benefits of PfCE for students	
Benefits to community	Free Node
Short terms and longer term benefits to community	
Benefits for staff	Free Node
How staff benefit	

Birthing	**Free Node**

The birthing process, initiating and starting up projects. First steps

Bottom up Top down	**Free Node**

Bottom-up grass roots approaches to development innovation and change vs. attitudes to top down

Boundaries	**Free Node**

Boundaries to responsibilities, territories. Crossing boundaries

Branding	**Free Node**

Of projects, engagement and institutions

Briefing and de-briefing	**Free Node**

Preparation of students for working in community or in activities such as clubs and societies

Buttons	**Free Node**

Hitting on a range of buttons and piggy backing on other strategic priorities

CBL	**Free Node**

Community based learning

Challenges and obstacles	**Free Node**

Challenges in attempting to promote or embed PfCE

Change	**Free Node**

Talk of change and the process of change

Choice	**Free Node**

Choice or lack of choice for students and others. Mandatory vs. elective modules

Citizenship	**Free Node**

Conceptions of citizenship.

Civic education	**Free Node**

Civic education or civics or CSPE in school or HE. Approaches to teaching and learning that focus on development of citizenship.

Civic engagement	**Free Node**

Conceptions of CE and strategies used to promote civic or community engagement between a higher education institution and civil society, community, locality. Examples of civic engagement

Civil society	**Free Node**

References to civil society

Client	**Free Node**

Conception of community or body commissioning research as a client

Collaboration	**Free Node**

Collaboration across the institution, amongst academic staff and with community

Comfort zone	**Free Node**

In or out of comfort zones

Commitment	**Free Node**

Commitment to supporting PfCE

Communication	**Free Node**

Communication and lack of it

Community	**Free Node**

Conceptions of community, local, national, global. Internal and external. The external dimension.

Community involvement	**Free Node**

Community involvement in and experience of projects

Compensation	**Free Node**

Recompensing for lost opportunities, risk-taking, amount of time and effort

Conceptions academic role	**Free Node**

Conceptions of academic role, from teaching and assessment to broader image of professional role in HE.

Node	Type
Concerns	**Free Node**

Concerns about process, practices outcomes

Constructive alignment	**Free Node**

Alignment of outcomes and assessment (or lack of alignment)

Context	**Free Node**

Other things going on in the institution that have relevance for embedding a civic dimension

Continuity	**Free Node**

Continuity of projects, handing on, and absence of continuity

Contract	**Free Node**

Contract or memorandum of understanding between different parties

Co-ordination	**Free Node**

Co-ordination of projects or of what's going on, conceptions of co-ordinator role. Planning

Corporate	**Free Node**

Corporate social responsibility, public remit

Counternormative	**Free Node**

Doing something different, against the grain, out of the mainstream, requiring change of mindset and new practices

Creating units	**Free Node**

Creating units and centres

Creativity	**Free Node**

Creative ideas, creativity

Credit	**Free Node**

Academic credit for learning. References to currency. ECTS.

Critical thinking and action	**Free Node**

Critical thinking, perspectives and pedagogies. Taking critical action.. really active citizenship

Curriculum	**Free Node**

Conception of curriculum. References to syllabus, courses, modules

Curriculum development	**Free Node**

The curriculum development process by which a module, project or programme of learning is developed and reviewed. By individual lecturers or programme teams.

Debate	**Free Node**

Getting debate going, conversations on role HE, raising questions

Deliver deliverables	**Free Node**

Concepts of deliverables as outputs or references to delivering the curriculum. Targets for projects. References to delivering the course, curriculum.

Democracy	**Free Node**

References to democracy and democratic practices, at national or institutional level or within the classroom

Disadvantage	**Free Node**

Incidence and scope of disadvantage, poverty, inequality in locality or society

Discipline	**Free Node**

Academic discipline, academic tribes and territories. Practices and perspectives which are discipline-specific. Ways in which disciplines are different.

Disconnectedness	**Free Node**

Disconnectedness of initiatives, projects and strategies within an institution

Discovery and revelation	**Free Node**

Allowing people to discover, un-planned outcomes. Revelations arising from process

Disengagement	**Free Node**

Disengagement or non-engagement or feigned engagement

Disseminating GP	**Free Node**

Disseminating and sharing good practice

Diversity	Free Node

Cultural diversity intercultural

Do no harm	Free Node

Doing no harm as a fundamental principle

Doing good works	Free Node

References to giving, helping. Altruism. Going good works and charity.

Dots	Free Node

Need for, evidence of, absence of joined up thinking. Trying to join up the dots, coordinate activities

Easy or hard	Free Node

References to it being hard/easy or perceived as hard/easy

Embed	Free Node

What it means to have a PfCE embedded, in a programme, a curriculum, in an institution. Conceptions of embeddedness

Employability	Free Node

Employability, transferable skills. Preparation of graduates for employment. Concerns regarding employability.

Endorsement	Free Node

From internal or external sources

Engagement	Free Node

Conceptions of and characteristics of engagement at all levels, in class, in society.

Enthusiasm (naive)	Free Node

Leap of faith, going in blind, even naively.

Epistemology	Free Node

References to and differences in epistemology, philosophy and conceptions of knowledge

Ethical issues	Free Node

Dilemmas or ethical issues that arise and response to them

Evaluation	Free Node

Evaluation of the process by those involved

Expectations	Free Node

Expectations of community and others, mismatches in expectations, and efforts to remedy gaps

Experiential learning	Free Node

Value of, invoking of EL as rationale, references to "hands-on" experience for students

Expert	Free Node

References to expert, or not an expert

Explicit.	Free Node
Extra-curricular	Free Node

Awards for extracurricular service volunteering

Fair	Free Node

Being fair to students, including reliability and validity of assessment

Feedback	Free Node

Process and outcome of evaluation processes. Feedback. Action taken on foot of feedback.

Fertile soil	Free Node

Built on fertile soil, receptive conditions

Flexible and loose	Free Node

References to flexibility in approach, design, curriculum implementation, assessment and absence of flexibility - inflexibility. Looseness, not prescriptive

From year to year	Free Node

How PfCE has developed from year to year, difference, amendments, plans for going forward

Node	Type
Fun	**Free Node**
Fun, learning as fun, having fun	
Funding	**Free Node**
For civic engagement and PfCE. Sources of funding. Dearth of funding.	
Fundraising	**Free Node**
Fundraising as a civic engagement activity.	
Gate keeping	**Free Node**
Evidence of gate keeping	
Getting buy-in	**Free Node**
Strategies for getting buy in from colleagues, students, management. Selling it	
Glossy	**Free Node**
Glossy reports and documents	
Good citizen	**Free Node**
Conceptions of being a good citizen	
Groupwork	**Free Node**
Student group work, associated processes of teaching learning and assessment	
Guidelines	**Free Node**
Guidelines and parameters given to students	
HETAC	**Free Node**
References to HETAC role and functions	
Higher ed. role	**Free Node**
Conceptions of the role of higher education	
Higher education	**Free Node**
Aspects of and nature of (binary) HE in Ireland (other than its role)	
History	**Free Node**
History and background to projects and initiatives. Traditions within institutions	
Hook	**Free Node**
Strategies as the hook, bringing people in	
Impact on institution	**Free Node**
Impact other than benefit for students or community	
Impact on staff practice	**Free Node**
Impact on academic practice, way people do things	
Impact on students	**Free Node**
Perceived or reported impact, short term or long term	
Incentives & rewards	**Free Node**
Ways to reward and incentivise staff, formal recognition, promotion	
Individuality	**Free Node**
Individual responses to concepts and practices	
Inexperience	**Free Node**
Inexperience in dealing with new situations or working with community, demands of PfCE work. Lack of understanding of issues and protocols	
Innovate	**Free Node**
Innovation, capacity for innovation, act of trying new methods	
Insight	**Free Node**
Conceptions of insight, as a dimension of the framework, ways in which it is manifest, issues relating to its measurement.	
Institutional culture	**Free Node**
Culture, ethos and mission of institution	

Node	Type
Institutional features	**Free Node**
Institutional features, identity	
Integration	**Free Node**
Potential for integration between theory and practice, application of theory to real world	
IP	**Free Node**
Intellectual property rights issues about	
Ireland	**Free Node**
References to Ireland, Irish society, culture and the Celtic Tiger or economic boom	
Journey	**Free Node**
Sense of journey	
Knowledge transfer and sharing	**Free Node**
Process and conceptions	
Labels and terminology	**Free Node**
Where labels come from, suitability of labels. The significance of what people call things. Semantics or not?	
Learning	**Free Node**
Conceptions of learning, what students learn, evidence of learning.	
Legitimacy	**Free Node**
Needing or achieving legitimacy, having credibility, references to having to justify or getting validation	
Lessons	**Free Node**
Lessons learned	
Licence	**Free Node**
Licence to do things, getting permission	
Links other HEI	**Free Node**
Links with other institutions doing PfCE stuff	
LLL and CPD	**Free Node**
Lifelong learning and continuing professional development programmes or modules	
Local	**Free Node**
Reference to the local (as oppose to the global) and to the locality or catchment - geographic. Connection with locality. References to our neighbours	
Localisation	**Free Node**
Process of translating principles practices from one site/culture to another	
Long term	**Free Node**
Long term vision or aims	
Mad	**Free Node**
You've got to be mad to do this	
Mainstreaming	**Free Node**
Mainstreaming and dissemination strategies and issues	
Managerialism	**Free Node**
References or symptoms of managerialism	
Marginal and harmless	**Free Node**
Marginal to main activities of university and does no harm	
Matching Mediating	**Free Node**
Between university and community. Brokering relationships and partnerships	
Mentoring & tutoring	**Free Node**
Mentoring of students by staff or others. Tutoring	
Middle management	**Free Node**
References to middle management (heads of department and schools), support from them, or otherwise.	

Name	Type
Mission	**Free Node**
Mission, institutional mission statements and strategy	
Modelling	**Free Node**
Modelling rather than preaching principles and values	
Modularisation	**Free Node**
References to modules, units of courses and the modular curriculum.	
Modus operandi	**Free Node**
Way in which the project was organised, co-ordinated, how things were supposed to work	
Motivation (academic)	**Free Node**
Why academic staff implement a PfCE	
Motivation (agency)	**Free Node**
Why agency does this, what they perceive as the aim	
Motivation (community)	**Free Node**
Why communities get, or might want to get involved or engage with the community	
Motivation (external agent)	**Free Node**
Why Create and Kerry do this	
Motivation (funders)	**Free Node**
Motivation of funders	
Motivation (institutional)	**Free Node**
Reasons why an institution supports endorses promotes civic engagement and PfCE	
Motivation (students)	**Free Node**
What motivates students to get engaged	
Needs	**Free Node**
Needs, meeting needs, perceptions of needs, process for finding out needs of community or beneficiary	
NFQ NQAI	**Free Node**
References to the national framework of qualifications	
Nostalgia	**Free Node**
Nostalgia for how things used to be in the past	
Offshoots	**Free Node**
Offshoots form PfCE activities	
Organisational issues	**Free Node**
The organisational and logistical issues which have a bearing on the process of developing and embedding a PfCE	
Other	**Free Node**
Other motivations, reasons why, what inspires people	
Outcomes learning	**Free Node**
Learning outcomes, intended outcomes and actual outcomes.	
Outcomes of project	**Free Node**
References to overall outcomes, intended or actual. How to measure impact. Deliverables	
Outcomes unanticipated	**Free Node**
Unplanned and unanticipated outcomes	
Outside the box	**Free Node**
Thinking outside the box	
Outsiders	**Free Node**
Outsiders, exclusion.	
Ownership	**Free Node**
Ownership of modules, and processes	
Parachuting and using	**Free Node**

Parachuting into the community

Partnerships	**Free Node**

Partnerships with community, and networks

Pay-back	**Free Node**

Giving something back

PBL project driven	**Free Node**

Project or problem based learning

Pedagogy s	**Free Node**

For civic engagement, critical pedagogies

Personal development	**Free Node**

Personal development of students as an aim or an outcome

Personal experience	**Free Node**

Invoking of prior or current personal experience, by academics, key agents and management

Personal motivation	**Free Node**

Reasons other than civic or student orientated rationale and motivations

Philanthropy	**Free Node**

Concept of philanthropy, motivations and impact

Pilot syndrome	**Free Node**

Piloting syndrome, tentativeness. The nature of, impact of and response to short term pilot projects. People on secondment

Placements	**Free Node**

Conceptions of placements, nature of and process of getting placements

Planning and imagining the future	**Free Node**

Plans for future development and extensions of activities; real and idealised

Plunge	**Free Node**

Plunging students into community

Policy	**Free Node**

National policy context

Political	**Free Node**

Political aspects of academic work, life and of PfCE

Positioning	**Free Node**

Positioning of responsibilities and activities within the structure of institution, where they're located

Power and control	**Free Node**

Power, power relations, exercise of power or control over what's happening

PR	**Free Node**

Public relations, glossy brochures, getting the message out

Practical	**Free Node**

Reference to being practical, practical projects. Or not practical

Problems	**Free Node**

When things do wrong, problems. Issues which arose

Process vs. product	**Free Node**

Tensions between process and product

Professional identity	**Free Node**

Professional identity of students

Projects	**Free Node**

Nature of the student projects

Promotion	**Free Node**

Recognition of academic staff for PfCE work

Pushing students	Free Node

Push or extend the parameters of a PfCE project, pushing and extending students or staff or others

Quality	Free Node

Quality of placements, student experience. Concerns with quality

Real and authentic	Free Node

Authentic project work

Reciprocity	Free Node

Or mutual benefit

Recognition and visibility	Free Node

Level of recognition or otherwise of PfCE activities. Visibility. Level of awareness of this thing going on. Visibility for other types of activities within the institution

Reflection	Free Node

Meaning of and process of reflection and how to promote and assess it.

Relationship with community	Free Node

Institution's relationship with community

Relationships	Free Node

Relationships amongst academics involved in PfCEs

Required conditions	Free Node

References to what's needed to enable PfCE to flourish

Research	Free Node

Research projects and opportunities for PfCE and research as the currency of HE

Researcher influence	Free Node

Evidence that research on PfCE is impacting on interviews conceptions or practices

Reservations and limitations	Free Node

Reservations about all this. Limitations to the model used

Resistance and caution	Free Node

Resistance from institution or individuals to introducing a PfCE element or cautious responses from managers or even evidence of inertia, or resentment at developments

Resource	Free Node

University as a resource

Resources	Free Node

Resources required to sustain this work

Rhetoric	Free Node

References rhetoric or aspirational statements. Lip service

Rigour	Free Node

Rigour in the academic process and validity and reliability of assessment outcomes

Ring fencing	Free Node

References to ring fenced courses, lack of collaboration, not knowing what's going on in other parts of the organisation

Risks	Free Node

Risks at institutional or programme level, perceived or real.

Role Embedder	Free Node

How embedders conceive of their role

Role External	Free Node

Role of external agency, fellow, advisor

Role Key agent	Free Node

How the key agent works and how their role is conceived of. Or the co-ordinator of the project

Role Management administrators	**Free Node**

Role of senior management and administrators. Including style of management and conceptions of leadership

Role Steering group	**Free Node**

Role of board or steering group

Role T and L	**Free Node**

Role of teaching and learning unit

Satellites	**Free Node**

Projects and centres moving in a different orbit. Independent fiefdoms.

Scale	**Free Node**

Scale of involvement,

Scepticism	**Free Node**

Cynicism and scepticism about motivation and real commitment and other things. Disillusionment

Scholarship	**Free Node**

Scholarship and research relating to PfCE and teaching and learning more generally

Seed	**Free Node**

Planting the seed, the trigger effect

Sensitive to criticism	**Free Node**

Deaf to problems, difficult to articulate problems to those unwilling to hear unwelcome criticism

Service	**Free Node**

Conceptions of giving service, altruism, helping and doing good

Service learning	**Free Node**

Conceptions of service learning

Serving economy	**Free Node**

Higher education role in serving economy, entrepreneurial role

Sexy	**Free Node**

References to what's sexy in HE, or not.

Size of group	**Free Node**

Implications of size of group, large or small

Skills	**Free Node**

Kind of skills students develop or require

Social capital	**Free Node**

References to social capital

Staff	**Free Node**

General references to the staff.

Staff development	**Free Node**

Opportunities for and approaches to academic staff development, advice on teaching and learning, formal or informal, internal or external to the home institution.

Stakeholders	**Free Node**

Reference to stakeholders. Attitudes of those who might have an interest in the outcomes of the process

Standard and criteria	**Free Node**

Of student work

Strategy (big picture)	**Free Node**

References to bigger picture, institutional, strategies in place and those that should be

Strategy (OTG)	**Free Node**

Strategies and tactics of embedders on the ground embedding a PfCE

Structure and infrastructure	**Free Node**

References to structure. Sense of structure (or absence thereof) and infrastructure to support civic engagement and PfCE activities

Struggle	**Free Node**
Struggles and battles to get and maintain PfCE	
Students	**Free Node**
Students and their attitudes as reported by academics	
Support	**Free Node**
Supporting and encouraging, enabling conditions or people.	
Sustainability	**Free Node**
Prospects for continuity and sustainability, Conditions which foster sustainability.	
Switch	**Free Node**
What switches people on or off.	
Task	**Free Node**
Tasks or task oriented curriculum, students or staff	
Task force	**Free Node**
Reference to task force on active citizenship	
Teaching	**Free Node**
Conceptions of teaching, academic practice.	
Team of practitioners	**Free Node**
Staff team or references to community of practice, community of interest.	
Tensions OTG	**Free Node**
Tensions on the ground, people getting pissed off.	
Tenure	**Free Node**
Significance of position, permanence and seniority	
test	**Free Node**
Theory	**Free Node**
The role of theory	
Time	**Free Node**
Time as a factor	
Touchy feely	**Free Node**
References to affective domain or civic outcomes as touchy feely, soft skills	
Traditional	**Free Node**
References to traditional ways of doing things	
Trans cross multi	**Free Node**
Transdisciplinary, multidisciplinary cross disciplinary	
Transformative	**Free Node**
Transformative purpose, at levels of individual, community, academy, society	
Trouble shooting	**Free Node**
Sorting out problems as they arise on the ground	
UK	**Free Node**
References to UK and how they do things	
Uncertainty	**Free Node**
Uncertainty about future, about policies and procedures , about who to find out from	
Unique	**Free Node**
Things that make and institution unique and distinctive	
USA	**Free Node**
References to how they do this or conceptions from the USA	
Usual suspects	**Free Node**
The phenomena of the usual suspects getting involved in innovative work	

Appendix F

Validation and review	Free Node

References to internal or external validation and programmatic review processes. Quality assurance

Volunteering	Free Node

Students volunteering in the community, for no academic credit.

Whole and holistic	Free Node

Whole school, institution approach, holistic

Widening access	Free Node

Widening access as an obligation of HE institutions

Workload	Free Node

Workload involved in PfCE or in academic life generally. References to business

Worthwhile	Free Node

Things that make this work worthwhile and rewarding for academics

	Free Node

Zz	Free Node

Data not coded, off the theme of the research

Appendix F.6

Data analysis tools and techniques employed

	Data analysis tools and techniques	Purpose	Example from this study[72]	Process
1.	Analyse a concept or category	To explore patterns in the all the data coded to a particular concept or category, for preliminary 'squint' analysis.	To examine all everybody said that was coded to the node 'insight'.	Printing out a single node, with all responses, identified by source and site.
2.	Reorganising data by attributes	To examine data coded to a concept or to category by a certain attribute.	Comparing talk of 'workload' across different groups of respondents connected to a PfCE; embedders, strategies, enablers etc. (See Appendix J13)	Running a coding matrix query (within NVIVO) to extract data coded to 'workload' node with different values of the attribute 'connection to PfCE'
3.	Simple word counts	To determine the frequency with which a word features in the data and where it features in a ranked list.	Tally of the frequency of use of the word 'time' across all the data. (See Chapter 7.3)	Run Word Frequency query (within NVIVO) modified to include synonyms, where they exist.
4.	Coding count by attribute (adjusted for no words)	To determine the relative frequency with which data is coded to certain nodes, by those with a defined attribute values.	Frequency of coding to 'time' 'workload' in different sites, adjusted for no. of words spoken by those in each site (See Appendix J 14).	Running a coding matrix, plotting the nodes 'Workload' and 'Time' against a list of values for the attribute 'Site' (BIT, RIT, UoK, UoT). Adjusting results by taking account of the total no of words spoken by all respondents in each site.
5.	Developing analytical categories	Making sense of the data or creating new categories as part of the theory building process.	Generating a range of 'orientations' for rationale/motivation which are both respondent-generated and informed by theory. (See Appendix F9)	Examining data to discern and 'code-on' data reflecting different orientations of motivation e.g. Civic oriented Student oriented Personal oriented Higher Ed oriented
6.	Case level charts	Summarising the features of each case (as a preparing for cross- case comparisons).	Generating a chart for each case from the case study reports	Creating a display format Deciding on variables to include. Entering data in telegraph-style phrases

[72] For some tool/techniques, details of the examples cited are not provided, in the interest of minimising the risk of deductive disclosure. For others, the results contributed to the process of data analysis but were not presented in the body of the thesis or in Appendix J.

7.	Meta-matrices	Master charts assembling data (descriptive and interpretive) from each case in a standard format	Meta-matrix of relevant features of all the PfCE projects in the study. A stack of the individual case studies (See Appendix F.8)	Creating a display format Deciding on variables that are common to all cases. Entering data in telegraph-style phrases
8.	Content-analytic summary tables	A conceptually-ordered display to facilitate moving from single case to cross-case analysis. Drop the case identification of data. Used to determine how many cases share similar characteristics	Summary table plotting types of PfCE projects and nature of challenges experienced.	Decide on a typology of projects (sole and collaborative). Decide on dimensions that capture the range of challenges that are a) internal to the project and b) external to the project. Enter types of challenges experienced (indicating rate of incidence)
9.	Substructing a variable	A means of locating underlying dimensions systematically. To clarify an ordered variable. For the purpose of ordering cases and generating typologies/case families	To explore the impact of availability of embeddedness on commitment to embed a PfCE. (See Chapter 3.11)	Determine dimensions of each variable (2 or more). Construct a matrix (2x2 for dichotomised variables) Sort cases into cells of a matrix
10	Case ordered effects matrix	A means of sorting cases by the degree of the major causes being studied, showing the diverse effects or outcomes for each case.	Case ordered matrix to inquire into the effect of 'concerns re time and workload' on embedders' capacity to embed a PfCE (See Chapter 7.3)	Determine the order of cases in respect of the variable. Plot effects of workload on the cases (embedders) Make contrasts and comparisons
11	Variable-by-variable analysis	A matrix where two main variables, arranged in rows and columns, are ordered by intensity. Cell entries are case names (also ordered on a variable).	To explore interaction between two key variables e.g. between level of collaboration and level of reported tensions. (See Chapter 7.3)	Select two potentially associated variables. Construct table and plot cases (projects or individuals) within cells.
12	Models	A graphic representation of a set of relationships. Used as a free form mode of expression, as sketch of what is going on,	Model which explains the relationship between parent nodes, children and grandchildren. (See Appendix G)	Using NVIVO model tool. Select nodes to be displayed. Include relationships.

Appendix F.7

Procedures for deriving orientations

I made use of the functionality of NVivo7 to search for relevant data within the data set. I reorganised (coded-on) all data relating to motivation to four broad orientations by following these procedural steps.

1. I copied all data coded to the six motivation nodes to one new node called 'All motivations''. This node served as a temporary repository.
2. For each orientation I identified a range of concepts (free nodes) which I regarded as potentially indicative of that orientation as detailed below
3. I ran a series of matrix queries to identify data which was coded to 'All Motivations'' AND the relevant concepts (nodes). Each query generated an array of cells containing data which had been coded to 'All motivations' AND to the range of nodes selected
4. I copied data from each cell in the array into the relevant category e.g. to 'Student orientation', thus creating a new category (and a new node)
5. I printed out each new category and checked it to validate the data therein, deleting or relocating data were necessary.
6. I repeated this process for each orientation.
7. I searched any data that had been coded to 'all motivations' but had not been found and coded-on (i.e. where data had not been coded to any of the nodes listed in the orientation searches). This data was inspected and coded-on where appropriate to the relevant orientation.
8. Once validated, new nodes were saved within the framework and titled and described as above.
9. The derivation of these conceptual categories (nodes) enabled further interrogation of the data e.g. by running matrix queries to determine the extent to which these orientations were held by certain groups of respondents (e.g. embedder, enablers, strategists) or across different sites
10. The results of queries were stored as new nodes within the framework and provided the data with which to test 'propositions' regarding the association between orientation and other defined attributes.

Data coded to the parent node	AND Any of the following concepts (Free nodes)		Was 'coded on' to new category for validation
'All motivations'	Citizenship Civic education Social capital Good citizen Community Community as client Community as beneficiary	Democracy Disadvantage Do no harm Political Service Transformative Widening access	'Civic' orientation This was subsequently coded on to 2 sub categories (i) Broad civic (ii) Local civic
'All motivations'	Affective Applied Benefits to students Civic education Credit Critical thinking and action Employability Experiential learning Impact on student	Integration Learning Personal development Placement Plunge Practical Projects Students Skills	'Student/learning' Orientation
'All motivations'	Agency Allegiance Beliefs and values Benefits for staff Change Commitment Conceptions academic role Creativity Critical thinking and action Curriculum Enthusiasm (naive) Ethical issues History Impact on staff practice Incentive and rewards	Individuality Innovate Learning Legitimacy Mad Modelling Outcomes of project Outside the box Pedagogy Personal experience Personal motivation Tenure Theory Trans cross multi	'Personal ' orientation
'All motivations'	Audit an quantification Community involvement Corporate Credit Employability Engagement Funding HETAC Higher ed. role Higher education Impact on staff practice Incentives and rewards Institutional culture Institutional features Knowledge transfer	Local Modularisation NFQ NQAI Offshoots Outcomes of project Partnership Philanthropy Policy Recognition and visibility Relationship with community Rhetoric Serving the economy Strategy (big picture) Task Force	'Higher education' orientation

Appendix F.8

Fields for the Meta-matrix: case-level display[73]

	Project:	PfCE			PfCE	PfCE	PfCE 4
	Site	Site			Site	Site	Site
	Embedder:						
	EMBEDDER						
01	Disciplinary background						
02	Centrality of civic dimension to embedder's discipline						
03	Seniority of embedder						
03	Gender of embedder						
04	Balance of teaching and research						
05	Predominant orientation/s of embedder's motivation						
06	Attitude to time and workload T & W issues						
07	Concern/ awareness of tensions						
08	Apparent level of disaffection/ scepticism						
09	Availability of willing colleagues to continue						
	PROJECT						
11	Project initiated by						
12	Nature of project						
13	Centrality of civic outcomes to the host programme						
14	Degree of choice for students						
15	Funding for project						
16	Availability of support						
17	Responsibility for sourcing placement/project.						
19	Profile of project within institution						
19	Relationship between PfCE with other related activities						
	INSTITUTION						
20	Institution						
21	Institution type						
22	Foundation						
23	Strategy re civic engagement						

Purpose: To assist with case-orientated comparative analysis focussed on

a) PfCE projects and

b) embedders of each project

Sources a) Factual data (from attributes in the casebook)

c) Descriptive/narratives (derived from case study data and reports)

b) Interpretative (from a process of data analysis)

[73] Referred to by Miles and Huberman as the 'monster dog on the wall'

Appendix G

The Thematic Coding Framework

With details of a sample of branches of the framework

1. **Elements of a tree-shaped hierarchical framework, using the Nvivo7 structure of tree nodes (with colour coding for each type)**
2. **The hierarchical tree structure of themes: a framework for organisation (categories) and free nodes (concepts).**
3. **Categories within the theme 'Operationalising PfCE'**
4. **Free nodes organised into the 'Approaches' category within the Operationalising theme**
5. **Free nodes organised into the 'Strategies' category within the Operationalising theme**
6. **Sub-categories and free nodes organised into the 'Roles and Relationships' category within the Operationalising theme**
7. **Free nodes organised into the 'Challenges' category within the Operationalising theme**
8. **Categories and sub-categories within the theme 'Willingness and capacity'**
9. **Sub-categories and free nodes organised into the 'Stance' category within the 'Willingness and capacity' theme**
10. **Free nodes and query nodes organised into the 'Conditions' category within the 'Willingness and capacity' theme**

The Thematic Coding Framework

Note:

The following diagrams were created, using the dynamic model function of Nvivo7, to illustrate the hierarchy of tree nodes within the coding framework for this research study. This hierarchy was derived as a result of Phase 2 of the data analysis (outlined in Chapter Three (3.11).

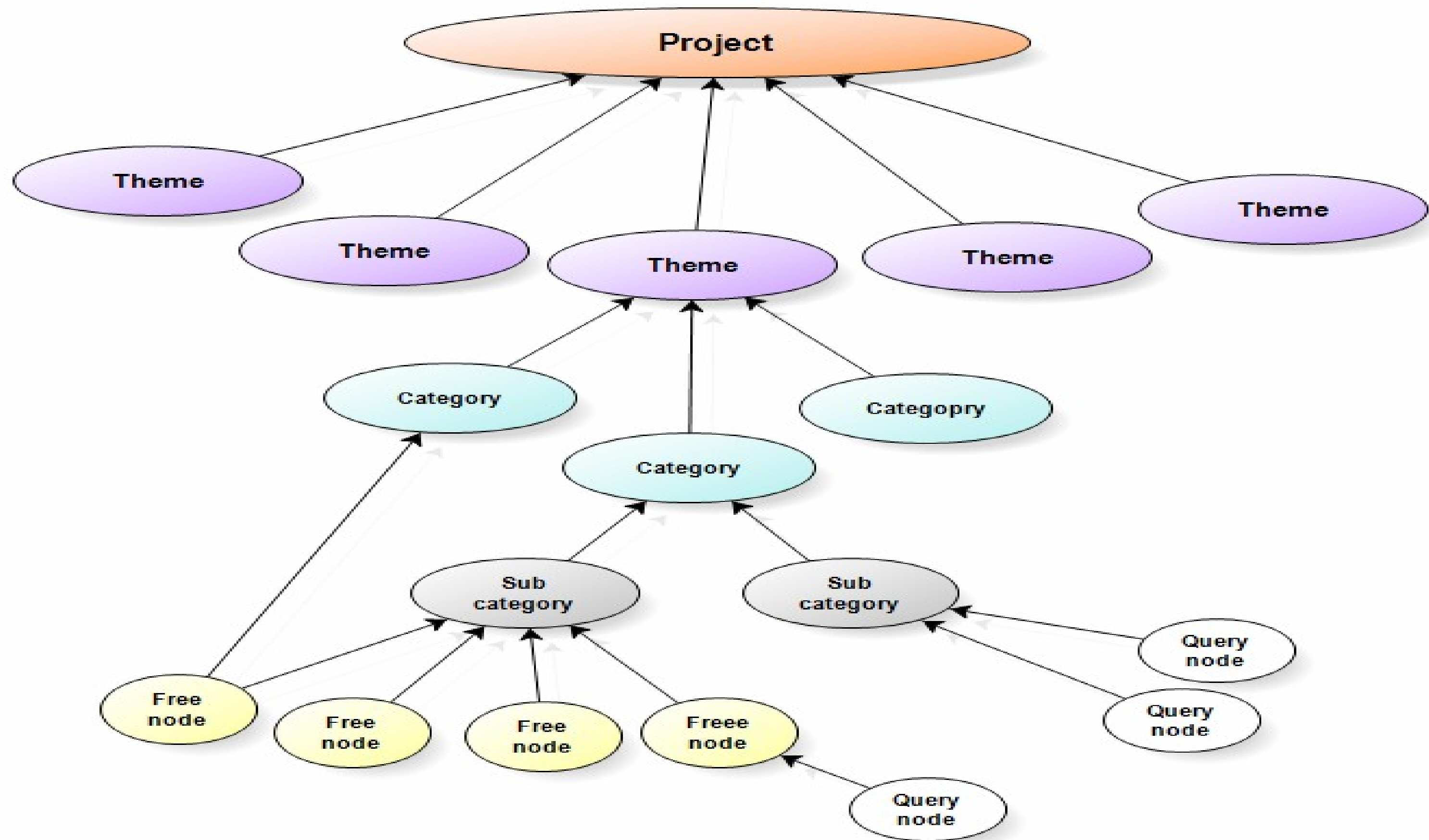
These diagrams provide an overview of the project framework and full details of a selection of branches of the hierarchy, which are provided for illustrative purposes.

Levels of the hierarchical structure are illustrated overleaf, and each type of node is colour-coded as follows. These colours are used throughout the illustrations.

Project:	Orange
Theme:	Lilac
Category:	Blue
Subcategory:	Grey
Free node:	Yellow
Query node	White
(Nodes created as a result of matrix queries)	

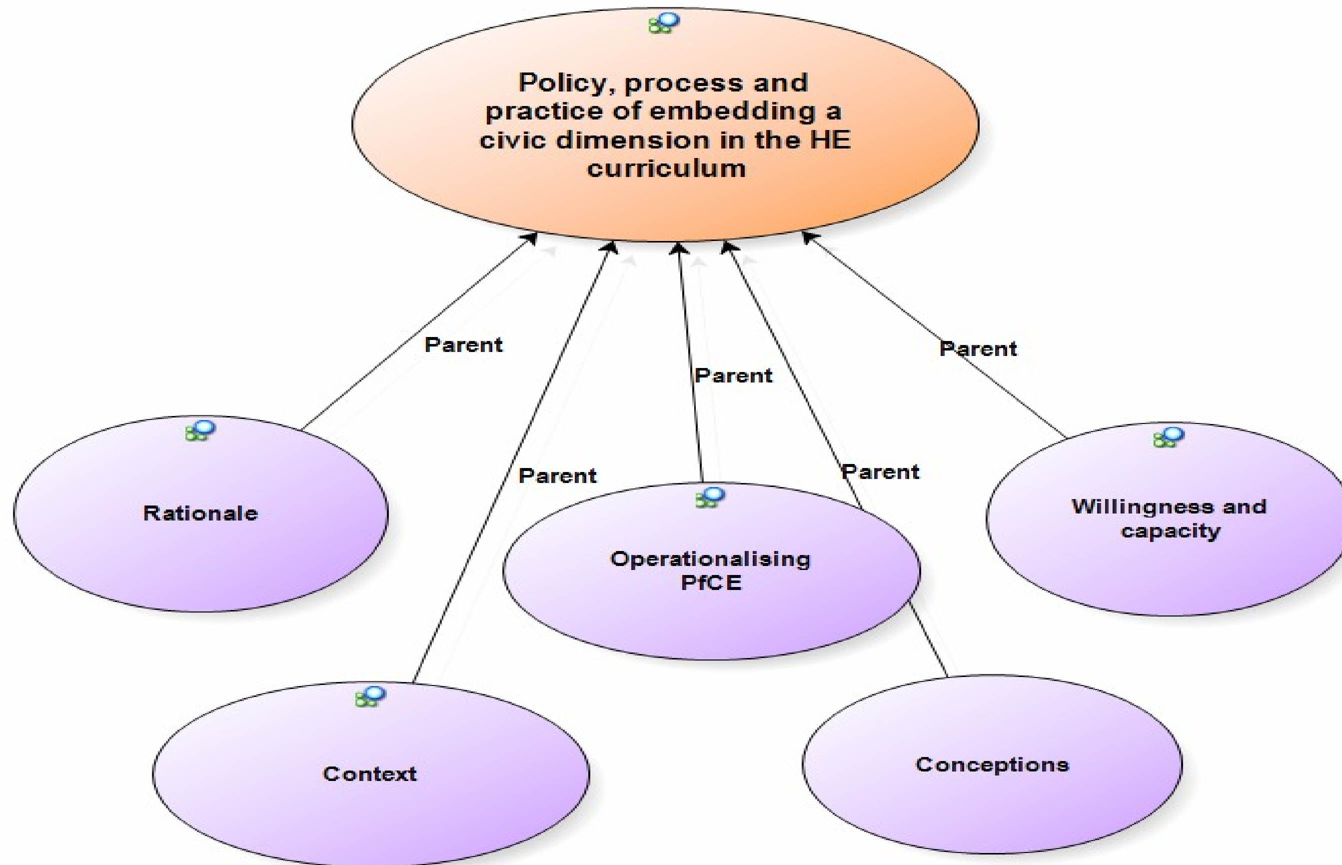
See Glossary of Nvivo7 terms – Appendix F.1

Project elements.



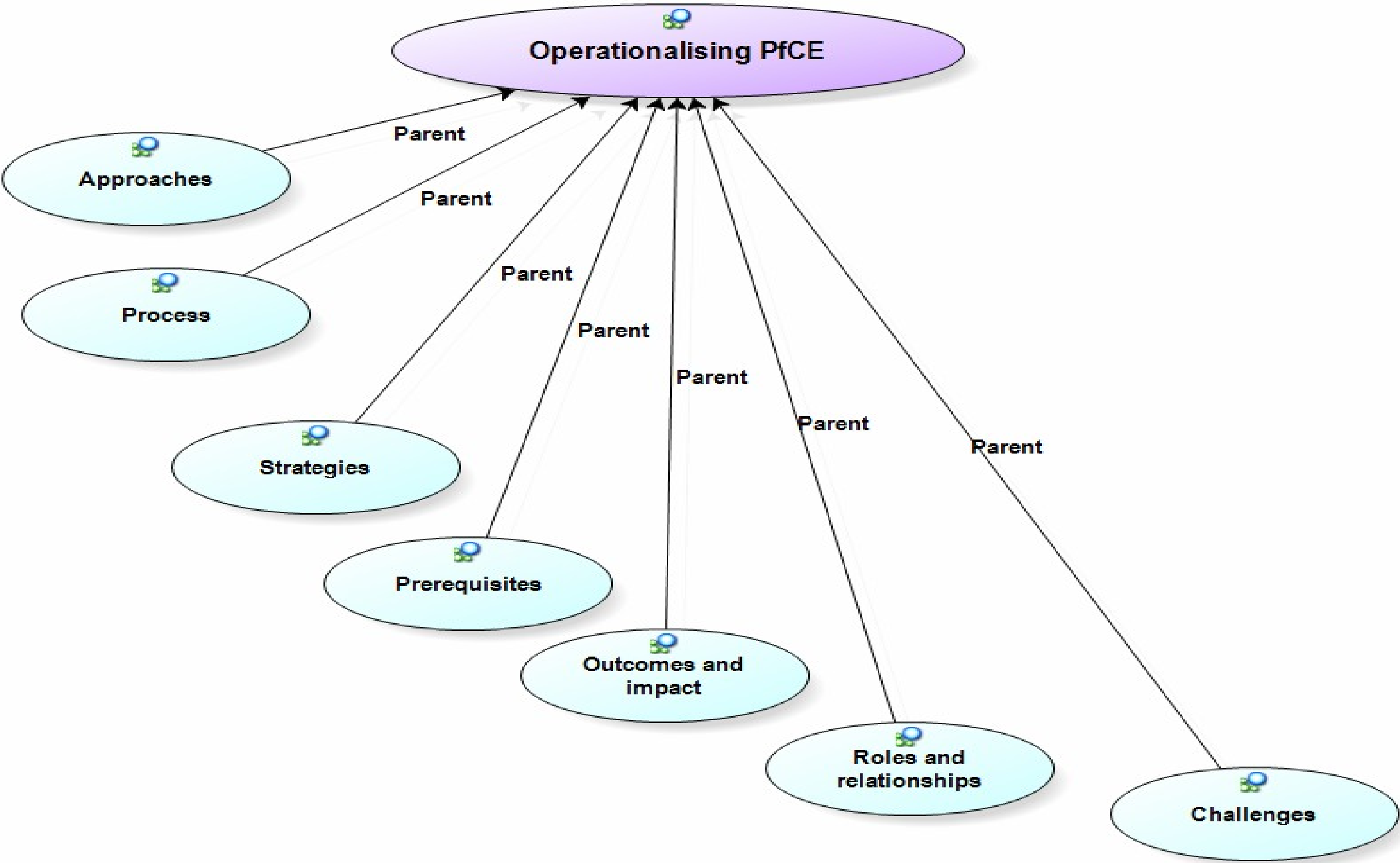
1. Elements of a hierarchical framework, using the Nvivo7 structure of tree nodes (with colour coding for each type)

Project overview



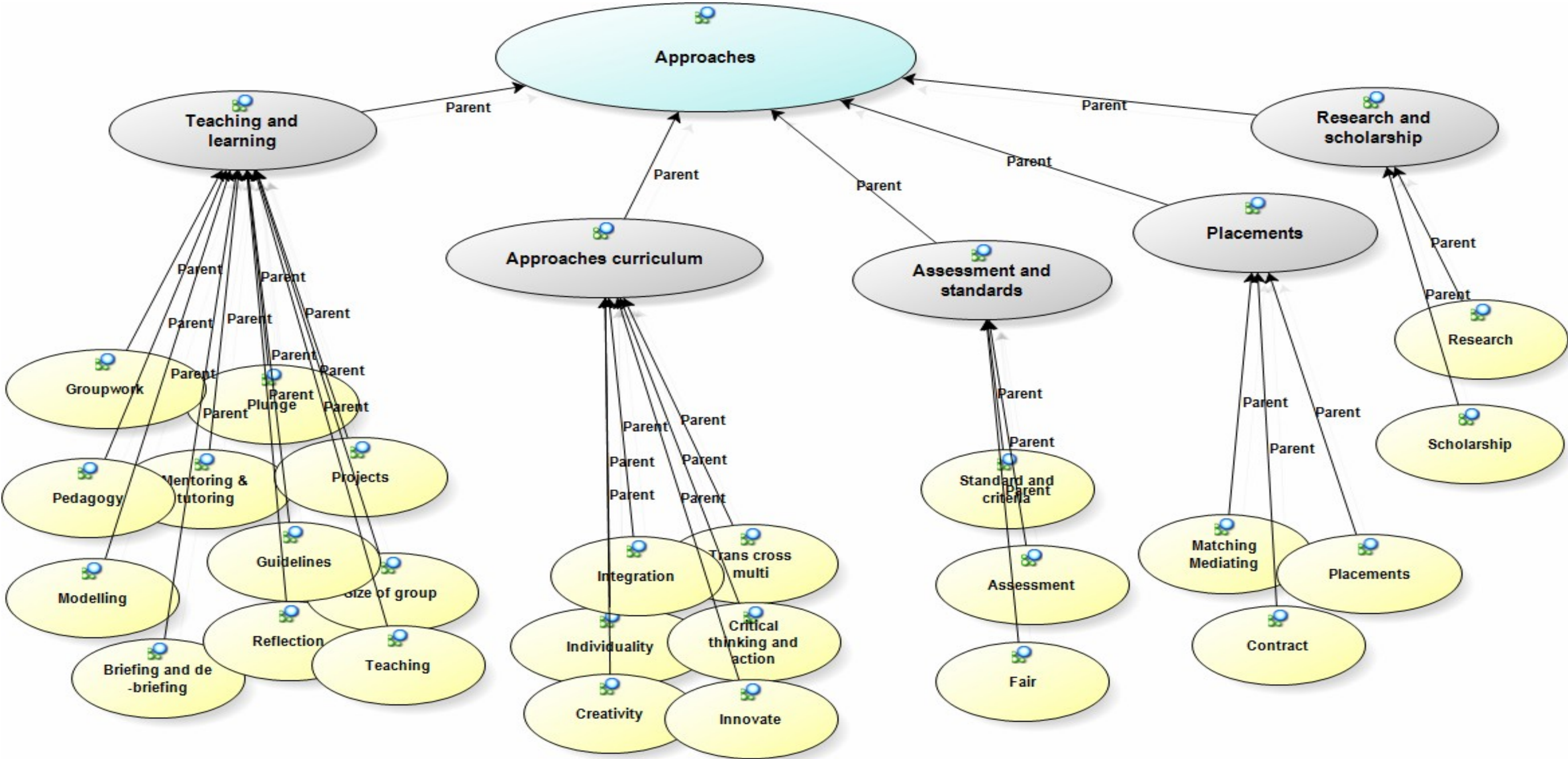
2 The hierarchical tree structure of themes: a framework for organisation (categories) and free nodes (concepts).

Project: **Policy, process and practice of embedding a civic engagement dimension into the higher education curriculum.**
Theme: **Operationalising PfCE:**



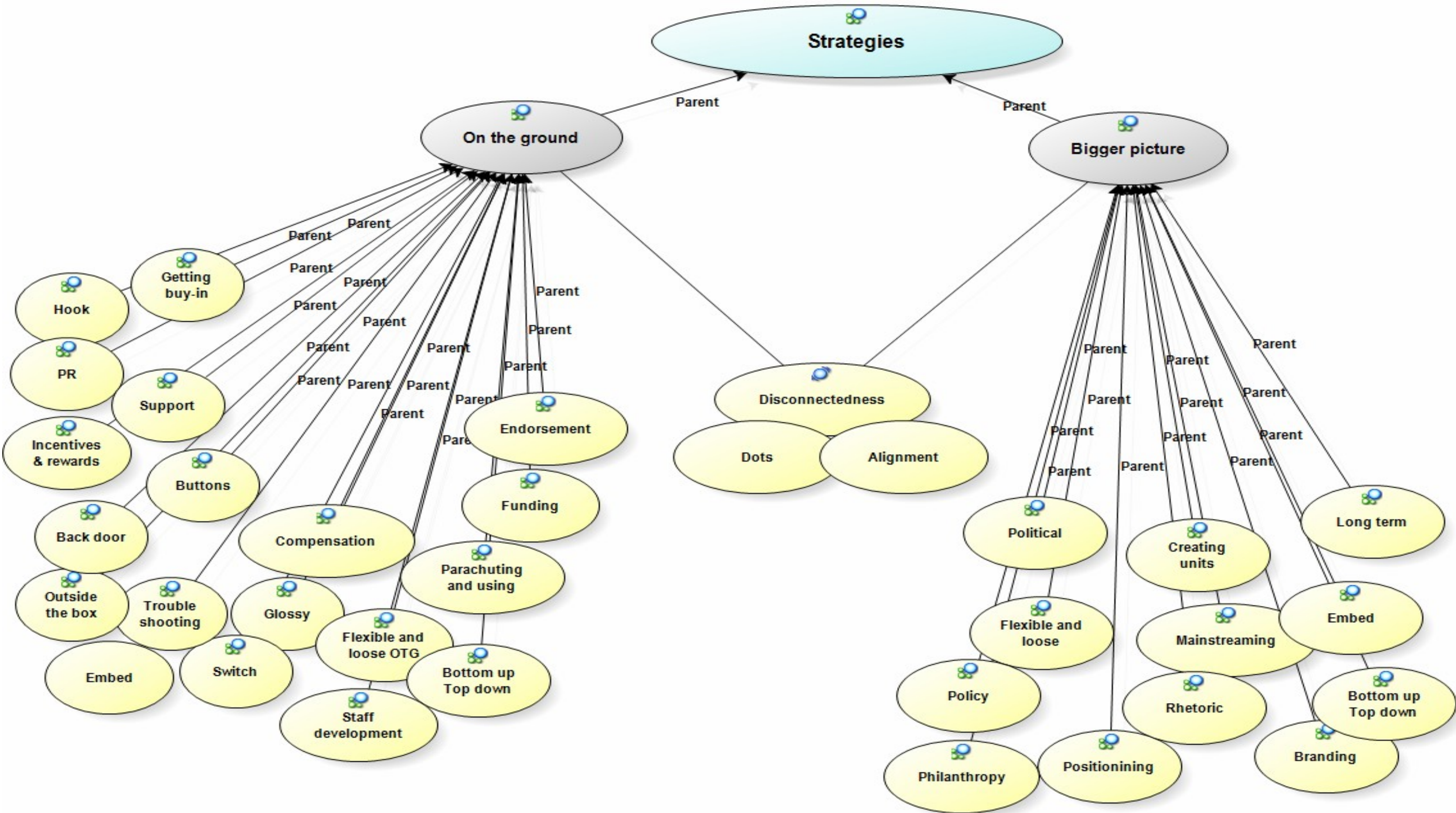
3. Categories within the theme 'Operationalising PfCE'

Theme: **Operationalising PfCE**
Category: **Approaches**



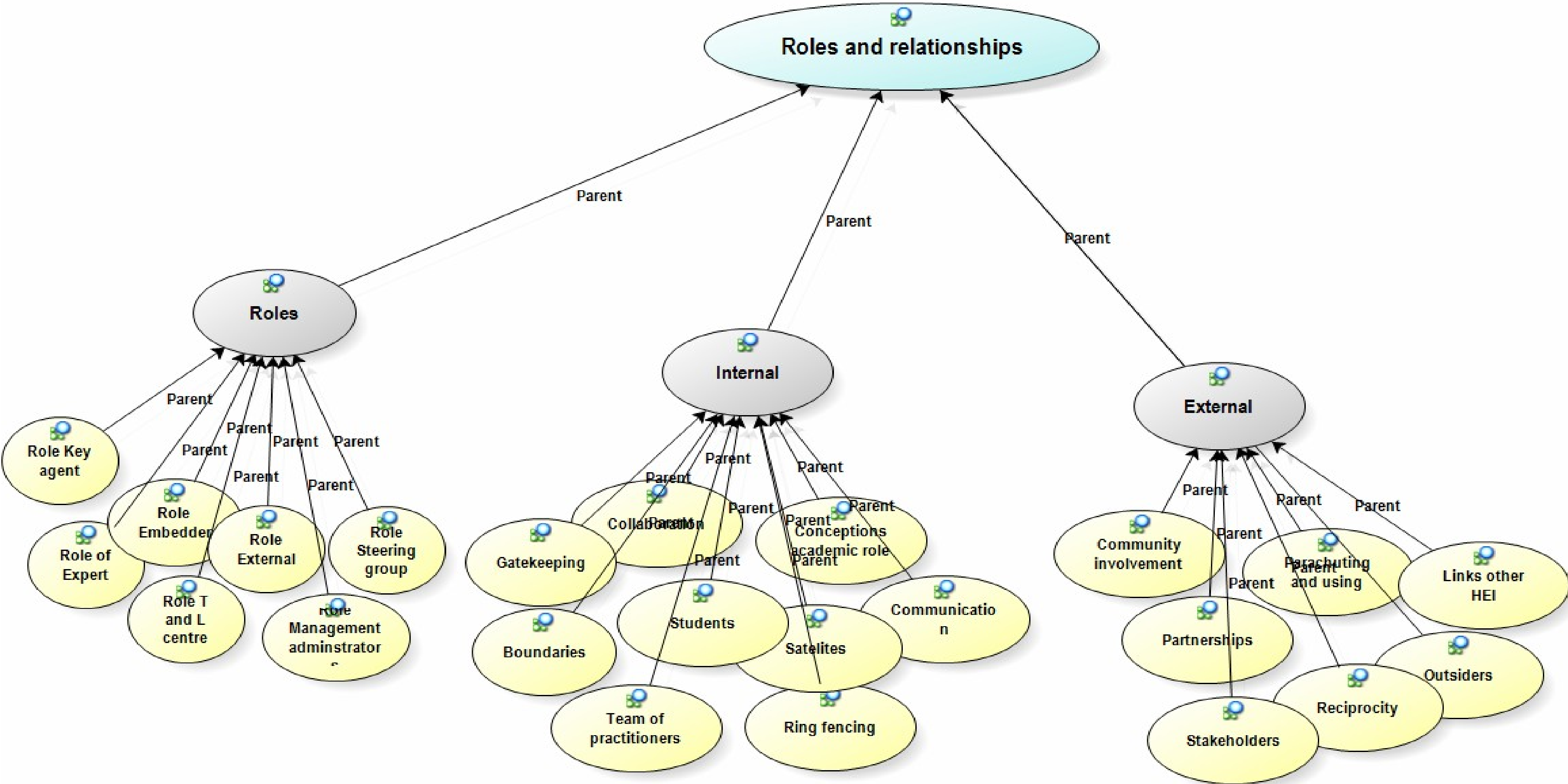
4 Free nodes/concepts organised into the 'Approaches' category within the Operationalising theme

Theme: **Operationalising PfCE**
Category: **Strategies**



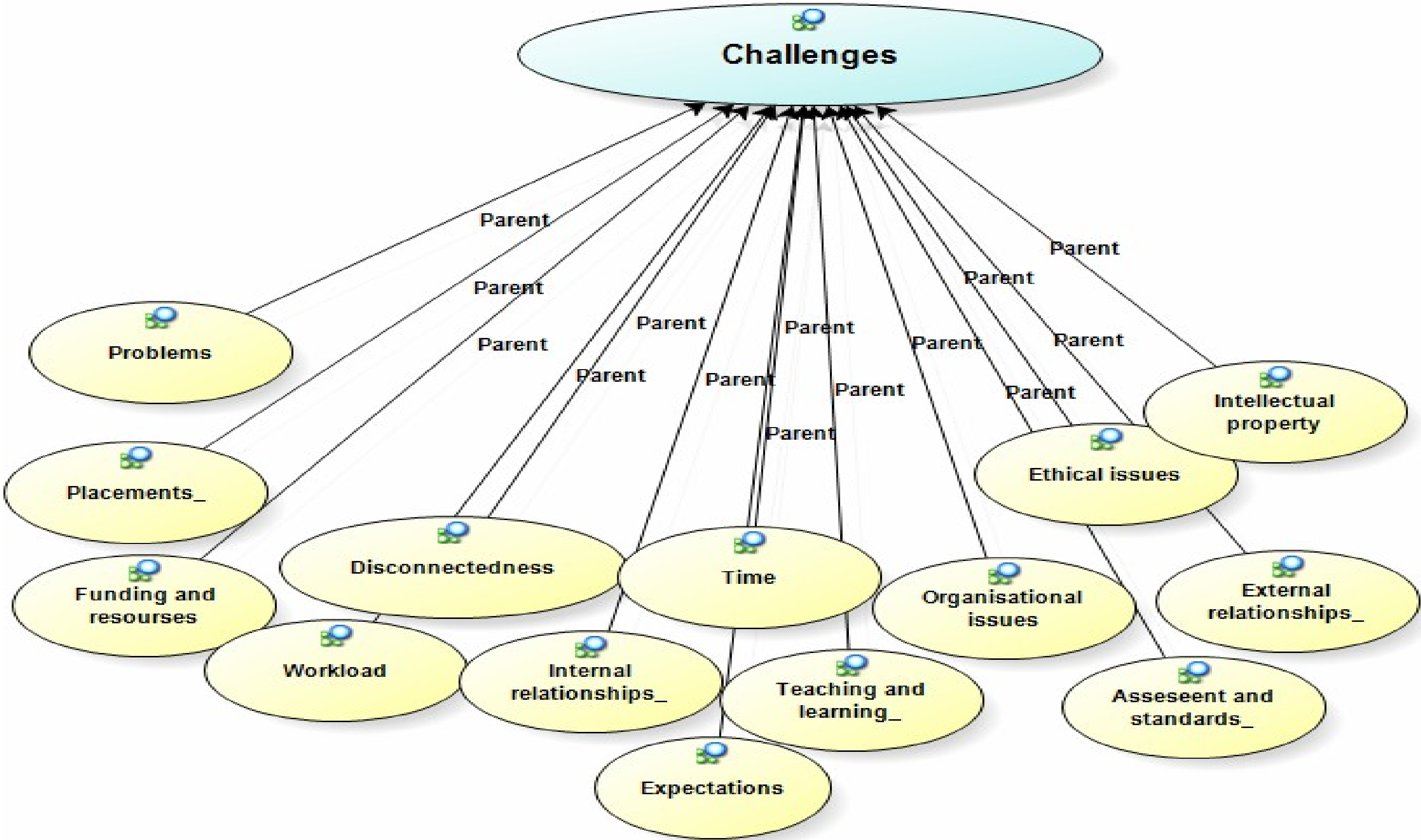
5. **Free nodes/concepts organised into the 'Strategies' category within the Operationalising theme**

Theme: **Operationalising PfCE**
Category: **Roles and relationships**



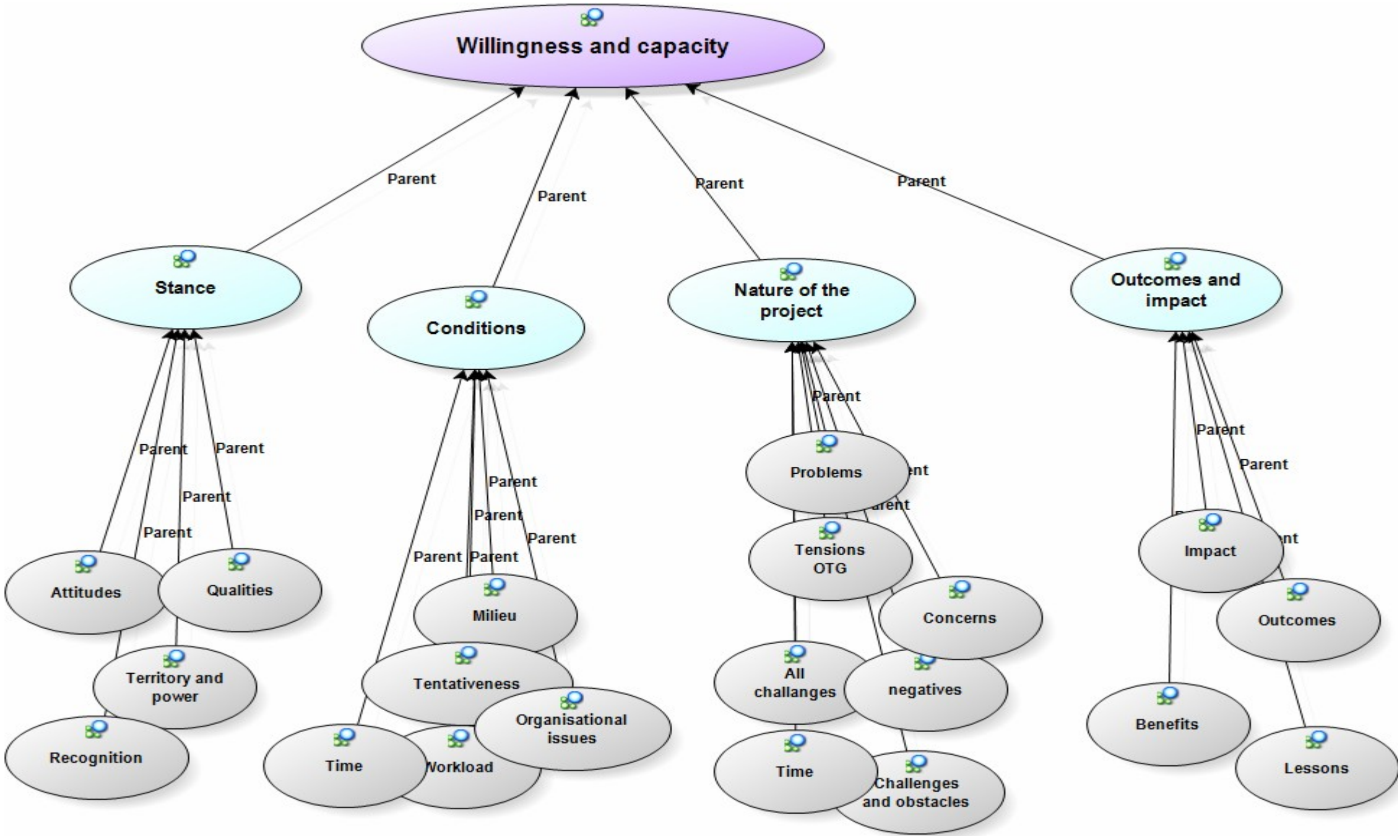
6. Sub-categories and free nodes organised into the 'Roles and Relationships' category within the Operationalising theme

Theme: **Operationalising PfCE**
Category: **Challenges**



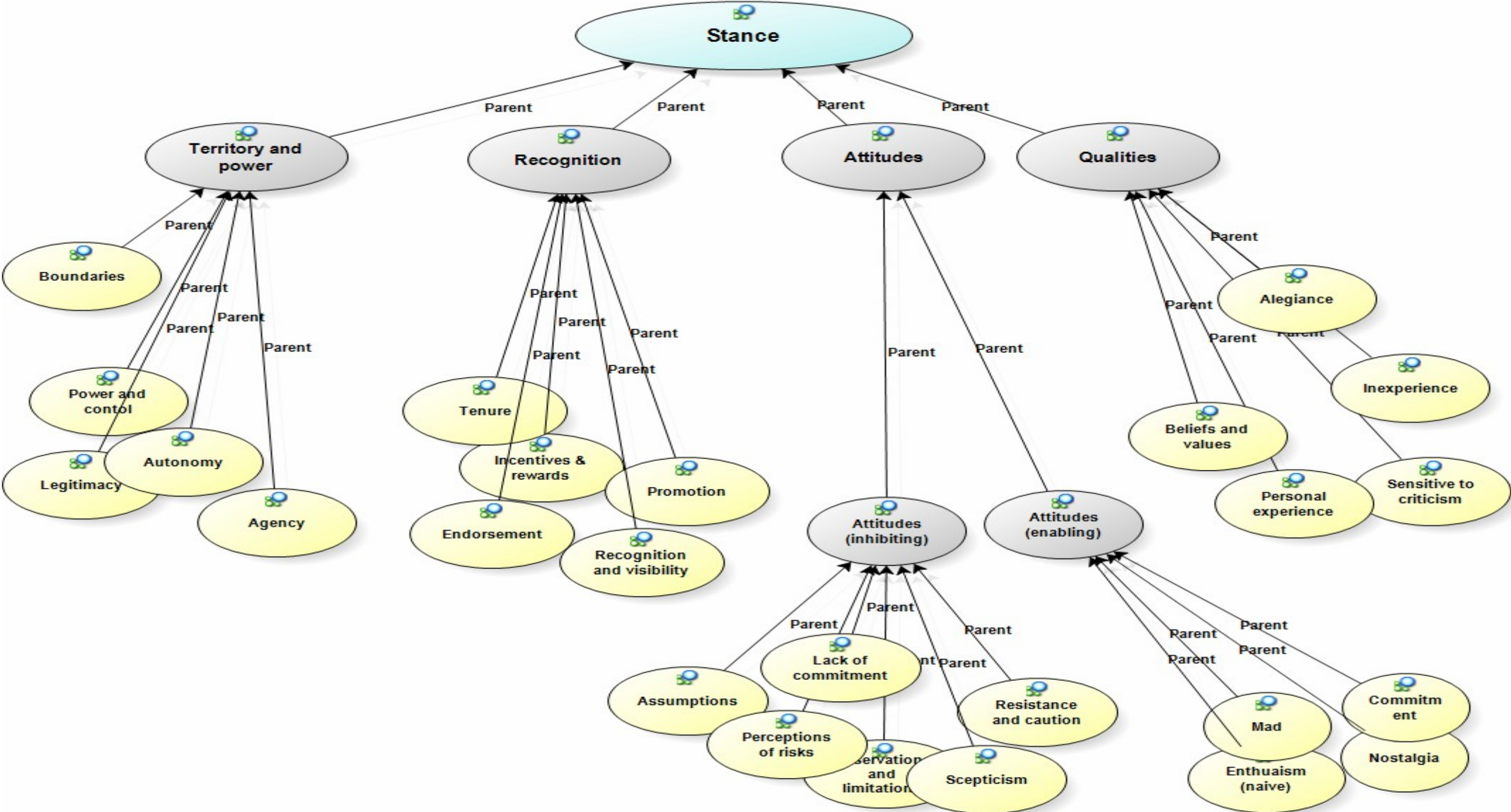
7 Free nodes organised into the 'Challenges' category within the Operationalising theme

Project: **Policy, process and practice of embedding a civic engagement dimension into eh higher education curriculum.**
Theme: **Willingness and capacity**



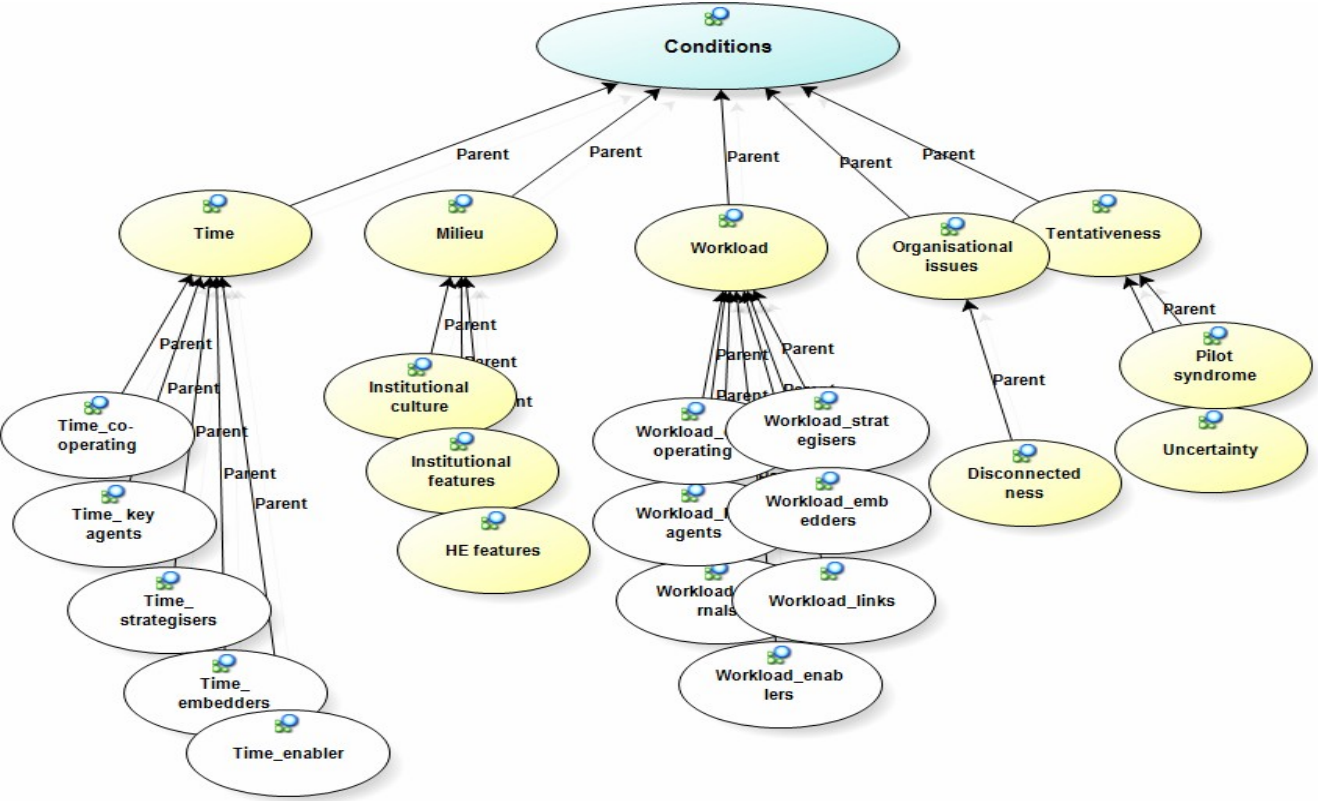
8. **Categories and sub-categories within the theme 'Willingness and capacity'**

Theme: **Willingness and capacity to embed PfCE**
Category: **Stance**



9. Sub-categories and free nodes organised into the 'Stance' category within the 'Willingness and capacity' theme

Theme: Willingness and capacity to embed PfCE
Category: Conditions



10. Free nodes and query nodes organised into the 'Conditions' category within the 'Willingness and capacity' theme

Appendix H

Context
Irish Higher Education

1. Key agencies with statutory responsibility for higher education policy formulation and implementation in Irish higher education
2. Objects, functions, policy objectives, funding models
3. National Framework of Qualifications
4. 'Insight" as a dimension of degree programmes within the national qualifications framework
5. HEA Strategic Initiative Proposal, Service Learning (Teaching Initiative) 2005-6, 'Service Learning in Higher Education'
6. Civic Engagement, Student Volunteering and Active Citizenship,, HEA SIF project (2006-7)
7. Taskforce on Active Citizenship Terms of Reference

Appendix H.1

The key agencies with statutory responsibility for higher education policy formulation and implementation in Irish higher education

Body	Role	Remit (with respect to HE)
Department of Education and Science (DES)	Legislation, policy formulation and budgets.	All publicly funded higher education
Higher Education Authority (HEA)	Planning and development body for higher education and research. Advisory powers throughout the third-level education sector. Funding authority for the universities, Institutes of Technology and designated higher education institutions. University strategic development plans, quality assurance procedures, equal opportunity policies and their implementation.	All publicly funded higher education institutions
National Qualification Authority of Ireland (NQAI)	Establishment and maintenance of the national framework of qualifications. Establishment and promotion of the maintenance of the standards of awards of the framework See Appendix H.3 for outline of NFQ.	Higher education and training sector, other then the existing universities
Higher Education and Training Awards Council (HETAC)	Making and promoting awards Recognising other awards Determining standards Validating programmes Assuring the quality of programmes leading to HETAC awards	Institutes of Technology and any higher education provider (from public or private sector) who applies to it for accreditation.

Fig. 4.1 Bodies with statutory responsibility for policy formulation and implementation

Appendix H.2

Objects, functions, policy objectives, funding models

The objects of a university shall include:

- (a) to advance knowledge through teaching, scholarly research and scientific investigation
- (b) to promote learning in its student body and in society generally
- (c) to promote the cultural and social life of society, while fostering and respecting the diversity of the university's traditions
- (d) to foster a capacity for independent critical thinking amongst its students
- (e) to promote the official languages of the state, with special regard to the preservation, promotion and use of the Irish language and the preservation and promotion of the distinctive cultures of Ireland
- (f) to support and contribute to the realisation of national economic and social development
- (g) to educate, train and retrain higher level professional, technical and managerial personnel
- (h) to promote the highest standards in, and quality of teaching and research
- (i) to disseminate the outcomes of research in the general community
- (j) to facilitate lifelong learning though the provision of adult and continuing education
- (k) to promote gender balance and equality of opportunity among students and employees of the university

(Government of Ireland, 1997 p.11)

The principal function of Institutes of Technology:

To provide vocational and technical education and training for the economic, technological, scientific and, commercial, industrial, social and cultural development of the State with particular reference to the region served by the college.

Without prejudice to the generality of the principal function, to

- provide courses of study
- enter into arrangements with any authority approved by the Minster for the purpose of making or approving awards (initially NCEA then HETAC)
- engage in research, development and consultancy work
- exploit any research, consultancy and development work,
- enter into arrangements with other institutions in or outside the State for the purpose of joint programmes in both teaching and research
- maintain, manage and administer money and assets
- award scholarships
- accept gifts/donations of money, land or property

(Government of Ireland, 1993, Government of Ireland, 2006, Forfas, 2007)

The main objectives of higher education policy in Ireland

- promotion of the responsiveness of higher education to the needs of society and the economy;
- expansion of access to higher education for disadvantaged groups and mature students;
- achieving standards of excellence in teaching and learning;
- expansion of research activity of international quality;
- achievement of quality assurance procedures which are effective and transparent;
- adoption of lifelong learning as a planning motif in higher education;
- development of innovative models of course delivery, using ICT resources;
- improvement of governance and accountability procedures within the institutions;
- promotion of higher education in addressing regional issues; and
- engagement with the 'Lisbon" objectives in the promotion of the 'role of universities in the Europe of Knowledge".

Department of Education and Science, 2004

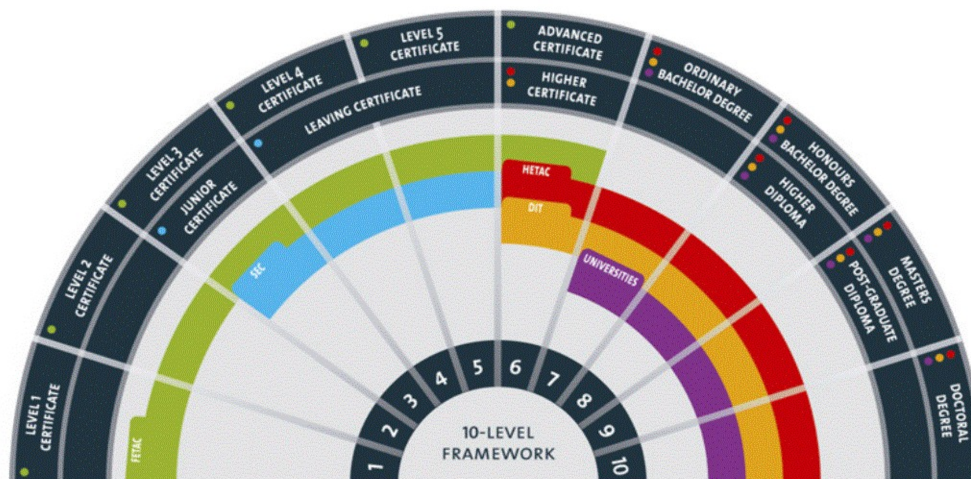
The main elements of the revised funding model of the Higher Education Authority

i. An annual recurrent grant, allocated to each institution using a new formulaic approach
ii. Performance related elements, benchmarked against best national and international practice
iii. Mechanisms which will promote innovation generally, but especially in specified areas which support national strategic priorities via a Strategic Innovation Fund, with money allocated to institutions on a competitive basis, with special emphasis on coherent strategies and inter-and intra-institutional collaboration.

Kerr (2006)

Appendix H.3

The National Framework of Qualifications – award-types and awarding bodies



Dimensions of qualifications within the framework are as follows:

Knowledge - kind
Knowledge - breadth
Know-how and skill - range
Know-how and skill - selectivity
Competence - role
Competence - context
Competence - learning to learn
Competence - insight

The National Qualifications Framework was launched in Ireland October 2003 by the National Qualification Authority of Ireland. The framework sets out explicitly, for the first time a set of descriptors, based on learning outcomes, for national awards over 10 levels.

Two awarding bodies have been established to make awards; the Higher Education and Training Awards Council (HETAC) and the Further Education and Training Awards Council (FETAC). HETAC makes awards for all higher education outside of the universities and the Dublin Institute of Technology.

The Irish framework has been developed with a close eye on parallel developments at European level —in particular the development of the Framework of Qualifications for the European Higher Education Area 2006.

Appendix H.4

'Insight" as a dimension of degree programmes within the national qualifications framework

All qualifications within the Irish framework are to be described in terms of eight dimensions of knowledge, skills and competences.

The competence 'insight' has been described as

> ... the ability to engage in increasingly complex understanding and consciousness, both internally and externally, through the process of reflection on experience. Insight involves the integration of the other strands of knowledge, skill and competence with the learner's attitudes, motivation, values, beliefs, cognitive style and personality. This integration is made clear in the learner's mode of interaction with social and cultural structures of his/her community and society, while also being an individual cognitive phenomenon. A learner's self-understanding develops through evaluating the feedback received from the general environment, particularly other people, and is essential to acting in the world in a manner that is increasingly autonomous

Level	Awards (higher education)	Statement for competence of 'Insight' within the NFQ grid of level indicators
6	Advanced Certificate (L6) Higher Certificate (L6)	Express an internalized, personal world view, reflecting engagement with others
7/8:	Ordinary Bachelor Degree (L7) Honours Bachelor degree (L8) Higher Diploma (L8)	Express a comprehensive internalised personal world view, manifesting solidarity with others
9/10	Postgraduate Diploma (L9) Master Degree (L 9) Doctoral Degree (L10) Higher Doctoral (L10)	Scrutinise and reflect on social norms and relationships and act to change them

Generic Standards for 'Insight"

HETAC has been engaged in a consultative process in order to develop generic standards for the range of award areas (e.g. Science, Business, Engineering, Information technology

Example: Generic Standards for Engineering degrees.

Level	Competence: Insight	Generic Standards for Engineering Learning Outcomes
6	Expresses an internalised personal view, reflecting engagement with others	Can form a view of the role of engineers in society Understands the wider social, political, business an economic context within which engineering operates Recognises the impact of changes in the economy of the profession Recognises the limitations of own knowledge, understanding and skills and knows when to draw on the higher level of knowledge, understanding and skills of others in solving engineering
7	Expresses an internalised personal view, manifesting solidarity with others	Can contribute to the development of the role of the engineering technologist in society Understands the wider social, political , business and economic contest within which engineering operates Understands the impact of management change in the economy on the profession
8	Expresses an internalised personal view, manifesting solidarity with others	Can form a view and contribute to the development of the role of engineers in society Can appreciates the limitations of own, knowledge , skills and competence
9	Scrutinises and reflect on social norms and relationship and acts to change them	Can identify and articulate the key parameters and issues of a problem Can critically comment on the technical, economic an, environmental and social implications of own work and work of others

Appendix H.5

HEA Strategic Initiative Proposal

Service Learning (Teaching Initiative) 2005-6

'Service Learning in Higher Education'

Brief summary including synergies with other activities

< > will lead a collaborative project which seeks to introduce the pedagogy of Service Learning within higher education institutions in Ireland. Service Learning seeks to reinvigorate the civic mission of higher education and instil in students a sense of social responsibility and civic awareness. It is a pedagogical tool which encourages students to learn and explore issues vital to society, inside and outside the classroom. Students learn from engaging with communities by active participation and academic credit is awarded based on the learning. The academic staff member guides students through this process through structured reflection and, the integration of theory and practice. Service Learning has been endorsed by the Government of Ireland and its vision is to mainstream Service Learning activities through higher education institutions in Ireland. This project is a bottom up process to meet the governments' aims and objectives in introducing a civic dimension to higher education in Ireland.

Provision for inter-institutional collaboration

This proposal is a joint initiative led by < > in collaboration with the Education Developers of Ireland Network (EDIN), and will be conducted in partnership with < >, < > and < >. Each collaborative partner will be given an equal share of the funding allocated.

Outcomes and outputs

- Facilitation of a three day service learning academy to be held in April 2006.
- National and international experts in the field will lead and facilitate the event including representatives from Campus Compact and higher education institutions in the US.
- Up to 25 Education Developers and academic staff from all higher education institutions will attend.
- Development of a Service Learning Network of Practitioners in Ireland.
- Publication of a Service Learning Introductory Resource available to higher education institutions in Ireland (made available in both hard and soft copy and offered as a contribution to the National Digital Repository).

Total costs to be incurred . €90,000

Provision for self evaluation activity

- Collaborative meetings to ascertain aims and objectives of the Service Learning Academy
- Participants will be asked to formally evaluate the event and report on the learning emanated
- Participants will be expected to report on the Academy to their own higher education institution and report to the Service Learning Network of Practitioners in Ireland on any service learning curricula developments.
- Follow up meetings will be held through the Service Learning Network of Practitioners in Ireland to evaluate and document practice in the area.

Appendix H6

Civic Engagement, Student Volunteering and Active Citizenship

HEA SIF project
(2006-7)

The objective of this project is to develop a sustainable national network to promote greater levels of civic engagement by students in HE. This project is being led by < >, in partnership with four institutions

The actions planned include

- **Commissioning a comprehensive national review of volunteering, service learning and community research by an expert in the field, leading to recommendations for long term, sustainable development.**
- **Increasing the scale of student participation and volunteering opportunities in all partner institutions through the development of appropriate models based on experience and evaluation.**
- **Establishing a formal National Network to support such activities across the sector, providing training materials and organising events Hosting of International Conference on Civic Engagement & Active Citizenship**

Total funding allocated to this project under SIF Cycle I was €700,000

Appendix H.7

Taskforce on Active Citizenship

Terms of Reference

- **To review the evidence regarding trends in citizen participation across the main areas of civic, community, cultural, occupational and recreational life in Ireland**

- **To examine those trends in the context of international experience and analysis**

- **To review the experience of organisations involved in the political, caring, community, professional and occupational, cultural, sporting and religious dimensions of Irish life regarding influences, both positive and negative, on levels of civic participating and engagement**

- **To recommend measures which could be taken as part of public policy to facilitate and encourage (i) a greater degrees of engagement by citizens in all aspects of Irish life and (ii) the growth and development of voluntary organisation as part of a strong civic culture.**

Appendix I

Analytical statements for refining and testing

Rationale
The journey
Curriculum planning
Challenges
Roles and relationships
Strategies
Embedding PfCE
Factors affecting academics

The process of data analysis included establishing a series of analytical statements representing tentative hypotheses or hunches informed by my experience within the case study sites, my immersion on the data and some a priori theories. These statements were tested and refined against the data within the thematic framework, using techniques outlined in Chapter Three: Methodology

ANALYTICAL STATEMENTS

The rationale:

The real reason for doing civic engagement is rarely articulated… …. .people in leadership talk about why they're concerned, why they consider education is important, but the documents don't say 'here's our dilemma, here's what's happening to our country'.… .without that sort of larger context to put it in, I think faculty are really puzzled about why they are called upon to do service learning.

… ..people don't know what service learning is, what it looks like. There is great confusion between volunteerism and service learning and there is a big tradition in Irish education, coming from where I am, of placement, practical education. … .they need it really explained to them.

The journey

History plays as significant a role in the process of operationalising PfCE.

The development of PfCE as an academic practice is essentially a bottom up process.

Proposals for the future tend to focus on what needs to be done at institutional level rather than project level.

Curriculum planning:

Curriculum planning for pedagogies for civic engagement is characterised by an organic and incremental approach.

Adapting existing module/s is adopted as a pragmatic approach to curriculum design rather than writing new modules and submitting them for validation

Grading 'capacity to reflect' is the most challenging aspect of the assessment process.

Challenges:

Organisational issues outweigh all other types of challenges for all types of projects.

Level of challenge is directly related to the complexity of PfCE project.

Roles and Relationships

Internal relationships are more challenging than external relationships when operationalising PfCE

Issues related to territory characterise relationships within institutions.

Agency features as a inherent concept in the principles and practice of PfCE

Strategies:

Gaining legitimacy and recognition is a primary focus of strategies on the ground.

Developing policy and strategy is a primary focus at institutional level.

Positioning of PfCE initiatives (organisationally and physically) is of significance in the process of embedding PfCE.

Embedding PfCE:

Embeddedness of PfCE may be manifest at both curriculum and institution level

A range of factors impact on the level of embeddedness of PfCE, including conceptions of PfCE, aspects of project design and its position within the institution.

Factors affecting academics

No single factor accounts, in a consistent and predictable way, for variations in the willingness and capacity of academics to embed pedagogy for civic engagement – where 'embed' includes a commitment to continue.

The impact of factors affecting willingness and capacity to embed PfCE is mediated by the attributes of individual embedders.

Appendix J

Results of Queries (using Nvivo7)

1. Overlap between different orientations
2. Orientations to civic engagement
3. Prevalence of 'local civic orientation' by proximity to disadvantage
4. Data coded to different orientations by Connection to PfCE
5. Data coded to different orientations, by 'position'
6. Orientation by disciplinary background
7. Orientation by gender
8. The institutional and external context
9. Challenges table
10. Variation in incidence of challenges
11. Incidence of challenges by complexity of project
12. Level of challenge associated with internal and external relationships, complexity of project
13. Time and workload
14. Time and workload by institution of affiliation
15. Coding to 'recognition' category by connection to PfCE
16. Coding to 'recognition' category by institution
17. Incidence of Challenges by balance of responsibilities
18. 'Time and workload' and 'Recognition' for all respondents, by balance of responsibilities

Note:

The results of Nvivo7 matrix queries were used as a tool to direct the testing and refining of analytical statements during data analysis. For this purpose, results were displayed using the functionality of EXCEL, in terms of words per thousand (WPT), where appropriate, using procedures outlined in Chapter Three (3.12). The relevant charts are provided here together with some examples, for illustrative purposes, of the format of the raw data from the matrix queries and the conversions to words per thousand (WPT).

1. Overlap between different orientations

Orientation	No. of words coded to each orientation	Civic	Higher education	Personal	Student/ learning
Civic	4719	**-**	**1053**	**1260**	**548**
Higher education	2569		**-**	**600**	**337**
Personal	6836			**-**	**1360**
Student/Learning	5798				**-**

Table 1. No. of coded references and no. of words assigned to pairs of orientations.

2 Orientations to civic engagement

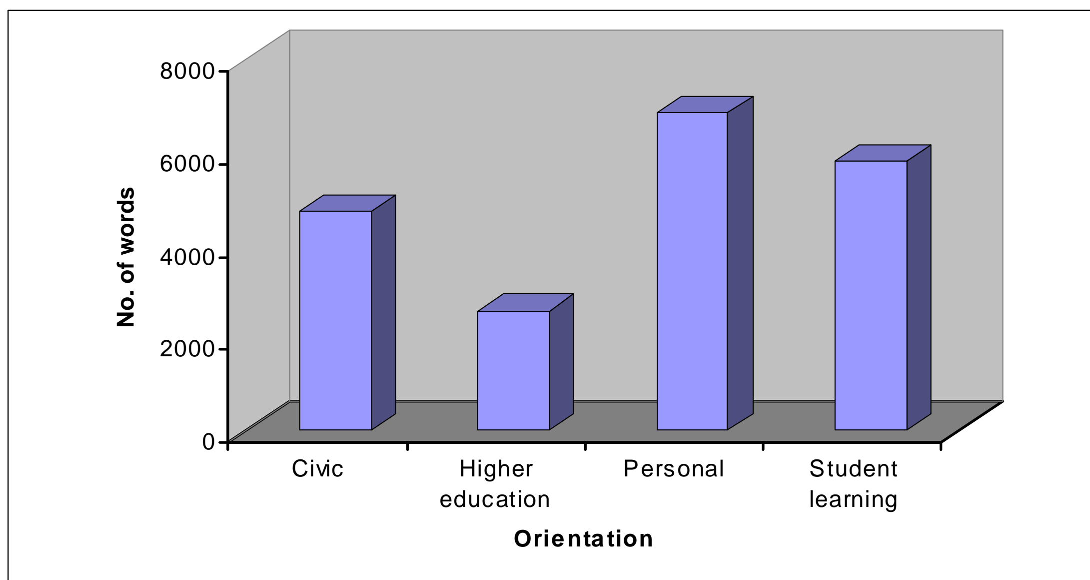


Fig. 2. No. of words coded to four orientations, for all participants

Orientation	No. of words coded to each orientation
Civic	**4719**
Higher education	**2569**
Personal	**6836**
Student/Learning	**5798**

Data: No of words coded to four orientations

3 Prevalence of 'local civic orientation' by proximity to disadvantage

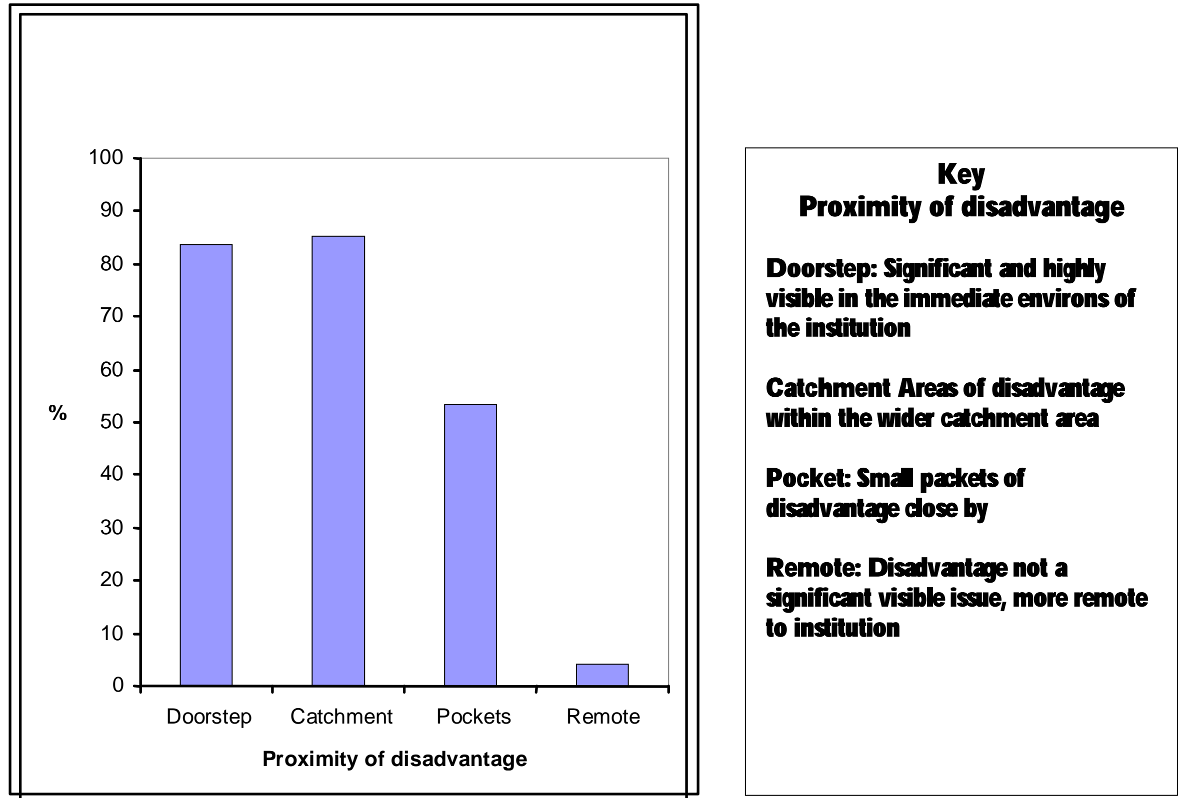


Fig. 3 Percentage of data coded to the 'civic' orientation which reflected a local/community focus, by proximity of institution of affiliation to areas of disadvantage.

Proximity of disadvantage	Civic Orientation No. words	No. words coded to 'civic' with a local/ community focus No. words	Local orientation as % of civic
Doorstep	1735	1455	84%
Catchment	1604	1368	86%
Pockets	620	331	53%
Remote	734	31	4%

Data: 'Local/community' focus as a percentage of total words coded to 'Civic' orientation

4. Data coded to different orientations by Connection to Pedagogy for civic engagement

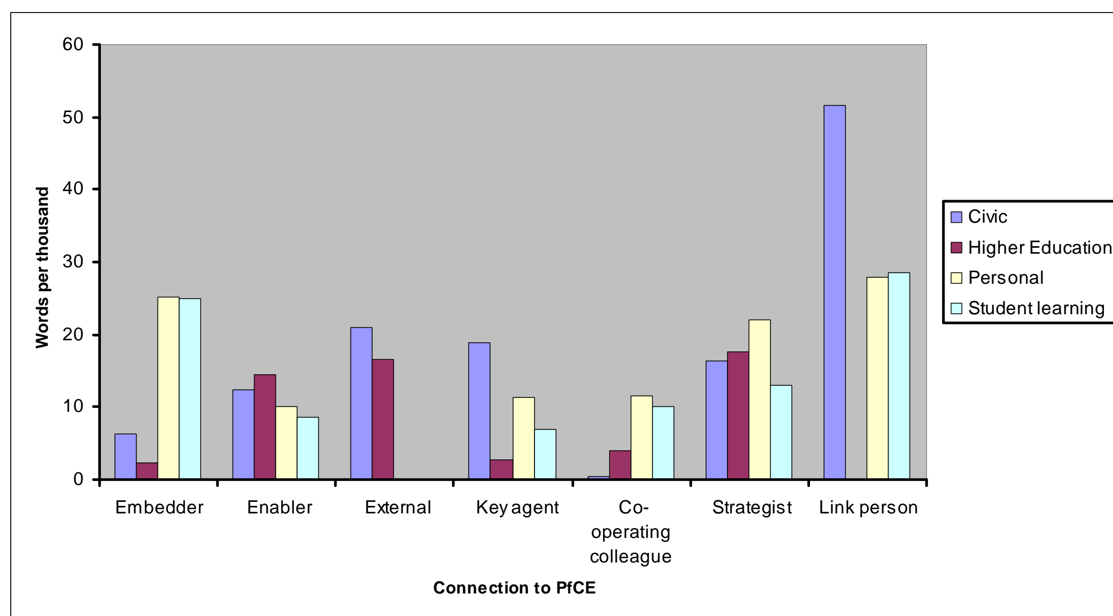


Fig. 4 Data coded to different orientations, by 'connection to PfCE', in WPT

		Orientation							
Connection to PfCE	**Volume of data for that category of respondent (no. words) (X)**	**Civic**		**Higher education**		**Personal**		**Student/ Learning**	
		No. words (Y)	**WPT (Z)**	**No. words**	**WPT**	**No. words**	**WPT**	**No. words**	**WPT**
Embedder	122877	770	6	273	2	3106	25	3067	25
Enabler	37272	465	12	542	15	374	10	323	9
External	13266	279	21	221	17	0	0	0	0
Key agent	73944	1402	19	208	3	830	11	508	7
Co-operating colleague	67330	26	0	268	4	775	12	681	10
Strategist	59839	977	16	1057	18	1320	22	776	13
Link person	15470	800	52	0	0	431	28	443	29

Data: Data coded to orientation by 'connection to PfCE

Note: The following formula is used for all tables where results are expressed as Words per Thousand (WPT) See Chapter Three Methodology for explanation.

X= Volume of data coded to each respondent category, in no. words.
Y= Number of words coded to each orientation for each category
Z = (X *1000)/Y: a standardised figure, taking account of volume of data by any one group, expressed in words per thousand (WPT)

5 Data coded to different orientations, by 'position'

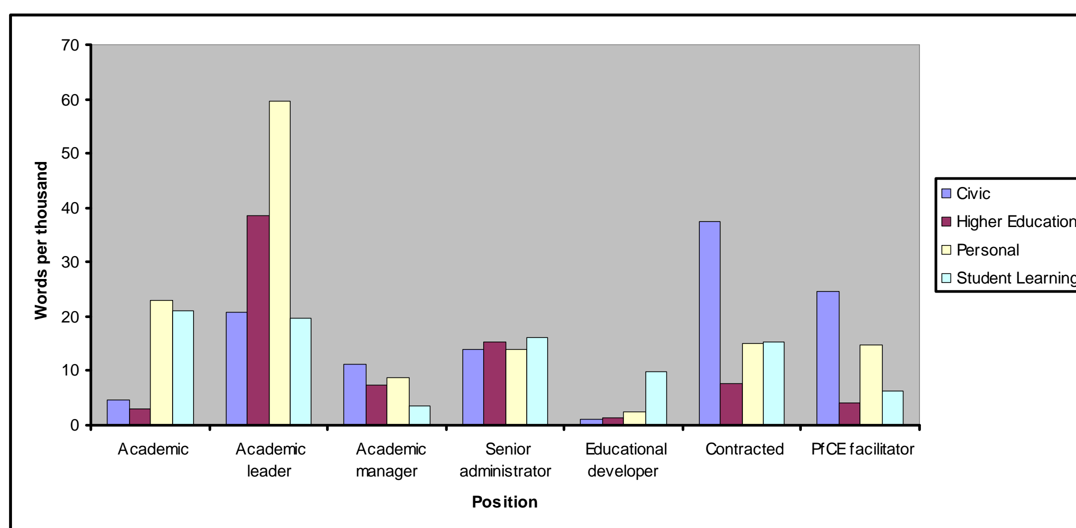


Fig. 5 Data coded to different orientations, by 'position', in WPT

Position	Total no of words by the group (X)	Orientation: Civic No. words (Y)	Civic WPT (Z)	Higher education No. words	Higher education WPT	Personal No. words	Personal WPT	Student/ Learning No. words	Student/ Learning WPT
Academic	167470	770	5	513	3	3828	23	3525	21
Academic leader	8305	173	21	321	39	496	60	163	20
Academic manager	54657	607	11	401	7	480	9	191	3
Senior administrator	57135	803	14	877	15	795	14	926	16
Educational developer	22737	26	1	28	1	53	2	223	10
Contracted	28736	1079	38	221	8	431	15	443	15
PfCE facilitator	50958	1261	25	208	4	753	15	327	6

Data: Data coded to different orientations, by 'position', in WPT

6 Orientation by disciplinary background

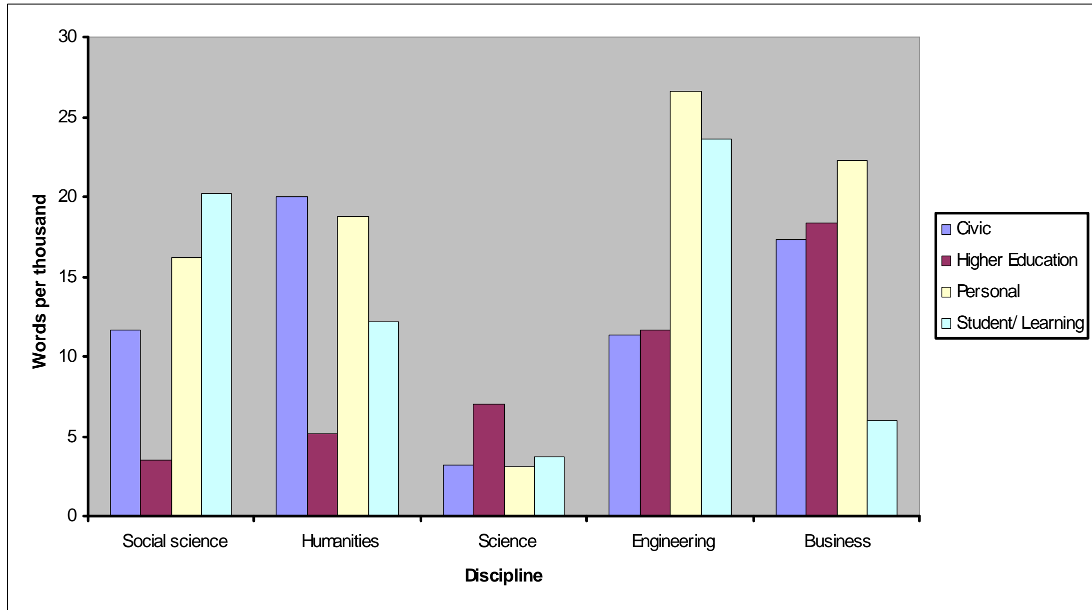


Fig. 6 Data coded to different orientations, by 'disciplinary background[74]', in WPT

7 Orientation by gender[75]

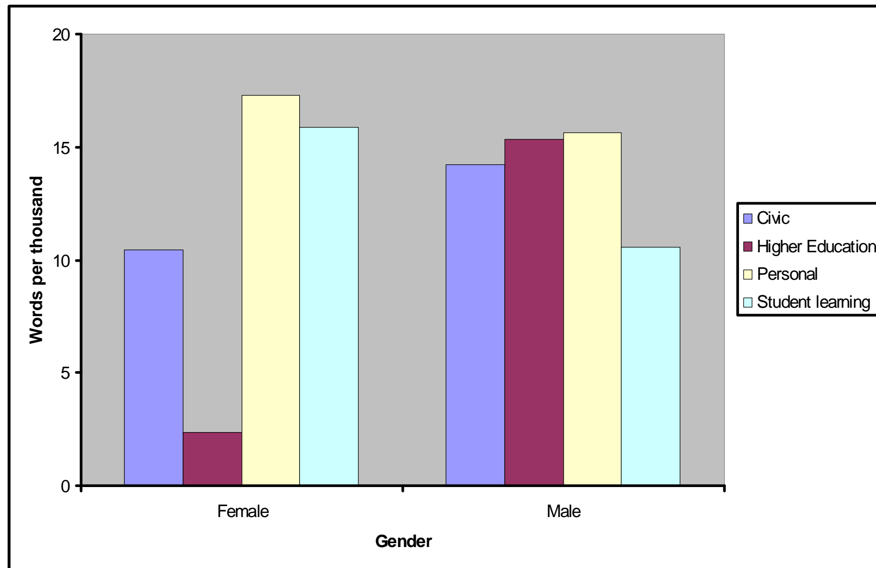


Fig. 7 Data coded to different orientations, by 'gender', in WPT

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[74] The visual arts, within only one participant falling in this category, is not included on the chart.
[75] Note, that in the interests of minimising deductive disclosure, all participants have been ascribed a female gender when reported, cited and quoted.

8 The institutional and external context

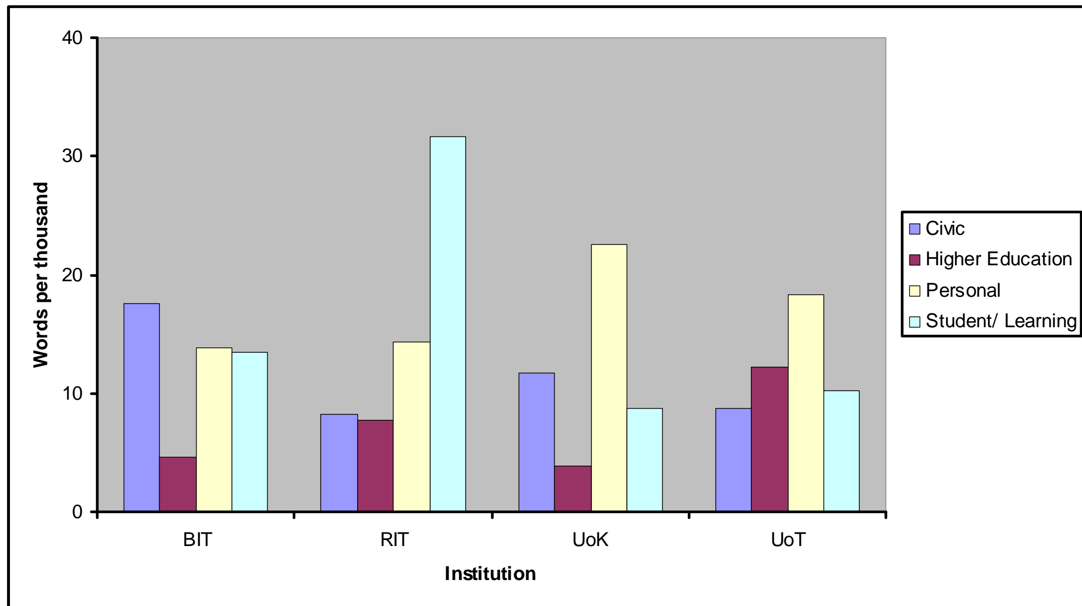

Fig. 8 Data coded to different orientations, by 'site of affiliation, in WPT

9. The challenges table

	NODE	No. of worded coded
1.	Organisational issues	7978
2.	Time	5199
3.	Expectations	4586
4.	Internal relationships*	4278
5.	Disconnectedness	3874
6.	Workload	3659
7.	Ethical issues	3228
8.	Intellectual property	2325
9.	Teaching and learning*	2004
10.	Problems	1792
11.	Placing and mediating *	1759
12.	External relationships *	1233
13.	Assessment and standards *	1165
14.	Funding and resources *	1047

Table 9 Total number of words coded to nodes within the category 'Challenges'.

Note: Nodes marked with * were created as a result of matrix queries designed to identify sub-sets of data within a node where data was ALSO coded to one of the nodes within the 'challenges' category. See Chapter Three Methodology for details.

10. Variation in incidence of challenges.[76]

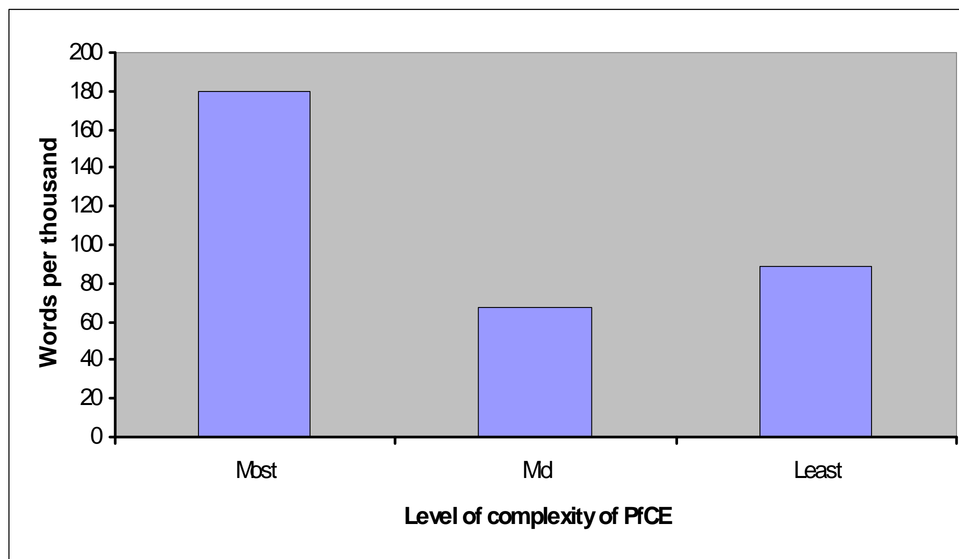

Fig. 10 Quantum of data coded to category 'Challenges' by those associated with 'most', 'mid' and 'least' complex projects (in WPT)

11. Incidence of challenges by 'complexity' of project

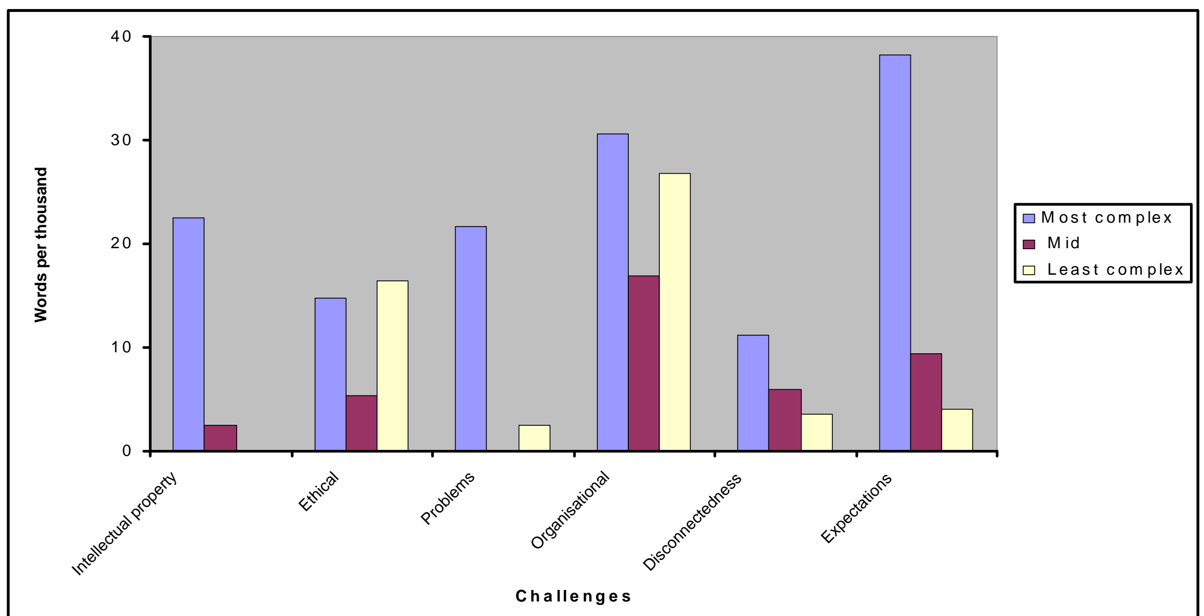

Fig. 11 Quantum of data coded to nodes within the 'challenges' category, for those associated with 'most', 'mid' and 'least complex' project (in WPT)

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[76] Results generated with use of a matrix query. The query were confined to those most closely involved; i.e. embedders, key agents, co-operating colleagues and enablers.

12. Level of challenge associated with internal and external relationships, complexity of project

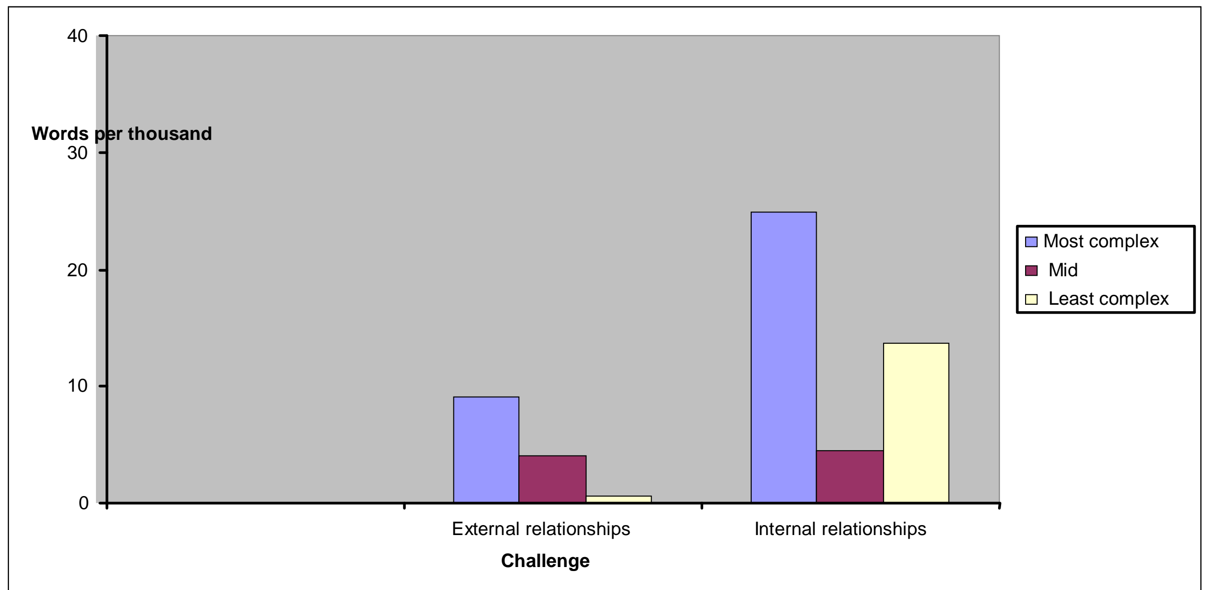

Fig. 12 Quantum of data coded to challenges AND internal relationships and external relationships by associated with 'most', 'mid' and 'least complex' projects (in WPT)

	External relationships		Internal relationships	
Level of Complexity	**No. words coded**	**WPT**	**No. words coded**	**WPT**
Most	**601**	**9**	**1656**	**25**
Mid	**425**	**4**	**475**	**5**
Least	**65**	**1**	**1407**	**14**

13 Time and workload

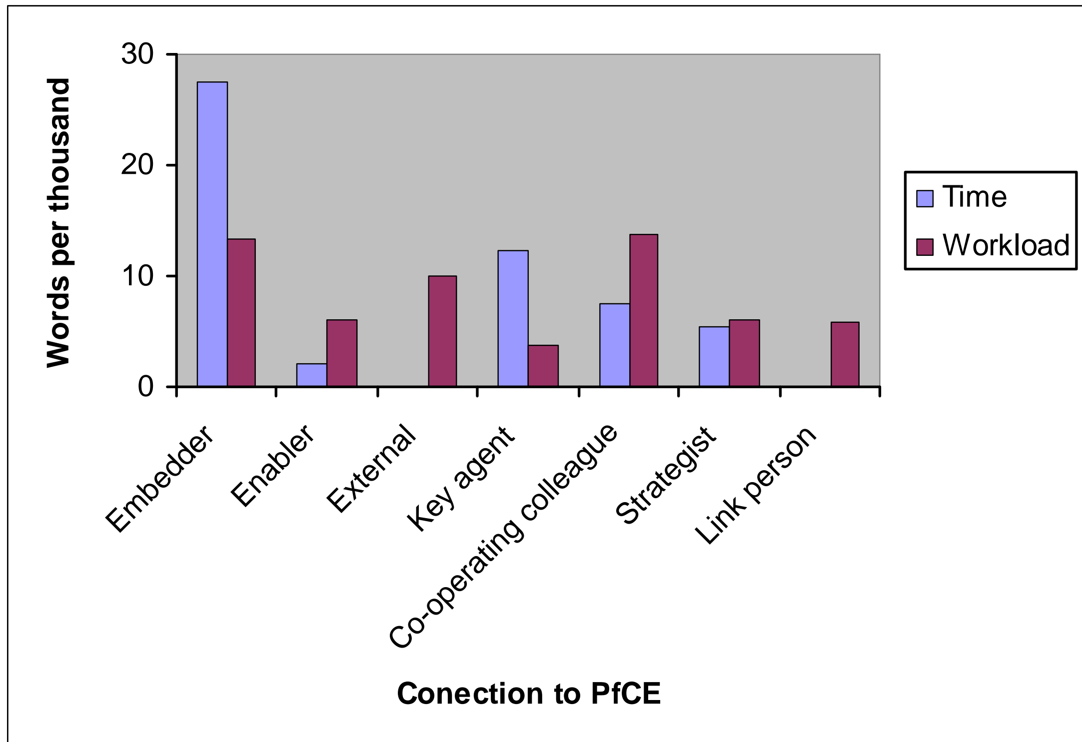

Fig. 13 Quantum of data coded to nodes 'Time' and 'Workload' by connection to PfCE, in WPT

14. Time and workload by institution of affiliation

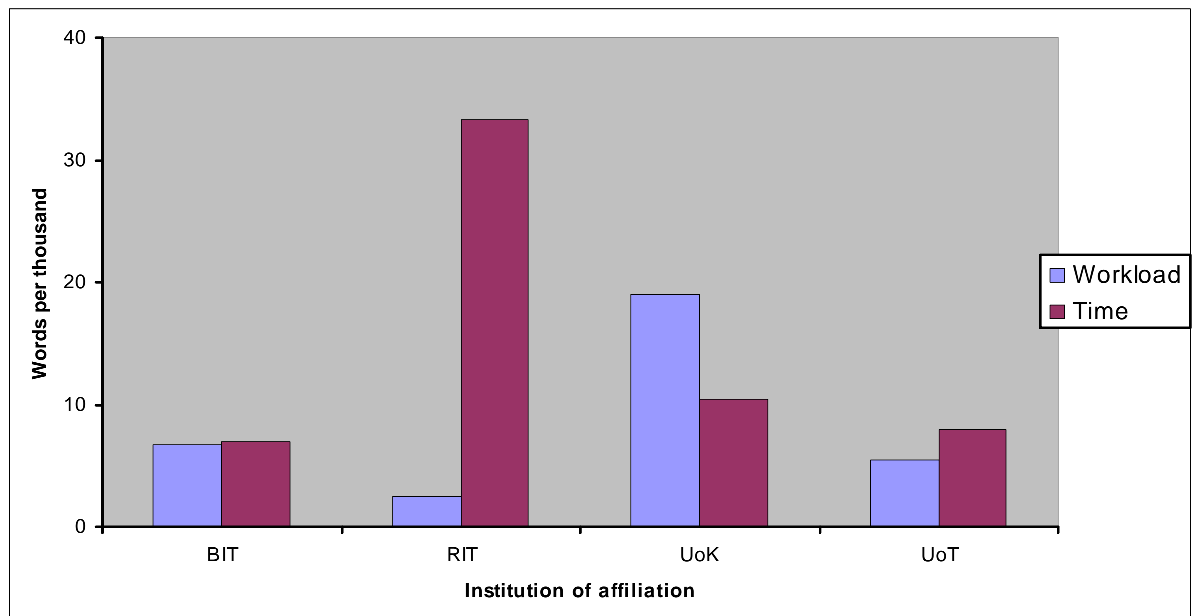

Fig. 14 Quantum of data coded to nodes 'time' and 'workload', by institution of affiliation, in WPT

15 Coding to 'recognition' category by connection to PfCE

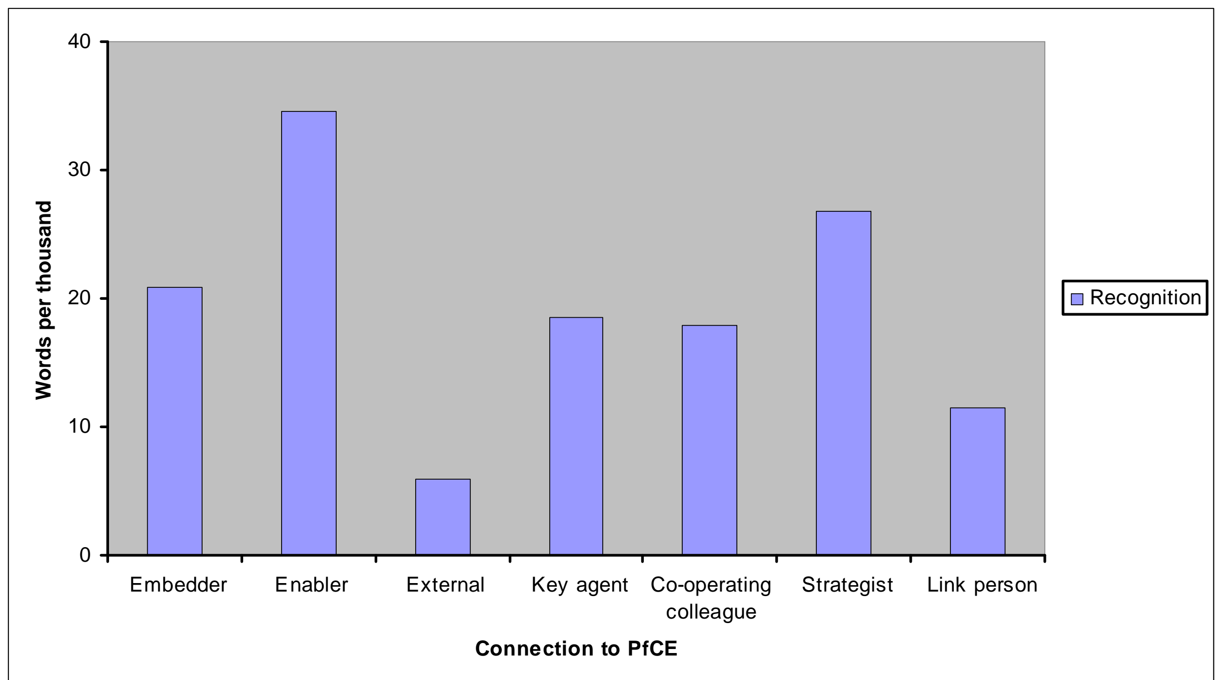

Fig. 15 Quantum of data coded to nodes within the 'Recognition' category by connection to PfCE, in WPT

16 Coding to 'recognition' category by institution

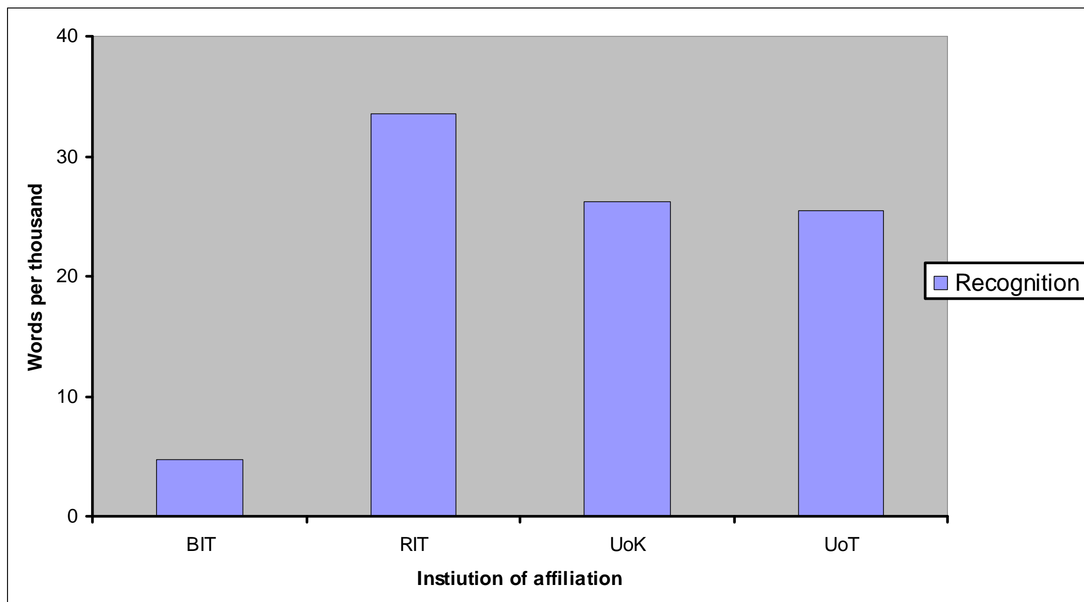

Fig. 16 Quantum of data coded to the 'Recognition' category by institution of affiliation, in WPT

17 Incidence of Challenges by balance of responsibilities

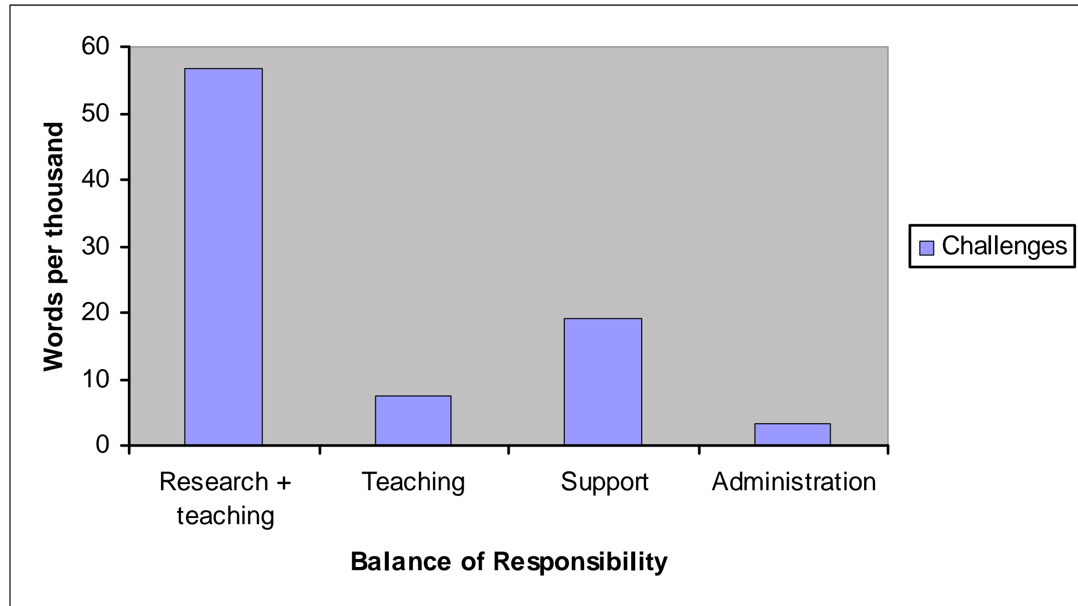

Fig. 17 Quantum of data coded to 'Challenge' category for all participants, grouped by balance of workload, in WPT.

18 Coding to 'Time and workload' and 'Recognition' for respondents, by 'Balance of responsibility'

Balance of Responsibility	Description	Time and workload		Recognition	
		No. words	WPT	No. Words	WPT
Research + teaching	Persons with a significant research role in addition to teaching and other responsibilities	2234	31	1200	17
Teaching	Persons whose primary responsibilities are in teaching, with some research commitments	3689	48	1959	25
Support	Persons with defined role to support academic staff	1313	14	1925	20
Administration	Persons whose primary role is in administration, management and/or leadership	526	6	2894	32

Fig. 19 Quantum of data coded to 'Time and workload' and 'Recognition' for all respondents, by Balance of workload

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