

Paper Presentation

Higher education

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Chairperson: Anneli Frelin, University of Gavle, Sweden

Students' justice experience and perceptions of faculty incivility in higher education

Morality, Social interaction, Values education, Higher education

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This study was aimed at comprehensively assess perceived faculty incivility (FI) as a function of an individual experience of teachers' just (TJ) behavior, while considering the belief in a just world (BJW) as a personal characteristic that has the potential to enhance TJ. Three scales were submitted to 744 undergraduate college students: Perceived Faculty Incivility Scale [PFIS], personal belief in a just world scale, and teachers' justice scale. Path model results indicated that students who evaluated their teachers' behavior towards them personally as just, have reported on less FI occurrences in the classroom. The personal BJW variable connection to the perceived FI was mediated by the TJ behavior factor. Implications of these findings and directions for future research are discussed.

Professional development in the context of a higher education curriculum innovation

Meta-analysis, Teacher professional development, Engineering, Science education, Higher education

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The University of Twente has recently reformed its bachelor programs using principles of project-based-education. Each bachelor year has been divided into four modules each consisting of a central project and various supporting courses. The Twente Educational Model (TEM) brings a lot of changes for the teaching staff. Teachers now have to work together in multidisciplinary teams to develop the new modules, get familiarized with the principles of project-based-education, become tutors for student groups, implement new ways of assessment,

make use of activating teaching methods and develop TPACK-skills. To ensure a successful implementation of TEM, the university needs to facilitate and support the professional development of its teaching staff. To evaluate how teacher professional development during a curriculum innovation can best be facilitated, a systematic review study has been carried out. Scopus, Web of Science, PsycInfo and ERIC have been searched for relevant articles. All relevant articles were categorised using various dimensions such as type of professional development activity, subject of the activity, research type, research methods, experience level of participants, teaching domain and context of the study. The results indicate a research gap for just-in-time professional development methods in higher education, as most research focuses on the more traditional types of professional development interventions such as workshops and training programs. Furthermore, only few report on the professional development of teachers in the context of a curriculum innovation in higher education.

Can normative factors influence academic persistence? An investigation through the planned behaviour

Quantitative methods, Educational attainment, Social aspects of learning, Higher education

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Academic persistence has been studied by a lot of researchers in the past years, not only because of high dropout rates in first year at university but also because persistence is considered as a key determinant of academic achievement. Researchers mainly focused on background and motivational determinants of persistence. However, few studies took normative factors such as social norms into account to explain persistence. Yet, it could be an essential factor of influence. That's why we decided to study if including injunctive and descriptive norms to the investigation could improve the understanding of persistence. To this end, we focused on a theoretical framework which consider for background, motivational and normative factors, named the planned behaviour theory. Two studies were conducted in which first year college students (N1= 152; N2 = 848) were asked to answer self-reported questionnaire. We used a structural equation modelling technique to test if norms could improve the understanding of persistence. In both studies, the model included injunctive norms fit better with the data than the model without norms. However, it was not the case with descriptive norms. These original results led to future research and new practical implications.

Conceptualising emotional literacy in university education: A theoretical analysis

Student learning, Teaching/instruction, Emotion and affect, Emotion and cognition, Interdisciplinary, Higher education

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Emotions are intertwined with cognition and influence problem-solving, decision-making, social interactions and social institutions. Yet higher education largely neglects the role of emotions in