

What Can Recent Advances in Psychological Theory Tell Us About Teaching and Learning in Higher Education?

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This presentation will argue that the learning curriculum in many Higher Education establishments across the world is largely outdated in its almost total emphasis upon curriculum content whilst ignoring the importance of the process of teaching-learning interactions. The case will be made that far greater emphasis should be placed upon this process. Recent theoretical perspectives and research findings from the fields of social and educational psychology have much to offer in this respect, but are barely used in the preparation and training, where it exists, of college and university lecturers. Examples will be provided of several recent theories and the research evidence that supports them. A concluding model will be presented which draws together these approaches and provides implications for effective action.