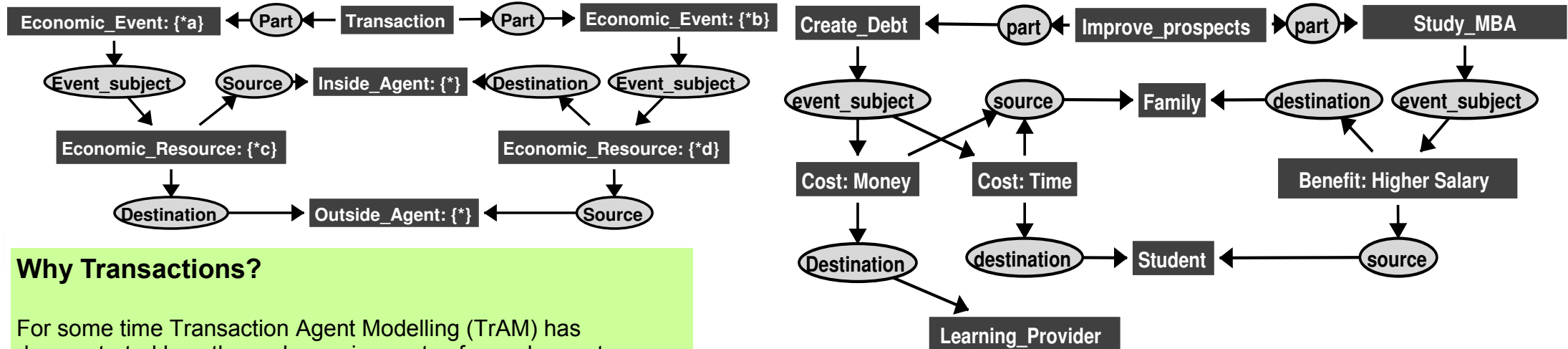


STAR Theme: Developing a Conceptual Stance Towards Higher Education

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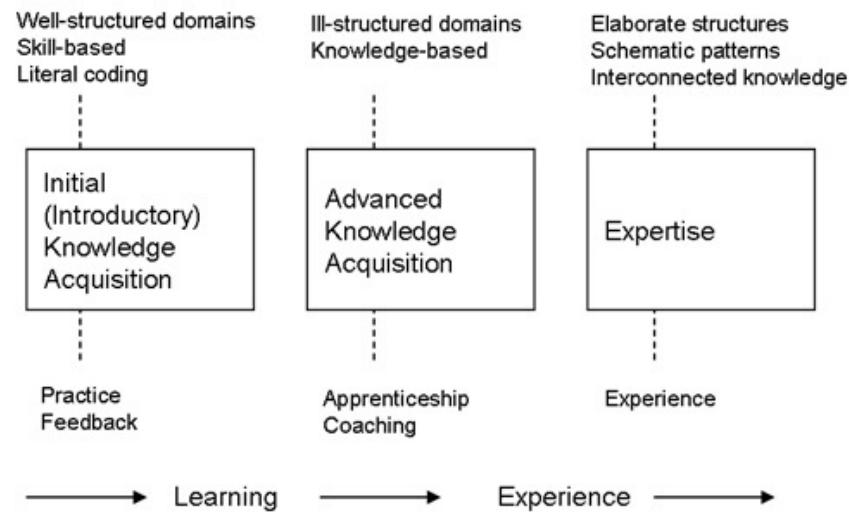
Why Transactions?

For some time Transaction Agent Modelling (TrAM) has demonstrated how the early requirements of complex systems can be captured and described in a lucid yet rigorous way.

Using Geerts and McCarthy's REA (Resource-Events-Agents) model (Polovina 2009) as its basis, TrAM manages to capture the 'qualitative' dimensions of learning transactions and processes.

These dimensions (e.g. 'student experience') don't lend themselves to be measured entirely in monetary terms, but need to be factored into approaches that can usefully describe the dilemmas of learners.

Are Existing Conceptual Models Useful? (Jonassen 1993)



Are Learning Styles Helpful?

David Kolb (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

A Critique of Kolb:

Smith, M. K. (2001). *David A. Kolb on experiential learning*. Retrieved December 22nd, 2008, from: <http://www.infed.org/biblio/b-explrn.htm>

Beard, C. (2008). *Experiential Learning: The Development of a Pedagogic Framework for Effective Practice*, Doctoral Thesis, PhD by publication, Sheffield Hallam University
Jonassen, D., Mayes, T., & McAleese, R. (1993). A manifesto for a constructivist approach to uses of technology in higher education. In T.M. Duffy, J. Lowyck, & D.H. Jonassen (Eds.), *Designing environments for constructive learning* (pp. 231-247). Heidelberg: Springer-Verlag.
Polovina, S. and Hill, R. (2009). A Transactions Pattern for Structuring Unstructured Corporate Information in Enterprise Applications. *International Journal of Intelligent Information Technologies*, S. Polovina and R. Hill (eds), IGI Global, USA, in press.

