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? (Jonassesen 1993)

Are Learning Styles Helpful?


A Critique of Kolb:


