Tony HARLAND (EiRP 2018)

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About Tony Harland:

Tony heads the Higher Education Development Centre (HEDC) at the University of Otago. HEDC provides leadership in research, academic development and teaching. Members of the department teach undergraduates, postgraduates and academic staff, and focus on support for student learning, research, teaching and service. Tony's first subject was marine ecology and he has taught this for 30 years in four institutions. He then went on to study higher education and in 1996 joined the Higher Education Research Group at the University of Sheffield, UK. He moved to New Zealand in 2000.

Education:

BSc(Hons) (Newcastle), PGCE (Strathclyde), MPhil (Newcastle), PhD (Glasgow)

Research Interests:

Tony's research examines the rationale for higher education and what institutions are trying to achieve for teaching, research and service. Recent projects have investigated the ways in which higher education is valued, how teaching values form an important part of a student's education, what critical theory has to offer our thinking about university work and its relationship to society, and how students learn through doing research. Tony teaches qualitative research methods and other topics such as learning theory, leadership and peer review. He also supervises PhD students working in the fields of policy and practice in higher education. In 2013, he was awarded the Tertiary Education Research in New Zealand (TERNZ) research medal for outstanding contribution to the field. Tony is on the editorial board of several international journals.

Select Publications:

Authored Books – Research
Daniel, B. K., & Harland, T. (2017). *Higher education research methodology: A step-by-step guide to the research process*. London, UK: Routledge, 154p.

Harland, T. (2012). *University teaching: An introductory guide*. Abingdon, UK: Routledge, 136p.

Harland, T., & Pickering, N. (2011). *Values in higher education teaching*. London, UK: Routledge, 134p.

Harland, T. (1998). *Stories about small-group teaching. A problem-based approach. Volume 2: Students' reflections*. Sheffield: University of Sheffield, 50p.

Harland, T. (1997). *Stories about small-group teaching. A problem-based approach. Volume 1 Lecturers' reflections*. Sheffield: University of Sheffield, 50p.

Chapter(s) in books

Harland, T. (2017). The contemporary research university and the contest for deliberative space. In B. K. Daniel (Ed.), *Big data and learning analytics in higher education: Current theory and practice*. (pp. 73-86). Cham, Switzerland: Springer International. doi: 10.1007/978-3-319-06520-5_6

Harland, T. (2016). Deliberate subversion of time: Slow scholarship and learning through research. In F. Trede & C. McEwen (Eds.), *Educating the deliberate professional: Preparing for future practices*. (pp. 175-188). Springer. doi: 10.1007/978-3-319-32958-1_12

Harland, T., & Scaife, J. (2010). Academic apprenticeship. In T. Kerry (Ed.), *Meeting the challenges of change in postgraduate education*. (pp. 179-188). London: Continuum International.

Harland, T. (2010). Educating the doctoral student: Don't forget the teaching. In M. Walker & P. Thomson (Eds.), *The Routledge doctoral supervisor's companion: Supporting effective research in education and the social sciences*. (pp. 292-299). Abingdon, UK: Routledge.

Harland, T. (2009). The university, neoliberal reform and the liberal educational ideal. In M. Tight, K. H. Mok, J. Huisman & C. C. Morphew (Eds.), *The Routledge International Handbook of Higher Education*. (pp. 511-523). New York: Routledge.

Recent Journal Articles

Harland, T., & Wald, N. (2018). Curriculum, teaching and powerful knowledge. *Higher Education*. Advance online publication. doi: 10.1007/s10734-017-0228-8

Harland, T. (2016). Teaching to enhance research. *Higher Education Research & Development*, *35*(3), 461-472. doi: 10.1080/07294360.2015.1107876

Harland, T., & Wald, N. (2017). Vanilla teaching as a rationale choice: The impact of research and compliance on teacher development. *Teaching in Higher Education*. Advance online publication. doi: 10.1080/13562517.2017.1395408

Harland, T., Wald, N., & Randhawa, H. (2017). Student peer review: Enhancing formative feedback with a rebuttal. *Assessment & Evaluation in Higher Education*, *42*(5), 801-811. doi: 10.1080/02602938.2016.1194368

Janssen, J., Hale, L., Mirfin-Veitch, B., & Harland, T. (2016). Perceptions of physiotherapists towards research: A mixed methods study. *Physiotherapy*, *102*, 210-216. doi: 10.1016/j.physio.2015.04.007

Joseph Jeyaraj, J., & Harland, T. (2016). Teaching with critical pedagogy in ELT: The problems of indoctrination and risk. *Pedagogy, Culture & Society*, *24*(4), 587-598. doi: 10.1080/14681366.2016.1196722

Wald, N., & Harland, T. (2017). A framework for authenticity in designing a research-based curriculum. *Teaching in Higher Education*, *22*(7), 751-765. doi: 10.1080/13562517.2017.1289509

Wass, R., Timmermans, J., Harland, T., & McLean, A. (2018). Annoyance and frustration: Emotional responses to being assessed in higher education. *Active Learning in Higher Education*. Advance online publication. doi: 10.1177/1469787418762462