



Aalborg Universitet

AALBORG UNIVERSITY
DENMARK

Context matters... does it?

Insights into the scope of the journal 'die hochschullehre'

Thielsch, Angelika; Scholkmann, Antonia; van den Berk, Ivo

Publication date:
2023

Document Version
Early version, also known as pre-print

[Link to publication from Aalborg University](#)

Citation for published version (APA):

Thielsch, A., Scholkmann, A., & van den Berk, I. (2023). *Context matters... does it? Insights into the scope of the journal 'die hochschullehre'*. Poster presented at ISSOTL 2023 Conference, Utrecht, Netherlands.

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal -

Take down policy

If you believe that this document breaches copyright please contact us at vbn@aub.aau.dk providing details, and we will remove access to the work immediately and investigate your claim.

Context matters... does it?

Insights into the scope of the journal 'die hochschullehre'

Prof. Dr. Svenja Bedenlier (Friedrich-Alexander-Universität Nürnberg, Germany), Dr. Sarah Berndt (Deutsches Zentrum für Integrations- und Migrationsforschung, Germany), Dr. Cornelia Kenneweg (Agentur für Lehrkultur, Germany), Jonas Leschke, M.Ed. (Ruhr-Universität Bochum, Germany), Prof. Dr. Antonia Scholkmann (Aalborg University, Denmark), Dr. Angelika Thielsch (Georg-August-Universität Göttingen, Germany), Dr. Ivo van den Berk (Stiftung Innovation in der Hochschullehre, Germany)

MOTIVATION & BACKGROUND

- We aim to explore the contexts and topics of the papers published in the German interdisciplinary open access journal 'die hochschullehre'. Motivation behind this research is - in a first step - to better understand the increasing number and types of publications on higher education teaching and learning, and detect the development of educational trends. Furthermore, in a second step, we seek to trace the epistemological foundations based on which the papers have been written and further analyse the addressed topics.
- The journal: 'die hochschullehre' offers three submission types (research paper, SoTL & SoAD paper, practice paper) as well as the possibility to publish individual papers or special issues. The journal stresses interdisciplinary perspectives and open access publishing, and works with the publisher wbv.

METHODOLOGICAL APPROACH

Data collection

- Data base: all individual papers published between 2015 and 2022 (n=128)
- Analysis unit: meta data (e.g. number of authors, author affiliation), abstracts, and keywords

Data analysis

- Approaches: Collaborative quantitative and qualitative content analysis (e.g., Schneijderberg, Wieczorek & Steinhardt, 2022)
- Tools: EPPI-Reviewer (Thomas et al, 2020) and PSPP (Yagnik, 2014)

Limitations

- By excluding special issues we excluded more than half of the published papers in 'die hochschullehre', mostly SoTL & SoAD, and thus impacted the data.
- The keyword clusters hardly grasp the complexity and variety of keywords.
- The self-reported affiliation of authors might be incomplete and hence distort the author-related data.

RESULTS

Who: Disciplinary background

- The majority of authors stem from the disciplinary fields of education (28,9%) and social sciences (21,1%).
- Roughly ten percent from the third space (e.g. educational development) (10,2%) and the arts & humanities (9,4%). 11,6% of the authors are from natural sciences, informatics, engineering, or health & welfare (see figure 1)

How: Writing cooperations

- Tendency to write with two or more co-authors; only 23,4% of the papers have one author, even less in the submission type "research" (11,8% single authors).
- Nearly one third of the papers in all submission types (29,7%) stem from cooperation between different institutions.
- Cooperation within an institution were indicated in 23,4% of the cases (see figure 2).

What: Keywords, submission types, level of focus, and addressed disciplines

- 19 clusters to organize the wide range of keywords (see figure 3)
- 39,8% of the individual papers are research papers, 35,2% are SoTL/SoAD papers and 25% practice papers.
- In the data we discovered a tendency to write about micro level topics (e.g. courses) with 66,4% of all papers. So far, two paper addressed the macro level (e.g. teaching culture of one institution). Interestingly, research papers have with 45,1% a stronger focus on the meso level (e.g. study programs) than SoTL/SoAD papers (22,2%) and practice papers (31,3%).
- Nearly one third of the papers address topics across the disciplines (29,7%), 20,3% of the papers focus on teaching and learning in education and 15,6% in the social sciences. 3,1% of the papers address the third space (see figure 4).

Who writes how about what in higher education teaching and learning?

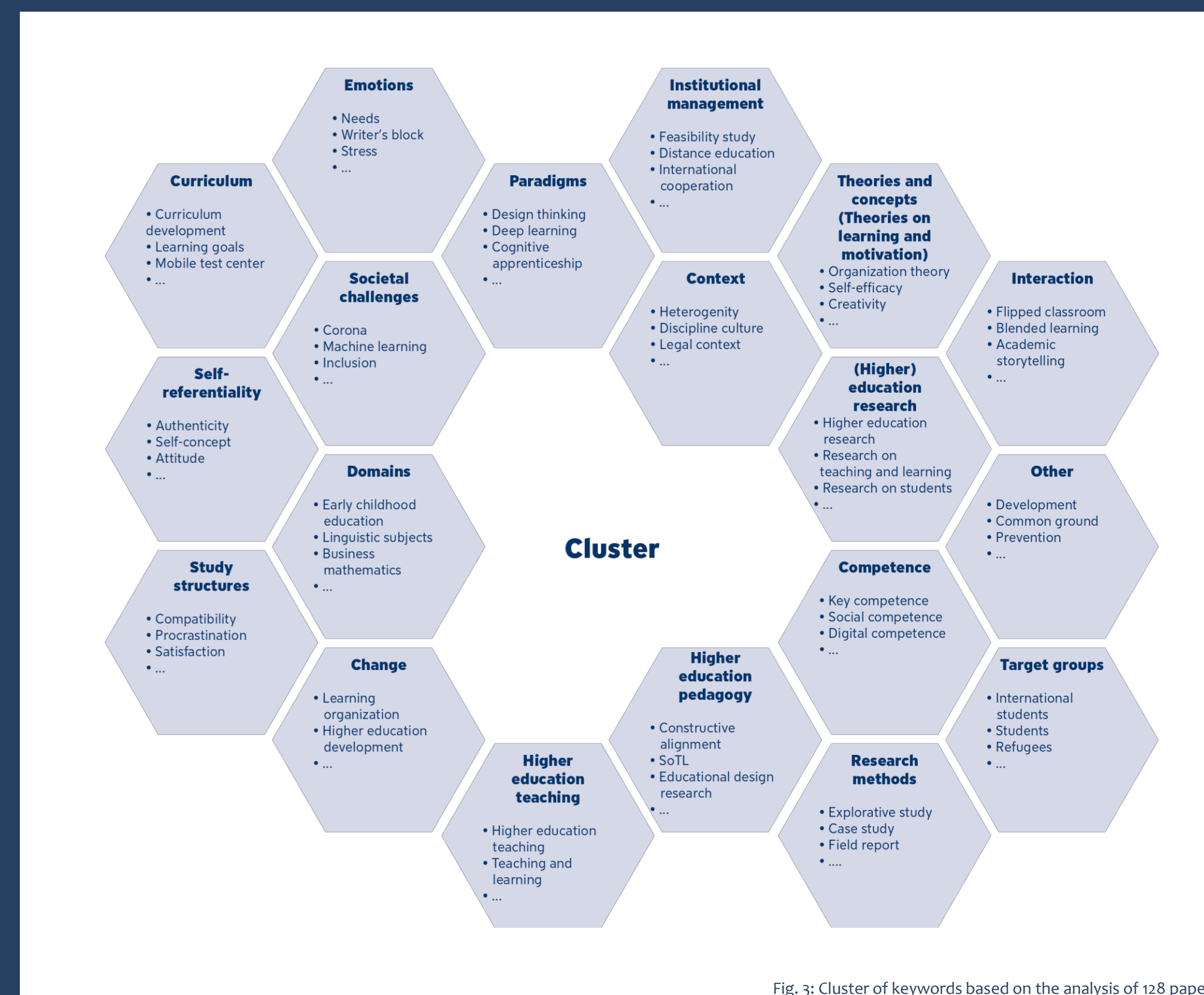


Fig. 3: Cluster of keywords based on the analysis of 128 papers

FIG 1: DISCIPLINARY BACKGROUNDS

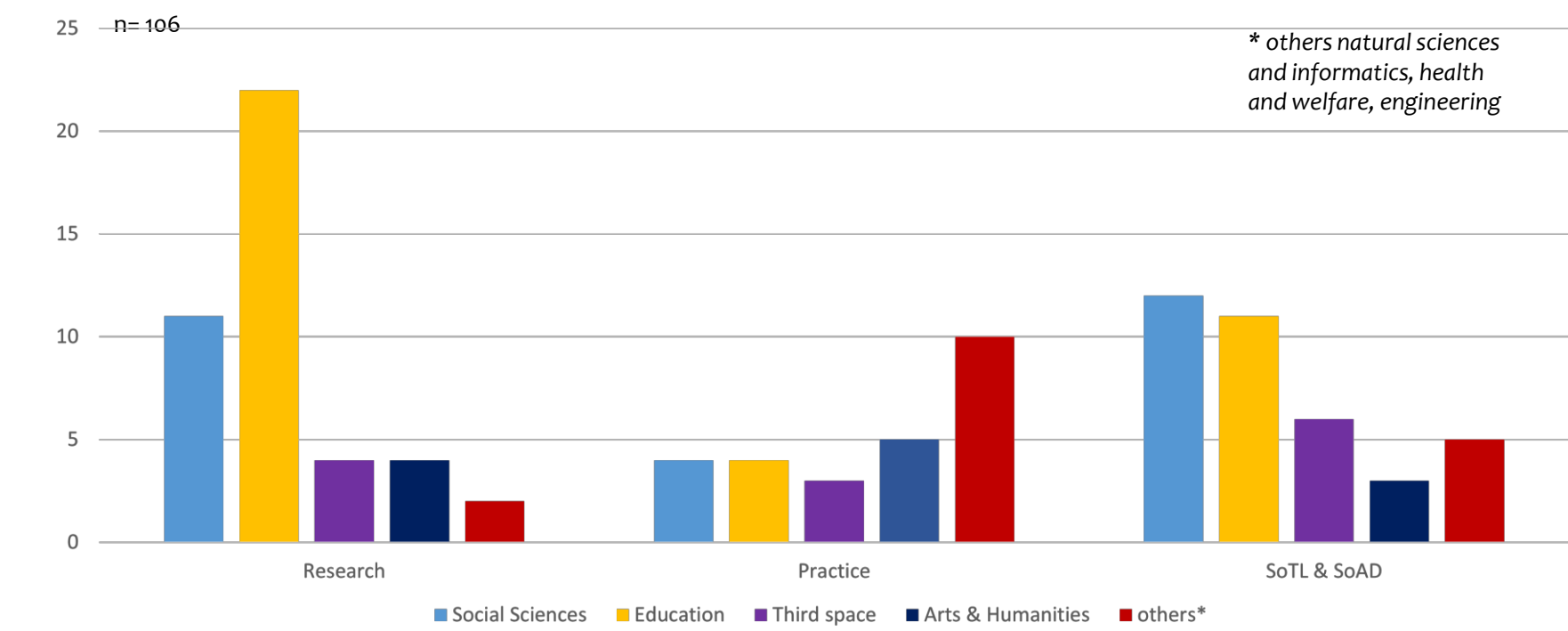
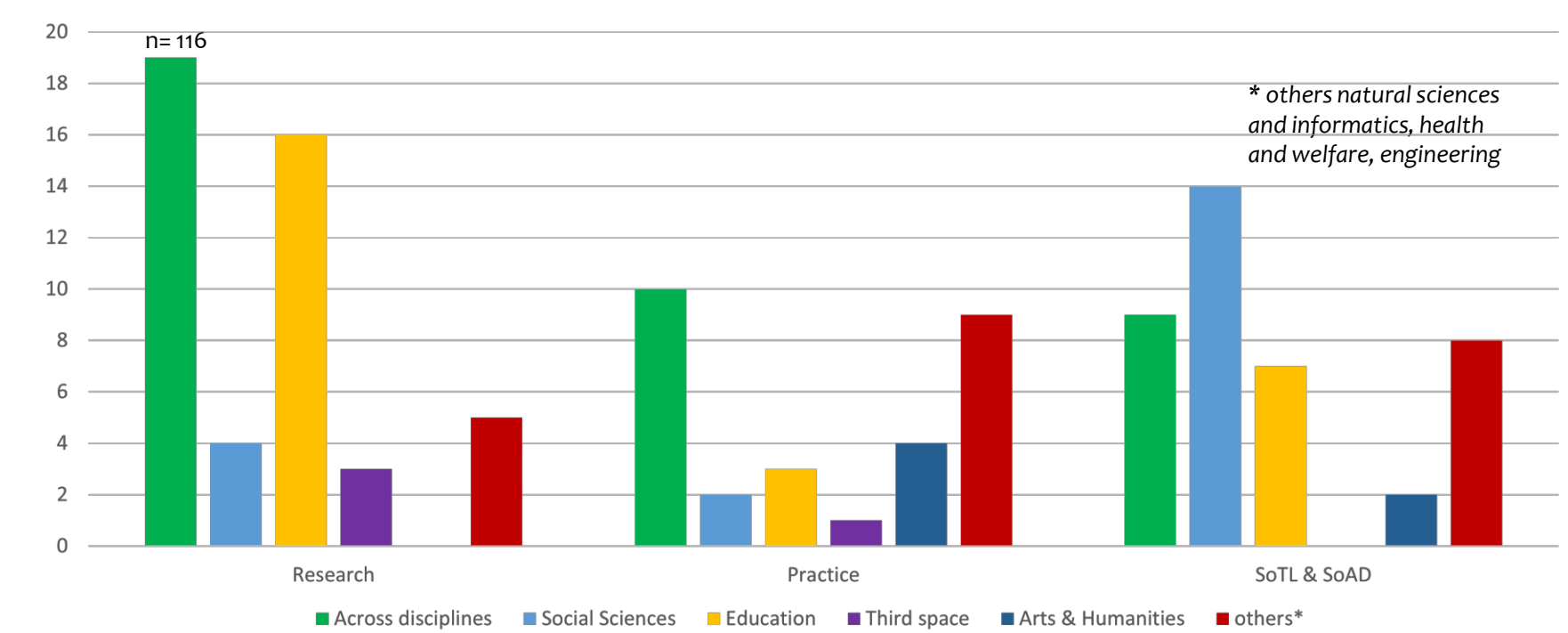


FIG. 2: NUMBER OF AUTHORS AND COOPERATIONS



FIG. 4: ADDRESSED DISCIPLINES



IMPLICATIONS & DISCUSSION

- Authors from all disciplinary fields publish in 'die hochschullehre'. That authors from education are the majority emphasises that the journal is recognised as outlet for this discipline. Remarkable is that relatively few publications stem from third space professionals and even less address educational development contexts. Implication: Reflect on how to invite more individual SoAD papers; inquire which strategies (German) educational developers have to publish about their work.
- Even though the keyword-clusters suggest that publications focus on all levels of higher education, the first content analysis of the abstracts highlight that most papers focus on the micro level and some on the meso level. Implication: We need to further analyse the addressed topics to better understand educational trends published in our journal. Moreover, we should compare our findings with findings about related national and international journals (e.g. Ebner et al., 2022).

REFERENCES

- Ebner, M., Krempkow, R., & Zawacki-Richter, O. (2022). Die Zeitschrift für Hochschulentwicklung – Rückblick und Analyse. *Zeitschrift für Hochschulentwicklung*, 17(3), 201–223. <https://doi.org/10.3217/zfhe-17-03/12>
- Schneijderberg, C., Wieczorek, O., & Steinhardt, I. (2022). *Qualitative und quantitative Inhaltsanalyse: digital und automatisiert*. Beltz Juventa.
- Thomas, J., Graziosi, S., Brunton, J., Ghouze, Z., O'Driscoll, P., & Bond, M. (2020). *EPPI-Reviewer: Advanced software for systematic reviews, maps and evidence synthesis*. EPPI-Centre Software. UCL Social Research Institute. <https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2914>
- Yagnik, J. (2014). PSPP a free and open source tool for data analysis. *Voice Res*, 2, 73-76.



The journal:
Visit the website
<https://www.wbv.de/die-hochschullehre> and its archive.

The poster:
Download this poster via
Zenodo. The poster is licensed
as CC-BY 4.0.



DOI of the poster: 10.5281/zenodo.10077455