



Seminar

## JOHANNA ANNALA

Erik Allardt Fellow, SCAS.  
Senior Lecturer in University Pedagogy, Tampere University

### *Knowledge and Curriculum in the Changing Landscapes of Higher Education*

Tuesday, 22 September 2020, 2:15 p.m.

Due to the precautions imposed by the current Corona pandemic, the Thunberg Hall will be closed to the public until further notice.

You are therefore invited to join the seminar via Zoom instead:  
<https://uu-se.zoom.us/j/61386904265>

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## ABOUT JOHANNA ANNALA

Johanna Annala is Senior Lecturer in University Pedagogy at the Faculty of Education and Culture, Tampere University, and a co-leader of the research group Higher Education in Transition (<https://research.tuni.fi/het>). In 2019, she was a Visiting Scholar for four months at the University of Melbourne. She has the title of Docent (Adjunct Professor) in the field of teaching in higher education, at the University of Turku.

She received a Master's degree from the Faculty of Social Sciences, Department of Sociology and Social Psychology, Tampere University, in 1994. After working 13 years outside academia, in 2007 she received her PhD in Education from Tampere University. In 2009, she was recruited to work there on a research project, which marked the beginning of a new career in research.

In her research on higher education, she combines approaches from curriculum studies and social sciences. Her research focus is on curriculum change, the research-teaching nexus and student engagement as socio-cultural phenomena. Among her publications are 'Communities of Practice in Higher Education: Contradictory Narratives of a University-wide Curriculum Reform' (2017; with M. Mäkinen), in *Studies in Higher Education* and 'The Role of Curriculum Theory in Contemporary Higher Education Research and Practice' (2017; with J. Lindén & K. Coate), in M. Tight & J. Huisman (eds.) *Theory and Method in Higher Education Research*. Recently, she has written about agency and structure in curriculum change.

At SCAS, she will investigate the nature of knowledge in a so-called 'hybrid curriculum' – in initiatives where a curriculum or parts of it are united in a research-intensive university and a university of applied sciences – and teachers' role in making decisions about knowledge in a curriculum of this kind.

## ABSTRACT

In this lecture, the nature of knowledge in curriculum in higher education today is discussed. Originally Gibbons et al. (1994) defined the mode 1 and mode 2 knowledge, referring with mode 1 to more traditional forms of knowledge building and research in universities, which is hierarchical and specialized, whereas mode 2 knowledge is associated with industry, innovation and government, emphasizing knowledge development in interdisciplinary collaboration and the applicability and usefulness of knowledge (Yates et al., 2017; Young, 2013). During the last decade, a balance from mode 1 knowledge has increasingly moved towards mode 2 knowledge (Lindén et al., 2017). This is realized, for example, through introducing to all disciplinary fields the competence-based curriculum in a way that emphasizes the links between university's core activities - teaching and learning - and the needs of labour market and society (Caspersen et al., 2017), and through supporting interdisciplinary curriculum, which is regarded in policy papers as more forward-looking and innovative than traditional discipline- or subject-based curriculum, to approach society's big problems (Maassen et al., 2018; Millar, 2016). Yet all the students in higher education should have access to powerful forms of knowledge (mode 1), because access to abstract theoretical knowledge is a precondition to join the important discussion in the society and to democracy (Bernstein, 2000; Shay, 2013; Wheelahan, 2010). Based on the concepts arising from curriculum theory, contradictory conceptualizations of curriculum are presented, each comprising distinct features in their orientation to knowledge, ownership and objectives of higher education. Developing these lines of thought further, the seminar will include discussion about the prospective research on, what are the special features when universities with different traditions are approaching each other in curriculum and teaching, and what is the meaning of these changes to academics, students and university.