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Viewing Self: The impact of structural and personal critical reflection in a globalised world

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Tuning Journal for Higher Education (TJHE), Tuning Journal in short, is an international peer-reviewed journal publishing in English original research studies and reviews in all aspects of competence-based, student-centred, and outcome-oriented education reforms at university level across the globe. It is a joint initiative of the University of Deusto (Spain) and the University of Groningen (The Netherlands) that is run by the Tuning International Academy (http://tuningacademy.org/): an international meeting point for fostering innovative teaching, learning, and research in higher education.

The main goal of the Journal is to promote quality research into the 'Tuning Methodology' for designing, implementing, and assessing context-sensitive degree programmes and to subject the tools developed during Tuning projects and other educational projects to full academic scrutiny and debate among students, teachers, policy makers, administrators, and academics across societies, cultures, professions, and academic disciplines. To this end, the Journal invites applications for thematic issues, conference proceedings or monographs from all stakeholders. Guidelines for the preparation and submission of manuscripts are appended to this Issue and available at the web of the Journal: http://www.tuningjournal.org/

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Tuning Journal for Higher Education (TJHE)

Viewing Self: The impact of structural and personal critical reflection in a globalised world

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Contents

Introduction

Introduction

Mary Gobbi
Editor

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The title of this present issue: 'Viewing Self: the impact of structural and personal critical reflection in a globalised world', offers both a literal and metaphorical anchor to this edition. First, the Journal itself is reviewed as we celebrate the achievements of Professor Luigi Filippo Dona dalle Rose (editor) and Dr Anna Serbati, (assistant editor) as their wise, patient and successful four years editorial guardianship of the Journal draws to a close. As I 'pick up the baton', it is timely for their reflections on this journey, as well as my emerging thoughts on the contemporary issues the Journal experiences in an ever -globalising world. As you will discover from Lupo and Anna's guest editorial, they have transitioned the Journal from the fledgling, carefully incubated and nurtured by Paul Ryan and the Journal founders, to the adult flying bird exploring new terrains and reaching an international audience beyond the boundaries of 'traditional Europe'. This has not been without its challenges as they cheerfully outline.

As the 'rookie' who picks up the baton, it is important to consolidate Lupo and Anna's work before discovering where to explore next. Then, together with our readers, contributors, estimable Editorial Board and the indefatigable managing editor Ladislas Bizimana Kayinamura, facilitate the Journal to soar over existing territory as well as reaching new destinations.

The theme of 'Viewing Self' is demonstrated in the four articles that form the bedrock of this edition. From a global perspective, one characteristic aspect of the Higher Education system of the United States of America is the use of significant donations to bolster or support the Institutions. In the paper *Experience and enlightenment: "Customer-oriented" nine-stage major gifts management model of world-class U.S. universities,* Lin et al. analyse the structural models of gift donation from a marketing perspective. They propose a nine-stage major gifts management model based on a case study of one major US university, analysis of theoretical models and international literature. As Lin et al., discuss, the major donors – be they charitable foundations, individuals or institutions- view themselves in particular ways associated with the nature of the donation. Similarly, the identity of the receiving institution is altered by the source of the donation, the type of

donation and the facilities associated with it. Status, prestige, image, tradition and ranking are all associated with the giving and receiving of such major gifts.

Our next paper represents Higher Education change in a culturally different competitor to the US, namely Russia. This year, 2019, celebrated thirty years since the demise of the Berlin Wall and the emergence of sovereign states as a consequence of the breakup of the Soviet Union. It is appropriate therefore that our second article critically explores the journey of one subject specialism- the development of professional translators- within the Russian Higher Education system.

In a *'Competence-based approach to a module design for the Master Degree Programme in Translation: Challenge of Tuning Russia Tempus Project',* Zabotkina et al., provide a practical example of national reform of a higher education framework. Their paper illustrates how the impact of globalisation and the evolution of the Russian Federation caused major reflection upon the traditional educational system and its value in a competitive environment. Hitherto, Russia, as part of the Soviet Union had sustained its own internal education system running parallel to, but not interfacing with, its European neighbours and its major competitor, the US. In this fascinating article, Zabotkina et al. situate the historical context with the drivers that influenced not only Russia, but also, due to the academic exposure with European neighbours, led to intellectual 'cross over' in this discipline. As both Russian and European researchers interacted, features from one tradition influenced the other. Challenges then arose concering different terminology, interpretation and practises of subject pedagogy. In other words, as the labour market required more professional translators, both Russia and Europe needed to address not only the competences in this field, but also the pedagogic strategies to achieve this, and the desirability of aligned educational systems.

In our third paper, the reflective lens turns to self-reflection on personal competence by the individual teacher in *'The autonomously watching of one's own video and its influence on the future biology teachers´ professional vision'* by Němečková and Pavlasová. The use of video as a pedagogic aid is more common now due to the lower costs, digital access and less intrusive nature of the video equipment. None the less, it is not without its challenges, including those of an ethical nature. Němečková and Pavlasová report a small sample case study use of video to enable trainee biology teachers to critically reflect upon their performance. The study was also interested in how this reflection informed the future practise and understanding of these novice teachers. Supported by mentors and written reflection, the authors

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found changes in the professional vision of their trainees following the use of the video reflection.

Our fourth and final paper takes us to the world of medical students and the development of reflective practice in Holder et al.'s *Developing a Reflection Guiding Tool for Underperforming Medical Students: An Action Research Project*. Reflective practice is a current expectation in many medical schools, particularly those influenced by the concepts of life -long learning and the professional necessity of critical review upon practice. In contrast, this paper demonstrates the tensions that can exist when the mainstream curriculum does not include embedded strategies to develop reflective practitioners. The paper reports how a reflective tool was employed to aid underperforming students, in the early stages of their medical education, when previous strategies had proved unsuccessful. This paper challenges us to realise that what may be accepted practise in one part of the globe is not in another. Hence, the applicability in different contexts requires analysis. Until proven otherwise, one is left wondering whether in different cultures and contexts, students of the same discipline respond in a similar fashion to various pedagogies. Similarly, the availability and concepts of student support and accessibility may be different as this study reveals.

In this issue, the metaphor of 'Viewing Self' at national, institutional and personal level has demonstrated how historical context, theoretical modelling, globalisation, competitiveness and the driver of professional aspiration, when subject to the critical lens of reflection, provide avenues for change and improvement within Higher Education.

So, once again 'thank you' to Lupo and Anna. It is my pleasure (and relief!) to know that their guiding hands will still play a key role for the Journal as they join the editorial board.

To our readers, please enjoy the literal and metaphorical reflections in this edition and remember, the Editorial Board warmly welcomes submission of articles that fall within the domain of this Journal.

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Guest Editorial

Four years of TJHE at a glance

Luigi F. Donà dalle Rose
Past Editor

Anna Serbati
Past Assistant Editor

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As an answer to a kind invitation from the present Editor Prof Mary Gobbi, we dare to share as past TJHE Editors some reflections about our four-year period, which edited 8 issues out of a total of 12 issues since when the Journal was born (2013).

First of all, it has been a rewarding period of our academic life, for which Lupo is most grateful to Julia Gonzalez, who first approached him for this role and to the whole prestigious Editorial Board of those days. For Anna this experience represented a great learning and sharing opportunity, with a chance of being in contact with a worldwide community dealing with higher education challenges.

After four years, we must say we found the job easier than what we thought at the beginning. First of all, this was due to the solid and clear Journal foundations, as established by Paul Ryan, the founding Editor. But it was also in a large part due to the quite effective cooperation we received and enjoyed from the Managing Editor Ladislas Bizimana Kayinamura, a thread of continuity with the past, a careful and precious counsellor in many daily life issues and finally a rigorous "copyeditor". As Editor and Assistant Editor we combined different expertises. On the one side, Lupo offered his wide experience with the several players of the international academic community, with Tuning and with other international projects. On the other side, Anna offered her younger competence in educational sciences, joined to a direct knowledge of expert colleagues, who were often essential for a good paper hunting and a trustful review work. In a word, we experienced a most happy Editorial team, a cradle to improve our own team work competences.

The Directors of the Tuning Academy offered continuous mentorship about the editorial role and were inspiring sources of actions.

During our Editorial period, some relevant changes occurred in the Journal policy. The first decision was to accept for both annual issues any submissions within the scope of the Journal, without looking for a focused

contribution in view of a pre-established thematic issue: since we were in the third publishing year, so still a quite young journal, and we needed submissions, this decision simplified the work at a large extent. As a consequence, the title of the two annual issues were usually found by the Editors *ex-post*. As a second fact, on a proposal of ours, the Editorial Board, which includes the Editorial team, was enlarged from 9 to 16 members, with an eye to gender parity and geographic distribution, the final members being from 15 countries and 5 continents. The main aim was to receive help in finding good authors/submissions: this occurred in some relevant cases. Thirdly, the description of the focus and scope of the Journal was made more detailed and transparent, i.e. more author-friendly and more open to non-Tuning communities; this was achieved with a substantial help from the Editorial Board and the Advisory Editors' Panel. Finally, as Editors, we proposed to change the review process from the existing double-open mode to a double-blind mode. The double blind review process was adopted by the Editorial Board during its meeting on November 2017 and it was soon implemented, with some adjustments during the transition period. In order to assure originality of submissions, the *Turnitin* software was adopted, its results being subject to a responsible decision to be taken by the Editorial team. On the same November 2017 meeting of the Editorial Board, the panel of Advisory Editors was enriched with a number of quite cooperative reviewers.

Of course, as promised in our first Editorial, we continued the open access policy of the Journal and made "a continuing effort in order to qualify for ISI registration": the Journal was accepted for indexing by Scopus on September 2018 and by ESCI (WoS) on June 2019.

However, the policy issues, even though important, were only in the background of our daily wok. We soon learned how important was/is to prepare the forthcoming issue(s) well in advance, the key words in the early phase being "paper hunting" and "finding good reviewers". As to paper hunting, we sent out invitations to fellow colleagues all over the world to consider publishing their research work in our journal. An important number of submissions came from the Short-Term Visits Scholarship Scheme of Deusto International Tuning Academy. Finally, a most interesting source of new submissions was the incubator action promoted by the projects Tuning MEDA and Tuning Africa with their calls for "research Sessions". We are particularly proud of the large variety of authors, who came from very diverse areas of the world and from different disciplines, highlighting the interdisciplinary approach of TJHE, also outside the Tuning community. The articles discussed a wide range of topics: from political reflections to

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curriculum design and to specific methodologies in classroom. TJHE offers now a real platform to discuss HE challenges in a hopefully sustainable future.

As to the main content of the published articles, according to an assignment by inspection to the four general topics covered by our Journal, we find that after 12 issues (76 articles), 62% of the articles covers "Competence-based learning in higher education"; followed by 30% covering "Emergence and development of higher education areas", 7% covering "Cooperation and partnership building", and only 1% – so far! – covering "Academic teachers' professional development and teaching competences".

Looking at the geographical coverage of the same articles, we find 9 articles (12% of the total) which are general in scope, e.g. theoretically oriented, opening a debate, etc.. As to the others (88% of the total), they are concretely linked either to a regional area (32%) or to one/more countries (53%) or to both geographical contexts (4%). The following Table gives the number of these coverages, as distributed among continents.

Table I

TJHE Geographical Coverage (after 12 issues)	Number of coverages related to:	
	Regional area	Country
Africa	8	15
Asia	2	6
Europe	16	14
Oceania	0	1
Latín America	7	7
North America	0	4
	33	47

Table comments: Out of a total of 76 published articles in the first 12 issues of TJHE, the articles involved in this table are 67, some of them covering more than one geographical context. As a whole 80 geographical contexts/situations are covered.

From the Table, we easily find that Europe accounts for 38% of the cumulated (i.e. regional plus country) coverages, followed by Africa (29%), Latin America (18%), Asia (10%), North America (5%) and Oceania (1%). As a whole, the number of countries covered so far is 28.

Finally, at June 2019, the numbers of submissions accepted for publication in TJHE since the Journal birth from authors belonging to either Tuning or

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non-Tuning research communities are almost similar (the "non-Tuning" articles being slightly more in number).

As to the content quality of the submissions, we acknowledge here once more the unique and irreplaceable work of the many reviewers who helped us. In our four-year period, as a whole about 135 reviewing tasks were carried out rigorously. Only in a limited number of cases, it was required a third reviewer. The rejection rate was 27%. Within the double-open reviewing process, the Advisory Editors played quite a role helping in finding the reviewers and assuring originality. However, since the experienced refusal rate of potential AEs was rather high, when implementing the double blind procedure plus *Turnitin* originality check, we as Editors preferred to choose directly the reviewers, in order to save some time.

A special reflection regards the online tools available for the Editorial and reviewing work: according to our experience, a consistent group of authors as well as reviewers is still "afraid of pushing the journal platform buttons". In few cases, this was primarily due to adverse technological environments, but in other cases the Editorial team had to use some wisdom and real patience in order to get the submissions through. In these latter cases, ordinary e-mail exchange was the tool!

As a conclusion, we are extremely grateful to the Tuning Academy and to its loving and inspiring core of Founders and Directors, for the great opportunity they offered us in these last four years. To Mary Gobbi, the present Editor, we give, as our baton, the same words we received from Paul Ryan, when we started our work: "do bring TJHE to new Heights"!

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Editorial

Reflections on richness and complementarity in diversity: The *Tuning Journal* contribution to global education and scholarship

Mary Gobbi
Editor

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Since its inception, one of the objectives of the Tuning Journal for Higher Education is to provide a platform whereby a range of Higher Education stakeholders "across societies, cultures, professions, and academic disciplines' can "engage in constructive debate on new approaches, methods and tools on teaching, learning and assessment in competence-based and student centred curricula in higher education."[1] (Objective 2)

As the incoming editor, experiencing my 'first edition', I have observed and reflected upon what this particular objective might mean for authors, reviewers, editors and readers. I propose to dissect Objective 2 so as to highlight the riches and tensions embedded within the Journal as a direct consequence of the laudable ambitions of Objective 2.

Broadly speaking, the factors listed within Objective 2 represent the influences of discipline /profession, society, research and education upon the individual author or reviewer as summarized in Table 1.

Table 1

Objective 2: Influencing factors experienced by the author / reviewer

Influencing factors	Continuum Tendency	
Discipline/Professional influences		
Subject discipline	Bounded discipline	Unbounded, interdisciplinary or emergent discipline
Nature of the discipline	a) Science and mathematics b) Non- human discipline	a) Arts and humanities b) Human /person- based discipline

.../...

[1] "Focus and Scope," Editorial Policies (*Tuning Journal for Higher Education*), Tuning Academy, accessed November 16, 2019, http://www.tuningjournal.org/about/editorialPolicies #focusAndScope.

…/…

Influencing factors	Continuum Tendency	
Profession	a) Regulated b) Established	a) Unregulated b) Emergent or semi profession
Writing style / Voice	Expects or normalises a) third person b) detachment c) single /privileged voice d) passive writing	Encourages or Permits: a) first person: singular or plural b) reflexivity c) multiple perspectives/voices d) rhetorical speech e) mixed genres f) non-discriminatory writing c) active writing
Societal influences		
International reach	Nationally bound	International /globalising
Society and Systems of governance	Totalitarian, autocratic	Primarily democratic/ participatory
Culture and context	De-contextualised	Contextualised & sensitive to culture
Research influences		
Research methods	Single method	Multiple /mixed methods
Research strategies or paradigms	Quantitative, objective and positivist	Qualitative, experiential
Educational influences		
Educational framework	a) Teacher, subject or institutionally lead b) National curricula c) Restricted stakeholders d) Internal review	a) Student centred b) Locally based curricula c) Stakeholder engagement d) External review
Educational approach	a) Input /content driven b) Didactic tendencies	a) Outcome or competence based b) Participatory

By definition, strongly bounded disciplines and professions have their own discursive strategies, writing genres, methodological preferences, prescribed formats and epistemological assumptions. In addition, their

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associated Journals have different citation requirements (e.g. Publication Manual of the American Psychological Association, Chicago Manual of Style, Harvard, Vancouver or a specified hybrid) and language specifications. This means many contributors (including me) are learning a new citation system when submitting or first reviewing for the Journal. As we know, old habits can 'die hard'! Given the superb and authentic global reach of the Journal, some contributors are handling English as a second language. The publication struggles experienced by non -native speakers, particularly with the dominance of Anglophone publications, are well documented.[2, 3, 4] Currently, the Journal enables submissions in English (UK and US style).

For a given individual, the overall impact may be complex with not all the influencing factors resting at one extreme of the continua outlined in Table 1. What is crucial, however, is how these background influences shape the nature, genre, discourse and presentation of the written submission to the Journal. Similarly, reviewers and readers come from their own traditions with accompanying expectations. Hence, a reviewer may provide feedback from their own disciplinary tradition that is at odds with that normally experienced by the author. A classical instance is the use of the third person versus the critically reflective use of the first person often employed by qualitative researchers, or the active voice as advocated by the British Medical Association in their guidelines to authors. As the Journal evolves further, our ability to be comfortable with the *appropriate* use of these different styles will facilitate accessibility. Occasionally, the use of the first person generates inappropriate description rather than analytical insights and reflexivity. Fortunately, as Lupo and Anna reported, so far we have had little need to resort to a third reviewer. No doubt this has been aided by the use of assistant editors and reviewers familiar with Tuning and the contexts of the submissions.

The beauty of the Tuning Journal for Higher Education is that it welcomes diversity and, by definition, not only a range of genres, but mixed genres. The scope of the ever-widening international Tuning community has enabled opportunities for reflection, educational reform, development and innovation.

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[2] Theresa Lillis and Mary Scott, "Defining academic literacies research: issues of epistemology, ideology and strategy," *Journal of Applied Linguistics* 4, no. 1 (2007): 5–32.

[3] Safnil Arsyda, "Struggling for International Publication: The Potential Rhetorical Problems for Indonesian Scholars in Social Sciences and Humanities when Writing in English," *Advances in Social Science, Education and Humanities Research*, 301 (2018): 469-478.

[4] Lucia Thesen and Linda Cooper, eds., *Risk in Academic Writing, Post graduate Students, their Teachers and the Making of Knowledge. New Perspectives on Language Education* (Printed: Bristol for Multilingual Matters, 2013).

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The Journal forms a natural home for the dissemination of these initiatives. As Lupo and Anna outlined, eighty geographical contexts/situations were represented during their tenure as editors. While this is most impressive, it demands particular skills from reviewers and authors alike. Authors need to make their contextual situation transparent so that readers and reviewers can experience the 'taken for granted' elements embedded in their context. Similarly, reviewers have to discern whether something is truly 'innovative' or 'new' or simply replication.

Let me give an example. When a new technology is first adopted as a pedagogical tool, it is 'novel'; the application may be 'innovative' and the outcomes variable depending upon the efficacy of the intervention and the appropriateness for the learners concerned. With the passage of time, this new educational tool gets embedded within one region of the world - perhaps within a single discipline. Research is conducted and the tool evaluated with generally positive outcomes (e.g. student learning, experience, achievement or resource efficiency). The challenges that now arise are the extent to which this intervention works with different types of students and their teachers in different settings. Sensible educators would test the introduction of tools which are novel to their setting, even if they are established and embedded elsewhere. Crucially, the study needs to point out the similarities and differences between the original setting and the applied setting to enable the reader to establish the relevance of the study to an international audience and their own domestic context. Here the Journal can play a key role in publishing our equivalence of 'translation' research, but only in so far as authors critically reveal the cultural nuances or characteristic features of the setting concerned.

The Tuning Journal is open to both subject experts, seeking to improve their practical pedagogy, and those whose subject expertise is education with or without a core academic discipline. Once again, we see the potential tensions that arise from these different discourses and expectations. Perhaps Boyer's seminal model of scholarship, comprising four domains, namely discovery, integration, application and teaching, has particular resonance for the Journal.[5] Our scope of interest enables those who desire to publish through the scholarship of discovery to reveal their experiences and findings through primary research and investigation. The integration scholars provide us with the possible meanings and interpretation behind educational activities

[5] Ernest L Boyer, *Scholarship Reconsidered: Priorities of the Professoriate,* Special Report (Stanford: The Carnegie Foundation for the Advancement of Teaching, 1990), http://www.hadinur.com/paper/BoyerScholarshipReconsidered.pdf.

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and developments. The scholarship of application appeals to those who seek answers to practical problems, questioning how theory or new technology applies to this situation or that student. Finally, in the scholarship of teaching, the focus is on the role of the teacher and the way each teacher can enhance the achievements and experiences of their students through learning to evaluate and analyze the work of others as well as their own daily practice as a teacher. Good research papers of course give some attention to all the domains of Boyer.

In the first edition of the Journal in 2013, Paul Ryan, the founding editor, acknowledged the contributions made by the European Commission and the Journal hosts, the Universities of Deusto (Spain) and Groningen (The Netherlands). Paul laid down the gauntlet and invitation, namely that the Journal was to be open to all those "working to improve the quality, transparency, transferability and relevance of higher education programmes and who wish to share their experience with the global community".[6]

The progress so far with the Journal has more than justified the Spirit evoked by the European Bologna Process and the key role played by the Tuning founders and activists in their endeavor to enable Higher Education Institutions to address the challenges of this Century. They have helped contribute to the necessary reforms of the European Higher Education Space. Tuning commenced with aspirations to facilitate student centred learning underpinned by effective pedagogy, stakeholder engagement and the achievement of quality assured competence-based education. What is crucial in the Tuning vision, particularly as it is now literally sharing experience within the global community, is the commitment to avoid uniformity, celebrate diversity, recognize points of convergence and find opportunities to share good practices. In true academic fashion, we must be ever ready for debate and deliberation.

However, the sharing of our experiences through the medium of text means that our debates must focus on how to achieve some degree of equivalence in academic rigour. This rigour must be robust enough to cross different disciplines, cultures and contexts while respecting individuality, identity and institutions. While it is essential to make explicit the common reference points associated with international codes of ethical publishing, research and educational conduct, some degree of flexibility may be required in the way we evaluate different modes of writing, argumentation, structure and presentation so as to be sensitive to culture and context. In other words,

[6] Paul D. Ryan, "Editorial," *Tuning Journal for Higher Education* 1, no. 1 (November 2013): 13, http://www.tuningjournal.org/article/view/17/4.

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we need to continue to learn from, and with, one another about what constitutes quality in our different domains, what variations are acceptable and what modes of presentation must be achieved.

The very success of the Journal, the Tuning Process and the welcome contributions of the wider higher education community has led to this critical reflection on *how* we develop further a truly global publishing endeavor without experiencing, or generating, blind uniformity, inappropriate hegemony and unconscious bias.

So, in conclusion, the door is open for further critical debate and articles that address this challenge.

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Articles

Experience and enlightenment: "Customer-oriented" nine-stage major gifts management model of world-class U.S. universities

Chenghua Lin, Yanjie Xie, and Ruixue Xu*

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Abstract: Since the 1990s, "customer orientation" marketing has been widely applied to major gifts management of world-class U.S. universities, forming a donor-centered model for major gifts management. It focuses on donor demands management, relationship cultivation and value creation, which has a major effect on university fundraising and development. Through literature review and case study of the University of Pittsburgh, this study analyzes the major gifts management model of world-class U.S. universities in terms of theory, structure, operation model, and development characteristics. The findings show that there are two important characteristics of the organizational structure of major gifts management in the United States: one is the donation market segmentation and the donor classification management; the other is the refinement of donation management functions. And this paper proposes a nine-stage major gifts management model of world-class U.S. universities, which contains "Definition-Identification- Qualification-Development of Strategy-Cultivation-Solicitation-Negotiation-Acknowledgment -Stewardship." Finally, this paper summarizes the development trend of major gifts management: emphasizing donor's value creation, donor internalization and capitalization, cultivating prospective donors from national to international, moving towards integration of leading capacity building and donor orientation.

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Keywords: major gifts; customer orientation; demand management; value creation; management model.

I. **Introduction**

The term "Major gifts" refers to a relatively large sum of single donation received by a non-profit organization which is usually paid in the form of installments.[1] Major gifts are powerful tools for universities to cope with social changes and competition in higher education, alleviate financial constraints and fulfill their mission. Therefore, access to social donations is increasingly valued by universities. In recent years, major gifts in the higher education sector have been setting new world records. In October 2018, the Guangdong Guoqiang Public Welfare Foundation in China made the claim that it would donate 2.2 billion yuan to Tsinghua University in the next 10 years to support the basic research and frontier science, talent training, and high-end talents introduction to promote its development. According to public records, this is the largest single donation ever received by Chinese universities.[2] In November 2018, Michael Bloomberg, the former mayor of New York City and founder and CEO of Bloomberg L.P., announced that he would donate $1.8 billion to his alma mater, Johns Hopkins University, to help eligible low- and middle-income applicants and students, in the form of grants, to have equal access to quality educational resources. Up to 2013, Bloomberg has donated more than $1 billion to Johns Hopkins University.[3] Many factors are believed to facilitate major gifts development in higher education, including the introduction of corresponding tax relief policies and proportional donation schemes by the government, the increasing specialization of fundraising in universities, and the shift of donors' motivation from "naming" to "cooperation", meaning the new generation of donors prefer investing in a certain value and trying to find universities willing to cooperate by exploring their unique "advantages" and "ideas". Therefore, attracting major gifts more often than not tops the agenda of a university in terms of donation management. This paper intends to explore

[1] Kathleen S. Kelly, *Effective Fund-raising Management* (Mahwah: Routledge, 1998).

[2] "Tsinghua won the highest donation amongst domestic universities for 2.2 billion-yuan,"[in Chinese] People, last modified October 23, 2018, http://edu.people.com.cn/n1/2018/1023/c1053-30357207.html.

[3] "Record! Bloomberg announced a donation of $1.8 billion to his alma mater," [in Chinese] People, last modified November 19,2018, http://ah.people.com.cn/n2/2018/1119/c358315-32305418.html.

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the possible management modes of major gifts of world-class U.S. universities and its enlightenment. To this end, this paper analyzes the mode of a major gift in American universities based on the "customer-oriented" theory, and explores several research topics that can be studied in the future. It will present the history and basic notions of customer-oriented theory, then describe the organizational structure of "customer-oriented" major gifts management and identify the characteristics of "customer-oriented" major gifts management mode from nine steps. Finally, the issues that can be studied in the future will be discussed.

II. **Literature review**

University major gifts are generally related to the significant large-scale development plans or projects, whose core being the relationship between universities and donors.[4] Under certain strategic frameworks, such as identification, cultivation, solicitation, and stewardship of major gifts donors, the demand matching and value creation between universities and donors can be achieved so that donors would donate the maximum amount they can afford.[5] American higher education has a valuable tradition for individuals and society to donate to higher education. The promotion, raising, and management of donations in American universities have entered specialization stage, forming an advanced professional management and fundraising mechanism.[6] In Europe, reports of a decline in the number of donors in some of the more developed fundraising markets (including Germany, France, Italy and the UK), suggest that future giving levels may indeed be increasingly dependent on higher value donors. This places greater emphasis on the importance of successfully engaging philanthropists; both potential legators and major donors.[7] Major gifts procuring is a low cost and high-performance fundraising method favored and valued by universities, as it is believed to be of great importance for their sustainable development. Firstly, major gifts are the main

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[4] Kathleen S. Kelly and Chuck Kelly, *Fund raising and public relations: A critical analysis* (Hillsdale: Lawrence Erlbaum Associates, 1991).

[5] Michael J. Worth, *New Strategies for Educational Fund Raising* (Westport: Rowman & Littlefield Publishers, 2002).

[6] Yan Meng, Chengwen Hong, Strategies and implications of fund-raising campaign at the University of Toronto," *Chongqing higher education research,* no.5 (2017): 92-100.

[7] "Special Focus: What today's philanthropists really want," European Fundraising Association, last modified September 18, 2019, https://efa-net.eu/features/special-focus-what-todays-philanthropists-really-want.

contribution to donation funds, reflecting the "1/9" principle of university fund-raising, i.e. 10% of donors contributing 90% of the donations. Secondly, major gifts set a "benchmark effect" on donors' behavior. In other words, major gifts donors tend to establish a donor "benchmark" image, thus encouraging other donors to increase donation frequency and amount. Thirdly, major gifts generate the "marginal revenue increase effect" of university brands. That is, it promotes the university's reputation and enhances its brand value. For example, the most authoritative world university ranking–US News and World Report regards the source of school funding and the alumni donation as important indicators for measuring the quality of universities.

Research on factors affecting donation based on the university's own perspective is relatively fruitful, such as the Vice President of the University of Bristol, Eric Thomas's research found that university leaders, off-campus leaders, and professional development offices are the three basic elements of a successful fundraising in a university. He pointed out that the effective operation of the development office requires three core conditions: development plan, alumni relationship and fundraising management.[8] A study by William found that attractive donations and targeted alumni based on personality traits are important factors influencing the ongoing donation.[9] A study of 10 different types of higher education institutions by Bruce and Margaret found that different types of higher education institutions have very different definitions of fundraising and fundraising utility.[10] They believe that there is no one-size-fits-all fundraising model. Successful fundraising projects are often associated with university leadership support, fundraising reasons and commitments, leadership of the chief development officer, and corporate operations.[11] There are also some factors from donor side, such as perceived donation efficacy (PDE), which is defined as the degree to which donors believe their contributions will make a difference to the cause they are supporting,[12] is a kind of beliefs reflects that a behavior will result in certain

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[8] Thomas, E., Blair, M.K., Hughes-Hallett, T. y Lampl, P, *Increasing voluntary giving to higher education: Task Force report to Government*. (Nottingham: Department for Education and Skills, 2004).

[9] Yurong He, "A literature review of higher education donation system in China," *China Electric Power Education*, no. 28 (2011): 19-21.

[10] Margaret A. Duronio and Bruce A. Loessin, *Effective Fund Raising in Higher Education: Ten Success Stories* (San Francisco: ERIC, 1991).

[11] Margaret A. Duronio and Bruce A. Loessin, *Effective Fund Raising in Higher Education: Ten Success Stories* (San Francisco: ERIC, 1991).

[12] René Bekkers and Pamala Wiepking, "A Literature Review of Empirical Studies of Philanthropy: Eight Mechanisms That Drive Charitable Giving," *Nonprofit and Voluntary Sector Quarterly* 40, no. 5 (2011): 924–973.

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outcomes.[13] While self-efficacy reflects one's beliefs about his/her ability to perform a behavior.[14] Apart from this, organizational credibility, as a global evaluation of an organization's capability to uphold its promises, has been shown to influence donation amounts but not donation choice,[15] and organizational credibility is less actionable for it can take significant time to meaningfully establish or change.[16]

Moves management is a term used primarily with the non-profit sector in relationship to donor development, and it is developed by David R. Dunlop, the Cornell University fundraiser, defined it as, "changing people' s attitudes so they want to give." In other words, it is a way to manage the somewhat fuzzy process of taking a prospective donor down the path of productive cultivation activities. "Moves" are the actions an organization takes to bring in donors, establish relationships, and renew contributions.[17] Therefore, each move is a cultivation activity that penetrates your donor's busy mind. A successful moves management model, at its core, takes specific, targeted, quantifiable efforts and actions to shift influential donors or members from a passive or one-time contribution to an active, ongoing relationship with the organization that takes place through multiple channels and feedback opportunities. In practice, some scholars and practitioners would think of moves management as a series of milestones that lead to a gift, often through a four-step process which contains dentification, cultivation, solicitation and stewardship,[18] or five-step process which contains identification, qualification, cultivation, solicitation and stewardship.[19] In the meantime, there are some other versions of moves management. Such as rate the prospects; separate all

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[13] Ronald W. Rogers, "A Protection Motivation Theory of Fear Appeals and Attitude Change1," *The Journal of Psychology* 91, no. 1 (1975): 93–114.

[14] Albert Bandura, "The Explanatory and Predictive Scope of Self-Efficacy Theory," *Journal of Social and Clinical Psychology* 4, no. 3 (1986): 359–373.

[15] Tatiana M. Fajardo, Claudia Townsend, and Willy Bolander, "Toward an Optimal Donation Solicitation: Evidence from the Field of the Differential Influence of Donor-Related and Organization-Related Information on Donation Choice and Amount," *Journal of Marketing* 82, no. 2 (2018): 142–152.

[16] Ryall Carroll and Luke Kachersky, "Service Fundraising and the Role of Perceived Donation Efficacy in Individual Charitable Giving," *Journal of Business Research* 99 (2019): 254–263.

[17] "The New Model of Moves Management For Effective Fundraising", Avectra, accessed October 5, 2019, http://cdn2.hubspot.net/hub/447141/file-2184258567-pdf/The-New-Model-Of-Moves-Management-For-Effective-Fundraising_Avectra.pdf?t=1417809451029.

[18] "Donor Cultivation Is Key to Success," Duke Haddad, last modified June 29, 2018, https://www.nonprofitpro.com/post/donor-cultivation-is-key-to-success/.

[19] "Fundraising Cycle," Funds101, last modified January 30, 2013, http://funds101.blogspot.com/2013/01/fundraising-cycle.html.

the prospects based on their possibility to make a gift; set priorities and plan for each category; create cultivation moves; review and reorganize the list.[20] In her book, Donor-Centered Fundraising, author Penelope Burk points out that "donors are people too."[21] That is, fundraising is not just a numbers game. It is about engaging donors in a two-way dialogue that goes far beyond the traditional transactional approach of simply asking for annual contributions.

III. **Theoretical background**

In the long-term university fundraising practice and related research, the United States has formed a relatively rich fundraising theories. Daniel L. Conrad also put forward the theory of Transaction Analysis. According to the theory, public donation is a kind of basic value exchange situations. University fundraising is a basic value transaction between university and donors under the principle of mutual benefit and win-win cooperation. The University fulfills its mission, improves its conditions and achieves its goal by collecting social donations. At the same time, donors realize their philanthropic ideals and meet their personal wishes and psychological needs through donation, including improving their self-image, social status, participating in social interaction, contributing altruism, and realizing their life value. In order to recognize the donor's philanthropic ideal and value pursuit, the university fundraising organization can take several means to meet the donor's donation needs and improve the donor's donation experience, depending on the donor's donation level and contribution. For example, name the school venue or donation fund project with the name designated by the donor or the donor or invite the donor to participate in various campus cultural activities by publicly thanking, etc.[22] The transaction analysis theory expounds the value exchange between the two parties in the fundraising process, and provides important theoretical guidance for the university to carry out donor demand management, fundraising project design and donor policy evaluation. Apart from this, the literature using the Dictator Game from economic theory neglects to recognize fund raising is a complex and creative activity, and

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[20] "Major Gifts Series #8: How to Use Moves Management To Raise Major Gifts This Year," Gailperry Association, https://www.gailperry.com/how-to-use-moves-management-to-raise-major-gifts/.

[21] Michael J. Rosen, *Donor-Centered Planned Gift Marketing (AFP Fund Development Series)*, vol. 192 (Hoboken: John Wiley & Sons, 2010).

[22] Wei Tang, *School management strategy: university budget allocation, fundraising and marketing* (Taiwan: Wunan Book Publishing Co., Ltd, 2001).

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fundraising from the wealthy is fundamentally different from fundraising from the non-wealthy.[23] The fundraising pyramid theory expounds the relationship between donor type, quantity and contribution rate of donors from the pyramid model of donor groups, and provides important theoretical support for the university's donor hierarchical management and donor relationship training. The fundraising time window theory expounds the important time nodes of the donation potential of donors from the time dimension, and provides theoretical guidance for the university to choose the best time for recruitment. Even though each of those theories could be applied to one aspect of fundraising management, but none could lead the whole process. Only customer orientation marketing theory could make it for it focus on recognizing the demands and meeting them, through which the non-material cost of donors could be reduced and the donation experience could be improved.

Customer orientation marketing theory was first proposed in 1960 by Theodore Levitt, Professor at Harvard Business School. He pointed out that many "product-oriented" businesses that were less concerned of customer demands would face the risk of market failure. If businesses wished to achieve sustainable development, they must focus on customer demands.[24] In 1990, Slater and Narver from Washington University emphasized that business focus should be placed on current and prospective customer demands. They also pointed out that by developing the relationship between corporations and customers, an accurate understanding of customer demands can be acquired.[25] This point of view with high explanatory power was subsequently widely accepted and applied. Later, Kotler proposed the theory of "customer delivered value", pointing out that "customer delivered value" refers to the actual value that customers feel from the businesses, which marks the fundamental difference between total customer value and total customer cost.[26] Total customer value refers to the benefits customers hope to attain by purchasing a certain product or service, including product value, service value, personal value and image value, while total customer cost refers to the time, effort, energy, and money spent by customers to purchase

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[23] Jennifer A. Jones and David L. Daniel, "Academic and Practitioner Collaborations in Fundraising Research: A Case Study of One Action Research–Driven Collaboration," *The Journal of Nonprofit Education and Leadership* 9, no. 2 (2019).

[24] Theodore Levitt, *Marketing Myopia* (London: Boston, 1960).

[25] John C. Narver and Stanley F. Slater, "The Effect of a Market Orientation on Business Profitability," *Journal of Marketing* 54, no. 4 (1990): 20–35.

[26] Philip Kotler and Gary Armstrong. *Fundamentos de Marketing*, Google Scholar, accessed October 10, 2019, https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Kotler%2C+Philip%2C+and+Gary+Armstrong.+Fundamentos+de+Marketing.+Pearson+Educaci%C3%B3n%2C+2003.&btnG=.

a certain product, which includes monetary cost, time cost, psychic cost, and energy cost. When customers are purchasing a product, they often hope to minimize involved costs, but at the same time to receive more actual benefits, in order to maximize the satisfaction of their individual demands. Therefore, if a corporation wants to win the market competition and attract more prospective customers, they are supposed to provide products and services with more "customer delivered value" to their customers than their competitors.[27]

Sargeant puts forward the concept of "lifelong value" which measures the value of donors to a fund-raising organization throughout their lifetime.[28] Through empirical research, he shows that cultivating donors' loyalty can save time and energy of fund-raising institutions.[29] Apart from this, consumers' willingness to pay more or advocate depended on their belief that those actions would actually result in benefits for a distant party.[30] Since the 1990s, with increasing competition for university fund-raising, customer orientation theory has been widely used in the management of university major gifts. It regards satisfying donor demands and increasing donor value as the core of major gifts management, paying special attention to the investigation of donor's financial capacity, preferences, motivation, and the analysis of donation market. The theory also focuses on the development of university-donor relationship and the increase of "total customer value" with the attempt to lower the monetary and non-monetary costs of donation management through continuously optimizing university donation management strategy, process, project planning and human resource allocation, as well as increasing service quality and university's social influence.

IV. **Objects and research methodology**

This paper seeks to answer the following research question: how do world-class U.S. universities manage their major gifts model and what is the

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[27] Philip Kotler and Gary Armstrong. *Fundamentos de Marketing*, Google Scholar, accessed October 10, 2019, https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Kotler%2C+Philip%2C+and+Gary+Armstrong.+Fundamentos+de+Marketing.+Pearson+Educaci%C3%B3n%2C+2003.&btnG=.

[28] Adrian Sargeant, *Marketing Management for Nonprofit Organizations* (Oxford: Oxford University Press, 1999).

[29] Adrian Sargeant, *Marketing Management for Nonprofit Organizations* (Oxford: Oxford University Press, 1999).

[30] Ryall Carroll and Luke Kachersky, "Service Fundraising and the Role of Perceived Donation Efficacy in Individual Charitable Giving," *Journal of Business Research* 99 (2019): 254–263.

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character of that? The aim is to provide a model to a develop a major gift model by adapting customer-oriented marketing theory, which could make donors receive more specific services with unique value.

Given the difficulty for large-gift donors to be studied through surveys or lab tests and our interest in studying the management model of major gifts for universities, we chose considered a qualitative case-study approach.[31] The case-study approach is particularly suitable for studying "how" research questions, and allowed us to explore the management structure of major gifts as well as to conduct an in-depth investigation of how universities conduct fundraising management. To be specific, using the snowball method to obtain additional interviews,[32] we conducted interviews with 8 major gift donors and 15 university staff of fundraising management totally both in-person and through email. Although these people were asked the similar questions, respondents provided more detailed answers and we were able to ask follow-up questions. Some people were more willing to be interviewed if we had been directly referred by a colleague or partner. All the materials get in the interview which we use for this article is authorized by the interviewees. Apart from this, we also collected and analyzed the university's financial report, alumni association work report, and donation activities which could be found in public.

V. **The customer-oriented management structure of major gifts**

According to the customer orientation theory, it is necessary to establish a highly effective major gifts management structure and cross-departmental organizations in universities to adapt to the continuously changing educational donation market and donor demands. The organization structure of major gifts management in world-class U.S. universities has been continuously expanded and extended in practice, forming a major gifts management structure of "one body with multiple wings" (Figure 1). "One body" refers to the Office of Major Gifts, responsible for the major gifts management, coordination, and services for the entire university. "Multiple wings" refers to other coordinating offices related to major gifts management, working in conjunction to attract major gifts and to provide management services. This type of structure reflects two main characteristics of major gifts management in world-class U.S. universities. The first characteristic is the donation

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[31] Robert K. Yin, *Case Study Research: Design and Methods (Fourth Edition)* (Thousand oaks: Sage, 2009).

[32] Norman K. Denzin and Yvonna S. Lincoln, *The Qualitative Inquiry Reader* (Thousand oaks: Sage, 2002).

market subdivision and categorized management of donors. University major gifts mainly comprise of university alumni, non-alumni wealthy individuals, corporations, foundations, etc. Therefore, many universities have set up offices such as the Office of Enterprise Cooperation, Office of Foundation Cooperation, Office of Alumni Relationship, Presidents Club, and so on for categorized management and service of donors. These departments provide the Office of Major Gifts with prospective donor data and service support. The other characteristic is the functional subdivision of university donation management. To provide better donation management service, many universities have continuously optimized the donation management process through functional subdivision, and generally set up offices such as the Office of Fund-Raising Plan, Office of Fund-Raising Event, Office of Prospects Management, and so forth. In recent years, U.S. major gifts have started expanding internationally, with certain world-class universities, such as Harvard University, setting up an Office of Global Strategy to be responsible for planning the university's global development strategy. Meanwhile, universities also set the attraction of international major gifts as a main fund-raising strategy.

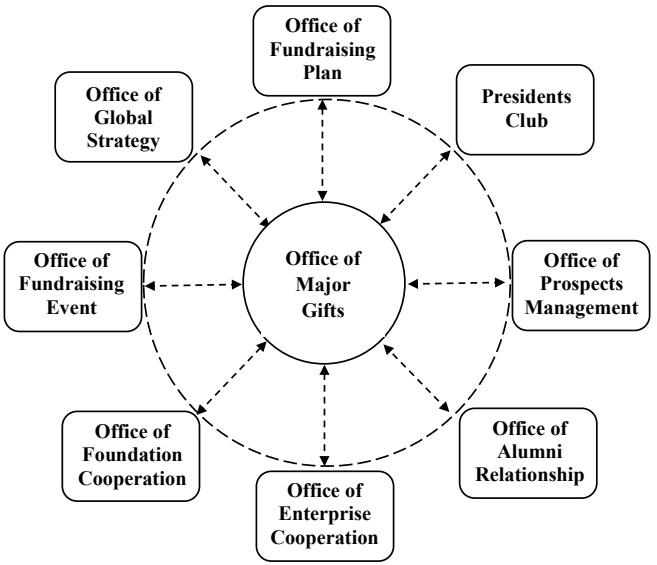

Figure 1

Organization structure of major gifts management in world-class U.S. universities

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VI. **Analysis of customer-oriented nine-stage major gifts management model**

In the "customer-oriented" major gifts management model, the demands and value creation of major gifts donor are greatly emphasized. Major gifts donors are considered as important partners in fulfilling the university's missions and achieving outstanding performance as well as social capital for its development. The management model developed from the early three-stage theory "Identification – Cultivation – Solicitation" to the four-stage theory "Identification – Cultivation – Solicitation – Stewardship", and later to the five-stage theory "Identification – Qualification – Cultivation – Solicitation – Stewardship".[33] After reviewing a large number of articles and studying the case of the University of Pittsburgh, this article analyzes the model of major gifts management widely implemented in world-class U.S. universities, it is found that the current move management has a general and fuzzy analysis of the move, and the operability is not strong enough for some links are ignored. For example, definition is the beginning of a donation management activity and the database that could be used to identify prospect donors are different in universities. The University of Iowa use the ticket data from the university auditorium and then find many of those who frequently bought premium tickets also gave generously to fundraising efforts.[34] Since most donors nowadays have its own unique motivation, if the fundraising staff don't prepare an appropriate fundraising project and communicating skills before making formal contact with potential donors, the effectiveness of subsequent contacts will be discounted. Through interviews and case study, we further refined the old model and develops a "nine-stage model" (Figure 2) consisting of "Definition – Identification – Qualification – Development of Strategy – Cultivation -Solicitation – Negotiation – Acknowledgment – Stewardship." But what deserves noting is that we should get the true spirit of move management rather than just think of it in a technical kind of way, which means "inspiring people to do the things that we believe they would want to do anyway, in other words, helping them accomplish what is consistent with their values and interests."[35]

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[33] Stanley Weinstein and Pamela Barden, *The Complete Guide to Fundraising Management* (Hoboken: John Wiley & Sons, 2017).

[34] "Data Analytics & Development: 3 Ideas to Help Non-Profits Grow Gifts," last modified August 6, 2019, https://haianalytics.com/blog/data-analytics-development-3-ideas-to-help-non-profits-grow-gifts.

[35] "So I asked Dave Dunlop: Is 'moves management' misunderstood ?" Jim Lord, accessed October 2, 2019, https://leadershipphilanthropy.com/so-i-asked-dave-dunlop-is-moves-management-misunderstood/.

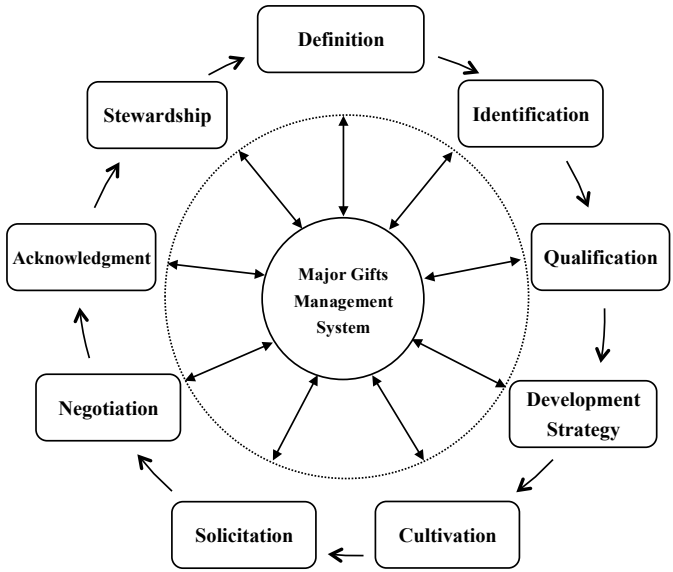

Figure 2
"Nine-stage model" implemented in world-class U.S major gifts management

VI.1. *Definition: Based on university strategy and fundraising target*

Study of major gifts management begins with a proper definition. For instance, how much counts as major gifts? Definition of major gifts varies in different universities. If the university's fundraising target is $1 million, then $100,000 would be a major gift; while if the target is $100 million, $100,000 would not be considered as a major gift. Generally speaking, in the fund-raising activities of world-class U.S. universities, higher overall strength and social reputation would imply a larger starting amount for major gifts. Definition differs as well based on donors' financial capacity. If the donor has $100 million discretionary assets, then $100,000 would not be a major gift, while $10,000 would be if the donor only has $100,000. Therefore, when universities are defining major gifts, multiple facets should be taken in consideration comprehensively: the number of university donors and their donation capability, the major gifts received over the past few years, as well the situation of competing universities of the similar category. Usually, universities use the "charting method" which subdivides the fundraising goal to define their major gifts. Generally, the top 10 donors contribute over 50% of the fundraising target,

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while the following 50 donors contribute 40%, and the fundraising target can be reached by the top 150 donors.[36] Table 1 shows the number of donors and relevant donation amount with $10 million as a university's fundraising target.

Table 1

Table of Gifts Required to Attain $10,000,000

No. of Gifts	Amount of Gift	Total this giving level	Cumulative total	Percent of goal
1	$2,000,000	$2,000,000	$2,000,000	20.00%
1	$1,000,000	$1,000,000	$3,000,000	30.00%
1	$750,000	$750,000	$3,750,000	37.50%
3	$500,000	$1,500,000	$5,250,000	52.50%
4	$250,000	$1,000,000	$6,250,000	62.50%
Top ten gifts exceeding one-half of the goal				
8	$100,000	$800,000	$7,050,000	70.50%
12	$75,000	$900,000	$7,950,000	79.50%
15	$50,000	$750,000	$8,700,000	87.00%
15	$25,000	$375,000	$9,075,000	90.07%
Next 50 gifts bringing the campaign to 90% of its goal				
25	$15,000	$375,000	$9,450,000	94.50%
35	$10,000	$350,000	$9,800,000	98.00%
40	$5,000	$200,000	$10,000,000	100.00%
Campaign goal reached with more than 150 gifts				

Data Source: http://www.goettler.com/resources/the-goettler-series/volume-9-major-gifts/

VI.2. *Identification: Finding prospective major gifts donors from the donor data pool*

The main purpose of the identification stage is to screen for major gifts donors from the donor data pool. The donor data pool usually derives from

[36] "Major Gifts Developing Strategies for Success." Goettler Associates, accessed June 12, 2014, http://www.goettler.com/resources/the-goettler-series/volume-9-major-gifts/.

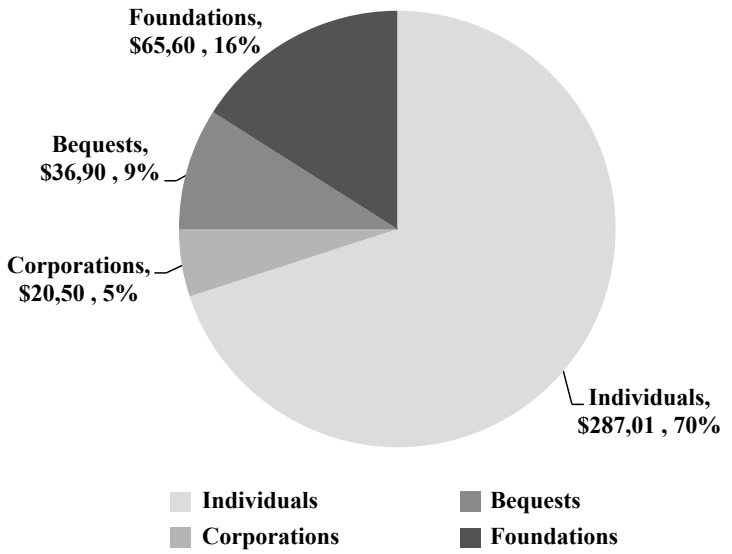

Figure 3
Source results from 2017 United States Philanthropy Report

the Office of Enterprise Cooperation, Office of Foundation Cooperation, Office of Alumni Relationship, Presidents Club, Office of Prospects Management, as well as the Forbes Philanthropy List, Richest List, technical reports on prospective major gifts donors, and other related data. Data from the 2017 United States Philanthropy Report showed (Figure 3) the four types of donation sources namely, wealthy individuals, corporations, foundations, and legacies. The total donation amount by wealthy individuals in 2014 was $287,010,000,000, accounting for 70% of the total charitable income. This clearly shows that wealthy individuals make the vast majority of charitable contribution. Prospective major gifts donors can be discovered by establishing the "3C model" in order to filter and rank the data pool:[37] (1) Capacity which mainly refers to the ability to donate manifested in the extent of financial support that the donor can provide. Often, potential donors with fixed assets above $10 million and discretionary assets over $100,000 are usually considered as having the financial capacity for major gifts; (2) Commitment which refers to the extent of donors' participation in charity events, their

[37] "How do your prospects rank on the 3 C's?" Andrew Olsen, last modified March 7, 2012, http://andrewolsen.net/how-do-your-prospects-rank-on-the-3-cs/.

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major gifts donated to this organization or other similar organizations, the amount of past donations, and the differences of their donation amount to universities and other charity events; (3) Connection which mainly refers to the relationship between the university and donors, concerning whether the university has already established a relationship with donors, how strong the connection is, and so on. The Office of Major Gifts lists accordingly their TOP200, TOP100, TOP50, and TOP25, usually setting the TOP25 as the core major gifts donors to approach.

VI.3. *Qualification: Conducting research and confirming prospective major gifts donors*

The main task of the qualification stage is to conduct deeper research into chosen prospective major gifts donors to acquire related status data as well as to confirm their identity. Firstly, for better qualification of prospective major gifts donors, the Office of Major gifts usually establishes a four-to-six-member qualification committee, consisting of the Chief Development Officer, Director of Office of Major Gifts, Major Gifts Officer, and others capable of attracting major gifts donors.[38] The qualification committee is responsible for research and qualification of prospective major gifts donors and the establishment of their individual files. Research has shown that relying on donors' demographic information alone provides little insight into the incentive's donors give to nonprofits.[39] More importantly, information for establishing effective communication with prospective major gifts donor should be included, for instance, current asset status and donation capability, educational background and employment history, social networks, including their membership in social groups and professional groups, the recent developments of commercial organizations under their names, the board of directors of their profitable and non-profitable organizations, their spouse's interests and hobbies, their past major gifts records, as well as their philanthropic philosophy, charitable tendencies and other information.[40, 41]

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[38] "Major Gifts Developing Strategies for Success." Goettler Associates, accessed June 12, 2014, http://www.goettler.com/resources/the-goettler-series/volume-9-major-gifts/.

[39] Randy Stoecker, "Research Practices and Needs of Non-Profit Organizations in an Urban Center," *J. Soc. & Soc. Welfare* 34 (2007): 97.

[40] Tanya Drollinger, "Using Active Empathetic Listening to Build Relationships with Major-Gift Donors," *Journal of Nonprofit & Public Sector Marketing* 30, no. 1 (2018): 37–51.

[41] Breeze Beth, "The Coutts, Million Pound Donors Report 2011," (London: University of Kent,2011).

After establishing the file, the qualification committee will normally categorize and rank prospective major gifts donors according to their charitable capacity, tendency, and maturity, followed by a more detailed qualification list of prospective major gifts donors.

VI.4. *Development Strategy: Formulating a relationship development strategy for prospective major gifts donors*

The main task of this stage is to formulate a focused relationship development strategy according to the characteristics of prospective major gifts donors and select compatible solicitation volunteers for them.[42] University of Pittsburgh's Chief Development Officer emphasized that "university's development lays the foundation of the formulation of a development strategy; its nature is to market the university's ideals and mission, enabling major gifts management personnel to consider the university's development strategy on a higher level to cultivate potential major gifts donors into real major gifts donors and long-term cooperative partners. It not only has to do with the amount of money donated but also involves relationship development strategy for prospective major gifts donors, major gifts project planning and solicitation management strategy."[43] Additionally, it is the key to successful solicitation to select compatible solicitation volunteers and fully support individualized development. Solicitation volunteers, possibly members of the board of directors or famous alumni, parents of students, or major gifts donors who have already established close relationships with the university, are usually selected based on their resources, capabilities and ability to establish effective relationships with prospective major gifts donors. In general, the development of strategy provides guidance for the conversion of potential major gifts donors into real major gifts donors, the core of which is selecting the right personnel, using the right method at the right time with the right project for the right prospective donor, and requesting for the right number of major gifts. Formulating the strategy development of prospective major gifts can effectively reduce solicitation time and increase the success rate.

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[42] Virginia S. Harrison, "Understanding the Donor Experience: Applying Stewardship Theory to Higher Education Donors," *Public Relations Review* 44, no. 4 (2018): 533–548.

[43] Views raised in interviews, September 20, 2017.

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VI.5. *Cultivation: From linkage to involvement*

The main task of this stage is to progressively develop the relationship between the university and potential major gifts donors and their donation tendencies until the relationship and tendency mature to a level where solicitation is possible.[44] The core of donor cultivation is finding shared values, continuously advocating the university's mission to the donor and involving them in it.[45] Most potential major gifts donors can be categorized into different types. The first type refers to those who are already familiar with the university, recognizing the university's ideals, and having donated to the university in the past, such as members of the university's board of directors, advisory board members, distinguished alumni, and others involved with the university. The other type includes potential major gifts donors who are not familiar with the university, have yet to participate in the university's events and have no record of donations to the university. For the first type, it is often possible to solicit directly, with a strategy focusing on increasing their propensity for further donations. For the second type, a period of time is often needed for nurturing before solicitation, with 3-5 years or longer. Relationship nurturing has been defined as initiating and/or participating in dialogues with various public (including the use of social media) and expanding current involvement of individuals or public into long-term relationships through solicitations for donations and volunteer recruitment.[46] For this type of donors, strategies are supposed to mainly focus on increasing mutual understanding and improvement of the relationship, for example, inviting potential donors of this type to participate in university activities or engage in informal communication to gradually gain their trust. A rush for quick result of solicitation won't work.[47] As stated by a Professor of the University of Pittsburgh, donor cultivation generally goes through the following stages, "Prospect – Involver – Investor – Visionary" (Figure 4).[48] The Director of the Office of Major Gifts from the University of Pittsburgh

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[44] Kathleen S. Kelly, "Learning the ROPES: A New Theory Weaves Together the Many Strands of Fund-Raising Activity," *CASE Currents 24*, no. June (27–28) (1998): 30–31.

[45] Ken Burnett, *Relationship Fundraising: A Donor-Based Approach to the Business of Raising Money* (San Francisco: John Wiley & Sons, 2002).

[46] Geah Nicole Pressgrove and Brooke Weberling McKeever, "Nonprofit Relationship Management: Extending the Organization-Public Relationship to Loyalty and Behaviors," *Journal of Public Relations Research* 28, no. 3–4 (2016): 193–211.

[47] Geah Pressgrove, "Development of a Scale to Measure Perceptions of Stewardship Strategies for Nonprofit Organizations," *Journalism & Mass Communication Quarterly* 94, no. 1 (2017): 102–123.

[48] Views raised in interviews, October 15, 2017.

College of Education, pointed out that in reality, every possible participant in the decision-making for major gifts should be included in the scope of relationship cultivation, and should not be limited to the listed prospective major gifts donors. This would include the spouse, adult children, work partners, and financial and legal consultants of the prospective major gifts donors.[49]

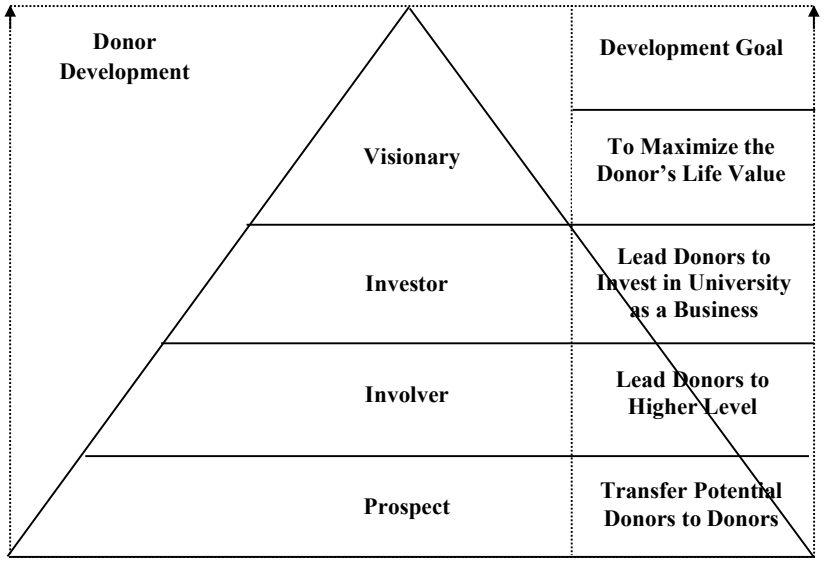

Figure 4

The development process of potential donors

Source: Organized by the author.

VI.6. *Solicitation: From involvement to investment*

The main task of this stage is to persuade the potential major gifts donors to donate through the effort of the solicitation team. Solicitation essentially converts potential donors from donors into investors. Solicitation usually follows the 5-W-principle: (1) Whom to solicit. Prioritizing the

[49] Views raised in interviews, September 20, 2017.

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major gifts donors with the greatest advocacy significance is very important as it would set a benchmark effect; (2) Who to send for solicitation. In the past, universities usually trained solicitation volunteers who began solicitation activities after selecting 3-5 names from the list of prospective major gifts donors, while currently the situation is reversed as "customer orientation" requires formulating a solicitation plan for each individual potential major gifts donor, followed by a focused selection of competitive solicitation volunteers to develop highly personalized solicitation activities; (3) When to solicit. The ideal time is when the relationship with prospective major gifts donor is matured enough for them to accept solicitation, and solicitation volunteers themselves have already donated generously; (4) What amount should be solicited. Solicitation amount mainly depends on the capability of the prospective major gifts' donors, relationship between the solicitation volunteers and the perspective major gifts donors, and the donors' understanding of the university mission as well as their desire to participate; (5) Why donate. In this stage, prospective donors are usually convinced by the university's statement on its mission, project, and customer value. The importance to fully grasp the motives and goals of donors for the initiative of volunteers has been proven before.[50,51] The key factors affecting the success of solicitation are friendly attitude of solicitation volunteers, feasible project plan and financial management mechanisms, acknowledgment plans based on donors' demand, as well as other evidence foreseeing successful fundraising. If solicitation fails, the process will return to the cultivation stage, unless donors have clearly stated the unwillingness to donate.

VI.7. *Negotiation: Embodiment of solicitation results*

The main task of this stage is to negotiate with donors or their representatives according to the consensus reached after successful solicitation to convert consultation to the finalized donation agreement. The negotiation group usually consists of solicitation volunteers, Director of the Office of Major Gifts, the Major Gifts Officer, etc. Evidence in major-donor giving also suggests that donors may consider to be part of the proposal

[50] Ken Burnett, *Relationship Fundraising: A Donor-Based Approach to the Business of Raising Money* (San Francisco: John Wiley & Sons, 2002).

[51] Breeze Beth, *The Million Pound Donors Report 2012* (London: University of Kent, 2012).

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creation as they prefer to donate in a unique and meaningful way.[52,53] It takes one attempt or several rounds of consultation before an agreement is reached. The negotiation group needs ample patience and information to correctly understand the donor's wishes and demands, including donation payment method, beneficiary groups, areas of use, corresponding financial supervision, project operation plan, as well as the donor's special requests, which all require full and equal consultation with the donor.[54] Donation usually take the form of cash, negotiable securities, real estate ownership, legacies, life insurance, charitable trust, material object, etc. In particular, consultation is needed to clarify the donation rewards and reputation incentives that will be provided for the donor. Strong emphasis should be placed on reward measures that match the donor's donation amount, philanthropic enthusiasm, matching of expected donation. For example, after donations reach a certain level, certain teaching venues or teaching facilities, and even a donation foundation can be named after the donor's name. "There are no right words for successful negotiation in one attempt, only correct questions and correct responses."[55] Generally, the university is pleased to receive major gifts, but there are some donations that will put the university at risk, especially when the donor's donation source is unclear, the donor's demands go against the university's mission, or when it is harmful to the university's important interests; In face of such possible issues, the board of directors must consult again. Sometimes, the university needs to reject donation so as to maintain its independence or the sustainability of its mission and development strategy.[56]

VI.8. *Acknowledgment: Meeting the demands of donors*

The main purpose of this step is the timely acknowledgment of donors. It is an important step in major gifts management to accurately understand

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[52] Ken Burnett, *Relationship Fundraising: A Donor-Based Approach to the Business of Raising Money* (San Francisco: John Wiley & Sons, 2002).

[53] Breeze Beth, *The Million Pound Donors Report 2012* (London: University of Kent, 2012).

[54] "Donor Relations and Stewardship Defined,"Association of Donor Relations Professionals, accessed October 5, 2019, http://www.adrp.net/assets/documents/adrpdefinitionsexpanded.pdf.

[55] Eugene R. Tempel, Timothy L. Seiler, and Dwight F. Burlingame, *Achieving Excellence in Fundraising* (Hoboken: John Wiley & Sons, 2016).

[56] Deni Elliott, *The Kindness of Strangers: Philanthropy and Higher Education* (Lanham: Rowman & Littlefield Publishers, 2005).

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donor demands and appropriately express gratitude to donors, as it affects donor's donation experience and further donation possibility.[57] Generally speaking, the acknowledgment methods should suit the quantity, frequency, and effects of the donation received by the university. Not only does public recognition for donors' contributions matters, but also personal appreciation of donors from the recipient organizations.[58] Currently, the means adopted for appreciation are the following:

1. **Public acknowledgment:** Donor's name and donation status shall be displayed on the university's main media, such as the university web portal, university newspaper, magazine, and local media, to publicize and commend the donor's generosity and contribution, spreading publicity to the donor's hometown, past employment locations, etc.

2. **Denominate acknowledgment:** The donor is supposed to be given the denominate rights to certain university buildings, venues, or teaching facilities when the donation reaches a certain quantity. When the donation is used to establish a long-term donation fund or scholarship, they shall also be given the naming rights.

3. **Honorary acknowledgment:** Special awards, such as "Distinguished Alumni," "Honorary Doctorate," "Honorary Professor," "Honorary Chairman," and so forth shall be presented to the donors if the monetary value of the donation is especially large to embody the donor's great contributions to the university.

4. **Membership acknowledgment:** Currently, many universities in the United States will grant club membership of different levels according to the donor's donation amount, enabling donors to enjoy different levels of membership service. Generally speaking, the larger the donors' donation amounts, the higher their club membership level. For example, in the University of Pittsburgh, its donor membership level is divided into the Common Rooms, Cornerstone, Lantern, Founders' Society and so on based upon the total donation amount of each fiscal year (Table 2).

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[57] Adrian Sargeant and Elaine Jay, *Building Donor Loyalty: The Fundraiser's Guide to Increasing Lifetime Value* (San Francisco: John Wiley & Sons, 2004).

[58] Geah Pressgrove, "Development of a Scale to Measure Perceptions of Stewardship Strategies for Nonprofit Organizations," *Journalism & Mass Communication Quarterly* 94, no. 1 (2017): 102–123.

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Table 2

Chancellor's Circle Donor Societies

Level of donors	Donation Amount (every fiscal year)
Commons Room Society	$100,000 and above
Cornerstone Society	$50,000-$99,999
Lantern Society	$25,000-$49,999
John Bowman Society	$10,000-$24,999
Ruth Crawford Mitchell Society	$5,000-$9,999
George Woods Society	$2,500-$4,999
Founders' Society	$1,787-$2,499
William Jacob Holland Society	$1,000-$1,786
GOLD Circle (Young Alumni)	$500-$999

Data Source: http://www.giveto.pitt.edu/node/369

VI.9. *Stewardship: New round of cultivation activities*

The main task of stewardship is to provide follow-up service and further development of donor relationships for the existing donation.[59] Communication plays an important role, and more often than not, ineffective communication is the cause for relationship break-off, particularly with major donors who invested significantly.[60] On the one hand, stewardship should be performed according to the donation agreement; on the other hand, stewardship is a new round of relationship cultivation activity to maintain a good cooperative relationship between donors and the universities, which is vital to attaining further donations.[61] Firstly, suitable commemorative and promotive activities should be designed according to donor's charitable demands. Taking the University of Pittsburgh as an example again, a

[59] Adrian Sargeant and Stephen Lee, "Trust and Relationship Commitment in the United Kingdom Voluntary Sector: Determinants of Donor Behavior," *Psychology & Marketing* 21, no. 8 (2004): 613–635.

[60] Katie McDonald, Wendy Scaife, and Susan Smyllie, "Give and Take in Major Gift Relationships," *Australian Journal of Social Issues* 46, no. 2 (2011): 163–182.

[61] Kathleen S. Kelly, "Learning the ROPES: A New Theory Weaves Together the Many Strands of Fund-Raising Activity," *CASE Currents 24*, no. June (27–28) (1998): 30–31.

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donation induction ceremony is usually held after signing the donation agreement and the donor is invited to deliver a keynote speech, related stakeholders, university leadership, and media representatives all being invited. At the same time, the donor's deeds and importance of the donation project will be publicized through media. Furthermore, the performance effect and influence of the donation project shall be shared with the donor. In the past, regular reports were provided, while currently, with the widespread use of Twitter, Facebook and new social media, reports can be provided at any time and in various manifestations. If the donation project is a scholarship and grant, the donor shall be invited to join the scholarship selection committee, offering opinions on grants policy and selection. The university will also invite the donor to award and speak to the scholarship and grant beneficiary. If the donation project is donating buildings, facilities, or donation funds, apart from inviting the donor to attend related events, there is also a need to report to the donor on the equipment or status of fund use, informing the donor of how their donation is used. Furthermore, activities should be performed continuously according to the donor's society membership and related information shall be published frequently in order to guarantee his better understanding of the donation and the university.[62] Finally, the donor information shall be updated in time to provide new data for the next round of donor identification.

VII. **Discussion**

The wide application of customer-oriented major gifts management model facilitates the flourishing development of educational donation in world-class U.S. universities, contributing a lot to the development of U.S. tertiary education. The developmental characteristics are as follows.

VII.1. *An outside-inward thought orientation: From demand insight to value creation*

Customer-oriented major gifts management model emphasizes the importance of placing the donors in a center and focusing on the analysis and effects of donor demands. Thus, the university needs to understand the

[62] Virginia S. Harrison, "Understanding the Donor Experience: Applying Stewardship Theory to Higher Education Donors," *Public Relations Review* 44, no. 4 (2018): 533–548.

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donors' demands quickly and accurately, providing constant feedback and "expected objects" to donors, and constantly optimize self-management in accordance with changes in donor demands to improve "customer delivered value" as well as increase donor satisfaction and loyalty, which could possibly result in the donor's continued investment in the university. For charitable organizations, increasing donor loyalty by as little as 10% has been shown to raise the return rate on investment by 100% to 150%.[63] On the one hand, customer orientation model sets "external factors" such as donation demands as the starting point of major gifts management, emphasizing the dynamic mastering of donor demands through information analysis and relationship cultivation. In the information age, the development of social networking, new media, and information technology has facilitated to a great deal information research pertaining to major gifts. On the other hand, a university's "internal" efforts, such as improving major gifts management and continuously increasing "customer delivered value" should be accentuated. Universities need to closely follow donation market development and donor demand changes and strive to provide donors with a better donation experience and value perception by learning how to optimize the management process, increase university image and personnel quality, improve communication and interaction with donors, provide greater satisfaction commensurate with individualized demands for donation project and service, and maximize the reduction in donor's "customer total cost".

VII.2. *Relationship management of membership donors: Donor internalization and capitalization*

The deeper feature for the development of customer-oriented major gifts management is donors' internalization and capitalization. Donor "internalization" refers to viewing the donor as an important internal component of university development, thus providing management and relationship maintenance. To increase the loyalty of major gifts donor towards the university, many universities have constructed corresponding society membership levels according to the donation number of major gifts donors. Major gifts donor relationship can be continuously strengthened and their understanding of individual values and the university mission can be continually deepened through club events and services, thus converting

[63] Adrian Sargeant and Elaine Jay, *Building Donor Loyalty: The Fundraiser's Guide to Increasing Lifetime Value* (San Francisco: John Wiley & Sons, 2004).

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a major gifts donor into a follower and executor of the university missions. Some influential major gifts donors will be absorbed into the university decision-making bodies, such as the board of directors, university development committee, university fundraising committee, alumni association, and other similar organizations, increasing their sense of belonging, honor, and mission. When donors are inspired by the life values and university mission and feel they are an important part of the university, they would often give their full support to a single university and provide a large amount of donation in a continuous manner.[64] "Capitalization" is when the university views major gifts donors as an important asset of the university and a significant assessment criterion on the university's societal influence. This asset may grow continuously through investment. Hence personalized service shall be provided by and "total customer value" shall be increased so as to establish a close mutual relationship for further returns.

VII.3. *An inside-outward development of a strategy for cultivating prospective donors: Targets from national to international*

The cultivation of prospective donors lays the foundation for the development of university educational donations. Customer-oriented major gifts management model emphasizes inside-outward relationship cultivation with prospective donors, that is, focused relationship cultivation should be performed according to a descending order in terms of relationship strength. Local elites with strong relationship ties with the university, such as the university students and alumni are regarded as the focus of strategy development in relationship cultivation. Firstly, local elites enjoy a natural "short distance" and strong local ties with the universities, therefore having the highest possibility of being the target populations. Secondly, world-class U.S. universities view their students as strategic reserves of potential major gifts donors. On the one hand, universities strive to attract students to attending their institution events and to establish good relationships with these students, hoping that students will gain improvements and wonderful memories. Students are also more likely to give back after graduation

[64] Richard D. Waters and Denise Sevick Bortree, "Stewardship and involvement: Comparing the impact on nonprofit organizations' relationships with donors and volunteers,"in *Annual conference of the Association for Education in Journalism and Mass Communication, Public relations division* (Washington DC, 2013).

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because they feel they have received a benefit from their universities.[65,66,67] On the other hand, universities also lay emphasis on the cultivation of charity awareness and charitable spirit among students, encouraging them to donate through student charity days and to donate their time to serve their alma mater and the community. Furthermore, distinguished alumni have always been a focus for university donations. Universities usually organize Homecoming festivities, project collaboration and other activities to develop closer relationships. Additionally, with the advancement of global higher education, Harvard, Yale, and other world-class U.S. universities have all began planning a global strategy, attempting to attract international major gifts–a trend that deserves attention.

VII.4. *Beyond "customer orientation": Moving towards integration of leading capacity building and donor orientation*

Customer-oriented major gifts management model is a product of the U.S. educational donation market and the marketing philosophy. Undeniably, customer orientation philosophy has a significant effect on assisting universities to follow market development, providing insight into donor demands, improving donation management, increasing donor satisfaction and loyalty. However, in the new economic era, with the development of educational donation market and rising donor awareness, major donors seek to exert a profound effect on the mission of the non-profits with their donation and to be involved in this process.[68,69] Blindly pursuing "customer orientation" may cause universities to lose themselves in the donation market competition. As stated by the University of Pittsburgh Chief Development Officer, "Donor's high satisfaction does not secure high loyalty, and highly

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[65] Xiaogeng Sun, Sharon C. Hoffman, and Marilyn L. Grady, "A Multivariate Causal Model of Alumni Giving: Implications for Alumni Fundraisers," *International Journal of Educational Advancement* 7, no. 4 (2007): 307–332.

[66] Julie O'Neil and Marisa Schenke, "An Examination of Factors Impacting Athlete Alumni Donations to Their Alma Mater: A Case Study of a US University," *International Journal of Nonprofit and Voluntary Sector Marketing* 12, no. 1 (2007): 59–74.

[67] Kelly A. Marr, Charles H. Mullin, and John J. Siegfried, "Undergraduate Financial Aid and Subsequent Alumni Giving Behavior," *The Quarterly Review of Economics and Finance* 45, no. 1 (2005): 123–143.

[68] Ken Burnett, *Relationship Fundraising: A Donor-Based Approach to the Business of Raising Money* (San Francisco: John Wiley & Sons, 2002).

[69] Paul G. Schervish, "Major Donors, Major Motives: The People and Purposes behind Major Gifts," *New Directions for Philanthropic Fundraising* 2005, no. 47 (2005): 59–87.

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satisfied donors may offer their donations to other universities that provide them with unique values."[70] Therefore, if a university wants to secure an advantage in the competitive market, simply following the idea of donor orientation is not enough. The question of how to design new donation projects and services for donors, and of how to create unique values has become a key subject for university major gifts management. Apart from customer orientation, they are also supposed to focus on creating leading capabilities and donation demands and constantly provide new values for donors, initiating new charity philosophies, leading donors into unknown territories. On the one hand, universities need to establish a leading edge by raising education quality and developing outstanding fields and school characteristics; on the other hand, universities still need to strengthen their pro-activeness and attract the continuous investment from more donors through their mission by launching research tackling social difficulties and hot topics of future society.

In summary, good donation management serves as the prerequisite for better donations, especially at the current stage for China where modernization of higher education donation has just begun. The philosophy, mechanisms and methods, as well as professional organization and team building still need further research and investigation, where the US experiences can provide us with an excellent reference.

VII.5. *Limitations and future research*

This paper makes an in-depth analysis of major gifts model of top universities in the United States, summarizes the characteristics and development trends of its management model, and puts forward suggestions for universities about major gifts management. And future studies might be deployed in several directions.

First of all, it is necessary to do a comparative analysis on the management model of major gifts universities in different countries. Given the differences in the socio-economic conditions of different countries and the various cultural atmosphere of university donations, the pattern of major gifts may also vary. Comparison and analysis of the major gifts models of countries at different stages of development is not presented due to the limited space in this paper. Future studies about the rules of various types of large-scale donations and the differences between different types of major gifts could be invited.

[70] Views raised in interviews, September 22, 2017.

Next, the issue of major gifts and higher education equity is worth investigating. On the one hand, the fundraising movement has the "Matthew effect", which means the more elite positions, higher social prestige, stronger academic strength and longer history a university possesses, the easier it is to launch billions of dollars fundraising campaigns and receive huge donations. Local universities with poorer schooling quality have relatively fewer investments in obtaining fundraising, which renders them fall short of elite universities in terms of the goal, strategy and scale of fund-raising campaign. Therefore, their funding for running schools is relatively limited. On the other hand, the original balance of higher education will be broken when market forces excessively "invade" higher education. As a result, the strategic choice of educational decision-makers is more often than not utilitarian, rather than being long-term-oriented, hence the unbalanced and unreasonable allocation of educational resources. Therefore, the value of studying this issue of major gifts and the fairness of higher education cannot be emphasized enough.

Third, the relationship between large gifts and government responsibility needs study as well. Higher education has a nature of being a quasi-public product, and the government bears the responsibility for its development. Studies have shown that there is a trade-off between government higher education grants and higher education donations. The rise of the total amount of higher education donations renders the government to believe that higher education funds are sufficient, thus reducing financial allocations, and vice versa. According to the statistics of the Voluntary Support Education (VSE) of the American Education Aid Commission, in recent years, the investment in higher education in the social charity field has increased year by year, and its proportion of the university's fiscal revenue has also increased year by year. However, the proportion of government financial allocation to university financial revenue is declining as time progresses. The challenge faced by the government and decision makers in higher education is how to maintain development of higher education institutions while abiding by market rules, and how to deal with the conflict between market interests and the sacred responsibilities of higher education institutions. What matters is to adjust the relationship between supply and demand, and truly mobilize public and private resources to better promote the development of higher education and better meet the needs of social development and national development.

Fourth, globalization of donations and international competition should not be ignored. The quality certification system for higher education marked by the global university ranking is increasingly taking shape. Various

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countries have internationalized, globalized, and entrepreneurialized higher education, and taken the output of higher education as a national strategy. Therefore, university fundraising must break through national borders and go global, striving for more resources for running education in global competition and enhance the university's influence. At the university level, global competition for fundraising campaigns will increasingly test the global vision, strategic vision and execution of university fundraising leaders, as emphasized by assistant vice president of the University of George Washington and director of the fundraising campaign office: "where is the wealth of the world, and where are we going? If we don't go, our alumni may soon become donors to other universities".[71] With the further advancement of higher education globalization, overseas markets will become an important growth point for university fundraising, which means more intense global competition will emerge. How to adapt to the fundraising competition in the era of fundraising globalization will be an important and pressing new topic.

Finally, the challenge of major gifts in the Internet age deserves special attention. With the advent of the Internet era and the further development of convenient payment tools, new demands are put forward for the donation management. In addition to paying attention to the traditional fundraising management, it is prominent to capitalize on social media to maximize the impact and coverage of donation projects, enhance the personalization of donation projects, make analysis and decisions on big data, and maintain online relationships with donors. In addition, the new characteristics of donors from the young generation who grow up in the Internet era are expected to be catered to. Therefore, a future study that goes deeper into the emerging donation management model in the Internet age is promising.

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Competence-based approach to a module design for the Master Degree Programme in Translation: Challenge of *Tuning Russia* Tempus Project[1]

Vera Zabotkina, Marina Korovkina, and Olga Sudakova*

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Abstract: The article demonstrates the application of the modular competence-based approach for the design of a Master degree programme in translation studies. The case study is based on output materials produced during the lifetime of the Tuning Russia project involving a number of Russian universities, one of which is the Russian State University for the Humanities (RSUH). The module in question – the LSP (language for special purposes) translation module – emphasizes interaction between the related disciplines on the basis of the common subject-matter, i.e. the translation of special purpose texts. The modular approach sets out to achieve key competences required for professional qualifications. In addition, the module considers teaching methods, ECTS and assessment tools. Attention is given to the concept of competence-based approach in contemporary education. The authors argue that the competence-based approach introduced in Russia at the national (Ministerial) level in 2016 facilitates Russia's interactive alignment with the main principles of the Bologna Process adopted by the European Higher Education Area.

Keywords: translator training in Russia; learning outcome; competence; module; master degree programme.

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I. **Introduction**

With the introduction by the Russian Ministry for Science and Higher Education of new competence-based higher education standards,[2] the impact of the Tuning methodology on the Russian higher education system has increased considerably. The main emphasis in the new standards is placed on the mechanisms of measuring competences according to different levels of successful mastery. Actually, the new federal standards referred to as '3++' (based on Tuning methodology) stand for the alignment of Russian higher education area with the European one.

The break-up of the Soviet Union and the ensuing globalization processes have caused tectonic shifts in post-Soviet higher education. A huge demand for professionals such as translators, interpreters and cross-cultural mediators was born to address the 21st century's need for communication and understanding between countries.

Russia's Institutions of Higher Education (HEIs) have undergone reforms which have led to greater freedom and an awareness of competition. This makes the need to restructure their teaching and learning increasingly pressing. Change and transformation echo the mainstream Bologna Process. The over-all requirement calls for a common higher educational area where compatible degrees and the promotion of academic mobility may be shared between countries. *The Tuning* Project and specifically the *Tuning Russia* project has successfully entered this shared educational area. The Tuning has developed into a process and approach to (re-)design, develop, implement, evaluate and enhance the quality of degree programmes and curricula.[3] Ten Russian Universities were involved in this project. RSUH was piloting the *Tuning Russia* project in the subject area of Modern Languages (Interpreting and Translation) in the period from 2010 to 2013. This has resulted in effective changes in teaching and learning methodologies in Russian HEIs.

II. **Background information**

Russia's transition to the three-cycle system comprising undergraduate, graduate and doctoral studies makes it necessary to redesign all the existing

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[2] Russian Federal State Educational Standards for Higher Education in Linguistics (Master's Level) [in Russian], no. 783 (2016), http://fgosvo.ru/news/4/1890.

[3] Vera Zabotkina et al., *Reference Points for the Design and Delivery of Degree Programmes in Interpreting and Translation* (Bilbao: University of Deusto, 2013), 12. Please follow the sample citations (Notes and Bibliography) for books: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.

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curricula, as they should be based on continuity and quality assurance. In 2002 a new credit system /ECTS/ was adopted by Russian universities to facilitate the compatibility of Russian university degrees on the international labor market. The credit unit consists of 36 academic hours while an academic hour in Russia is equal to 45 (40) minutes, with a lesson normally lasting 2 academic hours (which is eighty or ninety minutes). A full-time academic year accounts for about 60 credits making the Russian system compatible with the European Credit Transfer System (ECTS). A four-year Bachelor's degree requires 240 credits, a five-year Specialität: 300 credits, while a two-year Master's degree programme requires 120 credits. One credit (36 hours) splits into 14 contact hours and 22 hours of students' autonomous/independent work at the BA level and into 10 contact hours and 26 hours of the autonomous work at the MA level, in keeping with the framework imposed by the federal standards. However, the current federal legislation introduced by the Russian Ministry of Education and Science stipulates only the total number of workload/ECTS for a Master degree educational programme that should range from 25 to 30 astronomical hours, which amounts, for instance, to 36 academic (or 27 astronomical) hours at the Russian State University for Humanities (RSUH), or 34 academic (25 astronomical) hours at the Moscow State University for International Relations (MGIMO-university). The relation between contact hours and students' independent workload is rather flexible, though the above-mentioned figures (14 contact hours and 22 hours of autonomous work) are observed by HEIs, as established by the federal standards. The current trend is to increase the number of hours of students' autonomous work, though it cannot be feasible in some subject areas.

The cycle approach to the study programmes and curricula enhances the role of modules as their structural units: the use of modules provides interdisciplinary links and compatibility between curricula and cycle degree programmes. The focus is shifted from the programme contents to learning outcomes, and the teaching-learning process becomes less syllabus-dominated and more competence-based. As a result, it is getting more interactive and student-centered or "collaborative, experiential, and learning-centered rather than … teaching-oriented like the teacher-centered chalk-and-talk technique,"[4] with the teacher becoming a facilitator.

The principles and procedures for designing module programmes for the Russian education system were set out in the works by Oleynikova and

[4] Don Kiraly, "Growing a Project-Based Translation Pedagogy: A Fractal Perspective," *Meta* 57, no. 1 (2012): 84– 85, https://doi.org/10.7202/1012742ar.

Muravieva.[5] In their publications, they explore the significance of developing a module approach in vocational training. The high demand for it owes much to the transfer to a knowledge-based society and new technologies. The authors discuss the issues of the dissemination of the module technologies in international practices and the need to apply them in Russia in order to raise the level of higher education standards in different areas and students' mobility.

The module system puts together related disciplines on the basis of the common subject-matter. This process provides cohesion and consistency of the curricula and cycle study programmes as a whole. Firstly, this approach aides the support of each discipline linked by related subjects to achieve common learning outcomes, which are required for professional qualifications. Secondly, the module autonomy within a curriculum and a cycle degree programme enables students to devise and follow their own learning trajectory. A period of study at partner universities would be desirable, if not mandatory.

The article explains the modular approach through a description of a translation module designed to teach translation by developing professional translator competences at the Master degree level.

Competences play a core role in modern education. It is therefore essential to focus on this subject-matter in greater detail, starting with definitions. In Tuning terminology a competence means a proven ability to use knowledge and skills in one's working, professional and private practices.[6] The 2009 EMT's framework defines it as "a combination of aptitudes, knowledge, behavior and knowhow necessary to carry out a given task under given conditions."[7] In other words, competences can be described as inner resources used by an individual to perform their professional tasks. Though there has been some difference in the definition of the term and notion, the competence-oriented approach has gained ground, and now competences can also be deemed as common reference points for the curriculum design and evaluation as well as for the teaching and learning process.[8]

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[5] Olga Oleynikova et al., *Module Technologies and the Development of Study Programmes* [in Russian] (Moscow: Alfa-M 2010), 4-256.

[6] Raquel Crespo et al., "Aligning Assessment with Learning Outcomes in Outcome-based Education," *EEE Education Engineering* (IEEE EDUCON Education Engineering, 2010), 1-8.

[7] https://ec.europa.eu/info/sites/info/files/emt_competences_translators_en.pdf.

[8] Robert Wagenaar, "Competence and Learning Outcomes: A Panacea for Understanding the (New) Role of Higher Education?," *Tuning Journal for Higher Education* 1, no. 2 (May 2014): 291.

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It seems interesting to observe how the competence-based approach has been applied in teaching translation. To start with, the competence-based approach in education and curricula design was actively explored in the Soviet Union in the 1970s. The term *competence/competency* was primarily used to describe the highest level of professional mastery. Being later influenced by western education methodology, particularly, by the communicative competence model in the second language acquisition developed by van Ek,[9] this term started to denote the ability to use one's knowledge and skills in a professional setting. As the communicative competence is the corner stone of languaging and mediation, it has been the focus of the teaching-learning process in the second language acquisition. (Mediation is used in two meanings: in a more narrow sense, which stands for cross-cultural mediation relating to translation and interpreting, and in a broader sense when it is used "not just to communicate message, but rather to develop an idea through what is often called 'languaging')."[10] The detailed description of the components of the communicative competence is given in the two guidelines documents: the Common European Framework of Reference for Languages[11] and the above-mentioned CEFR Companion Volume.[12] Gradually these guidelines were introduced into the programmes of the key linguistic universities in Russia. Moreover, the CEFR has also been taken into account by the above-mentioned Federal Standards.[13]

By way of reflecting the communicative nature of translation and interpreting, the term *communicative competence* was introduced into the Soviet translation studies. One of the first models of translation competences was built by Komissarov.[14] He put together language, communicative, text-building and technical competences and gave a detailed description of the psychological and intellectual qualities and aptitudes of a translator/interpreter. The language component was connected with the communicative competence, text-building related to the discursive one whereas the

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[9] Jan van Ek, "Coping," *The Language Teacher* 1 (1988): 35-40.

[10] The CEFR Companion Volume (2018), 33, https://rm.coe.int/cefr-companion-volume0with-new-descriptors-2018/16800787989.

[11] Common European Framework of References for Languages, Council of Europe (2001), https://www.coe.int/en/web/common-european-framework-reference-languages.

[12] The CEFR Companion Volume (2018), https://rm.coe.int/cefr-companion-volume0with-new-descriptors-2018/16800787989.

[13] Russian Federal State Educational Standards for Higher Education in Linguistics (Master's Level) [in Russian], no. 783 (2016), http://fgosvo.ru/news/4/1890.

[14] Vilen Komissarov, *Theoretic Fundamentals of Translation Teaching Methods* [in Russian] (Moscow: Rema, 1997), 37–73.

communicative competence accounted for the ability to make inferences. It was one of the first attempts made by the Soviet researchers to identify and describe the core competences, though they were defined in somewhat different terms compared to their current usage.

The latest models developed by the Russian researchers use the terminology compatible with that of the European Union. For example, Gavrilenko[15] designed a translator competence model for LSP translation that also correlates with CEFR.[16]

The fundamental notion of Gavrilenko's model is the communicative competence that consists of linguistic, pragmatic and socio-linguistic components. Another key competence includes the knowledge of the subject-matter of specialised source texts as well as discursive, strategic and IT competences. In other words, the translation competence model proposed by Gavrilenko is composed of the knowledge of specific subject-matters related to the topic of translated texts, the knowledge of culture and specifics of the LSP discourse derived from the source culture. Gavrilenko also highlights the importance of the translator possessing adequate psychological and cognitive capacities and aptitudes, as well as emotional intellect. The model in question is applied to teaching written translation of LSP-texts from a foreign/source language (French) into a target/native language (Russian) (direct translation), as is quite relevant for a work environment of would-be translators.

A recent attempt to design a professional translator competence model was made by Korovkina[17] in her PhD thesis defended in 2017, with special focus on the core translation competences, such as generic and subject-specific communicative and cognitive competences which require more time to develop.

It should be noted that the latest translation competence-based models developed in Russia are compatible with the studies conducted by European researchers. Newmark[18] was one of the first in Europe to develop a comprehensive translation competence model. Other prominent researchers

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[15] Natalia Gavrilenko, *Teaching LSP-Translation* [in Russian] (Moscow: RUDN, 2008), 1–175.

[16] Common European Framework of References for Languages, Council of Europe (2001). https://www.coe.int/en/web/common-european-framework-reference-languages.

[17] Marina Korovkina, "Theoretic Aspects of Sense Modelling in LSP-Translation from Mother Tongue into Foreign Language (on the Basis of Newspaper Texts of Economic Discourse)" [in Russian] (PhD diss., Military University, Moscow, 2017), 30–152.

[18] Peter Newmark, *About Translation* (Clevedon/Philadelphia/Adelaide: Multilingual Matters, 1991), 184.

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worked along the same lines,[19] for example, Roberts,[20] Göpferich,[21] Kiraly,[22] Malmkjaer,[23] Neubert,[24] Schaffner.[25] The researchers have singled out such principal competences as language, textual- discursive, transfer competences and the knowledge of the subject-matter. They also stressed the importance of pragmatic aspects in translation and related skills, for example, the ability to understand the communicative situation which depends on the level of the development of communicative and discursive competences, the knowledge of culture which presupposes the well-developed extra-linguistic competence.

Another important group of researchers – PACTE (Hurtado, Orosco, Fox, Presas, Beeby and others)[26] – has been carrying out empirical-experimental research into translation competence and its acquisition in written translation since 1997, and merits special acknowledgments. The Spanish researchers have built an integral holistic translation competence model, which has been adjusted and fine-tuned for more than twenty years. They look into the process of translation through the lens of the interpretative model.[27] The process of translation consists of three stages: grasping the sense of the source text, deverbalizing it, and, while switching over to the target language, reverbalizing the invariant meaning into the target language-

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[19] We do not strictly follow the chronological order.

[20] Roda Roberts, "Compétence du Nouveau Diplôme en Traduction," in *Traduction et Qualité de Langue. Actes du Colloque Société des traducteurs du Québec* (Québec: Éditeur officiel du Québec, 1984): 172–184.

[21] Susanne Göpferich, "Towards a Model of Translation Competence and its Acquisition: The Longitudinal Study *Transcomp,*" in *Behind the Mind: Methods, Models and Results in Translation Process Research,* ed. Susanne Göpferich et al. (Copenhagen: Samfundslitteratur, 2009), 12–38.

[22] Don Kiraly, "Towards a View of Translator Competence as an Emergent Phenomenon: Thinking Outside the Box(es) in Translator Education," in *New Prospects and Perspectives for Educating Language Mediators*, ed. Don Kiraly et al. (Tübingen: Gunter Narr, 2013), 197–224.

[23] Kirsten Malmkjaer, "What is Translation Competence?," *Revue française de linguistique appliqué* 14, no.1 (2009): 121–134, https://www.cairn.info/revue-francaise-de-linguistique-appliquee-2009-1-page-121.htm.

[24] Albrecht Neubert, "Competence in Language, and in Translation," in *Developing Translation Competence*, ed. Christina Schaffner and Beverly Adab (Birmingham/Amsterdam/Philadelphia: Aston University, John Benjamins Publishing Company, 2000), 3–18.

[25] Christina Schaffner, "Running Before Walking? Designing a Translation Programme at Undergraduate Level," in *Developing Translation Competence*, ed. Christina Schaffner and Beverly Adab (Birmingham/Amsterdam/Philadelphia: Aston University, John Benjamins Publishing Company, 2000), 143–155.

[26] PACTE, "Acquiring Translation Competence: Hypotheses and Methodological Problems in a Research Project," in *Investigating Translation*, ed. Allison Beeby et al. (Amsterdam: John Benjamins, 2000), 99–106.

[27] Marianne Lederer, *Translation. The Interpretative Model* (Manchester: St. Jerome Publishing, 2003), 153–155.

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specific structures. The PACTE competence model includes the following components: bilingual sub-competence (which in its turn encompasses pragmatic, socio-linguistic, textual and lexico-grammatical knowledge in the source and target languages), extra-linguistic sub-competence (made up of encyclopaedic, thematic and bicultural knowledge), the translation knowledge, instrumental and strategic sub-competences.[28]

The PACTE group also makes it a point that inverse translation called into life by pragmatic reasons is viable and relevant, with this position opposed in the past by some mainstream European researchers. For example, Newmark believes that inverse translation can be used only as a teaching/learning device, as texts translated from the mother tongue into a foreign language can never reach the quality of a text produced by a native speaker in his/her native language.[29] Lederer argues that an inversely translated text can never sound natural for pragmatic reasons, as it is practically impossible to render the expressive function of the text at a high idiomatic level.[30] So it can be assumed that efforts and resources should not be spent on teaching the inverse translation, as the efficiency of teaching will always fall short. However, the current situation is as follows: if the inverse translation is not taught, the much-needed act of intercultural communication may fail to take place.[31] In this case, a translated text is assessed in terms of acceptability and quality of translation. Thus, at present the attitude towards inverse translation has undergone significant changes. European researchers have recognized the need to teach inverse translation from rare languages into a foreign language (Slavic languages included) whereas Spanish translation researchers and teachers have always been proponents of inverse translation and its teaching for pragmatic reasons on account of market demands. For example, Beeby[32],[33] described the competences needed for the translation from the mother tongue into a foreign language (Spanish – English) and emphasized the comparative and dynamic nature of the

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[28] PACTE, "Investigating Translation Competence: Conceptual and Methodological Issues," *Meta* 50, no. 2 (2005): 609–619, https://doi.org/10.7202/011004ar.

[29] Newmark, *About Translation*, 50.

[30] Lederer, *Translation. The Interpretative Model*, 153-155.

[31] Gerard Mcalester, "The Evaluation of Translation into a Foreign Language," in *Developing Translation Competence*, ed. Christina Schaffner and Beverly Adab (Birmingham/ Amsterdam/Philadelphia: Aston University/ John Benjamins Publishing Company, 2000), 228.

[32] Allison Beeby, "Evaluating the Development of Translation Competence," in *Developing Translation Competence*, ed. Christina Schaffner and Beverly Adab (Birmingham/Amsterdam/ Philadelphia: Aston University, John Benjamins Publishing Company, 2000), 185–199.

[33] Allison Beeby, "Genre Literacy and Contrastive Rhetoric in Teaching Inverse Translation," in *La Direccionalidad en Traducción e Interpretación – Perspectivas Teóricas, Profesionales y Didáctica,* ed. Dorothy Kelly et al. (Granada: Atrio, 2003), 155–166.

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communicative and discursive competences, as the translation process is based on the comparison of grammar, vocabulary, communicative situations and the means of cohesion between the source and target languages. Other researchers also support the need for inverse translation training, for example; Chodkiewicz,[34] Elamin,[35] Yuste Frias,[36] Kelly et al.,[37] Pavlović,[38] Pokorn,[39],[40],[41] Roiss and Weatherby,[42] Schjoldager,[43] Seghiri,[44] Stewart,[45] and Ulrych.[46]

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[34] Marta Chodkiewicz, "What Types of Errors Do Undergraduate Make Depending on Directionality?," in *Translation and Meaning. New series, volume 2, part 2*, ed. Łukasz Bogucki et al. (Frankfurt am Main: Peter Lang, 2016): 191–208.

[35] Saadia Elamin, "Foreign Language Courses for Translation Undergraduates. Adapting to Changes in Translation Directionality – A Case Study: English Grammar for Arabic Students," *Forum* 14, no. 2 (2016): 239–254, https://doi.org/.10.1075/forum.14.2.04ela.

[36] Jose Yuste Frias, "Didáctica de la Traducción Inversa Español-Francés – El Fin Justifica los Medios," in *Estudios sobre traducción – Teoría, didáctica, profesión*, ed. Jose Yuste Frias and Alberto Álvarez Lugris (Vigo: Servizo de Publicacións da Universidade de Vigo, 2005), 147–170. http://www.joseyustefrias.com/docu/publicaciones/JoseYusteFrias%202005d.pdf.

[37] Dorothy Kelly, Maria-Louise Nobs, Dolores Sanchez, and Catherine Way, "Reflections on Directionality in Translator Training," *Forum* 4, no.1 (2006): 57–81. doi:10.1075/forum.4.1.04kel.

[38] Nataša Pavlović, "What Were They Thinking?! Students' Decision-making in L1 and L2 Translation Processes," *Hermes - Journal of Language and Communication in Business* 44 (2010): 63–87, https://doi.org/10.7146/hjlcb.v23i44.97267.

[39] Nike Pokorn, "Natives or Non-natives? That is the Question: Teachers of Translation into Language B," *The Interpreter and Translator Trainer* 3, no. 2 (2009): 189–208, https://doi.org/.10.1080/1750399X.2009.10798788.

[40] Nike Pokorn, "Bilingual Teachers in Translation Courses: An Ideal Situation?," in *Translationskultur Revisited: Festschrift für Erich Prunč*, *(Stauffenburg Festschriften),* ed. Nadja Grbić (Tübingen: Stauffenburg, 2010), 245–260.

[41] Nike Pokorn, "Is It So Different? Competences of Teachers and Students in L2 Translation Classes," *Rivista Internazionale di Tecnica della Traduzione* 18 (2016): 31–48, doi:10.13137/2421-6763/13664.

[42] Silvia Roiss and Joanna Weatherby, "A Need for Reorientation – Creative Strategies for the Teaching of Translation into a Foreign Language," in *Translators' Strategies and Creativity*, ed. Ann Beylardey et al. (Amsterdam: John Benjamins, 1998), 213–221. https://doi.org/.10.1075/btl.27.29roi.

[43] Anne Schjoldager, "Are L2 Learners More Prone to Err When They Translate?," in *Translation in Undergraduate Degree Programmes*, ed. Kirsten Malmkjær (Amsterdam: John Benjamins, 2004), 127–149. https://doi.org/.httpdoi:10.1075/btl.59.10sch.

[44] Miriam Seghiri, "El Corpus Comparable para la Didáctica de la Traducción Jurídica Inversa (Español-Inglés)," in *Traducir en la Frontera,* ed. Susana Cruces-Colado et al. (Granada: Atrio, 2012), 815–830.

[45] Dominic Stewart, "Vocational Translation Training into a Foreign Language," *in TRAlinea* 10 (2008), http://www.intralinea.org/archive/article/1646http://www.intralinea.org/archive/article/1646.

[46] Margherita Ulrych, "Teaching Translation into L2 With the Aid of Multilingual Parallel Corpora – Issues and Trends," *Miscellanea* 4 (2000): 59–80.

Unlike Europe, the Soviet/Russian school of translation has always advocated the need to teach inverse translation. Actually, there are some other possibilities to improve the quality of inverse translation, for example, through editing made by a native speaker. Another interesting option was suggested by Semenov, namely, working in translators' tandems, when the working languages of two partner translators are the same, though their mother tongues are different, with a native speaker acting as a consultant when a non-native speaker translates into a foreign language.[47] The same was suggested by Nida as back as in 1964[48] and Pokorn.[49],[50]

Moreover, according to some researchers, the global demand is currently growing for LSP-texts translations from different languages into English, and the translation by a non-native speaker together with other non-native speakers facilitates the understanding.[51]

Another important point is that all researchers of the PACTE group are unanimous in their views that the acquisition of translation competence as well as that of the instrumental and strategic ones are crucial in the process of teaching translation, given that all the other competences should be already well-developed (primarily the communicative competence, or bilingual one, as it is called by the group).[52] In practice, this means that the European researchers in general believe that it is more efficient to teach translation at the level of a Master degree after the communicative or bilingual (language) competence has already been well developed.

The Soviet school of translation used to have a different view on the problem: it recognized that all the competences and sub-competences that set up translation competence could be taught at the same time, and, actually, that was the only possible way to teach translation in the Soviet era. At present these attitudes are undergoing changes in both directions. In Europe

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[47] Arkadiy Semenov, *Theory of Translation* [in Russian] (Moscow: Academy, 2013), 138.

[48] Eugene Nida, *Toward a Science of Translating: With Special Reference to Principles and Procedures Involved in Bible Translating* (Leiden: E.J. Brill, 1964), 1–202.

[49] Nike Pokorn, *Challenging the Traditional Axioms: Translating into a Non-mother Tongue* (Amsterdam, Philadelphia: J. Benjamins, 2005), 1–161.

[50] Nike Pokorn, "Translation into a Non-mother Tongue in Translation Theory: Deconstruction of the Traditional," in *Translation in Context: Selected Contributions from the EST Congress*, ed. Andrew Chesterman et al. (Amsterdam, Philadelphia: J. Benjamins, 1998), 61–72.

[51] Basil Hatim, *Teaching and Researching Translation* (London, New York: Longman/ Pearson Education, 2001), 164.

[52] PACTE, "Results of the Validation of the PACTE Translation Competence Model: Acceptability and Decision- making," *Across Languages and Cultures* 10, no. 2 (2009): 207–230, https://doi.org/.10.1556Acr.10.2009.2.3.

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researchers and teachers are also designing and implementing translation undergraduate degree programmes, as "many advantages are to be gained by shaping all or part of an undergraduate degree specifically to prepare students to enter the translation profession (or other professions in which translation-related skills are required)."[53] For example, this is done in Spain, Portugal and Belgium.[54] In Russia, translation is taught both at an undergraduate and graduate level, in Master degree programmes.

One of the aims of translation research studies is to raise quality of translator training. This is the concern of the Bologna Process as well. The Bologna requirements for translation were set out by the European Master in Translation framework (EMT) in 2009 and 2017. The 2009 EMT[55] presented them in the shape of a wheel, while the 2017 EMT[56] re-arranged essentially the same competences in a different format employing the term *skills* at the same conceptual level as the terms *competences, knowledge,* and *learning outcomes*. This terminological variety which is present in the Russian educational usage needs clarification. We have already discussed what is meant by the term *competence*. Alongside with this term, the Soviet teaching methodology used the terms *knowledge, abilities and skills (znaniya, umeniya, naviky)* as well. At present these are covered by the term *competence*, which is perceived as an inner resource required for professional activity (see definitions above). These terms – *knowledge, skills and competences* – are all used simultaneously, but the term *competence* has become universally accepted. In accordance with the established tradition in Russia, the term *skill* is used to stand for a minor sub-concept, which is part of a broader concept of the term *competence*. This understanding is in line with that of the Tuning methodology: a skill is "an intrinsic part of competence."[57]

The term *learning outcome* is new for Russia, and has not been used in the Russian HEIs before. We follow the *Tuning's* definition of learning outcomes as "what students should be able to know, understand,

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[53] Kirsten Malmkjaer, ed., *Translation in Undergraduate Degree Programmes* (Amsterdam-Philadelphia: John Benjamins Publishing Company, 2004), 3.

[54] Michael Bastin, "Translation Schools in Belgium," BeTranslated, last modified May 8, 2017, https://www.betranslated.co.uk/blog/translation-schools-belgium/.

[55] Competences for Professional Translators, Experts in Multilingual and Multimedia Communication (2009), https://ec.europa.eu/info/sites/info/files/emt_competences_translators_en.pdf.

[56] EMT Competence Framework (2017), https://ec.europa.eu/info/sites/info/files/emt_competence_fwk_2017_en_web.pdf.

[57] Robert Wagenaar, "Competence and Learning Outcomes: a Panacea for Understanding the (New) Role of Higher Education?," *Tuning Journal for Higher Education* 1, no. 2 (May 2014): 297.

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demonstrate, acquire, perform, and/or feel on completion of a course. They are performance-oriented parameters to measure the anticipated students' achievements."[58] "Learning outcomes indicate the level of competence that is desired and should be achieved. They are, in other words, the specifications of the results and outcomes of a learning process."[59] The introduction of the concept of 'a learning outcome' to the Russian education system proves instrumental for quality enhancement of teaching/learning process.

Another asset of the Tuning methodology is the principle of structuring the competence model on the basis of generic and subject-specific competences including four basic components (cognitive, communicative, socio-economic and methodological ones). This principle was applied to translation and interpretation in the *Reference Points for the Design and Delivery of Degree Programmes in Interpreting and Translation* (*Tuning Russia* project).[60] The competence model proposed there can be used for designing translation/interpreting curricula and programmes at the Bachelor and Master levels.

III. **Problem**

Here we present the design of an *LSP-Translation* module for the Master degree in Theoretical and Practical Translation, as little attention, if any, has been given to the modular competence-based approach in design of an LSP-translation module. The challenge is to do it properly in order to be able to achieve key competences required for professional qualifications. Moreover, the problem is how we can implement in reality the student- or learner-centered approach in teaching translation through competences/learning outcomes-based paradigm.

The module is constructed on the basis of the *Tuning* methodology. The material described is largely based on the above-mentioned *Reference Points for the Design of the Degree Programmes in Interpreting and Translation,*[61] in particular, the translation course syllabus offered at the

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[58] Ahmud Al Husban et al., "Implementing the Competences-Based and Student-Centered Learning Approach in Architectural Design Education. The Case of the T MEDA Pilot Architectural Programme at the Hashemite University (Jordan)," *Tuning Journal for Higher Education* 4, no.1 (November 2016): 57.

[59] Robert Wagenaar, "Competence and Learning Outcomes," 294.

[60] Vera Zabotkina et al., *Reference Points*, 70.

[61] Vera Zabotkina et al., *Reference Points,* 70.

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Translation Department, School for Philology and History, RSUH (Moscow). This document published in 2013 in the framework of the Tuning Russia project finalised the joint efforts by a number of Russian universities to lay out a framework for devising degree programmes in the area of translation and interpreting. In addition to RSUH that coordinated the subject area group of modern languages (translation and interpreting), the following four universities were also involved in the design of new degree programmes in T/I: the Moscow State Academy of Business Administration, Udmurt State University, Don State Technical University, Yaroslav–the–Wise Novgorod University under the expert guidance of the University of Deusto, Bilbao, Spain, and the University of Groningen, the Netherlands. The model designed by these four universities has laid the basis for the new Federal Standards 3++ in translation and interpreting. That is why modules implemented at various universities within different cycle programmes are fairly similar to the one described in the article, though each university may have some specifics. For example, MGIMO-university master programme focuses on training translators and simultaneous interpreters for international organizations. The Moscow State Linguistic University offers undergraduate and master cycle programmes based on a universalist approach as its graduates are able to work practically in all sectors of the economy. The RSUH's competitive edge has long been in the humanities, that is why its graduates are mostly involved in this sector of the labour market.

As we describe an LSP translation module, we need to say a few words about LSP and LSP translation as such. In the 1970s English linguists coined the term *'Language for special purposes' – LSP* (in opposition to the '*Language for general purposes'*), which was used to facilitate communication in special areas of human knowledge or subject areas, for example, in technologies, law, finances, management, mass media and others. Khaleeva singled out four major areas of communication related to human activities: a) practical area connected with production of goods, b) daily life, c) spiritual or/and cultural area, and d) political area.[62] It is only in our daily life or daily routines that we use the language for general purposes, while all other areas of knowledge require LSP. LSP is studied through various methodological approaches, in the framework of the discourse analysis, functional stylistics, text linguistics and some others. Picht and Draskau believe that the function of the special communication

[62] Irina Khaleeva, *The Theoretic Basics of Teaching Understanding a Foreign Language* [in Russian] (Moscow: Vysshaya shkola, 1989), 5–238.

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is to convey specialised information at various levels of complexity in order to disseminate knowledge.[63]

In translation we have to take into account text functions, the leading function of the LSP texts being denotational or informative. This means that in teaching LSP-translation the focus is made on terms and notions denoted by the terms that belong to a specific subject area. The skopos-theory states that translation strategies should take into account the text functions.[64, 65] Pym[66] believes that it is easier to translate the informative texts that those belonging to a broad pragmatic context (the term by Givon[67]), which are not only informative, but also expressive. Moreover, we argue the possibility of both direct and inverse translation, as there is demand for both directions in Russia, as well as a growing global demand for LSP inverse translation from a mother tongue into English, as it has been stated above.

The choice of this particular module out of the ten constituents of the above-mentioned programme (alongside with such modules as *Language Theory (Linguistics), Translation Studies, Area or Country Studies*) can be explained by its key role in professional translator training. The objective of the module is to provide a student with knowledge, expertise and skills he or she may need to translate texts relating to different functional styles, at C1-C2 level of proficiency (according to CEFR).[68]

It is a prerequisite for the Master Degree applicant to have a language competence at least at the C1 proficiency level, which is to be upgraded to C2 upon completion of the course.

According to the Tuning methodology, the initial stage of the degree programme design needs to identify a list of competences the student is supposed to develop, which includes generic and subject-specific competences. The next step is to define inter-related competences that can be

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[63] Heribert Picht, Jennifer Draskau, *Terminology: An Introduction* (Guildford: University of Surrey, 1985), 4–265.

[64] Katharina Reiss, Hans Vermeer, *Grudlegung einer Allgemeinen Translationstheorie* (Tübingen: Niemeyer, 1984), 5–250.

[65] Christiane Nord, *Text Analysis in Translation: Theory, Methodology and Didactic Application of a Model for Translation-Oriented Text Analysis* (Amsterdam-New York: Rodopi, 2005), 10–250.

[66] Anthony Pym, Miriam Shlesinger, Zuzana Jettmarova, *Sociocultural Aspects of Translating and Interpreting* (Amsterdam: John Benjamins, 2006), 5–255.

[67] Talmy Givon, *Mind, Code and Context: Essays in Pragmatics* (New Jersey: Hillsdale, 1989), 5–456.

[68] Common European Framework of References for Languages, Council of Europe (2001), https://www.coe.int/en/web/common-european-framework-reference-languages.

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built in the framework of a module. In our case, the *LSP-Translation* module aims to develop the following ***competences:***

- **Generic Competence**:
  - Ability to search for, process and analyze information.
- **Subject-Specific Competences**:
  - *Translation competence*: ability to translate (primarily meaning transfer phase between two languages)[69] and localize all basic types of texts, providing comments and references required.
  - *Pragmatic and Stylistic Adaptation competence*: ability to reproduce the multi-layer structure of the source text with the help of the target language stylistic adaptations of various types and the target reader-oriented adapting strategy, in accordance with the norms of the target language and the criteria applied to a high-quality translation.
  - *Socio-cultural and cross-cultural competence*: ability to apply and decode socio-cultural information contained in a source text.
  - *Information Technology competence*: ability to use modern ITs to search for information, including terminological databases.

The full list of competences in the *Translation Studies* subject area is presented in the above-mentioned *Reference Points*.[70] One module is to develop from three to five competences. It should be noted that there is no unilateral correspondence between a module and a competence: each competence is not supposed to be developed only within one particular module whereas several modules can build one and the same competence. Some competences can be developed and fine-tuned in the course of the translator's professional life, for example, when he/she acquires knowledge and translation experience in a number of LSP areas.

The Tuning methodology assumes that the competences that a student acquires on completing the module help to identify *the list* of the disciplines which are to be included in the module. They are called the module's structural units. Here we would like to present an LSP-translation module which encompasses the above four subject-specific competences. The table

[69] EMT Competence Framework (2017), https://ec.europa.eu/info/sites/info/files/emt_competence_fwk_2017_en_web.pdf.

[70] Vera Zabotkina et al. *Reference Points*, 29.

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below features five obligatory units (disciplines/subjects), their workload in ECTS and academic hours. The corresponding term of studies is also indicated.[71]

LSP-Translation Module Structure

Discipline	ECTS	Term	Hours Total	Hours In Class
Information Technologies in Translation	3	1	108	54
Translation of Journalistic Texts	3	1	108	54
Translation of Official/Legal Documents	3	2	108	54
Translation of Scientific/Technical Texts	3	2	108	54
Translation of Financial and Economic Texts	3	3	108	54

All subjects should be studied in a logical sequence from the first to the third term in order to build the required level of competence. Obviously, the course of Information Technologies in Translation should come first as it provides the basis for other specialized translation courses. The courses offering translation of journalistic, scientific/technical, economic/financial, and legal texts and official documents are supposed to take one term at the minimum or more, if deemed necessary.

Nowadays Russian universities calculate their academic workload both in the ECTS to conform to European universities, and in traditional academic hours, in line with the Federal Standards.

The disciplines in question have a total workload of three credit units (ECTS), or 108 hours. The number of hours and ECTS allotted to each discipline is defined by each individual university. The total number of hours of the MT degree allotted for LSP translation amounts to 410 – 540 hours (which is about 15 ECTS) or even 648 hours (18 ECTS), according to programmes drafted by different Russian universities. This is an approximate total time the students need to study a discipline at the Master level (to build the required skills). The module's practical orientation provides for the student's autonomy, that is why some 30 percent of hours are spent in class (instructor-led), though some programmes provide for a 50/50 split between in-class and individual study.

[71] The 4th term is omitted here, as it is supposed to be used for writing an MA dissertation.

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Our choice of the above-mentioned module is justified by the fact that LSP-translation is commonly offered at Master degree programmes in Russia owing to a high demand for this kind of translation.

Literary translation is quite another matter. In the Soviet era both the translated literature and its translation were highly popular, as they opened up new horizons for the Soviet people. Literary translation was taught at universities together with other translation modalities and types. At present Russian universities place emphasis on the LSP-translation for pragmatic reasons. Literary translation is taught at a limited number of universities which possess special resources. One of the key educational centres offering literary translation is the Maxim Gorky Literature Institute in Moscow which teaches at present direct translation from English, Spanish, Italian, German, French, Tatar, Bashkir and other Turkic languages into Russian. In this case, naturally, only one-way direct translation is possible. A course of English-Russian literary translation is also offered at the School for Philology and History at the Russian State University for Humanities where it is taught by well-known professional translators (G. Kruzhkov, A. Livergant). Similar courses have been designed by the Moscow State University and Moscow State Linguistic University, and other well-established universities in Russia.

Going back to the LSP translation module, we need to identify the types of work and learning methods that would build the above-mentioned competences in the framework of the module's disciplines. The basic types and modes of teaching are as follows:

1. **Lectures**: Despite the module's practical orientation, students need to obtain theoretical knowledge, as well as the methodology of working with different types of texts. They also need to be able to edit and search for various information sources. The subject *Introduction into Translation* is more theory-oriented than other disciplines of the module, with lectures accounting for 15 percent.

2. **Practical exercises**: They account for the bulk of the hours spent in class aimed at developing written translation skills. In the course of training the students perform translation tasks similar to those they will face in their future work. They also translate texts and do translation exercises resorting to special software (translation memory systems) and professional tools (databases, terminology dictionaries and other diverse tools). Moreover, the students are involved in group discussions aimed at analysing texts and contexts of the source language, selecting the best translation strategies, comparing

translations and discussing the pros and cons of their classmates' translations, editing translated texts. These activities should account for at least 35 percent of the time spent in class.

3. **The student's autonomous work (independent studies)**: It accounts for more than 60 percent of the total workload. Written translations, search for information through specialized tools and on-line resources are included in their individual work. Group projects are also welcome, when students perform real orders for translation. Such a project-based activity promoted by Kiraly[72] can be most helpful for translating financial, economic or technical texts which will involve all the translation stages: discussing the volume and methods of work, required resources, deadlines, and handing in the final version of a translated text to the client. Peer review or feedback makes a significant impact in this case. As Kiraly puts it, these activities "would serve as the venues for initiating and pursuing the development of translator sub-competences through first-hand experience, with the support of peers (project team members)."[73] All this may lead to students' greater autonomy and may "empower them to take responsibility for their own learning, their own sense-making and their own future."[74]

Another meaningful method in the student's independent work is a comparative analysis of parallel texts. There are two meanings to this term. The first stands for two absolutely identical texts in A and B languages: the original and its translation.[75] Another meaning relates to the texts produced by two or even more linguistic communities, which belong to the same subject area or even the same topic.[76] Working with parallel texts, students compare discursive elements in both languages, the means of cohesion and coherence, discursive markers and connectors, the way the information is presented in the text in terms of the theme and rheme[77] (or sentence functional

[72] Don Kiraly, *A Social Constructivist Approach to Translator Education. Empowerment from Theory to Practice* (Manchester: St. Jerome Publishing, 2000), 1–207.

[73] Don Kiraly, "Growing a Project-Based Translation Pedagogy: A Fractal Perspective," *Meta* 57, no. 1 (2012): 84, https://doi.org/10.7202/1012742ar: 84.

[74] Ibid: 84.

[75] Arkadiy Semenov, *Theory of Translation* [in Russian] (Moscow: Academy, 2013), 1–126.

[76] Susanne Göpferisch, "*Paralleltexte*," in *Handbook Translation*, ed. Mary Snell-Hornby et al. (Tübingen: Stauffenburg Verlag, 1999), 184–186.

[77] The Russian term for the sentence functional perspective.

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perspective), and the correct usage of terms. This analysis enables the students to use more language-specific and idiomatic means in their own translations.[78]

The assessment of learning outcomes is the cornerstone in translation training. In order to assess the students' knowledge of the discipline and their acquisition of the competences developed on completion of the module, the following *assessment tools* are used: (a) individual tasks of translating texts of various styles; and (b) registers and genres, group translation projects, presentations offering the analysis and comparison of the available translations, editing the final translation versions, and written exams.

To assess the level of competence mastery and acquisition, many Russian universities, the RSUH being one of them, have adopted the European grading scale. Together with that grading system, Russian universities continue to use the long-established 5-point grading scale, as well as 'pass/no pass' grading options.

The main challenge is how to assess or evaluate a student's translation: what is the weight of a grammar, lexical, and stylistic mistake, or a semantic one causing the distortion of meaning? Each university tends to stick to its own assessment criteria. However, it is obvious that the assessment system should be uniform for the whole translator training area.

Actually, the assessment of students' learning outcomes is a concern of many teachers[79] (not only of those teaching translation).

This problem requires a special attention and is beyond the scope of the present article. It should be mentioned that solid research studies on translation quality assessment are well under way in Russia. To mention just a few, the recent monograph by Knyazheva[80] is one of them.

The above case study illustrates the design of one module of the Master degree programme for translator training within the competence-based, student-centered approach. It makes part of the whole study programme and fits in the general set-up, which is instrumental for quality programme design.

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[78] Hayeyoung Kim, "Teaching Translation into the Second Language to Undergraduate Students – Importance of Background Knowledge and Parallel Texts," Forum 1 (2004): 29–29, https://doi.org/.10.1075/forum.2.1.03kim.

[79] Anna Serbati and Alessio Surian, "Developing Reflection on Competence-Based Learning: the Russian Experience with the Tuning Approach," *Tuning Journal for Higher Education* 1, no. 2 (May, 2014): 469.

[80] Elena Knyazheva, *Translation Quality Assessment: History, Theory, and Practice* [in Russian] (Moscow: Flinta, 2018), 1–248.

IV. **Conclusions**

Given the great impact of Bologna Process on the Russian higher education system, the latter has undergone tremendous changes over the past two decades. With the introduction of the 3-cycle system and competence-based new education standards (3++) at the federal level, modern Russian degree programmes become increasingly compatible with those in EU.

First of all, the above case study which reflects the impact of the Tuning Russia project helps to highlight important methodological issues related to translator training and programme design in Russia. Competences prove to be the cornerstone of contemporary education process. The insight into Russian translator training shows that the competence-based approach, which was discussed as early as the 1970s, has undergone rethinking and has become a major issue for the quality design of a new generation of MA in translation. The analysis of the state-of-the-art in translation training in Europe shows a certain degree of compatibility between Russian and European programmes, with the common denominator being a competence-based approach. Given that a lot of research on translation competences is going on in the EU (e.g., EMT, PACTE) and Russia (e.g., the Tuning Russia project), it is essential that consensus should be finally achieved and some common translation competence-based models developed.

The methodological principles of the competence-based education can be exemplified by the LSP translation module designed for the Master Degree programme. The detailed description of the module based on the Tuning methodology can serve as a possible model to design an EU compatible programme in translation. The module is analyzed according to the competences and learning outcomes to be achieved, workload and schedule, constituent disciplines, learning technologies and teaching methods, tools and competence acquisition/mastery assessment criteria.

One of the challenges is the adequate assessment of students' competences/learning outcomes; this issue is under consideration in the present-day translator training. It is an issue for a separate publication, as it is beyond the scope of this article.

The adequate assessment of students' competences/learning outcomes is part and parcel of translator training, and the unification and uniformity of assessment criteria need to be further coordinated in the global educational area.

Common methodology, principles and approaches facilitate the alignment of the Russian higher education system with the main principles of the Bologna Process.

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The individual watching of one's own video and its influence on future biology teachers´ professional vision

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Abstract: The student teacher usually learns their trade under the guidance of a mentor during teaching practice. Reflections usually take place after the mentor's observation of the student´s lesson, and take the form of an interview between the two participants. Recently, video recordings have been used advantageously to add an extra dimension to such professional development. In the classroom, at the time of the lesson, future teachers may not notice certain events, but using video helps them review, and analyse their attributes, thereby making the reflective process more effective. The development of 'professional vision' consists of two processes: (1) noticing different events and (2) assessing and appraising themselves.[1] This study analysed four written reflections (two pairs from each) from future biology teachers (n = 65) during their practice at ISCED 2 (International Standard Classification of Education 2 – lower secondary education, pupils from 11 to 15 years old) and at ISCED 3 (International Standard Classification of Education 3 - upper secondary education, pupils from 15 to

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[1] Miriam Gamora Sherin, "The Development of Teachers' Professional Vision in Video Clubs," in *Video Research in the Learning Sciences*, ed. Ricky Goldman et al. (New York: Routledge, 2007): 383-395.

19 years old) schools.[2] The first reflection in the pair ('pre-reflection') was written without video recordings, and the second ('post-reflection') with the support of video recordings. The reflections were divided into statements, and coded according to Sherin and van Es'[3] categorisation system. Statistically significant changes were found in several categories of professional vision in the students´ statements. During practice at ISCED 2 school (the first practice in the curriculum) students commented more often in the Self, Pedagogy, Management, Evaluate and Alteration categories in post-reflection, and less in the Student, Curriculum, Subject, Climate and Describe categories. During (the second) practice at ISCED 3 school, students dealt more with Self and Alteration categories in post-reflection. These findings persuaded us that the use of two practices based on video-supported reflection of one's own lessons is effective in prospective biology teachers' development of their professional vision.

Keywords: Prospective teacher; biology teacher; reflection; teaching practice; professional vision.

I. **Introduction**

Teaching practice is an integral part of the student teacher´s education, where they learn the role of how to be a teacher.[4] Recently, video recordings have been used advantageously for reflective purposes, initially by the student teacher themselves, and then on occasion with the mentor.[5, 6] The advantage of using video is that, in the classroom, student teachers may not notice certain events. They may, however, analyse the lessons later, thereby making the reflective process more effective.[7] In our study, we focused on the question of whether individual tracking of a student teacher´s own video-related reflection contributes to their professional development. If so, then such individual reflection could be a good starting point for a reflective interview with a mentor. In addition, we focused upon whether the student teacher continues to develop their professional vision during their second

[2] ISCED, UNESCO, "International Standard Classification of Education," (2011).

[3] Miriam Gamoran Sherin, and Elizabeth Van Es, "Effects of Video Club Participation on Teachers' Professional Vision," *Journal of Teacher Education* 60, no. 1 (2007): 20-37.

[4] John Loughran, *Developing a Pedagogy of Teacher Education: Understanding Teaching & Learning about Teaching* (London: Routledge, 2006).

[5] Tomáš Janík and Tina Seidel, *The Power of Video Studies in Investigating Teaching and Learning in the Classroom* (Münster: Waxmann Verlag, 2009).

[6] Tonya Tripp and Peter Rich, "Using Video to Analyze One's Own Teaching," *British Journal of Educational Technology* 43, no. 4 (2012): 678-704.

[7] Brendan Calandra, *Digital Video for Teacher Education: Research and Practice* (New York: Routledge, 2014).

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practice when supported by video. Because the development of professional competences cannot be explored, we have chosen only the professional vision segment to ascertain any shift in the components of 'noticing' and 'knowledge-based reasoning'.[8]

II. **Literature review**

Becoming a teacher does not happen in just one day. Rather, it is a process which a student teacher needs to go through. "To go through" does not mean simply waiting to become a good or even great teacher. It means to overcome difficulties (which are likely to arise) and to try to reflect on every feature in the lesson and this should be considered an opportunity to modify one's practice in the pursuit of more successful outcomes.

Pedagogical practice is the first part of a teacher´s journey. For the majority, it is the first opportunity to experience how it is to be a teacher. There is a great deal of new information to encounter and process to assimilate.

Căpitanu and Drăgan[9] indicate that student teachers perceive pedagogical practice to be very demanding, especially at the beginning. Such learners mentioned the difficulty of establishing the same atmosphere of acceptance from pupils, as well as the difficulty of reacting as more experienced teachers would. Some of these student teachers even noted that the experience of conducting their first lesson raised self-doubts about their desire or ability to become a teacher.

Student teachers, especially at the start of their career (e.g. on the practice at ISCED 2 schools, which is their first experience of teaching in our case) do not have much experience. This means that their expectations of what constitutes good teaching performance could be different and even unrealistic relative to more experienced colleagues.[10] According to the same study by Chan et al., watching videos from one's own lesson could elicit emotions that need to be addressed. Putting a positive light on this, student teachers (or even more experienced practitioners, for that matter) observing themselves

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[8] Miriam Gamoran Sherin and Elizabeth Van Es, "Effects of Video Club Participation on Teachers' Professional Vision," *Journal of Teacher Education* 60, no. 1 (2007): 20-37.

[9] Carmen-Daniela Căpitanu and Simona-Nicoleta Drăgan, "Considerations on the Complexity of Teaching Practice of Student Teachers," *Procedia-Social and Behavioral Sciences* 180 (2015): 736-743.

[10] Kennedy Kam Ho Chan, Cuiling He, Richard Chi Keung Ng, and Jessica Shuk Ching Leung, "Student teachers' Emotions When Watching Their Own Videos and Those of Their Peers," *Journal of Professional Capital and Community* 3, no. 3 (2018): 192-211.

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on video are very often motivated to try to improve their teaching strategies almost immediately.[11]

Reflections written with the benefit of video review are unlike those written only on the basis of memory alone, and have significant advantages.[12] There is evidence of their positive influence which points to greater objectivity and criticality. Mistakes are detected more easily, and common characteristics appear. Student teachers watching their own video from a lesson very often mention specifically the proportion of teacher talk, student attention span, students´ increasing interest and their style of communication. Further typical statements relate to how they appear in front of the class, their use of gesture, and one of voice.[13]

Reflection merely from memory may be inadequate, and even counter-productive, in that a student teacher may be overwhelmed by impressions of the amount of interaction to be analysed. Without video, they have difficulty noticing all the interactions, and in prioritising them. The benefit in watching their own video-recorded lesson is also in focusing on the effect of, for example, their instruction on the pupils' activities, pupil behavior and accomplishment of intended learning outcomes can also be better judged.[14]

Nevertheless, it can be selective or even deceptive for the novice. In that case, review of video evidence can be a useful tool for the mentor to encourage deeper engagement with certain issues, which is not the case of this study and could be examined in further research.[15]

This research attempts to address a gap identified in a study by Coddington.[16] Accordingly, we examined written reflections relating to personal video from the lesson, and determined their most important features.

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[11] Jim Knight, Barbara A. Bradley, Michael Hock, Thomas M. Skrtic, David Knight, Irma Brasseur-Hock, Jean Clark, Marilyn Ruggles, and Carol Hatton, "Record, Replay, Reflect: Videotaped Lessons Accelerate Learning for Teachers and Coaches," *Journal of Staff Development* 33, no. 2 (2012): 18-23.

[12] Bing Xiao and Joseph Tobin, "The Use of Video as a Tool for Reflection with Preservice Teachers," *Journal of Early Childhood Teacher Education* 39, no. 4 (2018): 328-345.

[13] Sumru Akcan, "Watching Teacher Candidates Watch Themselves: Reflections on a Practicum Program in Turkey," *Profile Issues in Teachers´ Professional Development* 12, no. 1 (2010): 33-45.

[14] Estella Williams Chizhik and Alexander Chizhik, "Value of Annotated Video-Recorded Lessons as Feedback to Teacher-Candidates," *Journal of Technology and Teacher Education* 26, no. 4 (2018): 527-552.

[15] Bing Xiao and Joseph Tobin, "The Use of Video as a Tool for Reflection with Preservice Teachers," *Journal of Early Childhood Teacher Education* 39, no. 4 (2018): 328-345.

[16] Lorelei Coddington, "Teachers' Perspectives on Using Video-Recorded Lessons During Professional Development," Annual Meeting of the American Educational Research Association (Sant Antonio: 2017).

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The ability to formulate a professional judgement (sometimes called "professional vision") is one of the key capabilities of the teacher.[17] Sherin discusses two components of professional vision: "noticing" and "knowledge-based reasoning". In analysis of professional vision, qualitative approaches are usually used, and respondents´ statements coded according to different categorisation systems.[18] Sherin and van Es' system shows what students notice during activities in their teacher's preparation (teaching a lesson, watching video, writing reflections, discussing with others etc.) and how they react. Noticing can be understood as the skill of a teacher's paying attention to areas that are important for teaching and learning in the classroom. The process of knowledge-based reasoning is a way in which a teacher reasons about what is noticed based on his/her knowledge and understanding. Specifically, the "noticing" component is complemented by Actor and Topic areas, and the "knowledge-based reasoning" component by the areas of Stance and Specificity.[19]

III. **Methodology**

Two research questions are addressed.

Research question 1: Is there a change in the professional vision of student teachers when they watch their own video individually during their first practice? If so, in what ways?

Research question 2: Are there any changes in the professional vision of student teachers, during their second practice?

III.1. *Participants of the research and gathering of data*

Participants were student teachers (n=65) in the Faculty of Education at Charles University studying for their Master´s degree in the discipline of Teacher Training for Secondary School Biology. These participants studied during the 2016/2017 and 2017/2018 academic years. There were two

[17] Jan Slavík, Jindřich Lukavský, Petr Najvar, and Tomáš Janík, "Profesní Soud o Kvalitě Výuky: Předem a Následně Strukturovaná Reflexe," *Pedagogika* 65, no. 1 (2015): 5-33.

[18] Miriam Gamoran Sherin, "The Development of Teachers' Professional Vision in Video Clubs," in *Video Research in the Learning Sciences*, ed. Ricky Goldman et al. (New York: Routledge, 2007): 383-395.

[19] Miriam Gamoran Sherin and Elizabeth Van Es, "Effects of Video Club Participation on Teachers' Professional Vision," *Journal of Teacher Education* 60, no. 1 (2007): 20-37.

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groups: the first (Group 1, n=28) comprised those on their first year of their Master´s degree (so they completed their practice at lower secondary schools ISCED 2). The second (Group 2, n=37) comprised those studying on their second year at Master´s level (completing their practice at upper secondary school ISCED 3).

Research was conducted during the participants' pedagogical practice, which was an integral part of the curriculum. They were required to prepare and individually teach a lesson, on a biological topic of their choice, and using any methods and organisational forms. The only requirement was to video all 45 minutes of the lesson. They were then asked to write two reflections on that lesson. The length of reflections was not specified, so the student teachers could reflect on their lessons as fully as they felt necessary. In this paper, the first reflection (without video) is called pre-reflection, and the second (with support of video) is called post-reflection. As the only data source for the first reflection was memory, participants were asked to write it within 24 hours of teaching. The second reflection was written after watching their lesson on video, and so could be submitted within 14 days and any number of views. In total, 130 reflections were analysed.

III.2. *Analysis of data*

According to our stated research questions, we wanted to compare change in the professional vision between the first and second practice. We used a combination of methods for data analysis to explore not only the quality, but also frequency of surveyed categories. There are some similar pieces of research using the categorisation system mentioned here, but most focus on disciplines other than biology.[20],[21]

A verbal method for analysis of written reflections was used. This method can be used to quantify qualitative coding of the contents of verbal utterances, and consists of steps: reducing and segmenting the text, choosing a coding scheme, operationalizing evidence for coding, depicting coded data, seeking pattern in the depicted data, interpreting the pattern, and repeating the whole process.

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[20] Klára Uličná, "To See or Not to See: Profesní Vidění Budoucích Učitelů Anglického Jazyka a Budoucích Učitelů pro 1. Stupeň se Specializací na Anglický Jazyk," *Pedagogická Orientace* 27, no. 1 (2017): 81-103.

[21] Naďa Vondrová, Jana Cachová, Jana Coufalová, and Magdalena Krátká, "„Lesson Study" v Českých Podmínkách: Jak Učitelé Vnímali Svou Účast a Jaký Vliv Měla na Jejich Všímání si Didakticko-Matematických Jevů," *Pedagogika* 66, no. 4 (2016): 427-442.

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Written reflections were separated into partial segments assigned to the same category system as in Sherin´s and van Es´s research.[22] In this system, there are four dimensions of student statements, with each one divided into categories. We modified it in order to be suitable for analysis of written reflections of biology student teachers. Originally it was used for analysis of transcripts of discussion of mathematics teachers. The dimension Actor has the following categories: Teacher (supervising teacher or teacher as representative of a larger group of teachers, not student teacher), Student (pupil or pupils seen in video or pupils as representative of a larger group of pupils), Self (student teacher teaching a lesson and reflecting own teaching), Curriculum (person who developed materials within lesson, tasks, texts, curriculum), and Other (anything else). The dimension Topic consists of Subject (biology or didactics of biology), Pedagogy (pedagogy and general didactics), Climate (social environment of the lesson, motivation and engagement of pupils etc.), Management (organization of classroom, behaviour, discipline), and Other (anything else) categories. The Stance dimension is divided into Describe (simple description of events in lesson), Evaluate (expression what event in lesson is bad or good) and Interpret (making inference, explanation) categories, and the last dimension, Specificity, includes the categories Specific (specific event in lesson, specific pupil) and General (general phenomena in the whole lesson). In this research, the fifth dimension of statements presented suggested Alterations ("What to do differently in teaching") is introduced as well (see tab. 1). Each statement was assigned to one category from each dimension. Therefore, the gathered data could be represented numerically, and we could have used statistical methods.[23],[24] This approach is quite usual in research focused on professional vision. The process of coding was a collaborative procedure in which two researchers worked together to achieve a consensus in cases of disputable statements. The whole process met three controls of correctness. The MS Excel descriptive statistic was used to evaluate the data.

Here are some examples of categories used. The statement "It would be probably better and less difficult to students´ orientation in a workbook if

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[22] Miriam Gamoran Sherin and Elizabeth Van Es, "Effects of Video Club Participation on Teachers' Professional Vision," *Journal of Teacher Education* 60, no. 1 (2007): 20-37.

[23] Kevin Miller and Xiaobin Zhou, "Learning from Classroom Video: What Makes it Compelling and What Makes it Hard." In *Video Research in the Learning Sciences*, ed. Ricky Goldman et al. (New York: Routledge, 2007): 321-334.

[24] Adrian Simpson and Naďa Vondrová, "Developing Pre-Service Teachers' Professional Vision with Video Interventions: a Divergent Replication," *Journal of Education for Teaching* (2019): 1-18.

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they take notes continuously and not just after explanation of some part of the curriculum" we coded as: Student, Pedagogy, Interpret, General, Alteration. The statement "At the introductory slide I had five pictures and I asked what animal it was" meanwhile, we coded as: Self, Subject, Describe, General, Without alteration.

Table 1

Possible dimensions and categories of statements

Dimension	Categories
Actor	Teacher – Student – Self – Curriculum – Other
Topic	Subject – Pedagogy – Climate – Management - Other
Stance	Describe – Evaluate – Interpret
Specificity	Specific – General
Alterations	Alteration – Without alteration

To introduce the number of units in pre- and post-reflections of both groups, the minimum, maximum and total were identified. Mean, median and standard deviation were identified by statistical enumeration as well. The Wilcoxon signed-rank test was used because of the number of respondents, and the fact that two reflections from every respondent were examined. For results of concrete dimensions (Actor, Topic, Stance, Specificity and Alteration) the mean, standard deviation and p-value were identified. In each table, the relative number/percentage of statements (from the overall number of statements for given dimension) is given.

The relative proportion of statements in pre- and post-reflections were compared. Any p-value smaller than 0.05 is statistically significant. These values are marked with an asterisk. Among the proportion of statements in pre- and post-reflections, there is statistical significance of a difference of 5%.

IV. **Results**

The number of units in pre- and post-reflections of both groups of respondents (tab. 2) shows the diversity in length of written reflections. The median number of units is quite close in intervals, between 18 and 22 units per reflection, and this does not change with either the group of students or the type of reflection.

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Table 2

Number of units in pre and post reflection of group 1 and 2, 2016/2017 and 2017/2018 (mean and std. deviation are rounded to whole numbers)

Type of reflection	Number of units					
	Min.	Max.	Total	Mean	Median	Std. deviation
Group 1 (n=28)						
Pre reflection	7	52	670	24	20	13
Post reflection	5	44	614	22	18	11
Group 2 (n=37)						
Pre reflection	7	54	856	23	22	11
Post reflection	5	72	792	21	18	13

Dimension Actor and its categories

From tab. 3, it is seen that the focus of Student and Curriculum categories in the group 1, there is a significant decrease in post-reflections. Student teachers pay more attention to the category Self in post-reflections, which means they concentrate the most on themselves in the role of teacher from all events seen on video. It is clear that the increasing focus on category Self has an associated decreasing influence on categories Student and Curriculum. It is important in group 2 to note that there is also a significant increase in Self category in post-reflections, which is a necessary starting point for reflection of practice and for mentor involvement. Category Teacher is mentioned the least often, because it relates to a class teacher who does not appear at all in the video.

Table 3

Frequency of occurrence Actor dimension and its categories

Categories	Group 1			Categories	Group 2		
	Mean	Std. deviation	p-value		Mean	Std. deviation	p-value
Teacher_Pre	1.60%	2.86%	0.227	Teacher_Pre	2.45%	3.02%	0.189
Teacher_Post	0.94%	2.58%		Teacher_Post	2.20%	4.51%	

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Categories	Group 1			Categories	Group 2		
	Mean	Std. deviation	p-value		Mean	Std. deviation	p-value
Student_Pre	31.05%	12.41%	0.038*	Student_Pre	26.62%	12.47%	0.511
Student_Post	23.31%	13.25%		Student_Post	25.24%	12.45%	
Self_Pre	40.96%	17.26%	0.005*	Self_Pre	40.58%	11.97%	0.012*
Self_Post	52.81%	11.77%		Self_Post	48.19%	14.15%	
Curriculum_Pre	10.21%	7.90%	0.000*	Curriculum_Pre	11.95%	9.45%	0.123
Curriculum_Post	5.55%	8.97%		Curriculum_Post	7.81%	8.53%	
Other_Pre	16.18%	10.21%	0.999	Other_Pre	18.39%	10.00%	0.999
Other_Post	17.40%	12.78%		Other_Post	16.57%	11.30%	

Dimension Topic and its categories

Tab. 4 shows a statistically significant decrease in the Subject and Climate categories in post-reflection as compared with pre-reflections of group 1. This group otherwise paid significantly more attention to the Pedagogy and Management categories in post-reflections. These results mean that student teachers decreased their attention to subject didactics phenomena as well as those phenomena related to classroom climate context (social environment of the classroom, motivation, engagement etc.). In contrast, they started to pay attention to general pedagogy events and management events (e.g. organisation of classroom, discipline of pupils) after watching the video of their lesson. With group 2, there is no significant difference seen in these categories.

Table 4

Frequency of occurrence Topic dimension and its categories

Categories	Group 1			Categories	Group 2		
	Mean	Std. deviation	p-value		Mean	Std. deviation	p-value
Subject_Pre	24.79%	16.18%	0.000*	Subject_Pre	15.91%	11.11%	0.391
Subject_Post	12.84%	9.72%		Subject_Post	11.11%	9.64%	

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Categories	Group 1			Categories	Group 2		
	Mean	Std. deviation	p-value		Mean	Std. deviation	p-value
Pedagogy_Pre	31.62%	10.97%	0.038*	Pedagogy_Pre	38.09%	12.15%	0.405
Pedagogy_Post	39.86%	14.76%		Pedagogy_Post	40.47%	12.39%	
Climate_Pre	17.60%	11.14%	0.031*	Climate_Pre	14.90%	11.23%	0.868
Climate_Post	11.97%	8.08%		Climate_Post	14.51%	12.05%	
Management_Pre	15.25%	7.86%	0.021*	Management_Pre	15.84%	11.33%	0.735
Management_ Post	22.99%	14.06%		Management_ Post	19.23%	14.49%	
Other_Pre	10.74%	7.18%	0.441	Other_Pre	15.25%	10.98%	0.617
Other_Post	12.33%	8.65%		Other_Post	14.69%	11.31%	

Dimension Stance and its categories

The results quoted in tab. 5 show significant changes in categories Describe and Evaluate in pre-reflections in student teachers who participated at ISCED 2 schools (group 1). Sharing of describing statements decreased after watching one's own video, while sharing of evaluating statements increased. The number of units coded as Interpret (considered the most advanced in development of professional vision) was higher in post-reflections of group 1, but not statistically significant. We see almost no shift in group 2, when students fulfilled their second practice during university studies, and watching their own video for the second time.

Table 5

Frequency of occurrence Stance dimension and its categories

Categories	Group 1			Categories	Group 2		
	Mean	Std. deviation	p-value		Mean	Std. deviation	p-value
Describe_Pre	43.45%	16.94%	0.005*	Describe_Pre	39.03%	20.24%	0.742
Describe_Post	27.86%	14.69%		Describe_Post	35.00%	17.24%	

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Categories	Group 1			Categories	Group 2		
	Mean	Std. deviation	p-value		Mean	Std. deviation	p-value
Evaluate_Pre	28.75%	16.92%	0.038*	Evaluate_Pre	31.58%	17.67%	0.324
Evaluate_Post	39.26%	14.18%		Evaluate_Post	34.10%	14.97%	
Interpret_Pre	27.80%	13.31%	0.089	Interpret_Pre	29.39%	15.27%	0.742
Interpret_Post	32.88%	14.62%		Interpret_Post	30.91%	15.52%	

Dimension Specificity and its categories

In tab. 6, there are data presented from using statements related to the specificity or generality of statements. We can see a very mild (and not statistically significant) decrease of specific statements in post-reflections in both groups of students. Students started to pay more attention to general phenomena in their teaching at the expense of specific events in the lesson (specific student, specific task, direct quote of students´ answers etc.).

Table 6

Frequency of occurrence Specificity dimension and its categories

Categories	Group 1			Categories	Group 2		
	Mean	Std. deviation	p-value		Mean	Std. deviation	p-value
Specific_Pre	22.88%	15.28%	0.089	Specific_Pre	17.52%	13.23%	0.296
Specific_Post	17.58%	9.43%		Specific_Post	16.15%	13.75%	
General_Pre	77.12%	15.28%	0.089	General_Pre	82.48%	13.23%	0.296
General_Post	82.42%	9.43%		General_Post	83.85%	13.75%	

Dimension Alterations

In tab. 7, there is a comparison mean, standard deviation and p-value of Alterations in groups 1 and 2. The statements containing some suggested Alteration in both groups of respondents point out the use of significantly more such oriented statements in post-reflections.

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Table 7

Frequency of occurrence Suggested alterations dimension and its categories

Categories	Group 1			Categories	Group 2		
	Mean	Std. deviation	p-value		Mean	Std. deviation	p-value
Alteration_Pre	3.90%	5.96%	0.027*	Alteration_Pre	2.73%	4.81%	0.000*
Alteration_Post	9.19%	9.00%		Alteration_Post	10.59%	14.09%	

V. **Discussion**

We decided to take combination of methods for data analysis as we consider the opportunity to examine frequency of used categories as important. The main benefit is in the way to point out at quality of statements as well as differences in categories of professional vision which can change in student teachers with different background.

Written reflections were undertaken in naturalistic settings. This lent itself to the adoption qualitative research methods, as numerous variabilities that could have influenced the way of writing reflections were not controlled.[25]

Each participant expressed their individual understanding of their lesson. Although the reflections did not consist of a standard list of questions, and particular information about the lesson was obtained, the responses were coded in qualitative way and then analyzed quantitatively.[26] According Bazeley, the size of the sample we investigated was sufficient for quantification in percentages.[27] Although we used qualitative research, we also used quantitative data because it has important (meaningful) value.

V.1. *Dimension Actor and its categories*

The Teacher category is mentioned rarely because participants reflected on their own lessons, and not on another teacher's (e.g. class teacher). Of

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[25] Michelene T. H. Chi, "Quantifying Qualitative Analyses of Verbal Data: A Practical Guide," *The Journal of the Learning Sciences* 6, no. 3 (1997): 271-315.

[26] Janice M. Morse, "Evolving trends in qualitative research: advances in mixed-method design," *Qualitative health research* 15, no. 5 (2005): 583-585.

[27] Pat Bazeley, "Issues in Mixing Qualitative and Quantitative Approaches to Research," *Applying Qualitative Methods to Marketing Management Research*, ed. Buber, Gadner, Richards et al. (UK: Palgrabe Macmillan, 2004): 141-156.

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course, some comments in this category did appear because the teacher could attend every lesson (including the videotaped one). In such cases, teachers intervened in the lesson, and so student teachers referred to them. In research by Minaříková et al.[28] student teachers concentrated in their reflections on themselves instead of on the pupils. Orientation was shifted, though, from "actor" (i.e. teacher) to "stage director´s attitude", meaning that they focused more on pupils after a few experiences with video reflecting.[29]

According to Kagan,[30] new teachers are busy trying to understand the complexity of management, behavior and such, so it may be natural that they reflect more on their own performance than on the activities of their students. Comments in the category Self have significantly increased the tendency to appear in both groups of respondents in post-reflection (written after watching their video from the lesson). This fact is evidence of the benefits of videos for student teachers in developing their skills in the process of pedagogical practice as well as when watching their own video repeatedly. According to McConnell et al.[31] and Chan et al.[32] the results of observations can be influenced by the number of viewings. In our research, the number of watching videos was not investigated. The numbers of statements dedicated to the category Curriculum describing the situations, curriculum developers, the task itself, and the topic of the lesson are similar in the pre-reflections to that in Pavlasová´s research.[33]

V.2. *Dimension Topic and its categories*

There is a significant decrease in representation of comments related to the Subject category in post-reflections by both groups, but especially in group 1.

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[28] Eva Minaříková, Michaela Píšová, Tomáš Janík, and Klára Uličná, "Video Clubs: EFL Teachers' Selective Attention before and after," O*rbis Scholae* 9, no. 2 (2015): 55-75.

[29] Natalia Orlova, "Video Recording as a Stimulus for Reflection in Pre-Service EFL Teacher Training," *English Teaching Forum* 47, no. 2 (2009): 30-35.

[30] Dona M. Kagan, "Professional Growth among Preservice and Beginning Teachers," *Review of Educational Research* 62, no. 2 (1992): 129-169.

[31] Tom J. McConnell, Mary A. Lundeberg, Matthew J. Koehler, Mark Urban-Lurain, Tianyi Zhang, Jamie Mikeska, Joyce Parker, Meilan Zhang, and Jan Eberhardt, "Video-Based Teacher Reflection - What is the Real Effect on Reflections of Inservice Teachers," Annual Meeting of the Association of Science Teacher Education (Oxford: Routledge, 2008).

[32] Kennedy Kam Ho Chan, Cuiling He, Richard Chi Keung Ng, and Jessica Shuk Ching Leung, "Student Teachers' Emotions when Watching Their Own Videos and Those of Their Peers," *Journal of Professional Capital and Community* 3, no. 3 (2018): 192-211.

[33] Lenka Pavlasová, "Profesní Vidění Studentů Učitelství Biologie Zaměřené na Obor a Oborově Didaktické Jevy," *Scientia in Educatione* 8, no. 2 (2017): 84-99.

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This considered undesirable, as in Sherin's[34] survey, where the student teachers of mathematics placed little emphasis on subject thinking. In post-reflections from both groups of our respondents, less attention was paid to Subject than to Pedagogy events. Our results from the Subject category in post-reflections are similar to Pavlasová´s,[35] with only difference being that her participants reflected on another teacher´s video. In our study, Pedagogy comments were significantly more commonly represented by group 1 in post-reflections.

Even though the noticing of Management events could be quite difficult for student teachers (especially at the start of their career), we detected an increase in the number of those comments, mostly in post reflections. We propose that this is because student teachers are not able to perceive every pupil activity during the lesson, but in the video are better able to see that pupils may not be working, desks may be inappropriately situated, and some pupils may be disruptive.

The same findings are mentioned by Sonmez and Hakverdi-Can,[36] where participants were able to identify strengths and weakness of their lesson when using videos. There are no significant changes for group 2 in Pedagogy and Management categories.

V.3. *Dimension Stance and its categories*

A very important finding is the change in the proportion of Describe and Evaluate statements among group 1 respondents. In the majority of pre-reflections, statements were merely descriptive in character, and provided an enumeration of events from the lesson. A similar phenomenon was mentioned by Cocca and Cocca,[37] as well as by Minaříková.[38] After the

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[34] Miriam Gamoran Sherin and Elizabeth Van Es, "Effects of Video Club Participation on Teachers' Professional Vision," *Journal of Teacher Education* 60, no. 1 (2007): 20-37.

[35] Lenka Pavlasová, "Profesní Vidění Studentů Učitelství Biologie Zaměřené na Obor a Oborově Didaktické Jevy," *Scientia in Educatione* 8, no. 2 (2017): 84-99.

[36] Duygu Sonmez and Meral Hakverdi-Can, "Videos as an Instructional Tool in Pre-Service Science Teacher Education," *Eurasian Journal of Educational Research* 46 (2012): 141-158.

[37] Michaela Cocca and Armando Cocca, "Using Video Analysis Tool and Self-Reflection as a Response to Education Changes in Teachers' Evaluation in Mexico," in *Proceedings of 13th International Conference on Efficiency and Responsibility in Education,* ed. Martin Flégl, Milan Houška and Igor Krejčí (Prague: Czech University of Life Science, 2016): 66-72.

[38] Eva Minaříková, "Profesní Vidění Studentů Učitelství Anglického Jazyka: Jak Vidí Studenti Výukové Situace Zachycené na Videu?," *Pedagogická Orientace* 24, no. 5 (2014): 753-777.

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opportunity to see themselves on video, though, some teachers changed their method of reflection to include more evaluative statements. According to Sherin and van Es,[39] for example, teachers began to take more care of the explanation and justification of events in the education process after one year's attendance at the video club. There is a considerable shift from merely describing events in pre-reflections towards their evaluation in post-reflection which indicates a desirable shift in professional vision. Such a shift does not occur in group 2, these teachers have more experience from their second practice, and they have more realistic notions of the processes involved in their teaching. For these experienced student teachers, the mentor would be needed to insight into the student's development towards a higher level of their professional vision. Our results support the idea of the usefulness of videos for students on their first practice, even when they watch their video alone. Cocca and Cocca's[40] results help teachers offer more complex analysis that includes both evaluate positive and negative events, as well as proposed alternatives. However, the number of Interpretations was virtually unchanged, and a discussion with a mentor or a group of students would probably be needed.

V.4. *Dimension Specificity and Alteration*

The specific phenomena of the teaching process is more likely put forward in our studies than in those of another´s video reflection.[41, 42]

A very important feature is that the frequency of comments offering alternative techniques or processes statistically significantly increased in both groups for those reflections written with the aid of video review. This means that even watching one's own video alone is beneficial for a student teacher´s professional vision to develop. We have to say that we have not examined further the quality of alterations nor the possibility of introducing

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[39] Miriam Gamoran Sherin and Elizabeth Van Es, "Effects of Video Club Participation on Teachers' Professional Vision," *Journal of Teacher Education* 60, no. 1 (2007): 20-37.

[40] Michaela Cocca and Armando Cocca, "Using Video Analysis Tool and Self-Reflection as a Response to Education Changes in Teachers' Evaluation in Mexico," in *Proceedings of 13th International Conference on Efficiency and Responsibility in Education,* ed. Martin Flégl, Milan Houška and Igor Krejčí (Prague: Czech University of Life Science, 2016): 66-72.

[41] Lenka Pavlasová, "Profesní Vidění Studentů Učitelství Biologie Zaměřené na Obor a Oborově Didaktické Jevy," *Scientia in Educatione* 8, no. 2 (2017): 84-99.

[42] Lenka Pavlasová, Jana Stará, Naďa Vondrová, Magdalena Novotná, Jarmila Robová, and Klára Uličná, "Výběrové Zaměření Pozornosti u Studentů Učitelství a Povaha Jejich Interpretací," *Pedagogika* 67, no. 1 (2017): 5-24.

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them into teaching. We consider their mere occurrence, though, to be a positive influence in realizing the possibility of change.

V.5. *Limitations of the study and recommendation for teacher educators*

The first limitation of this study lies in the low total number of respondents. We analyzed written reflections from the available samples of prospective teachers, but only around a third of those eligible from ISCED 2 and 3 schools chose to videotape their lesson and work with their own video.

Another limitation of this study is that we investigated just those statements which were explicitly freely noticed by student teachers in written reflections, and not those arising, for example, during mentor interviews. We did not have the opportunity to ask more questions to find out exactly what was meant by a given statement. Preliminary analysis of videos suggests that student teachers did not notice (and so did not comment on) other important phenomena. It would be interesting to look into this aspect in future research.

Our recommendations for practice to teacher educators (guarantors of pedagogical practices, mentors) is to include the watching of prospective students´ videos from their lesson in their preparation for becoming a teacher. Watching one's own video at least twice leads to changes in professional vision.

VI. **Conclusions**

There is a need for future teachers to reflect on their own teaching as realistically as possible. To prompt this, space was established in which student teachers could work with video from their own lesson.

During the first practice, we found a statistically significant shift across a wide range of professional vision categories. In the second practice, when student teachers were more experienced, we found a statistically significant shift, but in only two categories (Self and Alteration). This implies that student teachers during their first practice gain from the videotaped lesson, learn to what to find out and what to focus on which was not obvious before watching their own videotaped lesson. Then, in the second teaching practice, she/he is already basing on experiences and is able to observe sufficiently nearly all the phenomena that occur in the teaching. For this reason, video-less and video-based reflections differ much less than during the first practice.

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Nevertheless, we consider the inclusion of a second experience with video of one's own lesson as important, since the student teachers noticed more on herself/himself as a teacher and suggested more alterations. Both the categories of Self and Alteration increase in post-reflection.

Thus, the student teachers noticed more about themselves professionally, and suggested more alterations. Pausing or replaying specific sections allows the student teacher enough time to think through alternative procedures - an important part of the reflective cycle.[43]

Our results show that the inclusion in the curriculum of working with one's own video during the pedagogical practice even during the practice at ISCED 2 and as well at ISCED 3 school is effective. It is beneficial to professional vision even if watched independently (without the mentor's participation), when associated with a written reflective task. Subsequently, the mentor can supplement the benefit by focussing on events to which student teachers did not pay any attention.

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recordings of lessons. It also aims to examine the contribution of the teacher´s reflections supported by video recordings of lessons in comparison with the teachers reflections not supported by video recordings of lessons.

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Developing a Reflection Guiding Tool for underperforming medical students: An action research project

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Chan Choong Foong, and Vinod Pallath*

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Abstract: The ability to reflect is an important generic competence especially for underperforming students as they have to analyse their previous learning experiences to improve on future academic performances. This action research describes the process of a team when developing a reflection guiding tool (RGT). As the underperforming students may have difficulty in comprehending what is expected from them while using a reflective approach, we designed the RGT based on the six steps in Gibbs cycle; 1) Description, 2) Feelings/Reactions, 3) Evaluation, 4) Analysis, 5) Conclusions, and 6) Personal action plan. These underperforming students reflected on how, and why, they failed their assessments based on the proposed RGT. Findings revealed that RGT was able to make students aware of what reflection skill is and thus fulfilled its objective. It

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helped Year 1 and Year 2 underperforming medical students to reflect on their academic failure.

Keywords: reflection; Gibbs' cycle; medical education; reflective competence; generic competence; underperforming students; reflection guiding tool; soft skill.

I. **Introduction**

Action research is often associated with day-to-day work of the practitioners. Practitioners reflect on their practices for further improvement. Hence, action research is defined as systematic procedures in collecting information in order to improve their practices (i.e., teaching and student learning).[1] In the institution, we are members of an education unit which implements an undergraduate medical programme. This action research project was borne out of our disappointments with ourselves as educators when we realised that some medical students continued to underperform after we offered student support to them. Based on the interviews with underperforming students, it caught our attention when the students seemed to be unaware of their mistakes or weaknesses, although they have failed the examinations.

We asked ourselves one central question: How could these underperforming students recognise their mistakes or weaknesses? Self-knowledge is the ability of a person to recognise his or her strengths and weaknesses.[2] The process of recognising one's mistakes can be stimulating and motivating when the right tool is used. In this context, reflection is suitable in aiding students in their journey to discover their self-knowledge. In 1910, Dewey stated reflection as a thinking process – *"the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends"*.[3] Dewey further asserted that true learning would take place when a person learns by doing and reflecting on one's experience. We thought it may be an answer to the central question. Hence, the goal of our action research is to help underperforming students to reflect on their mistakes or weaknesses.

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From a theoretical perspective, reflection may have different definitions[4] such as: (a) the ability to think critically on current knowledge and experience, subsequently creating and connecting meanings perceived from previous experiences to the current one;[5] (b) an act to ponder upon an experience;[6] and (c) deliberate intention to act in a thoughtful manner, freeing the individual from his/her unconscious, routine behaviour.[7] Even though there exist different definitions of reflection,[8] it came to a common understanding that reflection is a desired thinking and practice to improve on one's own learning, behaviour and practice,[9] In this study, we define reflection as a conscious thinking to improve on one's learning experiences and academic performances. Based on the literature, we also understood that the term reflection could be used interchangeably with reflective capacity,[10] self-reflection,[11] reflective

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skill/competence,[12] reflective thinking,[13] reflective teaching[14] and reflective practice.[15]

We were also convinced by published evidence of past studies on the effectiveness of reflection. Reflection is believed to be especially important for students' success in both higher education and future professional practice. There is evidence in the literature,[16] indicating that reflection provides benefits (Figure 1) such as deep learning,[17] improved critical thinking,[18] and encouragement of self-expression.[19] Reflection not only helps in developing and building professionalism[20] and

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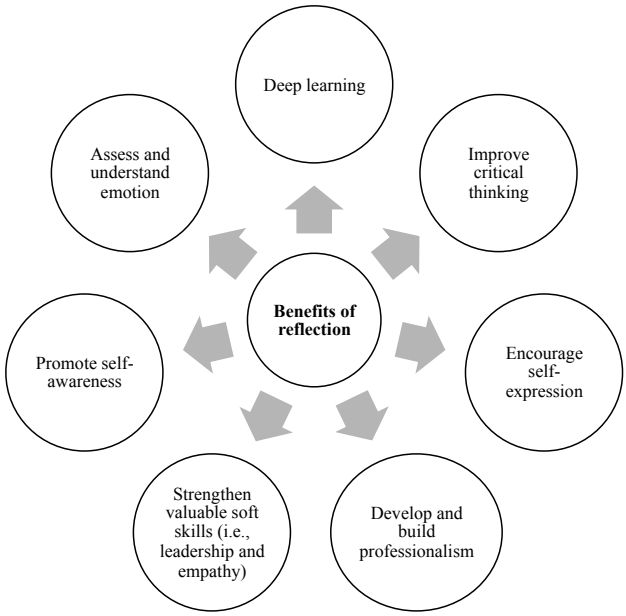

Figure 1
Benefits of reflection

leadership,[21] but it also strengthens other valuable soft skills such as emotional intelligence and empathy.[22] Moreover, reflection provides an opportunity to assess and understand the emotional aspect of the current experience.[23] Such opportunity is believed to be valuable as it allows assimilation of empathy

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into clinical practices[24] and promotes compassionate patient care. These occur through means of promoting self-awareness,[25] prompting critical assessment on routine practice and encouraging change for better practice.[26]

Medical educators have attempted various methods of student support to support underperforming students with varying degree of success. However, there was a lack of theoretical foundation on the design of these student support.[27] For several student support that applied learning theories (e.g., self-regulated learning) into their designs, reflection is needed to overcome the barrier (i.e., one's will) for accepting these student support.[28] In this study, we applied reflection as the theoretical foundation to design an appropriate student support for the underperforming students.

From a practical perspective, a number of challenges were also reported with attempts to help students in developing their reflective capacity (Figure 2). Although reflection is a valuable competency, it may be negatively viewed by the students as medical schools inadvertently assign students with excessive reflective assignments of similar themes.[29] Consequently, reflection becomes institutionalised and perceived as another task[30] that needs to be 'ticked off' the to-do list,[31] hence, lessened its learning value.[32] Therefore, medical schools were advised to review their curriculum regularly. Students may also not voluntarily spend time in reflection, which may be attributed to

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[26] Charlotte Moen, and Patricia Prescott, "Embedding a patchwork text model to facilitate meaningful reflection within a medical leadership curriculum," *International Journal of Medical Education* 7 (2016).

[27] Adina Kalet, Jeannette Guerrasio, and Calvin L. Chou, "Twelve tips for developing and maintaining a remediation program in medical education," *Medical Teacher* 38, no. 8 (2016).

[28] John Sandars, Rakesh Patel, Helen Steele, and Martin McAreavey, "Developmental student support in undergraduate medical education: AMEE Guide No. 92," *Medical Teacher* 36, no. 12 (2014).

[29] Silas P. Trumbo, "Reflection fatigue among medical students," *Academic Medicine* 92, no. 4 (2017).

[30] Douglas P. Larsen, Daniel A. London, and Amanda R. Emke, "Using reflection to influence practice: Student perceptions of daily reflection in clinical education," *Perspectives on Medical Education* 5, no. 5 (2016).

[31] Silas P. Trumbo, "Reflection fatigue among medical students," *Academic Medicine* 92, no. 4 (2017).

[32] Veronica Ann Mitchell, "Diffracting reflection: A move beyond reflective practice," *Education as Change* 21, no. 2 (2017).

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poor motivation[33] and/or lack of time due to packed medical curriculum.[34] Moreover, reflection was also perceived as a time-consuming task[35] causing students to opt for the easy way out by resorting to their default practice or behaviour. In addition, reflection could also be an uncomfortable act for some[36] as they were reluctant to question their own practices[37] and felt vulnerable to be fully conscious of their own thoughts.[38] It is also interesting to note that there is an on-going shift in the utilisation of reflection, from learning to assessment. Perhaps, one of the reasons behind this shift was the challenge to accurately assess students' competence in major competencies such as professionalism and interpersonal skills.[39] However, this poses another challenge where students would intentionally perform carefully to pass the reflective assessments rather than genuinely perform reflection,[40] which could be used for their own benefits. Hence, implementing reflection into assessment would diminish students' personal reflexivity and undermine the value of learning reflection in its own light.[41] Ironically, as 'assessment

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[33] Lisa Jane Chaffey, Evelyne Johanna Janet de Leeuw, and Gerard Anthony Finnigan, "Facilitating students' reflective practice in a medical course: Literature review," *Education for Health* 25, no. 3 (2012).

[34] Vasudha Devi, Reem Rachel Abraham, and Ullas Kamath, "Teaching and assessing reflecting skills among undergraduate medical students experiencing research," *Journal of Clinical and Diagnostic Research: JCDR* 11, no. 1 (2017); and Douglas P. Larsen, Daniel A. London, and Amanda R. Emke, "Using reflection to influence practice: Student perceptions of daily reflection in clinical education," *Perspectives on Medical Education* 5, no. 5 (2016).

[35] Charlotte Moen and Patricia Prescott, "Embedding a patchwork text model to facilitate meaningful reflection within a medical leadership curriculum," *International Journal of Medical Education* 7 (2016).

[36] Linda Orkin Lewin, Nancy J. Robert, John Raczek, Carol Carraccio, and Patricia J. Hicks, "An online evidence based medicine exercise prompts reflection in third year medical students," *BMC Medical Education* 14, no. 1 (2014).

[37] Charlotte Moen and Patricia Prescott, "Embedding a patchwork text model to facilitate meaningful reflection within a medical leadership curriculum," *International Journal of Medical Education* 7 (2016).

[38] Linda Orkin Lewin, Nancy J. Robert, John Raczek, Carol Carraccio, and Patricia J. Hicks, "An online evidence based medicine exercise prompts reflection in third year medical students," *BMC Medical Education* 14, no. 1 (2014).

[39] Abigale L. Ottenberg, Dario Pasalic, Gloria T. Bui, and Wojciech Pawlina, "An analysis of reflective writing early in the medical curriculum: The relationship between reflective capacity and academic achievement," *Medical Teacher* 38, no. 7 (2016).

[40] Tracy Moniz, Shannon Arntfield, Kristina Miller, Lorelei Lingard, Chris Watling, and Glenn Regehr, "Considerations in the use of reflective writing for student assessment: Issues of reliability and validity," *Medical Education* 49, no. 9 (2015).

[41] Vicki Langendyk, Glenn Mason, and Shaoyu Wang, "How do medical educators design a curriculum that facilitates student learning about professionalism?," *International Journal of Medical Education* 7 (2016); and Charlotte Moen, and Patricia Prescott, "Embedding

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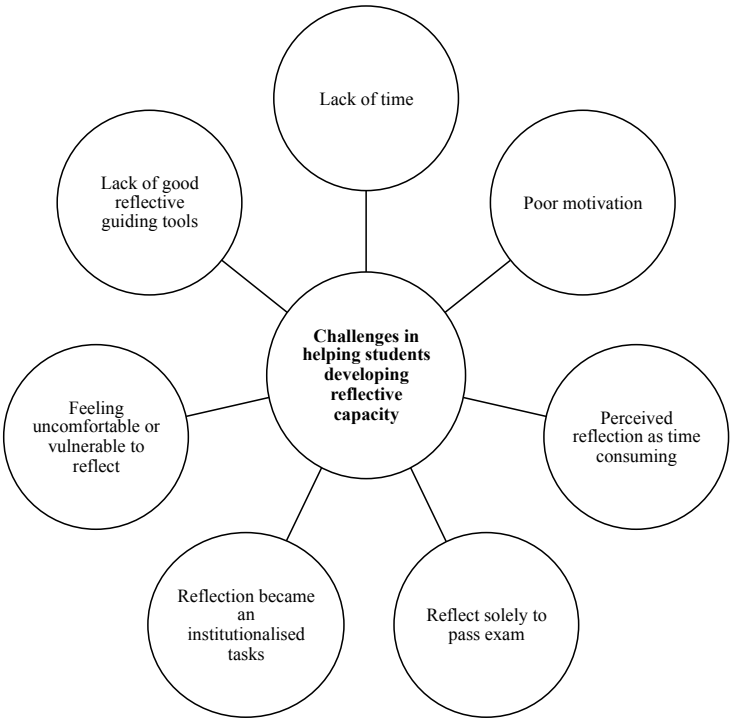

Figure 2
Challenges in helping students developing reflective practice

drives learning',[42] students do indirectly learn on how to reflect despite their goals being to pass their assessments. Yet, adopting reflection into assessments was observed as an alternative to emphasize the importance of reflection so that students would take these assessments seriously.[43] However, students

a patchwork text model to facilitate meaningful reflection within a medical leadership curriculum," *International Journal of Medical Education* 7 (2016).

[42] Vicki Langendyk, Glenn Mason, and Shaoyu Wang, "How do medical educators design a curriculum that facilitates student learning about professionalism?," *International Journal of Medical Education* 7 (2016); and Rebecca Miller-Kuhlmann, Patricia S. O'Sullivan, and Louise Aronson, "Essential steps in developing best practices to assess reflective skill: A comparison of two rubrics," *Medical Teacher* 38, no. 1 (2016).

[43] Lisa Jane Chaffey, Evelyne Johanna Janet de Leeuw, and Gerard Anthony Finnigan, "Facilitating students' reflective practice in a medical course: Literature review," *Education for Health* 25, no. 3 (2012).

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would find reflection as irrelevant if it was not part of summative assessments and the act of reflection may be neglected by the students.[44]

Considering all these aspects reported in literature, we developed a reflection guiding tool for underperforming students so they could reflect on their academic failures.

II. **Methodology**

We will describe in the following section on how we have developed a reflection guiding tool (RGT) using the action research process of plan-act-observe-reflect cycle.[45] Action research is useful as it serves as a means for us to take action by reflecting and improving on our own practice.[46]

II.1. **Plan (Planning of an Action to Overcome the Issue)**

II.1.1. Context of the Study

The RGT is meant for the use of our students, hence the plan has to be aligned to the context. This is a 5-years medical programme. In terms of its curriculum, Year 1 and Year 2 are pre-clinical years where students would acquire knowledge on basic and clinical sciences albeit having some patient contacts (e.g. history taking). Next, Year 3, Year 4 and Year 5 are clinical years, where students would apply the knowledge and skills learned into the clinical setting and spend most of their time in the hospital or clinics. There are five modules/blocks in the Year 1, which are 1) Language in Medicine, 2) Foundation, 3) Musculoskeletal Sciences, 4) Cardiovascular Sciences, and 5) Respiratory Sciences. Meanwhile, there are six modules/blocks in Year 2, which are 1) Haematology, 2) Neurosciences, Vision and Behaviour, 3) Endocrinology, Nutrition and Reproductive Health, 4) Renal and Urology, 5) Gastroenterology and Nutrition, and 6) Oncology and Palliative Care. Reflection is also incorporated into the curriculum but it is applied in a

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[44] Vasudha Devi, Reem Rachel Abraham, and Ullas Kamath, "Teaching and assessing reflecting skills among undergraduate medical students experiencing research," *Journal of Clinical and Diagnostic Research: JCDR* 11, no. 1 (2017).

[45] Elizabeth Koshy, Valsa Koshy, and Heather Waterman, *Action Research in Healthcare* (Sage, 2010).

[46] John Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research,* 4th ed. (Boston: Pearson, 2011).

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general context. For instance, all Year 1 medical students are required to complete a written assignment by recalling and reflecting on their best or worst experience throughout the academic year before they progress to the next academic year. On the other hand, the RGT is designed to cater for the needs of the underperforming students who have either failed the assessments and/or are required to repeat in the subsequent academic year.

In terms of its assessments, there are a number of assessments in an academic year, but students usually fail the knowledge-based written assessments, namely the Required Summative Assessments (RSA) and Barrier Assessments (BA). In the context of this integrated medical curriculum, RSA and BA are equivalent to mid-year and final-year assessments respectively. There was no tendency observed as the percentage of underperforming students differs between each cohort. Pre-clinical years underperforming medical students in the present study refers to: 1) Year 1 and Year 2 students who failed in their mid-year assessments (RSA), and 2) Year 1 and Year 2 students who failed in their final-year assessments (BA) and were required to repeat the whole one academic year (Second attempt).

II.1.2. Development of the Reflection Guiding Tool (RGT)

The RGT should consider the needs of the users. In the institution, we have been conducting individual semi-structured interviews with Year 1 and Year 2 underperforming students since 2013. During the earlier times, the available student support (i.e., professional counselling and student welfare) was mostly 'passive'. The term 'passive' refers to generally offer support to students without actively identify those who have underperformed. Hence, underperforming students who did not 'proactively' seek for help would be left to their own devices. From these past experiences, an 'active' educational support (e.g., semi-structured interview) was developed. Through this intervention, all underperforming students were identified and offered the individual interview.

Throughout the three years of interviewing underperforming medical students, we realised that most students did not reflect beforehand and the acts of reflection were only initiated during the interviews. As a result, the interviews took longer since students needed more time to think about what had happened and why they thought and decided to act in a certain way. Hence, starting from 2016, a simple written reflection essay was incorporated into the interview sessions. These efforts were made with the aims to

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promote reflection in students prior to the interview and triangulate with the information collected during the interviews. The first version of the reflection essay has three main questions to probe students in their own practice of reflection (refer Appendix 1). However, we then realised that the majority of the students' reflections were superficial and lacking the depth of a full reflection. It was also noticeable that the unstructured reflection might not be adequate. Consequently, the reflection essay was further improvised into a RGT in early 2017. The improvised version incorporated a reflection theory (Gibbs' reflective cycle)[47] while adding three additional sections.

Medical students are often expected to be able to reflect with little clear instructions or guidance on how to do so.[48] Each student might have different level of reflection skills,[49] and following a theory could guide students in reflecting.[50] Hence, we opted for a theory to structurally guide these repeating students in reflecting.

Gibbs' reflective cycle is one of the common theories for reflection.[51] The reflective cycle consists of six general steps[52] which are; 1) Description, 2) Feelings/Reactions, 3) Evaluation, 4) Analysis, 5) Conclusions, and 6) Personal action plans. In each step, probing questions to oneself would help to facilitate individual reflection.[53] Moreover, this cycle has been tested in various studies in health sciences fields such as nursing, midwifery practice and physiotherapy.[54] The use of Gibbs' reflective cycle could also be seen at National Health Service (NHS) in UK, where they implemented these six steps

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[47] Graham Gibbs, "Learning by doing: A guide to teaching and learning methods," *Further Education Unit* (1988).

[48] Sissel Eikeland Husebø, Stephanie O'Regan, and Debra Nestel, "Reflective practice and its role in simulation," *Clinical Simulation in Nursing* 11, no. 8 (2015); and Lynette Pretorius, and Allie Ford, "Reflection for Learning: Teaching Reflective Practice at the Beginning of University Study," *International Journal of Teaching and Learning in Higher Education* 28, no. 2 (2016).

[49] Amy Hayton, Ilho Kang, Raymond Wong, and Lawrence K. Loo, "Teaching medical students to reflect more deeply," *Teaching and Learning in Medicine* 27, no. 4 (2015).

[50] Vasudha Devi, Reem Rachel Abraham, and Ullas Kamath, "Teaching and assessing reflecting skills among undergraduate medical students experiencing research," *Journal of Clinical and Diagnostic Research: JCDR* 11, no. 1 (2017).

[51] Ken Hargreaves, "Reflection in medical education," *Journal of University Teaching and Learning Practice* 13, no. 2 (2016).

[52] Graham Gibbs, "Learning by doing: A guide to teaching and learning methods," *Further Education Unit* (1988).

[53] Veronica Ann Mitchell, "Diffracting reflection: A move beyond reflective practice," *Education as Change* 21, no. 2 (2017).

[54] Sissel Eikeland Husebø, Stephanie O'Regan, and Debra Nestel, "Reflective practice and its role in simulation," *Clinical Simulation in Nursing* 11, no. 8 (2015).

Table 1

Outline of questions employed in accordance to the six steps in Gibbs' reflective cycle

Step in Gibbs' Reflective Cycle	Examples of Questions in Gibbs' Reflective Cycle (1998)	Examples of Questions in Guided Reflection Protocol
Step 1: Description	• What happened?	• What happened? (Did you encounter any problem in terms of your study approach/ personal life/social life during that time?) • How did you cope?
Step 2: Feelings/ Reactions	• What were your reactions and feelings?	• What were you thinking and feeling during that situation? And why?
Step 3: Evaluation	• What was good or bad about the experience?	• What did you learn from that situation?
Step 4: Analysis	• What sense can you make of the situation?	• Why did you think that situation happened?
Step 5: Conclusions	• What can be concluded from these experiences and the analyses you have undertaken?	• If you have a chance to change your action at that time, what would you do?
Step 6: Personal action plan	• What steps are you going to take on the basis of what you have learnt?	• Based on what had happened, did you prepare an action plan for the forthcoming BA? • How did you make sure that you carry out your action plan properly? Describe.

in their reflective portfolio[55] as a requirement for annual appraisals. In addition, this reflective cycle is appropriate for the use of students at their early stages of study as the format is less complicated. However, it somehow manages to sufficiently promote student engagement into the reflection process.[56]

[55] Charlotte Moen and Patricia Prescott, "Embedding a patchwork text model to facilitate meaningful reflection within a medical leadership curriculum," *International Journal of Medical Education* 7 (2016).

[56] Peter Mark Wilding, "Reflective practice: A learning tool for student nurses," *British Journal of Nursing* 17, no. 11 (2008).

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The students were given one week duration to complete the RGT. As an overview, there are four main sections in the RGT. The first section is about students' general perception of the need to reflect on their past experiences. This is followed by several question on students' personal and family background information. Such information may provide clues and/or insights which could be extrapolated to explain the students' behaviours or actions.[57] The second section is about students' initial reason and current motivation to pursue medicine. Students' current motivation to continue studying medicine is perceived to be more valuable than their initial reasons, as motivation could change over time.[58] Nevertheless, both types of information would be useful to understand the students' behaviour and performance level. The third section is about the students' reflection on how and why they underperformed. This section incorporated six steps in the Gibbs' reflective cycle as the reflection strategy to indirectly guide and teach these underperforming students how to reflect on their academic performance. Students were guided to reflect on both of their learning experiences prior to the mid-year and final-year assessments. Finally, the fourth section is focussing on how the students currently feel and their action plan for the second attempt. Table 1 outlines questions employed in the RGT according to each step in the Gibbs' reflective cycle.

II.1.3. Validation of Reflection Guiding Tool (RGT)

In addition, validation on the RGT was conducted at two levels. The first level was content validation by three experts (academicians); 1) two academicians within the institution, and 2) an independent academician external to the institution. We sent a copy of RGT to all experts and in turn, received their written feedback on improving the content, structure, questioning style and language used. After revising the protocol based on the received feedback, we then proceeded to the second level of validation.

The second level employed face validation by four underperforming students from two previous cohorts. Students were asked for a meeting where they were briefed to read through and give comments or feedback on the

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[57] John P. Bean, "Dropouts and turnover: The synthesis and test of a causal model of student attrition," *Research in Higher Education* 12, no. 2 (1980).

[58] Chan Choong Foong, Nik Nadia Nik Nazri, and Nurul Atira Khairul Anhar Holder, "I am Becoming a Doctor: Mine or Someone Else's Will? Or Does it Even Matter? A Qualitative Investigation," *EURASIA Journal of Mathematics, Science and Technology Education* 14, no. 7 (2018).

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protocol. Afterwards, students were given several days to complete the task. Examples of the feedback (both written and verbal) were given on rewording the questions or terms that were perceived as insensitive or unclear, and these concerns were addressed. Hence, student feedback was found to be very helpful as they had experienced failure themselves, so they could relate to the context of the study. The reflection guiding tool was then further refined according to the student feedback and was again piloted in early 2017 with a new batch of underperforming medical students (n= 4 students). No additional comments for revision were received from the new batch of medical students during the second pilot study hence, this concluded the validation process of RGT (see Appendix 2).

II.2. *Act (Implement the selected action to overcome the issue)*

The RGT was ready to be used after incorporating feedback from experts and underperforming students. The present study has received ethical approval from the research ethics committee of the institution. Since the academic session of 2017/2018, meetings have been conducted with a group of underperforming students after the announcement of results for mid-year and final-year assessments. This was the time where the purposes of RGT were explained to the students. In addition, students were informed that their participation is voluntary and non-participation would not impact on their future assessment results. The management of identifiable and confidential data was also explained. Furthermore, written consent from each consented student was obtained to retrieve personal data.

For academic session 2017/2018, there were 11 Year 1 and 30 Year 2 underperforming medical students. Meanwhile, for academic session 2018/2019, there were only four Year 1 and five Year 2 underperforming students. In total, there were 50 underperforming students for both academic sessions. However, 15 students did not consent for the study and this left 35 consenting students who participated (Table 2). These 35 consented students included, four Year 2 students who used the RGT more than once and still failed in their assessments.

RGT was disseminated to all consented underperforming students (n= 35 students). Students then completed the RGT based on their previous learning experiences (first attempt) and their responses were returned back to us through email. The importance of honesty was emphasized as reflection is intended to help students discover the 'real cause' of academic failure and for their own benefits. As the RGTs were returned, there was a possibility that due

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Table 2

Summary on the number of Year 1 and Year 2 underperforming medical students

Academic session	Year 1 students who failed in their mid-year assessments (RSA)	Year 1 students who failed in their final-year assessments (BA) and are required to repeat the whole one academic year (Second attempt)	Year 2 students who failed in their mid-year assessments (RSA)	Year 2 students who failed in their final-year assessments (BA) and are required to repeat the whole one academic year (Second attempt)
2017/2018	Total: 2 Consented: 0	Total: 9 Consented: 8	Total: 26 Consented: 22	Total: 4 Consented: 0
2018/2019	Total: – Consented: –	Total: 4 Consented: 2	Total: – Consented: –	Total: 5 Consented: 3

to self-consciousness, some students may have altered their original responses in the RGT to avoid possible judgement.[59] Therefore, students were discouraged to write for the sake of portraying 'a good impression' as we also have the similar intention to help them overcome their failures. Such precautions were taken to promote honest reflection in a safe environment for each student, as one study discovered that some students may write strategically for the medical educators to conform to what is expected of them.[60]

After a week or two, students were contacted for individual interviews where each interview lasted around 60-120 minutes. Semi-structured interviews in the present study could be viewed as a reflective dialogue, which meant to facilitate, challenge and debrief students on their reflections. The use of silence, prompts and probing questions, empathetic listening and adequate responding were employed to facilitate students' reflection[61] in the interview.

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[59] Jeremy A. Dressler, Beth A. Ryder, Michael Connolly, Megan Dias Blais, Thomas J. Miner, and David T. Harrington, ""Tweet"-Format writing is an effective tool for medical student reflection," *Journal of Surgical Education* 75, no. 5 (2018).

[60] Veronica Ann Mitchell, "Diffracting reflection: A move beyond reflective practice," *Education as Change* 21, no. 2 (2017).

[61] Chris Bulman, Judith Lathlean, and Mary Gobbi, "The process of teaching and learning about reflection: Research insights from professional nurse education," *Studies in Higher Education* 39, no. 7 (2014).

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II.3. *Observe (Collect and analyse data to evaluate on the selected action)*

All 35 sets of RGT were analysed independently by two authors (NAKAH and ZLS) using a qualitative analysis approach.[62] Both authors read the RGT submitted by the students multiple times to familiarise themselves with the data. Each individual author then generated initial codes to describe the content of RGT. Similar codes were then grouped accordingly to category and eventually reorganised into several themes. Following individual coding, both authors discussed and constantly compared their analysis until a consensus was achieved. Triangulation between analysts increases the credibility of qualitative findings. After a consensus was reached, the findings were informed to the third reviewer (CCF) who was not involved with the coding but assisted in reviewing the final codes and themes. Further discussion was instigated between the three authors before the finalisation of the codes and themes were made.

III. **Findings**

Next, students' general thoughts on reflection and their perspective on the RGT are reported.

III.1. *Year 1 and Year 2 underperforming students' general thoughts on reflection*

There were three themes surrounding underperforming students' general thoughts on reflection, which are; past personal experience, value of reflection, and product of reflection.

III.1.1. Past personal experience

This theme is characterised by one or more incidents in the past that leaves an impression upon the underperforming students. When asked about their general thoughts of reflection, the majority of these underperforming

[62] Virginia Braun, and Victoria Clarke, "Using Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (2006).

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students first linked reflection with their past experiences. An example was seen when a student reflected on her past experiences where she did not give her full efforts from the very beginning as she continued with her poor study method and attitude. This suggests a sense of regret on what she did in the past and also an awareness on the root cause of her academic underperformance. There was also a tinge of hope as she planned to change and give her very best for the next attempt.

> *Yes. I really need to reflect a lot from my last year experience. I know that I did not give my full effort last year from the very beginning; I started my foundation block with a very bad study method and attitude. I really want to make sure that I change all of that and do my best this time.* (Student 3, Year 1)

One student remarked that reflection was important in thinking back about past experiences as there was a reason for everything that happened. She further added that without reflection, she would be denying everything that has happened to her and the act of denial itself was not helpful for her future progress.

> *It is important to reflect what happened in the past as there should be a reason regarding why things happen to us and what went wrong. If I choose not to reflect, I would say I am denying what have happened to me and it would not help in my progress.* (Student 1, Year 1)

Meanwhile, some students commented that reflection gave a reasonable conclusion on what happened in the past. Apart from analysing what was good and bad from an experience, reflection was felt necessary to give oneself adequate closure on the past events.

> *Yes, I think that I need to reflect on my experience of the past year to be able to analyse where are the good and bad and be able to learn from it. By doing so, it will also feel like a closure of the previous year.* (Student 9, Year 1)

III.1.2. Value of reflection

After relating reflection to their past experiences, many students also found reflection as valuable. Majority of them agreed that reflection was worth it in figuring what has actually happened.

> *Yes. It is worth it to reflect and figure out what is actually happened…* (Student 12, Year 2)

Another example demonstrated that a student was willing to spend his time on reflection as he found it as valuable. However, guidance was necessary for him to perform the act of reflection.

> *It worth my time, but certainly need certain people to guide me along when guided is needed*. (Student 13, Year 2)

On the other hand, one student found reflection as 'a different thing to do' but at the same time, 'interesting'. Due to these perceptions, he found reflection as valuable and willing to try on something that he considered as new. There is also evidence pointing out a sense of hope that reflection would be helpful in his current situation.

> *For me, it is quite (a) different thing to do but seems interesting. It might be worth it. There's no harm in trying something new. Who knows it might help*. (Student 10, Year 2)

Despite the majority of underperforming students perceiving reflection as valuable, there were still a minority who viewed reflection as less valuable. Some students reported that reflection may be useful only in certain situations, or up to a certain extent, as they perceived reflection as a mere act of continuous thinking upon past mistakes. Hence, prior perception on reflection echoes on how these students associated reflection to negative impacts such as demotivation.

> *Reflecting in certain situations may be worth it. Taking RSA 2 for an example, I can think about what has gone wrong in my preparation and try to improve on it. However, continuously thinking about what went wrong can bring a negative impact and demotivate a person*. (Student 19, Year 2)

> *Reflecting is an important component if one has to learn lessons from mistakes, however pondering upon past mistakes isn't of much use. So it has its place but till a certain extent*. (Student 11, Year 2)

Another student shared that he was uncertain on what to feel about reflection and at the same time, he was also unsure about the value of reflection. Therefore, he preferred not to reflect to keep failure to himself as a source of inspiration.

> *I don't quite know how to feel. I am also not quite sure of its worth…I prefer to keep failure to myself as a source of inspiration*. (Student 5, Year 2)

There was also some evidence that revealed the association of time constraint with the value of reflection. One student perceived reflection as not

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important as she could not imagine herself doing reflection for every single day. She also confessed her reason for not having much time to reflect.

> *For me, reflection is not something that I will find myself doing every day. I find it not really important and plus, I don't have much time to do self-reflection every day.* (Student 3, Year 1)

On the other hand, another student stated that reflection was important. However, she did not have the time to reflect on a daily basis. Even though this student thought reflection was valuable, the action taken contraindicated with what she believed in, which is not spending time on reflection.

> *Reflection is important but at times I don't have time to do it on a daily basis.* (Student 1, Year 1)

III.1.3. Product of reflection

The third theme observed was the product of reflection. There were three products of reflection namely; trigger, learn from mistakes and initiative to improve.

In the present study, reflection was revealed able to trigger many things. One student shared simply that by reflecting, it triggered her to remember what actually happened in the past, including the emotional turmoil that she has experienced. In addition, reflection triggered her to consciously think back about her failure and how everything went down after her first failure.

> *…I think what last year definitely has been an emotional roller coaster for me. I was so stressed out. I think my problem was that I couldn't move pas(t) my previous failure that it affects the exams that came afterwards.* (Student 4, Year 2)

Meanwhile, some students revealed that reflection acts as a trigger as it served as a reminder to not repeating the exact same mistake.

> *It is a good thing. It remind(s) us to not be repeating the same mistake.* (Student 4, Year 1)

Apart from triggering students to recall their past experiences, promote thinking and act as a reminder, reflection also triggered students to discover and realise about previous issues so they could immediately address them.

> *Yes, I think I really do need to do some reflecting. Primarily, the problems are there. It is just a matter of realization. I believe reflection is a method to discover and work on the problems.* (Student 10, Year 1)

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In summary, although reflection acted as a 'trigger' in several ways, eventually these students were becoming aware of the root cause of their academic underperformance.

The majority of underperforming students agreed that reflection helps them to learn from their mistakes. One student remarked that reflection is useful as she was able to identify her mistakes and improve herself. Although the act of reflection allowed her to remember back about her past experiences, it also made her feel embarrassed when she realised her mistakes.

> *Sometimes reflecting is beneficial for me because I get to pinpoint my mistake and work better to improve myself. However, sometimes I just get embarrassed from something my past self has done.* (Student 22, Year 2)

In addition to learning from what went wrong in the past, one student also described that she was now aware of what went wrong with her studies. She elaborated that reflection helps to initiate realisation, recognise her inadequacies and propose solutions to fix the identified issues. It also seemed that her experience of academic failure has left a deep impression on her as she hoped not to disappoint her family again in the future.

> *I failed last year and I know that there is something wrong with my studies so I have to make my studies better and I hope that I will not disappoint my family anymore after this…Reflection is a good thing. I always reflect (on) myself so I realise what I'm lacking and will try to fix as (much as) possible as I can.* (Student 7, Year 1)

Another student also presented evidence that reflection enabled him to be aware and learn from his mistakes by describing possible causes of his academic failure (i.e., poor understanding of learning material and lack of effort).

> *…I reflected and got to know that I have been progressing badly for the past year. Not knowing well about the content of (the) lecture and not putting enough effort to work things out.* (Student 5, Year 1)

Apart from trigger and learning from mistakes, many students came to a consensus that reflection helped to initiate action for self-improvement. One student stated that reflection helps him to evaluate areas for personal development by identifying mistakes and possible areas for improvement. He also believed that reflection helps to shape his personal identity.

> *Reflection is a good way to analyse any component of personal development. By reflecting upon our actions, we can identify mistakes and possible areas*

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> *of improvement. I have a belief that reflection helps to shape my identity.* (Student 5, Year 1)

In addition, reflection is essential for self-improvement as it assists in recognising self and seeing oneself clearly. Even though some students believed so, they were still unsure if reflection could actually work.

> *Yes, it('s) worth it. Reflecting makes us recognize ourselves better, and look at ourselves clearer. It would be worth it if it can really work… Hopefully I could pass my final exam.* (Student 17, Year 2)

Another student pointed out that reflection facilitated her in identifying what she may have done wrongly. As a result, she was able to jot down a list of improvements for herself. She believed that her academic underperformance happened for a reason, which subsequently shaped her positive outlook on her current situation. There was also a tinge of gratefulness as she was glad that she failed and learned from her mistakes. The act of reflection itself benefitted her as a reminder after she successfully identified on what to do next. From her reflection, it seemed that she was aware that failure can be a constant in life and it served to test all living beings. At the end of her reflection, there is a theme of spirituality as she concluded that she has been tested by her God. She believed that she has been tested because God loves her and believes that she could endure it.

> *As I had a session of reflection in my room, I have noted down the things that I might have not been doing right and wrote a list of improvements to be done. I started to believe that all of this happened for a good reason. I learned to look at this event positively and think that it is good that it happens now so I know what I can do in order for it to not happen again. This incident has taught me that everyone is bound to face failure at some point in their lives. It might just happen differently for certain people. I began to hold on to the quote, "If you never fail, you'll never learn. If you never learn, you never change." Failure is indeed part and parcel of life and this is also a test for me, as the Almighty tests those whom he loves and believes can endure it well.* (Student 21, Year 2)

III.2. *Year 1 and Year 2 underperforming students' perspective on the reflection guiding tool*

There were three themes identified which are value of reflection guiding tool (RGT), product of RGT, and students' suggestions on RGT.

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III.2.1. Value of reflection guiding tool

The underperforming students found RGT to be a valuable reflection tool. This was demonstrated when RGT triggered them to think back on their past experiences and allow them to learn from their previous mistakes. Although this reflective tool awakened forgotten memories that these students has peacefully accepted, they still considered RGT as valuable due to the lessons learned.

> *Although doing this guided reflection protocol gave me memories of things that I have forgot(ten) and move on, it is quite useful as it made me (...) think about the lessons I have learnt from all my past mistakes*. (Student 1, Year 1)

One student informed that RGT enabled her to express and communicate her thoughts to other people. She viewed that this reflection tool gave her an opportunity to actually sit down and reflect on herself. This was corroborated by two students who argued that RGT gave underperforming students the opportunity to reflect and voice out their thoughts.

> *It is a very good platform for me to be able to vent out what is in my heart and tell someone else. A good and more formal way for me to be able to sit down and reflect on myself*. (Student 9, Year 1)

> *…It is interesting that underperforming students are given a chance to voice out their thoughts*. (Student 5, Year 1)

Some students also revealed that RGT permitted their expression of thoughts and feelings. This was demonstrated when the students expressed that they could verbalise their thoughts and feelings during the process of articulation. This also aids them in identifying and realising their mistakes. As a result, a change in action was possible due to the evoked awareness. At the same time, students were also grateful for giving them the opportunity to use the RGT. Students elucidated that they expressed better through writing which may not be revealed through one-to-one conversation.

> *I think this reflection is very good. I can express what I feel and again like I said, it makes me realized what I did wrong and helped me to change my study methods. Thank you for this idea of writing reflection*. (Student 7, Year 2)

> *…Because I expressed myself better this way. If I have a face to face session, probably I will not talk too much like I did in this form*. (Student 8, Year 2)

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In addition, another evidence pointed out that RGT was valuable as it promotes them to think deeply on their past experiences. Students also mentioned that reflection assisted by RGT was especially essential after any failure or critical incidents.

> *Very good and makes me think (about) what I have done. Without this, I would never think so deeply what is happening. For me, after any failure or something bad happened, reflection is very important!!!* (Student 2, Year 2)

Even though many students found RGT as valuable, there was a minority of them who viewed it as less valuable. One student explained that he was not keen in reflecting as he habitually keep sad things to himself as a source of encouragement.

> *I usually keep sad things in myself to spur myself further. So I'm not very keen (on) reflecting.* (Student 5, Year 2)

Another student informed that she did not know how to answer the prompts provided in the RGT. For her, academic failure could be due to lack of effort in studying or massive amount of content to cover within a short period of time. Therefore, she perceived these possible causes of failure are not remarkable to reflect on. In addition, she also thought that long written reflection guided by the RGT was not necessary.

> *No. I don't know how to answer these questions. Sometimes people fail due to lack of studying or there's too much to cover in a short time. People don't feel anything great that there's something to reflect on. I don't think this much of reflection is needed. Sorry.* (Student 19, Year 2)

Meanwhile, some underperforming students perceived this reflective tool as less valuable if they have personally reflected before. Moreover, some even admitted that they did not like spending time to reflect even with the guidance from RGT.

> *Well, I thought upon it and it may help me by some bit, even though I don't really think of it as useful right now…I didn't think it was important as I thought that I already had reflected before…Nevertheless, I'm fine with this reflection, just that I didn't like how I have to take some time off to do it…* (Student 8, Year 1)

III.2.2. Product of reflection guiding tool

Majority of underperforming students described the role of RGT as a trigger. One student informed that RGT triggered him to think and find the

cause of his failure. This subsequently resulted in his realisations of the problems causing him to fail.

> *I think it is great. It helps me to find the cause of my failure. I am just glad that I have realized the problems. Thank you.* (Student 10, Year 1)

Meanwhile, another student confessed that she has thought about her problems for quite some time. Fortunately, having RGT has helped her to make sense of everything as writing down her thoughts make them more tangible. As per guided by the reflection tool, her realisation was triggered through her writings that she had many things to improve on.

> *I have thought a lot about my problems on my own but typing it down made it more tangible. I realise there is a lot I have to improve.* (Student 22, Year 2)

Another evidence also pointed out that RGT helped in triggering students' thinking. This was demonstrated when a student revealed that the reflection tool was useful in stimulating her to think about her purposes and goals in the medical school. She appreciated that RGT has helped to clear her mind in some ways.

> *It was great. Definitely useful as I thought more on why I came here and what I came to achieve. It cleared my mind in a way I guess. Thank you for that.* (Student 1, Year 2)

The majority of underperforming students agreed that RGT helped them to learn from their mistakes. Some students informed that the reflective tool was helpful in reviewing and rectifying their mistakes. This subsequently served as a reminder for them to not repeating the same mistakes in the future.

> *The reflection was helpful as I got to review my mistakes and hopefully rectify them and never to repeat them in the near future.* (Student 16, Year 2)

In addition, RGT encouraged self-expressions among students through the act of writing down on a piece of paper. One student confessed that she did not confide in someone as she found it difficult to trust other people. However, by writing down her plans as per guided by the RGT, this in turn, provides her with insight for her studies. This insight was viewed valuable in helping her to learn from mistakes.

> *I think it has helped me more in the sense that I got to express myself on paper. I haven't had the chance to confide (in) someone as I have a difficult time trusting another person…Writing down my plans to improve isn't*

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> *improvement itself, but it does provide me insight into how I should proceed with my studies*. (Student 6, Year 2)

Evidences also revealed that RGT assisted in learning from mistakes which consequently leads to self-improvement. One student remarked that RGT was good as she was able to reflect on everything that she has previously done and thought on how to improve, so she can perform better in the future.

> *I think it is quite good because I (was) able to reflect all of the thing(s) that I have done and how to improve myself so that I can do better next time*. (Student 3, Year 1)

III.2.3. Students' suggestions on reflection guiding tool

Many underperforming students found the RGT useful as it stimulated them on thinking and reflecting on the past. However, a small number of students stated that some of the questions in the RGT were repetitive and/or difficult to understand. As a result, they were either unsure of what to answer or simply re-wrote similar answers.

> *I think it's quite helpful to make me think and reflect about the past. However, some of the questions are repetitive and I wrote the same point for those question(s). It is good and beneficial as I try to reflect back on what had happen(ed). However, I can't really understand (...) what the question asked for. I think that the question is repeated. So, I'm not sure what to answer*. (Student 4, Year 1)

One student also mentioned that not every students would express their true feeling when writing down their reflection in the RGT. She felt that self-expression works better through one-on-one dialogue. However, she appreciated the efforts put forth by the faculty in offering RGT for underperforming students to express their predicaments.

> *…not (many) people will express their true feeling, I think the reflection would work better if it was done one by one, like an interview. Once again, I would like to express my gratitude towards …the faculty, for offering help, it's a really nice platform if you have nowhere to express your plight*. (Student 17, Year 2)

Meanwhile, another student suggested for the RGT to be made available to all students regardless of their academic performance. He further added that RGT should also be made available throughout the year and not only after the announcement of student's failure in an assessment.

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> *In my opinion, this protocol should be given as an option to anyone who feels that their academic life is problematic. It should be made available anytime and not only when a student has failed an exam.* (Student 3, Year 2)

IV. **Discussions and conclusion**

IV.1. *Reflect (Reflect on the strengths and limitations of the selected action)*

We had asked our students to reflect on their learning experience and plan future actions. We told ourselves the same thing, we should reflect on the findings, and recognise the strengths and limitations of the RGT.

IV.1.1. Year 1 and Year 2 underperforming students' general thoughts on reflection

Findings for underperforming students' general thoughts on reflection revealed three major themes which are; past personal experience, value of reflection and product of reflection. It was interesting to note that reflection helped the majority of the underperforming students to recall[63] and accept their past experiences in order to engage and learn from them.[64] Some students confessed that reflection gave them a closure on what had happened. This finding echoes two past studies which showed that reflection leads to acceptance[65] and acknowledgement of own experiences.[66] However, we were surprised when the students first linked reflection to their past experiences. Although it was common that reflection is mostly about the past events, yet reflection could also occur before and during the experience itself (in-

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[63] Jeremy A. Dressler, Beth A. Ryder, Michael Connolly, Megan Dias Blais, Thomas J. Miner, and David T. Harrington, ""Tweet"-Format writing is an effective tool for medical student reflection," *Journal of Surgical Education* 75, no. 5 (2018).

[64] Abigale L. Ottenberg, Dario Pasalic, Gloria T. Bui, and Wojciech Pawlina, "An analysis of reflective writing early in the medical curriculum: The relationship between reflective capacity and academic achievement," *Medical Teacher* 38, no. 7 (2016).

[65] Helen Bulpitt and Peter J. Martin, "Learning about reflection from the student," *Active Learning in Higher Education* 6, no. 3 (2005).

[66] Abigale L. Ottenberg, Dario Pasalic, Gloria T. Bui, and Wojciech Pawlina, "An analysis of reflective writing early in the medical curriculum: The relationship between reflective capacity and academic achievement," *Medical Teacher* 38, no. 7 (2016).

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action).[67] Therefore, we concluded that there was a possibility in the way we posed question (i.e., leading question) that may affect students' answers. For instance, instead of asking, *"What is your general thought on reflection?"* we asked *"Do you think you need to reflect on your experience of the past/ past year? Describe."* The rationale behind this approach was due to the context-specific, where underperforming students were asked about their understanding on reflecting about their past experiences.

In addition, findings helped to shed light on underperforming students' understanding or perception of reflection. It was noteworthy that the majority of these students perceived reflection as valuable, regardless of their reasons. Positive impression was essential for students to first be willing to spend their time in reflecting and subsequently improving their reflective practice. In the present study, having a wrong impression or misunderstanding about reflection (i.e., limited use of reflection and demotivating) seemed to hinder students in developing their reflective competence. Findings revealed that these students considered reflection as a mere act of thinking and not as an act of continuous self-improvement. These examples also indicate towards lack of awareness of reflection as a process. This coincided with one study where self-awareness is one of the barriers in developing reflective competence.[68]

We also found similar findings in the past studies, where some students perceived reflection as time consuming[69] and/or they confessed of 'having lack of time' to reflect[70] which pointed to two possible explanations. Students who considered reflection as time consuming may have misunderstood the concept of reflection itself or they were less skilful in reflecting. Furthermore, it would be an arduous task for students who have never or seldom reflected as it takes time to learn new skills. Another explanation suggested that some of these students were not keen to reflect because they wanted to keep failure

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[67] Quoc Dinh Nguyen, Nicolas Fernandez, Thierry Karsenti, and Bernard Charlin, "What is reflection? A conceptual analysis of major definitions and a proposal of a five-component model," *Medical Education* 48, no. 12 (2014).

[68] Helen Bulpitt and Peter J. Martin, "Learning about reflection from the student," *Active Learning in Higher Education* 6, no. 3 (2005).

[69] Charlotte Moen and Patricia Prescott, "Embedding a patchwork text model to facilitate meaningful reflection within a medical leadership curriculum," *International Journal of Medical Education* 7 (2016).

[70] Vasudha Devi, Reem Rachel Abraham, and Ullas Kamath, "Teaching and assessing reflecting skills among undergraduate medical students experiencing research," *Journal of Clinical and Diagnostic Research: JCDR* 11, no. 1 (2017); and Douglas P. Larsen, Daniel A. London, and Amanda R. Emke, "Using reflection to influence practice: Student perceptions of daily reflection in clinical education," *Perspectives on Medical Education* 5, no. 5 (2016).

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to themselves as a source of inspiration. Yet, we believed that it could also be caused by the uncomfortable feeling or the vulnerability to reflect[71] as reflection is very personal.

When asked about underperforming students' general thoughts on reflection, many students mentioned the product of reflection. Examples include; (1) trigger (e.g., recall memory, promote conscious thinking, reminder, realisation and self-expression), (2) learn from mistake (e.g., identify mistakes/inadequacies, promote awareness and resulted in self-improvement), and (3) initiative to improve (e.g., evaluation and learning about self, and action plan for self-improvement). Several of these products of reflection were also implicated in the previous research with the general population of students. For example, trigger to recall past experiences,[72] promote thinking,[73] instigate self-awareness,[74] encourage self-expression,[75] self-evaluation resulted in a change and/or self-improvement,[76] and professional development.[77]

One interesting observation in the present study was that reflection is not all about thinking and it may involve other aspects such as feeling and spirituality.[78] Students were observed to experience a wide range of

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[71] Linda Orkin Lewin, Nancy J. Robert, John Raczek, Carol Carraccio, and Patricia J. Hicks, "An online evidence based medicine exercise prompts reflection in third year medical students," *BMC Medical Education* 14, no. 1 (2014); and Charlotte Moen and Patricia Prescott, "Embedding a patchwork text model to facilitate meaningful reflection within a medical leadership curriculum." *International Journal of Medical Education* 7 (2016).

[72] Jeremy A. Dressler, Beth A. Ryder, Michael Connolly, Megan Dias Blais, Thomas J. Miner, and David T. Harrington, ""Tweet"-Format writing is an effective tool for medical student reflection." *Journal of Surgical Education* 75, no. 5 (2018); and David Boud, Rosemary Keogh, and David Walker, *Reflection: Turning learning into experience,* (London: Kogan Page, 1985).

[73] Abigale L. Ottenberg, Dario Pasalic, Gloria T. Bui, and Wojciech Pawlina, "An analysis of reflective writing early in the medical curriculum: The relationship between reflective capacity and academic achievement," *Medical Teacher* 38, no. 7 (2016).

[74] John Sandars, "The use of reflection in medical education: AMEE Guide No. 44," *Medical Teacher* 31, no. 8 (2009).

[75] Johanna Shapiro, Deborah Kasman, and Audrey Shafer, "Words and wards: A model of reflective writing and its uses in medical education," *Journal of Medical Humanities* 27, no. 4 (2006).

[76] Charlotte Moen and Patricia Prescott, "Embedding a patchwork text model to facilitate meaningful reflection within a medical leadership curriculum," *International Journal of Medical Education* 7 (2016).

[77] Jeremy A. Dressler, Beth A. Ryder, Michael Connolly, Megan Dias Blais, Thomas J. Miner, and David T. Harrington, ""Tweet"-Format writing is an effective tool for medical student reflection," *Journal of Surgical Education* 75, no. 5 (2018).

[78] Helen Bulpitt and Peter J. Martin, "Learning about reflection from the student," *Active Learning in Higher Education* 6, no. 3 (2005).

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emotions[79] when reflecting using the RGT. Examples from the present study include hope, disappointment, guilty and denial. This was in line with past studies where reflection allows students to assess and understand the affective aspect of their experiences.[80]

IV.1.2. Year 1 and Year 2 underperforming students' perspective on the reflection guiding tool

On the other hand, findings for underperforming students' perspective on the RGT exposed three themes which were; value of RGT, product of RGT and students' suggestions on RGT. In comparison with reflection, there were two similar themes observed between these two research objectives namely; value and product. It was considered positive when there was an overlap and complementarity between the findings on students' perceptions on reflection and RGT which elucidated that RGT did fulfil the purpose of reflection. Similar with reflection, majority of underperforming students also found RGT as valuable.

In summary, many underperforming students were able to describe what reflection is and why reflection is important. Regrettably, it also means that these students were likely had not utilised reflective practices in remediating their academic underperformance. This was because if these underperforming students have reflected on their risks to fail earlier and take remediation actions to prevent further exacerbation, they would not eventually fail in their studies. In other words, reflections were likely not happen in students who claimed to know what reflection is and its importance.

Findings of the present study also suggested several recommendations to remediation coaches in cultivating reflective practices among underperforming medical students. Firstly, ego of medical students could be a barrier to the reflective practices. In the present study, these underperforming medical students had excellent academic results during their secondary and pre-university education. As reflection is a form of self-assessment which could provide feedback to oneself, a student's ego

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[79] Jeremy A. Dressler, Beth A. Ryder, Michael Connolly, Megan Dias Blais, Thomas J. Miner, and David T. Harrington, ""Tweet"-Format writing is an effective tool for medical student reflection," *Journal of Surgical Education* 75, no. 5 (2018).

[80] Lynette Pretorius and Allie Ford, "Reflection for Learning: Teaching Reflective Practice at the Beginning of University Study," *International Journal of Teaching and Learning in Higher Education* 28, no. 2 (2016).

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may resist the feedback received[81] during the process of reflecting. Consequently, feeling fragile due to failure (e.g., I don't want to face it) and feeling invulnerable to failure (e.g., I don't think I have failed) as they had been academically excellent (e.g., I am still good) could result in resistance to reflect (giving feedback to oneself).[82] Therefore, at the initial stage, remediation coaches are encouraged to create a safe environment for these underperforming students to reflect on their risks to fail. Similarly, remediation coaches could help students to recognise that reflection could be the best 'pain reliever' for academic failures to release the feeling of insecurity and invulnerability to their academic failures.

IV.1.3. Lessons learned and future implications (Suggestion in using the RGT)

In the present study, reflection was not a formal and compulsory institutionalised task where the outcome may be limited[83] or 'less authentic'.[84] Rather, it was a voluntary and guided learning experience after the event of an academic failure. When students were writing their reflection as per guided by the RGT, they had indirectly examined the outcome of their reflection in the context of academic failure.

From observation, it seemed that most underperforming students were engaged in reflecting on their past learning experiences. It is then postulated that academic failure is a powerful and distressing event that could trigger most underperforming students to reflect. Therefore, it is imperative to provide sufficient time, space, support and collaborative interactions[85] to support students in developing their reflective competence. The present study also revealed similar finding to the past studies where guidance is necessary in teaching reflective competence.[86]

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[81] Andrew Perrella, "Room for improvement: Palliating the ego in feedback-resistant medical students," *Medical Teacher* 39, no. 5 (2017).

[82] Ibid.

[83] Helen Bulpitt and Peter J. Martin, "Learning about reflection from the student," *Active Learning in Higher Education* 6, no. 3 (2005).

[84] Jeremy A. Dressler, Beth A. Ryder, Michael Connolly, Megan Dias Blais, Thomas J. Miner, and David T. Harrington, ""Tweet"-Format writing is an effective tool for medical student reflection," *Journal of Surgical Education* 75, no. 5 (2018).

[85] Helen Bulpitt and Peter J. Martin, "Learning about reflection from the student," *Active Learning in Higher Education* 6, no. 3 (2005).

[86] Vasudha Devi, Reem Rachel Abraham, and Ullas Kamath, "Teaching and assessing reflecting skills among undergraduate medical students experiencing research," *Journal of Clinical and Diagnostic Research: JCDR* 11, no. 1 (2017).

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From the present study, we learned that RGT is a helpful reflection tool as it was able to achieve what was expected from a reflection. We also realised that it was necessary to have the underperforming students to reflect first-hand on their own guided by the RGT before attending the reflective dialogue. This would allow students to specifically put in efforts in allocating their own time and space to reflect. RGT is also viewed as a cathartic tool as it allows students to express their thoughts and feelings on a piece of paper or softcopy. Afterwards, students submitted their RGT which would be read prior to the interview. Through this, we were able to read every underperforming student's story and be fully prepared before meeting the students face-to-face during the interview day. This would allow us to be essentially empathetic. In addition, rapport and trust with the underperforming students were easily built with the availability of reflection through RGT. As a result, we were more aware and knew what to probe deeper during the reflective dialogue.

Based on the previous work by Schon, we realised that reflecting using RGT is reflection-on-action rather than reflection-in-action.[87] In this study, reflection-on-action happened when the underperforming students are reflecting on their academic failure in order to improve on their academic performance. Whereas reflection-in-action occurred when the students reflect in the midst of their actions (which are likely to result in failures) and alter their actions to avoid it from happening. Although RGT could only resulted in reflection-on-action, it is hoped that the reflective capacity that the students have acquired would be used for reflection-in-action in the future.

On the other hand, it was observed that there was a minority of students who wanted to shorten the RGT. Subsequently, this may imply that these students did not fully understand the concept of reflection. Therefore, we learned that as remediation coaches, we should provide them with clear instructions, as to do one phase at a time (i.e., RSA, BA). Additionally, remediation coaches also need to convince these students that true reflection do takes time but it is worthy to spend time on it. Alternatively, we plan to change or alter prompts for the whole one phase so that both phases do not appear the same for the students.

Broadly considering the importance of reflection in medical education, the study contributes to the evidences on utility of reflection, with a difficult set of study population; the underperforming students. Reflection and reflective practice are essential components in enhancing learning and refining purposeful actions, and the study has not used the tool generally among all medical

[87] Donald A. Schon, *Educating the reflective practitioner* (San Franscisco: Jossey-Bass, 1987).

students where this could be considered as an important limitation. This also echoes the suggestion given by one of the underperforming students where RGT could be extended to all of the medical students. Extending this suggestion, we realised that RGT could be modified to cater the needs of the other spectrum of students (i.e., high performing students), for example, by changing the prompt from "Reflect on past experience" to "Reflect on your successful learning experience". Subsequently, high performing students could use RGT to reflect and identify their strengths (e.g., learning strategies and helpful attitudes and/or behaviours) that contributed to their success. Such practice could help high performing students to maintain or further enhance the contributing factors to their academic success. Given the sample size (43 students' RGTs including eight students from the pilot studies) and our findings, the tool may be appropriate for wider use among learners from different contexts (not only limited to medical education).

IV.1.4. Future studies

The present study indicates more future studies in this area, specifically focussing on learning how underperforming medical students who experienced academic failure reflect. Additionally, future studies would also be beneficial in monitoring underperforming students who have used RGT after 3-6 months and to follow-up on their current condition (i.e., actions or changes made, improvements and issues faced).

Contrarily, not all students benefited from a guided reflection[88] as reflected in the present study. Present study revealed four Year 2 underperforming students (n=4) who utilised the RGT for more than once and still failed in their assessments. We still argue that reflection is essential (analogy: water), but recognising that reflection might not be the sole essentiality (analogy: water, air and sunlight for a plant), we should investigate what the other essentialities are.

IV.2. *Conclusion*

This action research describes the process of a team in developing a reflection guiding tool based on Gibbs' reflective cycle. Findings suggest that

[88] Helen Bulpitt and Peter J. Martin, "Learning about reflection from the student," *Active Learning in Higher Education* 6, no. 3 (2005).

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RGT fulfilled its objectives and it could be further improved based on the findings. The RGT could also be used to guide underperforming medical students in reflecting on their academic failures.

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Appendix 1: Simple Reflection Essay

a. You failed Year 1, what happened?

b. You are repeating Year 1, what are you planning to do, if any, to make a difference?

c. Add any other matters that you would like to express your feelings on.

Appendix 2 (i): Reflection Guiding Tool (RGT for those who failed their RSA)

INSTRUCTIONS

Hello. My name is Dr. Atira.

First of all, I would like to thank you for your willingness to be involved with this intervention. This guided reflection consists of 4 main questions. There are no right, wrong, desirable or undesirable answers. I would like you to feel comfortable to express what you really think and how you really feel.

The purposes of these questions are to help me to get to know you better. I also would like to understand your motives and motivation in pursuing medicine. As you read through this paper, you will realise that majority of the questions are mainly aimed to help you reflect on what has happened during last year and think of a solution to avoid the same things happening in the future.

Kindly go through each one of them and give your response.

Do you think you need to reflect on your experience of the past? Describe.

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Q1. TELL ME ABOUT YOURSELF.

Personal (Name, Date of birth, Age, Unique or special things about you, Previous academic experiences and achievements before entering University of Malaya)

Family (Hometown, Parents' occupation, Parents' academic background, Siblings, Any of your family members in the medical profession?)

Q2. REASONS OF PURSUING MEDICINE.

Why did you choose to study medicine?

Do you had any pre-existing knowledge about medical profession? If so, your source?

Your pre-university results were excellent; why not consider choosing other courses?

After your unsuccessful attempt, what made you come back to study for the subsequent blocks? Are you ready in terms of mental preparation and physical health?

What motivates you to continue your studies?

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What kind of doctor do you want to be?

Q3. REFLECT ON PAST EXPERIENCE.

(i) From start of the year to RSA

3a. How was your RSA result?

What was your initial feeling when getting to know your result? How did you manage your emotion/stress at that time? Any changes seen within yourself? (Personality, appetite etc.)

3b. What happened? (Did you encounter any problem in terms of your study approach during that time?) How did you cope?

Elaborate more on your study style:

- How did you prepare to learn from the lectures/teaching sessions?
- How was your attendance (%)?
- How would you describe your attention/behaviours during lectures/teaching sessions?
- What did you do to revise the content learnt after the lectures/teaching sessions? Describe if you have done.
- How did you manage your study and social activities during weekends?

3c. What happened? (Did you encounter any problem in terms of your social life during that time?) How did you cope?

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3d. What happened? (Did you encounter any problem in terms of your personal life/family during that time?) How did you cope?

3e. Any other things you would like to share?

3f(i). Take a deep breath and relax. Now, would you consider any of the above mentioned reasons to be the initiating event leading to your unsuccessful attempt? Justify.

3f(ii). What were you thinking and feeling during that situation? And why?

3f(iii). What did you learn from that situation?

(iv). Why did you think that situation happened?

3f(v). If you have a chance to change your action at that time, what would you do?

3f(vi). Based on what had happened, did you prepare an action plan for the forthcoming BA? Describe, if any.

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3f(vii). How did you make sure that you carry out your action plan properly? Describe.

Q4. SECOND ATTEMPT.

How do you feel right now?

Based on what had happened, do you have an action plan/any strategy for this year (Second attempt)? Describe, if any.

How can you make sure that you will carry out your action plan properly?

What kind of support do you need from the Faculty? Elaborate.

Is there anything else that you want to let us know?

Now, being honest with yourself, think deeply and reflect. Do you wish to continue studying medicine or do you wish to quit? Give reasons to support your statement.

Last question: Your views on this reflection guiding tool?

Thank you for your time and efforts.

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Appendix 2 (ii): Reflection Guiding Tool (RGT for those who need to repeat the whole year due to failure in BA)

INSTRUCTIONS

Hello. My name is Dr. Atira.

First of all, I would like to thank you for your willingness to be involved with this intervention. This guided reflection consists of 4 main questions. There are no right, wrong, desirable or undesirable answers. I would like you to feel comfortable to express what you really think and how you really feel.

The purposes of these questions are to help me to get to know you better. I also would like to understand your motives and motivation in pursuing medicine. As you read through this paper, you will realise that majority of the questions are mainly aimed to help you reflect on what has happened during last year and think of a solution to avoid the same things happening in the future.

Kindly go through each one of them and give your response.

Do you think you need to reflect on your experience of the past? Describe.

Q1. TELL ME ABOUT YOURSELF.

Personal (Name, Date of birth, Age, Unique or special things about you, Previous academic experiences and achievements before entering University of Malaya)

Family (Hometown, Parents' occupation, Parents' academic background, Siblings, Any of your family members in the medical profession?)

Q2. REASONS OF PURSUING MEDICINE.

Why did you choose to study medicine?

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Do you had any pre-existing knowledge about medical profession? If so, your source?

Your pre-university results were excellent; why not consider choosing other courses?

After your unsuccessful attempt last year, what made you come back to study this year? Are you ready in terms of mental preparation and physical health?

What motivates you to continue your studies?

What kind of doctor do you want to be?

Q3. REFLECT ON PAST EXPERIENCE.

(i) From start of the year to RSA

3a. How was your RSA result?

What was your initial feeling when getting to know your result? How did you manage your emotion/stress at that time? Any changes seen within yourself? (Personality, appetite etc.)

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3b. What happened? (Did you encounter any problem in terms of your study approach during that time?) How did you cope?

Elaborate more on your study style:

- How did you prepare to learn from the lectures/teaching sessions?
- How was your attendance (%)?
- How would you describe your attention/behaviours during lectures/teaching sessions?
- What did you do to revise the content learnt after the lectures/teaching sessions? Describe if you have done.
- How did you manage your study and social activities during weekends?

3c. What happened? (Did you encounter any problem in terms of your social life during that time?) How did you cope?

3d. What happened? (Did you encounter any problem in terms of your personal life/family during that time?) How did you cope?

3e. Any other things you would like to share?

3f(i). Take a deep breath and relax. Now, would you consider any of the above mentioned reasons to be the initiating event leading to your unsuccessful attempt? Justify.

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3f(ii). What were you thinking and feeling during that situation? And why?

3f(iii). What did you learn from that situation?

3f(iv). Why did you think that situation happened?

3f(v). If you have a chance to change your action at that time, what would you do?

3f(vi). Based on what had happened, did you prepare an action plan for the forthcoming BA? Describe, if any.

3f(vii). How did you make sure that you carry out your action plan properly? Describe.

(ii) From RSA to BA

3a. What were your expectation regarding the BA exam? (Pass? Fail? Unsure?) Justify your answer.

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3b. What happened? (Did you encounter any problem in terms of your study approach during that time?) How did you cope?

Elaborate more on your study:

- How did you prepare to learn from the lectures/teaching sessions?
- How was your attendance (%)?
- How would you describe your attention/behaviours during lectures/teaching sessions?
- What did you do to revise the content learnt after the lectures/teaching sessions? Describe if you have done.
- How did you manage your study and social activities during weekends?

3c. What happened? (Did you encounter any problem in terms of your social life during that time?) How did you cope?

3d. What happened? (Did you encounter any problem in terms of your personal life/family during that time?) How did you cope?

3e. Any other things you would like to share?

3f(i). Take a deep breath and relax. Now, would you consider any of the above mentioned reasons to be the initiating event leading to your unsuccessful attempt? Explain why.

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3f(ii). What were you thinking and feeling during that situation? And why?

3f(iii). What did you learn from that situation?

3f(iv). Why did you think that situation happened?

3f(v). If you have a chance to change your action at that time, what would you do?

3f(vi). Based on what had happened, did you prepare an action plan for Supplementary Exam? Describe, if any. **(If applicable to you)**

3f(vii). How did you make sure that you carry out your action plan properly for Supplementary Exam? Describe. **(If applicable to you)**

Q4. SECOND ATTEMPT (THIS YEAR).

How do you feel right now?

Based on what had happened, do you have an action plan/any strategy for this year (Second attempt)? Describe, if any.

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How can you make sure that you will carry out your action plan properly?

What kind of support do you need from the Faculty? Elaborate.

Is there anything else that you want to let us know?

Now, being honest with yourself, think deeply and reflect. Do you wish to continue studying medicine or do you wish to quit? Give reasons to support your statement.

Last question: Your views on this reflection guiding tool?

Thank you for your time and efforts.

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(undergraduate, postgraduate and PhD), he also functions as a member of the Academic Quality Assurance Committee, responsible for undergraduate medical program of UM. He has research interests in microbiology (infection control, drug resistance and virulence determinants of uropathogens) and medical education (student learning, educational environment, leadership). He has published in microbiology and medical education and functions nationally and internationally as a resource person for faculty development initiatives for health professionals training.

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Editor's Acknowledgments

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Guidelines for Authors

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2. Manuscripts must be written in either UK English or U.S. English consistently and include a 100-300 word abstract. The title page should include authors' affiliations plus the email address of a single corresponding author. The Chicago Manual of Style (CMOS), 16th or later edition, should be used as a reference for manuscript preparation (www.chicagomanualofstyle.org/).
3. Format of references, notes, and bibliography list.
   a) Authors are required to format their citations and references using the 'Notes and Bibliography' system of the CMOS, 16th or later edition (http://www.chicagomanualofstyle.org/tools_citationguide.html) and NOT its 'Author-date' system.

b) Note references must be numbered in superscript format in the text and arranged numerically (in the order they appear in the text) at the bottom of each page, in line with the CMOS 'Footnotes' system.

c) 'Notes' include complete bibliographic information when cited for the first time. For subsequent citations of the same source, shortened versions are preferred.

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e) 'Bibliography' entries are to be arranged alphabetically by (first) author's last name following the CMOS guidelines. Note that for works of two or more authors, only the name of the first-listed author is inverted in a 'Bibliography' entry. This rule does not apply to 'Notes'.

f) Microsoft Word (2010 and later edition) can be used with such software as "EndNote", "RefWorks", "Reference Manager", RefME, and "Zotero", to simplify the task of managing citations and references according to the recommended CMOS.

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    - Full Name
    - E-mail address
    - Affiliation
    - Current post
    - Relevant experience

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Currently, *Tuning Journal for Higher Education* uses a double-blind peer review system: mandatory anonymity for both the reviewer and reviewed author throughout the review process. In line with the TJHE Ethical Guidelines for Publication, the editorial staff uses the TURNITIN software to verify the originality of manuscripts submitted to the Journal.

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It is our intention that all non-reviewed manuscripts will be sent back within 21 days of submission acknowledgement and that a first decision letters for manuscripts will be sent within 8 weeks of receipt.

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Detailed and updated information, including names and contact addresses of the editorial team is available at <http://www.tuningjournal.org/>. Editorial correspondence should be sent to the Editor (Professor Mary Gobbi, mary.gobbi@deusto.es) and or Managing Editor (see below). The mailing address is the following:

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TJHE
Ethical Guidelines for Publication

TJHE Ethical Guidelines for Publication

FINAL VERSION (MARCH 2015)

Tuning Journal for Higher Education (TJHE), Tuning Journal in short, is an international journal publishing in English original research studies and reviews in all aspects of competence-based, student-centred, and outcome-oriented education reforms at university level across the globe. It is published by the University of Deusto's Publications department on behalf of the International Tuning Academy (Tuning Academy in short), a jointly managed project of the Universities of Deusto (Spain) and Groningen (The Netherlands). The Journal, essentially an open access, online and peer-reviewed publication, is committed to maintain the highest ethical standards. Hence, the involvement of any stakeholder in any function connected with TJHE, including acting as an editor, the reviewing of manuscripts, the management and production of the Journal and the authorship and submission of manuscripts implies acceptance of and adherence to **TJHE Ethical Guidelines for Publication**.

* The term *Editor(s)* as used below refers to Editors, Advisory Editors, Guest Editors, and Editorial Board members when delegated to serve in an editorial capacity.

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1.1. The Editorial Board is appointed by the Tuning Academy in consultation with the Universities of Deusto and Groningen.

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1.3. The Editor is responsible for ensuring that publication policies set by the Editorial Board are carried out.

1.4. The Management Board is appointed by the Tuning Academy in consultation with the Universities of Deusto and Groningen.

1.5. The Managing Board is responsible for the commercial management of the Journal and appointing a Managing Editor.

1.6. The Managing Editor is responsible for ensuring that the commercial policies set by the Management Board are carried out.

1.7. Members of the Editorial or Management Boards or employees and, or members of the Tuning Academy should not intervene in or comment on editorial decisions on individual manuscripts.

2. Editors, Advisory Editors, and Guest Editors

2.1. *Editors* of the Journal and Specialist Volumes are expected to carry out editorial duties in a manner consonant with policies set by the Editorial Board.

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3.1. Manuscripts should contain original, new results, data, ideas and/or interpretations not previously published or under consideration for publication elsewhere (including electronic media and databases).

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3.4. Fabrication of data, results, selective reporting of data, theft of intellectual property of others, and plagiarism are unethical practices and unacceptable.

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3.6. Manuscripts will contain proper citation of works by others, especially publications of the original hypotheses, ideas, and/or data upon which manuscript is based or addresses.

3.7. Authorship

a) Authorship should be limited to those who have made significant contributions to the concept, design, execution or interpretation of the work reported in a manuscript; others who have contributed should be acknowledged;

b) Author order should be agreed on by all authors as should any changes in authors and order that occur while the manuscript is under review or revision. Changes in authorship must be submitted to the Editor in writing and must be signed by all authors involved.

c) Authors and co-authors should review and ensure the accuracy and validity of results prior to submission; co-authors should have opportunity to review manuscript before submission.

3.8. Authors should reveal to the Editor any potential conflict of interest (e.g., a consulting or financial interest in a company) that might be affected by publication of the results contained in a manuscript. The authors should ensure that no contractual relations or proprietary considerations exist that would affect the publication of information in a submitted manuscript.

3.9. Authors are encouraged to disclose major funding sources (e.g., government agencies, private foundations, private industry, and universities) for reported research.

4. Reviewers

4.1. A reviewer should disclose real or perceived conflict of interests to the Editor before agreeing to write a review. Examples include, but are not restricted to, past (within the last 5 years) or current collaboration, close friend, employer or employee, family relationship, institutional relationship, past or present graduate advisor or advisee, someone with whom the reviewer has had a past or on-going scientific controversy, or situations where the reviewer could stand to gain or lose economically or in any other way by publication or rejection of the manuscript. The Editor will decide if the conflict is severe enough to prevent the reviewer from writing a fair, objective review.

4.2. A reviewer should decline to review a manuscript if she/he feels technically unqualified, if a timely review cannot be done, or if the manuscript is from a competitor with whom the reviewer has had an acrimonious professional relationship or a conflict of interest as defined above (section 4.1).

4.3. Reviewers should be encouraged, but not required, to sign reviews. The Editor will preserve anonymity of reviewers should a reviewer elect to remain anonymous.

4.4. Reviewers must treat the manuscript as confidential.

4.5. Reviewers must ask the Editor for permission to discuss the paper with others for specific advice, giving names and reasons for such consultation.

4.6. Reviewers must not pass the manuscript to another to carry out the review without permission from the Editor.

4.7. Reviewers must not use information, data, theories, or interpretations of the manuscript in their own work unless that manuscript is in press, published or the author has given permission to do so.

4.8. Reviewers should clearly support and justify the basis for their review analysis.

4.9. Reviewers should alert the Editor to similar manuscripts published or under consideration for publication elsewhere in the event they are aware of such. However, it is the responsibility of the Editor, not the reviewer, to decide on the proper course of action once so informed.

5. Citation Manipulation

5.1. Citation manipulation is considered unethical. Manipulation may include adding citations not contributing to a manuscript's content or solely aiming at increasing an author's or a journal's citations.

6. Sanctions

6.1. Suspected breaches of this policy may be handled by the Editor or may be forwarded to the Editorial Board for review and recommendation.

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Date: 16 March 2015

Approved by the TJHE Editorial Board and signed on behalf of the Tuning Academy by:

Pablo Beneitone
Director, Tuning Academy (Deusto)

Robert Wagenaar
Director, Tuning Academy (Groningen)

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