Perceptions of pedagogy for employability at a transnational university
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Perceptions of pedagogy for employability at a transnational university: A qualitative case study

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Research Location

Westminster International University in Tashkent (WIUT)
- First international university in Uzbekistan
- Founded in 2002
- WIUT provides internationally recognised higher education at undergraduate and postgraduate levels

Undergraduate Courses
- BA Business Administration
- BA International Commercial Law
- BSc Economics
- BSc Economics with Finance
- BSc Business Information Systems

Rationale

The embedding of employability skills into course and curriculum design is aimed at reducing the perceived shortfall in the ability of graduates to perform tasks needed in the workplace.

The study of employability and higher education in the context of Uzbekistan is a recent development and has been limited to general overviews of the sector in relation to regional changes in government policy.

No previous studies in Uzbek HE have focused on pedagogy for employability

Research Questions

I. What are the lecturers’ understandings of employability pedagogy in undergraduate degree courses?
II. How do lecturers mobilise their perceptions of employability pedagogy to construct classroom activity systems?
III. How do lecturers perceive that employability pedagogy is integrated in curricula of different undergraduate degree courses?
IV. What kind of awareness do students have of the use of employability pedagogy in their undergraduate studies?

Previous Research

- Because Sometimes Your Failures Can Also Teach You Certain Skills: Lecturer and Student Perceptions of Employability Skills at a Transnational University
- Richard Paterson
- University of Westminster

Data Collection

- Semi-structured interviews
- Lecturer and student reflective journals
- Classroom observations
- Focus groups

Data Analysis

- Data constructed, transcribed and analysed using categories drawn from Activity Theory

Contribution to Knowledge

- Unique setting of research in Uzbekistan transnational higher education
- Explores how students and lecturers manage and activate their own perceptions of employability pedagogy
- Activity Theory has not previously been applied to employability pedagogy
- Contributes to the literature on Activity Theory as a tool for qualitative research