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**Title**

An alienation-based framework for student experience in higher education : new interpretations of past observations in student learning theory / Bradford Barnhardt ; Paul Ginns

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**Abstract**

This article orients a recently proposed alienation-based framework for student learning theory (SLT) to the empirical basis of the approaches to learning perspective. The proposed framework makes new macro-level interpretations of an established micro-level theory, across three levels of interpretation: (1) a context-free psychological state (alienation), (2) a context-bound psychological state (student alienation), and (3) sociological processes from which these psychological states arise. Evidence for the viability of this macro?micro framework is, however, lacking, as is a clear path to seeking such evidence due to the framework?s complexity. The dichotomy of state and process implied by the framework reflects a recognised ?dual interpretation? of alienation, by which micro-level experiences are linked to behaviours through mediating macro-level psychological states. We use this dual interpretation together with Seeman?s (Ann Rev Sociol, 1975) six variants of alienation to construct a clear and well-ordered overall framework, and to hypothesize comprehensive explanations for the correlations observed between surface approaches to learning and five dimensions of learning

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experience emphasized in SLT. These five hypotheses are presented as succinct if-then statements, and assessed according to established qualitative criteria. Overall, the article prepares the way both for empirical verification of what is a complex theoretical structure, and for other future research in this vein. (HRK / Abstract übernommen) Barnhardt, Bradford, E-Mail:

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