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Abstract

This paper examines the coincidence between how lecturers teach and what students expect to learn at a regional university in Australia. It looks outside cognitive and behavioural theories of motivation to find that both students and lecturers are driven by a common goal, but it is not a methodology. I examine the ways in which students and lecturers seek support for their identity, and how their desire for recognition can support or interfere with the aims of education. The paper proposes that one of the fundamental challenges in higher education is to understand what goes on in-between students and lecturers in the university classroom. While many lecturers in this study are already doing this, there continues to be only an intuitive understanding of what motivates the relation between learning and teaching (HRK / Abstract übernommen) Harrison, Neil, E-Mail: neil.harrison@mq.edu.au