

Workshop Details

Workshop choice 1 (11.45 – 12.45)

1. “The Student as Producer”

- Mike Neary, CETL The Reinvention Centre for Undergraduate Research

Since the introduction of student fees we have become increasingly used to the idea of the student as consumer. This workshop will examine how we as teachers and students working together can reinvent the notion of the student, not as consumer, but student as producer. Using the practice of research-led teaching, and with specific reference to The Reinvention Centre for Undergraduate Research (www.warwick.ac.uk/go/reinvention), a HEFCE funded Centre for Excellence in Teaching and Learning, the workshop will explore ways in which undergraduate students can be enabled to become productive members of research departments in ways that are of benefit to their own learning and the departments research output.

The session will be organised around the viewing of a documentary film made by students in 2005 associated with The Reinvention Centre. The film, which is 22 minutes long, is called *Universities Plc?: Learning Enterprise in Higher Education*.

Mike Neary

Mike Neary is a Senior Lecture in Sociology at Warwick University. He is seconded to the Higher Education Subject Centre in Sociology, Anthropology and Politics (www.c-sap.bham.ac.uk). Mike is the Director of The Reinvention Centre for Undergraduate Research, a Centre for Excellence in Teaching and Learning (www.warwick.ac.uk/go/reinvention). The core objective of this CETL is to develop research-based teaching and learning within the undergraduate curriculum. The aim of this initiative is not simply to teach students research skills, but to enable undergraduates to become valued and productive members of the research culture of academic departments.

2. “A Critical Overview of the Impact of Research upon Educational Practice - So You Think You Can Do Better?”

- Abigail Moriarty and Mary Pillai, DMU

AIMS

- 1) To provide an insight into the impetus for commencing research activity
- 2) Examining the potential barriers when conducting research and providing practical examples of ways to overcome these difficulties
- 3) A reflection upon the ‘real’ impact of research upon educational delivery and practice, from an academic staff and student perspective

This is an interactive workshop that uses the facilitator’s own research experience of developing and implementing a robust Personal Tutor system within the Faculty of Health and Life Sciences, along with the incorporation of TQEF support. This is used as a platform to examine the ‘highs’ and ‘lows’ of completing action research in an attempt to ‘make a difference’ to educational practice. Participants will be expected to share their own experiences and contribute to lively discussions.

Abigail Moriarty – School of Nursing and Midwifery, Senior Lecturer, Faculty Personal Tutor Co-ordinator & Teacher Fellow at De Montfort University

She is completing a Doctorate in Education at The University of Huddersfield, based upon the development and implementation of Personal Tutor guidelines in the School of Nursing and Midwifery. She is clinically experienced with gynaecology and oncology nursing, and continues to work closely with University Hospitals of Leicester as a Link Lecturer.

Mary Pillai – Principal Lecturer (Learning Support) and Teacher Fellow, in the Student Learning Advisory Service (Student Services) De Montfort University

She works with both students and staff to provide a range of routes to learning support, in the curriculum and centrally.

Over the last two years, she and SLAS colleagues have been involved in gathering and analysing students’ reactions to a range of learning support activities.

She is concerned to understand the barriers that inhibit some students from seeking appropriate help, and to develop an approach to supporting learning that recognises the needs of all students rather than limiting its impact to specific groups.

3. “Researchers’ learning lives”

- Jo Webb (NTF 2005) DMU, Moira Bent (NTF 2005) University of Newcastle & Pat Gannon-Leary, Northumbria University

What do we know about researchers as learners? We often start from a perception that researchers are always experts, in control of every aspect of their practice, but to what extent is this true? This exploratory workshop will provide opportunities to review, reflect and discuss what 'researchers' do by career stage, their professional identities, learning and development needs and in particular the ways that these shift during their working lives. There will be a particular emphasis on how their research practices shift because of internal and external influences. The session will combine evidence from interviews with a wide range of researchers, with insights from published research and group discussion. The workshop leaders are currently working on a book on how academic libraries support research, so there will be a particular, though not exclusive focus, on researchers' use of information.

Moira Bent has worked in University libraries for the last 18 years, and is currently Faculty Liaison Librarian – Science, at Newcastle University but previously worked in US libraries and NHS libraries. In 2005 she was awarded a National Teaching Fellowship from the HEA. Her particular interests are support for research, information literacy and staff development. She chairs the Newcastle Library Infolit group and the ResIN (research support) group and is also the project manager for the Library Information Literacy Project. In 2002 she won the CILIP UC&R Innovation Award for a project on using a VLE for staff development and is currently the joint holder of a University Teaching Fellowship studying the integration of information literacy into the chemistry curriculum. She also chairs the UK Universities Science and Technology Librarian's Group and is a member of the CILIP UC&R Northern Group Committee, Royal Society of Chemistry Journals Committee and JISC PSIGate Advisory Board. Moira has given conference presentations and has published journal articles, a book chapter and is collaborating with Pat and Jo on a book on libraries and researchers.

Pat Gannon-Leary is a Research Associate in the Learning & Teaching Section of the Academic Registry, Northumbria University. Pat worked as an information professional in various universities in the UK and the USA for 18 years before moving into research. She has been involved in research projects in areas of Librarianship, Social Policy and Pedagogy. She has a Masters degree in Film and Television Studies and a PhD in Communication Studies.

Jo Webb is Academic Services Manager in the Department of Library Services at De Montfort University and a university Teacher Fellow. She has strategic responsibility for subject, research and learning support services across the university library service. Jo is also Vice Chair of University, College and Research Group of CILIP: the Chartered Institute of Library and Information Professionals. She has written on academic library management and staff development, most recently co-authoring 'Teaching information skills: theory and practice' published by Facet in 2005. Jo was awarded a National Teaching Fellowship in 2005. Her current professional interests include research support and reading engagement in university education, which she is researching as part of her national teaching fellowship work.

4. “Research in Art Design and media - Off to the library?”

- ADM subject centre Carolyn Bew and Debbie Flint

There has been a significant culture change in higher education with the introduction of graduate standards that necessitate the development of students' research /awareness and skills.

This session aims to explore:

- The notion of “graduateness”
- What we mean by research in art, design and media
- The value of developing research skills in art and design

Carolyn Bew

A graduate of Central Saint Martins with an MA in Painting, Carolyn has maintained currency as a fine art practitioner whilst gaining extensive experience in Art and Design education. She taught for ten years at Chelsea College of Art and Design. Here, in addition to teaching, Carolyn was involved in curriculum design, developed policies and procedures and helped to create a community based scheme supporting young people from families with no tradition of higher education. Latterly, she has contributed to teacher education courses at the Centre for Learning and Teaching Art and Design at the University of the Arts London, and managed a range of HE art and design courses in the FE sector. Most recently she was an Academic Developer in cross-disciplinary teaching and research at Kingston University. Carolyn firmly believes that learning and teaching is defined by subject and remains committed to her own primary discipline. She continues work as a practitioner in painting, with a forthcoming exhibition of recent work.

Debbie Flint

Debbie Flint works as an Academic Developer in the ADM Subject Centre. Prior to joining the Centre, Debbie worked as a Lecturer and Coordinator of Cultural and Supporting Studies in the Faculty of Art and Design at Northbrook College, Sussex. Debbie has a degree in English and Creative Studies from University of Portsmouth and an MA in Modern and Contemporary Art from University of Southampton.

Workshop choice 2 (13.45 – 14.45)

5. “The influence of achievement orientations on achievement related cognition, affect and study behaviours in first year sport and exercise science students studying on a research methods course”

- Howard Hall, DMU

Students entering universities to study sport related subjects often experience motivational difficulties when undertaking research courses. It is evident that teaching staff attempt to enthuse students about the subject matter, guide student investment in learning and increase self-efficacy by having students successfully master challenges. However some students display motivational patterns that appear maladaptive and impede the potential for learning. Unfortunately, over the duration of the academic year motivational problems in these students become compounded as they often cope poorly when performance difficulties are experienced on graded assignments. This workshop will describe some empirical research that has examined the influence of achievement orientations on achievement related, cognition, affect and study behaviours in first year sport and exercise science students studying a research methods course. The presentation will outline the preliminary findings and explore some conceptually based strategies for enhancing student motivation.

Howard Hall

Howard Hall is currently a Professor of Sport and Exercise Psychology at De Montfort University. Howard began his academic career as a social geographer, earning a BA (Hons) degree in Geography from the University of North Staffordshire in 1979. After a brief spell attempting to pursue a career in professional soccer he trained as a physical education teacher. His interest in sport psychology, led him to pursue his graduate education in the USA, where he received an MS in Sport Psychology from University of North Texas in 1984 and a PhD in Kinesiology from the University of Illinois at Urbana –Champaign in 1990. During this time, Howard worked as a member of the internationally renowned motivation research group in the Institute for Child Behaviour and Development at the University of Illinois. After completing his doctorate, Howard worked at the University of Colorado at Boulder, and Syracuse University in New York before moving back to the UK in 1991 to join the department of Sport and Exercise Science at Bedford College.. Howard’s research programme is broadly concerned with understanding the psychological processes underlying achievement motivation, and his most recent work has been investigating the impact of achievement goals and dispositional perfectionism on student and athlete cognition affect and behaviour. He is currently Secretary Treasurer of the International Association of Applied Psychology, Division 12, a section editor for the International Journal of Sport and Exercise Psychology and he serves on the Editorial Advisory Board of the Journal of Sports Sciences.

6. “Improvisation - what do I do and why do I do it?”

- Sally Doughty, DMU Research and Dance

Aims: to begin to understand and acknowledge processes involved in movement improvisation
to begin to critically reflect on practice
to introduce ways in which a range of media may support learning

The workshop will propose a methodology for developing critical and reflective skills in students involved in improvisation. Participants will be led through a series of short improvisational tasks to develop their understanding of the spontaneous decision making processes involved in movement improvisation. An example of how new media may be used to support learning in this context will be given and there will be opportunities for discussion throughout.

Sally Doughty

Sally Doughty is Senior Lecturer in Dance at DMU, Leicester. This workshop shares the findings from her pedagogic research project as part of the Centre for Excellence in Performance Arts at DMU. The project aims to develop critical and reflective skills in students engaged in improvisation.

7. “The Transliterate Student: reading and writing across different digital media”

- Sue Thomas, DMU

Workshop Aims

1. To introduce participants to recent research into digital transliteracy
2. To explore how awareness of student transliteracy might inform teaching practice

The term 'transliteracy' was originally applied to the mapping of one system of writing on to another, and the idea is now being extended to the digital realm. Today it refers to literacy across several media, which means, perhaps, that the more media you can use fluently, the more transliterate you are. Does this mean that our students, who comfortably communicate via mobile phones, instant messaging, email, and all kinds of web applications, are more literate across more media than we who teach them? This workshop offers some suggestions for teaching staff wishing to find out more about digital transliteracy.

Sue Thomas

Sue Thomas is Professor of New Media in the Faculty of Humanities at De Montfort University, and an Associate Fellow of DMU's new Institute of Creative Technologies. She founded the trAce Online Writing Centre in 1995 where she was Artistic Director until coming to De Montfort in January 2005. Her books include the novels *Correspondence* (short-listed for the Arthur C Clarke Award for Best Science Fiction Novel 1992) and *Water* (1994), and an edited anthology *Wild Women: Contemporary Short Stories By Women Celebrating Women* (1994). Her nonfiction includes *Creative Writing: A Handbook For Workshop Leaders* (1995) and most recently *Hello World: travels in virtuality* (2004). She has published extensively in both print and online, and has initiated numerous online writing projects including *The Noon Quilt*, now an iconic image of the early days of the web. Her research interests include transliteracy and narratives of digital experience, and she is currently writing *The Wild Surmise*, a study of nature and cyberspace.

<http://www.hum.dmu.ac.uk/~stomas/>

8. “Engaging Students in Research to Enhance Research and Learning ”

- Helen May, Advisor, Higher Education Academy

This workshop will investigate the potential ways in which students can be engaged more in the research process as well as enhance their learning through their engagement in research. It will begin by exploring the predominant ways in which students have been involved in research in the field of widening participation. It will draw upon a literature review conducted for the Higher Education Funding Council for England on the barriers to widening participation. In this review, it was found that the predominant research methods used to conduct research into widening participation included survey, focus groups and interviews. Moreover, these methods were largely based on the researcher's agenda rather than building on that of the student. This workshop will consider alternative ways in which students could engage more closely in research, drawing on work in other education sectors. Participants will have the opportunity to reflect on their own research and teaching practices and consider a range of ways to engage students in research to enhance both the research and learning process.

Helen May

Dr Helen May is an adviser for widening participation (WP) and qualitative research at the Higher Education Academy. Over the last year, Helen has been actively involved in a number of WP research projects including 'From the margins to the mainstream: Embedding WP in higher education', (UUK/SCOP); Review of WP research (HEFCE); Information collection and dissemination practices for learners with Specific learning differences (AchieveAbility) and Progressing to higher education: vocational qualifications and admissions (Aimhigher). Currently, she is working to disseminate the findings of this research through work with institutions. Helen is managing the development of a WP research service to support the sharing and networking of WP practices and resources working across the higher education sector. Helen is a member of several advisory and working groups to support diversity and WP. She supports research practice and development by running workshops on ethnography, participative research methods and by managing a research seminar series at the Academy. Helen has worked for the National Foundation for Educational Research, in a research role, and for the University of Leeds, where she took an active role in establishing a Centre for Citizenship and Human Rights Education. Whilst at the University of Leeds, she won ESRC funding to explore the participation of students with learning difficulties within the school context at doctorate and post-doctorate level.