



University of HUDDERSFIELD

University of Huddersfield Repository

Wormald, Jane, Skrbic, N. and Kelly, R.

Students as researchers' festival: collaboration in practice

Original Citation

Wormald, Jane, Skrbic, N. and Kelly, R. (2015) Students as researchers' festival: collaboration in practice. In: UALL 2015 Annual Conference Making the Lifelong Learning University a Reality, 11th - 13th March 2015, Glasgow. (Unpublished)

This version is available at <http://eprints.hud.ac.uk/25275/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

<http://eprints.hud.ac.uk/>

Students as Researchers' Festival: Collaboration in Practice.

A student research festival designed around the principles of Kemmis et al.'s (2013) concept of practice architectures and Habermas' (1984) use of critical dialogue spaces.

- **Context and aims**
- **Theoretical framework**
- **Findings**
- **Impact**
- **Sustainability**
- **Critical Dialogue Groups**

Jane Wormald
Dr Nena Skrbic
Rebecca Kelly

Inspiring tomorrow's professionals

<http://www.magisto.com/video/IIYdJF8HBSFvWAXiCzE>





Inspiring tomorrow's professionals

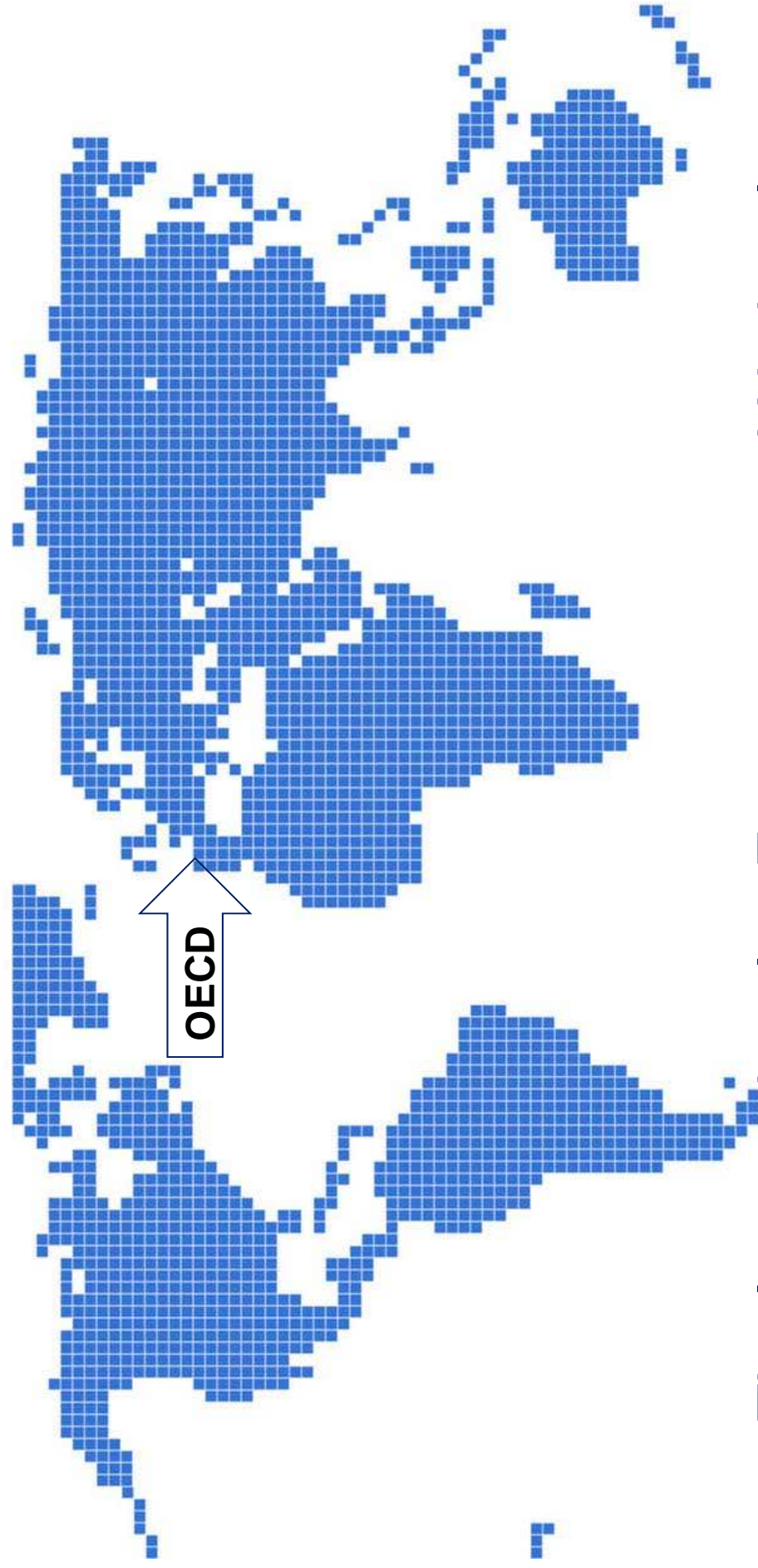
BA(Hons) Education and Professional Development.



- Two-year honours degree - 90 credits per year;
- Assessed and supported at centres;
- Delivered through a regionally-based Saturday day school model – 9 days over the degree;
- Teaching and Learning festivals (part of the 9 days);
- Pre and post day school online materials create ‘a flipped classroom’;
- Yammer®, a social learning network for tutors and students
- Inspiring and growing professional



Macro, meso, micro influences

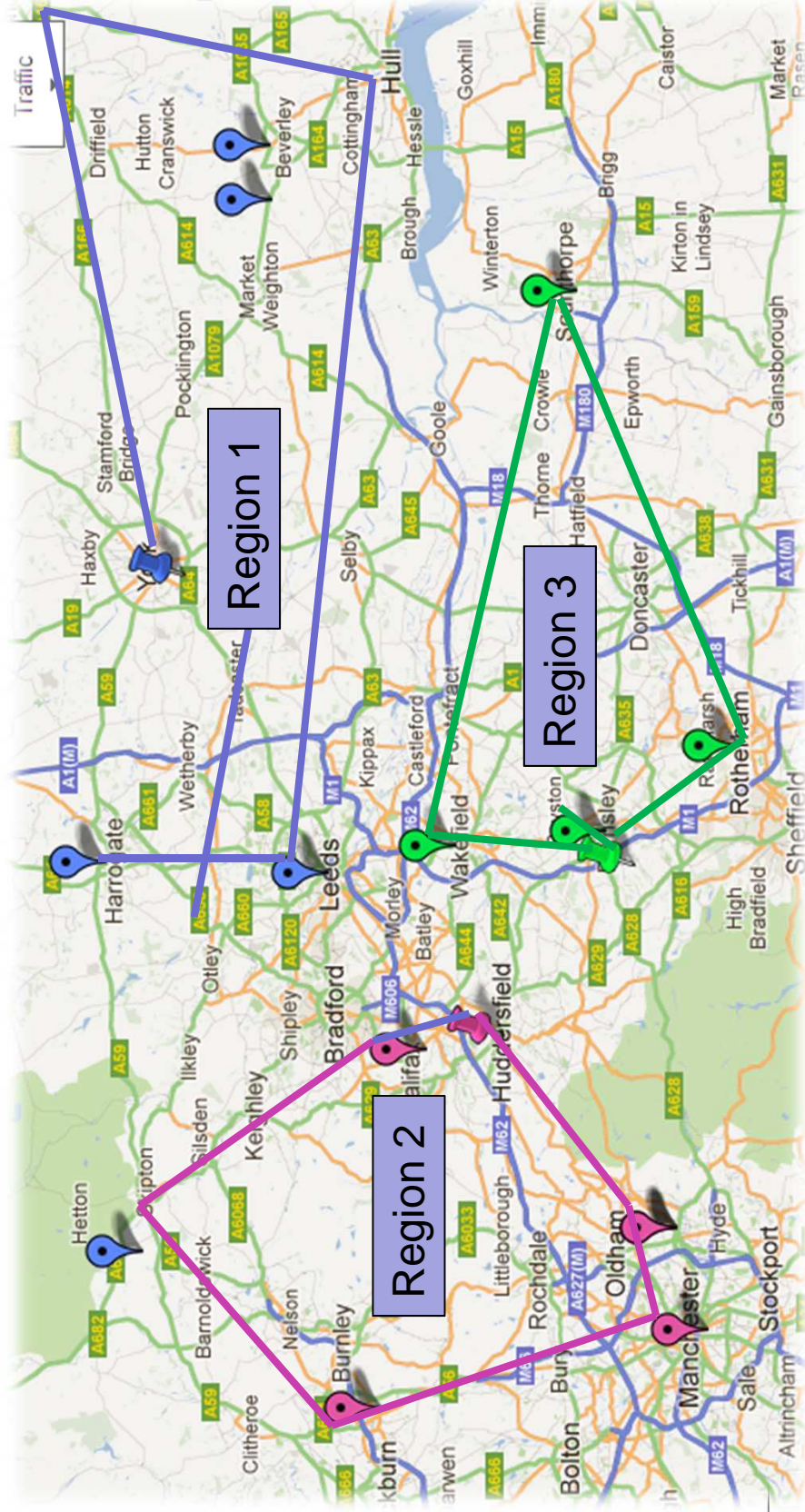


The International ... European... and National...

Northern England context

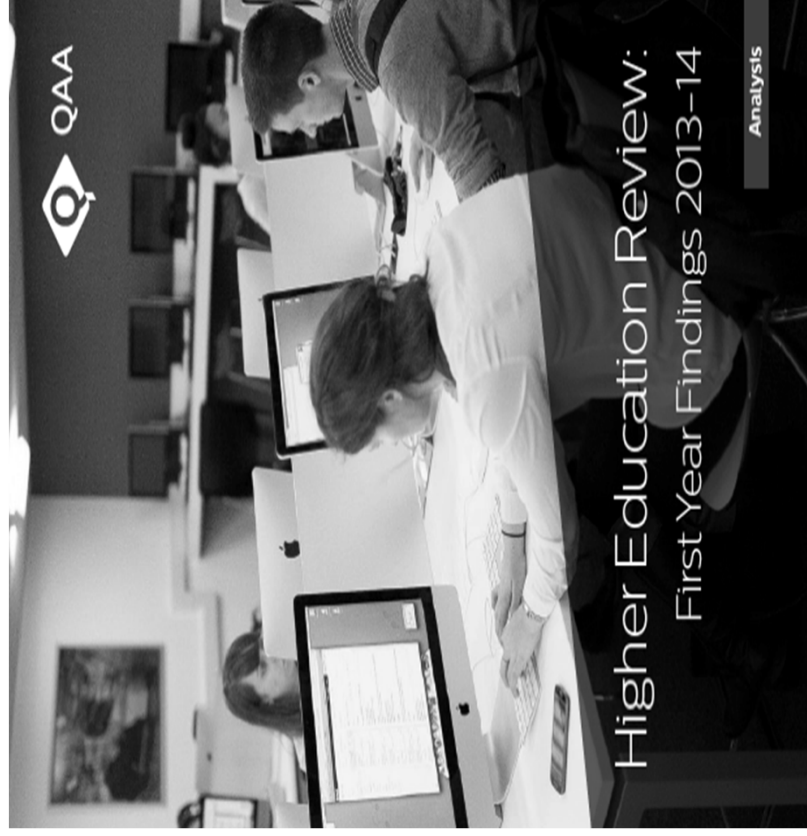


University of
HUDDERSFIELD



Inspiring tomorrow's professionals

College Based Higher Education (CBHE)



Inspiring tomorrow's professionals



EXTERNAL EXAMINER'S REPORT HEADER FORM

External Examiner Name: *Karen Stockham*

Academic session:
2008-2009

Course(s) examined:

Award	Title
<i>BA (Hons)</i>	<i>Education and Training</i>

“The university team and the college Network should develop opportunities to more widely disseminate the high-quality work being completed within the Empirical Study. **These research studies deserve a wider ‘audience’ and initiatives such as an annual conference to celebrate this work and to share good practice across the learning and skills workforce should be instigated.** Other opportunities could include publication in an e-journal or working with students to turn their Empirical Studies project into a journal article that could then be used for advance standing/APL for progression onto a Master’s programme”.

The Inaugural Student Research Festival

2014

University of
HUDDERSFIELD



Micro level...



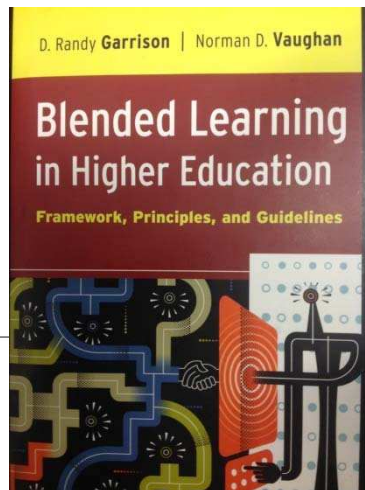
Theoretical frameworks



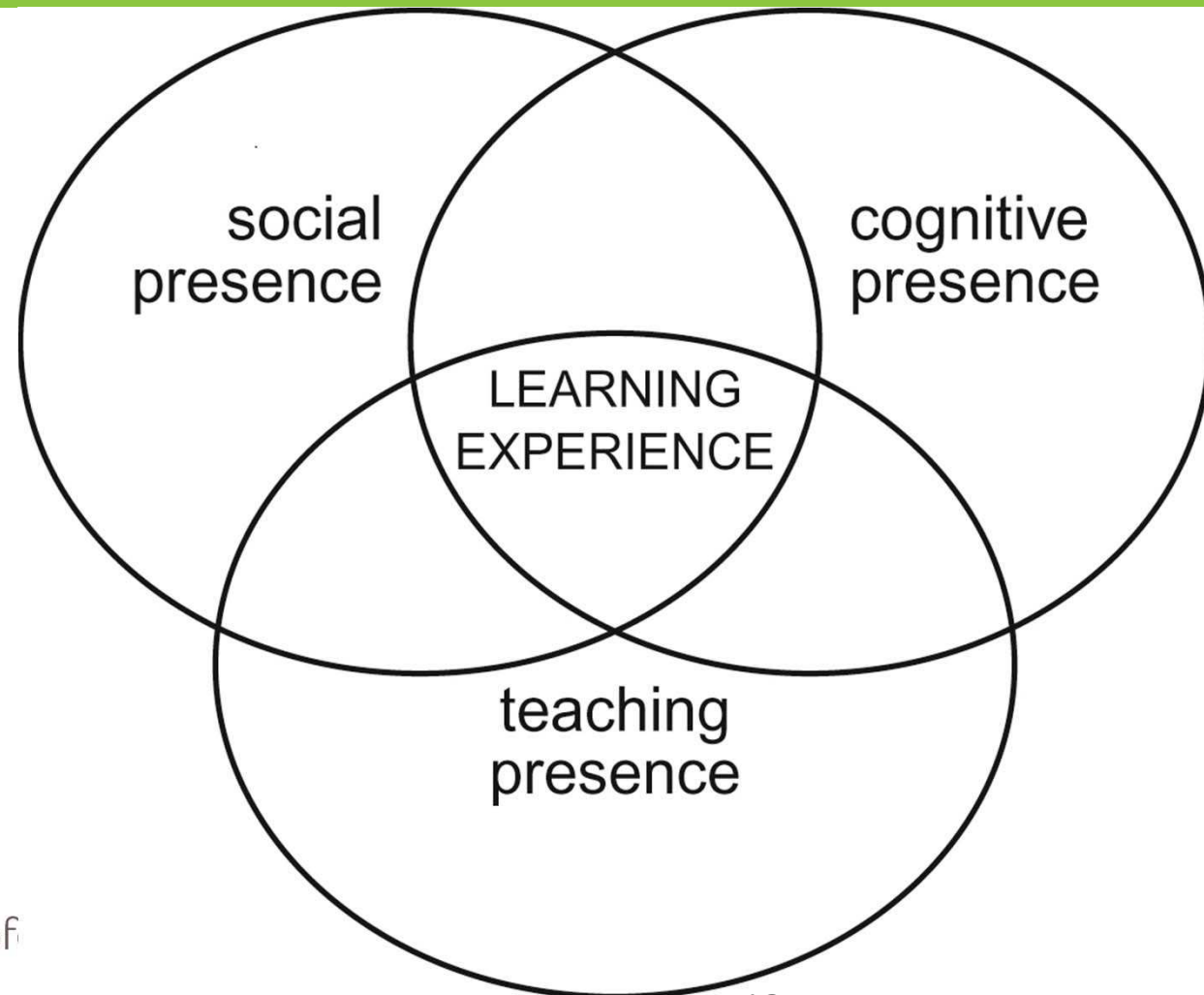
University of
HUDDERSFIELD

Underpinned by a philosophy of expansive 'communities of discovery' (Coffield and Williamson, 2010) , 'communities of inquiry' (Garrison & Vaughan, 2008) and social learning:

From Exam Factories to
Communities of Discovery
The democratic route
Frank Coffield and Bill Williamson



's profi



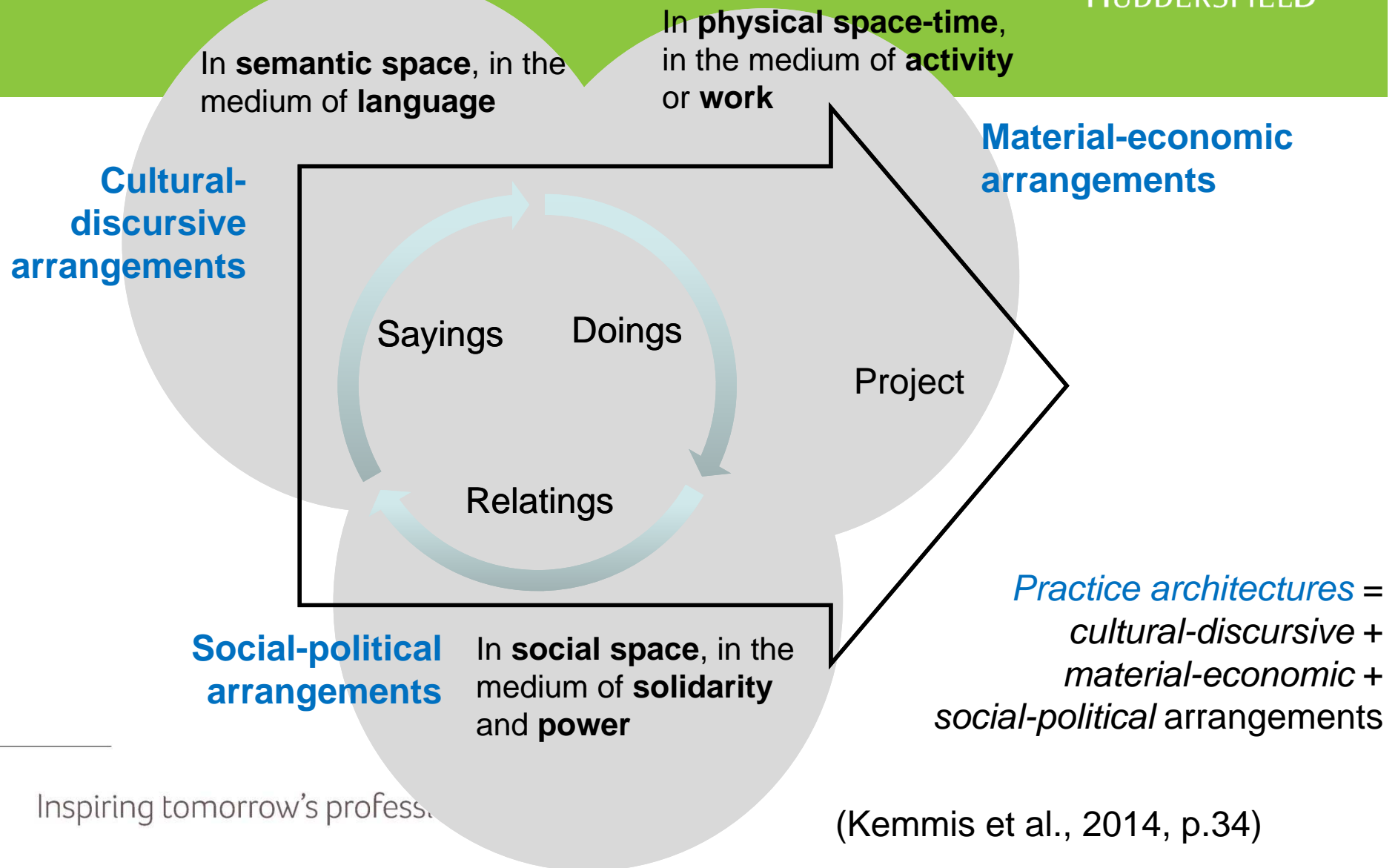
(Garrison and Vaughan, 2008)

Kemmis et al.'s (2014) 'practice architectures'



- Practice architectures: a contemporary theory of practice concerned with the “**saying, doings and relatings**” in any one or all of five activities at a given site.
- The **five activities** are:
Student learning, teaching, professional learning, leading learning and research.
- Practice architectures are principally concerned with “**the nexuses of arrangements that make practices possible**” (p.14) at any given site.

The sayings, doings and relatings of a practice are made possible and held in place by *practice architectures*



Critical Dialogue Spaces

‘Dialogue, trust and respect ..[for] shared solutions to collective problems.’ (Coffield & Williamson, 2011, p.30)



CDS for purposeful dialogue...

... beyond transactions of information... to further understandings.

(Habermas, 1984)

Collaboration and discovery

Possibility of change

Writing for publication workshop



How can young people be encouraged to volunteer more to help the elderly?

Exploring effective CPD with electrical installation teachers in FE: An action research study.

Safeguarding training, transference into practice: An action research study.

Do blended learning students find the level of peer involvement is substantial enough?

Does iPad technology enhance the learning experience of students with learning difficulties?

Can motivation strategies reduce disruptive classroom behaviour in a group of KS4 learners on an alternative learning programme?

Race for representation: Black men and trade union representation.

A late diagnosis for Autism and how this affected an African Caribbean teenage boy at secondary school.

Vocational Further Education (FE) tutors' narrative accounts of their degree course and its contribution to their continuing professional development (CPD).

Exploring the reasons why some learners fail to complete their apprenticeship programme.

Small-scale action research study



- Action research
- Likert-scale questionnaire
- Ethics

Thematic analysis

- “Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail” (Braun and Clarke, 2006, p.79).

Findings: *a priori* (pre-determined) categories

People's 'sayings' and thinking (the 'cognitive')	People's 'doings' (the 'psychomotor')	People's 'relatings' (the 'affective')
The cultural-discursive arrangements found in or brought to a site (e.g. language, ideas).	The material-economic arrangements found in or brought to a site (e.g. objects, spatial arrangements).	The social-political arrangements found in or brought to a site (e.g. relationships between people).

Findings: *a posteriori* (emerging) categories

1. Whose research has value?
2. The authenticity of experience or knowledge-in-practice.
3. Inexpert researchers doing unexceptionable work?
4. Physical connections between the research and the researcher.
5. Speaking with the right kind of voice.
6. Overt role-playing.
7. Acknowledging the affective.

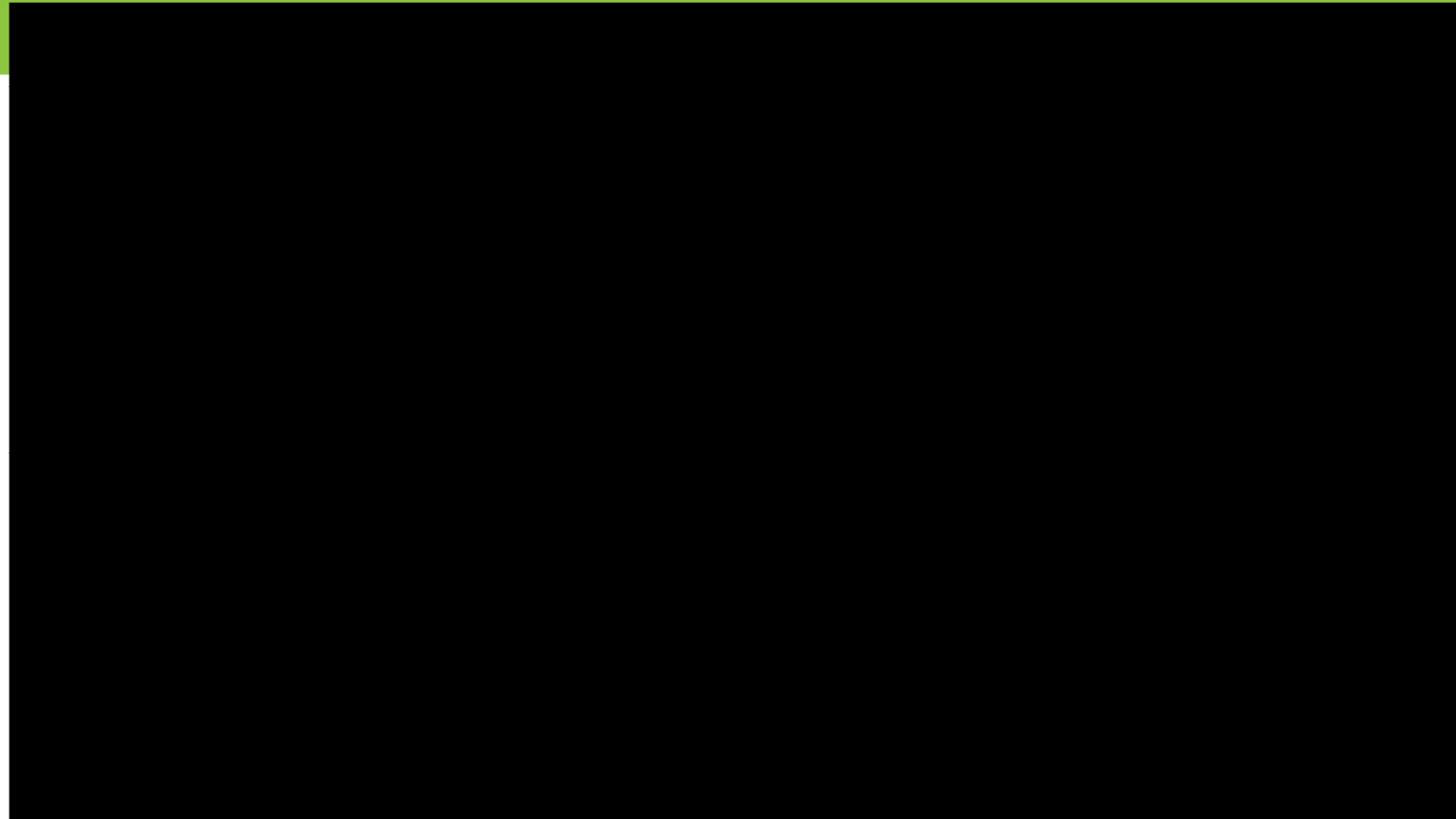
Reflexivity



Inspiring tomorrow's professionals

Sustainability

1. Objectives
2. Needs analysis
3. Planning and implementation
4. Material and human resources
5. Marketing
6. Dissemination
7. Evaluation and points of review
8. Impact



Dialogue rather than Q&A

How might this apply to your course?



- What have you heard?
- What strikes you as interesting?
- How might you apply it?

References

- Braun, V. and Clarke, V. (2006) "Using thematic analysis in psychology", *Qualitative Research in Psychology*, Vol.3, No. 2. pp.77-101.
- Coffield, F. and Williamson, B. (2011)*From exam factories to communities of discovery*. London: Institute of Education, University of London.
- FELTAG. (2013)*Recommendations: Paths forward to a digital future for further education and skills*.(online), Available at: <http://feltag.org.uk/wp-content/uploads/2012/01/FELTAG-REPORT-FINAL.pdf>
- Garrison, D.R. and Vaughan, N. (2008)*Blended learning in higher education: framework, principles and guidelines*. San Francisco: Jossey-Bass.
- Habermas, J. (1984)*The theory of communicative action. Volume 1: Reason and the rationalization of society* (transl.T. McCarthy). Oxford: Polity Press.
- Healey, M., Jenkins, A. and Lea, J. (2014)*Developing research-based curricula in college-based higher education*. York: HEA.
- Higher Education Academy (2015)*Higher education review: first year findings 2013-14*. Gloucester: HEA.
- Kemmis, S., Wilkinson, J., Edwards-Groves, C, Hardy, I., Grootenboer, P., and Bristol, L. (2014) *Changing practices, changing education*. London: Springer.
- Organisation for Economic Cooperation and Development (2003) *New challenges for educational research*. Paris: OECD.
- QAA (2014).*Higher Education Review: First year findings 2013-14*. Gloucester: Quality Assurance Agency.