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Wormald, Jane, Brown, Dave and Skrbic, N.

No research is insignificant

Original Citation

Wormald, Jane, Brown, Dave and Skrbic, N. (2015) No research is insignificant. In: *JVET 2015: Journal of Vocational Education and Training 11th International Conference*, 3rd - 5th July 2015, Worcester College, Oxford. (Unpublished)

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‘No research is insignificant’:

implementing a students-as-researchers festival.

**Jane Wormald
Dave Brown
Dr Nena Skrbic**



BA(Hons) Education and Professional Development.



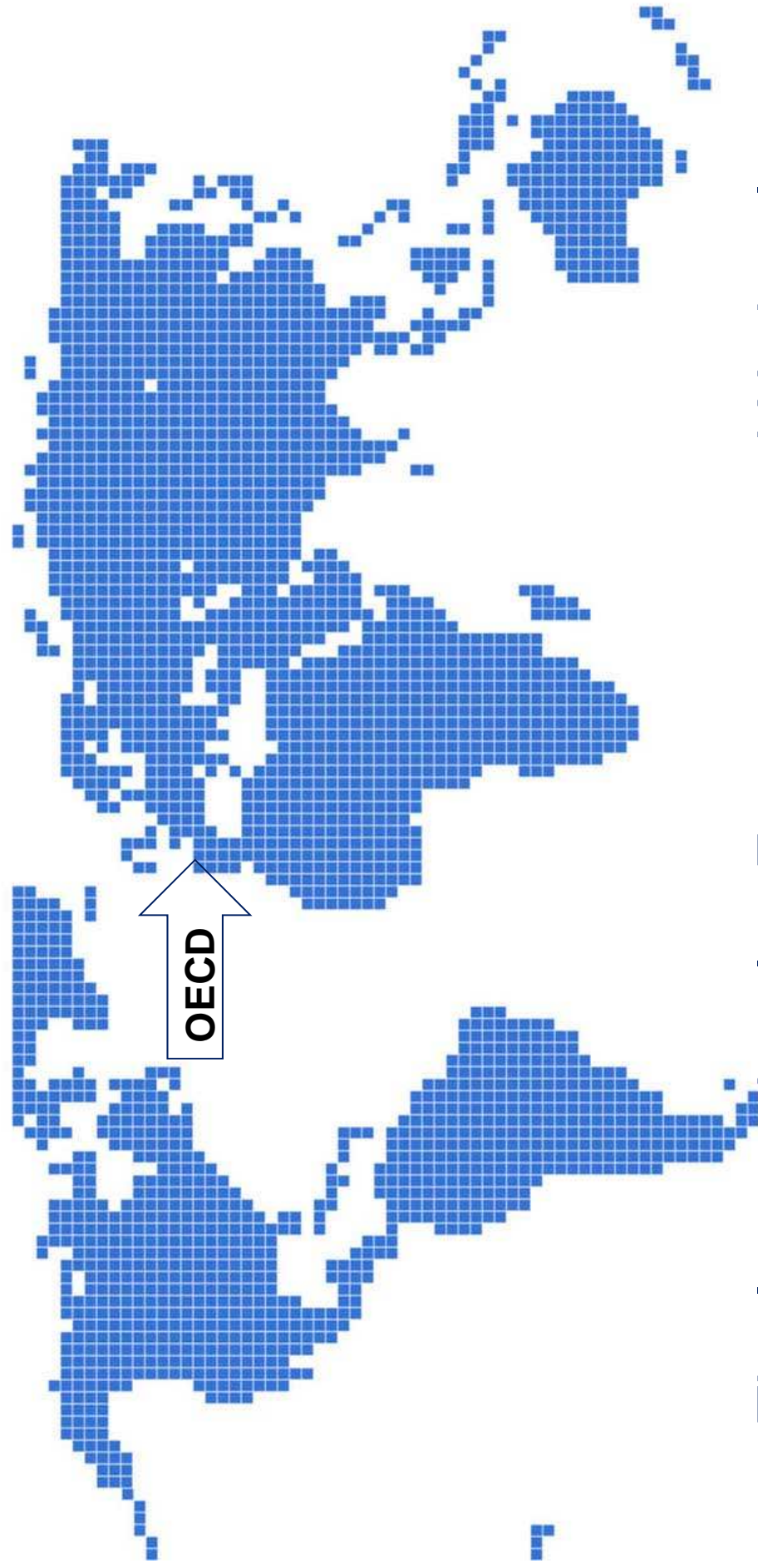
- Two-year honours degree - 90 credits per year;
- Assessed and supported at centres;
- Delivered through a regionally-based Saturday day school model – 9 days over the degree;
- Teaching and Learning festivals (part of the 9 days);
- Pre and post day school online materials create ‘a flipped classroom’;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





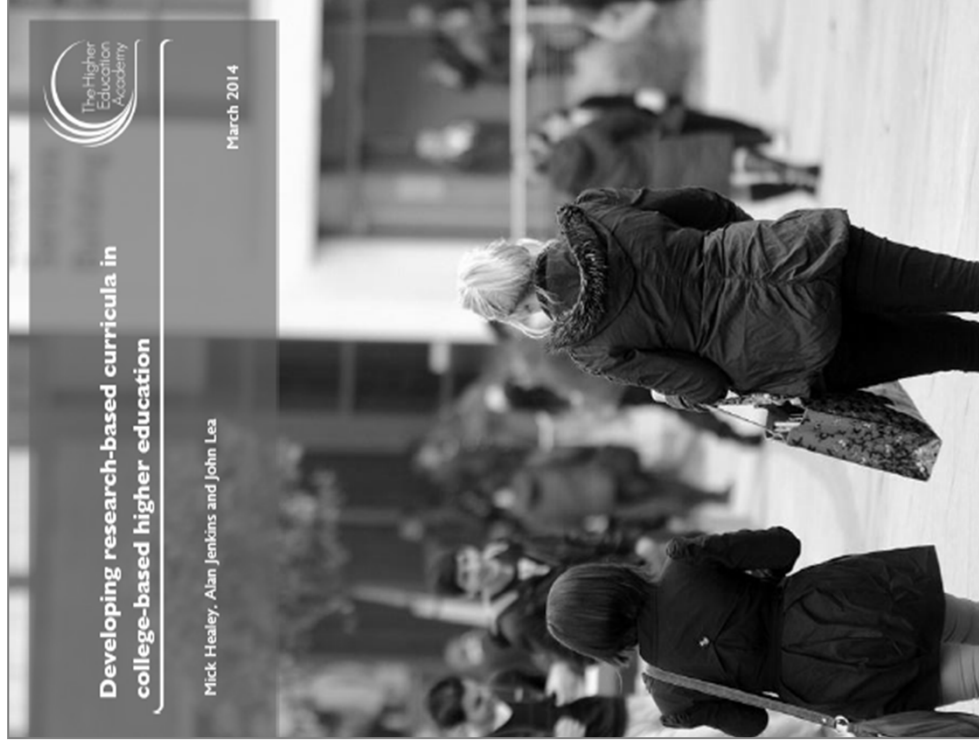
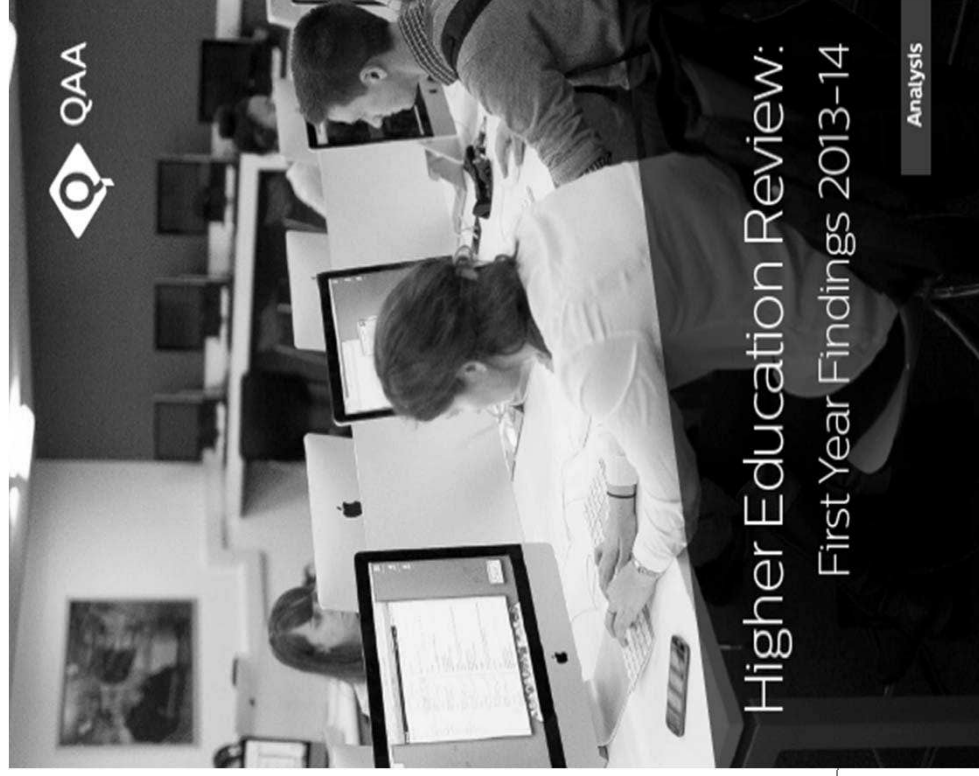
Inspiring tomorrow's professionals

Macro, meso, micro influences



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

College Based Higher Education (CBHE)



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”.

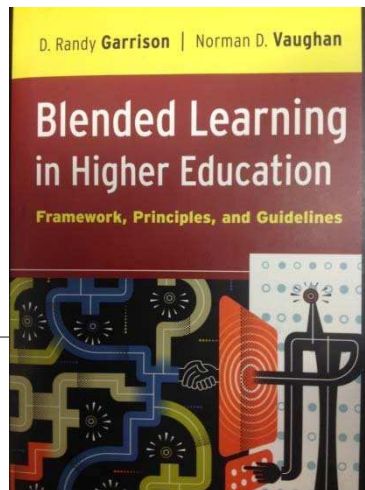
Theoretical frameworks



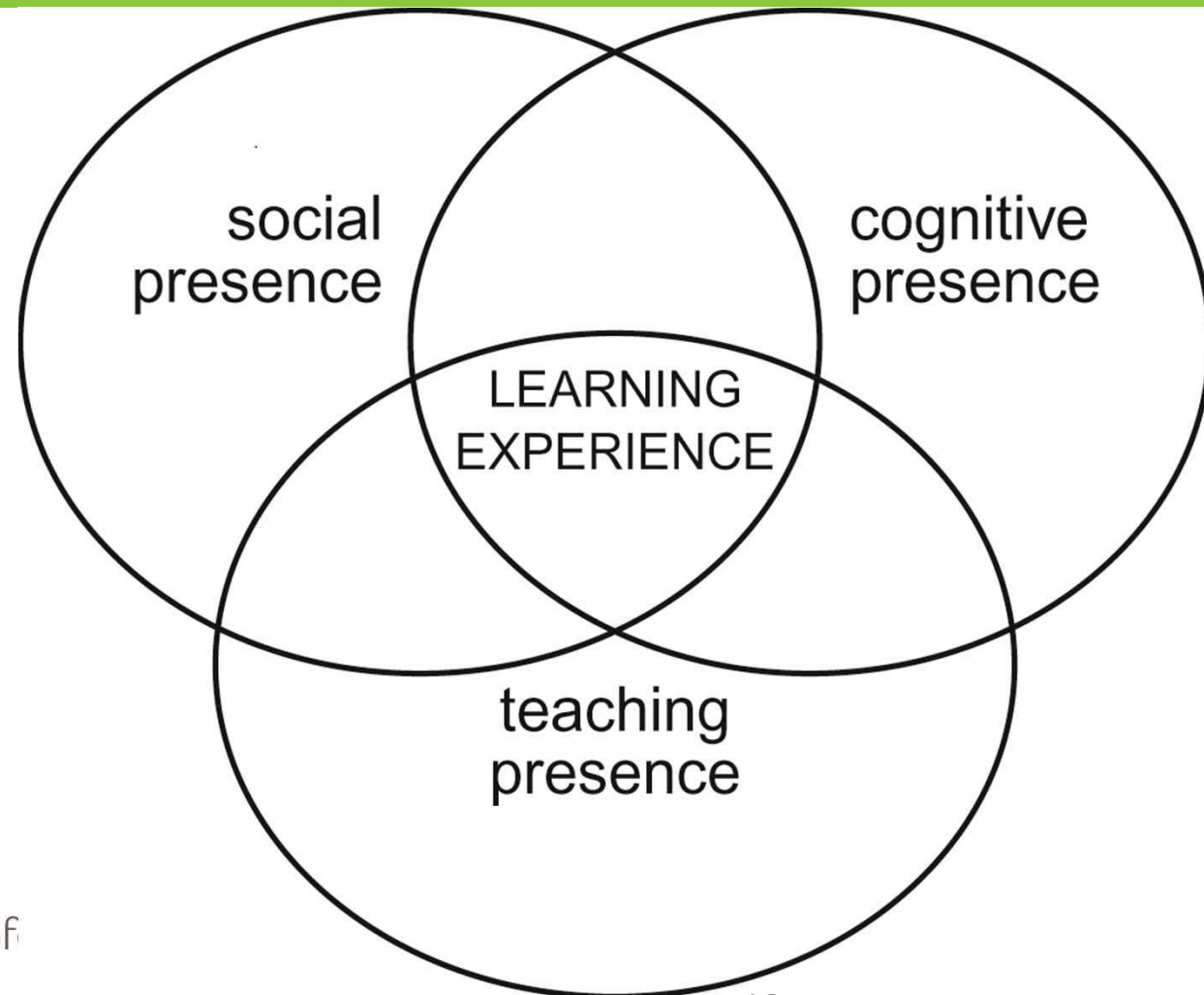
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Underpinned by a philosophy of expansive 'communities of discovery' (Coffield and Williamson, 2010) , 'communities of inquiry' (Garrison & Vaughan, 2008) and social learning:

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'

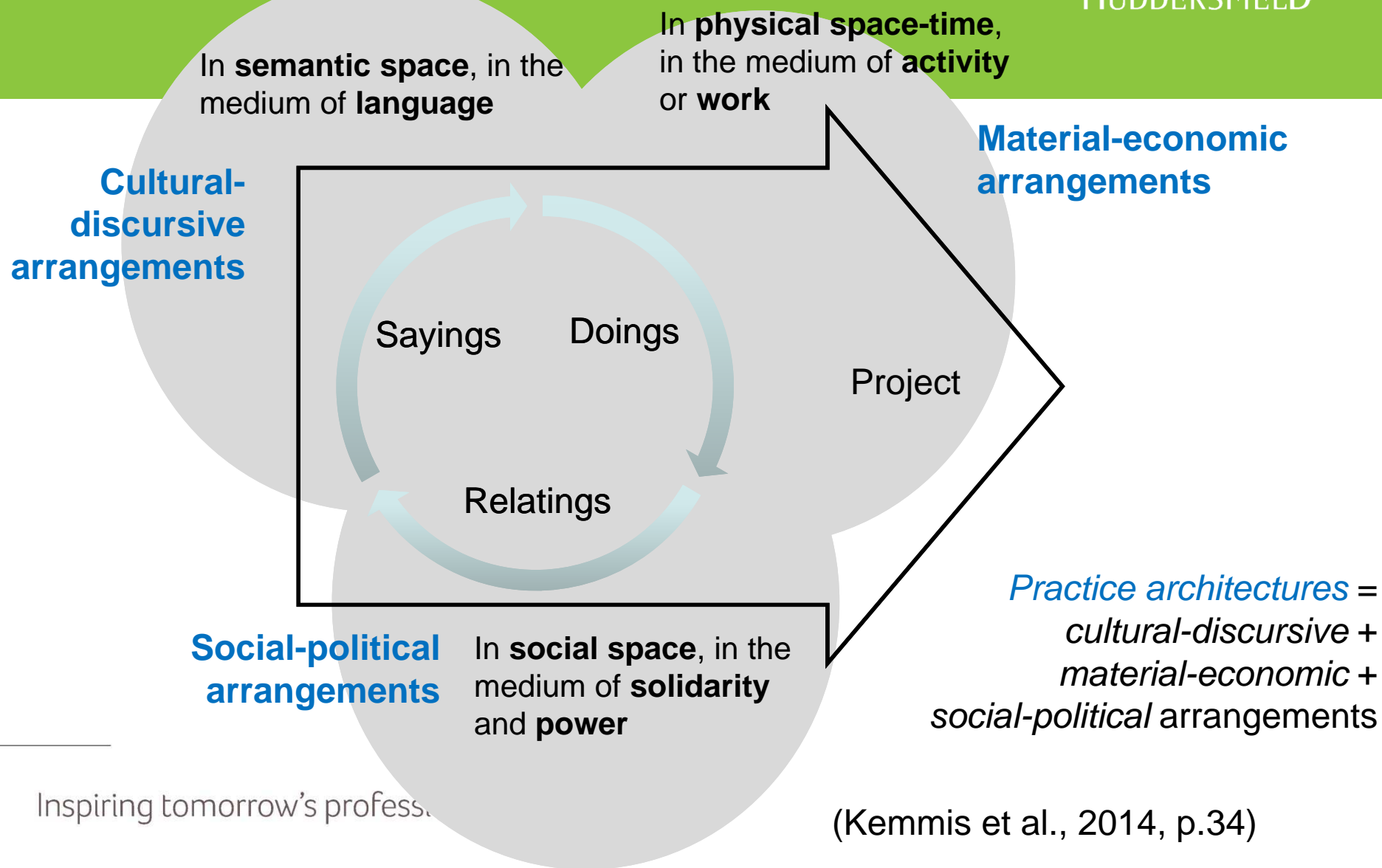


- Practice architectures: a contemporary theory of practice concerned with the “**saying, doings and relatings**” in any one or all of five activities at a given site.
- The **five activities** are:
Student learning, teaching, professional learning, leading learning, and research.
- Practice architectures 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*



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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

The Education and Training
CONSORTIUM

The Inaugural Student Research Festival

2014

University of
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Research topics

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



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In summary

- Collaborative research festival is self-sustaining
- Complements local and national objectives for professionally-oriented undergraduate research
- Committed to building collaboration for the intervention and attracting external support.
- Outputs and outcomes will be used as marketing tools and the festival's successes will serve as outreach tools
- Continue to document impact and have established baseline data



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Recommendations

- Ensure long term impact
- Student transition to use-inspired basic research
- Evaluate impact of research-based practice
- Extend partnerships with students' employers
- Embed a publication in the UG curriculum
- Explore possibility of gaining credit for a 'student researchers' programme that connects students with lecturers seeking assistance with research projects

What strikes you as interesting?



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