

Into the Woods: Building cross-disciplinary opportunities for undergraduate dissertation students to conduct research in applied community settings

- Staff – Drs. Niamh Stack & Maxine Swingler, School of Psychology
- Students – Derick Moore & Bethan Howell
- Community Partners: Kelvinside Academy & The Children's Wood
<http://thechildrenswood.com/>



Aims of the project

- Extend research opportunities for our undergraduates.
- Embedding employability (HEA 2015; Healey et al., 2013)
- Facilitate use of representative samples (Peterson, 2001)





QAA enhancement themes: Transition

- “Moving on from HE”: Embedding employability and the co-curriculum.
- Case studies of work based learning/internships.
- Real world applications as part of the final year projects.
- How do we recognize these achievements?

Packed room to hear the outcomes of [@bethan_xx](#) work with [#youngresearchers](#). Proud supervisor [@Eavanmac](#). [#GUPSY17](#)





How does research in applied community settings contribute to development of Graduate Attributes?

- **Personal and Transferable dimensions** (Mason O'Connor et al., 2011).
 - Experienced Collaborator
 - Investigative
- **Citizenship & contribution to society** (Barrie 2004).
 - Ethically and socially aware
- **Increasing real world focus in higher education** (Healey et al., 2013)

Benefits and challenges of community collaborations.....

Benefits

- Development of confidence and critical thinking (Deeley, 2010)
- Build on knowledge and skills of the community organisations (Brewis et al., 2010)
- GU 2020: benefits to culture, society and economy
- Increase public awareness and support for community groups

Challenges

- Time constraints of final year projects
- Co-ordination of data collection
- Assessment that captures learning in real world contexts
- Measuring impact

Students and Community Partners

- Andrew Dickenson & P6 pupils (Daniel and Priya) from Kelvinside Academy: their perspective on collaboration.
- Emily Cutts from the Childrens' Wood: benefits of collaboration for the community organisation
- Derick Moore & Bethan Howells (U of G Psychology students): student perspective on collaboration.
- Questions

- From children as research participants to ‘children as researchers’.
- Flexible approach to the curriculum – the *subject* of the research project was less important than the *research method*.
- 21st century learning –
 - learning how to learn;
 - learning in a digital context;
 - learning through collaboration;
 - learning without limits.





Priya Dhillon and Daniel Frame
talk about their experience of
being researchers.

Kelvinside Academy's 5Cs:

- Confidence
- Collaboration
- Concentration
- Curiosity
- Creativity



**University
of Glasgow**



Children's

Wood?



My final year project

Derick Moore

- What I now do: Family Project worker at Barnardo's children's charity.
- My Maxi Project: whether well-being and self-esteem were affected by educational surroundings (playground, classroom and natural green space area)
 - self-esteem and enjoyment significantly increase in nature.
- Engaged in activities during study:
 - Meetings with school staff/community partner to organise study
 - Introducing children to research and study
 - Lead data collection with assistance from teachers
 - Presented findings and awarded certificates to children for participating.
 - Presented study at University and National (BPS undergraduate) conferences.



Impact of my final year project

Derick Moore

- Supporting previous final year students allowed me to access area myself when it was my time to complete study.
- Having participants away from university students allowed me to apply my study to the real world.
- Allowed me to access contacts and gain invaluable experience of working within a educational setting and with professionals.
- Gave me a great opportunity to develop my presentation skills
- Let people know the benefits of greenspace use in my school (staff/families).
- Manager in Barnardo's interested to see if we can adapt theory for our service.



Niamh Stack @Eavanmac · 1 Jun 2016

Great to be back at @KAGlasgow today @moore_del debriefing on findings from collaborative study on outdoor learning
pic.twitter.com/FdqFV7pJ34



Impact of my final year project

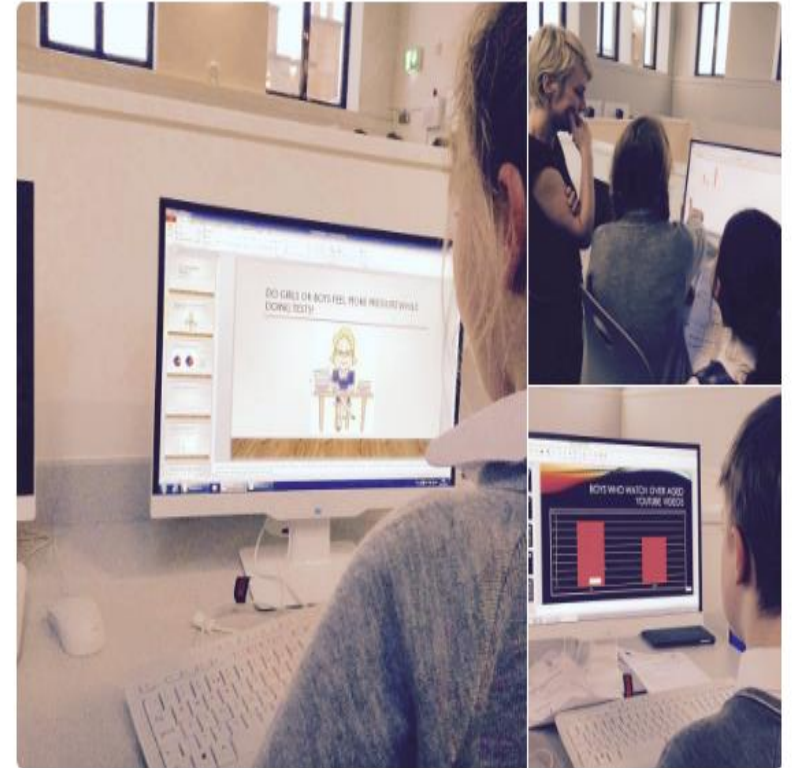
Bethan Howell

- The collaboration with Kelvinside Academy for my maxi project can only be described as a positive experience.
- It allowed me to pursue a maxi project in something I am passionate about and ultimately took the project beyond a piece of university work to something that has been an extremely valuable and enjoyable learning experience.
- It was beneficial in preparing me for life after university by providing the opportunity to develop many skills relevant to pursuing my career goal of becoming a primary teacher and an educational psychologist: I built confidence in working with and teaching children as well as gaining greater insight into working within a multi-disciplinary team of teachers, head teachers and psychologists.



Niamh Stack
@Eavanmac

Final preparations underway @Kelvinside1878 for P6 research conference #workinghard #youngresearchers @KA_Rector @AlisonMcAllist7 @spb2876



My final year project: Benefits and challenges.

Bethan Howell

- Main challenge of the collaboration was working around the busy schedules of everyone involved to fit the project into the time constraints, but being organised from the start and maintaining good communication between everyone involved throughout allowed the project to be successfully completed within the time limits.
- I would highly recommend such collaboration to all future students who wish to get the most constructive experience from doing their maxi project!



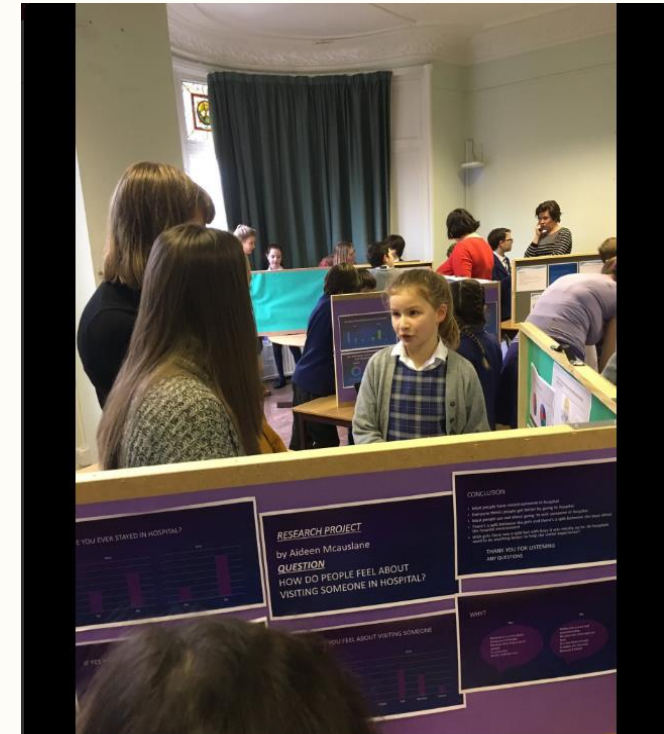
KA_elearning
@KA_elearning

Follow

Fantastic night watching Junior 6 feedback their #researchprojects @Kelvinside1878 @Eavanmac @UofGlasgow



RETWEET 1
LIKES 8



References

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