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Students as researchers: A student research festival designed around the principles of Kemmis et al.'s (2013) concept of practice architectures

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Students as researchers

University of Huddersfield

A student research festival designed around the principles of Kemmis et al.'s (2013) concept of practice architectures

Jane Wormald and David Powell, SEPD

http://magis.to/LyV-AUMEHVs-Oi0PYnZLBno

Overview of the session

1. Background to this project
2. Conceptual framework for this project
3. “Architectural” considerations
4. Applicability to your own setting?

EXTERNAL EXAMINER'S REPORT HEADER FORM

External Examiner Name: *Karen Stockham*

Academic session: **2008-2009**

Course(s) examined:

Award	Title
BA (Hons)	*Education and Training*

"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".

Tromso 2013

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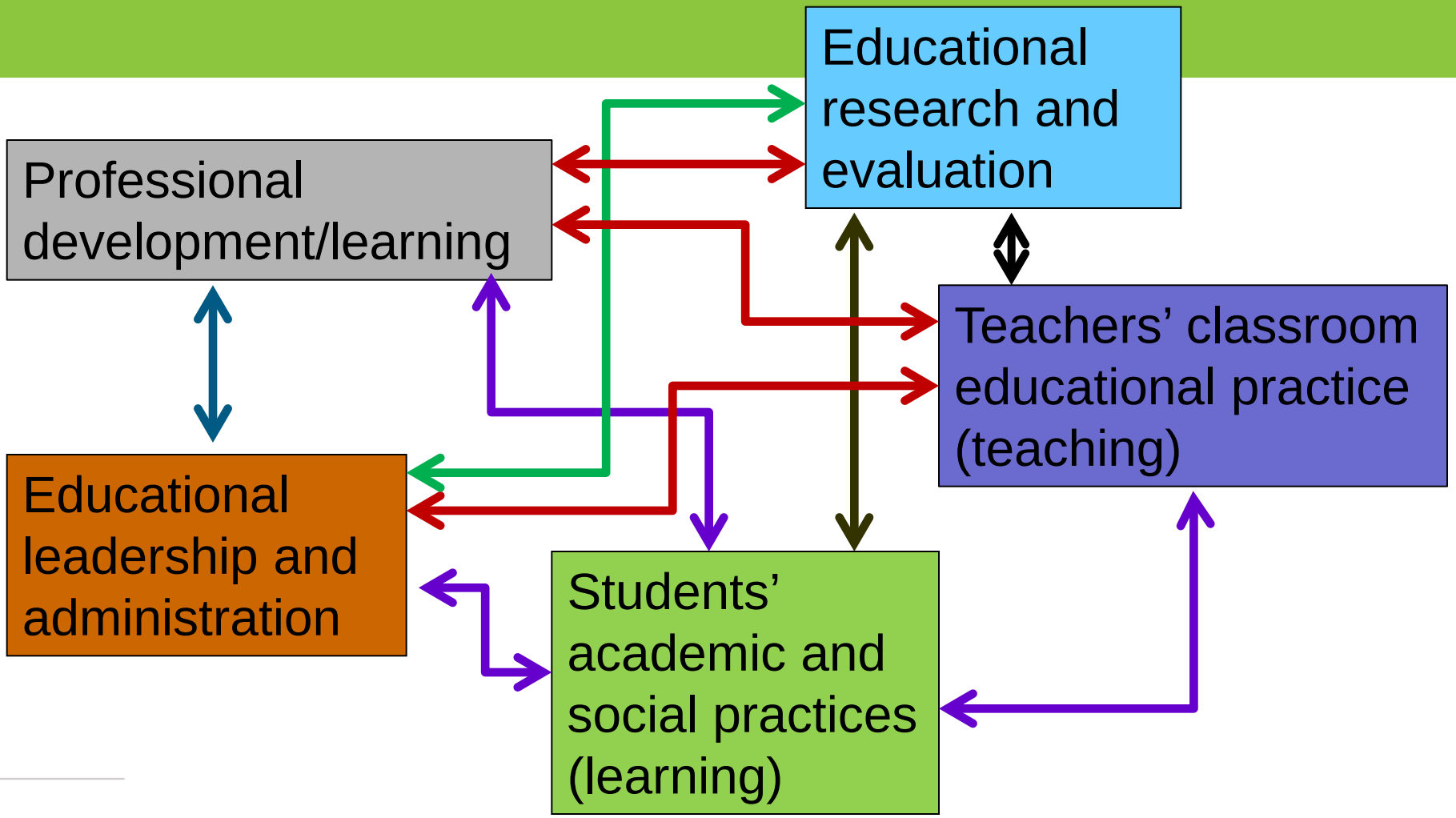
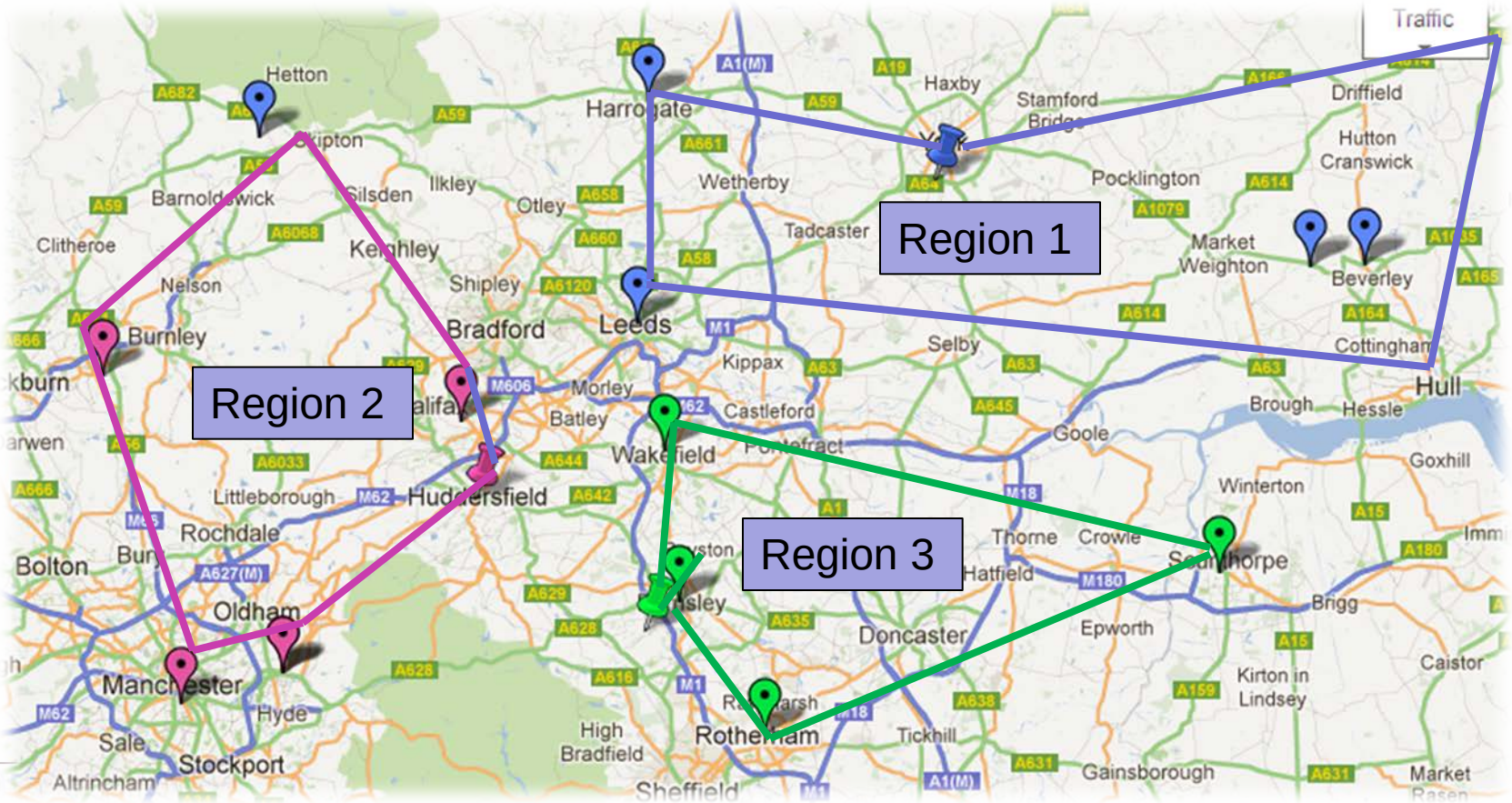
Inspiring tomorrow's professionals

The education complex



(Kemmis et al., 2014, p.52)

Our site


Region 1
Region 2
Region 3
Traffic
Hetton
Harrogate
Haxby
Stamford Bridge
Driffield
Hutton Cranswick
Pocklington
Wetherby
Tadcaster
Market Weighton
Beverley
Barnoldswick
Silsden
Ilkley
Otley
Clitheroe
Keighley
Nelson
Shipley
Bradford
Leeds
Burnley
Selby
Cottingham
Hull
Kippax
Morley
Batley
Castleford
Brough
Hessle
Goole
Wakefield
Goxhill
Winterton
Littleborough
Huddersfield
Rochdale
Thorne
Crowle
Bolton
Hatfield
Brigg
Oldham
Doncaster
Epworth
Caistor
Kirton in Lindsey
Manchester
Hyde
Sale
Stockport
Altrincham
High Bradfield
Rotherham
Tickhill
Gainsborough
Market Rasen
Sheffield

Summary of the new BL model

- 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, has created an online ‘community of discovery’ (Coffield and Williamson, 2011), where students and tutors exchange and generate ‘really useful knowledge’;

Conceptual framework based on Kemmis et al.'s (2014) twin ideas of 'practice architectures' and 'ecologies of practices'

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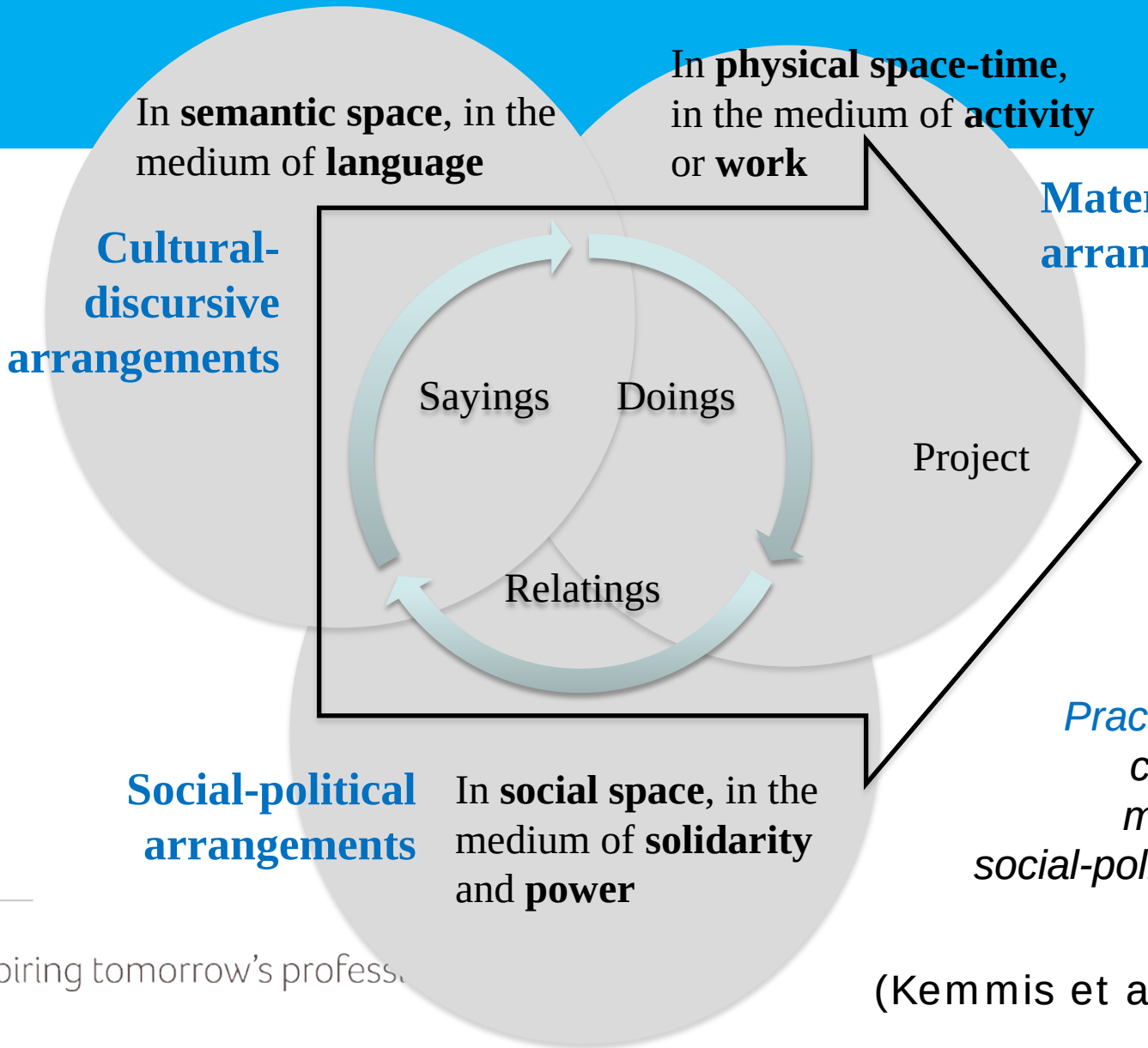
- Practice architectures: a contemporary theory of practice concerned with the "**saying, doings and relatings**" in any one or all of five activities at a given site. The five activities are student learning, teaching, professional learning, leading learning and research.
- Practice architectures are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

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



Practice architectures = *cultural-discursive* + *material-economic* + *social-political* arrangements

(Kemmis et al., 2014, p.34)

The Inaugural Student Research Festival 2014

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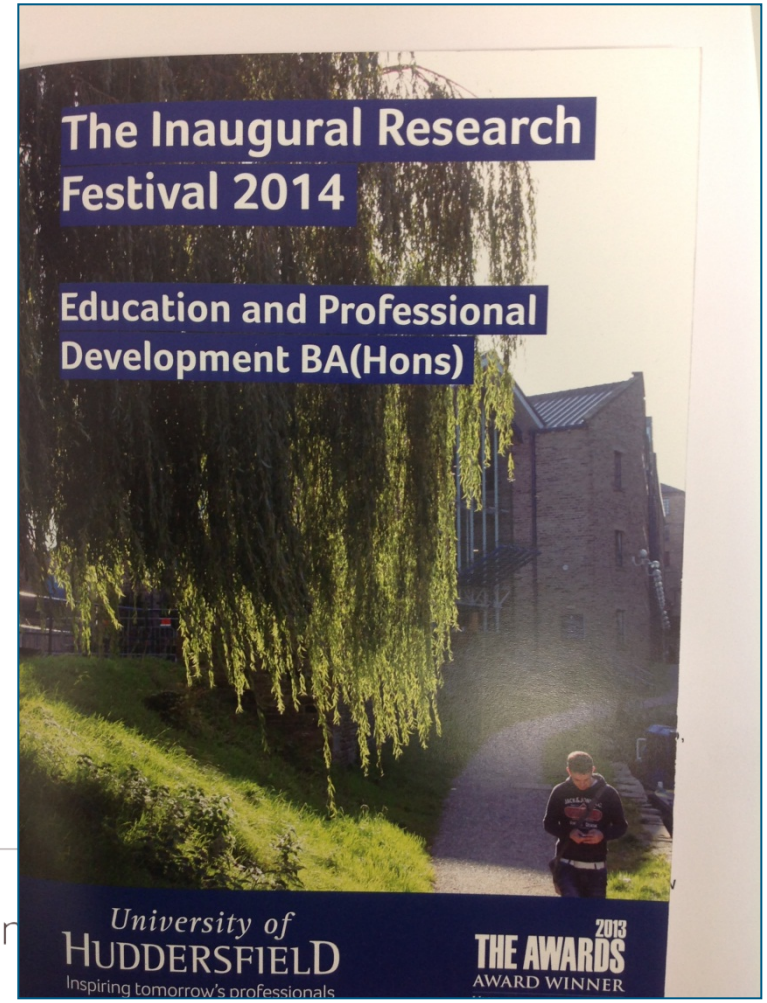

Organising the Festival

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- Booking rooms
- Saturday opening
- Car parking
- Health and safety
- Food and drinks
- Additional requirements
- Book IT support for the day
- Name labels
- Invite guest speakers
- Non attendance
- Guidance for presenters

- Timetable for day
- Student handbook
- Tutor guide
- Programme
- Rooming timetable
- Certificate of Attendance
- Yammer and Twitter

Architects and actors

Guest speaker:
Prof Robin Simmons

External Examiner:
Dr Michael Tedder

Course Leader:
David Powell

Head of Dept ITT:
Dr Roy Fisher

Organising Committee:
Jane Wormald, Dr.Nena Skrbic, Dave Brown, Rachel Terry

Critical Dialogue Spaces

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

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CDS for purposeful dialogue...

... beyond transactions of information... to further understandings. (Habermas, 1984)

Collaboration and discovery

Possibility of change

Course philosophy and communities of discovery

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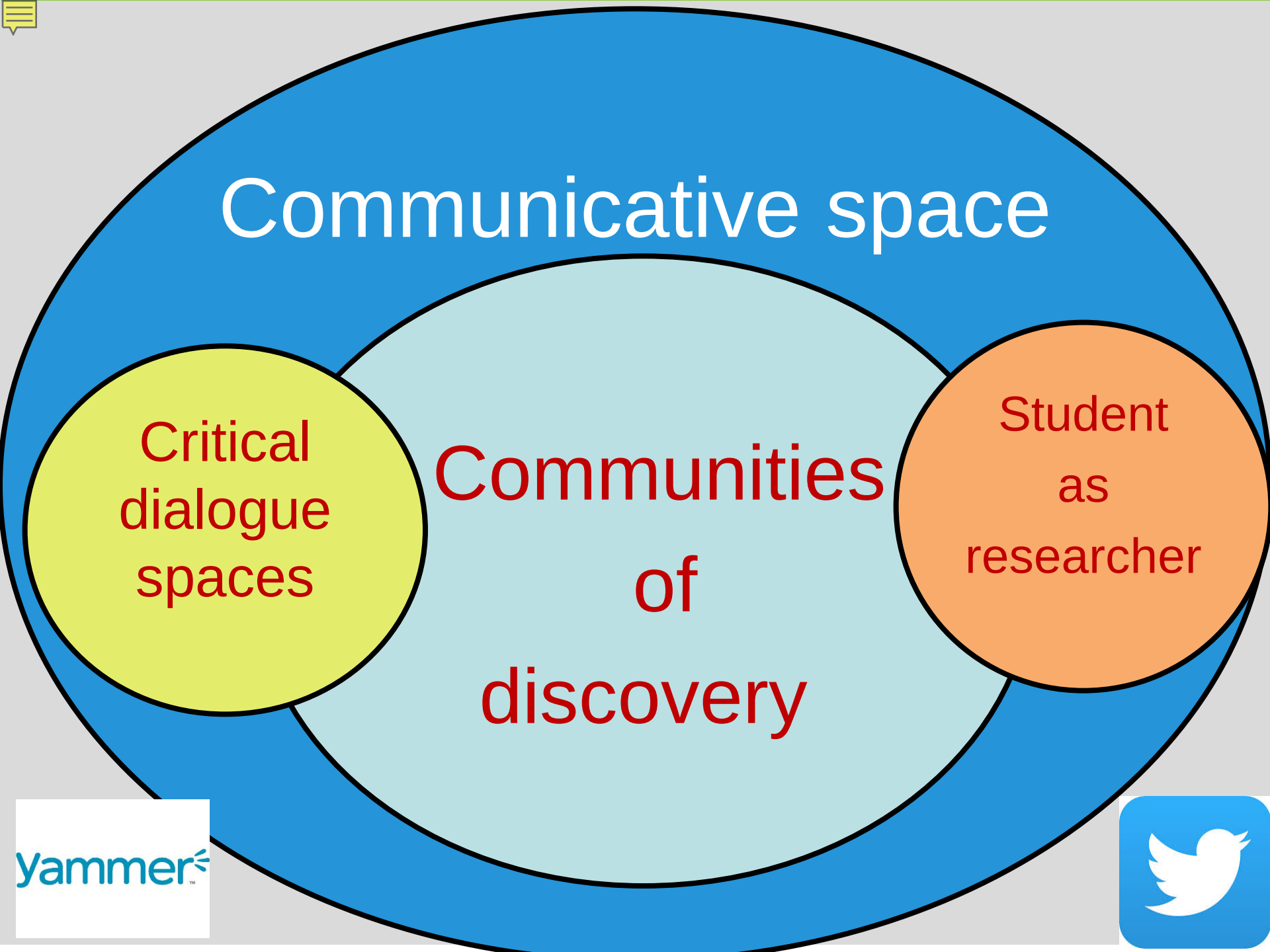
A democratic and participatory culture, with knowledge as a central and collective resource creating ‘expansive’ learning environments through dialogue (Coffield & Williamson, 2011, p.10).


Communicative space
Critical dialogue spaces
Communities of discovery
Student as researcher
yammer

Proceedings

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Inspiring tomorrow's professionals

Writing for publication workshop

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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.

Students' "voices"

This has been a big weekend in many ways - Festival on Saturday, then staying up late into early hours of Monday to get feedback. Now 'fired up' for the final push in this academic year. Stephen

There was an amazing energy through the whole day. A sense of positivity and excitement, despite nerves for the presenting. Michelle

40 papers passionately delivered. David

An amazing energy ...thought provoking.

A true community of learning.

So pleased to have had the opportunity to share in your fantastic and inspiring research studies. Jenni

How might this apply to your own setting?

- What have you heard?
- What do you make of it?
- How might you apply it?

References

Brookfield, S. (2009). The concept of critical reflection: promises and contradictions. *European Journal of Social Work*, 12 (3), pp. 293-304.

Coffield, F. & Williamson, B. (2011). *From exam factories to communities of discovery*. London: Institute of Education, University of London.

Habermas, J. (1984). *The theory of communicative action. Volume 1: Reason and the rationalization of society* (transl.T. McCarthy). Oxford: Polity Press.

Kemmis, S., Wilkinson, J., Edwards-Groves, C., Hardy, I., Grootenboer, P., & Bristol, L., (2014). *Changing practices, changing education*. London: Springer.