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

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http://www.magisto.com/video/IiYdJF8HBSFvWAxiCzE
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.
Macro, meso, micro influences

The International ... European... and National...
Northern England context

Region 1

Region 2

Region 3

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College Based Higher Education (CBHE)

Higher Education Review: First Year Findings 2013-14

Developing research-based curricula in college-based higher education

Mick Healey, Alan Jenkins and John Lea

March 2014

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“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
Micro level...
Theoretical frameworks

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

In semantic space, in the medium of language

In physical space-time, in the medium of activity or work

Material-economic arrangements

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

(Kemmis et al., 2014, p.34)
Critical Dialogue Spaces


CDS for purposeful dialogue...

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

(Habermas, 1984)

Collaboration and discovery

Possibility of change
<table>
<thead>
<tr>
<th>Topic</th>
<th>Research Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safeguarding training, transference into practice</td>
<td>Does iPad technology enhance the learning experience of students with learning difficulties?</td>
</tr>
<tr>
<td>How can young people be encouraged to volunteer more to help the elderly?</td>
<td>Exploring effective CPD with electrical installation teachers in FE: An action research study.</td>
</tr>
<tr>
<td>Do blended learning students find the level of peer involvement is substantial enough?</td>
<td>Race for representation: Black men and trade union representation.</td>
</tr>
<tr>
<td>Can motivation strategies reduce disruptive classroom behaviour in a group of KS4 learners on an alternative learning programme?</td>
<td>A late diagnosis for Autism and how this affected an African Caribbean teenage boy at secondary school.</td>
</tr>
<tr>
<td>Vocational Further Education (FE) tutors’ narrative accounts of their degree course and its contribution to their continuing professional development (CPD).</td>
<td>Exploring the reasons why some learners fail to complete their apprenticeship programme.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>People’s ‘sayings’ and thinking (the ‘cognitive’)</th>
<th>People’s ‘doings’ (the ‘psychomotor’)</th>
<th>People’s ‘relatings’ (the ‘affective’)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cultural-discursive arrangements found in or brought to a site (e.g. language, ideas).</td>
<td>The material-economic arrangements found in or brought to a site (e.g. objects, spatial arrangements).</td>
<td>The social-political arrangements found in or brought to a site (e.g. relationships between people).</td>
</tr>
</tbody>
</table>
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.

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Reflexivity

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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
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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