Students as Researchers' Festival: Collaboration in Practice.

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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

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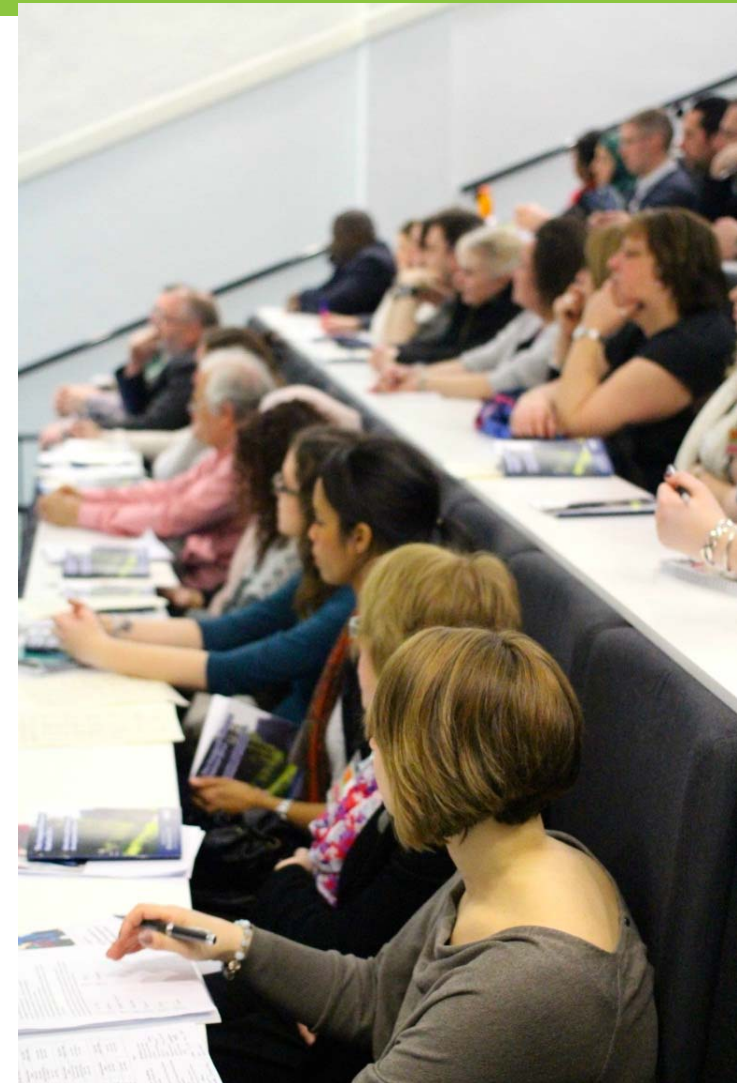
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BA(Hons) Education and Professional Development.

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- 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

OECD

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

Northern England context
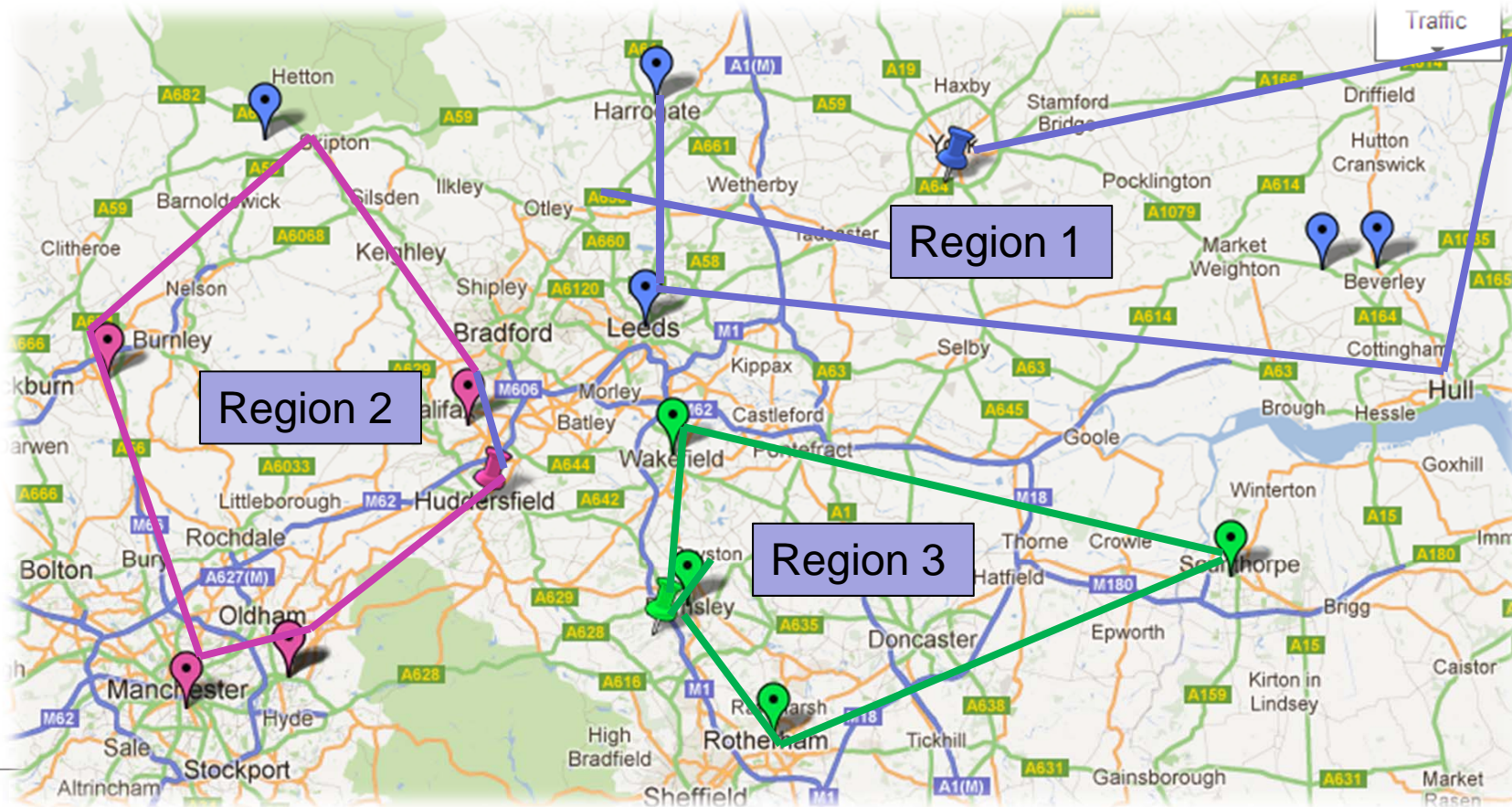
College Based Higher Education (CBHE)

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QAA

Higher Education Review:
First Year Findings 2013–14

Analysis

Developing research-based curricula in college-based higher education

Mick Healey, Alan Jenkins and John Lea

The Higher Education Academy

March 2014

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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".

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:

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

D. Randy **Garrison** | Norman D. **Vaughan**

Blended Learning
in Higher Education

Framework, Principles, and Guidelines

social presence

cognitive presence

LEARNING EXPERIENCE

teaching presence
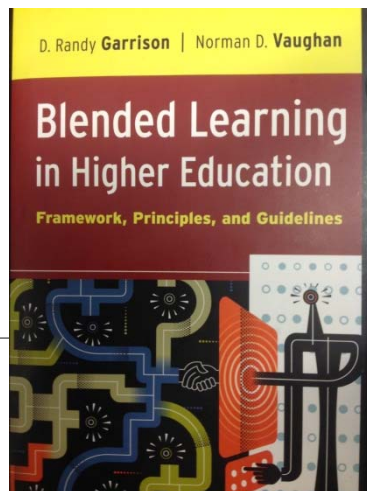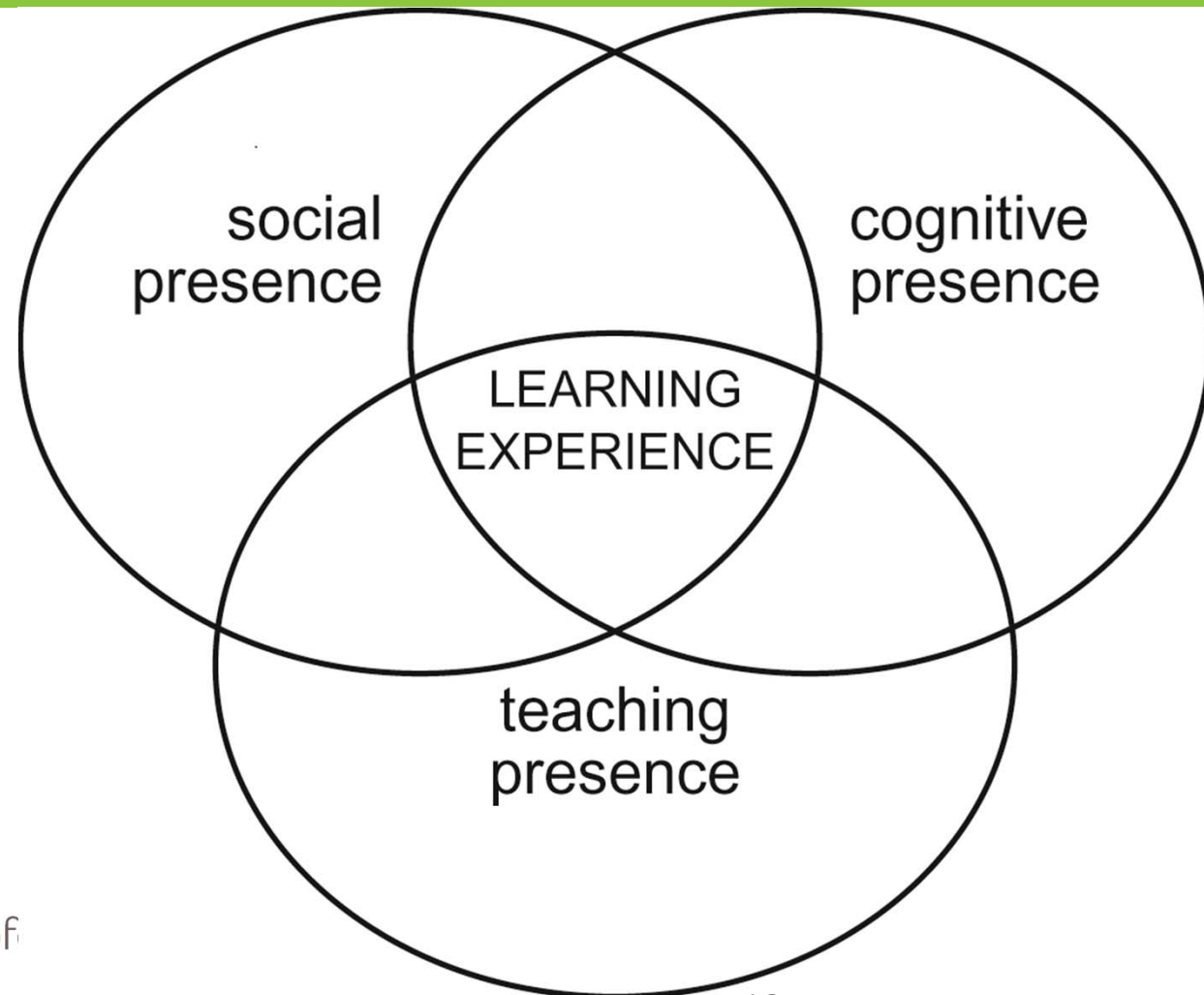
(Garrison and Vaughan, 2008)

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.

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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**

Cultural-discursive arrangements

Material-economic arrangements

Sayings

Doings

Project

Relatings

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

Social-political arrangements

In **social space**, in the medium of **solidarity** and **power**

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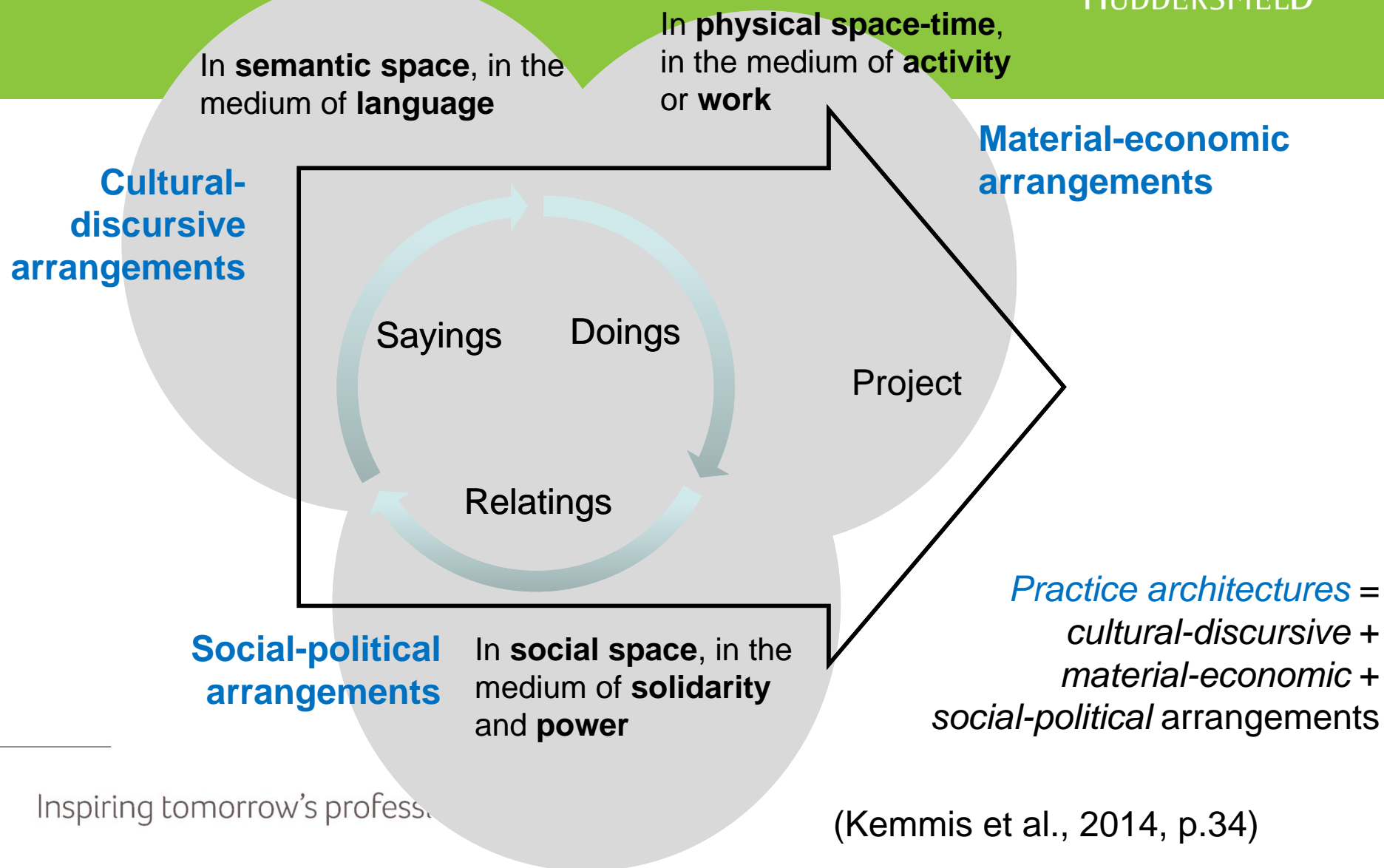
Critical Dialogue Spaces

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

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CDS for purposeful dialogue...

... beyond transactions

of information... to further

understandings.

(Habermas, 1984)

Collaboration and discovery

Possibility of change

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.

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.
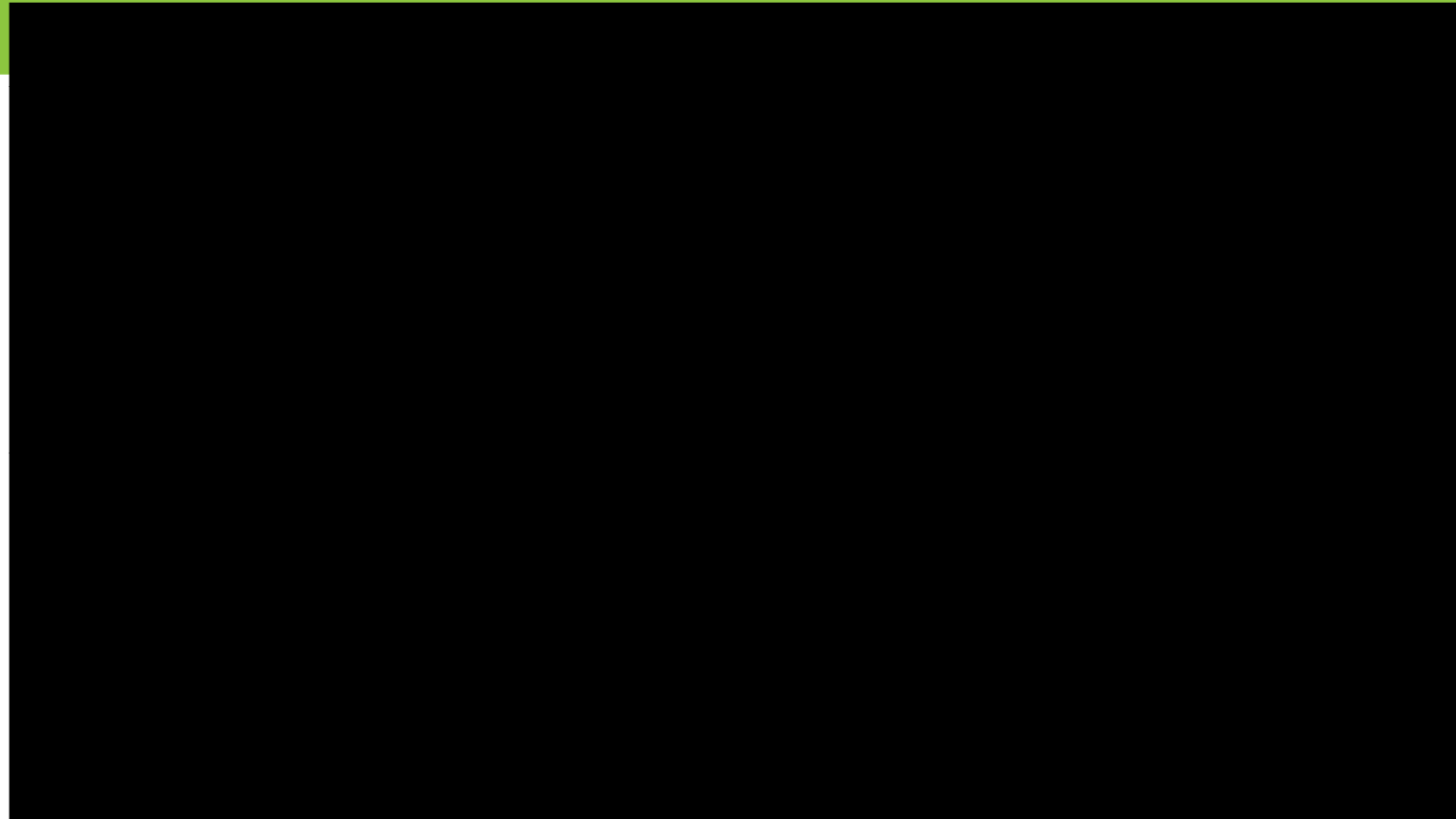6. Overt role-playing.
7. Acknowledging the affective.

Reflexivity

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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?

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References

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