Connecting Higher Education
International perspectives on research-based education

Tues 27 June to Wed 28 June 2017
with pre-conference workshops (13:00-16:30) Mon 26 June 2017.

University College London
20 Bedford Way, London, WC1H 0AL, United Kingdom

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@UCLConnectedC

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Conference contact:
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13:00 - 14:30
Research = Teaching? Researchers' roles in research-based education
Facilitated by: Vincent Tong

In this interactive workshop, we will explore the roles that research-focused academics have played and can play in research-based education. Taking into account a range of perspectives from research students to research leaders, we will focus on the emerging opportunities and challenges in bringing research and education together in research-intensive environments. Here are some key questions that the panelists and workshop participants will consider:
1. How can research-focused academics benefit from taking an active part in research-based education?
2. What are the effective ways of engaging research-focused academics in taking an active role in research-based education?
3. How can education-focused academics and research-focused academics collaborate successfully to advance research-based education? What can we learn from the experiences of dual-focused academics?
4. How can students, early-career researchers, established researchers and research leaders work together to advance both research and education? The panelists and participants will be encouraged to take forward the ideas explored in the form of collaborative projects and publications.

Workshop A Room 728

Research Skill Development

Universities have until recently been sites where a small proportion of students successfullyinitiated research processes. However the shift to research-based learning (RBL) for a large proportion of students has provided an evident need for explicit and coherent development of students’ discipline-specific research skills. This workshop will enable you to address this need by providing time to collaboratively:
• Derive the facets of the Research Skill Development (RSD) framework
• Modify the RSD so that it works for you
• Plan how to use your version of the RSD to dynamically inform student learning and assessment with feedback
• Ponder on the RSD as a Thinking Routine that can provide a conceptual spine throughout a degree
• Learn about how the RSD is used by universities in the South Pacific to empower Pacific peoples and in Australia to enhance coherence across degrees and conceptually connect people in different contexts.

Together, the workshop will help you connect the sometimes separate pieces of student RBL and their other learning experiences; others using their own versions of the RSD; and to vulnerable communities that are benefitting from using the RSD.

Workshop B Room 731

Learning linkages - Flipped classrooms and the Small Group Discovery Experience
Facilitated by: Sophie Karanicasio and Catherine Smelling

The flipped classroom can be considered a modern day twist on an old pedagogical approach of student preparation for class through assigned pre-readings. Experience tells us though that this passive form of student pre-class preparation and involvement, rarely motivates students nor does it contribute to the development of self-regulated learners. Today’s flipped classrooms are designed to create vibrant student-led learning environments that foster student autonomy and inquiry, skills that better prepare students for the future.

The national Flipped Classroom Research Team at the University of Adelaide (UoA) will share their evidence based experiences of designing flipped learning activities that nurture the skills of discovery and inquiry. A research based educational approach has enabled the successful merging of the flipped classroom model and the (UoA)s Small Group Discovery Experience (SGDE) to explicitly develop undergraduate students’ research skills across a degree program. Underpinning this integrated model is the use of the Research Skills Development Framework as the conceptual model that scaffolds the students’ development of autonomy and self-direction.

Participants attending this workshop will experience a flipped SGDE by:
• completing a short pre-workshop activity
• participating in inquiry based group work starting or further developing the design of their own discovery based flipped classroom
• exploring some of the challenges of a flipped SGDE
• collaboratively developing strategies to address the groups’ identified challenges connecting with other colleagues to receive feedback on future plans.

Workshop C Room 739

Student-Staff Partnerships in the Scholarship of Teaching and Learning
Facilitated by: Mark Wentink, Christie Black, Rachel Gutman, Jenny Marie, Beth Marquis, and Mick Haesey

Student-staff partnership is a topic gaining increasing attention at the moment, with an annual international summer institute on the topic founded in 2016 and the development of a new International Journal, International Journal for Student as Partners, the first issue of which is to be published in 2017.

This workshop will give you the opportunity to find out more about student-staff partnership in the area of scholarship of teaching and learning and to develop your own plans for work in this area in a supportive environment with feedback from peers and experienced practitioners (students and staff).

The first half of the workshop will introduce you to the concept of partnership and its benefits, provide an opportunity to look at case studies of others’ practice in this area, and offer a chance to consider how best to overcome common challenges. The second half of the workshop will focus on how to apply these ideas in your context and allow participants to give and receive feedback on their developing action plans. We encourage participants to sign up for both halves of the workshop. However, we are happy for those who wish to take the ideas away and plan at the later date to only join us for the first half and for those who are already familiar with the theory to join us for the second half to get support in developing their plans further.

Workshop D Room 777

Object-based learning in Higher Education
Facilitated by: Thomas Kador, Helen Chatterjee, and Fiona Salmon

Object-based learning (OBL) is a pedagogy that prioritises facilitating interactions with material culture for educational purposes. This approach provides excellent opportunities for the teaching of discipline-specific core skills (e.g. in archaeology, geology or zoology) but also for acquiring broader transferable and interdisciplinary skills, including close observation, description, drawing and communication. Objects are particularly well suited for engaging learners with so-called threshold concepts that are central for them to move to new levels of understanding. Frequently, such concepts might be difficult to explain in the abstract, however, through being able to relate them to a concrete, personal experience with an object learner are able to grasp them much quicker and more comprehensively. More broadly, engaging with material culture opens up near endless possibilities for learners to follow their own curiosity, take charge of the learning process and make their own meaning.

In order to provide conference participants with a first-hand insight into the potential of OBL, we will facilitate a practical, hands-on workshop with a collection of handled objects drawn from across UCL’s Museums collections; including archaeological, scientific, art objects and zoological specimens. Participants will be given the opportunity to engage closely with this material and then, in a small group setting, discuss the educational potential of some of the objects and how they could be employed creatively in designing learning activities within their own respective fields of interest. Moreover, in their object engagements and ensuing discussions, participants will combine haptic, verbal and creative approaches, thus employing a range of different senses. This should serve as a stepping-off point to reflecting on the possibilities OBL holds for appealing to learners’ varying strengths in different learning styles and how this could make teaching more accessible.

Workshop E Meet in Room 785 (then walking to the Grant Museum of Zoology)

Object-based learning strategies for transferring & growing pedagogic richness from small to larger classes
Facilitated by: Sarah Symons, Carolyn Eyles and Chad Harvey

This workshop will focus on ways of taking innovative pedagogies and rich learning outcomes from smaller implementations and adapting them for larger class sizes. It is designed to help participants who have incubated pedagogical change in a small corner (perhaps a single course or small program) and who wish to apply the methods they have developed with larger class sizes, without sacrificing pedagogical richness or incurring resource problems.

Participants will explore ways of evaluating existing practices in order to select aspects which may be suitable for expansion. Strategies for adapting the chosen elements will be addressed next, with each step being illustrated with examples (such as McMaster University’s “iSci” Honours Integrated Science Program) that have worked in practice, and finally, an overview of risks, opportunities, resource considerations, and efficiency-building techniques will allow participants to identify what the next steps are in their implementation plan.

Workshop F Room 784

Tea and coffee, 744 and 770

14:30 - 15:00
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15:00 - 16:30
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Pre-Conference Workshops, Monday 26 June 2017