

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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Connecting Higher Education: International perspectives on research-based education

Pre-Conference Workshops, Monday 26 June 2017

	Workshop A Room 728	Workshop B Room 731	Workshop C Room 739	Workshop D Room 777	Workshop E Meet in Room 780 (then walking to the	Workshop F Room 784
00 - 14:30	Research = Teaching? Researchers' roles in research-based education	Research Skill Development	Learning linkages - Flipped classrooms and the Small Group Discovery Experience	Student-Staff Partnerships in the Scholarship of Teaching and Learning	Grant Museum of Zoology) Object-based learning in Higher Education	Strategies for transferring & growing pedagogical richness from small to lace classes
	Facilitated by: Vincent Tong	Facilitated by: John Willison	Facilitated by: Sophie Karanicolas and Catherine Snelling	Facilitated by: Mark Wentink, Christine Black Rachel Guitman, Jenny Marie, Beth Marquis, and Mick Healey	Facilitated by: Thomas Kador, Helen Chatterjee, and Fiona Salmon	Facilitated by: Sarah Symons, Carolyn and Chad Harvey
	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 panellists and workshop participants will consider together: 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 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 panellists and participants will be encouraged to take forward the ideas explored in the form of collaborative projects and publications	Universities have until recently been sites where a small proportion of students successfully intuit 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; to others using their own versions of the RSD; and to vulnerable communities that are benefiting from using the RSD.	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 classrooms 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.	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 Students 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.	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 handling 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	This workshop will focus on ways of tal innovative pedagogies and rich learnin outcomes from smaller implementation and adapting them for larger class size is designed to help participants who ha incubated pedagogical change in a sm corner (perhaps a single course or sma program) and who wish to apply the methey have developed with larger class swithout sacrificing pedagogical richnes incurring resourcing problems. Participants will explore ways of evalual existing practices in order to select aspwhich may be suitable for expansion. Strategies for adapting the chosen eler will be addressed next, with each step illustrated with examples (such as McN University's "iSci" Honours Integrated Serogram) that have worked in practice, finally, an overview of risks, opportunities resource considerations, and efficiency building techniques will allow participar to identify what the next steps are in the implementation plan.
0 - 15:00	Tea and coffee, 744 and 770				accessible.	
			Workshop continues	Workshop continues		