Understanding and Developing Pedagogical Research

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University of Bath EduFest

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Where are you in the scholarship of T&L?

Activity for you to complete while waiting for the session to start:

• Resource 1 is a mini questionnaire.

• Tick all statements which apply to you.

Show of hands - how did you respond?

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Workshop aim …

… is to start a conversation about how pedagogic research can be understood and supported at the University of Bath …

… with a view to continuing this work, potentially in the form of a project to develop support structures and processes, after the conference.

Workshop structure

Understanding pedagogical research:
- scope, purpose and characteristics
- knowledge and expertise needed

Developing pedagogical research:
- how pedagogical research expertise can be developed
- contextual factors that help or hinder pedagogical research endeavours

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Workshop outputs

For the final part of the workshop we will:

- undertake an initial gap-analysis of the extent to which the University of Bath currently supports pedagogical research activity

- identify some priority actions for strengthening this support

- propose the next steps for taking these actions forward

It is intended that the outputs of this final stage will form the outline proposal for a project and project team members to develop an institution-wide approach to fostering high quality pedagogical research at Bath.

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Part 1: Understanding Pedagogical Research

Scope: *HE* research or *pedagogical* research?

Academic practice, work, careers and cultures

Postgraduate scholarship and practice

Access and widening participation

Management, leadership, governance and quality

The digital university and new learning technologies

Learning, teaching and assessment

Employability, enterprise and graduate careers

International contexts and perspectives

Student experience

Higher education policy

- **In pairs or threes, look at the lists in resources 2 & 3.**

- **Identify those items which you agree should or could be pursued by staff at Bath.**

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Purpose: investigation or research?

Resource 4: Note the different *purpose* of each of the three levels

The scholarship of teaching and learning (SoTL) covers a wide range of activities, from the scholarly and reflective exploration or investigation of one's own practice (Ashwin and Trigwell's 'level 1') to rigorous, publishable (REFable?) research ('level 3').

Which of Ashwin and Trigwell's levels should the University of Bath encourage and support?

If level 3, is there a desire or expectation that outputs will be REFable?

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Characteristics: approaches and methods

Diverse content, research methodology and methods:

• … a range of theoretical frameworks and methodologies drawn from disciplinary traditions …

• … a range of qualitative and quantitative methodologies with structured, exploratory and participatory research designs.

• **include, but are not limited to**: surveys, experiments and controlled trials; ethnography, interview and narrative enquiry; action research and case study; evaluation research; critical theory and documentary analysis; analytic synthesis and systematic review.

Characteristics: quality

Some models and frameworks for defining quality of (pedagogical) research (resources 5 – 9)

- Felten's principles of good practice (apply to all levels of scholarship)

- Evans' relevance and rigour

- Carnegie Foundation's six dimensions

- REF Panel C criteria

- Evans' Characteristics of high impact REF-able pedagogic research

BUT WATCH THIS SPACE!

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Characteristics: quality

Which of the models and frameworks for defining quality of (pedagogical) research (resources 5 – 9) would you personally find most useful when designing and evaluating your own scholarship / pedagogical research?

Knowledge and expertise: integrated academic

Resource 10: Evans argues that we need 'integrated academics' who are capable of melding practice and research:

• Purely conceptual work may not be grounded in practice

• Pedagogical research must be applied to be of use (impact)

"Integrated academics are needed who can take the best of research, appraise it critically, apply it through implementing contextually appropriate pedagogies, and through good design, use outcomes from practice to inform research"

(Evans, Waring, & Christodoulou, 2017)

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Knowledge and expertise: pedagogic research

Remember the REF list of methods – qualitative, quantitative & mixed:

- surveys

- experiments and controlled trials

- ethnography, interview and narrative enquiry

- action research and case study

- evaluation research

- critical theory and documentary analysis

- analytic synthesis and systematic review

Knowledge and expertise: personal audit

Complete the self-assessment tool (resource 11) – a 'quick and dirty' first attempt – you can revisit it again in your own time.

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Part 2: Developing & Supporting Pedagogical Research

Developing expertise: case studies

Resource 12: Read the case study allocated to your group and discuss the mechanisms by which people who are SoTL oriented can develop to become 'fully fledged' pedagogic researchers.

(Plenary feedback contributions will be noted on a board/flip chart)

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Contextual factors

What contextual factors does your case study identify as being enablers or barriers to conducting pedagogic research?

(Answers will be collated on a board/flip chart)

Gap analysis

Group 1

What opportunities exist at Bath to enable people to develop as scholarly practitioners and/or pedagogical researchers?

What are the gaps?

Group 2

What contextual factors at Bath enable and nurture scholarly practice and pedagogical research?

What are the barriers?

Both groups: note your answers on a flip chart sheet

- Mark with an asterisk any gaps or barriers that can be relatively quickly or easily addressed
- Mark with an exclamation mark any gaps or barriers that are critical if scholarly practice and pedagogical research are to successfully develop

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What next?

Based on your initial gap analysis, what needs to happen next?

- **Actions**
- **By whom? (What will *you* do?)**
- **When?**

(Plenary feedback contributions to be noted on a board/flip chart)

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What next?

Who in the room is interested in meeting again to take this work forward?

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To be continued!

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