Title: **Developing , nurturing and making use of research and research cultures in straightened times a) developing our own research and b) supporting others' research**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

Share and consider ways of developing research into learning , teaching and academic development
-share and develop examples of nurturing our own research
-share and develop examples of supporting the research of others
Consider ways of disseminating research and foregrounding its impact
Articulate the engagement between such research and the politics and strategies of our institutions .

Session Outline

Academic development can foster cultures which encourage research informed teaching and the development of academics and students who construct and share knowledge, create and nurture sustainable learning communities and manage change(Andresen, L 1996;Rowland,S., 2000). Such developments involve both staff and educational developers and university teachers who naturally engage with their own and others' research and encourage and support their colleagues and students to do so too(Brew,A,2001., Gibbs, Holmes, Segal, 2002., Wisker , 2008). Current financial pressures make this nurturing and the support for research informed practice and change both more difficult to support and more crucial and essential. We will be considering a number of ways to enable such developments to be sustained and recognised as effective. Key issues to be addressed are:

In straightened times, when dedicated funding is lacking and the relationships between academic development, learning and teaching underpinned by and informed by research seem expensive luxuries – we will be considering
  • Sharing and considering ways of developing research into learning , teaching and academic development
  • Sharing and developing examples of nurturing our own research
  • Sharing and developing examples of supporting the research of others
  • Considering ways of disseminating research and foregrounding its impact

- Sharing ways of articulating the engagement between such research and the politics and strategies of our institutions .

Session Activities and Approximate Timings

Introductory questions about involvement with learning /teaching/academic development research of our own and that of others (5 mins)
Using ppt – introducing and exploring current issues, some practices, some tensions (10mins)
Discussion of each of these questions in small groups –then sharing the results (25 mins)
How can we:
- Develop/further develop research into learning , teaching and academic development?
- Originate, support and nurture our own research?
- Support the research of others?
- Disseminate research and foreground its impact?
- Articulate the engagement between such research and the politics and strategies of our institutions ?

Round up, ways forward (5 mins)

References

Andresen, L. (1996) The work of academic development :occupational identity, standards of practice and the virtues of association. *International Journal for Academic Development* 1 (1)

Brew A (2001) 'Conceptions of Research, a phenomenographic study ', *Studies in higher education* 26(2) p 271-285

Gibbs, Holmes, Segal, (2002) *Funding Innovation and Disseminating New Teaching Practices*

Rowland, S (2000) The Enquiring University teacher , Buckingham, The Open University press and the SRHE.

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