

# **Student as Producer:**

*Research-Engaged Teaching and Learning at the University of Lincoln*

**USER'S GUIDE 2011-2012**  
**University of Lincoln**

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## **The University of Lincoln – a new type of university?**

The idea to base teaching and learning at the University of Lincoln (UL) on the principle and practices of research-engaged teaching is at an early stage of development. This initiative has received enthusiastic support from staff and students across the university, as well as some critical responses, as one would expect when working in an academic environment. The point is not that everyone agrees with the principle of research-engaged teaching, but that the university engages in an intellectual discussion about the nature of teaching and learning and its relationship to research at UL, in a progressive and collegiate manner. Research engaged teaching and learning is not a template on which academics are being asked to base their pedagogical activities, but a starting point to generate a fundamental debate about how we teach at Lincoln.

Defining itself, and its relationship to teaching and learning and research in this way, provides UL with the possibility of being able to distinguish itself in a manner that is distinctive within the HE sector. While research-engaged teaching is prevalent in higher education institutions, appearing in various forms across many subject areas, there is no university that has taken this on as a unifying principle for its pedagogic practices.

There is a certain amount of risk in this project, which means it is important to proceed carefully and cautiously. We were very encouraged by the report from the QAA visit in 2007-2008, which commended the work we were doing on this and which encouraged the university to take the work further.

Research-engaged teaching is not new, but is grounded in the intellectual history and tradition of the modern university. In a period when the meaning and purpose of higher education is far from clear, some academics maintain that higher education is being defined by government policy in ways that undermines the academic project. The research engaged teaching and learning initiative is an attempt to restate the purpose of higher education by seeking to reconnect the core activities of universities, research and teaching, in a way that consolidates and substantiates the values of academic life.

The core values of academic life are exemplified by the type of students that are produced at UL. Student as Producer refers to the objects and resources and processes that students create and invent, but it also refers to the ways in which students are the creators of their own social world, as subjects rather than objects of history (Benjamin 1934). This capacity for student subjectivity is found in the human attributes of creativity and desire (Lefebvre 1991), so that students can recognise themselves in a world of their own design (Debord 1970).

Professor Mike Neary  
Dean of Teaching and Learning

## **A User's Guide**

This document is a user's guide to the practice and principles of research-engaged teaching and learning at the University of Lincoln.

The document should be read as:

- A guide to engaging with the concept of research-engaged teaching and learning at UL
- An aid to completing the validation and revalidation documentation required by Quality, Standards and Partnerships at UL

Key to the concept of research engaged teaching at UL is how we define the concept of users. For the purposes of this programme users are Academics, Professional and Support Staff and Students.

### **Academics**

Academics are responsible for the design and delivery of their own modules and programmes. This is a key feature of teaching and learning in higher education. It is a well established principle that modules and programmes should be informed by the research and scholarship on which academics that create programmes and modules are engaged. This principle of a research-rich curriculum is enhanced by research-engaged teaching. As well as being academically led, research engaged teaching suggests that the process of teaching and learning can be considered in an intellectual manner. This means designing teaching and learning activities that connect knowledge and human interests through a theoretical engagement with research, in a culture based on argumentation and critique (McLean 2006). In this way, it is possible to, deepen understanding of where problems might lie and what do about themq in a series of professional academic conversations grounded in the principles of solidarity, rationality and reflectionq(McLean 2006 109 and 125).

### **Professional and Support Staff**

Key to the success of the implementation of research - engaged teaching at UL are the ways in which professional and other support services are involved with the Student as Producer programme. The emphasis within research-engaged teaching implies much more emphasis on student choice, preference and self-management . not only in the way that students are taught and learn, but also in the way that the University communicates with students and administers them. In other words, changing the learning and teaching culture has implications for the relationship with students more generally.

Acknowledging and reconciling these implications is key to the success of the overall approach . for example, the whole notion of learning anytime or anyplace is undermined, if students are required to rely on traditional campus, and office hours, focussed administrative support. The need for self-management has further implications for Blackboard, which has potential to become a common launch point (portal) for student self-management of both pedagogic and administrative functions, which overlap in any case (e.g. through timetable, assessment, etc.). ICT discussions with students indicate that they count both academic and support services as part of their overall University experience(s) and expect consistency in

approach. In other words, while the University draws a distinction between academic and support services, it seems that students do not.

## Students

Students should be regarded as expert users of the university's facilities and, therefore, in a unique position to provide information and advice regarding the way in which teaching and learning is developed at Lincoln. Student as Producer promotes the involvement and engagement of students in the design and delivery of modules and programmes. In this way UL will be applying the principles and practices established elsewhere in the public sector for involving users of professional services, e.g. social work, to improve provision (Crawford 2010).

## Background

Research-engaged teaching and learning has been adopted at the University of Lincoln (UL) as the pedagogical principle which informs teaching and learning and research at the university. Staff and students are asked to engage with this principle, intellectually as well as practically, in the design and delivery of the programmes at the undergraduate level. The previous approach to connect research and teaching at the university was research-informed teaching. The essential aspect of research-informed teaching is that the content of lectures is dominated by the lecturer's own research interests, and information transmission is the main teaching mode. While a research rich teaching environment is attractive to undergraduate students, there is evidence that an information based teaching model, led by the transmission of a researcher's own intellectual interests, can exclude students from engaging fully in the academic project of the university, leading to student alienation and dissatisfaction (Zamorski 2002, Healey and Jenkins 2009).

Research-engaged teaching and learning is a further development of the best aspects of research-informed teaching. The essential aspects of research-engaged teaching and learning is that it involves a more research-oriented style of teaching, where students learn about research processes, and where the curriculum emphasises the ways by which knowledge is produced, rather than learning knowledge that has already been discovered. It is important for research-based teaching and learning that teaching is discipline specific, grounded in the intellectual customs and traditions of a particular subject. In the academic literature this form of pedagogical activity is described as a move from an instructional paradigm to a learning paradigm (Barr and Tagg 1995).

The fundamental principle of research-engaged teaching is that the lecturer attempts to create a research ethos throughout their teaching, from level one through to level three . inside and outside of the curricula. In this way the curriculum is research-based, where students learn as researchers, the curriculum is largely designed around inquiry-based and problem solving activities, and the division of roles between teacher and student is minimised (Brew 2006). While the division of roles is minimised the authority of the teacher is maintained.

Research - engaged teaching and learning identifies what is essential about the nature of teaching and learning in higher education, contributing to the debate about the meaning and purpose of higher education: ~~the~~ the idea of the university (Delanty

2002, Mclean 2006). Research engaged - teaching finds its inspiration in the intellectual and historical development of the modern European university, most notably the liberal humanist university of Berlin of 1811 (Humboldt 1810) and the radical university that emerged in May, 1968 (Neary and Hagyard 2010). The notion of Student as Producer is designed as a form of intellectual and practical engagement with the consumerist notion of undergraduate education that informs government policy (Department for Business Innovation and Skills 2009).

The move to a research-based approach to teaching and learning reflects a progressive development in the ways in which teaching and learning is now being delivered in HE, both at UL and across the sector. While this form of teaching and learning is becoming increasingly prevalent in universities, no one university has sought to implement it across the whole of its teaching and learning provision. It is this ambition to adopt research-engaged teaching and learning as the organising principle for linking research and teaching across UL that is the really significant aspect of this initiative.

## **A Working Definition**

There is no prescribed model or template for research-engaged teaching and learning at UL. The concept of research-engaged teaching and learning is offered as an organisational principle around which teaching and learning activities can be organised. Key to the development of this work is that research-engaged teaching and learning is subject specific and based on the custom and traditions of each particular discipline. However there is a layer of generic academic and information handling skills which will be broadly common across disciplines.

While there is no template for research engaged teaching, central to any definition of research-engaged teaching and learning is a shared understanding of the meaning of the term ~~research~~ research. The RAE (2008) definition of research can be used as a starting point:

*Research is to be understood as original investigation undertaken in order to gain knowledge and understanding [...].*

However, for undergraduate research to be part of the mainstream curriculum it is important to acknowledge that it is not always possible for research at the undergraduate level to result in the production of new knowledge. However, it may be that the discoveries that are made are new to the student, or new in a specific learning context. What matters in certain research-engaged teaching and learning situations is less the originality of the research outcome than the manner in which it is acquired, i.e., in a way which is as close as possible to a genuine research experience.

Therefore a definition of research-engaged teaching and learning might be:

*'A fundamental principle of curriculum design, where students learn primarily by engagement in real research projects, or projects which replicate the process of research in their discipline. Engagement is created through active collaboration amongst and between students and academics, underpinned by the effective use of information resources.'*

This working definition will be adapted and worked on as UL builds up its own substantive areas of expertise, and by working closely with other universities as partners, as well as with schools and colleges for who research activity is becoming and increasingly important part of the student experience.

## **Research on Research Engaged Teaching and Learning**

Key to the practise of research-engaged teaching is the relationship between teaching and learning and pedagogic research. Healey and Jenkins (2009) have collected and collated a range of provision in the UK and internationally which points to the effectiveness of linking teaching and research in the undergraduate curriculum. This research includes:

*'Findings from several studies point to the positive influence of undergraduate research programs on persistence and degree completion. ... Well-controlled studies indicate that participation in research programs also elevates degree aspirations ... and the likelihood of enrolling in graduate school'* (Pascarella and Terenzini 2005 406).

*'Comparison of the perspectives of faculty and their students revealed considerable agreement on the nature, range, and extent of students' undergraduate research gains. Specific student gains relating to the process of "becoming a scientist" were described and illustrated by both groups. Faculty framed these gains as part of professional socialization into the sciences. In contrast, students emphasized their personal and intellectual development'* (Hunter et al 2007 36).

*'There is growing evidence that – when done well – some programs and activities appear to engage participants at levels that elevates their performance across multiple engagement and desired outcomes measures such as persistence. ... They include first-year seminars, common intellectual experiences, learning communities, service learning, undergraduate research, study abroad and other experiences with diversity, internships, and capstone courses and projects'* (Kuh 2008 14).

In other work, Creighton and John (2010) argue that research experiences for undergraduates provide a rich opportunity for students to engage with a research community, through which they can gain a sense of legitimate contribution to the research process in HE, and an authentic research experience. Creighton and John suggest that for these experiences to be effective they need to be well designed and supported by academic staff, with room for students to develop their own judgement and independence.

Levy (2010) draws attention to the possibilities for undergraduate participation in knowledge building, as well as some of the problems. One of the difficulties is that students may hold different ideas of what is meant by inquiry and research than their teachers. In this case, Levy argues that it is important for teachers to move students towards a connection with their own concepts of research so that undergraduates can see themselves as student- researchers.

The QAA has expressed its interest in this area by commissioning work that sets out the issues associated with research-engaged teaching for undergraduates (Taylor and Wilding 2009).

## Why Research - Engaged Teaching and Learning at Lincoln?

Reasons why Student as Producer is being introduced across the undergraduate portfolio include:

- It puts the student at the centre of the academic project of the university, recognising and rewarding work of academic quality and content and value
- Builds on work that is already ongoing, and so involves little organisational disruption as a significant amount of the teaching and learning that takes place at UL is already delivered in this way
- Provides the opportunity for UL to rethink its resource allocation in terms of teaching contact hours, while at the same time providing a high quality student experience
- Connects very directly with other institutional agendas at UL, including strategic imperatives in relation to Teaching and Learning, Library and Learning Development, Research and Enterprise; as well as connecting with other specific initiatives including the Undergraduate Research Opportunities Scheme and the Enterprise Research Opportunities Scheme, Neo - the journal of student research, and ongoing work under the label of Teaching in Public
- Adds a coherent curriculum focus to the physical and virtual aspects of the Learning Landscapes agenda
- Links directly with plans in other faculties e.g. the Faculty of Business and Law's Responsible Futures programme. Responsible futures is defined as reinforcing through discipline specific processes the idea that students are co-creators of knowledge in context of contemporary society for the public good. Traditional teaching practices in Art, Architecture and Design are based on the principles of collaborative teaching, and the participative pedagogies that support studio learning are grounded in the practices that inform research-engaged teaching
- Connects with ways in which students are already supporting how academics teach and students learn, e.g., Peer Assisted Learning and the Students Consulting on Teaching, as well as adding further substance to the ways in which students are increasingly engaged with the quality agenda
- Reinforces the link between teaching and research so as to enhance UL's reputation as a research intensive and teaching intensive university, while at the same time giving the university a very distinctive profile within the sector.



## Quality and Validation

The process of validation and revalidation is crucial to the successful implementation of the Student as Producer programme. Research-engaged teaching and learning will be introduced over a period of three to five years through the process of validation and revalidation. Validation of programmes and modules is one of the key points that staff and students will be asked to consider the extent to which their pedagogical practice engages with research engaged teaching.

Quality is an issue that is high on the government agenda, with the process of assuring quality in higher education under review. Student as Producer will give UL a distinctive voice in debates about the relationship between quality assurance and quality enhancement, with the notion of quality grounded in an organising principle for teaching and learning at UL, as well as subject benchmark statements and other quality descriptors. The relationship between assurance and enhancement will be written into its quality documentation and validation of programme and module processes.

The validation process requires that staff and students demonstrate the extent to which the pedagogical activity on their programmes and modules reflect the key features of research-engaged teaching. Student as Producer is not a template for teaching, nor is it meant to be a prescriptive model, but staff and students are asked to engage intellectually and practically with the concept of research-engaged teaching and learning in the design and development of their programmes. Student as Producer becomes the default position.

The validation process asks staff and students to consider Student as Producer in terms of a number of key features.

The key features of Student as Producer are:

- Discovery: Student as Producer
- Technology in Teaching: Digital Scholarship
- Space and Spatiality: Learning Landscapes in Higher Education
- Assessment: Active Learners in Communities of Practice
- Research and Evaluation: Scholarship of Teaching and Learning
- Student Voice: Diversity, Difference and Dissensus
- Support for research based learning through expert engagement with information resources
- Creating the Future: Employability, Enterprise, Beyond Employability, Postgraduate

### ***Discovery: Student as Producer***

The programme or module should be presented in a *discovery* mode, which in HE is usually characterised as:

Problem - based learning (PBL)

A student-centered approach where students collaboratively solve problems and reflect on their experiences. Characteristics of PBL are:

- Learning is driven by challenging, open-ended problems
- Students work in small collaborative groups
- Teachers extend their role to become facilitators of learning
- Students are encouraged to take responsibility for their group and organise and direct the learning process with support from a tutor or instructor
- Library staff will provide support to ensure effective use of information resources by students and staff

#### Enquiry - based learning (EBL)

EBL describes an environment in which learning is driven by a process of enquiry owned by the student

- Starting with a scenario and with the guidance of a facilitator, students identify their own issues and questions
- Students examine the resources they need to research the topic, provided as part of Learning Development@Lincoln, thereby acquiring the requisite knowledge. Knowledge so gained is more readily retained because it has been acquired by experience and in relation to a real problem.

#### Research - based learning (RBL)

Research-based learning is an approach to programme design and implementation in which students have the opportunity to make intellectual and practical connections between the content and skills that characterise their programmes, and the research approaches and frontiers of the underlying disciplines. This includes:

- Systematic introduction of disciplinary related research into the course content and teaching
- Inclusion of research methodology courses in the undergraduate program
- Design of learning activities based on authentic research problems in the public domain that involve engagement with the wider community
- Access to support and instruction in the use of information resources.

#### ***Technology in Teaching: Digital Scholarship***

Research engaged teaching implies a change in the relationship between tutor and student. This changed relationship is facilitated by web 2, and is evident in various web-based activities, for example, commons-based peer-production [http://en.wikipedia.org/wiki/Commons-based\\_peer\\_production](http://en.wikipedia.org/wiki/Commons-based_peer_production), and Personal Learning Environments based on user choice of available tools to complete educational tasks <http://zope.cetis.ac.uk/members/ple>.

The changing relationship between tutor and student and the emergence of the concept of Digital Scholarship can be facilitated by Web 2.0 technologies in that they embed the following characteristics:

- Identity . a way of uniquely identifying users in the system
- Messaging . a synchronous way of communicating online in real time

- Relationships . a way of describing how users within the system are related to one another
- Communities . a way of forming groups with a common interest
- Reputation . a way of knowing the status other users in the system.

Tutors can demonstrate their use of technologies in teaching by the ways in which they use Blackboard and other web-based technologies, as well as other methods of enabling digitalised scholarship and collaboration between tutors and students. These might include the use of online tutorials, and the embedding of information and resource learning objects in the teaching process. Research - engaged teaching and learning is not dependent on technology, but rather on the quality of the relationship between student and teacher. In this context technology is regarded as an enabler rather than an essential ingredient of the teaching and learning process, facilitating an engaging intellectual relationship between students and staff (JISC 2009).

### ***Space and spatiality: Learning Landscapes in HE***

The use of space and spatiality in teaching is recognised as an important aspect of the new learning landscape (Dugdale 2009, Neary et al 2010). In programme and module planning, tutors can show how they intend to use space in their teaching practice so as to:

- Facilitate participation and collaboration
- Engage with the community outside of the campus
- Make use of formal and informal spaces
- Ensure their teaching is accessible for students with diverse needs
- Engage with spaces in the Library and elsewhere on and off campus to deliver enhanced teaching experiences.

The use of both physical and virtual space is an important aspect of teaching, with increased use of virtual space facilitated by Web 2.0, evolving VLE and increased personalisation as outlined above. Use of IT in physical space is also more important than ever in an environment where personal preference and collaboration are paramount.

In particular, there is a heightened need to provide a robust and consistent IT infrastructure and to provide support for student owned devices connected wirelessly. Well-designed general access IT is also required with greater consideration given to distribution and standards of IT services within the overall campus design. These requirements drive review of desktop computer, audiovisual and print service provision. (Kompen et al 2008)

### ***Assessment and Feedback: Active Learning in Communities of Practice***

Tutors should show the ways in which their assessments reflect the discovery mode of teaching and learning, taking account of learning development support provided by the Library, so as to provide students with the opportunity to demonstrate their research skills, techniques, findings, outcomes and outputs.

The assessments should be designed to engage students so that they make sense of academic assessment and marking criteria, and by involving them in the process of designing assessment as well as in marking through peer assessment, group

assessment and self assessment, as well as feedback (<http://www.brookes.ac.uk/aske/matrix.>).

Research-engaged teaching is inherently practice-based. Practice . based subjects should demonstrate the ways in which research is incorporated into their assessment criteria.

### ***Research and Evaluation: Scholarship of Teaching and Learning***

Evaluation of teaching practices includes student feedback, but can go beyond the collection of feedback by involving staff and students in a programme of pedagogical research into their own learning and teaching experiences.

A key aspect of research-engaged teaching is that it is informed by pedagogical research into the effectiveness of this form of teaching and learning ([http://en.wikipedia.org/wiki/Scholarship\\_of\\_Teaching\\_and\\_Learning](http://en.wikipedia.org/wiki/Scholarship_of_Teaching_and_Learning)).

Tutors should demonstrate the way in which they intend to research their research-engaged teaching activities, based on research methods and methodologies.

Tutors should demonstrate the way in which this research will be disseminated across UL and the sector so as to achieve maximum impact. This can include ways in which this work can be used to apply for external funding.

### ***Student Voice: Diversity, Difference and Dissensus***

The issue of student leadership is becoming increasingly important in the HE sector . The issue is related to the government's intention to develop a new style of politics and citizen engagement within which the student voice is not only heard, but amplified (HEFCE 2009).

The emphasis on the Student Voice reflects the ways in which Student as Producer is dedicated to developing a community of learners and teachers which is respectful of diversity and difference, allowing for the space of dissensus and disagreement, driven by engaged and participatory pedagogies (CLIP 2008).

Programmes should identify specific ways to amplify the student voice, and to develop ways of working with students by giving them responsibility for the management and delivery of their own learning. Programmes should also demonstrate ways in which students might support the learning of other students.

### ***Support for research- based teaching and learning through expert engagement with information resources***

Programmes should seek to engage with the University Library service to integrate the development of skills in, and the use of information resources in their programmes. Academic Subject Librarians are trained and equipped to work with academics to support this process.

## ***Creating the future: employability, enterprise, postgraduate, beyond employability***

Student as Producer retains a clear focus on the experience of students when they leave the university. Student as Producer supports the career preparation and aspirations of students, in the form of a traditional route into the professions, working within an SME, creating a new start business, employment within the growing third sector or going on to further study.

Student as Producer maintains that research-engaged teaching and learning is more likely to result in graduates who are better prepared to cope with a globalised labour market which is characterised by ever-changing technology and working practices which include

- Project working
- Networking & collaboration
- Judged by results
- Distance working
- Less formal anything
- Enlist support rather than command & conquer

Forms of research engaged teaching, e.g., problem-based learning, are now widely used in the teaching of professionals e.g., medicine and law. Curricula based on research engaged teaching can be enriched by sourcing employers and work-based projects for research activity.

Research engaged teaching can provide the skills and qualities that will be useful to students when they leave the university to prepare them for a world of uncertainty and complexity, where they need to find forms of existing that lie outside of the traditional formats, and in ways that lie beyond what a mainstream education might normally prepare them for ( Barnett 2001, Brew 2006).

## **Learning Outputs: Creativity, Originality and Uncertainty**

The quality and validation process in higher education is based on the concept of learning outcomes. Learning outcomes are defined as descriptions of what the learner is expected to learn in the period of learning defined and alongside this imply the standard of learning expected (Gosling and Moon 2001:19). Based on the notion of minimum threshold, learning outcomes prescribe what the student is expected to be able to do by the end of a period of study, how they should be able to do this and the level at which they must achieve this.

While learning outcomes have been an important aspect in providing a framework to assure the quality of teaching and learning in higher education, there are limits to their effectiveness and of their capacity to enhance teaching and learning in higher education. Learning outcomes can become overly prescriptive, stifling creativity and disempowering students and learners, undermining critical open ended notions of student - centred learning (Ecclestone 1999, Hussey and Smith 2002).

Learning outputs build on learning outcomes by recognising the importance of

creativity and originality in student work. Learning outputs encourage students to develop their own critical insights and understandings through interactions with teachers. Learning outputs recognise the tensions and complexities: ±constructive ambiguity of the learning environment ( Lampert 1985, Maher 2004, Biggs 1999, Rust 2003).

Learning outputs might include research reports, published papers, designed objects for exhibition, organisation of academic events, public performances etc. A key aspect of learning output is that the nature of the output cannot be specified at the outset of the programme, introducing a degree of creativity, originality and uncertainty into the learning process.

Learning Outputs are closely linked to the attributes and attitudes, as well as the possibilities and potentials that form the basis for enterprise-education at UL.

Access to and the development of the skills to critically evaluate, and build on the work of others (from published and unpublished sources) will be an essential part of this process.

## **Ongoing Developments: working with staff and students**

Student as Producer provides the opportunity to highlight the very progressive teaching practices that are taking place within the university that might already be described as research - engaged teaching. An important aspect of the implementation process of Student as Producer will be to review existing teaching and learning provision programmes so as to gauge current research-engaged teaching at UL and identify activities that already involve undergraduate students in research and research-like activity, e.g., project work, independent learning modules, forms of group work and dissertations.

**Sharing best practice** As a part of this ongoing development staff and students are asked to post examples of best practice onto a dedicated UL website so as to share ideas and inspirations with colleagues and other students

**Valorisation** Staff are asked to consider ways in which they might disseminate and further valorise their research-engaged teaching and learning practices. This might include research papers and publications, presentations at the UL Teaching and Learning symposium etc.

**Continuing Academic Development** training and support for Student as Producer will become an integral aspect of CPD at the university

**Festival of Teaching and Learning** UL will hold a celebration of teaching and learning across the university and all of its campuses in 2010-2011. The theme of the festival will be research-engaged teaching and learning

**Networking** UL is part of a network of universities, including staff and students, that are engaged with the development of research-engaged teaching in their universities and across the sector. These universities include Warwick, Reading, Oxford Brookes, Gloucester, Leeds, UCLAN, Sheffield and Maastricht.

## **Open Access: Intellectual Property and the Creative Commons**

### **Open Access**

Student as Producer:

- Recognises the current exclusive rights of exploitation of intellectual property for commercial purposes
- Strongly promotes the use of Creative Commons licenses, as well as other ways of making publically and openly accessible the intellectual products that are developed at UL.

### **Intellectual Property**

The Student as Producer programme places great emphasis on students creating an object or product that has real academic content and value. This is very likely to raise issues of ownership as well as the commercial exploitation of the object that is being produced.

The current policy on intellectual property at UL requires that staff and students benefit from any intellectual property they create. Research students assign ownership and exploitation rights of their own intellectual property create to the university on registration at the university. Taught undergraduates and postgraduates are asked to assign their exclusive rights of ownership only if they are engaged on a project that is likely to generate intellectual property.

Student as Producer supports the process of asking academic staff to give consideration to intellectual property matters when engaging on collaborative research projects with students, or when designing course work which has the potential to create intellectual property. Students may, at any time, approach the university with a view to seeking support for the commercialisation of intellectual property belonging to them. This will generally involve the student assigning ownership and exploitation rights to the university. The student should seek advice and support from their supervisor or tutor in the first instance.

In exchange for the students signing away their exclusive rights the university undertakes to treat students in the same ways as members of staff, i.e. as if they were employees of the university. Where students are producers of intellectual property they become fully engaged with the research project of the university.

### **Creative Commons**

While the laws on intellectual property protect the rights of the producers by providing income and enhanced reputation, the result is that fewer intellectual products are available in the public domain. Academics have argued that the increasing use of

intellectual property law undermines the academic project by restricting the extent to which academics can collaborate and learn from each others work (Fuller 2002).

The practice of Creative Commons has been established in law as a way of increasing public access to intellectual property while maintaining copyright protection. Creative Commons give producers of intellectual property a simple, standardised way to grant copyright permissions to their creative work.

Creative Commons licenses help producers keep their copyright while allowing certain uses of their work by other people. Creative Commons licenses are not an alternative to copyright, but work alongside global copyright legislation so producers can modify their copyright terms to best suit the needs of the producer. Creative Commons defines the spectrum of possibilities between full copyright and the public domain: from *all rights reserved* to *no rights reserved*.

Further information on how to make intellectual property openly and publically available can be found at: <http://creativecommons.org>.

## **Implementation and Review**

The current programme is being implemented through the Research-Engaged Teaching and Learning Working Group, made up of staff and students from across the university, reporting to the Teaching and Learning Committee. The working group is chaired by Professor Mike Neary. If you have any questions with regard to research-engaged teaching and learning at Lincoln you can contact Mike Neary at [mneary@lincoln.ac.uk](mailto:mneary@lincoln.ac.uk), 01522 886015.



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