

Successful FED 2011 projects

Dan Bishop dbishop@lincoln.ac.uk HLSS/Dept Sport, Coaching and Exercise Science

Project Title: Evaluation of student participation within HLSS Faculty quality processes to inform & enhance T&L

Project Outline: Quality assurance and enhancement are high on current national agendas, with the process of assuring quality in higher education under review and QAA and HEFCE requiring the enhancement of standards of provision across all programmes. Furthermore, the Browne report developed an explicit focus on 'quality' and the development of 'minimum levels of quality enforced through regulation' (Browne 2010: 2).

This project will explore how undergraduate students can have an increasing role and voice in producing, maintaining and enhancing quality in teaching and learning. The research will focus on the quality processes of subject committees and programme modifications in the Faculty of HLSS. It will examine how far current processes enable and facilitate meaningful student participation and engagement, enquiring into ways in which practices might be improved.

Jill Jameson jjameson@lincoln.ac.uk, School of Social Sciences

Project Title: Student reflections of Criminology in the Professions- one year on

Project Outline: From 2010, the subject of Criminology introduced a new 15 point employability module entitled 'Criminology in the Professions'(CIP), designed specifically to bridge the gap between teaching academic knowledge and producing graduates who are ready to enter graduate employment. This was evaluated in the first year by a CSAP funded project, the findings of which were used to inform the criminology curriculum. This proposal aims to build upon the internal and external outcomes created by the CSAP project thus contributing to the employability and skills agenda fundamental to the future of HE.

Prof Daniel Mills dmills@lincoln.ac.uk, AFAS/Dept Biological Sciences,

Project Title: Human-animal interaction research – a multi-disciplinary teaching resources

Project Outline: This project aims to increase opportunity for students by reframing their experience so that they are in a position to self tutor, tutor those less experienced and develop their own ability under the guidance of technical support staff, while also creating a virtual resource [see later] accessible to all students to increase their awareness of key skills and common pitfalls. Crucially, the development of reflective practice within the students involved is a key objective. It has been highlighted through NSS and Subject Committee feedback that the amount of practical time spent building key interaction skills with animals within the curricula of Biological Sciences is less than that desired

by many students. Thus, this project provides opportunity for a subset of Biological Science Students (BSS) to utilise problem –based learning on a topic of their choice relevant to their curriculum involving handling/training animal(s). Furthermore, students from different disciplines will be brought together to enhance their learning experience by providing undergraduate Media production students (MPS) the opportunity to develop many key skills embedded within their curriculum through working alongside BSS. Key elements will be the opportunity for such students to undertake commission for an ‘external’ client (in this case, the BSS handling/training animals) and gain more experience of location shoots in what could be unusual circumstances that will require different levels of engagement with professional practice norms.

Adam O’Meara aomeara@lincoln.ac.uk Media, Humanities & Technology – Lincoln School of Media

Project Title: Rhizomes – exploring the concept of becoming in photographic image production

Project Outline: The germ of our proposal is a recent Call for Submissions by the online journal, Rhizomes. The journal, in its manifesto, insists that thinking should break with established patterns. It promotes experimental work written in the spirit of Deleuze’s ideas. An upcoming issue will focus on ‘Deleuze and Photography’, and calls for work (photographic exhibits and critical writings) which attempts to disrupt the tendency of photography merely to represent ‘that which is already known, fixed or certain’. It is suggested that photography can potentially ‘imagine new kinds of becoming’ and ‘point towards productive desires’. We believe that this call could be exploited as the focus for the student assignment in the aforementioned module. Students would work collaboratively with lecturers staffing the module to create exhibits and supporting materials which we would actually submit to the journal for their consideration, contextualizing the work in terms of Lincoln’s Student as Producer initiative (the deadline is 1st August 2011).

Deleuzian ideas are not merely a convenient hook on which we hang this proposal. In fact, they can be aligned with the radical thinking on critical pedagogy that has inspired Student as Producer at its inception. As Deleuze insists, ‘we never know in advance how someone will learn’. Learning, in this view, is above all experimentation which disrupts established notions of appropriate knowledge or skills. Learning must not take the form of passage between states which can be anticipated and catered for in advance. Instead, learning should properly be understood as independent of given states, a matter of the event of passage itself or a matter of becomings, to use Deleuze’s terminology. In short, we think the approach necessary to fulfil the journal’s remit is entirely consonant with, and indeed extends, the founding ideas of the Student as Producer project. The work resulting from the project would be in line with the insistence that ‘rhizomatic’ photography (ie. image production that disrupts the traditional representational paradigm of photographic practice) has to be as much about exploring the techniques, methods, research ethos and social context of image production as about the eventual images produced.

The basic research question, then, is one of exploring how, in a context of thoroughgoing student-teacher collaboration, the module research and assignment work (in small groups) can be organized in the spirit of the concept of becoming. We anticipate that the design of the project, including the precise nature of the student-teacher collaboration, the precise form assessment will take, and the timing and mode of delivery of taught material on key concepts and contexts, will involve a high degree of student involvement from the very first week of the semester. Taught – lecture and seminar-style sessions – will be provided at the front end of the semester to introduce the project and associated concepts/contexts, but thereafter only on a ‘just in time’ basis as required and requested by student groups. In addition, guest speakers will be invited to support the research process. Assessment will involve whole group deliberation over the merits of images produced and the processes by which they resulted.

Dr Amira Elnokaly aelnokaly@lincoln.ac.uk **Architecture**

Project Title: Embedding Sustainable and Environmental Design within the Architecture Curriculum

Project Outline: The main aim of this research is to put together a comprehensive approach and guidelines to implementing sustainability across the Architecture Curriculum. Teaching of sustainability in Architecture education has become a vital necessity across all Architecture schools. However it is as yet to be seen as lip service in lots of our teaching units (1). The aim of this research is to identify strategies and techniques of teaching of sustainability at a strategic level and across the curriculum. A comprehensive analysis of the 3rd year Architecture modules (specifically the design module) will be carried out by the Staff and students involved, along with a look up at the 1st and 2nd year too. This will also be identified through the emphasis students’ focus on in their design projects.

The 3rd year students’ work will be scrutinized to identify the pro’s and cons of our sustainability approach in teaching. The students involved in the project will also be conducting interviews with their peers to discuss their thinking of how sustainability is taught and identified across the different design studios. Also the interrelation across the different units will be identified for consistency. This will then be followed by 2 other case studies of two other Architecture schools that are known to have implemented a holistic approach for the teaching of sustainability within their modules, namely Cardiff and Sheffield.

Collaboration between staff members at the school is expected in terms of identifying their techniques and approaches to delivering the concept of sustainability within their modules.

The impetus of this research is that it would pave the way to informed policies, establishing guidance parameters on teaching of sustainability at a strategic level and across the Architecture curriculum.

[1] Elnokaly, A. and Elseragy, A. (2010) Amalgamating Sustainable Design Strategies into Architectural Curricula; CGPublisher (common ground)

Dr Ruth Croxton rcroxton@lincoln.ac.uk HLSS/School Natural & Applied Science

Project Title: Development of pre-lab interactive learning objects to enhance student experience and learning

Project Outline: The aim is to develop chemistry Pre-lab Interactive Learning Objects (PILOs) for use by level 1 students studying BSc Forensic Science.

Laboratory-based practicals underpin theoretical concepts delivered in lectures and develop students' practical skills often relevant in future employment. Many students are kinesthetic learners and benefit from practicals. Practical, however, are not always as well-received as intended by staff. Research has identified the need to make explicit to students the importance and relevance of practicals and to recognise the student transition from school to university practicals and student population diversity [1]. There are always components of a practical that are new to students and some find this exciting whilst others daunting. The student experience of level 1 practicals can colour their perception of practicals in general and consequently impact on their approach to level 2 and 3.

The project will be collaborative between module staff and level 2 forensic science students. A PILO will be developed for each of the six practicals in the Introductory Chemistry module, with a view to preparing students for the practical so they feel less apprehensive and are able to get more out of the practical experience.

[1] Collis M. et al. (2007) Report: The student view of 1st year laboratory work in the biosciences, UK Centre for Biosciences.

Dr Richard Keegan rkeegan@lincoln.ac.uk School Sports, Coaching & Exercise

Project Title: Going full circle: a student led project exploring (& sharing) students' experiences of PBL within an applied-subject practice

Project Outline: This project addresses several key themes:

The Student-as-Producer (SAP) experience in relation to subjects emphasising applied practice, as opposed to more research/knowledge focused areas. The development and evaluation of practical recommendations for SAP-informed teaching practices within an applied practice subject-area. The 'selling' of SAP to students within and outside the university

The proposed project seeks to begin with the evaluation of teaching practices in several modules, by seeking the opinions of students who were exposed to this teaching style. One key outcome of the project is to generate practical recommendations for increasing the opportunities and effectiveness of SAP-informed teaching. Hence, the evaluation of teaching and learning lies at the heart of this project. However, the involvement of student-participants in offering their experiences and reflections regarding the SAP-informed teaching is not the end of their participation but rather, the beginning.

All data, analysis, reflections, evaluative activities and dissemination materials from this project will be made available through a custom-built website (linked to the Lincoln SAP site). Participants will be invited (and encouraged) to comment on all these activities, and offered opportunities to analyse data, learn about research processes and contribute to evaluation and dissemination activities. As such, all student-participants will become collaborators and co-creators of the project outcomes. Participants will also be encouraged to create their own promotional videos to be presented on the website, profiling their own understanding of, and experiences within, SAP-informed teaching. These videos may also be relevant for the promotion of the university's courses and SAP both within the university and across the HE sector. The proposed project seeks to facilitate a revolutionary process whereby student-participants are able to effectively 'take-over' the key processes of data-analysis, report-writing, evaluation and dissemination.

Key research questions within the proposed project include: How did students who were exposed to SAP-informed teaching experience this process? What were the pros and cons to be considered in designing next year's curriculum? How do these students understand and engage with the SAP project? How do students react when offered the opportunity to become active co-creators of a piece of research, including evaluation and dissemination activities?

This project will generate specific practical recommendations to guide SAP-informed teaching in any departments/schools emphasising applied practice (such as sport coaching). The format of this project may provide a template that can be generalised across various departments and school in order for similar projects to be undertaken elsewhere.

Dr John C Murray jomurray@lincoln.ac.uk **MHT/School of Computer Science**

Project Title: DIVERSE – Development & Integration of Varying Educational Resources and Student Engagement

Project Outline: The aim of DIVERSE is to develop active participation, research and sharing of knowledge by students themselves, initially in the School of Computer Science.

Computer Science by its very nature is a subject that changes rapidly with subject matter and materials constantly in flux. One of the objectives of DIVERSE is to enable the students to research and share the plethora of changing information available on the Internet relating to module topics, bring this information together in one easily accessible place, and share with their fellow students.

Students to not only become the discoverer of knowledge but also its assessor, validating appropriateness of peer discovered resources. As new resources are discovered and added, such as relevant papers, journals, web-links, students validate these for other students to make use of.

It is hoped DIVERSE would not just become a forum for student collaboration and sharing of knowledge, but also be used directly within a lecturing

environment to inform the tutor of resources students are using, the academic relevance, and students perception of the relevance of such resources.

Mark Swainson mswainson@lincoln.ac.uk **AFAS/Dept Food Manufacture & Process Automation**

Project Title: Student as Producer focused review and development of DL teaching approach

Project Outline: Fully review current Distance Learning teaching approach, format and content utilising a student panel encouraged to drive a “student as producer” ethos / expectation as to the form of the new study approach to be developed.

The outcome will form the blueprint for the future distance learner study programme format and content, which will be led by the “student as producer” initiative. The project will Ascertain what is the most appropriate “user friendly” format with regard to delivering distance learning study information / materials to the specific set of students. From Webinars to Skype, from e-books to YouTube, from essay and background reading through to on the job learning and reflection. All of these and far more are subject areas for consideration.