

Conceptualising student research in taught postgraduate programmes

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- Student research activity in taught postgraduate programmes is organisationally and conceptually akin to postgraduate research (one to one supervision, focussed towards methodology and methods, expectations of originality/new knowledge) but is not associated with same level of esteem and the diverse student cohort may not all share aspirations to produce new knowledge
- ‘Research’ might not be a helpful term for us to use to describe this activity due to these definitions/connotations
 - Scholarship, innovation, inquiry, impact or others might better describe the diversity of activity that students are doing
- There is a need to ‘claim this space’ and reimagine the models of ‘student research’ within taught postgraduate students
 - This is the space where students can learn to draw on evidence and use that to inform industry/practice/processes, to make recommendations on projects and suggest new solutions – not necessarily extend the boundaries of knowledge
 - Academics are well positioned to support and develop the above
 - Work integrated learning could be the place to achieve this in a way that Universities take notice of
- There is a need to recognise the work that goes into teaching and supporting ‘student research’ in taught postgraduate programmes, and to find workable solutions to the problem of scale
 - E.g. group supervision models, interdisciplinary opportunities etc
- There is a need to look at vehicles of assessment to better support students to be able to implement or disseminate the product of their ‘student research’
 - Questioning the value of the one-size-fits-all thesis/dissertation