A retrospective study to ascertain the pedagogic benefits of research-led teaching
'Bearing witness to marginalised groups'

The following three sections address the progress that has been made towards the research, assessment and the project aims.

Research with the Belgrade theatre

The quality of the interviews are high, and has enabled the team to cover transcription and coding training as planned. Interviews have run into Term 1 due to delays caused by interview participants changing their mind. The Belgrade provided a list of 15 people during the summer who responded to our online advertisement and social media calls for people to participate. The research assistant (Emma Parfitt) interviewed Tom in London as an example to show the others in training. The two undergraduates were provided with the remaining list of 14 people to divide between them. After 4 interviews, difficulties were experienced reaching the remaining 11 people (please refer to Table 1 for a breakdown). We arranged 2 additional interviews through snowballing techniques (where people we had interviewed asked people they knew to participate). In September additional money was raised from Sociology, to distribute fliers in the city centre and local churches and community buildings. As a result we found 2 additional participants. The research was then advertised on the radio and during an event (Artists and Academics Exhibition) at Fargo Village in November.

Table 1 participant list

The names have been removed where consent forms have not been obtained.

participant	Interview	contact
1. Tom	Emma	one email
2. NAME	No response	one email
3. NAME	No response	one email
4. NAME	No response	two emails (H: Phone (3) Email (1))
5. NAME	No response	two emails (H: Email (1) Phone (1))
6. NAME	No response	one email
7. Yolande	Undergraduate 1	one call
8. NAME	Changed mind	one email (H: Phone (3) Email (1))
9. NAME	Changed mind	one email (H: Phone (3) Email (1))
10. NAME	Changed mind	one email (H: Phone (1) Email (1))
11. Claude	Undergraduate 2	one email
12. NAME	No response	3 emails (F)
13. NAME	Awaiting news	cancelled (due to illness)
14. NAME	Changed mind	cancelled (H: changed mind after several cancelled meetings on her part)
15. Tia Guest	Undergraduate 1	one email
16. NAME	Interview being arranged	two emails

17. NAME	Awaiting news	cancelled x2
18. NAME	Interview being arranged	Email (1)
19. NAME	No response	Email (2)

Undergraduate assessment

The selection process

There were 20 applicants to the advertisement across social sciences, humanities and interdisciplinary degrees between the departments. With a further two expressions of interest from one PAICS international student (Czech Republic), one PAICS home student, and one second year undergraduate. A total of 5 males and 17 females (see Table 2).

Table 2 interviewed undergraduates

Social Sciences	Humanities	Interdisciplinary
PAICS 7	Education 1	PAIS and French 1
Sociology 2	English and French 1	Politics and sociology 1
History 2	Film studies 1	History and politics 1
	Theatre and Performance studies 1	History and French 1
11	4	4

Twelve undergraduates were interviewed (9 females, 3 males) across 6 social sciences and 3 humanities, and 3 interdisciplinary subjects. Those that were not invited to the interview had attached extensive CVs illustrating numerous previous opportunities. Further criteria for selection during the interviews included: Parental occupation and financial privilege, lack of previous opportunity, obstacles and challenges faced, and availability over the summer months (1st of July to 1st of October). This resulted in five suitable candidates which were narrowed down to two. For example, undergraduate one was from a working class background. Her parents were from Iranian and Pakistan (Father a taxi driver, Mother a homemaker. Her sister had gone to university and graduated in business studies and she wanted to follow in her footsteps. The undergraduate had experienced a number of challenges growing up in a deprived area of Sheffield, with ethnic tensions between groups in school despite 50% British White to 50% other ethnic groups. She had previously been given a mental health diagnosis, been on anti-depressants and had an eating disorder. She was able to take up this opportunity because her sister lived within commuting distance, otherwise she would not be able to afford to stay in the Midlands during the summer. She was interested in feminist, Marxist theories, and inequality. Undergraduate one did not initially appear confident through her body language at the start of the interview: she hid her hands in the worn sleeves of a pink hoodie and avoided eye contact. I was impressed by the things she was interested in, and her passion to take part in a research project which touched on alternative pathways into education.

Training and assessment

The training and assessment phase of the project has proceeded as planned. Interview, equipment and transcription training (25th June 2016), Nvivo coding training (21st October 2016) with additional feedback and mentoring throughout June to November. The following techniques were used to assess the students' progress and experience of learning through research: the students wrote about their experiences in a research journal throughout the process; 1-1 feedback discussions; and Beard

et al. (2007) blank sheets method where the students would come to each training session writing down on a sheet of paper what they expect the positives and negatives to be about each stage (21/10/2016). For example when asked to do this for the coding stage the undergraduates expressed the following

negatives	*positives*
Time coding will take	Get to see what we have collected
Difficulty using the software	
I am not computer literate	

When we had a high number of people changing their minds I talked with the undergraduate researchers individually. During these conversations it was established that the undergraduates had not followed instructions to divide the list of 14 people evenly between them as instructed. Each of them then called and emailed each participant a number of times, although people may have changed their mind anyway. They were instructed not to contact anyone from the list, Emma Parfitt sent apology notes to the participants involved informing them that they would not receive further correspondence from my team unless they contacted us that they were still interested in participating. One person responded that they were still interested in participating. Going forward for new people they were designated to only one of the undergrads.

A coding workshops for the undergraduates to run has been arranged for the 7th December in order to work with their peers across a number of departments to get some feedback on the coding that has been done so far.

Project aims

This project has three key aims:

1. To inform the creation of a research-led teaching module between humanities and the social sciences

2. To compile teaching and learning resources detailing the challenges and experiences faced by the team for the benefit of future research-led teaching, and widening participation, at the University of Warwick

3. To promote innovative teaching methods to staff, involving research-led teaching methods, in order to enhance the student experience

Progress has been made at this point towards the creation of a research-led teaching module. By observing how undergraduates applied or used knowledge at different stages of the research process; noting what issues arose during the process; and how these issues were resolved the following areas have been identified to inform the aims and objectives of a new research-led teaching module: administration,

So far the largest challenge has been a lack of administration skills: such as listening to and following instructions, and organisation. The strongest finding so far to come out of the project is that school has failed to provide the undergraduate assistants with the basic administration skills necessary for the work place. This includes listening to and following instructions, and things were overlooked: the list of participants was not evening divided between them and this was not communicated to the team; consent forms were not placed in the consent folder; video footage was not saved to the right place (hard drive and CDs); saved files were not named in a consistent way as instructed; transcripts

were not completed in a prompt manner; coding not saved to the software and research journals missed key information such as names and dates.

I am currently familiarising myself with module handbooks and generating aims and objectives from the research that has been conducted so far.

References

Beard, C. Clegg, S. Smith, K. (2007). Acknowledging the affective in higher education. British Education Research Journal. 33(2). Pp. 235-252.