Leading a working group to develop modules, resources and strategies to support progress in research

CETL Milestones Report

Michele Paule

Date	Stage/Activity	Status
Sept-Oct 2008	**Stage 1**: Identify cross-division, divisional and field specific issues; identify existing good practice/models for **ALP modules**	• Working group set up involving most UMP programmes and the Library. • An ALP module shell outline has been developed, and adapted and validated for individual programmes • Teaching and planning materials and approaches have been developed and shared across programmes

Oct-Dec 2008	**Stage 2:** Develop model **ALP modules** with working group members. Disseminate via seminars/field meetings. Produce compendium of generic strategies and resources	• Hazel Rothera and the Library team have developed information literacy modules and training sessions which have been very successful in trial
		
		• Pilot ALP programmes have been delivered and evaluated for Philosophy, Performing Arts, Education and Human Development by Constantine Sandis, Mark Cain and Susannah Wright
		
		• Work has been disseminated via the VLE and a dedicated seminar at the WIE annual Learning and Teaching conference (see appended report) This was well received by colleagues and received good evaluations.
		
		• Student feedback and peer observation reposts of trail modules were positive. Development issues mostly focus on:
		
		  1. Staff and student preference for field-specific modules i.e. generic study-skills approaches combining fields are perceived as less useful by both groups, while dedicated modules with immersive and embedded approaches to academic literacies are more highly valued
		
		  2. Student liking for skills delivered via content which expands knowledge of the field and supports their learning
		
		  3. Student appreciation of opportunities for model and peer assessment using subject criteria and real examples

Jan – Feb 2009	**Stage 3:** Develop model **Research Methods modules** and resources for research compendium with working group members and disseminate. Produce compendium of generic strategies and resources.	Since the new year formal CETL meetings and activities have not taken place for the following reasons: • Early this semester the CETL group was instructed not to continue with the Research Methods module development pending re-organization of the divisions into departments, and pending a review to be conducted by Simon Catling of Research Methods teaching at Undergraduate level. Simon completed this review but then in March Perry Hinton was tasked with creating a further review of Undergraduate research methods teaching. These reports have not been published or discussed, which has created a hiatus in our work.
Feb-April 2009	**Stage 4**: Creation of programme and module writing guidance. Working group members to work with partners from fields to develop ALP and Research methods modules for remaining fields/courses.	
Sept 2009 -April 2010: **Ongoing** **April-June 2010** **Sept- Dec 2010 & Jan-April 2011**	**Stage 5:** Project Evaluation to include: • Trial of materials and formative student/staff feedback during the course of the project • Validation panel feedback & documentary survey of validation documents • Re-evaluating stage 3&4: Ongoing trial & review of strategies/resources with feedback via end of module OMR designated questions	• Following re-organization into departments, Jane Spiro (my fellow CETL fellow) and myself were both placed in the same department (Leadership and Professional Learning), and thus have lost our cross- school roles/perspective. We have been specifically tasked only to work within the department and to departmentally evolved priorities, and not across the School or University. As Jane's focus is working on research progression in teacher PG courses, and most of these sit within our department, this has had less impact on her work • However, for the main thrust of the CETL bid, which centres on Undergraduate research progression, this is more significant. Only 2 of the UMP fields have been placed in our department, which means I am unable to continue to work with most of the programmes previously represented on the CETL working group.
February 2010 – June 2011	**Stage 6:** Wider dissemination to colleagues via WIE L&T annual Conference (Feb 2009 & 2010) and article for Brookes e-Journal	• Brian Marshall suggested I contact the new Learning and Teaching Co-coordinators in the newly constituted departments to take the CETL work forward. I have done so but there has been little response, partly I think due to the current suspension of work in the area of undergraduate research. • This effectively means that official work on the CETL project has stalled. However, informal work continues via informal work, requests for meetings advice, materials etc from colleagues across the school. Programmes are continuing to work in teams and with the Library on developing and strengthening their research methods teaching, but not at present in a cohesive way. • I have consulted with Brian Marshall and he is to convene the Learning and Teaching co-coordinators to discuss ways of taking the CETL work forward