**Faculty pedagogic research group (FPRG)**

12-2pm Friday 15th April Rm 149, Tom Reilly Building

To be discussed:

* Pedagogic research funding bids.
* Current pedagogic research projects.
* Conferences of interest to members.
	+ [HEA Surveys Conference 2016](https://www.heacademy.ac.uk/events-conferences/event/hea-surveys-conference-2016-linking-enhancement-and-excellence)
	+ [Enhancing Student Wellbeing in Higher Education 2016](http://www.insidegovernment.co.uk/event-details/student_wellbeing/)
	+ [Research in the digital environment: Opportunities risks & best practice](https://www.acss.org.uk/news/shre-event-research-digital-environment-opportunities-risks-best-practice/)
	+ [Digital learning and assessment in the Biosciences: approaches, successes & future horizons](https://www.eventbrite.co.uk/e/head-of-biosciences-learning-and-teaching-workshop-digital-learning-assessment-in-the-biosciences-tickets-24211558423)
* June meeting of the FPRG and LJMU L&T Conference
* Pedagogic Research PhD possibilities

**Journal Club**

[Thomas M. Onorato (2014) Connecting Students and Microbiology Through the Lived Experience, Community College Journal of Research and Practice, 38:7, 625-637](http://wowie.ljmu.ac.uk/FacultyLTA/FPRG/Connecting%20Students%20and%20Microbiology.pdf)

**Questions**

*Before you read the paper*

1. What does ‘lifewide learning’ mean?

2. How does it differ from ‘lifelong learning’?

3. Is it something we currently utilise in undergraduate teaching?

*Whilst reading the paper*

1. The second sentence of this paper reads’ One of the greatest challenges encountered is moving students beyond the memorisation of seemingly disconnected scientific facts to pass an exam.’

• To what extent do you believe this is true of our students?

• At what level?

• How are we addressing this issue, if it is a problem, in our current or newly validated programmes?

2. P267 lays out an assignment designed to help students relate theory to real life experiences, and introduce them to critical analysis.

• If you had set this assignment, at what level of study would you put it?

• How would you help students develop the necessary skills – or would you just ‘let them loose’ on the assignment?

• How would you assess it?

• What is the maximum number of students do you think could be assessed by this process?

3. Consider the student response on p632-634.

• Is this student demonstrating observation and reflection at level 3, 4 5, 6 or 7?

4. Several of the comments suggest students have engaged with their subject material at some level. This is effectively an elective module as described.

• Could this approach be used with core material and/or option material?

• If use of a disease is not appropriate in your subject area how could the concept be adapted?

• How would you develop the approach fr higher levels of study?

• Is a stage-by stage-development and production of a portfolio the best approach to teaching and assessing this assignment?

*After reading the paper*

1. This is a badly designed paper in that the author does not comment on preparing the students for this approach, the delivery or assessment of the material, any constraints such as time or word limit on the student portfolio development..

• Does this detract from its central message about engagement?

2. The author used a portfolio approach to assess the work. How else might you assess the range of skills addressed here?

3. This exercise attempted to bring together theory, real world experience and critical analysis.

• Did it succeed?

• Would this approach work in your subject area? If so, would you see it as a potential tutorial exercise (say over 3 tutorials), a potential induction week or DSW exercise, part of module on issues/perspectives in the subject, or some other component?