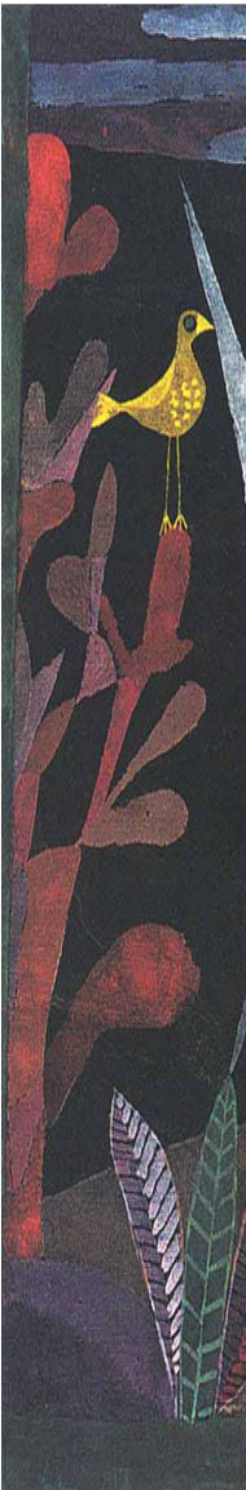




The
University
Of
Sheffield.

institutional strategies to integrate research, learning and teaching the *university of sheffield* experience

Philippa Levy: 1st Australian Summit on the Integration of
Research, Teaching and Learning, November 5-6 2009



The ecology of a university depends on a deep and abiding understanding that inquiry, investigation and discovery are the heart of the enterprise, whether in funded research projects or in undergraduate classrooms or graduate apprenticeships. Everyone at a university should be a discoverer, a learner. That shared mission binds together all that happens on a campus.

Boyer Report, 1998

knowledge ecologies



‘systems of people, values, practices and technologies’ (Nardi and O’Day)

What are your 'theories of change' for your context?

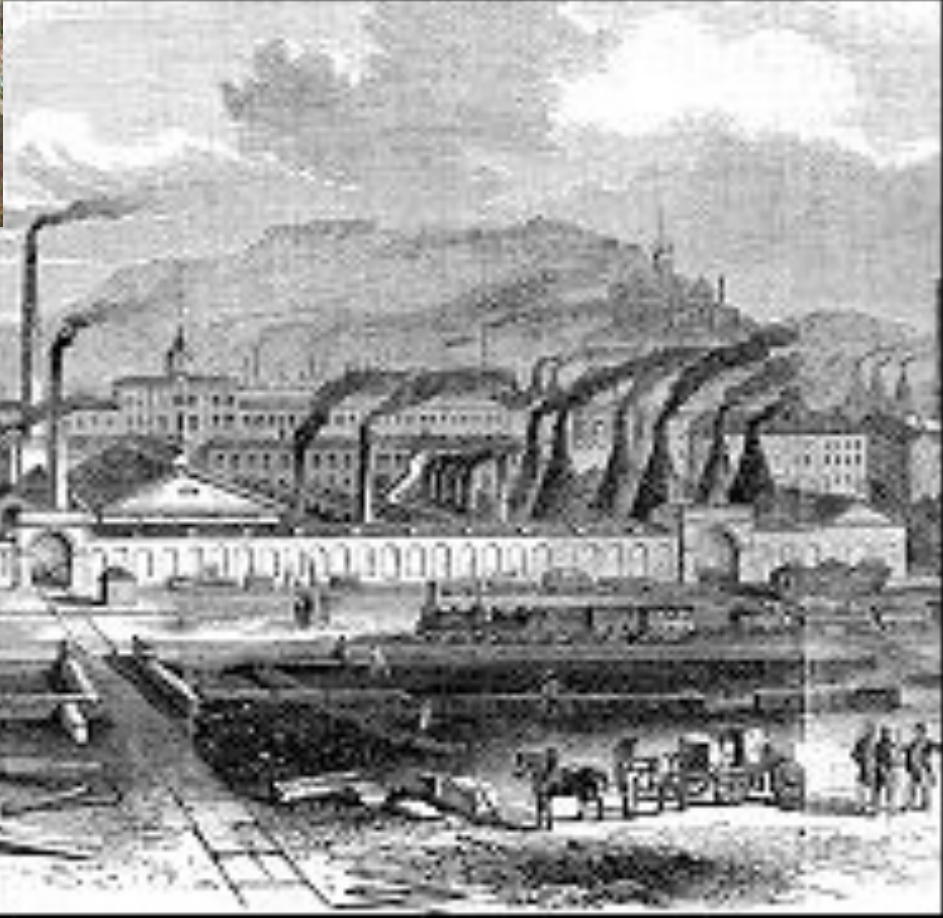
- *Desirable outcomes:* embedding inquiry and research into the student experience; encouraging and empowering staff to further integrate RL&T in their practice
- What activities/processes are needed to achieve those outcomes *in your institution?* How are/can these activities be facilitated?
- Your TOP TWO strategies

Sheffield



England





The University of Sheffield

- University College Sheffield formed 1897
- University Charter granted 1905
- Member of UK Russell Group of 20 research-intensive universities
- Ranked 8th in the UK, 77th in the world on Shanghai Jiao Tong University index 2008
- Over 24,000 students from 131 countries; 6,000 staff
- Academic partners worldwide including via WUN





CILASS – a CETL

- One of 74 national Centres for Excellence in Teaching and Learning
- 5 year programme of teaching reward, development, innovation, research (ends 2010)
- CILASS focuses on inquiry-based learning (IBL)
- An inquiry framework – exploring, experimenting, building practice and practical knowledge
- Core communities locally: Faculties of Arts and Humanities, and Social Sciences

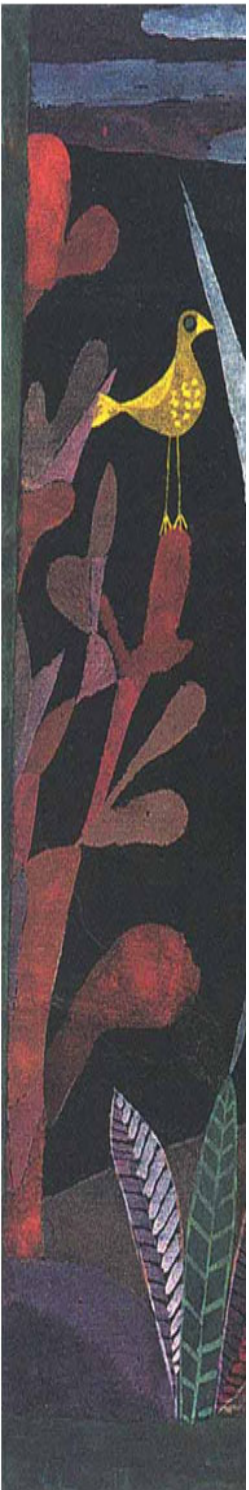


modelling the process of research within the student learning experience



CILASS: a 'theory of change'

- Reward and recognise
- Support curriculum development and innovation
- Align the physical estate
- Develop networks and student partnership
- Develop the co-curriculum
- Connect the curriculum and the co-curriculum
- Underpin with evaluation, scholarship and research, incl. students as scholars
- Stimulate and inform further strategic initiatives
- Disseminate



pedagogy: ibl

defining ibl (a)

(Levy, 2009)

See also: Healey &
Jenkins, 2009;
Spronken-Smith et al.
2009.

Designed around students engaging in a
process of inquiry

Emphasises students' capacity to
construct knowledge

- investigating authentic - often open-
ended - questions or themes

- adopting the practices of scholarship
or research of their disciplines or
professional area

- exploring a knowledge-base actively
and potentially contributing new
knowledge to it

defining ibl (b)

(Levy, 2009)

See also: Healey &
Jenkins, 2009;
Spronken-Smith et al.
2009.

Encourages peer-to-peer collaboration,
and partnership (students and staff)

Provides support for inquiry in the form of
activities, assessments, resources,
facilitation, environments

Provides guidance on relevant inquiry
methods, including how to frame good
questions

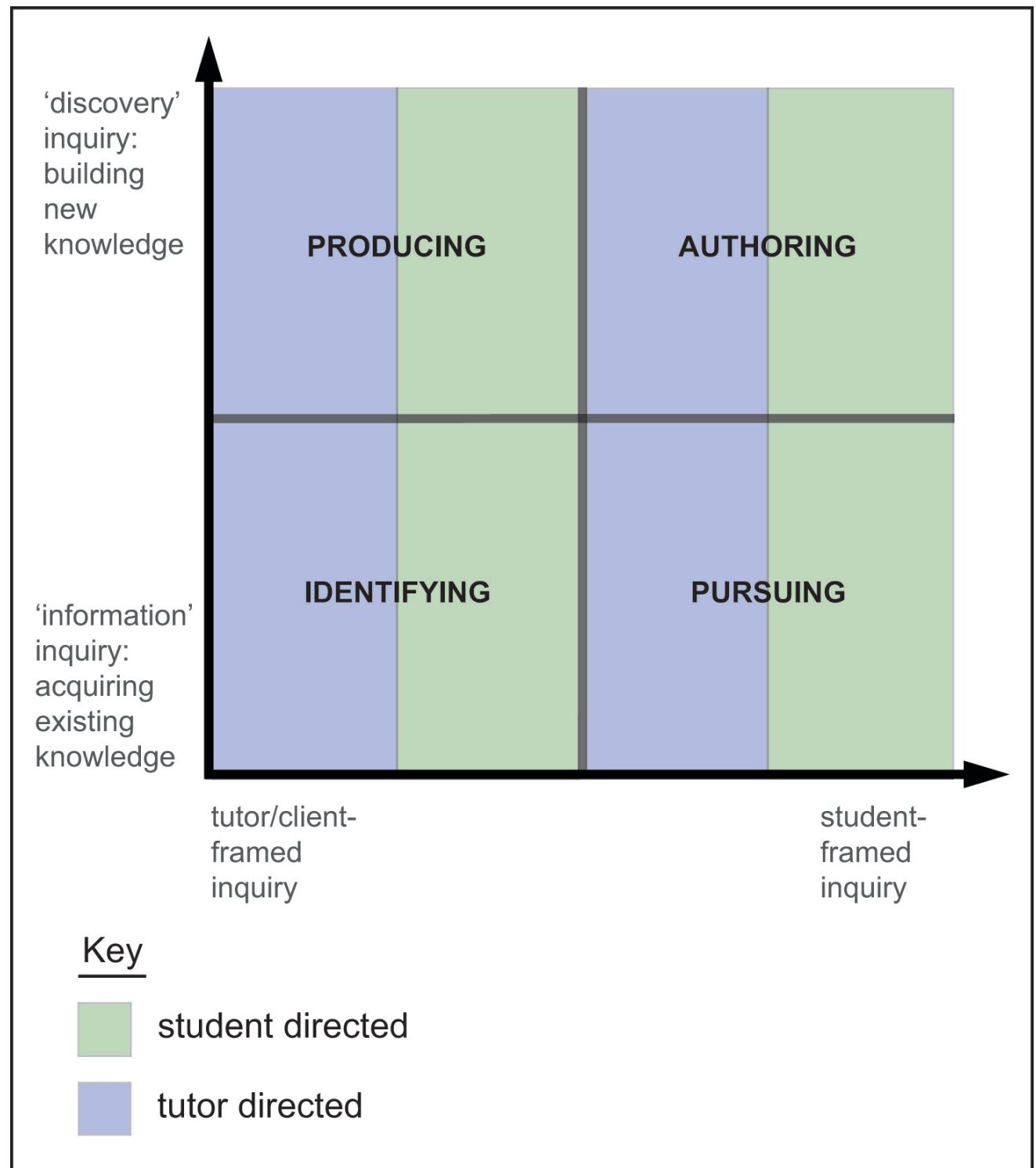
Provides support for development of
information literacy, critical thinking, self-
reflection and other capabilities

Creates opportunities for students to
share the results of their inquiries with
peers and others

modes of ibl

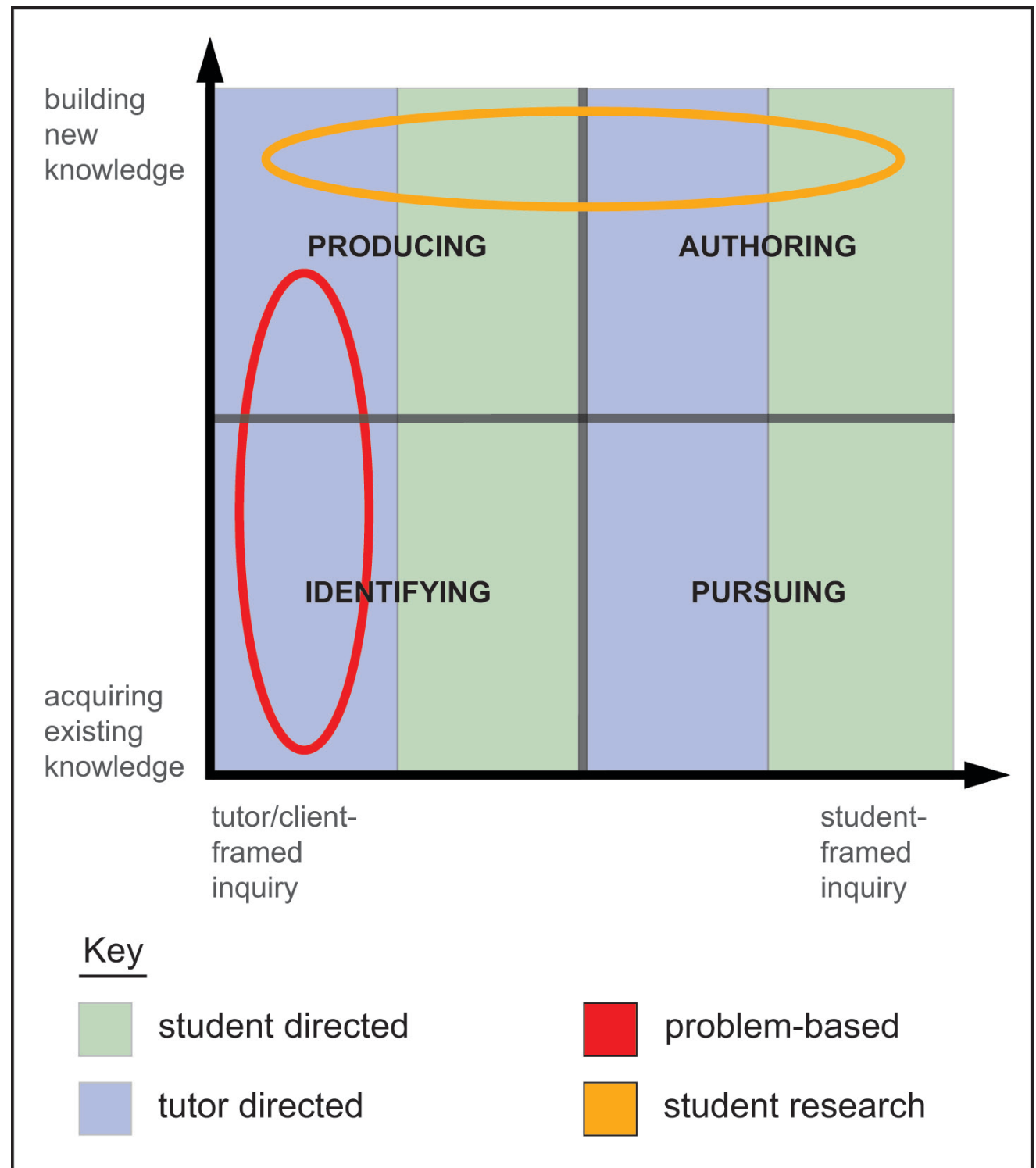
(Levy, 2009)

See also: Healey, 2005



modes of ibl

(Levy, 2009)



why ibl?

fosters **active** and **deep** approaches to learning

students experience

'supercomplexity' and how knowledge is created

students develop attributes of **critical being** (Barnett), **self-authorship** (Baxter-Magolda) and **epistemic fluency** (Goodyear)

students develop capabilities for **knowledge work, citizenship** and **lifelong learning**

**ibl at
UoS**

**strategic
alignment**

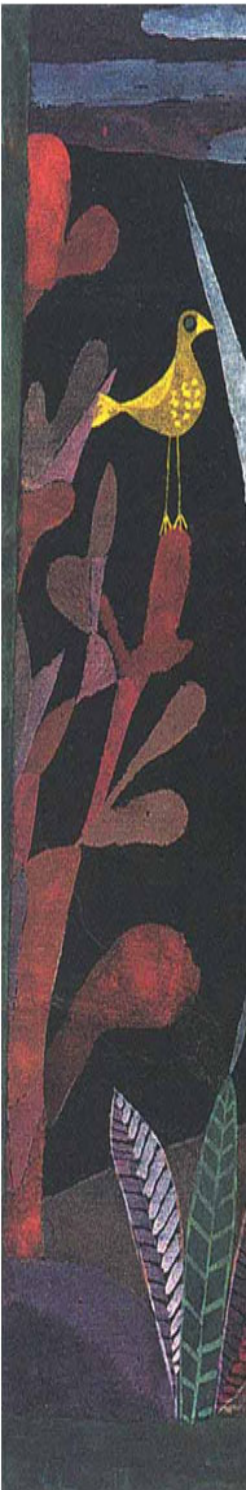
The 'Sheffield Graduate'

**University Learning
Teaching and Assessment
Strategy (LTAS) 2005-2010**

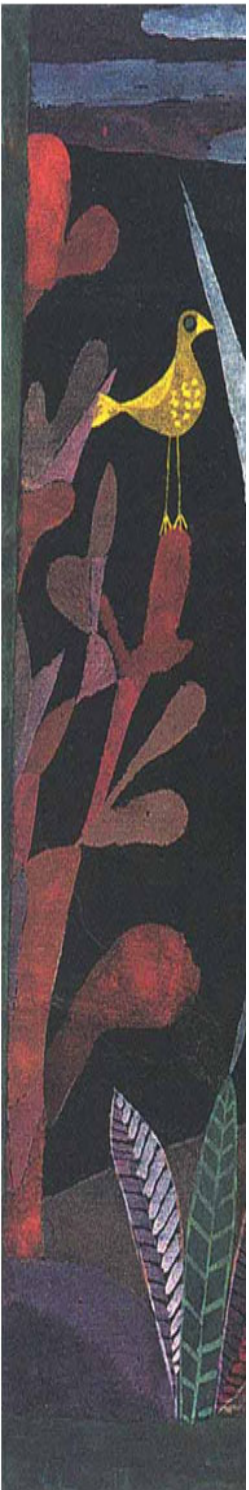
Faculty LTASs

Departmental LTASs

CILASS



**recognise and
reward
excellence
in ibl**



**support
development
and innovation**

- Clear thematic priorities
- Funded cycles of departmental programmes
- Funded individual/team projects
- Funded Faculty-level projects
 - Course (re)design
 - Linking curricular and co-curricular inquiry
 - Professional development activities
 - Student-led projects
- ‘Winged messenger’ facilitative support model
- Close partnership working with Library and LeTS

E-mail this to a friend

Printable version

MRSA 'more complex than cleaning'



VIEWPOINT

By Tammy Boyce
King's Fund research fellow

Everyone has heard of the hospital superbug MRSA - and many have a view on how to stop it.

But in this week's health opinion column *Scrubbing Up*,



Dr David Phillips, Sociological Studies
Citizens Advice
the charity for your community

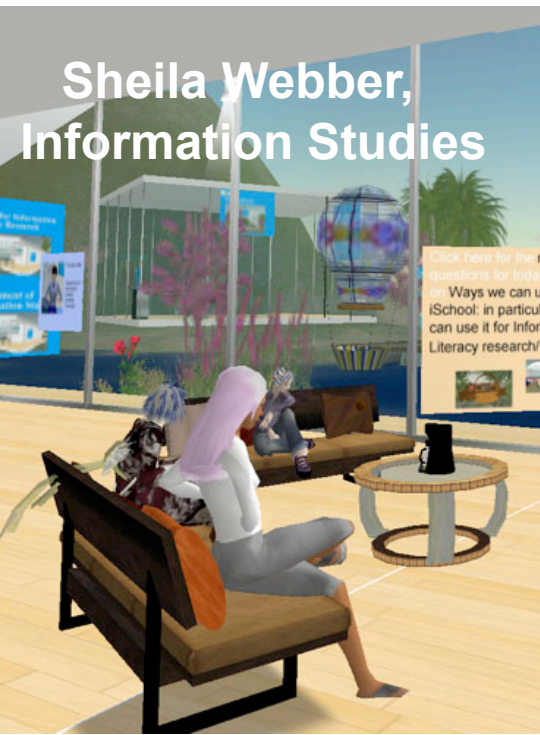
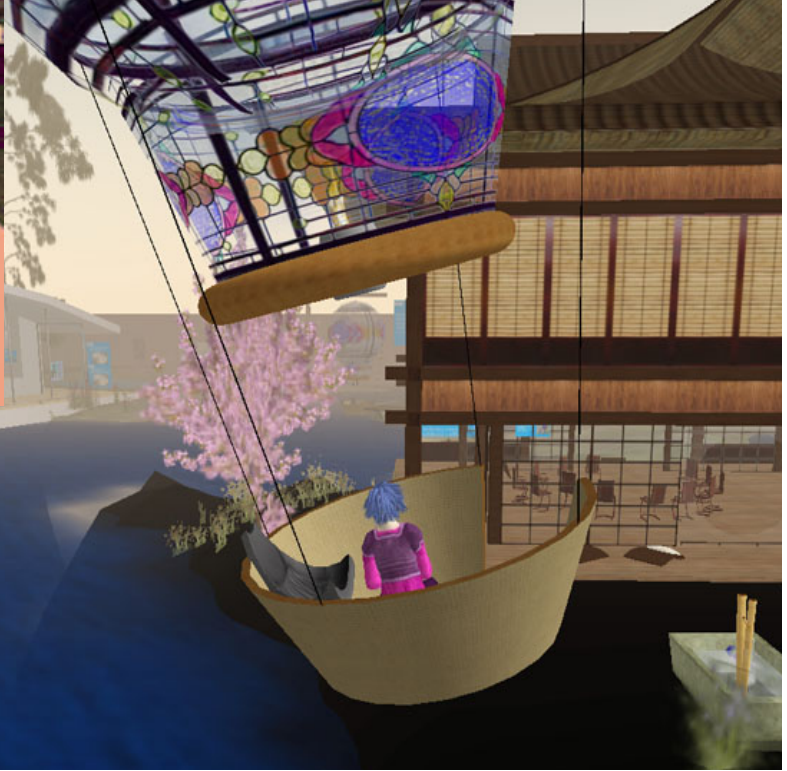
Module leader: Prof. Glynis Jones, Archaeology



Drs Philip Chan, Medicine
and Jonathon Foster,
Journalism



School of Architecture

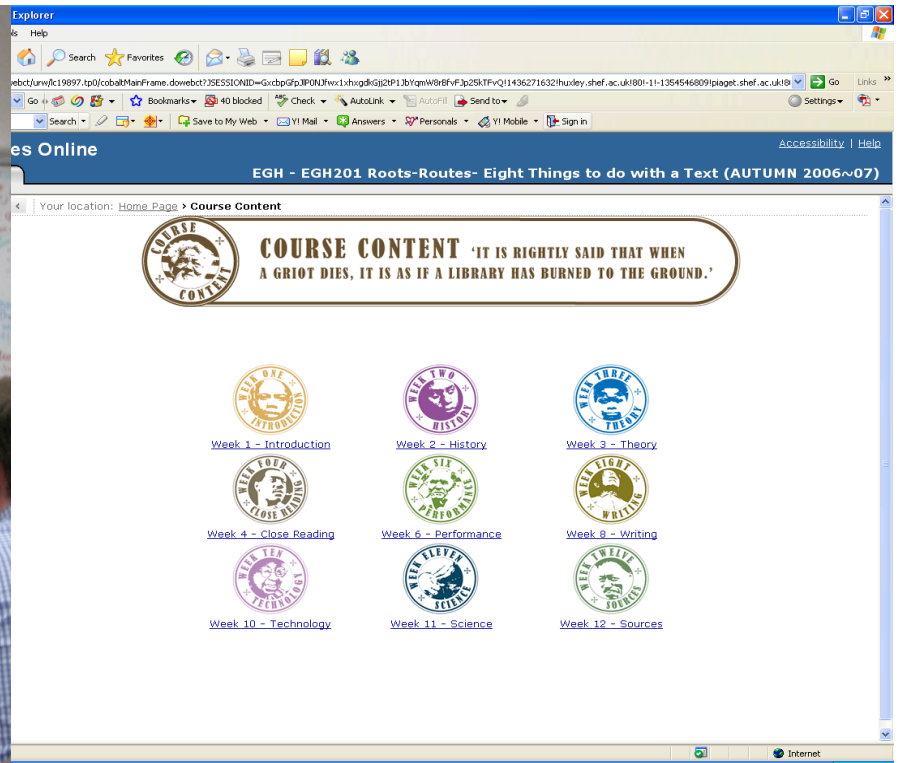


Sheila Webber,
Information Studies

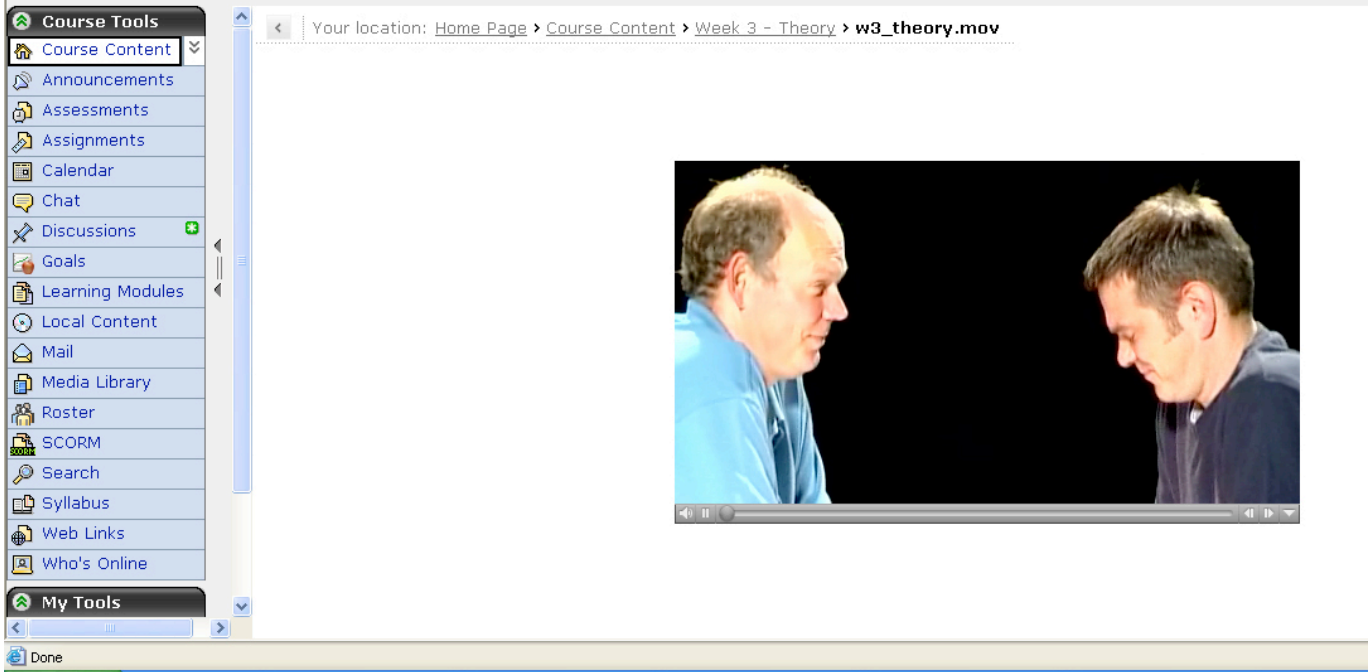
Click here for the
questions for today
Ways we can use
iSchool: in particular
can use it for Inform
Literacy research?

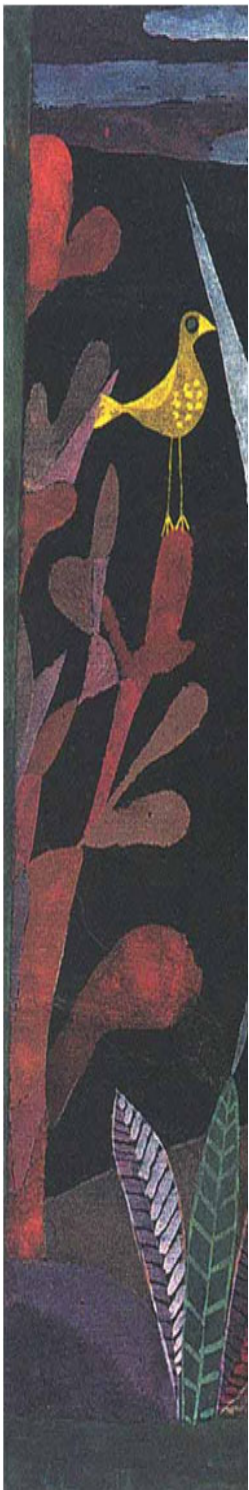


Drs Richard Steadman-Jones and Duco van Oostrum School of English



Eight Things to do with





The image is a composite of two photographs. The top photograph shows a computer monitor displaying the 'Understanding Law 2' website. The website has a red header with the title 'UNDERSTANDING LAW 2' and a navigation menu on the left with buttons for 'Introduction', 'Lectures', 'Seminars', 'Electronic Workbook', 'Learning Diary', 'Colloquia', and 'FAQ'. The main content area includes a welcome message, a list of navigation buttons, and links for 'Accession Gateway', 'Module Feedback', and 'Tips for compulsory exam question'. A faint image of Big Ben is visible in the background. The bottom photograph shows a woman with glasses sitting at a desk in a lecture hall, looking at a computer screen. The screen displays a browser window with the URL 'www.blackboard.com/...'. The woman is wearing a patterned top and has her hands on the desk.

Drs. Fergal Davis,
Jonathon Doak,
Claire McGourlay,
School of Law

Drs Natasha Semmens, Mark Taylor, School of Law

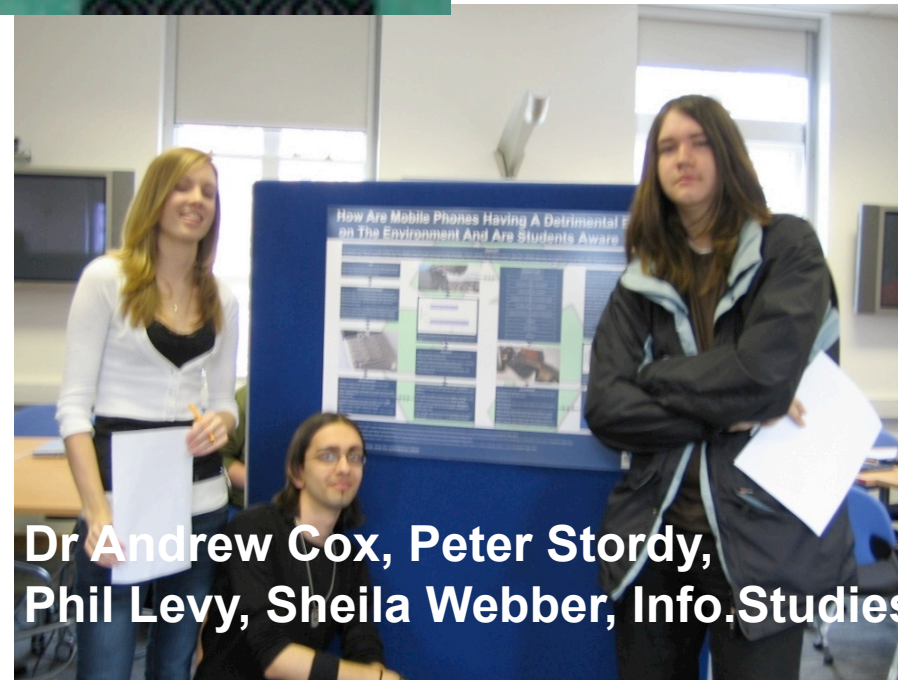
from
level 1



communicating
and
authoring



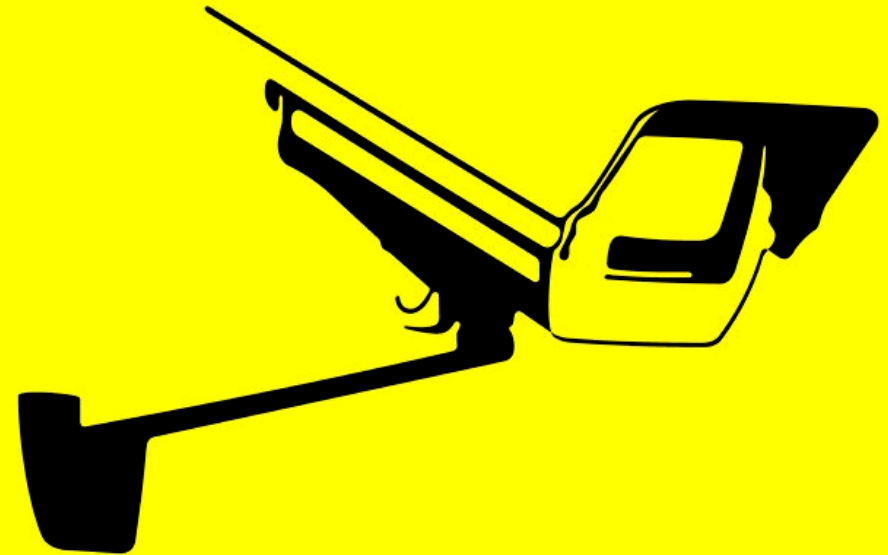
School of Law



Dr Andrew Cox, Peter Stordy,
Phil Levy, Sheila Webber, Info.Studies

THEATRE TWO POINT OH # PRESENTS

SURVEILLANCE



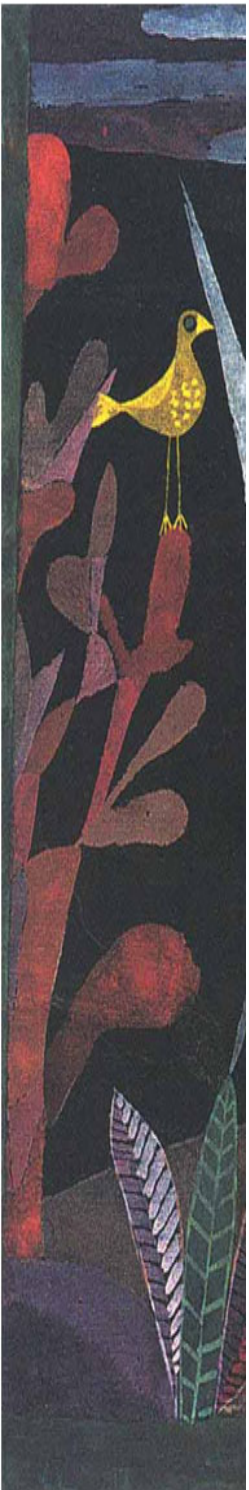
Wednesday 07 - Saturday 10 May 2008

University of Sheffield Drama Studio, Glossop Road
19:30 (Doors 19:00) Tickets: Wed £3.50 | Thu/Fri/Sat £5 (£4 NUS)
Available in advance from Union Box Office Reservations: 0114 222 8676
www.suTCo.co.uk // theatretwopointoh.blogspot.com

THEATRE
TWO POINT
OH #

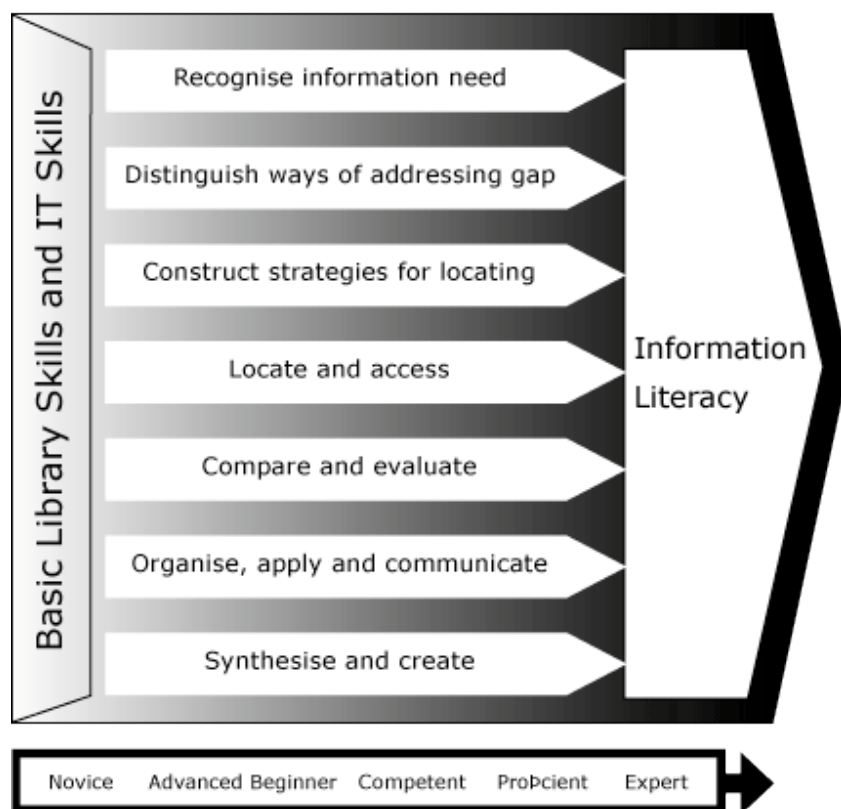


student inquiries lead to the creation of a play for the University theatre company...and they present at conferences



pedagogy: information literacy

Information literacy



SCONUL 7 Pillars Model

- Knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.
- CILIP: Chartered Institute of Library and Information Professionals
www.cilip.org.uk/policyadvocacy/informationliteracy/definition/default.htm

critical appraisal of the public presentation of Psychology

THE INDEPENDENT HEALTH & WELLBEING

BEDS ON RAILS
Sleep in style
on the world's
grandest train
journeys

BT Total Broadband
The UK's most complete

News Opinion Environment Sport Life & Style Arts & Entertainment Travel
Fashion Food & Drink Health & Wellbeing House & Home Gadgets & Tech Motoring Data

[Home](#) > [Life & Style](#) > [Health & Wellbeing](#) > [Health News](#)

Antidepressant drugs don't work – official study

By Jeremy Laurance, Health Editor
Tuesday, 26 February 2008

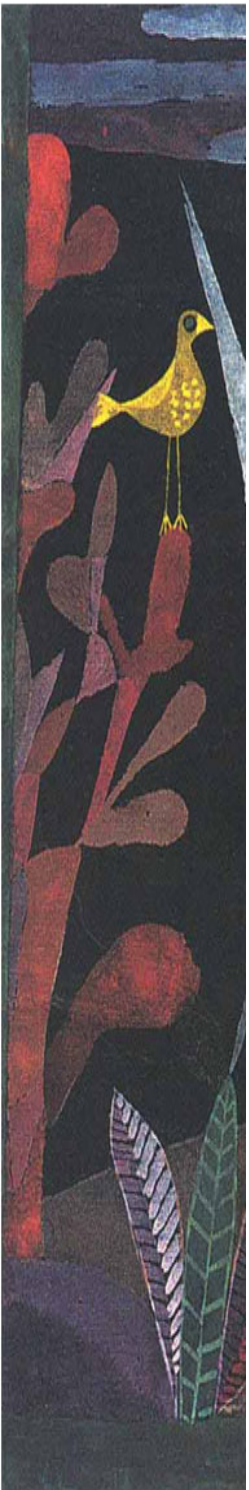
They are among the biggest-selling drugs of all time, the "happiness pills" that supposedly lift the moods of those who suffer depression and are taken by millions of people in the UK every year.

But one of the largest studies of modern antidepressant drugs has found that they have no clinically significant effect. In other words, they don't work.

The finding will send shock waves through the medical profession and patients and raises serious questions about the regulation of the multinational pharmaceutical industry, which was accused yesterday of withholding data on the drugs.

(Dr Myles Jones and Pam McKinney)





**align the
physical estate**



inquiry



collaboratories



Back [Navigation icons] Search [Star icon]

Address <http://143.167.89.151/index.html>

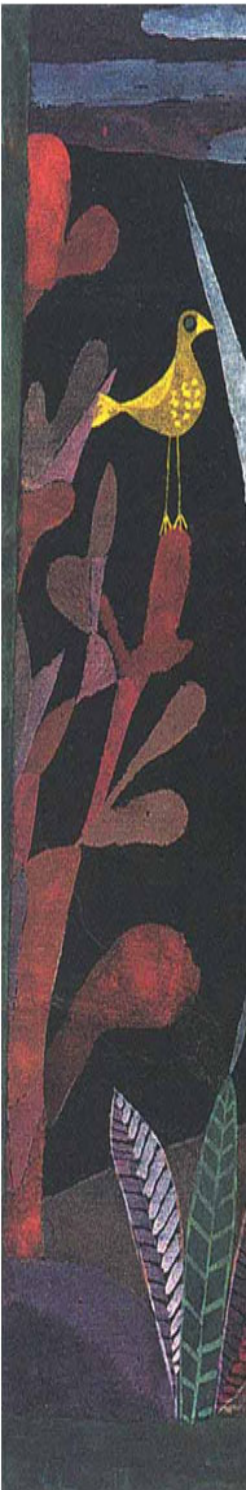
CopyCam[®]

[Saved shots](#) [Settings](#) [Camera info](#)

November 2, 2006 7:46:35 AM

November 2, 2006 6:08:59 AM

~ HISTORY ~



**develop
networks
and student
partnership**

- **Networks**
 - Academic champions
 - Student ambassadors
 - Information literacy network (ILN)
- **Events**
 - IBL design workshops
 - IBL café
 - ILN events
 - Annual student-staff conference
 - Residential ‘IBL academy’
 - External expert workshops
 - Research seminars (Third Mondays)
- **Community-focused and social networking** - social events – blogs, UoS Teaching Commons project

Student ambassadors

- Internal roles
 - Working groups
 - Departmental activities (with academic champions)
 - Student-staff conference
- External roles
 - Organisation of international conference (LTEA 2009)
 - Presenting at conferences
 - Advising and consulting

students work as educational developers and researchers



CILASS Student Blog

CILASS STUDENT BLOG

THE STUDENT SIDE OF INQUIRY-BASED LEARNING



[CILASS Student Blog Live Feed](#)

[PAGES](#)

- Who's Who?

[BLOGROLL](#)

- CILASS blog

BLOGS & IBL

Filed under: [IBL Experiences](#) – edu-informatics February 16, 2007 @ 3:35 pm

Please can you help?

As part of our studies we are wanting to know the extent to which BLOGS contribute or facilitate effective IBL? For example, it might be a more efficient use of time ... it's available 24-7 ... Do you feel these are relevant benefits?

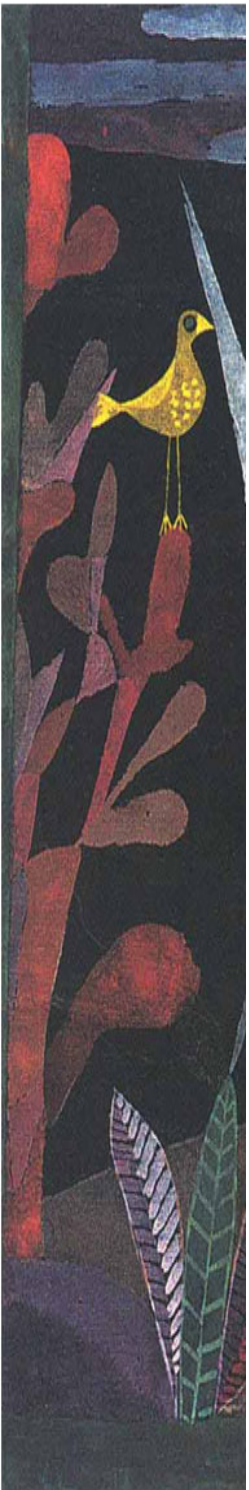
Second question: what do you feel students get from this blog that they don't get from other means of communication?



[SEARCH](#)



2009 CILASS Staff-Student Conference



develop the co-curriculum

sheffield
undergraduate
research
experience

WELCOME TO
THE CILASS
SURE POSTER
CONFERENCE

A JOINT USE OF THE RESEARCH LIBRARIES BY
STUDENTS IN THE CILASS SHUTTLEBUSH COMPLEX
SHEFFIELD HALLAM UNIVERSITY, SHEFFIELD

HOSTED BY

Production of Monoclonal Antibodies Against Myc-tag

Abstract
Introduction
Materials and Methods
Results
Discussion
References

29

Mechan...



Community Voices: A Digital Archive

Project funded by CILASS SURE (Sheffield Undergraduate Research Experience) Award

Emma Moore & Shivonne Gates, University of Sheffield, UK

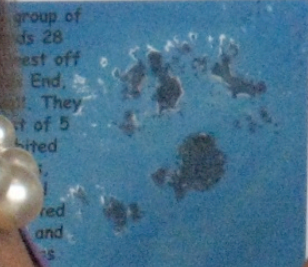
<e.moore@sheffield.ac.uk>



The Project

A collaboration between the Isles of Scilly and the English Language Programme at the University of Sheffield are working to produce an on-line digital archive of the Islands' oral history collection.

The Isles of Scilly...



Why would a linguist be interested in the Isles of Scilly?

Changes in industry

(the traditional fishing and farming industries have largely been replaced by tourism)

Heterogeneous population

(from transient seasonal workers and home owners through to long established island families)

Changes to the local dialect and language practices?

Also:

The Archive

188 recordings, dating from the 1930s to the present day.

The archive contains a mixture of:

amateur interviews with local people



professional televised recordings



amateur recordings of events



The collection has been collected and catalogued by Islander, Mary Bushell.

Existence of the Scillonian dialect are ambiguous

"Celtic died out in Cornwall during the 18th century. In Scilly, where fresh garrisons and settlers were constantly coming from England, it was given up earlier, and visitors were often surprised at the good English spoken by Scillonians. Some features of Cornish English are found" (Bowley 1964: 117-8)

"The English spoken today (1979) by natives of the Isles of Scilly who form a minority within the islands' population - is scarcely removed from Standard (southern) English, using a slightly modified 'received' pronunciation (R.P.) as of educated persons. It hardly warrants the description of a dialect. There is however a lexical element and, among some older people, a phonetic one, which together merit discussion principally because the 'dialect' of Scilly, if one can let convenience call it that, differs notably from the group of English dialects encountered in Devon and Cornwall, including the sub-dialect of extreme West Cornwall some 25 miles from Scilly." (Thomas 1979: 108)

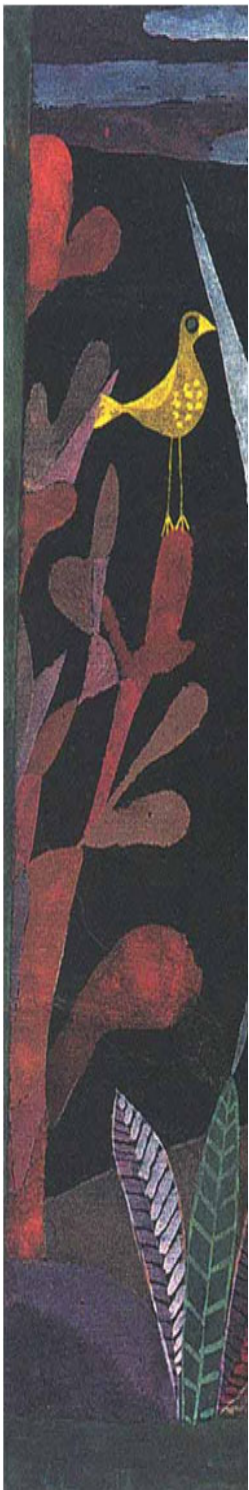
Examining the Archive

Many of the videos had already been catalogued by museum volunteer, Mary, but the digitisation process meant that many of the interviews crossed over into several video files. To allow re-editing it was necessary to record how each interview was distributed over the video files.

We also had to catalogue all the other information we had about the videos. This has proved a lengthy process, as many videos are repeated within the archive, and the way in which they are edited or information has been recorded varies greatly. Using an Excel spreadsheet provided the easiest way to catalogue and explore the archive.

Producing the database

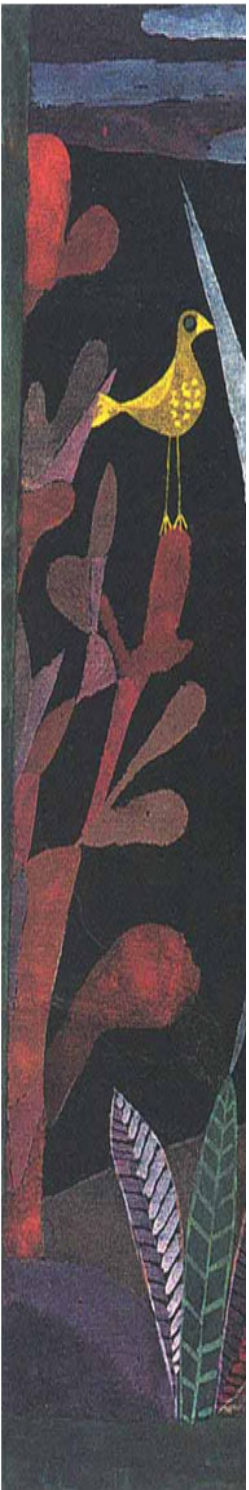




connect the curriculum and the co-curriculum

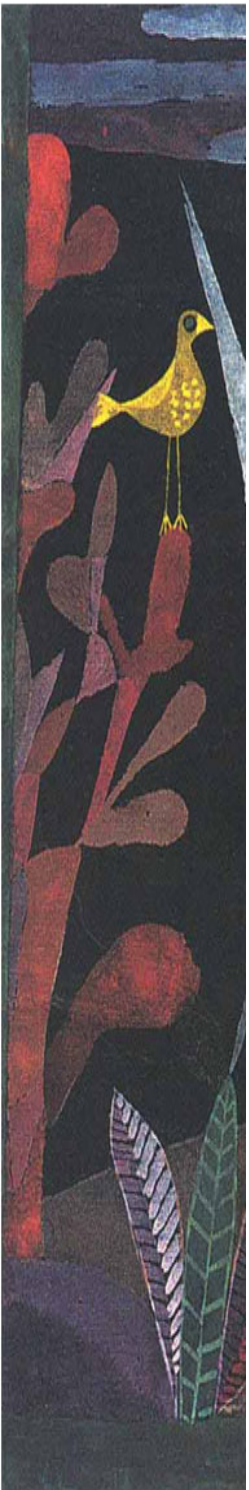


Student volunteer researchers interview former theatre professionals as part of the Theatre Archive Project...and present to staff at the English Department Research Seminar



**underpin with
evaluation,
scholarship,
research**

- a common, inquiry-based, evaluation framework ('theory of change')
- support for scholarship of teaching and learning (SoTL projects)
 - project funding
 - academic fellowships
 - students as scholars
 - SoTL SIG
- programme of pedagogic research
- institutional research



**stimulate and
inform other
strategic
initiatives**

The LRT Project

- ‘SeeChange’ project for Faculties of Science and Social Sciences
- Strategic initiative for learning/teaching enhancement AND research enhancement
- Stimulating debate and gathering evidence to inform new developments
- Practical outcomes: policy recommendations; sharable exemplars of local practice; framework for integrated approach to RL&T

Activities

- Student survey
 - undergraduate researchers
 - students' research awareness & experiences
- Staff consultations and survey (Faculty, Departmental and individual levels)
 - ways research and teaching connect (or not) in their roles & the university, examples of practice
- Resource creation
 - exemplars of practice website

LRT Project Student Survey

- Undergraduates' awareness of UoS research and its impact on them
- Their experiences and opinions of doing research
- 216 Social Sciences students
- 247 Science students
- 129 Discipline/Faculty not known
- 8% overall response rate

Headlines (a)

- Patchy awareness of staff research activity
- Clear differences between Faculties
- Staff research perceived to have positive impact on students' subject understanding and interest, but not so much on the development of their own research skills

Headlines (b)

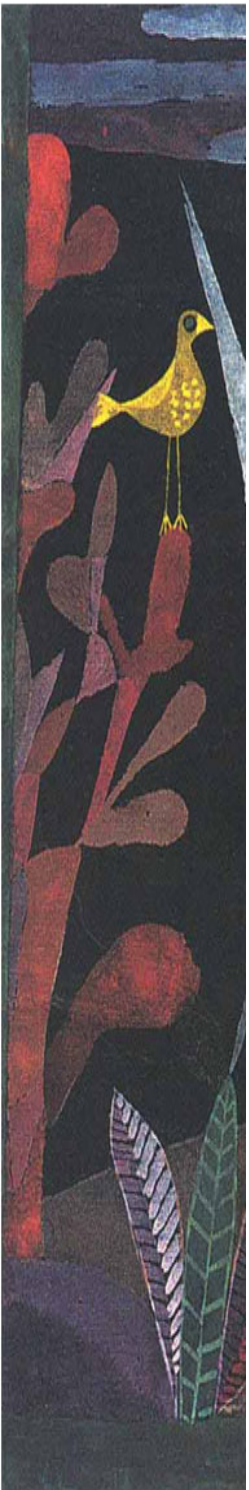
- Science students feel more connected to research community
- Most student research is ‘information-oriented’ and framed by staff; some enables contribution to creating knowledge
- Students identify benefits of doing research and large majority see research skills as important - but many report that they have not had opportunity to develop research skills

Some implications

- Raise visibility of research activities and involve undergraduates in research communities and culture
- Raise undergraduates' awareness of how curriculum already develops their research skills
- Consider extending emphasis on appropriate forms of research-based learning throughout curricula
- More opportunities for students to engage in 'discovery' oriented research, and to pursue own questions and lines of inquiry
- More opportunities for extra-curricular research

The 'Sheffield Academic' Project

- Led by PVC for the Faculty of Social Sciences on behalf of the University Executive Board
- Scoping the characteristics of the 'rounded' academic profile for the UoS context
- “Academics at the University of Sheffield recognise the benefits of a culture that integrates learning, research and teaching, and it is this that fosters the development of the distinctive attributes of the ‘Sheffield Graduate’” (draft, work in progress).



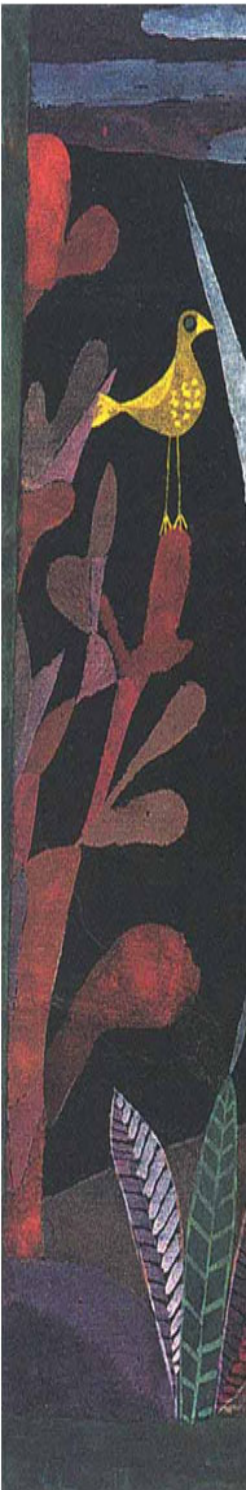
disseminate

CILASS dissemination strategies

- Targeted publications, presentations etc
- Case studies
- Sheffield Companion to IBL
- cruIBL newsletter
- Evaluation findings (synthesis reports)
- External dissemination (conferences, peer-reviewed research outputs etc)

CILASS: a 'theory of change'

- Reward and recognise
- Support curriculum development and innovation
- Align the physical estate
- Develop networks and student partnership
- Develop the co-curriculum
- Connect the curriculum and the co-curriculum
- Underpin with evaluation, scholarship and research, including students as scholars
- Stimulate and inform further strategic initiatives
- Disseminate



impact

Increased engagement, confidence, responsibility in learning

Information literacy and IT skills development

Awareness of research process and value of inquiry in wider social context

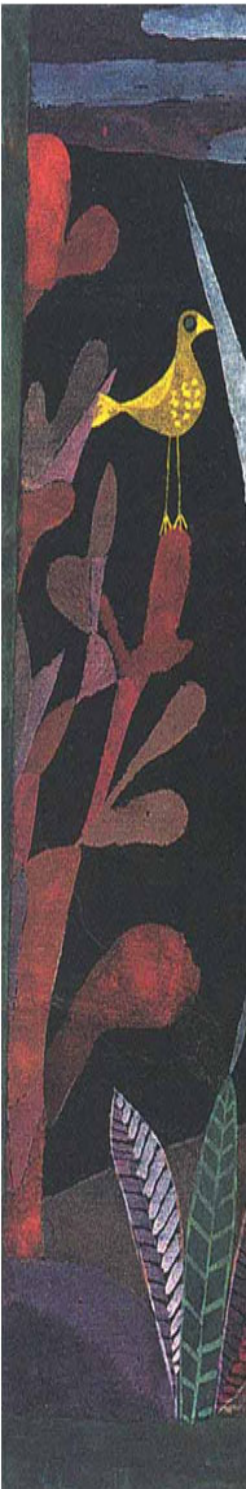
Changed conceptions of study of their discipline

Intellectual and personal development

Good grades

Enhanced practical knowledge about teaching

Positive linkages back to staff research



Inquiry-based learning has not just been an integral part of the teaching on my degree course but has in fact changed my thinking about knowledge: how I gain it, how I extend it, how it is created. The reflective element of IBL has proved extremely useful, and as a result has improved [my] marks. The reflective element has also impacted on my way of thinking and going about applying for graduate jobs.

Third-year Arts and Humanities student

SURE – students report

Motivational impact

Gains in self-confidence and self-belief

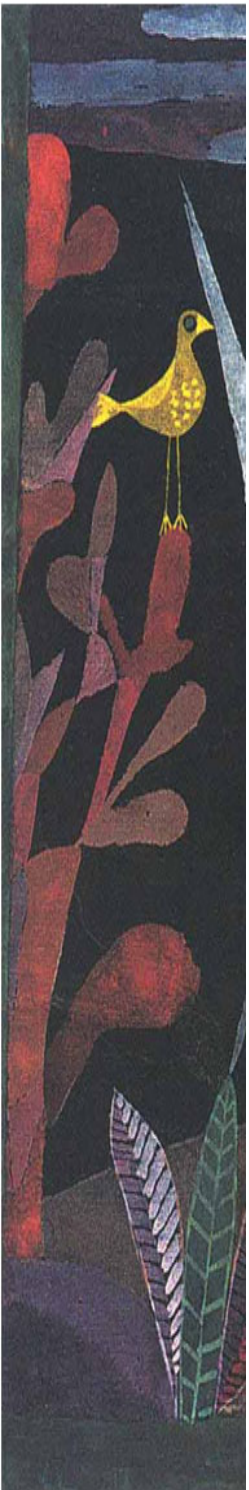
**Enhanced aspirations for
postgraduate study**

SURE – staff report

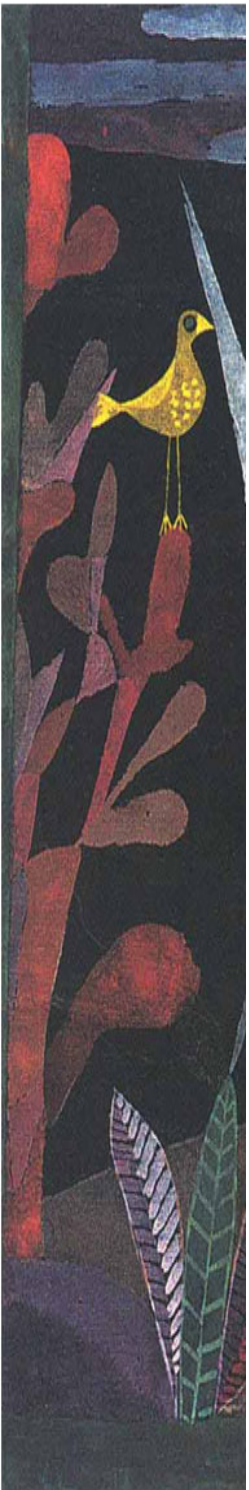
Peer-reviewed research publications

**Development of research grant
proposals**

Support for on-going projects



At the commencement of [my project] I found it difficult to find the best way of approaching self-directed learning [...] I have enjoyed the fact that inquiry-based learning really is quite spontaneous and diverse where your project can head in different directions away from the original thesis depending on your research and your interpretation of it. I have also realised that IBL requires a creative and enquiring mind and my achievements from this SURE scheme have made me consider embarking upon a Masters degree.

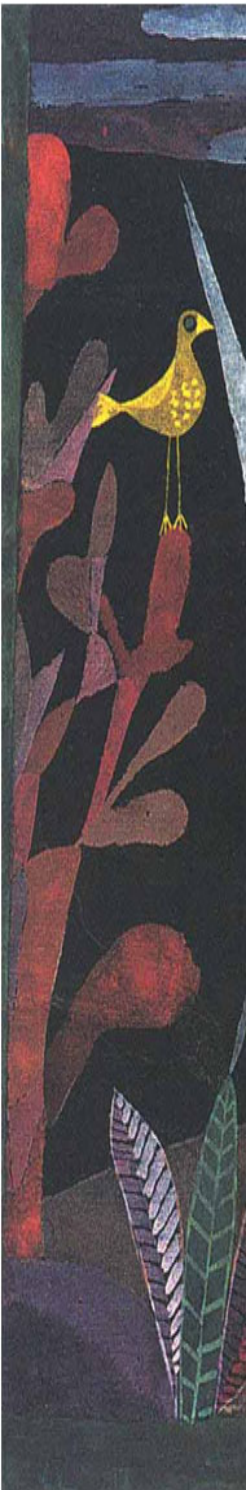


I have enjoyed being able to research an area of developmental psychology that interests me. It has also been advantageous to work without the pressure of being assessed, with the main emphasis of the project being my own development and progress at working towards a goal based on my own motivation.

New spaces and technologies:

**Flexibility, Informality, Intimacy,
Openness, Movement, Freedom,
Intensity, Flow**

- **Pedagogical reflection and experimentation**
- **Focus on information literacy development**
- **Changed learning-teaching relationships**



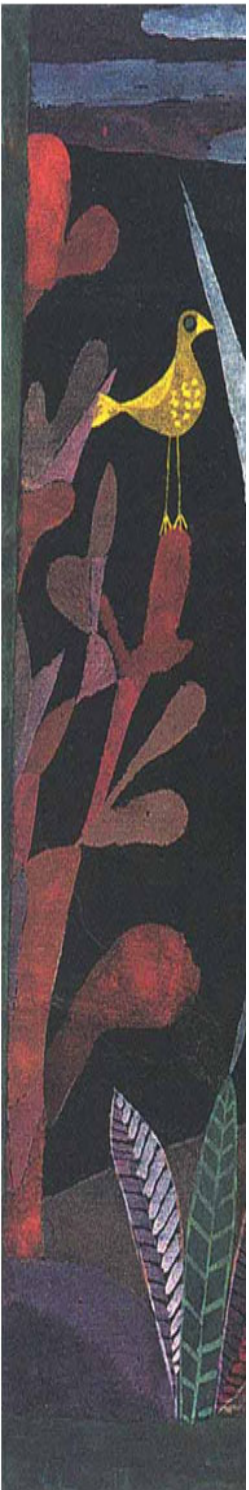
They're much more confident, I think, with me. It changed the nature of the relationship between myself and the students, I'm much more one of the group and they treat me much more as one of the group rather than the lecturer. In these new spaces, I'm a researcher like them.

Lecturer

Student partnership

Ambassadors are highly enthusiastic about effects on their skills development and learning engagement

“Joining CILASS enabled me to re-engage with my learning and become enthused with my subject again. This is due to seeing how the teaching methods that CILASS was promoting could help to engage me in my own degree. I would not hesitate to say that my experience with CILASS has been the highlight of my time at Sheffield”.



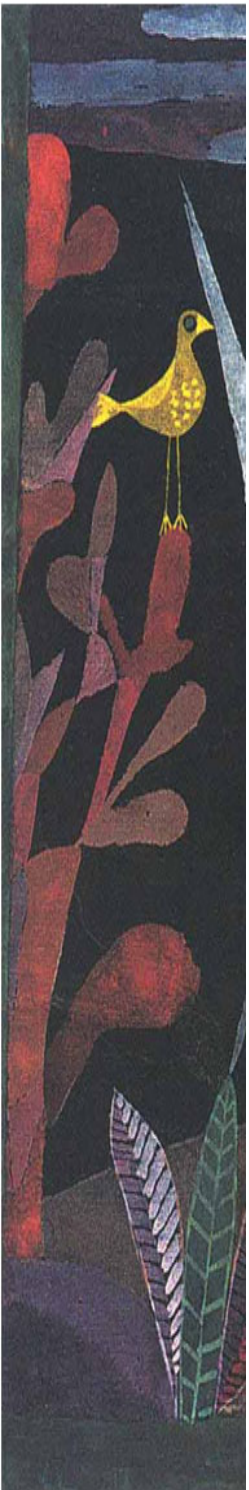
**what are we
learning about
integrating
it?**

What works

- Strategic alignment and co-ordination across T&R
- Institution- and Faculty-level senior management champions
- Department-level champions
- Student partnership
- Academic 'ownership' and research-informed ethos
- Close partnership working academic/professional services

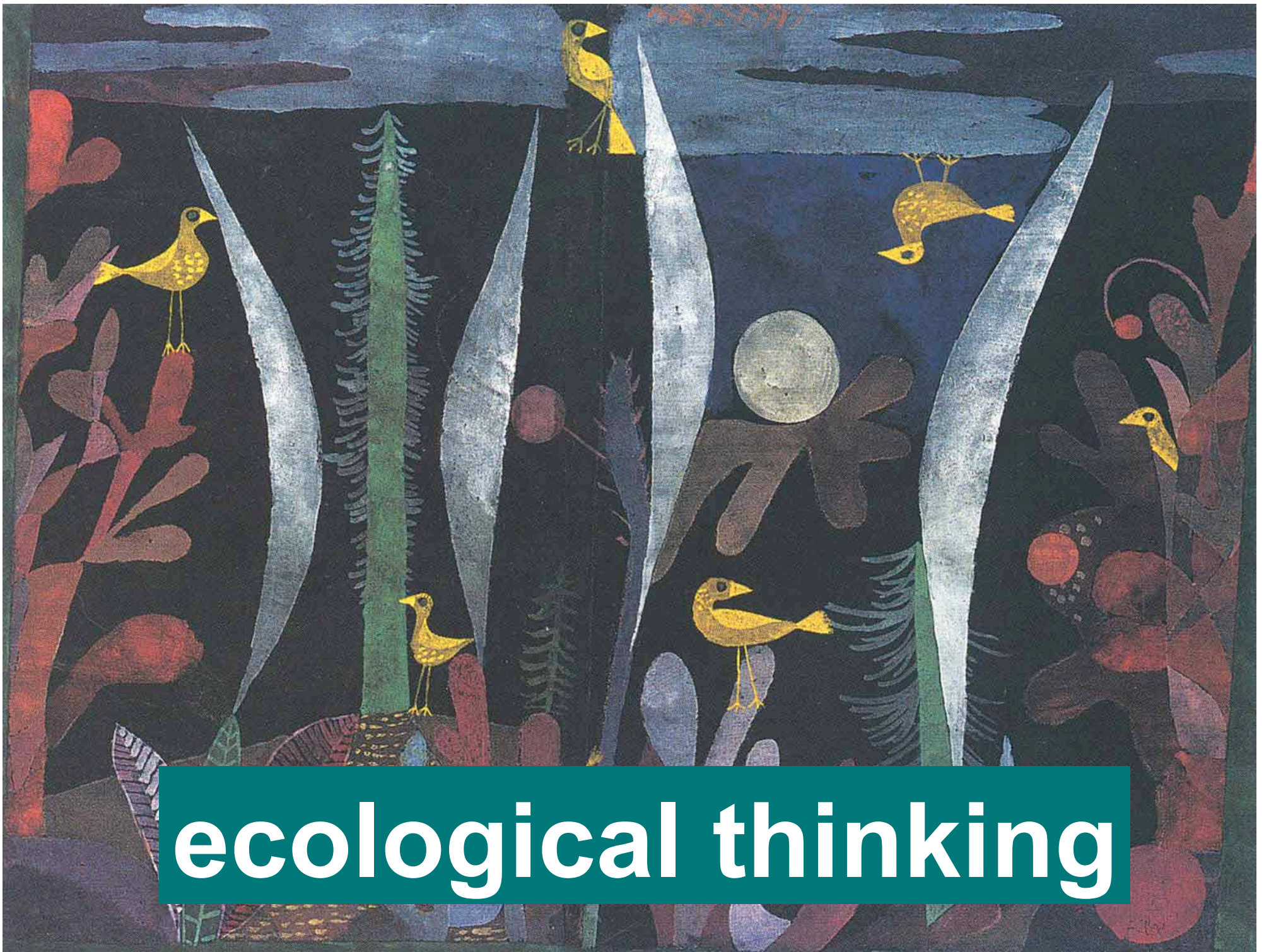
some issues and challenges

- Cultural change
- Organisational change
- Careful targeting of impact evaluation and research findings to inform strategic planning
- Embedding and sustainability of CETL (CILASS) practices and resources
- Changing political and economic context



where next?

- Continued strategic focus on IBL - a thematic priority for 3 Faculties
- Faculties adopting CILASS strategies incl. student partnership
- Interdisciplinary pedagogic research cluster
- Hoped-for continuation of SURE
- Maintaining of CILASS legacy resources
- 'Sheffield Academic' work-in-progress



ecological thinking