Pedagogy & Practice:
The role of research in enhancing student learning

Professor Lesley-Jane Eales-Reynolds
Pro Vice-Chancellor (Education)
Kingston University
1. Research in the curriculum
2. Researching the curriculum
Why?
**Interpretation** – understanding and ability to express meaning or significance

**Analysis** – identify intended and actual relationships between statements

**Evaluation** – assess the credibility of statements etc.

**Inference** – identify and secure elements needed to draw reasonable conclusions, conjectures, hypotheses

**Explanation** – able to cogently present results of ones reasoning

**Self-regulation (Metacognition)** – to monitor ones cognitive activities, the elements used in them and the results educed.

All of this needs to be underpinned by a disposition toward **purposeful reflective judgement**

(Facione. Critical Thinking What it is and Why it Counts)
Critical Thinking Skills = Research Skills
Cells involved in immunity mainly consist of the white blood cells or LEUKOCYTES (leuko=white; cyte=cell).

Lymphocytes, plasma cells and large granular lymphocytes

Granulocytes

Mononuclear phagocytes & other APC

Red cells; megakaryocytes, platelets.
Qualitative analysis of the group discussion data has revealed several key themes:

- Revision/reinforcement of knowledge
- Realism of the environment
- Insight/preparation for placement
- Permission to fail

Workplace supervisors noted:
- More rapid acclimatisation
- Increased independence
- Improved basic skills

Subsequent events:
- Changed curriculum nationally to include simulation
- Students request to be assessed in simulation
Regulated by the Professional Body

- Students join practice, subsequently come into block teaching at University
- Practical competencies assessed in practice

Issues:
- Standard of workplace assessors
- Comparability of experience of students
- Learned poor technique

Actions
- Introduced simulation to teach them ‘gold standard’ in professional practice
Problems

• Had to unlearn poor practice; lacked confidence to challenge in the workplace
• Students confused about ‘who is right’

Solution

• Students informed curriculum change. Now taught in block, learn key competencies in simulated environment prior to going into practice

Outcomes:

• GREATER STUDENT SUCCESS
• RECOGNISED INCREASED CONFIDENCE IN PRACTICE
• IMPROVED STANDARDS IN PRACTICE