

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

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1. Research in the curriculum
2. Researching the curriculum



Why?

Why?

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.

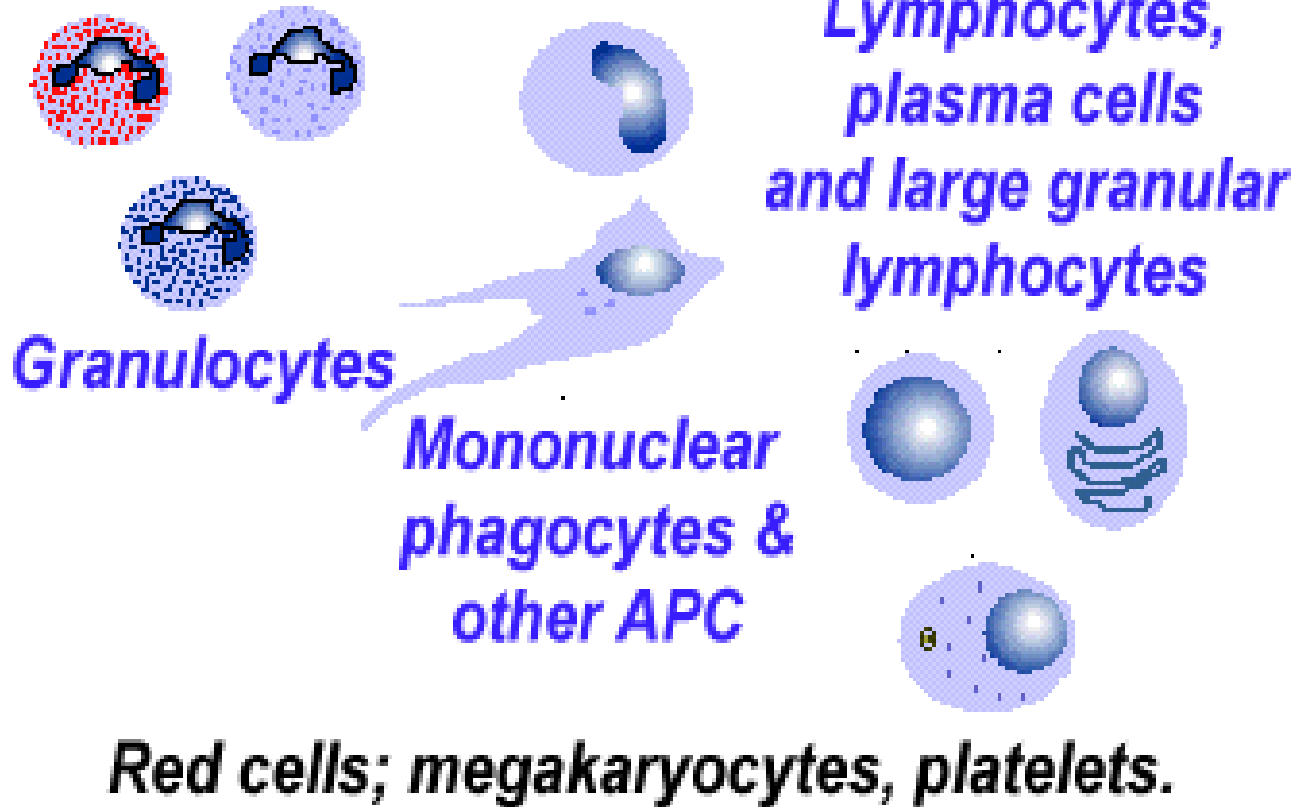
All of this needs to be underpinned by a disposition toward **purposeful reflective judgement**

(Facione. Critical Thinking What it is and Why it Counts)

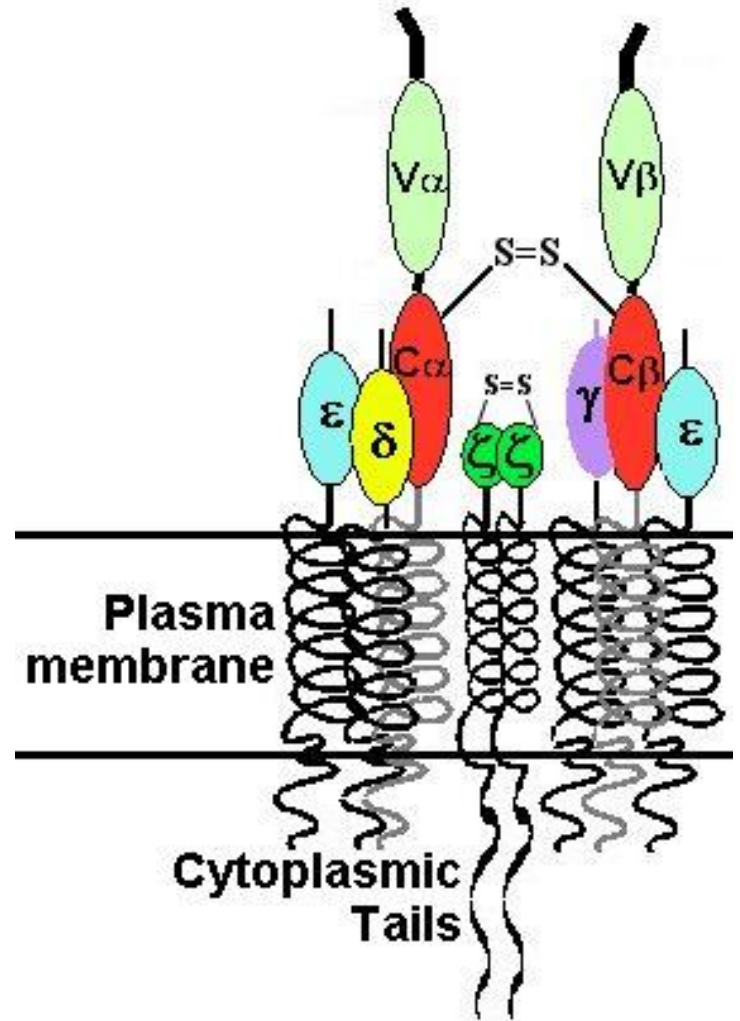
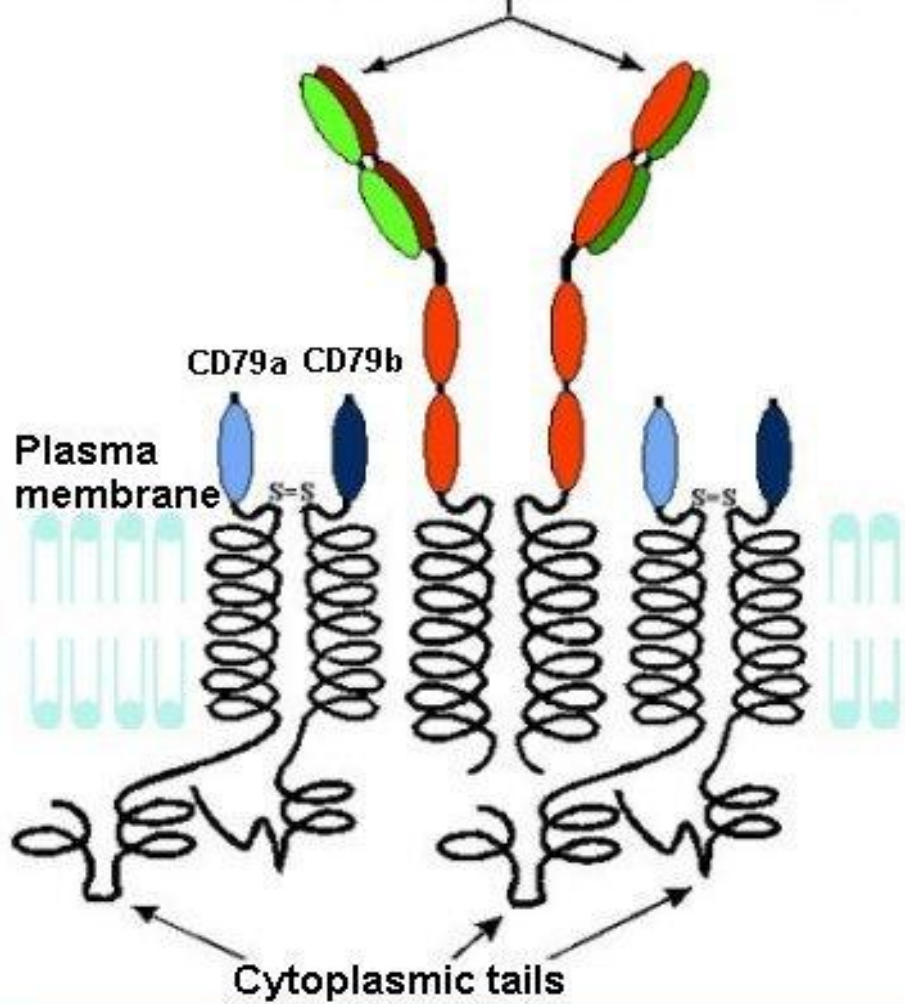
Critical Thinking Skills =

Research Skills

Cells involved in immunity mainly consist of the white blood cells or **LEUKOCYTES** (leuko=white; cyte=cell).

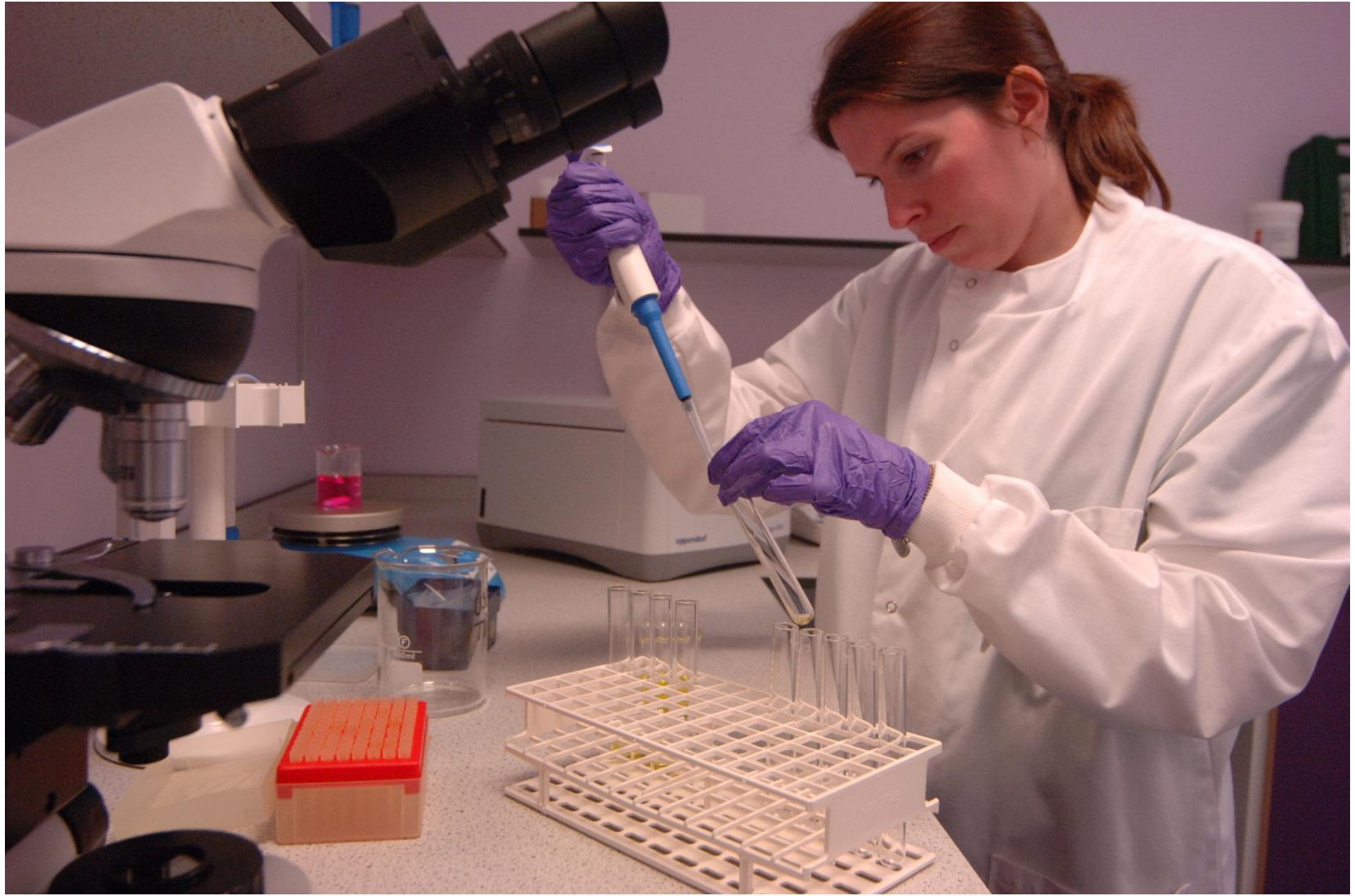


Membrane Immunoglobulin (mIg)



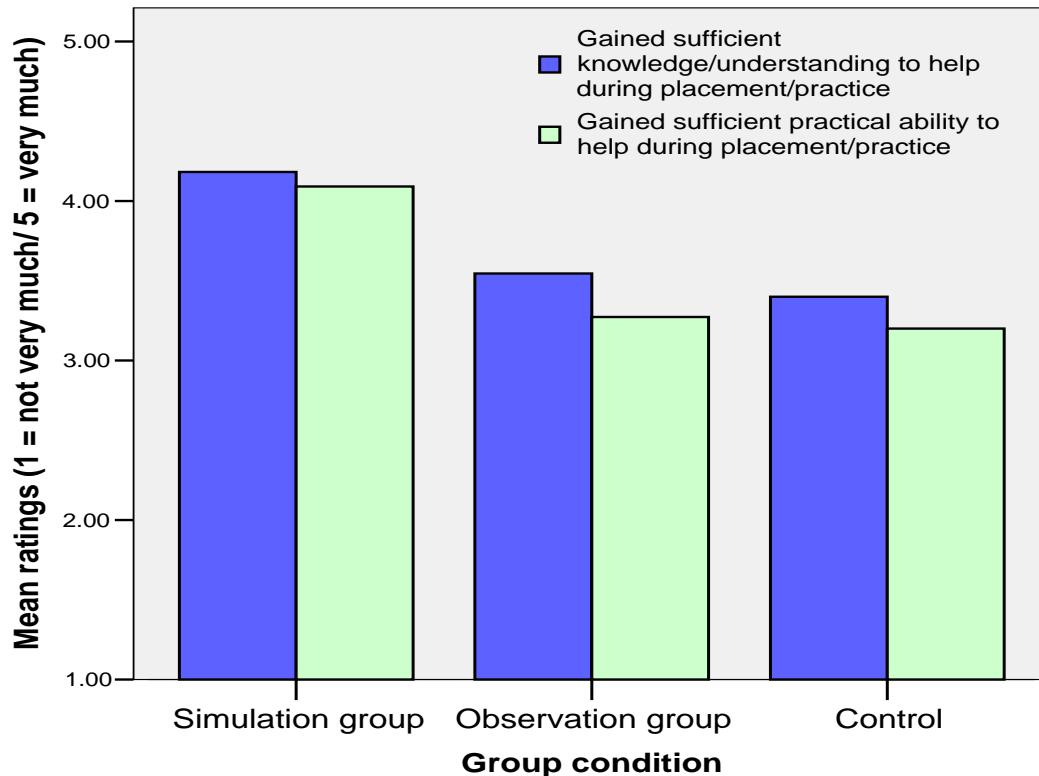






Qualitative analysis of the group discussion data has revealed several key themes :

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

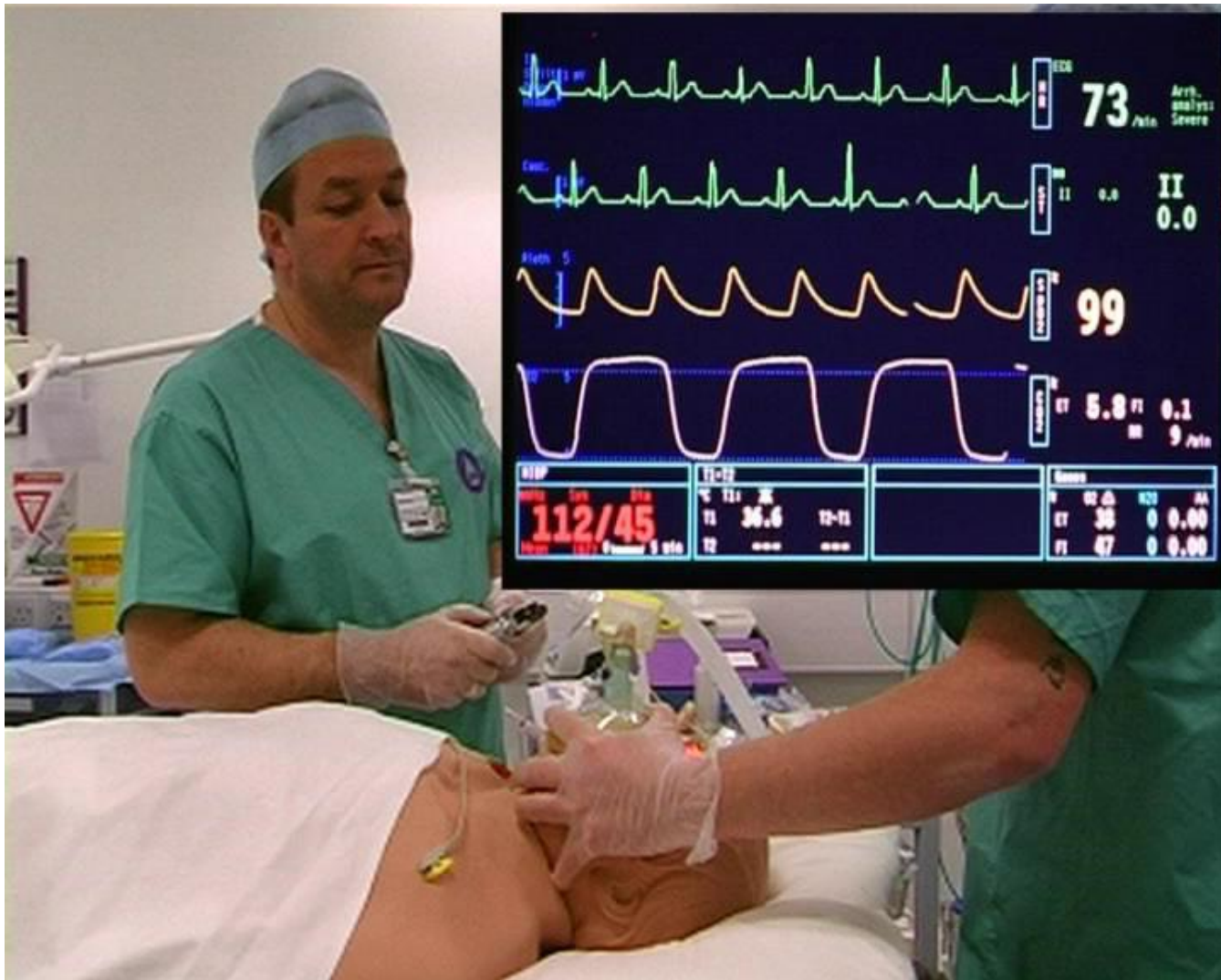


Workplace supervisors noted:

- 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