

Combined Perspectives: Revisions and Decisions –

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Introduction

Where we left off last year

In our module:

- interdisciplinarity is ‘practised’ implicitly rather than taught explicitly
- we use ‘Newcastle’ as a ‘hook’ from which to hang the module

Revision 1:

Team Teaching

- Dynamic discussions
- Collaborative environment
- Student-Staff and staff-staff 'partnership'
- Authentic
- Models real time research in action
- Performing research based inquiry

Revision 2:

'Facilitation' as opposed to 'Teaching'

- Undermines expert paradigm
- Innovative work, engaged students

▪ But!

Requests for more 'directional' teaching

Outcome 1

The module is attracting ‘home students’

- **The module frames these students as ‘experts’**

The module has a relatively high number students likely to suspend

Case study: ‘Graham’

Outcome 2

**The flexible choices offered in the module
are engaging students with SEN**

Case Study: 'Katie'

Decisions

1. The enthusiasm of students vs naivety (ethics)
2. Freedom vs restrictions (boundaries)
3. Content vs. process (podcasts and research archive)

The future of the module

‘The issue is not ‘can first years do this?’ it’s ‘how do we get first years to try and do this?’”

First new direction – publicity!