

Supporting knowledge construction and participation in interdisciplinary discourse

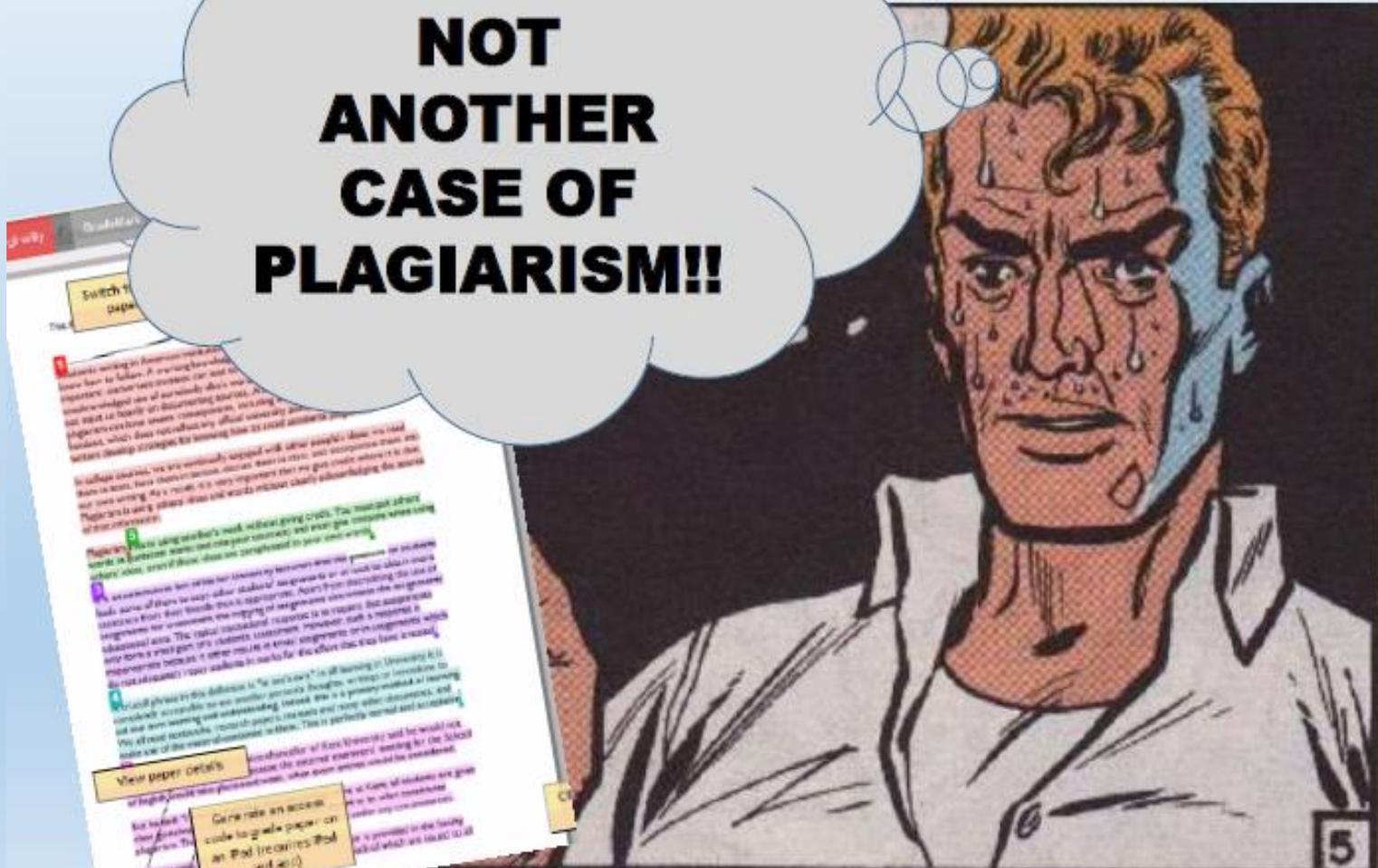


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Oh no...

**NOT
ANOTHER
CASE OF
PLAGIARISM!!**



Outline

1. **CLEAR (2012)** Brief overview (5 minutes)
2. **Integrating source materials** (15 minutes)
3. **Taking it further** (5 minutes)
4. **CLEAR (2016)** (5 minutes)
5. **Where next?** (10 minutes)

Combined Learning for Employability and Research

individually constructed

(e.g. Rogers 1969,
Elton 2001, Biggs & Tang 2011)

situated / socially constructed

(e.g. Lave and Wenger 1991, Brown 1997 ,
Langer 1989, Gudykunst 2004, Rathje 2007)

active / experiential / reflective

(e.g. Laurillard 2002,
Kolb and Kolb 2005)

inquiry based

(e.g. Allan & Powell 2007,
Justice et al. 2007,
Spronken-Smith & Walker 2010,
Healey & Jenkins 2009)

transformational

(e.g. Brown 1997,
Mezirow 1997,
Baxter Magolda 2010)

agency /self-efficacy / authenticity

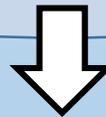
(Dweck 1975, Bandura 1994,
Knight & Yorke 2003
Baxter Magolda 2010)

cognitive apprenticeship

Collins, Brown & Newman (1989),
cited in Woolley & Jarvis (2007)

TEL

(e.g. Laurillard 2008)



**autonomy , confidence and authenticity,
critical / reflective research skills and
knowledge
graduate employability
global citizenship**

**I JUST CAN'T
INTEGRATE
THESE
SOURCES...**



Co-operative Learning for Engagement, Attainment and Retention

Individual and Group Activity

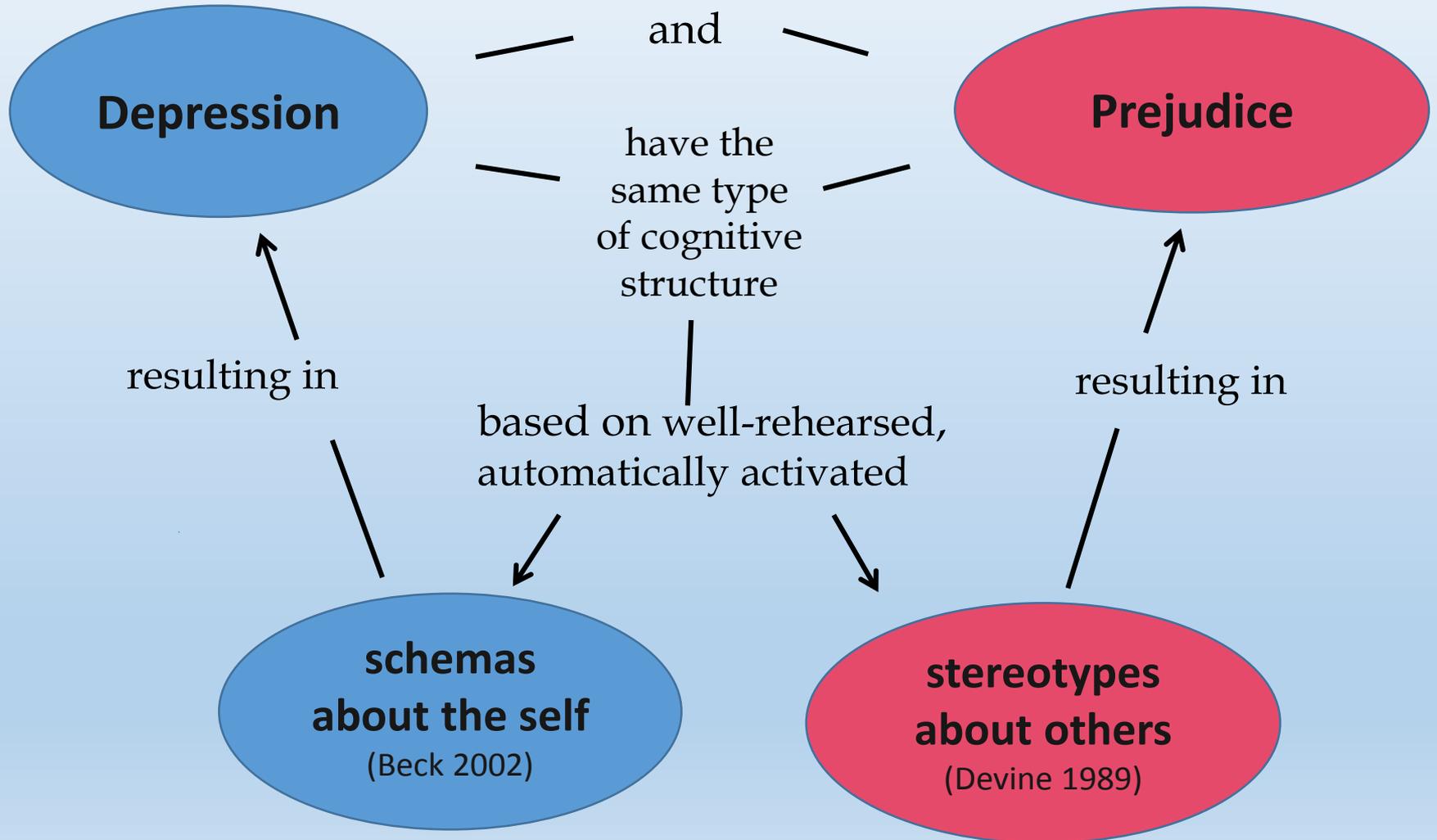
- 1. Individuals / pairs read & identify key words**
- 2. Pairs summarise main points for table group**

Taking it further

1. using concept maps
2. writing sample paragraphs

An integrated perspective on depression and prejudice

(Cox et al. 2012)



Example paragraph

In ways previously unthinkable, prejudice and depression are starting to be considered to have essentially the same cognitive features. Because these two phenomena had only been researched in separate disciplines – depression in clinical psychology and prejudice in social psychology – the similarities between the two were not recognised. Beck's cognitive model of depression identifies negative schemas which fundamentally affect the way depressed individuals interpret their experiences and view the future (Beck, 2002). In the case of prejudice, stereotypes are formed and are frequently activated during socialisation, and these shape the way that an individual interprets the behaviour of others (Devine, 1989). Cox et al. (2012: 429) now argue that both are based on the same type of "*well rehearsed, automatically activated cognitive structures*" ... which are "*difficult to change*". Thus in much the same way, these cognitive structures lead to biased information processing and affect how individuals behave and how they evaluate and interpret – often wrongly – the actions of others.

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Reading to Write

(Wingate 2015,)

Meaning Development

(Coffin & Donohue 2014)

Supporting participation

(Northedge 2003)

transformational

(e.g. Brown 1997, Mezirow 1997, Baxter Magolda 2010)

agency /self-efficacy / authenticity

(Dweck 1975, Bandura 1994, Knight & Yorke 2003, Baxter Magolda 2010)

Jigsaw learning

(Aronson & Bridgeman 1979)

enquiry based learning

(Allan & Powell 2007...)

cognitive apprenticeship

Collins, Brown & Newman (1989), cited in Woolley & Jarvis (2007)

TEL

(e.g. Laurillard 2008)



For students:

Better understanding & abilities re. **processes** of knowledge construction
autonomy, confidence and authenticity,
critical / reflective research skills and knowledge
graduate employability
global citizenship

For Academics and TAs

stronger engagement with theory and practice relating to **processes** - not just products - of knowledge creation;
co-operation / collaboration

Discussion

- A. Benefits and drawbacks of this approach?

- B. How can this approach be developed in the context of...
 - a. a subject discipline?
 - b. interdisciplinary studies?

Thank you

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(Stacie)**