

3rd Learning Through Enquiry Alliance (LTEA) Summer Conference

## LTEA Conference 2008: Inquiry in a Networked World



Designing, facilitating and experiencing networked inquiry

- Inquiry technologies
- Inquiry literacies
- Inquiry spaces
- Inquiry cultures

25<sup>th</sup> - 27<sup>th</sup> June 2008

**Centre for Inquiry-based Learning in the Arts and Social Sciences  
(CILASS), Information Commons, University of Sheffield, UK**



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## Welcome

Hosted by the University of Sheffield, the third LTEA Conference will build on successful events held previously at the University of Surrey (2007) and the University of Manchester (2006). We aim to continue in 2008 to provide an exciting focus for creative and critical exploration of inquiry-based learning, focusing on developments in practice and theory, and on the role of the inquiry approach in higher education in the UK and beyond.

We have chosen 'inquiry in a networked world' as the over-arching theme of this year's conference. We want to explore the purposes of inquiry-based learning, and what it means to 'do inquiry', and to design and facilitate inquiry, in a world of rich and complex network connections. Our interest is in inquiry through networking and community-building in the widest sense – including, but not limited to, the many possibilities for learning through interactions via the internet and through the creation, sharing and use of digital resources.

The conference will showcase and celebrate the diversity of approaches to engaging students in inquiry-based learning, and explore impact on learning experiences. How are students empowered as learners? What is the impact on the roles and practice of teachers and learning support professionals? Are there implications for the way in which we understand the role of our universities, in national and global contexts? A strand in the conference will critically explore the role of networked technology in inquiry-based learning, with an emphasis on practical, creative ideas for enhancing the experience of learning and teaching.

The conference will bring together diverse perspectives, allow for exchange of practice and research, and enable participants to make new connections with each other across disciplines, professional roles and institutions.

I very much hope that you enjoy the conference.

Phil

Professor Philippa Levy  
CILASS, University of Sheffield



## Keynote Speaker

**Dr David Hodge, President, Miami University Ohio**



**Keynote: Thursday, 26<sup>th</sup> June 2008, 12.00-1.00pm  
Sir Henry Stephenson Building, Lecture Theatre 1**

**From Inquiry to Discovery: Developing the Student as Scholar in a Networked World**

The shift to the Learning Paradigm and the call for more research-based education have opened exciting new possibilities for higher education. Unfortunately, while the Learning Paradigm has been applied to the whole of higher education, the focus on research has been primarily as an activity on the side, or suitable only for a subset of university students. We argue that especially with the advent of the world wide web, more ubiquitous access to the raw material of scholarship can now be readily available to all students. What is needed is an approach that organizes the entire curriculum around the mindset of a scholar and, just as importantly, incorporates an understanding of where traditionally-aged university students are developmentally.

In this keynote, Dr Hodge lays out the rationale for the 'student as scholar' mindset, describes the impact of technological advances on the possibilities for original research, relates the 'student as scholar' to the core philosophy of a liberal arts and sciences approach, describes the developmental stages of university students as they relate to the students' research potential, and then demonstrates how individual courses and a curriculum can be constructed with this perspective.

### **Biography**

Dr David Hodge has actively supported the transformation of teaching and learning in higher education through his work on developing the "student as scholar" model. He became President of Miami University, which will be celebrating its Bicentennial in 2009, in July 2006. Emphasising the unique qualities of the Miami Experience during his first year, President Hodge launched the Miami Access Initiative, providing tuition and fees to Ohio students with family incomes of less than \$35,000, created the Top 25 program to redesign Miami's foundation courses, completed a strategic planning initiative, and raised the goal for Miami's *Love and Honor Campaign* to \$500 million, extending the campaign through the Bicentennial including a new Bicentennial Student Center. He is captain of an intramural broomball team.

Dr. Hodge came to Miami from University of Washington. Joining the UW faculty in 1975, Dr. Hodge held the appointment of professor of Geography and adjunct professor of Civil Engineering and served as chair of the Geography Department (1995-97), Divisional Dean for Computing, Facilities, and Research (1996-98) and as the Dean of the College of Arts and Sciences from 1998 to 2006. Dr. Hodge served as programme director at the National Science Foundation in 1993-94 and was editor of *The Professional Geographer* from 1994 to 1997. Additionally, he has served on numerous Seattle and Washington committees and boards dealing with issues of community development and transportation. In 1990, he earned the University of Washington's Distinguished Teaching Award.

A native of Minnesota, Dr. Hodge earned his bachelor of arts degree in Geography from Macalester College in 1970 and went on to earn his Master's degree (1973) and Ph.D. (1975) in Geography from Pennsylvania State University.

### **LTEA: Learning Through Enquiry Alliance**

The Learning Through Enquiry Alliance is a partnership of Enquiry-Based Learning Centres for Excellence in Teaching and Learning (CETLs)

<http://www.ltea.ac.uk/>

The LTEA is committed to:

- Supporting the development of students as competent, critical and creative enquirers.
- Cooperating to achieve greater benefits for our institutions and the sector as a whole.
- A research-informed approach to pedagogic development.
- Making a positive difference to students' lives.
- Acting as a collective voice in teaching and learning policy debates.
- Pooling and co-developing knowledge about how to accomplish large scale strategic change – so as to become better catalysts, brokers and agents for change.
- Acquiring the technology so that our dedicated spaces to support students' learning can be connected to optimise the opportunities for staff and students to interact and create new communities of enquiry.

Members of the partnership are:

Centre for Active Learning (CeAL), University of Gloucestershire

<http://www.glos.ac.uk/ceal/>

The Reinvention Centre for Undergraduate Research, The University of Warwick & Oxford Brookes University

<http://www2.warwick.ac.uk/fac/soc/sociology/research/cetl/>

Centre for Excellence in Professional Training and Education (SCEPTre), University of Surrey

<http://www.surrey.ac.uk/sceptre/>

Centre for Excellence in Applied Undergraduate Research Skills, University of Reading

<http://www.reading.ac.uk/cetl-aurs/>

Centre for Inquiry-based Learning in the Arts and Social Sciences (CILASS), The University of Sheffield

<http://www.shef.ac.uk/cilass/>

Centre for Excellence in Enquiry-Based Learning (CEEEL), The University of Manchester

<http://www.ltea.ac.uk/>

## **LTEA Award for Lifetime Contribution to Inquiry in Learning and Teaching**

At the LTEA Conference 2007, the first LTEA award in recognition of lifetime contribution to inquiry in learning and teaching was made to Professor Lewis Elton, Honorary Professor of Higher Education at University College London, Professor Emeritus of Higher Education at the University of Surrey and Visiting Professor in Higher Education, University of Manchester.

This year's award will be made following the Conference Dinner on Wednesday 25<sup>th</sup> June.

## General Information for Delegates

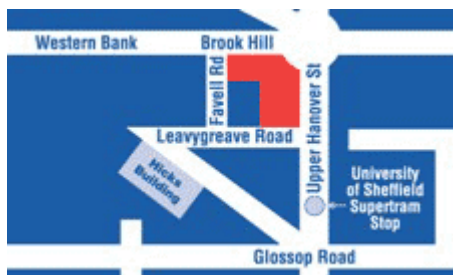
### Conference Registration

You may register from 11.00am on Wednesday, 25<sup>th</sup> June 2008. The Registration Desk is in the foyer of the Information Commons. This is where you will be welcomed, receive your Conference Pack and check in your luggage which, if you are staying in University accommodation during the conference, will be transferred for you to The Edge, Endcliffe Student Village.

### Location: How to find us

The Information Commons is located on the corner of Upper Hanover Street and Brookhill in Sheffield.

The entrance is adjacent to the University Supertram stop on the Ring Road and is clearly visible to all pedestrians and traffic using Brookhill roundabout. The address is:  
44 Leavygreave Road  
Sheffield, S3 7RD



### Swipe-card access

Your delegate badge is fitted with a bar code on the reverse and this will allow you to 'swipe' in and out of the building.

### Day Delegates

If you are joining the conference as a day delegate on 26<sup>th</sup> or 27<sup>th</sup> June, please register at the Conference Office.

### Conference Office

This is situated in the Information Commons, in the CILASS Main Office on level 1. If you have any queries during the conference drop into the Office and we'll be pleased to try and help you. Tel +44 (0)114 222 5270 (office hours).

### Student Helpers

The conference team will be supported by members of the CILASS Student Ambassador Network (SAN). They will be wearing blue CILASS t-shirts and will be easily recognised. They will be happy to help you with any queries.

### Conference session venues

The opening and closing plenary sessions of the conference will take place in Firth Hall, Firth Court. The keynote will take place in the Sir Henry Stephenson Building, Lecture Theatre 1. Parallel sessions, poster display and hosted conversations will all take place in the Information Commons.

### **Refreshments and lunches**

#### **Wednesday 25<sup>th</sup> June:**

Lunch 12.00pm Firth Hall, Tea and coffee 3.50pm CILASS Networking space

#### **Thursday 26<sup>th</sup> June:**

Tea and coffee 11.20am CILASS Networking space, Lunch 1.00pm Brown bag lunch available from the Information Commons cafe, ground floor, Tea and coffee 4.00pm CILASS Networking space

#### **Friday 27<sup>th</sup> June**

Tea and coffee 11.20am Firth Hall, Lunch 12.30 Firth Hall.

### **Accommodation at The Edge, Endcliffe Student Village**

5.30pm transfer: from the Information Commons to The Edge via mini bus

Check-in: from 5.30pm, Wednesday 25<sup>th</sup> June

All overnight accommodation during the conference is situated at The Edge, the newly built Endcliffe Student Village. Rooms are ensuite and breakfast is provided. The Edge Reception Desk is open from 7.30am until 10.00pm and your point of contact for any queries during your stay. Your transferred luggage will be waiting for you to collect when you check in.

### **Car parking**

A limited amount of free car parking has been booked.

### **Venue transfers**

A free mini-bus/coach service will be offered to provide transfers between the accommodation at The Edge, the conference dinner and the main conference venue at the Information Commons.

### **Email and Internet**

Internet access will be available to delegates at the Information Commons.

### **Luggage**

Please leave your luggage at the Conference Registration Desk and it will be transferred to The Edge where you can pick it up when you check into your accommodation.

### **Messages**

Messages can be left with the Conference Office staff and will be posted onto the whitewall directly outside the office. Tel. +44 (0)114 222 5270 (office hours).

### **Photocopying**

Available to delegates in the Conference Office.

## **Local Transport**

Maps and travel advice can be found at

<http://www.sheffield.ac.uk/visitors/mapsandtravel>

### ***Supertram***

Trams link the railway station and the city centre directly to the University. The tram stop is located at the back of the railway station. Trams from the station to the University run on the Blue route (destination "Malin Bridge").

Trams from the city centre to the University run on both the Blue route and the Yellow route (destination "Middlewood").

During the day, trams run every 10 minutes (15 minutes on Sundays) from 6.00am to midnight. The Information Commons is best accessed by alighting at the University of Sheffield stop.

### ***Buses***

Buses to the University are frequent and inexpensive. From the railway station and coach station you can take the number 40 directly to the University. Other buses from the city centre include the 51 and 52.

### ***Taxis***

There are taxi ranks at the railway station and beside the City Hall. The journey to the University should only take 5 minutes, but can take 15 minutes if traffic is heavy. Expect to pay about £5. To call a taxi, Mercury Cars: Tel: 0114 266 2662

### ***By Car***

Parking on campus is limited. We recommend that, unless you know the city well, when travelling from the north, east and south you should approach Sheffield by the M1 (and M18 if necessary). From the west, use the M60 and A628 Woodhead Pass, following the signs for Sheffield.

***Important changes:*** Please note that the road system in Sheffield has recently been completely redeveloped. SatNav and other web travel instructions will not be updated until at least summer 2008, and are currently giving incorrect information.

Please do not rely on SatNav and other web travel instructions around the Sheffield Ring Road; use these instructions and follow signs for "University of Sheffield".

## **Locations**

<http://www.shef.ac.uk/visitors/mapsandtravel>

### ***Location of the Information Commons***

The Information Commons is located on the corner of Upper Hanover Street and Brookhill in Sheffield. Number 133 on the University Precincts map.

***Location of The Edge, Endcliffe Student Village***

The Edge, 34 Endcliffe Crescent Sheffield S10 3ED. Number 10 on the University “Central Sheffield” map.

***Location of Firth Hall, Firth Court***

Western Bank, Sheffield S10 2TN. Number 105 on the University Precincts Map.

Firth Hall is located in Firth Court which is an old red brick building on the northern side of Western Bank. To get to Firth Hall, enter the main entrance which faces Western Bank, walk up the main staircase and when you get to the first floor you will be facing Firth Hall.

***Location of Sir Henry Stephenson Building - Lecture Theatre 1***

Mappin Street, Sheffield. Number 176 the University Precincts Map

***Location of Whirlowbrook Hall***

Whirlowbrook Park, Ecclesall Road South, Sheffield, S11 9QD.

Whirlowbrook Hall is on the A625 about 5 miles west of Sheffield city centre towards Hathersage. There is ample onsite parking.

<http://www.whirlowbrookhall.co.uk/>

## Conference Activities and Events

### Opening session: inquiry networking (Wednesday 25<sup>th</sup> June, 1.30pm, Firth Hall)

The conference will open with an activity designed to enable conference delegates to meet each other and begin conversations around inquiry questions and issues that are of interest to them. Themes from discussions during this session will be captured on the conference wiki, as the beginnings of a shared, networked resource that will develop during the conference and extend beyond it.

### Parallel sessions

All parallel sessions will take place in spaces in the Information Commons. See full listing of parallel sessions for room locations.

### Hosted conversations

A feature of this year's conference is a series of three 'open conversation' sessions, hosted by invited facilitators. These are intended to complement the range of more formal conference sessions by offering spaces for open-ended, small-group conversations around themes selected by the host facilitators. These conversations are timetabled to take place in a small-group room, the Gerard Young Room (group room 9), level 4 in the Information Commons, *with a maximum of eight participants*. Conversation hosts are:

- *Angela Brew*, Associate Professor, Institute for Teaching and Learning at the University of Sydney (Wednesday, 25<sup>th</sup> June 4.15-5.05pm). Theme: 'Engaging undergraduates in research that contributes to the research effort of the university'.
- *Claire Allam*, Producer/Educational Designer, Learning and Teaching Services, University of Sheffield (Thursday, 26<sup>th</sup> June, 9.30-10.20). Theme: to be confirmed.
- *Mike Neary*, Professor of Higher Education and Dean of Teaching and Learning at the University of Lincoln (Thursday, 26<sup>th</sup> June, 3.00-3.50pm). Theme: 'Student as producer: reinventing the undergraduate curriculum'.

### Keynote Address

This will take place in the Sir Henry Stephenson Building, Lecture Theatre 1, at 12.00 midday Thursday 26<sup>th</sup> June.

### LTEA 2008 in Second Life

A linked conference will be taking place in Second Life on Thursday 26<sup>th</sup> June, organised and hosted by Sheila Webber, CILASS Fellow. Further details about this event are available on a separate insert in your pack. A joint session between the two conferences will take place on Thursday at 9.30am (see programme for more details).

### **Conference Wiki and Blogging**

We have set up a conference wiki at <http://networked-inquiry.pbwiki.com/>. Prior to the conference, you will receive an email inviting you to participate, and you will need to click on the link in the email in order to accept the invitation. There will be a number of opportunities during the conference itself to contribute to the wiki, which we hope will become a collaborative resource to build on in future. If you intend to blog the conference on your own blog, we would appreciate it if you could tag it LTEA2008 and let us know, or create a link from the wiki.

### **Conference Dinner (evening of Wednesday, 25<sup>th</sup> June 2008)**

If you have booked this option an invitation will be in your Conference Pack.

Venue – Whirlowbrook Hall, Whirlowbrook Park, Ecclesall Road South, Sheffield, S11 9QD.

7.00pm - meet in Reception at The Edge, Endcliffe Student Village. Transfer from The Edge to the venue will be via a free mini-bus service.

7.30-8.00pm - Pre-dinner drinks reception with music from the Jazz 4tet.

8.00pm - Dinner and LTEA Award presentation.

After dinner, the bar will be open.

### **Playback Theatre and Buffet Supper (evening of Thursday, 26<sup>th</sup> June 2008)**

If you have booked this option, an invitation will be in your Conference Pack.

Venue – High Tor 2, The Edge, Endcliffe Student Village

6.00pm - Meet in the bar

6.45pm - Playback Theatre Group

8.15pm - Buffet supper

After dinner the bar will be open.

Playback Theatre is a form of improvised theatre in which audience members are invited to tell stories or moments from their own experiences and lives and see these spontaneously played back by actors and musicians. Playback is a very helpful way to explore issues raised at a conference and to make connections between personal experience and conference themes.

*Playback Theatre York* began in 1991. The Company is made up of professional actors, teachers, managers and therapists who have extensive expertise in working with different groups of people in a range of settings. Several members of the

company have trained in the USA with Jonathan Fox who founded the original playback theatre company in the 1970s.

In 1999, Playback Theatre York hosted a major international playback conference with companies from 23 countries. In 2000 the company was awarded a Millennium Fellowship Grant for its work in mental health. See <http://www.playbackyork.org/> for more information.

**Closing session: review and looking forward (Friday 27<sup>th</sup> June, 11.30: Firth Hall)**

The formal conference will close with an activity designed to invite reflecting back and open discussion on questions and themes that have arisen out of the conference.



The session will be facilitated by *Professor Angela Brew*. Angela, who is based at the University of Sydney, Australia, is internationally recognised as a leading researcher and commentator on inquiry-based learning and the relationship between research, learning and teaching in higher education.

The closing plenary will also offer delegates an opportunity to feed back on their experience of the conference and to find out about what is planned for LTEA 2009, to be hosted at the University of Reading by CETL-AURS.

**Peak District Discovery Tour (Friday, 27<sup>th</sup> June, 1.00pm-6.00pm)**

An optional 'inquiry tour' after the conference on Friday 27<sup>th</sup> will enable delegates to take advantage of Sheffield's easy access to the beautiful Peak District countryside. There is a limited number of places left on the Tour; contact the Conference Office if you would like to join us.

The tour will depart from the foyer of the Information Commons 1.15pm.



## **Information for Presenters**

Please see the programme at the end of this document for the day, time and room for your session.

### **Room Facilities**

Each room is equipped with PowerPoint presentation facilities and has internet access. Flipchart paper and pens will be available. Some rooms have other facilities including huddleboards and copycams (useful for uploading digital images to the web) and whitewall.

### **Session Chair/Facilitation**

Sessions will be hosted by members of the CILASS Student Ambassador Network, who will oversee introductions and timings.

### **Technical Support**

This will be provided in each room by members of the CILASS Student Ambassador Network. There are also AV Services colleagues on standby to help.

### **Parallel Sessions**

All sessions are scheduled to last 50 minutes.

### **Posters**

The Poster Gallery is located on level 1 of the Information Commons near to the Conference Office. If you have submitted a poster to the conference please tell the team on the Registration Desk when you arrive. Posters can be viewed at any time during the conference in addition to the sessions scheduled on the programme.

### **Slides and Other Materials from Sessions**

Please send your PowerPoint presentation to the conference office at [ltea2008@sheffield.ac.uk](mailto:ltea2008@sheffield.ac.uk). Alternatively please provide us with an electronic version at Registration so that we can ensure your presentation is available for your timetabled session. We would like to make PowerPoint slide presentations and other materials from parallel sessions available on the conference wiki. The CILASS team can upload them to the wiki, or alternatively you will be able to access the wiki yourself to do this. Please let us know if you do not agree to this.

### **Publication of Papers**

We will be publishing full papers from the conference in Online Proceedings. The submission deadline is 31<sup>st</sup> September 2008. Further details on format for submissions will be provided following the conference.

## Parallel Sessions and Posters

### SESSION 1

**Session 1: Wednesday 25th June, 3.00 - 3.50pm** IC Classroom, level 3

Inquiry literacies Paper

#### **Inquiry-based learning in psychological research methods**

**Author(s)** R Rowe, P McKinney, J Wood

**Abstract:** This project aimed to engage students in the process of experimental design and analysis at Level One. In groups of 4-5 students worked with a postgraduate tutor to develop a research question in the tutors area of expertise and write it up as a research proposal. In a follow-up session, students worked collaboratively to analyse a simulated dataset that could have been collected if they had conducted the study. They wrote up their analyses during the tutorial and submitted this as an assessed piece of coursework. Student feedback was positive about the enquiry based approach but reported some problems in group-work.

**Session 1: Wednesday 25th June, 3.00 - 3.50pm** IC Flexispace, level 4

Inquiry Spaces Paper

#### **Field trips in English Literature learning: reflections from a constructivist perspective**

**Author(s)** R McKay

**Abstract:** This paper reflects on my teaching practice in English Literature where I use field-trips to promote inquiry based and collaborative learning; build class cohesiveness, motivation and morale; and enhance students' awareness of the relation between academic learning and the wider cultural context. In addition to discussing the ways field trips promote the broader inquiry ideals of a humanities education, I will offer some reflections on field-trips as a learning method in light of recent developments in the field of educational theory, particularly in the area of constructivism (see, for example, Steffe and Gale (eds.) (2005)).

**Session 1: Wednesday 25th June, 3.00 - 3.50pm** IC Classroom, level 4

Inquiry Spaces Paper

#### **Introduction to Second Life for inquiry-based learning.**

**Author(s)** L Parker, S Webber

**Abstract:** This presentation will briefly introduce the virtual world, Second Life (SL), and indicate its value for Inquiry Based Learning (IBL). The paper describes a CILASS initiative, in which 1st year BSc Information Management students inquired into SL residents' information behaviour and will include feedback from the students and the personal reflections of the course leader and a librarian supporting students in SL. Other educational uses of SL for IBL will also be discussed. Outcomes: to explore the value of using Second Life to deliver IBL; to discuss the practicalities of using Second Life with students

**Session 1: Wednesday 25th June, 3.00 - 3.50pm** CILASS Collaboratory 1, level 1  
Inquiry Cultures Paper

## **Learning by design: constructing knowledge through design inquiry around educational game development**

**Author(s)** A Middleton, R Mather, S Diamond

**Abstract:** A simulation was run by educational developers that matched Visualisation students with academics from across the university in order to explore the potential of digital game-based learning (DGBL). Students acted as 'developer companies' charged with designing educational games for their academic 'clients.' One unexpected outcome was the realisation that the design process itself provided a valuable learning opportunity, requiring creativity in problem solving and discourse in the iterative design negotiations, and so offering a model of networked inquiry. The session will engage participants in discussion in order to develop understanding of the links between creativity, design and inquiry-based learning

**Session 1: Wednesday 25th June, 3.00 - 3.50pm** CILASS Collaboratory 2, level 1  
Inquiry Technologies Workshop

## **Assisting students to participate in Inquiry Based Learning**

**Author(s)** A Masson, Á MacNeill, C Murphy

**Abstract:** This workshop will provide a hands-on introduction to the Hybrid Learning Model, an interactional based model that encapsulates teaching and learning and articulates practice in plain English. The demonstration will explore the model's suitability to influence learner centred practice and in assisting students to adapt to new learning situations. Participants will use the model with their own examples of practice to clarify typical roles, expectations and process involved in Inquiry based Learning from the learner and teacher perspective.

## SESSION 2

**Session 2: Wednesday 25th June, 4.15 – 5.05pm** IC Classroom, level 3  
Inquiry Cultures Symposium

### **Towards an ethics of inquiry based learning**

**Author(s)** F Farooq, B Stone

**Abstract:** In this symposium we will first describe our collaboration across disciplines to facilitate a first-year IBL course for social work students, which required them to engage with and research the lives of a diverse range of service-users and carers, then to present their findings using a variety of media and formats including video and performance. Using insights gained from this experience and others, and from a diverse range of cultural theory, we will propose a theoretical framework in which to understand a broad 'ethics' of IBL. We will suggest some links between the practises of inquiry-based learning and an ethical mode of being in the world.

**Session 2: Wednesday 25th June, 4.15 – 5.05pm** CILASS Collaboratory 1, level 1  
Inquiry Cultures Paper

### **Student and lecturers' experiences of introducing a hybrid IBL approach to teaching Organisation Studies in a business school**

**Author(s)** M Page, C Jarvis, H Gaggiotti, with E Attwell, M Lukaj, L McCann, S Hayward, L Hindson

**Abstract:** In this paper module leaders and students reflect on their experiences of hybrid IBL as an approach to learning and teaching in the context of three organisation studies modules in a Business School. In each module tutors and staff are evolving an approach to learning, teaching and assessment that is distinctive, through iterative processes of engagement with student feedback and experience. Our focus will be on the lived experience of staff / student engagement, and the narratives that tutors and students evolve for making sense of their experience and for supporting and sustaining their learning.

**Session 2: Wednesday 25th June, 4.15 – 5.05pm** IC Classroom, level 4

Inquiry cultures Paper

## **Enquiry-based learning for fostering cross cultural awareness in Literary Studies**

**Author(s)** B Hutchings

**Abstract:** This paper will address the question of how Enquiry-Based Learning methods can encourage students to engage with the cross-cultural elements of a literary movement. The idea of re-writing texts (e.g. converting a text from one genre to another, such as prose fiction into drama) is an established method of encouraging students to engage with generic and other literary issues. The scenario we shall examine aims to open up some of the formal, lexical and thematic aspects of Symbolist poetry by engaging students of English Literature in the task of translating (or failing to translate) into English an influential French poem from the beginnings of what came to be known as Symbolism. Would students be able to overcome their ignorance of and/or reluctance to address foreign poetry and/or the French language? Would the method convince students of English Literature that literary movements have an international, European dimension that can enrich their understanding? Would the exercise be useful for students of French literature? Will we manage to construct a meaningful translation? What will we find out about Symbolist poetry?

**Session 2: Wednesday 25th June, 4.15 – 5.05pm** CILASS Collaboratory 2, level 1

Inquiry Technologies Workshop

## **OK Bloggs, just watch the blackboard while I run through it: what has elearning got to do with EBL?**

**Author(s)** I Moore, M Bramhall, C Craig, P Long

**Abstract:** You will participate in, and contribute to, an activity designed to enhance your capacity to apply network technologies in EBL. The presentation team will outline a range of EBL experiences which have exploited different methods of harnessing network technologies. These examples will be taken from Business and Management; Occupational Therapy; Materials Engineering and Computer Science. You will then work in small groups to analyse the benefits of various approaches to networked inquiry before engaging in an activity which will enable you to use your problem-solving skills in resolving issues around the integration of EBL with networked learning.

**Session 2: Wednesday 25th June, 4.15 – 5.05pm**

IC Flexispace, level 4

Inquiry Literacies Symposium

**Intro Week Induction and Inquiry-based Learning: Varying Approaches Symposium (Approaches in Systems Engineering, Mechanical Engineering, and Human Communication Sciences)**

**Author(s)** L Gray, A Rossiter, J Rowson, M Freeman, M Morley

**Abstract:** The University of Sheffield has considered strategically the induction process undertaken by departments during Intro Week in order to facilitate the transition to university for new students. The approaches from three departments Human Communication Sciences, Automatic Control and Systems Engineering, Mechanical Engineering will be showcased in the symposium. Two main aims were:

- (i) welcome students into the department and discipline,
- (ii) begin the education of students into a new way of learning, specifically independent learning. Topics included:

How was intro week organised to meet the aims?

Which aspects of good practise might be usefully summarised for other departments?

**See also: Hosted conversation, led by Prof. Angela Brew, 4.15 – 5.05pm  
Gerard Young Room (group room 9) Level 4 Information Commons.**

## SESSION 3

**Session 3: Thursday 26th June, 9.30 - 10.20am** CILASS Collaboratory 1, level 1  
Inquiry cultures      Workshop

### **Collaborative Networks that Facilitate Inquiry**

**Author(s)** P Taylor, C Hanley, T Williamson, S Spencer, D Wilding, C Gibson, A Cartwright

**Abstract:** The core aim of the Reinvention Centre for Undergraduate Research is to 'reinvent' the undergraduate curriculum through the promotion of research-based learning. In so doing, the Reinvention Centre is attempting to re-create the notion of an inclusive academic community where learners, teachers and researchers are all seen as scholars and collaborators in the common pursuit of knowledge. The Reinvention Centre is grounded conceptually and practically in the work of Ernest Boyer (1990) and the Boyer Commission's 'Reinventing Undergraduate Education' (1999), from which the name of the Centre is taken. Through a critical engagement with Boyer's work the Reinvention Centre has developed its own concepts that are having an impact across the sector, for example 'Student as Producer', 'Creative Environments for Learning' and 'Teaching for Complexity'.

We are exploring a number of models for integration of research based learning into the undergraduate experience, intra- vs extra-curricular and staff-led, student-led and collaborative modes. Our belief is that collaborative research networks within curricula provide the most rewarding opportunities, since:

- extracurricular research, while immensely valuable as an experience, is only likely to be available to a small percentage of the huge numbers of students in HE;
- staff-led interventions, such as course or module redesign, though reaching large numbers of students, are likely to be constrained by a certain amount of tradition;
- student-led initiatives, while likely to break out of paradigms, risk being undertheorised.

In this session students and staff from the Reinvention Centre will briefly present their research and comment of the barriers to collaboration, if any, that they are encountering. We shall then invite participants to discuss with us the hypothesis presented here with the aim of identifying ways of overcoming the obstacles to the formation of effective collaborative networks that facilitate inquiry.

**Session 3: Thursday 26th June, 9.30 - 10.20am**

IC Classroom, level 4

Inquiry Cultures      Workshop

## **Bad faith in the inquiry-based learning classroom: or, Sartrean moments relived and shared**

**Author(s)**    R Steadman-Jones

**Abstract:** Once in a while, as I wander round the IBL classroom I catch a glimpse of myself as another person might see me. And it isn't always a positive experience. I look like an actor in a schmaltzy movie about an 'inspiring' teacher – playing the role of the innovative, and, dare I say it, inspiring educationalist. The phrase that comes to mind is the Sartrean one of 'bad faith', a state in which we fail to engage honestly with the reality of our circumstances or the possibility of change. In a breath-taking act of hypocrisy, in this session I intend to use some 'innovative' (and, I hope, entertaining) approaches to telling the story of Sartre's manifestation in my classroom and what I learned from it. My aims are to share the way in which the notion of bad faith has helped me to question whether my actions in the classroom really are an attempt to face reality and change it, and to invite participants to join me in discussion and reflection on this theme.

**Session 3: Thursday 26th June, 9.30 - 10.20am**

CILASS Collaboratory 2, level 1

Inquiry Spaces      Workshop

## **Inquiry in Second Life: a link with LTEA2008 in Second Life**

**Author(s)**    L Parker, S Webber

**Abstract:** The session consists of an interaction between participants in the Sheffield conference and participants in Second Life (SL), the virtual world. Delegates at the SL track of LTEA2008 will lead discussion aiming to illuminate the possibilities for inquiry-based learning in SL. Up to 8 participants who already have SL avatars can join the conversation in both Real Life (RL) and SL (see separate information on LTEA in SL). Other RL delegates will participate via facilitators and the data screen. Participants will also compare their views of IBL, and reflect on the affordances of the RL and SL conference in developing these views.

**Session 3: Thursday 26th June, 9.30 - 10.20am** IC Classroom, level 3  
Inquiry Technologies Paper

## **Use of Online Quizzes to Support Inquiry-based Learning in Chemical Engineering**

**Author(s)** D Rossiter, C Biggs, R Petrulis

**Abstract:** Online quizzes have been developed to help prepare first year undergraduate Chemical Engineering students for participating in group based assignments carried out in an inquiry-based learning (IBL) format. These online quizzes based within WebCT Vista allow the students to test their understanding of the fundamental chemical process principles required for the assignments before they participate in the IBL activity. Currently, the classes size is about 70 students therefore it is important to develop the students' ability to carry out independent and self-directed learning to acquire these core skills. Using these online quizzes, the students are able to self-assess their strengths and weaknesses in the core chemical engineering principles and practice so that they come to the IBL group work more prepared.

The effectiveness of the online quizzes has been evaluated, using a triangulation approach incorporating a student questionnaire, student focus group and project leaders' interview. Preliminary analysis of the results suggests that the students have found the online quizzes beneficial for developing their core skills in chemical process principles. The presentation will provide: a showcase for the online quizzes created; feedback from the first cohort of students to use the resources; and lessons learned and future developments.

**Session 3: Thursday 26th June, 9.30 - 10.20am** IC Flexispace, level 4  
Inquiry Literacies Paper

## **"Journals contain facts, unlike the Daily Mail": implementation of an inquiry-based learning task enabling evaluation of information sources**

**Author(s)** M Jones, P McKinney

**Abstract:** Because of its intrinsic 'human interest' content, psychology is often misrepresented or trivialised within the popular media, this contrast between the media approach and the scholarly approach provided a landscape for student inquiry. Participants will be presented with a novel approach to embedding information literacy within the social science curriculum. They will be given an outline of the difficulties one may encounter in designing IBL to be delivered by a team of associate tutors and be able to engage in a critical discourse on the nature of developing information literacy through inquiry.

**See also: hosted conversation, led by Claire Allam, 9.30 - 10.20am  
Gerard Young Room (group room 9) Level 4 Information Commons**

## SESSION 4

**Session 4: Thursday 26th June, 10.30 - 11.20am** IC Classroom, level 4  
Inquiry Spaces Paper

### **Values and worth: an EBL approach to encountering and constructing collections in real and virtual worlds**

**Author(s)** J Tatlock, S Lackey, J Debert

**Abstract:** A test of 'Generative Learning Object' capacity to incorporate EBL. Consideration of the use of HEI teaching strategies to attract and prepare potential students from non-traditional cohorts. To introduce potential students to the reflective learning essential at university level; minority disciplines not encountered in the 14-19 curriculum and the potential cross disciplinary nature of university study. The potential ways that collections can be disseminated and used in real and virtual communities. The possibilities offered by digital capture of objects in real and virtual communities. Templates for enquiry that can be applied to the encountering and constructing of any 'collection'.

**Session 4: Thursday 26th June, 10.30 - 11.20am** CILASS Collaboratory 2, level 1  
Inquiry Technologies Workshop

### **theatre 2 point oh: an extra-curricular, student led inquiry project**

**Author(s)** T Szekeres, L Jenkins

**Abstract:** theatre two point oh # (ttpo#) is a unique, student-led CILASS funded IBL project - an interdisciplinary and collaborative theatre initiative aiming to enhance understanding of this medium, especially with respect to performance, and at the same time utilises theatre as a tool for promoting inquiry and sharing ideas, practice and knowledge. As the name of the project suggests, the use of "Web 2.0" technology and social networking tools were integral to the inquiry line of this project. The session will be experiential, allowing participants to sample some of research methods that ttpo# has executed.

**Session 4: Thursday 26th June, 10.30 - 11.20am** CILASS Collaboratory 1, level 1  
Inquiry Cultures Paper

### **The Student as Researcher – Action for Improvement in the Workplace**

**Author(s)** S Powell, R Millwood, I Tindall

**Abstract:** This paper discusses an approach to inquiry-based learning employing the concept of student as 'action researcher' to identify an issue or an

opportunity in their work-context that they can improve. The viability of this approach is evaluated in relation to the Ultraversity project that the authors ran from 2003-2006. A model of work-focused learning was developed through a fully online, three-year duration, undergraduate degree. The authors of this paper hope to show how learners as researchers can support each other through online communities of inquiry to construct inquiries that make an improvement in their work-practices and workplace.

**Session 4: Thursday 26th June, 10.30 - 11.20 am**

IC Flexispace, level 4

Inquiry Cultures Workshop

## **Developing emotional competency for learning through diversity and controversy**

**Author(s)** K Stuerzenhofecker

**Abstract:** This workshop addresses the issue of students' emotional competency necessary for peer and enquiry-based learning in Higher Education. It allows participants to explore destructive classroom interactions from the tutor and student perspectives through role play and discussion. A range of pedagogical interventions to guide students' attitudes to diversity and controversy are put to the test by participants in small groups. The aim of the workshop is to give participants experience of constructive approaches to touchy classroom situations for their own practice. It also allows participants to put the issue in the wider context of active global citizenship.

**Session 4: Thursday 26th June, 10.30 - 11.20am** IC Classroom, level 3

Inquiry Literacies Symposium

## **Inquiry-based enterprise learning**

**Author(s)** J Moore, T Weddell

**Abstract:** Business in the Curriculum is a HEIF funded initiative run by Enterprise at Sheffield, embedding enterprise skills in the curriculum. The majority of modules have major elements of inquiry-based learning in them. Two significantly differing Business in the Curriculum modules will be discussed, from the Department of Information Studies and the School for English Language, Literature and Linguistics. Although formulated with contrasting methodologies and outcomes there are synergies, and it is exploration of these synergies which will elucidate how model(s) of inquiry based learning can be firmly integrated into Business in the Curriculum, in order to bring the Sheffield Graduate the best possible experience of enterprise learning. Outcomes: ways forward in developing innovative/interactive practice in bringing enterprise skills into the curriculum.

## SESSION 5

**Session 5: Thursday 26th June, 2.00 - 2.50pm** IC Flexispace, level 4

Inquiry Literacies Paper

### **“This is rubbish but....” Online writing in English Literature**

*Author(s)* D van Oostrum

**Abstract:** Students will frequently start a bulletin board post on the VLE prior to the seminar discussion in manner as quoted in the title: “This is probably rubbish, but...” Fascinatingly, what follows then becomes an astute reading or observation about the text, expressed in a lucid and witty style. In these short weekly assessments, many students shine in an environment of online writing, as opposed to the formal essay or exam writing for other assessments in English literature modules. On the basis of some good old fashioned comparison/contrast, I will show some of the differences in writing produced by students in these formats.

**Session 5: Thursday 26th June, 2.00 - 2.50pm** IC Classroom, level 4

Inquiry Technologies Paper

### **The value of intellectual property in practice. LAMS – an evaluative case study**

*Author(s)* R Cooper, Z Ollerenshaw

**Abstract:** This paper will consider and evaluate the use of the e-learning tool, LAMS (Learning Activity Management System) in the teaching of Commercial Law on the Legal Practice Course at the University of Sheffield. The presenters will seek to share their experience of using LAMS and, using evaluation data, will reflect on the effectiveness of LAMS as a teaching and learning tool for inquiry-based learning.

**Session 5: Thursday 26th June, 2.00 - 2.50pm** CILASS Collaboratory 1, level 1

Inquiry Cultures Paper

### **What are we evaluating? Reflections on self-reflections**

*Author(s)* C Gummesson, E Nordmark

**Abstract:** Aim: To study the use of self-reflection during one course.  
Material and Methods: Thirty-two students participated. Data were collected from eight occasions containing self-directed inquiry supported assignments. A mandatory part of each assignment was to document self-reflections. Analysis design: Thematic, manifest and summative content analysis. Results: Awareness and reflections were mainly related to effort related and cognitive activities but also goal oriented strategies.  
Conclusions: Using self-reflection can add an important dimension to inquiry based learning processes for the students as well as the teachers.

**Session 5: Thursday 26th June, 2.00 - 2.50pm**

IC Classroom, level 3

Inquiry Literacies Paper

## **Inspiring and enquiring: can enquiry-based learning develop Students' confidence for independent working at Level One?**

**Author(s)** E Skinner, M Jenkins

**Abstract:** The quantity of information available in the networked world increases the challenge of enquiry-based learning (EBL) especially if students lack the confidence or skills for working in this way. This paper reviews a case study, focused on town and country planning, of providing scaffolding and support to Level One students in a group work activity to encourage active engagement. It will review students' reflections to gauge its success in inspiring independent learning. The session will raise awareness of issues affecting the design of EBL activities for students at Level One of an undergraduate course.

**Session 5: Thursday 26th June, 2.00 - 2.50pm**

CILASS Collaboratory 2, level 1

Inquiry Cultures Workshop

## **Four days in May: the election project.**

**Author(s)** B Carmichael, D Holmes, M Kinsey

**Abstract:** For four days in early May 2008, 78 postgraduate journalism students and eight postgraduate students of political communication in the Department of Journalism Studies tore up the timetable and became a newsgathering operation covering the local elections in England and Wales. They produced two newspapers, a live website, 28 radio news bulletins, four television news programmes and a one hour radio programme in real time to real deadlines. They worked as the professionals would, covering and analysing the issues and the results. This session will explain how the project was conceived and managed and show some of its products. It will highlight creative pedagogic practice, explore some of the challenges of inquiry based learning and discuss where the boundaries between tutor input and student initiative in open-ended projects is best placed

## SESSION 6

**Session 6: Thursday 26th June, 3.00 - 3.50pm** CILASS Collaboratory 2, level 1  
Inquiry Cultures Workshop

### **Journeys of exploration: structuring and supporting collections-based research at the museum of English Rural Life, University of Reading**

**Author(s)** R Smith

**Abstract:** This workshop aims to explore the potential of museums and collections as spaces for enquiry. The title is a quote from a student regarding his experiences in collections based research. It reflects a learning programme which facilitates student engagement with a range of different collections, spaces, technologies and professionals – in essence a programme which facilitates student engagement with collections –based research. The workshop leader will introduce her strategy and experiences in establishing five enquiry-based learning modules as part of a CETL-AURS project and participants will be asked to discuss how this type of learning could be designed and facilitated in their own institutions.

**Session 6: Thursday 26th June, 3.00 - 3.50pm** IC Flexispace, level 4  
Inquiry Spaces Paper

### **Better groups, better feedback, richer inquiry? Using wiki technology to improve the learning environment in problem based learning**

**Author(s)** F McKie-Bell, V Vinkenoog

**Abstract:** Our virtual learning environment (Blackboard) has recently developed a capability to allow the contributions of a group to be delivered and later assessed using wiki technology. Early indications suggest that not only is the use of the wiki technology supporting these objectives, but has also returned a host of other, (and some unforeseen) advantages. Despite this, the use of such technology has also raised some questions about how appropriate this approach is in this and other contexts. Dependence on technology, transferability to other learning contexts, and the unanticipated “intimacy” of observing group dynamics and the nature and impact of this scrutiny all raise questions that merit debate from other practitioners. Participants will have the opportunity to share similar practice, but most importantly engage in a debate about this method of monitoring, supporting and assessing the group-work associated with problem-based learning.

**Session 6: Thursday 26th June, 3.00 - 3.50pm** CILASS Collaboratory 1, level 1  
Inquiry Cultures Paper

## **Cultural Academy: a new approach to learning**

**Author(s)** N. Jackson, V. Vydelingum, N. Hutnik

**Abstract:** Cultural diversity is a fact of life, especially at the University of Surrey where over 30% of our students originate from over 130 different countries. The concept of a 'Cultural Academy' was born from a concern and a belief that we could do more to learn from our cultural diversity. Cultural Academy is not part of the formal curriculum but a process, founded on the idea of appreciative enquiry that requires voluntary participation from both students and staff. Through a series of workshops, planning meetings and a student-led conference extending over five months, participants (students, facilitators and mentors) shared their experiences and understandings of culture and its influences on their lives. Infrastructures to support learning included an on-line social networking space to encourage conversation and the recording and sharing of experience, a mentoring scheme to support and encourage learning and to validate learning, a new learning through experience award to value and recognise the learning, a wiki to support the production and accumulation of knowledge gained through enquiry. Various pedagogic processes within the learning process will be explored at the presentation.

**Session 6: Thursday 26th June, 3.00 - 3.50pm** IC Classroom, level 4  
Inquiry Technologies Paper

## **Managing Inquiry-based Learning: learning from experience**

**Author(s)** C.D. Thomson, A. Corbett, M. Holcombe

**Abstract:** We have taught a suite of inquiry-based learning modules for the past 20 years. Two problems that have occurred frequently are that the students can be poor at organising their schedules and setting deadlines, whilst at the same time we have moved towards marking schemes which are focused on process applied rather than product produced. These two factors have mandated that the students need to provide evidence that they are planning and following the process that has been set. To support this we have introduced a suite of custom support software

**See also: Hosted conversation, led by Prof. Mike Neary, 3.00 - 3.50pm**  
**Gerard Young Room (group room 9) Level 4 Information Commons**

## SESSION 7

**Session 7: Thursday 26th June, 4.30 - 5.20 pm** CILASS Collaboratory 2, level 1

Inquiry Spaces      Workshop

### **Field visits as both space and place for inquiry based learning.**

**Author(s)**    W Kitchen

**Abstract:** This workshop explores the potential of field visits to enhance inquiry-based curricula in a variety of academic disciplines and in different spatial contexts. The aim is to share ideas from as wide a range of disciplinary perspectives as possible and to explore the potential of different internal and external places and spaces. Participants will reflect on their present practices and increase awareness of the range of ways in which field visits can promote deeper learning and inquiry amongst students in different subject areas.

**Session 7: Thursday 26th June, 4.30 - 5.20pm**      IC Classroom, level 3

Inquiry technologies    Paper

### **Technology enabled, inquiry-based learning in a Faculty of Health Sciences**

**Author(s)**    I McAlpine

**Abstract:** to be confirmed.

**Session 7: Thursday 26th June, 4.30 - 5.20pm**      CILASS Collaboratory 1, level 1

Inquiry technologies    Symposium

### **The use of learning technologies to support problem-based learning**

**Author(s)**    L. Robinson, A Tootell, S Mackay, P Hogg, A.M. Newton-Hughes

**Abstracts:** *Paper 1.* The context was an undergraduate radiography programme which is delivered using Problem Based Learning using the Maastricht 7-jump model. Following presentation of each weekly trigger students engage in group discussion and identification of learning objectives (stages 1-5). Students are then expected to undertake individual study to satisfy the objectives (stage 6) and finally feedback in a group discussion one week later (stage 7). This paper will describe how wiki technology was piloted for use during stages 6 and 7 of one of the triggers and present an evaluation from the perspective of students and facilitators. Discussion will centre on how PBL processes and pedagogical issues compared between this and our conventional approach.

*Paper 2:* Video-conferencing has been used to enable UK degree students on ERASMUS exchanges in Oulu, Finland to continue with their taught programme whilst away from the UK. It also enables students in one health related discipline, Diagnostic Radiography, to be involved in exploring the differences and similarities in the professional practice from a different European country. This paper will provide some insight

into use of this technology by offering the perspectives of the PBL facilitator and students engaging with problem based learning and those managing the process. It will include some suggestions for maximising the benefits that this technology can bring to the learning experience.

Anticipated Outcomes:

Identify how wikis might be used to support collaborative distance-learning

Consider the possibilities of group-edited documents for structuring feedback

Discuss how students can be encouraged to assess and edit the work of their peers

Identify the value of video conferencing can bring to PBL in the context of internationalisation

**Session 7: Thursday 26th June, 4.30 - 5.20pm** IC Flexispace, level 4

Inquiry Cultures Paper

## **Experience and evaluation of developing and running an inquiry-based learning based module in international health policy**

**Author(s)** G Jones, S Barnes, J Owen

**Abstract:** The aim of this module was to create exciting, motivating and challenging learning processes for Masters in Public Health students that enabled them to draw deeply on the rich diversity of knowledge and experiences in the student body (35 students from 17 different nationalities). It was an important step in helping strengthen the department's international focus, and in helping create social and intellectual ties amongst the student cohort. Student evaluation was largely positive, and the lessons learned will be used to review the potential for IBL approaches in the whole MPH curriculum.

**Session 7: Thursday 26th June, 4.30 - 5.20pm** IC Classroom, level 4

Inquiry cultures Paper

## **Collaborative Learning in a Mentoring Module**

**Author(s)** L Jenkins, P Shaw

**Abstract:** This paper examines the creation of communities of learning within a pair of interconnected modules involving mentoring of level 1 students by level 3 students. We argue that a fundamental element of this approach is the development of social networks, and consider the ways in which the modules fostered a collaborative approach to learning among a community of students and staff. We will address a number of strengths of the approach, as well as considering some of the problems encountered. Outcomes: reflection on the social dynamics of university learning, and problematisation of the boundary between tutor and student.

## SESSION 8

Session 8: Friday 27th June, 09.30 - 10.20 am

IC Classroom, level 4

Inquiry Technologies Paper

### **Inquiry Based Learning in Computer Science - a natural approach to learning**

**Author(s)** M Brayshaw , N Gordon

**Abstract:** We consider the skills required in the Information Age, and how these naturally support and are implicit to inquiry-based learning. We address some of the dangers and pitfalls to this networked world approach, as well as considering how this approach and the relevant technologies can support other learning styles, such as collaborative learning. Anticipated outcomes are an understanding of the impact of technology on learning styles – in particular for computer science students. Participants will also be made aware of some of the newer technologies – in particular Web 2.0 – and the types of opportunities they offer in higher education.

Session 8: Friday 27th June, 09.30 - 10.20am

IC Flexispace, level 4

Inquiry Cultures Paper

### **Emancipation or instrumentality? The effects of professionals' engagement with students' reflective, enquiry-based learning in written learning journals on an Initial Teacher Education programme**

**Author(s)** S Hoult

**Abstract:**

Evidence suggests that supervisors' engagements with the journals are fraught with tensions. The demands made by students' practice cause privilege to be given to practice knowledge by students and supervisors alike. Implicit theories of assessment also seem to act as barriers to deeper enquiry.

A technical-reductionist culture is evident in the target-driven responses of most supervisors, however, where they are prepared to look beyond settled certainties the learning journal is a site of emancipation for professional and academic learning.

#### **Anticipated Outcomes:**

1. Understanding of the use of learning journals and their role in stimulating enquiry.
2. Appreciation of wider cultural factors that influence written engagement with learning journals.

**Session 8: Friday 27th June, 09.30 - 10.20am** CILASS Collaboratory 1, level 1  
Inquiry Cultures Paper

## **Inquiry-based learning: are the parts greater than the whole?**

**Author(s)** M Burton, J Cleak, C Fegan, C Craig, C Walker, A Bedson

**Abstract:** The paper considers the strengths and limitations of two different approaches to inquiry-based learning. The paper will consider the student and educator perspective and will address some of the practical and pedagogical issues that have emerged. The presenters will explore a range of very different stimuli used within the two programmes along with examples of learning strategies and group processes used. The presentation is based on a series of evaluations and observations that have informed programme development. Aims: to explore pedagogies and practicalities of delivering IBL; to reflect on opportunities for staff and students; to consider benefits and drawbacks.

**Session 8: Friday 27th June, 09.30 - 10.20am** IC Classroom, level 3  
Inquiry technologies Paper

## **Inquiry in the Web 2.0 environment: tools for students for 'design for learning'?**

**Author(s)** Philippa Levy

**Abstract:** This paper develops the argument that students need opportunities to become designers or co-designers of their own processes of inquiry. With reference to current research and issues in design for learning and Web 2.0, it suggests that there may be value in developing new digital tools to enable students to take the lead in designing inquiry processes and in using design representations as resources for reflection and sharing with other students. Participants will have an opportunity to exchange perspectives and ideas on design for inquiry-based learning, and to respond to the view put forward in the paper.

**Session 8: Friday 27th June, 09:30 - 10:20 am** CILASS Collaboratory 2, level 1  
Inquiry Cultures Workshop

## **Skills without frills: presenters not included**

**Author(s)** L Jenkins, L Goldring, J Wood, S Little

**Abstract:** This workshop explores how two CETLs have placed student networks at the centre of their approaches to facilitating inquiry-based educational development. The workshop will focus upon what the students engaged in those networks feel they have gained from this. We will ask staff participants to consider the applicability of the collaborative inquiry approaches taken by the students to (a) their own practice in the classroom and as educational developers and (b) their interactions with students. Participants will gain an understanding of students' engagement in

educational change at two CETLs; gain knowledge of how student involvement has developed on a broader scale across the CETL network; relate this to IBL; engage in dialogue with each other and students; develop ideas about how these findings might be more broadly applicable in academic as well as educational development contexts.

## SESSION 9

**Session 9: Friday 27th June, 10.30 - 11.20am**

IC Classroom, level 3

Inquiry Cultures Symposium

### **The elephant in the room: concepts and cultural issues raised by inquiry-based learning.**

**Author(s)** M Kinsey, M Freeman, B Petrusis

**Abstract:** One of the functions of the centres for inquiry-based learning is to stimulate debate about, and development of, new conceptions of the relationships between learning, teaching and research. In this symposium, we begin by reflecting on the ways that the establishment and activity of one CETL has impacted on the academic community in a university which has traditionally emphasised 'research-led teaching'. We argue that, in order to bring about meaningful and lasting change in our culture, we must first establish more meaningful dialogue, so that we can develop shared and explicit understandings of the nature of 'research-led' and 'research-informed' teaching and learning. The key issue to be addressed in this session is therefore the implications of the different interpretations and values afforded by the academic community to research, and the relationship of these to learning and teaching.

**Session 9: Friday 27th June, 10.30 - 11.20am**

IC Classroom, level 4

Inquiry technologies Paper

### **The big tin-foil hat and a silent movie: technology and enquiry approaches, the teacher and student perspective**

**Author(s)** C McGourlay

**Abstract:** Understanding Law 2 is a new module introduced in the second semester of 06/07 in the School of Law at the University of Sheffield. The module is compulsory for first year law students, and aims to build on knowledge and skills students will have acquired in the first semester. One of the core objectives of the module is to educate students in identifying, locating and utilising legal information that is relevant for a particular legal problem. CILASS funding enabled the team to devise an electronic manual and accompanying e-workbook that requires students to apply legal rules to fictional scenarios. These sorts of exercises are ideal for fostering a culture of open-ended learning, and, as a teaching tool. The manual places students at the centre of the learning process and empowers them to take charge of their own learning. In addition to this we set the students a task of producing a presentation in any format to be showcased at the "Celebration of Learning". This was a huge success and we were working with over 40 groups. This paper will address what worked and what didn't and how we can learn from this experience for future projects.

**Session 9: Friday 27th June, 10.30 - 11.20 am** CILASS Collaboratory 2, level 1  
Inquiry Literacies Workshop

## **Exploring information literacy through inquiry**

**Author(s)** S Corrall, P McKinney, L Parker

**Abstract:** This workshop will give participants the opportunity to explore the relationship between inquiry-based learning and information literacy (IL). Participants will reflect on their own IL competencies using the SCONUL 'Seven Pillars' model of IL. We will then discuss how IL as defined by the Seven Pillars can support inquiry in student learning in HE. Several CILASS-funded curriculum development projects have featured a strong focus on the development of IL competencies through inquiry. A group exercise will invite participants to design inquiry-based activities to build IL in response to the same scenarios that have prompted the development of CILASS projects.

**Session 9: Friday 27th June, 10.30 - 11.20 am** IC Flexispace, level 4  
Inquiry Cultures Workshop

## **Networks and Networking**

**Author(s)** David Jacques

**Abstract:** Though the academic world may have a reputation for individuality and an aversion to teamwork, it is replete with networks: in and across subjects, through research, across continents, and through a multitude of alliances and interests. Yet the potential of networks for informal learning and sharing resources is often underestimated. In this workshop we shall look with a wry glance or two at some of the personal inhibitions and perceived social barriers that limit our full use of networks. Participants (you!) may expect to gain insight into, and personal challenges on, your own assumptions and actions in networking. Oh, and there's a brief self assessment ...

**Session 9: Friday 27th June, 10.30 - 11.20am** CILASS Collaboratory 1, level 1  
Inquiry cultures Workshop

## **The Basics of Inquiry-based Learning**

**Author(s)** G Allan

**Abstract:** The aim of this interactive workshop is to describe and discuss the basic processes of inquiry-based learning. We will look at what we expect students to do when they make inquiries, how we can generate enthusiasm to make inquiries, what we expect them to bring back from inquiries and what we can do with all this to turn it into learning.

## The Software Observatory

**Author(s)** A Corbett, C D Thomson, M Holcombe

**Abstract:** Three courses that utilise inquiry based learning taught in the department of computer science at the University of Sheffield offer a unique opportunity for research staff to carry out experiments to assess the quality of the software development techniques used. This research work which has been running for the past eight years has also had a strong influence on the teaching techniques and technologies presented to the students. By integrating both research and teaching we have a unique environment where both the educators and students undertake inquiry based learning.

## The Wisdom Of Mobs: an IBL Case Study

**Author(s)** A Patton

**Abstract:** The 'Review-by-mob' was developed for the module 'Introduction to the Reception and Analysis of Theatre Performance'. For this class, students go to see five different live performances (usually as a group). The Review-by-mob is created during the week following each performance, as students post 400-word accounts of the event (focusing on one of five categories) on the class's MOLE site. Students choose a different category for each show, so that by the end of the semester each student has written one post in each category. The journal becomes a unique resource to which all the students can refer.

## Inquiry-based Approaches in Palaeoanthropology: teaching modern humans old tricks

**Author(s)** K L Kuykendall

**Abstract:** Palaeoanthropology is an extremely multidisciplinary discipline. In addition, students enter the discipline from diverse backgrounds, creating additional challenges to constructing an effective curriculum. This poster explores examples drawn from an IBL approach for teaching palaeoanthropology at the University of Sheffield in both undergraduate and taught masters programmes. Student and instructor feedback suggests that IBL techniques facilitate mutual benefits, increased motivation and interest, and a great deal of flexibility in delivery. However, this comes at a cost in terms of time, effort and maintenance for both students and staff.

## **Writing a collaborative book: a novel method of engaging students in learning through literature**

*Author(s)* A E Goodenough

**Abstract:** Students have access to more research than ever before, yet making good use of this material demands synthesis, analysis, and the ability to make coherent linkages between separate studies. To promote acquisition of these skills, it is planned to combine a series of student case studies to form a publishable book edited by academic staff. Students will work with academics to develop and hone reviews submitted as coursework to publication quality, acquiring new subject-specific and transferable skills in so doing, and gaining valuable CV material. The resultant book of "Case Studies in Conservation" will be of mutual benefit to students and researchers.

## **Effective Communication in International Inquiry in Healthcare: Faculty and Student learning. Inquiry Collaboration between the University of Surrey, UK, and the University of Washington, Bothell, US**

*Author(s)* C J Leppa, V Vydelingum

**Abstract:** This poster builds on Communications theory, Business research on virtual teams, and on-line educational literature to focus on the importance of non-verbal communications in developing social connections and trust in effective communications using webcam technology. We review the decision points, barriers, and successes of developing our cross-cultural collaboration in health care inquiry and describe two trial projects:

- 1) Practice research and development in end-of-life, and
- 2) Educational research in the use of concept maps in tracking understanding of cultural self-identity

## **The Crossover Project**

*Author(s)* C D Thomson, A J Cowling, M Stannett, A Corbett, M Holcombe

**Abstract:** The crossover project has been run at the University of Sheffield's Department of Computer Science in various forms for 20 years. In this module first year students work in teams to design and build a software product. There are two learning goals for this project: firstly for the students to put what they learn on a parallel lecture series into practice and secondly for the students to learn to work as a team. The projects are split into several stages, and after each the projects are swapped between teams. This format quickly makes students become aware of the importance of high quality work.

## **Academic Skills: Embedding Inquiry-based Learning for Learner Independence**

**Author(s)** Danielle Hinton, Matt Bridge, Natasha Macnab, Tom Quarmby

**Abstract:** For a number of years Academic Skills modules had been delivered to campus-based students in a blended mode. However the designs had not been able to fully engage students in a module that was seen as of little or no relevance to their academic or future careers. Inquiry based learning was used as the basis for a redesign of one such module allowing for the inclusion of authentic and group-based activities. The poster will outline the design, delivery and evaluation of a module and how undergraduate students have been brought to an awareness of the importance of independent learning skills and their value in HE and beyond.

## **Genesys: teaching in a company**

**Author(s)** M Rowe, C D Thomson, A Corbett, M Holcombe

**Abstract:** The Genesys module has been run at the University of Sheffield's Department of Computer Science for over 10 years. In this module fourth year students run a company that has its own dedicated premises and computer network that are maintained by the students. Last year the company was spun out of the University and now employs two full time staff, but continues to act as a teaching environment. The learning goal of this project is for the students to learn some of the complexities of running a software development business in a changing world.

## **Casing the Joint: a comparison of case studies initiatives and usability**

**Author(s)** N Wills; B Petrulis; J Wood

**Abstract:** This poster addresses the fundamental question: who and what are case studies really good for? Over the past year, two separate case study initiatives have been launched at the University of Sheffield: one an institutional good practice project led by the University's Learning and Teaching Services (LeTS) and the other aiming to create learning design templates of inquiry-based learning development projects undertaken by CILASS. The poster will present the essential elements of each initiative and describe how they have been used to engage and interact with the inquiring teachers of the University of Sheffield and beyond.

## **Using a Custom Course Management Tool in the Classroom**

**Author(s)** C D Thomson, A Corbett, M Holcombe

**Abstract:** Over the past six years we have been developing a tool that helps the students to manage their activities on our inquiry based learning courses to assess the process that they followed. This is essential to us as on our courses as the process is a significant proportion of the final grade, as opposed to the product produced. On all three courses the students work in teams to develop software products. The tool has been developed to help them track their progress, record meetings and decisions, assign tasks and deadlines, and keep timesheets.

## **Emerging Communities of Enquiry: overlapping communities of different scales and specificity**

**Author(s)** N Powell, K O'Rourke

**Abstract:** Communities of practice mediate knowledge and learning of a community (Lave and Wenger 2000). Cassidy et al. (2007) identify more specific communities of educational practitioners engaged in enquiry. CEEBL (Centre for Excellence in Enquiry-Based Learning) interacts with several communities of practice. These communities operate at different scales, from national to a specific school and have different levels of specificity, from very general interest in Enquiry-Based Learning (EBL) to a focus on a particular discipline or even being a specific instance of the delivery of EBL. This poster will describe a number of these networks, drawing from participation and observation.

## **Whose Job is it Anyway?**

**Author(s)** R Graham

**Abstract:** "All too often teachers take a Level 1 view... 'it's not my job to explain such basics'. Not so. It is precisely the teacher's job" (Biggs, 2003, p130). This poster will show how an IBL approach is implemented to embed literacies development into teaching and learning. The models currently employed at Christchurch Polytechnic Institute of Technology (CPIT) will be displayed as a basis for discussion of the complexities and challenges integral to such an approach and the professional alliances that can promote or inhibit the success of the model.

## **Active Learning in Higher Education- a review of challenges and rewards**

**Author(s)** H A Barrett-Mold, M Jenkins

**Abstract:** Active learning focuses on inquiry in different contexts enabling students to construct theoretical understanding through reflection of practical activities. The successful delivery and assessment of active learning will be dependent on a range of contextual factors. This poster presents initial findings from a review of active or enquiry based learning in geography in 4 higher education institutions in the UK. The areas investigated include whether there is a common understanding of active or enquiry based learning and what challenges and rewards there are for individuals and organisations. The leadership skills required by those delivering the active learning, programme leaders and senior managers are considered.

## **Web Tools: Network Learning - The Pocket Guide**

**Author(s)** M Morley

**Abstract:** Affordability puts technology within the reach of every student. With increasing convergence of functionality, proliferation of open-source software, and boundaries between entertainment and education tools becoming distorted, relatively cheap and small devices (mobile phones/UMPCs) become serious tools for learning. I'll demonstrate (both online and as hard copy) how some now established web2.0 and emerging software could be used innovatively by students for networked learning. Including, from mobile phones:

- automatic images uploading to the web (copy-cam in your pocket),
- live video-streaming (camcorder in your pocket),
- Skype and UMPCs:
- preinstalled links to Google Docs, iGoogle, and Skype

## **Digital Alliances for Inquiry-based Learning: new models, new locations, new collaborations**

**Author(s)** K Moore, P Gledhill

**Abstract:** The changing landscape of knowledge and information in a Web 2.0 world requires a new strategic and collaborative approach to support our learners in their quest for inquiry. This poster will share our learning

from a multi agency collaboration of Faculty staff/support staff and Educational Developers to prepare students for digital inquiry through a peer mentoring scheme. The poster will be interactive and aim to capture the views of visitors on developing and expanding the concept of digital fluency (information literacy, IT confidence, on line interaction skills and critical thinking) in relation to inquiry based learning.

## **The Software Hut**

**Author(s)** J Jeffries, C D Thomson, A Corbett, M Holcombe

**Abstract:** The software hut has been run at the University of Sheffield's Department of Computer Science for over 20 years. Second year students build a bespoke software solution for a real client. The learning goal of this project is for the students to learn how to manage a whole project and learn how to acquire new skills independently. The students have a management meeting with a lecturer once a week and some initial lectures, but otherwise work independently in their teams. The projects are challenging giving the students creative freedom but also responsibility for their own learning.

## **Raising the profile of Information Literacy at the University of Sheffield**

**Authors** P. McKinney, S. Corrall, S. Webber, L. Parker, P. Stublely, P. Levy, C. Scott

**Abstract :**  
CILASS has initiated a strategic programme which aims to exploit the synergies between collaborative inquiry, information literacy (IL) and networked learning in new and innovative ways. Inquiry based learning (IBL) is a powerful pedagogical strategy for actively challenging and engaging students with disciplinary questions and problems. The development of strong information literacy capabilities is fundamental to the success of IBL. Our IL agenda has been forwarded by a number of initiatives, including support for establishing a multi-professional IL Network led by the Department of Information Studies and the Library. The ILN provides a focal point for discussion and debate on IL within the CILASS community.