Title:
TRANSFORMING THE LEARNING EXPERIENCE: PROMOTING CONVERSATIONS ABOUT RESEARCH-ENGAGED TEACHING AND LEARNING (RETAL) EXPERIENCES

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Abstract
This seminar will share developing practice knowledge and experience from a project, initially piloted in one Faculty of an English university, where Web2 technologies are utilised to enable faculty academics to enter a dialogue, exchange and share practices that enhance quality teaching and learning, with particular emphasis on research-engaged approaches.

Seminar objectives and learning outcomes
Following participation in this seminar, delegates will be able to

o Reflect on a quality learning project put in place to stimulate academic community dialogue and learning from teaching and curriculum development experiences;

o Consider a range of potential opportunities and challenges in the process of establishing such a project;

o Critique and share experiences, concerns and ideas about engaging faculty academics in conversations and dialogue about teaching and learning innovations;

o Explore potential to transform and apply this approach in other HE Institutions.

The University of Lincoln is embedding undergraduate programmes with research-engaged teaching and learning. This involves a more research-oriented style of teaching, where the curriculum emphasizes the ways by which knowledge is produced rather than learning knowledge that has already been achieved (Neary and Winn 2009). In this approach the lecturer attempts to create a research ethos through their teaching, from level one through to level three – inside and outside of the curricula. Students learn as researchers and producers, the curriculum is largely designed around inquiry-based and problem solving activities, and the division of roles between teacher and student is minimized (Brew 2006).

The three-stage pilot project, set out, using technological solutions, to share and exchange examples of research-like learning to facilitate a conversation about developments in research-engaged teaching across one Faculty. The value of the approach is in the way it stimulates a process of debate and discussion about academic activity (Healey and Jenkins 2009). In this way it transforms academic practice and furthers understanding of the wider University quality learning initiative.

Project objectives and outcomes
o To provide a mode of academic development, related to a university-wide initiative (RETaL), that is accessible, flexible, produced and developed by those who are directly involved;

o To provide an opportunity to exchange practices and promote dialogue across the Faculty and potentially beyond it;

o To further understanding about RETaL and research-like activities;

o To develop an on-line record of RETaL activities in the Faculty;

o To evaluation, disseminate and report on learning from the process.

References
Brew, A. (2006) *Research and Teaching; Beyond the Divide*, Palgrave Macmillan

Healey, M. and Jenkins, A. (2009) *Developing undergraduate research and enquiry* York: Higher Education Academy

Neary, M. and Winn, J. (2009) 'Student as Producer: Reinventing the student experience in higher education' in L. Bell, H. Stevenson and M. Neary (2009) *The Future of Higher Education Policy, Pedagogy and the Student Experience* London: Continuum