

Student's individual statements

These statements were agreed with each student, following the interviews.

[Pleasure, interest]

"Best course of any in my 5 years as an undergraduate, because it felt interesting. Most important attributes were Vicky's enthusiasm for the course, for the student discussion, for the students' work (what they were doing). Also important was the participation of all the students, and the individual written feedback I got".

— Nicola

"For me, the pleasure of doing this course is about the mind-expanding ideas. Feeling drawn to doing the reading, enjoying doing the assessments, and finding myself frequently discussing the ideas with people outside the course. An intellectual treat, above all." —Fiona

[multiple views. Free discussion. Ownership]

"For me, the big reward on this course was being able to develop and talk about views that I'd constructed myself. It is the personal stake in, or ownership of, views that is the heart of what was so enjoyable."

—David

"For me, discussing ideas and what you can defend is at the heart of how I learn. I didn't need the course to teach me that knowledge is not about established dogma but being open to any idea, and choosing what can be supported by reasons. However this course gave a particularly good place for practising this, for allowing any view to be discussed openly, and encouraging dialogue about ideas." —Chris

"Half way through the first semester, there was a crisis with students feeling overworked, unable to see how to tackle the theoretical reading, and seriously uncertain about the direction of the course and what was expected of them. Sarah tackled this promptly, devoting a whole class to discussing the issues, explaining the way the course was meant to operate, adopting a student suggestion about dividing the labour of weekly reading among students, and giving a briefing to orient us on how to tackle each theorist. Since then things went well.

For myself, while I haven't always had as much coverage of the particular topics I'd personally have valued the most, the course has shown me that I really can develop quite extreme views rather than being limited to conventional ones, and have them valued for the quality of how they are treated and developed." —Tony

"For much of the course, until my last presentation, I felt I was working hard but not getting good marks. Yet as a joint honours student with Philosophy, I was already used to not reproducing a fixed truth but arguing which position was best. Even so, I can say that this course added depth to my 'Perry position' by getting me to apply it issues in life and not only to abstract academic debates." —Stacey

[evidence]

"For me, the course developed my sense of personal mastery: doing the reading myself from original sources, being able (eventually) to understand those things and use them myself. (Being personally original, sharing the reading, enjoying a good group atmosphere were less important for me.)" — Laura

"What I personally appreciated learning from the course, was the help in argument building, which I learned from the excellent, extensive essay feedbacks." —Mira ??

"For me, while the course content was very interesting, it could never equal that of my beloved Islamic courses. But for real value in developing methods of approaching topics and basing my work on primary sources rather than derivative commentaries, this course was of unequalled importance." — VickyT

Handout for "Enhancing mindsets through Research-Teaching Linkages" by Vicky Gunn, Steve Draper, Nicola Hamill, David Malone, Laura McIntyre, Tony McKeown, Stacey McMichan, Fiona McNeill, Sarah Nicholson, Chris Crowe, Vicky Telford, Mira Wahrn

References

Web page describing this talk, and where this handout, slides, etc. may be downloaded:

<http://www.psy.gla.ac.uk/~steve/talks/ltc09b.html>

REAP project: <http://www.reap.ac.uk/>

Carol Twigg references: <http://www.center.rpi.edu/articles.html>

Body & Belief course page:

http://www.gla.ac.uk/departments/theology/undergraduatestudy/coursesandprogression/honourscourse_s200809/bodybelief/#d.en.90618

Research-Teaching Linkages

Website by Vicky Gunn on Research-Teaching Linkages in the arts and social sciences:

<http://www.psy.gla.ac.uk/~steve/qee/vg/pmwiki.php/Rtl/Rtl>

Vicky Gunn, Steve Draper & Mel McKendrick (2008) Research-Teaching Linkages: Enhancing Graduate Attributes in the Arts, Humanities and Social Sciences (Project Report, available from above website)

Website for Research-Teaching Linkages quality enhancement theme:

<http://www.enhancementthemes.ac.uk/themes/ResearchTeaching/>

Perry references:

Perry, W.G. (1968/70) Forms of intellectual and ethical development in the college years (New York: Holt, Rhinehart and Winston)

Belenky, M.F., Clinchy, B.M., Goldberger, N.R. & Tarule, J.M. (1986) Women's ways of knowing: The development of self, voice, and mind (Basic Books: New York)

	Student in position A	Student in position B	Student in position C
Student Role	Passive acceptor	Realises that some responsibility rests with the student. But what? And how?	Sees student as source of knowledge or is confident of finding it. Debater, making own decisions. Wants to explore contexts; seeks interconnections.
Lecturer's Role	Authority, giving facts and know-how	Authority, where there are controversies, wants guidance as to which the lecturer favours.	One authority among others. Values views of peers. Teacher as facilitator or gateway.
View of knowledge	Factual; black and white; clear objectives; non-controversial; exceptions unwelcome.	Admits 'black-and-white' approach not always appropriate. Sees no way to choose between alternative views. Feels insecure with these uncertainties.	A matter of competing views or theories, with different supports. Evidence, not just conclusions, an important part of knowledge. Enjoys creativity, scholarly work.
View of exams	Regurgitation of 'facts'. Exams are objective. Hard work will be rewarded.	Quantity is more important than quality in demonstrating maximum knowledge.	Quality is more important than quantity. Wants room to express own ideas, views.
Student confidence depends upon:	The teacher	Little confidence, high uncertainty.	The student her/himself