Researching Together –
The Scholarly Teacher and the Scholarly Student

Learning and Teaching Conference
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Outline

– Seminar Design
– Research at the International Climate Conference
– The Scholarly Teacher and the Scholarly Student
– Student Evaluation
– Reflection in Light of Student Engagement & Motivation
Seminar Design

Climate Change and Human Rights

– **2 Semester Research Methods Seminar** in Politics and International Relations/ Peace and Conflict Studies (MA)

– **1st Semester**: introducing the basics, identifying research gaps, elaborating a research proposal/research design

– **2nd Semester**: block seminar on research methods (e.g. practicing interviewing techniques), logistics for the study trip, one week field research in Warsaw (Poland), period for data analysis, student presentation and feedback, compilation of research report
Research at the International Climate Conference

→ Collection of governmental/non-governmental documents
→ Expert Interviews
→ Participant Observation
The Scholarly Teacher and the Scholarly Student

Interaction
– Briefings in the morning
– Informal meetings in the evening

Scholarly Exchange
– Contact details of key informants
– Interview results
– Key meetings and side events
– New developments at the climate conference
– Reflection on research outcomes
– Reflection on application of research methods
Publications

Scholarly Students

Scholarly Teacher
Student Evaluations

Oral
– “I have grown personally because I never thought I could do this.“
– “Research methods should always be taught in an applied way like this.“
– “More emphasis should be placed on the theoretical framework.“
Student Evaluations

Written

- Getting along with the lecturer: 1,0 Motivation: 1,2 Relevance and Usefulness: 1,2 (on a scale from 1=very good to 6=very poor)

- **Positive:** “Trip to Warsaw and participation as observer at COP19; possibility to conduct own interviews; positive working atmosphere, really good and constructive suggestions for the improvement of our own research projects.”; “Conducting our own research project from design to evaluation.”

- **More Critical:** “shorter thematic introduction at the beginning of the seminar; more emphasis on different perspectives of the topic.”; “Identify research gaps at an early stage of the seminar.”
Reflection in Light of Student Engagement & Motivation

- Students‘ engagement and motivation was particularly high.
- Students‘ ownership of the process and the outcome.
- Scholarly exchange was beneficial for both, students and lecturer.

→ Students have a stronger voice in their learning experiences and take the role of an active learner who have a say in the design of learning activities (Carnegie Mellon University 2015).

→ Demonstrated that autonomous and self-determined learning can seriously transform traditional faculty-student relationships (Exley and Dennick 2009).

→ Formats like this promote an integrated approach of research and learning (Lea and Purcell 2015).

→ Approach is meaningful with a view to improving the quality and effectiveness of higher education for both, students and lecturers.
References


Questions?

Thanks for your attention!
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