

collaborate
debate

critique

network
share



iPED 2010

5th International Inquiring Pedagogies Conference

‘Conceptualising Impact: Exploring the effectiveness of practice through pedagogic research’

15-16 September 2010, Coventry University, UK

Theme:

The funding of higher education is increasingly dependent on effective demonstration of its benefits to society and the wider economy. While teaching and learning practices have changed radically over recent years, much pedagogic research is focussed on small exemplars of excellence. To gain wider recognition and inform practices, pedagogic research must build on the established literature and demonstrate its value, relevance and broader benefits. Meanwhile, the importance of students’ cognitive, social and affective development is increasingly viewed in the context of expectations about the student experience and student satisfaction, creating both tensions and opportunities for pedagogic research.

iPED (inquiring pedagogies) is a higher education research network which facilitates research into teaching and learning. Peer-led, iPED, aspires to overcome the barriers between education researchers and of discipline, culture, geography, and economic and hierarchic status.

Call for Contributions

iPED is an inclusive conference which encourages new researchers to meet and debate with more established colleagues, while ensuring the quality of contributions through a process of peer review and feedback to authors. Presentation formats available include **interactive posters, oral presentations, PhD work-in-progress reports** and **workshops/debates**.

We invite contributions in the form of **500-word extended abstracts** or **3,000-word papers**. Participants are invited to advance the field collaboratively through two broad sub-themes:

1. Exploring Pedagogic, Intellectual, Social, Cultural and Economic Impact

- How do we know that our teaching is making a difference?
- What exemplars, case studies or other evidence can we muster and how?
- How can we demonstrate knowledge exchange with the wider society?
- In what ways can we best use technology to innovate our practice?
- How has technology changed the ways in which the participants interact in higher education?
- In what way does our practice contribute to our students’ cultural capital?
- What impact has widening participation had on institutions, their staff and students?
- How have global economics impacted on higher education?
- How has the drive to develop employability capabilities in our students affected HE practices?
- What can we learn from the personal narratives of academic staff and students?
- How do we design sustainable courses that address the complex demands of students, government, employers and society?
- How has the changing academy impacted on disciplinary identity?
- Students as consumers – how do we respond and engage them?

2. Academic Writing, Research Strategies and Collaboration for Evidencing Impact

- If we must ‘publish or perish’, what strategies are most useful?
- How do we use academic writing to evidence the significance of our impact?
- What is the relationship between our institutions’ policies, our practice and our pedagogic research?
- How do we generalise our pedagogic research to influence policy and practice?
- What can researchers across the global academy learn from one another about impact?
- How best can impact be evaluated for a given discipline or research area?
- What do our institutions, our students and our research partners understand by the term academic impact?
- In what ways can we use open access repositories, immersive technologies or multi-media to ‘show case’ our research?
- What community models can we use to support isolated pedagogic researchers?
- How do we develop the necessary skills in ourselves, our students or new colleagues?

Conference Organisers

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For more information, visit the conference website
www.coventry.ac.uk/iped2010

