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iPED RESEARCH NETWORK

4th International Conference

iPED 2009

Proceedings

'Researching Beyond Boundaries', Academic Communities without Borders

14 - 15 September 2009

Coventry University TechnoCentre, UK

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iPED 2009

'Researching Beyond Boundaries', Academic Communities without Borders

The conference archived website may be found at www.coventry.ac.uk/iped2009

Overview

iPED 2009, hosted by the iPED Research Network (www.coventry.ac.uk/iPED), offers delegates the opportunity to explore the myriad of ways in which they, their colleagues, institutions and students negotiate boundaries and borders of the learning environment. One response which is of particular interest is through the creation of collaborative virtual and/or physical communities to support research, practice, learning and academic exchange.

Boundaries can be both real and perceived. They might be of a structural nature, embodied in policies and strategies; they might lie in student or staff expectations, assumptions, skills and capabilities. Contemporary boundaries are ever shifting, dissolving and reforming in response to political, economic and social discourse. They require negotiating and renegotiating in response to the fast-changing world of academia. Boundaries can both help by providing structure within which staff and students may work, or they can constrain creativity and collaboration.

Borders are transcended through the use of technologies such as email, video conferencing and podcasting, making it easier for academic staff to work with colleagues across borders with regard to teaching, learning, research and income generation. It is now possible to work and be in regular contact with colleagues from across the world, to exchange views and to learn from each other's practice. Whilst encouraging inter-organisational cooperation this has implications for individual's work-life balance and academic identity.

Themes

Leadership Perspectives

- How can we achieve research-led learning beyond borders?
- What issues of leadership and engagement arise in peer-led virtual communities?
- What does 'leading research' in a 'borderless' world feel like and how is it best achieved?
- How is research leadership and research team membership changing in the context of multi-institutional and inter-cultural collaborations?
- What leadership challenges arise as distributed and borderless research and teaching relationships are developed?
- How is disciplinary leadership, curriculum team development and student support influenced by the development of blended, virtual and distance-based provision, whether teaching or research supervision (PhD etc)
- Can - and does - 'borderless' education empower students and peers as leaders - in research, learning, teaching?
- How can institutional leadership, course leadership, or student/peer leadership in Academic Writing be enacted?

Staff Perspectives

- Staff as students, as collaborators, as competitors, as mentors, as entrepreneurs
- Academic staff exchanges and their impact on curriculum design and/or academic practice
- International academic staff experiences in higher education
- International collaboration on higher education staff development
- Supervising research students across borders
- Interdisciplinary curriculum design in higher education
- Internationalisation of higher education and its impact on academic practice

- How do academics engage with 21st-century genres and technologies of Academic Writing and how can these areas be developed to meet pedagogical needs?

Student Perspectives

- How do real and perceived boundaries impact on the student experience?
- In what ways do students 'bound' their own learning experience?
- What are the implications for inclusion and exclusion of students?
- How can we dismantle real and perceived boundaries that inhibit student engagement?
- To what extent do strategies designed to enhance student learning meet students' needs?
- To what extent can web 2.0 social networking solutions promote collaborative learning?
- How might pedagogical approaches at institutional or programme level underpin a positive student experience?
- How can our research approaches adequately capture the student experience?
- How do students engage with 21st-century genres and technologies of Academic Writing and how can these areas be developed to meet students' needs?

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iPED 2009 Conference Peer Reviewer Panel

All submissions to the conference were subject to double-blind peer review.
We would like to thank all of our reviewers for their help and hard work.

The Conference Peer Reviewers:

Dr Margo Blythman, University of the Arts London, UK
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The Conference Committee:

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Dr Lynn Clouder, Co-Theme Leader: Student Perspectives
Dr Lisa Ganobscik-Williams, Academic Writing
Michelle Jackman, Conference Administrator
Virginia King, Conference Convenor
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Professor David Morris
Jannie Roed, Co-Theme Leader: Staff Perspectives
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Dr Andrew Turner, Co-Theme Leader: Staff Perspectives
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iPED 2009 Programme

'Researching Beyond Boundaries', Academic Communities without Borders

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Coventry University TechnoCentre, UK

Welcome

We are delighted to welcome you to our fourth international iPED conference at Coventry University.

While for many of us, this will be an opportunity to renew acquaintances with colleagues from around the world, for others this will be the first time at iPED. We encourage both returnees and those new to the conference to network, to explore and to share mutual interests, and to be proactive in making this an enjoyable and worthwhile experience for all.

The conference is run by a committee from the iPED (Inquiring Pedagogies) Research Network based at Coventry University. iPED undertakes research, development and consultancy in academic practice, working face-to-face and virtually with others to promote excellence in teaching, learning and leadership in Higher Education.

The conference themes of *Researching Beyond Boundaries*, and *Academic Communities without Borders* have attracted a great deal of interest. Submissions were received for peer review from over 120 authors in 35 higher education institutions and 11 countries. The abstracts and full papers can be found in the conference Proceedings. At the end of this booklet you will find both the timetable and an outline programme for you to complete so that you can quickly reference the sessions you wish to attend.

We have over sixty delegate presentations, including a symposium from members of the *Working Lives* project, a panel from the *Student Learning and Teaching Network,* and at least one virtual presentation. These are complimented by keynote talks from Dr Etienne Wenger, Professor Maggi Savin-Baden and Professor David Young. In response to requests from last year's delegates, we also include a 'large group' workshop from Dr Wenger.

Over the past year, iPED members have completed two major dissemination projects. Firstly, our book, *Academic Futures: Inquiries into Higher Education and Pedagogy* will be launched at the conference. Involving 44 contributors, the book evolved from presentations and papers made at past iPED conferences – you can find the full list of contributors and chapters later in this booklet. Secondly, we have completed the editing of papers accepted for the *International Journal of Web Based Communities (IJWBC)* Of the twenty original submissions, five will appear in a special issue on "Web Based Research Networks and Learning Communities" and two in the following issue which will address the key factors in web based community survival. This has been another truly international project with the 65 participants (editors, authors and peer reviewers) drawn from 15 countries. We are now working on our next edited collection.

If you would like to be kept informed of future iPED activities, you may like to join the iPED JISC email list via www.coventry.ac.uk/iPED.

We are pleased that the iPED Conference has again secured a number of sponsors and exhibitors, and would like to thank them for their generosity and participation.

We hope you have an enjoyable and valuable few days with us. Please ask at the Registration Desk if you require more information.

The iPED 2009 Conference Committee, Coventry University.

Images: iPED 2000?

Academic Futures: Inquiries into Higher Education and Pedagogy

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Catherine Pratt, Independent HE Consultant, Australia;
Jannie Roed, Coventry University, UK;
Professor Linda Schwartz, Kwantlen Polytechnic University, Canada.

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- **Critical Friend Commentary: Mick Healey, University of Gloucestershire, UK**

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- **Critical Friend Commentary: George Gordon, University of Strathclyde, UK**

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