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Agenda

SFDN Mini-Conference

February 2, 2018

University of Lucerne & University of Teacher Education Lucerne

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10h15   Opening – Room HS6

10h30   Keynote Address: **Connected Curriculum: towards excellent education in research-rich universities**

                Professor Dilly Fung, Arena Centre for Research-Based Education, University College, London

11h30   Interactive Workshop: Data, Rigor and Faculty Development

                Dr. Wolfgang Schatz, Secretary General, University of Lucerne

13h00   Lunch

14h00   Parallel Sessions

	Room HS6	*Room HS5*	*Room HS4*
14h00 – 14h25	How to gain access to data once I have a research idea or question: the insider/outsider research dilemma **Mariangela Lundgren-Resenterra, Rachel Plews**	Learning Analytics in Academic Writing Instruction – Opportunities Provided by Thesis Writer (TW) **Christian Rapp, Jakob Ott, Otto Kruse**	Portfolios or projects? – Involving university teachers in the research of their disciplinary teaching to enhance reflection **Mònica Feixas, Heinz Bachmann, Zippora Bührer, Dagmar Engfer, Franziska Zellweger & Tobias Zimmermann**
14h30 – 14h55	Gender review of teacher and doctoral assistant's workshops offered by CAPE **Ingrid Le Duc**	How do students perceive academic success in secondary schools and in higher education? **Cécile Hardebolle, Patrick Poscio, Roland Tormey**	Does the group affect its members way to work? **Raphaël Grolimund**
15h00 – 15h30	Beyond the anecdote: Increasing rigor and local impact of good teaching practice **Karin Brown, Pia Scherrer**	Fostering teaching-related analytical skills through learning with classroom videos in teacher education **Isabelle Hugener, Kathrin Krammer**	Site Visit University of Lucerne

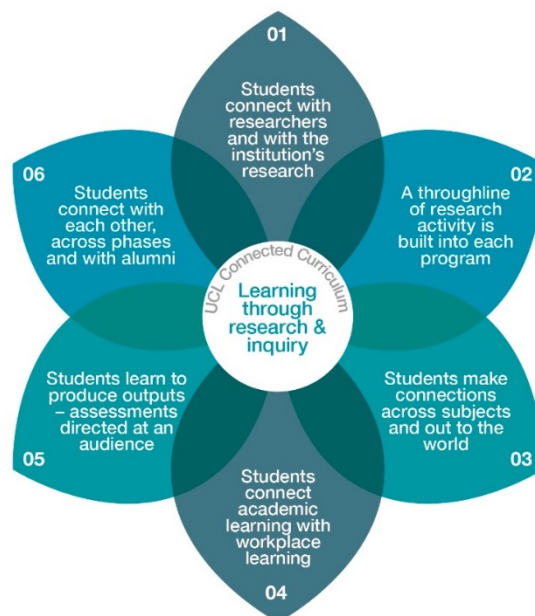15h30 - 15h45   Synthesis and Concluding Remarks – Room HS6

Connected Curriculum: towards excellent education in research-rich universities

What is distinctive about student education in research-intensive universities? How can we make student education even more engaging and effective in and for our changing world? This session will address these questions, and explore emerging possibilities for practice at European universities. We will consider how, both within and across disciplines, students on taught degree programmes can benefit from even richer engagement with expertise drawn from research and with cutting-edge practice.

Themes include developing a more 'Connected Curriculum', which maximizes students' engagement with researchers and research (Fung 2017; Carnell and Fung 2017); the benefits to students of learning through research and enquiry (Wieman and Gilbert 2015); and the possible contribution undergraduate students can make to research itself (Harland 2016). We will also look at some recent examples of changing practice in European research-intensive institutions (Fung, Besters-Dilger and van der Vaart 2017), and address some of the barriers to change. These include issues relating to the reward and recognition of those who commit themselves to leading on educational change (Fung and Gordon 2016).

Concluding with time for questions and comments, this session will be followed by a workshop in which we will collaborate to explore the possibilities and challenges of the six dimensions of the Connected Curriculum framework in our different contexts (Fig.1).

Fig.1: Connected Curriculum framework (Fung 2017, 5)

References
Fung, Dilly. 2017. *A Connected Curriculum for Higher Education.* London: UCL Press http://discovery.ucl.ac.uk/1558776/1/A-Connected-Curriculum-for-Higher-Education.pdf

Carnell, Brent and Fung, Dilly (eds.) 2017. *Developing the Higher Education Curriculum: Research-based Education in Practice.* London: UCL Press http://discovery.ucl.ac.uk/10032889/1/Developing-the-Higher-Education-Curriculum.pdf
Fung, Dilly, Besters-Dilger, Juliane & van der Vaart, Rob. 2017. 'Excellent Education in Research-rich Universities.' League of European Research Universities (LERU) http://www.leru.org/files/general/LERU%20Position%20Paper%20Excellent%20Education.pdf
Harland, Tony. 2016. 'Teaching to enhance research.' *Higher Education Research & Development.* 35 3:461-472.
Fung, Dilly and Claire Gordon. 2016. 'Rewarding educators and education leaders in research-intensive universities.' York: Higher Education Academy. https://www.heacademy.ac.uk/sites/default/files/rewarding_educators_and_education_leaders.pdf
Wieman, Carl and Gilbert, Sarah. 2015. 'Taking a Scientific Approach to Science Education, Part I–Research and Part II—Changing Teaching.' *Microbe* 10 4:152-156 and 10 5:203-207.