

Successful collaborative research: Relationships before the dough

Presented by
Jane Stewart



Acknowledgements

- Wintec Team Members:

Kelly Gibson-van Marrewijk

Dr Gudrun Dannenfeldt

Dr Kevin Stewart

Jackie McHaffie

Dr Margaret Duff (previously at Wintec)

Jane Stewart



- Research Partner:

Dr. Rosemary Hipkins



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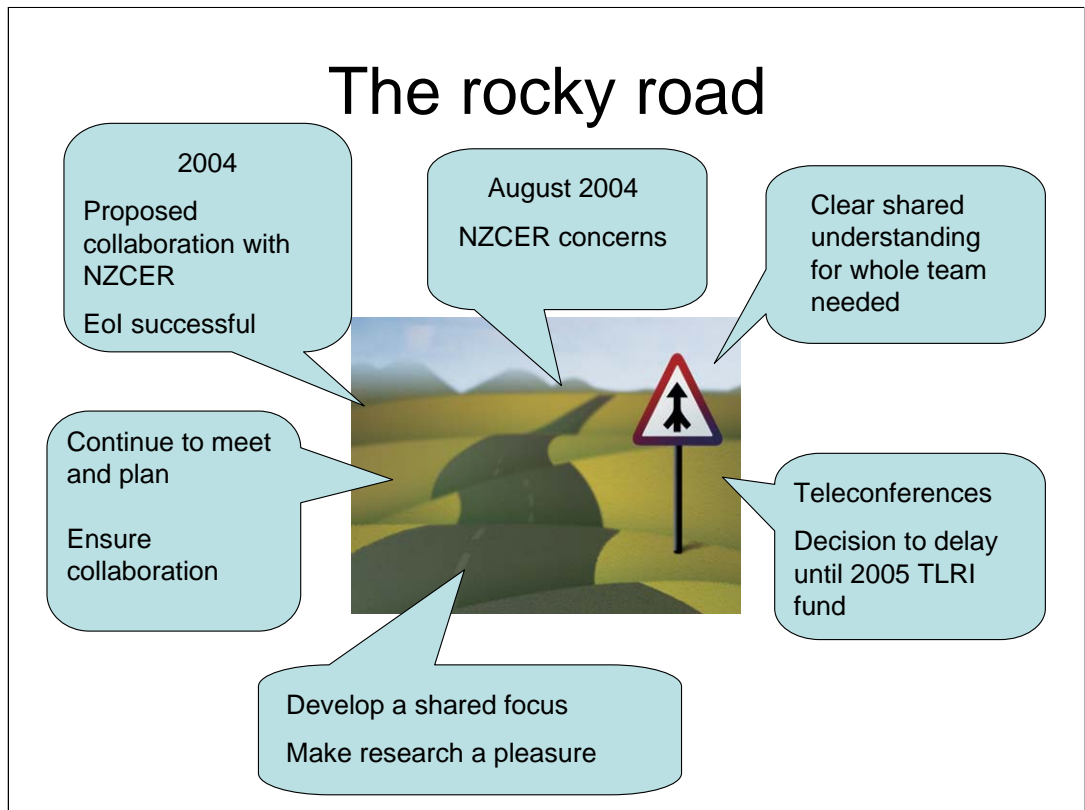
Kia Ora koutou and welcome to our presentation

Collaborative research project between WINTEC

NZCER New Zealand
Council for Educational Research

with funding from
TLRI Teaching and
Learning Research Institute

The rocky road



Planning began early in 2004 for proposed collaboration between NZCER and Wintec

Applying to Teaching Learning Research Initiative Fund – 2 staged process
Eol was successful

In the middle of developing full proposal - NZCER concern about the lack of clear shared understanding

Need to begin the relationship, talk about past histories and discuss what the intervention might look like

We can do this if we stay in touch, have common meeting points and share a kaupapa which is allowed to develop over time

NZCER cautious because of prior experiences with other projects – problems when there is a lack of a shared understanding and poor relationships between team members

Establishing team relationships



- 'new and better teaching strategies'
- scoping research
- 'content drives pedagogy'
- understand the 'problem of science' at Wintec

- Developed a shared focus
- Successful in *second* bid for external funding 2005
- MOU signed; research began 2006

From August 2004 through to April 2005 continued to meet and plan - often by teleconference

Laid out backgrounds and personal visions for the project

NZCER perceived a big difference in expectations between Wintec team and themselves.

Whereas we wanted to investigate new and better strategies for teaching the existing material they were focused on

- What was taught
- How it was taught
- Why we thought it was a good idea to teach it this way
- Why we taught that particular material

Content drives pedagogy

How we teach is governed by

- The material we planned to teach
- The reasons why we were teaching it
- What students did with the material once they had learned it

NZCER wanted to do the research

- An opportunity to try out their ideas in a new context
- A genuine collaboration
- A clear understanding of the 'problem of science' at Wintec

Wintec completed an internally funded research project to scope the extent and nature of the problem of science for nursing and midwifery students from 2002-2004

Over the whole period the project morphed or changed to take into account the different expectations of both partners and the strengths of the team members.

Reapplied to the TLRI fund and was successful in gaining \$180,000 over a 2 and a half year period.

Developed a MOU – this included roles and responsibilities plus a publication agreement.

Road bumps

Workload –
combining
teaching and
research

Science tutors
under the
spotlight

Team
member
leaves



Content
reduction
Narratives an
obstacle

Staff always over committed with teaching loads. Funding was provided for replacement staffing but in reality difficult to put this in place – find the right staff

Science tutors under the spotlight – they bore the brunt of the uncertainties associated with changing pedagogical practice – took courage, commitment and trust

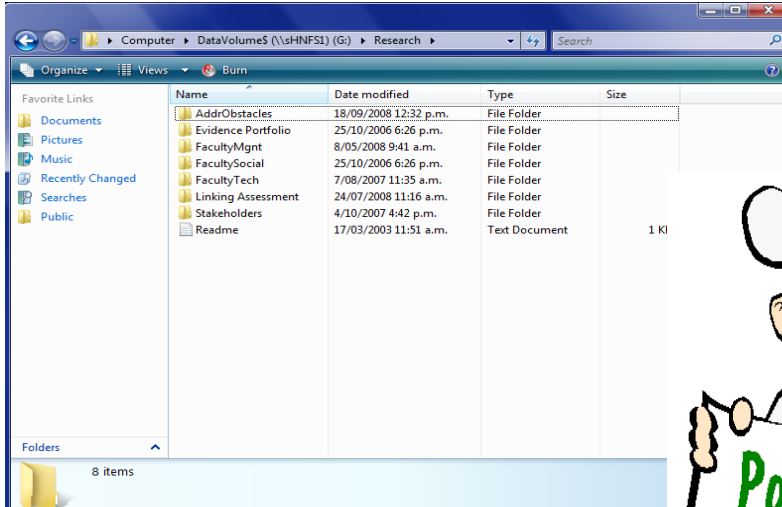
Wasn't easy – focus on content reduction – tutors felt that this would lead to students missing out on key concepts and links to the following year's content areas would be lost

Initially including narratives was seen as an obstacle to learning. Students asked many questions in relation to the stories and these could not be answered in the timeframe and format of lectures.

Turning point in the research when science tutors viewed the narratives as supports for learning rather than obstacles to learning

2/3 through and a team member leaves Wintec.

Maintaining team relationships



Making it a pleasure

Always have tea/coffee at regular meetings

Always have a pot luck lunch at all day workshops

Catch up with each other's lives

Farewell team members

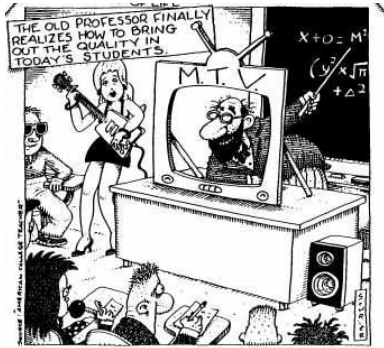
Welcome new members

Celebrate with 'Bubbles' at the end of the project

Gluing the team together

Successful completion

- Teaching strategies
- Research outputs



The effects of the project extended beyond the project to all members teaching – content reduction, interactivity, simplification etc – all strategies used in all teaching

NZCER involved in staff development here at Wintec

Five national conference presentations

Five international conference presentations

Submission of journal articles

Conclusion



- Establish and maintain relationships
- Develop a shared vision for the project
- Build on people's strengths



With so many different perspectives being brought together relationships and partnerships were fundamental to the success of the project

Two-way interchange allowed for knowledge of tutors and knowledge of researchers to be brought together as new ideas were tried out and new meanings forged

Aim to weave together theory and practice

Trust and agreement about directions, priorities and values were especially important when the going got tough and practical or conceptual challenges were met and overcome

Harmonious relationships fostered enjoyment of the research process - increased the likelihood of successful completion of the project



The team has applied to the TLRI fund this year and is waiting to hear if they have been successful. The project is focused on assessing science in the nursing programme and hopefully will start in 2009, finishing in 2011.