

Editorial

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The University of Lincoln has embedded Student as Producer into its ethos since 2010, through the work of Mike Neary and the Higher Education Academy (HEA) funded '*Student as producer: Research-engaged teaching, an institutional strategy*' (Neary et al, 2014). For over a decade, Student as Producer has been institutionally developed as a multi-disciplinary teaching and learning model, redressing the 'imbalance between teaching and research' (Neary and Winn, 2009: 193). The model is framed through eight key principles (Discovery, Technology in Teaching, Space and Spatiality, Assessment, Research and Evaluation, Student Voice, Support for research-based teaching through expert engagement with information resources and Creating the Future). The Student as Producer model continues to have legacy at the university, establishing an institutional framework for student engagement through curriculum development, research engaged teaching, and facilitating extra curricula opportunities for students to engage in learning.

IMPact, the University of Lincoln Higher Education Journal, validates Lincoln's Student as Producer ethos and has provided opportunities for greater student engagement through students as authors (Strudwick, 2021). This special student edition of IMPact presents examples of student engagement through the Undergraduate Research Opportunities Scheme (UROS).

UROS was piloted in 2007 and developed under Student as Producer. It provides an opportunity for students and academics to collaborate, and engage as partners, through research projects. Applications are invited from all undergraduate students seeking to develop a research project, in partnership with an academic school or a professional service department. Successful projects are awarded a bursary of up to £1000 to support the students with their research projects. Students undertaking the projects are required to produce a number of outputs (e.g. blogs, a presentation recording and poster) which all showcase their research at an exhibition event and through LALT (see <https://lalt.lincoln.ac.uk/student-as-producer/undergraduate-opportunities-research-scheme/>).

UROS has had significant impact with building students research skills, enhancing their employability and developing collaboration between staff and students, where the students become co-researchers and partners in their projects. Feedback on the benefits for students have also been demonstrated:

'The scholarship was a great opportunity to take advantage of improving my own knowledge of such a key area of the artists' practice, additionally allowing me the chance to indulge my artistic nature by visiting numerous galleries around the country.'

'This project increased my knowledge of some historical sources and of research procedures. It gave me the opportunity to develop further my skills of analysis, critical thinking, and interpretation of primary sources; and emphasised the importance of project management skills such as the need for a logical approach to research and the importance of accurate note taking.'

'Using the experience I have gained from working on this project and the work I have done over the summer period I intend to further investigate this subject in my dissertation.'

The UROS special edition

This edition has been developed under the principles of Student as Producer to provide students with opportunities to publish in IMPact as researchers with UROS 2021. Submissions were supported by LALT, with students discussing their projects. The format adopted presents a reflective account, aligned with other outputs for their projects. Key areas are discussed including the background, literature, methodology and results presented alongside the UROS experience and lessons learnt throughout the process. The submissions all went through a peer review process, as a form of skills development for students, again demonstrating the commitment to Student as Producer and engagement through students as authors (Strudwick, 2021).

Mansell reflects upon networks of learning in late antiquity. As a student in the College of Arts, discussions address the aim of the project to broaden levels of understanding of the role of late antiquity within learning. Through exploring how and where the roles of pedagogues are played out within broader networks of learning, the paper highlights connections with local networks and the impact on skills development. The benefits arising from engagement with Student as Producer are signposted, noting the active role with research planning and directing the research process for the project, alongside the application of disciplinary knowledge. As a multi-faceted project, developing through a staged approach, the paper draws attention to the methodologies adopted with ConnectTheDots software to form an exploration of the pedagogue's centrality and connectivity, and an impression of the overall shape of Libanius' educational network. With a presentation of results in the form of graphs of letters, the paper empathises the place of digital tools in visual

analysis of historical networks. The acknowledgement of what was learnt through the UROS project was very much about technical, digital and analytical skills gained, but also about the connectivity between historical data and its role with network analysis under a digital lens.

In the paper authored by Robinson, written with her supervisor, the UROS project on antimicrobial resistance (AMR) in bacteria in fresh /frozen shrimp is explored. The focus of the project was to improve understandings of how AMR in bacteria can impact health and welfare and its role within public health. The stages conducted for the research are discussed within a context of how antibiotic resistant gene (ARG) pathways work. Moving through the literature base for AMR sets the scene, the methodology conducted on tissue are displayed through imagery of colonies. The interesting element to this paper is the chosen approach to display stages in the lab-based experiment on bacteria, through imagery, and ways to bring analytical findings as part of the discourse. The discussion on what the experience with UROS offered the author are very much framed around knowledge exchange, through the lab experiments and where these fit with the development of practical skills.

Quayle and Harwood, as social scientists, explore their project on maintaining family ties during incarceration. By framing this as a key factor in supporting desistance from crime, alongside rehabilitation during a custodial sentence, the paper addresses problems within the wider element, notably the prison infrastructure, technologies and regimes, and the impact that incarceration has on prisoners' families. With dialogue being firmly located within the broader context of Student as Producer, the paper draws out the ethos and principles in practice, facilitating students to be meaningfully engaged in (i) research and research-like activities (ii) curriculum design, delivery and evaluation, and (iii) engagement in the democratic decision-making processes of the university. The wider literature base is discussed to empathise the role of key agencies such as children and family services, and mixed methods are explored alongside ethical considerations. This paper is interesting in that the project was built upon consultation conducted as an interdisciplinary project, which made connections between theory and practice, across criminology and forensic psychology. It is also timely in its analysis of the role that Covid-19 had on contact between prisoners and families, with recommendations being incorporated as part of the UROS project. With reference made to how the experience with UROS aided their employability skills, the paper showcases the holistic nature of Student as Producer in practice.

Overall

This edition has clear value in its celebration of the multiple benefits that come from engagement with Student as Producer and associated practices, namely UROS. The discussions bridge what has been learnt in practice, through skills development and employability, whilst further addressing some of the challenges with learning during Covid-19. The reflections from students has really highlighted their resilience with adapting to how their learning environment changed, and implications on

conducting lab research. These are representing voices and experiences that need to be heard. They demonstrate the substantial achievements shown by such student cohorts and the extent to which such engagement can have broader purposes for enhancing learning journeys.

References

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