

CHALLENGES FACING RESEARCHER DEVELOPERS IN DEVELOPING THE CONTEMPORARY RESEARCHER

or... a retrospective of my professional life since 5
July 2004 and why and how I'm changing my
pedagogy

Heather Sears

“the traditional PhD is not well-matched to the needs of careers outside research in academia”

Office of Science and Technology (1993) Realising our Potential -
a strategy for Science, Engineering and Technology

“institutions are not moving quickly enough to the needs of industry or the expectations of potential students.the training elements of a PhD, particularly training in transferable skills, need to be improved considerably”

SET for Success: the supply of people with science, technology, engineering and mathematic skills (April 2002)

“...HEFCE and the RCs ... should make all funding related to PhD students conditional upon students’ training meeting stringent minimum standards. These minimum standards should include...two weeks of dedicated training per year, principally in transferable skills...”

SET for Success: the supply of people with science, technology, engineering and mathematic skills (April 2002)

Please provide a summary about the processes followed and their impact on the training of researchers (**up to two pages**):

1. Process for reviewing strategy and building the skills development programme. This should include reference to:
 - i. the management framework
 - ii. the involvement of employers and other stakeholders
 - iii. how researcher feedback is used
2. Commentary on the range of career development and training opportunities and approximate proportion of research students and research-only employees participating.

Extract from RCUK letter dealing with 2008 and future reporting requirements
(August 2008)

Currently, over 50 ½ day interactive, experiential workshops, 10 multi-day courses and a ... local Grad School are offered by over 150 staff from across the University's Academic Schools and Support Depts. in a wide range of research, personal, professional and research leadership skills. Research students and staff take up over 900 places in the programme per annum. Feedback is very positive with consistent 4 out of 5 ratings and the numbers are regularly 15 to 30 participants per workshop with the numbers engaging in the programmes steadily improving. Over 90% of all new FT research students have attended ... even though they are not mandatory.

Analysis of university reports on career development and transferable skills training (Roberts) payments Haynes K (2009)

We have provided more one-to-one and small group support and provision of courses at different times, including some shorter courses in the early evenings (“twilight sessions”) and this is leading onto a new programme of half hour lunchtime “taster” courses we will be launching in 2010; these will also be recorded and put onto our VLE.

Analysis of university reports on career development and transferable skills training (Roberts) payments Haynes K (2009)





‘... it is very clear to those involved in researcher training and development, that their efforts do have a significant impact on researchers. in many ways the impact framework is about being able to illustrate these, predominantly empirical, outcomes in a clear, accessible and rigorous manner to all interested stakeholders: researchers, academics, HEIs, funders and government.’

The Rugby Team Impact Framework

The cloud is an inherent part of research – the boundary between the known and the unknown. Consider the results a researcher is trying to yield as part of ‘B,’ the known, and therefore if your results are not matching up, it is because there may be a more exciting answer waiting for you to discover once you are out of the cloud. You can be lost in ‘the cloud’ for an hour, a day, maybe for most of your career, but once you break through, you will be in the land of the unknown, where the answer that you find, ‘C’ is much more exciting and fresh. That is why you did research in the first place, right?

Uri Alon, TED Talk

Why truly innovative science demands a leap into the unknown

My approach to supporting world-class doctoral education

DR HEATHER SEARS



☐ Experience

☐ Practice, Feedback & Feedforward

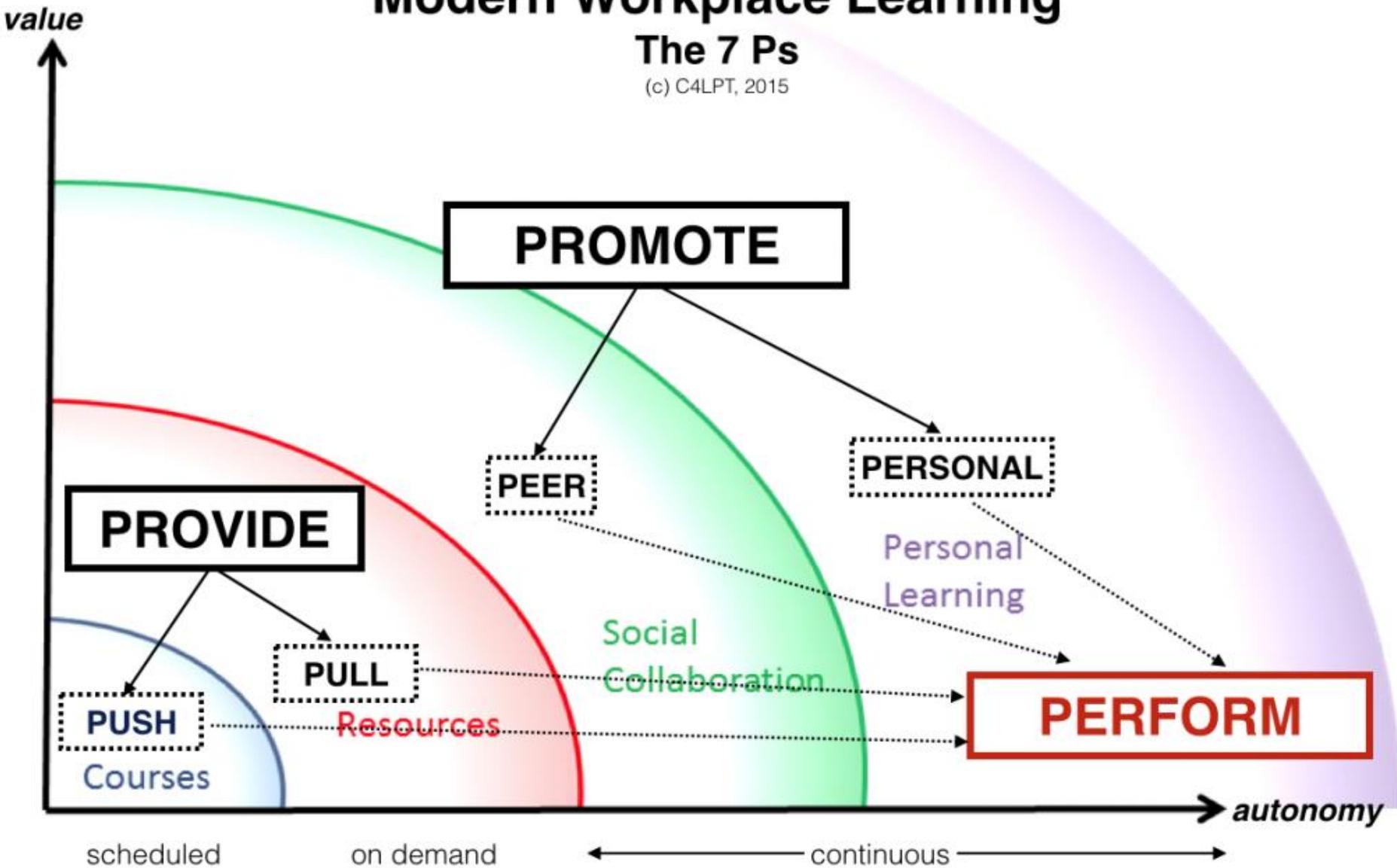
☐ Resources

☐ Courses

Modern Workplace Learning

The 7 Ps

(c) C4LPT, 2015



What would researcher development be if we didn't deliver workshops?

Kieran Fenby-Hulse and Heather Sears, Vitae
Conference 2016

A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

Learning by doing /
experiential
learning
(+ reflecting on it)

If they have
same problem,
they can ~~make~~ plan
a workshop
by themselves.

Action learning
sets - peer
development.

online
bite-size
self-help
guides.

Subscribed to
learn skills
delivered by P2R

GROUP
HUGS

1-2-1

Just go and
do it!

On the job
learning with
feedback for
improvement.

Individuals
seeking out
their own
experience/
solutions!

DROP-IN SESSION
FOR SPECIFIC QUERIES
ABOUT A DEVELOPMENT NEED

learning
societies

Effective
Reflective
Practice

Send questions
such as 'Are you
fully prepared to know
how to write a
paper?' - with links
to resources

templates/
other resources
for own

Create
needs for
the Learning
something

- ❑ Learning societies
- ❑ Topic champions e.g. qualitative analysis
- ❑ Individuals seeking out their own experience/solutions
- ❑ Writing 'how to manuals'
- ❑ Giving out funds to attend courses
- ❑ Drop in session for specific questions about a development need
- ❑ Group hugs
- ❑ Residential 'exercises' (not a workshop)
- ❑ On the job learning with feedback for improvement
- ❑ Rebranding
- ❑ Consultancy
- ❑ Experience sharing-> supporting /identifying practical routes
- ❑ "Guided" learning on the job
- ❑ Just go and do it!
- ❑ The whole on-line thing - webinars, podcasts etc
- ❑ Create on-line forum and ask for questions and have discussions

- ❑ Sabbatical to learn skills defined by PGR
 - ❑ Send questions such as 'Are you fully prepared or know how to write a paper?' with links to resources
 - ❑ If they have the same problem, they can plan the workshops by themselves
 - ❑ Templates/other resources for own development
 - ❑ Dissemination of info at departmental/institutional meetings
 - ❑ Learning by doing/experiential learning (+reflective tools to support)
 - ❑ Self-guided resources (including on-line)
 - ❑ Effective (& regular) Research Group meetings
 - ❑ Work shadowing
 - ❑ Guided discussion
 - ❑ Create need for learning something else differently
 - ❑ Effective reflective practice
 - ❑ On-line bite size self help guides
 - ❑ Publication leaflets, postcards, booklets, posters how to
- 

- ❑ Action learning sets (2)
 - ❑ One to one sessions (3)
 - ❑ Mentoring (5)
 - ❑ On line training resources/case studies (5)
 - ❑ Coaching (6)
 - ❑ Peer to peer learning/support/coaching (6)
- 

“as the world of work is evolving and individuals’ learning habits are changing, it now requires new workplace learning approaches to underpin all the ways people learn in the modern workplace. This doesn’t just mean updating traditional training practices but adopting new ways to enable and support both manager-led and employee-led learning. For L&D Departments it means doing things differently and doing different things.”

Jane Hart, Learning in the Modern Workplace 2017

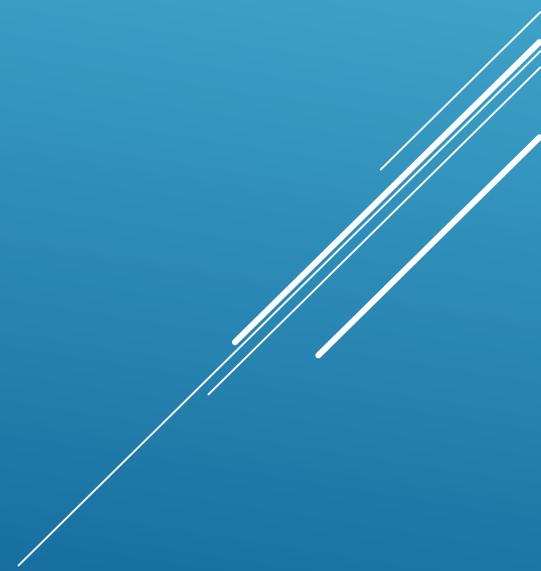
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SET for Success: the supply of people with science, technology, engineering and mathematic skills (April 2002)

WHAT TYPE OF ACTIVITIES BRING
PEOPLE MOST VALUE AT WORK?

The image features a solid blue background with a gradient from light blue at the top to a darker blue at the bottom. In the bottom right corner, there are several white, parallel diagonal lines of varying lengths, creating a sense of motion or a modern design element.

HOW HAVE MY LEARNING BEHAVIOURS
TO LEARNING CHANGED SINCE 2004?



WHAT DOES IT MEAN FOR
RESEARCHER DEVELOPMENT?

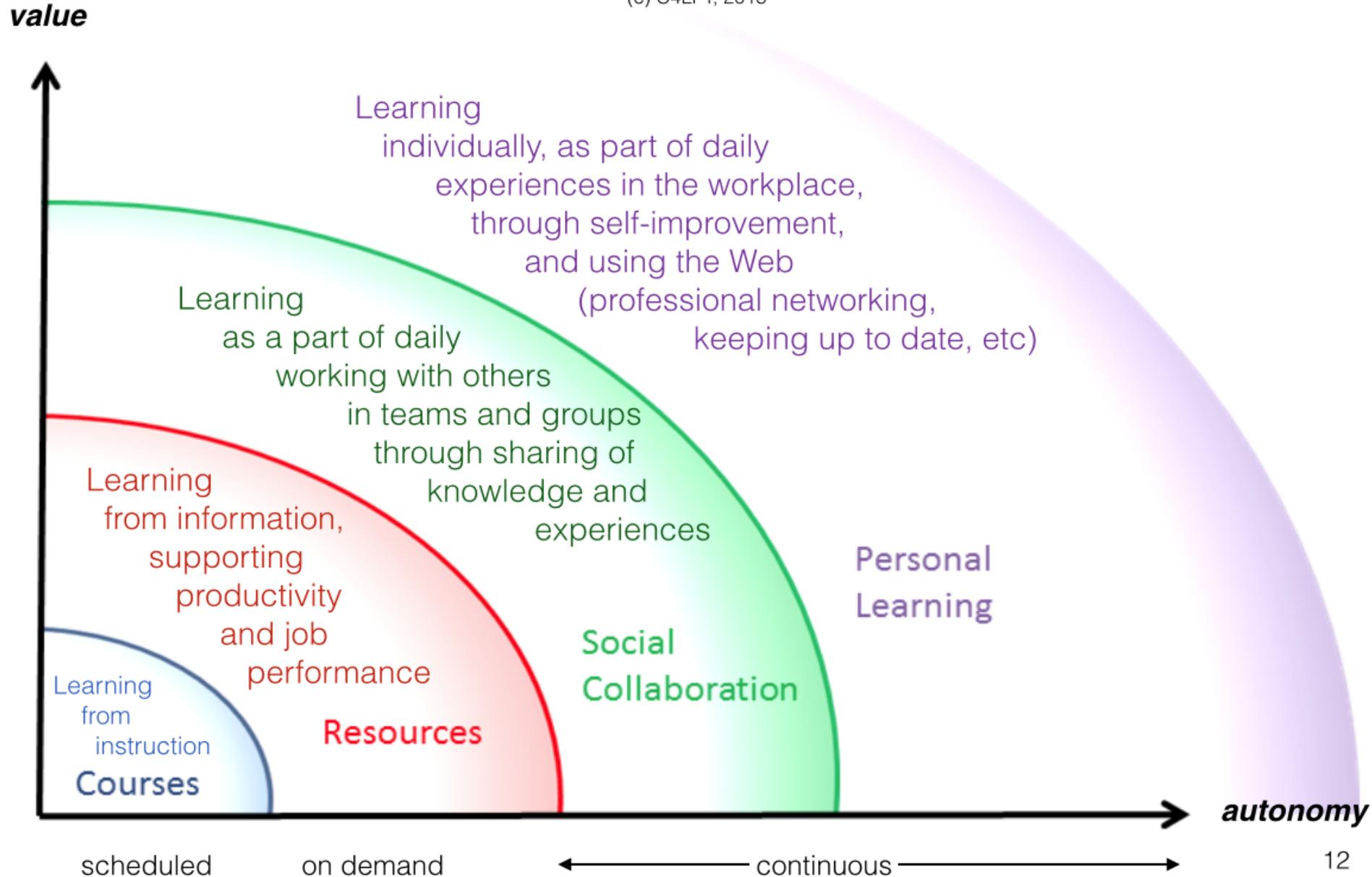


“In order for them to make appropriate choices and learn effectively...they will need to have a new set of skills and a new attitude to learning for themselves.”

Jane Hart, Learning in the Modern Workplace 2017

Modern Workplace Learning is more than Training

(c) C4LPT, 2015



Warning from the Learning Police

L&D is the only department
authorized
to provide you with learning.

If you acquire any new information or skill
from any source, i.e. from a colleague or online
e.g. from Google, YouTube or a Social Not-working site,
then you **MUST** have this
checked and verified by L&D
to ensure it is correct.

They may then need to **test** you on it
to ensure they are happy you understand it,
and it will also need to be **tracked** in the LMS

BEFORE

you can use it in the workplace.

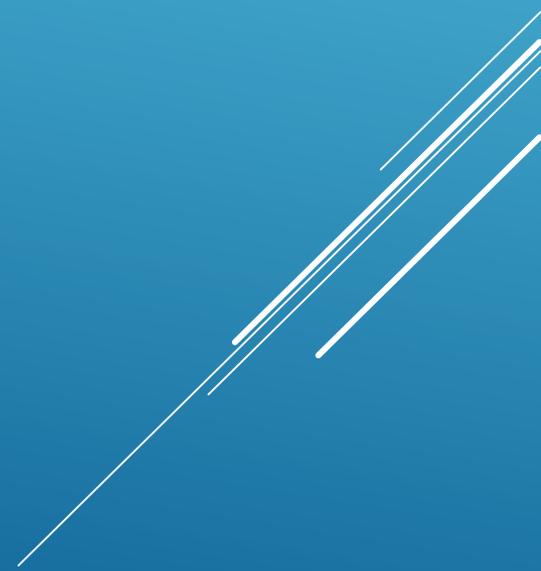
**Unauthorized learning
will not be tolerated**

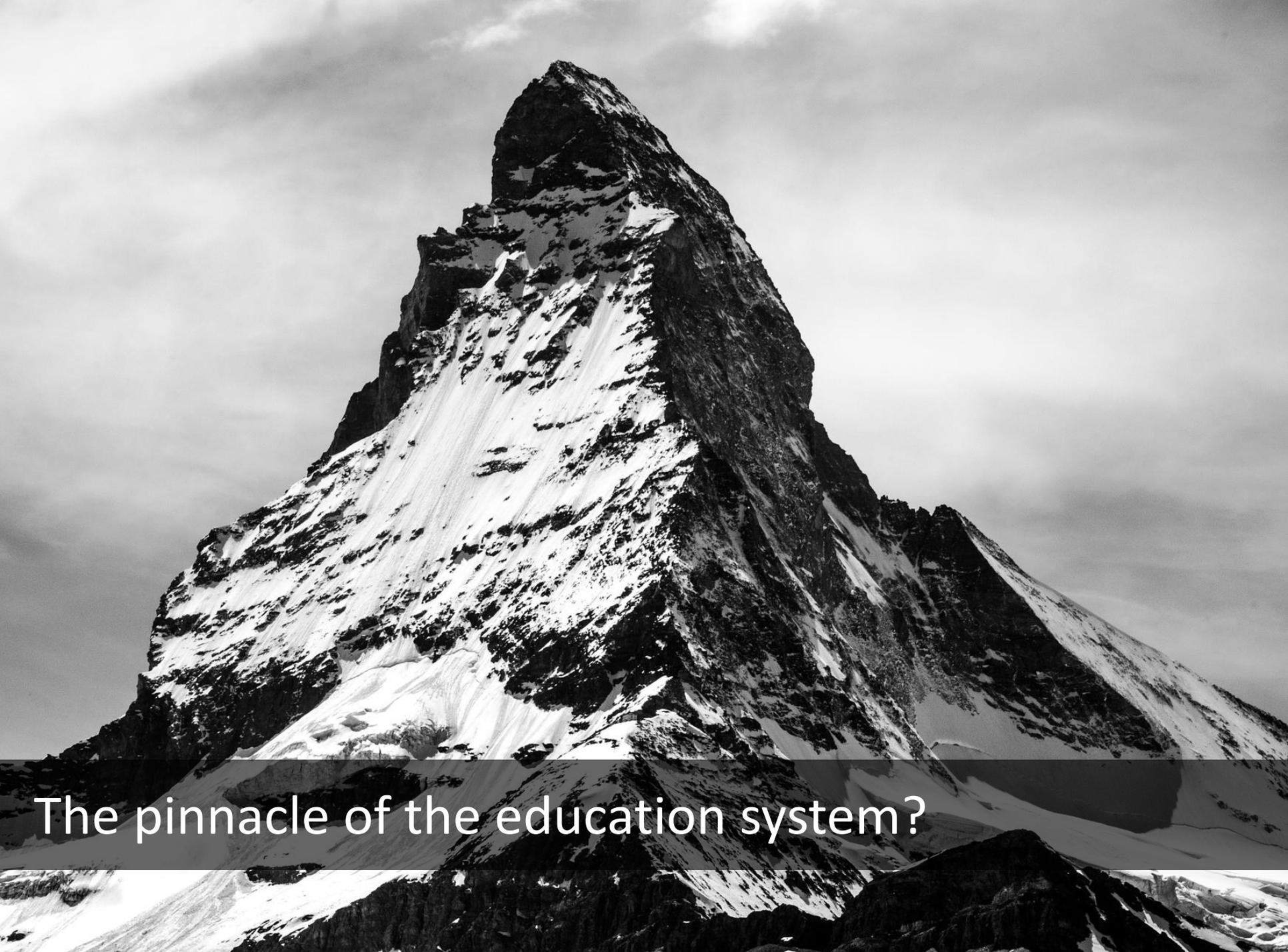


WHAT DOES IT MEAN FOR RESEARCHER DEVELOPMENT?

- ▶ Let it go
 - ▶ Make the implicit explicit?
 - ▶ How to do 'it':
 - ▶ Help individuals to 'learn the new'
 - ▶ Help individuals to discover on-line courses and resources
 - ▶ Support personal daily learning workouts
 - ▶ Set up a Learning Concierge Service
 - ▶ Set up or support a Community of Practice
 - ▶ How do we persuade institutions 'it' is of value
- 

WHAT DOES IT MEAN FOR ME?





The pinnacle of the education system?



... or the foothills of something else?