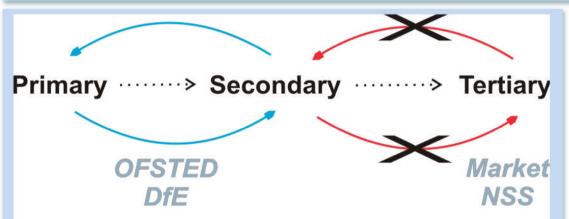
How can research underpin teaching in UCL Biosciences?

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Background

The UCL 2034 Theme 2 states that UCL will be a global leader in the integration of research and education, underpinning an inspirational student experience. In support of this, our research is to assess the possibilities of combining education units within the extant MSci Bioscience programme at UCL, as well as synergies between the MA programmes at IOE and science courses run at UCL. The aims of these new programmes will be to embed research into challenging current teaching practices.



Pedagogy in Primary and Secondary education is driven by central forces. This ensures consistency and coherence across the country. Tertiary education does not inform school curricula and neither does the reverse.







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Methodology

Two mixed focus groups were run with students from the current IOE PGCE Science programme, from the current UCL MSci programme and those who had previously graduated from the MA in Science Education programme at the IOE. Data were thematically analysed and coded.

Results from focus groups

Benefits for all participants

As a teacher, I'd really like, to have the option to get back in the lab and feel what bits of equipment look like again

Exploring compatibilities between science and social science methodologies

...here we've got a lot more crossover and a lot more exploring links between the two.

Opportunities for collaboration

...a collaboration between areas, it could be school or could be university, could be across all universities internationally Modes of programme organisation.

Would they have to take a lab and a social science research module? I think the more flexibility the better really.

Conclusions and implications

There are spaces to be explored for enhancing science knowledge for teachers through these programmes, as well as links to schools and for tertiary academics to gain knowledge and insight into teaching approaches from the underpinning research.