

Summary of WP Network Plenary discussion 16 June 2009

- Delegates expressed the importance of the seminar bringing together discussions between academics, researchers, policy-makers and practitioners – very rich and fruitful discussions across theory, policy and practice – working across the dimensions and having conversations across different work is very important
- Concern that in the WP debates and research certain student groups get overlooked – e.g. vocational, postgraduate and international
- We need to redefine the priorities of the WP agenda – the Network offers a space for those discussions across different perspectives
- The Network offers the space to hear about different learning experiences and to consider how to respond to these differences and diversity
- We need to draw attention to the part-time student experience and also to interrogate the assumptions– such categories need to be problematised
- We need to create the space to reflect on the relationships between academic work and the work of support staff and its impact on classroom practices
- We need to redefine WP itself – and interrogate the assumptions about what diversity is
- Discussed the types of research that practitioners want to pursue and the contradictions between what we want to do and what we need to do (and what is available – e.g. funding constraints, etc)
- The non-funded research that many of us are involved on should also be disseminated – could the Network play a role in helping to disseminate this work?
- The Network is important for locating our work in a larger context
- Sense of a community of practice important – the Network helps bring people together across different local contexts and perspectives
- Building a set of tools and resources to support inclusive pedagogies is also important
- It is difficult to have access to different sets of data (e.g. institutional data) – could the Network help to get access to data?
- Could the Network break down the administrative/academic split – are we prepared to reveal issues in order to share best practice?
- Problem – most universities are not ‘learning organisations’
- The Network can help to formulate the questions to ask of the data
- The Network might engage HESA and Universities UK to help access to certain data sets
- We need to keep historical perspectives in our debates – sometimes there’s a lack of collective memory