Mapping the Territory

How do students learn to research?

Why Mapping the Territory?

– "**Information seeking is a key competency which any university student should acquire during undergraduate study and will be needed by young professionals as they embark on their careers**"

(Debowski, 2003)

By the age of 21, the average university student will have spent:

50,000 hours on the internet

20,000 hours watching TV

15,000 hours on a mobile phone

10,000 hours using video games

….under 5,000 hours reading

(Prensky,2001)

Context of the project

- Google/wiki generation
- Widening participation and employability
- Maidstone Visual Theory model
- Core research skills
- Collaborative working and modelling experiential process

Core research skills?

- Identify a topic of interest
- Information seeking and retrieval
- Selecting and evaluating sources
- Critical analysis and interpretation
- Research synthesis

"Employers are now looking for graduates who have a core set of desirable skills…personal attributes include intellect and problem solving, analytic, critical and reflective ability…"
(Harvey, Locke and Morey,2002)

Methodology

Literature review of current pedagogic research relating to:

- Independent learning
- Information behaviour
- Student engagement
- Nature of knowledge in art and design

Findings

"Well, engineers deal with facts & the implications of those facts…research suggests that students majoring in soft fields (A&D), are less likely to subscribe to beliefs in absolute knowledge."

(Entwistle and Tait,2005)

"if IL… not seen by learners as meaningful to them, they will not be motivated and unlikely to make effort to develop necessary concepts & skills."

(Shenton and Jackson,2007)

What do you think students think research is?

- **DISCUSS**…..
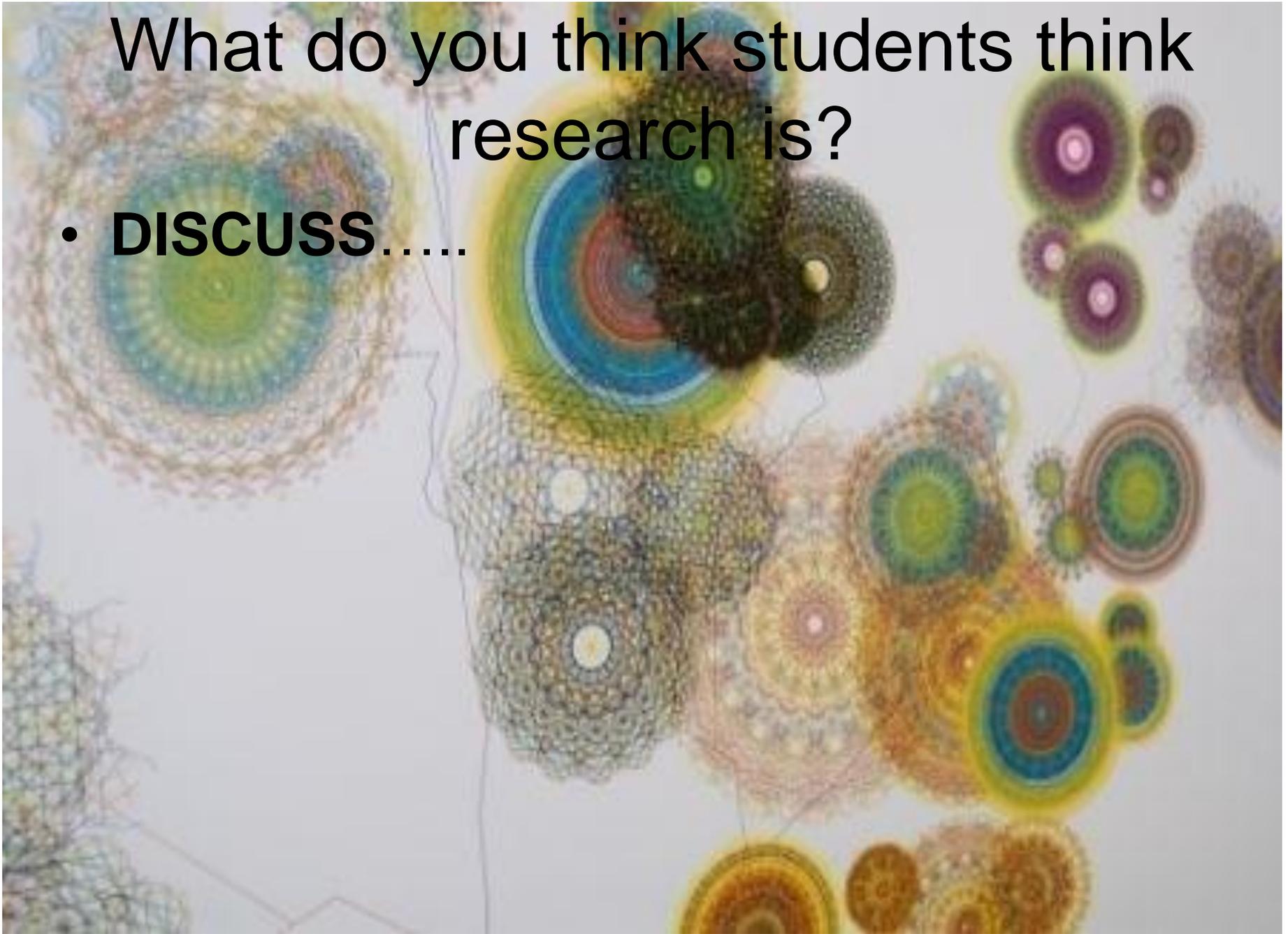
What they said….

BA Fine Art students Canterbury

"Just Google"

"I just go to the Library or the internet"

"Research is gathering as much information from as many sources as possible and putting it into your own words"

"We all have different learning styles. I find talking things over with peers is useful"

Next stages of the project

- Adapted model in use at Canterbury
- Feedback from students and staff
- How and where these skills are taught in the rest of the institutions and other art and design institutions.
- Link up with Careers to discuss employability

Bibliography