



Colloquium - Tertiary Research in Progress Some Final Thoughts

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Firstly

What great funding decisions TLRI and Ako
Aotearoa have made!



A few initial thoughts

- Breadth and ambition of work
- Looking for the learner voice
- Opportunities to learn from Kaupapa Māori
- Scope for synergies between projects

- Tertiary teaching and learning – essential newness of the discipline – “paradigms”

- Not easy work



Some significant operational issues

- **Ethics approvals**
- **Institutional support**
- **Facilitating collaborations**
- **Capability building**



Current change drivers within the system

Quality of teaching and learning is an issue – framed in value for money terms

Increasing whole-of-institution perspective

- Performance based funding framework
- SAEER
- Governance accountability
- New Tertiary Education Strategy

Increasing value to be placed on the student/learner voice

How does this impact on us as a funder?

Research funding as an investment for change

(Assumption - things need to change)

- **Our funding streams are essentially change funds**
- **We are looking for sustainable, strategic change for the benefit of learners**
- **Should we have a view on the type of research?**

The (P)olitics of tertiary education research

- What's the rate of return on the research dollar and to whom?
- Whose agenda(s) do we serve?
- How does research improve practice?
- How does research inform policy?
- Need to remember that much tertiary education is highly (but not exclusively) transactional



Key question – tertiary teaching as a profession

Issues about teachers having agency:

- Distinction between the professional and the journeyman/woman?
- Evidence-based professional leadership? - Research as leadership.



Key questions – thresholds of acceptability and identifying priorities for intervention

“Not rocket science”

We “know” a lot of the basics about what supports learner success – need to convert anecdote to evidence – authoritative research that can’t be ignored.

Research which identifies most effective interventions when institutions need to make choices



Key questions – benefit for learners: is it all too hard?

Complexity theory – how does this sit with a practice / change imperative?

Context, collaboration and generalisability – surely collaboration allows us to better identify what the contextual constraints / enablers are.

No “best” practice