



Australian
National
University

Mobilising Research

ANU1 / VCUG3002

Global Summer Program 2017

Course Overview

25 June 2017

If only this army of scientists and technologists could be diverted from technology autonomous, and organised for the good of society! Many thousands of them, of the best and most intelligent, are deeply conscious of the fact that we have got our priorities wrong.

- Denis Gabor, 1971 Nobel Prize winner writing in New Scientist, May 1972.

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Course Philosophy, Themes and Outcomes

Course Philosophy and Themes

Central to *Mobilising Research* is the value of the public good as a priority for research, inspired by Denis Gabor's 1971 quote. In the ANU's Vice-Chancellor's courses, of which *Mobilising Research* is one, is the emphasis on students being in charge of their own learning and producing their best work possible.

The course is divided into three stages:

Setting the Scene (Week 1)

At our Kioloa Coastal Campus, we'll explore what research is, how research can be mobilised, and how research can be mobilised for the good of society. These topics will set up themes we will explore throughout the rest of the course.

Mobilising Research (Weeks 2)

Next we'll mobilise research by working in small groups to produce a publicly shareable resource on a range of the themes explored in week 1.

Synthesis (Weeks 3)

In the final week, we will work in new small groups to actually mobilise research or something about research for the public good.

Course Learning Outcomes

This course aims to expand participants' understanding of and confidence in applying:

LO1: Methods for negotiating, identifying and articulating societal issues and problems so that they become expressed in forms that can benefit from the application of research.

LO2: Disciplinary characteristics of research, and methods for integrating research across disciplinary edges.

LO3: Methods for implementing and evaluating research-based interventions and contributions that address societal problems.

Pre-Course Tasks

The course will build on the themes in the pre-course tasks (it's important to do them!)

There are no marks associated with the pre-tasks, but they will be built upon in the first two weeks of the course.

Home Institution Research

A major assessment item for the course will be a Learning Portfolio, where the primary task is to understand a piece of groundbreaking research from your home institution (or your discipline) from at least 20 years ago, preferably from an academic area of interest. You will use this project to explore the course themes in your final portfolio.

Before leaving for the course, please uncover a pre-1997 groundbreaking research project from your home institution, and prepare a short 3-min presentation to help other students learn about this project. You may prepare a single slide or image if that's useful.

We will share this with each other on the first Wednesday tutorial. The presentation mode is completely flexible, but suggested topics include: who was involved, why it was done, where it was done, what resources did it require, how it was disseminated, what research was it building on, and what research has built on it since. Reading Chapter 1 of Creswell (see below) might give you a useful way to frame the ideas.

Pre-Course Reading

To get you in the mindset for *mobilising research for the public good*, we ask you to:

1. Read one essay of your choice (one that looks interesting) from the collection of essays [Who Speaks For and Protects the Public Interest in Australia](#). Then, define in one paragraph the public interest that the essay is trying to 'protect' of 'foster'. Draw any comparisons to your home country, if relevant.
2. [Read Chapter 1 of Research Design by John Creswell](#) (this might be useful for the Home Institution task)

Pre-Course Activities

1. Briefly describe (~1 paragraph) why you chose to participate in *Mobilising Research* and what you hope to learn
2. Finally, bring a physical object (or a picture of a physical object) that reflects you in the context of your nationality or culture. This can be whatever you would like, but should tell us something about you and where you come from.

Indicative Schedule

Date	Morning (10:00-12:30)	Afternoon (2:00-4:30)	Evening/Notes/Other
S 25/6			Meet 6:30 to walk to Welcome Dinner
M 26/6	Travel to Kioloa BYO Lunch @ Braidwood Bakery	Introduction and Course Overview (Chris)	Australiana
T 27/6	What is the public good? (Cat)	Bush Tucker walk with Noel Butler from 1:30	Campfire (Weather permitting)
W 28/6	What is research? (Louise)	Share Home Institution Research (Pre-Task Presentations)	Post-Truth Research Trivia
T 29/6	MR for the public good (Guy)	Defining a research topic for Tutorial & Group Project (Guy)	Movie & Campfire (Weather permitting)
F 30/6	Facilitation Workshop (Chris)	Portfolio ideas & synthesis (Cat & Louise)	TBA
S 1/7	Travel from Kioloa	Time for independent study	
S 2/7			
M 3/7	10:00 - Check-in Planning for Tutorial Activity 3:30 - Check-in		17:30 Dinner (TBA)
T 4/7			Public Lecture Jamila Rizvi in conversation with Daryl Karp
W 5/7	Student-Run Tutorial Activity 1 Topic TBD	Student-Run Tutorial Activity 2 Topic TBD	
T 6/7	Student-Run Tutorial Activity 3 Topic TBD	Student-Run Tutorial Activity 4 Topic TBD	
F 7/7	Synthesis & Methods (Louise & Guy)	Group project time (independent)	
S 8/7	Time for independent study		
S 9/7	Time for independent study		
M 10/7	10:00 - Check-in Plan to Mobilise Research Group Project 3:30 - Check-in		17:30 Dinner (TBA)
T 11/7		Group Project reviews	
W 12/7	Group Project presentation/showcase	Portfolio Workshop	
T 13/7	Portfolio Reflections	Wrap-Up Session (Cat & Guy)	BBQ Lunch between sessions
F 14/7	Drop-in session for Portfolios (as needed)		
S 15/7			
	OFF CAMPUS ACTIVITY /TRAVEL	ON CAMPUS ACTIVITY	PUBLIC LECTURES/EVENTS
	CONTENT CLASS	SELF-DIRECTED/SUPPORT CLASS	SOCIAL

Assessment Task Summary

Just like in a research project, the goals, approach and assessment will be negotiated with you.

In a research project, the goals, approach, methodology, and outcomes are usually discussed with your supervisors to ensure that you can complete the best work that you are capable of. *Mobilising Research* is no different, and we will spend part of the first session working through the assessment.

The assessment in the course asks you to produce deliverables that become a formative part of your learning. The assessment structure will be negotiated in the early classes, but is suggested as:

Tutorial Facilitation (Groups of 2-3)

Run a 90-min tutorial activity for your peers on a topic identified during the Week 1 Facilitation workshop. The purpose of the activity is to research and help your peers to understand an aspect of research. Indicative topics include: fundamental v applied research, research funding, big data,

Plan to Mobilise Research (Different groups)

Devise a plan to Mobilise Research. The research topics will be determined by a group, and should address a major challenge for mobilising research for the public good over the next 50 years. Each paper will be prepared in groups of two or three students (or maybe as a whole class?!), with an academic facilitator.

Individual Portfolio

A personal reflection on your Home Institution research in the context of the course themes and tasks: produce a digital or physical artefact that can be consumed in 10 minutes that brings your experience of the course themes together.

We have put together a brief outline of the tasks we think will be appropriate, including how much weight each item should be worth, who we think should mark the item, and when it should be due.

Item	Mark	Marker	Due	Feedback returned
Tutorial Activity (25%)		<i>Create a shareable resource for your peers about research</i>		
1 x Tutorial Activity including a Secret Plan	25%	Peers / Tutors	During week 2	End week 2
Plan to Mobilise Research (30%)		<i>Address research for a public good 50 years into the future</i>		
Collaborate on a plan, including providing a peer review and short presentation	30%	Peers / Tutors	Wed Week 3	End Week 3
Individual Portfolio (45%)		<i>Create a critical or creative piece that synthesises course themes</i>		
Home Institution research	Req	Peers / Tutors	Tues Week 1	In situ
Portfolio reflections (presentation)	Req	Peers / Tutors	Wed Week 3	In situ
Critical or creative piece	45%	Tutors / Chris	Fri 21 Jul	Fri 28 Jul

Course Administration

The nitty-gritty information about the course

Contact

The course convener is Chris Browne from the Research School of Engineering.

E: chris.Browne@anu.edu.au

W: <http://users.cecs.anu.edu.au/~u3951377/>

I'm always happy to meet any student, any time, just send me an email from your ANU address.

Your tutors can be contacted via their email addresses, shown in Wattle, but please make use of the time that you have face-to-face with them as the main point of contact - their time is precious (as everyone's is)!

Extensions, penalties and behaviour

As this course is run out of the Research School of Engineering, the relevant rules around word limits, late penalties and special consideration will be applied, in line with the university-wide policies.

Reasonable requests for extensions, special consideration and accessibility will be considered with courteous regard to the due dates. If you have any potential concerns, please talk to Chris (very) early.

Students are bound to the Code of Practice for Student Academic Integrity. This includes provisions and directions on issues such as academic integrity, plagiarism and academic misconduct. All students should be familiar with the Code.

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted after 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item. (A complex problem?)

Feedback, comments & marks

Feedback is widely misunderstood concept in education. I see feedback as a systems process that drives behaviour (formative feedback), rather than being the the result of assessed work (summative feedback).

In this course, there are many formal and informal processes to collect formative feedback to help submit the best work you can. These include

regular opportunities with your tutor and with Chris for specific feedback, and most assessment items are staged so that you can receive feedback as you go. You should also make the most of informal feedback, such as through other members of your group and former students.

When marks are returned, they will be accompanied with minimal summative feedback to justify the mark. You are welcome to ask your marker for more feedback if you would like or need.

Group & peer evaluation/marking

Peer evaluation and comments are a part of group work: in this case, the Group Project and Tutorial Facilitation.

On occasion, not all members of a group contribute equally to the the work required, or not all members have the same expectations of standards. There is a moderation process available to provide recognition when required:

Tutorial Co-facilitation (voluntary) talk to your tutor upon the completion of your tutorial if your group requires this

Group Project (required) this will occur in the final group presentation tutorial. Moderation will apply to all group project assessment, unless otherwise stated by the group (eg, person A helped a lot during semester, but we didn't see them whilst preparing the final reports)

The course convener will override group evaluation if deemed necessary, in consultation with your tutor. This highlights the importance of working well both as a group, and within your group.

Absences

It is expected that you will attend all sessions. Tutorials - especially the ones run by your peers - are VERY difficult with low attendance, so please ensure that you can attend throughout the semester.

Marking Issues

If you have a problem with marks for assessment items, there is a process that you can follow to come to a resolution on the issue. It is expected that this process would be followed relatively shortly after receiving your grade:

1. talk to the marker (see Table 2)
2. your marker will provide further comments or clarification if needed
3. if you are still unhappy with the marker's response, you can:
 - ask the course convener to re-mark the assessment - this requires a couple of dot points outlining how your work should be seen against the marking criteria
 - ask the course convener if you can resubmit (typically reserved for failed Individual Research Papers only) - this requires negotiation with the course convener
4. if you are unhappy with the course convener's response, you can appeal to the Associate Dean (Academic), in consultation with the course convener.

Examiner's Discretion

The course convener has examiner's discretion on your final grade. In principle, no discretion will be exercised unless you are close to a grade boundary - for example, you get 69.75% as a final grade. If you are in this scenario, the course convener will review your individual assessment items and make a decision based on these data. The course convener's decision is final, though you are entitled to appeal your grade according to ANU's policies.

Course improvement

There will be opportunities to provide feedback throughout the course to Chris or your tutors, typically through tutorials

One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:

<http://unistats.anu.edu.au/surveys/selt/students/>
and

<http://unistats.anu.edu.au/surveys/selt/results/learning/>

Policies for studying at ANU

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them.

Students are expected to have read the Student Academic Integrity Policy before the commencement of their course.

You can find the University's education policies and an explanatory glossary at:

<http://policies.anu.edu.au/>

Student Assessment (Coursework)
Student Surveys and Evaluations

Turnitin submissions

The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit the ANU Online website. Students may choose not to submit assessment items through Turnitin. In this instance you will be required to submit, alongside the assessment item itself, copies of all references included in the assessment item.