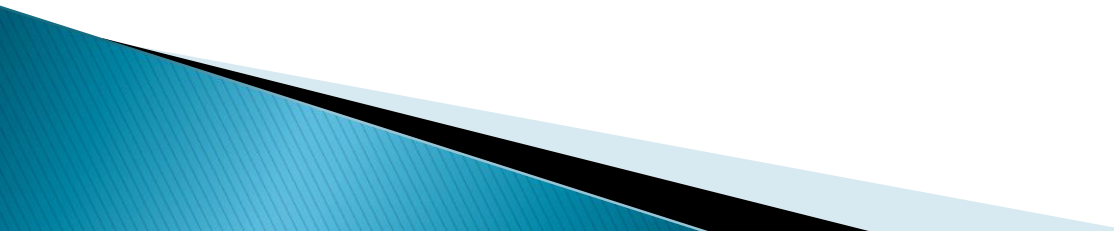


# Dr Lynda Turner and Dr Jane Tobbell

- ▶ How practices shape identity: An exploration of Transition for Undergraduate Psychology Students

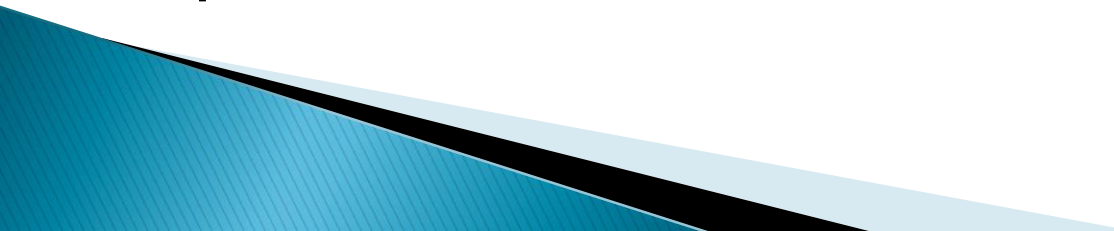
# Aims of the research

- ▶ To explore academic practices which shape transition experiences
  - ▶ To analyse these practices in terms of student participation and identity transformation
  - ▶ To reflect on participation and identity in terms of professional practice
- 

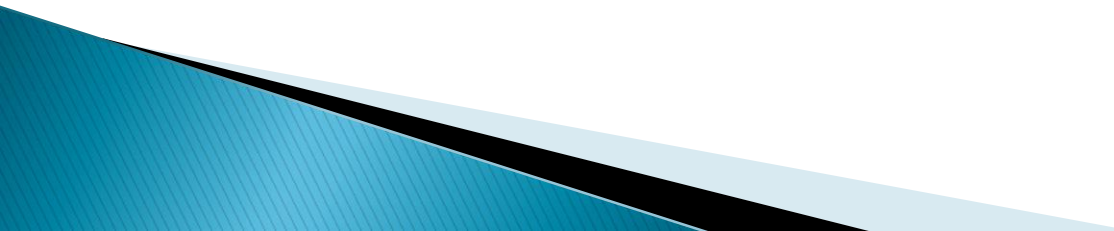
# Theorising the transition experience

- ▶ Laver and Wenger's (1991) Communities of Practice theory contends that
- ▶ “human minds develop in social situations, and that they use the tools and representational media that the community provides to support, extend and reorganise mental functioning”

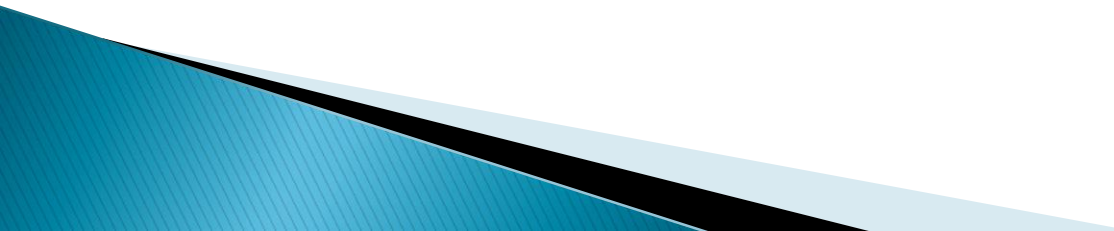
# The notion of practices

- ▶ Interaction not only with people but artefacts such as texts, computer programmes, documents
  - ▶ The language and tools used shape the community
  - ▶ Practice is also implied – untold rules of thumb, perceptions, underlying assumptions
  - ▶ Research needs to focus on the social and cultural world – to reveal explicit and implicit practice
- 

# Ethnography – multiple methods of data collection

- ▶ Observations
  - ▶ Interviews
  - ▶ Conversations
  - ▶ Document analysis
- 

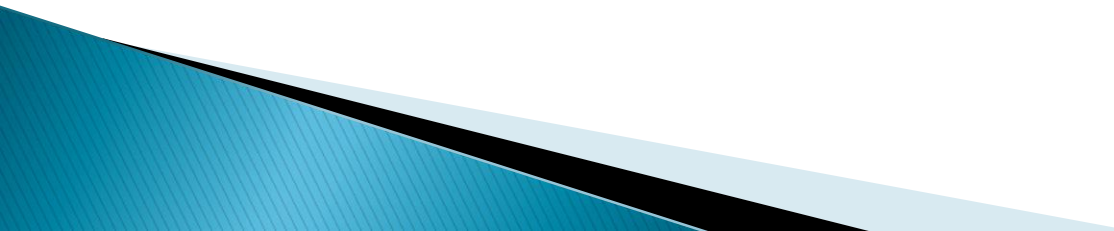
# Analysis

- ▶ Theoretical thematic analysis asking –
  - ▶ Which practices seem to enable participation?
  - ▶ Which practices seem to disable participation?
  - ▶ How does practice impact on learner identity?
  - ▶ How does practice impact on teacher identity
- 

# A student said

- ▶ I don't know if I'm learning anything here, I've been taking notes down in lectures and things and er I'm not sure at the moment I think it's about what I should be doing am I doing it right rather than the content should I really be doing something else I'm kind of a bit weird I need to know in my mind that what I am picking up is right

# Students said –

- ▶ “There’s no homework I’m like coming home and sorting out my notes in my folder and doing my reading and thinking right....so...that’s it...there’s nothing really to do”
  - ▶ “I like lectures cos I like taking notes and feeling like I’m learning I wish there was more of it I wish there was more learning I’ve got that much spare time”
- 



# What does this tell us?

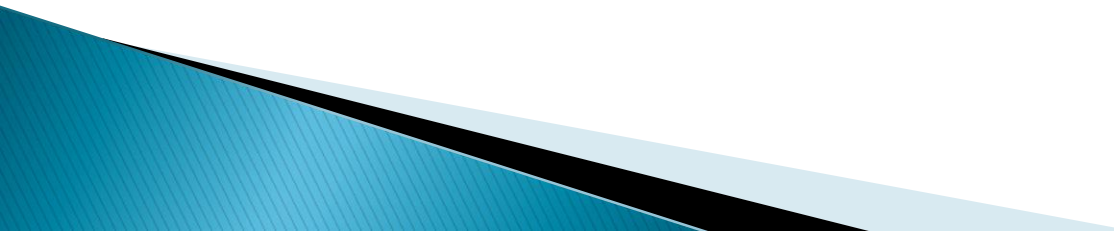
- ▶ Practices?

- ▶ Identity?

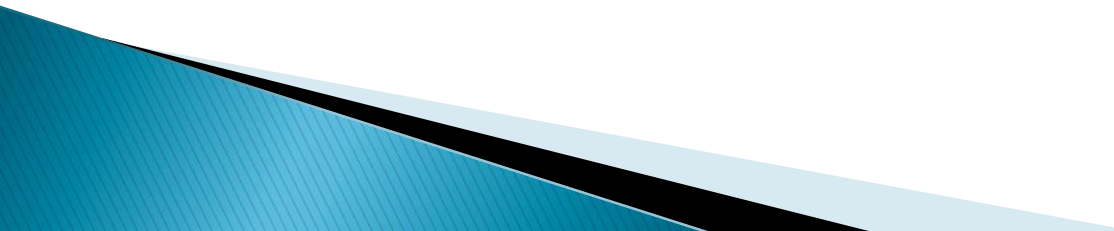
# Independent learning?

- ▶ Students were looking for journal articles for an essay using the on line library search engine
- ▶ Nature and nurture 25,593
- ▶ Nature, nurture and Psychology 8,403
- ▶ Language development, nature and nurture and psychology 3,639
- ▶ Lang dev and Psychology 107,502

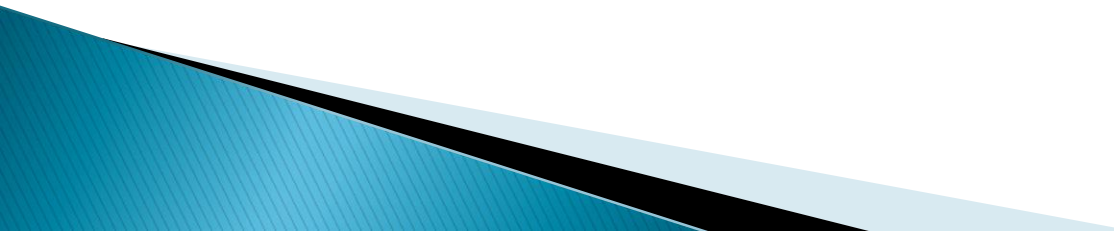
# “You need to read more widely.....”

- ▶ “ This study used the Language Development Survey (LDS) as a screening tool for language delay in children. The LDS displayed excellent reliability as assessed by Chronbach’s alpha and test re test techniques. The total score was highly correlated with performance on.....”
- 

# Independent learning?

- ▶ “They gave us a lesson on how to access journals online and which buttons to click but they never said how difficult it is to actually find something”
  - ▶ “I’ve tried and tried a few times now but you just get so much stuff and I don’t know what to look at”
  - ▶ “I’m hoping to find the Holy Grail textbook that’s got everything I need to know....”
- 

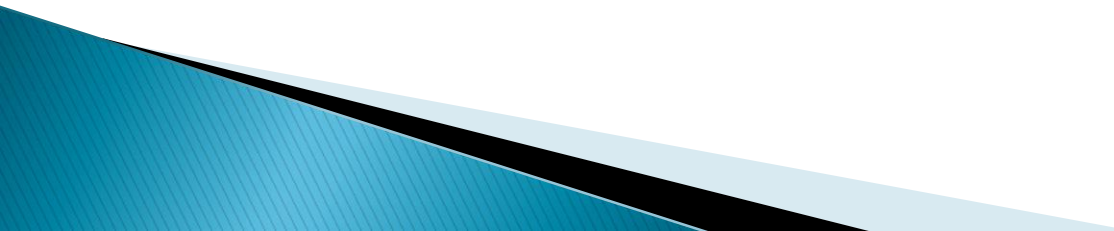
# Students said –

- ▶ “the terminology in it has been quite overwhelming and there has been none of that prep talk before hand and you’re expected to know how to do it I thought God I don’t know if I’m going to be able to survive this I’m out of my depth”
  - ▶ “it frightens lots of people trying to read those articles I felt like crap I felt I wasn’t bright enough”
- 

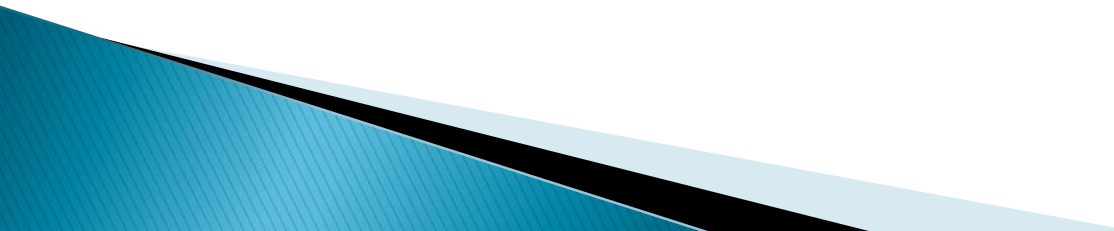
# What does this tell us?

- ▶ Practice?
- ▶ Identity?

# Assessment regulations

- ▶ Marks for the first year do not count towards the degree classification
  - ▶ Students simply had to pass all modules
  - ▶ If a student failed they were able to re-sit
  - ▶ A re-sit could only achieve a mark of 40%
- 

# Students said

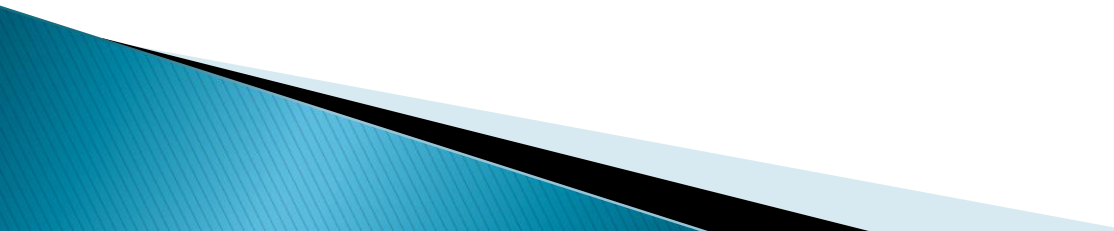
- ▶ “it’s a learning curve isn’t it and I think it’s good that it doesn’t count towards your degree because hopefully by the second year I’ll know more and be more focused”
  - ▶ “I’ve heard a lot of people say I’m just chilling this year cos it doesn’t matter, its like the university gives you permission to party cos you just have to scrape through”
- 



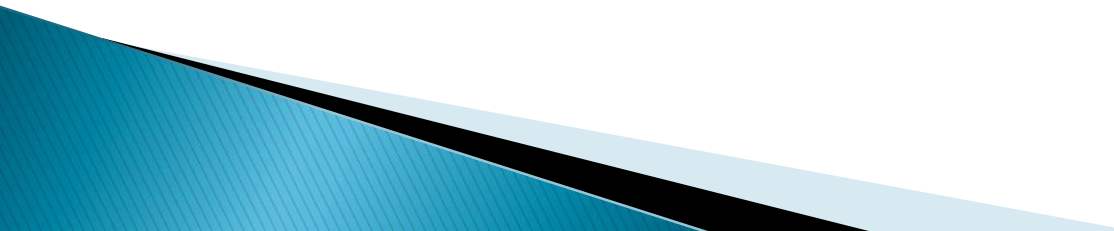
# What does this tell us

- ▶ Practice?
- ▶ Identity?

# Questioning practices

- ▶ Not focusing on individual performance – students or lecturers
  - ▶ Considering the valued practices within student and lecturer communities
  - ▶ Building links between existing communities – teaching and research
- 

# Questioning practices

- ▶ Considering reified practice – why do we do things the way we do?
  - ▶ Reflecting on how practice shapes our identity as educators
  - ▶ Revealing implicit practice
- 

# Questioning practices

- ▶ Focus on process and content
  - ▶ Create learning communities with process driven teaching and learning
- 