CORA Cork Open Research Archive
Cartlann Taighde Oscailte Chorcaí

| | |
|---|---|
| Title | Unlocking the impact of inclusive, student-led participatory research on placement: a guide to lead and succeed in a digitally enhanced learning environment in higher education |
| Authors | McLaughlin, Amy;Stoyle, Kate;Rose, Joanne;Russ, Erica;Short, Monica;Halton, Carmel |
| Publication date | 2023 |
| Original Citation | McLaughlin, A., Stoyle, K., Rose, J., Russ, E., Short, M. and Halton, C. (2023) 'Unlocking the impact of inclusive, student-led participatory research on placement: A guide to lead and succeed in a digitally enhanced learning environment in higher education' , in O'Mahony, C. and Lee, L. (eds.) Learning & Teaching Showcase. Compendium of Posters. Cork: Centre for the Integration of Research, Teaching and Learning University College Cork. p. 20. |
| Type of publication | Conference item |
| Link to publisher's version | https://doi.org/10.33178/10468/15720 |
| Rights | © 2023, the Authors. This work is licensed under a Creative Commons Attribution ShareAlike 4.0 License. For more information, see: https://creativecommons.org/licenses/by-nc-sa/4.0/ - https://creativecommons.org/licenses/by-nc-sa/4.0/ |
| Download date | 2026-11-01 19:25:13 |
| Item downloaded from | https://hdl.handle.net/10468/16885 |

UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

# Unlocking the impact of inclusive, student-led participatory research on placement: A guide to lead and succeed in a digitally enhanced learning environment in higher education

Amy McLaughlin[1], Kate Stoyle[1], Joanne Rose[1], Dr Erica Russ[2], Dr Monica Short[3] & Dr Carmel Halton[1]

[1]University College Cork, [2]Southern Cross University, [3]Charles Sturt University

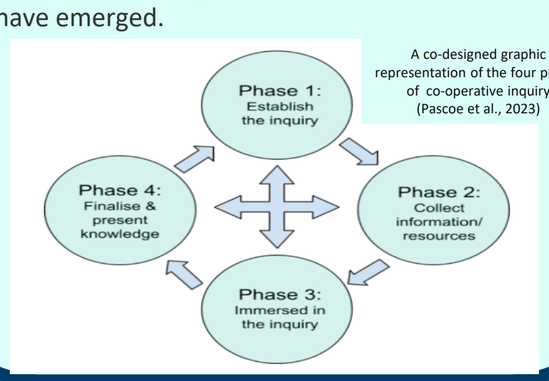
## Acknowledgements

We wish to acknowledge our research colleague's foundational contribution to this project. To thank practice teachers & Office of VP for Learning and Teaching **Learning, Teaching & Assessment (LTA) Enhancement Fund** & the School of Applied Social Studies for their support

## Methodology

Co-operative inquiry highlights the principle of the equality of voices within the co-authoring process and aims to eliminate inequality in research, where everyone is on equal footing and all opinions are sought.

1. The new research team establishes ground rules to facilitate a cohesive group process & enhance member participation. Agreement is reached on the focus of the research.
2. Deep reflections and discussion of the research topic take place. Members bring their opinions and experiences furthering discussions.
3. The research team becomes immersed in the research topic.
4. The final phase consists of the research team critically reviewing the data and the themes that have emerged.




A co-designed graphic representation of the four phases of co-operative inquiry (Pascoe et al., 2023)

## Project Overview

Since 2019 social work fieldwork researchers from UCC and Australia have been discussing challenges within field education placements both the general scarcity of placements and the impact of COVID-19. This led to an invitation for UCC to participate from 2021-2023 in two transnational student-led research projects. The placement environment is a supportive one that embodies principles of trust-building and learning by doing. In this project, a safe collaborative online space was created for students and academics to work together, share ideas and knowledge, and learn collaboratively about the research process. Students on placement in both Ireland and Australia worked together to co-write a journal article on a mutually agreed topic.

- systems of organisation, and communication were established, and we used Zoom and Google Docs to enable international participation to transcended time and geographical distances
- the design of the project included weekly meetings where trust was established, collaborative and collegiate relationships were developed, a shared value base was established, and shared goals were identified
- Students and academic mentors met weekly online for one hour, with students meeting together for a further hour (to ensure the project remained student led) supplemented with students receiving a further hour of individual tutorial support
- Students set up their own online chat group using social media platforms to stay in touch and exchange information and ideas between meetings
- Trust-building with students was established in online meetings using principles and practices of engagement including the development of collaborative, collegiate communication, scheduling of weekly meetings, sharing roles and responsibilities, and a shared value base.

***"we weren't just students and academics, we were all researchers"***

*Amy, student participant*

UCC's strategic goal to provide "a student-centered, inclusive, and digitally enhanced learning environment" (Strategic Plan 2023–2028) is exemplified by the transnational student-led research project. Championing the scholarship of teaching and learning where power is shared equally throughout the research process. The authors believe the project design can be replicated and developed to help transform ways of teaching and doing practice research. To develop and thrive they will require the support of academics, researchers, professional staff and organizational funding. The authors hope this poster will help promote creative teaching and learning practices in the field and classroom and foster positive attitudes toward the use of co-operative inquiry in research.


SOCIAL WORK EDUCATION
https://doi.org/10.1080/02615479.2023.2254794

Routledge Taylor & Francis Group

OPEN ACCESS Check for updates

A transnational student-led, rural-focussed inquiry: social work educational competency in disaster management

Kim Doyle[a], Emma Pascoe[b], Sara Donnarumma[a], Macey Anderson[c], Kate Stoyle[d], Dave McDaid[d], Louise Morley[c], Erica Russ[a], Pete Hawkins[e], Pearl Doyle[d] and Monica Short[b]

Passcode: **nmSm@8f.**

**Dr Erica Russ, Southern Cross University**


ANZSWWER Research Achievement Awards

2023 Theme: Being Global, Regional & Local in Education in Australasia & the Pacific

Achievement in Research about Collaborations between Communities & Education Providers in Work-Integrated Learning in Community Services, Human Services or Social

## Who we are



INCInq International Network of Cooperative Inquirers

Charles Sturt University

University Centre for RURAL HEALTH education • research • workforce

UCC University College Cork, Ireland Coláiste na hOllscoile Corcaigh

Southern Cross University

une University of New England

## References

Doyle, K., Pascoe, E., Donnarumma, S., Anderson, M., Stoyle, K., McDaid, D., Morley, L., Russ, E., Hawkins, P., Doyle, P., & Short, M. (2023) A transnational student-led, rural-focussed inquiry: Social work educational competency in disaster management. *Social Work Education.* https://doi.org/10.1080/02615479.2023.2254794

Halton, C., Rose, J. & McLaughlin, A. (In Press) The Application of Co-operative Inquiry to a Student Led Research Project on Social Work Placement: A Student, Professional Placement Coordinator, and Academic Tutor reflect on their Experience. *The Irish Social Worker*.

Pascoe, E., Short, M., Whitaker, L., Morris, B., Petrakis, M., Russ, E., Gersbach, K., Evans, S., Rose, J., Fitzroy, R., Reimer, L., Halton, C., Walters, C. & Berger, L. (2023) *International Network of Co-operative Inquirers: Vision Document*. INCInq International Network of Co-operative Inquirers, https://researchoutput.csu.edu.au/ws/portalfiles/portal/375768326/INCinq_vision_document_3_.pdf

Short, M., Halton, C., Morris, B., Rose, J., Whitaker, L., Russ, E., ... & Boyd, B. (2022). Enablers, markers, and aspects of quality innovative placements across distance: insights from a co-operative inquiry. *Social Work Education*, 1-20, https://doi.org/10.1080/02615479.2022.2060959

UCC Academic Strategy 2018-2022. Available at: https://www.ucc.ie/en/registrar/theconnecteduniversity/academicstrategy/