

## **How did I contribute to the integration of a Living Interactive Poster into a LET Research Master's Degree as a form of assessment?**

**Joy Mounter - The Learning Institute in Cornwall, UK. 12 April 2020.**

### **Definition of a Living Interactive Poster:**

A living interactive poster is a form of presenting academic research that enables the practitioner to demonstrate their embodied values in their practice that form their standards of judgement and explanatory principles. Multi-media presentation of research data can include Narrative Enquiry, video clips, diary extracts, students work, photographs and reflections.

Living defines the aspect of Living Educational Theory research methodology used by the practitioner to clarify their values, identify living contradictions as research questions which form the basis of their research and data collection focus. The data presented in your Living Interactive Poster is a moment in your research journey, living, as our understandings are clarified through continual professional reflection and research as a way of professional life

### **Continual professional development.**

The interactive aspect of the poster of the poster is presented in two forms. The first through the multi-media data and the use of computer technology to record film, photos and create the visual engagement of the poster as the researcher contemplates the readerly perspective and engagement. The Living Interactive Poster will incorporate links to take the reader to documents linked to the poster. The second facet of the interactive aspect of the poster is the on-going presentation to the Peer Validation Group during the data collection, analysis and poster creation stages. The strength and understandings of the researcher and the Peer Validation Group he or she is part of are generated as the researcher is challenged and questioned by the group. The critical friends review all aspects of the data collection and data analysis and its place in the Living Interactive Poster. These discussions enrich the process of movement from a writerly generation to a readerly understanding. This is very different from a conference paper which is presented by the researcher when completed as a public summary. There is no opportunity during the construction to challenge data collection and analysis to strengthen the poster.

As a values-led methodology Living Educational Theory research methodology challenges the researchers to look at their practice from the stand point of their values. Values are something we continually review, some will be with us for life, some will evolve over time, whilst some may change. Defining and showing these in our practice and through our research questions can be captured in a series of posters as a summary of our educational influences in our own learning, the learning of others and of the social formations we are part of.

### **Rationale:**

The incorporation of a Living Interactive Poster as assessment for module VM702 Professional Enquiry: Improving Practice with Living Educational Theory Research is a special

feature of the Living Educational Theory MA: Values-led Leadership. The interactive poster draws evidence and reflections on practice from the professional development portfolio.

The module offers students the opportunity to critically and creatively examine a range of perspectives and theoretical frameworks relevant to their field of practice and use these to inform the design, implementation and evaluation of their efforts to improve practice professionally. Students will be supported to create a valid account of their living-educational-theory. Their living-educational-theory is their values-based explanation of their educational influence in their own learning, the learning of others, and the learning of social formations within which they live and work.

The Living Interactive Poster complies with the relevant Benchmarks/National Occupational Standards:

QAA (2014) Masters level descriptor:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Framework for Higher Education Qualification at Masters Level (QAA 2014) available at <http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2718#.VyIDltpwapo>

Compiling a Living Interactive Poster will enable the following module outcomes:

- Engage critically and creatively with literature, experience and knowledge from other sources to inform any enquiry;
- Develop critical understanding of research methodologies and methods useful in practitioner research and justify the approach for your own study;
- apply key characteristics of research approaches drawing from principles of methodologies such as: auto-ethnography, action research, grounded theory, phenomenology and narrative enquiry that relate to Living Educational Theory;
- Develop skills in Living Educational Theory research methodology to further evolve your practice and identification of your ontological values used as living standards of judgement;

- Understand the socio-cultural perspectives of the wider context in which your practice is located and the methods to incorporate and live your professional values;
- improve your practice by producing a validated multi-media account of your living-educational-theory identifying your ontological values as living standards of judgement;
- Clearly and accurately communicate research through a multi-media account (to specialist and non-specialist audiences), ensuring that the work has been proofread carefully and referenced appropriately using the Harvard system.

Assessment:

Component 1: 100% Living Interactive Poster, presentation of Living Interactive Poster to the seminar group (4,000 words equivalent):

Create a 'living Interactive Poster'. Explore research interests, living values and Living Educational Theory research methodology in the form of a Living Interactive Poster. References to be included. During the process of identifying the student's research focus and creating the poster the group will act as a peer validation group. Discussions will explore how values are embedded in practice and how the research methods and methodology underpin the research. Word, Power Point and Padlet will be suggested as suitable software.

How to create and share your living Poster

<http://www.actionresearch.net/writings/posters/homepage061115.pdf>

MacAndrew, S.G.B. and Edwards, K. ( 2002) Essays are not the only way: A case report on the benefits of authentic assessment in Psychology Learning and Teaching, 2(2), 134-139

Presentation and talking about the poster once finished, not during the process.