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Student and Tutor Reflections on how they have Engaged with Inquiry Based Learning in a Business School

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Introduction

Inquiry Based Learning (IBL) has been loosely defined as 'a term to describe approaches to learning that are based on a process of self directed inquiry research' (CILASS, 2008). Within this broad approach methods may vary considerably, taking a form for example of 'problem based learning', 'students as researchers' or methodologies that support experiential learning. Invitations to inquiry may draw from a range of research methods but are likely to share the core principle of student centred approaches to learning and facilitating exploration of scenarios or issues from multiple perspectives. IBL can be used for design of whole modules or programmes, or be incorporated into more traditional curriculum designs – in which case it may be referred to as 'hybrid IBL' (HIBL).

The context of our research is a Department of Organisation Studies in a Business School. The modules were Organisation Studies, a second year module attracting 20 students in 2007/8, and two final year undergraduate modules: Managing Change (an elective attracting some 85 students in 2007/08) and Organisational Analysis (a core module taken by more than 400 students). Most of the students on Managing Change (c70) also take Organisational Analysis. The modules are in different stages of development with regard to IBL and, although running in the same Department in the same institution, there are similarities and differences in the opportunities and challenges they face.

In this paper we set out to introduce the supporting practices we have developed and how they are evolving in hybrid forms in these three different module contexts. We then reflect on some of the key themes that have emerged from our research into student and staff experience. In our research we are primarily interested in how students engage and make sense of our approach, and how tutors can support their engagement and participation, in a context in which the predominant paradigm of learning and teaching is didactic and not led by student inquiry. In particular we are concerned with the emotions experienced in the learning and teaching encounter and how to work with them in the service of student learning.

Our findings draw from two parallel research projects. One of these, funded by the faculty in which we are based, has enabled tutors to develop practices that support student led learning across the three modules we lead, and to invite

students to become co-researchers and to explore the qualities of student engagement. The other, funded by the Higher Education Academy (HEA) has created a space for tutors to explore the emotional qualities of their experiences of teaching HIBL, to explore parallels with student experience (Grisoni et al., 2008), and on a more practical level, has funded our participation in this conference.

What are the academic and practice traditions that inform our HIBL approach?

The introduction of IBL practices has been inspired by the specificity of the prior experience of each module leader, and her or his individual commitment to student led learning. This is reflected in the illustrations below, where for example action inquiry, experiential learning, and 'present, attack and defend!' are illustrated. HIBL seems to us to be an apt description of our emergent and contingent approach.

One of the practice traditions that has inspired us is the **action inquiry** methodology developed for teaching doctoral students at the Centre for Action Research in Professional Practice (Reason and Marshall, 1987, 2001). This methodology offers an epistemology and set of disciplines and practices that support **learning driven by student curiosity and desire**. This is taken up in the module Organisation Studies in the invitation to students to practice the art of debate, speaking for and against the arguments offered in specific academic texts. In Managing Change students are required to formulate their own inquiry questions, not in order to find answers but as an orientation to and driver for their learning, and this process is assessed in a first coursework assignment. From this perspective, experience is valued alongside academic research as a resource for learning, and reflective practice becomes a key skill set for sense making (Moon, 2004).

A further principle of our HIBL approach is **learning from critical reflection on experience** (Boud et al., 1993). Through this we challenge the predominance of propositional knowledge as a sole basis for learning and work from an extended epistemology that supports multiple ways of knowing (Belenky et al, 1986); Heron, 1988). Associated with learning in these different dimensions, **reflective practice** offers ways of accessing and affirming student experience as a resource for learning. In Organisation Analysis students are required to keep a reflective journal as one element of their assessed work. In the modules Organisational Analysis and Managing Change students are introduced to reflective writing, drawing and metaphor in order to access offer ways of accessing and interpreting non verbal dimensions of experience and tacit knowledge. (Broussine, 2008; Grisoni et al., 2008; Moon, 2004).

Alongside these practices and the extended epistemologies offered by these frameworks, **psychodynamic theory** and the literature on **emotion work** offers staff and students conceptual tools for understanding and processing the emotions, and particularly anxiety, triggered by learning. This is amplified by the emphasis on student responsibility for their learning that accompanies more student centred approaches in a context where more traditional didactic approaches are prevalent (Vince and Martin, 1993; Vince, 1998). Students and staff have explored the forms that anxiety can take, and how these may be enacted in the power relationships between staff and students, including its gendered dimensions.

Thus, for example, action inquiry, as adopted on the Managing Change module, offers a framework for enabling students to access critically their own experience and to engage with management theory offered by key texts from a basis rooted in their own curiosity. Our methods continue to evolve and develop as we engage with students. In other words, we suggest that there is a relational dimension of learning and teaching that is enhanced by experiential and inquiry based approaches to learning and teaching. This is the quality of interaction through which new knowing can emerge. This process of interaction may take place within the individual, or between individuals. It suggests a dialogic quality of listening and responding based on recognition of the unique separateness of the other and is distinct from the concept of 'knowledge transfer' that is the basis of didactic learning. This has been referred to as the quality of 'thirdness' by relational thinkers (Page, forthcoming).

In their reflections on working with graduate research students Marshall and Reason suggest that good inquiry is for me, for us and for them (Reason and Marshall, 1987). Feedback from our undergraduate students suggests that those who do well enjoy this quality and the opportunity to learn 'for me', and the opportunity that this offers to develop skills that they can use in life and work contexts. But who might the 'for them' refer to? As tutors we frequently consider the ethical questions that this raises for students who prefer and do better in assessment with more didactic approaches. We are aware that student engagement with IBL is driven by the teaching and learning environment, past experience and what is familiar or not, assessment criteria and how students make sense of these as much as by individual learning preference or style.

In the three illustrations that follow each author will describe an aspect of IBL practice that illustrates the approach they have developed in their roles as module leaders. Following this, student researchers reflect on their own experiences and some of their research findings.

What Methods and Practices have we developed?

Margaret: IBL in Managing Change a Level 3 elective module

I became module leader for Managing Change when I first joined the Business School, three years ago. Action inquiry was a natural framework for me to use, given my academic research training and professional background. I introduced this approach gradually, and have developed it over the three years with three successive co-tutors, each partnership bringing different qualities to the approach.

The module had been run from a critical management perspective using academic texts and case study analysis. I decided not to change the structure of the teaching – a weekly lecture and fortnightly two hour tutorial. The structure of assessment, 60% coursework assignments and 40% exam, has also remained unchanged. However within this framework the learning and teaching methods and content have shifted gradually towards an approach based more explicitly on the principles of IBL outlined in the introduction to this paper. These are supported by coursework tasks designed to support and reward development of associated skills. Of the three coursework assignments, the first is an individual reflection on three inquiry questions brought by the student to the module, the second a group research project presented in the form of a ‘storyboard’, and the third an individually written essay analysing an organisation change drawn either from their experience or from their research. These assignments are intended to build individual and participative inquiry skills, and are repeated in the structure of the exam.

The module is staffed by the module leader and one other tutor. Drawing on skills and knowledge brought by each, they have introduced inquiry skills and knowledge content progressively to support student led inquiry in relation to the managing change literature, practical experience of change, and current news reports. One consistent theme has been to situate learning about organisational change in its social and political context, in order to develop ethical awareness. We began this year with a visit to an exhibition called ‘Port City’ on migration and change at the Arnolfini art gallery. This seemed an ideal opportunity to stimulate reflection on the meaning of ‘change’ and ways of engaging with it, through creative media. Students responded in a variety of different ways – some hostile, some enthusiastic, some indifferent. As one student put it, ‘We don’t get it! What has this got to do with managing change?’ Reflective writing skills were introduced as a means of exploring how students had engaged with the exhibition, and what metaphors and images of change might have been experienced as provocations for their learning. In discussion, students were encouraged to draw from the experience to formulate three inquiry questions that would inform their approach to the module.

So, being able to go and engage with something completely outside our module, and use this experience to actually reflect on our module, really enabled us to engage with the theory and what we were learning and also, after this, we sat down and we reflected together, and that’s when it really came out what we had got from this experience, because when we were

all walking round, it was just...it wasn't completely clear. It was only when we sat down that we realised every one of us had a different narrative about this experience at the Arnolfini, and that's when the module started to, kind of, shape, well, for me, what would be expected of us. It wasn't about having this one answer that everybody could agree with, we could see that it was about having a viewpoint, a narrative, and allowing others to challenge that, whether that meant you cementing your views or changing them...(Liza, LTEA Conference, 2008)

For the 'storyboard' group assignment, students are asked to research how a company has responded to climate change, the energy crisis or globalisation and diversity and equality. This year tutors introduced a stronger emphasis on narrative methods as a way of organising their research and presentation. Library staff are invited to the tutorials to introduce skills for researching current events from multiple perspectives, for the storyboard. We have found that the narrative approach alongside analysis of media reports of current events seems to help students move towards a more constructivist stance to understanding responses to change, in contrast to the more positivist and instrumental approaches with which they were familiar.

One of our first assignments was to create a storyboard.... There was a lot of: OK, storyboard? Third Year? We didn't really know how it was going to fit into the academic tradition that we were used to. However, when starting to compile it and do the research, the research began to be quite frustrating because we'd been introduced to traditional theory and...it was really difficult for me to know, kind of, when to stop. There are so many realities; how do I know how to interpret it in my own way and make it meaningful? And it was only now, that, when like, when creating the storyboard did I realise that...by doing that, there was a way I could relate to what I was doing. And I realised that by using colour, and I actually hand-painted it, it was revealing things that I wasn't aware of, about my emotions about what I was studying, and I saw that in the colours I used and you can probably see that in some of the examples of the storyboards. (Liza, LTEA Conference, 2008)

Tutors attempt to introduce more explicit modelling of critical thinking by attending lectures together, embodying critical dialogue in our interactions and in the ways that we engage with students. We use media, news reports and our own experiences of change as resources for critical reflection and interpretation.

Levels of anxiety expressed by students and experienced by staff have diminished as the methods of IBL have been articulated more clearly. Over the three years of introducing IBL in the module, assessment results have continued to improve. As module leader I must ask myself, is the value of IBL contingent on my ability to ensure that students do well in their assessed work? Where does or should the line of responsibility lie for ensuring that this is the case?

Carol: Experiential learning in Organisation Analysis, a Level 3 core module

I came to academia and to module leadership from management and consultancy practice. Posing questions and challenges – and encouraging clients to do likewise – has been the cornerstone of my consultancy approach for more than 20 years.

Organisational Analysis (OA) is a core module at undergraduate Level 3. The module is taken by more than 400 students each year. Assessment includes both coursework (learning diary and extended essay) and examination (short answer case study exam, and extended essay exam). Both its status as a core module and its size bring attendant opportunities and challenges. In particular: students cannot opt out of taking the module, no matter how much they dislike the approach (although they can choose not to attend).

The module has an established emphasis on the use of multiple perspectives in exploring organisations and encourages students to take a critical approach. The teaching philosophy is experiential, based on Kolb's (1984) learning cycle. Our intent is to provide students with a combination of space and structure which enables enquiry through the creation of an environment of 'safe uncertainty' (Mason, 1993).

Assessed learning diaries were introduced onto the module in 2006/07. Students are asked to write a couple of pages for each topic covered. The template provided is structured to encourage students to make links between theory and their own experience and each topic has four sub-headings: thoughts; personal experiences; reflections; and applications. Our first year of using the assessed learning diary suggested that students found keeping the learning diary beneficial. Although some found the volume of work involved high in relation to the proportion of assessment marks attached to it (5% of the total module mark), others claimed it was an important aid to their learning and revision for exams. Tutors noted that the difference between a weaker and a stronger assignment was typically most noticeable in the depth of reflection and the clarity of application.

Student feedback suggests that our approach to teaching – encouraging students to enquire into their personal experience, to take a critical approach to organisational theory and to link what they consider to be appropriate theory to their experiences – is perceived as different and difficult. Many experience high levels of anxiety around the approach and particularly around assessment. In a final year core module which has to be passed if the student is to graduate, submitting a piece of assessment that is 'different' is seen as 'risky'. Yet the message is that to achieve a high mark in this module, students need to take the risk.

In an attempt to address this issue, this year we introduced: a lecture on reflective writing; a timetabled workshop on the learning diary; and an optional workshop (attended by c25% of the students) on reflective learning logs. We also asked students to write a two page case study based on their personal experience which they then analysed and critically evaluated in their essays. Optional workshops to help develop these skills were also well-attended. The aim here was to encourage students to not only begin to reflect more deeply on their experience, but also to recognise and value their experience as a valuable and valid source of learning and enquiry. Student anxiety levels do seem to have reduced, which I see as a real benefit in its own right and I have noticed a qualitative difference in workshop participation. We also invited students to write and hand in their responses to four questions around reflective writing in the second lecture.

On a module this size, which has a staff team of seven delivering workshops, the competence and confidence of staff in working with these approaches is also important. Staff support and development activities in the last two years have included the preparation of detailed briefing and debriefing papers on experiential workshops and a session to explore what we mean by “effective scholarship” in the context of the module. This has been built into the assessment criteria and marking grid and is given to students in advance of their coursework hand-in date.

Hugo: Present, Defend, Attack! HIBL in Organisation Studies, a Level 2 module

I took on module leadership a year ago, when I joined the Business School. Based on my previous teaching experience, I began with a number of assumptions.

Firstly, I knew that it would be difficult to convince students that they will only be competitive in the future if they develop a strong capacity for reflection and inquiry (Daudelin, 1996) and that they should try to develop these skills at university. I also knew that the focus for most students would be on assessment, successful completion, and that there would be a strong ‘marks culture’, as in other business schools where I had taught. I embedded the IBL approach in the module as a recognisable exercise which involved students in reading relevant articles that they were then required to present, defend and attack. I designed a system whereby points (up to three per session) were given to students who asked critical questions related to reading a given text. In the case of this module, the meaning of “critical” was defined as *different approaches to a topic that students could take*. For each weekly tutorial, the students were asked to prepare and to assess a text on its “weaknesses” and its “strengths”. A key aspect of this approach is the invitation to students to formulate their own inquiry questions in relation to a specific text and from a specific perspective, and to get points if they do it.

As in the other illustrations in this paper, at the centre of the approach is student desire for learning, and our own desire to 'teach' in ways that engage with student desire to learn. The main problem that I experienced in the module is when the "desire of students to learn" and in consequence, "my desire to teach", were modified by a variety of circumstances:

1. After my first feedback to the students, they noticed that their greater or lesser willingness to participate affected their marks, so some of them changed their attitude.

In several written assignments, the best students suggested that in peer review exercises peers had given them negative evaluations to prevent them from getting good marks. They suggested that had induced them to modify their attitude to inquiry in the following sessions.

2. Students concentrated more on discussing and debating than on inquiring critically into concepts, ideas or models.

Module evaluations received showed that students like to participate, discuss, and explain their ideas to others. To the question about their opinion about "the way in which (the module) is interactive and whether they were encouraged to develop their debate skills and presentation skills", they answered:

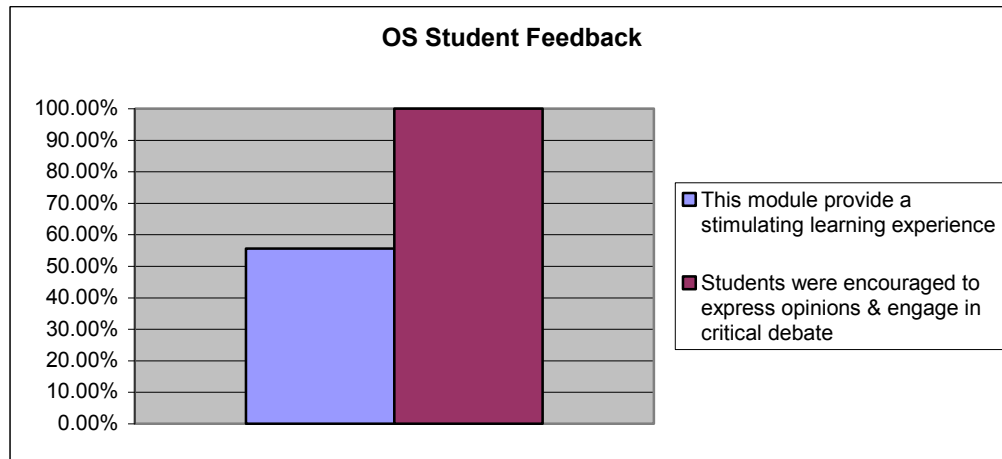
(The tutor) is always enthusiastic and encouraging. (The tutor) helped to develop discussion skills.

I like the open environment for us to debate topics easily.

It could have been made a bit clearer that we have to do an assignment.

There was encouragement to debate the topics each session.

Analysis of the module evaluations showed that despite the fact that almost all of the students agreed that they had been encouraged to express opinions and had engaged in critical debate, only half of them considered that the module had been a stimulating learning experience. This gap suggests that engaging in critical debates is not necessarily perceived as learning for the students.



Source: OS 2008, UWE-BBS, Student feedback.

- Attendance is variable throughout the module and students who attend feel affected by those not attending.

From past experiences in other non UK business schools, I know that IBL centred sessions need some “critical mass” (metaphor) of students. Students feel discouraged if they see few colleagues in the sessions, or just the same ones in every session.

This was confirmed by students themselves in their feedback:

To the question: *how could this module be improved?* The students have answered:

More people attending would provide more interesting debates

Increase attendance so we can have more effective debates

Better attendance from other students to help the debate

In order to avoid this effect, I tried to achieve a critical mass using a marking system I used in the past (25% of the final mark will depend on the participation). A student could graduate with 75 points if she/he decided not to attend, but with participation could obtain the maximum of 100 points. Attendance was close to 80% during the first term but decreased to 50% in the second term.

Regarding the relation between compulsory attendance and HIBL approaches, my experience is that students perceived that attendance should be maintained and I perceived that the quality of the discussion sessions was considered better by students of modules I taught where attendance was compulsory.

Sophie: ‘Discoveries’, LTEA conference, 2008

Upon reflection of my life at university I realised I would walk away with many key skills for example, communication skills, presentation skills, and business knowledge. However there is one fundamental skill that I will take away with me into the world of work, that is the ability to be able to “question”, which is a skill that IBL has taught me. In terms of being able to question I mean the ability not to take theories at face value, to be able to evaluate them critically through situations in the work place that have been experienced.

There have been two particular examples that reinforce this idea of questioning. In my assignment for organisational analysis I developed a narrative case study about a situation that happened to me at work. This situation enabled me to question the theorist Yiannis Gabriel’s (2000), idea that culture provides a sense of belonging. His theory did not match my experience, as my experience of culture was more negative, thus I was able to critically evaluate his idea based on what I had experienced. This also allowed me to develop my own theory of culture (The Black Hole Approach), which looks at the idea of identity within organisations. IBL/experiential learning therefore has made the processes of critical evaluation simpler to comprehend. A further example of this idea of being able to question was the discovery of my inability to learn in the form of a cycle (or circle). Throughout the organisational analysis module we continually referred to Vince’s critique of Kolb’s learning cycle which highlighted that learning, unlike what Kolb had suggested (learning through concrete experience), causes anxiety and that we can engage with anxiety in ways that either promote or discourage learning (Kolb, 1984; Vince, 1998). However I questioned both of these theorists as I felt my learning was more complex than just a cycle. It can be described as more of a jagged shape, with lines going in all directions, perhaps set inside a circle. As I was very interested at this point as to why both these theorists just used a simple shape, I researched the topic myself and came across an article by Eric Schlesinger (1996) entitled: ‘Why Learning is Not a Cycle’. He reinforced what I had discovered myself in that humans are complex and so is the pattern of their learning. This demonstrates how IBL has encouraged me to research areas that are important and mean something to me, as opposed to having to learn something that perhaps I am unable to relate to. I believe this therefore, to be one of the main benefits of IBL.

Now as my knowledge of business has developed, I am developing my own opinions and questions through the process of IBL, which has therefore enabled me to evaluate critically without having to think about it, it just comes naturally, it is subconscious. (I am always questioning, even if it is a decision that has been made at work by management!)

Mariana: Reflections: LTEA conference, 2008

I found that studying Organisational Analysis and Managing Change in my third year allowed me to cross-refer information, which augmented my knowledge overall. This helped me throughout my assignments, as I was able to share ideas, synthesise and utilise a critical perspective in order to form my own

analysis. One observation I made from attending tutorials and lectures, as well as talking to my peers was that people who engaged with the tasks performed better. For example, people who did better attended tutorials and asked questions for clarification.

I found that for Organisational Analysis I was utilising a combination of both 'Experiential Learning' and 'Inquiry Based Learning', as we had to translate work experience with the relevant theory. In the process of doing so, I also found myself enquiring about several aspects of my work as a means of understanding first and then learning. For Managing Change, IBL assisted me in creating a structure for my assignments. However, I found that at first not a lot of students understood what was expected of them. For example, students would continually ask whether there was a right answer or not and would be frightened of failure. Once the requirements of what to do were clearly explained by the tutors, students began to comprehend that everyone's experience of the two modules was different. Therefore, knowing this motivated students further, i.e. there is no right answer. Also, elements of gender, values and beliefs influenced student reflections and engagement, which had impact on perception and interpretation throughout, for example, when doing group work.

Being presented with the various theorists and their models by reading into them in depth did positively complement my learning. For example, my preferred theorist was Mintzberg and his propositions. This was because I could relate my experience to his theory. Others related more to Yiannis Gabriel or to other theorists. It appeared that students who had a strong theorist/s to match their experiences performed better. Also, I found that having certain research skills enabled me gain higher marks in my assignments, e.g. knowing where to look for relevant information.

I now find myself utilising IBL in my own personal life, too. This is because I want to make sense of the situations, which can be interpreted as learning from experience, i.e. Kolb's Learning Cycle. Before, if something occurred as a result of X, my thinking was not stimulated as much as it is now after having exploited the use of IBL. Therefore, I would say that IBL is an encouraging tool for learning.

My experience of working with the tutors was a constructive one. I found that regular feedback on assignments and tutorial work did guide me in the right direction and with the right approach, which I achieved by communicating and attending at all times. Also, I found that tutors did benefit, too, by asking for students' feedback as a means of making their experience a positive one for them. This coincided by the high level of participation and consensus between student and tutor.

Liza: Reflections on IBL: LTEA conference, 2008

It [IBL on Managing Change] was about your own curiosity. For example, we were asked to identify these enquiry questions at the start. This caused outrage;

everyone was just: what questions? What are we asking? But we had to do it because it was an assignment and I'm quite grateful for that because we wouldn't have...it would be easier just to not do that if it wasn't going to be marked. And so, we had to write enquiry questions and we had to start thinking about what interested us, and that's what it was about; us as an individual. That engaged us immediately and, because we were able to kind of look inwards, and reflect on our experiences, a few of us have, you know, worked in businesses, and I took a year out and worked in Australia, so was able to come back and use that experience.

Reflections on our Research findings

Five student researchers met several times with tutors during the year to reflect on how students and tutors were engaging with our HIBL. As the illustrations demonstrate, module leaders introduced a variety of methods and practices to encourage and to support student engagement. This was challenging for both tutors and students. Students encountered a set of expectations for learning that were quite different to those with which they were familiar. While our co-researchers were very positive about our methods, like us they noted that others were not. The students conducted their own research to explore how other students experienced the experiential learning approach on the core module, Organisation Analysis. The following reflect the range of their findings:

The reflection on the learning helps ideas and theories to stick in the memory for the long term.

[I like] the encouragement to build my own opinion on things."

Good way of making me think about practical work experiences – useful for theory and practice."

I didn't like any of the OA module."

You can't be taught experiential learning it happens naturally. Everybody uses their experience differently."

[Liked most] Freedom to ask questions. [Liked least] There are no definitive answers.

It's a bit namby-pamby.

(adapted from Grisoni et al., 2008)

In their reflections student researchers singled out what had most helped them to engage. One important factor was the opportunity to experience the IBL

approach in two different modules – in contrast to only one. Tutors on Managing Change also noticed a difference when students were introduced to similar methods on the parallel core module. Another important factor was the opportunity for regular engagement with tutors, in tutorials, and to receive regular formative feedback on their work. Student researchers and others in their assignments at the end of the module expressed pleasure at their discovery that they found themselves doing inquiry naturally, and that this added a value in all areas of life – including employment – a theme also remarked upon by those who heard the student presentation at the LTEA conference.

In each module, students reported that they all experienced considerable anxiety when they first encountered this new set of expectations, and particularly at each point of assessment. Anxiety was expressed through challenge to tutors, and this interaction became a useful driver for tutors to develop a language and methods to support the transition. Finding conceptual tools to ‘frame’ and to understand that this experience of meeting and working through anxiety was an inevitable part of the pattern of learning was important for tutors and students (Vince and Martin, 1993; Vince, 1998). Many students described a moment of recognition when they were introduced to the idea that their initial resistance to engaging with IBL could be understood using these psychodynamic concepts to be a recognisable defence against the anxiety inevitably triggered by not knowing. Once they had made this connection, students were able to use this conceptual tool as a container, and move through the anxiety in order to learn how to learn differently. For example, one student describes his response to the visit to an art exhibition at the beginning of the module ‘Managing Change’:

Visiting the Arnolfini Gallery was a good example of teaching and learning. I was not sure what to expect or how much to take in, or whether to record my findings. I carried out the task by holding my anxiety and it gave me insight into a new way of learning. Student, Managing Change

Staff also experienced considerable anxiety in holding on to the principles of student-led inquiry as an approach to learning. In parallel to students, our anxiety was often particularly high at the time of assessment. At these points it often felt as if our approach was to be tested, in relation to the wider academic assessment frameworks. This made it more difficult to resist pressures from students to revert to more familiar approaches designed to support and to reward more didactic approaches.

Conclusions

This paper is offered as a work in progress, offering a snapshot of our thinking and practice to date. Attempting to draw together conclusions from a year of rich experience and research would be premature – and impractical. We can however offer the following thoughts.

The dynamic, reciprocal and varied quality of tutor/student engagement has created a momentum for tutors to develop methods and practices to support our HIBL approach. In this sense, student engagement with the approach, positive and negative, has been enacted in the lived experience of the learning and teaching interaction. The research with students and with colleagues has offered a space where the qualities of this engagement could be explored and distilled.

From these experiences we might now distil the following principles and propositions that inform our evolving practice:

- encouragement of student curiosity and desire for deep learning, and staff desire to engage with student curiosity, as a driver for teaching and learning;
- encouragement of students and staff to engage as reflective practitioners – on the programme and in their future in the workplace;
- focus on extended epistemology, multiple ways of knowing;
- dialogic, quality of student/staff engagement as teachers and learners;
- critical approaches to learning and teaching, learning as sense making and sense giving;
- teaching and learning as embodied, situated process.

While these principles inform our work, they are by no means consistently applied in teaching practice and learning practice. Through joint reflection on our experiences as tutors and student researchers we are developing methods for translating these principles into practices adapted to the skills and experience of each individual tutor, the requirements of each curriculum and the qualities of their students.

The LTEA conference offered an important opportunity for tutor and student researchers to join a community of practice made up of a family of practices and practitioners, each with their own distinctive interpretations of IBL. The positive effect of joining a community of practice beyond the confines of a single module or university was expressed by student researchers in their reflections on attending the conference. Furthermore, the research has offered opportunity to find a language for articulating the ethos and values of our approaches, and to embed this in practices and methods to support and to reward student engagement.

A key finding of our research concerns the resilience of the concept of and approach to teaching and of learning held in mind by students and staff in the academy. This concept concerns both the teaching and learning process, and the knowledge content. While never explicitly debated, it has emerged strongly in student evaluations of the modules. In the third illustration above, many students said in feedback that while they had enjoyed the methods and that they experienced them as stimulating debate, they nevertheless did not believe that this was 'a stimulating learning experience'. Related to the question of what

counts as learning in the academy and how this is measured, is the question of the timing of the measurement. For both students and staff, time and flexibility was needed for each cohort to build relationships to support student participation, to develop methods and practices that worked for the specific cohort. Engagement and participation gained in quality and matured, and student researchers observed that even sceptical responses changed over time to more favourable ones. It is known that for many forms of experiential learning students may not perceive their learning immediately after it but later – sometimes much later (Gould et al., 2004). This may also be the case for IBL. Yet University evaluation forms require an immediate evaluative response, and an unproblematic recognition of learning.

These findings suggest that the sustainability of HIBL outside the Centres for Excellence in Teaching and Learning poses challenges that are complex. While HIBL does require specific competencies and skills of students and staff, it also raises questions that are systemic in nature that cannot be addressed by individuals alone. These concern the purpose of learning and teaching in the academy, how we take up our roles as academics (hooks, 1994; Rogers, 1983). These are big picture issues with a long tradition of debate, not confined to individual tutors or module leaders, but with which we as individuals must engage if we wish to keep our own sense of purpose – and pleasure.

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