

INSIDE ISSUE 13:

Marjon Research 2008/9

An overview of the research reports from the schools

Open Access

Claire Stevens explains what it is all about

Featured Researcher: Paul Thompson

The University College Chaplain tells all about his PhD research

Clustering Research Activity

The latest on research clusters

Significant developments are afoot relating to research at Marjon, although they may not be very visible yet. The new Research Strategy is due to go to Academic Board on 2nd July, and endeavours to find a balance between maintaining some support for everyone to undertake research and scholarly activity, and focusing resources on key areas.

Research Committee had a hefty agenda to consider at its last meeting (June 2nd). An analysis of our position against the criteria for Research Degree Awarding Powers (RDAP) was quite revealing: although our research output (publications, reports etc.) is not far from the mark, we appear to be some way from meeting the criteria relating to external engagement of academics – in other words, many more of us need to contribute to subject associations, learned societies and professional organisations, and to get involved with research in other institutions. Other items for discussion included research clusters (see a summary on p7), and Marjon's engagement with the

forthcoming Research Excellence Framework (REF), the successor to the Research Assessment Exercise. Deliberations on the latter will continue next term. Claire Pearce (Head of Employer Engagement & Business Development) and I also put forward a proposal for a system of recording and 'signing off' funding applications, which, most importantly, should enable us to better support those of you who want to apply for external funds. In the near future we intend to develop a page on the Intranet for all things related to research, consultancy, knowledge transfer etc., so you will be able to find out more there.

However, the core of all such activity is the research that people are undertaking within the institution. The research sections of the annual reports from the three schools covering 2008/9 made for interesting and encouraging reading (see summary on page 2). I hope that, as we develop better support mechanisms for research activity of all forms, the lists will continue to grow over the coming years. Have a happy, and perhaps productive, summer!

Want some funding? Try Research Professional and Grant Finder

We currently have subscription to two funding databases, each providing opportunities to set up your own email alerts, letting you know when funding opportunities are available.

The two appear to have a slightly different emphasis: experience so far suggests there is some overlap, but some different grant schemes will appear in your in-box from each.

Research Professional is the new name for Research Research, and covers research funding opportunities in the UK and overseas. You can access it directly on campus to search or browse the database, but can also establish your own account (contact Claire Stevens, Assistant Librarian, for information on how to do so). Having an account allows for off-campus access, enables you to 'save' search criteria so that you can run the same searches quickly whenever you want to, and gives you the opportunity to set up a weekly email alert.

Grant Finder is a grants and policy database, and less narrowly focused on 'academic research', so it encompasses a variety of consultancy and knowledge transfer opportunities as well. Contact Claire Pearce (Head of Employer Engagement & Business Development) for a username and password, and you can then save searches using your own criteria, for example based on location, type of activity you want to fund funding for, or key words. Rather than a weekly block email, Grant Finder sends you an email whenever something relevant to you appears.

A word of warning though: for both databases, it appears to be best to use quite narrowly focused criteria for your searches, to avoid being swamped! The library website has links to both databases. Go to 'electronic resources, then 'electronic databases' to find them.

"There is no necessary correlation between physical activity and productivity in research. One cannot look and see whether researchers are working efficiently or, indeed, working at all." (Shapin 2009: 154)

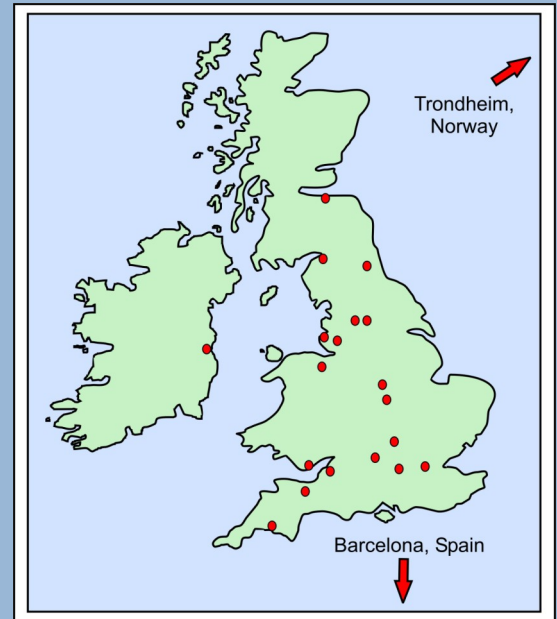
Somewhat fittingly, the annual reports on research from the three schools for the 2008-9 academic session were received at Research Committee almost at the same time as we moved to two faculties. Each of the reports forms an impressive listing in its own right, but looking across the three of them reveals an encouraging level of activity and reach of Marjon influence.

Research is often 'measured' by published output, of course. During the 2008-9 academic year, Marjon staff produced 48 publications, plus a further ten journal articles that were listed as under review at the time the reports were written. The most popular formats for publishing during the year were journal articles (18) and chapters or sections in edited texts (10), but the lists include professional publications, book reviews, reports, and edited or authored books.

A comparable level of activity is evident in the lists of presentations given. The number of in-house presentations (51), primarily at the Learning, Teaching & Research Conference or at school research days, is impressive, but this is almost matched by the 40 external presentations. The majority of these were in the UK (see map), but Marjon staff were heard internationally as well, in Norway and Spain.

The University College also has international reach in judging the work of other academics. Four doctoral candidates were examined by Marjon staff during 2008-9, of whom two were in South Africa (North West University and the University of Kwa-Zulu Natal Pietermaritzburg), one in Australia (Deakin University) and one in New Zealand (Massey University). A number of colleagues have also been involved in reviewing journal articles, with Marjon staff providing peer review services to ten different journals through the year. This includes our own *Critical & Reflective Practice in Education*, and nine other international publications that cover a wide range of expertise (see box below).

There has been less activity in bidding for external funding for research activities, with just ten applications recorded in the reports. Of these, three were successful, four unsuccessful, and the outcome of the last three was unknown when the reports were written. This leaves us with a minimum 30% success rate in our bids for that year. Given that the success rate of many funding schemes is 20% or less, this is encouraging.



Locations that Marjon staff were heard presenting their research during 2008-9.

Journals for which Marjon staff provided peer review during 2008-9

Child Care in Practice: a quarterly, peer-reviewed journal that provides an international forum for professionals working in all disciplines in the provision of children's services.

The Journal of Sports Science and Medicine: a non-profit making scientific electronic journal, publishing research, review articles, and case studies in the fields of sports medicine and the exercise sciences.

Sociology: an official journal of the British Sociological Association, acknowledged as one of the leading journals in its field, with an

undisputed international reputation for publishing original research of the highest academic standard.

The Journal of Child Psychology and Psychiatry: internationally recognised to be the leading journal covering both child and adolescent psychology and psychiatry.

The Journal of Geoscience Education: the premier peer-reviewed publication for geoscience education research.

The British Educational Research Journal: a major focal point for the publication of educational research from throughout the world.

English: an internationally known

journal of literary criticism, published on behalf of The English Association.

The International Journal of Therapy and Rehabilitation: the leading interdisciplinary review journal for occupational therapists, physiotherapists, speech and language therapists, nurses and all other allied health professionals working in therapy and rehabilitation.

Geomorphology: peer-reviewed works across the full spectrum of geomorphology from fundamental theory and science to applied research of relevance to sustainable management of the environment.

One of the buzz-words in HE at the moment seems to be Open Access (OA), but what exactly is it and how does it affect you? JISC¹ defines OA as “the immediate, free-to-use access to peer-reviewed research literature” and there are two main sources of OA materials:

- Open Access journals – journals which make their content freely available online for everyone to access. The Directory of Open Access Journals (DOAJ) lists all current OA journals at www.doaj.org/
- Open Access repository – an online collection of articles or papers which are freely available online. The Directory of Open Access Repositories (OpenDOAR) lists OA repositories at www.opendoar.org/

What are the benefits of OA to you, the academic?

- There is evidence that making materials available through Open Access increases the number of readers and the number of times a paper is cited by other authors – in some areas increasing citations by 300%². Stirling University have found that since setting up their institutional repository, citations of work authored by their staff have increased by an average of 10% every year.³
- Stirling also reported that so far in 2010, they have had an average of 34-41,000 downloads per month from their repository, and even when it only held theses the average number of downloads in 2008 was 8,000 per month.⁴
- Because the material is freely available online there is more chance plagiarism will be recognised and exposed.
- One of the main problems with researching is not being able to access materials due to non-subscription. If more materials were available via OA this would neatly avoid the problem as the material would be freely available.

What are the benefits of OA to the institution?

- Journal price rises over the last decade mean that most universities can no longer afford subscriptions to all of the journals that their academics need – so

accessing OA material means that less money is spent on interlibrary loans obtaining articles from non-subscribed journals.

- Open Access research output has far greater visibility as everyone can access it, and therefore has greater impact - one component of the upcoming Research Excellence Framework is the assessment (and subsequent reward) of research impact.
- A repository will help us to support the Universities UK statement that ‘publicly funded research should be available as widely as possible with no barriers to access’.⁵
- Repositories are currently being developed in academic institutions worldwide, and as well as being a means of preserving our intellectual assets and giving access to output, they can also encourage collaboration and communication of institutional research activity by raising our profile.

What is happening at UCP Marjon?

- The Library is currently in negotiation with Open Repository to purchase a repository for us to hold our research output.
- Our priority will be to populate it with staff output, but we also hope to deposit PhDs and Masters theses in the future.
- We would hope to implement a College-wide deposition mandate (as many other institutions do) to ensure that all research output is included, thereby maximising the visibility and impact of all output.
- The repository we are looking at has the capacity to pinpoint ‘hotspots’ of download activity across the world, which will give us an indication of popular topics in particular countries, which will in turn inform the International Strategy.
- The plan is to have the repository set up and populated within the next 12 months.

For any further information or queries, please contact me on x3118 or cstevens@marjon.ac.uk

¹ JISC. (2010) How to build a case for university policies and practices in support of open access. [Online] <http://www.jisc.ac.uk/media/documents/publications/programme/2010/howtoopenaccessfinal.pdf>

² <http://www.sherpa.ac.uk/guidance/authors.html#whatoa>

³ Simpson, I. (2010) *Putting it into practice: policy development at Stirling*. Presentation at JISC Conference ‘Research impact and operational efficiencies’, held on June 15th in London.

⁴ As above.

⁵ <http://www.universitiesuk.ac.uk/PolicyAndResearch/PolicyAreas/Documents/Research/OpenAccessUUKPolicyStatementSept2005.pdf>

Featured Researcher - Revd Paul Thompson, Chaplain

Could you tell me something about your academic career: how did you get from a first degree in music to doing a PhD in empirical theology?

Well, I do not really have an academic career. I read music at Cardiff University when I left school, because it was basically the only subject I was good at. I then went to a Theological college and studied some Theology at Leeds University before being ordained. That made me think in a different way about all sort of issues around my faith, and politics, and how you could put it all together in a way that was relevant in the world in which we lived.

I then went into parish ministry and later got involved in Youth ministry. What happened was that I was being promoted to become a vicar, which meant moving to a parish in the Rhondda, South Wales and I arrived to discover that I had been elected Deanery Youth Chaplain in my absence. Actually, I loved it. Seven years on, I was moving again to a parish at Llanharan, also in South Wales, and the Bishop decided that I would be the Diocesan Youth Chaplain. It became clear to me, doing the Diocesan job, that actually the church was not doing youth work very well, so I got involved in raising the profile of youth work.

Part of that led me into a school, where I was running a Christian basics course with a group of 13 and 14 year olds. It was a voluntary course held at lunch time, and I thought we had done quite well because we had 20-25 students there. We were talking about Christian beliefs, and what the teenagers thought of them. This was a church school that was almost impossible to get into unless you attended church, so there were all sorts of things that I assumed could be taken for granted. We were discussing Jesus' resurrection one day, when it became quite clear to me that what the students were talking about, in terms of life and death and the world beyond, and what I was talking about seemed to be two completely different things. I thought that was a problem. Given that these were church kids, they had come through the confirmation classes, they had listened to their vicar every Sunday: what was it they did not get? So we returned to this for a couple of weeks, because I thought this was more important than the planned course. After about three weeks of discussing what life and death and the world beyond might mean, this young girl – to whom I am ever-grateful – said, "Do you mean to tell me that when I die, I won't get to come back to Earth as a king or a queen, or a very rich person?" So I explained that no, the deal is, when you die you get to live with God forever in Heaven. Her response was, "What sort of a crap deal is that then?" I thought that was an interesting response!

I began to wonder where she had got this idea from. This was a girl who had been brought up in a Christian family, she was going to church regularly, she had been prepared for confirmation. You would say, in terms of her faith formation, her spiritual development, she had nothing but Christian input. So where did she get this other thing from? I thought that was a really interesting question.

I went to a friend of mine, Leslie Francis, who had recently written a report called *Teenage Religion and Values*, and whose research draws on Theology, Psychology and Education. He has a huge database of information from teenagers, and I thought he would know the answer. Leslie said, "That is a very interesting question Paul. Why don't you write me a 5000 word essay on what you think the answer might be?" I thought that was an interesting response, and decided to give it a go. I had not written an essay for years, but when I finished it he told me he thought there was the basis of a research project there. That is how it started, about 8 or 9 years ago.

The next thing was to write a questionnaire. That took forever, largely because every time I showed it to Leslie (now my tutor) he could see things I had not thought of, or wanted to add bits that he felt would be useful. In my view it became too long, at 330 questions. It is a long questionnaire for teenagers to answer. Initially we took it into four Cardiff schools, and got 865 good responses. We actually had about 1100 responses but about 200 of them were not useable. That formed the basis of the MPhil, which was presented in 2004. Since then, that database has been expanded to about 2100 samples, another 6 schools.

So how would you describe the focus of your research?

Originally the focus was, 'what is it that teenagers believe, and do I have any idea about where they got that from?' The MPhil work provided some insight into what teenagers believe, but did not really answer the other part at all. What I am interested in now is another push on from that. Take as a premise that (for the sake of argument) 40 or 50 years ago, the religious base from which most people mined their spirituality was Christian. Even for people who were not particularly Christian, they might have all sorts of superstitions that would have a Christian base somewhere. 'Touch wood for luck' would be one example. My thesis is that this is no longer the case in the Western world. What we have now is quite a sea of religious ideas from which people mine their spirituality. I want to use other people's qualitative research, examining where

spiritual beliefs come from, alongside my quantitative research to show how that works out in the lives of the children of those who have formed this basis.

The key people in the field are Paul Heelas, Professor at Lancaster, and Linda Woodhead, who have done a lot on New Age spirituality. There is also David Hay's work on how we deal with spiritual experience, and Leslie Francis' quantitative research. I want to build on the shoulders of these people, to see if we can provide evidence that what we *think* is happening, is *actually* happening, and then to explore the implications of that. For the Church, there are implications in terms of how we hold onto what we think is an important Christian message, in an environment where it might be sinking without trace. For education, there are implications in terms of how we deal with this huge subject which is now RE. Once upon a time RE was just about Christianity, then it was about the four major religions, and now it is about much, much more than that. So I am interested in how we deal with that, and what it is that teenagers are bringing to the table themselves before you ever get to teach them about these spiritual and religious matters.

What are the implications of your research for your role here? Are there synergies between what you do here and your research?

There are. They are a little more obvious here than they were in parish life, probably because the age group that I am working with is a lot younger here. I guess I am less fazed than I might have been by the spiritual ideas that some of the students come out with. There seems to be an expectation, almost, that everybody will have something spiritual to say about something, which is interesting. Thirty years ago nobody talked about spirituality at all. It was like talking about death, really. You just did not do it. But now, especially amongst the younger adults, it seems to me they ask big questions in a way I have not seen for a while. I think it is quite encouraging. Also, this is an educational establishment that teaches teachers. I would hope to have some sort of conversation or input into that at some point, if it became clear (and I hope it would become clear) that I had something to say.

So I do think that there are implications for Marjon. In terms of the way that this University College can help to inform wider society and the wider church, if I can make a contribution to that, then that, for me, would be quite important. However, having said all of that, I have absolutely no desire whatsoever to be an academic. I am really comfortable in the role of being alongside people, doing the chaplaincy work, and I do like the way that I



have a certain freedom to pursue whatever academic interests I want to pursue. This is traditional with clergy really, and there is a sense in which we really value that. It is quite an important thing, for those of us that push it: that sense of ownership of a particular subject, but having the independence to be able to do it and not being pressured to follow one direction or another.

So what have been the key challenges in your research so far?

The biggest challenge I had was that first essay. I did not think I could do it. I had not written anything like that for 20 years. The most I had done was 200 words in a parish magazine really, and the odd report. I do not see myself as a writer, although I love finding things out. So it was quite a relief when Leslie looked at that essay and thought there was something in it. I just thought he was going to tell me it was nonsense. I felt like I was 19 again, presenting my first music essay and *knowing* it was nonsense really.

There are other challenges, things I have to learn afresh that I never knew. It pulled me away from what I would see as scholastic Theology, or traditional Theology, and all the bits of that I was interested in, towards much more practical theology that I knew virtually nothing about.

Am I right in thinking you are in the data analysis stage at the moment?

Yes. Entering what is now 2100 samples of 360 questions onto the computer actually took 18 months, because of course I am doing it in my spare time. It took forever. I have begun to interpret that as a whole, and what I am going to do next is to see how the statistical data relate to what I am discovering from those who do the qualitative research, interviewing people.

The next stage will then be to separate the data out amongst males and females. I ran the data through a statistical computer package to see if there was any difference between boys and girls, in terms of how they responded to the questions, and discovered that in some specific areas there are actually quite remarkable differences. So that is worth a closer look. Then I want to do that again with regards to two other issues. One has to do with psychological type, using the *Short Form Revised Junior Eysenck Personality Questionnaire (JEPQR-A)*, which is specifically designed for teenagers. It is only 24 questions, but was part of my questionnaire. The other is to look at the data with regard to Christian belief. I can do that in two ways: I can separate church schools out from

...continued on next page

non-church schools, but there is also a questionnaire within my questionnaire called the *Francis Scale of Religiosity*, measuring commitment levels in terms of Christian belief. So it might be possible to see whether or not the data separate when you apply those sorts of criteria, and to build up a picture of how spiritual development works out.

So, what about timescale?

I have got three years left. I have done a lot in my own time. It was easier for me that way. I have just registered, so I now have three years to complete and I think, at the stage I am at, that is enough.

So you had actually done a lot of the work before you registered?

Yes. I am not even sure I would have followed the academic route much, but Leslie (my tutor) insisted that it would mean there was a discipline in place, and I thought that made sense. I was interested in the question and, actually, whether I had done the academic stuff or not I would have wanted to follow the question. The more I got into it the more fascinated I have become by it really.

Paul, many thanks for your time today. Is there anything else you would like to add?

I have not described all this for a while, to anybody

that was remotely interested! Just a wee aside really, and this was in my acknowledgements at the beginning of my MPhil: when I was researching, at first, I just assumed that if I found something interesting then everybody else would. In particular, I assumed that if I found something interesting, then Amanda, my wife, would. We would go on holiday and I would take all these books. I would say, "Mandy listen to this!" and would read a piece of the book which I thought was fascinating. She was so patient. It was ages before I realised that actually she thought this was all very dull.

I guess that says two things. One is that the fact that I am able to continue with this project at all is largely a result of her patience and encouragement. Very often I have felt I cannot do it, and she has said, "Come on, it'll be fine". But also, it is becoming aware that that what I find interesting is not necessarily interesting to everybody else. I spoke to an engineer once who had just finished his PhD, and I asked him how it went. He said he had just realized the truth of what somebody once told him: that all our educational life we become more and more focused. We start out knowing a little about a great deal of things, and we begin to know a lot about less things, until in the end, we know everything about nothing at all. And I thought, "Well, that is interesting."

Research Matters Forum...back in September

The monthly, informal lunch-time discussion sessions will have a break in July and August, as many of us are either on leave and/or pursuing research and scholarly interests. They will resume in mid-September though. As this year, they will be held on or near the 15th of the month, the intention being that this avoids excluding the same people each month via the teaching timetable. All staff are welcome, whatever your subject, interests or level of research experience.

So far discussion topics have included shaping a research project from initial idea to practicable project, making time for research, what defines 'good' research, and how the usual format for reporting research may present a misleading narrative of processes of inquiry. In practice, as much of the conversation has been about teaching research processes and supervising dissertations as it has been about staff research activities: the

issues that researchers face, whatever the level they are working at, are often common.

If there are any topics you would particularly like to raise in a future Research Matters Forum, please get in touch. Whether it is something as 'big' as attempting to define good research, or as specific as how to implement a particular methodology, all ideas are welcome. It could be based on something you have read, discovering an issue you would like to hear others' opinions on, or own your own experiences of research and teaching research. Whatever the focus, Research Matters Forum provides a friendly atmosphere in which to find out what other people think.



Pauline Couper (Research Officer).

Clustering Research Activity

There are many arguments for Marjon to begin focusing research more into clusters of some kind. We have limited research funding and, since the Research Assessment Exercise (RAE) in 2008, the Government has been pushing towards greater concentration of research resources, and collaboration between researchers and institutions to access these resources. Nationally, expectations are that research occurs in an environment characterized by a 'critical mass' of researchers, working in coherent research groupings, pursuing external funding, and collaborating nationally and internationally. This kind of expectation is embedded within the Quality Assurance Agency's Code of Practice for research degree programmes, as well as within the Research Excellence Framework (successor to the Research Assessment Exercise). Equally importantly, clusters of activity can provide a clear focus for external engagement, and a stimulating and supportive environment for us as individuals. Indeed, recent research in Australia¹ identifies evidence of a link between the social interactions among academics and research productivity. At its meeting on 2nd June, Research Committee agreed a set of criteria for, and expectations of, research groups and research centres², and these are going to Academic Board on Friday 2nd July. The proposed criteria and expectations are reproduced here (although this is not the full paper seen by Research Committee).

A Research Group should:

- i. consist of at least five members of staff, undertaking research in a clearly defined area over an extended period of time beyond the life of one specific project. It should include staff with experience of producing peer-reviewed output;
- ii. provide a platform from which to apply for external funding for projects, and to collaborate with external partners at other higher education institutions and with community and private sector organizations regionally and nationally.

And is expected to:

- i. create, maintain and enhance links between research and teaching on one or more taught programmes of the University College;
- ii. disseminate their research internally and externally;
- iii. provide mentoring and support for inexperienced researchers;
- iv. develop an external profile through links with other organizations and/or the public dissemination of their research;
- v. apply for internal and external funds.

The proposals also include provision for regular review of any centres or groups established, which would normally happen every three years. Research Co-ordinators have been asked to liaise with colleagues to develop a case for proposed groups or centres. It should be emphasized, though, that this does not mean that everybody is expected to contribute to a research group or centre: individuals can still pursue their own research outside of these.

If you wish to read the full paper seen by Research Committee, please contact Pauline Couper, Research Officer.

A research centre should:

- i. consist of at least eight members of staff, undertaking research in a clearly defined area over an extended period of time beyond the life of one specific project. It should include staff with experience of producing peer-reviewed output in an international context, and with experience of supervising and/or examining postgraduate research students;
- ii. provide a platform from which to generate research income through external funding, and to develop collaborative partnerships and networks with academic and non-academic organizations regionally, nationally and internationally.

And is expected to:

- i. create, maintain and enhance links between research and teaching on one or more taught programmes of the University College;
- ii. disseminate their research internally and externally to achieve international recognition among academic audiences;
- iii. supervise and provide training support for post-graduate research students;
- iv. provide mentoring and support for inexperienced researchers;
- v. organize regular research seminars with external participants;
- vi. develop an external profile through links with other organizations and/or the public dissemination of their research;
- vii. obtain external research funding.

References

- ¹Salaran, M (2010) Research productivity and social capital in Australian Higher Education. *Higher Education Quarterly* 64 (2): 133-148.
- ²Proposal on the identification of research clusters. RC 99/05.

Research books in the library

As has been reported in these pages before, the library has a central 'research' budget. This is used to purchase texts that are sufficiently generic to be of interest across the institution, and not likely to be purchased for specific taught programmes. The lists below provide a flavour of purchases this year. If you would like to recommend any texts for consideration, please contact the Research Officer (Pauline Couper, pcouper@marjon.ac.uk) or Assistant Librarian (Claire Stevens, cstevens@marjon.ac.uk).

Newly Acquired:

Aitchison, C; Kamler, B & Lee, A (eds) (Jan 2010) *Publishing Pedagogies for the Doctorate and Beyond*. London: Routledge

Alvesson, M & Skoldberg, K (2009) *Reflexive Methodology: New Vistas for Qualitative Research*. London: Sage.

Fink, A (2009) *Conducting Research Literature Reviews: From the Internet to Paper*. 3rd edition. London: Sage.

Gaur, AS & Gaur, SS (2009) *Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS*. London: Sage.

Jankowski, NW (2009) *E-Research: Transformation in Scholarly Practice*. London: Routledge.

Somekh, B & Schwandt, TA (eds) (2007) *Knowledge Production: Research Work in Interesting Times*. London: Routledge

Sneider, R & Larner, K (2009) *The Art of Being a Scientist: A Guide for Graduate Students and Their Mentors*. Cambridge: Cambridge University Press.

Hardy, MA & Bryman, A (2009) *Handbook of Data Analysis*. London: Sage.

Locke, LF; Silverman, SJ & Spirduso, WW (2009) *Reading and Understanding Research*. London: Sage.

Thomson, P & Walker, M (eds) (March 2010) *The Routledge Doctoral Supervisor's Companion*. Routledge

Currently on order:

Birks, M & Mills, J (2009) *Grounded Theory: A Practical Guide*. London: Sage.

Boeije, HR (2009) *Analysis in Qualitative Research*. London: Sage.

Drake, P & Heath, L (2010) *Practitioner Research at Doctoral Level: Developing Coherent Research Methodologies*. Routledge

Hall, G & Longman, J (2008) *The Postgraduate's Companion*. London: Sage.

Henn, M; Weinstein, M & Foard, N (2009) *A Critical Introduction to Social Research*. London: Sage.

Huff, AS (2008) *Designing Research for Publication*. London: Sage.

Mills, AJ; Durepos, G & Wiebe, E (2009) *The Encyclopedia of Case Study Research*. London: Sage (2 volume set).

Oliver, P (2008) *Writing Your Thesis*. 2nd edition. London: Sage.

Oliver, P (2010) *Understanding the Research Process*. London: Sage.

Keller, DK & Casadevall-Kellar, ML (2010) *The Tao of Research: a Path to Validity*. London: Sage.

Thomson, P & Walker, M (2010) *The Routledge Doctoral Student's Companion*. London: Routledge

Learning, Teaching & Research Conference

Many thanks to all those involved in the 2010 Learning Teaching, & Research Conference. It was attended by over 60 staff, with in excess of 20 presentations or workshops on offer, providing plenty of variety throughout the two days.

The conference planning team has begun to consider the timing, format and content of the 2011 event. If there are any themes or issues you would particularly like to see addressed, or you have an idea for an external/keynote speaker, please let a Research Co-ordinator or Learning & Teaching Co-ordinator know as soon as possible.

If you would like to write something for Research Matters, or if there is a topic you would like to see covered, please contact Dr. Pauline Couper, University College Research Officer.
Email: pcouper@marjon.ac.uk, Ext: 4321

University College Plymouth St Mark & St John
Derriford Road, Plymouth, Devon, PL6 8BH

www.ucpmarjon.ac.uk