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Critical reflections of postgraduate researchers on a collaborative interdisciplinary research project

Ben Purvis¹[✉], Hannah Keding², Ashley Lewis³ & Phil Northall⁴

By employing a retrospective collaborative autoethnographic approach, this work aims to better understand how an interdisciplinary context shaped the authors' experiences of British academia during their PhD research. The authors bring together their individual observations and experiences to collectively interrogate and critically reflect on their position as postgraduate researchers (PGRs) on a collaborative interdisciplinary research project. These reflections are taken as a lens through which to interrogate the contemporary British university. Pre-existing tensions within the academy are characterised as 'asymmetries' along dimensions of risk, disciplinary hierarchy, and knowledge. It is argued that the authors' experience of uncertainty and precarity as junior academics stems principally from pre-existing structures within British academia, rather than the interdisciplinary environment in which they were immersed. By emphasising the role of the successfully trained doctoral candidate as an outcome itself, it is argued that indicators of success can be reframed, shifting the power asymmetry to place greater value on PGRs within the neoliberal academy. Highlighting the ambiguity of their convergent and divergent personal experiences, the authors suggest there is a need for a greater focus on the contested role of the PGR within the contemporary university system.

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Book Collaborative Projects Interdisciplinary Critical Sciences



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Collaborative Projects Andy Blunden, 2014-06-06 Collaborative Projects An Interdisciplinary Study demonstrates that the concept of project may unify research across a range of human sciences and presents eleven diverse research projects and a philosophical introduction to prove it

The Creative Reflective Practitioner Linda Candy, 2019-11-26 The Creative Reflective Practitioner explores research and practice through the eyes of people with a wholehearted commitment to creative work It reveals what it means to be a reflective creative practitioner whether working alone in collaboration with others with digital technology or doing research and what we can learn from listening and observing closely It gives the reader new insights into the fascinating challenge that having a reflective creative mindset can bring Creative reflective practice is seen through practitioner ideas and works which have informed the writing at every level supported by research studies and historical accounts The practitioners featured in this book represent a broad spectrum of interdisciplinary creative activities producing works in film music drama dance and interactive installations Their work is innovative full of new ideas and exciting to experience offering engagement and challenge for audiences and participants alike Practitioner interviews give a direct sense of how they see creative practice from the inside The ways in which these different situations of practice stimulate and facilitate reflection in practice and how we can learn from this are described Variations of reflective practice are discussed that extend the original concepts proposed by Donald Schön and a contemporary dimension is added through the role of the digital in creative reflective practice as a tool mediator medium and partner This book is relevant to people who wish to understand creativity and reflection in practice and how to learn from the practitioners themselves This includes researchers in any discipline as well as students arts professionals and practitioners such as artists curators designers musicians performers producers and technologists

Sociological Abstracts Leo P. Chall, 1998

The Foundation Center Source Book Profiles, 1988

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Literacy and Learning in the Content Areas Sharon Kane, 2025-04-23 The fifth edition of Literacy and Learning in the Content Areas Enhancing Knowledge in the Disciplines provides readers with the knowledge motivation tools and confidence for integrating literacy in their disciplinary classrooms Offering a literature based approach to teaching disciplinary literacy the new edition shares important ways in which teachers of courses in the disciplines can enhance student learning of subject matter and skills while also fostering their growth in the many facets of literacy Throughout each chapter Kane provides engaging and creative strategies and activities to make literacy come alive in discipline specific courses and to encourage students to explore and learn in the classroom Embedded in each chapter are examples resources and strategies to help readers actively engage with and implement literacy practices These features include Teaching in Action examples by subject area Activating Prior Knowledge activities to stimulate critical thinking to prepare readers to learn complex theoretical and conceptual material about

teaching learning and literacy and end of chapter Application Activities to apply field experiences to classroom use New to the Fifth Edition Every chapter of this new edition is updated to reflect the current approaches standards and benchmarks for discipline specific literacy A new introduction with reading activities for professors to exemplify a common reading experience with their students supported by online reading materials New book talks to highlight books that show disciplinary thinking in action including literature related to art physical education economics computer science engineering food science music robotics environmental science family and consumer science and technology Expanded practical instructional strategies with new examples focused on STEAM science technology engineering art math fields and topics relating to diversity and language ESL ENL and modern language learning Updated examples and activities to emphasize students active involvement in their own learning

Library & Information Science Abstracts ,2005 *Collaborative Research in Organizations* Niclas Adler,A. B. (Rami) Shani,Alexander Styhre,2004 Adler Shani and Styhre with contributions from many of the management researchers associated with the FENIX experiment have documented the essence of collaborative research in organizations The eighteen chapters in the book provide a window into the complexity of designing and managing collaborative research efforts in organizations and present an approach that is worth reading about reflecting upon and exploring further At Volvo Cars this collaboration has been an added value to our practice From the foreword by Hans Olov Olsson CEO and President Volvo Car Corporation Through collaboration we can deliver research outcomes not possible from solo or single team scholarship The experiments in collaborative research chronicled in this book are timely and important From the foreword by Andrew M Pettigrew Professor of Strategy and Organization Warwick Business school Associate Dean Warwick University U K This book responds in a timely manner to a most important subject area The editors have a proven track record and are well recognized in their fields around the world The cases exhibit broad coverage and the depth is quite impressive Kenneth L Murrell University of West Florida Collaborative Research in Organizations Foundations for Learning Change and Theoretical Development leverages and sustains the role of management research while increasing the theoretical development of complex organizational and management issues The true partnership ideal and emergent inquiry process make collaborative research complex and difficult to organize lead and manage This book addresses these needs by revisiting traditional research ideals Collaborative Research in Organizations is organized in four sections Part I Framing the Challenge provides grounding in the historical context the emergent need and the challenges of working in the borderland between academy and industry Part II Lenses and Mechanisms presents a range of collaborative research approaches concepts frameworks and mechanisms positioning collaborative research as something other than one of many qualitative approaches Part III Illustrations are intended to provide specific examples of collaborative research projects in a variety of companies and industries that show how collaborative research is realized Most of the illustrations are based on collaborations between FENIX Program researchers at the Stockholm School of Economics and Chalmers University of

Technology and leading Swedish organizations leveraging the Scandinavia tradition of boundary spanning learning endeavours Part IV Lessons highlights the common denominators between the different studies addresses some of the critiques of collaborative research and identifies critical challenges for future inquiry

Science Education Unlimited
Tanja Tajmel, Klaus Starl, 2009 **Unesco List of Documents and Publications** Unesco, 1979 **Critical Complications In Pediatric Oncology and Hematopoietic Cell Transplant, volume II** Asya Agulnik, Jennifer Ann McArthur, Kris Michael Mahadeo, Marie E. Steiner, 2024-11-19

Pediatric oncology and hematopoietic cell transplant HCT patients with a critical illness are a particularly challenging population with a unique presentation diagnosis and management One in every three to four children with cancer will require admission to the Pediatric Intensive Care Unit PICU during the course of their treatment Providing optimum care for these patients involves dedicated multidisciplinary collaboration to provide timely and appropriate management Onco critical care is a growing field of expertise for the care of this high acuity patient population Recent work in this field has focused on sepsis respiratory complications and multi organ failure in HCT patients demonstrating significantly higher morbidity and mortality compared to other critically ill pediatric patients For the past decade the HCT oncology subgroup of the Pediatric Acute Lung Injury and Sepsis Investigators PALISI Network has fostered both research and clinical collaborations between oncologists transplanters and critical care physicians with the goal to improve outcomes in critically ill oncology and HCT patients Contributors to this Research Topic will be actively recruited from this network

Viapolitics William Walters, Charles Heller, Lorenzo Pezzani, 2021-11-15 Vehicles their infrastructures and the environments they traverse are fundamental to the movement of migrants and states attempts to govern them This volume s contributors use the concept of viapolitics to name and foreground this contested entanglement and examine the politics of migration and bordering across a range of sites They show how these elements constitute a key site of knowledge and struggle in migratory processes and offer a privileged vantage point from which to interrogate practices of mobility and systems of control in their deeper histories and wider geographic connections This transdisciplinary group of scholars explores a set of empirically rich and diverse cases from the Spanish and European authorities attempts to control migrants entire trajectories to infrastructures of escort of Indonesian labor migrants from deportation train cars in the 1920s United States to contemporary stowaways at sea from illegalized migrants walking across treacherous Alpine mountain passes to aerial geographies of deportation Throughout *Viapolitics* interrogates anew the phenomenon called migration questioning how different forms of contentious mobility are experienced policed and contested Contributors Ethan Blue Maribel Casas Cortes Julie Y Chu Sebastian Cobarrubias Glenda Garelli Charles Heller Sabine Hess Bernd Kasperek Clara Lecadet Johan Lindquist Renisa Mawani Lorenzo Pezzani Ranabir Samaddar Amaha Senu Martina Tazzioli William Walters

Journal of Scholarly Publishing ,2007-10 **Memoir** ,1983 *Resources in Education* ,1997 **Current Index to Journals in Education** ,2001 **Proceedings of INET 93** INET '93,1993 THE Journal ,1998 **Indigenous Knowledge &**

Development Monitor ,1993 **"Bridging Boundaries: Multidisciplinary Research in Science, Commerce and Humanities"** Prof. (Dr.) M. K. Patil,2024-04-21 Ray Bradbury s Fahrenheit 451 depicts a dystopian society where technology particularly in the form of mass media and censorship plays a central role in controlling and manipulating the populace However the novel also explores the paradoxical relationship between technology and human connection highlighting both its potential for liberation and its capacity for oppression This research paper aims to analyze the multifaceted portrayal of technology in Fahrenheit 451 examining its role in fostering isolation and conformity while also exploring its subversive potential as a tool for resistance and introspection Through a close reading of the novel s themes characters and narrative structure this paper elucidates Bradbury s nuanced commentary on the complex interplay between technology knowledge and freedom

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