

The REF Mindset

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Media Practice and Education

This will be to do with...

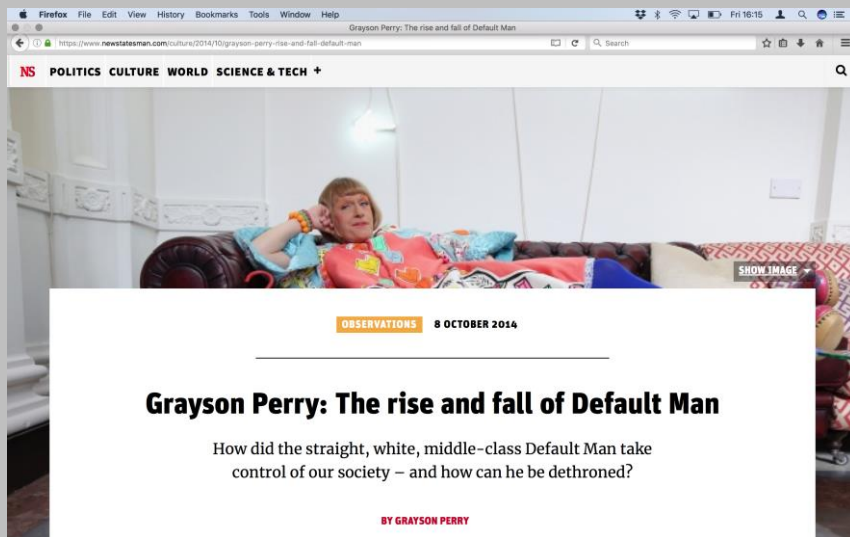
Reflections from

- Editing a journal
- Supervising and assessing doctoral research
- Reviewing research (including my own) against external standards for 'rigour' – ie REF.

Comparing the above re 'mindset'.

Suggestions for

- How research can best be 'signposted' as research for external judgement;
- How we, as a *community of praxis*, can establish *our own* criteria for the work we do
- Practice research as a political project.



Disclaimers

“Neutral is white. The default is white. White privilege is the absence of the negative consequences of racism. We could all do with examining how the system unfairly benefits us personally. (Eddo-Lodge, 2017: 87)

There’s nothing wrong with being white, male, middle class and heterosexual. The problem is just that we’ve been listening to you for hundreds of years. (Benjamin Zeffaniah, R5, 1.2.18)

Submission of all staff with significant responsibility for research

Decoupling of staff from outputs

Transitional approach to non-portability of outputs

Open access requirements

Broadening and deepening of definitions of impact

More structured environment statement with additional sections (impact, institutional-level information, interdisciplinary research)

Weightings

32	Art and Design: History, Practice and Theory
33	Music, Drama, Dance, Performing Arts, Film and Screen Studies
34	Communication, Cultural and Media Studies, Library and Information Management

Institution's *Code of practice* to set out the process for:

- Identifying outputs for submission
- Identifying staff for submission (unless opting for 100% submission)

Must be developed in collaboration with academic staff

Must be approved by HEFCE with advice from EDAP
(submitted by spring 2019)

Process can be different for each UOA

Auditable evidence must be available for eligible staff who
AREN'T submitted

Authors should make explicit claims for originality and significance, rigour is more easily understandable to non-expert reviewers.

10 mins per output = average

4 star – clear need for the work, rigorous locating in the field and application of methodology, significant new knowledge.

International – would it be evaluated as the highest quality in other countries, NOT whether it is international in scope or would be of interest to international readership.

2* - 3* boundary = most difficult, valuable new knowledge or important new knowledge?

Panels – default position is assume 2* then be convinced up or down. 2*star work is internationally significant but not currently fundable. 3 or 4 star has the 'wow factor' and worthy of public funding.

CODE OF A KILLER

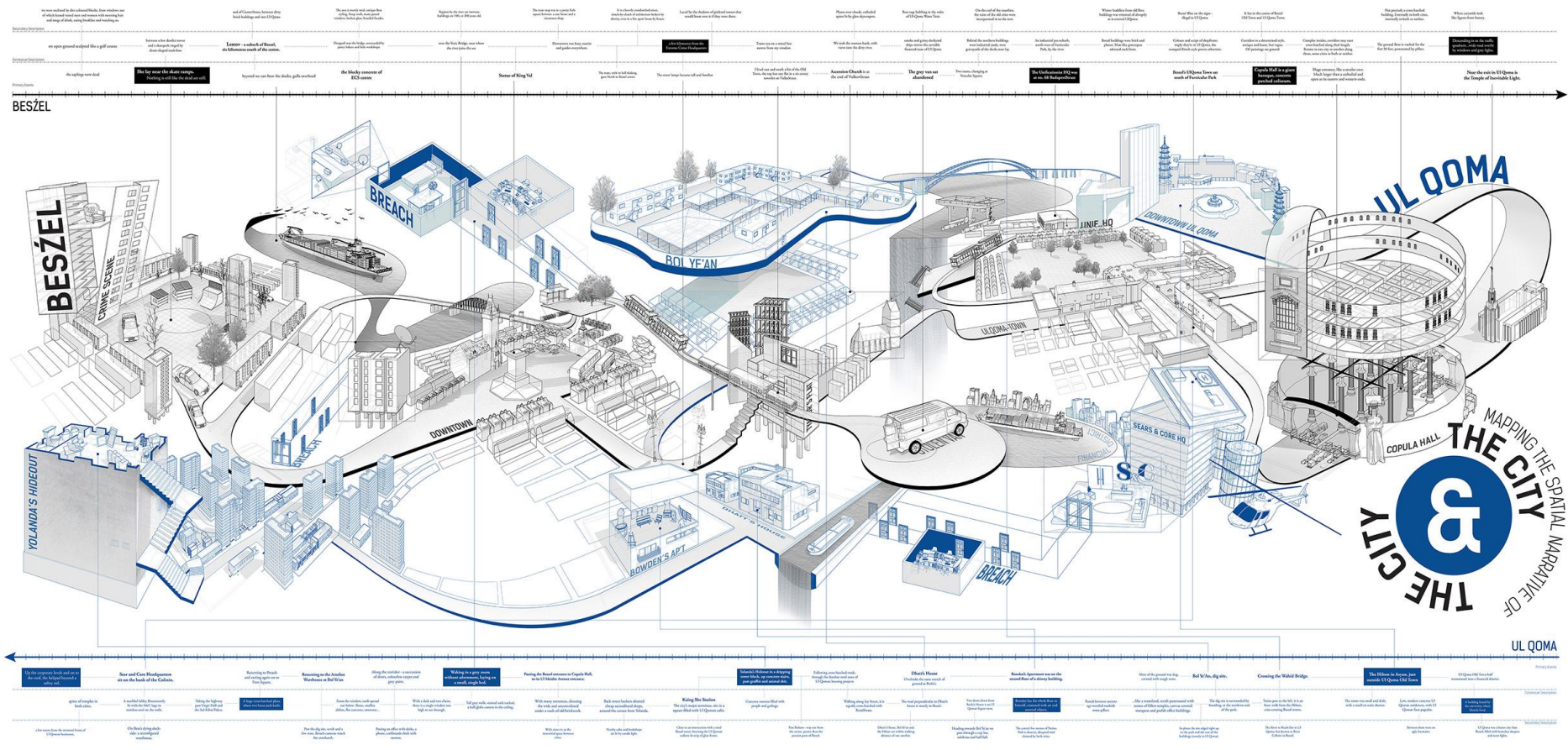


What's your code?

Whose voice in your work?



Practice, Research, Disciplines: *Towards Breach*



Mapping the spatial narrative of the City and the City by China Miéville by Simon Rowe



*The sub-panel welcomed and rewarded research quality evident in practice-led research, but considered that additional information supplied was sometimes less comprehensive and focused than was needed to **make clear the research element** in such work.*

(REF subpanel 36, 2015; 111).

ULSTER JAN 2018: REVIEW

Strengths

- Locating research in fields and signposting originality
- Thorough application of research techniques
- Some pioneering intellectual precision
- Healthy ratio of articles to chapters etc at this stage

Recommendations

Repository approach

Consider diversity vs 'REF narrative' + UoA targeting?

Practice research?

Signposting significance

Focus on methodology and limitations of scale / depth

'Playing safe' with types of output vs significance (eg funded reports)

FTE – case studies – UoAs? Can't comment on overall strategy at this point.

Impression is a broad church, perhaps needing more of a 'core'?

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Publication title					
For each criteria highlight the one that best reflects the article	Unclassified	1 STAR	2 STAR	3 STAR	4 STAR
SIGNIFICANCE	Research will be graded as 'unclassified' if it falls below the quality levels described for one star or does not meet the definition of research used for the REF	Useful knowledge, but unlikely to have more than a minor influence in the field.	Providing valuable knowledge to the field or sub-field and to the application of such knowledge.	An important point of reference in the field. Contributing important knowledge, ideas and techniques which are likely to have a lasting influence.	A primary or essential point of reference in its field Major influence on the intellectual agenda of a research theme or field, a major expansion of the range and the depth of research and its application.
ORIGINALITY		An identifiable contribution to understanding, but largely framed by existing paradigms or traditions of enquiry.	Contributes to incremental and cumulative advances in thinking, practices, paradigms, policies or audiences	Not just using existing paradigms or traditions of enquiry- going beyond this- expansion of / novel in developing concepts, techniques or outcomes.	Outstandingly novel, innovative or creative in developing concepts, techniques or outcomes.
RIGOUR		Competent application of appropriate and techniques of investigation and analysis.	Thorough and professional application of appropriate techniques of investigation and analysis.	Application of robust and appropriate techniques of investigation and analysis with intellectual precision.	Exceptionally rigorous research design and techniques of investigation and analysis Highest standards of intellectual precision.
Specific comments on Significance					
Specific comments on originality					
Specific comments on rigour					
Overall REF Grade					

For the purposes of the REF, research is defined as a process of investigation leading to new insights, effectively shared. 2. It includes work of direct relevance to the needs of commerce, industry, and to the public and voluntary sectors; scholarship; the invention and generation of ideas, images, performances, artefacts including design, where these lead to new or substantially improved insights; and the use of existing knowledge in experimental development to produce new or substantially improved materials, devices, products and processes, including design and construction.



Seeing and knowing *Titanic Belfast* using augmented reality: an auto-ethnographic view

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ABSTRACT

This paper brings together auto-ethnographic and participatory research to investigate how the practice of vision constructed through a locative-based augmented reality (AR) browser creates and reveals values and meanings connected to geographies of the place. Leveraging the potential of the collective cultural consciousness formed by the legacy of *Titanic*, the author has developed an AR browser that layers historic photographs of *Titanic* with the modern day view of the Belfast shipyard in which the ship was built, to investigate the narrative logic of what is seen and understood through the AR browser. This paper seeks to first *show* the experience of the AR construction using an authorial voice, enabling the reader to enter the subjective world of the author's experience, and then *tell* of the experience using a broad framework of visual cultures discourse, thus enabling the narrative fidelity of the subjective experience to have reached beyond that of a description of what is seen and felt. Using this methodology, the paper identifies the affordances and constraints of the AR image in those situations where what is seen via AR technologies contributes to what is known of the cultural symbolism and value of the place.

ARTICLE HISTORY

Received 24 February 2017
Accepted 28 July 2017

KEYWORDS


Augmented reality;
photography; auto-
ethnography; *Titanic*

Publication Title	Seeing and Knowing Titanic Belfast Using Augmented Reality: An Auto-ethnographic View				
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RIGOUR		Competent application of appropriate techniques of investigation and analysis.	Thorough and professional application of appropriate techniques of investigation and analysis.	Application of robust and appropriate techniques of investigation and analysis with intellectual precision.	Exceptionally rigorous research design and techniques of investigation and analysis. Highest standards of intellectual precision.
Specific comments on Significance	Combination of methodology and theoretical frame in the context is highly significant. This should be more boldly stated in the abstract and conclusions. 2-3 Section is clear but under-sold in the key sections for REF reviewer. 2-3 borderline for this reason and because of the overlap with originality in terms of the major influence being restricted by the focus as this is not clearly stated in the conclusions.				
Specific comments on Originality	Politics of accountability through auto-ethnography takes the field forward. Limited by scale and acknowledgement that further enquiry is needed to draw out the implications of the new concepts for a major influence.				
Specific comments on Rigour	Robust auto-ethnography notwithstanding the issues with the term in the context of the methodology). High standards of intellectual precision. A visual culture - a new ontology or vision - locates ARI in a situated practice. Intention to move the focus of knowledge', anticipate future possibilities and scenarios and act as a guide to the development of other such locative assemblages' is well realized.				
Overall REF Grade	3				

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Naked by the Pool? Blurring the Image? Ethical Issues in the Portrayal of Young Children in Arts-Based Educational Research

Qualitative Inquiry
© The Author(s) 2010
17(1) 3–14
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sagepub.com/journalsPermissions.nav
DOI: 10.1177/1077800410389437
<http://qix.sagepub.com>


Cathy Nutbrown¹

Abstract

In this article I discuss my growing worry over the use (and nonuse) of photographs of young children in social research. Taking a view of child protection as paramount, I situate the discussion in the context of ethical governance of research, young children as research participants, changing views of childhoods, and the juxtaposition of the Arts with/in Arts-Based Educational Research. The article sets out a worry over the increasing tendency to pixilate—and hence distort—images of young children for inclusion in research reports or presentations. This (largely unchallenged) practice is slipping into research conventions whilst at the same time research governance and research involving children proliferate. The article argues that the pixilation of photographs of children, may represent a further “crisis of representation” and is an example of the “Othering” of young children in research.

Keywords

ethics, children, arts-based educational research, photographs



In this article, we articulate a set of reflections on how the project, in bringing together academics, students and community participants in a challenging but rich space, enabled exchanges of expertise and new, boundary crossing 'ways of being' in education that can be discussed as 'third space' interactions.