

UNDERSTANDING WHAT TEACHING PRACTICES ‘WORK’ FOR MASTER’S STUDENTS IN CO-BADGED COURSES

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BACKGROUND

Postgraduates value learning experiences that are different from their undergraduate studies (Humphrey & McCarthy, 1999). Currently, there is no published research on postgraduate experiences within ‘co-badged,’ or ‘co-offered,’ courses where undergraduate and postgraduate students share a learning environment. This is important as postgraduates are a vital source of diversity and income for universities.

AIMS

This study aimed to understand what teaching and assessment practices ‘worked’ for Master’s students in co-badged courses and suggest ways to improve the postgraduate student experience.

DESCRIPTION OF STUDY

This exploratory study used Appreciative Inquiry (Cooperrider & Srivastva, 1987) to explore Master’s students’ perceptions of valuable teaching and learning practices in co-badged courses.

DESIGN AND METHODS

Using semi-structured interviews, we collected vignettes and stories from Master’s students who have engaged in one or more co-badged courses in science and analysed these against three existing frameworks using *NVivo*.

RESULTS

Students appreciated a variety of practices, particularly industry-related curricula, being acknowledged as experienced postgraduates, and being able to exchange knowledge with peers and undergraduates. They highlighted important, intangible, affective impacts of their experience that were engendered by respectful co-learning.

CONCLUSIONS

Postgraduate students appreciate many aspects of co-badged courses. This study provides a pathway forward for designing co-badged course experiences that are constructive and useful for Master’s students.

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