

Promising practice

University: Queen's University Belfast

Academic discipline: History and Anthropology

Course title: Recording History

Course description:

This project-based module introduces oral history as a research method for historians. Students work collaboratively to conduct individual and group research on an aspect of the history of Northern Ireland since 1945. Research topics are sourced from society – often CSOs - and the interviews are made available on a website after the research is carried out. Students also make a presentation to BBC Radio Ulster.

Learning outcomes:

An understanding of the strengths and weaknesses of oral history research and of research methodology more generally; increased skills in team working and oral presentation and an increased capacity for independent learning. This therefore significantly enhances employment related skills, i.e. team-working, interpersonal skills, the ability to synthesize large bodies of information. and the compilation of written reports

How students' learning is assessed:

Interview transcript (20%)
1,500-2,500-word critical commentary on interview transcript (20%);
Group presentation: pitching programming ideas to the BBC (10%);
4,500-5,000 word project report (50%).

How students learn with civil society organisations through this course:

Topic areas are discussed between the CSO partner and the module coordinator. Students are normally briefed by the CSO partner at the start of the project about the rationale for the project. Interview transcripts and audio recordings are made available to CSO partners at the end of the project. Recordings may also be placed on the project website.

How students learn about dimensions of RRI through this course:

Whilst not written specifically into the course, RRI keys are discussed and debated during analysis of the interview data, for example whether it is appropriate to make all of the material open access, whether there are ethical concerns in the interview materials, how different people experienced history differently (in terms of eg gender, class, religion etc). Training in interview techniques helps to develop RRI process requirements

RRI keys integrated in the course:

Public engagement/ societal engagement; Open access; Gender and diversity; Ethics; Science education and outreach from higher education; Governance; Social justice

RRI process requirements integrated in the course:

Anticipation ; Reflexivity; Inclusion; Responsiveness

Contact information:

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Weblinks:

<http://www.qub.ac.uk/schools/SchoolofHistoryandAnthropology/StudyattheSchool/UndergraduateStudies/History/UndergraduateHistoryLevel2/>