

Using liminality to your advantage: our role as mediator between educational researchers and other domain-specific academics in higher education

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As research associates we have worked through a cycle of collaborative action research to improve teaching and learning outcomes of small group tutorials in Plant Sciences at the University of Cambridge. With academic backgrounds in plant sciences, we have developed an understanding of educational research theories. Being 'liminal' to both the plant sciences and educational research communities has been essential to our role as mediators between plant science staff and students, educational researchers at CARET, and other university departments. This poster summarises our insight into the value and nature of brokerage in higher education.

