





Dr Robin Clark

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Robin gained his Bachelors and PhD in Mechanical Engineering from University College London, has an MBA from Western Connecticut State University in the USA and a Postgraduate Certificate in Learning and Teaching in Higher Education from Aston University. Robin has worked in the UK and the USA as both an engineer and manager during a 14 year career in industry. His work focused on inspection development and application in the nuclear and rail industries. On joining Aston University in 2003, he took a lead role in developing the School of Engineering and Applied Science MSc in Engineering Management (accredited by the Chartered Management Institute). Using







experience gained in industry, Robin has developed a creative teaching practice that in 2007 resulted in the award of a National Teaching Fellowship. Although engaged in research in the engineering and management fields, most recently as a co-director of Aston's Centre for Project Management Practice, Robin is now focussing on Learning and Teaching and building a strong research capability at Aston focused on Engineering Education. In 2011 Robin initiated the Engineering Education Research Group in the School of Engineering and Applied Science. He is on the editorial boards of JEE, EJEE and JPEER. Robin co-ordinates the UK Special Interest Group in EER, is one of 2 European representatives on REEN (the global Research in Engineering Education Network) and has recently been elected Chair of the SEFI EER Working Group. His interests lie in all areas of Engineering Education from developing the engineering imagination of 6 year olds to working with people in employment who want to develop their learning and skills. Robin is a Chartered Engineer and Fellow of the IMechE, a Chartered Manager and Member of the CMI, as well as being a Fellow of the Higher Education Academy.

Plenary Address – 7th February 2012

Learning and Teaching in Higher Education: Research, Collaboration and Dissemination – Some thoughts from the UK.

The Higher Education environment is ever changing. In the UK we are facing many challenges that are causing us to start to consider more deeply the student experience and what form learning and teaching in our institutions should take. By sharing my experiences in industry and academia, I will explore the way in which our teaching practice develops and how learning and teaching research has an important role to play in developing better teachers and a better student experience.

As the Engineering Education Research work across the globe gathers momentum, the ways in which colleagues are starting to make themselves heard and developing a more collaborative community will be explored. It is most certainly not an easy path, but it is one that an increasing number of academics and support staff are willing to follow as we strive to develop a workforce for the future that can truly address the demands of our planet and its people.

