

At your table : please organise yourselves into a learning community!

Two specific tasks . You have till

1 Appoint the person

- With the most hair on their head as **Chairperson** : role to gently steer the table learning community's discussions.
- (the person) with the biggest watch as **Timekeeper**: role to gently remind the group of time for tasks.
- (the person) with the most interesting notepad as **group reporter** : role a) to keep a record of the group's discussion and b) if required to speak for the group.

2 Ensure you know each other's names and institutions.

Task :Line Up .

People stand along a line on an issue where there is likely to be a polarity of views and then discuss where they stand.

The link between teaching and discipline based research should at the level of the individual faculty member be

Tightly coupled . Loosely coupled

Undergraduate research should be for

All students Selected students

You have tilland the reporter be ready to report for the group

SECTION 3: The Suggested Workshop Meta Task

Discuss with respect to the evidence in this presentation.

Burton Clark's view that "....Student involvement in research is an efficacious way to educate throughout the education system the great mass of students , as well as the elite performers, for the inquiring society into which we are rapidly moving"

What you see are the central effective strategies for institutions (and /or departments)to give substance to this aim?

Task :SECTION 11 : :Three Case Studies

You have till

Discuss with the person next to you.

Focus on the UCL case study – A research based department. What do you consider

- Are the key ways this case study seeks to link teaching and research?
- Is such an approach only appropriate /possible with elite research based institutions?/ highly motivated students? (Do check out the other two case studies on that page.)

Statements of Belief and Purpose

See SECTIONS 2&3

"The University is committed to enhancing the links between research activity and teaching in order to ensure that students and staff benefit from learning and teaching in a research environment."
Oxford Brookes University (UK) Learning and Teaching Strategy (January, 2000)

“Student involvement in research is an efficacious way to educate throughout the education system the great mass of students , as well as the elite performers.”

SECTION 4 – Surveys of Practice

Boyer ... “ The research universities have often failed....”

" We found that only about 50% of institutions had any statement (in their teaching and learning strategies) resembling a commitment or objective in their strategies that research should have any impact on teaching , and a much smaller proportion (approximately 10%) identified in any detail the mechanisms by which this might be achieved."

J.M Consulting (2000) (emphasis added)

SECTION 5 : Research demonstrates lack of positive causal interactions (and some negative ones)

"Based on this review we concluded that the common belief that teaching and research were inextricably intertwined is an enduring myth. At best teaching and research are very loosely coupled" (Hattie and Marsh, 1996,529) (emphasis added).

The 'X Files Syndrome' (Jenkins et al 1998)
(Roger Lindsay, Psychology, Brookes).

SECTION 6 and 7: Research Selectivity and Pressures for Mass HE System

“Despite the evidence of a synergistic relationship between teaching and research , we make no recommendation about this: it would be wrong to allow teaching issues to influence the allocation of funds for research.” HEFCE, (2000) 00/37, Review of Research, Bristol, Higher Education Funding Council for England

1979 One in Eight

1990 One in Three

2005 One in Two?

SECTION 8: One Answer : Restrict or Focus on Selected Students in Selected Institutions?

Schreyer Institute for Innovation in Learning : 'a unit dedicated to improving teaching University wide'

" To obtain an honours degree, a student must gain at least two module credits from project, dissertation or synoptic modules." (Oxford Brookes Undergraduate).

Extracts from some web sites from US Honors Programs

- "Average class size is 18 students."
- "Honors Contract ,independent study, thesis, and study abroad opportunities."
- "You will be admitted if you have a 3.5 G.P.A. of twelve or more academic units...You have to maintain a 3.5 G.P.A. to stay in the College."

SECTION 9 and 10: Recent Research indicates

"exploit further the link between teaching and research in the design of courses." (Brew and Boud)

The aim is to increase the circumstances in which teaching and research have occasion to meet, and to provide rewards not only for better teaching or for better research but for demonstrations of the integration between teaching and research."...(Hattie and Marsh , 1996,

SECTION 12 : A model for course design

Develop students understanding of the role of research in their discipline (as with the geography department at UCL)

Develop students abilities to carry out research/consultancy in their discipline

Manage student experience of research /consultancy

Perhaps restrict research opportunities to selected students?

The Key Roles of Institutions and Departments

Colbeck (SECTION 9) –Vantage and Cosmopolitan .

The analyses reveal ways in which it is possible to work to strengthen the connections between teaching and research, and highlight that it is valid and important for universities to address the nexus through measures consistent with their mission, goals and objectives . Since universities differ, it is appropriate that the means also differ ..." Zubrick A, Reid A and Rossiter P (in press) Strengthening the Nexus between Teaching and Research, Canberra, Australian Government Publishing Service.

Task : Individually read SECTIONS 13
and 14

Consider what do you consider the most effective strategies for institutions / departments to ensure that all / most students experience effective linkages between research and teaching?

You have till.....when you will continue by discussing this task at your table.