

## Please organise yourselves into Groups of 4

- composed of people you don't know well
  - and with people from outside the UK  
'amongst the groups'
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Two specific tasks . You have till .....

### 1 Appoint the person

- With the most hair on their head as **Chairperson** : role to gently steer discussion.
- (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 and start discussing why you came to this session

## **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

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Undergraduate research should be for

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All students                                      Selected students

You have till .....and then the task will develop

## **Task: A Scholarly Discussion**

Reflect on your discussions so far

To what extent have they been scholarly?

What does the international research and scholarly evidence reveal on this issue?

At .....the reporter is to speak for the group; on ONE thing that came out of our

A) Discussions on the line –up task

B) Discussions re the use /interpretation  
of the international research and scholarly  
evidence

## Surveys of Practice

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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)

## Research demonstrates

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"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).

“ . . .The research universities have often failed, and continue to fail their undergraduate populations, thousands of students graduate without seeing the world - famous professors or tasting genuine research." University of Stony Brook(1998,3)

Re-inventing Undergraduate Education: Boyer Commission on Educating Undergraduates in the Research University

Why Link ?

Why focus (in part) on the discipline ?

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Belief of role of universities

Questioning validity of much of previous research : correlating and reductive

More recent research –e.g. see Jenkins et al (2002) ;Lindsay et al (2002) and Baxter Magolda ( when published!)

Staff morale and commitment to their discipline e.g. history /interdiscipline e.g. womens studies

“In a ‘knowledge society’ all students – certainly all graduates –have to be researchers” ( Peter Scott )

The discipline may shape the form of the relationships and the opportunities to exploit it

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## Task :Three Case Studies

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You have till .....

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.)

## Consider Section 2

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As a group consider the Discipline project

- What strategies this project could use to ‘succeed’?
- What strategies this project could use to ‘succeed’ internationally ?
- How individuals in the group might use this project in their own work context ?

At ....be ready to state ONE thing worth saying to everybody here about this approach to the scholarship of teaching is .....