

Welcome to a session on :

Institutional Strategies to Develop Inquiry through Linking (staff) Research with Student Learning

Please sit with people from different institutions - and whom you don't know well?

Make sure you know names etc

In your groups appoint the person

- With most 'hair on their head' as chair – role to gently steer the group
- With the 'most interesting notebook' as reporter – role to speak for the group.

Then look excited and ready for another task.

Task

In your groups discuss your views on these two propositions

‘The challenge is to demonstrate that the learning and research environments, at the undergraduate level are not competitive but complementary.’

‘We are all researchers nowTeaching and Research are becoming ever more intimately related ...In a ‘knowledge society’ all students – certainly all graduates –have to be researchers.’

As a group ensure that atyour reporter can state for the group ‘ONE thing worth saying to everyone here’ that comes out of our discussion on this issue is

I will then ask for some of these statements to be made public.

Two Vignettes and reflections by you

The Pro VC (Research) at a university in Oxford

Meetings of the Research and Teaching Committee at Southampton Institute

You meet your Vice Chancellor in an amazingly frank mood

SECTION 3 : Statements of Belief, Value and Judgement

- A strong view of the nature of the University is one where teaching and research are interlinked
- Much of the considerable research on that issue would question that close nexus – certainly at the level of the individual academic
- A mass higher education has probably shattered that traditional nexus at the level of the individual academic –if such a ‘golden age’ did exist .
- More recent research –often using different research methodologies – would see benefits to undergraduate students from (staff) research and from student ‘involvement’ in research.
- Such positive linkages have to be created at a variety of levels and in myriad ways
- Institutions have powerful potential roles to play .
- We are just learning and experimenting how to do this and there is limited research to guide us .

SECTION 3 : Two national and potentially international projects

Linking Teaching and Research in the Disciplines

<http://www.brookes.ac.uk/genericlink/index.htm>

(url will soon change to be part of <http://www.ltsn.ac.uk/genericcentre/default.asp>)

This national project for the UK Generic Subject Centre/Learning and Teaching Support Network involves:

- Creation of generic support materials to further embed teaching/research links in disciplinary communities;
- *(Initially) five subject centres embedding teaching /research links in their communities; Bioscience; Geography , Earth and Environmental Sciences; Hospitality Leisure Sport and Tourism; Law.(Others will soon follow)*
- Providing a framework, ideas, resources and strategies that will also support disciplinary communities world-wide in linking teaching and research
- Web site (to be publicly launched July 2002) will contain case studies of discipline based practice ; discipline based bibliography ;links to discipline based organisations worldwide ...and generic materials .

(Note that the UK Learning and Teaching Support Network is composed of 24 SubjectCentres devoted to developing and disseminating discipline based practice and a Generic Centre that also has a co-ordinating role :<http://www.ltsn.ac.uk/>).

Project Link: Linking teaching with research and consultancy in Built Environment Disciplines .

<http://www.brookes.ac.uk/schools/planning/LTRC/>

A project being undertaken by Oxford Brookes University, The University of the West of England, University of Westminster and Sheffield Hallam University .(UK)

- Into the what, where and how of Linking Teaching with Research and Consultancy in the disciplines of Planning, Land and Property Management, and Building.
 - Also concerned with developing these links in the policies and practices of the four institutions and professional organisations.
 - Web site contains examples of course design strategies , institutional and department change strategies , reports of focus groups , links to web sites worldwide etc.
 - Funded through the Fund for the Development of Teaching and Learning (These are mainly discipline based national curriculum development projects).
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<http://www.ltsn.ac.uk/>

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SECTION 5: Failures to connect / or work to strengthen the connections

“ 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 .” (1998)Boyer Commission on Educating Undergraduates in the Research University.

" 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 4 : Building on Boyer et al

Scholarship Re-considered (1990)

The Boyer Commission (1998) set up to promote implementation of Boyer's ideas into institutional planning in 'research universities', called for ten key changes in undergraduate education, four of which directly address the teaching /research nexus, viz.:

1: Make Research –Based Learning the Standard. 'Learning is based on discovery based on mentoring. Inherent in inquiry-based learning is an element of reciprocity: faculty can learn from students as students are learning from faculty'.

2: Construct an Inquiry-Based Freshman Year. 'The first year of a university experience needs to provide new stimulation for intellectual growth and firm grounding in inquiry-based learning and communication of information and ideas.'

3: Build on the Freshman Foundation. 'The freshman experience must be consolidated by extending its principles into the following years. Inquiry –based learning, collaborative experience, writing and speaking expectations need to characterize the whole of a research university education.'

7: Culminate with a Capstone Experience. 'The final semester should focus on a major project and utilize to the full the research and communication skills learned in the previous years.'

Institutions can strengthen the nexus

“The analyses reveal ways in which it is possible 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.

SECTION 5:

As I speak to this section consider which of these strategies are

- In place in your institution/department /role
- Worth adapting to your institution /department /role
- Of limited or no use to your institution /department /role

Lessons from New Zealand

" How does the institution ensure that teaching and learning are different from what would occur if there were no research and how is this difference measured?"

University of Auckland (2000)
Academic Audit Portfolio.

<http://www.aau.ac.nz/>

National Policies that support /hinder /block the nexus: The UK : a negative model

“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 - para 175,26.
(my emphasis)

SECTION 10 : A REQUEST FOR HELP

Please send me any urls etc that you think are interesting (Canadian) examples of institutional , departmental , course team, disciplinary association ...strategies to link teaching and research and or people I should contact . Contact me at alanjenkins@brookes.ac.uk.. I will ensure all the web sites you send are posted at

<http://www.brookes.ac.uk/genericlink/web/sites.htm>

In your groups consider the strategies that I have outlined .Discuss any or all of the following

- Whatever you think appropriate.
- Which of these strategies seem most adaptable to your contexts and why
- Which seem irrelevant and why
- Which other strategies are worth considering

Atcould the groups reporter be ready to state ONE thing worth saying to everybody here re institutional strategies to link teaching and research –and foster student inquiry.....