Linking Teaching and Research in Disciplines and Departments

Alan Jenkins

Task! Discipline-based speed dating

- Ensure you have the session handout
- Please get into groups of 4 so you can talk and listen to each other, away from other groups
- Appoint as chair the person with most hair on their head, as reporter – the person with the most interesting notebook – and as timekeeper the person with the biggest watch
- Ensure you know each others names, roles in your institutions
- And be ready QUICKLY for the next task!

Confirming the Focus

Our focus today is on (staff) research in the disciplines (eg philosophy or interdisciplinary areas such as womens' studies) and student learning: not on (pedagogic) research on higher education.

Aims

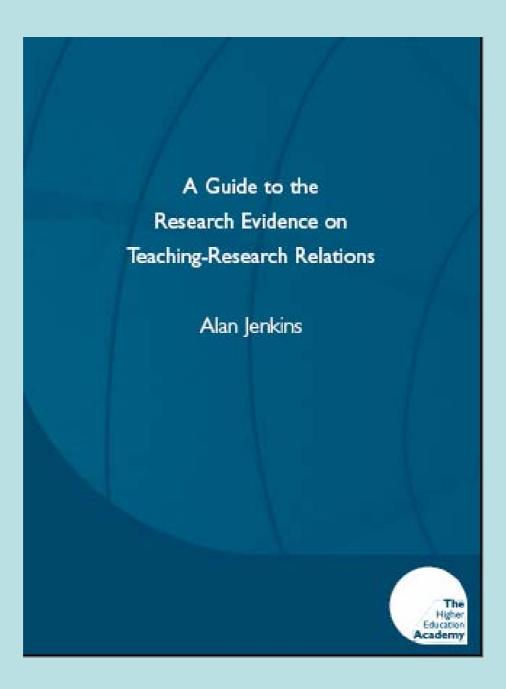
- To provide a language/conceptual framework to help you better connect teaching and research
- Consider a range of case studies from outside Bioscience that may prompt ideas for your practice
- Open up a discussion of teaching/research relations in departments

Discuss in your groups and agree one statement worth making ...

The nature of the discipline fundamentally shapes the teaching /research relationship

Strongly Agree

Strongly Disagree



Institutional strategies to link teaching and research

Alan Jenkins and Mick Healey



My Perspectives

- Student 'understanding' of the complexity of knowledge lies at the centre of higher education
- At the level of the academic, the student ... and the institution there are tensions between teaching & research
- We need to maximise the (potential) synergies and minimise the conflicts
- This requires actions at a variety of levels in particular the academic department and disciplinary communities
- The link at undergraduate level is both most problematic and most important?
- There are important disciplinary / 'professional' variations in teaching /research / professional knowledge relations

Recognising what has been done/ is now progressing

This session builds on...

- Linking Teaching and Research in the Disciplines: 5 SC, 2002-4 including Biosciences
- SNAS project strand: 2005-200? 15
 Subject Centres gathering case studies and writing review essays
- It recognises and celebrates the approach and current 'project' of the Scottish QAA

Forthcoming

c April 2007

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Alan Jenkins, Mick Healey and Roger Zetter

Higher Education Academy

A 'Language' to Help Us Examine What We Do

- Learning about others' research
- Learning to do research research methods
- Learning in research mode enquiry based
- Pedagogic research enquiring and reflecting on learning

STUDENT - FOCUSED STUDENTS AS PARTICIPANTS

EMPHASIS IS
ON
RESEARCH
CONTENT

Research-tutored

Curriculum
emphasises learning
focused on students
writing and discussing
papers or essays

Research-based

Curriculum emphasises students undertaking inquiry-based learning

Research-led

Curriculum is structured around teaching subject content

Research-oriented

Curriculum emphasises teaching processes of knowledge construction in the subject EMPHASIS
ON
RESEARCH
PROCESSES
& PROBLEMS

TEACHER - FOCUSED STUDENTS AS AUDIENCE

Discipline based case studies

Handout (pages 5 – 16)

Consider any two of the discipline based case studies **from outside Bioscience** you think *might* be relevant to yourself / colleagues in your discipline / department

What **ONE** main conclusion do you draw from this exercise?

You have 'til...

T/R Relationships in Your Department /Discipline

Discuss teaching /research relationships in your department /discipline perhaps using as prompts these analogies...

Like 'love and marriage'; 'a horse and carriage' or 'strangers in the night' (Sinatra, F.) or perhaps 'Mills and McCartney'?

- Consider any two of the department case studies (pages 17 – 21) that you think relevant to staff (and student learning!) in your department and /or discipline
- How could you help staff in your department or other departments reshape teaching /research relations in their department?

(and soon there will be Scottish case studies!)

Concluding the date: But take these ideas into the speed dating sessions that follow ...

A round in your group – each briefly complete one of these sentence stems ... and then group discussion 'til the refreshments

One thing I am going to do in my own practice /role is ...

One thing I am going to propose to my department is ...

One idea /perspective I am taking forward into today's event is ...

Some Web Resources

Discipline-based practices for linking teaching and research http://www.heacademy.ac.uk/850.htm

Jenkins A (2003) **Designing a Curriculum that values a research-based approach to student learning,** York, Higher Education Academy

http://www.heacademy.ac.uk/resources.asp?id=163&process=full_record§ion=generic

Jenkins A and Zetter R (2003) Linking Research and Teaching in Departments, York, Higher Education Academy

http://www.heacademy.ac.uk/resources.asp?process=full_record§ion=generic&id=257

Jenkins A (2004) A Guide to the Research Evidence on Teaching Research Relations, York, Higher Education Academy

http://www.heacademy.ac.uk/resources.asp?process=full_record§ion=generic&id=383

Jenkins A and Healey M (2005) **Institutional Strategies to Link Teaching and Research**, York, Higher Education Academy

http://www.heacademy.ac.uk/resources.asp?process=full_record§ion=generic&id=585