

# 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

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Strongly Agree

Strongly Disagree

A Guide to the  
Research Evidence on  
Teaching-Research Relations

Alan Jenkins



# 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

## **Linking Teaching and Research in Disciplines and Departments**

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

**Research-tutored**

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

**Research-based**

*Curriculum emphasises students undertaking inquiry-based learning*

EMPHASIS IS  
ON  
RESEARCH  
CONTENT

EMPHASIS  
ON  
RESEARCH  
PROCESSES  
& PROBLEMS

**Research-led**

*Curriculum is structured around teaching subject content*

**Research-oriented**

*Curriculum emphasises teaching processes of knowledge construction in the subject*

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&section=generic](http://www.heacademy.ac.uk/resources.asp?id=163&process=full_record&section=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&section=generic&id=257](http://www.heacademy.ac.uk/resources.asp?process=full_record&section=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&section=generic&id=383](http://www.heacademy.ac.uk/resources.asp?process=full_record&section=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&section=generic&id=585](http://www.heacademy.ac.uk/resources.asp?process=full_record&section=generic&id=585)