



Linking Teaching with Research

Case studies for Bioscience Departments and Subject Groups

“Research, teaching and study can exist in not so splendid isolation, with full time research staff in one corner, some teaching staff off in one corner and only slightly guided, if at all, by the results of recent research, and students studying in another corner, with codified text in hand but out of the sight of research activities and peering at distant teachers as if through the wrong end of a telescope.” Clark, B.R 1993, 301, *“The Research Foundations of Post –Graduate Education”*, *Higher Education Quarterly*, 47(4), pp301-314.

First consider this:

While our understanding of linking teaching and research is still developing it is clear that as well as designing and teaching courses, the issues of departmental organisation, structure and culture are clearly important in supporting or threatening the link. We think that this ‘classification’ will help you describe your practice to others and for each one consider how they explicitly or implicitly encourage or discourage the link? (Note we are not here concerned with issues of institutional organisation except in so far as they are of direct implementation at department level. Our focus here is on issues in a departments ‘control’.)

1. Policies for teaching – how do these explicitly encourage or discourage the link?
 2. Policies for research - how do these explicitly encourage or discourage the link?
 3. Staff recruitment
 4. Programme /course evaluation monitoring and review
 5. Staff development and training
 6. Organising staff in the department
 7. Departmental organisation and resources other than staffing
 8. Departmental culture
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1. Title of case study: *(such that it conveys to others the central aspects)*

2. Contact details

Name and address:

Tel:
Fax:
Email:

3. Classification Category: *(Please choose one or more of the classifications above which best reflect your example – e.g. policies for teaching – how do these explicitly encourage or discourage the link)*



4. What does the department do? (e.g. the specific ways in which staff are recruited/organised so as to maximise the links include... Please ensure this section is written such that departments elsewhere can take the central elements from your practice. Write it like a 'good' cook book!). There is word limit to this section. But for entry to the price draw this section needs to be a minimum of 500 words.

5. Hot tips and things to look out for: (What is the key advice you would give someone who has decided to adapt this method /procedure/way of organising and so on?)

6. Does it work? (In your view what are its strengths, areas less effective etc? Has it been internally/ externally reviewed and if so what were the central 'observations'?)

7. What problems/issues have arisen?

8. Details of support material (perhaps attach as a separate file any details that you think would help others; e.g. relevant sections of appraisal documents)

9. Relevant references (to published articles / web sites by you or others that describe this way of organising the department)
