

Dr Sarah Rawlinson
"Connecting the curriculum
through research based
enquiry".

College of Business

Research Led Teaching

‘Research-led teaching reflects and makes use of the teacher’s disciplinary research to benefit student learning and outcomes.’ (Trowler, P. & Wareham, T. 2008)

This requires:

- Staff to be research active and provide high quality, research–engaged learning and teaching;
- Research-led curricula in which students learn about the most up-to-date research in their subject area;
- Students are fostered and supported in active engagement in research and inquiry to develop their confidence and inquiry based learning skills.



Making Links between Research and Teaching

Making links between research and teaching requires:

- Students learning about the research process (research –orientated learning)
- Curricula designed around inquiry-based learning activities in which students learn as researchers (research-based learning) collaborating with each other and their lecturers to create and develop new knowledge.
- Opportunities for students to undertake an element of work-based learning to develop their expertise in applied research with employers and professional bodies.



Research Based Learning

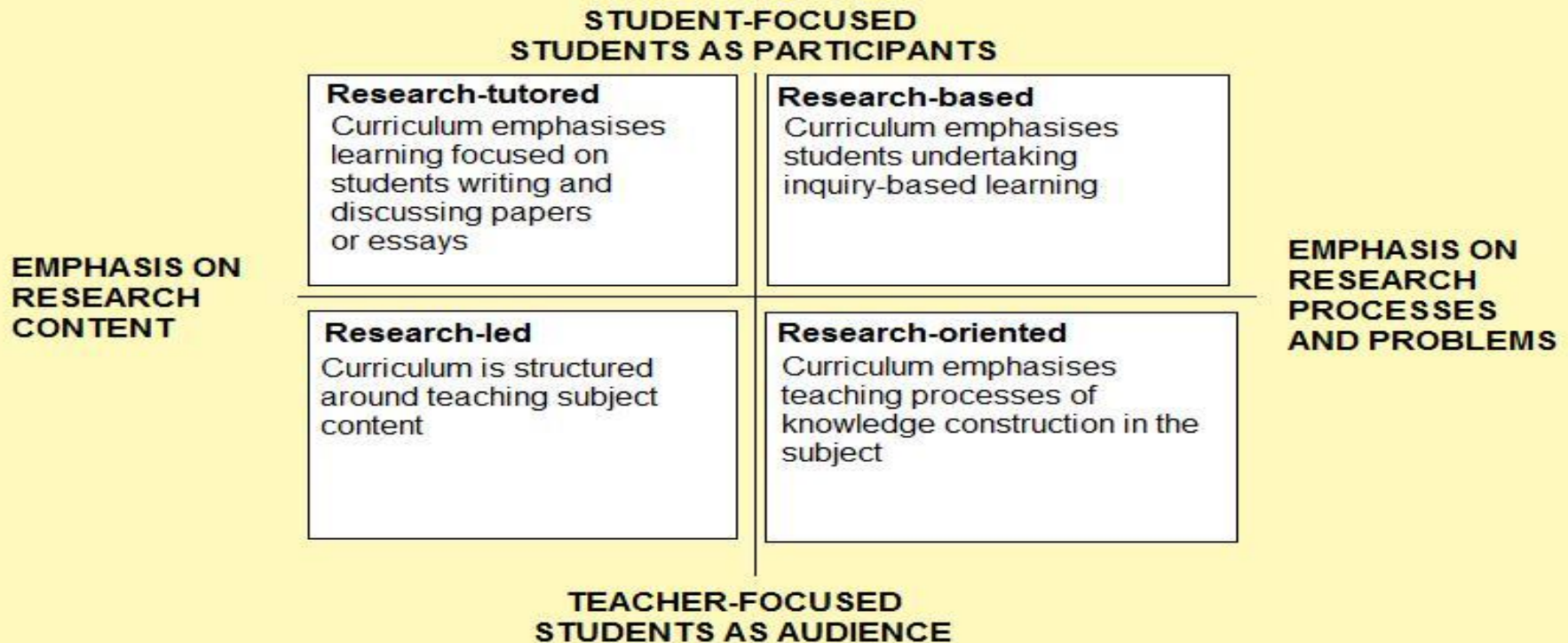
Research based learning requires:

- Programmes actively developing students' research skills;
- Providing students with opportunities to practice those skills;
- The latest research, including that produced by our own staff, contributing to the curriculum
- Students undertaking a supervised but autonomous piece of research;
- Programmes being characterised more by research-led (RL) teaching at the programme's start, and research-based (RB) at the programme's culmination.



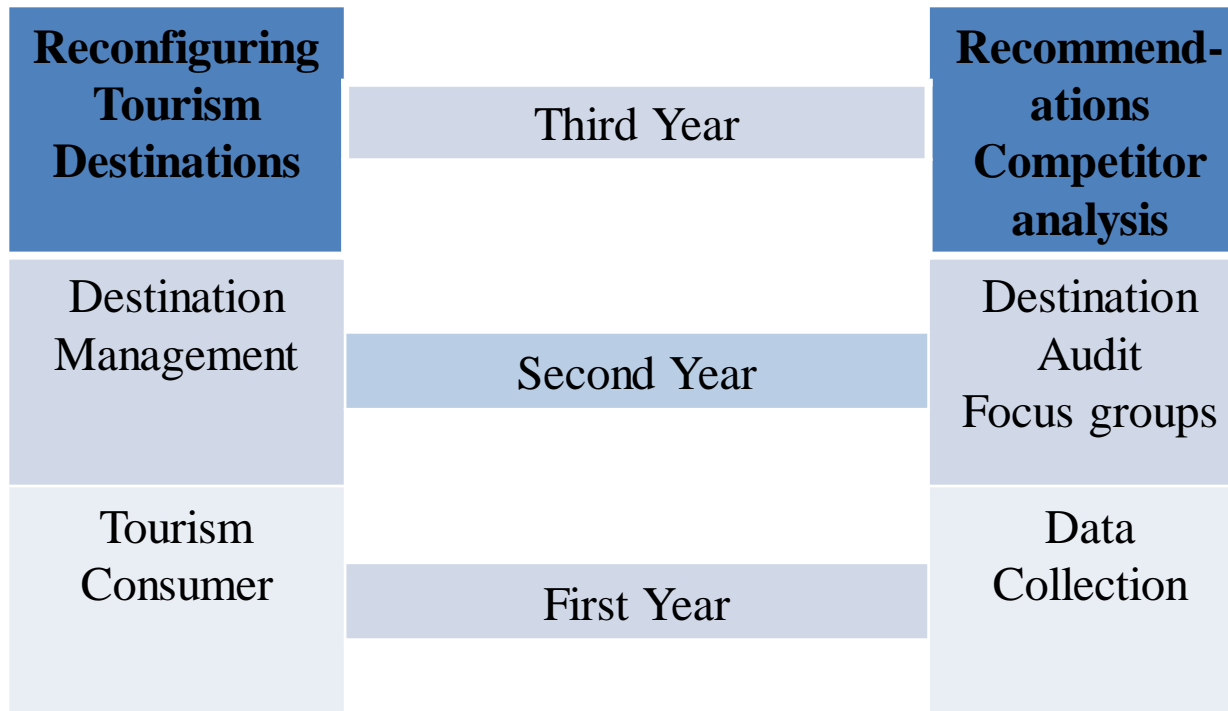
Curriculum Design and Research-Teaching Nexus

Curriculum design and the research-teaching nexus: *Healey 2005*



"The Healey Matrix" - Healey, M., 2005. Linking Research and teaching: disciplinary spaces. In Barnett, R., (ed) Reshaping the university: new relationships between research, scholarship and teaching. Maidenhead: McGraw-Hill/Open University Press.

Case Study



Case Study

The aim of the collaborative project was to develop research based learning model that connects the tourism curriculum through research based inquiry creating an inclusive research and teaching community that engages students as partners and co-producers of a destination management plan for a local tourism destination.

The project integrated critical enquiry into every stage of the tourism degree programme and promoted learning across the modules where students make connections with academic learning and the impact of their learning in a real live context. The assessment strategy encouraged students to be co-producers of knowledge and deliver outputs in partnership with the local community and academic staff.



Case Study



Case Study – Impact of Research Based Learning

- Students as partners
- Impact of the project
- Personal development
- Students as co-producers of knowledge
- Enhanced student learning
- Collaborative learning
- Creative solution to a challenge

