

RESEARCH INFORMED TEACHING WORKSHOP (Sue Smith) - DEAP18 12:30-13:00 in RB313

Research orientated – trialling an innovative approach to help students learn research skills	Research based offering opportunities for students to undertake their own research	Research-led – Integrating the teaching of research-based knowledge into the curriculum	Research-tutored – supporting undergraduate students’ contributions to discipline-wide research issues
<ul style="list-style-type: none"> ▪ L5 - Research methods module ▪ L6 –Dissertation 	<ul style="list-style-type: none"> ▪ L4 – Social media ▪ L5 – organisational audit? ▪ L5 – Global Management Practice ▪ L5 – 3 module embedded research 	<ul style="list-style-type: none"> ▪ Placement Office & Employer Engagement ▪ Internal & external guest speakers 	<ul style="list-style-type: none"> ▪ Enquiry based – researching with other students ▪ Exploring Data from the discipline ▪ Setting up a student conference
<ul style="list-style-type: none"> ▪ It can prompt us to try different things – with some back-up, confidence, rationale ▪ Question current practices, shake things up, implement it, think differently ▪ Motivation, energy, confidence 	<ul style="list-style-type: none"> ▪ Dissertation research modules. Supporting students in their research for their dissertation by developing their literature searching and critical thinking skills (amongst others). 		<ul style="list-style-type: none"> ▪ Project at level 6
<ul style="list-style-type: none"> ▪ Using example modules: ▪ How to critique ▪ Examine strengths and weaknesses of ideas 	<ul style="list-style-type: none"> ▪ Storytelling on Whats app ▪ Students try it ▪ Students critique it ▪ Students do it themselves 	<ul style="list-style-type: none"> ▪ External speakers ▪ Research conference ▪ Student conference 	<ul style="list-style-type: none"> ▪ Hospitality, Tourism, Events (Marketing) <ul style="list-style-type: none"> ○ Students writing case studies ▪ Education <ul style="list-style-type: none"> ○ Student journal The School of Education collates good examples of dissertations to publish in ‘Spotlight’

			<ul style="list-style-type: none"> ○ Student conference <p>Online PGCE hosted the Wakefield SCITT partnership in 2016 where students presented their action research projects.</p>
<ul style="list-style-type: none"> ▪ L4 – PBL to encourage students to look at different bodies of literature to see what can be used to support a particular approach 	<ul style="list-style-type: none"> ▪ Business planning new business ideas ▪ Dissertation 		<ul style="list-style-type: none"> ▪ Collecting the data with tutors
<ul style="list-style-type: none"> ▪ One example of the move from ‘research led’ to ‘research oriented’ teaching occurs in the L5 history module ‘War, Welfare & Society’. The module is based on the tutors’ primary research and uses source-based worksheets to scaffold learning within seminars. These sessions hone the students’ skills as historians, focusing on source analysis, the triangulation of evidence, and the construction of arguments. These skills are assessed towards the end of the module in a series of assessment activities that require the students to conduct their own research on 	<ul style="list-style-type: none"> ▪ Practitioner enquiry module – students select specialisms and follow up in schools through ‘professional conversations’ 		

topics related to those covered as a group (Henry Irving).			
<ul style="list-style-type: none"> ▪ System analysis & design – students looked into organisation and modelled the assessment ▪ Student success showcase as result 	<ul style="list-style-type: none"> ○ Showcase Live projects to BCS and collaborating companies ○ Staff Research led topics ○ Company suggested projects and delivered 	<ul style="list-style-type: none"> ● Students returning from placement will engage in a collaborative project with links back to their company. ● Placement Officer support 	
<ul style="list-style-type: none"> ▪ Benefits: <ul style="list-style-type: none"> ○ Employability ○ Being a “Scientist” ○ Currency ○ Reflection ▪ Using research as facts ▪ Student participating in research ▪ Co-creation ▪ Your research in faculty 	<ul style="list-style-type: none"> ▪ Business Project <ul style="list-style-type: none"> ○ New knowledge ○ Team work ○ Investigating outside their “subject area” 		

How does research benefit the student experience?

- They become knowledgeable in content/skills
 - Improve material, curriculum
 - Deeper learning whilst acquiring knowledge – enhance understanding
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- Student exposed to new development in the field
 - Use research findings as example/case in delivery of lecture & seminar

- Stay updated with trends
 - Enhanced learning, engagement, positive experience and explain beliefs
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- Research helps students in the transition to HE (gaining and understanding of the skills required to actively contribute/analyse – not just receive info)

The [Centre for Learning and Teaching](#) can put you in touch with the staff involved in each of these areas. Email: clt@leedsbeckett.ac.uk.