

Making research work - institutional supports for research-based learning as a form of active learning

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EUROPEAN
LEARNING FORUM
& **TEACHING**

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Background and context

2017 EUA Thematic Peer group

Lens on research-based learning

- share examples of institutional approaches to support research-based learning;
- reflect on the impact of such approaches;
- suggestions on how to navigate the challenges and ways to promote this form of active learning.



EUA Thematic Peer Group: *Definition of research-based learning*

*“...an approach by which **students are actively engaged in inquiry and research**. The curriculum contains activities in which **students conduct research or engage in authentic processes of inquiry**.*

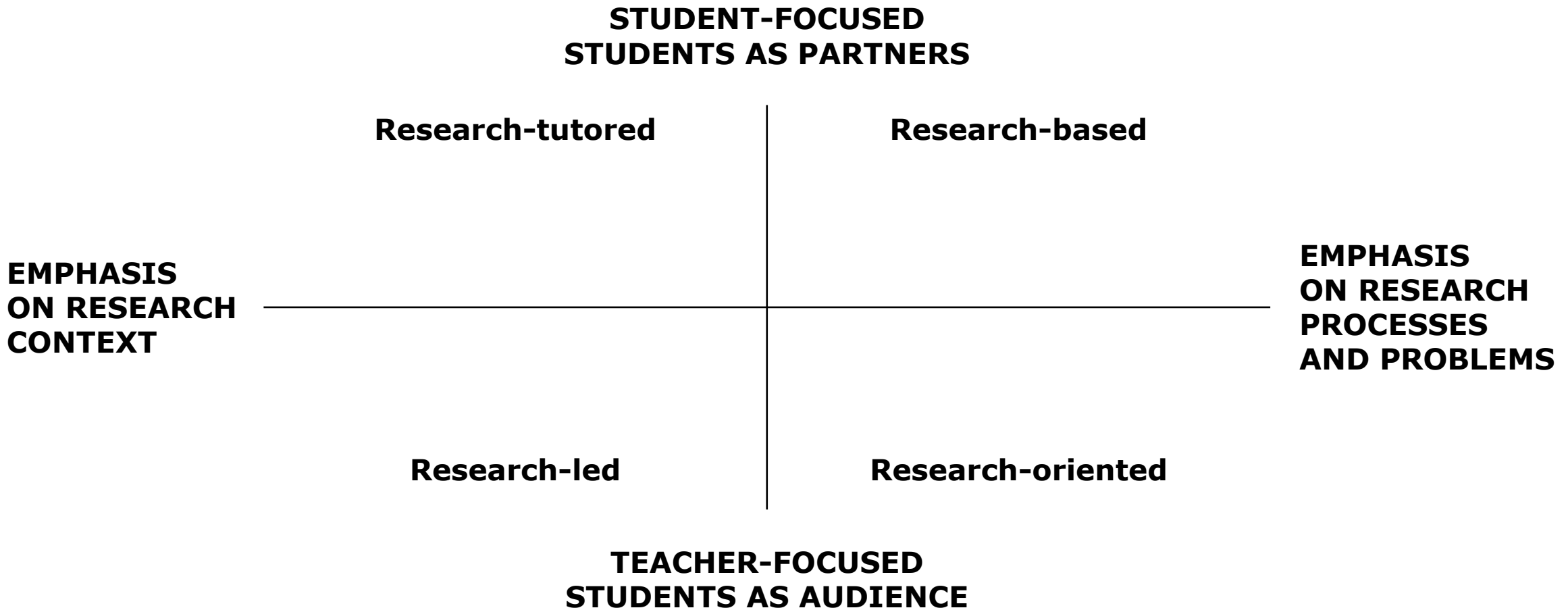
This can include the development of students’ research skills through engaging in research methods courses, or problem-/project-based learning methods and include real cases of analysis and solution.

*While there are different interpretations and models of RBL, they all share **an emphasis of active acquisition of skills and knowledge through research**”*

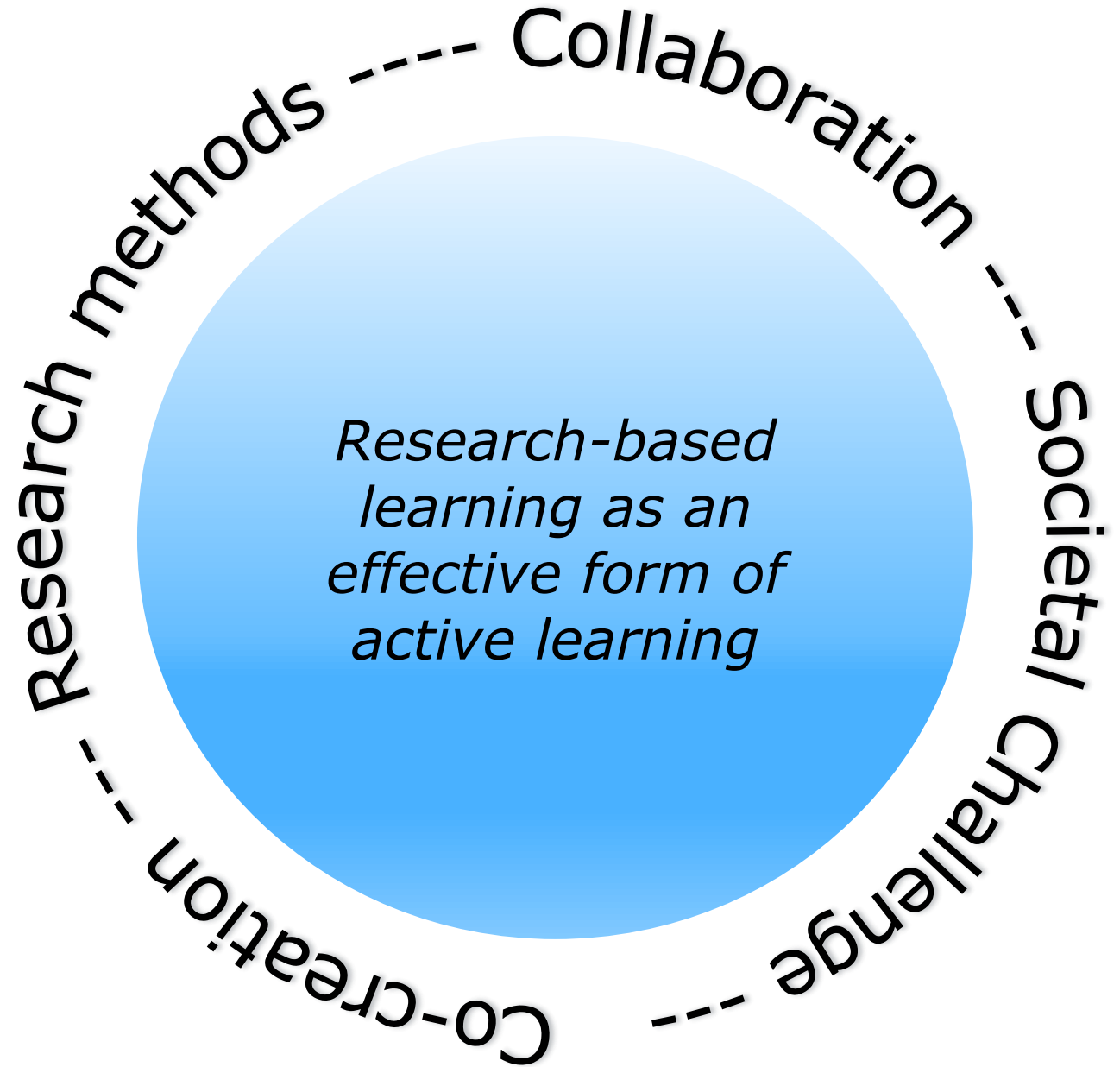
(Peer Learning Group, EUA, 2017, pg 4)



Research-teaching matrix (Healey, 2006)



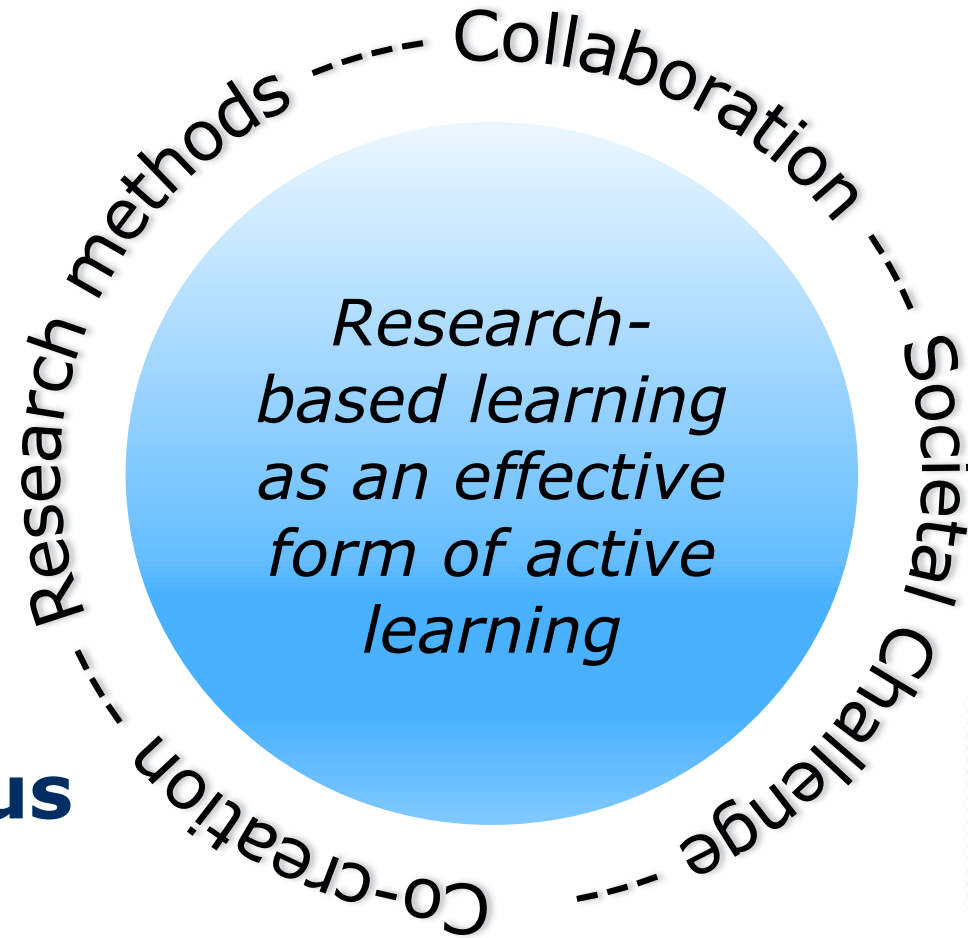
Why research-based learning?



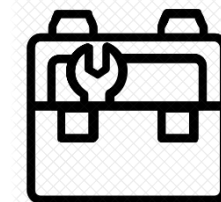
Benefits of research-based learning



**Enculturation
in discipline**



**Autonomous
learner**



**Ancillary
skills**

Large-scale educational laboratories with a bi-disciplinary approach



Community organisations suggest research projects to be pursued with students



Challenges & opportunities of living in a world of 10bn people from an interdisciplinary perspective



Courses initiated, designed and held by students where they do research on a topic of their choice, ideally interdisciplinary



Q Tutorials

Students as research mentors



Research proposals submitted. Selected projects receive stipend and training from experts.



Tutorials 2hrs per week for 1-2 semesters



Q-tutors lead research team of 6-15 students

Transdisciplinary teams

Bi-disciplinary labs

Bi-disciplinary
workshops

- 1500 students per year over 40 themes.
- Two staff assigned to each team drawn from different disciplines.

Students
make the
connections

- Staff teach only on their discipline and so develop concepts and methods with required rigor.
- Students need to ask the right questions of both staff in order to progress the research.

10 x10 : Interdisciplinary solutions to challenges posed by a growing global population



The
University
Of
Sheffield.

Find out about the research process and the interdisciplinary research at TUOS

See how different disciplines approach the issues of 10bn; gain broader perspective

Development of reflection and peer review skills

Produce Reflective Report; recognition through HEAR and Digital Badges

Population 10 Billion: Researching Global Issues

Join course for free

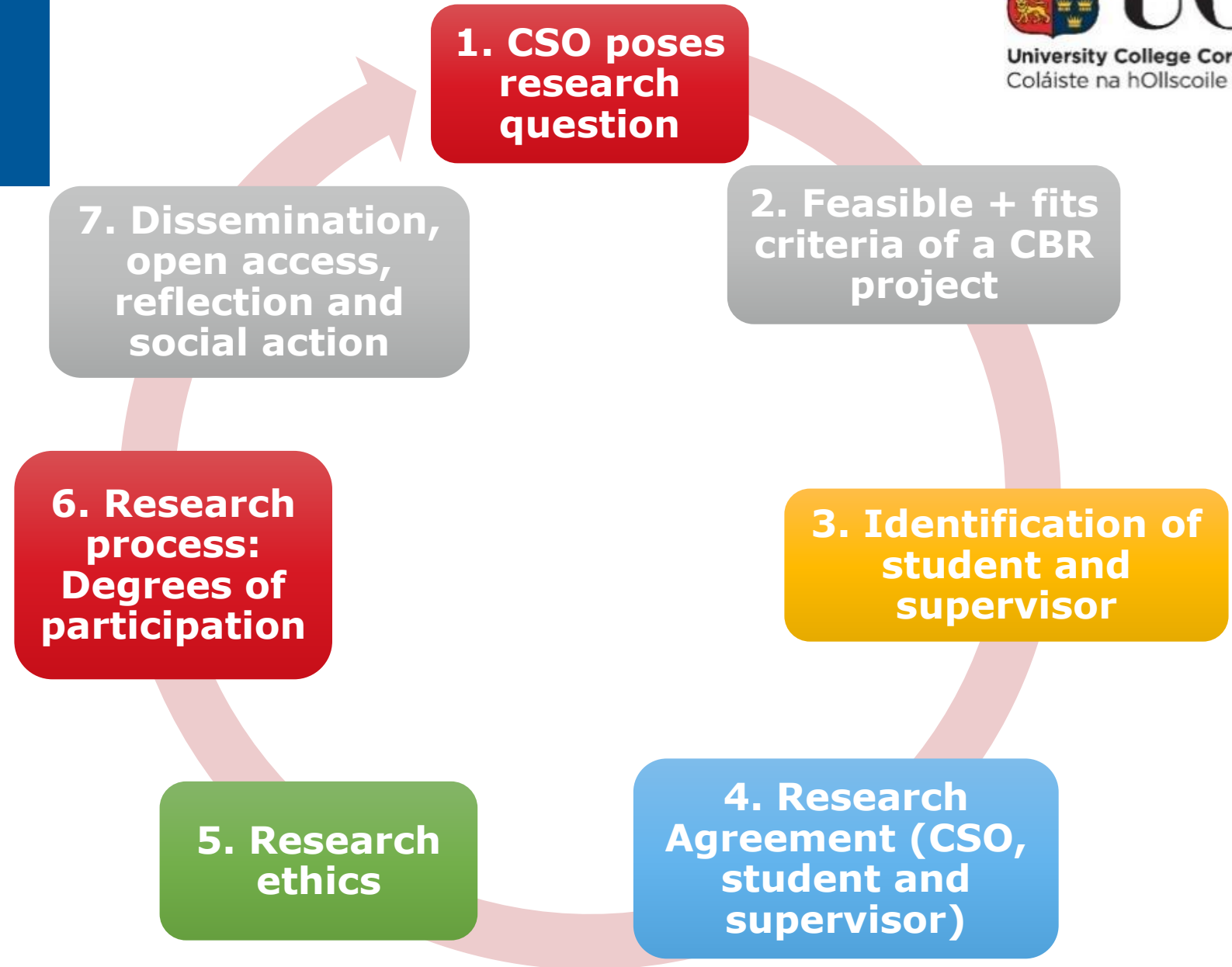
Explore the importance of university research in a global context

By the end of this century, it's expected that the world's population will reach 10 billion. What will it be like to live in a world with 10bn people? Global issues like climate change, migration, food security, and ageing will continue to cause problems for a growing population.

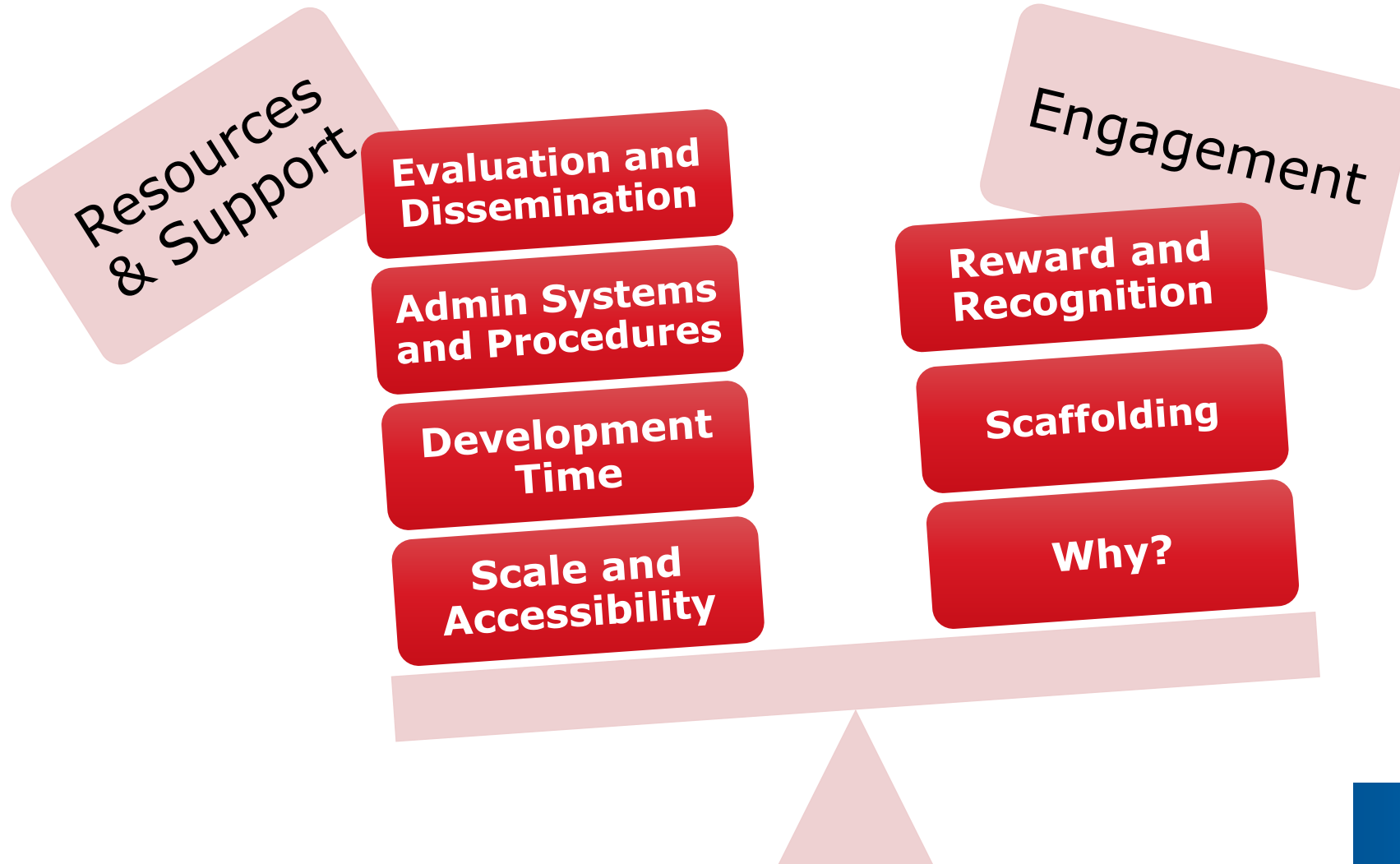
On this course, you will discuss solutions to some of the world's most pressing issues. You will learn how university researchers from different subject disciplines work together to address these issues. You will understand the importance of collaborative research and developing a broad range of knowledge.

Thematic Lecture Series

Co-creating solutions to shared problems



Challenges



Enabling Steps and Conditions

Rationale and Evidence

- Why a practice is promoted
- Evaluation of impact and dissemination of findings

Curriculum Development

- Staff time and resource
- Curriculum and learning design
- Blended and online
- Embedding in programmes

Student Engagement

- Access
- Development
- Tangible outcomes
- Recognition

Infrastructure

- Addressing admin or process matters (inter-disciplinary working, external)
- Support scholarship to underpin learning and teaching enhancement
- Staff reward and recognition for learning and teaching impact

Reflection points

- What do you think are the potential benefits of RBL in your context? Could it address a particular need?
- What might be the practical challenges of implementing and sustaining RBL, and how might these be addressed?



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