

Curricular and strategic perspectives on research-based learning

Louise Woodcock, University of Sheffield
& Catherine O'Mahony, University College Cork



EUROPEAN
LEARNING FORUM
& **TEACHING**

29 September 2017



The
University
Of
Sheffield.



SAPIENZA
UNIVERSITY OF ROME



UNIVERSITY
OF BORÅS

UPMC
SORBONNE UNIVERSITÉS



Universitat
Pompeu Fabra
Barcelona



UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh



Introductions and Expectations



1: What area of Higher Education do I work in?

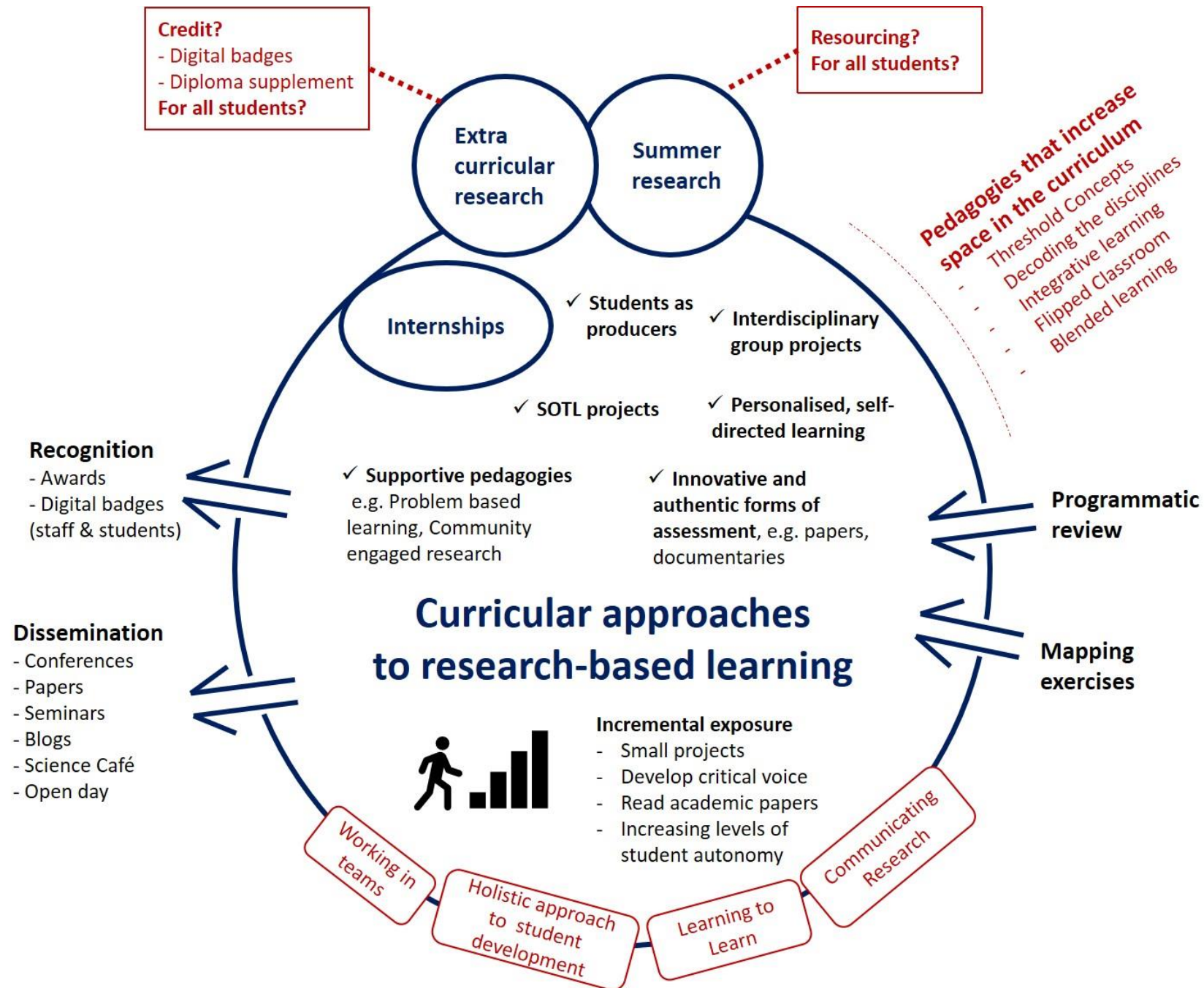
2: What do I hope to get out of this session?



PEER GROUP

Research-Teaching linkages





Student experiences of research-based learning



Max Peers
MA Student, Humboldt-University

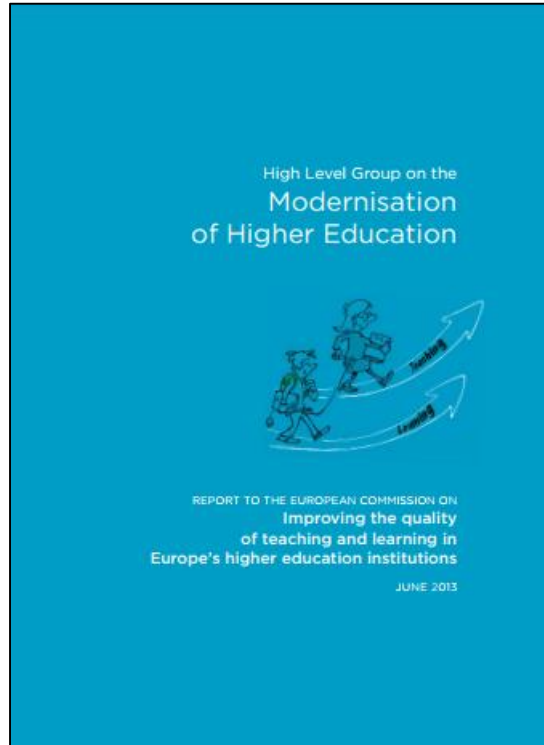
When you talk to students who have participated in research based learning, the response is overwhelmingly positive.

Benefits to staff research-based teaching

- ✓ Engage research staff with teaching (HU-Q Teams)
- ✓ Changing the assessment can increase effectiveness
- ✓ Diversify research funding for research-informed teaching
- ✓ Can increase the impact of outputs e.g. student publications, conferences
- ✓ Opportunities for students to partner in Teaching enhancement projects



Policy drivers for research-based learning



"Efforts need to be concentrated on developing transversal skills, or soft skills, such as the ability to think critically, take initiatives, solve problems and work collaboratively, that will prepare individuals for today's varied and unpredictable career paths."

High Level Group on Modernization of Higher Education, 2013



Policy drivers for research-based learning



"Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach"

European Standards and Guidelines
for Quality Assurance, 2015



Policy drivers for research-based learning

"While much teaching in higher education takes place in research-performing institutions, research is not exploited enough as input for teaching, while undergraduates are often not involved in research. This limits students' opportunities to explore contemporary issues and develop their research skills."

European Commission, May 2017



Funding support for research-based learning

RRI strand of H2020

"aims to better align both the process and outcomes of Research and Innovation with the values, needs and expectations of society"

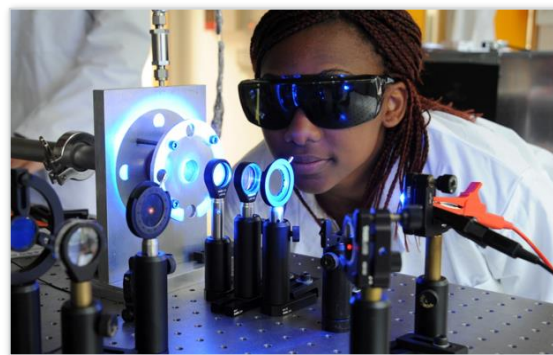
EnRRICH project

embedding Responsible Research and Innovation in
Higher Education curricula

www.enrrich.eu



Inspiring practices



Small group discussion (1)



Summarise the inspiring practice you read:

- What resonated with you in that example?
- What questions did it raise?
- Are there elements that you could consider piloting in your own context?



Peer group recommendations

- 1: Institutional mission and vision statements should reference this approach to learning.
- 2: All HE students will engage in Research-based Learning in their programmes.
- 3: RBL should aim at developing soft skills for students and also encourage more student-centred approaches in teaching.
- 4: Staff and student should be supported to develop the capacity to engage in research based learning.



Small group discussion (2)



Consider your assigned recommendation:

- How realistic is this in your context?
- How much of this have you already been implementing in your institution?



Share case studies



Contact details

Catherine O'Mahony

Centre for Integration of Research, Teaching & Learning
University College Cork, Ireland

catherine.omahony@ucc.ie

Louise Woodcock

Head of Academic and Learning Services
University of Sheffield, United Kingdom

l.a.woodcock@sheffield.ac.uk

