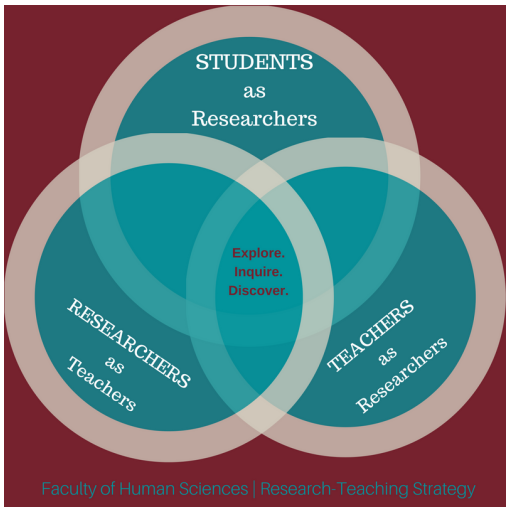
EXPLORE. INQUIRE. DISCOVER:

RESEARCH ENRICHED TEACHING

Beverley Miles and Agnes Bosanquet

Explore, Inquire, Discover provides a strategy for research-enriched teaching. It unites teaching and research and identifies ways in which research can be used to enrich student learning throughout the curriculum.



Students as Researchers positions students as partners and co-creators in the shared learning, teaching and research experience. Using inquiry based learning approaches, students are invited into the process of knowledge acquisition, critique and creation.

Teachers as Researchers promotes a critically reflective approach to learning and teaching through curriculum development, moderation, peer review, student feedback, professional development and engagement with the scholarship of teaching.

Researchers as Teachers supports academic staff to incorporate current research into the curriculum – from generating to sharing data, to contributing analyses and interpretations. In this environment, students attain high quality research practices whilst developing their researcher identities.

What is research-enriched teaching?

The Research Skill Development framework (Willison & O'Regan, 2007; Willison & Buisman-Pijlman, 2016; Wilmore & Wilson, 2016; Willison, Sabir & Thomas, 2017) and other such models, e.g. RMRC-K (Böttcher & Thiel, 2017) and Research-based decision-making wheel (Brew, 2013), have demonstrated benefits for student learning when applied across programs.

This strategy promotes research-enriched teaching strategies from micro to macro levels of curriculum across (i) course content and resources, (ii) learning activity design, (iii) assessment design, (iv) unit design, and (v) program design.

Examples		*Simple (Learning activity / assessment)*	*Stretch (Unit or Program)*
1.	Identify current practice and opportunities to enhance teaching and research	Complete course review activities	Follow MQ Course Design process
2.	Create and lead teaching models that develop inquiry-driven learning	Use (individual and/or group) problem-based learning in class (f2f or online)	Use team-based learning in in class (f2f or online)
3.	Evaluate your teaching, use this evidence for teaching and curriculum development	Undertake peer review of teaching	Transform your unit / program to embed student self-reflection and unit evaluation mechanisms throughout
4.	Provide opportunities for students to participate in and conduct research, learn about research and develop skills of research and inquiry	Transform unit assessment(s)	Identify target units across a program and connect iterative skill development through assessment
5.	Create research-enriched teaching strategies from the micro to macro levels of curriculum	Learning activities structured that scaffold research steps in a unit	Use the Research Skill Development framework to scaffold learning activities and assessment across a program
6.	Encourage dissemination of current research to students and look for opportunities to include students as members of your research team	PACE, community/industry partnerships	Co-create a departmental student research community
7.	Design and facilitate properly structured, compelling and active learning experiences built around collaboration, discussion, negotiation and reflection	Design a unit around a problem that cannot be solved until the end of the session	Design a program around a problem that cannot be solved until the final year
8.	Create problem-based activities, authentic tasks, direct and first-hand involvement, and opportunities for students to present their work to others	Encourage students to present at the annual Australasian Conference of Undergraduate Research (ACUR)	Transform an on-campus class time period into a showcase event for students within a unit or across a program