

## **Strategies for engaging students with research and inquiry within courses and programmes**

### **Strategy one – develop students’ understanding of the role of research and inquiry in their discipline**

- develop the curriculum to bring out current or previous research developments in the discipline;
- develop students’ awareness of the nature of research and knowledge creation in their discipline.

### **Strategy two – develop students’ abilities to carry out research**

- students learn in ways that mirror research processes;
- assess students in ways that mirror research processes (eg requiring students to have their work assessed by peers according to the house-style of a journal before submitting it to you);
- provide training in relevant research skills and knowledge;
- ensure students experience courses that require them to do research projects; and that there is a progressive move to projects of greater scale, complexity and uncertainty (strategy three)
- develop student involvement in research;
- develop abilities of students to communicate the results of their research in ways that are appropriate to the disciplinary community in which they are now participating;
- while developing the research mindedness of all students, perhaps provide stronger research opportunities for selected students.

### **Strategy three – progressively develop students’ understanding**

- ensure that introductory courses induct students into the role of research in their discipline and present knowledge as created, uncertain and contested;
- ensure that advanced courses develop students’ understanding of research, and progressively develop their capacities to do research;
- ensure that graduating year (capstone courses) require students to carry out a major research study and help them to integrate their understanding of the role of research in their discipline.

### **Strategy four – manage students’ experience of research**

- evaluate students’ experience of research and feed that back into the curriculum;
- support students in making clear to them the employability elements of research; this is particularly important for those students whose focus is on using a degree to get employment, and who may not otherwise appreciate the value of a research-based approach.

Mick Healey, Alan Jenkins and John Lea (2014) Developing research-based curricula in college-based higher education P39

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