

# Research Informed Teaching: Taking Students on a Personal Journey of Learning and Assessment

**Dr Martyn Polkinghorne<sup>a,b</sup> & Carly Lamont<sup>a,c</sup>**

<sup>a</sup>Faculty of Management <sup>b</sup>Faculty of Health & Social Sciences <sup>c</sup>Centre for Excellence in Learning

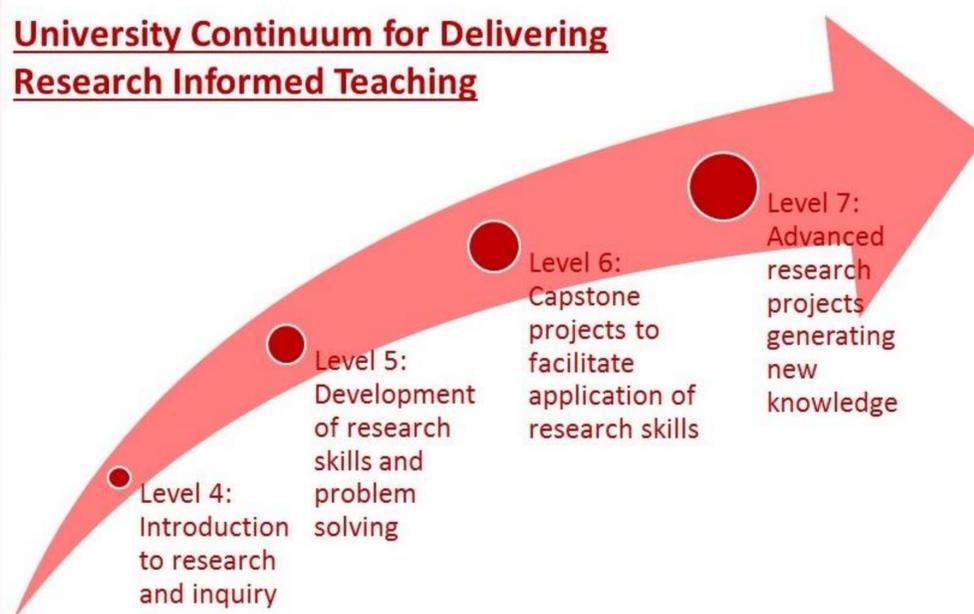
**Research Informed Teaching supports the development of students into autonomous independent learners, capable of using and undertaking research, by employing a combination of research-led, research-oriented, research-based and research-tutored teaching techniques (Healey 2005).**

As part of the Level 5 **Business Simulation Unit** in the **Faculty of Management**, an innovative form of problem based assessment has been created in which learning is structured around an ambiguous and complex problem.

Working in groups within a simulated company environment, students develop a funding application to be submitted to a fictitious government department. The students take a personal journey of learning in which they have to first understand the company, the sector in which it operates, the drivers/barriers that it faces, and the products/services currently delivered.

Tutors become facilitators, supporting and guiding students using Research Informed Teaching approaches, and enabling them to innovate and problem solve.

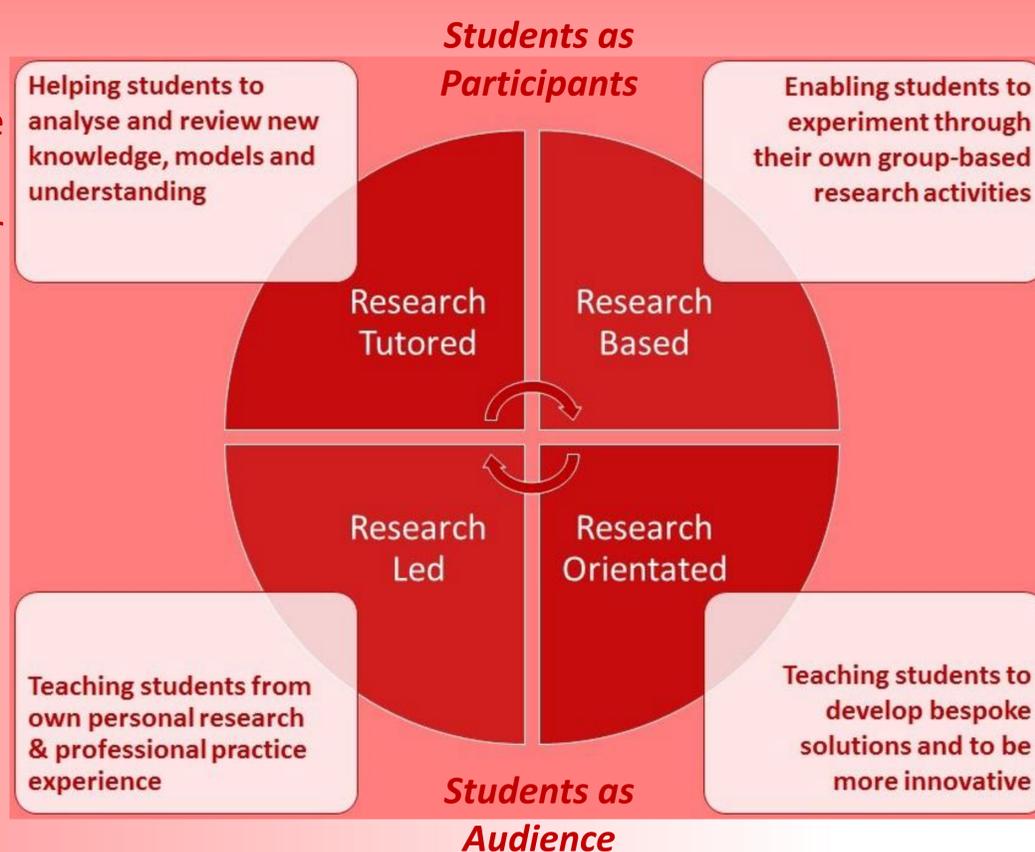
## University Continuum for Delivering Research Informed Teaching



Students are **Research-Tutored** to evaluate models and theories, and to place their work in the wider context of their university education.

Tutors bring their research and professional practice experience to ensure that the teaching is **Research-Led**.

## Research Informed Teaching Nexus



(Adapted from Jenkins et al 2007)

The students undertake their own research to develop novel project ideas that address the business needs identified and so are **Research-Based**.

Students use creative-thinking and innovation techniques to ensure the work that they generate is **Research-Orientated**.

### References:

Healey, M., 2005. Linking research and teaching: Disciplinary spaces, in: R. Barnett (Ed.) *Reshaping the university: new relationships between research, scholarship and teaching*, 30-42. Maidenhead/Milton Keynes, UK: McGraw-Hill/Open University Press.

Jenkins, A., Healey, M. and Zetter, R., 2007. *Linking teaching and research in disciplines and departments*. York, UK: The Higher Education Academy (HEA).