Embedding Research in Teaching

Module Code: UTL 40220
ECTS credits: 7.5

Module Coordinator: Dr Terry Barrett
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Level: Masters Level (Level 9)

UCD Teaching and Learning

Module Handbook
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1. Introduction to Programme Modules

**Level 9 Modules**
This Level 9 module can be undertaken as a stand-alone module for the award of Certificate in Continuing Professional Development or as a module for the Professional Certificate/Diploma in University Teaching and Learning. As a level 9 module students are expected to review research and other literature at the forefront of the subjects of the module. Students will assess the current level of their knowledge and skills in the area and take responsibility for their continued professional development. Students’ learning from these modules will facilitate them initiating new teaching and learning activities.

**Active and Participative Learning**
The expectation is that all registered students will attend and actively participate in all sessions. This module involves active participation in group-work activities and pair-work. The sessions provide a forum to exchange experiences and ideas about curriculum design.

2. Module Description
This module is offered in the context of the UCD Strategy 2015-2020 which places emphasis on embedding a range of research experiences in the taught curriculum with the aim of developing students’ capacity for critical enquiry and original thinking. Embedding research in teaching can develop students’ discipline specific and transferable knowledge and skills, as well as strengthening students’ understanding of the research process. Embedding research in teaching approaches may include teaching about current research findings in the discipline; teaching students to review and write papers appropriate to their discipline; research skills development; and facilitating enquiry, project or problem-based learning. This module will enable academic staff to critically review various approaches to inform the design and implementation of new embedding research in teaching initiatives in their discipline and context.

3. Learning Outcomes
Having successfully completed this module, students will be able to:

1. Critically review the literature in order to inform approaches to embedding research in teaching.
2. Analyse and synthesise learning from models and examples in the literature and apply some of these approaches to specific disciplinary and teaching contexts.
3. Design new embedding research in teaching initiative(s) within the overall context of a programme.
4. Evaluate and disseminate the design and outcomes of embedding research in teaching initiatives.
5. Argue the case for embedding research in teaching approaches in the wider context of a university education and the impact on the quality of outcomes and experiences for students.
4. Teaching and Learning Strategies

The teaching and learning strategies used on the module will be a combination of workshops, case studies, small group work, pair peer review and independent study including review of relevant research, blackboard resources and education literature. During and following the workshops students will be designing a new initiative in embedding research in teaching.

5. Content

Models and frameworks for embedding research in teaching
UCD research on teaching-research linkages
Local, national and international case studies on embedding research in teaching.
Enquiry and problem-based learning approaches
Current trends in the research-teaching nexus

6. Assessment Strategies

Students will be assessed formatively and summatively on the embedding research in teaching project.

*Formative Assessment*
Students will produce an action plan of the embedding research in teaching project.

*Summative Assessment*

Embedding Research in Teaching Project.

Using a specific module, programme or part of a programme and with reference to educational and discipline specific literature together with a review of their current practice students will
1) Critically discuss the rationale for the embedding research in teaching project
2) Argue for the practice relevance of specific models and ideas.
3) Present a detailed design of the embedding research in teaching project
4) Provide evidence that you have contributed assignment materials to your e-Portfolio
   - e.g. by providing a link, screenshot, pdf capture etc.
5) Write a critical reflection of the work undertaken on the module in light of your professional development needs and plans
   - i.e. this may form an appendix to a module assignment, or be an independant piece.
The assignment will be assessed according to the five above assessment criteria. The assignment will be marked on a pass/fail basis.

Word length 5000 words

Submission deadline Wednesday 7th December

7. Timetable and Workload

Timetable

<table>
<thead>
<tr>
<th>Semester 1: 2016</th>
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<tbody>
<tr>
<td><strong>Embedding Research in Teaching</strong></td>
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<tr>
<td><strong>Date</strong></td>
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<tr>
<td>Friday 16th</td>
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<td>Friday 30th</td>
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<td>Friday 14th</td>
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Workload

<table>
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<tr>
<th>Activity</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Seminars/Workshops</td>
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<tr>
<td>Specified Learning Activities</td>
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<tr>
<td>Autonomous Student Learning</td>
<td>105</td>
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<tr>
<td>Total</td>
<td>180</td>
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Incompatible modules

Please note that for the award of Professional Certificate / Diploma in University Teaching and Learning students may take only one of the following modules

1 Embedding Research in Teaching UTL 30200
2 Designing engaging and effective modules UTL 40200
3 Problem-based learning UTL 40210

8. Initial Reading and Resources

Research Skills Development Framework, University of Adelaide (examples from different disciplines) http://www.adelaide.edu.au/rsd/
The Connected Curriculum, (approaches to research-based learning University College London) www.ucl.ac.uk/connectedcurriculum/

Key contacts

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