

Perspectives of Research Instrument

Workshop guide





Aim

Discuss what modes of research are relevant in your team and field.



Equipment

- Perspectives of Research diagram (included in this workshop guide)



Preparation

- Set the diagram on the table.



Workshop

1. **Define aim of session:** while the general aim is to discuss the different modes of research, it is important to have a specific target group and context in mind. Examples could include the required skills of students for a particular module, or future skills that students will need as they move into their professional field.
2. **Discuss:** Facilitate a discussion on the theme (10 minutes). General questions to discuss could include:
 - i. Which mode of research is most relevant?
 - ii. How could we improve this mode of research?
 - iii. What actions need to happen to improve this mode of research?
3. **Summarise:** summarise the discussion and key understandings of modes of research.



Adapting the workshop

You can adapt the discussion for your target group, for example for discussions at the module level, curriculum level or at an organisational level. Below are three examples of how you can adapt the tool for your team.

At the single module level

Across a single module there may be specific interpretations of the modes of research. Questions for discussion might include:

- What mode of research is most relevant for our students?
- What do students therefore need to learn from this module?

At the curriculum or department level

This tool can help discussions about mode of research that are specific to your discipline. Questions for discussion might include:

- How should research activities be organised throughout the programme?
- What mode of research is most relevant for colleagues moving into research roles?

For your organisation (university or wider policy level)

At the university level, discussions will often be focused on graduates of a programme or even graduates in general: what research should be they able to do?

Generally, (applied) universities formulate policy guidelines about the level and level of detail necessary for graduates, for instance in line with Dublin Descriptors. This tool can provide a language to that debate with somewhat more detail than 'research needs to be theoretical/literature' or 'research needs to be empirical'.

In a session, the tool can be introduced and explained, after which the policy participants discuss what they think the bachelor end-level of 'research' should be across the university, and in what 'mode' that research needs to be. This can also be adjusted to be specific for the discipline.