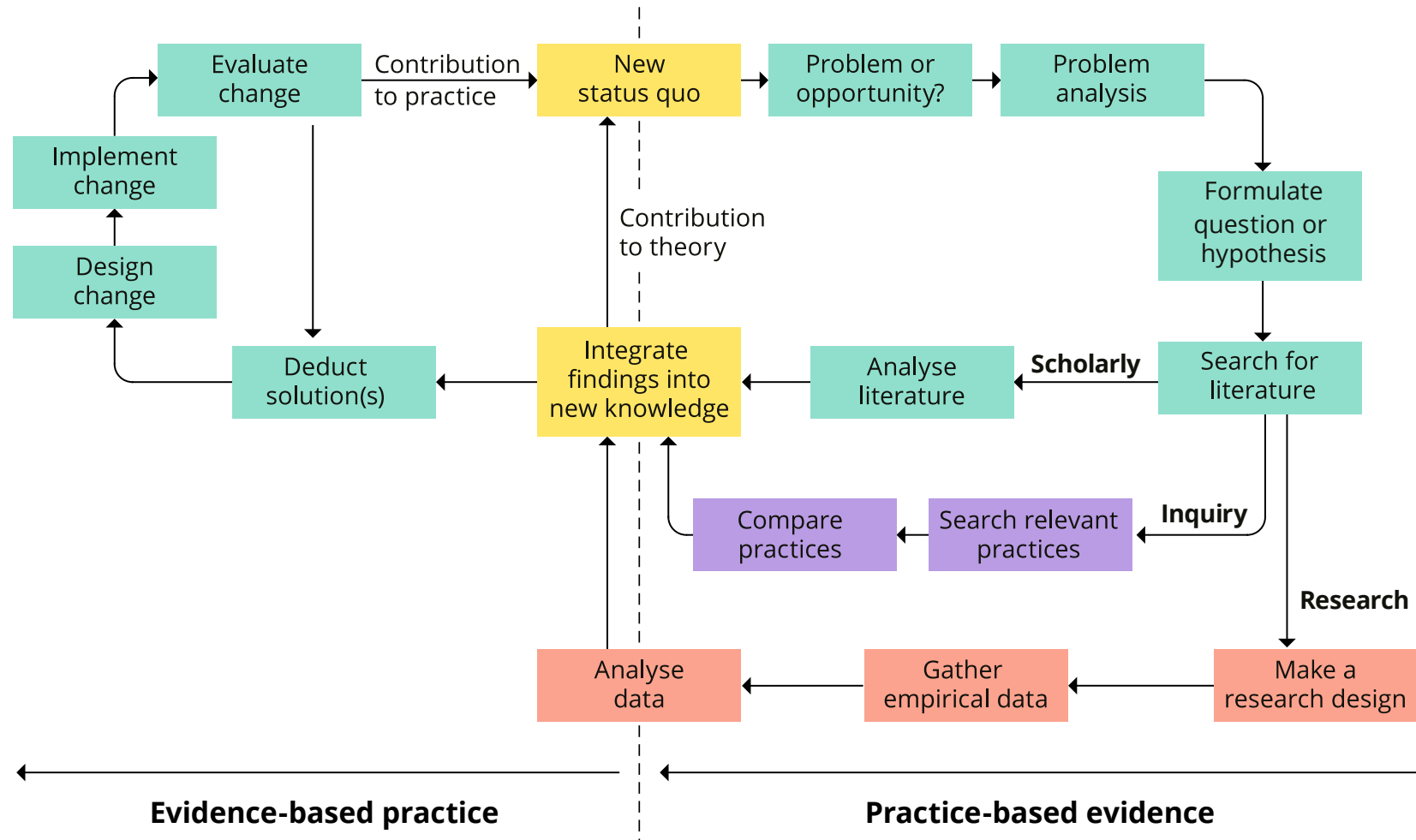


Phases of Research Instrument

Workshop guide





Aim

The instrument integrates empirical and design orientated perspectives to highlight a full cycle of research.



Equipment

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



Preparation

- Set diagram on table
- Read through instrument explanation for the two types of research cycles



Workshop

- 1. Discuss the two research cycles:** describe the two research cycles (empirical and design orientated) to the teams. Discuss in the team:
 - Which cycle (or both) best describes the perspective of the team? Can you provide some examples of this?
- 2. Discuss teaching and assessment:** continue the discussion with a focus on teaching and assessment of students:
 - In which areas of the research cycle are students currently assessed?
 - Are students taught how to conduct each step in the research cycle?
 - Are the connections between the steps taught to students (for example, how do you use analysed data to integrate findings into new knowledge?)?
 - For teams within the practice-based evidence cycle, is 'research' needed? Or is 'inquiry' or 'scholarship' enough?
- 3. Reflection:** Once you have discussed a few examples, you can use the following questions for reflection:
 - Are there any key gaps where assessment of students differs from what is taught?
 - Do teaching colleagues have the training/ capacity to teach students these research steps?



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

If you aim to integrate research activities into a module, it is important that clear quality criteria are established, and that these activities are taught within the curriculum.

Questions for discussion might include:

- Which research activities support the learning objectives and assessment criteria?
- How do learning activities and assignments align with the research activity and assessment?
- How does the module prepare students to collaborate with stakeholders and apply

At the curriculum or department level

Curriculum development needs to be aligned with teaching and assessment. Therefore, this instrument can be used to create a scan of your curriculum.

Questions for discussion might include:

- What research activities are being taught in the curriculum?
- Is there consistency in assessments and learning activities? For example, report writing is often assessed, but are the necessary deduction skills taught in the curriculum? Is there enough 'hands on' teaching with particular analytical skills?
- Do lecturers have proper training and the time to teach these research skills at the moment? If not, what areas are the priority for professional development?

For your organisation (university or wider policy level)

This instrument can help teams from different disciplines collaborate, or reach a shared vision of research. Questions for discussion might include:

- Within the practice-based evidence cycle, which teams follow 'research', and which follow 'inquiry' or 'scholarship'?
- Do teaching colleagues have the training/ capacity to teach students these research steps? If not, what areas are the priority for professional development?

Phases of Research Instrument

Higher Education, Research and Innovation Department

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