

# New Aspects of Research Tool (NAR-T)

## Aim

Educating students in research competencies such as critical thinking or problem solving is increasingly an aim in higher education. The instruments presented here can be used to discuss the level and content of research skills that students need as they go through their education.

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Integrating research can happen in different forms, such as having programmes taught by staff who are actively involved in research, or engaging students in research practices. But the curriculum itself is a key site where research integration happens in practice.

The New Aspects of Research Tool (NAR-T) provides six aspects of research that have shown to be part of higher education curricula:



Knowledge  
about research  
results

**Knowledge about research results:** students become familiar with research results within their discipline so that they can apply this knowledge in their own professional practice.



Knowledge  
about research  
methodology

**Knowledge about research methodology:** students learn the theoretical underpinnings of methods, the impact of a method on the results, or how to balance advantages and disadvantages of different methods.



Instrumental  
skills

**Instrumental research skills:** students learn specific research skills (such as a type of statistical analysis, conducting an interview, or writing a report)



Critical  
thinking

**Critical thinking:** students develop a critical attitude towards their professional practice as well as towards information, knowledge, and knowledge construction in their discipline.



Curiosity

**Curiosity:** Students develop willingness/ an interest to follow future developments in the field, as well as to explore what is still unknown and how the field can evolve.



Competency  
as researcher

**Competency as researcher:** Students develop the attitudes of a researcher. This includes the ability to engage in all steps of scientific inquiry (such as formulating a problem, finding relevant literature, collecting and analysing data and formulating a conclusion).

Making these distinctions can be useful in helping your team highlight strengths and weaknesses within the curriculum. You can apply this for an individual module, or across a whole programme.