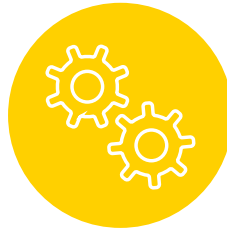


New Aspects of Research Tool (NAR-T)

Workshop guide



Knowledge
about research
results



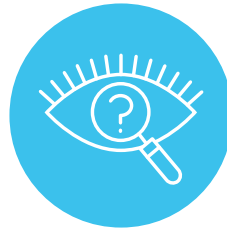
Knowledge
about research
methodology



Instrumental
skills



Critical
thinking



Curiosity



Competency
as researcher



Aim

Discuss the level and content of research skills that students need as they go through their education.



Equipment

- NAR-T tool



Preparation

- Set diagram on table
- Read through the instrument explanations for the NAR-T.



Workshop

- 1. Discuss aspects of research:** for your given context, use the NAR-T tool to discuss the six aspects of research in higher education:
 - What are the most important research aspects for your students to learn and demonstrate?
 - For your team's priority research aspects, discuss and record some examples.
 - Are these research aspects adequately described in learning material to the student?
- 2. Reflection:**
 - Are there any key areas where research skills need to be more clearly described? This might involve changes to the curriculum, or making skills more explicit during teaching.
 - Are there any missing research skills that your team needs to focus on?



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

The NAR-T tool can be used when developing your module curriculum. For learning materials such as the student study guide, or presentations during lessons, you can use the information from the table to make learning goals more explicit.

You could consider the following questions:

- Which aspects of research are a priority for this module?
- Is these aspects of research being made explicit in this module (through learning goals, or through the teaching content)?

At the curriculum or department level

These tools can be used during a curriculum mapping exercise to get an overview of the research skills being taught across modules. This can be used to determine the overall required performance level of students, what they need for graduation and their future careers.

Questions for discussion might include:

- Are all of the relevant aspects of research being taught to students?
- How are these aspects of research assessed?
- Are these aspects of research made explicit to students throughout the module (or are they only present in particular modules?)

For your organisation (university or wider policy level)

This tool can be used to compare study programmes over time, or even across an entire organisation. This can be used to evaluate strategy changes, for example the increased emphasis on building research into higher education.

- What are the patterns of research related skills over time within the organisation?
- Where are the gaps of research related skills, and which are the priority for the organisation?