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Designing research-based courses

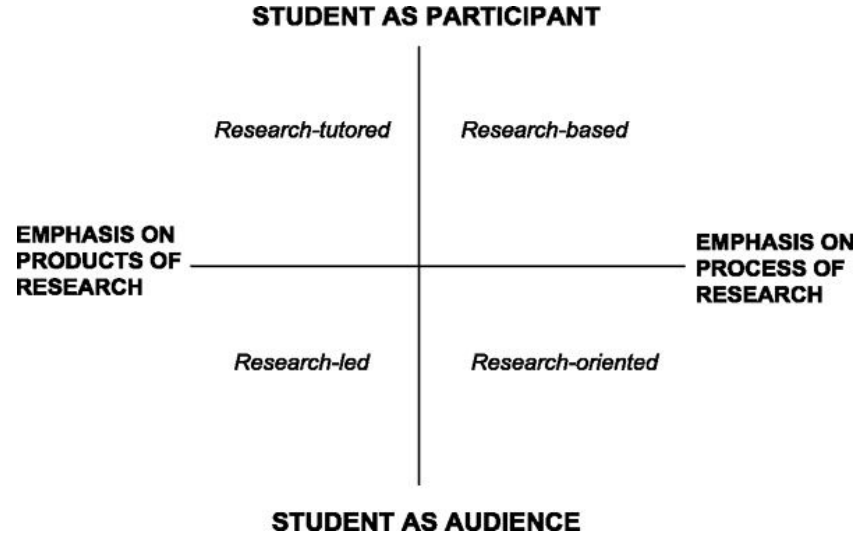
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Utrecht Multiplier Event, 4 November 2022

Roadmap

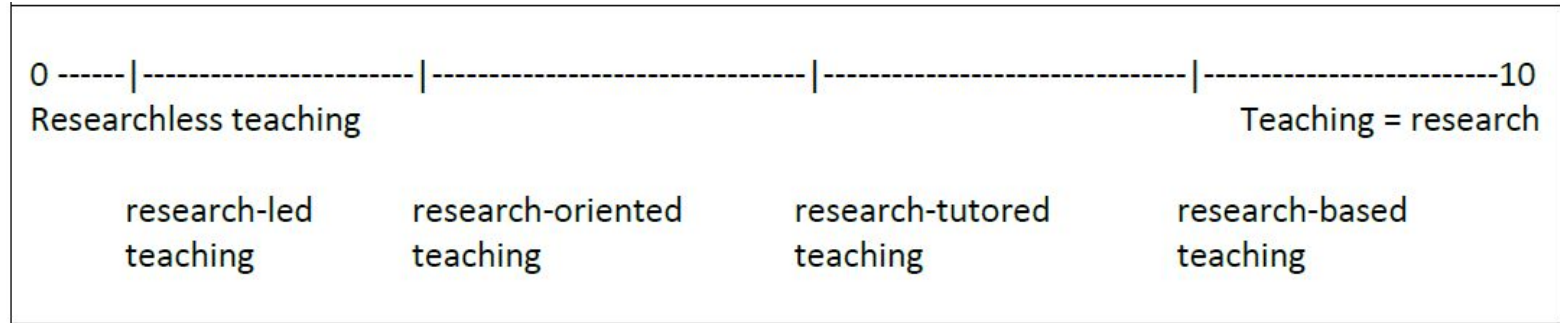
- What is research-based teaching?
- Why do research-based teaching?
- How to do research-based teaching?

What is research-based teaching?



Healey's (2005, Jenkins et. al 2007) adapted model of the research-teaching nexus (from Visser-Wijnveen et al. 2010).

What is research-based teaching?



Dekker & Wolf (2016)'s scale of the research-teaching nexus.

Why research-based teaching?

Advantages for students

- direct **preparation for a research career**, but also
- stimulate **curiosity**
- practice **problem solving**
- practice **forward thinking**
- gain **independence**
- gain **technical know how**.

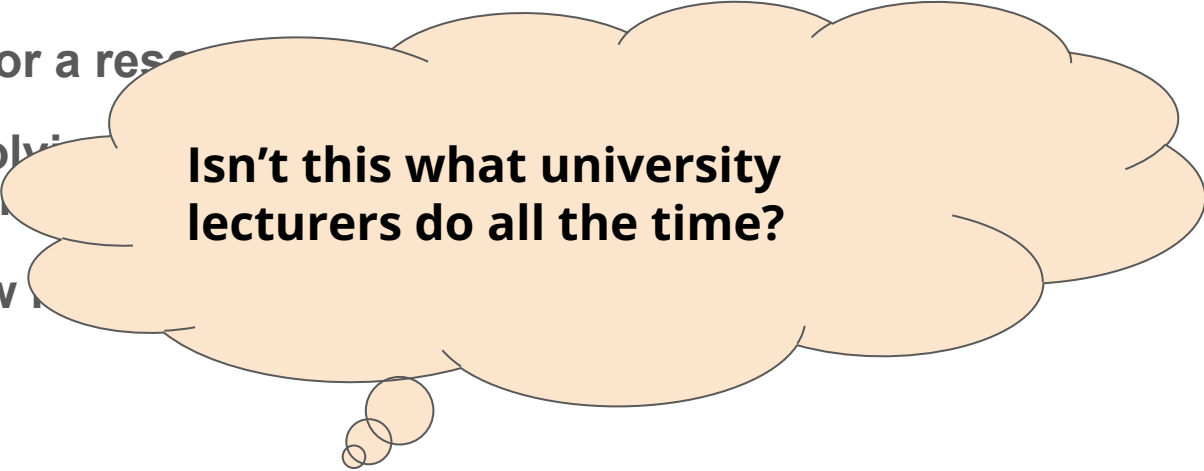
Advantages for lecturers

- integrate **research and teaching**
- **new insights** about own research
- **more interaction** with students.

Why research-based teaching?

Advantages for students

- direct **preparation for a research project**
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Isn't this what university lecturers do all the time?

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Why research-based teaching?

Advantages for students

- direct **preparation for a research career**
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Advantages for lecturers

- integrate **research and teaching**
- **new insights** about own research
- **more interaction** with students.

Isn't this what university lecturers do all the time?

Unfortunately not!

Research-teaching nexus

Teaching and **research** are typically planned, performed and evaluated separately.

The connection between them, usually discussed in the literature under the rubric of the **research-teaching nexus**, receives little attention in the reality of most academic institutions.

Visser-Wijnveen (2009: 141): “Academics’ conceptions of the research-teaching nexus are related to their conceptions of teaching and **not to their conceptions of research and knowledge**”.

Challenges of research-based teaching

- First RBT courses may seem unsatisfactory to the lecturer.
 - Course design turns out to be time consuming.
 - Teaching on own research turns out to be more challenging than originally assumed.
- Still, the survey we held within the preliminary needs analysis:
 - a bit over 50% of lecturers indicated they integrate research into teaching,
 - around 75% indicated that they would be happy to follow dedicated training focusing on RBT.

Filling the gap: Guidelines and best practices



Research-Based Teaching: Guidelines and Best Practices

UPSKILLS Intellectual output 2.1

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Research-based Teaching Guidelines

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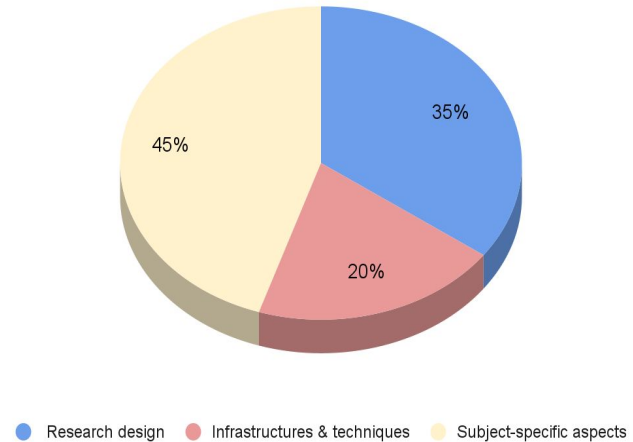
Research-based Teaching Guidelines

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Structure of an UPSKILLS RBT course

Topic block	Topics
Research design	General research design: research problem, research questions, hypotheses, predictions, tests, variables, conditions, methods, statistical analysis...
	Adapting general research design to the specific topic of interest
	Adapting the research design to the available research infrastructures
	Research reporting
Research infrastructures & techniques	For obtaining literature
	For obtaining, sharing and managing data
	For analysing data
Subject-specific aspects	General question
	Particular questions, tasks and skills

Table 1. Overview of topics in an UPSKILLS course



Guidelines for integrating research into teaching

Featuring:

- Instructions for choosing/developing a course subject
- Detailed pick-and-choose list of research-related topics
- Detailed pick-and-choose list of research-related learning outcomes
- Making instructions for students
- Organising and supervising the work
- Evaluation and grading
- After the course
- Course description template
- 16 Course Examples
 - Acquisition of English as a Second Language
 - Automatic Speech Recognition/Forced Alignment
 - Syntax of the DP
 - Multilingualism
 - Deverbal nominalisation in West South Slavic
- Annexes
 - The structure of a research report
 - Survey for evaluation by students



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