

Research-enriched learning and teaching

Building on the value of engaged enquiry that we know to be so strong at the University, we have a clear vision for education and research. The University of Sydney is, and should be, a place where education and research are held as closely together as possible, where all students and staff are both learners and researchers. It is, and should be, a place where there are plentiful opportunities to connect our work to the needs and insights of the local, national, regional and international communities that the University serves. [White Paper, 2010 Chapter 3 Engaged enquiry: Integrated education and research]

<http://sydney.edu.au/strategy/plan/index.shtml>

Example of RELT

Project title: **Using research articles to stimulate discussion**

Names of investigators: Alistair Davison

University: University of Sydney Faculty: Medicine

Dept / Discipline: Medical Radiation Sciences

Theme: workshop tutorials

Description: provide quite a number of recent journal articles and get students to answer questions based on their analysis of the articles and others they have to find. I always try to have a few questions where the conclusions that can be drawn from the articles are in conflict and ask the students how this should be resolved. This produces a wide spectrum of discussion.

Research-enriched learning and teaching can be considered in the following ways:

1. In course **content**: Research-enriched learning and teaching means that new knowledge and research findings in the discipline are included in the curriculum content.
2. As a **student learning outcomes** (rather than teacher content input). Research-enriched learning and teaching is about including research relevant learning outcomes in curriculum design. Students are learning about 'how to do' research in their discipline or field, as, for example, in faculty statements of the 'Research and Inquiry' graduate attributes.
3. Students are learning in research-like ways i.e. **using research processes**. They are engaged as active questioning participants using the inquiry processes of their discipline to construct knowledge.
4. Curriculum can also be thought of in a more inclusive way as extending to the **broader experience of learning** beyond courses. In this aspect of a RELT curriculum we might think about creating a research-enriched learning community for students and staff, characterised by opportunities for meaningful and motivating engagement and participation
5. Applications of **pedagogic research**. Enriching teaching (and learning) through the use of student-centred teaching ideas

<http://www.itl.usyd.edu.au/projects/relt/framework.htm>

Strategic Teaching Enhancement Projects 2011

STEPs applications should aim to address one of:

1. Renewal of curricula to provide RELT /CELT experiences that foster greater student engagement
2. Implementation of RELT /CELT teaching strategies that foster greater student engagement
3. Implementation of RELT /CELT assessment activities that foster greater student engagement
4. Development of faculty / school / department activities that offer students greater engagement with the research culture of the faculty / school / department or greater engagement with the professional / broader community.

Maximum funding available from the STEP's scheme is \$35,000 per project. Funding is for projects between 6 and 12 months and can nominate a start date. An evaluation report is required on completion.

Your division may elect to select/prioritise applications through Expressions of Interest

Full Application Structure

Selection Criteria	Application structure
1. The project addresses a strategic challenge for enhancing engaged inquiry through RELT or CELT within the Faculty/Division.	Strategic Challenge: What is the issue to be addressed? Why is it a priority? (1 page)
2. The solution proposed is likely to result in meaningful improvements in engaged inquiry for a significant number of students in the Faculty/Division.	The solution: How will the challenge be addressed? What are you going to do? What is the argument for why this approach will be effective? What is the project plan? (2 pages)
3. Project team has the expertise and linkages to complete the project and achieve staff and student participation.	Project team: Why is this team the right one to do it? How will you ensure buy-in and participation by staff and students in your faculty? (Half a page)
4. Faculty/Division activities, priorities & arrangements effectively support successful achievement of project goals and there are arrangements proposed to ensure sustainability of improvements in students' learning experiences and outcomes	What Faculty/Division commitments will help ensure a successful and sustainable outcome What support will the faculty/division provide e.g. funding, teaching relief, elearning support etc. (1 page)
5. A convincing evaluation & dissemination strategy is proposed.	How will the project demonstrate its accountability to the University community? (Half a page)

Due to be received in DVCE office (Sally Paynter) by 1 June 2011

Applications require divisional endorsement

<http://www.itl.usyd.edu.au/awards/steps.htm>