

Integrating research into a module: group activity

Collection: Course design

Resource: Designing an innovative English Literature module

Approximate duration

1 hour to 90 minutes

Learning outcomes

Completing this activity should help participants to

1. be able to navigate the usage of their own research in the light of pedagogic need;
2. revise or develop one of their modules in a reflective fashion;
3. develop a willingness to take risks in trying a new pedagogic strategy.

Introduction

The balance between research and teaching is at the heart of the modern university. In subjects like English, in particular, many lecturers are keen to stress the interrelatedness of active research and pedagogical responsibility. Students can benefit from lecturers' research expertise in the content of their modules; student insight, meanwhile, can refresh the parameters of a lecturer's ongoing research project.

For many years, one standard way of integrating research into teaching has been for lecturers to offer second- and third-year option modules closely linked to their next monograph. There are some dangers in this approach--it can present students with an eccentric choice of module topic and can lead to unduly predetermined class discussion.



1 | *This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project.*

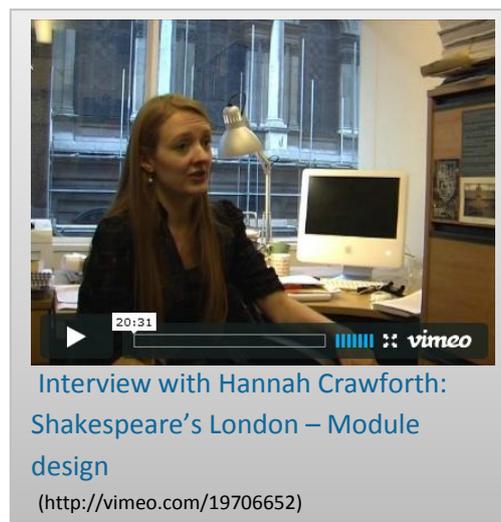
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Increasingly, lecturers teach modules in which students undertake their own small research projects, either individually or in groups meeting outside class (as in Hannah Crawford's module, a description of which is linked to in this activity). This activity will help you think about ways in which you can help students to develop research skills through work on a module.

The activity

1. Divide the group into pairs. Play them the interview below of Hannah Crawford (King's College, London) describing a module that makes extensive use of student research.

You can find out more about Hannah's module by reading her module handbook which you will find in the same folder as this resource in HumBox..



2. Each member of each pair must tell her/his partner about her/his research. The partner must write down the main skills the research involves, asking questions as appropriate.
3. Each participant must now write down ways in which they feel their partner might devise a module developing research skills in their students.
4. Each member of the pairs tells each other what they have written down. Each pair then discusses the practicality of what has been proposed, making modifications as appropriate.
5. in a final plenary session, all pairs share their thoughts.

Relationship to the Professional Standards Framework

- **Core Knowledge 2:** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- **Professional Values 3:** Commitment to the development of learning communities
- **Professional Values 4:** Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity



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More information about the Professional Standards Framework can be obtained from the summary factsheet in the *Subject & Pedagogy* collection in HumBox.

<http://humbox.ac.uk/2731/>

Resources in the Course design Collection

- Course design: introduction to the collection
- Designing an English degree programme: resource overview
 - Designing in employability: individual activity
 - Designing in employability: group activity
 - Managing transition from A Level: individual activity
 - A delicate balance: group activity
 - A delicate balance: individual activity
- Designing an innovative English Literature module: resource overview
 - Location, location, location: individual activity
 - Location, location, location: group activity
 - Questions, questions
 - Integrating research into a module: individual activity
 - **Integrating research into a module: group activity (*you are here)**
- Filling the gaps: resource overview
 - Filling the gaps between sessions: individual activity
 - Filling the gaps between sessions: group activity
- Adapting a module: resource overview
 - Adapting a Literature module: individual activity
 - Adapting a Literature module: group activity
 - Pacing it out: individual activity
 - Curriculum framing
- Mapping and applying desirable student attributes: resource overview
 - Imaginary modules: individual activity
 - Imaginary modules: group activity
- Designing a creative-critical module: resource overview
 - Thinking about modules: individual activity
 - Thinking about modules: group activity



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