

Integrating Research Skills as part of your Curriculum Design

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Often in the University context it is assumed that students come into the higher education with the required research skills or that they will acquire these skills through one off workshops offered through the University Library or other education support teams. In reality the research shows that students have very limited exposure to research practices throughout their secondary education and that one shot introductions to research skills and information resource are often ineffective due to their perceived disconnect to students' learning.

This contrasts sharply to the consistent educational research findings which highlight how central the teaching of research skills to your students' is to the development of critical thinking graduate attributes most valued by employees and to their capacity to become lifelong learners (Healey & Jenkins, 2009; Scott, 2015). Investigations into best practice for the teaching and learning of research skills highlights that generally these skills will not be learnt and their significance unappreciated unless they are integrated or embedded into curriculum design (Wang, 2010; Maddison & Kumaran, 2016).

This workshop will introduce research and teaching frameworks you can use to help you as a unit designer to consider and identify the research skill needs of your students and how you can ensure they are integrated into your curriculum design process at both the unit and the course level. We will take a constructive alignment approach to considering the research skills implicit in your learning outcomes and assessments and develop ideas for research based activities aligned to these (Biggs & Tang, 2011).

The workshop will preview a number of case studies from the University of WA demonstrating the integration of research skills into curriculum. To get the most from this workshop, we ask you to bring along details of a specific unit or course program learning outcomes and assessments to base the workshop activities on.

References:

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