

Adapted from Dilly Fung, A Connected Curriculum for Higher Education. London, UCL Press, 2017.

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## Students connecting with research and researchers

<b>Students connect with research and researchers by:</b>	<b>How, where and when?</b>	<b>To what effect?</b>
<p><b>1. Finding out about research</b></p> <p>Exploring what research is, within and/or across disciplines. Investigating different research methodologies and associated methods. Reading, seeing or hearing about current research studies, both the approaches being undertaken and the emergent findings. Observing research being undertaken in real time (face-to-face or online).</p>	<p>Before starting their programme of study, online or during a visit day. As part of an induction activity at the start of the programme. As individual preparation for classes During classes, as part of critical analysis in/of the subject. By attending department-wide research seminars. Through interdisciplinary projects. As part of a 'capstone', synoptic module at the end of the programme.</p>	<p>Improving understanding of the university's mission. Characterising the nature of the discipline(s) and/or professions. Developing students' overall awareness of how knowledge is created and extended. Enabling students to see through different disciplinary 'knowledge lenses'.</p>
<p><b>2. Talking about research</b></p> <p>Meeting individual researchers and engaging in dialogue with them. Discussing others' research informally through discussion (face-to-face or online). Undertaking specific peer review activities. Participating in events such as seminars and conferences.</p>	<p>Collaborating with others in a peer study group to study the work of a researcher. Undertaking peer review activities in class or online. Preparing for formative and summative assessments. Undertaking field trips, visits, explorations of place. Contributing to departmental seminar programmes, student research conferences, etc.</p>	<p>Developing students' sense of belonging to an active learning and research community. Increasing motivation and engagement. Developing confidence in using the language of research. Enabling students to contribute questions, insights and critiques from their different personal, cultural and national perspectives.</p>

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<b>Students connect with research and researchers by:</b>	<b>How, where and when?</b>	<b>To what effect?</b>
<p><b>3. Doing research</b></p> <p>Engaging in collaborative enquiry as part of a peer group. Undertaking individual enquiry. Undertaking a research project (as part of a team, and individually). Evaluating one's own research, including ethical considerations.</p>	<p>Formulating research questions. Developing research skills. Writing a research 'bid'. Carrying out research, including study of relevant literature, analysis of evidence and development of argument. Analysing the achievements and limitations of own research, and its place in the field.</p>	<p>Building up students' skills and levels of understanding. Enabling students to experience the joys and challenges of undertaking a whole project. Developing students' skills of evidence-gathering, analysis and evaluation. Developing awareness of ethics and values.</p>
<p><b>4. Producing research 'outputs'</b></p> <p>Developing awareness of ways in which research is already communicated to others. Communicating the findings of own research effectively to different audiences. Engaging with different kinds of audience (including alumni), face-to-face or online, to develop ideas in partnership.</p>	<p>Considering different audiences for the findings from research. Analysing different modes of research communication, including informal modes such as blogs and videos, and formal peer reviewed publications. Writing or creating one or more outputs from own research (individually or collaboratively). Analysing and learning from the effectiveness and impact of the outputs. Following up with responses from audiences and future opportunities for engagement.</p>	<p>Enabling students to develop (transferable) skills needed for 'digital citizenship', including managing own digital identity and ability to work in different media. Developing effective oral, written and visual communication skills, including use of different language registers. Creation of a body of produced work available to external agencies, such as employers, which gives students a distinctive profile and voice beyond the programme.</p>