

First Australian Summit on the Integration of Research, Teaching and Learning

Sydney, 5th-6th November 2009



Integrating research teaching and learning

- ❁ **Research-enhanced teaching:** Teaching is informed by staff research. This includes the integration of disciplinary research findings into courses and curricula at all levels such that students are both an audience for research and engaged in research activity
- ❁ **Research-based learning:** Opportunities are provided for students at all levels to experience and conduct research, learn about research throughout their courses, develop the skills of research and inquiry and contribute to the University's research effort.
- ❁ **Scholarship of learning and teaching:** Staff and students engage in scholarship and/or research in relation to understanding learning and teaching. Evidence-based approaches are used to establish the effects and effectiveness of student learning, teaching effectiveness and academic practice

Intended outcomes

- ❁ Identify national needs
- ❁ Enhance debates concerning engagement of undergraduate students in research and inquiry
- ❁ Establish and trial a set of readily available resources and protocols designed to bridge gaps between current and future practice
- ❁ Disseminate these through a website and Regional Roundtable discussions
- ❁ Provide the foundation for the establishment of a national centre for the integration of research, teaching and learning

Program Day 1

- 9.20 - 9.4 **Integrating research, teaching and learning: Summit aims, rationale and outcomes.**
Professor Angela Brew,
- 9.40 -10.40 **Establishing the value of undergraduate research: engaging students in real science.**
Emeritus Professor Elaine Seymour,
- 10.40 - 11.10 **Morning Tea**
- 11.10 -12.10 **National Science Foundation models for funding undergraduate research.**
Dr Linda Slakey,
- 12.10 -12.40 **Questions and issues for Australia.** Professor Kerri-Lee Krause,
12.40 - 1.30 **Lunch**
1.30 – 2.10 **Roundtable discussion of questions to put to the panel.**
- 2.10 - 4.00 **Plenary panel** Chaired by Professor Mick McManus,
Dr Jeanette Baird, Audit Director, Australian Universities Quality Agency
Mr David Barrow, President, National Union of Students
Professor, Iain Hay, ALTC Discipline Scholar for the Arts, Social Sciences and
Humanities, Flinders University.
Professor John Rice, Executive Director, Australian Council of Deans of Science
Professor Andrew Wells, Executive Director, Humanities and Creative Arts,
Australian Research Council
- 4.00 - 4.30 **Afternoon Tea**
4.30 - 5.30 **Institutional strategies to integrate research, teaching and learning: The Sheffield
University experience.** Professor Phillipa Levy
- 5.30 **Break**
6.30 **Drinks**
7.00 **Dinner**

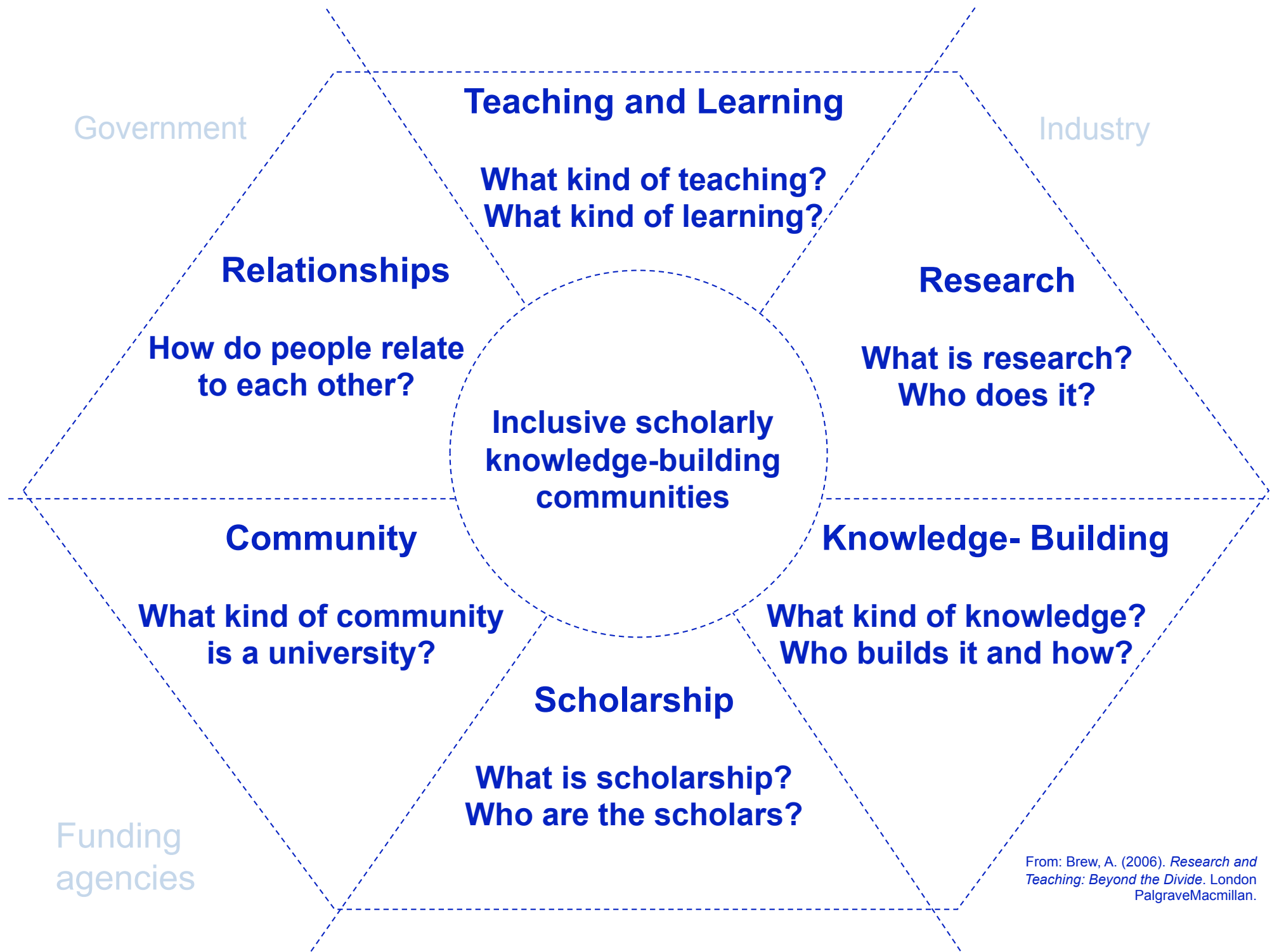
Program Day 2

- 9.00 - 9.15
9.15 -10.15
Council
- Welcome** by Professor Richard Johnstone, Executive Director ALTC
Developing undergraduate research across the USA: The work of the for Undergraduate Research. Dr Nancy Hensel,
- 10.15 - 10.45
- Roundtable Discussions**
- 10.45 -11.15
- Morning Tea**
- 11.15 -12.00
- The teaching research nexus and the first year student experience: What are the possibilities?** Professor Sally Kift,
- OR**
- Discipline, diversity and the development of all students' research skills.**
Drs John Willison, and Susan Mayson,
- 12.00 -12.45
- Motivating the first-year learner through research informed media practice.**
Dr Denise Wood
- OR**
- Students' engagement with the discipline: The impact of the undergraduate research journal *Nexus*.** Professor Brian Yates
- 12.45 - 1.45
- Lunch**
- 1.45 - 3.00
- Institutional practices and strategies to develop undergraduate research and inquiry.** Professor Mick Healey
- 3.00 - 3.30
- Final Plenary Discussion:** taking these issues forward on a national level.
Led by Professor Angela Brew
- 3.30
- Afternoon Tea and close**

“Public funding should be directed only to those institutions that: encourage both students and staff to engage in critical enquiry....” (Bradley Review Report page 7)

"Self-fulfilment, personal development and the pursuit of knowledge as an end in itself; the provision of skills of critical analysis and independent thought to support full participation in a civil society; the preparation of leaders for diverse, global environments; and support for a highly productive and professional labour force should be key features of Australian higher education." (Transforming Australia's Higher Education System)

“The path I am setting out...raises the expectations we have of our young people and their parents and of our great institutions. It asks them to be bolder and more ambitious in what can and should be achieved” (Hon Julia Gillard MP 4th March 2009)



From: Brew, A. (2006). *Research and Teaching: Beyond the Divide*. London PalgraveMacmillan.