






# Framework for Integrating Teaching and Research





## Student perspective

RESEARCH-INFORMED TEACHING Using research to inform teaching		RESEARCH-ENGAGED TEACHING Knowing how to carry out research
<p><b><u>LEARN TO CRITIQUE RESEARCH</u></b> You will learn to critically appraise existing research that considers the big debates in school education.</p> <p>You will learn how to critically evaluate the research findings of others and consider how relevant it is to your own practice.</p> <p>Through engaging in discussion, you will learn to raise questions about research processes and identify what is rigorous and robust research and an accurate report from questionable research and a poor report</p> <p>You will learn how to write a critical literature review.</p> <p>By becoming research informed you will be more able to make judgements about teaching and learning that are educationally wise (Biesta, 2012) and be able to pro-actively construct your curriculum and defend it - rather than accept someone else's curriculum as a blue print of what to teach.</p>	  Preparing to and engaging in research activity	<p><b><u>LEARN TO CONDUCT RESEARCH</u></b> You will consider a range of research methods to frame and investigate your own research question.</p> <p>Before you undertake your research, you will consider the ethics of your plan to identify concerns and ways to proceed as part of a peer review process.</p> <p>You will undertake a small-scale research project in your setting using your own methodological approach. You will gather data, analyse your findings and make conclusions.</p> <p>You may/may not contribute to a major national study designed by research leaders.</p> <p>In becoming research active, you will gain a deeper knowledge and understanding of pedagogy, research-engaged practice and teacher identity.</p>
 <p><b><u>APPLYING RESEARCH FINDINGS</u></b></p>		<p><b><u>COMMUNICATING RESEARCH FINDINGS</u></b></p> 
<p>You will examine your own practice in light of your growing knowledge of research findings.</p> <p>You will reflect on how theory and research and research-informed practice has enabled you to reflect on, and continue to develop your practice as a practitioner and as a researcher, and the impact this may have had on your professional identity.</p>	Engaging with the research of others and sharing what you have learnt  	<p>As a practitioner-researcher you will communicate your findings to a wider audience in a range of ways including peer-to-peer workshops and seminars, written reports, journal articles and subject association magazines, conferences, and social media (Anonymised of course)</p> <p>Engaging in research in this way will enable you raise your profile and help to build your confidence and expertise as a future leader</p>

Stone, P. and Billingsley, B. (2020) 'Seeking Epistemic Insight: Student teachers as associate researchers.' LASAR Conference: Epistemic Insight and Big Questions. Canterbury 23<sup>rd</sup> June 2020.

# Framework for Integrating Teaching and Research

## Tutor perspective

RESEARCH INFORMED TEACHING		RESEARCH ENGAGED TEACHING
<p><b><u>ENABLING STUDENTS TO CRITIQUE RESEARCH</u></b></p> <p>You will introduce students to research projects; research reports; conceptual frameworks and educational theory so that they are able to raise questions about research processes and results so that they are able to identify what is rigorous and robust research and an accurate report from questionable research and a poor report</p> <p>You will support students in learning how to write a critical literature review – by helping them to read and write critically.</p>	  Preparing to and engaging in research activity	<p><b><u>ENABLING STUDENTS TO CONDUCT RESEARCH</u></b></p> <p>You will help students become research active by introducing them to a range of research methodologies.</p> <p>You will support them in devising a good research question by being a critical friend; encouraging and challenging research proposals.</p> <p>You will support students in rigorously considering the ethical issues that may arise in their research projects.</p> <p>You will facilitate the undertaking of a small-scale research project in the students' settings.</p> <p>You may/may not invite the student to contribute to a major national study designed by research leaders.</p>
 <u>APPLYING RESEARCH FINDINGS</u>		<u>COMMUNICATING RESEARCH FINDINGS</u> 
<p>You will support students in analysing published research findings by modelling and guiding them through the process.</p> <p>You will encourage the students reflect on, and evaluate how theory and research and research engaged practice has enabled them to reflect on, and continue to develop their practice as a practitioner and as a researcher, and the impact this may have on their professional identity.</p>	You engage with the research of others	<p>You will help students understand how knowledge is produced through research-informed and research - engaged practice.</p> <p>You will encourage the students to share their research through presentations and publications.</p>