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Links to the R=T Framework

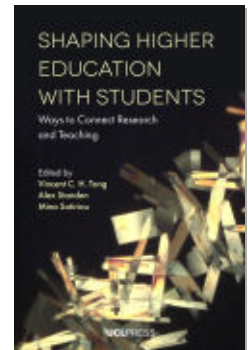
Published by

Tong, Vincent C. H., et al.

Shaping Higher Education with Students: Ways to Connect Research and Teaching.

University College London, 2018.

Project MUSE. <https://muse.jhu.edu/book/81931>.



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[136.0.111.243] Project MUSE (2025-01-31 07:32 GMT)

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- Ahmet's key message is that learning by 'doing' is far more effective in terms of knowledge retention than the more conventional dictation of information. While a research/teaching binary still exists, time should be shared more equitably to allow students to engage with practical research as a pedagogic tool. Students seem to prosper and be more enthusiastic about learning when they are playing a productive role and when their work contributes meaningfully to progress within their respective discipline. Learning partnerships would not only be beneficial to the development of students, but may also work to dissolve the traditional staff/student hierarchy and encourage lecturers to deliver topical and dynamic teaching, transforming 'passive listeners into active participants'. Therefore, the main sentiment is to create a learning environment of equality and equal opportunities, to allow both parties to thrive – through working together to find answers and solutions to research problems.
- The real benefit of promoting active forms of learning through research is the encouragement of independent thinking. Students in particular will feel that their work is more meaningful and, in turn, invest more time and effort into their studies. This will not only allow them to be more engaged and focused on their studies, but will also contribute to innovation in research within their department as a result of research-based teaching methods. Similarly, student–staff partnerships in the learning environment will foster greater equality – while academic staff will offer highly developed knowledge and connections, students can contribute 'curiosity, vitality and passion' to deliver more holistic and integrated research.

The main barrier to active learning is the curriculum framework, as a new form of teaching would require an overhaul of current

teaching methods and a complete reconfiguration of university space to allow for hands-on learning. Moreover, one of the greatest concerns of traditional research-led teaching was the lack of engagement of students, however there is no guarantee that a new form would significantly alter their willingness to participate, and may potentially benefit some students over others. Additionally, certain standards would still need to be imposed in order to ensure that the level of learning and progression is consistent and sufficient across all departments.

- The main principle that goes beyond a context-specific framework is attitude. A seemingly straightforward realignment of the student-staff relationship would open up a wealth of opportunities. More value should be placed on the empowerment and enfranchisement of students to allow them to understand that they are able to contribute to ongoing research. This sentiment should be made clear when students first enter into higher education as most will expect to be met by the same pupil/teacher dynamic as experienced at college, high school or sixth form. Teaching staff also need to realise the merit in involving students on an equitable basis to bring new and innovative ideas, perspectives and opinions to research. In this way, I believe that students in particular will excel through having the opportunity to be active, not passive learners and benefit from the long-term merits of research involvement.