

MONASH University
Business and Economics

Business Education Research Network (BERN)

Nurturing students research skills: from research-led teaching to research skills development



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www.buseco.monash.edu.au/bern/

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For students research led teaching is about discovery



The Age, Monday 17th November, 2009/ <http://www.arcamax.com/zits>

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Outline of today's session

- Who are we?/Who are you?
- Research Led Teaching?
- A way of doing RLT is the Research Skills Development (RSD) framework.
- What we have done.
- What could you do?

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Who are we?

- Senior lecturers in the Department of Management, Faculty of Business and Economics.
- We do discipline-based research as well as research on teaching and learning
- Co-founders (with Dr Glen Croy) of the Business Education Research Network
- Collaborators with Dr John Willison on the Research Skills Development project

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Who are you?

- Department/Discipline?
- ECR?
- Teaching award winner?
- Interested in trying something new?



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What is Research-Led Teaching?

- It has many dimensions....
 - Research-active staff;
 - Research-enhanced teaching and learning;
 - Research-aligned teaching;
 - Teaching-led research.



For further ideas see www.itl.usyd.edu.au/rt/

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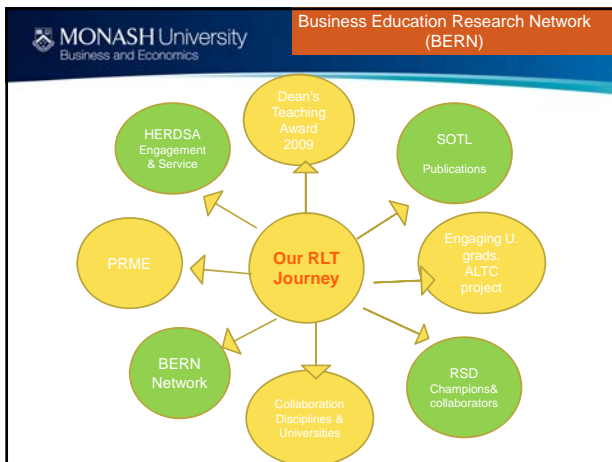
Why bother?

- **Student engagement through research activities**
 - Community of scholars
 - Discover and integrate knowledge
- **Academic staff engagement and service**
 - Scholarship of teaching and learning
- **Graduate attributes and student employability**
 - Critical and creative scholars

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What do you think?

- **What does research-led teaching mean to you**
 - In your discipline?
 - In your department?



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Research Skill Development Framework

LEVEL OF STUDENT AUTONOMY

	Level I	Level II	Level III	Level IV	Level V
LEVEL OF INQUIRY	Students embark on an inquiry and so determine a need for knowledge/understanding	Students research at the level of a closed inquiry, and require some structures/guidance	Students research at the level of a closed inquiry	Students research at the level of an open inquiry, and determine with the lecturer	Students research at the level of an open inquiry, and determine with the lecturer
LEVEL OF INFORMATION COLLECTION	Collect and record required information/data using appropriate methodology	Collect and record required information/data using a prescribed methodology from prescribed sources in which the information/data is clearly evident	Collect and record required information/data from self-selected sources using one of several prescribed methodologies	Collect and record self-selected information/data from self-selected sources using self-determined methodology within structured guidelines	Collect and record self-selected information/data from self-selected sources using self-determined methodology within structured guidelines
LEVEL OF INFORMATION ANALYSIS	Evaluate information/data and the inquiry process using simple prescribed criteria	Evaluate information/data and the inquiry process using criteria related to the aims of the inquiry	Evaluate information/data and the inquiry process using criteria related to the aims of the inquiry	Evaluate information/data and the inquiry process using self-determined criteria related to the aims of the inquiry	Evaluate information/data and the inquiry process using self-determined criteria related to the aims of the inquiry
LEVEL OF INFORMATION ORGANISATION	Organise information/data using a simple prescribed structure and process	Organise information/data using a recommended structure and process	Organise information/data using a recommended structure and self-determined processes	Organise information/data using self-determined structures and processes supported by structured guidelines	Organise information/data using self-determined structures and processes
LEVEL OF INFORMATION SYNTHESIS	Synthesise and analyse information/data to represent emerging knowledge in structured formats. Ask relevant, researchable questions based on new understandings	Synthesise and analyse information/data to represent emerging knowledge in structured formats. Ask relevant, researchable questions based on new understandings	Synthesise and analyse information/data to represent emerging knowledge in structured formats. Ask relevant, researchable questions based on new understandings	Synthesise, analyse and apply information/data to represent emerging knowledge in structured formats. Ask relevant, researchable questions based on new understandings	Synthesise, analyse and apply information/data to represent emerging knowledge in structured formats. Ask relevant, researchable questions based on new understandings
LEVEL OF INFORMATION COMMUNICATION	Use nearly discipline specific language and structured genre to demonstrate self-constructed knowledge and understanding within a field from a scholarly perspective and for a specified audience	Use nearly discipline specific language and structured genre to demonstrate self-constructed knowledge and understanding within a field from a scholarly perspective and for a specified audience	Use nearly discipline specific language and structured genre to demonstrate self-constructed knowledge and understanding within a field from a scholarly perspective and for a specified audience	Use the language of the discipline and demonstrate genre to represent self-constructed knowledge and understanding within a field from a scholarly perspective and for a specified audience	Use the language of the discipline, structure & genre to represent self-constructed knowledge and understanding from a scholarly perspective for a specified audience

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6 Facets of researching:

- embark on an inquiry and so determine a need for knowledge/understanding** + affect
- find/generate needed information using appropriate methodology** Curious
- critically evaluate information/data and the process to find/generate** Determined
- organise information collected/generated and manage research processes** Critical
- synthesise and analyse and apply new knowledge** Organised
- communicate knowledge and the processes used to generate it, with an awareness of ethical, social and cultural issues.** Creative

(Willison & O'Regan, 2007) Persuasive

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Levels of Autonomy

- Research may be closed to open in terms of
 - Beginning
 - How to proceed
 - End points
- Level 1: highly prescribed by lecturer, low student autonomy.
- Level 5: high degree of student autonomy (in line with the discipline)

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Issues and outcomes

- It takes time and effort to develop the rubrics
- But it does make you think more carefully about learning outcomes and how to achieve them
- Makes marking a breeze

(Good things) the students said.....

- *"The required reading/literature review task where we summarised and referenced journal articles was extremely helpful in all of the major assignments, group assignment and exam preparation."*
- *"My ability to go through the steps of summarising a research paper has allowed me to understand the context [of HRM] more."*
- *"The format of how to critically analyse a journal article has helped."*

Postgraduate Business ethics unit

- Topics included the ethics of
- Corruption,
 - The forestry industry,
 - Piracy of media products,
 - Gift giving in China,
 - Green marketing/ green washing,
 - Specific cases such Exxon Valdez, James Hardie,

Research methods used by students

- Development of online surveys in English and in Chinese,
- Surveys,
- Semi-structured and structured face to face interviews and telephone interviews,
- Web searches,
- Scholarly journals.

Positives (from my perspective)

- The value of providing an audience for their research projects;
- Engaged with each other and with their research;
- Struggled with their research question/s and their interview questions;
- They begin to speak the language of researchers eg. Our research questions, our research participants, our data sources, our sample, our research findings and so on.

Positives from the students' perspective

- I think the group one was the best research one we'd done, because we actually did independent research. We did a web survey...[and] we had to come up with hypotheses and things like that, so that was really good. We have used some of that in our group assignment we're working on now.

Student's perspective

- ... that poster presentation...that Jan did, was very effective—very, very effective, and a different way of doing things. Like, it was hard work, but it was worth it, getting it professionally printed off and it looked fantastic, and you actually stood back and thought, 'That's a fantastic piece of work; we've done a real research project there', so I thought that was good. I would encourage that, even though it's a pain in the arse. It's a lot of work.

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