

Title: **Embedding research informed teaching into the curriculum: developing student skills of critical questioning**

Presenters: **Christine Wall & Philip Carey**
Liverpool John Moores University

Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

1. Consider the development of critical questioning skills for Research Informed Teaching
2. Explore one method for embedding these into the undergraduate curriculum.

Session Outline

Research informed teaching links teaching and research to encourage students to develop a critical, rigorous and creative approach to their own learning. Students learn about research, learn how to undertake their own research and learn in research mode (Jenkins, Healey and Zetter 2007). Central to this is that the student must be a confident and critical consumer of research. This session will focus on an example of curriculum design that sought to embed skills associated with this into the early stages of the student learning experience. This was achieved through the operation of critical thinking workshops that encouraged students to engage with, consider and question elements of popular culture to develop their understanding of a hierarchy of credibility in the notion of evidence. Evaluation of a pilot programme suggested that students found these to be enjoyable and engaging. Furthermore, they recognised the value of questioning in developing a critical argument and acknowledge the development of transferable skills for future study.

The workshop will describe the main principles of the scheme and outline key findings from the evaluation. After this, participants will be encouraged to engage in a typical workshop activity to enable them to assess the nature of the programme.

Session Activities and Approximate Timings

Please provide an indication of how the session will be structured and how activities and discussion will be facilitated. For discussion papers please include a few indicative questions which will focus the discussion element.

Introduction to the project (10 mins)

Evaluation outcomes (10 mins)

Example activity (20 mins)

Discussion (5 mins)

References

Jenkins, A., Healey, M., and Zetter, R. (2007) *Linking research and teaching in disciplines and departments* York: The Higher Education Academy