

Common and Feasible

- Let students know what we do for research (ongoing research in one's field or one's own research)
- Better show students link between research and being a reflective practitioner; Discuss key research findings → implications for practice
- Include relevant researchers in lecture programs – students hear about/talk about current research
- Introduce students to researchers in ways that generate curiosity and aspiration
- Encourage student participation in research seminars etc to demonstrate fields of inquiry
- Invite students to regular research presentations by staff and guests – staff leave, students can ask questions, the write reflection
- Promote staff research through discipline newsletter
- Equal involvement with faculty and students to understand what research is
- Group research projects
- Offer students scaffolded project work on assessment
- Involve honours students in conducting more complex studies
- Have open module within structured lecture courses to allow individual/group projects
- Students giving mini lectures – they bid for topics from curriculum
- Introduce research project requirements at appropriate points in the program, including early
- Opportunity for students to develop their own research proposal
- Students self identify research questions and write a research proposal (including ethics application)
- Let students choose their own essay topics
- Construct projects suitable for students to undertake
- Student research journal
- Encouraging critical attitudes towards assigned readings – students should research alternative viewpoints
- Provide support (facilities, stipend etc) for students to engage in research activity
- Observe videos to analyse
- Literature review of key concepts; earning activities that engage students doing lit reviews
- Oral history projects
- Action research during school experience
- Survey teachers and students in schools
- 'Studies of' groups – extend cross cohort seminars
- Involve individual students in research studies as participants (eg surveys, experiments)
- Encourage pre-honours
- Staff modelling
- Team based learning using business/discipline problems
- Start at first year orientation
- Engage CSA in research
- Build information literacy skill development and assessment across first year
- Decreased emphasis on content (in both degrees) by encouraging research/inquiry skills versus role learning
- Leave certain questions 'open' in lectures, encouraging students to dig around themselves for solutions
- Posters about research in cafe or auditorium
- Web-based information and tools

RELT ideas and strategies

- Tutorial support on critiquing research papers
- Research unit included in all degree programs
- Organised process of challenging students with inquiry subjects independent of specific UoS with rewards!

Innovative and Feasible

- Attend postgraduate seminars
- Showcase to undergraduate students what research students are doing
- Emphasise the contribution of research to medical knowledge from an historical perspective
- Active genealogies
- Performance analysis= applying skills to scene of pedagogy
- International Interactions – role play/investigating
- Take unanswered questions (eg climate change) and ask students to research the topic then have them debate issues in a panel session
- Host open mike sessions for students/staff to debate on challenging research questions
- Set up inter-uni challenge on undergraduate inquiry and get sponsor
- Give students the intro to a paper Ask them 1. What is the argument 2. What is the question 3. How could you answer it
- Critique Wikipedia entries (using research) and publish to Wikipedia
- Musicology PS : systematic research on rare books collection
- Find and champion curriculum work on this topic
- Use students to complete socially meaningful research projects (socially useful) designed by staff
- Case studies: rare disorders, search evidence and personal stories, plan, propose research questions
- Neurology research partners → evaluation of learning
- Patient-centred evaluation of research evidence
- Monday musicology seminars could include a workshopping of research problems at the methodological level. Students presenting research could forward problem to class a week in advance
- Combining learning across qualitative and quantitative subjects in a “real world” business report proposal
- Performance practice discussion groups strings/early music etc added to the small ensemble assessment rubric
- Evaluate a media article provided by patient about a “new” treatment
- Develop “Day of Science” with students, write a profile
- Adapt ‘thesis in 3 mins’ to a student forum across faculty or in schools
- Student mini-research conference, inter-school
- Require all students to investigate a subject of their choice as a curriculum-wide task over whole 5 years of degree
- ‘Research workshop’ as learning situation
- Research ethics as design question
- Rummage through archive boxes
- Close reading as collaborative experience
- Embodies practice – testing knowledge against experience
- Critique journal article in groups and email author with questions
- Workshop construction - students’ responsibility for shaping workshop
- Analyse survey results

RELT ideas and strategies

- Involve students in analysing the data collected on their students feedback surveys
- In “research methods” have student collect and interpret data eg quality of learning of Yr1 students
- Illustrate action research cycle using USE data (feedback results of change to students)
- Interview peers about teaching/learning
- Students as subjects of practice-based research → join in analysis/critical evaluation of results
- Evaluation of pair learning
- Create research interest group led by key researchers so students can join and participate
- Mentoring student research group
- Engage performance students and staff in debating and articulating creation of new knowledge
- Online research interest groups
- Convince students of our reasons for doing this
- Ensure that the faculty perceives teaching with or about research as important and shows this perception
- Attach students to academic staff research projects early in curriculum
- Attach groups of undergraduate students to research groups in the discipline
- Academics mentor third years, third years mentor second years on how to be professional in their discipline
- Link potential student research projects to sustainable one with community partners
- Cross disciplinary student projects mentored by professions/industry
- Use SPW for research – articulated projects, not just as professional practice
- Create Opportunities for students to work in small groups on very contained research projects
- Identify and find more opportunities for student employment as research assistants
- Involve student groups in conducting “simple” experiments (eg second or third year)
- Assign mini-project at the beginning of semester, which can be completed in stages
- Have students investigate “real world” questions generated from clinical practice
- Collaborative ventures, whereby one student researches what the other performs and vice versa
- One day in the life of..... Students interview staff on their research interests in small groups and report back to class (first year)
- ‘hot off the press’ staff presentations about papers that just been published (or online discussion) (ask the researchers)
- Sending students and staff out to schools with faculty education as research and inquiry “experts”
- Future directions – identify a researcher with cross papers (pop-ins) in HI journals → generate next line of inquiry
- “Training” in questions-asking practice
- Provide training in research methods relevant to students’ interests
- Comparing data from question, interview, observation
- Research skills as employment prep – for performance and competence
- Introduce explicit programs that have endpoints which attest to students’ research training, eg MPhil
- Ensure that graduating students can maintain connectivity with the faculty’s research endeavours

Innovative and not yet Feasible

- Providing 'extra' interesting projects
- All units as research informed – evidence-based approach
- Attend or present at a research conference
- Join a research professional organisation
- Encourage interaction of students in research/inquiry skills across all Australasian veterinary schools
- Exploring local community needs/ supporting students in developing projects to address these within the community
- Incorporate questions/ issues from local community eg councils into prac class activities. Send back answers.
- Encouraging peer teaching, a prerequisite for which is student research
- Investigate the "efficacy" of a treatment
- Move staff offices around so teaching isn't segregated from labs
- Research projects at senior level which cross the disciplines/schools (EFTSU problem!)
- Employ undergraduate (and postgraduate) students beyond ushering etc
- Students (second year) as volunteer research assistants in staff projects
- Summer scholar program so some students can work with/in established research teams
- Pairing junior students with postgraduates as research mentors and demonstrators → build into graduate professional development