

A Research-informed Teaching Model for Undergraduate Learning and Research Skills Development Using Collaborative Enquiry Based Learning

Abstract

Student-centred approaches to Research-informed teaching (RiT) have been shown to provide students with stimulating learning experiences, thereby enhancing student learning. The Research-informed Teaching experience (RiT_e) was introduced into the undergraduate Diagnostic Radiography curriculum at the University of Salford in 2009 as a RiT model to support student learning and develop research skills using collaborative enquiry-based learning (CEBL). The publications in this thesis present a range of evaluations and educational research in the context of two student-centred RiT activities: i) RiTe and ii) OPTIMAX.

Mixed methods research was used to explore the student learning experience of RiTe and OPTIMAX within a single Higher Education Institute along with the perceptions of RiTe by academic tutors and clinical placement educators. The theoretical framework for the publications in this thesis posteriori is the New World Kirkpatrick Model which provides a holistic interpretation and conceptualisation of the publications.

Analysis of student responses found that both RiTe and OPTIMAX were valued and enjoyable learning activities. This supports the importance of student evaluation and how learning activities that are positively received by students are an important proxy for learning. Results also indicated the co-production of knowledge and cross-proliferation of experiences via CEBL a key element of both activities. However, it was identified that students felt that they could not share knowledge with qualified radiographers following RiTe. Academic tutor and clinical placement educator research agreed that RiTe helped students to link theory with practice and developed their research skills. They also felt RiTe supported the development of key employability skills, including communication and team working.

Models such as RiTe and OPTIMAX could be used to support student learning and embed research skills development. The development of a psychometric scale is currently being undertaken to further evaluate student self-efficacy and task value following RiTe. Further research is also needed to better understand whether research activity is continued beyond registration and first post qualification following RiTe.