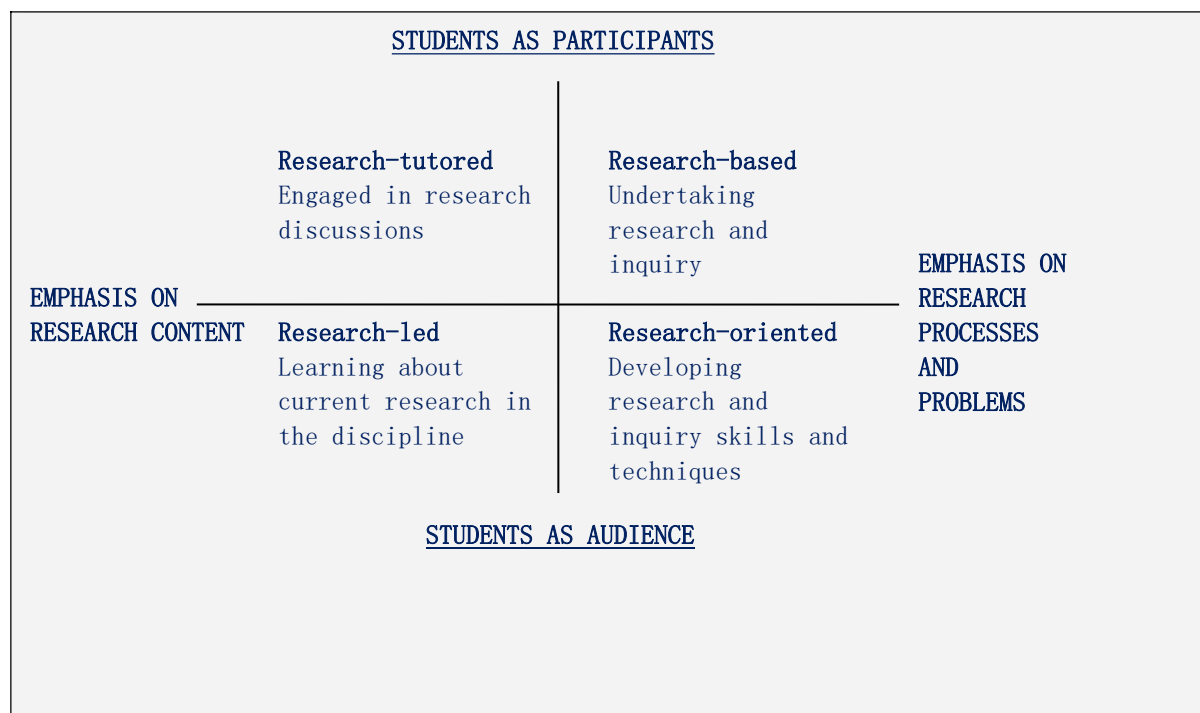


## SPUR Proposal Curriculum Feed Suggestions

SPUR projects are expected to have wider application to strengthen research-teaching links in the undergraduate curriculum.

Applicants are asked to refer to the typology of teaching-research relationships developed by Griffiths<sup>1</sup> and adapted by Healey and Jenkins.<sup>1</sup>



Strong applications will evidence planning beyond the dissemination of findings in the curriculum ("research-led teaching") and may include: the active engagement of a wider cohort with the findings/data; the continuation and further extension of the research within the curriculum; ways in which the project's research design or methodology will inform future teaching; the use of this project as a springboard to embed staff-student research collaborations into the curriculum.

Below are some talking points and examples (not exhaustive) to help applicants articulate ways in which their project might feed back into the curriculum to benefit a wider cohort of students.

1. Healey, M. and Jenkins, A. (2009) Developing undergraduate research and inquiry, The Higher Education Academy, York. Available at: [http://www.heacademy.ac.uk/assets/York/documents/resources/publications/DevelopingUndergraduate\\_Final.pdf](http://www.heacademy.ac.uk/assets/York/documents/resources/publications/DevelopingUndergraduate_Final.pdf)

## Research-tutored

Research-tutored learning involves *curriculum-based discussions around research*. So, here you might consider for example, what pertinent issues the project raises and how you might use it (e.g. as a case study) *within the curriculum* to discuss/debate with the wider student body about research. For example, did the project raise some useful learning on the challenges of recruiting research participants; the ethics/implications of interviewing participants about their own industry/practice; the challenges of using big data or data from social media etc.

*Example:* Sociology students discuss a paper which came out of a SPUR project on harassment of children when they are wearing school uniform. The paper was co-authored by the SPUR student. Discussion focusses on the findings, the methods used and the ethics and challenges of working with vulnerable participants. The research also fed into awareness and resilience training with Nottinghamshire County Council and Nottinghamshire Police, thereby contributing to NTU's strategic aims of Empowering People and Enriching Society.

## Research-led

Research-led learning involves opportunities to disseminate the research findings *within* the curriculum.

*Example:* Linguistics students are told about the findings of a SPUR project relating to language and identity, ethnicity and migration in the East Midlands region. The local nature of the study adds interest and depth for students as it allows broader theories to be illustrated with local examples. This approach contributes to NTU's strategic goal of Enriching Society.

## Research-based

This section is concerned with how the SPUR project will be used to teach other students about enquiry through them conducting their own research. This might involve a continuation of the project within the curriculum, so that a cohort of students undertake research to continue the project. Alternatively, it might involve building an enquiry-based learning/problem-based learning activity around the SPUR project e.g. providing students with the raw data and setting the students some questions to answer based on the data, or getting students to pose their own questions, then interrogating the dataset to answer their question.

*Example:* Theatre Design students using problem-based learning are introduced to an archive of Design for Performance in the UK. This was created through a SPUR project which brought together forty years of exhibition catalogues from the Society of British Theatre Designers (SBTD), as well as interviewing respondents. Students are asked to conduct their own enquiry using the data. In this way, the SPUR project had the double function of creating an archive and providing opportunities for other students to learn in enquiry mode. Through its links with a professional organisation, this element of the course contributes to NTU's strategic aim of Creating Opportunity.

## **Research-oriented**

Research-oriented learning involves using the SPUR project to support other students to gain research skills and apply methods. For example, students might use raw data from the SPUR project to learn certain types of data coding and/or analysis.

*Example:* students taking a Wildlife Surveying module learn key skills using techniques from a SPUR project about Population dynamics and habitat use in the European hedgehog as an example. Students use aspects of this project to learn about standardised survey design, animal handling, mark recapture, and radio-tracking. Some of these skills are new to the curriculum as a result of the SPUR project: for example, radio-tracking was tested first through the SPUR project and then embedded in the wider curriculum. Through nurturing the next generation of researchers, this curricular project contributes to NTU's strategic aim of Valuing Ideas.