

An institutional strategy for Research-Informed Learning and Teaching

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Whilst many higher-education institutions have integrated 'discipline' research into their curricula, it is widely recognised that learners must acquire and develop a range of skills and attributes to prepare them properly for the workplace. In particular, learners need to understand the process of knowledge creation and its application to different contexts. Learners also need to develop critical thinking skills and a respect for evidence. Such skills will enhance the capability of learners to make informed decisions in later life. By embedding specific principles into the learning experience, the use of research to inform the curriculum makes explicit the systematic enquiry into the teaching and learning process itself. This paper explores how developing learners, academic staff and institutions can be brought about by promoting a student-centred curriculum. It proposes four themes for developing a Research-Informed Learning and Teaching (RILT) strategy at a higher education institution.

Keywords: institutional change, research, learning, teaching, strategy.