

NW Network Group

Universities of Central Lancashire, Chester, Manchester, Manchester Metropolitan and Cumbria Institute of the Arts,

Linking Disciplinary Research to Teaching in Art, Design and Media Departmental Workshops - Evaluative Commentary

Introduction

The resource presented here has been approached in a similar way to the evaluative commentary which was based on the individual case studies undertaken by the project. It takes the form of a commentary based on the feedback and reporting from 5 departmental workshops (two departments held a joint workshop) of the five universities and one specialist college involved in the project. Forty two staff in departments of Art, Design and Media of the shared the links they are able to perceive between their research (or role as creative practitioners) and their teaching. They also reflect on the context in which they undertake these dual roles and the benefits and constraints these offer, and on the impact of research and its dissemination. All views expressed in both the case studies and workshop feedback are individual perceptions of institutional support and do not represent the research cultures in those institutions.

This evaluative commentary explains the methodology employed to gather the data presented here and aims to highlight what members of the group who have undertaken the research have identified as key observations and issues deriving from the workshops.

Art, Design and Media has a tradition of staff continuing their own practice to inform teaching. Recently this activity has been articulated as practitioner – research, discipline research, scholarly activity and or professional practice. For the purpose of the project all the above are appropriate definitions. It is how this “activity”, however defined “impacts on learning and teaching in art, design and media that is of interest. The project does not seek to differentiate between ‘research’ and ‘teaching’ but to view the relationship as a continuum along which staff can position themselves.

In the current climate it is becoming increasingly important for all disciplines to articulate the relationship between research and teaching

“.. it is becoming clearer that those students who are not learning in an HE environment that is informed by research, and in which it is not possible to access research-related resources, are at a disadvantage compared to those who are...”
Linking Teaching and Research (2006)

We would like to thank those staff who attended the workshops for their time and for their willingness to reflect on their practice for the benefit of other staff in the community of Art, Design and Media.

Background

The original focus of the Higher Education Academy's Support for New Academic Staff (SNAS) project was to develop annotated resources which focused on key areas such as the curriculum, assessment and student support. More recently the focus has been broadened to include developing resources on the linking of disciplinary research to teaching. This is known as SNAS Strand 3 and has resulted in the resource provided here.

A feature of the project has been to ensure that the resources are developed and embedded within the context of discrete disciplines. Accordingly, the Art, Design Media Subject Centre of the Higher Education Academy (ADM-HEA) has been involved with the SNAS project since its inception.

The ADM-HEA North-West (NW) Network Group comprises individuals with a known interest in research into learning and teaching in the departments of Art and Design in the Universities listed above. The institutions represent specialist art schools, Russell Group members and post '92 Universities with well established or growing departments of Art and Design.

The NW Network Group was keen to work on the SNAS Strand 3 project and has completed the research presented here.

Methodology/Process

The project was planned and developed using the workshop material prepared by Alan Jenkins and Mick Healey. The slide presentation by Mick Healey (University of Gloucestershire) "Disciplinary perspectives on developing the links between research and teaching" provided the key material for developing the project in the context of ADM-HEA and in ensuring an approach where the outcomes would meet the needs of both the HEA and ADM-HEA.

Following the case study interviews and the writing of the commentary for those the group re-designed the questions used in the workshops to better reflect the teaching – research link. Each group member had responsibility for organising and facilitating their own departmental workshop and four of those workshops were supported by the project leader.

The workshops participants represented the disciplines of :

- Fine Art
- Fashion
- Fashion and Textiles Retailing
- Knitwear
- Interior Design
- Photography
- Ceramics
- Design History
- Video
- Textile Design
- Art History
- Music Technology

- Fashion and Brand Promotion
- Drama
- Performance Art

The commentary ends with a summary of key issues which would further inform the findings of the project and future plans for an academic publication.

Key Observations on Perceptions of the Links between Research and Teaching

The following comments are an initial analysis of the workshop reporting, individual participant feedback and key issues extracted by the facilitators. Each question has provided the group with a set of key themes which have been extracted against those themes as sub headings for each question and enabled a précis of the findings at this early stage. Some cross over between the case study and workshop questions and responses has occurred.

Q1. Perceptions of the link between research and teaching – do you consider it important to link teaching with research? And if so why and if not, why not?

Key themes

1. Teaching and Research
2. Discipline
3. Dissemination and externality
4. Research as a tool for change

1. Teaching and Research

There was a strongly supported view in all the workshops that research was an intrinsic part of teaching and learning. The emphasis on research in its broadest sense and including scholarly activity and practice was a key message from the participants. The articulation of this varied from currency of subject knowledge, the focus on discipline related practical outputs – including exhibitions, and as a way of facilitating cultural awareness and remaining at the forefront of individual specialisms.

‘...it is a fundamental aspect to ensure that you are keeping at the forefront of your personal beliefs on your subject.’

Scholarly activity and practice were used to define research and linked to methodologies in “what “ and “how” teaching happens. The focus on personal research on the link between research and teaching was defined as;

“the way I thought about my discipline. This largely related to how design students perceive research in the design process.”

and

“Teaching based research changes the way I think about my teaching”

This approach had been seen to have a direct impact on the teaching and learning environment;

‘research in the broadest sense within art and design enables WHAT one teaches and HOW one teaches, to develop.’

- It creates the opportunity for knowledge transfer
- Engaging in developing practice is not always recognised as research
- The link is made through main research interests – pedagogy
- Updating in areas of teaching and student oriented approaches
- Cross disciplinary links and how research is used in the public domain
- Sets a good example for students – makes staff credible
- Research and teaching are intrinsic, iterative to each other
- Professional requirement to embed research into teaching
- Teaching informs personal research

2. Discipline

Discipline content and context was a focus for all participants and a number of responses linked the importance of discipline in the context of their role as teachers. One participant described this as;

“ Absolutely vital. It’s the knowledge acquired through personal practice in Art and Design that should drive the curricula...”

Currency and credibility in the discipline was linked to student credibility and in one instance was deemed to be supporting recruitment. The practice-theory links were described as a means of maintaining a personal contemporary view which is both important and a good example to students.

- Displays passion for the subject/discipline and stresses the fact that staff can “walk the walk and talk the talk”
- impact of e-technologies on change (industry/educational)
- key activity in keeping updated and fresh
- using research from known sources
- maintaining currency in subject content (aesthetics and techniques)
- enriching the student experience
- important in an interdisciplinary context and in linking theory and practice
- practice used as application to develop new knowledge

3. Dissemination and externality

Externalising research was viewed as an opportunity for staff and ultimately for students. In some cases this was articulated through some staff in the design disciplines who work with industry but may not have their “research” recognised whereas others disseminated through the research forums within institutions. The concerns of staff about perceptions of their work was defined in terms of how research itself is defined in terms of where their individual research/practice sits.

‘research activity can enable student development...a book for which I contributed a chapter agreed to take a student on work placement, then on contract’

- Externalising perspectives of students through staff research
- External networking opening up opportunities for students and profile of institution
- Dissemination internally through a range of forums
- Evidence that practice relates to “what people do”
- Dependent on what is the definition of research

4. Research as tool for change

The enthusiasm and commitment of staff to apply their research was clearly evident in comments and feedback. Discipline research as a means of enabling student development was a major factor in the responses.

“my research has been the basis of two elective modules”

Individual participants made explicit links between pedagogic research and teaching with the comments embedded in research informed teaching in a specific working context;

“ it is a crucial part of pedagogy to maintain a contemporary view in order to ‘update’ issues and ideas contemporary to the dominant age group of learners”

- Staff enthusiasm for the discipline through research motivates students to engage in their studies
- The process of inquiry pursued in research can inform student learning
- Staff need to continually refresh ideas to survive
- Self-esteem through research reflects confidence in teaching
- Fundamental to manage change – instrumental for staff and curriculum
- Becomes a form of reflection
- A celebration of on-going learning
- Basis of new subjects and modules to teach
- Extends knowledge, subject matter, content and perspective

Q2. From your perspective, what are the key questions or issues about linking teaching with research?

Key Themes

1. Research Culture
2. Purpose
3. Time and Funding

1. Research Culture

The perceptions of institutions as ‘teaching’ not “research” was described as a barrier to developing a research culture and how a wider community perceives the types of research – e.g pedagogical, practitioner, action, and how categories of practitioner – researcher – educator could be established. Dissemination of research findings was identified as a key issue in developing a broader research culture but problematic for some. Linking research to achieving meaningful outcomes and applying that research activity to learning and teaching strategies was an approach discussed by some participants and reflected in the following comment as;

‘Implementing change as a result of research.’

A particular question was posed about reversing the relationship between research and teaching so that we might ask how research can be driven by teaching?

- Balance between general and specific research
- Synergies that happen through practice informing research
- Engaging staff and students in the process of research
- Is research about implementing change and moving out of comfort zones
- The theory:practice debate and how this impacts on teaching
- What is defined as research and where does professional practice and discipline updating fit in when they inform learning and teaching?
- There is a lack of methodology (pedagogy) in the discipline

- Building personal enquiry into the modular system
- Need to recognise value of linking research and teaching

2. Purpose

The validity of research was a focus in some workshops and linked to ensuring validity both within the institutions and externally.

“ Is the research I am doing appropriate in the subject areas and levels I teach? ”

and

“doesn’t the researcher have to make the results publicly known”

This led in one instance to a discussion on types and purpose of the research, how a wider community perceives this research and how change is implemented as a result of that research;

“ How do I engage colleagues and students in the process of what I do?”

and

“ persuading colleagues as to the benefits of what we are trying to do”

Participants felt strongly about particular issues such as the lack of understanding or support from senior managers and overwhelming workloads. At the same time participants were clear that research activity is a means of sharing new ideas with staff and students. A discussion on the purpose of research within a number of contexts (peer, course, institution, national) and as a means of generating new knowledge and to inform change was reflected in the responses;

“ how do you implement change as a result of research?”

- Appropriateness of research to teaching – pedagogic and practice
- Consider links to possible research opportunities and sharing the information
- Is it about new technology or raising awareness?
- Using student/staff data to inform research – raises ethical issues
- How and why are we doing research and are we accountable for it
- A need to break down barriers at discipline level in art and design
- Is research relevant or useful to students
- Consider student needs in applying research informed teaching
- How staff keep current and how do institutions keep staff current
- Institutional issues/politics
- Management perceptions and a business model affecting approach to developing thoughtful students
- Passion for the subject
- How and why is research being done and who is accountable for it
- Substantive, valid research

3. Time and funding

Time and access to funding was a major concern to most participants although defined differently in each workshop. Examples of this included – workloads making it difficult to attend workshops, seminars etc. even within the institution, as one participant noted;

“Teaching is timetabled, visible and compulsory. Research can suffer from exclusive attention required by a combination of teaching and bureaucracy”

and

“time is a key issue – getting the balancing act between teaching and research right.”

In some cases research had been undertaken independently outside the institution.

- Time and funding to develop research informed teaching/adapt Learning and Teaching strategies
- Time management – balancing roles
- Time for reflection as part of developing and maturing ideas
- Practical issues such as timetabling which affect ability to work with other disciplines
- Work-life balance
- Funding linked to areas of research

Q3 The process of linking teaching with research – what do you as an individual do to link teaching with research. Are there particular strategies you want to record?

1. learning and teaching strategies
2. curriculum development
3. pedagogic approaches
4. perceptions

1. learning and teaching strategies

Some staff had noted that they used their own work in class as examples while others shared the methods, tools and content of their practice. Individual participants were applying their research interests in a learning and teaching context through studying for higher degrees. Research practice is also used as a way of addressing and questioning precedents. This experience was directly used to inform approaches to teaching, learning and assessment. Developing personal skills through research impacts on what the students are taught.

“ techniques acquired through personal practice.... Are directed in the learning environment of the modules I teach”

- Learning and Teaching strategies have been adapted in response to institutional issues
- Teaching methods influenced by research activity
- Some adoption of didactic approaches to linking teaching with research
- Personal background comes into teaching – linking personal approach to creativity to teaching
- Student empowerment through processes
- Learning and teaching methodology leads to process of inquiry, research repeated with students, linking inquiry to teaching
- Iterative process of feedback and problem solving for staff and students
- Telling the story – immediate delivery of research into teaching
- Recognising the dangers of an over dogmatic approach, simulation to encourage the consideration of a range of approaches

Building a framework for study while working on personal projects parallel to teaching was articulated as the process of design feeding into the design project in an idealised idea of a process and evidenced by students producing assignments.

2. curriculum development

The necessity to consider the relevance of the research in supporting the learner experience was considered important;

“ I won't embark on any research I'm not interested in”

This individual approach informs course design and provide the unique appeal to some student groups. This approach was articulated in another workshop in the way the fundamental basis of the curriculum had grown out of individual research.

“ specific areas of my research can become lecture/seminar based information for programmes”

Curriculum development is seen as derived from responses to the subject/discipline with attempts to define or characterise the discipline through research practice that in turn informs the curriculum.

- How staff learn through their own research informs how students learn
- Work experience activity – feeds into curriculum, staff development informs aspects such as embedding ethical issues
- Personal research informs curriculum development in programmes
- Using personal interests in developing modules
- Developing new knowledge and approaches to inquiry
- Research is led by an interest and is value added for student
- Staff interest and research topic generates new curriculum
- Staff externality links to curriculum development

3. pedagogic approaches

One participant discussed pedagogic approaches in the use of action research methodology;

“it's an eclectic methodology... you can draw from a lot of disciplines”

There was a paucity of explicit pedagogic links made from research to teaching and this may be for reasons which will require further discussion and consideration. Given that current pedagogy is largely based outside of the disciplines of art, design and media this may be one factor and was cited in Q2 as “there is a lack of methodologies (pedagogy) in the discipline”. There is no doubt that staff make appropriate links from research to teaching but it is less clear if those are underpinned by pedagogic theory and the question might be – how did they learn to do this? One participant referenced action research projects as feeding into course review.

- Linking research and teaching is a way of sharing a body of knowledge at institutional and national level
- Reaction against personal design education led to research being teaching and learning focussed
- Design students are assessed on “their journey and their understanding of their learning”
- Defining approach to validity of research

- Action research in a range of activity
- Defining reflection and developing research
- Teaching methods influenced by research activity
- Students see relevance of staff research (outcomes) as it impacts on their practice

4. perceptions

Aspects which staff found difficult to articulate was where and what happened to research. There was a common agreement that the RAE is a focus in the current period but some recognised that they would not be included in this. As a result their concerns lay in practical issues and their personal perceptions about research including:

- Is there a need for national strategies for Art and Design – currently there is no one view
- How do you start to research, move on, publish and disseminate
- Where/who are the communities of practice
- Defining reflection and developing research
- Defining approach to validity of research

Q4 In your teaching what are some of the examples of (good) practice in linking teaching with research?

Key themes

1. Research in the curriculum
2. Learning and teaching strategies
3. Dissemination

1. Research in the curriculum

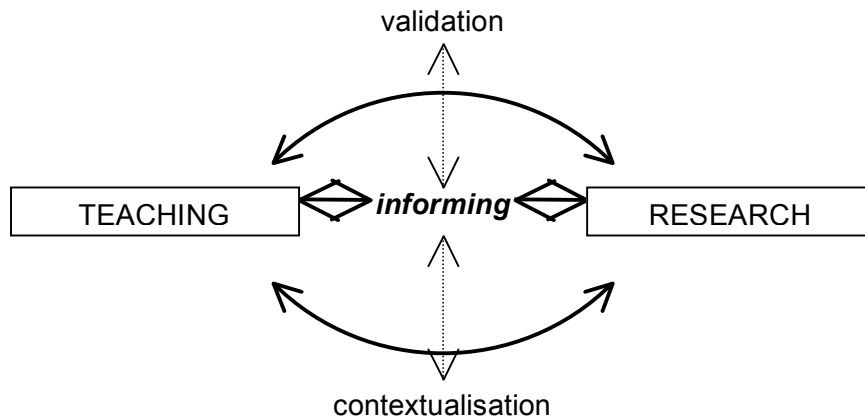
The range of examples offered are replicated across the sector and included exhibition/publication resulting from origination and research. The impact of research on curriculum principles so that traditional material-based approaches and attitudes to making have been questioned and revised was evident. These, along with information gathered through conferences and visits were important aspects of curriculum development although often not recognised as research activity. In one example an action research style was applied in a performing arts context to;

“refine the devising process for students”

and as part of the physical approach in the curriculum and another practical example was cited;

“Direct relationship with the curriculum, i.e. conferences, seminars, workshops.”

The role of research in informing the curriculum and the way it was taught was described as a form of ‘simulation’ – the simulation of contemporary practices and professional/institutional structures. A model exemplifying this was defined illustratively as:



- Staff interest and research topic generated new curriculum
- Intrinsic link through external activity e.g exhibitions, study visits
- Conferences to inform ideas/future papers to publication
- Process and outcomes of practice projects informing research informed practice
- Professional practice and engagement externally supporting students' post university experience
- Students develop a better understanding of professionalism in their subject through seeing staffs' research activity
- Staff collaborative research activity applied to student experience
- Spin offs occur through external opportunities e.g competitions
- Impact of technology can inform research activity

2. Learning and teaching strategies

Theoretical research underpinning contextual modules at under-graduate level was directly implemented in learning and teaching strategies and this was a method described to inform research and presentation skills in design practice. There is a clear message from staff about both staff development activity and professional practice (discipline focussed) which are informing their approaches to teaching;

“ „use of personally acquired practical techniques in teaching elements of practical modules.”

There was less evidence from the feedback of their understanding of pedagogy impacting on the methodologies used in the teaching situation.

- Staff development informs learning and teaching
- Professional practice of staff informs student experience
- Group work developed through team activity through work placement
- Staff currency enables response to student needs and situations
- Re-interpretation of approaches to learning

Processes implemented as strategies included problem solving versus asking questions, the creative process simulated through projects developing the skills of analysis and co-learning.

2. Dissemination

Although dissemination was identified as a theme in this question there was little discussion about how participants might manage dissemination formally as a means of sharing research both in and out of the university. One commented on how;

“ experience of giving conference papers informs the experience of giving seminar papers”

but this was not explicitly linked to how this research was impacting on teaching. Staff contact through research enables access to national and international experts

- External body links (subject associations etc) ensure cutting edge information is linked to curriculum
- Making research known through dissemination

Q 5. What do you see are the factors that help you to link teaching with research?

Key themes

1. Community
2. Recognition
3. Support
4. Time and funding

1. Community

In both question 5 and 6 the answers echo similar positive and negative responses depending on how they are contextualised. There was a consensus amongst participants that it was research which kept the passion and interest for their subject alive. The single opportunity that these workshops had offered was an important aspect of interaction between staff on different campuses and with complex timetabling. The opportunity to meet other staff and discuss personal research was an important aspect of moving the research agenda forward;

“ having group meetings with staff, and having day to day meetings with individual staff to discuss individual experience”

The role of academic communities was defined as

“ links to academic communities to identify key areas of enquiry”

- Opportunity for interdisciplinary reflection and practice
- A culture of encouragement with research

2. Recognition

Personal interest was defined as key to developing research and ensuring currency in the curriculum and which was recognised by students. In one case a participant stated that;

“desperation is the mother of invention”

which may be read as research will be undertaken at whatever cost to the individual. For another it was;

“ Being able to change and improvise around the curriculum and bring in innovation. ”

- Personal interest motivation/drive/passion

- Allocated time creates a space to pursue activity

3. Support

Time and funding was referred to by most participants;

“ I would like to be able to apply for funds to develop some of my good ideas”

but other, more personal and practical reasons were articulated here and include;

‘ Lack of systematic data bases to aid quick searches... to access info about discipline based projects.’

and

‘ getting hold of new resources is very time consuming”

- Opportunity to research to inform curriculum
- Opportunity for interdisciplinary reflection and practice
- Teaching remission to support pedagogical research
- Periods of extended research leave are available (in theory)
- Teaching and learning co-ordinators
- Research strategy, peer activity supported and facilitated
- Institutional resources to aid and support research

Q 6. What do you see are the factors that hinder you to link teaching with research?

Key themes

1. Community
2. Recognition
3. Support
4. Time

1. Community

Some participants indicated that the institutional infrastructures rely on so few staff that it is overloaded making realistic research activity difficult to both achieve and manage. There was a sense that developing a community of research was based in particular areas of research and did not include all staff.

- Developing a community of research practice - mentoring, supervision, social networks
- Lack of bridges and opportunities for interdisciplinary activity
- Lack of recognition from key researchers who do not share the same research interests
- Institutional profile more important

2. Recognition

There was a concern amongst some participants that their research is not visible or defined because it is not based within the same interests as those defined as ‘key’ researchers. This is particularly concerning in the case of part time and fractional staff whose employment is often based on the currency of their practice/discipline. In one institution the lack of career progression was seen as directly impacting on the ability to research;

“ Time required to undertake meaningful research project.”

- research needs to be recognised and valued
- need to articulate what constitutes research
- Role of teacher/researcher limits the possibilities
- Research looks invisible unless one is a “key” researcher
- Allow staff to develop and make mistakes
- No academic career progression – reducing possibilities for research

3. Support

One participant noted that;

“ I don’t think the same mechanisms exist for non-pedagogical support”

This implied that the focus of research was in pedagogy which requires further clarification. Support for collaboration was difficult when staff are based on different campuses, work to complex timetables and had heavy workloads. There was common agreement that an academic is someone who is formally expected to research and/or teach and that a lack of understanding of academic activity by senior managers could be perceived to be bureaucratic;

“ none of the senior managers are researchers, but they’re the ones who dictate what should be researched”

Concerns were raised about the ownership of the research particularly where the topic had been defined by others but the participants could or would not define what they meant by this comment. The university calendar and student timetable were also viewed as problematic to conducting research.

- Need support at start time to build confidence
- Reluctance by part time and fractional staff to engage in research as no institutional support
- Constant change and cycles – not allowing for settling down or consolidation
- Infrastructure at institutional level is variable and impacts on activity
- Institutional ethos is not always supportive

4. Time

Administrative workloads and continuous change was seen as detrimental to managing change even where research leave was agreed. The reality of getting the leave is different and indicated to some participants that the priority for research is low.

- Abuse of time by other external requirements
- University timetables and student year not conducive
- Everyday problems take up extraordinary amounts of time
- Periods of extended research leave are available (in theory)

Q 7. Support for linking research and teaching – are there particular issues about teaching and research because of the nature of the disciplines you teach
Key Themes

1. Research ethos
2. Culture
3. Time and funding

1. Research ethos

Developing a research ethos is important particularly in disciplines where the tradition of research is relatively new;

“the perception of the relationship between theory and practice”

The need to problematise concepts of research, teaching and the means by which they are linked was a perceived challenge along with the problems associated with an understanding of research as it is used in art, design and media. Concerns were raised about the lack of enforcement of research which some felt was indicative of the arts in general. The relationship between theory and practice in a holistic approach was defined as a strategy based around research;

“..to develop intellectual rigour and deep learning..”

- Issues about the ownership of research
- Recognising what design research is
- How to publish and what is publication in the context of art and design
- Forum to discuss research
- Is research for the RAE or for the subject
- Lack of articulation about the meaning and process of research

2. Culture

The lack of a research tradition was, in some case resulting in colleagues drawing on traditional methods of teaching based on their own experience. Prioritising and fostering better links between teaching and research was defined as;

‘ the scholarly activity of theory and practice as a holistic strategy..’

The integration of research and teaching was viewed as important in supporting subject development but not yet seen as fully integrated. The definitions used for example, by the RAE and AHRC are not applicable in all contexts. Staff stated an urgent need to clarify the term research and its interpretation and application. Fundamental concepts and terms such as teacher, artist, practitioner need to be questioned and problematised.

- Opportunities to innovate with other subject areas
- Knowing who to contact, how to make links in interdisciplinary context
- Need to further develop methodology of research in art and design
- How do you buy into a research culture
- Role of research with part time staff
- Key themes are articulated and may be barrier to perceptions of research
- Formalise links from practice/research through sharing and dissemination
- Making research a worthwhile activity for staff
- Perceptions of who manages research

4. Time and Funding

Staff find it difficult to attract substantive funds for research and this is reflected in the amount of research and sometimes the size of outcomes. The red tape which often accompanies funding reduces flexibility to what approaches can be put in place;

‘..so a certain amount of flexibility is required.’

and

“ Quite hard to attract significant funding streams, particularly RAE and AHRB.”

- Recognition and reward
- RAE support has helped to suit institutional agenda
- Time, people, work overload

Q 8. In what ways could your department help to foster better links between teaching and research?

Key Themes

1. Culture
2. Dissemination
3. Funding

Funding and time have been reflected throughout the commentary but more importantly staff wished to see clear and negotiated strategies for staff on how much research time is linked to all roles (FT and PT);

“ Have a clear and negotiated strategy with staff and line managers as to how much research is part of staff associate role. ”

The need for more central input at institutional level and improved dissemination of existing research;

“ Placing more importance on it centrally.”

and

“ ...make more of the research that staff can do... support for exhibitions, critical reviews and so on..”

Comment fell into the following three areas.

1. Culture

- Overarching supervision – embed mechanisms to make research operational
- Ownership and investment in creative projects
- Establish a forum for discussion to promote research and teaching
- University pedagogical research group – what is it?
- Developing strategies for sharing research and knowledge
- Development of research group for curriculum
- Reinforcing links between subjects to develop research methodologies
- Geographic issues linked to disparate campuses
- Potential is not matched by reality
- Need to encourage a research ethos

2. Dissemination

- New structure regards researchers versus teachers allowing for improved links and sharing knowledge
- Developing strategies for sharing research and knowledge

3. Funding

- Finance seen as fundamental to content

Key issues defined by participants and extracted from the workshops

Themes

1. Departmental
2. Culture
3. Support

Particularly noticeable were the following points which have been listed under three key themes.

1. Departmental

- Clear stated policy and strategy that is operational
- Institutional and departmental strategies to not only encourage research but also to encourage staff to embrace research informed teaching
- Training of new staff to develop research skills
- Determining what is research in context of teaching rather than RAE
- Clarify what is “research” in the “research informed teaching” context for art, design and media

2. Culture

- More flexible attitudes to teaching – managers, teachers, students
- Impact of bureaucracy on teaching and research
- Managers losing sight of teaching on the ground
- Staff entering a ‘situated learning environment’
- Value the fact that staff want to research as part of enhancement
- Onus is on individual research – considerable amount and variety of activity taking place

3. Support

- Positive support for research in all its forms
- Communication
- Network at departmental/school level for interaction between disciplines
- Funding support
- Cover for staff undertaking research

The Group is aware that a finer grained analysis of the data gathered has yet to be conducted, nevertheless the emergent issues from the workshops have, in a similar way to the interviews, and the undertaking of the study itself give rise to the following questions which the group hopes to pursue further:

- Do the findings of the study change our understanding of research in Art and Design and its relationship to learning and teaching
- To what extent is research activity in Art and Design driven by the RAE and how does this:
 - a. inhibit wider creative development and initiatives
 - b. is detrimental to learning and teaching
- Are there issues around better encouragement of institutional approaches to develop links for research informed learning and teaching
- To what extent are staff reactive or pro-active in linking research to learning and teaching
- Will the outcomes of this project provide support for SNAS (in the context of Art ,Design and Media)?
- How do staff make and apply pedagogic theory to research informed teaching and learning

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Section 5 – Changes in UK Government Thinking:
www.ltsnpsy.york.ac.uk/docs/doc/p20060329_Linking_R&T_Handout.doc

Barbara E Thomas on behalf of the project group
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