



Research-teaching integration

Department of Political Science

An evaluation of RTI-experiments in 2022

April 2023

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Introduction

In 2022, the Department of Political Science (DPS) received project funds to explore new ways to support research-teaching integration. The Political Science educational program divides into 9 core-subjects, each with a distinct scientific and methodological focus. This project intends to strengthen the ‘common research thread’ across the core-subjects and thus ultimately strengthen the development of students as knowledge-creators. The activities build on already existing initiatives to enable efficient integration and continuation.

Integrating teaching and research in the field of political science requires teachers to consider how to open their material and work processes to students. A substantial part of the research is conducted silently at a work-desk or in somewhat confined research groups, and allowing students to not only participate but also to contribute necessitates deliberate and careful planning. Students can make valuable contributions at all stages, e.g., in the initial project formulations, gathering empirical material, doing literature reviews, partake in the development of analyses, discussing drafts, etc. This report exemplifies how the research process can be opened and included in the teaching context for the benefit of teaching and research, as well as students and teachers.

The project is divided into subprojects, all focusing on diverse ways to promote and support a stronger connection between the departmental teaching and research activities. The subprojects range from teacher lead initiatives and innovations in local teaching (subprojects 1 and 4) to initiatives that involve a larger part of the department staff collectively (subprojects 2 and 3). The central point of departure for all subprojects is the Research-teaching integration figure (Figure 1, page 4) that visualizes different levels of research-teaching integration, going from a-e as it gets more research intensive. Throughout the project, DPS has covered all levels.

The overall aim of this report is:

- to share thoughts and experiences across core-subjects
- to inspire and motivate teachers to explore different ways of doing research-teaching integration with the right level of research intensity appropriate for their teaching context
- concurrently to support the involvement of students as knowledgeable resources in research activities, and to do so in a way that appeals to a diverse range of students
- And finally, to document and evaluate the initiated experiments.

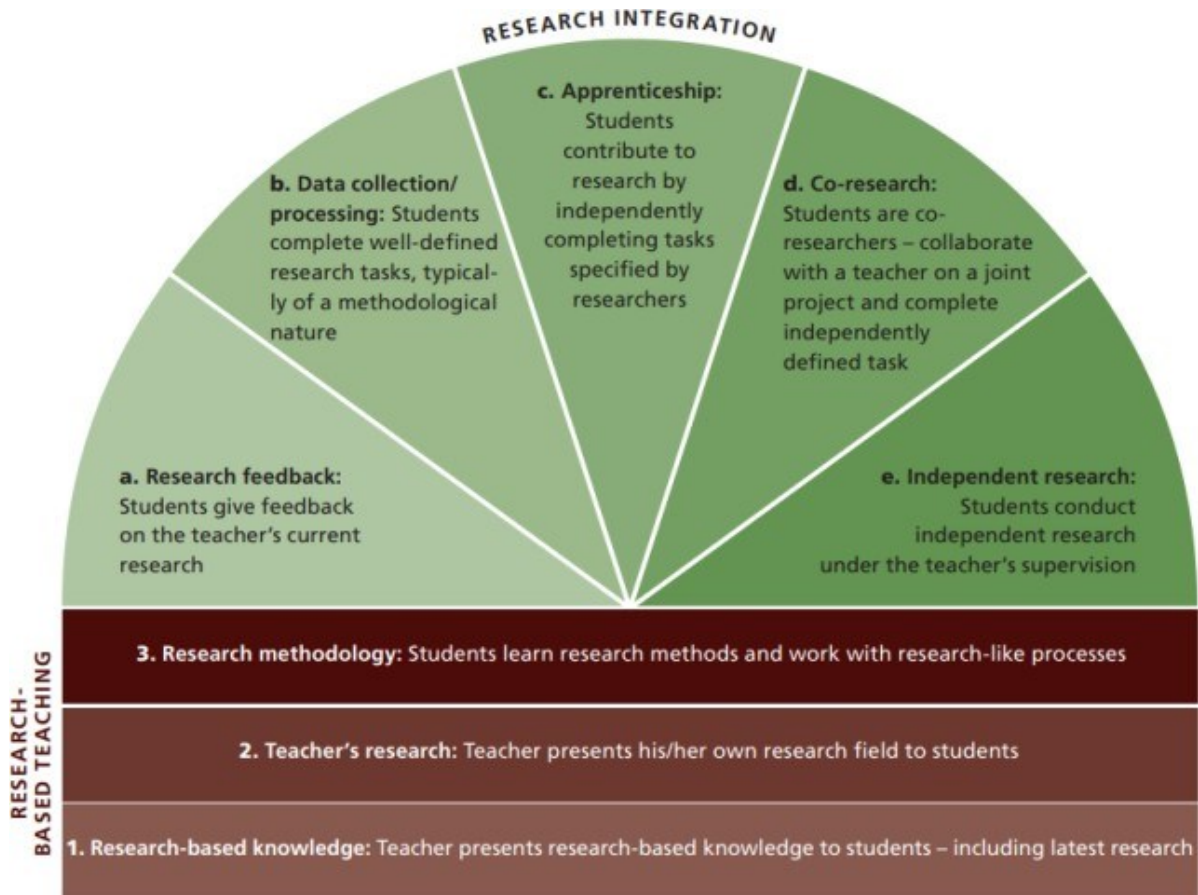


Figure 1: Research-teaching integration

1. Workshop concepts and writing exercises

This first section describes 4 different research-teaching integration activities that has been initiated in local teaching settings at DPS, covering **a** to **b** in the Research-teaching integration figure (Figure 1). For even more inspiration, please go to: <https://fbu.ku.dk/inspirationskatalog/>

Inviting students to research seminars

| Name |
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| <i>Christian Rostbøll</i> |
| Course name |
| <i>Political Theory</i> |
| Study Board |
| <i>Department of Political Science</i> |
| Level and course size |
| <i>Master, 45 students</i> |
| Description of experiment |
| <p><i>We have invited students from the core teaching in political theory to participate in the research seminars organized by the political theory group. At the research seminars, a well-established researcher presents a work-in-progress paper, which is discussed by all the participants. In political theory, research seminars of this kind is the closest we come to a laboratory and the best way to see how research is done, developed, and improved through comments and feedback from peers.</i></p> <p><i>In order not only to have students as passive observers, we asked them to provide feedback to the presenter. The students meet in a group before the research seminar and discuss the distributed paper. At the seminar, they will provide their feedback first in order to give them a prominent place and not simply repeat comments made by the researchers. To date, we have tried it out for a series of seminars and invited students for four seminars. They came and gave comments for two seminars. It went very well.</i></p> |
| Outcome for students |
| <p><i>Students gain insight into the inner workings of research communities and research production. Through reviewing research in-the-making, they furthermore practice methodological and theoretical argumentation and how to provide constructive-critical feedback.</i></p> |
| Outcome for research |
| <p><i>The students prepared carefully prepared and constructive good feedback and questions. The presenter (the researcher) learned from the students comments and questions how their research was received and how they could improve their research communication. The students also provided questions that helped the researcher improve their argument.</i></p> |
| Interplay between teaching, research, and exam |

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| <i>By reading work-in-progress and attending the research seminars students learn how to write good political theory papers for the exam. Participating in the discussions with researchers help students to become more confident of their abilities and contribute more to classroom discussions.</i> |
| Adjustment of experiment |
| <i>Though preparations were made in collaboration between all the participating students, only a few participated actively during the seminar itself. It is considered whether questions and comments from the students should be distributed more evenly amongst them. We will work on integrating preparation for the research seminars as part of regular teaching time. One could also assign a different group of students to each seminar.</i> |
| Strengths and weaknesses |
| <i>Strength: The students reported that they enjoyed and learned from participating in the research seminars. Presenters found their questions constructive and helpful for their research and further work on papers. It creates a better and closer relationship between researchers, teachers, and students. Weaknesses: It takes extra time for the students and only a few prioritized participating.</i> |
| Experienced challenges |
| <i>As the semester progresses students become very instrumental with their time and do not prioritizes activities that is not directly connected to exams.</i> |
| The most important experience |
| <i>Students took their participation very seriously and contributed excellent comments for the researchers.</i> |
| Will the experiment be conducted again? |
| <i>Yes.</i> |

Writing exercises and workshops to enhance research understanding and skills

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| Name |
| <i>Jonathan Luke Austin</i> |
| Course name |
| <i>Approaches to International Conflicts</i> |
| Study Board |
| <i>Department of Political Science</i> |
| Level and course size |

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|---|
| <i>Master, 45 students</i> |
| Description of experiment |
| <p><i>The course 'Approaches to International Conflicts' has been reorganized to include a stronger focus on research integration. The overall aim was to show that high level research skills are relevant for a vast majority of the students, no matter what kind of job position they will be occupying after their studies.</i></p> <p><i>The first four classes of the semester are dedicated to giving the students 'research' skills – in the sense of the capacity to produce independent knowledge. Great emphasis has been placed on 'thinking independently' rather than following a 'fixed template' in their work. This has required a process of un-learning, to some degree: moving from being consumers of knowledge to producers and so accepting the 'risk' that involves of moving beyond comfortable terrain. The final class in these intro sessions involved introducing them to the nuts-and-bolts of writing 'case studies in conflict analysis.' It involved 'deconstructing'/'reverse engineering' academic articles into the core components they are expected to engage with – theory, methodology, literature reviews, research questions, etc. But doing so in really practical terms. In particular, the students were asked to reverse-engineer one of my own articles. In doing so, we concluded the class with them 'giving feedback'/'criticizing' my own paper.</i></p> <p><i>Great effort was placed on making sure they were comfortable with criticizing me (lots of self-criticism in the preceding classes). The ultimate goal is to push them to 'think outside the box,' recognizing that all research is flawed but that there are tools to help them and that the key is to inject their own voice into their work.</i></p> <p><i>In the last classes, external scholar-practitioners were invited to present and discuss ongoing projects, not only focusing on the research itself but also the processes, knots and bolts of project management and giving practical examples on different aspects of professional life that benefits from research skills.</i></p> <p><i>The students have been asked to write abstracts and present their work in a final workshop. The workshop was super well received, following a peer feedback model, and grouping them into students with similar research interests. It also helped deal with the anxiety that some of the students had about being given this much freedom. They also had a chance to do 'feedback' with the scholar-practitioners</i></p> |
| Outcome for students |
| <p><i>Overall, the students seemed to appreciate the integration of research into the class on two levels.</i></p> <ul style="list-style-type: none"> <i>- First, they very much enjoyed the external scholar-practitioners coming in to demonstrate how research can 'mix' with practice, and the value of thinking in terms of research skills whatever their career path after the class. This largely related to working in humanitarian, civil society, and diplomatic settings in conflict environments, which many students are very interested in. This is something I think I will strengthen for the next iteration to increase its presence throughout the course.</i> <i>- Second, the focus on them conducting 'independent research' (appropriate for their level) was well received, in general. They very much liked the freedom/creativity they were given to do a 'true' free assignment with very few restrictions around them. Equally, I was happy</i> |

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| <i>to see that this freedom did not really detract from them engaging fully in class with material that might not be relevant for their final assignment in obvious terms (always a risk with assignments of these kinds).</i> |
| Outcome for research |
| <i>The students have provided excellent criticisms/feedback throughout the course, which have fed into my overall thinking about my own research – especially vis-à-vis how to communicate knowledge to those with less expertise but who nonetheless approach topics I work on from creative angles.</i> |
| Interplay between teaching, research, and exam |
| <i>The ultimate goal of it all is to build towards the student's final assignments. The focus on research skills and creative and independent thinking, practical workshops and feedback sessions help students to consider the final assignment from an early stage. The goal is also to be collaborative throughout, encouraging students working in groups (beyond what usually occurs in the Department), and to collaborate before/during/after the workshop with colleagues who have related projects.</i> |
| Adjustment of experiment |
| <i>There might be a need for adjusting the approach if the course does not coincide with a relevant research project. Equally, it might be interesting to see if the assignment format could be adjusted in different ways to encourage the earlier submission of drafts. A portfolio assignment is an option, but not ideal.</i> |
| Strengths and weaknesses |
| <ul style="list-style-type: none"> - <i>The student assignments were much improved;</i> - <i>They gained important feedback skills and a focus not on 'book learning' but on producing a research project;</i> - <i>Student participation was mixed, as it was not possible to 'compel' them to do anything.</i> |
| Experienced challenges |
| <i>Core challenges relate above all to the somewhat fixed structure of KU/DPS assignments. We are not able to 'obligate' the students to carry out particular tasks during the course of the semester in most cases (as far as I am aware). This means we rely on the most motivated students to gain the most from this exercise. While, in this case, this was successful, I do wonder whether there are students who could offer something quite unique to research-teaching integration if they were given a bit more of an institutional/formal 'push' to do so.</i> |
| The most important experience |
| <i>The course culminated in the final workshop. While many classes incorporate such workshops, its integration with earlier research-orientated elements at different points in the course really made it an important experience for both me and the students (I hope). It showed their capacity to think independently, give constructive feedback, and even to push back on me as their teacher. Many students also noted they found this a very useful forum in which to 'test the waters' for ideas they have for their MA thesis.</i> |
| Will the experiment be conducted again? |
| <i>Yes, I will continue iterating this over the next years.</i> |

Writing exercises and workshops to develop research ideas

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| Name |
| <i>Anders Wivel</i> |
| Course name |
| <i>Theory and Practice in Foreign Policy</i> |
| Study Board |
| <i>Department of Political Science</i> |
| Level and course size |
| <i>Master, 45 students</i> |
| Description of experiment |
| <p><i>Students are helped to continuously consider and prepare their academic writing throughout this master's course in Theory and Practice in Foreign Policy.</i></p> <p><i>One month into the course the course, students participate in a workshop to initiate the process of formulating a project design and a research question. Shifting between short lectures and peer discussions on different elements of an assignment, students discuss questions such as: What are the main theoretical sources in my assignment, what are the main empirical sources in my assignment, what do I expect will be the main challenges in the writing process and how can I handle them?</i></p> <p><i>Midway through the semester, students participate in a workshop in which they present synopses of their assignments and give peer feedback on each other's work. The synopsis includes a tentative research question and an outline, including considerations on theory, methods, and empirical material with a maximum of 800 words. The material is shared through Absalon. Course responsible Anders Wivel organizes the seminars thematically, following the assignment topics, and participate to offer additional comments.</i></p> <p><i>Two-thirds through the semester, students participate in a workshop in which they present drafts of (parts of the) theory chapter and/or analysis with a maximum on 2000 words. The material is shared through Absalon. Course responsible Anders Wivel organizes the seminars thematically, following the assignment topics, and participate to offer additional comments.</i></p> <p><i>Finally, towards the end of the semester a final 'Finish your paper'-workshop focus on how to review and finish their paper. Students can discuss difficulties and concerns with each other and with Anders Wivel.</i></p> |
| Outcome for students |
| <i>Facilitating open discussion and reflection on the academic writing process helps students find focus and determination during the course. Peer feedback increases learning outcomes in general and creates greater awareness of different ways to approach the writing process. Overall, students gain much from sharing such discussions which also shows in the analytical quality of the final assignments as well as the course evaluations.</i> |
| Outcome for research |

Student's discussions on the academic writing process primarily makes a difference for the students themselves, though reviewing different project designs can be inspirational for other research activities as well. It makes a difference for the students as individuals but also for the class as a collective working together towards common goals (understanding the theory and practice of foreign policy and using this understanding to write the exam paper).

Interplay between teaching, research, and exam

The teaching actively addresses the exam by making the final assignment subject for open discussion and peer feedback throughout the course. Scientific methodology is the underlying theme, focusing on operationalization of theory, empirical evidence, usage of sources and data, selection of cases – etc.

Adjustment of experiment

None

Strengths and weaknesses

Strengths: The students' ability to learn, discuss and reflect are strengthened as are their ability to make a social scientific argument underpinned by empirical data. The 'community feeling' of the class (and probably also the wellbeing of the individual student) is strengthened by sharing drafts, challenges and concerns. It allows for feedback in smaller groups in a large class of 45 students.

Experienced challenges

Creating thematic clusters for peer feedback takes up some time for the teacher, when everyone chooses their own research question. Minor practical challenges, when students are sick and cannot participate.

The most important experience

This is a fun and active way to learn, which allows for discussion between students and between students and the teacher on individual projects even in a large class.

Will the experiment be conducted again?

Yes.

Workshop to bridge a core subject with Political Research Design and the master's thesis writing process

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| Name |
| <i>Michele Betsill and Hanne Nexø Jensen</i> |
| Course name |
| <i>The Politics of Environment and Climate Change (core) and Political Research Design</i> |
| Study Board |
| <i>Department of Political Science</i> |
| Level and course size |
| <i>Master, 45 students</i> |
| Description of experiment |
| <p><i>The overall ambition is to facilitate students' choice of subject for their master thesis by combining a core topic (substance) and introduce the 'research' skills needed, i.e. how to design and write a thesis at an early stage of their master.</i></p> <p><i>There were three elements in the experiment.</i></p> <p><i>(1) To strengthen the explicit focus on research throughout her course, Michele Betsill has highlighted one article out the weekly literature to disassemble the research elements, focusing on methods, theory, research design, etc.I</i></p> <p><i>(2) After the autumn vacation, Michele Betsill had the students identifying 3 articles related to a topic of interest. Departing from the articles, Michele Betsill walked the students through analyses of research design and research gaps with the following prompt:</i></p> <p><i>To prepare, please find 3 academic articles (i.e. published in peer-reviewed journals) related to a research topic of interest and write a short summary of each article, including a reflection on whether/how the authors make use of some of the Green Politics theories and concepts we have covered in class. Indicate how you would make use of the text (theory, data and so on) in a research project on topic of interest and state the strengths and weaknesses.</i></p> <p><i>This was the students' preparation for a Research Workshop.</i></p> <p><i>(3) Hanne Nexø Jensen participated in the workshop emphasizing elements from the Political Research Design Course that could support the participating students in the process of choosing a topic for their thesis, start writing and get feedback on their ideas.</i></p> |
| Outcome for students |
| <i>The students valued the idea of focusing on a topic and getting the opportunity to formulate preliminary research questions. Furthermore, peer feedback and reflection on the topic and the writing process helped the students to focus.</i> |
| Outcome for research |
| <i>Student's discussions and reflections upon articles and the research process as such was of inspiration for my research.</i> |
| Interplay between teaching, research, and exam |
| <i>The reflections and discussions in class combined with the writing exercises supported the students' preparation for the written exam.</i> |
| Adjustment of experiment |
| <p><i>Make the students' write more often in class.</i></p> <p><i>Align the input in the workshop with the form of exam.</i></p> |

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| Strengths and weaknesses |
| <i>A strength was that the student began thinking of their master's thesis.</i> |
| Experienced challenges |
| <i>Most students were early in their master's degree and were not prepared to start thinking about their thesis.</i> |
| The most important experience |
| <i>That many students' do not reflect upon the possibility of combining different experiences (working with a topic, write about their reflections) with a future master thesis.</i> |
| Will the experiment be conducted again? |
| <i>Yes, with adjustments.</i> |

2. Research internships at DPS

Purpose

DPS has a strong tradition of hiring students as student assistants to support research activities and daily administration. This benefits students as well as employees. To strengthen the connection between students and research further and to include a wider range of students, the department initiates research internships as a new activity for our master's students. Besides bringing awareness of ongoing research, research internships also allow students to explore what life as an academic look like day-to-day. For students, working intensively with a project of personal interests, in collaboration with established researchers, provide a great steppingstone for further studies. Furthermore, student's competencies, new ideas and efforts have potential to contribute greatly to the research. Finally, project-based work strengthens the student's general academic work skills and competencies such as knowledge creation, project management, time management, teamwork, communication of complex knowledge, and structured work approaches. Hence, this is not only an offer relevant for students who aspire to become researchers themselves.

The project

From Fall 2023 onwards DPS will offer students the opportunity to apply for a research internship through the elective course 'projektorienteret forløb' with either 7,5 or 15 ECTS points (6.4.3 in the curriculum). DPS will advertise a list of possible internships, but students are also encouraged to

reach out to DPS' researchers or research groups if they have a specific idea. All relevant information will be available on online¹.

If an internship agreement is established, the student will be assigned an internship supervisor.

Before the agreement is finalized, the supervisor and the intern complete a contract clearly stating:

- The intern's tasks or expected contributions and appointed credentials, if any.
- Matching expectations concerning ways of collaboration, accessibility of supervisor and a work- and time scheduling plan.
- Matching expectations concerning practicalities (such as office space, access card, access to networks, etc.)

The contract must be approved by the Head of Study.

During the internship, students take part in concrete and relevant research tasks, such as planning, data gathering, analysis of data, research communication, etc., and, if relevant, clearly defined teaching tasks as long as the teaching does not substitute for ordinary teaching obligations.

The intern can either be involved as contributor to an ongoing project, the contribution being clearly defined and agreed upon by the intern and the supervisor, or have his/her own project associated with an ongoing research project. This leaves space for students and supervisor to find a suitable format that takes into consideration the students' interests and level of ambition as well as the supervisors' needs.

For the exam, students are required to write a project report as described in the study regulatory as well as a feedback appendix. The mandatory case included can be derived from the research tasks as long as it is complemented by reflections on all of the applied learning objectives.

The focal point for the researcher who accept an intern should be to build towards a colleague-like collaboration and to support the intern in not only participating but also contributing to the research project. This means setting aside resources to guide, encourage, include, and give feedback to the intern throughout the internship. Accepting an intern can however offer great benefits for the researcher and the research project. Besides the obvious advantages of an extra pair of hands, this is

¹ Please go to 'KUnet.dk - Study information - Kandidat i statskundskab - Speciale og andre projekter' and <https://ucph.jobteaser.com/da/job-offers/10608827-university-of-copenhagen-forskningspraktik-pa-institut-for-statskundskab>

also an opportunity to get inspired and receive new and possibly unexpected inputs. The student perspective, being influenced by studying the newest knowledge in a wide range of themes and approaches, holds great potential. Co-creating with students can lead the project in new and fruitful directions. And importantly, the collaboration can easily go beyond the internship in another setting.

Evaluation and continuation

One internship was established in the Fall 2023-term. Next term, efforts will be made to announce the possibility to the students sooner.

Intern and supervisor will receive an invitation to evaluate the overall experience, including outcomes for research, intern's learning outcomes, and organization, support, and administration. In a long-term perspective, evaluation will also include considerations on student and researcher representation. For example, 4 of 5 supervisors, who have contributed with projects, are female. Whether this turns out to be a coincidence or a repeating pattern will be evaluated over time.

For the organizing team, the biggest challenge has been to get the project approved and supported by central administration, who usually go about internships differently than what is suggested by this experiment. Still, the experiment is expected to be repeated with adjustments.

3. Online database of research projects for involvement of students in research activities

Purpose

In continuation of the research internship initiative DPS has created an online database of research projects that students can become involved in if they are working on an assignment or a project connected to or relevant for the research project. Students benefit from being part of the scientific discussions, from presenting their work to disciplinary experts and gain general skills and competencies in communication, argumentation, knowledge creation, feedback, and teamwork. The research communities can find inspiration and learn from the student's approaches and perspectives and receive potentially valuable feedback and inputs on their current work.

The project

The database is available online to all students². It consists of a short project description, followed by a list of projects. The projects are listed with title, a short description, a remark to interested students and contact information to the research project leader, allowing students to initiate a dialogue. In the first pilot-run, 17 projects have been added to the database. Collectively, these projects received inquiries from approximately 25 students, spread across 15 of the projects.

The way of involvement differs from project to project – ranging from collaborations on writing a research paper to participation in research seminars or temporary participation in a research group's activities. In some cases, the students are associated by means of their master's thesis supervisor. Students and project leaders are advised to thoroughly discuss the students' role and expected contributions in advance of an agreement in order to match expectations, especially when comes to potential credentials or other acknowledgements. If a more substantial collaboration is planned, a formalized agreement is recommended.

Evaluation and continuation

The experiment will be evaluated similarly with the internship project. We will especially evaluate how master's thesis supervision, internships and online database research projects complements each other to make different kinds of collaborations between students and researchers possible, and if this needs to be communicated more clearly. As with the internship experiment, we find an overrepresentation of female researchers (7 of 9 projects are led by women).

There have been no major challenges establishing this project. Students and researchers have been enthusiastic and supporting, and researchers have shown great flexibility in ways to include students on different premises. As the administrative support primarily consists of structuring the initial contact, it has been easy to manage. It will be implemented as a permanent activity.

² Please go to: www.politicalscience.ku.dk/education/

4. Publication workshop

Purpose

Students continuously produce important knowledge that unfortunately never leaves the departmental context. It can be a new idea, a new perspective, a new solution, or an alternative approach that shed new light on a known phenomenon. It might be important knowledge that can contribute positively to research or create much needed change in society.

The purpose of this workshop is to give current and former DPS students a few simple tools to effectively communicate complex knowledge through different medias. Students will learn how to identify the most important message in an academic product and will practice a range of methods to make effective scientific communication. Furthermore, students will learn more about critical factors to achieve a successful publication, that be through a scientific journal or in a newspaper.

The project

Up to 20 participants are accepted to join the workshop by first come first served principles, if they meet two criteria: That they are current or former students at DPS, and that they can bring along a sufficiently substantial material to work on. Hence, participants are asked to apply with a description of their material and motivations to develop it.

The workshop consists of 5 sessions covering:

- 1) The message: The art of identifying what is interesting in your academic product
- 2) The argument: The art of communicating complexity – with authority and full integrity, but still livingly
- 3) Peer review: The art of publishing in a scientific journal
- 4) The book: The art of writing a book (with guest speaker)
- 5) The sound: The art of communicating through sound (podcast) (with guest lecturer)

For each session, the participants have prepared by writing an initial piece on the session theme based on instructions received beforehand. Following a teacher presentation, the piece is subjected to peer review and review from the teacher. After each session the participants thus leave with a stronger foundation to know the strengths and weaknesses of their material.

The sessions build upon each other with increasing progression. Even though some participants are only interested in publishing in a scientific journal, the other sessions are all relevant to understand

depth, focus, and perspectives of different genres to target their writing on the focus points relevant for them.

The workshop ends after the five sessions, leaving it to the participants to carry on working on their material for their individual purposes. Participants who complete a manuscript will be encouraged to move forward with getting it publicized in accordance with the purpose to support students' contributions to research. DPS can facilitate contact with journals who set aside space for articles written by students.

Evaluation and continuation

Participants were invited to evaluate the course through a post-workshop survey. The results indicated an overall satisfaction with the course content and structure. Participants were offered a follow-up on their projects, which a few have accepted.

From the teacher's perspective, the workshop has been an interesting and inspiring experience. The sessions, conducted outside regular teaching hours with light catering, promoted a nice and engaged atmosphere. Nonetheless, a significant number of enrolled participants (14 out of 21) did not attend at all, the remaining participants attended consistently and were unevenly prepared. Consequently, the organizers will consider strategies to better articulate and announce the forthcoming workshop, aiming to align expectations in advance.

The upcoming workshop will have an increased focus on research articles and leave out the book session. Another potential improvement could be to invite students to a writing session midway through the workshop to offer space and facilities to focus on text production.

5. Added bonus

The Department's Gender and Politics research group (GENPOL) invited 26 students' writing their master thesis S23 on a gender and politics issue to participate in two meetings in January and in May. The purpose was to support Research-Teaching-Integration within gender research and to facilitate the creation of a student-based-community. The ambition is that all participants present and get feedback from peers and GENPOL researchers. At the first meeting, the students presented their idea and preliminary thoughts about their master thesis. They were asked to address their *preliminary* title, motivation, research question, theories, methods and data. The first meeting was very fruitful with exchange of knowledge, ideas and perspectives.

At the second meeting, the master thesis students are going to present their preliminary results and get feedback. They should address their preliminary title, research question, research design, the analytical/ theoretical framework, preliminary results and conclusion.

We are awaiting the ‘result’ of the second meeting in May. However, the idea of community building across students’, supervisors and researchers is fruitful and is expected to be continued.

Follow-up and implementation

As previously stated, it has been a priority to initiate experiments within the framework of the current curriculum program. The ultimate goal is thus not to suggest radical changes to teaching approaches, but to push the perceptions of how research and teaching can become interlinked, rather than being separate parts of academic work, and to support a teaching and learning culture that is oriented towards research-teaching integration. The project has been greatly supported by the teachers, many wanting to participate in the experiments and contribute to systematic ongoing research-teaching integration. Also, our students have been welcoming the initiatives with enthusiasm and curiosity. We believe that the project has created an increasing awareness of the different ways students can contribute to research activities and how this can benefit teaching, learning and research. We also hope that a continuous focus on research-teaching integrity will create a more cohesive and open work environment amongst students and academics.

Research-teaching integration will continue to be a focal point in discussions on teaching and learning at DPS. On the staff-side, the results of this report have been presented at a staff meeting and will be shared across the department in various ways. To support ongoing local conversation, research-teaching integration is furthermore suggested as a subject for discussion in collegial supervision. Students will continue to be informed about invitations and possibilities to get involved in research activities. DPS will continue to organize and support research-teaching integration activities and follow up with evaluations and adjustments, as described in the chapters above.

However, keeping the initiatives going demands ongoing administrative and procedural support. To have good ideas and possibilities within the curricular framework are not enough to keep such activities afloat. To ease the work load, we suggest establishing cross-departmental or cross-faculty conversations on RTI-projects to share experiences, initiate interdisciplinary collaborations and importantly to work out joint solutions to administrative, technical, and practical issues.

Research-teaching integration

Department of Political Science

An evaluation of RTI-experiments in 2022

Appendix A

Follow up: Workshop concepts and writing exercises.

In the following we describe how the research-teaching integration activities from the fall semester of 2022 will continue in the fall semester of 2023. The activities will largely continue as described in the evaluation report from April 2023. Minor adjustments have been made to tackle some of the experienced challenges.

Inviting students to research seminars

| Name |
|--|
| <i>Christian Rostbøll</i> |
| Course name |
| <i>Political Theory</i> |
| Study Board |
| <i>Department of Political Science</i> |
| Description: Adjustments made |
| <i>Students enrolled in the core teaching program in political theory will once again have the opportunity to participate in the research seminars organized by the political theory group.</i> |
| <i>Previously, during the course, students were encouraged to submit three written papers. In consideration of the students' time capacity, one of these written papers has been replaced with participation in the research seminars.</i> |
| <i>For the upcoming semester, students will once again be divided into three groups, corresponding to the number of research seminars. Each group will take primary responsibility for a paper presented at a specific seminar. This approach ensures greater student involvement in discussing the assigned papers and active participation in providing feedback during the seminars.</i> |
| <i>In addition to the official syllabus, it's worth noting that the number of distributed papers falls well within the syllabus limits. To clarify to students that these distributed papers do not exceed the expected reading workload, it is considered adding them to the syllabus. This addition is intended to support students in managing their workload and understanding their time capacity better.</i> |

Writing exercises and workshops to develop research ideas.

| Name |
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| <i>Anders Wivel</i> |
| Course name |
| <i>Theory and Practice in Foreign Policy</i> |

Research-teaching integration

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Appendix A

| Study Board |
|--|
| <i>Department of Political Science</i> |
| Description: Adjustments made |
| <p><i>The course will once more kickstart the process of crafting a project design and formulating research question by involving the students in a workshop. To enhance active engagement a workshop design is introduced in the fall semester of 2023. The new design aims to I) support students' peer collaboration on idea development, and II) encourage students' involvement in the discussions of: What are the main theoretical sources in my assignment, and what are the main empirical sources in my assignment. The workshop is structured around five questions: 1) What is a good assignment? 2) What is my research question? 3) What theory and methodology do I apply? 4) What are my sources? 5) What will be the most important challenges in the writing process? The workshop is a combination of peer-feedback, collective summaries of the peer feedback, and feedback given by the teacher.</i></p> <p><i>With future development in mind the workshop could also involve a collaborative exercise where students collectively construct mind maps, fostering inspiration for each other's initial research designs and ideas.</i></p> |

Workshop to bridge a core subject with Political Research Design and the master's thesis writing process

| Name |
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| <i>Michele Betsill and Hanne Nexø Jensen</i> |
| Course name |
| <i>The Politics of Environment and Climate Change (core) and Political Research Design</i> |
| Study Board |
| <i>Department of Political Science</i> |
| Level and course size |
| <i>Master, 45 students</i> |
| Description: Adjustments made |
| <p><i>In the fall semester 2022 a workshop of four hours covered all the activities related to the teaching experiment. This created two main challenges, that led to confusion among the students: a) That the multiple purposes of the workshop were unclear, and b) a misalignment between the activities and the course exam.</i></p> <p><i>To address these main challenges the different activities are now divided and takes place at different times during the course. Now the students participate in two workshops: 1) The course coordinator facilitates that the students work with their own topic of interest. This involves that the students choose and work with 3 articles in relation to the syllabus and develop research questions in line with their own interests.</i></p> |

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2) Hanne Nexø participates in the second workshop and emphasizes elements from the Political Research Design Course that could support the participating students in the process of choosing a topic for their thesis, start writing and get feedback on their idea.

Writing exercises and workshops to enhance research understanding and skills.

| Name |
|---|
| <i>Jonathan Luke Austin</i> |
| Course name |
| <i>Approaches to International Conflicts</i> |
| Study Board |
| <i>Department of Political Science</i> |
| Level and course size |
| <i>Master, 45 students</i> |
| Description: Adjustments made |
| <i>The course, 'Approaches to International Conflicts,' will maintain its strong emphasis on research integration. Once again, the overarching goal is to demonstrate the relevance of advanced research skills to the majority of our students, regardless of their future career paths.</i> |
| <i>The course will largely retain the same set of activities as the previous year, with a few minor adjustments. For example, new external scholar-practitioners has been invited to participate, addressing the challenge of guest lecture availability.</i> |
| <i>Student evaluations from the fall semester of 2022, suggested to place more focus on conflict resolution in a more practical sense. To round off the introductory sessions, an extra class has been added. During this class, students will collaborate in groups, engaging in discussions surrounding research articles and policy documents. The objective is to explore the interplay between research and political reforms.</i> |