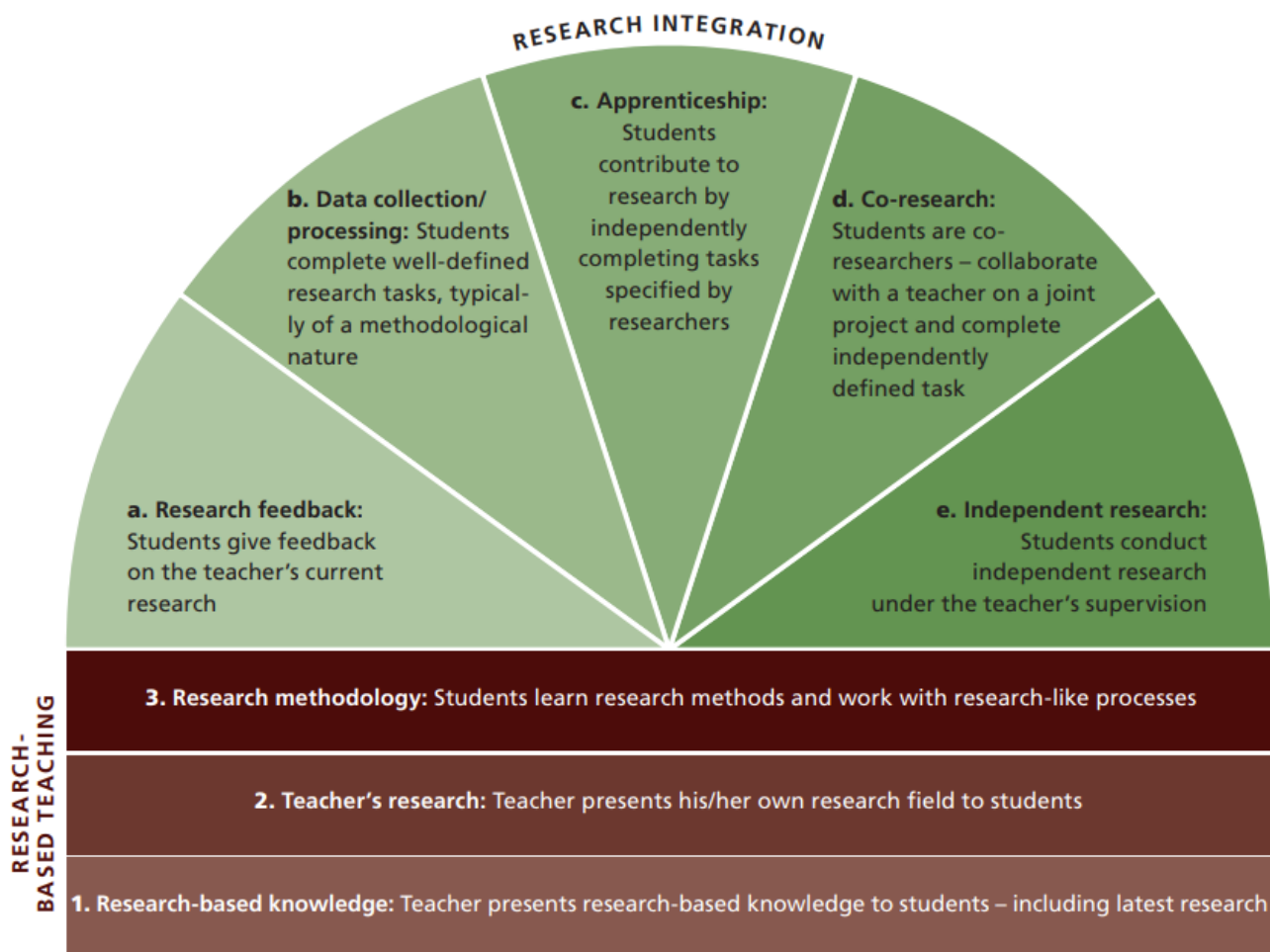


# Research-based teaching & Research integration



The research-teaching integration figure provides a simplified overview of what is meant by research-based teaching and research integration<sup>1</sup>. All degree programmes are research-based = the reddish-brown bottom. In addition, all degree programmes can integrate different types of research integration = the green top.

The green top indicates the extent to which students are involved in and contribute to the teacher's research. The degree of independence increases as you move to the right on the green top.

The types of research-based teaching and research integration are regarded equally as the selected types must fit the individual degree programme and the students' level. In other words, you can work on the research integration types that matches the individual course.

<sup>1</sup>Source:

- Damsholt, T. & Jensen, H. N. (2023) "Fra Forskningsbaseret Uddannelse til Forsknings-Undervisnings-Integration – i modeller og praksis" in *Dansk universitetspædagogisk Tidsskrift* 18(35) p. 3-18



Examples of the development of the types of research integration:

- a. **Research feedback:** Students give feedback on the teacher's current research.

*Students give feedback on preliminary results, analyses, methodology design or papers. As an example, they are involved in critically discussing a researcher's preliminary analysis, hypotheses, research questions, research methods or possible conclusions.*

- b. **Data collection/processing:** Students complete well-defined tasks, typically of a methodological nature.

*Students do data collection, transcriptions, calculations or basic analysis. They gain practical research experience by participating in the process from research question to data collection and the link between the two, as well as by testing or experimenting with methods, summing up and communicating results and formulating new questions on the basis of the (data) material.*

- c. **Apprenticeship:** Students contribute to research by independently completing tasks specified by researchers.

*Students are included in a number of varying processes all of which are part of a research process. They carry out research tasks defined by a researcher, a research project or group through participating in the daily work that is characteristic of that type of research, for example laboratory and archive work, fieldwork or analysis workshops. Students can be involved by working on well-defined tasks with a view to providing new knowledge, by testing methods and hypotheses and by contributing to communicating preliminary results in different formats.*

- d. **Co-research:** Students are co-researchers, collaborating with a teacher on a joint project and completing defined tasks independently.

*Students do their own sub-projects within a research field that is relevant to or part of their teacher's research. They formulate their own research questions, identify themes or form hypotheses. They are involved in several parts of the research process and organise large parts of the process on their own, just as they contribute to communicating research results in various formats in collaboration with the teacher.*

- e. **Independent research:** Students conduct independent research under their teacher's supervision.

*Students organise and complete a (small) research project themselves. They formulate research questions, link the project to existing research, do analysis work and communicate about their analysis. The supervision of students aims to support them in independently realising their projects.*

Find examples of research-teaching integration at:

<https://fbu.ku.dk/english/inspiration-catalogue/>

