Research-teaching integration figure

a. Teacher presents research-based knowledge to students – including latest research
b. Teacher presents his/her own research field to students
c. Students learn research methods and work with research-like processes
d. Students contribute to the teacher’s research by being presented with the teacher’s current research and providing feedback and asking surprising questions
e. Students contribute to the teacher’s research by completing well-defined tasks, typically of a methodological nature, e.g., data collection, transcription, or basic analysis
f. Students contribute to the teacher’s research by taking part in the day-to-day work and by independently completing specified tasks
g. Students are co-researchers – work with the teacher on a joint project and complete independently defined tasks
h. Students conduct independent research under the teacher’s supervision

Find examples of research-teaching integration at:
https://fbu.ku.dk/english/inspiration-catalogue/
The research-teaching integration figure provides a simplified overview of what is meant by research-based teaching and research integration. All degree programmes are research-based = the reddish-brown bottom. In addition, all students must be guaranteed a basic level 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 type of research integration is adapted to the individual degree programme and the students’ level. All degree programmes must include research integration, but all the types do not need to be represented on all the programmes, and the level of research integration does not need to follow the levels of progression. In other words, you can work on the research integration types that matches the individual course.