

HERE Seminar:
**Research-based teaching and learning: From national and institutional
policies to practice**
[Rectorate building – University of Montenegro](#)
Podgorica, Montenegro
May 28-29, 2018

Research-based teaching is a topic of growing interest and prevalence in Europe and in HERE countries. It touches upon some of the key questions that higher education institutions and systems are facing, notably with regards to the mission of universities and their added contribution to learning, specifically through research-based teaching and research-oriented learning.

Research intensity, funding and expectations vary greatly between HERE countries and institutions. But as elsewhere, balancing the commitment to teaching and research is a challenge to both individuals and institutions: 1) Academic promotional structures tend to favour research careers over teaching, 2) In some countries and institutions, professors have a high teaching load and lack resources and time for research, which has consequences for education, 3) Teaching may not be sufficiently informed by or oriented towards research, 4) Learning fails to incorporate the transversal skills that research-based careers would require, and 5) New pedagogies are seen as of minor or no importance.

Another challenge, but also opportunity, is that research-oriented or -based teaching may entail very different approaches, depending on national, institutional and disciplinary cultures and traditions.

A recent report of the EUA¹, produced on the basis of a thematic working group with participants with different disciplinary, institutional and national backgrounds, has addressed this issue, and proposes the following working definitions:

- Research should be understood as a purposeful attempt to establish facts, conceive, discover, and/or advance new understanding through systematic investigation or the deployment of prototypes or innovations. Importantly, this means that in this definition of research does not only refer to its published output (papers, monographs, reports etc.), but encompasses aspects of innovation (e.g. methods, practices, processes) resulting from research experiences. Also, it should not be used interchangeably for any methodology using enquiry-based learning.
- Research-based learning (RBL) is an approach by which students are actively engaged in enquiry and research. The curriculum contains activities in which students conduct research or engage in authentic processes of enquiry. This can include the development of students' research skills through engaging in research methods courses, or problem- / project-based learning methods and include real cases of analysis and solution. While there are different interpretations and models of RBL, they all share an emphasis of

¹ <http://www.eua.be/Libraries/publications-homepage-list/eua-s-learning-and-teaching-initiative---report-from-the-thematic-peer-groups-in-2017>

active acquisition of skills and knowledge through research. Consequently, academics involved in RBL play the roles of mentor and research project leader, and also serve as examples of how to integrate research and teaching in academic life.

The linkages between the above may vary per institution, and merit further inspection.

In a study visit to the University of Milan, provided for the HERE in 2017, HERE explored how a specific research-intensive university approached the concept of research-based teaching. This visit left a number of open questions that HERE wished to continue to explore through Technical Assistance Missions and a dedicated seminar that would contrast different examples and approaches. The current seminar is being held with this purpose.

The learning outcomes of this seminar are:

1. Clarify terminology and approaches when it comes to different facets of research-based teaching, so as to better explore institutional strengths and weaknesses in HERE countries.
2. Explore good practices in institution-driven, strategic approaches on how to integrate research and education missions.
3. Generate ideas for how to build capacity of faculty members to implement research-based teaching and create a research based learning environment. This includes both research-oriented didactics and teaching students to use investigative approaches.
4. Analyze national frameworks, policies and funding that may help or hinder the development of research based teaching in diverse types of institutions.

Target audience:

This topic can be catered to different user groups and different levels of individuals in the HE sector. Given the diversity of the HERE in terms of profile, it is suggested that this seminar should focus on those who are in a leadership position in institutions, capable of implementing policies that may shape the teaching, learning and research environment. This seminar would also be open to HERE students and to ministry representatives, seeking to gain insight on the possibility national support structures and policies that could be implemented to advance research-based teaching.

Draft Programme

27 May, 2018

- Participants arrive
- Meeting of the SPHERE Advisory Group (16h-18h)

28 May, 2018

8:30 Briefing session for speakers and chairs

8:30 Registration

9:15 Welcome

- Welcome from Montenegrin authorities (Mubera KURPEJOVIC, General Director of General Directorate for Higher Education, Ministry of Education)
- Welcome from Prof. Danilo Nikolić, Rector of the University of Montenegro
- Welcome from the EU Delegation to Montenegro - tbc
- Welcome from the SPHERE Team (Nicolas Patrici, University of Barcelona)

9:45 Session 1: Thematic orientation

- Introduction to the topic, major trends: *Wyn Morgan, Sheffield University, UK (20 min)*
- Programme, outcomes of pre-survey and learning objectives – *Howard Davies, SPHERE Team (15 min)*

Discussion/reactions from HERE

10:45 Coffee

11:15 Session 2: Institutional missions: Connecting research and teaching

- Panel with short case studies (7 min. each, followed by interactive discussion):
 - Wyn Morgan, Sheffield University, UK*
 - Catherine O'Mahoney, University College Cork, Ireland*
 - Elena Gorbashko, Vice Rector for Research, Saint-Petersburg University of Economics, Russia*
 - Lusine Fljyan, Vice-Rector on Science and International Relations, Yerevan Brusov State University of Languages and Social Sciences, Armenia*

Chair: Howard Davies, SPHERE Team

Discussion with HERE

13:00 Lunch

14:15 Session 3: Addressing disparities between teaching and research careers

- Introductory presentations: Two case studies – 15 min each
 - *Assunta Viteritti, University of Sapienza/UNIROMA, Italy*
 - *Volodymyr Lugovyy, National Academy of Educational Sciences of Ukraine*

Chair: Nicolas Patrici, SPHERE Team

Three break-out groups (participants grouped according to institutional profile and expressed priorities and interests as per the event pre-survey). Chairs will be Howard Davies, Nicolas Patrici and Assunta Viteritti.

15:45 Coffee

16:15 Short reports from break-out groups

16:30 Session 4: Adopting and implementing research-based learning and student enquiry approaches

- Introductory case studies: One EU and one HERE country
 - *Bernhold Hasenknopf, University Pierre et Marie Curie, France*
 - *Boshra Akileh, University of Jordan/Student HERE, Jordan*

Chair: Luc Hittinger, Ex-president, University Paris-Est-Créteil, France/ CLORA

Discussion in plenary: HERE are tasked with generating a list of good practices regarding support structures, training opportunities and incentives for integrating research into curricula.

18:00 Close

19:30 Official dinner - Imanje Knjaz Restaurant

29 May, 2015

9:00 Session 5: Supporting teaching staff to integrate research into curricula

- Introductory case study:
 - *Catherine O'Mahoney, University College Cork, Ireland*
 - *Commentary: Julija Jaramaz, Faculty of Philology, University of Montenegro*

Three discussion/break-out groups (participants grouped according to institutional profile and expressed priorities and interests as per the pre-survey). Chaired by EU Bologna experts.

Themes:

- Group 1: How to connect research and education at the different levels of study (BSc, MSc, PhD)?
Chair: Ryszard Zamorski, Head of International Relations, UTP/Bydgoszcz, Germany
- Group 2: How to use ICT in research based education? The role of digital skills?
Chair: Günter Wageneder, Department of Quality Management, Salzburg University, Austria
- Group 3: How to connect research based education with mobility, joint programmes, international cooperation?
Chair: Giuseppe Ronsisvalle, University of Catania, Italy

11:00 Coffee

11:15 Session 6: National approaches, policies and incentives

- Marko Turk, Department of Education, University of Rijeka, Croatia (20 min)
- Biljana Mišović, Ministry of Education, Montenegro (15 min)

Discussion

12:15 Concluding session

- Howard Davies, SPHERE Team (General rapporteur)
- Reactions from HERE
- Actions points for institutions and governments

13:00 Updates on SPHERE (Virtual Community, upcoming events, newsletter)

13:15 Close

13:15-14:30 Lunch

Trip to Tivat (optional - tbc)