

# Research Informed Teaching: exploring the concept

In 2006 the Higher Education Academy launched the **Teaching Informed and Enriched by Research initiative**. Higher education institutions could submit applications for funding from the Higher Education Funding Council for England for three years, until 2008/9. The Canterbury Christ Church University strategy was for academic departments to bid for funding to support projects. This book is the result of those projects.

## Foreword

At Canterbury Christ Church University our approach was inter-disciplinary and interactive. Academic staff across the institution were invited to participate – and the response was inspiring. Every department of the University was involved. Individuals selected the approach they wished to take – in communicating their own research, in encouraging students to engage in research, or in undertaking research about learning and teaching. The consequence was a wide range of projects, each geared to the students and the advancement of knowledge and understanding within and across particular disciplines.

As the programme rolled forward across the three years of the project, the initiatives became more far-reaching and more confident. I hope that the benefits will stay with all of the participants and their students and I would like to commend everyone involved for their work, their enthusiasm and the results that they have produced. Research is an important skill for our students. The ability to clarify a question, to explore it and gather data, to distil and understand information and to reach conclusions – these are the core skills of ‘employability’, and as such they should be central concerns for all of us.

I would also like to place on record my thanks and appreciation to those who undertook the responsibility for (sometimes challenging) co-ordinating activities. Thanks are due to Professor Mick Healey from the University of Gloucester, who provided some of the inspiration. Simon Hoult led and managed the initiative within our University, ably supported by Dr Tom Duan. Phil Poole, Director of Learning and Teaching, and Professor Adrian Holliday maintained the momentum and balanced the dynamics across the learning, teaching and research agendas.

The projects, reported in the text that follows, convey some of the excitement of learning as part of a university-wide initiative. While the project itself is at an end, I hope that the inspiration for a research informed curriculum will be carried forward.

**Professor Janet Druker**  
*Senior Pro-Vice Chancellor*