



Research-Led Teaching and Teaching-Led Research: Value And Practical Application

Alison McManus, Assistant Professor at Durham University (United Kingdom)

Students expect to encounter and engage in ‘cutting-edge’ research at university. Meanwhile, most universities claim to be ‘research-led’ institutions. This begs the question of what this rhetoric means in practice.

This talk will firstly define and discuss the principles of Research-Led Teaching (RLT), which rightly underpins pedagogical approaches to learning and teaching in higher education. Without disregarding the significance of RLT, an alternative approach is simultaneously available which will also be explored in this paper. Teaching-Led Research (TLR) is equally valuable to pedagogic practice. These approaches are not without their critics, particularly amongst those who argue that discovery or problem-based modes of student inquiry neglect the appropriate level of scaffolding associated with more traditional, structured and/ or didactic approaches. These criticisms, along with certain disadvantages, will also be addressed; however, these are far outweighed by the advantages.

I will argue that both RLT and TLR represent a cultural shift in Higher Education, away from the presumption of students as passive audiences toward the ideal of students as active stakeholders and participants in a vibrant and mutually beneficial research community. By mirroring real-world scenarios, these benefits extend beyond the university and into the realm of graduate employment as well as enterprise partnerships between universities and businesses.



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