



**RESEARCH-BASED
LEARNING
+
UNIVERSITY LIBRARIES
=
ENABLING THE
MODERN CURRICULUM**

Lucia Ravi,
Student Learning Librarian



Acknowledgement of country

The University of Western Australia acknowledges that its campus is situated on Noongar land, and that Noongar people remain the spiritual and cultural custodians of their land, and continue to practice their values, languages, beliefs and knowledge.



Artist: Dr Richard Barry Walley OAM

Research Based Learning Theorists

Advocates of modern curriculum

Support a shift from a focus on teaching to a focus on learning
from **content** to **cognitive** knowledge

HOW: By integrating research into teaching

WHY: To equip graduates with the **critical thinking** and **problem solving** capabilities for contemporary society.

NOT to be a researcher,
but to think like one!



Core elements of an RBL teaching approach

Learning, inquiry and research are synonymous

Exist on a shared continuum of thinking processes required to construct knowledge, whether new to the knower or new to society.

Research is **motivated by the need to know - curiosity about things**, to research we **embark on a voyage of discovery**, to be maintained this needs to be nurtured; therefore ...

education should lead students to ask research questions of increasing sophistication, specificity, depth and breadth.. which will see them on a journey towards making the unknown, known.

Models for How to Integrate Research + Teaching

Develop students critical thinking through active engagement in inquiry & research.

RBL Teaching Strategies:

- Is the emphasis on research as content or on research & inquiry processes?

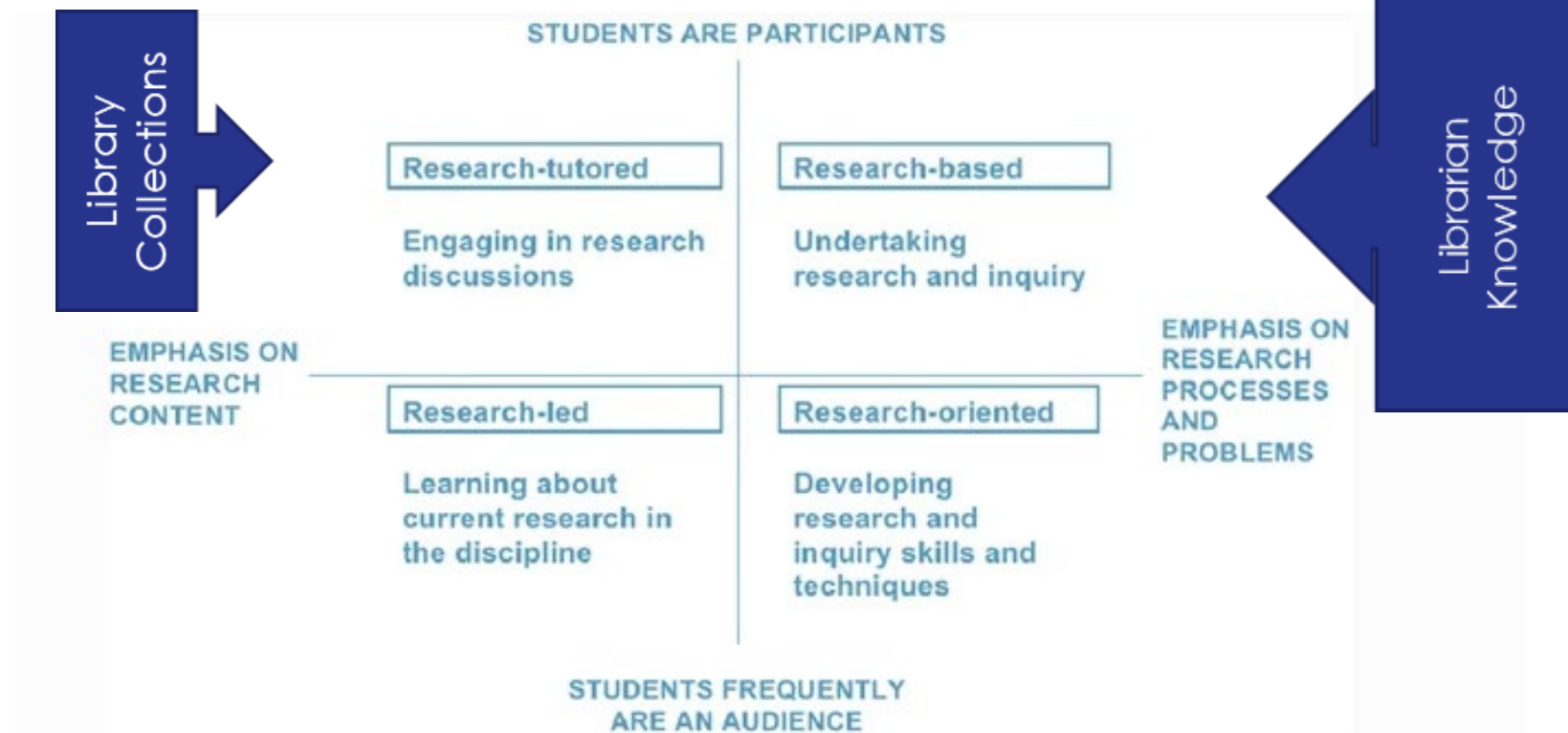
Student positioning:

- As audience for acquiring knowledge or
- Full active participant in knowledge

4 Ways to integrate research:

- Research-tutored
- Research-led
- Research-based
- Research-orientated

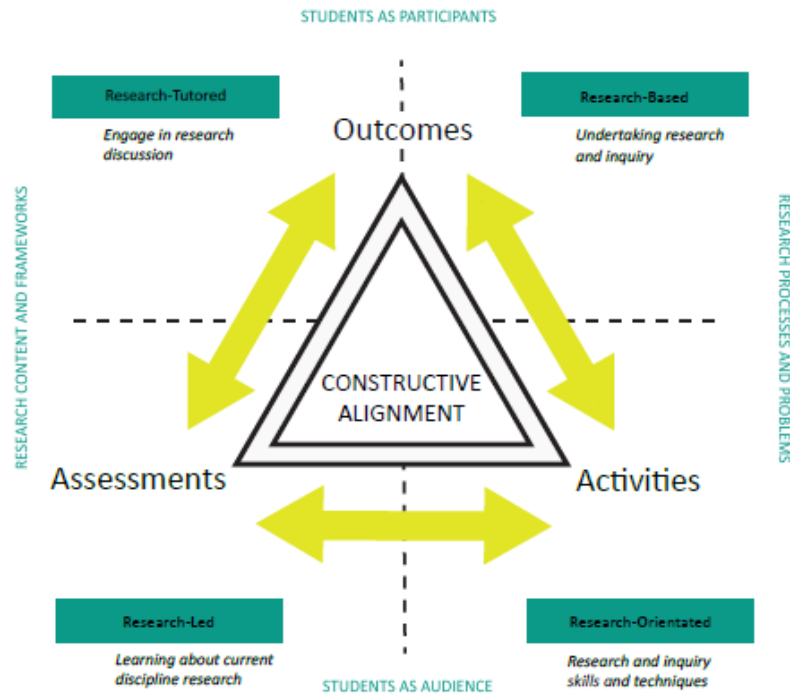
Healey & Jenkins Matrix



Librarian's role in Research Based Learning

Using Principles of constructive alignment to align library collections and research skills/thinking to learning outcomes and assessments.

Design and align curriculum around research based learning outcomes.



Economics unit learning aim:

To consider the drivers of environmental risk management for multi-national companies

- Use of Company 360 Database to identify corporate share holder reports that discussed these risks and how to search these.
- Use Factiva with industry specific search filters within it to identify the influence of public opinion on a company's views of risk.

Pharmacy unit learning aim:

To undertake an analysis of the efficacy of a drug treatment option within an evidence-based framework.

- Introduction and use drug monograph sources and best practice summaries to gain an overview of current evidence.
- Use of Chemistry databases to help students investigate the constituent properties and efficacy of specific classes of drugs.

Research Based Learning + Critical thinking

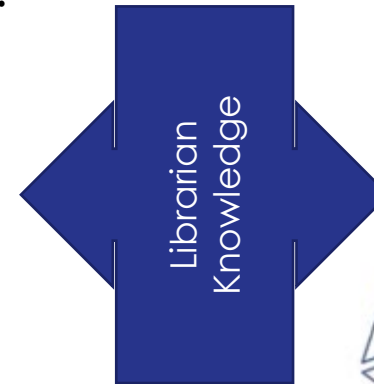
Active learning by critically engaging students in all facets and processes of inquiry.

Relational frames for learning, inquiry and research:



Choices
Judgements
Criteria
Values
Findings

At each IL facet



1.2 MELT Components

Willison & O'Regan
Pentagon 

*Models of Engaged Learning & Teaching
(MELT) pentagon*

'When in doubt, return to the centre'



Fig. 1.1 The MELT Pentagon's six facets, each with a pair of verbs, a key question and an adjective in blue which represents the affective domain

IL Standards Evolution

- Shift away from generic technical, procedural
- To relational frames, attitudes, perspectives.

Examples of Librarian supported RBL

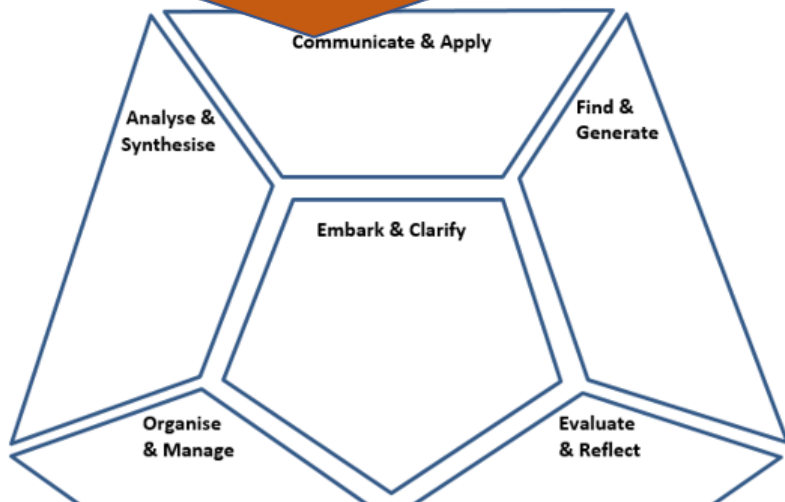
Use of MELT/ RSD Framework at UWA Research Workshop PD.



Models of Engaged Learning and Teaching (MELT) pentagon

When in doubt, return to the centre

Seeing and using a concrete framework make clear the links between theory and practice and reminded me to tailor classroom activities to specific steps in the MELT framework.



MELT Inquiry Thinking	STUDENT AUTONOMY LEVEL		Skills
	Prescribed	Scaffolding - Open-ended - Unbounded	
<p>Able to:</p> <ul style="list-style-type: none"> Formulate questions for research and use information sources to clarify what is required; Consider aims/purpose/hypothesis worth exploring using appropriate approaches. 	<p>Possible Resource Types</p> <ul style="list-style-type: none"> References resources – encyclopedias, dictionaries, text books, introductory information. Discipline paradigms, theories, perspectives on how issues might be addressed. 	<p>The “knowledge gap” the information needed to fill it.</p>	
<p>Evaluate & Reflect</p> <p>ANALYSE</p> <ul style="list-style-type: none"> Identify and apply appropriate quality criteria to modify and focus search strategies and to critically appraise and evaluate the information from any source. 	<ul style="list-style-type: none"> Evaluation and assessment tools such as citation databases, evidence reviews, standards and criteria (eg. Authority, bias, quality of research). Methods of quantitative and qualitative analysis of data and evidence sources. 		<p>FIND</p> <p>EVALUATE</p>

For me it reinforced that my unit is very content heavy, with little thought in the application of content to students’ context.

It will help me to consider how I scaffold the learning to enable students to consolidate their skills.

Enabling the Modern Curriculum

Broad range of inquiry and research experiences



Lifelong Learner
Critical thinker,
Problem Solver

= transferable **NOT** generic

“The mind is not a
vessel to be filled
but a fire to be kindled”

- Plutarch



A commitment to embedding and scaffolding

