HÖGSKOLAN I SKÖVDE

Research-related teaching

These guidelines were ratified by the Faculty Board on March 4, 2020 and came into effect on the same day.

Registration number HS 2026/513

[1] This is a translation of the Swedish version (Forskningsanknytning av utbildning, registration number HS 2020/238). In the event of any discrepancy, the Swedish version of this document shall prevail.

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1 Introduction

According to the Higher Education Act, teaching at higher education institutions must be based on scientific or artistic foundations, as well as proven experience[1]. Furthermore, teaching must also be done in such a way that there is a relation between teaching and research[2]. Furthermore, this is reflected in the University of Skövde's (the University's) overall plan, which states that there must be a strong link between education and research[3]. There is also scientific evidence that teaching benefits from a connection to research activities, and vice versa (Winka & Ryegård, 2019).

Research-related teaching thus constitutes an important perspective in the introduction, planning, implementation, and follow-up of courses. Furthermore, this is reflected in, among other things, the University's documents for the establishment and follow-up of teaching as well as in documents related to quality assurance in research.

This document outlines the model for research-related teaching used at the University and how it can be applied. The purpose of the document is to:

- Support Subject Coordinators, Programme Coordinators, Curriculum Committees, and teaching staff in the planning and implementation of education.
- Support Research Group Leaders in linking the research Group's activities to teaching.
- Provide clarity in the University's strategic decisions and quality assessments in connection with the establishment and follow-up of subjects and study programmes.

[1] The Higher Education Ordinance (1992:1434) 1 Chap. 2 §
[2] The Higher Education Ordinance (1992:1434) 1 Chap. 3 §

2 Approach

Research-related teaching is of great importance to all the teachers. The approach at the University is that research-related teaching is an integral part of academic teaching, regardless of a teacher's academic level. This means that all teachers involved in a program can contribute to research-related teaching to varying degrees (Winka & Ryegård, 2019).

3 Model for research-related teaching

At the University of Skövde, a modified version of Healey and Jenkins' (2006, 2009) model for research-related teaching in higher education is applied. The model is based on four different teaching situations, each with varying degrees of student and teacher activity, as well as different focal points:

- Learning is centered on students acquiring knowledge about current research findings in the subject (research results).
- Learning is centered on students developing academic writing skills and the ability to critically analyze and discuss scientific texts (scientific approach).
- Learning is centered on students acquiring knowledge about research processes (scientific method).
- Learning is centered on students planning and conducting scientific studies (research-oriented working method).

These teaching situations place different aspects of the scientific process at the center (see Figure 1). The descriptions may serve as a shared conceptual framework for discussions on various ways to integrate research connection into education.

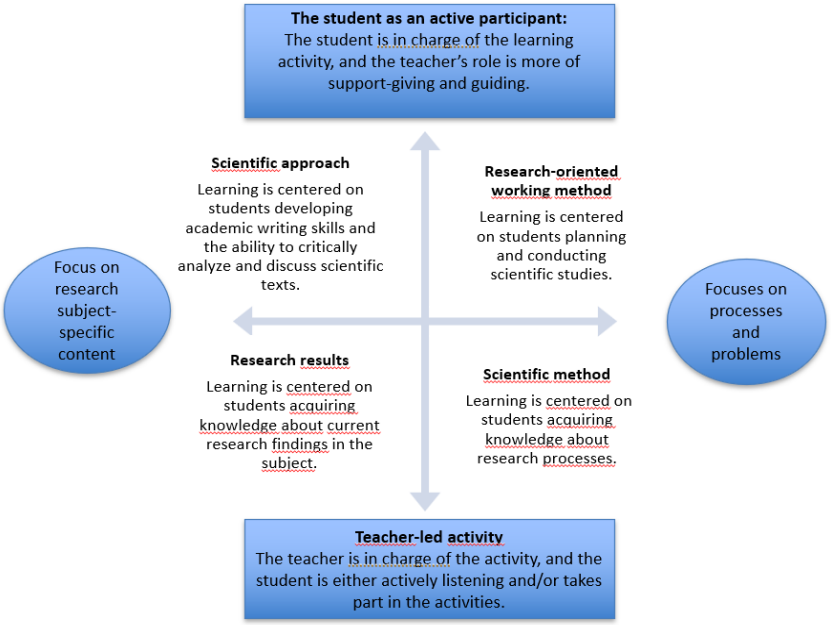

Figure 1. Description of Research-related Teaching Based on Four Different Teaching Situations with Varying Degrees of Student and Teacher Activity and Different Focus Areas (Modified[4] from Healey & Jenkins, 2006, 2009; Winka & Ryegård, 2019)

The lower part of the model primarily focuses on students acquiring knowledge, whereas the upper part emphasizes students actively producing knowledge. In other words, the vertical axis represents different degrees of teacher- and student-led activity in learning.

The left side of the model focuses on the subject-specific content, while the right side highlights research processes and research methods. In other words, the horizontal axis spans the subject matter of research and its processes.

The model enables:

1. The inclusion and combination of various pedagogical and didactic strategies in teaching to enhance research-related teaching.
2. Research-related teaching to be conducted by multiple categories of teachers, not only those with a doctoral degree.

[4] The modification comes from the translation to Swedish from English. Additionally, an adjustment was made so that, unlike in the original model where the student was described as passive in the lower half, the activity is now described as teacher-led, with the student actively participating.

3.1 Application of the Model

An individual course may relate to one or more of the model's four fields. All four fields are to be covered by the courses that provide specialization within a main subject area. This means that a study programme needs to include courses that encompass all four fields, ensuring the development and progression of research connection.

The model can also serve as a tool for designing and revising a programme's objective matrix. By applying the model, it becomes possible to assess the extent to which courses within the programme's main field of study collectively cover the four fields.

4 This document is in effect as of

This document has been ratified by the Faculty Board on March 4, 2020 and is in effect as of the same date. A typographical error was corrected in August 2026.

References

Healey, M. & Jenkins, A. (2006). Strengthening the teaching-research linkage in undergraduate courses and programs. New Directions for Teaching and Learning, 107, 45-55.

Healey, M. & Jenkins A. (2009). Developing undergraduate research and inquiry. Research Report to the Higher Education Academy. York: Higher Education Academy. https://www.heacademy.ac.uk/system/files/developingundergraduate_final.pdf (2019-09-19)

Winka, K. & Ryegård, Å. (2019). Pedagogisk portfölj: för karriär och utveckling (andra upplagan). Lund: Studentlitteratur.