Message from the Head, Centre for Research & Development

We have just crossed the mid-point of 2008 and it is certainly interesting to see what have been achieved over the last 6-months as far as research and scholarly initiatives are concerned. Over the past few months, the Centre for R&D has restructured all the research units within Taylor’s according to the approved research framework that was adopted and endorsed by the Academic Board. Thus, with the research unit better structured, we can expect more programme led research initiatives taking place in every campus.

In this issue of the bulletin, I am going to share with you the concept of “research-led-teaching”. With Taylor’s moving towards becoming a full-fledge university by 2010, research will be one of the main priorities that will be focused on.

I would also like to take this opportunity to welcome our newly appointed Vice Chancellor, Dato’ Prof. Dr. Hassan Said. Being a seasoned and accomplished researcher himself, the leadership of Prof. will certainly drive Taylor’s into the next paradigm.

Happy researching...

Warm regards,
Dr. Vic Nair

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IMPORTANT NOTICE!
Kindly, update all your scholarly activities regularly at the Centre for R&D. Also, please deposit a copy of your publications and conference proceedings for our record and sharing session. Thank you.
Research Led Teaching

With Taylor's established as a good teaching and learning institution of higher education, it is time that we evolved into the next level of hierarchy in terms of becoming successful academic institution by moving into research. Thus, comes to my introduction of the concept of “teaching-research nexus”.

“Teaching-research nexus” is the many ways in which teaching informs research and research informs teaching; this mutually supportive relationship operating to the benefit of both. This concept of teaching has been successfully practiced in Monash University. In this dynamic and rapidly-changing information-rich world of the future, research is becoming more and more part of learning. If analysed closely, the concept of student-centred learning and teaching is actually similar to the concept of research led teaching. These research skills are important for preparing students to face the complex world tomorrow. Thus, implementing the principles of student-centred and flexible learning while emphasising discovery, analysis and integration of information, problem-solving, communication and preparation for a lifetime of learning is the way towards research-led-learning.

Past studies have indicated the importance of research-led-learning, namely:

“...teaching students to be enquiring and research based in their approach...central to the hard-hooded skills required of the future graduate workforce” (Scott, 2002).

“In a knowledge society, all students -certainly all graduates - have to be researchers. ...engaged in the production of knowledge, also educated to cope with the risks and uncertainties generated by the advance of science” (Scott, 2002).

“Students understanding of knowledge generation through research and ...their ability to 'do' research is vital ...Many contend that the new 'knowledge economy' requires that students graduate with an ability to analyse and contribute to research” (Jenkins et al, 2000).

“What we learn or teach is relatively unimportant; it is the basic approaches to learning via research applied to the current questions facing the discipline which are key” (Johnston, 2003; Healey, 2005).

“Active learning via research is more likely to encourage students to adopt a deep approach to learning than is the transmission model...” (Healey, 2005).

Thus, it is the responsibility of the teacher/lecturer to help students understand the role of literature and data from research in knowledge development, and how it relates to them as students. Students must be aware of the evolving nature of knowledge and academic learning, where there are no absolute answers and they need to build perspectives on others research findings and data.

Integration of teacher's research findings into the learning environment will certainly make teaching more meaningful for students.

References