



## The Teaching-Research Nexus

A guide for academics and policy-makers  
in higher education

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### Examples from Australian universities

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#### Teaching-Informed Research in a First Year Cultural Studies Unit

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**Broad discipline area:**

Arts and Humanities

- Cultural Studies

**Year level:**

- First year undergraduate

**TRN strategy:**

- Teaching-informed research
- Lecturer-student co-production of knowledge

**Teaching and learning context:**

- Student-lecturer research collaborations

**Brief description of the initiative:**

In *Contemporary Society* a first year Humanities unit, with enrolment numbers of between 450 and 700, this academic engages in teaching-informed research and actively encourages students to participate in the co-production of knowledge. Examples of student experiences influence and affect this academic's choice of research.

Students are encouraged to raise cultural issues as an assessable component of the course. For example, in tutorial presentations, the students are encouraged to apply their cultural interactions and understandings to theories not just talk about the theories. If a student feels they do not have direct experience of the issue, they are encouraged to reflect on music, television, movies or other form of media that may be relevant. The students are assessed on their reflection.

This academic reports that his mutual exchange with students has influenced his teaching style and his choice of research areas. Since moving to the university, which serves lower-socio-economic areas, he observed that he had changed his language and style to suit the students. He now presents material in a more relaxed manner and provides real-life examples alongside research articles and theories he wants his

students to learn. His goal is to set up tasks that help his students to become researchers. He considers this beneficial to both himself and the students.

In turn, the fact that this academic teaches many students from minority and under-represented groups in higher education has influenced his research. He reflects on a range of experiences and interactions with students that have influenced both the way he does research and the way he teaches.

**For further details:**

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