Bringing Your Research into the Classroom

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Why do we conduct research?

How do we fit our research in?

Are our scholarly selves and our teaching selves mutually exclusive?
Why is including “my research” into the classes I teach important?
“Is this going to be on the midterm?”
What do we know about successful students:

- Faculty to Student Contact
- Peer to Peer Contact
- Progress toward an end goal
- Academic Connections

Tinto (2012)
Why is including “my research” into the classes I teach important?

- Why do we conduct research?
  - We ask questions
- What are important theories, philosophies, methodologies that our students should know to be great “.....”
- What are the disciplinary standards of our fields?
- What is going on in the field today?!?
“One question: If this is the Information Age, how come nobody knows anything?”
How does the City construct public space to regulate human movement?
Common challenges with developing good questions?

- Why are we asking?
- What is the bigger picture?
- How can one question impact the field?

Is public space really public?

“I feel like you’re limiting me to correct answers.”
The construction and reconstruction of knowledge within the discipline

Is public space public? 

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Is physical activity accessible?
“Nobody ever asks ‘How’s Waldo?’”
LAUGH AS SOME MIGHT, CARL'S INFLATABLE TIE KEPT HIM AFLOAT UNTIL HELP ARRIVED.