Research integrity for research-education synergy: Opportunities for the geoscience communities

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In this presentation, I will first introduce the idea of research integrity as a powerful means to drive research-education synergy in higher education institutions. More specifically, I will examine the key elements in the Research Integrity Training Framework and the Connected Curriculum at University College London (UCL), a research-intensive university in the UK. The Research Integrity Training Framework at UCL is designed to raise the awareness of and ensure compliance with appropriate research methods, management of research data and consideration of ethical issues for both academics and students. The Connected Curriculum is an institution-wide research-based education framework for embedding research activities in taught university curricula at UCL. As part of the Connected Curriculum initiative, Liberating the Curriculum looks at the inclusivity dimensions of research and education, critically examining ethnicity, gender, sexuality and disability in academic work and life. The interface between the Research Integrity Training Framework and the Connected Curriculum highlights the range of challenges and opportunities in research-education synergy. This discussion is timely as many institutions, research-intensive or teaching-focused, aim to advance both research and education as their strategic goals. In the second part of my presentation, I will highlight examples of projects on promoting research integrity that are particularly pertinent to the geoscience communities, from outreach programs to university departments and learned societies.

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