Merging teaching and research.

How to use your teaching to increase your research outputs.

Hugh Byrd
We all need research outputs for:

- Promotion,
- job applications,
- peer esteem,
- attracting good students,
- evidence for attracting funding
The University of Lincoln Repository extends the definition of ‘research outputs’ to:

- Artefacts
- Articles
- Books
- Book Sections
- Conference Items
- Monographs
- Projects
- Exhibition
- Reviews
- Reports
- Thesis
- Image
- Video
Number of research outputs for full-time staff members in Architecture
Four case studies of research outputs that started from teaching

• Sundials (monograph)
• Sexy and dangerous (article)
• Solar potential (conference paper, article and book)
• Design thinking across educational domains (conference paper & article)
Sexy and dangerous

25% increase in heating load
500% increase in cooling load over 50 years


The Solar Potential of Auckland

Cross-section through the City from CBD out to the suburbs; 3 million sqm, 7 meshblocks.

Comparing the potential energy generated from PVs with the energy consumed by buildings.
Conclusions:

• Teaching autonomy is essential to generate creative ideas for projects

• For all teaching courses, consider: ‘what research outputs can I achieve’

• Use students effectively: ‘Student as producer’ leads to staff as producer