

The Hamburg University of Technology
Symposium on Research-Based Learning

Engaging students in research and inquiry

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15.30-17.00

Abstract

“For the students who are the professionals of the future, developing the ability to investigate problems, make judgments on the basis of sound evidence, take decisions on a rational basis, and understand what they are doing and why, is vital. Research and inquiry is not just for those who choose to pursue an academic career. It is central to professional life in the twenty-first century.”

(Brew, 2007)

In this interactive session, we will explore the variety of ways in which research and inquiry-based learning may be integrated into the curriculum, using numerous mini case studies of practices from different countries with a particular emphasis on STEM disciplines. Particular emphasis will be placed on the application of the ideas to professional technological courses. Discussions will include both practice-based research that involves engaging students as partners working with and on industry problems and educational action-research. A key issue is how to develop ‘inclusive knowledge-building communities’ (Brew 2007) in which students become partners in learning and teaching and are treated as co-researchers, co-inquirers and co-professionals.

Mick Healey is an HE Consultant and Researcher, Emeritus Professor at University of Gloucestershire, UK, The Humboldt Distinguished Scholar in Research-Based Learning at McMaster University, Canada, and a Visiting Fellow at the University of Queensland. He was awarded a UK National Teaching Fellowship (2000) and received the ISSoTL Distinguished Service Award (2015). Mick has written and edited over 200 papers, chapters, books and guides on various aspects of teaching and learning in HE, with a particular emphasis on research and inquiry-based learning and students working in partnership with staff. He has over 8,750 citations. He has co-edited four international HE journals and is the inaugural senior editor for the [*International Journal for Students as Partners*](#).

Selected references

A full list may be found at www.mickhealey.co.uk.

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