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The multiple faces of the integration of research and teaching

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The Multiple Faces of the Integration of Research and Teaching

The Start of a Consortium-Wide Exchange

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Over time, the rebalancing of research and teaching in European policy can be seen (Karseth & Solbrekke, 2016; Malcolm, 2014; Teichler, 2014). Also in many vocational fields, the future of the competences expected are changing, and often remain open ended (Barnett, 2012). In the current dynamic international context, universities re-strategize the balance between research and teaching towards better equipping students, implying change both on the institutional level, as well as on the level of educational programs.

Traditionally the institutional level provides the most important outline of higher education, by defining the frame for curriculum design, and hence the positioning and defining of what comprises a student, and how learning is expected to occur (Karseth & Solbrekke, 2016). The institutional governance provides the boundaries (funding, staffing, expected output), as well as the room for manoeuvre for educational programs (Griffioen & De Jong, 2015a, 2015b; Schriemer & De Jong, 2016). Educational programs provide the actual shape and form for the learning of students. By actively connecting research and teaching, educational programs redefine the content and boundaries of research & teaching, of university & professional practice, and of lecturer & student.

This session is initiated by Amsterdam UAS. It consists of a dual layered approach of institutional strategy and educational shapes of the integration of research and teaching for the benefit of student learning. First of all the Amsterdam UAS strategy approach to further integrate research into teaching is shortly presented, as a way to set the stage for further exchanges on partners' strategies. Then, the floor is opened for educational practices of the integration of research into teaching. A number of Amsterdam UAS practices of rather different fields will present their innovative ways of integrating research and teaching.

We hereby cordially invite colleagues of all partner organizations to present their own practises on the integration of research and teaching on a poster, as a start of further dialogue and exchange. For more information, please sent an email to Didi Griffioen (D.M.E.Griffioen@hva.nl). Afterwards all posters will be combined in an e-booklet that will be shared among participants and on the consortium website.

References

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Format

Plenary presentation & poster format

Open for additional posters

Expected duration 90 minutes

Needed: room, beamer, poster boards

Proposed Posters

Thesis Research as a Boundary Activity between UAS and Working Field

Faculty of Education

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The ambition of the thesis work of students at the primary teacher education program of the Amsterdam University of Applied Sciences is to have impact on practice in the working field (schools). However this ambition creates tensions for students as they have to meet two different types of expectations: the expectations from the UAS with regard to academic criteria for research, and the expectations of the working field with regard to practical relevance. This tension can be understood as a boundary problem, where students are expected to act as boundary crossers between UAS and working field. Based on an analysis of 4 cases, we concluded that 1. To help students to be successful in this process of boundary crossing, it is essential that the process of boundary crossing is widened and that mentors from the UAS and the working field participate in the boundary crossing process and that 2. Students are supported in the development of boundary crossing competences.

Practice Development: Research, Change & Professionalization in a Learning Community

Faculty of Applied Social Science

Mike de Kreek

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Only professionals with at least three years of work experience are admitted to the part-time social work master program across four semesters at the Amsterdam University of Applied Science. The program focuses on practice development in the contexts of the studying professionals. Consequently, the curriculum does not only contain courses on practice research and social work theory, but also about change management and professionalization. The backbone of the program consists of four products incorporating the student's practice and integrating the content of the courses. They cover a problem analysis, an exploration of possible solutions, a plan with a mix of research, change and professionalization, and both a reflection and a preview based on what the execution of the plan contributed in practice. The most challenging element for both teachers and students in this program is embedding the often unruly practices of the students in the central products for assessments. This proves to be well feasible in a professional learning community containing both groups.

Measuring Dance - Cultivating a Scholarly Attitude.

Faculty of Health

Stephan Ramaekers & Janneke de Vries

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Approaching your students as junior colleagues in your research group proves a powerful method to engage students in research activities and change their views about knowledge, their future profession, science and uncertainty. The so-called 'Dance project' is an illustrative example of the way students from the AUAS school of physiotherapy are involved in research with high practical relevance. In this project students from various dance schools are repeatedly examined during their school career in order to monitor their physical development and to detect potential weaknesses or injuries. For physiotherapy students the project offers opportunities at all levels to practice with high quality measurements and issues of validity and reliability, to assess methodological choices and their consequences, to reflect critically on the meaning of findings and the implications for practice, etc. The whole setting is highly authentic, questions and issues are realistic and the collaboration between students and teaching staff is perceived as very supportive.

Festivals! Hands-on Strategy Development by Students

Faculty of Digital Media and Creative Industries

Michiel Rovers & Bernadette Schrandt

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Festivals are hot. Over the last years, new festivals emerged and the number of visitors have risen. In this context for (starting) festivals it is of utmost importance to develop an effective visitor binding strategy. In this, digital media play an important role since they enable new ways of production, distribution, consummation and participation. In the minor programme 'Festivals!' Students learn to develop cross media strategies for festivals, as well as develop a strategy for an existing festival. The approach is stepwise: first the student visits festivals and research what strategic choices festival make in design, communication, visitor relations, and media usage. (Guest)lectures discuss trends and theory of culture marketing and cross media. Finally the students use the STOF-method (Service, Technology, Organization, and Financial design) to develop a business model for a new festival.