

Applied research at Bachelor's level, a dilemma

Stefan Schenke

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Overview

- Introduction
- Statements, including discussion in sub groups
- Overall “conclusion”



Figure 1

Question 1

What are the competences related to research a student at bachelor's degree (first cycle) should demonstrate?

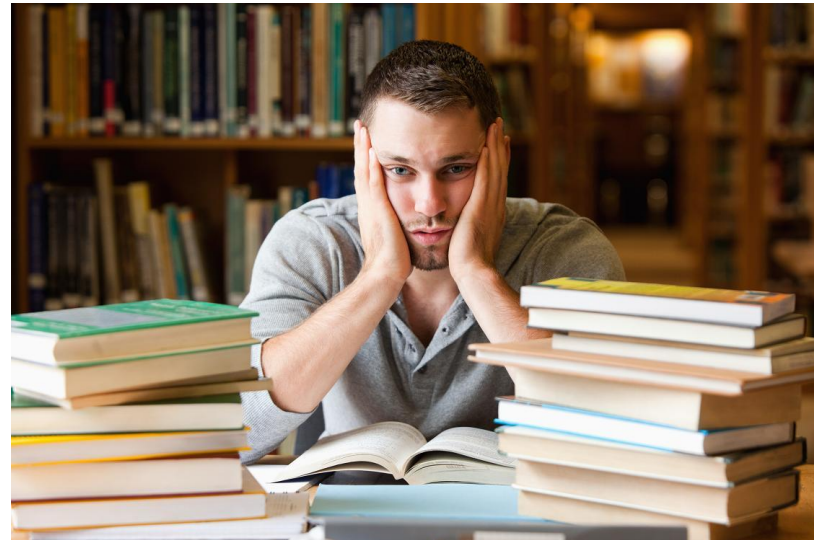


Figure 2

Question 2

What are your daily “research” activities as a professional in education?



Figure 3

Binary system

Legal fundament: one education related law (WHW)

Dutch higher education has a **binary system**, which means that you can distinguish two types of education:

- research-oriented education, offered by academic universities;
- higher professional education, offered by universities of applied sciences (like Saxion).

Consequences at entity level

- **Academic Universities:**
 - Focussing on domain related (fundamental) *research* up to a long-cycle study from Bachelor's to Master's to PhD degree.
- **Universities of Applied Research:**
 - Focussing on domain related *applied research* up to a second-cycle study from Associate to Bachelor's to Master's degree, to improve / to innovate the professional practice, evidence based (by researchers at Master's and PhD level)

Consequences at student level 1

- **Dublin descriptors (2004):**

The word 'research' is used to cover a wide variety of activities, with the context often related to a field of study; the term is used here to represent a careful study or investigation based on a systematic understanding and critical awareness of knowledge. The word is used in an inclusive way to accommodate the range of activities that support original and innovative work in the whole range of academic, professional and technological fields, including the humanities, and traditional, performing, and other creative arts. It is not used in any limited or restricted sense, or relating solely to a traditional 'scientific method'.

Consequences at student level 2

- **Academic Universities:**
 - Education and preparation to understand and to interpret scientific research outcomes and/or to perform and to participate in research. Ultimately to become a researcher.
 - a. critical ability
 - b. research methodology and skills
 - c. independent, autonomic and normative free
 - d. new knowledge based on scientific fundamentals
 - e. research as target (explicitly)
 - f. ...

Consequences at student level 3

- Universities of Applied Sciences
 - Education and preparation to understand and to interpret scientific research outcomes to develop the professional practice.
 - a. critical ability / reflective practitioner
 - b. inquiry as stance (Cochran-Smith & Lytle, 1999)
 - c. collaborative
 - d. applied knowledge-for-practice (usefulness)
 - e. inquiry as mean (implicitly)
 - f. ...

Research versus Inquiry, is that the question?



Figure 4

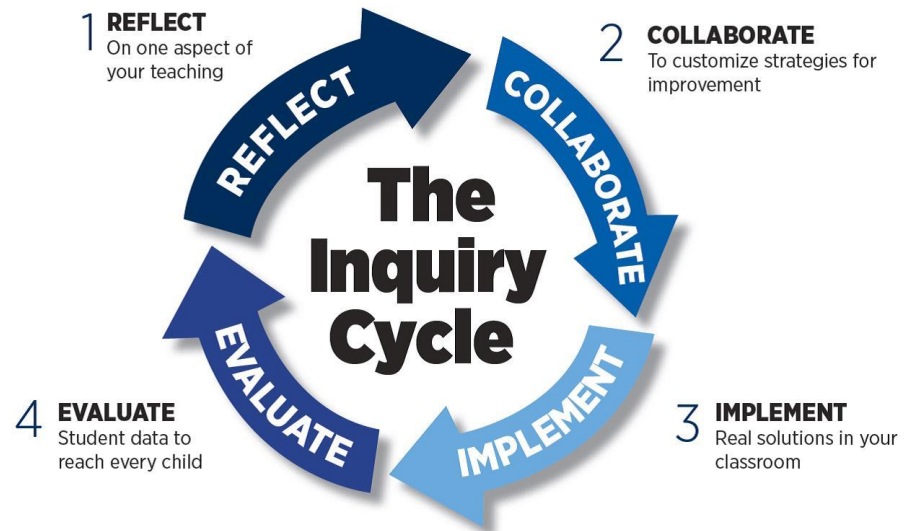


Figure 5

Statement B

Entity level versus Student level (Bachelor's),
a conflict or a challenge?



Figure 6



Figure 7

Conclusion



Obtained: November 2016:

Figure 1:

<http://www.businet.org.uk/>

Figure 2:

<http://www.evollution.com/wp-content/uploads/2013/05/Non-traditional-Student-35660893-©-WavebreakmediaMicro.jpg>

Figure 3:

https://upload.wikimedia.org/wikipedia/en/0/04/WP_Researcher.png

Figure 4:

<http://2.bp.blogspot.com/-rHZ1OkcQHEQ/TvIjwSoOMPI/AAAAAAAAFF0/bpKuct9tnRY/s1600/ResearchWikiTagxedo.png>

Figure 5:

<http://mymef.org/assets/Inquiry-Graphic2.jpg>

Figure 6:

https://en.wikipedia.org/wiki/Saxion_University_of_Applied_Sciences

Figure 7:

<http://www.asher.edu/blog/wp-content/uploads/2014/05/student-image-2.jpg>