Experiencing research through action-oriented teaching and learning

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Summary

- The courses make use of structural similarities between actions in professional and scientific contexts, which leads to synergetic learning outcomes.
- The didactical setting enables students to develop key competences like presentation skills or writing skills and additionally contribute to develop a scientific perspective on real world issues.
- The curricular setting of the modules and the comparatively high workload lead to a strong self selection effect.

The System's Organisation of Teaching and Research

- Teaching is financed mainly by government and in some cases tuition fees.
- Professors are researchers, administrators and lecturers, while their career mostly depends on research.
- A large share of teaching is done by recent graduates pursuing their Ph. D.

Curricular setting

- The courses offered since 2009 are research-based and aim at developing a broadly defined employability.
- 58 or about 5% of the Department’s BA students can take part in the courses ‘first come first serve’ and accomplish 12 CP during the last year of their studies.
- Students can combine two different courses either focusing on a quantitative resp. qualitative approach or combining both.

Cultural and National Policy Conceptions

- Most public universities have to deal with a high student / staff ratio.
- Bologna resulted in an emphasised employability, especially for BA degrees.
- While universities gain more administrative autonomy government funding is indirectly reduced.

Didactical setting

- In all courses small teams of students have to develop, execute and document a research project by themselves.
- Most courses compromise comparatively few sessions with all students and the lecturer and rely heavily on the teams individual work. Additionally the teams can seek counselling by the lecturer.
- For grading students present their results and the process of work and compile a written report.
- The courses vary in the degree of self-direction and student-activity relating the research phases.

First results

The setting attracts students with high values on the Deep Approach of Learning.

T-Test of unrelated differences, N(Ref. Group)=50, N(FeaL Stud.)=52, * Significant, \( \alpha =0.05 \)

The courses provide a setting in which students choose the Deep Approach of learning more likely

T-test of paired differences, N=43 N, * Significant, \( \alpha =0.05 \), ** Significant, \( \alpha =0.01 \)

References