

Decoding Research-Oriented Teaching: Make Research Processes Explicit and Identify Research Competencies

P. Weiss, and K. Riewerts, *Bielefeld University*

ABSTRACT: In recent years, research-oriented teaching has been revived as a prominent approach in higher education. E.g., the Boyer Commission Report has called for the US that study programs should make research-based learning the standard. Also in German higher education, teaching concepts with a strong connection to research activities recur since the Bologna-process has been established.

By doing research, disciplinary practices become evident. Research activities can serve as a model for research competencies in the field. Applying this approach, students learn how to deal with disciplinary knowledge in adequate ways. They acquire appropriate research skills and understand how academics in their field think and act. Essentially, they are socialized within their discipline. Students learn how to manage and apply knowledge (e.g. writing, reading) from experts of their discipline.

To practice research-oriented teaching, lecturers have to be sensitized how to make disciplinary knowledge, that often seems to be self-evident, accessible for their students. The Decoding the Disciplines approach (Pace & Middendorf, 2004) helps making explicit knowledge about disciplinary research processes and concrete steps in doing research.

In our workshop, participants will work on relevant research processes and competencies in their own field by applying the seven steps of the Decoding Approach with an interactive writing exercise (Kaduk & Lahm, in press):

Participants will identify bottlenecks to learning that might occur in a research-oriented course: Which concepts or strategies prove to be difficult for my students?

Participants will reflect on self-evident strategies in doing research: How would I as an expert in the field accomplish the tasks identified as a bottleneck? In which ways have I developed these skills?

Participants will consider how these research skills could be explicitly modeled for the students and how students could practice them and get feedback.

Participants will work on designing research-oriented learning units and assignments and think about possibilities to motivate their students.

Throughout the workshop session participants will have a scholarly exchange with colleagues from other disciplines.

Finally, we will collect in the plenum relevant disciplinary and interdisciplinary research competencies and discuss how to teach them explicitly.

REFERENCES

- Kaduk, S. and Lahm, S. (in press). "Decoding the Disciplines": ein Ansatz für forschendes Lernen und Lehren. In H. A. Mieg & J. Lehmann (eds.), *Forschendes Lernen. Ein Praxisbuch*. Potsdam: FHP-Verlag.
- Pace, D. and Middendorf, J. (eds.) (2004). *Decoding the Disciplines: Helping Students Learn Disciplinary Ways of Thinking*. San Francisco, CA: Jossey-Bass.