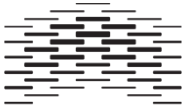


Research-based education in undergraduate professional programmes

- What is it meant by the research based education?
- What is the aim in undergraduate professional programmes?
- Is it possible to conduct research-based teaching without being active researcher?
- Are undergraduate students interested in being thought about research?
- What kind of research-based teaching entail enhanced learning?
- Is it meaningful to involve student in research projects?
- Will research-based training lead to improved professional practice?



Critical issues:

- Research based education a mean not and end
- What kind of research based education improve professional competence
 - Research based knowledge
 - Understanding methodology and reliability
 - Ability to find, evaluate and apply research results
 - Critical reflection
- What are the risks and unintended consequences?

Some recommendations:

- Research based → inquiry based teaching and learning
- Third learning spaces and use of «cases»
- More relevant research on practice
- Emphasis on “meaningful relationships” between research and practice
- Student «life modes»