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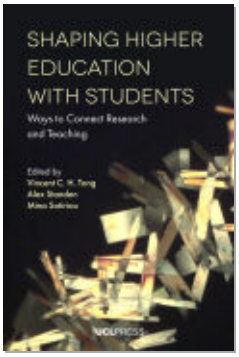
Links to the R=T Framework



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Links to the R=T Framework

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- Sabrina argues for the importance of considering mistakes as an integral step in the learning process when approaching research-based education through student–staff partnerships. Engaging with the opportunity of making mistakes opens up reflections over the reasons why errors have been made throughout the research process, in turn building confidence both through practice and analytical learning methods. However, hands-on research approaches not only allow participants to critically assess mistakes by the practical reiteration of procedures, but they also enable them to benefit from peer-to-peer feedback. The research process thus becomes a joint learning experience, with students and staff partaking in the practice of creating knowledge and constructively informing the design of a research-based approach. By valuing and discussing the importance of making mistakes throughout the research process, the partnership between staff and students allows for joint elaboration of scientific knowledge and the critical assessment of each step of the learning experience.

- Students can often feel pushed and overwhelmed by exams and evaluation procedures. A research-based approach creates a safe learning space within which students can turn their fear of making mistakes into self-exploration in a non-judgemental environment. Critical self-correction and the development of an ability to peer-review are facilitated by a hands-on research space, which enables students to push their knowledge boundaries. In fact, approaching mistakes from a constructive viewpoint means not only making sense of the real world by analytical adjustments, but it also

opens up a more flexible approach to learning processes. Gradual and practical attempts to make the real world intelligible promote active learning and create opportunities for staff to rethink their pedagogic and didactic approaches.

Mistakes are mostly considered on the part of students, taking staff teaching methods as unquestionable. Despite being facilitated by the opportunity to adjust their didactics to research methods, staff face difficulties in conjugating theoretical and practical knowledge in such a way that provides students with a critical approach to practice. Assessment of mistakes can represent a constructive solution by promoting discussion about the impact of diverse theoretical perspectives on real-world research. However, a lack of resources in terms of time, funding and staff can undermine the benefits.

- The research-based education approach through student–staff partnership requires delimited environments and pre-set settings, within which to create knowledge and assess outcomes of applied methods. Taking into account these specific conditions of a research-based teaching approach, examples of successful case studies can become powerful tools, used both as applied methodologies and as theoretical instances. However, critical aspects of creating knowledge are to be taken into account from both students and staff. The positioning of the researcher is to be constantly questioned throughout the research process. By these means, reflexivity comes to be embedded into a constructive engagement with research choices encompassing the whole investigation. Reflexivity, both in social and scientific research, calls for closer examination of the diverse outcomes that stem from the application of different theoretical perspectives in investigating the real world. Therefore, by critically discussing the influences of taking different stances in the application of case studies to the real world, students and staff can jointly engage with critical and research-based approaches to the learning process.