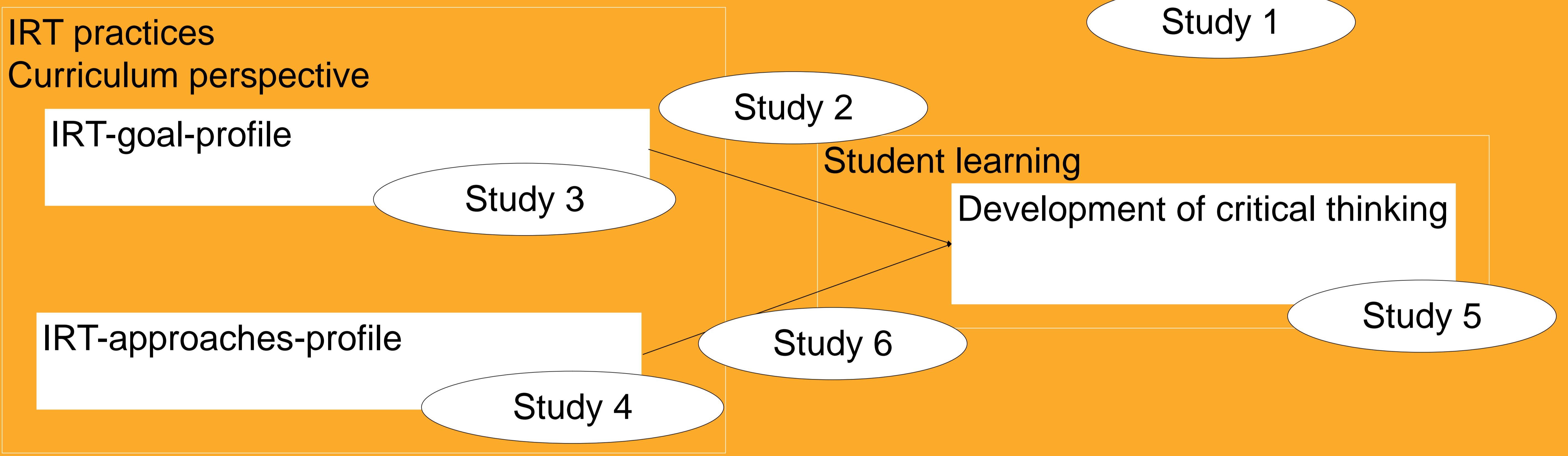




Investigation of practices on the integration of research into teaching (IRT) and their relation to the development of critical thinking (CT)

The relation between research and teaching



Preparatory studies

Study 1: Literature review

Study 2: Relation between experience with IRT and perceived quality of the learning environment (1st and 3rd year student)

Study 3: IRT goal profile

Questions

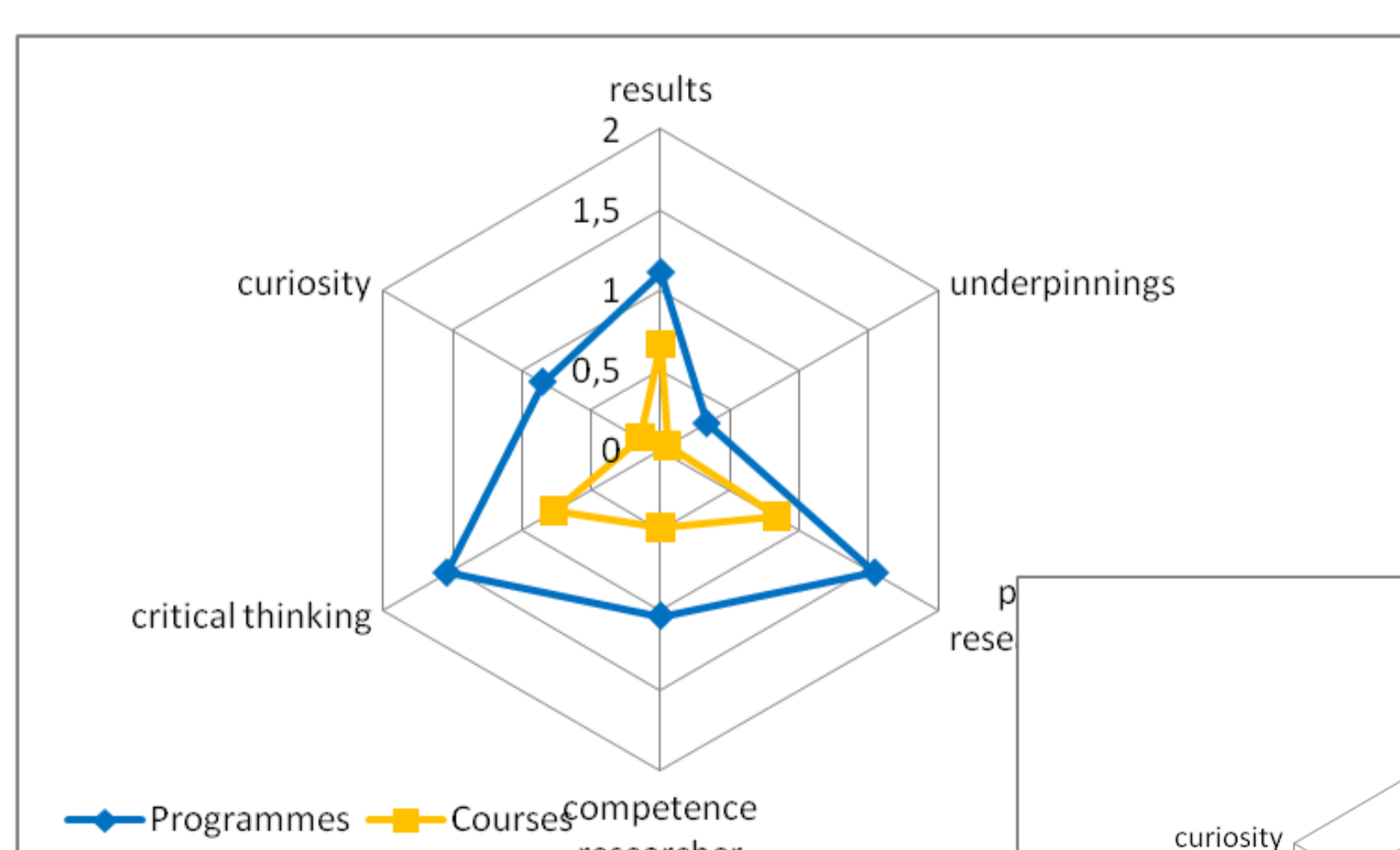
- a. Prevalence of research-related goals?
- b. Patterns in IRT goal profile?

Method

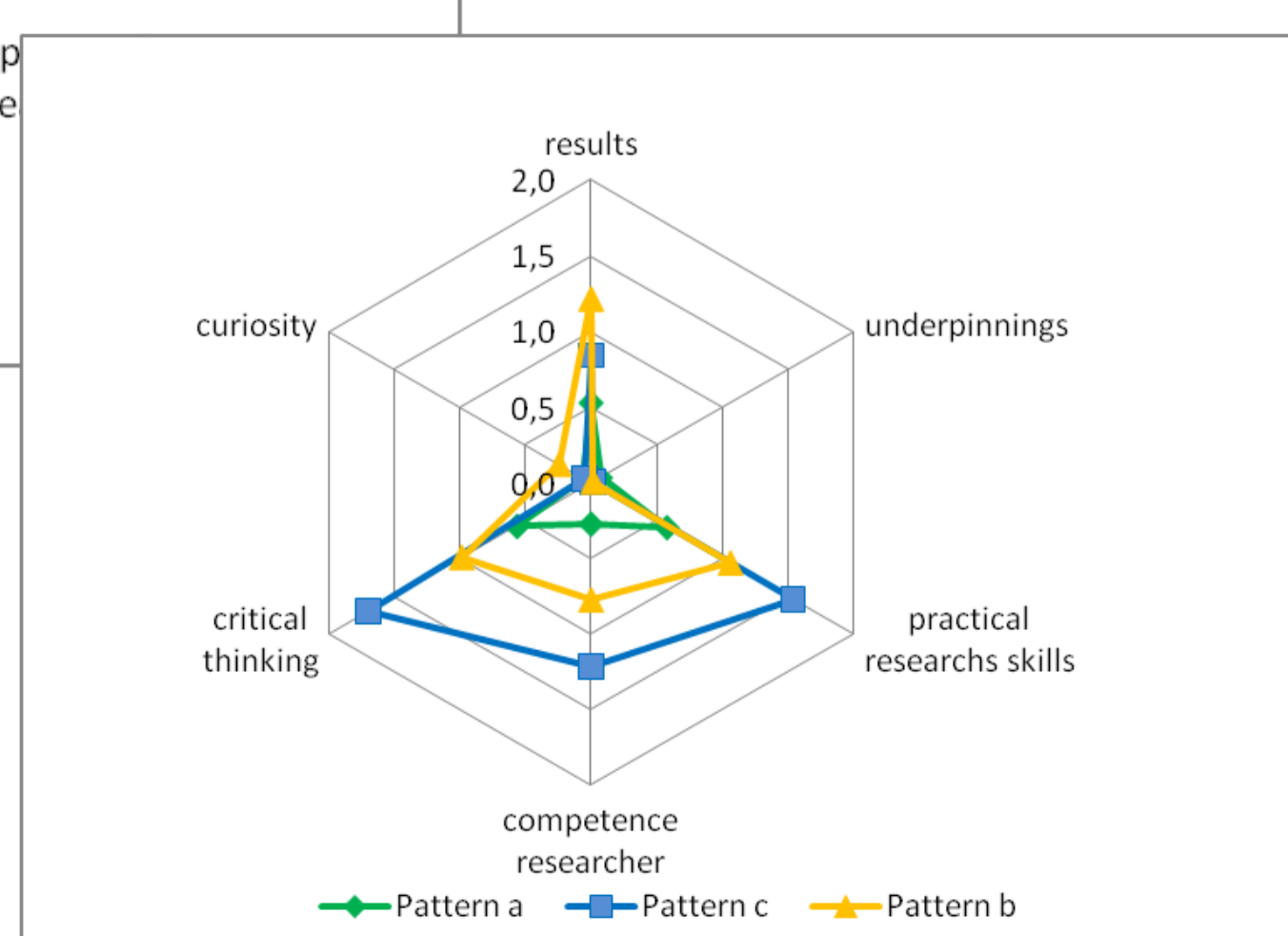
- 6 (7) research related educational goals (see handout)
- Score
0: no / 1: vague / 2: clear indications of pursuit of goal
- Analysis of written curriculum

Results

a.



b.



Study 4

Questions

- c. IRT practices?
- d. Patterns in IRT-practices?

Approach

- IRT-matrix
- Interviews

Research process	Importance of results
No focus on the research process	Yes
	No
Research processes are mentioned	Yes
	No
Students are informed about the research process	Yes
	No
Students are research subjects	Yes
	No
Students do parts of research	Yes
	No
Students conduct research	Yes
	No

Study 5: Critical thinking

Questions

- e. Growth in CT performance (in first year)?

Approach

Development instrument (open + closed questions)

First results

- Students grow during the year
- Difference in start performance between different types of programmes

Study 6: Main study

Aim

Relation between IRT-practices and development in CT?

Approach

Comparison of (the first year of) 4 different programs

Timing data collection

Academic year 2010-2011