

Maastricht Research-Based Learning MARBLE

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Research embedded in the undergraduate curriculum

- Excellent students in 3rd year of bachelor program
- Replaces current modules, or
- Modification of current modules
- Replaces electives
- Next step beyond Problem-Based Learning
- Financial support



Objectives of MARBLE

- Undergraduate research linked to on-going research, or to the research areas of the researchers who supervise
- *Research-based learning*: a mutual interaction between actual research and explicit pedagogy
- Embedded in the regular bachelor curriculum
- Social relevance
- Reflection on the discipline: interdisciplinary or meta-disciplinary elements
- Communication of research (results)
- Encouraging 'academic community'

Different curricula – different formats

- SBE: expanding research component in PBL setting
- FASOS, LAW: replacing existing courses or electives
- FPN: Individualized continuation of Research Practical
- UCM: replacing skills & projects

Challenges, obstacles and good news

- High level of enthusiasm amongst staff
- Students who participate in pilots are very positive
- Embedding within curricula
- Matching different curricula within one project
- Proper and consistent assessment requires guidelines: uniformity vs. arbitrariness
- The balance between vision and pragmatism

Discussion

- What is the difference between RBL and UGR?
- How to assess undergraduate research?
- Can the gap between disciplines be bridged?