

- No. 29
- **Higher Education's responsibility for developing research mindedness - university and local partners' perspectives.**

- Name: **Willumsen**
- First Name: **Elisabeth**
- E-Mail: elisabeth.willumsen@uis.no
- Organisation: **University of Stavanger, Norway**

-
- Authors: **Willumsen, Elisabeth, Hanssen, Helene, Monsen, Monica**

- **Abstract:**

- In recent years the relationship between higher education (HE) and local actors has been in focus, leading to the development of collaborative activities intended to increase research based education and practice. HE authorities have an obligation to make education and research available to the general public and ensure their usefulness to society. The World Declaration on HE for the Twenty-first Century: Vision and Action, emphasises that HE institutions should contribute to change that promotes solidarity, equality and justice. HE should strengthen its "role of service to society" through research and dissemination of results relevant to the needs of society, thus promoting human and social development in the light of globalisation. In line with the HE international guidelines, practice based research has become a priority area at the University of Stavanger, Norway, addressing questions of importance for teaching and research as well as for professionals' practice contexts where they work with service users. One important goal for the university is to involve students in research activities, so that they can gain experience of research during their studies and develop a so-called "research mindedness", implying an ideal of a reflexive expert, a researching practitioner and practice research. By drawing on an EU-project, Public Engagement with Research And Research Engagement with Society (PERARES), the Department of Health Studies and the Department of Social Studies at the University of Stavanger have closely linked research, education and practice in order to develop the students' and practitioners' research mindedness, making them more aware of how to utilize research in education and practice. Experiences from PERARES will be presented, including illustrations of how internal and external structures have been challenged as well as how collaboration with Civil Society Organizations (CSOs) has influenced and promoted increased responsiveness to external research needs. For example, CSOs are invited to "The research market place" in order to present questions that the master students can use in their research projects (master thesis). For most CSOs this is a long awaited opportunity to generate research in their area, since such organizations usually do not have research funds. CSOs also benefit from collaboration with the University and students in terms of achieving new ways of looking at things, familiarity with different methods of studying a question as well as taking part in the communication necessary to conduct a valid study.