

## **Promising practice – RRI in curricula**

**University:** Vrije Universiteit Brussel

**Academic discipline:** Interfaculty Teacher Training Department

**Course title:** “Onderzoekende School” (ENG: “Community School”)

### **Course description:**

At the start of the academic year the teacher training student(s) join(s) a research trajectory of one year connected to an education institute or organization in the educational domain (high school, institution for adult education etc.) that has submitted a research question/topic in the educational field. The research group consists of the student(s), the course coordinator, an academic supervisor and people from the institute or organization that has submitted the research topic. The student(s) join(s) at least 6 sessions of a research team in which he/she plays an active role throughout the year. The student becomes a partner of the research team and co-designs the research process, gathers a data collection, does a data analysis and research actions at the school. To mark the research process as a thread throughout the course, we make sure that the student is working on ongoing assignments throughout the course. These assignments help them understanding the school and educational context, the research cycle and the development of the own professional identity as a teacher. These assignments are collected in a portfolio that is being constantly evaluated by the supervisors.

### **Learning outcomes:**

**General:** Student teacher

- is able to network with external organisations providing education-related initiatives.
- can, supported by experienced teachers, initiate, develop and continue relationships with external organisations and/or collaborate with other actors
- is able to interact with staff of education related initiatives, prospective employers for students and/or trainee posts.
- is able to collaborate and negotiate education related issues within a team.
- is able to collaborate with external organisations in order to give shape to the pedagogical and social responsibilities of the school.
- is able to embed the own project in a proposal to develop the school/organisation towards a community school/organisation.

**Attitudes:**

- Decisiveness: daring to take position or to act and take responsibility for it.
- Relational orientation: show authenticity, acceptance, empathy and respect in the relationship with others.
- Critical attitude: being prepared to discuss one's own actions and beliefs, the value of statements or facts, and the advisability and feasibility of certain goals before taking position.
- Inquisitiveness: actively seeking for situations to broaden or deepen one's knowledge and/or competences.
- Organizational capacity: to plan, co-ordinate and delegate tasks in such a way that the intended goals are reached in the most efficient way.
- Willingness to collaborate: being prepared to collaborate towards a common goal.
- Sense of responsibility: feeling responsible for the functioning of the school as a whole and engaging to stimulate the positive development of the students.
- Flexibility: being prepared to adapt to changing circumstances, e.g. in terms of means, targets, people and procedures.

Source: <http://www.vub.ac.be/en/opleiding/fiches/57340>

**How students' learning is assessed:**

- Oral Exam: 30% of end rate
  - Presentation with external partners
- Practical exam: 50%
  - Internship: assessment based on reflection sessions, video journals
- Other: 20%
  - Portfolio-assessment: journal, research compass + poster

(9ECTS)

Students are not evaluated by teachers in their team because they should have the freedom to make mistakes, to evolve. They are guided and evaluated by their teacher trainers. They're assessed through video journals, e-portfolio (including all actions and materials e.g. surveys), logbooks or journals, presentation and research poster - based on reflection criteria, how they question themselves and their teams.

### **How students learn with civil society organisations (CSOs) through this course:**

In this course the schools and educational institutions that have submitted research questions/topics are the involved CSOs. Through these topics, the teacher training students get to know and focus on actual problems/issues at the educational field and school culture. Together with a team of school experts and academic supervisors they identify the problem, research it and come up with possible solutions or recommendations. In this way the teacher to be becomes familiar with schools and schools culture but also, the involved school improves their way of work supported by an academic team, including the student.

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### **How students learn about dimensions of RRI through this course:**

1. Diversity & inclusion:  
Involvement of a wide range of stakeholders: schools, students, educational experts, researchers...
2. Anticipation & reflection about educational research
3. Openness & Transparency: through team work and communication, including with external people
4. Responsiveness & adaptive change:  
Responding to emerging knowledge, perspectives, views, and norms in education. Change or shape existing routines of thought and behaviour but also the overarching organizational structures and systems in response to changing circumstances, new insights and stakeholder and public values.

**RRI keys integrated in the course** (ethics, governance, public engagement, science education, gender and open access):

- Ethics (in educational research)
- Public engagement (community based research)

**RRI process requirements integrated in the course** (anticipation, reflexivity, inclusion, mutual responsiveness, diversity, meaningful openness, adaptive change):

**To find out more contact:**

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Web information:

[https://issuu.com/onderzoekendeschool/docs/onderzoekende\\_school\\_-\\_brochure\\_han](https://issuu.com/onderzoekendeschool/docs/onderzoekende_school_-_brochure_han) (2014-2015, in Dutch)

**Research paper about the course:**

Vicky Willegems, Els Consuegra, Katrien Struyven & Nadine Engels (2016) How to become a broker: the role of teacher educators in developing collaborativeteacher research teams, Educational Research and Evaluation, 22:3-4, 173-193, DOI:10.1080/13803611.2016.1247721

<http://www.tandfonline.com/doi/full/10.1080/13803611.2016.1247721>