



INHERE 2018
LEARNING THROUGH INQUIRY IN
HIGHER EDUCATION



CONFERENCE PROGRAMME

	Thursday, 8 th March 2018	Friday, 9 th March 2018
9:00	Registration / Welcome	Reflection / Welcome
9:30	Opening (Scientific Board, Elisabeth Ambos)	Preparing Students for Independent Inquiry Learning (Keynote Marcia Linn)
10:00	Research on undergraduate research: What do we know about the benefits of undergraduate research? (Keynote Susan Larson)	Looking underneath the umbrella: About the variance of meanings of 'learning by research' (Ludwig Huber)
10:30		
11:00	Coffee break ☕	Coffee break ☕
11:30	Short communications:	Short communications:
12:00	A1: Assessment	A3: Perspectives
12:30	B1: Case studies	B3: Courses
13:00	Lunch break	Lunch break
13:30	Poster presentations 1	Poster presentations 2
14:00	Short communications:	Panel discussion: How to generalize research results to enhance learning by research?
14:30	A2: ForschenLernen	Wrap-up / Best Paper Awards (Scientific Board)
15:00	B2: Teacher education	
15:30		
16:00	Coffee break ☕	Closing (Martin Fischer)
16:30	Building effective and engaging instruction:	
17:00	Does inquiry learning alone suffice to do the job? (Keynote Ton de Jong)	
17:30		
18:00		
18:30		
19:00	Social event @ Schlosswirtschaft Schwaige	

Venue for the social event on the evening of Thursday, 8th March 2018

The social event will take place in the “Schlosswirtschaft Schwaige”. This restaurant is located near Nymphenburg Palace in the western area of Munich (Schloss Nymphenburg 30, D-80636). From the conference venue (Maistraße 11, D-80337) please go right and walk along the street. Turn left into “Reisingerstraße” and after 80 meters turn right on the main street “Lindwurmstraße”. Walk along the street and after 300 meters you will see in front of you the tram station “Sendlinger Tor”. Here you have the possibility to take both the tram line 16 (direction “Romanplatz”) and line 17 (direction “Amalienburgstraße”). In both cases please exit the tram at station “Romanplatz”. When you arrive there please go right and walk along “Arnulfstraße”, then turn left into “Romanstraße”. You will see the Nymphenburg Palace right in front of you. Please walk toward the palace and turn right into the street “Schloss Nymphenburg”. The restaurant is to your left. You can find a map on our website: <http://www.klinikum.uni-muenchen.de/DAM-Forschen-Lernen-Symposium/en/general-information/directions/index.html>

How to access the “Guest-WLAN” of the University Hospital

Please choose the WLAN “Guest-WLAN” on your computer, smartphone or iPad and open your browser. If you already happen to have a guest account at the University Hospital, please enter there your username and password. After a successful login, you will be redirected to the official website of the Klinikum Großhadern. If you don’t have a guest account yet, you can click on the link at the bottom of the screen (<https://wlan-gw.med.uni-muenchen.de>) and generate a new account. Please fill in all fields (name and mobile phone). Afterwards you should receive an SMS with your username and password to log into the WLAN. The instructions how to access the “Guest-WLAN” are available in English and German language on the website of the university hospital.

Short communications

A1: Assessment – Thursday, 8th March 2018, 11:30am-1pm

- Assessing Student Learning in Undergraduate Research Programs (*Galli*)
- Investigating Scientific Reasoning & Argumentation and Statistical Literacy in Higher Education: The Role of Domain and Study Progress (*Berndt, Schmidt, Sailer, Fischer, Fischer & Zottmann*)
- Empirical evidence for research-driven teaching and learning (*Langemeyer & Schlindwein*)
- Learning theory through practice: Publishing of undergraduate research in psychology (*Meixner, Gerkenmeier & Kedzior*)

B1: Case studies – Thursday, 8th March 2018, 11:30am-1pm

- The Humboldtian Ideal of Higher Education – Undergraduate Research-based Learning in Political Science (*Zettl & Nikolopoulos*)
- “MoBi4all” – Live from the lab and back (*Kaufmann*)
- “I can’t tell where the journey will end, but I know where to start”: Learning through inquiry-based internships in Bachelor of Psychology (*Kedzior*)
- Orientation and Motivation by Combining Research Based Learning and Orientation Studies (*Campbell, Schmitt, Schröder, Moldenhauer, Zipfel & Friedrich*)

A2: ForschenLernen – Thursday, 8th March 2018, 2pm-4pm

- Research-related formats at universities in Germany (*Stang*)
- How do students learn through research? – Operating between know-how, methods, and attitudes (*Rubel*)
- Which competencies can be acquired through research-based learning? – Results from a pre-post analysis in 74 university courses (*Wessels, Rueß, Deicke & Jenßen*)
- A Novel Approach for the Analysis of Scientific Reasoning and Argumentation in Clinical Case Discussions (*Lenzer, Ghanem, Weidenbusch, Fischer & Zottmann*)
- The Institutional Framework of Inquiry-Based Learning (IBL) in German Universities and Universities of Applied Sciences (*Dinter*)
- How do concepts of research affect inquiry-based learning? (*Mieg*)

B2: Teacher education – Thursday, 8th March 2018, 2pm-4pm

- Research on Inquiry-based Learning in Teacher Education (*Weyland & Fichten*)
- An integrative model for “teaching-based inquiry”? Advancing the debate of how to link teaching and research for the mutual benefit of students and scholars (*Fischer*)
- Problems of Evidence-based Educational Practice and Approaches to Fostering Educational Literacy (*Stark*)
- Trajectories of Change in Pre-service Teachers’ Perceptions of Student Misbehavior in the Classroom (*Can & Gokalp*)
- Research-Oriented Learning in Teacher Education by Professional Simulation (*Riegger*)
- Fostering of theory application competences in student teachers: Effects of an inquiry-based seminar concept and instructional support during testing on qualities of applicable knowledge (*Klein, Wagner, Klopp & Stark*)

A3: Perspectives – Friday, 9th March 2018, 10:30am-11am

- Looking underneath the umbrella: About the variance of meanings of ‘learning by research’ (*Huber*)

A3: Perspectives (continued) – Friday, 9th March 2018, 11:30am-1pm

- Scientific Inquiry in Health Sciences Education: Analyzing Junior Faculty's Teaching Portfolios (*Musaesus*)
- Encouraging student-driven clinical research in Germany: The CHIR-Net SIGMA network (*Friedrich, Kopp, Frey, Rädiker, Fink, Neudecker & Mihaljevic*)

B3: Courses – Friday, 9th March 2018, 11:30am-1pm

- Explorative vs. classical practical course – how to inspire scientific thinking in medical students (*Schubert, Zavaritskaya, Eckel & Schüttpeiz-Brauns*)
- Using metaphors in the beginners' courses to promote competencies in higher education (*Wahl*)

Poster presentations

Poster presentations 1 – Thursday, 8th March 2018, 1pm-2pm

- Empirical assessment of approaches to learning methods in psychology (*Seehoff, Gerkenmeier & Kedzior*)
- Inquiry-Based Learning in Higher Education Statistics: Effects on Students' Self-Efficacy, Attitudes, and Achievement Emotions (*Bod & Sommerhoff*)
- Case representation scaffolds improve diagnostic efficiency in 4th-5th year medical students: A randomized controlled laboratory study (*Braun, Zottmann, Wirth, Fischer & Schmidmaier*)
- Impact assessment of inquiry based learning: Why we need additional research beside student learning (*Schiefner-Rohs & Lübcke*)
- The interplay of motivational and cognitive factors during the explanation of pedagogical situations by prospective teachers (*Trempler & Hartmann*)
- Executive functions as moderators of the worked example effect on statistical reasoning – A replication study (*Bichler, Fischer & Bühner*)
- Evidence-based practice: Norms of evidence production in different disciplines (*Scappucci, Osterhaus & Fischer*)
- The Role of Epistemic Beliefs in Supervisory Relationships (*Dudko, Ouellette, Zottmann & Fischer*)
- Humboldt reloaded – perennial effect study, interdisciplinary projects, summer school and teaching coaching for research-based learning (*Gerstenberg, Reinmuth, Sand, Stefani & Frank*)

Poster presentations 2 – Friday, 9th March 2018, 1pm-2pm

- Training Concept: Efficient and Strategic Reading of Academic Texts (*Czech*)
- Active open online learning: A practical approach to improving statistical literacy among learners (*Herrera-Bennett*)
- FLIK – A concept for successfully instructing inquiry-based learning in compact seminars “en bloc” (*Fischer*)
- Investigating the (Local) Archive. Student Motivation through Research-based Learning – A Case-Study from History (*Klöber*)
- The nature and use of (health) design in inquiry-based learning – A case study (*Fischer*)
- Project Laboratories and tu projects – Project based inquiry learning at the Technical University of Berlin (*Haas*)
- The Zeppelin Project – Undergraduate research at Zeppelin University (*Nikolopoulos & Zettl*)
- Implications of multiperspectivity and social reflexivity in planning (developmental) research processes with stakeholders (*Reisas & Sandmann*)
- Preparing teacher students for learning by research: Fostering students' methodological skills through inverted classroom (*Mertens, Schumacher & Basten*)