

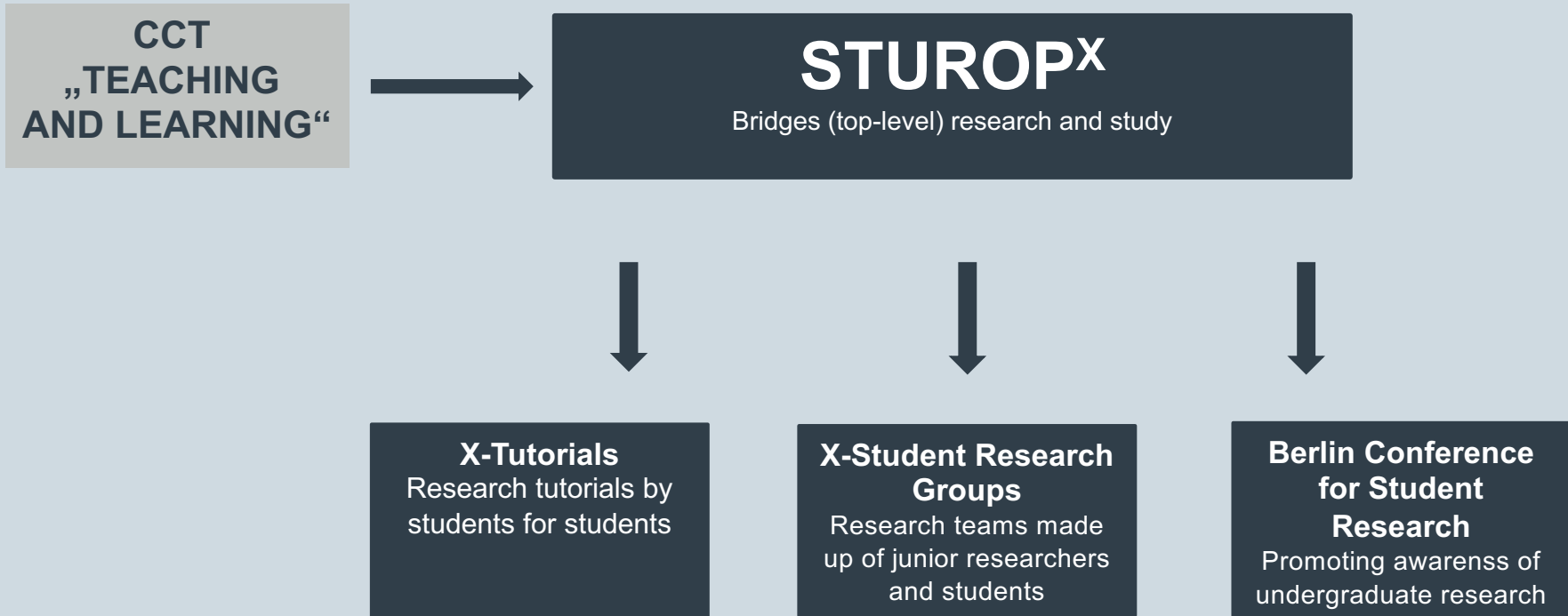
# X-Tutorials: Research tutorials by students for students

Information event

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# Berlin University Alliance



# Student Research Opportunities Program<sup>x</sup>

## X-Tutorials– Objectives:

- Projects initiated and carried out by students. Together with other tutors conduct research seminar on a topic of their own choosing. Students (nearly) go through the phases of a research cycle.
- The aim is to give students the opportunity to carry out a research project largely independently during their studies.

# X-Student Research Groups

- 2 tutors (á 40 hours) + material resources (up to 750€)
- 12 months
- Implementation of two one-semester research tutorials or one two-semester research tutorial
- interim and final report
- per semester funding of 8 X-Tutorials by the Berlin University Alliance
- Qualification program + regular tutor meetings
- Management of funds at the Humboldt-Universität zu Berlin: contract + management of material funds
- Professor: scientific advisor
- Implementation of the tutorial at the institution to which the project is institutionally linked: booking of seminar rooms or use of teaching platform (via supervising professor), confirms successful participation for participants (Modulverantwortung).

# X-Tutorials: interdisciplinary student research projects

## Participants might come from different disciplines and different levels:

- BUA-Teaching and Learning: Student from all partner intuitions can participate (FU, HU, TU und Charité)
- Up to 15 participants per projekt, if more, participants are chosen by lot

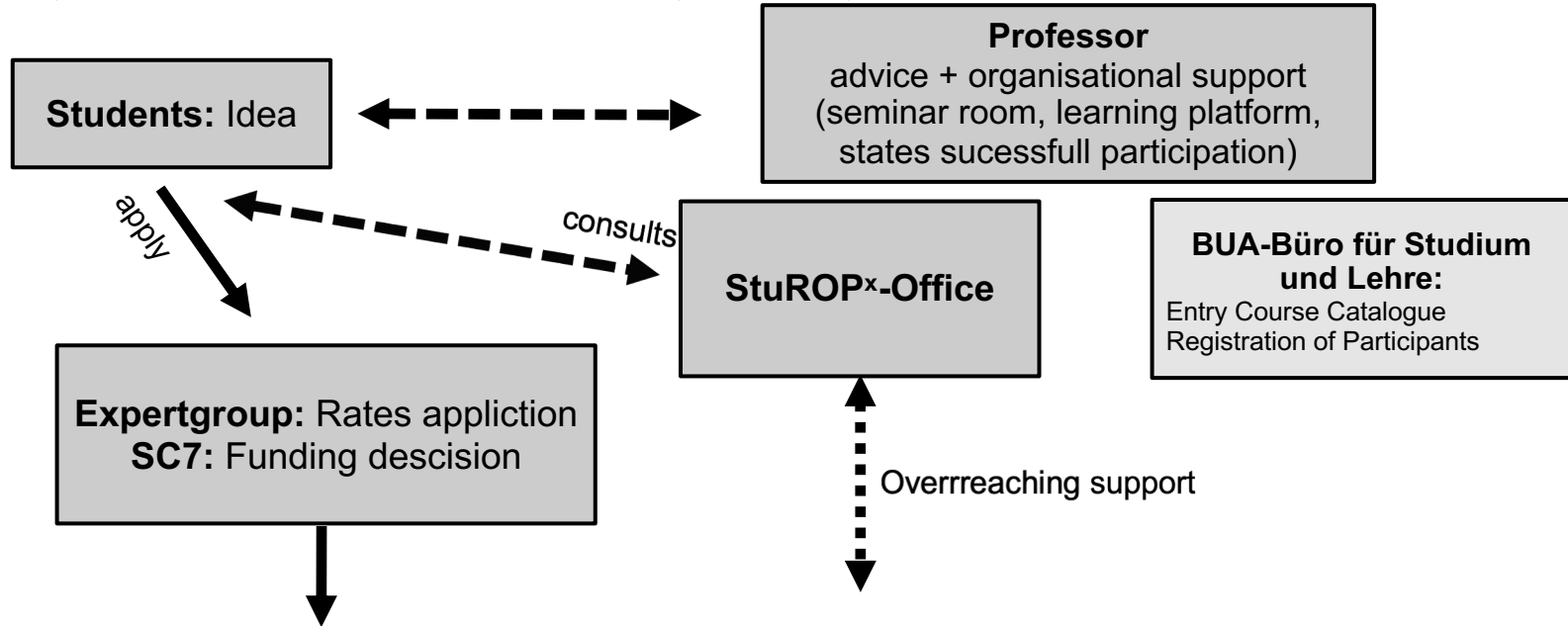
## Student gain credits

- 6 ECTS
- Credititabel in the extra curricula Area (e.g. Freie Wah /ABV/ÜwP), individual crediting in own study program is also possible (upon request)
- Tutorials are not assigned to a degree program

### Modulbeschreibung X-Tutorials 6 LP

<b>Modul:</b> Studentisches Forschungsprojekt – X-Tutorial			
<b>Hochschule:</b> Partnerhochschulen der Berlin University Alliance: Charité, FU, HU, TU			
<b>Modulverantwortliche/r:</b> Betreuende Professorin bzw. betreuender Professor des Projekts			
<b>Zugangsvoraussetzungen:</b> keine			
<p><b>Qualifikationsziele:</b> Studierende kennen verschiedene Phasen eines Forschungsprozesses. Sie sind in der Lage, ein zeitlich begrenztes Forschungsprojekt oder Teile davon selbständig in einem studentischen Team durchzuführen, d. h. Forschungsfragen zu formulieren, ein methodisches Vorgehen zu konzipieren, die Forschung umzusetzen und die Ergebnisse zusammenfassend zu dokumentieren. Sie haben ein Bewusstsein für herausfordernde Situationen im Forschungsprozess und können geeignete Lösungsansätze dafür entwickeln. Sie sind in der Lage, Ziele für den gemeinsamen Arbeitsprozess zu definieren, die Aufgaben untereinander aufzuteilen und sich gegenseitig Feedback zu geben. Sie haben die Fähigkeit, ihre Forschungsergebnisse wissenschaftlich und für externe Zielgruppen aufzubereiten und können ihren eigenen Lern- und Forschungsprozess kritisch reflektieren und bewerten.</p>			
<p><b>Inhalte:</b> Das Modul bietet die Möglichkeit, ein zeitlich begrenztes Forschungsprojekt zu planen und durchzuführen. Dabei werden die hierfür notwendigen inhaltlichen Grundlagen erarbeitet und ein geeignetes methodisches Vorgehen angewendet. Prozessbegleitend werden Methoden für Peer-Feedback sowie für die Reflexion von Lern- und Forschungsprozessen eingesetzt. In projektbezogenen und für die studentische Forschung geeigneten Formaten werden die Ergebnisse diskutiert und in einem wissenschaftlichen Format aufbereitet und präsentiert.</p>			
Lehr- und Lernformen	Präsenzstudium (Semesterwochenstunden = SWS)	Formen aktiver Teilnahme	Arbeitsaufwand (Stunden)
Seminar	2	Kleingruppenarbeit, Diskussion	
Lehrforschungsprojekt	120 h	Kleingruppenarbeit, Mitarbeit bei der Planung und Durchführung eines studentischen Forschungsprojekts, Aufbereitung und Präsentation der Ergebnisse in einem wissenschaftlichen Format, Erstellung eines Reflexionsberichts	Seminar: Präsenzzeit Vor- und Nachbereitung 30 30 Lehrforschungsprojekt: Präsenzzeit 120
<b>Leistungspunkte und Voraussetzung für deren Erteilung</b>		Seminar: 2 LP - 1 LP für die Teilnahme - 1 LP für Vor- und Nachbereitung  Lehrforschungsprojekt: 4 LP - 2 LP für die Planung und Durchführung des Projekts - 1 LP für die Aufbereitung der Ergebnisse in mündlicher Form (z. B. Vortrag, Posterpräsentation), in schriftlicher Form (z. B. Ergebnisbericht, Essay) oder in multimodaler Form (z. B. Audio- oder Videomaterial, Objektpräsentationen oder Ausstellung). Diese Leistung kann individuell oder in Gruppen erbracht werden. - 1 LP für die Erstellung eines leitfragensorientierten individuellen Reflexionsberichts	
<b>Modulprüfung</b>		keine	

# From your idea to the realization of your project:



# What the application entails:

- **Application form (online)**
  - Details on applicant
  - Title of X-Tutorial and institutional affiliation
- **Letter of support from a university lecturer**
  - Assessment of the feasibility of the research project
  - Willingness to provide expert advice and organizational support
- **Project outline**
- **Optional: Application for material or travel funds up to a maximum of 750 euro**
  - Requirement: The funds must be necessary for the research or project implementation, e.g. printing costs, admissions, laboratory consumables, proband fees, software, stationery for moderating sessions, books, honorarium for guest lecture... When applying for more than 750€, it should be clear that the project is feasible even if only 750€ can be granted (as this is dependent on available residual funds).
- **Documentary of the affiliation of the X-Tutorial to an institute**
  - Confirmation of support (signature) of a professor
  - Institutional connection = responsible for the implementation of the course e.g. room booking, access to the learning platform, use of laboratory facilities if applicable, confirms the successful participation for participating students

# Criteria and its prioritization for the evaluation of applications

Please find the notes on the project outline on our website:

<https://www.berlin-university-alliance.de/en/commitments/teaching-learning/stuop/research-groups/call-for-proposals/project-outline.pdf>

## Additional Notes:

- The letter of support will not be evaluated, but will contribute to the overall impression.
- Incomplete and (formally) incomplete applications won't be considered.

## 1. Quality of content

Question, relevance, method, preparation of results

## 2. Implementation

Work phases, involvement of students, workload

## 3. Participating Students

Disciplines, prior knowledge, working together as research team

## 4. Cooperation/Contribution to BUA



# StuROPx-Expert Group

- Reviewers of the applications
- 40 Members, parity equality of the four partners in the alliance, gender parity, interdisciplinary
- professors, research assistants, students
- Applications are reviewed by experts and experts from other fields

# What is important to the reviewers?

*Applications are scored by precisely defined criteria. However, when many good applications are submitted the overall impression is important .*

- Clear research question!
- Students can bring in own ideas
- Originality
- Trans- or interdisciplinary approach
- Interesting topic for students
- Realistic time schedule for research project
- An open-ended and participative project (no classical seminar plans!)
- Reasonable workload for students (approx. 180 hours)
- Well and understandable (also for non-specialists!) written applications

# Conception of a course in research-based learning

- Characteristics
- Phases

# Characteristics of a research-based learning course

- Students experience ( nearly ) a complete research process, they work on their own questions and they generate (for themselves new) scientific knowledge and prepare this for third parties.
- Research-based learning presupposes that students experience or understand (approximately) all steps in the research process themselves. The phases of research-based learning thus largely correspond to the typical steps of a research process (based on Huber, 2013)
- The research takes place together (or in small groups) to a large extent in the context of the course and not (like in a classical seminar) in individual work and only after the course. The findings of the students are rather discussed together and the research process is reflected upon.

# Phases in research-based learning (after Huber, 2013)

- Entering the research field: Perceive an initial problem or framing issue.
- Identify possible (sub-) research questions
- Develop information and theoretical approaches (research situation)
- Select and acquire methods
- Develop research design
- Conduct a research activity: collect data, develop something, analyze....
- Prepare and present results
- Reflect on the research process

The order of the steps differs depending on the discipline and the research project. As in real research projects, the steps are not always to be worked through chronologically, but rather, depending on the project, the sequence can overlap, intermingle, and in some cases repeat itself.

Please describe a research project in your project outline, not a normal seminar.

Further Questions?

**Please check out the FAQs:** <https://www.berlin-university-alliance.de/commitments/teaching-learning/stuop/research-groups/faq-groups/index.html>

Contact:

**[stuop@berlin-university-alliance.de](mailto:stuop@berlin-university-alliance.de)**

Please submit your application until: **June 6th 2022**

