The Phases of Research Instrument

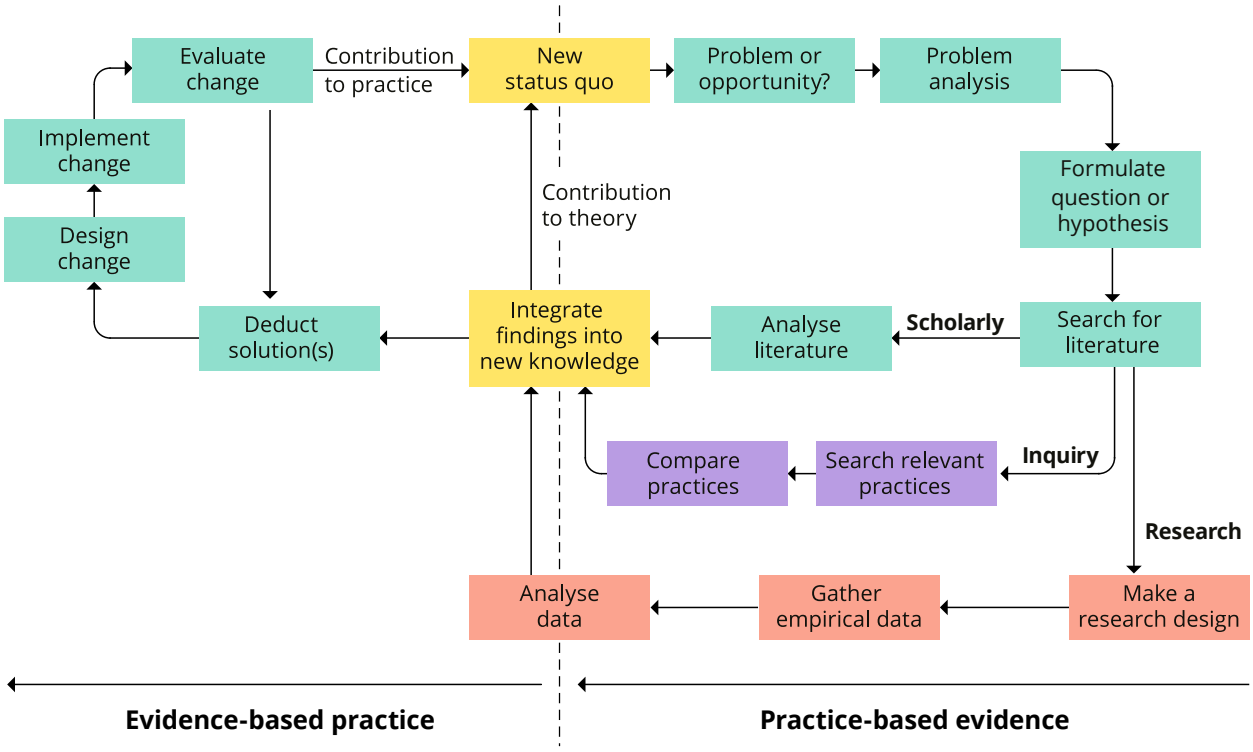
Aim: The Phases of Research Instrument can assist in debates about what activities and assignments comprise research, and therefore what should be part of the curriculum. The instrument integrates empirical and design orientated perspectives to highlight a full cycle of research.

Perspectives of Research

In our workshops with educational teams, we noticed that many teams addressed research in an incomplete way. This affected collaboration between teams, as well as the educational provision for students:

- For some educational teams (typically from health, economics or social science disciplines), research was focused on the *Empirical Research Cycle*. These teams focused on the formulation of a question or hypothesis, data gathering and report writing. While generating advice or designs to implement was also expected, less attention was given to the characteristics of these activities in learning activities.

- For other educational teams (typically from creative or technical disciplines), research was addressed as solving a design problem – the *Regenerative Cycle*. Here, the main focus was on the activities in the design process, where the characteristics for the design were typically derived from interviews or focus groups with clients. However, the importance and quality of these activities were often not discussed or taught in a systematic way.



Phases of Research Instrument
Higher Education, Research and Innovation Department

Phases of Research

The right side of the model is called '**Practice-based-evidence'.** This is used to systematically gather and analyse information in order to reach conclusions. Potential activities here include formulating hypotheses, testing and reporting findings. The result of the right side of the model is integrated findings, also called 'new knowledge'.

The left side of the model is called '**Evidence-based practice'.** This focuses on using findings (ideally from research) for implementation, change, and design of practical situations and processes. Potential activities here include deduction of solutions, design change, implementing and evaluation.

Depending on what type of researcher students are supposed to become or the type of research skills that they are supposed to master in their bachelor programme or a specific module, one of the cycles might more relevant than the other. Whether being able to work on practice-based evidence or evidence-based practice is the goal for students is expected of the student, the activities and their quality criteria should be taught as part of the regular curriculum.

Integration with 'Perspectives of Research' Instrument

The *Perspectives to Research Instrument* is also integrated in this model. Within the model different routes of practice-based evidence are depicted, helping teams to distinguish between scholarship, inquiry and research. Not all researchers or students need to do 'research', sometimes doing 'inquiry' or being a 'scholar' is sufficient.