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Research-Based Learning: Case Studies from
Maastricht University
Zertifikat B1
The Question of Competence

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Research-
Based
Learning:
Case Studies
from
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This book
describes
lessons
learned from
the
implementatio
n of research
based learning
at Maastricht

University.
Well-known
for its problem
based learning
(PBL)
educational
model,
Maastricht
University
implemented
research-
based learning
(RBL) as a
new
educational
concept in
addition to
PBL, around
2009. The
model has
taken the
shape of an

excellence
programme
offering third-
year bachelor
students an
opportunity to
conduct
academic
research
together with
academic
staff. The
introduction of
the research-
based learning
concept into
the
programmes
of all
Maastricht
University's
faculties has

resulted in a range of RBL models that vary to fit the various disciplines and programmes offered by the faculties. The book first presents theoretical models and a description of the concepts of research-based learning and undergraduate research (UGR). Next, by means of case studies, it describes the formulas developed to suit the various programmes, the challenges encountered, the initial

reservations on the part of the staff, the limitations caused by regulations and demands of the curricula, as well as the successes and results of the excellence programme. The disciplines described in the case studies include psychology and neuroscience, knowledge engineering, social and cultural sciences, law, and business and economics. **Zertifikat B1**
Cornell

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Medical competence is a hot topic surrounded by much controversy about how to define competency, how to teach it, and how to measure it. While some debate the pros and cons of competence-based medical education and others explain how to achieve various competencies, the authors of the seven chapters in *The Question of Competence*

offer something very different. They critique the very notion of competence itself and attend to how it has shaped what we pay attention to—and what we ignore—in the education and assessment of medical trainees. Two leading figures in the field of medical education, Brian D. Hodges and Lorelei Lingard, drew together colleagues from the

United States, Canada, and the Netherlands to explore competency from different perspectives, in order to spark thoughtful discussion and debate on the subject. The critical analyses included in the book's chapters cover the role of emotion, the implications of teamwork, interprofessional frameworks, the construction of expertise, new directions for

assessment, models of self-regulation, and the concept of mindful practice. The authors juxtapose the idea of competence with other highly valued ideas in medical education such as emotion, cognition and teamwork, drawing new insights about their intersections and implications for one another. The Question of Competence for

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