COMMUNITY-BASED RESEARCH AS A TEACHING APPROACH FOR THE ISSUE OF "FORCED DISPLACEMENT AND MIGRATION"

Point of departure:
Forced displacement and migration

» as global societal issue
» as an issue to be taught to all students
» as relevant issue for all professionals in the education field

65.3 M
forcibly displaced people worldwide
(UNHCR 2015)

core issue of the globalized world

Faculty of Education at University Hamburg

Department I:	Department II:	Department III:
general education; international and intercultural comparative education	school education and educational research, early childhood and primary education, psychology in education and teaching, social pedagogy, and special needs education	adult and further education, vocational education, and economics and business education

How to tackle the issue in higher education?

How to tackle the issue in all areas of the Faculty of Education?

Theoretical Level

Which concepts can be found in the scientific literature and how do they relate to each other?

Research-based learning (RBL)
» Method for active learning (Levy & Petrulis 2012)
» Development of skills in self-reflection, critical thinking and the ability to undertake inquiry (Spronken-Smith & Walker 2010)
» Edifying potential through the pursuit of truth (Simons & Elen 2007)
» But no focus on societally important issues nor on the education of students towards a live of social responsibility

Community-based research (CBR)
» is conducted as a partnership of students, faculty, and community members (research with instead of on the community)
» has the purpose of solving a pressing community problem and effecting social change
» also encompasses a teaching strategy
» offers the potential to prepare students to become active citizens (Strand et al. 2003)

Empirical Level

How is CBR conducted at University Hamburg?

Grounded Theory Methodology (Strauss & Corbin 1990)

PHASE 1
analytic auto-ethnography (Anderson 2006) | 2 cases
RBL and CBR as frameworks for high level of freedom cons. the choice of topic

RESULTS
» Students' high motivation to immerse in the work on current global issues
» Close relation to the students' own experiences
» Intense discussions on terms and theories
» Lecturers' relatively low level of expertise as a benefit for common research on eye level
» Framework needed for orientation (research cycle)

PHASE 2
Observations
Interviews (teachers' and students' perspectives)
4 cases

PHASE 3
Further case studies depending on results and new assumptions

Conceptual Level

Which conclusions can be drawn for concepts of CBR in the field of forced displacement and migration?

Open questions:
» What are chances and limits of the autoethnographic methodology?
» How is it possible to gain trust from teachers and students in order to enable observations and create an open atmosphere for interviews?

CBR as a research and teaching approach for societal issues and for social change?

References

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