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Research-based Education: Transforming staff and students through praxis

In the current climate of consumer-driven student satisfaction, it is important to focus on initiatives that can fundamentally alter the purpose and impact of student involvement in education and knowledge production. This paper focuses on the transformative nature of research-based education and staff-student partnership with the potential to unsettle the traditional hierarchy of knowledge production in higher education, encourage praxis in staff and students, and challenge ways of knowing and working in HE. Several models of student participation (Arnstein, 1969; Healey & Jenkins, 2006) are discussed to highlight the importance of authentic partnership over more tokenistic, passive engagement of students. Engaging staff and students in praxis through research-based education can be seen as part of a larger critical project to develop new ways of understanding knowledge production and consumption, leading to researchers who have a desire to change the world as well as understand it (Kincheloe & Steinberg, 1998).

This paper forms part of a roundtable proposal.

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