

Student Inclusion in Action: Applying Scientific Research-Based Learning and Team-Based Learning

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EXTENDED ABSTRACT

In contemporary higher education, the development of critical thinking, problem-solving, and research skills has become increasingly important in a world flooded with information. The constant growth of misinformation and pseudo-knowledge demands that students not only absorb knowledge but also understand the processes by which it is created, verified, and applied (Pourhejazy et al., 2024; Wimmelmann et al., 2024). This paper examines the potential of integrating Scientific Research-Based Learning (SRBL) and Team-Based Learning (TBL) as a combined pedagogical approach to enhance student engagement, critical thinking, and problem-solving in higher education. SRBL places an emphasis on active student involvement in research, allowing learners to create knowledge and apply scientific principles. TBL, meanwhile, is centred on collaboration and peer feedback to solve complex problems. Together, these methods foster a dynamic learning environment that prepares students for real-world challenges by promoting both individual inquiry and teamwork. The study draws on constructivist learning theory to review existing literature and case studies, demonstrating the effectiveness of combining SRBL and TBL across various academic disciplines. SRBL encourages students to investigate, analyse and apply research findings to real-world problems, while TBL enhances interpersonal and leadership skills through structured teamwork. The combined approach facilitates deeper comprehension of complex concepts and enhances the capacity to critically evaluate information and collaborate effectively. The theoretical analysis' findings demonstrate that the combination of SRBL and TBL leads to enhanced student learning outcomes, including improved critical thinking, research skills and the ability to discern credible information in an age of misinformation. Professors play a crucial role in facilitating this approach, acting as mentors and providing guidance throughout the research and collaboration processes. The integration of SRBL and TBL not only improves academic success but also prepares students for professional environments that require interdisciplinary knowledge and teamwork.

Moreover, the paper employs a case study methodology to illustrate the practical applications of SRBL and TBL. It presents a sample of cases from practice, drawn from the experience of Mykolas Romeris University, which demonstrate the application of SRBL and TBL. The findings of the case studies indicate that inclusive learning approaches facilitate exemplary learning outcomes and enhance the acquisition of comprehensive knowledge and a profound understanding of the subject matter.

REFERENCES

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