

# Invited Speaker Abstract

Official Language: English

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## Title of Presentation

Integrating research, professional practice and education

### **1. Abstract**

Evidence-based practice and clinical reasoning are key elements of dietary practices, and research skills are inevitable elements for innovation of the professional field. Therefore, dietitians have to develop research competences during their Dietetics programme.

Ideally, research, professional practice and education are closely related in universities. However, as in many universities, The Hague University of Applied Sciences (THUAS) has a history in which a clear distinction is observed between these parts with separate research groups, separate quality assurance procedures, financial structures, etc.

Nutrition and Dietetics in THUAS aspires to intensely integrate professional practice and research within their programme to contribute to knowledge production and innovation for the professional field, to develop evidence-based professionals, to maintain an up-to-date curriculum. In order to do so, we have started a project "Research intensive professional bachelor" including a review of the literature, a best practice research and pilots in which staff, management, students and professionals are involved. This workshop aims to share our findings so far and to discuss the experiences of each one present on the integration of research and education.

### **2. key references**

- Elsen M, Visser-Wijnveen GJ, van der Rijst RM & van Driel JH (2009). How to strengthen the connection between research and teaching in undergraduate university education. *Higher Education Quarterly* 63(1):64-85.
- Kyvik S & Lepori B (2010). Research in higher education institutions outside the university sector. In S. Kyvik & B. Lepori (Eds.). *The research mission of higher education institutions outside the university sector* (1st ed., pp. 3-24). Dordrecht: Springer.
- Spronken-Smith R, Walker R, Batchelor J, O'Steen B & Angelo T. (2011). Enablers and constraints to the use of inquiry based learning in undergraduate education. *Teaching in Higher Education* 16(1):15-28.

### **3. key messages**

- Integration of research, education and professional practices requires continuous attention.
- Research in education contributes to innovation of the profession.

### **4. questions**

- What is your experience in integrating research in education?
- Do you experience innovation through your institute's research?
- How is your collaboration in research with professionals?