



Researching Learning in Higher Education – Basics, Motivation, Methodical Configuration and Concepts

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Researching learning ties together the self-steered knowledge development with the formation of metadisciplinary competence in ideal way. By researching learning students can open up and generate their knowledge self-contained and independently. It contains thus for students, but also for lecturers special attraction. Not the reproducing learning stands well to the fore, but a deepening understanding of the contents and the field. Learning becomes thereby more intensely and more satisfactory. This paper analyses the basics of the researching learning with a special focus on the role of the lectures and the students in regard to the methodological organization of the learning process, blended learning concept by using of appropriate learning management systems and researching learning specificities in the groups. The parallels with the action-oriented approach are given, as well as the possible practical suggestions for the realization of the lectures like the open innovation concept or third party certification concept.