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Call for abstracts
Research-Based Learning in Medical Schools:
An Opportunity for the Development of Ethical Competencies?

An international online workshop from **October 18 to 19, 2022**,
that aims at **connecting perspectives from Oceania, Asia and Europe**

Learning to be a doctor requires medical students to develop acuity and agility to deal with complex real-world problems that can be novel or unpredictable. Research-based learning can help them to develop general competencies such as problem-solving and critical thinking skills. It can also be used to support the acquisition of ethical competencies involving ethical reasoning, an integration of the perspectives of patients or other professionals and self-reflection.

Through research-based learning medical students actively search for and then use multiple resources, materials, and texts to answer questions and address challenges in their field of training. According to Huber and Reinmann (2019), three approaches to research-based learning can be distinguished in principle: a) learning to understand research, b) training to do research tasks and c) conducting research. Research-based learning can be conducted within programs that support students by simulating research or by creating opportunities to make an original contribution to scholarship.

In this workshop we aim to clarify the opportunities for bioethicists to contribute to research-based learning programs. We invite contributions by educators and scholars in medical schools who wish to reflect on the methods of this teaching concept and its potential value in supporting students' development of ethical competencies.

Contributions should (ideally) relate broadly to one of the following questions:

1. How could research-based learning be related to the development of ethical competencies of future doctors?
2. What research approaches (e.g. methodology and design) are most beneficial as an example for research-based learning of bioethical scholarship?
3. How should educators implement research-based-learning to enable students to develop ethical competencies?
4. To what extent should research-based learning be teacher-guided or self-directed by medical students?
5. How can bioethics research serve as a gateway to students' understanding of and engagement in (inter-)professional environments?

Places are limited to 12 presentations. Expressions of interest should entail an abstract (300-500 words) and a short biography including your current affiliation (150 words). Contributions will be prioritized based on their fit to the topic and their originality with a view to represent the diversity of submissions. The presenters will be invited to give a presentation (approx. 20 minutes) during a two half-day online workshops via ZOOM.

Organizers: Dr. Cynthia Forlini (School of Medicine, Faculty of Health, Deakin University, Geelong, Australia) and Dr. Katja Kuehlmeier (Institute of Ethics, History and Theory of Medicine, Medical Faculty, LMU Munich, Germany)

Applications should be sent via email to:

bioethics@deakin.edu.au

Deadline: **September 19, 2022**

Workshop date and time: **October 18-19, 2022**,

European participants: **CET 8:30-11:30**

Asian and Oceanian participants: **AEST 16:30-19:30**