How does conducting research affect learning processes? Inquiry learning, inquiry-based learning, learning by research - these concepts refer to a trend in higher education: to provide students with the opportunity to learn by conducting their own scientific inquiries or investigations. Learning through inquiry has become a standard in many universities worldwide, but empirical research on its impact is rare and the underlying learning mechanisms have still to be revealed. INHERE 2018 aims at examining and confirming the empirical basis for the claims (and arguments) brought forward for learning through inquiry. An integral part of the conference will be a discussion of the scientific findings from three years’ work by the research project ForschenLernen.

International Guest Speakers:
- Elizabeth Ambos (Council on Undergraduate Research, USA)
- Ton de Jong (University of Twente, Netherlands)
- Susan Larson (Concordia College, USA)
- Marcia Linn (University of California, Berkeley, USA)
- Rachel Spronken-Smith (University of Otago, New Zealand)

Please submit your abstracts for presentations and posters until October 31st 2017! (300 words max.)
Conference Dates: March 8\textsuperscript{th}-9\textsuperscript{th} 2018
Venue: Medical Center of the University of Munich, Clinic of Gynecology and Maternity Care, Maistraße 11, D-80337 Munich, Germany
Registration Fee: € 120; Students € 40
Official Language: The conference language will be English
Abstract submission until: October 31\textsuperscript{st} 2017
Registration until: January 19\textsuperscript{th} 2018

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