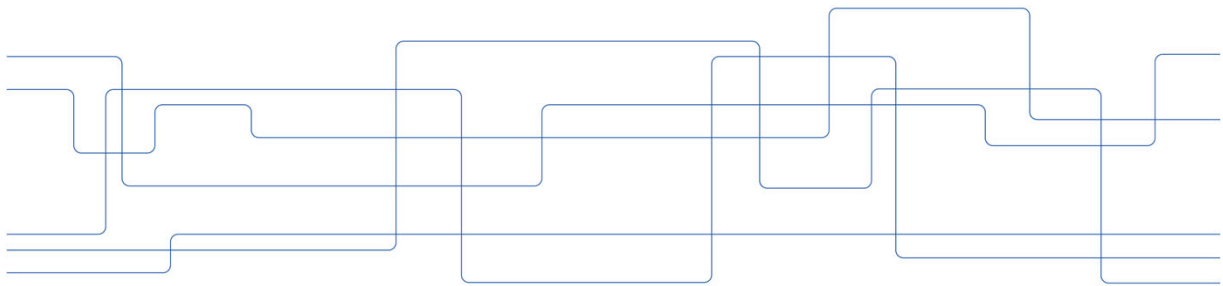




Linking research and teaching

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Outline

- Brief background
- What do we mean by "research"?
- Is there a link between the two?
If so, what does it look like?
- Are there any disadvantages or risks?
- Linking research and teaching in the curriculum – the Healey framework
- Questions and comments



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In your opinion...

- *Is it important to connect to research in your teaching?*
- *If so, why? If not, why?*

Write a brief comment in the Zoom chat!

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Ideal by von Humboldt

The notion of a close relationship between research and teaching was originally formulated by von Humboldt in the early 19th century (Östling 2016).

The teaching-research nexus is

- an ideal widely recognised, for instance as manifested in the *Magna Charta Universitatum*,
- a central feature of academic tradition,
- nowadays frequently emphasised in university policy documents.



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The Higher Education Act Högskolelagen (1992:1434) 1 kap

Section 3

The operations of higher education institutions shall be organised to ensure that there are **close links between research, and courses and study programmes.**



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The Higher Education Ordinance Högskoleförordningen (1993:100)

Examples in the Degree ordinance include:

- awareness of current research
- insight into current research and development work
... demonstrate the skills required for participation in research and development work or autonomous employment in some other qualified capacity
- demonstrate the ability to ... participate in research
... and so contribute to the formation of knowledge

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What do we mean by research? (1/2)

"One of the major difficulties in making sense of the teaching-research nexus is that research does not have a single, generally accepted, meaning. It has different meanings in different contexts."
(Griffiths 2004, p. 714)

Different types of categorisations:

- (1) Basic & applied research, Mode 1 & Mode 2 (e.g. Gibbons et al 1994)
- (2) Scholarship of discovery, integration, application and teaching (Boyer 1990)



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What do we mean by research? (2/2)

(3) Broström (2012) identified four overarching **functions** of research:

- Knowledge production (incl contributing to knowledge in the society, discovery for the benefit of mankind, and contributing to problem solving and development)
- Providing a foundation for teaching and learning in higher education

(4) Students may learn from and participate in **authentic** research aiming for knowledge production and/or they may participate in **simulated** research projects that build on research processes and problems (Healey 2005).

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”The broader the university definition of what counts for research, the more faculty are able to integrate research and classroom-oriented teaching.” (Colbeck 1998, p 661)

➔ For you to think about and discuss with your colleagues...

- *What is your definition of research?*
- *What counts for research at your department?*

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Is there a link between the two? If so, what does it look like?

- “No relationship (...) between research and teaching...”
(Ramsden & Moses 1992, p 273)

- Mutual connection: Research influences teaching and teaching influences research (e.g. Neumann 1992)

- Among faculty members, the two tasks may be considered as integrated or separated (e.g. Robertson 2007, see also Brew 2006)



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➔ For you to think about and discuss with your colleagues...

- How do you perceive the two tasks research and teaching, as separated or integrated?

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In your opinion...

- Are there any disadvantages or risks by including links to research in your teaching?

Write a brief comment in the Zoom chat!

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Is academic drift a risk?

Do links to research lead to a loss of connections to professional practice? Some scholars have raised concerns... (e.g. Christensen & Newberry 2015), Duff & Marriott 2017).

In my thesis, the results showed that the interviewees did not see the two aspects as conflicting.

"On the contrary, they acknowledged that connections to research and professional practice may be intertwined in a seamless blend" (Magnell 2019, 59)



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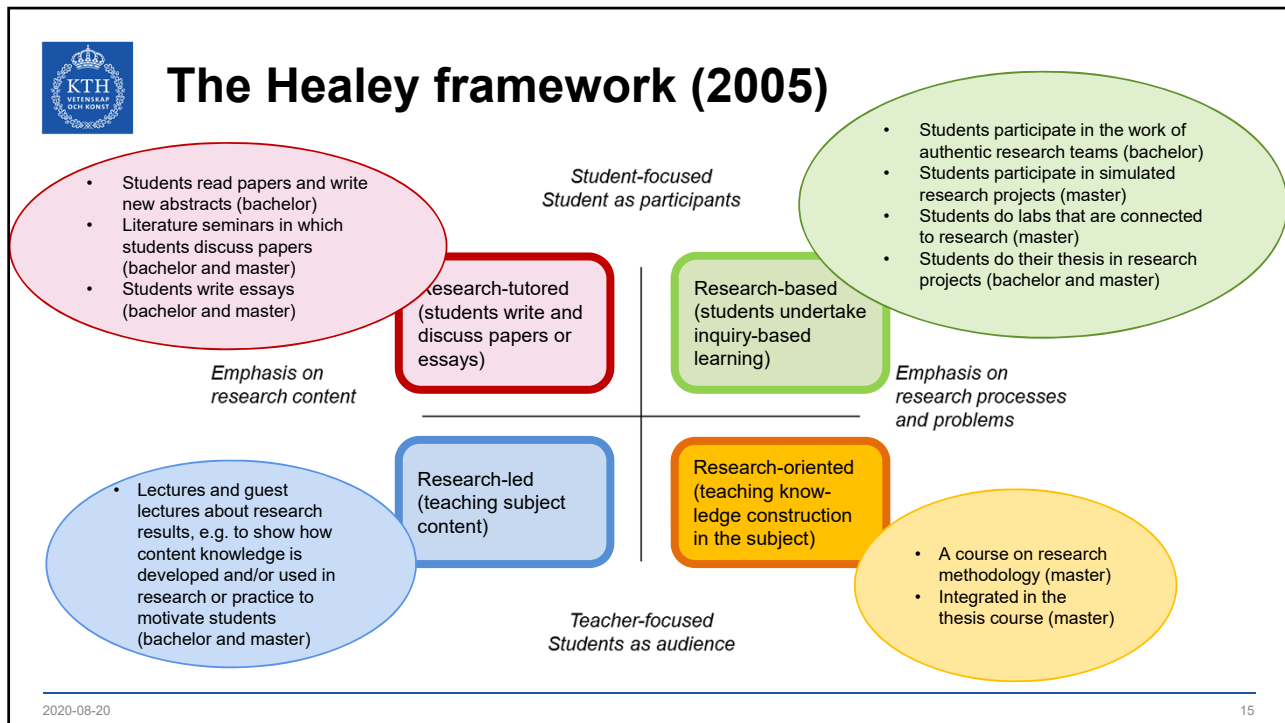


➔ For you to think about and discuss with your colleagues...

- Are connections to research contradictory to or compatible with connections to professional practice?
- Do you find one of them more important than the other?

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Questions?

Comments?

Thank you! magnell@kth.se

