

Thinking about...

the relationship between teaching and research

The relationship between research and teaching is multifaceted, and is often described as the teaching-research nexus. The following gives examples of some of these possible relationships, focusing on how research can make its way into the classroom and help enhance learning. If we widen our understanding to incorporate all the dimensions to Ernest Boyer's four scholarships we can also start to see how this nexus could be widened even further.

From Lea, J. (2012) 77 Things to Think about Teaching and Learning in Higher Education, Canterbury, CCCU

Teaching AND research... where the two have little connection; some people are good at one and some at the other; often what one is researching has no connection with one's teaching; often it's pure luck that the two come together in some meaningful way.

Research-LED teaching... where you teach a course directly related to your research interests (the course/module may have been designed because of your research expertise). Students benefit from this because the teacher is able to bring groundbreaking knowledge to the classroom.

Research-ORIENTATED teaching... where you integrate the latest research findings into your teaching, but in the form of co-ordinating these research findings rather than being an active researcher yourself.

Research-INFORMED teaching (RIT)... where the teaching itself (pedagogical methods) is informed by research into their effectiveness i.e. pedagogical research and subject-based research now have a 'tandem-like' relationship.

Teachers as ACTION researchers... where they engage in practitioner research themselves, seeing colleagues and students as collaborators in pedagogical experiments and action research projects.

Students AS researchers... where teachers encourage students to undertake their own research projects and/or where students learn about research methods by actively using them, rather than just evaluating other people's use of them.

Research-MINDED teaching... where teachers introduce students to discipline-based research methods, and discuss how subject-based research was conducted, and encourage students to discuss the uses and limitations of research methods and the epistemological foundations to discipline-based knowledge.