**Annotated Bibliography – Integrating Teaching and Research**

**Faculty Learning Community, 2015-2016**

Merging in a Seamless Blend: How Faculty Integrate Teaching and Research

Carol L. Colbeck

*The Journal of Higher Education*

Vol. 69, No. 6 (Nov. - Dec., 1998), pp. 647-671

**Thesis:** Faculty who integrate their teaching and research will save time compared to those whose research and teaching are fragmented.

**Approach/method:** Direct observation of faculty activities, and also interviews with administrators and faculty. Observed faculty in physics and English at a research-oriented university and also at a more teaching-focused one.

**Findings/take away points**

* Faculty in low paradigm consensus fields (e.g. English) integrate research and teaching more effectively than those in high paradigm consensus fields (e.g. physics).
* "The study revealed that the ways faculty integrated teaching and research was influenced less by the level of students taught than by whether the purpose of their teaching efforts was classroom instruction or training students to conduct research.”
* English faculty found it much more straightforward to integrate their research into a class with a general title ("Theory of Literature", for example) than did physics faculty.
* ...but, physics faculty were more likely to collaborate on research with peers and even undergraduates than were English faculty.
* Faculty who are very involved in the decisions about what courses are taught in their department are more likely to design classes where they can integrate their teaching and research.
* All of the faculty in the study seemed to think that integrating research into their teaching was beneficial to both aspects of their career.

Linking Research and Teaching to Benefit Student Learning

Mick Healey

*Journal of Geography in Higher Education*, Vol. 29, Issue 2, 2005, pp. 183-201

**Thesis:** The main aim of the paper is to explore the complexity and contested nature of the research-teaching nexus in different national and institutional contexts, with particular reference to geography.

**Approach/method:** 1. Comprehensive literature review of the studies on complexity and contested nature of the research-teaching nexus; 2. Analysis and comparison of the nature of research, and that of teaching and learning in Geography based on the data from UK

**Findings/take away points**

* The complex and contested nature of the research-teaching nexus in geography fundamentally reflects the fact that the nature of research, teaching and learning is changing and conceptions of them differ, both among staff and among students.
* It is suggested that undergraduate students are likely to gain most benefit from research in terms of depth of learning and understanding when they are involved actively, particularly through various forms of inquiry-based learning.
* Our understanding of the complex and dynamic relationships between research and learning is only going to be furthered from a perspective of healthy scepticism rather than mischievous vested interest. --- by Hughes (2003)
* The twentieth century saw the university change from a site in which teaching and research stood in a reasonably comfortable relationship with each other to one in which they became mutually antagonistic. --- by Barnett (2003)
* It is possible to design curricula that develop the research-teaching nexus, along three dimensions, according to whether:
  + the emphasis is on research content or research processes;
  + the students are treated as the audience or participants;
  + the teaching is teacher-focused or student-focused.
* Most of the studies of the research-teaching nexus have focused on the experience of academic staff and whether they need to be excellent researchers to be excellent teachers. Relatively few studies have examined the perception of students of the relevance of research to their learning
* Many students perceived clear benefits from staff research, including staff enthusiasm, the credibility of staff, and the reflected glory of being taught by nationally and internationally known researchers; however, they also perceived disadvantages from staff involvement in research, particularly staff availability.
* The nature of the linkages between research and teaching in geography is complex and contested. This is ..., but more fundamentally reflects the fact that the nature of research, teaching and learning is changing and conceptions of them differ, ... The wide range of discipline types represented within geography further complicates the matter.

# The teaching:research nexus : a model for institutional management

*John Taylor*

[*Higher Education*](http://link.springer.com/journal/10734)

December 2007, Volume 54,[Issue 6,](http://link.springer.com/journal/10734/54/6/page/1) pp 867-884

**Thesis:** Focus on how institutions support actively or passively faculty research & teaching.

**Approach/method:** Conceptual.  Propose a model for management of teaching/research nexus at administration level.

**Findings/take away points**

* Institutions have a passive or active strategy to promoting teaching & research.
* Active strategies guide research with funding and strategic priorities in contrast to allowing more organic growth of research.

Faculty Research-Driven vs. Community-Driven Experiential Learning in the Quantitative Public Administration Curriculum

Eva M. Witesman

*Journal of Public Affairs Education*

Vol. 18, No. 4 (FALL 2012), pp. 775-796

**Thesis:** Compared two experiential learning approaches to teaching a graduate methods/statistics public administration course. Community-driven approach allowed students to develop a survey project with a community organization. In the research-driven approach, students surveyed community organizations on a project developed in concert with the instructor's research.

**Approach/method:** Experimental.

**Findings/take away points**

* Learning outcomes did not differ. Student perception of instructor's teaching was better in research-driven approach. Some evidence that students felt a greater sense of ownership and value to world in community-driven approach.
* Good example of how these two approaches can be done; both integrate teaching and research but research-driven approach also integrates the "hats" worn by instructor.

# An output perspective on the teaching–research nexus: an analysis focusing on the United States higher education system

Horta, Dautel and Veloso

*Studies in Higher Education*, Vol 37, Issue 2, 2012, pp. 171-187

**Thesis:** Teaching and research can be leveraged synergistically and contribute to research outputs

**Approach/method:** Cross-sectional data from the ‘National Study of Postsecondary Faculty 03–04’ survey. Large sample size (n=16,000)

**Findings/take away points**

* "proper understanding of the teaching–research nexus requires a broader perspective, that can encompass a multitude of learning processes that are part of the process of knowledge construction"
* "graduate students tend to support faculty production of articles in refereed journals, whilst undergraduate students tend to impact positively on the publication of other outputs."
* " contribution of students to the research output of faculty occurs when the curriculum is designed to include inquiry-based processes, instead of simply focusing on knowledge acquisition processes (more fit for credit classes)."

# Tightening Curricular Connections: CQI and Effective Curriculum Planning

Harper and Lattuca

*Research in Higher Education*, Vol 6, 2010, p. 505

**Thesis:** Applying CQI (continuous quality improvement) principles in the classroom will impact student learning in a positive way.

How (or Whether) to Integrate Research into Classroom Teaching for All Students and All higher Education Institutions.

Alan Jenkins

Innovations in Undergraduate Research and Honors Education: Proceedings of the Second Schreyer National Conference. Paper 20. (2001)

**Thesis:** Research and teaching are "loosely coupled" and highly rationed in higher education. Although some early quantitative evidence questions the value of integrating research and teaching, the qualitative evidence points to its value and the need for greater inclusion across undergraduate institutions.

**Approach/method:** Literature review that incorporates perspectives from the UK, Australia, and the U.S.

**Findings/take away points**

* Across countries, teaching/research "coupling" tends to be concentrated in honors colleges, upper level courses, and private institutions.
* Yet, integrating research and teaching is central to constructivist/active learning approaches and preparing students for the "knowledge" economy.
* The authors call for expanding students' access to teaching that is grounded in research.