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This chapter addresses the question of why establishing teaching and research synergies is important and points to the need to better understand the practice of educational development within this context.

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Angela Brew

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Andrew J. Castley

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The move from elite to mass higher education requires the development of pedagogies that offer all students, not only the elite, an opportunity to engage in successful or meaningful learning. The pedagogy of problem-based or inquiry-based learning is discussed as one effective way to achieve this goal.

5. Strengthening the Teaching-Research Linkage in Undergraduate Courses and Programs 45

Mick Healey, Alan Jenkins

Undergraduates need to understand how research is continually reshaping, supporting, and at the same time undermining our understandings of the world.

6. Inquiry-Based Learning with the Net: Opportunities and Challenges 57

Heather Kanuka

This chapter provides an overview of opportunities that information communication technologies can provide in supporting students in their learning, the corresponding challenges that can occur, and an instructional strategy that effectively facilitates the teaching-research linkage.

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Mary Taylor Huber

The disciplines play a special role in inquiry-based learning about teaching, providing specific problems to explore and often, conceptual and methodological resources to draw on. Because the work helps faculty articulate what they as experts take for granted or sense is changing in their fields, inquiry-based learning about teaching has much to contribute to the disciplines as well.

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Carolin Kreber

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Pedagogical research in higher education needs to address questions that are linked to convincing conceptual frameworks that would provide clearer guidelines for interpretation and add explanatory power to findings.

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