

## EDITOR'S NOTES

The purpose of this volume is to illustrate the wide scope of possibilities in interpreting and promoting research-teaching synergies. This is achieved in Part One of the volume. At the same time it was a goal of this volume to look more explicitly at what institutions can do to promote two distinct forms of “research-based teaching.” This is achieved in Parts Two and Three.

Part Two explores research-based teaching as student-focused, inquiry-based learning. Thus construed, students are not simply taught the discipline-based content knowledge that has been generated through research, nor are they simply taught the process of knowledge construction within the discipline or subject; instead, they themselves become generators of this knowledge.

Part Three espouses a very different conceptualization of “research-based teaching” by shifting the lens to those who are doing the teaching. According to this perspective, teaching that is research-based is teaching that is characterized by inquiry into the process of teaching itself.

The volume brings together a group of well-established scholars in the field of higher education to share and discuss their respective views on the relationships between teaching and research. Though other excellent recent publications exist that explore these links (for example, Brew, 2003; Elton, 2005; Jenkins and Healey, 2005), the present volume is distinctive in that it brings together an international group of colleagues from Canada, Australia, Britain, and the United States, each known for a specified body of work that in unique and significant ways contributes to the crucial question of how to support undergraduate students in their learning and the important role research-based teaching plays in this regard.

### Outline of Chapters That Follow

Each contributor to this volume was asked to delve into a different question. Part One of the volume consists of three chapters that explore various possibilities of promoting teaching-research synergies. In the first chapter I provide a general introduction to the volume and discuss why developing research-teaching synergies is becoming increasingly important. I also stress the need to conceptualize educational development within this context. In Chapter Two, Angela Brew addresses the question of how stronger teaching-research links could be built into the organization of departments and institutions by drawing on her extensive experience in generating such links at

the University of Sydney in New South Wales. In Chapter Three, Andrew Castley discusses how an academic practice unit wishing to promote closer research teaching links could support academic staff and postgraduate students in their professional development.

Part Two explores research-based teaching from a particular vantage point, namely, construed as teaching that is characterized by students' direct engagement in inquiry-based learning. It consists of three chapters. In Chapter Four, Lewis Elton analyzes the nature of effective or exemplary teaching in a learning environment that promotes close research and teaching links and explores specifically the pedagogical significance of problem-based learning. In Chapter Five, Mick Healey and Alan Jenkins discuss how stronger teaching and research links could be built into undergraduate courses and programs and provide many useful examples and suggestions. Heather Kanuka, in Chapter Six, offers her insights into some of the challenges and opportunities posed by information communication technologies in promoting inquiry-based student learning, focusing in particular on the role of the Web.

In Part Three, the focus shifts from the learner to the teacher, in that research-based teaching is interpreted as teaching informed by, or based on, pedagogical inquiry. It consists of four chapters. In Chapter Seven, Mary Huber links the notion of inquiry-based learning about teaching explicitly to the scholarship of teaching and learning and explores how the disciplines can uniquely contribute to and benefit from such work. In Chapter Eight, I offer some suggestions for how educational development units, or faculty development units as they are sometimes called, could promote the process of inquiry-based learning about teaching, emphasizing the importance of fostering critical reflection on present knowledge and practices. In Chapter Nine, Vaneeta-marie D'Andrea discusses the challenges associated with carrying out such work and explores in particular different methodological approaches that can be taken in inquiry-based learning about teaching. David Gosling, in Chapter Ten, considers the important question of whether, and if so how, an inquiry-based or evidence-based approach to teaching and educational development would enhance practice. Finally, in Chapter Eleven, I discuss some of the themes emerging from the previous chapters.

Carolyn Kreber  
Editor

## References

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*CAROLIN KREBER is director of the Centre for Teaching, Learning and Assessment at the University of Edinburgh, where she is also professor of teaching and learning in higher education in the Department of Higher and Community Education.*