World Academy of Science, Engineering and Technology
International Journal of Educational and Pedagogical Sciences
Vol:14, No:12, 2020

A Nexus between Research and Teaching: Fostering Student Expectations of Research-Informed Teaching Approaches

Authors : Lina S. Calucag

Abstract : Integration of research and teaching in higher education can provide valuable ways of enhancing the student learning experience, but establishing such integrative links can be complex and problematic, given different practices and levels of understanding. This study contributes to the pedagogical literature in drawing on findings from students' survey exploring perceptions of research-informed teaching to examine how links between research and teaching can be suitably strengthened. The study employed a descriptive research design limited to the undergraduate students taking thesis/capstone courses in the tertiary levels private or public colleges and universities across the globe as respondents of the study. The findings noted that the students' responses from different disciplines: engineering, science, education, business-related, and computer on the nexus between research and teaching is remarkable in fostering student expectations of research-informed teaching approaches. Students' expectations on research-led, research-oriented, research-based, and research-tutored are enablers in linking research and teaching. It is recommended that experimental studies should be conducted using the four different research-informed teaching approaches in the classroom, namely: research-led, research-oriented, research-based, and research-tutored.

Keywords : research-led, research-informed teaching, research-oriented teaching, research-tutored, research-based
Conference Title : ICER 2020 : International Conference on Educational Research
Conference Location : Paris, France
Conference Dates : December 28-29, 2020

Open Science Index, Educational and Pedagogical Sciences Vol:14, No:12, 2020 publications.waset.org/abstracts/132027/pdf