QUALITY MATTERS

Theme: Research and Teaching Nexus in Higher Education Institutions

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IN THIS ISSUE

If you have comments and suggestions on this issue of the newsletter or want to contribute to the next issue, please contact our office,
Tel: 011-5537999 or 011-5538020 ext. 120,
0911679094
Email: ceiqa@smuc.edu.et

QUOTE OF THIS ISSUE

"We need to encourage universities and colleges to explore new models of curriculum. … There are several models that we might explore. They should all: … Incorporate research-based study for undergraduates" Paul Ramsden (2008)

"Postgraduate study is too late to start; research attributes need to be integrated fully into undergraduate courses" Ian Diamond (2010)

"In the long run, university teaching is not about only conveying information – it is primarily about teaching students HOW to learn, ask questions and find out answers for themselves – in short, 'research' in some form."

(Anonymous)

This newsletter is published every three months by the Center for Educational Improvement and Quality Assurance (CEIQA) of St. Mary's University (SMU). The objective of the newsletter is to inform the SMU community as well as the business and industry, government and non-government stakeholders and others who might be interested to know about the activities and accomplishments of the institution in fostering quality education and research in the Ethiopian Higher Education setting.

Tel. 251-11-5537999/8001
P.O.Box: 1211
Email: ceiqa@smuc.edu.et
Web. http://www.smuc.edu.et
Addis Ababa, Ethiopia

FROM THE EDITORIAL DESK

Dear Reader,
Welcome to Vol.14, No.55.

This edition of 'Quality Maters' focuses on the area of teaching-research nexus (TRN) in higher education institutions. Higher education can be distinguished from other forms of education in that the teaching and learning is closely related to research. However, while most higher education academics advocate the value of the teaching-research nexus (TRN), some are unclear about what the nexus is and how it expresses itself in an academic's work. For this reason, for some university academics whose primary role is teaching, research occupies a small proportion of their workload.

Thus, this issue of 'Quality Matters' briefly discusses the various views of scholars towards TRN, the factors that affect the implementation of TRN in higher education institutions, and the ways to integrate teaching-research in a balanced way in higher education institutions.

Over the last decade, many research reports have identified the need to both establish institution-wide processes to embed and support TRN, and assist in academic professional development in adopting TRN.

The newsletter also has interview column with a pertinent scholar from Addis Ababa University to support the contents and ideas mentioned in our research corner and to give our readers sustainable scholastic view.

In the interview section, Dr. Ambissa Kenea, Associate Professor of Curriculum Studies from Addis Ababa University, shares us his experience and knowledge on the issue.

RESEARCH CORNER

Research-Teaching Nexus in Higher Education Institutions

Tekeste W/Michael (PhD, SMU)

1. Background

Traditionally, teaching and research have completed each other and exerted a positive mutual influence (Simons & Elen, 2007). That means the task of many universities was normally based on the connection between research and teaching. Furthermore, prior to the 19th century, research was viewed as a 'vital ingredient' in preparing the teacher for his job and research was considered to have positive impact on teaching (Marinia, 2012). However, as time went on, starting from 1960s, following the 'massification' of higher education institutions, research and teaching have been separated and stood as separate entities (Colbeck, 1998). In addition to this, several economical and social factors further contributed to the separation of research and teaching in higher education institutions (Khan, 2017).

For that reason, some higher education institutions tend to do more teaching followed by some research efforts and continuing education. Some other universities give a relatively more attention to the research and publication activities and teaching being the secondary function of the institution. For some others, research and teaching are 'inextricably interlinked' (Grant & Fitzgerald, 2005).

In Ethiopia, it is also obvious that the relation between research and teaching is loosely coupled in universities, particularly in undergraduate programs. Undergraduate students take neither research related courses nor research focused courses until they reach their final year.

Recently, influenced by the Lisbon agenda and the Bologna process, global and local higher education institutes have been forced to reconsider their responsibility regarding research-teaching nexus (Elsen, Visser-Wijnveen, van der Rijst, & H. van Driel, 2009).

Therefore, the purpose of this paper is to explain the views of scholars on the issue, to indicate the factors that affect research teaching nexus in higher education institutions, and to pin point some of the strategies employed to relate research and teaching in higher education institutions.

2. Scholars' Perspectives on Research-Teaching Nexus

The nexus between research and teaching has been perceived by academics in different ways. For some scholars, e.g. Feldman, (1997); Barnett, (1992); Ramsden & Moses, (1992) the relation between research and teaching is negative. Hence, they view research and teaching as mutually incompatible activities and consider research as 'outcome-oriented' or 'external'. According to Pocklington & Tupper (2002), "university research often detracts from the quality of

teaching". Fox (1992) also suggests that 'rather than complementary, the teaching and research activities conducted by academics at universities are antagonistic, competing for time and resources' (p. 192).

Others view the relation between research and teaching as 'learning-oriented' or 'internal' (Robertson & Carol, 2005; Rowland, 2000; Jenkins. & Healey, 2005; Brew & Boud, 1995). These people believe that research and teaching share a symbiotic relationship in a learning community. They argue that "courses taught by those at the cutting edge of research will necessarily be of higher quality than those taught by those merely using the research results of others" (Lee, 2004, p. 9).

Some other scholars such as Harry & Goldner (1972), Rugarcia (1991) and Hattie & Marsh (2004) have concluded that there is no 'describable relationship between the two activities. That means 'efforts to improve the quality of one do not necessarily lead to any impact upon the quality of the other because research and teaching are 'different enterprises, unrelated personality and funded in different ways' (Hattie & Marsh, 2004).

Qualitative and quantitative research studies that have tried to investigate the association between research and teaching have also come up with similar idea. For instance, the qualitative studies have concluded that a symbiosis relationship exists between university staff research and teaching (Robertson & Carol, 2005). On the contrary, the quantitative studies have demonstrated negative or zero correlation between university staff research and teaching (Hattie & Marsh, 1996; Stappenbeit, 2013).

These opposing views are also supplemented by positivists and interpretivists. Positivists view that the relationship between research and teaching is problematic while interpretivists believe in a symbiosis relationship (Brew, 2003). For comprehensive understanding of the nexus between research and teaching, readers are advised to refer Neumann (1994); Heijnen (2008); Hattie & Marsh (Hattie & Marsh, 1996), and Nehme (2012).

3. Factors Affecting Research Teaching Nexus

Even if the view that research-teaching nexus in higher education is still controversial, several scholars believe that a balanced combination of teaching and research activities affects positively the overall educational quality and standards (Khan, 2017). However, creating a link between research and teaching is not as such simple due to several disruptive factors. For example, 'ability and motivation of the students, nature of the discipline, type of courses, opportunity for teacher-student interaction' (Neumann, (Neumann, 1994, pp. 323-5) are some of the major factors. In addition to these, the presence of traditional teaching–only and research-based in universities and de-

partments has influenced higher education communities to view research and teaching as separate entities and to undermine the advantages of research-teaching nexus (Barnett, 1992).

Furthermore, as Woodhouse (1998) reveals, in many countries 'pressures for academics from professional bodies and government to do research; and, pressures for academics from students and society to do teaching have weakened the idea of linking research and teaching for quality education' (Senaratne, et al., 2006). Similarly, the way research and teaching are treated by universities and governments has its own influence on the link between research and teaching. In this connection, Rowland (1996) cited in (Senaratne, et al., 2006) discloses that 'staff tends to value research high, as it is influential in leading to promotions while teaching has a lower status due to low financial incentives and rewards'.

Lastly, in many developing countries, teaching assignments are higher than research assignments. Accordingly, research commitment and productivity tend to be lower (Altbach, 2011). In addition to this, 'time allocation for research and teaching does not directly represent research and teaching outputs because research is measured by publication counts and teaching is evaluated by student evaluation' (Colbeck, 1998).

These and other impediments, as Robertson & Carol (2005) stated, widen the relationship between research and teaching and make them seen as separate entities (Robertson & Carol, 2005).

4. Strategies to Relate Research and Teaching

Though research-teaching nexus is still a controversial subject, several scholars believe that research benefits teaching when research and teaching are linked in a balanced way. As a result, they recommend 'research-teaching nexus to be incorporated into universities' mission statements and/ or strategic plans and curricular activities if the quality of students' learning is to meet the needs of the knowledge economy' (Tong, Standen, & Sotiriou, 2018, p. 179). Thus, at the moment, higher education institutions, in most countries of the world, are changing their role from being a 'site in which teaching and research stood antagonistically to one in which they became mutually symbiotic' (Healey, 2005, p. 185).

The link between research and teaching may take different forms and may be found in all types of higher education institutions (Healey, 2005, p. 1) and can manifest in a number of forms at universities. According to Griffith (2004), these are:

- **Research led:** where students learn about research findings, the curriculum content is dominated by staff research interests, and information transmission is the main teaching mode;
- **Research oriented:** where students learn about research processes, the curriculum emphasizes

as much the processes by which knowledge is produced as learning knowledge that has been achieved, and staff try to engender a research ethos through their teaching;

- **Research based:** where students learn as researchers, the curriculum is largely designed around inquiry-based activities, and the division of roles between teacher and student is minimized
- **Research informed:** draws consciously on systematic inquiry in the teaching and learning process itself.

However, creating the link between research and teaching is not automatic or readymade activity because departments and individuals vary in the way they construct the linkage between research and teaching. Even so, 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 (Healey, 2005, p. 187).

After making decision based on the above dimensions, several activities that can develop research-teaching nexus can be developed. Some of these include:

1. Bringing data and findings from staff research into the curriculum
2. Developing students' appreciation of research in the discipline
3. Developing students' research skills (explicitly, in addition to other disciplinary and generic skills)
4. Using assignments that involve elements of research processes (e.g. literature reviews, bidding for grants, drafting bids or project outlines, analysing existing project data, presenting at a 'conference')
5. Using teaching and learning processes that simulate research processes (e.g. project-based modules, dissertation modules, problem-based learning)
6. Giving students the opportunity to work on research projects alongside staff (e.g. as a research assistant)
7. Giving students first-hand experience of commercial consultancy (e.g. as an 'intern', as work based learning, as a consultant assistant or as a supervised consultant).

Consequently, the recent trends in higher education system have resulted in mixed impacts on the research and teaching relationship (Senaratne, et al., 2006).

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INTERVIEW

An Interview with Dr. Ambissa Kenea

Associate Professor of Curriculum Studies at Addis Ababa University

Dr. Ambissa Kenea is Associate Professor of Curriculum Studies at the College of Education of Addis Ababa University. He is also a certified consultant with research interest in broad areas of teacher education, adult learning, education and diversity, gender perspectives in education and alternative schooling. He has over a dozen of scholarly articles published in peer reviewed local and international academic journals to his credit.

QM: What does research-teaching nexus mean to you?

Dr.Ambissa: Prior to talking about the research-teaching nexus, I think it is appropriate to operationally define the two important terms there: research and teaching. Research, as used here, is the pursuit of knowledge following the scientific method and based on specifically defined agenda. Teaching, on the other hand, is taken as facilitating students' learning and has contents (issues) and processes (i.e. the pedagogical process). These two terms (which involve human venture) entail improvement orientation, responsiveness to change, pursuit of truth and human agency (in the sense of empowerment of the 'beneficiary'). With this understanding, research-teaching nexus refers to mutually benefiting, symbiotic and purposeful relation between the two. The general understanding, though not empirically conclusive, is that teaching (pedagogical) practices benefits from outputs of research both in terms of content and process; while research gets its agenda from teaching. Teaching can

be used as a test of workability (practicality) of research outputs. The research-teaching nexus entails some important assumptions including: (1) teaching is not routine; it is rather a scholarly undertaking, (2) research is meant to improve human experiences (i.e. applicability of research) and (3) you can't be a good teacher unless you are a good researcher. Taken together, the 'nexus' fits with the integrationist (and pragmatist) view of education and research.

QM: What are the divergent perspectives on the relationship between research and teaching?

Ambissa: The literature is full of diversified interpretations and ideas or divergences as far as the relationship between research and teaching is concerned:

- One important facet of divergence is the tangible - tacit continuum or level of influence. The tangible level of influence on learning is a situation where findings from a teacher's own research be part of the content of teaching whereas the tacit level of influence is the attitudinal level of influence, where the teacher researcher imparts his/her epistemological perception. These may be taken as the content level vs. process level of integration of research and teaching.
- The other aspect of divergence is the direction of influence: unidirectional vs. bi-directional. Is the influence from research to teaching or there is a possibility that research is also influenced by teaching? Some say, the current growing shift from teaching to learning, often referred to as learner-centered (inquire-based, problem-centered) teaching provides fertile ground for bi-directional research-teaching nexus. Such shift, which often 'denigrates' the liberal arts tradition of 'accumulation of knowledge', would encourage the integration of teaching and research. This trend also seems to be supported by the explosion of knowledge we are experiencing in every field of human pursuit today and the attempts to cope up with it.
- The other area of divergence is the issue of student agency: Are the students sheer receivers or active participants in both the research and teaching processes? The issue of students' taking active part in the teaching learning process is a growing trend, as discussed above. How can or what opportunities can be there for students' active participation in research while in university? The divergence over this ranges from those who contend that students should focus on study of the great knowledge of their chosen field of training to those who believe that students should form the center of the Departments/College's research undertakings. The belief with the later view is that as they co-involve in research with their instructors and fellow students, they develop research skills, socialize into the scholarship of their field and also learn the essential contents of their field besides acquiring lifelong [independent] learning skills.

- Still another area of divergence is whether the nexus/integration between research and teaching is to take place at individual teachers (course/ pedagogical) level or at institutional (program/ college/university) level. In other words, should such integration be done at the interactive face, policy level or at both levels? For instance, there are those who contend that the nexus should be taken as a policy (as a general perspective to shape the programs), while classroom teachers should focus on transmitting informed contents. Others say research should not be limited at policy or program level. Both the contents selection as well as the day-to-day instructional/learning design should be informed by research undertakings.
- Some challenges contributing to such divergent perspectives:
- Most international comparative studies tend to favor research when considering university prestige.
- The increasing financial consideration in weighing the value of education: the return on investment approach.
- Some university professors tend to specialize in terms of their interest - i.e. imbalanced interest towards teaching, research and services.

QM: How is research and teaching nexus seen in Ethiopian HEIs?

Ambissa: The nexus of research and teaching is part of the policy discourse in Ethiopia (ref. The 1994 Ethiopian Education and Training Policy). From practical stand point, the research-teaching nexus is seen as a strategy to ensure the relevance of university education to Ethiopian reality. It is through such linkage that universities are expected to respond to local development needs, and produce human resources the country needs for its diverse sectors. At this juncture one can ask a question: does the teaching culture dominantly visible in Ethiopian HEIs support the strengthening of the sought research-teaching nexus? It is known that the liberal arts tradition of teaching, which is founded on recitation of readymade knowledge is the core issue [of the professional training that takes place in universities], irrespective of the several efforts at reform experienced recently (e.g. modularization). The liberal arts tradition tends to assume that there is absolute knowledge to be learned to master the contents of the field of study/the profession. Then, there are special source of knowledge i.e. the canons (or special books from authorities in the field) which students have to learn from. On the other hand, the research-focused view rejects the canonical knowledge. Research is more about tentativeness of knowledge.

QM: What are the strategies used to relate teaching and research in HEIs' in Ethiopia?

Ambissa: As mentioned under number 3 above, there is recognition of research-teaching nexus in national

policy rhetoric. At universities, several strategies are used to promote the nexus including the following:

- Institutional mission statements: looking through the mission statements of most of the universities, one can realize that they have included some elements of research and publication.
- University staff work contracts have teaching, research and community service duties. However, while teaching is mandatory in day to day attachment of the employee to the university, the other two duties are not.
- Academic promotion requirements in most of the universities [as far as my knowledge goes] do recognize publication [and community service] points. In fact promotion tend to emphasize more on publication or, I may say, academic promotion tend to be the principal purpose of research and publication in many of our universities.
- Research activities as quality indicators: quality assurance and/or quality audit systems or tools from HERQA include research activities of the universities.
- Research as component of the degree program: most degree programs (if not all) do require their students to conduct terminal research (senior essays/projects, MA/MSC thesis or doctoral dissertation).
- Research and technology transfer offices (and officers) are included into the academic leadership of the universities.
- The university-industry linkage (as part of the structure of the university) is also in place in many universities.
- Besides, there are thematic and problem-solving research project support schemes which some of the universities I am familiar with have (e.g. Addis Ababa University). There are also research incentives, a token amount, that researchers who publish on peer reviewed journals receive.

Therefore, there are some efforts to promote staff (faculty) research. The question is this: to what extent the research works conducted trickle down to improving classroom teaching and learning. Other than the indirect contributions to the researcher-teachers competence, it is my personal doubt that the research reported to have been conducted tangibly contribute to improving classroom teaching in many Ethiopian universities.

In relation to this, it is not uncommon to read in the literature on research-teaching nexus that one of the prevailing problems in most Western universities is staff de-emphasis teaching in favor of research. This is seen in terms of time as well as resource allotment. In Ethiopia, where the research culture is not developed and resource for research is scarce, the situation seems different. In fact the pressing living condition of teachers would force them to take up additional teaching duties and thus do not have time to invest on research works. This added to the weak research culture, poor research infrastructure and the liberal arts teaching tradition seem to be important constraints

defining the reality against the policy rhetoric in Ethiopian HEIs.

QM: What are the most common models of research-teaching nexus?

Ambissa: Given the multiplicity of factors that condition the nature and modality of research-teaching nexus, it may be very difficult to identify 'most common' model very easily. Therefore, the attempt made here is, honestly, an over simplification of a very complex issue. Two or so mutually inclusive models may be identified:

a. The content-based approach: this is a situation where contents from recent scientific research outputs (whether at individual teacher's level or at discipline level) form the core of the teaching learning process. This modality of maintaining the research-teaching nexus largely depend on reviews of research reports (scholarly articles, research monographs, professional reflections, etc.). Students learn and encouraged to read research reports right from their early years at the university. Discussion of current scientific advancements in the field makes up important part of the discussion between teachers and their students.

b. The process-based approach: this is where all the experiences the students go through during their program of studies are informed by (led by and/or oriented towards) research approach. Knowledge is taken as tentative, students are encouraged to question, and inquiry as well as problem-solving form the center of their instructional process. Student research, staff-student joint research and series of departmental seminars wherein students and their teachers are major contributors form part of the instructional process. Term papers and critical review of research works are taken as part of the course works.

c. The content-process based approach: is an eclectic approach where the two approaches presented above mix in various modalities to guide the research-teaching nexus.

d. The null approach: this is a situation where the research-teaching nexus is not an issue worth pondering about. It rather abides by the liberal arts tradition which pays central attention to the identified knowledge of the field of study, particularly for lower degrees (i.e. the Bachelor's Degrees).

QM: How do you think research-teaching nexus benefit students?

Ambissa: When research and teaching/learning are in good relation the students:

- go beyond socializing themselves to the area of study and transit to criticality;
- learn to independently pursue research once they go out of university campus (after graduation);
- get opportunity to study up-to-date knowledge of the area of study;
- learn to test theory studied in class in fragmented form into real world in its holistic mode
- learn to associate with researchers in the field,

and that is very essential for their professional identity formation ;

- develop aspiration toward creativity and innovation within their field of study;
- university education will not be boring;
- transition to world of work or job creation will not be that challenging to them.
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QM: How does the teaching-research nexus relate to academic identity?

Ambissa: I would better discuss the value of the research-teaching nexus on the development of professional identity. We can assume, if students develop a better sense of self in their field of study (i.e. better identification with their area of study) they would develop realistic professional identity once they graduate from the study. The question is this: what is the role of the research-teaching nexus in this process.

- As the students read and understand the latest works of researchers in their field, including that of their own instructors, they start to develop a sense of membership in the professional community of learners.
- When, as part of the academic program, the students helped to do research or to critically review research works in their own areas of study, they develop a better sense of identification with the profession. They start to develop a desire for more questions and a pursuit to answer them. They start to be part of the academic discourses in their area.
- It is clear that many take up the area of their dissertation as lifelong area of research. For instance, if someone conducts research on 'impacts of population growth on quality of education' for her/his MA thesis, she/he (and other) tend to feel better prepared in this subject. She/he also develops more and more interest to read and research into the particular area or on topics related to the same.
- The research-teaching nexus inculcates some kind of epistemological belief system, which makes the person different from others who do not share the belief. For instance such nexus encourage questioning textbook knowledge, connecting theory to reality, etc. This has its own way of think completely different from the liberal arts tradition discussed earlier.
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QM: What do you think instructors should do to strengthen the research-teaching nexus?

Ambissa: The progress in this area is not heartening in Ethiopia. Let alone research, effort at improving teaching approaches has not been much of a success. So, the move should be holistic. We cannot think of research-informed (or research-led/research-oriented) teaching when the idea of teaching itself is distorted. Therefore, the change should start by visibly reforming our conception and practice of teaching. In other words, we need to redefine teaching. Similarly, research seem not properly understood in our context. I doubt whether there is proper understanding that research can be used to improve our teaching. That is why there is a general tendency that research

is reduced to publishing to fulfill the requirements for academic promotion or to join team of researchers. Teachers need to concede over the precise role research can play, and what it means for a teacher (or any other practitioner for that matter) to use research to improve practice. Once these are addressed, it is possible to advice the teachers/instructors as follows:

a. Let them liberate themselves from the traditional perception of knowledge which sees teaching as transmission of knowledge. In every field of study there is content and there is a process of inquiry. Students should be given the opportunity to look for current research for both of these.

b. Let them conduct research or opt for recent research from others to enrich and in fact inform their own teaching.

c. Let them also convince themselves that research-led/research-informed teaching is more engaging than teaching approaches focusing transmission of canonical knowledge. However, the result is paying.

QM: What are the challenges to relate research and teaching in Ethiopian HEIs?

Ambissa: Several challenges may be listed out here. The following are the most important ones:

a. Time: research consumes much more time. This is said to compromise teaching time.

b. Resource: there is clear shortage of resource - research fund, research equipments, etc. are scarce.

c. Professional priority: given the erroneous belief about teaching at tertiary level, there is a general tendency to focus on transmission of traditional subject-based knowledge from authoritative sources.

d. Teachers' living condition - research is not gainful activity- teaching brings in more for the family/staff. Thus, staffs tend to take up extra teaching jobs.

e. Large class size: under normal condition, teachers have to handle large classes and teach up to four sections (groups). This is excluding overloads and other part-time teaching undertakings. For instance, how can an undergraduate class teacher supervise the works of 60 or so students per section?

It should be noted here that none of these challenges can nullify the research-teaching nexus. Some of the possible strategies to overcome the impacts of these are discussed below.

QM: What would it mean to effectively integrate research, teaching and learning at the undergraduate level?

Ambissa: Ethiopia is in a process of massification of its higher education, particularly at the undergraduate level. Therefore, there is obvious challenge when it comes to effectively integrating research, teaching and learning. Under the current condition of the universities, effective integration of research, teaching and learning would mean:

- re-visiting our undergraduate curriculum to make sure that it allows for more questions than answers to questions not asked. Such curricula

allow teachers to include assignments and tasks for students so that inquiry and problem solving is encouraged.

- Encouraging strong reading culture. This calls for making available the necessary reading materials and making reading tasks part of all the course works. The most important reading materials needed to be available are research reports of various kinds.
- Considering opportunities that the new technology provides - can technology be used to reduce workload on teachers? For instance, the instructor can interact with his/her individual students using learning platforms. So, universities need to consider availing such infrastructures.
- Putting in place departmental seminars where in undergraduate students participate. Such venues may selectively include joint research projects with instructors, especially those at senior level (third year and above),
- Platforms for research sharing may be organized whereby students review latest developments in their field of study and share on, say, weekly departmental research meetings. Instructors may apply peer coaching in this process to overcome pressure of time.
- Then consider the applicability of the following in the course works:
- Research informs contents to be included into the course works
- Students intensively learn research methods, not simply by attending to lectures but through critical review of research works and trying out the same.
- Promote inquiry-based learning - students get involved in the learning process actively.
- Students co-research with academics
- Scholarship of teaching and learning - instructors engage in pedagogical research to sort out what methods work well with which students.

QM: Dear Dr. Ambissa, we appreciate your willingness to give us some highlights with regard to research and teaching nexus. We would like to extend our thanks to you on behalf of our readers and the institution at large. Thank you very much.

Dr. Ambissa: You are welcome. I am also thankful to have this opportunity so that the vast majority of your institution's community gets a glimpse of what the issues we discussed are meant.

Virtual links on Quality Assurance

Arab Network for Quality Assurance in Higher Education (ANQAHE) www.anqahe.org

Asian Pacific Quality Network (http://www.apqn.org)

ASEAN Quality Assurance Network (AQAN) www.mqa.gov.my/oqan/

Association of African University (www.aau.org)

Association of Quality Assurance Agencies of the Islamic World (AQAAIW) www.mqa.gov.my/aqaalw/index01 .cfm

Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) www.canqate.org

Central and Eastern Europe Network of Quality Assurance in Higher Education (CEENQA) www.ceenetwork.hu

Central Asian Network for Quality Assurance and Accreditation (CANQA) www.canqa.net

Center for International Research on Higher Education (http://bc_org/avp/soe/cihe)

Ethiopian Ministry of Education (http://www.moe.gov.et)

Eurasian Quality Assurance Network (EAQAN) www.eaqan.org

European Association for Quality Assurance in Higher Education (http://www.enqa.eu)

European Quality Assurance Network for Informatics Education (EQANIE) www.eqanie.eu

Higher Education Relevance and Quality Agency (www.higher.edu.et)

Institute of International Education (www.iie.org)

International center of Excellence in Tourism and Hospitality Education (THE-ICE) www.the-ice.org

International Council for Open and Distance Learning (www.icde.org)

International Institute for Capacity Building in Africa (http://www.eric.ed.gov)

International Network for Higher Education in Africa (NHEA) (http://www.be.edu)

International Network for Quality Assurance Agency in Higher Education (INQAAHE) http://www.inqaahe.org

Program for Research on Private Higher Education (PROPHE)(www.allbany.edu/eaps/prophe)

Quality and Standards Authority of Ethiopia (http://www.qsae.org)

Quality Assurance Agency for Higher Education (UK) (http://www.qaa.ac.uk)Talloires network (www.talloiresnetwork.tufts.edu

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