

Cover Page



Universiteit Leiden



The handle <http://hdl.handle.net/1887/26834> holds various files of this Leiden University dissertation.

**Author:** Hu, Yanjuan

**Title:** The role of research in university teaching : a comparison of Chinese and Dutch teachers

**Issue Date:** 2014-06-26

The role of research in university teaching  
*A comparison of Chinese and Dutch teachers*

Yanjuan Hu

# ICLON

ICLON, Leiden University Graduate School of Teaching, the Netherlands.

# ico

The research was carried out in the context of the *Interuniversity Centre for Educational Sciences* (ICO), the Netherlands.



This research was funded by the *China Scholarship Council* (CSC).

Title: *The role of research in university teaching: A comparison of Chinese and Dutch teachers*

Titel: *De rol van onderzoek in hoger onderwijs: een vergelijking van Chinese en Nederlandse docenten*

ICLON PhD Dissertation Series

Print: Mostert & Van Onderen! Leiden  
Cover design: Yanjuan Hu and Mostert & Van Onderen! Leiden  
Lay-out: Yanjuan Hu  
English editing: Lee Ann Weeks  
ISBN/EAN: 978-94-90383-14-5

© 2014, Yanjuan Hu

All rights reserved. No part of this thesis may be reproduced, stored in retrieval systems, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the author.

The role of research in university teaching  
*A comparison of Chinese and Dutch teachers*

Proefschrift

ter verkrijging van  
de graad van Doctor aan de Universiteit Leiden,  
op gezag van Rector Magnificus prof. mr. C.J.J.M. Stolker,  
volgens besluit van het College voor Promoties  
te verdedigen op donderdag 26 juni 2014  
klokke 11.15 uur

door

Yanjuan Hu  
geboren te Sichuan, China  
in 1983

***Promotiecommissie***

*Promotores*

Prof. dr. N. Verloop

Prof. dr. K. van Veen, Rijksuniversiteit Groningen

*Copromotor*

Dr. R.M. van der Rijst

*Overige leden*

Prof. dr. J.J.H. van den Akker, Universiteit Twente / SLO

Prof. dr. J.H. van Driel

Prof. dr. W.F. Admiraal

# Table of Contents

<b>1. General introduction</b>	<b>9</b>
1.1 Introduction	11
1.2 Theoretical background	12
1.2.1 Defining the role of research in university teaching	12
1.2.2 Investigations of the research-teaching nexus	14
1.2.3 Eastern and Western education traditions	15
1.2.4 The relevance of beliefs about teaching	17
1.2.5 The relevance of institutional context	17
1.3 Outline of the dissertation	18
1.3.1 Research questions and the design	18
1.3.2 The survey study	20
1.3.3 The interview study	22
<b>2. The role of research in Chinese and Dutch university teaching: How does the cultural background matter?</b>	<b>25</b>
2.1 Introduction	27
2.2 Theoretical background	28
2.2.1 Research-teaching nexus and teaching in general	28
2.2.2 Western teaching ideas and Confucian heritage	28
2.2.3 Western ideas in Chinese higher education	30
2.3 Research questions	31
2.4 Method	31
2.4.1 Participants	31
2.4.2 Design of the instrument	33
2.4.3 Data collection	35
2.4.4 Analysis	35
2.5 Results	35
2.5.1 The role of research in teaching	35
2.5.2 Relationship between beliefs about the ideal role of research and beliefs about teaching in general	37
2.5.3 The role of research in teaching and teachers' backgrounds	38

2.6	Conclusions and discussion	40
2.6.1	Western influence spreading	41
2.6.2	Legacy from the Chinese education traditions	42
2.6.3	Limitations and implications	42
<b>3.</b>	<b>Institutional background: A comparison of teachers from research universities and those from universities of applied sciences</b>	<b>45</b>
3.1	Introduction	47
3.1.1	The research-teaching nexus	48
3.1.2	The relevance of institutional background	49
3.2	Research questions	50
3.3	Method	51
3.3.1	Procedure and questionnaire	51
3.3.2	Participants	52
3.3.3	Data analysis	53
3.4	Results	54
3.4.1	The role of research in teaching	54
3.4.2	Individual backgrounds	56
3.4.3	Institutional background	57
3.5	Conclusions and discussion	58
3.5.1	The ideal and actual role of research in teaching	59
3.5.2	Relations of teacher perceptions of the actual role of research in their current teaching to institutional background	60
<b>4.</b>	<b>Fitting the Western idea for Chinese higher education?</b>	<b>63</b>
4.1	Introduction	65
4.1.1	The research-teaching nexus	66
4.1.2	Policies promoting research excellence in China	66
4.1.3	Economic development and the aim of language education	67
4.1.4	The present study and research questions	67
4.2	Method	68
4.2.1	Procedure and participants	68
4.2.2	The questionnaire	70
4.2.3	Data analysis	71

4.3 Results	71
4.3.1 The role of research in teaching	71
4.3.2 Relationship between teacher background characteristics and teacher perceptions	72
4.3.3 Teacher explanations for the gap	74
4.4 Discussion and conclusions	75
4.4.1 Highly valued but not practiced: Integrating research into language teaching	76
4.4.2 Closing remarks	78
<b>5. The role of research in university teaching: Comparing practices of master's thesis supervisors from China and the Netherlands</b>	<b>81</b>
5.1 Introduction	83
5.2 Educational traditions in China versus the Netherlands	85
5.3 Organization of thesis supervision in China versus the Netherlands	86
5.4 Method	87
5.4.1 Participants and sampling	87
5.4.2 Data analysis	88
5.4.3 Final coding scheme	89
5.5 Results	89
5.5.1 Intended learning outcomes	89
5.5.2 Support	95
5.6 Conclusions and discussion	99
5.6.1 Master's thesis supervision and research integration into teaching	100
5.6.2 The social-cultural roots and master's thesis supervision	101
5.6.3 Teach without teaching; answer with questions	102
<b>6. General conclusions and discussion</b>	<b>105</b>
6.1 Brief overview	107
6.2 Integrated conclusions	108
6.3 Discussion	111
6.3.1 More alike than different	111
6.3.2 Similar gap but different constraints	112
6.3.3 Value of research integration into teaching	114

6.4 Strengths and limitations	115
6.4.1 Strengths	115
6.4.1 Limitations	116
6.5 Implications	119
6.5.1 Recommendations for future research	119
6.5.2 Practical implications	120
<b>References</b>	<b>125</b>
<b>Summary</b>	<b>131</b>
<b>Nederlandse samenvatting</b>	<b>141</b>
<b>Appendices</b>	<b>151</b>
Appendix 1	151
The three main sections of the survey on the role of research in university teaching	
Appendix 2	154
Coding scheme and examples for intended learning outcomes identified by supervisors of master's theses	
Appendix 3a	155
Coding scheme and examples for tangible support identified by supervisors of master's theses	
Appendix 3b	156
Coding scheme and examples for intangible support identified by supervisors of master's theses	
<b>Publications and presentations</b>	<b>157</b>
<b>Curriculum Vitae</b>	<b>159</b>
<b>Afterword</b>	<b>161</b>
<b>PhD dissertation series</b>	<b>163</b>