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Chapter 1

General introduction

1.1 Introduction

In keeping with the Humboldtian tradition of education through research (cf. Simons & Elen, 2007), but also answering the call of the Boyer recommendation to engage undergraduates in research (Boyer Commission, 1998), programmes and projects which strive to involve higher education students in research have flourished across the globe (e.g., Brew, 2003 in Australia; Healey, Jordan, Pell, & Short, 2010 in the UK; van der Rijst, Visser-Wijnveen, Verloop, & van Driel, 2013 in the Netherlands). This trend can be identified at both research intensive universities and at universities of applied sciences, or so-called polytechnics, *Fachhochschulen*, and vocational higher education institutions.

Higher education institutions in Asian countries, including China, are also expected, for a number of reasons, to engage undergraduates in research more and more. One reason for this is that Western educational practice is becoming overwhelmingly dominant throughout the world (Grigorenko, 2007). Another reason is ongoing educational reforms, increased research cooperation, and more frequent student exchanges between countries (cf. Dang, 2013). Universities from both the East and West thus face the same challenges with regard to how to engage undergraduate students in research. And university teachers must now contemplate and define the role of research in their teaching.

While university teachers, policy makers, and managers in higher education highly appreciate the value of close connections between research and teaching, attempts of particularly teachers to bring research and teaching more firmly together can be seen to be impeded by multiple factors. Among these factors are differences in the organization and management of the domains of research and teaching in higher education (Brew, 2010; Griffiths, 2004). The beliefs, knowledge, and practices of teachers differ for the domains of research and teaching (Visser-Wijnveen, van Driel, van der Rijst, Visser, & Verloop, 2012). The number and diversity of the population of students in higher education is increasing (cf. Scott, 2010). Furthermore, the nature of the educational systems, educational aims, and cultural contexts — particularly in Asian countries — may impede close connections between research and teaching in undergraduate education. Greater insight into these potential influencing factors, and just how university teachers — as the most direct stakeholders — deal with them is needed in their reconsideration of the role of research in university teaching.

In this dissertation the beliefs and perceptions of Chinese and Dutch university teachers about the role of research in university teaching are examined in connection with constraints on the involvement of students in undergraduate research. The beliefs and perceptions of teachers were examined because they mediate their knowledge acquisition, definitions of tasks, and actual actions (Pajares, 1992). Different beliefs and perceptions about the role of research in

university teaching may thus produce different teaching actions for the incorporation of research into teaching.

The concepts of beliefs and perceptions are complex and must therefore, as cautioned by Pajares (1992), be carefully operationalized. The key terms in this dissertation are used as follows. Teacher beliefs about the role of research in university teaching refer to what teachers believe that research *should ideally* be integrated into teaching, in short, the *ideal role* of research in teaching. Teacher perceptions of the role of research in university teaching refer to how teachers perceive the *actual* integration of research into their current teaching practices and thus the *actual role* of research in teaching.

For the sake of clarity, the total group of participants (i.e., academics and lecturers from different types of higher education institutions) are referred to as ‘university teachers’ or just ‘teachers’.

The impetus to compare teachers from Chinese versus Dutch universities initiated from the initial inquisitiveness of the author of this dissertation, who came from China to pursue a PhD at a Dutch university. Though the primary concern is academic curiosity, there is substantial practical relevance for such a comparison. In both countries, with strongly differing educational systems, culture and history, university teachers face the same dilemmas and questions regarding the role of research in their university teaching. Thus, a comparison between these two countries is assumed to give profound insights into this theme, as this dissertation intends to show.

This dissertation focuses on a single disciplinary domain, namely, the language and culture departments of universities. This is to restrict the number of factors to take into account in the exploration. Disciplinary backgrounds of teachers have been found to strongly influence the beliefs of teachers, their curricular concerns, and their instructional practices (cf. Stodolsky & Grossman, 1995). In particular, two recent PhD research projects at the Leiden University Graduate School of Teaching (ICLON) investigated the research-teaching nexus for the Faculty of Sciences (van der Rijst, 2009) and the Faculty of Humanities (Visser-Wijnveen, 2009). Teachers from different disciplinary backgrounds were shown to have not only different definitions of research and teaching but also different perceptions of the relationship between research and teaching. In the present research, it was therefore decided to take a closer look at teachers from university language departments, which are presumably typical of the humanities.

1.2 Theoretical background

1.2.1 Defining the role of research in university teaching

The idea that research and teaching should be more closely connected in university teaching is based on several assumptions: 1) A strong connection between research and teaching communicates a particular academic identity (Robertson & Bond,

2005); 2) a strong connection between research and teaching can enhance the quality of both research and teaching (Deem & Lucas, 2007; Neumann, 1992; Robertson & Blackler, 2006; Robertson & Bond, 2001); and 3) a strong connection between research and teaching provides means to prepare students for work in a complex knowledge society, which requires research competence and continued learning (e.g., Brew, 2003; Clark, 1997; Simons & Elen, 2007).

Despite agreement on the need to bring research and teaching closer together, there is little agreement on how this should be done. Should, for example, research be brought more into teaching or, conversely, teaching brought more into research?

The emphasis in the existing research literature is on greater integration of research into teaching. Not only a research-oriented mind and the training of critical thinking are considered important for students, greater integration of research into teaching is also considered helpful for teachers to improve their teaching practices. Therefore, the focus of this dissertation is also on bringing research more into teaching or, as referred to in the remainder of this dissertation, ‘integrating research into teaching’.

But what, exactly, is meant by integration of research into teaching (see Verburgh, 2013, for a similar point)? Is it to have teachers integrate their own research activity into their teaching? Or is it to confront students with research by integrating various components of the research process into teaching (e.g., have students read and criticize reports from the research literature, teach students reliable and valid research methods, have students carry out their own research projects)?

When talking about the identity of the university or other institute of higher education, bringing the research of the teachers themselves more into their actual teaching practice appears to stand central and this obviously requires the involvement of the university teachers in ongoing research. When talking about the preparation of students for dealing with the complexity of society, bringing the different components of the general research process into actual teaching practice appears to be of importance. Direct involvement of students in actual research should be central to this endeavour. In the present dissertation, it is decided to focus on the integration of the components of research into university teaching. This was done because it is already done to some extent but also because the involvement of higher education students in research has yet to occur on a widespread basis.

Most of the research literature concerned with the integration of research into university teaching, such as undergraduate research (e.g., Healey, 2005) or inquiry based learning (e.g., Brew, 2003), does not explicitly distinguish between the why of doing this and the how of doing this. Different terms were used from study to study when referring to the why of doing this; the goals, values, and expected benefits of incorporating research into teaching. Specification of the how

may occur at the micro level and thus in terms of the approaches and specific strategies used by the teachers, or at the macro level and thus in forms of student research projects or incorporating research elements in university courses (cf. Elen & Verburgh, 2008). Distinguishing between the why and how is of importance for a better understanding of research integration into teaching.

The degree of research integration into the teaching process can also vary widely. The integration can range from little involvement of the student in parts of the research process (i.e., partial integration, such as having students read and criticize research literature in a specific course), to extensive involvement of the student in the entire research process (i.e., complete integration, such as student research projects).

Within the context of this dissertation, aspects of both the why and how of integrating research into teaching — collectively referred to as ‘the role of research in university teaching’ — are explored. The first study, a survey study, will focus mainly on why integrating research into teaching in a partial integration context (i.e., the goals of integrating research into an undergraduate course). The second study, an interview study, will focus on why as well as on how to integrate research into teaching in a complete integration context (i.e., both the goals and approaches for the supervision of a master’s thesis).

1.2.2 Investigations of the research-teaching nexus

Investigations of the so-called research-teaching nexus can be divided into two streams. On the one hand, there are qualitative studies of how academics and students think about the relationship between research and teaching (e.g., Neumann, 1992). On the other hand, there are correlation studies of the associations between research productivity and teaching quality (e.g., Hattie & Marsh, 1996). Both teachers and students hold strong beliefs in a close relationship between research and teaching (e.g., Robertson & Blackler, 2006). But in contrast, no significant empirical associations could be found between research productivity and teaching quality. For example, Hattie and Marsh (1996) reported in their meta-analysis a near-zero correlation between research productivity (i.e., publication counts) and teaching quality (i.e., student evaluations). The strong beliefs about a close relationship between research and teaching are thus not supported by the findings from these correlation studies on the research-teaching nexus.

Reflection on the discrepancy between what is reported as desired by academics and students and what can actually be confirmed about the links between research and teaching revealed two possible explanations for the differences. The first explanation reflects on the nature of the measurements conducted. In most of the previous studies either the beliefs or the actual practices of the teachers with regard to the research-teaching nexus were studied but not both. We therefore do not have the appropriate evidence to evaluate the relationship between beliefs and actual practices. This dissertation is designed to fill this gap by

exploring both what teachers believe and what they perceive as beneficial for the integration of research into their own teaching practice.

The second possible explanation for the observed discrepancy between beliefs and practices related to the research-teaching nexus is found in the assumption of the correlation studies that research and teaching are separate activities of a teacher. Thus, these studies studied the connections between research and teaching as if it were two separate activities of university teachers. What actually is missing in these correlation studies is how research activities are translated or integrated into the teaching activities. Discussions about the research-teaching nexus are therefore now more concentrated on the integration of research activities into teaching activities via — for example — forms of inquiry-based learning and the introduction of undergraduate research programmes. Both can be found in the US (Boyer Commission, 1998), the UK (Healey, 2005), Australia (Brew, 2003), and the Netherlands (van der Rijst & Visser-Wijnveen, 2011). Conceptual models of the relationship between research, teaching and student learning (cf. Brew, 2003) and models aimed at the development of curricula to foster the integration of research into teaching are available (cf. Healey, 2005), but few concrete studies on how teachers integrate research into teaching activities are available. The present dissertation aims to fill this gap by examining what teachers think about the purposes and approaches of integrating research into their teaching. It also aims to provide a picture of the actual practices with regard to the integration of research into university teaching by investigating the master's thesis supervision.

1.2.3 Eastern and Western education traditions

The assumed differences in the educational traditions between China and the Netherlands motivated the comparison conducted in the present studies. In the following, a brief overview of the similarities and differences between the two traditions is presented.

Eastern and Western educational philosophies

The educational traditions in many Eastern countries are believed to be radically different from those in the West, particularly with regard to the ultimate goals and approaches to attain these goals. Chinese and Dutch university teachers can be assumed to be two representative examples of the Eastern and Western traditions, respectively.

Educational tradition in China has been largely influenced by the philosophy and teachings of Confucius as well as the way they were practiced throughout history in the Imperial Examination (IE) system. Though Confucius describes moral education and the cultivation of benevolence as the ultimate goals of education (Niu, 2007), the IE system functioned as a tool for the government to select state officials and for individuals to improve their social status (cf. Shin,

2012). Similarly in the current Chinese education system, the National College Entrance Exam (NCEE) results are used to determine college admission, which functions as a means to foster the development of Chinese economy and also, to some extent, a way to improve the social and economic status of students. Confucius emphasized learning through reflection (Wong, 2011) and example (i.e., observing the successful experiences of one's seniors) (Yang, 1993). In the IE system, rote learning of the Confucian classics was a prevailing approach to learning (cf. Hayhoe & Zha, 2006), thus an emphasis on knowledge transmitting and memorization of the Confucian classics. Confucian philosophy was transmitted in the IE system, but has in recent years become highly valued for teaching and learning in modern society (Zeichner & Liu, 2010).

Western educational tradition is based upon the ideas of the ancient Greek philosophers and the dialogues of Socrates in particular. In this tradition, the goal of education is to pursue the objective knowledge and the means to attain this goal is to have students and teachers co-investigate an idea or standpoint via the exchange of questions and answers (i.e., critical discussion) (cf. Hummel, 1994). Western educational tradition does not take something to be true until the matter has been thoroughly examined by the learners themselves. Western educational tradition therefore emphasizes learning through empirical investigation (cf. Shim, 2008). And this perspective on teaching and learning still contributes to Western education today.

Western influences on higher education in China today

Though largely influenced by the teaching philosophies of Confucius and the IE system, the current Chinese higher education system has also seen a range of influences from the West. Starting in 1902, Western educational ideas were introduced into China (Niu, 2007). But they only greatly developed in the 1980s when the Chinese government introduced a major higher educational reform and adopted institutional models from the West (Altbach, 1989). Just as emphasis on research excellence grew in the West, a greater emphasis was placed on the promotion of research excellence in China as well (cf. Tien, 2007). This can be seen in the efforts of the government to build world-class universities and the conduct of two national projects in particular: the *211 Project* and the *985 Project*¹. It can be expected that the staff of the universities supported in these

¹Both projects are aimed at developing the quality and thus the reputation of Chinese higher education. The *211 Project* was launched by the Chinese government in 1993 to identify 100 universities to become research-intensive institutions. The *985 Project* followed in May 1998 when the Chinese government decided to concentrate its investment on a smaller number of universities and thereby nurture a world-class level of higher education in China. Large amounts of government funds were thus allocated to the selected universities to build research centres, improve facilities, hold international conferences, attract world-renowned faculty, host visiting scholars and help Chinese faculty attend conferences abroad (Altbach, 2009; "International Rankings and Chinese Higher Education Reform", 2006; Hayhoe & Zha, 2006).

projects are as “internationalized in outlook and experience as those in major Western universities” (Hayhoe & Zha, 2006, p. 685).

Western scientific output and publications in academic journals also contributed to the influence of Western thinking on Chinese higher education (cf. Altbach, 1989). Publication in top-level Western journals is quickly becoming the standard of academic excellence for Chinese universities and is closely associated with the career progress of academics (cf. Bai, Millwater, & Hudson, 2012).

In light of the current situation at Chinese universities, it can thus be expected that Chinese teachers will face the same task as teachers from the West at some point and thus be required to engage in the international drive to involve higher education students in research. Both teachers in the East and West are having to re-think their roles as teachers and the role research should play in their teaching. And in doing this, the university teachers will presumably take their specific social-cultural, political and economic circumstances into consideration.

1.2.4 The relevance of beliefs about teaching

How teachers think about the role of research in teaching is likely to be influenced by what they believe about teaching in general. Brew (2003) has argued that the way in which teachers perceive the nature of research, teaching and knowledge will presumably affect the way in which they bring research and teaching together. Visser-Wijnveen, van der Rijst and van Driel (2012) found that particularly the way in which teachers conceptualize teaching (i.e., their beliefs about teaching) correlates most strongly with the way in which they perceived the relationship between research and teaching.

Specifically with regard to teachers’ beliefs about teaching, two general categories of beliefs (i.e., orientations towards teaching) have been discerned in current studies: Information transmission/teacher-focused and conceptual change/student-focused (e.g., Belo, van Driel, van Veen & Verloop, 2014; Denessen, 1999; Kember, 1997; Samuelowicz & Bain, 1992, 2001; Trigwell & Prosser, 2004; van Veen, Slegers, Bergen, & Klaassen, 2001). When we consider the differences in the educational philosophies and traditions of the East and the West, it is intriguing to see whether these differences can be found in teachers’ current beliefs about teaching. Therefore, it is interesting to analyse how these two general categories of beliefs about teaching may shape the thinking of teachers from Chinese and Dutch universities about the incorporation of research into their teaching. This point also underpinned the selection of China and the Netherlands for the comparison.

1.2.5 The relevance of institutional context

The way in which teachers embed research into teaching can also be affected by the institutional context. This is because individual learning, thinking and behaviour are assumed to be affected by the structural factors within the institution

(e.g., time, resources, workload, evaluation and feedback procedures, institutional policies) and cultural factors within the institution (e.g., shared school vision, collaborative culture, professional learning climate, professional capacities and collective decision-making) (cf. Imants & van Veen, 2010; Little, 2012; Smylie, 1995). Marsh and Hattie (2002), but also others (cf. Griffiths, 2004; Robertson & Bond, 2001), have similarly argued that institutional context is likely to mediate the relationship between research and teaching.

To investigate how the structural and cultural conditions may influence the thinking of teachers about the role of research in teaching, teachers at research universities (RU) are compared with their counterparts at universities of applied sciences (UAS). The binary higher education system in the Netherlands differentiates between RU and UAS particularly with regard to the aims, content and status of research within the institutions (cf. de Weert, 2006). As a result, RU and UAS are also organized differently in the Netherlands in terms of teaching content, resources, workloads, evaluation of functioning and policies regarding teaching: RU focus more on science and research while UAS focus more on practice and teaching (Harwood, 2010). The Dutch context is thus assumed to be particularly relevant for exploring how the structural and cultural characteristics of an institution affect the beliefs of teachers about the role of research in teaching but also the way in which they integrate research into their actual teaching practices.

1.3 Outline of the dissertation

1.3.1 Research questions and the design

There is the need to re-consider the role of research in university teaching against the growing emphasis on research and the call for student involvement in research in particular. Detailed empirical evidence about how university teachers think about the role of research, how they actually integrate research into their own teaching, and in particular how they cope with barriers deriving from the individual (i.e., beliefs about teaching as information transmission versus conceptual change, research experience, research training), the institutional (i.e., research-oriented versus vocation-oriented institutions), and social-cultural (i.e., East versus West) backgrounds is not available.

In relation to the cultural backgrounds, this dissertation examines the role of research in university teaching in an Eastern country, namely China, and a Western country, namely the Netherlands, related to the very different educational traditions, but also different socio-economic conditions between the two countries. Such comparisons can possibly expand the knowledge regarding the role of research in university teaching in general. Such comparison may also help to gain insights into the mediation of the role of research in university teaching by the differing educational traditions in particular. By comparing two countries with strong differences in their educational environments, it is possible to identify latent

facilitators and constraints that are invisible to a single educational setting. In addition, findings from such comparison can presumably help reduce the difficulties of functioning for both teachers and students from one country when in another country (cf. Hofstede, 1986). Understanding the teaching practices of Chinese teachers, for example, can help Dutch teachers to better understand Chinese and other Asian students attending a Dutch university.

Thus, the main interest of this dissertation concerns *the beliefs and perceptions of Chinese and Dutch university teachers regarding the role of research in university teaching, and how these beliefs and perceptions can be explained by their cultural, institutional and individual background characteristics.*

A survey study and an interview study are conducted to answer the central research question. The survey study — reported in Chapters 2, 3 and 4 — is designed to gain a general overview of the beliefs regarding the role research should play in their teaching and their perceptions of the role research actually plays in their teaching of Chinese and Dutch university teachers. The contributing factors to those beliefs and perceptions will be investigated. The interview study — reported in Chapter 5 — is designed to describe a concrete picture of the actual practices of Chinese and Dutch university teachers in relation to the role of research in teaching, for which an example of complete integration of research in teaching is chosen, namely the supervision of the master’s thesis.

In Figure 1.1, an overview of main theoretical perspective taken within the context of the present research on the integration of research into teaching is provided. Figure 1.2 provides an overview of the four empirical chapters presented in this dissertation.

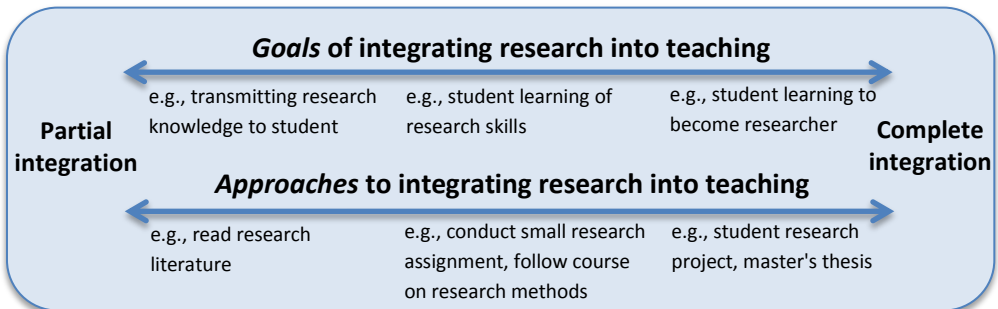


Figure 1.1. Overview of the main theoretical perspective on the integration of research into teaching

Chapter 1

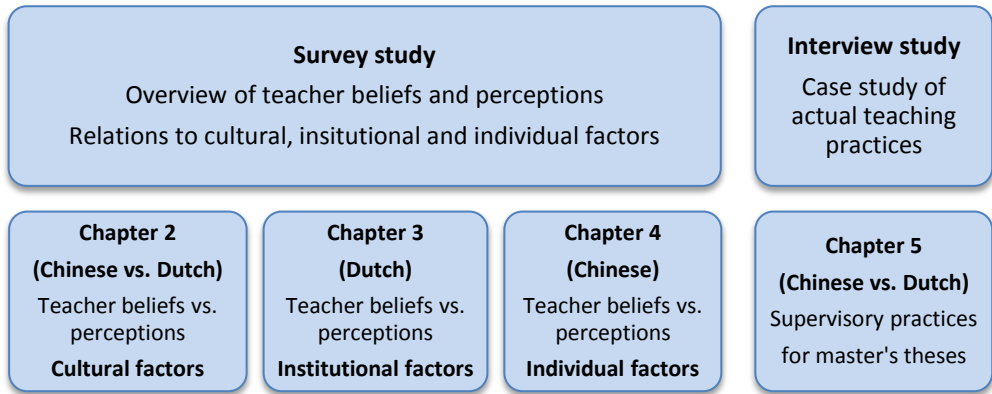


Figure 1.2. Overview of the survey study (Chapters 2-4) and interview study (Chapter 5)

1.3.2 The survey study

A questionnaire is used in the survey study (Chapters 2-4) to gain a general overview of the goals of university teachers to integrate research into their teaching, namely, teacher beliefs (i.e., the ideal) and teacher perceptions (i.e., the actual) regarding the role of research in university teaching. In all three chapters, the beliefs of the teachers are compared to their perceptions and a selected number of cultural, institutional or individual factors (depending on the chapter) are considered in doing this. Chapter 2 (the influence of cultural factors), reports on both the Chinese and the Dutch data, then Chapter 3 (the influence of institutional factors) and Chapter 4 (the influence of individual factors) on the Dutch and the Chinese data respectively. Chapters 3 and 4 help unravel issues not addressed in Chapter 2 and thus further our understanding of the comparative findings found in Chapter 2. In the following, the three chapters reporting on the survey study are described in greater detail.

Chapter 2 reports on the beliefs versus perceptions of teachers from Chinese versus Dutch universities. The main focus is on a culture related factor (i.e., teacher beliefs about teaching in general). This chapter also reports on a number of individual factors including years of research experience, years of teaching experience, educational background, study abroad experience and types of courses taught.

The Chinese ($n = 152$) and Dutch ($n = 132$) university teachers are compared. This is done because China and the Netherlands have distinctive education philosophies, thus distinctive beliefs about teaching in general. The specific research questions of this chapter are:

- What are Chinese and Dutch university teachers' beliefs about the ideal role of research in teaching?
- What are Chinese and Dutch university teachers' perceptions of the actual role of research in their teaching practice?
- How do Chinese and Dutch university teachers' beliefs about the ideal role of research in teaching correspond to their beliefs about teaching in general?
- How do Chinese and Dutch university teachers' beliefs about and perceptions of the role of research in their teaching relate to their backgrounds?

Chapter 3 reports on the beliefs versus perceptions of teachers from Dutch universities (i.e., the research universities and the universities of applied sciences), with a focus on the role of institutional factors (i.e., the research cultures and research support provided in the research-oriented versus vocation-oriented institutions). Three individual factors are also considered in relation to the teachers' beliefs and perceptions: educational background, years of research experience and time spent doing research.

This chapter reports only on the data of the Dutch university teachers ($n = 132$). The Dutch sample is particularly relevant for investigating in this regard because the RU and UAS in the Netherlands strongly differ from each other, particularly with regard to the aims, content and status of research within the institutions (cf. de Weert, 2006). Because the institutions differ in such a way from each other, the Dutch sample is assumed to be an adequate example to explore how structural and cultural characteristics of the institutes affect the beliefs and perceptions of teachers about the role of research in their teaching. The following specific research questions are addressed in this chapter.

- What do teachers at research universities and universities of applied sciences believe about the ideal role of research in university teaching?
- How do teachers at research universities and universities of applied sciences perceive the actual role of research in their teaching practice?
- How do the perceptions of university teachers regarding the actual role of research in teaching relate to their institutional and individual backgrounds?

Chapter 4 reports on the beliefs versus perceptions of teachers from Chinese universities with a focus on individual factors (i.e., time spent doing research, research experience, learner type, study abroad). A crucial institutional background factor is also taken into consideration (i.e., employment at a research intensive versus non-research intensive institution) in addition to self-reported constraining factors.

Just how the Western idea of integrating research into teaching has been adopted and adapted within the context of Asian higher education is analysed for a

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Chinese sample of teachers ($n = 152$). Chinese higher education has a different educational system, different educational aims and different curricular designs than Western higher education, and this is expected to create tensions for the adoption of Western ideas. A deeper understanding of the beliefs and perceptions of Chinese teachers is also expected to facilitate our interpretation of the findings reported in Chapter 2. The specific research questions addressed in this chapter are as follows.

- How do teachers' beliefs about the ideal role of research in teaching relate to their perceptions of the actual role of research in their teaching practice?
- How do teacher individual background variables relate to their perceptions of the actual role of research in their teaching practice?

1.3.3 The interview study

An interview study (Chapter 5) is designed to provide a qualitative in-depth picture of how university teachers perceive the goals of integrating research into teaching and the approaches used to integrate research into their actual teaching practices. Semi-structured interviews are conducted with ten Chinese and ten Dutch master's thesis supervisors. They are asked about the intended learning outcomes (goals of integrating research into teaching) and the support provided to their students in their actual supervising practice (i.e., approaches to integrating research into teaching).

Master's thesis supervision is particularly well-suited for studying the integration of research into teaching for three key reasons. First, master's thesis supervision is relatively well-established in both China and the Netherlands, which means that the practices followed are more comparable than the practices followed for other types of research integration approaches into teaching that are still developing (e.g., undergraduate research projects; research method courses). Second, it embraces a large variety of goals and approaches of research integration into teaching; research is more fully integrated in master's thesis supervision than in most other types of research integration into teaching (undergraduate thesis, research method courses, etc.). Third, it constitutes an ideal situation where the influence of the various constraints are less prominent. Master's thesis supervisors are well-trained to do research during their PhD work. They are experienced researchers and were allocated time to do research as part of their position which means that the influence of potentially confounding factors is restricted. The sample is from research intensive universities. Thus lack of time, lack of research training, lack of research experience, absence of a research culture and absence of research support can be expected — for example — to play a relatively smaller role for master's thesis supervisors in their actual integration of research into their teaching practice. The research questions of this chapter are:

- What learning outcomes do Chinese and Dutch supervising teachers want their master's students to achieve through a master's thesis?
- How do Chinese and Dutch supervising teachers support their master's students to achieve these learning outcomes?

In Chapter 6, an overview of the observed similarities and differences in the beliefs and perceptions of the Chinese and Dutch teachers in the survey and interview studies is presented. Based on the results, this dissertation ends with the conclusion that the beliefs and perceptions of Chinese and Dutch university teachers are more alike than different with regard to the importance of integrating research into teaching. A similar gap is detected between their beliefs about the ideal integration of research into teaching and their perceptions of the actual integration of research into teaching. But teachers from China versus the Netherlands face different constraints stemming from their different cultural, institutional and educational backgrounds.

To close, the strengths and limitations of the presented studies are reported in addition to some directions for future research and practical implications for enhancing the integration of research into teaching in both Chinese and Dutch higher education.

