REFORMULATING THE CONNECTION BETWEEN RESEARCH AND TEACHING

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ABSTRACT

The connection between teaching and research is addressed in this paper from the point of view of diversity. The starting point is the verification of fact that highly differing types of higher education institutions are in existence, as a result of the different ways in which these institutions adapt and innovate in the light of the changes introduced by modernity. In addition, the paper explores patterns of teaching modalities which respond to changes in the profiles and demand for professionals. The process of diversification has given rise to the so-called "teaching universities", where research activities are relegated to a secondary role in the explicit institutional missions of these establishments. The paper suggests that the same diversity rationale should be applied to research activities because, in actual fact, there is no single model of research, if we are willing to think beyond the classical research model of the experimental sciences. However, by admitting that there are different forms of research, it makes it possible to rethink the connection between teaching universities and research, an activity which is crucial to the development of higher education institutions. In short, it involves admitting that diversity has also come knocking on the door of research, as has already been the case of teaching.