

## **Should we be widening the gap between teaching and research?**

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It is generally assumed that there is a certain gap between teaching and research and that it is desirable for this gap to be closed or at least to be narrowed. Discussions about the alleged gap between teaching and research are not new, but have in recent years gained a new impetus, partly from research that seeks to enhance or increase the effectiveness of teaching, and partly from the teacher-as-researcher movement that seeks to make research part and parcel of the everyday practice of modern teachers. In my presentation I will raise a question that is hardly heard in contemporary education, namely whether there might be reasons for *widening* the gap between research and teaching, rather than narrowing it. Rather than a simple 'yes' or 'no' I will try to analyse developments in research – both from the side of researchers and from the side of teaching – that run the risk of distorting what teaching is and ought to be about. Such developments should definitely be kept at a distance if, that is, we continue to value to special nature of teaching itself.

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