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## **Propositions**

associated with the dissertation

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

Yanjuan Hu, 26<sup>th</sup> June 2014

1. Chinese and Dutch university teachers are more similar than they are different. (this dissertation)
2. University teachers, regardless of their cultural, institutional and individual background characteristics, highly value the integration of research into teaching. Nevertheless, a major gap exists between these teachers' beliefs and the actual integration of research into their own teaching practices. (this dissertation)
3. A supportive institutional research culture is crucial for the successful integration of research into university teaching. (this dissertation)
4. In general, Chinese supervisors of master's theses aim at the attainment of competencies to prepare students for their future careers, while Dutch supervisors aim at fostering students' well-being and students' interest in research. (this dissertation)
5. Student learning should always be included in discussions about the research-teaching nexus, making it a research-teaching-learning nexus.
6. In order to reveal latent characteristics of educational settings, we should compare educational systems more than only study the educational systems separately.
7. The influence of Western educational ideas on Asian higher education brings both threats and opportunities. For example, one may stop appreciating the merit of the Asian tradition which emphasizes learning from the experience and examples of others, through an over-adaptation of the Western tradition that one should learn from trial and error, and through learner initiated investigation.
8. The art of posing nested questions to gradually develop student understanding rather than immediately providing complete answers to students will contribute significantly to the fostering of students' critical thinking in Asian educational settings.
9. Holding stereotypes is human; remaining unaware of them is dangerous.