

# Session 1c

## Paper

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### **Integrating research and teaching online: Implications of digital mediation in experiments of research-teaching integration the University of Copenhagen during the Covid-19 lockdown**

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#### **Program text**

Exploring the implications of online mediation for the integration of research and teaching in UCPH, this paper highlights the consequences for forms of disciplining, practice-based learning and senses of intimacy.

#### **Abstract**

##### **Introduction**

The integration of research and teaching is often described as a key principle of higher education. While recent research into research-based teaching has accounted for the changes of this principle brought on by mass education, little research has been devoted to elucidating the ways in which increasing digitization is currently altering the conditions for how research and teaching are integrated. This paper explores the implications of online-teaching in experiments with integrating research and teaching at University of Copenhagen in the context of the covid-19 lockdown. It focuses on the ways in which digital mediation affects the teaching and learning environments, the didactical relations and consequently the ways in which students can engage.

##### **Methods**

The paper builds on ethnographic fieldwork in four courses based in the humanities, social sciences, law and health sciences experimenting with integrating research in teaching at the University of Copenhagen during the second Covid-19 lockdown in the winter of 2020-21.

##### **Results**

The paper argues that research-based teaching in online teaching and learning environments involves more definitive forms of disciplining and restricts bodily practice-based learning, but also in some cases creates different experiences of intimacy between teachers and learners.

##### **Discussion**

The paper conveys striking differences between educational programs as to the implications of online mediation to how research and teaching are integrated. These differences confirm existing research on the significance of disciplinary cultures as to how research and teaching is integrated, but it also suggests the need for an openness towards such heterogeneity in digitization efforts in HE Post-Covid 19

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#### **Literature**