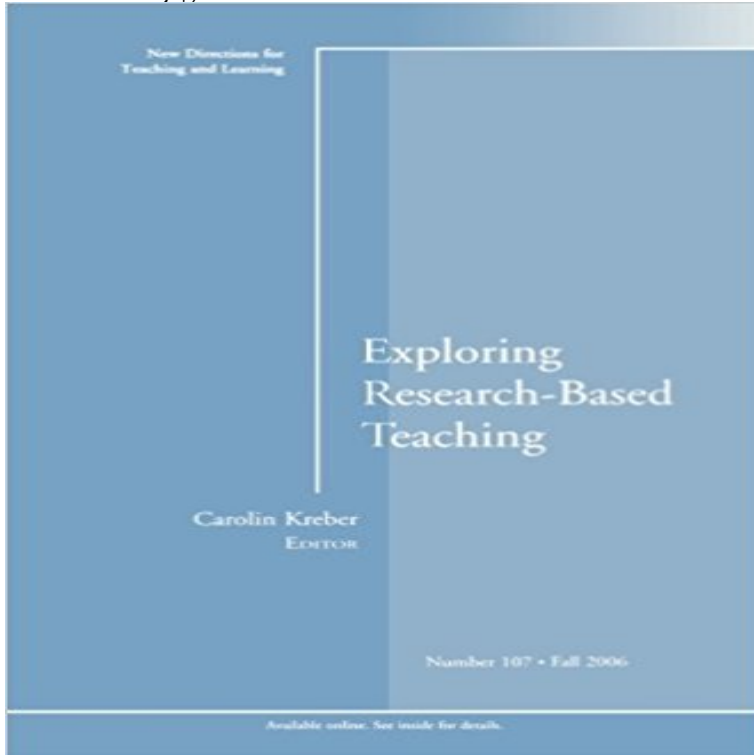


Exploring Research-Based Teaching: New Directions for Teaching and Learning, Number 107



The purpose of this volume is to illustrate the wide scope of possibilities in interpreting and promoting research-teaching synergies. At the same time it is a goal to look more explicitly at what institutions can do to promote two distinct forms of research-based teaching. The first perspective construes research-based teaching as student-focused, inquiry-based learning. According to this perspective, students are not simply taught the discipline-based content knowledge that has been generated through research, nor are they simply taught the processes of knowledge construction within the discipline or subject; instead, they themselves become generators of this knowledge. The second perspective shifts the lens to those who are doing the teaching and construes research-based teaching as teaching that is characterized by discipline-specific inquiry into the process of teaching itself. This is the 107th volume of *New Directions for Teaching and Learning*, a quarterly journal published by Jossey-Bass. Click [here](#) to see the entire list of issues for *New Directions for Teaching and Learning*.

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