

Integrating Research and Teaching in the IS Classroom: Benefits for Teachers and Students

Nikolaus Obwegeser
Department of Management
Aarhus University
Aarhus 8200, Denmark
nikolaus@mgmt.au.dk

Pantelis M. Papadopoulos
Centre for Teaching Development and Digital Media
Aarhus University
Aarhus 8200, Denmark
pmpapad@tdm.au.dk

ABSTRACT

Creating a link between research and teaching activities in higher education is a common and recurring challenge for many academics. Especially in practice-driven areas like Information Systems (IS), educators as well as students can benefit substantially from well-designed course curricula that facilitate research-driven learning processes. In this paper, we discuss the benefits and challenges of research-driven education from the perspective of both teachers and students and propose a research-driven course design in the case of a graduate course in IS development and implementation. The suggested approach includes a set of different techniques that allow for a successful integration of research content and activities throughout the whole course lifecycle. In order to validate our design empirically, we conduct a survey among course participants (n=194) and discuss the results. Our findings provide initial support for the proposed design, which can be the basis for future research and guide the composition of research-driven courses in the IS field.

Keywords: Curriculum design and development, Faculty effectiveness, IS major, Student research, Research-based learning