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Abstract

Research into the relationship between research and teaching in higher education has flourished over several decades, and the most recent research phase has focused particularly on how the research-teaching nexus can enhance the quality and outcomes of the learning experience for both students and academics. On the basis of bibliographic review, this article concludes that progress in answering the fundamental questions posed by researchers in the early 1990s and earlier has been limited. Diverse practice has been categorised, shared and evaluated against broad criteria, while questions about the inherent nature and value of the nexus in higher education remain as yet unanswered within the research theme and within the broader consideration of higher education policy and practice. Recent research provides an enriched evidence base on which earlier questions of principle and policy might usefully be reconsidered. (HRK / Abstract übernommen) Malcolm, Mary, E-Mail: mary.malcolm@beds.lac.uk