

Table 1: Dimensions of the 'teaching-research nexus'

<i>Meaning of 'nexus'</i>	<i>Practices</i>	<i>Suggested benefits</i>	<i>Possible dysfunctions</i>
1. Learners do Research	Research-based learning approach Research community practices replicated – peer review, publication on web or paper	Range of skills developed Range of concepts developed Epistemological awareness developed	Learning too slow to cover curriculum Patchy coverage of curriculum Low-quality research with poor ethical control and saturation of respondents with requests for interviews etc Resistance from learners Modularised curriculum and timetable constraints mean impractical to do this
2. Teachers do Research	Teaching cutting edge material Teaching about their research	Develops passion for the subject, communicated to learners Professionalises academic staff Teaching-informed research agenda saves time and effort Skills developed in research re-used in teaching Develops thinking abilities of teachers Engagement with pedagogic research and its outputs improves teaching The effect on individual academics' identities of having a significant research role alongside and/or linked with their teaching activities*	Teachers spend most of their time and energy on research to the exclusion of students Teaching assistants employed to replace teachers engaged on research resulting in student exposure to lower levels of expertise Students feeling abandoned
3. Teachers and learners research together	Students as research assistants Co-operative planning and implementation of research projects Development of 'inclusive scholarly knowledge-building communities of practice' (Brew , 2006, p180)	All of the above benefits, plus more task-oriented and co-operative relationship between teachers and learners	Learning too slow to cover curriculum Patchy coverage of curriculum Students effectively unpaid research assistants
4. Research embedded in the curriculum (Research influences the <i>what</i> and the <i>how</i> of curriculum design)	Research-based learning approach used Cutting edge research and knowledge incorporated in curriculum design Students' research skills foregrounded Students' cognitive skills of enquiry foregrounded Pedagogic theory and inquiry-based practice inform curriculum	Action research feeds into quality review and enhancement Students gain benefits as in 2 and 3 above	Patchy coverage of curriculum Transmission of essential knowledge poorly effected

5. Research culture influences teaching and learning	Teachers and students discuss research together Research culture permeates practices in teaching and learning	Research culture provides motivational context for teaching and learning	Research prioritised over teaching, leaving non-researchers among the staff as well as students feeling abandoned
6. The nexus, the university and its environment	Both teaching and research are linked into the commercial environment and local communities, addressing needs and solving problems. Knowledge transfer takes place "Integration of knowledge production and communication [expands beyond] university walls to encompass schools and further education colleges" (Lucas , 2007, p 18)	Research-teaching links offer opportunities for knowledge transfer The nexus can indicate improved institutional structures and strategies The nexus can indicate improved national policies on enhancing teaching and research Claims about a teaching/research nexus having instrumental value in terms of marketing of programmes & courses and institutional reputation .	The needs and priorities of employers and others take precedence in the academy. Pure research and critical approaches to society and become marginalised
7. Teaching and learning influences research	Research projects refined and developed as a result of discussion with students (particularly in areas of preparation for professional practice) Pedagogical research conducted in the context of teaching students	Mutual benefit to both teaching and research in a feedback loop. Skills developed in teaching re-used in research	Substantive disciplinary research becomes sidelined. Low quality pedagogical research begins to predominate because of lack of training in methods and relevant social scientific disciplines

[Source: Wareham, T. & Trowler, P. (2007). Deconstructing and reconstructing 'The Teaching-Research Nexus': Lessons from Art and Design. Paper presented at the AISHE annual conference, August 2007. Accessed May 2008: www.aishe.org/events/2006-2007/conf2007/proceedings/paper-21.doc]