This collection has offered windows into the ways in which a research-based education strategy and framework can operate in practice. The 15 contributed chapters and 12 shorter vignettes illustrate a good range of disciplines from art history through to veterinary science. Each contribution illustrates an innovative approach suited to a particular programme, discipline or institution, and many can be applied to different national, institutional and departmental contexts. However, while the applications of these educational developments are already wide-reaching, more work is needed to show how the connective approaches promoted by the Connected Curriculum framing could play out in and across even more disciplines and fields of learning. Given the challenges of inspiring busy academic colleagues, researchers and institutional leaders, who may be working within academic ‘microclimates’ (Roxå and Mårtensson 2011), having a dossier of localised and disciplinary case studies to draw on will be a valuable tool.

Similarly, as editors we have attempted to bring together a range of research-based education in practice from a spread of national contexts. However, here the collection is more limited. As this is an English publication, it is perhaps not surprising that the scholars who stepped forward to contribute were from the Commonwealth countries (or in the case of the Chinese example, were part-based in England). In the future, it will be important to draw together an even wider range of case studies from many regions and national contexts. We are especially keen to draw on the expertise of colleagues working across the continent of Africa, from those working across the Indian sub-continent, from South America and East Asia, and indeed from academics, professionals and practitioners from all areas of the world whose perspectives, research and practices are not represented here.
Despite these limitations, with this collection we hope to call to action others working in and beyond the growing body of scholarship on research-based education to help take this vision forward. Already colleagues from around the world are collaborating to inspire educators to develop their offering by shifting to a more enquiry-driven and research-based learning approach that connects learning more effectively to local and wider communities. Those who want to see higher education as a fairer, more open and more effective ecosystem of activity are also inspiring researchers to connect even more readily with students, teachers, practitioners and policy makers, finding new ways to communicate with the wider world and even raising questions for the higher education sector about the ways in which job roles, evaluations of ‘excellence’ and systems for reward and esteem need to be revisited (Fung and Gordon 2016; Locke 2014). Policies such as these, as well as educational practices that affect students more directly, need to change if research-based education is to fulfil its promise. It is promising therefore to see that institutional leadership teams and those whose political and economic decisions affect higher education as a sector are being brought into this debate.

Collective efforts to re-think the relationships between our various missions and activities in higher education are surely worth it. The integration of research and education, whereby students connect through dialogue with the production of knowledge, has the very real potential to make a difference to the lives of people around the world. As Fung argues (2017: 17), higher education institutions achieve extraordinary advancements of knowledge through research, both within and across disciplines. Our many complex global challenges are being addressed across the disciplines by researchers who produce new knowledge that ‘enhances our culture and civilisation and can be used for the public good’ (Nurse 2015: 2). Connecting education with research is not just a matter of educating individuals. It is about creating a more effective and more explicitly values-based ecosystem of activity in higher education that is explicitly directed at contributing to ‘the global common good’ (UNESCO 2015).

In a volatile era of political instability, global conflicts, economic inequalities and innovative technologies, the imperative to take a fresh look at the ways in which all of the goals and activities of higher education relate to one another is clear. Bringing students more explicitly into the landscape of research is not just about creating advanced learning opportunities, and not just about enhancing knowledge production by
enhancing research through teaching (Harland 2016), although these are important aims. It is about developing communities, local and global, that are increasingly able to evaluate and make research-based arguments, learn from diverse groups and individuals and communicate effectively across cultural and national borders. We hope that this volume has made a small contribution to this cause.
Notes

Chapter 1
1. An extended set of case studies (Humanities, Law, Criminology, Earth Sciences and Physics) is available at http://www.coronyedwards.co.uk

Chapter 4
1. Different collections refer to their material in different terms. The most commonly employed are objects, artefacts, items, artworks and specimens. For ease of discussion we will employ the term 'object' to refer to all these categories.
2. https://www.youtube.com/watch?v=YQ_lS_8-ZDE
3. https://www.youtube.com/watch?v=IKPnxnEM98o
4. https://www.youtube.com/watch?v=HPvLQ2o3vHY
5. https://www.youtube.com/watch?v=ZhpQkFJBQYc

Chapter 8
1. The Connected Curriculum – UCL’s approach to research-based education – is discussed in more depth below. See also the introduction to this collection.
2. The Institutional Validation is a standard quality assurance procedure found in most universities. This process is used by programme leaders/team to make significant changes to the curriculum, learning outcomes and modes of delivery of a programme of study.

Chapter 9
1. Referred to as ‘humanities’ in this chapter.
2. Ethical clearance was obtained for the use of case study data and individuals whose case studies are cited gave permission for the use of their ideas and names for the purposes of this chapter.

Chapter 10
1. It is important to note that while C2016+ used the term discipline as shorthand to describe the subject areas or areas of practice fundamental to each programme of study, it recognised that many programmes do not draw on a discrete discipline, but rather a field of study and/or areas of practice which build on a range of disciplinary and practice-based knowledges and understandings.