

Title: **Student as Scholar: implementing an undergraduate research scheme in a new university**

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Abstract:

Session Learning Outcomes

By the end of this session delegates will be able to:

- Describe the recent background to the development of undergraduate research schemes in the UK
- Identify the benefits of such a scheme for students, staff and the institution
- Evaluate the pedagogic and pragmatic implications of implementing a scheme
- Find further information on current initiatives

Session Outline

Recent developments and policy trends have placed increasing emphasis on the role of research in the undergraduate curriculum. Inspired by the report of the Boyer Commission (1998) in the US and the work of CETLs such as the Reinvention Centre (Neary 2005), the University of Lincoln became one of the first new universities in the UK to establish a bursary scheme to develop undergraduate research opportunities.

Under the title UROS (Undergraduate Research Opportunities Scheme) the scheme was initially piloted in 2007 with one project per Faculty. In 2008, a total of 30 projects were funded, culminating in a UROS Research Conference and a UROS edition of NEO, the university's online journal of undergraduate research.

UROS projects are designed to enhance the research output of the University, giving students an authentic research experience from research design right through to writing up, presenting and even publication. A key feature is the collaboration between staff and students, so that students are fully supported and able to enhance their own understanding of the research process as well as their disciplinary knowledge. UROS epitomises the cultural shift from the student as recipient of knowledge to student as researcher and producer of knowledge (Neary 2005).

This session will describe the implementation of the scheme at the University of Lincoln and identify the key success factors. It will consider the practical issues involved in designing, implementing, supporting and funding the scheme, and more importantly will assess the impact of the scheme on the students, the staff and the institution itself, as it strives to establish a culture of research-based learning.

Delegates will be invited to share their experiences and relate issues to their own institutional and disciplinary contexts.

Session Activities and Approximate Timings

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| 1. | Initial presentation | 15 minutes |
| 2. | Delegates divide into small groups to consider the issues involved in implementing an undergraduate research scheme in their own discipline or institution. | 15 minutes |
| 3. | Group feedback and plenary discussion | 15 minutes |

Suggested prompts for group discussion will include:

1. What are the benefits for staff, students and institution?
2. Who should have ownership of the scheme?
3. Where would it best be based?
4. Who should administer it, run it, take it forward, manage and maintain it?
5. How should it be funded eg bursary scheme or academic credit?
6. How can the impact of a scheme be maximised?

References

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