

Title: **Supporting staff engage undergraduates in research and inquiry: from first to final year**

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Abstract:

Session Learning Outcomes

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

- Advise staff on a range of ways that they could engage their undergraduates in research and inquiry
- Support staff in revising their curricula to develop students as researchers
- Prioritise a number of initiatives appropriate for their context for supporting staff to engage undergraduates in research and inquiry from first to final year

Session Outline

This workshop combines ideas from undergraduate research, inquiry-based learning, work integrated learning and community-based learning with ideas from academic development on effective ways of supporting staff

The argument is that all students should have the opportunity to learn through and about research and inquiry and that this should be embedded in the student journey from first to final year. However, staff need support in thinking through how to redesign their curricula to bring this about (Levy and Petrusis, 2012; Neary with Winn, 2009; Spronken-Smith and Walker, 2010; Visser-Wijnveen et al., 2012).

My interest in developing students as researchers originated through explorations over the last few years into ways to enhance the linkage between teaching and discipline-based research (e.g. Healey, 2005a, b; Healey and Jenkins, 2006, 2009; Jenkins *et al*, 2007; Jenkins and Healey, 2011, 2012). The conclusion to arise from that work is that one of the most effective ways to do this is to engage our students in research and inquiry; in other words, to see them as producers not just consumers of knowledge. I am currently directing a National Teaching Fellowship Scheme funded project exploring alternative ways of engaging students in final year projects and dissertations (Healey, 2011).

Participants will be encouraged to share their own experiences and practices of supporting staff engage students in research and inquiry and reflect on how these practices can be enhanced.

Session Activities and Approximate Timings

The workshop is in two parts. In the first part we will evaluate interactively a variety of ways in which undergraduate research and inquiry based learning are undertaken using mini-case studies from different disciplines, departments and institutions in the UK, mainland Europe, Australasia and North America. Participants will be given an extensive handout which we will dip into during the workshop and will be a significant resource for them to take away with them. In the second part of the workshop we will work in small groups to develop, plan and prioritise initiatives to support staff who wish to integrate student research and inquiry into their curricula (Healey *et al.*, 2013).

References

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