Delivering Undergraduate Research for All Students; What Institutions and Educational Developers/Researchers ...Can Deliver

Alan Jenkins, Professor Emeritus, Oxford Brookes University (UK)

Institutions and departments should “make it possible for every student to participate in at least two high-impact activities during his or her undergraduate program, one in the first year, and one taken later in relation to the major field. ... Ideally, institutions would structure the curriculum and other learning opportunities so that one high-impact activity is available to every student every year.”

Kuh (2008, 19-20, emphasis added)

“Developing the Student as Scholar Model requires a fundamental shift in how we structure and imagine the whole undergraduate experience. It requires, as a minimum, the adoption of the Learning Paradigm in everything from the first introductory course through the final capstone experience. It requires a culture of inquiry-based learning infused throughout the entire liberal arts curriculum that starts with the very first day of college and is reinforced in every classroom and program.”

Hodge et al. (2007, 1)

“In considering the balance and relation between institutional and department strategies for strengthening the teaching-research nexus: while departments are often where (linked) disciplinary allegiances are strong, and policies re linking teaching and research which build on these values and practices should be department based, other strategies such as requirements for graduation, how courses and staff are reviewed and appraised, and how the timetable and curriculum are structured, are often institution based.”

Jenkins et al. (2003, 81)

Intended ‘Audience’ Faculty in disciplines who wish to ensure students learn in a research environment appropriate to their discipline; Educational developers and academic leaders who work in departments and institutions to improve teaching; researchers on higher education with a focus on improving practice and policy.
Workshop ‘Style’. The workshop will build on the ideas and discussion in the plenary but with greater focus on guided small group and plenary discussion-and with supporting change back in colleagues institutions and in their professional role(s). The workshop is supported by an extensive handout with an international set of mini case studies from a range of disciplines and institutions in Australasia, Europe and North America; and suggestions for implementing changes in course teams, departments and institutions. The handout—and a linked web site http://www2.warwick.ac.uk/fac/soc/sociology/rsw/undergrad/cetl/resources—will support them in implementing these principles back in their institution. The workshop handout will also be available after the workshop to support colleague’s implementation strategies.

Workshop Focus and Content

Our starting point in terms of ‘content’ will be the plenary session and in particular this perspective

“All undergraduate students in all higher education institutions should experience learning through and about research. This should be a central and structured aspect of their formal and informal curricula. While recognising that there are other goals the curriculum should support (eg student employability, civic engagement), students learning in ‘research mode’ should be central to the curriculum.”

But here are focus will be very practical and firmly grounded in participants professional role(s) in their institution /nationally ...whether as educational developer /researcher or discipline based teacher/researchers or institutional leader. We will analyse what are seen as the institutional ( and departmental ) obstacles or questions /and what are the institutional drivers to implementing this agenda . We will also consider the disciplinary and indeed interdisciplinary issues that need to be addressed –and how we might encourage cross disciplinary learning . A range of international case studies and specific suggested strategies will be considered . Participants will leave with a draft implementation strategy for their institution /role
References

