







The Undergraduate Research Scholarship Scheme



A Co-Created Approach to Transforming Research

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Undergraduate research in HE

- Is research hierarchical?
 - Do Undergraduate students do Coursework whilst Postgrad's and Academics do Research? (Bowers & Parameswaran 2013)

The UClan Journal of Undergraduate Research

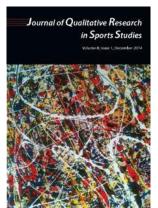
Journal of Qualitative Research in Sports Studies



Reinvention

An International Journal of Undergraduate Research

http://www.bcur.org/reinvention/



www.uclan.ac.uk/diffusion

Undergraduate Journal of Politics and International Relations (UJPIR)



http://ujpir.ubiquitypress.com/

http://www.bcur.org/journals/index.php/JQRSS



The Stanford Undergraduate Research Journal



http://www.bcur.org/studentjournal/kent-student-law-review/

KENT

LAWREVIEW

http://surj.stanford.edu/journal-archives-2/

Undergraduate research in HE

- Is research hierarchical?
 - Do Undergraduate students do Coursework whilst Postgrad's and Academics do Research? (Bowers & Parameswaran 2013)
- Is empirical study of UG research rigorous enough?
 - Too much focus on self-report surveys and not enough on measurable gains in research skills and capabilities? (Linn et al. 2015)
- What is undergraduate research for?
 - Is UG research for knowledge, communication, teamwork, leadership?
 (Carter et al. 2015)
- Why do research skills matter?
 - Experiential study through Undergraduate research creates high impact learning (Zimbardi & Myatt, 2012)

Typologies of research-based pedagogy*

RESEARCH ACTIVE

RESEARCH-ORIENTATED

Development of inquiry and imagination, research techniques and abilities

RESEARCH-BASED

Applied and student-led research activity

CONTENT FOCUS

PROCESS FOCUS

RESEARCH-INFORMED

Pedagogy and curriculum underpinned and informed by research

RESEARCH-LED

Close connection to current disciplinary research and the teacher's disciplinary practice

RESEARCH INFORMED

*Adapted from Ackrill (2015) and Healey and Jenkins (2009). Reflects Griffiths (2004) original 'led, 'orientated', and 'based'. Later updated by Healey (2005, in Barnett, R) to add 'research tutored'.

Research-orientated

Learning and teaching activities focused on development of research techniques and skills of enquiry

Research-based

Learning activity centred on applied and immersive student-led research activity

Research-informed

Learning and teaching strategies
underpinned and informed by relevant
pedagogic research and curriculum
mapped directly connected to relevant
disciplinary research and professional
benchmarks

Research-led

Curriculum and pedagogy derived from or closely connected to current research in the subject and/or with the teacher's disciplinary research/practice.

Curriculum designed to support research

Why URSS?: Undergraduate research in HE



Complex problem solving, Critical Thinking and Creativity identified as the top 3 skills for employment by 2020 (2016)



"Businesses look first and foremost for graduates with the right attitudes and aptitudes to enable them to be effective in the workplace" (2015)



"Half of employers say new employees struggle with teamwork and problem solving" (2017)



Gold TEF award dependent on students being "frequently engaged with developments from the forefront of research, scholarship or practice" (2017)

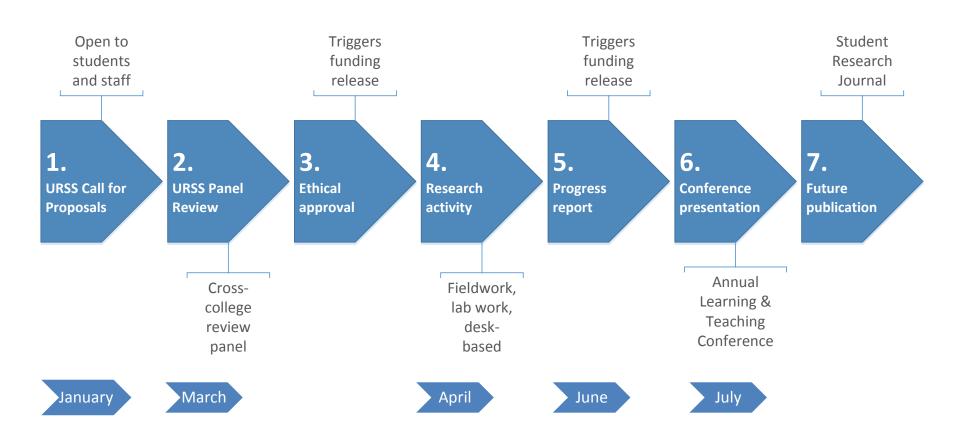


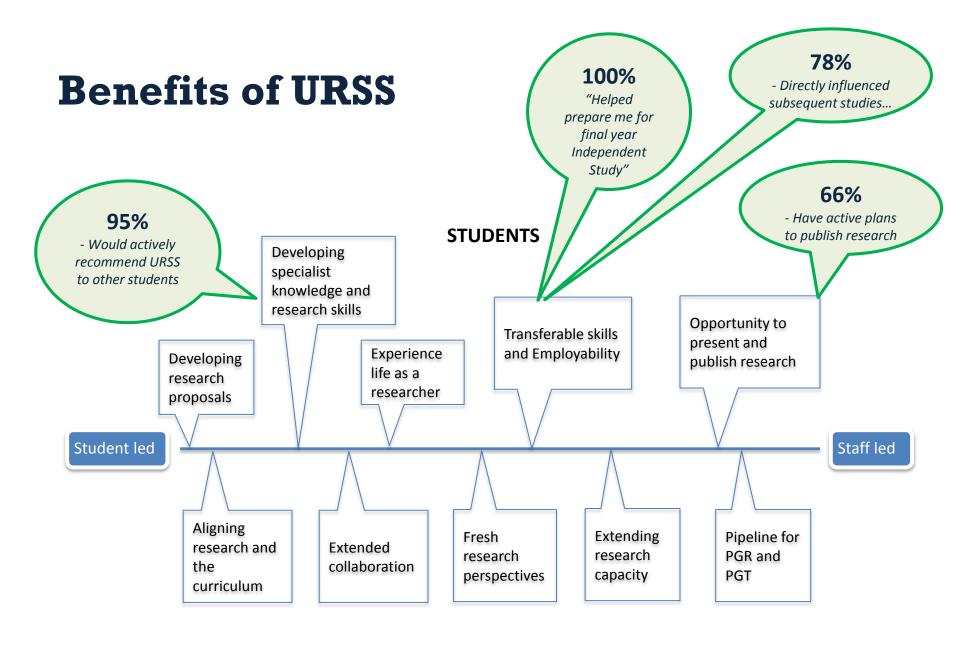
URSS 2013-2017

- "Live" Research Brief
- 6-10 weeks' FT (or PT equivalent)
- HEAR / CV / Derby's Futures Award
- Dissemination opportunity University's Learning
 & Teaching Conference

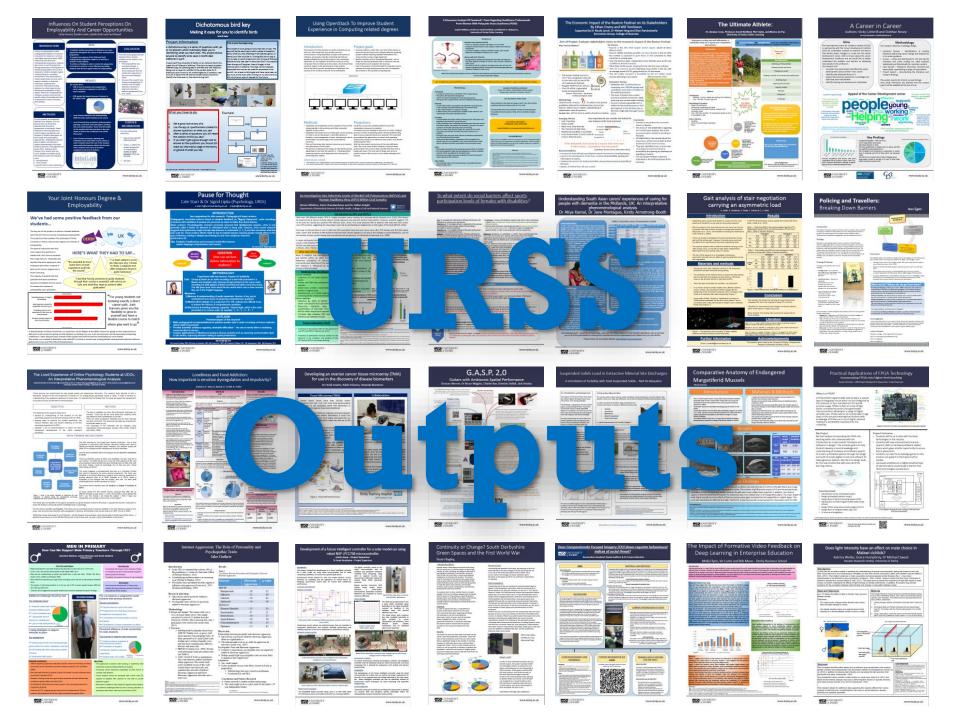
	Student Led Applications		Staff-Student Joint Applications	Scheme Total	Number of awards
2013-14	0	32	4	36	27
2014-15	2	49	0	51	39
2015-16	17	42	3	62	38
2016-17	31	28	n/a	59	40
Scheme Total	50	151	7	208	144

URSS projects and timeline



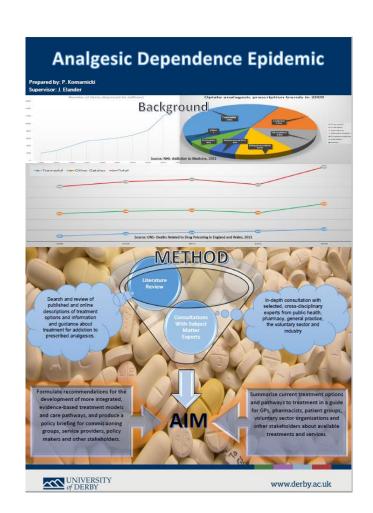


STAFF



Project insights -Przemek Komarnicki

- Getting involved with URSS
- Working with academic staff
- Managing the research
- Key research findings
- Preparing to present
- Impact on studies



The student experience

"I learnt how to work within a team, designate roles and collaborate to get things done in a short amount of time. Also how to articulate language to discuss our project with people."

"It was a great experience that gave an insight into the world of research. Up to this point my university career has been very theoretical and classroom based, with the exception of internships, so it was good to step away and use the theory in an applied manner."

"I gained skills within researching, writing and presenting work in correct formats, how to convert data into a visual aid and how to present work to other scholars."

"Great experience to work on real research with a professional research team, great feeling to get financial acknowledgement in addition to the research experience and acknowledgement for one's efforts by the team." "I feel I have more confidence in my ability to design an appropriate experiment, this has helped me with my IS project, and also calms my nerves about having to conduct research at postgraduate level, which is where I aim to go next."

"Insightful and exceptional."

"The URSS is a fantastic opportunity for students to research a topic of interest, resulting in the acquisition of a vast array of skills, some of which include: critical thinking, problem-solving and decision-making."

"Doesn't have to become an experience that influences your approach to your study and career - but probably will."

Exercise

Design your own scheme

1. Select scheme approaches

Select an approach or devise an original approach using the cards

2. Discuss and refine scheme

Think carefully about the institutional context

3. Devise a name for the scheme

Think about identity

4. Share your scheme

Share your scheme!

Aims

- To explore the distinctiveness of funded research in different HE contexts;
- To explore different ways of working with students;
- To devise an original UG research scheme.

15 mins discussion



Design your own scheme

1. Who is involved?

- All UG students?
- Stage 1, 2 or 3 only?
- Students only?
- Students and staff?
- External stakeholders?
- Other?

2. How is the scheme funded & launched?

- Central scheme?
- Devolved scheme (College/Faculty level)?
- Launched by staff for students?
- Launched by students for staff?
- Collaborative?
- Budget?
- Other?

3. Application process

- Paper-based application?
- Competitive pitching event?
- Central applications?
- By nomination/as prize?
- Devolved applications (to funded staff projects)?
- How much funding?
- Other?

4. Research activity

- In the field?
- In the lab?
- Live projects?
- Discipline-based, interdisciplinary or extradisciplinary?
- External projects?
- When in the teaching year?
- Short/intensive or longer term?
- Other?

5. Sharing research insights

- External conferences?
- Internal conference?
- Student-led conference?
- Collaboratively between HFIs?
- Journal publication?
- Other?





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