

From Students to Scholars: Creating a Framework for Undergraduate Research Excellence in Arts and Humanities

Review Report

Dr Anne-Marie Kilday

General Report:

The project is progressing nicely and there is an excellent level of staff, student and community engagement. I didn't initially appreciate how well the Academic Progression Initiative at Oxford Brookes complimented my project, and I would say that one of the unexpected outcomes of the fellowship thus far, is that discussions I have had with colleagues across the School of Arts and Humanities, has already resulted in them being very enthused about embedding undergraduate research in the revised programme curricula, and I am supporting and encouraging that across the School as a whole by attending Programme Development meetings.

Project Objectives Completed:

For all Year One, Year Two and Year Three Programmes –

- a) I have carried out an audit of research skills teaching and provision in modules designed for year one students across the School of Arts and Humanities through a questionnaire delivered to programme Field Chairs or Year Tutors.
- b) I have carried out an audit of how research skills are assessed in modules designed for year one students across the School of Arts and Humanities through a questionnaire delivered to programme Field Chairs or Year Tutors.
- c) I have gauged the student perspective on the provision of research skills in year one through the modification of questions asked on module evaluation sheets and through discussion groups organised with the School's Student Representative Committee.
- d) I have begun to construct an interdisciplinary research strand across the Independent Study Modules offered to year two students in the School of Arts and Humanities to encourage them to engage with research in their subject in relation to Oxford and the local community.
- e) I have begun to use mode of delivery changes to ensure that all final year honours level investigative assignments are entitled 'Research Projects'.
- f) I have begun to ensure that all final year research project handbooks adequately incorporate sections on research skills as part of the expected learning outcomes.
- g) I have begun to ensure that third year students undertaking research projects are adequately supported, through the provision of quality one-to-one supervision and through programme level surgeries and workshops provided by the requisite module leaders. To facilitate this, a workshop on 'Supervising Final Year Research Projects' will be provided to all supervisors in the School of Arts and Humanities, modelled on the provision already offered to staff in the Department of History.

- h) I have put plans in place to ensure that innovative and inspiring final year research projects are offered for publication to *Reinvention: A Journal of Undergraduate Research*.

Project Milestones Completed:

September 2008	Meet with participants to devise Audit Questionnaire I; use School Executive Board (SEB) meetings to promote changes to module evaluations with Heads of Departments and to ask for results to be fed back to PL (Teaching and Learning Innovation); use School Quality and Teaching Committee (SQTC) meetings to do the same; PL (Quality and Standards) to meet with Field Chairs to discuss changes to the Mode of Delivery as per proposal.
	ALL MEETINGS HELD AND DISCUSSIONS LOGGED.
October 2008	Circulation of Audit Questionnaire I to Field Chairs and/or year Tutors; first discussion group meeting with project participants and student representatives; meet with the module leaders for Arts and Humanities Independent Study Modules (ISM) to identify possible community-linked research projects.
	ALL DONE AND RESULTS ANALYSED.
December 2008	Presentation of position paper to be presented to SEB and SQTC regarding interdisciplinary ISM research strand to run from September 2009 with potential community links identified and possible research projects outlined. Collation of student module evaluations from semester one.
	PRESENTATION GIVEN AND FEEDBACK.
February 2009	Production of ISM research strand handbook including a 'skills descriptor' and appropriate learning outcomes in time for programme course choice meetings; advertise ISM research strand, web-magazine and prizes to year one Arts and Humanities students.
	NEARING COMPLETION.

Anne-Marie Kilday, January 2009.