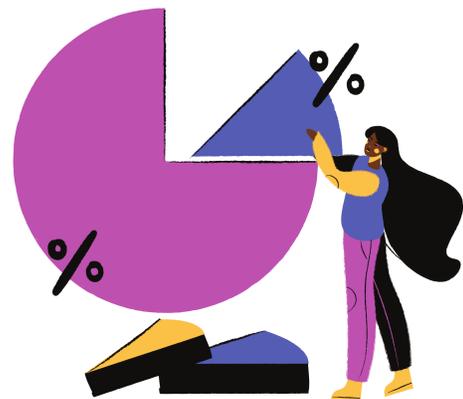


IMPLEMENTING A STUDENT AS RESEARCHER APPROACH

INTEGRATING UNDERGRADUATE RESEARCH INTO THE TEACHING AT THE UNIVERSITY OF NORTHAMPTON

Rebecca Fakoussa | Friedemann Schaber | Carys Redfern | Henrietta Farrugia



WHAT IS A STUDENT RESEARCHER?

An innovative pedagogy (Walkington, 2015) aimed at influencing undergraduates to become more submersed (Loughran, 2004) in their academics by inheriting research skills through co-creating within their future field of work. A partnership is formed between teacher and student to investigate issues often within the academic workplace (Fielding and Bragg, 2003)



THEMES SURROUNDING THE STUDENT RESEARCHER APPROACH

ALLOWING FOR CREATIVITY

The student research approach contradicts the traditional student-teacher hierarchy, it is suggested that students are somewhat bound by the metaphorical restrictions placed on them by teachers in which they can explore, and that the release of these allows for better idea generation (Arnot and Reay, 2007, cited in Leat and Reid, 2012; Bonnardel and Didier, 2020).

This approach also acts to meet the guidelines for education within the UN, stating that 'children have the right to seek, receive and impart information and ideas of all kinds ...' (Smit, 2013; Alderson, 2000: 243, cited in Fielding & Bragg, 2003). Suggesting that the traditional subordinate and passive role of students is not, and never was acceptable (Leat and Reid, 2012; Walkington, 2015; Atweh and Burton, 1995), and that they should be viewed pragmatically, as social agents (Carlile, 2016).



BENEFITS:

FOR THE STUDENT:

- **Transferrable and employability skills** (Steinberg et al., 1998; Atweh and Burton, 1995)
- **Empowering and confidence building** (Carlile, 2016)
- **Increased productivity and thus motivation** (Newmann, 1992, cited in Yonezawa and Jones, 2007; Shultz and Cook-Sather, 2001 cited in Yonezawa & Jones, 2007).



A 20TH CENTURY APPROACH

Student research takes the form of an open-ended academic practice that is heavily criticised due to its perceived complexity, yet in such a regressive era it has never been clearer that this a necessary route for academics (Kincheloe, 2007; Smit, 2013.)

Engaging the student voice is proven to be intricate, involving an array of elements, from the alteration of educational structures (Oakes and Lipton 2002 cited in Leat, & Reid, 2012), to the adaption of staff view's on students (Crane, 2001, cited in Leat & Reid, 2012). Yet the supporting research overwhelms such limitations:

"The youth can actively help educators develop a deeper understanding of teaching, learning, engagement, and social justice" (Yonezawa and Jones, 2007)

"No reason exists to prelude...students from becoming critical student researchers." (Kincheloe, 1998.)

"Beyond developing their basic academic skills, students as researchers learn to derive meaning from themselves and the world around them and become empowered through this work." (Kincheloe, 2007)



REFERENCES

Atweh, B. & Burton, L. (1995). Students as Researchers: rationale and critique. *British Educational Research Journal*, 23(5), pp.561-575.
 Bonnardel, N. & Didier, J. (2020) Brainstorming variants to favor creative design. *Applied ergonomics*, 93, p.102987.
 Carlile, A. (2016). Student participant-researchers. *Multilingual digital storytelling: Engaging creatively and critically with literacy*, p.87.
 Fielding, M. and Bragg, S. (2003). Students as researchers. *Making a difference*.
 Jenkins, A. and Healey, M. (2009). Developing the student as a researcher through the curriculum. *Innovations in practice*, 2(1), pp.9-15.
 Kincheloe, J.L. (2007). Clarifying the purpose of engaging students as researchers. In *International handbook of student experience in elementary and secondary school* (pp. 745-774).
 Leat, D. & Reid, A. (2012). Exploring the role of student researchers in the process of curriculum development. *Curriculum journal* (London, England), 23(2), pp.189-205.
 Loughran, J. J. (2004). Student Teacher as Researcher: Accepting Greater Responsibility for Learning about Teaching. *The Australian journal of education*, 46(2), pp.212-220.
 Smit, B.H. (2013). Young people as co-researchers: Enabling student participation in educational practice. *Professional Development in Education*, 39(4), pp.550-573.
 Springer, Dordrecht: Kincheloe, J., 1998. *Students As Researchers: Creating Classrooms That Matter*. 1st ed..
 Steinberg, S.R., Kincheloe, J. and Kincheloe, J.L. eds., (1998). *Students as researchers: Creating classrooms that matter* (Vol. 15). Psychology Press.
 Walkington, H. (2020). *Students As Researchers: Supporting Undergraduate Research in the Disciplines in Higher Education*. 1st ed. (ebook) York: The Higher Education Academy. Available at: <https://www.heacademy.ac.uk/system/files/resources/Students%20as%20researchers_1.pdf?text=%E2%80%9Bstudents%20as%20researchers%E2%80%99%20to%20improve%20pedagogy%20emphasising%20developing%20students%E2%80%99%20appreciation%20of%20research%20in%20the%20discipline.> [Accessed 29 December 2020].
 Yonezawa, S. & Jones, M., (2007). Student Co-Researchers: How Principals Can Recruit, Train, and Enlist the Help of Students to Examine What Works and Does Not Work in Their Schools. *NAGSP bulletin*, 91(4), pp.322-342.

TAKE A LOOK AT OUR RESEARCH BLOG HERE:



OUR EXPERIENCE AS STUDENT RESEARCHERS

STATEMENT FROM CARYS REDFERN



"My experience as a student researcher was both challenging and insightful. Through this role I have gained irreplaceable experience that would otherwise be unobtainable in a class setting. It has allowed me to gain a realistic image of what future employment will look like and motivated me to work harder to better position myself for after my course."

STATEMENT FROM HENRIETTA FARRUGIA



"My experience as a student researcher was inspirational. From undertaking this role I have gained invaluable experience which assist me when working on my dissertation as a final year student. The project has provided me with an insight into future career progression and opportunities which otherwise would have been unachievable."



CHARACTERISTICS FOR A STUDENT RESEARCHER

- **A Potential for Self Authorship** - A central goal that internally drives a student towards success and thorough self-reflection (Walkington, 2015).
- **A willingness to Improve** - Research is generally orientated towards natural academics, yet studies show that Universities that have targeted minorities have seen significant results in terms of grades and retention (Jenkins and Healey, 2009.).
- **A Sense of Respect** - Evidence suggests that the relationship between student and teacher has a direct impact on the quality of the research. When there is an understanding of the motive, reciprocity is formed (Leat and Reid, 2012).

