HIP TIPS: THE BENEFITS OF RESEARCH FOR STUDENT LEARNING

Undergraduate research can be an impactful learning activity (AAC&U, 2023). Here are some findings about the influence of research on student learning.

Undergraduate research is composed of:

- A purposely structured activity that results in new, noteworthy data.
- The analysis of that data leading to conclusions.
- The availability of conclusions to a community of scientists (<u>Bangera</u>, <u>Harrington & Fuller, 2018)</u>.



Potential benefits for student learning include:

- Practicing skills of the discipline
- Learning to work independently
- Building tolerance for obstacles and learning challenges
- Transforming the student/teacher relationship
- Clarifying career goals (<u>Hensel, 2018</u>)



Quality mentoring is key.

Impactful research mentors have the ability to create and maintain challenge during the research process, while facilitating meaningful engagement and a sense of achievement among students (Walkington et al., 2020).

Embedding research into a course encourages equity.

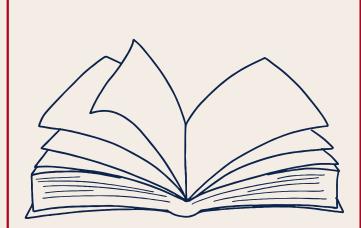
Research has been successfully embedded in many types and sizes of courses. Some examples are: freshman honors, small seminars, individual directed studies, and large, upper level courses (Evans & Evans, 2021).



Incorporating research into a course makes it more likely that all students will have fewer barriers and increased access to undergraduate research (Hensel, 2018).

Check out this book on course based undergraduate research for more!

Course-Based Undergraduate
Research: Educational Equity
and High-Impact Practice

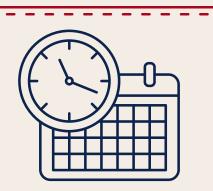


STRATEGIES FOR MAKING RESEARCH HIGH IMPACT

Start early.

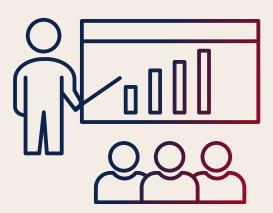
Undergraduate research is higher-impact when students have the opportunity to participate in research starting in their first year (Sell, 2018).

One way to help students participate in research early on is by embedding research into courses.



Embed research into a course using backward design.

- Begin by developing learning outcomes (or goals) for the research experience.
- Decide how student learning will be assessed (e.g., individual or group presentation, written paper, poster).
- Determine how you will scaffold (or structure over time) research activities.
- Choose your methods for communication and feedback.



Build a public demonstration of competence into the research experience.

Public displays of competence are one of the <u>eight key</u> <u>characteristics</u> of high impact practices.

Students might present their research process or findings:

- Among classmates and instructors
- At an undergraduate research conference or symposium
- At a community event
- In a setting/format authentic to their discipline

Interested in talking more about undergraduate research as a HIP?

Schedule a consultation with Audrey!

