**Challenging the Boundaries of Undergraduate Research**

**Mick Healey**

**(****mhealey@glos.ac.uk****;** [**www.mickhealey.co.uk**](http://www.mickhealey.co.uk)**)**

**All Ireland Conference on Undergraduate Research**

**Thursday 9th April 2015**

Undergraduate research is “An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.”(Council on Undergraduate Research, undated)

“*all* undergraduate students in *all* higher education institutions should experience learning through, and about, research and inquiry.” (Healey and Jenkins, 2009, 3)

The above two quotes suggest that the concept of undergraduate research (UGR) is an area of disagreement. This interactive presentation will explore some different viewpoints about the nature of UGR and with reference to specific examples will suggest that a broader definition than has previously been commonly used in undergraduate research conferences would be a fruitful way forward.

**Mick Healey** is a HE Consultant and Researcher and Emeritus Professor at the University of Gloucestershire, UK. He is also a Visiting Professor at University College London, an adjunct Professor at Macquarie University, Australia and an International Teaching Fellow at University College Cork. Until 2010 he was Director of the Centre for Active Learning, a nationally funded Centre for Excellence in Teaching and Learning at Gloucestershire. He was one of the first people in the UK to be awarded a National Teaching Fellowship (NTF) and to be made a Principal Fellow of the HE Academy. Mick is an experienced presenter. Since 1995 he has given over 500 educational workshops, seminars and conference presentations in 18 different countries. He has written and edited more than 150 papers, chapters, books and guides on various aspects of teaching and learning in HE and is the Joint International Editor for the US *Council on Undergraduate Research Quarterly.* He is often asked to act as an advisor to projects, universities and national governments on aspects of teaching and learning in HE. Mick is a frequent visitor to Ireland. He was a Visiting Expert for the HEA evaluating teaching and learning components of the PRTLI programme in 2003 and has been an international advisor to the National Academy for the Integration of Research, Teaching and Learning since 2007. He has given presentations for AISHE and LIN and delivered workshops at Athlone, Carlow, Cork, DIT, Dublin ITT, DUC, Galway, Limerick, St Patrick’s and TCD.

**Some recent references on topic of the presentation**

A full list of references may be found at [www.mickhealey.co.uk](http://www.mickhealey.co.uk)

2005 Linking research and teaching exploring disciplinary spaces and the role of inquiry-based learning, in Barnett, R (ed) *Reshaping the university: new relationships between research, scholarship and teaching* McGraw-Hill/Open University Press, 67-78

2005 *Institutional strategies to link teaching and research* York: HE Academy (Jenkins A and Healey M) 66pp <http://www.heacademy.ac.uk/assets/York/documents/ourwork/research/Institutional_strategies.pdf>

2007 *Linking teaching and research in departments and disciplines* York: HE Academy (Jenkins A, Healey M and Zetter R) 96pp (ISBN 978-1-905788-38-5) <http://www.heacademy.ac.uk/ourwork/research/teaching>

2009 *Developing undergraduate research and inquiry*. York: HE Academy (Healey M and Jenkins A) 152pp <http://www.heacademy.ac.uk/assets/York/documents/resources/publications/DevelopingUndergraduate_Final.pdf>

2010 The research-teaching nexus: A case study of students’ awareness, experiences and perceptions of research, Innovations in Education and Teaching International 47(2), 235-246 (Healey M, Jordan F, Pell B and Short C)

2012 Developing and embedding inquiry-guided learning across an institution, in Lee V (ed) The Power of Inquiry as a Way of Learning in Undergraduate Education, New Directions in Teaching and Learning (Jenkins M and Healey M) (pp27-37)

2013 *Developing and enhancing undergraduate final year projects and dissertations*. York: HE Academy (Healey M, Lannin M, Stibbe A, Derounian J) 93pp [www.heacademy.ac.uk/projects/detail/ntfs/ntfsproject\_Gloucestershire10](http://www.heacademy.ac.uk/projects/detail/ntfs/ntfsproject_Gloucestershire10)

2014 *Developing research-based curricula for college-based higher education.* York: HE Academy (Healey M, Jenkins A and Lea J) 86pp [www.heacademy.ac.uk/college-based-he/research-based-curricula](http://www.heacademy.ac.uk/college-based-he/research-based-curricula)

2014 *Engagement through partnership: students as partners in learning and teaching in higher education.* York, Higher Education Academy. Healey M, Flint A, Harrington, K) 76pp <https://www.heacademy.ac.uk/engagement-through-partnership-students-partners-learning-and-teaching-higher-education>