



ENGAGING UNDERGRADUATES IN RESEARCH

Samuray B. Ozay
The University of Sydney
Faculty of Arts, NSW, AUSTRALIA
samozay@gmail.com

Abstract

Undergraduate students are exposed to a variety of disciplinary content, which forms a general cluster of knowledge, but many students graduate without obtaining the skills associated with research and inquiry. This article is based on the premise that undergraduate students need to be empowered to construct their own knowledge as potential producers rather than mere consumers of knowledge. It provides a synthesis of cross-disciplinary perspectives and educational debates that support the argument for, and benefits of, providing research-enriched learning for undergraduate students. The article adopts a framework for the dimensions of research in undergraduate learning. The different models presented aim to illustrate the various ways that research can be integrated with teaching to benefit learning.

Key Words: Teaching-research nexus; undergraduate research.