



UNDERGRADUATE STUDENTS' AWARENESS, EXPERIENCES AND PERCEPTIONS OF RESEARCH IN HUMANITIES

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Abstract

This paper presents a case study of undergraduate students' awareness, experiences and perceptions of research in a major metropolitan university in Australia. The findings are based on the responses to a questionnaire in which 282 undergraduate students from humanities-based disciplines participated. Overall, students were aware of one or more of the different types of research occurring in the university. The findings indicated that students were acquiring some form of research experience in their learning, although the extent and benefits of their experiences were not examined in this particular study. Respondents perceived clear benefits to being taught by research-engaged staff members. Many of the open-ended responses showed that students perceived research-engaged staff to be more enthusiastic and effective teachers than those not engaged in research. However, some students remarked that not all research-engaged staff members possessed the skills to promote good quality teaching. More than half the participants agreed that they learn best when they are actively engaged in research processes.

Keywords: student experiences, undergraduate research, teaching-research nexus