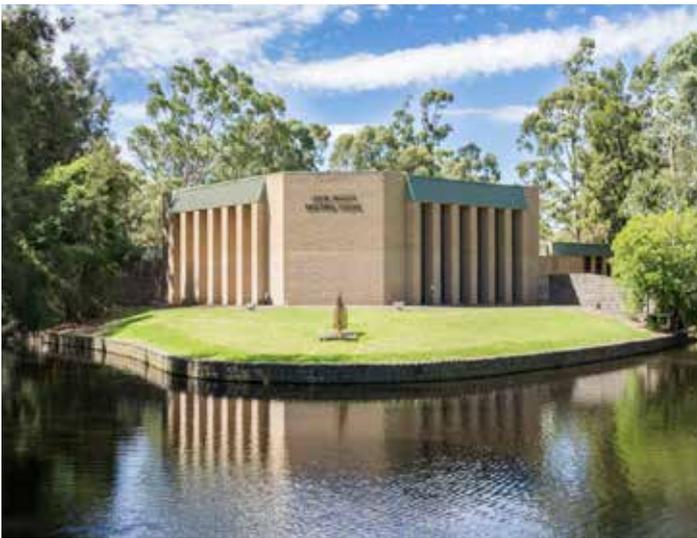


# Undergraduate Research News Australasia

Australasian Council for Undergraduate Research – Issue 14 • November 2018

## Editorial



This year's Australasian Conference for Undergraduate Research (ACUR) was held at La Trobe University, in Melbourne, in late September. If this was more intimate than last year's meeting in Adelaide, it was just as successful. This is evident in the student contributions to this newsletter, many of which are from undergraduate researchers who presented at the conference. The high standard of these contributions reflects the enthusiasm but also clarity and organizational skills evident throughout the conference.

If anyone doubts that undergraduates are capable of good research discipline and imagination, then they need only come to some

ACUR presentations. Several of the student writers here also comment on the importance of good mentoring, as well as the benefits of peer-to-peer networking and support. Some professed some (or considerable!) nervousness at the time, but rarely did this show. The overwhelming impression amongst those of us privileged to attend was the sheer professionalism and pride of students given a platform to represent themselves and their institutions.

Many Australian universities were represented but some are more committed than others to supporting their student researchers to attend ACUR. Two thirds of participants were from the Australian National University, Macquarie

*Scenes from the annual conference at La Trobe University, Melbourne*

University, the University of Queensland, and Central Queensland University. Clearly distance is no explanation of this, the more so as there were so few attendees from metropolitan Melbourne. The ACUR Steering Group and newly elected Executive will be working on engaging more universities to facilitate student attendance before the next ACUR conference in Newcastle in October 2019. The contributions to this newsletter indicate that there is much to gain.

**Eric Pawson**  
**University of Canterbury**

# The Seventh Australasian Conference of Undergraduate Research



This year's ACUR conference was hosted by La Trobe University on 24 and 25 September on its spacious main campus at Bundoora in suburban Melbourne. The focus of the meeting was the John Scott Meeting House, a well-designed small conference venue. Set out in table groups, and with good audio-visual facilities, this lent proceedings a friendly and informal air. Everything could be easily seen and heard, and the flow of constructive questions after each talk proved the value of the layout.

There were sixty presentations in all over the two days, sometimes in one stream, sometimes with a second held in a seminar room in the La Trobe Library. Sessions were not themed, but generally had half a dozen papers from a wide range of disciplines, a format that seemed to



engage interest really well. The opening keynote was given by Emeritus Professor Angela Brew, the chair of ACUR, in which she stressed that when students learn through research, they are contributing to a new kind of higher education that prepares them for the challenges of the future. Undergraduate research also helps to transform universities to meet the demands of today's confusing society.

The conference dinner was held on campus in the Glenn College Airport Lounge, interspersed with a lively compered quiz night, the inaugural ACUR Trivia Championship. This was closely contested but eventually won by a trans Tasman team! At the close of the conference, prizes for best student presentations were announced, these going to Liam Daly Manocchio (University of



Photos: The keynote address (left); Neridah Baker with Fika Ihsan and Elvis Gleeson (centre); the winning quiz team (right).

Queensland), Eden Little (Griffith University), Tyler Philp (University of Queensland), and Janita Ruhle (Central Queensland University). The HERDSA prize was won by Elvis Gleeson (Australian National University).

ACUR is grateful to our La Trobe hosts for a very well functioning conference, with much of this due to the local organiser, Neridah Baker. Neridah put in an enormous amount of work before, during and after the event, and at the time also ensured that everything flowed really well on the ground.

**Eric Pawson**  
University of Canterbury

## ACUR 2018: a fantastic experience

I was fortunate enough to attend ACUR 2018 to present my ongoing Honours research into peculiar motion and Hubble's constant. This conference was a fantastic means to connect with other students from a variety of fields and at different stages of their research. The opportunity to network with such a wide variety of fellow undergraduates was a both a highlight for me personally and a testament to the conference itself. In addition to the welcoming and open atmosphere, the presentations were of high quality, given by students with a clear passion for their chosen field.

It was exciting to see how widespread and varied undergraduate research is, spanning many universities and topics. The people I was fortunate enough to speak with throughout the conference were eager to discuss their research and learn from others. The fostering of this environment was enabled by not only



La Trobe University, but also the La Trobe staff, who were a welcome fountain of knowledge about the campus, locations and Melbourne itself.

Over the course of two days, I feel I gained a network of peers who are passionate about not only their research, but also learning from others. I was impressed by everyone's

eagerness to engage and ask questions of the presenters. I learned about a wide variety of topics from a range of people from different backgrounds and experiences. I am a firm believer in sharing knowledge and engaging with those more knowledgeable in a field, and ACUR strongly encouraged this behaviour.

The wide range of people, the professionalism of the presentations and research made ACUR a worthwhile experience which I would happily attend again. These types of interdisciplinary conferences at such an early stage in a researcher's career allow us to develop networks and meet people we would not otherwise engage with in our own fields. The opportunity to diversify our networks early, I have no doubt, will hold us in good stead into the future.

**Tyler Philp**  
University of Queensland

# Merging traditional Aboriginal knowledge and science



**When I began my undergraduate degree, continuing with postgraduate studies was not something I had even considered. However, this all changed with my first exposure to research, which was made possible through the Kungullanji Research Programme. This initiative raises aspirations of Aboriginal and Torres Strait Islander undergraduate students by providing the opportunity to conduct hands-on research experience. For myself (Gamilaroi woman), and many other students, this programme provides the resources, intellectual freedom and cultural support needed to conduct multidisciplinary research.**

My research project merged rich traditional knowledge of Aboriginal bush medicine, which underpinned my cultural beliefs, and the skills I had learnt from my tertiary

education in STEM. This led me to investigate the chemical composition and medicinal potential of a traditional bush medicine called Gumby Gumby (*Pittosporum angustifolium*). I sourced the Queensland species of this plant, which has had traditional application in the treatment of a variety of skin diseases and cancers for over tens of thousands of years, from an Aboriginal Elder.

I was honoured to have the opportunity to present my findings to a group of like-minded researchers at the ACUR conference this year. My participation allowed me to engage in some thought-provoking discussion, which helped remind me of the cultural challenges I faced when conducting the research. These pertained to the ethical considerations surrounding the ownership of sacred knowledge, when 'new' findings are published or commercialised. These lines are often blurred in scientific academia where the traditional owners may go unacknowledged.

Some of this is due to the differing communication styles between the scientific and Indigenous communities. Science communicates through writing and peer-reviewed journals, whereas the latter communicates orally and through storytelling.

One of the biggest limitations of my research was finding written documentation of Gumby Gumby's traditional application and methodology. Consequently, the gap in the literature meant that the material I could reference was limited.

Although the initial stages of research have been challenging, the subject matter is extremely important and has made for a rewarding experience. As a young Aboriginal researcher, I believe that it is my responsibility to play a bridging role between both worlds. For me this means consulting with my elders and presenting their sacred knowledge to a wider research community, in a culturally-safe and ethical manner. The positive feedback I received from other attendees at the conference has reaffirmed this.

My research, which was conducted over the summer break prior to the completion of my Bachelor's degree, has now led to the beginning of my Masters of Science candidature at the Griffith Institute for Drug Discovery. I am thankful to have been given the opportunity to present at ACUR and am excited to see where my research journey will lead me.

**Edén Little**  
**Griffith University**

# Learning the art of science communication



**Almost every scientific unit I have taken during my undergraduate degree has stressed the importance of communicating scientific information in a way that is easily understandable and jargon free. Ironically the importance of this only became clear to me when working in a laboratory that specializes in an exceptionally jargon-dense field of science: neuroscience.**

I found that when scientists in the lab would speak about new techniques or cutting edge research, they wouldn't speak in dry terminology, instead they would communicate key ideas clearly in a way most people talk about their hobbies or passions. It seemed that what best indicated someone's knowledge of a topic was their ability to communicate simply, without losing any of the depth needed to make their point.

I found this most clear when I went to the ACUR conference held in Melbourne. Speaking at the conference, I felt that to communicate our study to a scientifically literate audience from diverse fields I had to understand many of the concepts used in our work at a much deeper level, so that I could meaningfully convey the ideas to an audience who may not have experience with neuroscience.

In talking to this audience, rather than presenting the work at a shallow level, I was forced to communicate concepts from a deeper more intuitive level of understanding. ACUR has been an instrumental experience in giving me science communication skills which I will value for the length of my scientific career.

**Harry Carey**  
**Macquarie University**

# Showcasing my research



**First year enrolled into university and I never thought I would end up at a conference in Melbourne showcasing my research! I have just commenced study at Central Queensland University doing a Bachelor of Primary Education.**

Here at the university in Bundaberg I got involved in the Rising Star programme. This programme encourages undergraduate students to learn about research and be mentored by a professor. I have been meeting regularly with my mentor, Dr. Michelle Vanderburg, who has guided me, as well as provided research activities for me and my colleagues. Through this programme I was encouraged to present my own abstract at the ACUR conference and this turned out to be a great experience. I did an abstract on gender views of females in sports media, which has been an interesting topic to research.

As a Rising Star mentee, I was involved in a project that centred on STEM research. I participated as a research assistant who observed

girls in a STEM environment. My role included going into three different classroom settings and observing how the girls interacted and worked with activities including designing and creating projects with circuits and coding.

By participating in this project, I have built my confidence as a researcher. My interests and experience at seeing girls in a STEM classroom led me to conduct my research. Since I am interested in sports, I decided to focus on how females are represented in sports media. Media tends to maximise female issues in sport conversation while minimising their athletic abilities. The goal of my study was to analyse how Inside Sport magazine used images to represent women.

My research utilised a case study frame analysis and a descriptive statistical method to understand how images in media are used to misrepresent women athletes. I looked at a year's worth of Inside Sport issues, collecting all the images of women used in the magazine for that period. In media studies, frame analysis looks at the features that are emphasized in news items. I used this method to analyse how women are represented in this magazine. In addition, I went through one issue in depth, counting the number of times both male and female images appeared.

My three main findings were that women are rarely featured in the magazine, every cover page has a male figure presented on it, and women are represented as models rather than athletes. In the one issue I discovered seven images of women and 110 images of men! Once the pictures were collected, I analysed the images and created themes for groups of photos sharing similar characteristics. In looking at these images and comparing them, females were represented through a fabricated sports shot. In the majority of the images, their hair, makeup, and full facial features were emphasized more than men. This ultimately degraded their athletic ability.

As this was my first time presenting at a conference it was a bit of a daunting experience to speak in front of an audience of peers and academics. My confidence has grown, however, in public speaking. I feel more confident to communicate my findings and information to a crowd. I enjoyed the diverse range of research topics presented which sparked different perspectives and interests for myself. I look forward to attending future ACUR conferences.

**Janita Ruhle**  
Central Queensland University

# Learning the ropes of academia

**Presenting at the ACUR conference at La Trobe this year was a fantastic experience for me. Not only in terms of learning how an academic conference is run and what it entails, but also learning about many other fields which I had never experienced before. The broad diversity of presentations captivated my interest and allowed me to discover many new and fascinating things. It was a place where you got to learn first-hand exactly what it would be like to be an academic. Although very nervous about my presentation, it was an understanding and welcoming environment for young, up and coming academics to cut their teeth on, and help prepare them for academic life in the future.**

My research was concerned with divorce and how it affects university achievement. From my literature review, I knew that there was a plethora of effects that students may experience due to their parents' divorce. However, I wanted to determine an exact statistic as to how much these students are left at a disadvantage. I achieved this through a quantitative, descriptive statistics methodology, using census data as my

resource. What I found was quite a significant disparity. Students, both male and female, who came from married families were able to access some form of university approximately 65 percent of the time. The equivalent figure for students from divorced parents was about 35 percent. This essentially means that students from divorced parents are half as likely to attend university compared to parents from married parents.

One of the major factors which helped me in attending the conference was the Central Queensland University programme known as Rising Star. This programme is designed to support students who are looking at pursuing a career in academia. They achieve this by assigning a student a mentor teacher in their field of study, and they teach them how to conduct research. These mentors also aid students like me who wish to attend ACUR. This programme was so valuable to me, and my mentor was such an asset in my preparation and guidance with my research. I could not recommend it enough to any CQU students who wish to learn about academia.



Overall, with all the experiences and knowledge that I have gained throughout this experience, I can safely say that it is worthwhile attending ACUR for anyone wishing to become an academic.

**Benjamin Halpin**  
Central Queensland University

# Overcoming imposter syndrome



**I started doing research during the first year of my biomedical science degree when I inquired about work experience with Associate Professor Liz Milward at the University of Newcastle.**

I initially didn't know what to expect but I was welcomed to the lab. When I was directed to read some papers about the work the group had done in the past, I naively took it on board like it was an assignment. That mindset stemmed from my experiences in high school, so I initially compared my research journey to going down a rabbit hole, grasping at the unknown. However, through my supervisor's guidance, I realised research is more than just exploring the unknown, it is like being a detective, you pick a case and have to search for the right clues to solve the mystery.

At both the 2017 and 2018 ACUR conferences, there were many high level talks from different disciplines from around Australasia. When I started out in research, I had imposter syndrome - it seemed surreal that I was actually doing real research. So attending the ACUR conference was quite eye-opening because I realised many students felt the same way. At the 2017 ACUR conference, the keynote speech about taking ownership of research by a former student member made the whole experience relatable. Together with many other students, I felt this made the atmosphere of the conference less intimidating and more inviting.

At the 2018 ACUR conference, I was able to socialise with other like-minded students who shared the same passion for research as I do. We even enthused over physics, the history of science and chemistry, which is awesome. It has also been great to be able to stay in touch through the Facebook ACUR student page. We have shared papers relevant to each other's work and have conversations about recent published findings that are of direct interest.

The past three years of doing research have given me amazing opportunities to achieve things I never would have thought were possible, which is testimony that undergraduates can do

research and at high levels. I have now presented my research at an international conference in the United States at UCLA and at the 2017 ACUR conference in Adelaide, where I won the best

abstract award. This helped me get another scholarship to continue my research during the 2018 summer at a collaborator's lab at University College London. This resulted in more data that I presented at the 2018 ACUR conference.

I was assisted in achieving these high outcomes by my supervisor's mentorship. One of her teachings is the philosophy of working hard but also smart. For instance, the 20-80 rule (20% effort, 80% impact) helped with my time management and changed my mindset, so I prioritise tasks more effectively.

Undergraduate research is wonderful and it needs university support because it lays a solid foundation early in a student's studies that helps direct their learning and future endeavours.

**Seak-Lin Ly**  
**University of Newcastle**

## From Moruya to Melbourne



**My project began before I was born. My mum and dad decided to move to regional Australia from Sydney because they thought it would be a better environment to raise a kid. And so I was born in a town called Moruya, 4000 strong and on the threshold of coastal and pastoral Australia.**

Growing up in the country certainly had its charms; I can still recall many distinct memories of playing with sticks in the paddocks around the end of my street and walking the dog during the warm sunsets of summer. Despite this, however, the prospects for a student in a small town aren't particularly high. By the time high school came, most kids had already selected themselves out of university, and for those who didn't, they were often restricted by a lack of resources and expertise.

So, when Tande Wang and I sat down to formulate our project, I think this upbringing was present in my subconscious. After some discussion and consultation, we decided to go ahead with a paper looking at the ways in which regional students were inhibited against coming to university.

The process involved 16 in-depth semi-structured interviews with students at the Australian National University who did not come from metropolitan backgrounds. These interviews were transcribed and coded into categories

informed by the literature. This helped us identify our conclusion: that with ambition and lack of familial opposition, regional students could overcome all other barriers, including cost and distance.

I first presented this paper at the ANU's Student Research Conference. I was fortunate enough to take one of the major prizes at this event, which in turn led to the university offering to fund my trip to Melbourne to present it at ACUR. While I thoroughly enjoyed my time at ACUR, I would like to emphasise what conferences like these stand for: the capacity for undergraduate students to demonstrate their expertise. Throughout schooling, a top down relationship of teacher to student is almost ubiquitous, with students crediting their own ideas with very little esteem.

An undergraduate research conference completely inverts this hierarchy. It is an uncommon celebration and recognition of the intellectual curiosity of a student who has sought to deviate from the standard pedagogy of learning old knowledge and has instead been driven to create new knowledge. Exercises and insights like these cultivate confidence in a student and encourage them as they take their place as the next generation of academics and thinkers.

I certainly value the understanding I gained from my participation in primary research. Likewise, I would like to think that my research might one day provide value to others. To that goal, I believe ACUR exists as an excellent platform.

**Elvis Gleeson, Australian National University**

# Climate change and Christchurch in 2018



**Three weeks, two projects, one question: how do we make Christchurch more resilient to climate change? This was the challenge posed to eight students from the University of Oxford when we arrived at the University of Canterbury in September**

**2018 to take part in an annual three-week undergraduate research experience called Reimagining the City: Christchurch.**

This was a fairly large question to answer in a short space of time! We were thrown right into the action, shaking off jet-lag to get to grips with new urban and academic landscapes. The first half of the project was structured around learning about the impact of the earthquakes on the city, the response of citizens and government, and the unique multi-hazard future now faced by its inhabitants. As we settled into life, Christchurch struck us all as a city still in transition, tentatively adopting a future-orientated approach to planning even as it dealt with the legacy of the earthquakes.

The research element kicked in when we split into two groups to develop concrete proposals, in my case for the coastal neighbourhoods of Southshore and South New Brighton. We spoke to a wide range of stakeholders, from community leaders to employees of the Coastal Futures planning initiative. It was an excellent education in how narratives of reconstruction and reimagination are construed. In this way we got a sense of the positive developments happening in the area, and what might be absent. As we researched possible solutions, we had to be cautious and use our status as outsiders sensitively - dealing with 'live' issues in research was a novelty, as our academic backgrounds had been largely unrelated to current affairs or community engagement.

We presented our proposals to members of the university, city councillors and community leaders at the end of our project. Given that our backgrounds were in the humanities and social sciences, we concentrated on issues of governance and finance as the physical environment changes over the next hundred years. We proposed a format for a compulsory

purchase-leaseback scheme, untried as yet in any part of the world, but incorporating lessons learned from trials in New Zealand and the US. We hope that our report can be one of many foundations for the local government and the community to build on as they plan for their future.

The programme provided a unique opportunity to get to grips with how cities are shaped, who shapes them, and how current approaches will evolve to deal with the obstacles posed by climate change. It was fascinating to work in a pioneering city that is actively thinking about such things. All of us had done undergraduate research before, but in Christchurch we were placed out of our academic comfort zones, forcing us to consider interdisciplinary approaches. This broader perspective is something we have carried home with us and bring into our studies - alongside very fond memories of New Zealand and the University of Canterbury.

**Charlotte Cohen**  
**University of Oxford**

## A passion that binds: research-led teachers make research-led learners

**A while ago, I attended a university departmental event. Consisting of a small audience of faculty members and a smaller audience of interested students from all levels, we knew it to be of little importance in the scheme of things, yet it carried a ghastly symbolic weight for all who knew the background. The event in question? The university had drawn from all its sectors to stage a debate on the merits of continuing to employ teaching faculty who are also researchers.**

On the affirmative stood Dr. Emerald King, an early-career academic who had been supervising my honours-level research into translation ethics and videogame translation, and who was known around our faculty for integrating her passion for Japanese popular culture and cosplay research into her broader culture and language classes. On the negative stood Dr. Sondra Bacharach, my long-time philosophy professor and supervisor

of research into the aesthetics of videogames, herself known for her passion for all things 'art' but not 'Art'.

Probably, it was the negative who made the better argument. They were, after all, armed with a tradition of sceptical and precise argumentation over two thousand years in the making. 'If the point of undergraduate teaching', they cut, 'is to instil disciplinary building blocks, then where is the room for original, subjective research?' came the thrust. It was, of course, after the façade came down that everyone involved could show their true hand; each member of both sides of the debate, and the overwhelming mood of the audience, came down into firm agreement with the affirmative line: research-led teaching is passion-led teaching. And this helps bridge the gaps that exist between teachers and learners for a better experience for everyone. Research-and-passion-led teaching creates



*Aiden at VUW Jewels of Kyōto event alongside a visiting maiko*

research-and-passion-led learners who can better locate themselves in their material, decide what matters to them - and why.

I eventually completed two honours degrees (Japanese and philosophy), and my time as an undergraduate saw subtle but significant changes in my degree structure. Philosophy, as a means of cultivating an inquisitive and critical mindset that is endlessly applicable, would always be a given. But in addition to this could Japanese, for me initially a means to support my 'fluff' passions, really win out against more financially sensible

options? In the end, it was the raw feeling that my intellectual life was priceless, my own agency reaffirmed, by using my university education to support what I would otherwise be doing regardless, that I chose.

As a result of being a research-and-passion-led learner, I also came to embrace through interdisciplinary work those areas that had previously fallen away. That I have had two peer-reviewed articles published in serious academic journals as an undergraduate, and am currently looking toward continuing my synthesised approach in a research master's degree, is for me a testament to the importance of research-led teachers who are able to support the passions of their students and encourage a degree of self-determination in their learning.

**Aiden Ranford**  
**Victoria University of Wellington**

# Report of the Chair

**Momentous decisions were taken at the inaugural Annual General Meeting of ACUR held during the recent ACUR conference at La Trobe University. Indeed, 60 individuals from twenty Australasian universities participated face to face, or online, or sent in comments prior to the event.**

Not only did the meeting ratify the Constitution, which had been widely circulated prior to the AGM, it also elected the ACUR Executive, and significantly, agreed to open up ACUR memberships. There are four membership categories: institutional (for universities in Australia and New Zealand); affiliate (for other organisations interested in undergraduate research and its development); individual (for interested members of the community including university staff) and student (for undergraduates and postgraduates).

The minutes of the AGM are available on the website, as well as the revised constitution, the revised conference hosting proposal and a new section detailing how to become a member. Institutions and individuals are also welcome to contact me if you wish to join.

A significant outcome of the AGM, which was well attended by students, has been moves towards establishing a student community, which have been headed by the newly elected Student Representative, Seak-Lin Ly. Seak describes this initiative below.

We are exploring the possibility of hosting a one-day event for Steering Group members and others to share what they are doing in their institutions to support students' research and facilitate ACUR conference

attendance. A follow up survey to participants at ACUR 2018 will provide some data about the different ways universities support student attendance. The meeting is likely to be in April or May 2019 in Sydney. Please let a member of the Executive know if you have ideas for the programme or would like to share what you are doing.

The members of the Executive are:

ACUR Chair – Angela Brew, Macquarie University

Vice Chair – Denise Woods, Central Queensland University

Treasurer – Lilia Mantai, University of Sydney

New Zealand Rep – Rachel Spronken-Smith, University of Otago

Communications – Nicolette Lee, La Trobe University

URNA Editor – Eric Pawson, University of Canterbury

Student Rep – Sek-Lin Ly, University of Newcastle

Outgoing Conference Convenor – Neridah Baker, La Trobe University

2019 Conference Convenor – Liz Milward, University of Newcastle



**Angela Brew**  
Chair, ACUR

Email: [angela.brew@mq.edu.au](mailto:angela.brew@mq.edu.au)



## ACUR Student Community

**Some of those who attended the ACUR conference at La Trobe in September 2018 have got together to set up a community of students who are doing undergraduate research or are interested in finding out more about it. We are assembling ideas about what activities students would like to see included in future conferences and what other support ACUR might provide. Suggestions so far include themed sessions, panel discussions, workshops oriented around undergraduate research, and social activities.**

As a first step, we've started a Facebook group called ACUR Student Community, which will allow everyone interested to stay in touch and bring their friends into the community to help spread the word about ACUR and the next conference at Newcastle in 2019. This group will be linked to the ACUR website.

We are also forming an ACUR Student Committee for students to have a say in ACUR activities.

We hope it will eventually include members from all Australasian universities and research

institutions. If you're interested in being involved send a direct message via Facebook or email.

We're hoping to get lots more ideas and suggestions for ACUR Conference 2019 and welcome everyone interested to get involved through the Facebook page!

**Seak-Lin Ly**

Email: [Seak-Lin.Ly@uon.edu.au](mailto:Seak-Lin.Ly@uon.edu.au)

# Upcoming Events

## ACUR Conference 2019

The next ACUR conference will be hosted by the University of Newcastle in its NewSpace building (pictured) in the centre of Newcastle, NSW on October 2 and 3, 2019. NewSpace has a variety of teaching, meeting and social spaces for talks, workshops, poster displays and other activities.

The conference is open to undergraduate and Honours students within 12 months of graduation from Australasian or other ACUR-approved higher education or tertiary education institutions to present research conducted during or before their undergraduate studies, including extra-curricular research. Students whose abstracts are accepted will be offered talks or can present a poster if they prefer.

The broad theme is 'Accelerating Action Through Research', focusing on areas where research can make important contributions to society, including the environment, sustainability, equity, education and healthcare, but presentations in any area are very welcome. We will also showcase Indigenous undergraduate researchers.

We are liaising with the ACUR student community to build a great programme of activities including skills workshops, discussion panels with undergraduate and senior researchers, a conference dinner and other social events.

Registration costs will be at or below levels of recent ACUR conferences, with early bird registration \$99 and full registration \$120. There will be lots of prizes and awards and we will be working with member universities to encourage and support more students to attend the conference.

More information will be provided over the next few months on Facebook and the ACUR website. So there is plenty of time for students, supervisors and universities to get involved and start planning their submissions and getting to know other ACUR members to make the most of the conference experience.

Liz Milward  
University of Newcastle



In 2019, the British Conference of Undergraduate Research will visit Wales for the first time. Hosted by the University of South Wales in Cardiff, it will be held on the 15–16 April 2019. Deadline for submissions: December 2018.

## CUR Dialogues 2019

The CUR Dialogues 2019 Program includes an interactive session on Advancing Future Research: Strategies for Long-term Sustainability, 14–16 February, 2019. Sessions include: starting a research career; research fellowships, how to think strategically about grants; research experiences for undergraduates; how to raise funds and much, much more. [www.cur.org/what/events/conferences/dialogues/](http://www.cur.org/what/events/conferences/dialogues/)



## The National Conference of Undergraduate Research 2019

11–13 April at Kennesaw State University, Georgia, USA. This gathering of student scholars welcomes presenters from all institutions of higher learning and corners of the academic curriculum. NCUR provides models of exemplary research, scholarship, and creative activity; and helps to improve the state of undergraduate education. [www.cur.org/what/events/students/ncur/2019/](http://www.cur.org/what/events/students/ncur/2019/)



## Second World Congress on Undergraduate Research 2019

The Second World Congress on Undergraduate Research will be held at the Carl von Ossietzky University, Oldenburg, Germany on 23–25 May 2019. Submitted research will be arranged in six interdisciplinary categories, which are based on some of the most significant challenges of the 21st century. [uol.de/en/worldcur2019](http://uol.de/en/worldcur2019)

## Contact us

For further information, or to submit an item for consideration for the next newsletter, contact:

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