Undergraduate Research News Australasia

Australasian Council for Undergraduate Research – Issue 17 • May 2020

Editorial

This issue of the newsletter comes at a difficult time in the midst of the COVID-19 pandemic. As readers will see on page 2, this year's conference at the Australian National University – following agreement between the hosts and ACUR - has been postponed until 2021. But the ACUR Student Committee has risen to the occasion by initiating the Great ACUR Undergraduate Research Writing Project! Details about this competition appear on page 3. It offers undergraduate researchers the opportunity to write about how the pandemic is affecting a field of their own choosing, with a closing date of 30 September. The best entries will be published in a forthcoming newsletter.

If as a lecturer you are still open to how best to enable undergraduate research at present, these pages also have a couple of short articles with ideas to facilitate learning and teaching remotely. The middle pages then carry some excellent and quite diverse examples of undergraduate research projects from student authors on both sides of the Tasman. These involve group and individual work from the social and earth sciences, as well as counselling and immunology. Each project is at the sharp end of research, with quite clear community and social impacts.

Images: the Australian National University, the University of Canterbury and the University of Otago

The last few pages describe an annual student-led virtual event, the International Conference for Undergraduate Research, an initiative of the Monash-Warwick Alliance. Its journal, *Reinvention*, is open to all undergraduate research authors, regardless of institution. Recent and upcoming ACUR activities are then highlighted in the Chair's report, and in a discussion of ACUR's successful Undergraduate Research X-Change colloquium in Sydney last December.

Eric Pawson
University of Canterbury

The annual Australasian Conference of Undergraduate Research

The 2020 ACUR Conference that was to be hosted by the Australian National University (ANU) in September has been postponed due to the ongoing COVID-19 pandemic. In line with the international health guidelines about large gatherings, and in fairness to students and staff from around Australasia for whom the pandemic has upended previous plans, we have decided in consultation with ACUR that postponing the conference is the most appropriate response.

We are now delighted to be hosting the ACUR Conference on 16-17 September 2021! To ensure that no-one that no-one is disadvantaged, we will be extending eligibility for presenting at next year's conference to those who intended to come this year. This means that if you were eligible to present this year as a 2020 or 2019 undergraduate, Honours or first year Masters of Research student, you are automatically eligible to present at the 2021 conference. Given this extended eligibility, we look forward to welcoming greater numbers of both presenters and attendees.

The theme for the 2021 conference will be 'Your Search, Our Future'. We warmly invite students from all academic disciplines to submit an abstract which illustrates how their research offers greater insight into our future, whether through a more thorough understanding of the past, a solution for a current problem, or the identification of a challenge impacting the future. ACUR@ANU 2021 is a proudly multidisciplinary conference open to all interested students. The indicative date for the opening of abstracts is Monday 22 March 2021, via the ACUR website.

We look forward to keeping you updated on the 2021 conference as it takes shape, and hope to welcome you to our campus next year!

Rubay Tessema and Caitlin MacDonald
The Australian National University
Email: src@anu.edu.au

Locking into online opportunities for undergraduate research

Otago and UWA students at ACUR in 2013

As the world is facing the COVID-19 pandemic, it is timely to consider how undergraduate researchers can continue – particularly in online modes. To do this, I reflect on lessons learned during an undergraduate research initiative that involved a global network of undergraduates connecting mainly through online methods, as well as a current online course for postgraduates.

The Matariki Undergraduate Research Network (MURN) ran for 2012-2013 and involved four universities from different countries: in 2012 the University of Western Australia (UWA), University of Otago and Durham University, and in 2013, UWA, Otago and Queen's University Ontario (Spronken-Smith et al., 2018). In each university we recruited six to nine undergraduates, who were then taught about higher education research methods in a global classroom.

We used Adobe Connect for web-conferencing class sessions, and online platforms such as Moodle and Edmodo to post resources. Students were encouraged to connect via Facebook. Teaching across time zones and different academic years was one of the most challenging aspects, but so too was the technology. Our web-conferencing platform was unstable, and the desired connections via Facebook were infrequent. Fortunately students did realise the benefits of learning how to undertake higher education research, and relished the opportunity to do research; it was just that the full potential of connecting with peer online was not realised.

So what could we have done better, and what could be done now if you are wanting to get undergraduate researchers engaged online? As I write this, I am mindful of another global online initiative called 23 Things for Research, which is underway just now, connecting about 200 postgraduate students, researchers and academics from New Zealand and the UK. This initiative is a free online programme that involves invited experts contributing to 23 blogs about aspects of being a researcher, and online tools that can support research.

Alongside the blogs, students are put into 'pods' – small groups to connect and discuss the blog content. Students appear to be highly engaged – some have even built their own website or blogs – and are really enjoying the ability to connect online. The online engagement is possibly enhanced due to the current lockdown situation in both countries, where all contact with peers has to be online!

In terms of lessons for taking undergraduate research online, think about why students need to connect and how they can connect. One of the missed opportunities in MURN was to get students involved in collaborative groups, working on joint projects. Had we done this, I suspect the students would have been far more engaged with their peers. To facilitate connections, students need to be put into groups with students from different parts of the country or world.

Given the range of modes to connect, leave it up to the students to decide how they want to interact, rather than forcing them to use a particular tool or application. Fortunately technology has improved a great deal since running MURN, and tools such as Zoom, the Google suite, Skype, or Microsoft Teams, provide a variety of more stable ways to connect – not only to talk, but to share resources.

Full undergraduate research projects might be difficult to run just now while much of the world is restricted in activity and access to labs or the field, but what is possible is connecting undergraduate researchers to learn about doing research, sharing ideas, and possibly developing research proposals for research that can be started as we emerge from this COVID-19 restricted world.

Spronken-Smith, R., Sandover, S., Partridge, L., Ledger, A., Fawcett, T. & Burd, L. (2018). The challenges of going global with undergraduate research: the Matariki Undergraduate Research Network. *The Scholarship and Practice of Undergraduate Research* (SPUR), 64-72.

Rachel Spronken-Smith
University of Otago

Learning and teaching in pandemic times

All of us, learners and teachers, have faced a dramatic change in work practices since institutions decreed in March that courses needed to go online in response to pandemic requirements. This will have been particularly challenging for undergraduate research since it relies to a considerable degree on face-to-face contact and teamwork. But then as the online education literature makes clear, the transition is not straightforward in any context. Kynungmee Lee addresses this in *The Conversation* **on 9 March 2020, writing about 'Coronavirus: universities are shifting classes online – but it's not as easy as it sounds' (theconversation.com).**

She makes some clear cautions about 'onlinification' of face-to-face lectures, and about student engagement. Visual materials, for example, have to be readable on the devices that students will be using, or interest rapidly fades. This is a good opportunity to identify and distil the essence of a session, an argument, or a concept with clarity. A book such as Garr Reynolds' *presentationzen*, in a new edition in 2020 in kindle and standard formats, is very helpful in posing questions like 'what is my core point?' and pointing to clear design solutions. Engagement of course is about far more than clarity, and again, the requirement to go online is also a good time to cede responsibility to students, consistent with the objectives of undergraduate research.

A good resource in this respect is an Ako Aotearoa publication, *ePosts: Enhancing Tertiary Learning and Teaching through Technology* (ako.ac.nz). It consists of 10 one-page primers, with a wealth of Australian and New Zealand resources in its end links. The sixth primer is about student engagement. 'Inquiry-based learning, problem solving and student research projects are ideal for eLearning courses, where networked teams can share information, make decisions together, delegate tasks and review one another's work on file sharing platforms. Activities like this support opportunities for distributed leadership and democratic learning where members can contribute and value complementary expertise'. Students are usually more than capable of sorting many of these things amongst themselves.

In a rapid response situation, they may have to be given the chance, or course leaders are fast overwhelmed. A useful tactic is to put a name to the situation, as do Charles Hodges et al in *Educause* for 27 March 2020 in 'The difference between emergency remote teaching and online learning' (er.educause.edu). ERT, they write 'requires creative problem-solving', and by all learners, students as well as faculty.

When everyone is being asked to do extraordinary things, some basic framework parameters like clarity, consistency and simplicity, identified above, are vital. But when the experience is evaluated, some real bonuses may become apparent, e.g. students 'taking ownership', as explored in the chapter on this theme in *The Handbook for Teaching and Learning in Geography*, highlighted on page 6.

Even if the cause is common, the experience of emergency remote teaching is inevitably different in each place. For me, and no doubt many Canterbury, New Zealand-based colleagues, there are striking parallels between now and those of earthquake days in Christchurch in 2010/11. The institutional online imperatives were as urgent then, although after a few weeks they were eased by teaching in tents, albeit to a limit of an hour per course each week.

There were a lot of issues to work through not least, as today, very uneven access to wifi and hardware. But what sticks in memory is the generous and responsible ways students went about the task. That one session a week in a tent was good fun. The challenge now in 2020 is that the tent is virtual; collectively we need to work out ways in which everyone can be inside it. Then the feeling of being cut off that can occur when, for instance, a zoom meeting is over and the line goes dead, is only momentary.

Eric Pawson
University of Canterbury

Researching First People's resilience

Hello, my name is Donna Lock and am a proud Ngarigo woman in my final year at Griffith University studying a Bachelor of Counselling. I became involved with research due to the Kungullanji Summer Research program that is offered to all First People's students at Griffith. The purpose of this program is to give students a taste of what research is like through workshops, presentations and poster development. My guiding passion in my studies is to work in suicide prevention and to find methods that can lower at-risk levels amongst First People.

My supervisor, Dr Angela Ebert, discussed the Fleming Kickett Aboriginal and Torres Strait Islander Resilience Scale with me and I was asked to conduct the research to have the scale published. Professor Marion Kickett, a Noongar Elder from Curtin University, developed the scale with Ms J Fleming by collecting data from questionnaires completed by incarcerated Aboriginal men. Professor Kickett saw correlations between mental health issues and First People's loss of connection to tradition, culture, spirituality and community and developed the scale to assist identification of the concerns.

I was offered the research project as it aligned with my passion for suicide prevention, but also as most of the current scales and research on First People's resilience has been conducted by non-indigenous researchers. This way we have a resilience scale and research conducted by First People for intended use by First People.

This has taken three years and I am still working on it. My son, who is studying for a Bachelor of Psychology, assisted in the first year; my daughter who is doing a Bachelor of Nursing is now assisting with data collation. There are difficulties when working with First People because of intergenerational trauma, especially a lack of trust if you are not known in the community. Another issue has been the best means of delivery to gain the 200 participants required to show a true sample of the First People.

To date we have utilised paper copies, which could only be handed out in person due to copyright issues. This limited the geographical area of research because of time and financial constraints. To overcome these restrictions, we moved to an online survey. But this in turn meant relying on First People having wifi connections which is not always so in remote areas and as we are not always known, we have needed contacts to assist in promoting the research and introducing the research team to community.

Many non-indigenous people do not understand the connections First People have to the land, spirituality and community. It is a part of our identity, our culture and traditions and when taken from us either directly or from intergenerational trauma can lead to both mental and physical conditions. Having a First People's resilience measure to use can assist in identifying issues both for the individual and the greater community. Data collated so far indicates a distinct lack of hope in a future, in gaining employment or in Shame. To fully understand this, we need a good grasp of our history and what has transpired through the generations since colonisation. Health professionals using this resilience scale may be able to identify areas of concern for First People patients before they feel that suicide is their only option.

Through my research I have had many opportunities, including presenting at ACUR 2018 at La Trobe University as well as at an International First People's conference in Hawaii in 2019. These have given me the opportunity to bring awareness to others and network with like-minded professionals. Presenting to First People of other countries has showed me how important my research is not just to Australian First People but internationally. It has been positively received and I have been invited to the United States to present at a First People's conference and speak about the resilience scale and its importance for First People to move forward.

My concluding thoughts for students contemplating research: take opportunities that present with both hands as you never know where it will lead you or the good that can transpire because of your involvement.

Donna Lock
Griffith University

Freshwater quality starts with the land

Over last summer, I completed a research project with Manaaki Whenua Landcare Research. The aim of my project was to map the extent of two major erosion types in our local Manawatu River catchment in the North Island of New Zealand: earthflow erosion and gully erosion. I did my mapping using ArcGIS, which inevitably consumed most of the three month project slot.

Following the mapping stage, I performed some modelling which estimated the amount of soil being lost from these erosion processes annually. This was the crucial part of the project, as I could directly compare my findings with current estimates and provide some 'real' insight to the scientists working in the area. Being able to provide this insight to my supervisors and hear them say 'that is really interesting, these are the kinds of things we need to know', made the project truly rewarding, and really reinforced that this is the field I want to work in.

This project interested me for two main reasons. The first was because I would have the opportunity to work alongside Manaaki Whenua Landcare Research for my second consecutive summer. My first project with them had challenged me, helped me develop new skills, and most importantly, helped develop my professional connections outside of the university. I wanted to do all of this with them again. The second reason was the project itself. I am enormously passionate about freshwater quality in our region, and in order to address that, I know that we need to have a better idea of what is happening on our land, and this project allowed me to actively contribute to that.

I am now in my first semester of a Masters of Environmental Management, and I intend to commence my thesis work in July this year. I think having this undergraduate research experience has made the thesis section of my degree seem less daunting and has given me invaluable insight into potential topics for my work. This has really helped the transition into postgraduate study as I have been able to make contact with potential supervisors early, and to get a clearer direction about what the next year will look like for me. As well as this, I feel that the practical experience and insight the project gave me will help me to complete my thesis research to a higher standard than I would have been able to without it.

Michaela Stout
Massey University

Creating liveable streets and involving children in urban design

At the University of Canterbury one of the options for third year geography undergraduates is to take a course entirely focused on a project that works with members of the wider community to solve problems and provide insight into an issue.

My group of five students worked with the St Albans local residents' association in Christchurch. They had reached out to the university to help them understand what the effect would be of the expansion of a major road through their neighbourhood and what the feelings of the residents were towards the project. As a group we wanted to engage with a range of residents' perspectives especially since we knew there was anger towards the city council and government around the issue. Working on community building and matters of urban design were really helped by being able to talk to people in the affected places and understanding how they interacted on a personal level.

We decided that working with school children would provide an opportunity to treat them both as current and also future citizens of the suburb

Matt's research group on a street in St Albans, Christchurch. Photo: Geoff Sloan, The Star newspaper.

and as being affected by the decisions being made by local government today. Rather than the traditional surveying method that we adopted with older residents of the area, we got the school children to sketch out their ideas about how their streets could be. With minimal input from us as researchers, it allowed us to gain a unique perspective from the children that ranged from wanting things such as fast food at every store and beaches (despite being far from the coast!), through to the need for pedestrian crossings so they might cross the street safely and more spaces for play.

People generally wanted there to be less traffic in their streets and more community spaces in their area. The research is now being used by the residents' association to better understand the wishes of people in the community when they advocate on their behalf. The project received good support and allowed us to work with local people to understand issues such as consultation and the importance of community input to urban design.

It also provided an opportunity for us to resolve a real world issue, applying the theory that we had learned throughout our degree into an issue that was close to peoples' hearts and had a real impact on day to day lives.

Matt Stent
University of Canterbury

Controlling viral outbreaks: an economic rather than a scientific problem

Nothing reveals the fragility of human society like viral outbreaks. Over the past decade alone, we have been threatened by swine flu, Ebola and now the coronavirus, COVID-19. In each case, the effects of these viruses have been far more widespread than we often consider. Indeed, beyond the body count, an epidemic can drastically impact one's ability to travel, show up for work, participate in cultural and sporting activities, and attend school/university.

A severe enough pandemic will invariably break down supply chains and, by extension, affect access to things like food, water and medicine. It is arguably not too alarmist to acknowledge that an infectious disease has the potential to unleash a state of panic and anarchy, and completely obliterate human society. The most sobering thing, however, is recognising that there are currently two things that are holding back the flood gates: first, luck that a particular pathogen isn't 'bad' enough (i.e. low mortality and not highly contagious) and second, archaic public health strategies, such as hand washing and contact tracing.

Vaccination is perhaps the most obvious way to bring some sophistication to the public health effort. The issue is having a vaccine candidate that is ready for clinical trial in a short period, which has not been the case for recent outbreaks. Frustratingly for the vaccinology community, it doesn't have to be this way. For example, it is shocking to know that we have had an Ebola vaccine candidate since 1976. The obvious question comes: why wasn't it ready for deployment in 2014?

The long story short is that no company or funding body was prepared to support the trialing of a vaccine for a pathogen that posed no imminent threat to public health. This was despite virologists long warning that Ebola had the potential to trigger a serious global crisis (and similar warnings were made of coronaviruses). These recent outbreaks should be conscience-raising; we must be prepared to invest in the development of vaccines that may someday be useful.

There is an extensive list of known potential outbreak pathogens, like Marburg virus, Chikungunya virus, Rift Valley fever virus, Enterovirus 71 and West Nile virus—all of which are recognised for their potential to topple humanity, and none have a licensed human vaccine. Hence, as we grapple with the warning shot that is COVID-19, we must take the time to reflect on how we can adjust our funding environment to be more forward-thinking. The fate of our species may depend on it.

Lachlan Deimel
The Australian National University

ICUR: International Conference of Undergraduate Research

Every year in late September, hundreds of undergraduate students from around the globe come together to present their research in a unique, two day, student-led virtual conference. An initiative of the Monash-Warwick Alliance, ICUR was established in 2013, and showcases the best in undergraduate research in partner institutions across five continents. At ICUR, students are given the opportunity to present their research to an international audience without leaving their home university campus.

As Jessica Hargreaves, an ICUR student presenter from the University of Warwick in England says, ICUR is 'a very supportive and encouraging environment' for undergraduate students to present their research. The conference brings students into an international and interdisciplinary research community. Norafiq Bin Ismail, an ICUR student presenter from Nanyang Technological University in Singapore, explains that 'ICUR has given me a wonderful opportunity to share my research at an international level, and also to hear what other young researchers have to say about key ideas around the world.'

The conference is supported by staff at Monash University's Centre for Undergraduate Research Initiatives and Excellence and the University of Warwick's Institute of Advanced Teaching and Learning. However, ICUR embodies the concept of students as partners. Students at both institutions are key in bringing the conference to fruition each year. The Monash and Warwick ICUR Student Directors collaborate year-round to organise, advertise, and host the conference.

In addition to the Student Directors, a large team of undergraduate students also work together to mentor presenters as they prepare their presentations and act as session chairs and volunteers throughout the two days of the conference. Many students use ICUR as a springboard into their research careers, such as Amanda Selvarajah, a Law student from Monash University, Australia: 'My first ICUR set me on a fantastic research journey of publications, presentation, internships, and an Honours thesis.'

While the conference is only open to students from ICUR's participating institutions, the *Reinvention* journal of undergraduate research, another student-led initiative of the Monash-Warwick Alliance, welcomes submissions from all undergraduate students regardless of institution. Like ICUR, *Reinvention* is student-led, with an editorial board of Monash and Warwick undergraduate students working together to bring each issue to publication.

Presenting research to an audience, getting involved in the planning and organisation of a conference, and publishing at an undergraduate level, sets students up for their futures. As Associate Professor Kirsten McLean from Monash University explains, 'ICUR and *Reinvention* provide valuable opportunities for students to collaborate with their peers to develop their skills in conference presentation and academic writing, and to communicate their research to an international and interdisciplinary audience. This is enormously beneficial to not only their university work, but also to the diverse expertise they will need in their future workplace.'

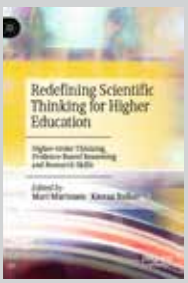
Kirra Minton
Monash University
www.icurportal.com

Publications

Redefining Scientific Thinking for Higher Education

eds Mari Murtonen and Kieran Balloo, Palgrave Macmillan, 2019

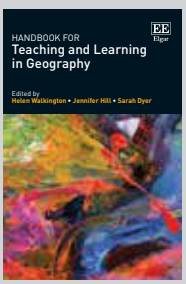
Chapter 10 of this book, 'Developing scientific thinking towards inclusive knowledge-building communities', is about the development of the Australasian Council for Undergraduate Research, and its aim of promoting undergraduate research opportunities and research-based learning as ways to develop scientific thinking. ACUR is framed within a model of universities as inclusive scholarly knowledge-building communities. The authors are Angela Brew, Lilia Mantai and Aprill Miles.



Handbook of Teaching and Learning in Geography

eds Helen Walkington, Jennifer Hill and Sarah Dyer, Edward Elgar, 2019

The chapters in this book cover three key transitions: into, through and out of higher education. Chapter 24, 'Taking ownership: active learning and student engagement', sits in the third section on capstone and bridging pedagogies, and is by Eric Pawson and Mark Poskitt, a staff-student author team. Their title is taken from James Keal's keynote at the 2017 ACUR conference in Adelaide, an address which put into words ideas about self-determination which resonated with the writers and many others who were present.



Undergraduate Research X-Change, Sydney

Around 50 participants from across Australia and New Zealand met on 4 December 2019 at the inaugural ACUR Undergraduate Research X-Change colloquium, hosted by the University of Sydney Business School. Its purpose was to share practice, new ideas and future possibilities, providing an opportunity to hear what others are doing. The day was structured around a keynote address, two sessions, a workshop and panel discussion.

The keynote was given jointly by an undergraduate, Lauren Carpenter, and her academic mentor, Susan Rowland. They discussed research they had conducted on the University of Queensland's Work Integrated Learning (WIL) programme, exploring links between undergraduate research experiences (UREs) and employability. While the benefits of combining WIL and URE are demonstrable, both staff and students had difficulty in articulating clear relationships with employability. This suggests work is needed to clarify connections, even if it is apparent that undergraduate research has potential to develop student employability.

The first session focused on institutional approaches to developing undergraduate research engagement. Philippa Levy presented experience at the University of Adelaide where curriculum reform is seeking to integrate Inquiry-based Learning (IBL) throughout the undergraduate curriculum. The strategy is under development, but as part of the process, Adelaide provides the opportunity for undergraduates to present their research at a university-wide conference.

Denise Wood discussed the Rising Star initiative at the multi-campus University of Central Queensland. This programme engages undergraduates in research through a fellowship, offered across a range of disciplines and both campus and off-campus environments. It seeks to embed research across the university curriculum, promoting the value of disciplinary skills, deeper approaches to learning, increasing student confidence and sense of belonging. The programme is steadily growing.

Sarah Campbell then talked about developing the researchers of tomorrow at the University of Queensland using summer and winter research programmes, offering extra-curricular research experience to connect students with professional networks, enhance their employability, and improve feed-in to higher degree research.

The afternoon focused on faculty and departmental strategies for encouraging undergraduate research and inquiry, with specific case studies on how it is supported at a departmental level. Kevin Brooks described how the Psychology Undergraduate Conference Travel Scheme at Macquarie University provides a $2000

grant to assist students to present at ACUR and realise the benefits of research in a cost-effective way at the conclusion of their work.

Louise Brown outlined the international Genetically Engineered Machine competition. This encourages some stellar undergraduate research, with one team's findings published in *Nature*. Philip Poronnik finished the session outlining how students can act as co-creators in interdisciplinary learning, focusing on capstone projects where students from different disciplines work in teams.

The day concluded with a panel of four students answering questions from the floor on what they had gained from undergraduate research. Their experiences were overwhelmingly positive, testifying to a boost in confidence, skills development, active learning, critical thinking, adapting to a new environment, cultivation of supervisor relationships, getting a step-ahead, and figuring out what they like. These students were excited about their research, developed best without the pressure to perform in assessments.

What did we learn? Undergraduate research can be top quality and, in preparing students for future research and career options, identifies and develops their passions. It was a stimulating event and a very valuable day.

Ian Fuller
Massey University

Report of the Chair

ACUR conferences have always been the highlight of the year, so it is sad that we have had to postpone this year's due to the COVID-19 disruption. Preparations for our ninth conference in September 2020 at the Australian National University were well advanced, and we were already in negotiation regarding 2021! Instead the ANU conference will now be held in September 2021. The following year will see our tenth conference and we are hoping this will be in New Zealand.

The role of conference host institution is a serious undertaking, but put a hundred or so undergraduate researchers together at an ACUR conference and the excitement around research is palpable. I have always found ACUR conferences stimulating and energising. Supervisors and others are always welcome at these events, so do come and support your students at future conferences!

Much of the work of ACUR is carried out through electronic communication, but our first Undergraduate Research X-Change Colloquium in December 2019 saw ACUR Steering Group members, university leaders, supervisors and students come together as a vibrant community all passionate about promoting and advancing undergraduate research. There was a fantastic sharing of ideas and institutional strategies at that event and we hope that it will be the first of many such meetings. Ian Fuller's report on the X-Change is on this page.

During the past year we have witnessed growing student engagement in the organization of ACUR, in the preparation of conferences, and in ACUR's social media presence. It is wonderful to see the ideas and work of members of our vibrant student committee, the latest example of which is the Great ACUR Undergraduate Research Writing Project on page 3.

We had already begun preparations to hold a second Posters in Parliament Exhibition of Undergraduate Research; we hope to have this in Parliament House in Canberra in 2021. We will be inviting institutional member universities to nominate students to present at this event, and look forward to working with your students to make it as successful as the previous one held in 2014.

None of this work would be possible without the support and dedication of the numerous Steering Group and other institutional representatives who ensure attendance at our events and participate in various ways to promote and advance undergraduate research across Australasia.

Angela Brew,
Macquarie University

ACUR membership

ACUR is a self-funded organisation dependent upon membership to provide resources for its administration and activities.

Four categories of membership are available:

1. Institutional membership (for Australasian universities)
2. Affiliate membership (for other organisations)
3. Individual membership
4. Student membership

Why join?

Membership of ACUR confers benefits for universities, organisations and individuals interested in undergraduate research and its development. Undergraduate students who present at ACUR conferences automatically become members following their presentation.

A list of benefits of membership is available on our website. Some examples:

- ACUR raises the national and international profile of an institution's undergraduate research
- ACUR provides networking opportunities for teaching staff to develop awareness of how to introduce or extend research-based learning and teaching
- ACUR provides opportunities for undergraduate students to gain recognition for their research achievements. It is a way for them to present themselves as researchers, and it encourages them to consider higher degree enrolment
- ACUR's links with universities in Australia and New Zealand enable access to numerous students engaged in undergraduate research and staff committed to promoting it
- ACUR's international linkages put organisations in touch with other organisations working to advance undergraduate research worldwide

What you get by joining

- All members receive all ACUR communications and access to resources such as publications and guides to enhance practice in undergraduate research
- Free attendance at ACUR colloquia, seminars etc (excluding ACUR student conferences where the delegate fee must be paid)
- Opportunities to contribute to the further development of ACUR, for example, through voting at annual general meetings and through nomination for election to an Executive position
- Institutional members can select students to participate in Posters in Parliament and other high profile events

Please join if you wish to ensure that you receive details of our growing list of activities, if you would like to attend our events in the future, gain access to our resources, obtain support for your undergraduate research developments and achievements or if you wish to support the work of ACUR.

Joining is easy

Simply go to the ACUR website: **acur.org.au/membership**
If you have questions please contact us at: memberships@acur.org.au

ACUR | Australasian Council for Undergraduate Research

2020 CUR Biennial

Inclusivity in Research: Scholarly Inquiry throughout the Undergraduate Experience

Due to the impact of the COVID-19 pandemic and with the safety of participants uppermost in mind, the Council on Undergraduate Research (CUR) has regretfully decided to cancel the in-person 2020 Biennial Conference. However, mark your calendars for a virtual 2020 Biennial Conference to take place during a similar timeframe, 27–30 June 2020. **www.cur.org/what/events/conferences/curconf/2020/**

reinvention
AN INTERNATIONAL JOURNAL OF UNDERGRADUATE RESEARCH

Reinvention is an online, peer-reviewed journal, dedicated to the publication of high-quality undergraduate student research. The journal welcomes academic articles from all disciplinary areas and all universities. Articles undergo peer review, based on initial editor screening and refereeing by two to three anonymous referees. *Reinvention* is published bi-annually and only publishes papers written by undergraduate students, or papers written collaboratively by undergraduate students and academics. *Reinvention* is a Monash-Warwick Alliance initiative.

Submissions are accepted on a rolling basis. For further information and to submit an article, please visit **https://warwick.ac.uk/fac/cross_fac/iatl/reinvention/**

ACUR Conference 2021

The 2020 conference at the Australian National University in Canberra is postponed until 16-17 September 2021. The theme is 'Your Search, Our Future'. Students from all academic disciplines are invited to submit an abstract illustrating how their research offers greater insight into our future, whether through a more thorough understanding of the past, a solution for a current problem, or the identification of a challenge impacting our future. Conference organisers will be extending eligibility for presenting at the 2021 conference to students who intended to present this year. **www.acur.org.au/2020-conference-acuranu/**

Contact us

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

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UC UNIVERSITY OF CANTERBURY Te Whare Wānanga o Waitaha CHRISTCHURCH NEW ZEALAND

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