

# Fostering researcher identity with undergraduate Arts & Humanities students: an authentic practice-based research approach

## Developing undergraduate researcher identity

- Through engagement in UG PBR, Students:
- Develop research skills and interpersonal skills
- Develop feelings of mastery and efficacy among students
- Gain support for intellectual development, for professional socialisation (Walkington & Belinda Ommering (2022)
- Ultimately students are active stakeholders in a research community supporting them to translate key elements of their core curricula into practical and accessible research, thus becoming researchers

## Practice based activities:

- "tasks" are short exercises that help develop competencies in discipline, both practical and theoretical.
- "projects" are assignments to create artefacts that demonstrate a student's creativity and understanding in the discipline.
- Projects should include critical and creative content that addresses themes relevant to the student's experience and learning goals.
- Practice-based projects can be assessed through qualitative evaluation of how the project engages with themes, content, and techniques appropriate to that project.
- Practice-based projects are qualitatively improved when an under-graduate applies their creativity and critical thinking to the work, together with appropriate research in both technical and theoretical approaches related to the project.
- As a result, practice-based projects demonstrate practical, critical, and research skills integral to the student's education in a way consistent with real-world activities in their discipline.

