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WHAT IS A STUDENT RESEARCHER?

An innovative pedagogy (Walkington, 2015) aimed at influencing undergraduates to become more submersed (Loughran, 2004) in their academics by inheriting research skills through co-creating within their future field of work. A partnership is formed between teacher and student to investigate issues often within the academic workplace (Fielding and Bragg, 2003)



THEMES SURROUNDING THE STUDENT RESEARCHER APPROACH

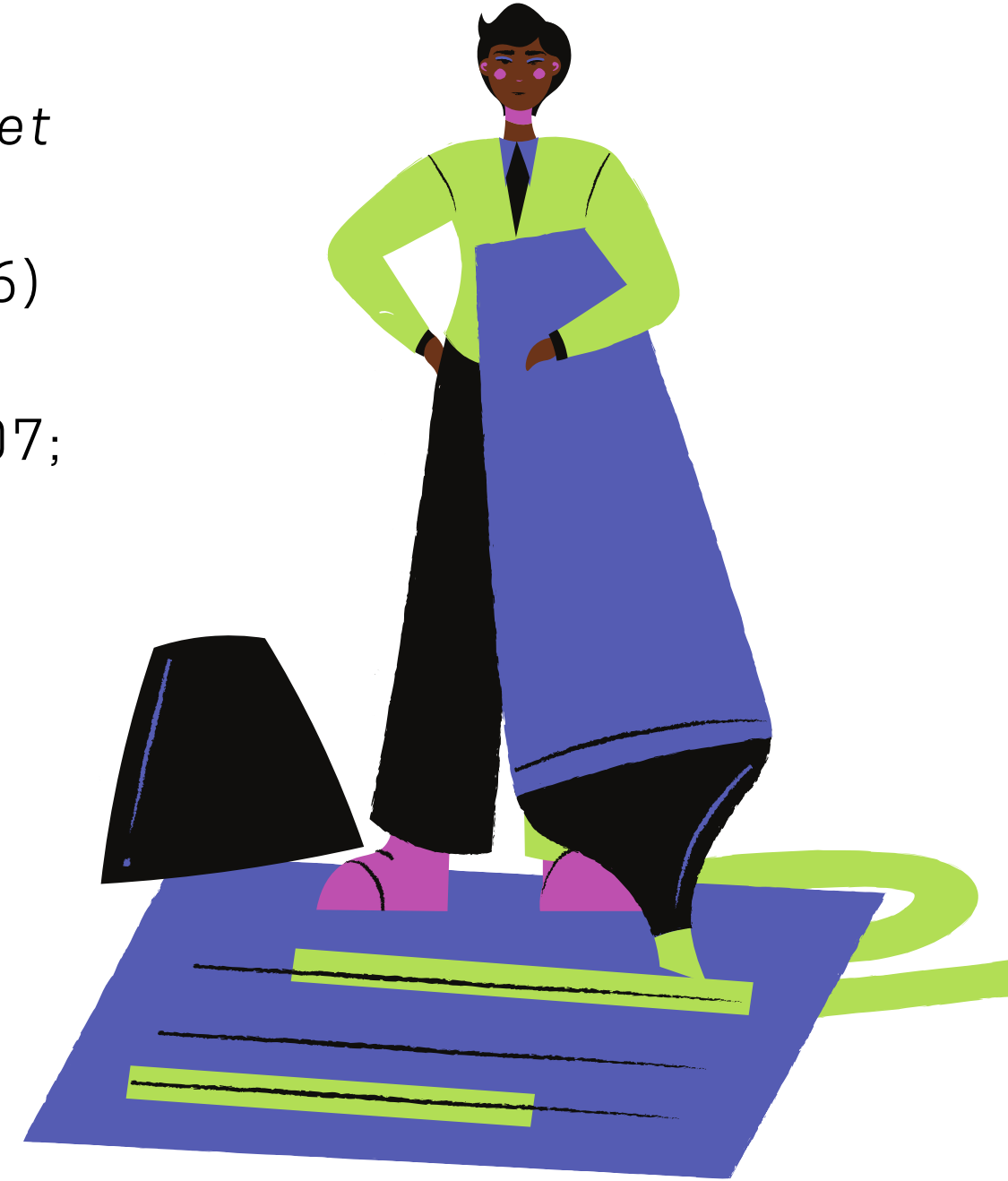
The student research approach contradicts the traditional student-teacher hierarchy, it is suggested that students are somewhat bound by the metaphorical restrictions placed on them by teachers in which they can explore, and that the release of these allows for better idea generation (Arnot and Reay, 2007, cited in Leat and Reid, 2012; Bonnardel and Didier, 2020).

This approach also acts to meet the guidelines for education within the UN, stating that ‘children have the right to seek, receive and impart information and ideas of all kinds ...’ (Smit, 2013; Alderson, 2000: 243, cited in Fielding & Bragg, 2003). Suggesting that the traditional subordinate and passive role of students is not, and never was acceptable (Leat and Reid, 2012; Walkington, 2015; Atweh and Burton, 1995), and that they should be viewed pragmatically, as social agents (Carlile, 2016.)



BENEFITS:

- **Transferrable and employability skills** (Steinberg et al., 1998; Atweh and Burton, 1995)
- **Empowering and confidence building** (Carlile, 2016)
- **Increased productivity and thus motivation** (Newmann, 1992, cited in Yonezawa and Jones, 2007; Shultz and Cook-Sather, 2001 cited in Yonezawa & Jones, 2007).



- **Insightful findings from alternative perspectives** (Fielding and Bragg, 2003; Smit, 2013)

OUR EXPERIENCE AS STUDENT RESEARCHERS

"My experience as a student researcher was both challenging and insightful. Through this role I have gained irreplaceable experience that would otherwise be unobtainable in a class setting. It has allowed me to gain a realistic image of what future employment will look like and motivated me to work harder to better position myself for after my course."

"My experience as a student researcher was inspirational. From undertaking this role I have gained invaluable experience which assist me when working on my dissertation as a final year student. The project has provided me with an insight into future career progression and opportunities which otherwise would have been unachievable."

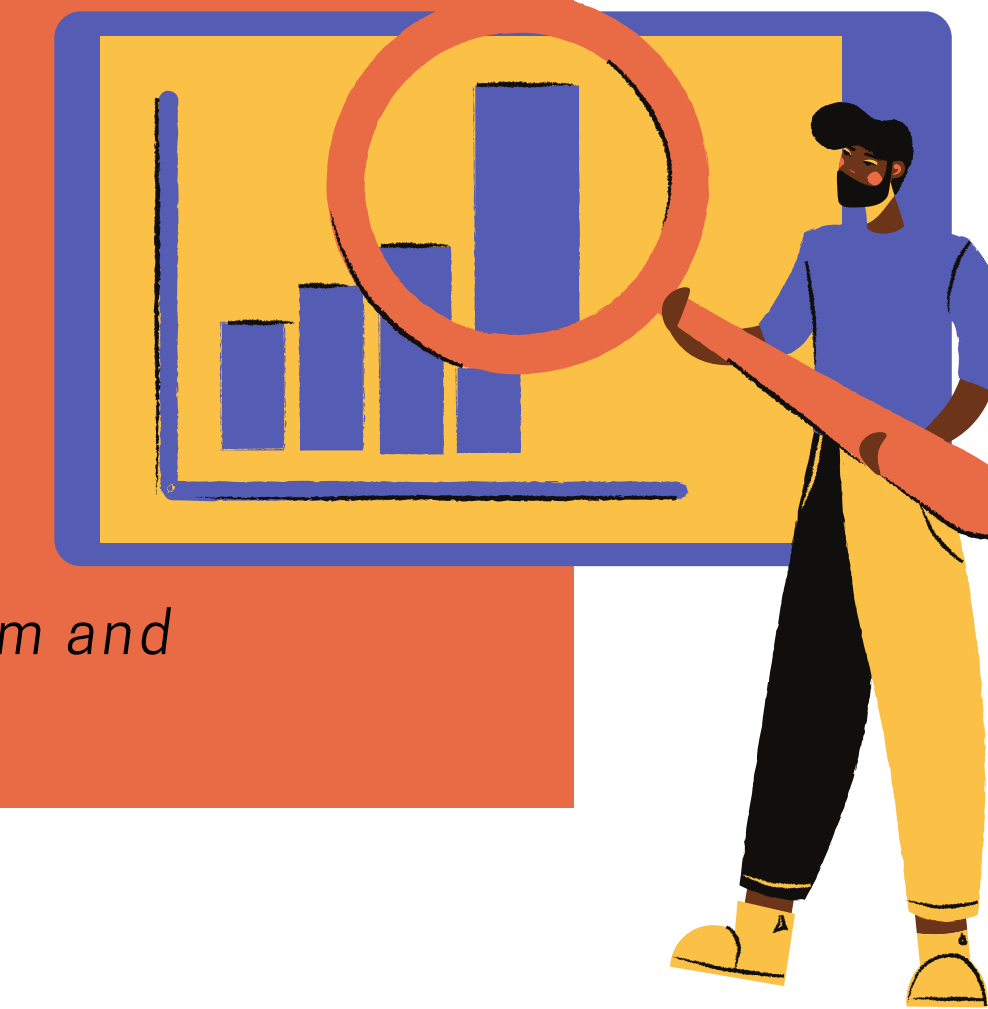
Student research takes the form of an open-ended academic practice that is heavily criticised due to its perceived complexity, yet in such a regressive era it has never been clearer that this a necessary route for academics (Kincheloe, 2007; Smit, 2013.)

Engaging the student voice is proven to be intricate, involving an array of elements, from the alteration of educational structures (Oakes and Lipton 2002 cited in Leat, & Reid, 2012), to the adaption of staff view's on students (Crane, 2001, cited in Leat & Reid, 2012). Yet the supporting research overwhelms such limitations:

"The youth can actively help educators develop a deeper understanding of teaching, learning, engagement, and social justice"
(Yonezawa and Jones, 2007)

"No reason exists to prelude...students from becoming critical student researchers."
(Kincheloe, 1998.)

"Beyond developing their basic academic skills, students as researchers learn to derive meaning from themselves and the world around them and become empowered through this work."
(Kincheloe, 2007)



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**TAKE A LOOK AT OUR
RESEARCH BLOG HERE:**



- **A Potential for Self Authorship** - A central goal that internally drives a student towards success and thorough self-reflection (Walkington, 2015).
- **A willingness to Improve** - Research is generally orientated towards natural academics, yet studies show that Universities that have targeted minorities have seen significant results in terms of grades and retention (Jenkins and Healey, 2009.).
- **A Sense of Respect** - Evidence suggests that the relationship between student and teacher has a direct impact on the quality of the research. When there is an understanding of the motive, reciprocity is formed (Leat and Reid, 2012).