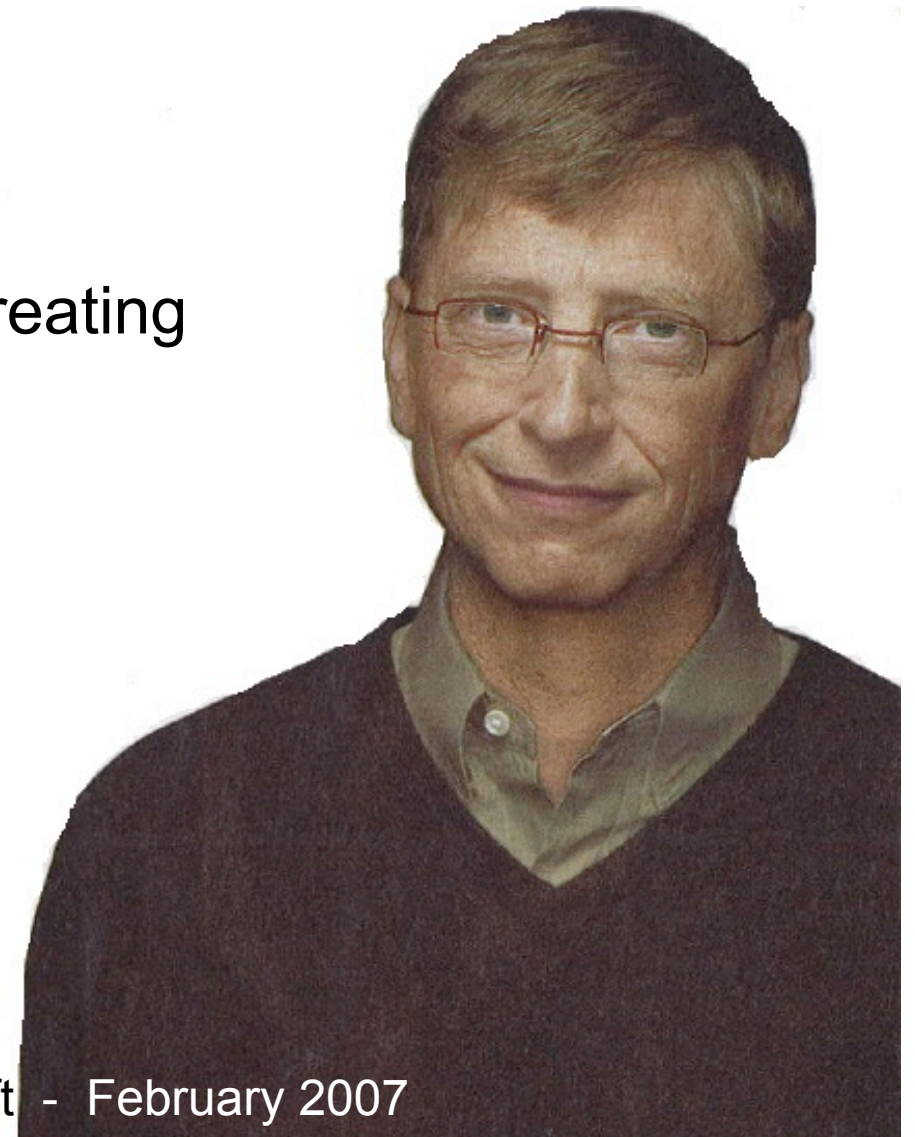



BILLGATES SPEAKS

TIME

“learning is mostly about creating
a context for motivation”



Bill Gates - CEO Microsoft - February 2007



The undergraduate experience is arguably the most important in shaping the future career trajectories of our students. This is the period where students translate their high school experiences into professional career decisions, as their individual curiosity and motivation are maturing. It is here that early exposure to the widest possible range of disciplines and practical experiences will have the most impact.



BOYER REPORT

*A strong and visible connection between research and undergraduate education is critical if student learning is to be based on discovery guided by mentoring, rather than the passive transmission of knowledge. **The earlier this occurs in the undergraduate career the better.***



What's it all about for students:

- to find a discipline that fascinates them as learning in many ways is all about motivation

What's it all about for academics and institutions:

- to know they are intellectually challenging students
 - to ensure students are part of a community of learners
 - to ensure students have a relationship with their lecturer
-



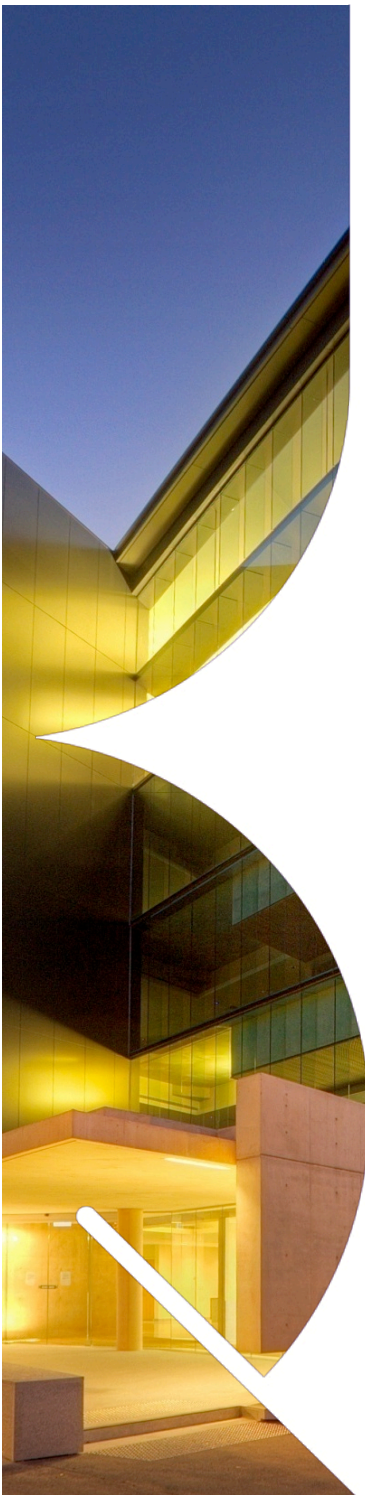
Cohort Diversity: Different levels of motivation

Undergraduates in large degrees like the BA and BSc often fall into three broad categories:

- those students who are seeking a general education with no clear career goal
- those students who are positioning themselves to enter a professional degree (e.g. teaching, medicine, pharmacy, physiotherapy, law, etc),
- those students who see the BA/ BSc as the beginning of a worthwhile career and will proceed to Honours and probably a PhD.

QUESTIONS

- How can undergraduate engagement be enhanced through research inquiry?
- How can institutions develop strategies for strengthening the research-teaching relationship?
- What are the future needs of institutions in integrating research and teaching and how are these to be addressed?
- What are the funding implications of developing excellence in integrating research and teaching?
- Can undergraduate research contribute to national and institutional research and innovation agendas and if so how?





QUESTIONS

- What is the role of undergraduate research in different kinds of institutions?
- What are the implications of integrating research and teaching in regional Australia?
- If we are to train (educate) the next generation of world class researchers and academics, at what stage of a students' education should we start?
- What is the role of undergraduate research and inquiry in encouraging under-represented groups into graduate study?
- How can we develop institutional capacity to foster critical inquiry?
- How can discussions in the summit be taken forward on a national level?

Plenary Panel Members

- Professor Ian Hay, ALTC Discipline Scholar for Arts, Social Sciences and Humanities, Flinders University
- Professor John Rice, Executive Director, Australian Council of Deans of Science
- Dr Jeanette Baird, Audit Director, Australian Universities Quality Agency
- Mr David Barrow, President, National Union of Students
- Professor Andrew Wells, Executive Director, Humanities and Creative Arts, Australian Research Council
- ***Chairperson:*** Professor Mick McManus, Acting Deputy Vice-Chancellor (International), University of Queensland

