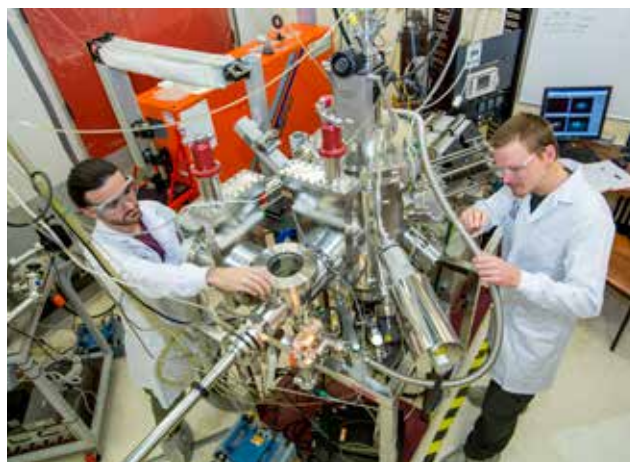


Undergraduate Research News Australasia

Australasian Council for Undergraduate Research – Issue 13 • April 2018



Editorial

This issue of the newsletter contains advance notice of the next Australasian Conference for Undergraduate Research (ACUR), to be held in late September at La Trobe University, in Melbourne. There is also news of the Second World Congress on Undergraduate Research, which will be in late May 2019 at Carl von Ossietzky University Oldenburg, in north-western Germany. These both promise to be exciting occasions for student researchers and their faculty, and it will be good to see as many as can make it at these occasions.

The newsletter has however been written mainly by undergraduate researchers themselves, from fields as diverse as plasma physics, education and anthropology. It has to be said, as an editor, that working with students is a joy: material arrives quickly, beautifully written and with a strong sense of story. Each author is clear about what their undergraduate research experience has meant to them, and how it has shaped their academic pathways. The excitement of discovery and a sense of self-determination shine through: quite clearly enough to dispel the views of more jaundiced lecturers!

One who is definitely not jaundiced is Angela Brew, the chair of ACUR, who has done so much to promote the practice of undergraduate research and opportunities to showcase it in Australasia. Angela writes about this from her perspective, as well as providing the Chair's report. In this, she refers to the possibility of another Posters in Parliament session in Canberra, and maybe in Wellington too. This is complemented by a report about this year's Posters on the Hill in Washington DC.

Eric Pawson
University of Canterbury

La Trobe welcomes ACUR 2018

There's more to Grand Final week in Melbourne than football! La Trobe University will host the Seventh Australasian Conference of Undergraduate Research, at its Bundoora Campus in Melbourne, on 24 and 25 September.

The work of undergraduate researchers from across the disciplines and across the region will feature in presentations, posters and refereed papers. Join us for new ideas and networking opportunities – in and out of session.



Registration – via the ACUR website – will open in May. Abstracts for presentations are invited from undergraduate students, Honours students (2017 and 2018 cohorts) and Masters of Research students (in their first year of study). Guidelines and details of the submission process are

available on the ACUR website (www.acur.org.au). Presenters are also encouraged to submit a full paper, for peer review and publication.

Neridah Baker
Email: N.Baker2@latrobe.edu.au

Second World Congress on Undergraduate Research



The 2nd World Congress on Undergraduate Research (World CUR 2019) will take place at Carl von Ossietzky University Oldenburg, Germany, from 23 to 25 May 2019.

The aim of the congress is to bring together the world's best undergraduate research and to work on some of the most significant issues the global community is facing today. The university itself is one of Germany's youngest (founded in 1973) and seeks to find answers to the many challenges society faces in the 21st century through interdisciplinary, cutting edge research.

Around 400 undergraduates from all around the world are expected to attend and use this opportunity for dialogue across many different fields of inquiry. The event will be structured into six interdisciplinary themes aiming at project development and networking. The themes

address: the environment, human footprints and human responsibility; global health; current and emerging economic issues; communication and information technology challenges; international power struggles and emerging political and social issues; and the world we create through performing and visual arts.

We would like presenters to highlight, as much as possible, how research results have a broader reach, how they may interest wider audiences, or how they may affect other parts of the world. The submission of abstracts is from June to mid-October, with notification of review results to be sent out in December 2018. More details are available at www.uol.de/WorldCUR2019

Susanne Haberstroh,
Carl von Ossietzky University Oldenburg
Email: susanne.haberstroh@uni-oldenburg.de

Posters on the Hill 2018

On April 18, sixty teams from colleges and universities across the United States participated in the 2018 Posters on the Hill event, sponsored by the Council for Undergraduate Research and the American Chemical Society (ACS).

Researchers and faculty members came from as far away as the University of Alaska Fairbanks, the University of California at Los Angeles, and the University of Washington to join local peers from Bowie State University, Maryland and James Madison University, Virginia to share their research on topics ranging from early Jesuit scholars and 3D



bio-printed muscle constructs to African American lead miners and the use of artificial neural networks to predict wildfire growth.

Posters on the Hill is an annual event that showcases the work of undergraduate researchers from across the country. The event is highly selective - institutions' most talented researchers are judged by a national panel of experts in their fields, and only the best teams are chosen for the poster session on Capitol Hill. These undergraduates share their research with Members of Congress, congressional staff, federal government officials, academics, and others, demonstrating the value of federal investment in undergraduate research (www.cur.org/2018POTH_gen/)

Research flows: from Eureka! to plasma physics



It was a simple pitch, but one that hooked me like a fish in a stream. 'Give a speech on a scientific topic to the public, and if you do well you get a small grant for your own research or study'. Easy, right? That's how I naively interpreted the situation when, in my second year of a Physics and Chemistry degree at the University of Canterbury, my lecturer explained the Eureka! Science Communication Awards (www.eureka.org.nz).

Communication is a very undervalued ability we humans possess. We utilise it so constantly that our ability to communicate complex ideas is taken for granted in everyday life. It is not only a vital skill for survival in the modern world, but also in the scientific world. Very few scientists do well without using good communication skills, whether it be at conferences, classes, or with fellow researchers. Communication is the key to science.

The Eureka! Awards were the most important experience during my undergraduate study. The Awards themselves were fairly straightforward, consisting of a 12 minute speech at the finals in Wellington on a scientific concept of self-interest or from one's research. While this may seem easy, explaining scientific concepts in layperson's terms was harder than I expected, and it was a challenge I learned a lot from. But that's not why it was important to my study.

Through connections I made at the Awards dinner, I ended up doing a summer internship on gold nanoparticles in Vladimir Golovko's laboratory that year. During the internship, I learned a lot about how scientific research is conducted, how to go through literature reviews, how to tell the good papers from the bad. But that's not why the Awards were important to my study.

The day after the Awards, I was asked if I wanted to join the Eureka! alumni along with all previous winners. It was a great chance to network with scientists my age, so of course I went for it. Through that, another alumnus, Ratu Matarai, told me he was doing his Honours year in Physics studying superconductors for plasma confinement. As a double major student, this multidisciplinary blurring of boundaries was fascinating to me. That interest has led me to now. I'm currently studying towards my Masters in Plasma Physics for Nuclear Fusion at the University of Tokyo's Department of Frontier Sciences. But that's not why the Awards were important to my study.

So why was Eureka! so important to my study? It was an experience that over time has taught me a very important lesson: research flows. Like water (or high-density energetic plasmas), research flows from place-to-place, topic-to-topic, interest-to-interest. The main way it does this is through communication. In my imaginary stream of scientific interest, communication has caused every bend. As scientists, it's our job to go along with this flow, and see where our investigations lead. It's important to remember that. Streams don't always flow smoothly, but they do eventually flow to the sea.

James Rice, University of Tokyo

Photo: James (at right, front row) with the Plasma Physics research group at the University of Tokyo

Do children over-imitate robots?

Over the 2017/18 summer break, I was one of more than 400 undergraduate and coursework Masters students working with research advisors in the University of Queensland's Summer Research Programme.

I was at the Early Cognitive Development Centre within the UQ School of Psychology. The researchers there are dedicated to discovering how cognition develops during early childhood, to better understand how children make sense of and interact with the world around them. The aim of my project was to investigate whether children would be more adept at copying a sequence of goal-driven or goal-absent behaviours when demonstrated by a robot compared to by a human. The outcome has real-world implications in our understanding of social affiliation, constraints around human imitative behaviours, and the effectiveness of the move towards robot educators for human children.

When I stepped into the project in December, I was given the opportunity to have input into the



design of the study, as well as to work through the processes of preparing it for testing. We spent a lot of our time at the Queensland Museum, testing close to 100 children aged between four and six years. We then worked our way through data analysis and finished with writing up the ten-week project.

To date, being a Summer Scholar has been the absolute highlight of my undergraduate programme. Coming from one that has no inbuilt

practical experience, the opportunity to conduct some real-world research with children in a multidisciplinary field combining humans and robots was unprecedented. I experienced first hand that learning theoretically about a topic in class is so different from being immersed in it in the real world.

Despite having previously ruled out developmental psychology, I am now confident that this is my future direction. Being able to develop an entirely new research skill set and being surrounded by postgraduate students who were happy to share their experiences and give advice meant that I was so much more prepared for my Honours year than I would otherwise have been. The team at the Early Cognitive Development Centre have continued to support and encourage me well into my Honours year. The UQ Summer Research Programme has honestly changed my life.

Kristy Armitage, University of Queensland

Why I'm passionate about undergraduate research

Anyone listening to presentations and talking to students at ACUR conferences can be in no doubt that students gain a great deal from their research, and any search on the internet shows that substantial scientific discoveries have been made by undergraduate students. My own undergraduate scholars have gone on to take leadership roles in developing undergraduate research internships and opportunities for further research amongst their peers, to complete PhDs, to teach their own students in research-based learning ways, and to initiate academic development initiatives related to undergraduate research. So I'm passionate about encouraging undergraduate research.

Future professionals

Opportunities now exist for undergraduate students to engage in some form of research or research-based learning in many, if not most, Australian and New Zealand universities. Through its annual conferences, ACUR has provided platforms for many students to showcase their research. But there are many thousands of others who miss out. Sadly, many students go through their undergraduate degree without any experiences of engaging in the excitement and challenges of research and inquiry.

Yet engaging in research is one of the most effective ways to prepare students for the challenges they face as professionals in the twenty-first century workplace. Through research, students not only develop the ability to design and conduct experiments; to interpret, analyse and use qualitative and/or quantitative data discerningly; they develop higher order problem solving skills and the ability to think, reflect and reason critically and creatively; they also learn to work independently and cooperatively.

These are the skills professional bodies say they require. So undergraduate research is not just for people who are going to be researchers or academics. The skills and knowledge that students acquire through engaging in research are what they need in the twenty-first century workplace.

The university in society

When I was doing research on the relationship between research and teaching, I found that many universities were keen to develop this relationship but didn't know how to. I wondered what would happen if we thought about it from the students' perspective. How did students see it? Well in many universities, the answer was they didn't, and international research in a number of countries has confirmed this. It may seem surprising, but many students go through their degrees with no idea that research goes on in



their university. How would they know? Much research is done behind closed doors and unless lecturers talk about their research or engage students in it, when students have holidays, they don't know their lecturers are researching.

Academics are often asked, "are you on holiday?" because many people in society believe that the end of semester signals a holiday. This would be a joke if it weren't so serious. It's serious because misperceptions about what universities do and what they are for abound in society and that includes among people who have influence e.g. politicians, industrialists, media personnel, etc. What has recently struck me is that many of these people have had a university education. If they, like many students, have the idea that when lecturers are not lecturing, they have nothing to do, is it little wonder that political debate about universities doesn't match reality?

I'm passionate about infusing undergraduate education with research and engaging students as co-workers in it, so that in the future, there will be more informed discourses within society about the purposes of higher education and the substantial contributions that universities make to the economy and to society.

The world's problems

The twenty-four hour news cycle demands that we all become continually aware of what is going on in the world and the challenges faced by the worldwide community. So we necessarily take on the anxiety associated with uncertainty, ambiguity and increasing complexity. Globalisation means global interdependency and this involves working with others to address huge problems: climate change, for example.

So students need a different kind of higher education; one which treats them as co-workers in seriously researching some of the problems that the world faces. To research is to learn. We are all learners. So we need to engage students fully as co-workers, co-learners and co-researchers. I'm passionate about undergraduate research because it's not just another technique for changing teaching, important though that is. It changes relationships within universities and in doing so provides a gateway to the future of higher education.

**Angela Brew, Macquarie University
Chair of ACUR**

From there to here: problem-based

During my time as an undergraduate student at the University of Canterbury, I enjoyed the multi-disciplinary and diverse range of components that a Geography degree has to offer. I took papers ranging from glacial studies through to the geographies of health, which examined health patterns and factors that contributed to these. I also delved into ecology, learning and practicing ecological theories. Although these papers were engaging and immersed me in interesting topics and discussions, I wanted more.

In my final year as an undergraduate, I took part in a Geography paper based on the principles of problem-based learning (PBL). In this scenario, PBL tasks students with a real-world problem to which they apply their subject/disciplinary knowledge to derive answers that satisfy both

them and the supervising community partner. This is in contrast to the status quo that follows a method where answers are defined and often binary.

As a group of five, we undertook research about different options for biodiversity monitoring in a newly formed initiative focused on mahinga kai (cultural collection and use of natural resources) in the residential red zone of Christchurch. The red zone is residential land that had to be abandoned after the Canterbury earthquakes. Each group member had a different academic background, which allowed us to pool our own experiences and bodies of knowledge. The fluid and dynamic nature of this project stimulated my interest in real-world problem solving and refreshed my thinking.

Investigating pub trivia: my undergraduate research experience



Last semester I had the fantastic opportunity to embark on my very own research project as part of my undergraduate studies in Anthropology. At the time I was completing my first year of Macquarie University's BPhil/MRes degree – undertaking coursework and preparing for my upcoming Master of Research project. A newly offered PACE (Professional and Community Engagement) unit promised the practical experience that would put me in good stead for postgraduate study, allowing me to design and carry out a discrete research project in collaboration with a host organisation or supervisor of my choosing.

The flexibility of the programme proved one of its most rewarding features. Drawing on my interests in collaborative memory and cognitive research, I approached Professor John Sutton from the Department of Cognitive Science to work on a project exploring transactive memory in the context of the popular game of pub trivia. Transactive memory theory proposes that as individuals work together on tasks and build interpersonal relationships over time, they come to form a 'group mind'. As well as bringing unique skills and expertise to the group, individuals gain knowledge of who knows what, and develop communication strategies to more effectively organise and access their distributed expertise.

During the project we developed a novel cross-disciplinary approach incorporating methods from our varied backgrounds in cognitive science and anthropology to investigate the mechanisms of transactive memory outside of the laboratory setting. With John's invaluable guidance, I had my first taste of field research as I collected data in the form of gameplay recordings, interviews and surveys, collating quantitative and qualitative data to investigate knowledge sharing, cooperation and disagreement resolution among trivia teammates.

Conducting fieldwork, and the preparatory work of obtaining ethics approval, opened my eyes to potential ethical issues inherent to human-centred study and familiarised me with the administrative processes associated

with conducting academic research. But more importantly, the research itself made me consider the importance and complexity of maintaining ongoing, informed consent over extended time in the field, and the need to mitigate against perceived coercion – insights that continue to inform my research practice as I embark on my MRes fieldwork in Anthropology.

Undoubtedly, the most rewarding aspect of this research has been the opportunity to collaborate across disciplinary boundaries and develop an approach that merges my interests in cognitive science and anthropology. Collaborating with John was enlightening as well as challenging, as he encouraged me to engage with theory beyond my home discipline and consider the strengths and limitations of different methodological approaches. In turn, I felt as though my expertise and training brought a fresh perspective to the well-established literature on transactive memory, and there was a strong sense of excitement in using interdisciplinary approaches to consider everyday memory processes in a new light.

Having the opportunity to helm my own research project not only opened the door to further collaboration, but has proved invaluable in elucidating the themes and connections that continue to drive my interests and practice as I move beyond undergraduate study.

Sophia Harris, Macquarie University

Learning for environmental issues

In my first year as a postgraduate student, I had the opportunity to join an internship programme at EOS Ecology, an environmental consultancy. I was tasked with working out options to control erosion and sediment loss from roadside cuttings, as current practices are insufficient. The problem solving type skills required to derive solutions paralleled those from my PBL experience: using them in a different context was a valuable experience, leading to successful outcomes.

With a combination of physical and social sciences as well as PBL in my background, I am now pursuing a different approach to contemporary science. My interest lies in freshwater management. I am currently developing a research proposal for my MSc degree in Geography investigating the ways

in which community groups can be used to improve urban freshwater health. This idea has been developed with a passion for freshwater ecosystems that grew through my undergraduate degree and the stimulation received from contributing to solving real world environmental problems.

While the process is somewhat daunting and the end point unknown, I am eager to undertake my research and generate findings that can be used to promote positive change in a highly contentious environmental issue. My experiences cement the importance of undergraduate research and an education that is engaging and applied. I am excited to see what future students are able to achieve through such programmes and in particular how they choose to address contemporary environmental problems.



Photo: Will at work in a roadside cutting (EOS Ecology).

Will Keay, University of Canterbury

Making positive changes through educational research



I began my undergraduate degree with an interest in research, but never imagined I would have the opportunity to be an active researcher before my degree was completed. I am in my final year of a Bachelor of Arts with majors in Maths and English, with the degree of the Bachelor of Education (Secondary). A couple of years ago I applied for a research internship with Macquarie University's Department of Educational Studies.

I had a passion for inclusive education and an interest in supporting students who are experiencing difficult circumstances, require additional support, and in particular, those with chronic illness. I hoped that the internship would give me insight into what research in Education involves, preparing me for postgraduate study. What I did not expect was that from my first

days as an intern with Dr Stuart Woodcock, an advocate for inclusive education, my introduction to the world of research would be continuing even now.

Through the internship I gained valuable skills and knowledge, such as how to conduct a literature review and analyse quantitative data. I also developed an appreciation for attribution theory, which is useful for examining students' and teachers' responses to underachievement in the classroom. Additionally, my deepened understanding of Specific Learning Disabilities (SLD) assisted me in my undergraduate coursework, particularly in supporting students with SLD while on my placements in secondary schools. When the internship was completed, Dr Woodcock offered me the opportunity of continuing to work on the study. We co-authored a paper that was accepted and published in the journal *Annals of Dyslexia*. The findings were also presented at an international conference. I still find the experience quite surreal!

During this time, my passion for supporting students experiencing chronic illness and difficult circumstances grew. I had believed that pursuing this interest would be far ahead in the future, but encouraged and mentored by Dr Woodcock I was able to undertake a review of the literature, and together seek ethics approval for a study. Recently, from the data collected and analysed in this current study, I have begun co-authoring another paper. The research skills developed in the internship have been invaluable to this research project, as has the guidance and support of my mentor.

The experiences during and following the internship have solidified and increased my passion to pursue educational research and make positive changes, supporting students who face challenges during their educational journey. Although it has taken additional time, dedication and energy to engage in undergraduate research on top of full time study, I believe for anyone passionate about research and its ability to positively contribute to our lives, the experience is worth every minute you put in. I am very grateful for the opportunities it has afforded, and I greatly look forward to continuing in research after I finish my degree.

Elizabeth Hitches, Macquarie University

The impact of intravenous simulation education among nurses in India

Six undergraduate nursing students from the Baylor University's Louise Herrington School of Nursing in Dallas, Texas took part in a summer research trip to India in 2017 to provide education on intravenous access (IV) and care, and research its impact on knowledge and skill competency of nurses. Ashley Bauchmann, Amanda Braswell, Emily Matthews, Katherine Sherry, Victor Silguero and Olivia Vande Brake travelled to a tertiary care hospital in Bengaluru, India, under the mentorship of Professors Shelby Garner and Lyn Prater.

Globally, IV with an angiocatheter is the most common invasive procedure performed in a hospital by health care providers. In low and middle income countries such as India, opportunities for nurses to learn this skill while in training are limited because of lack of access to preceptors, simulation equipment, and supplies. Education on IV access is imperative to prevent associated complications such as infection. Continuing education for nurses has potential significance to improve health and educational outcomes. It addresses several of the United Nation's Sustainable Development Goals including those to promote health, education and sustainable partnerships.

The students worked with a sample of 15 groups of Indian nurses, with 10-15 participants in each group. A pretest was administered followed by a 30-minute educational intervention using low fidelity simulation equipment and supplies. Participants then individually returned an IV access demonstration using the equipment. A core measures checklist was completed to evaluate the skill competency of the return demonstration. A post-test was administered and a paired t-test was conducted that showed effectiveness of the intervention on the nurses' knowledge. More than 80 percent of participants successfully completed a return demonstration on the first attempt; more than 95 percent were successful by the second attempt.

During this research trip, the Simulation Education and Research Centre was inaugurated to build teaching and research capacity through healthcare simulation. It is funded by a grant from the US Agency for International Development. One of the students, Amanda, has since been awarded a Fulbright Grant to conduct research in India for one year after graduating from nursing school. Victor has been awarded an internship at a hospital in India where he will teach undergraduate nursing students for eight weeks in the summer of 2018.



Shelby Garner, Baylor University

The Baylor group in Bengaluru. Left to right: Katherine, Olivia, Victor, Emily, Ashley and Amanda

Report of the Chair



Photo: Angela Brew (right), Rhianne Hoffman (Executive Officer, centre) and Lilia Mantai (Treasurer, left) working on ACUR development

Future events

To further achieve ACUR's mission to promote and advance the spread of undergraduate research in Australasia, we plan to organise a second Posters in Parliament celebration and exhibition of undergraduate research in Parliament House, Canberra in 2019. The first of these in 2014 was highly successful in raising awareness of MPs, Senators and other key figures in Australian higher education including Vice-Chancellors of the value and quality of undergraduate research in Australia.

A second 'Summit on the integration of research, learning and teaching' for institutional leaders to discuss undergraduate research engagement is also being planned (the first was held in 2009). A suggested focus is the contribution of undergraduate research to the employability agenda. Further, in 2020, ACUR plans to hold a series of regional events, for example, for supervisors, course leaders etc. We welcome your ideas on what events you would like to see.

If ACUR is to continue to advance its mission it is now necessary to generate some regular income for administrative assistance and expenses incurred for events. With this in mind, the Constitution lays down rules for ACUR to become a membership organisation with three categories of membership: institutional, individual and student. Membership fees have been the subject of discussion in the Steering Group over the past three or four years. Decisions will be made at the AGM so the Interim Executive welcomes your views and hope that you will join us if you can.



Angela Brew, Chair, ACUR
Email: angela.brew@mq.edu.au

on behalf of the ACUR Interim Executive: Denise Wood (CQU), Lilia Mantai, Rhianne Hoffman (Macquarie), Eric Pawson (Canterbury), Neridah Baker and Nicki Lee (La Trobe)

As well as providing support to universities hosting ACUR conferences, the ACUR Council has been strengthening its capacity to promote and advance the spread of undergraduate research in Australasia. In recent months the ACUR Interim Executive has worked to establish ACUR as a fully incorporated organisation in New South Wales. This means that it now exists as an independent charitable institution.

This brings with it a number of challenges and responsibilities. As an incorporated association ACUR is required to hold an Annual General Meeting. The first of these will be held in September during the Annual Conference at La Trobe University in Melbourne. At this meeting the draft Constitution will need to be agreed and the office holders of the Executive Committee formally appointed. You can find a copy of the draft Constitution on our website.

Ongoing work

In recent months, we have worked to create a consolidated database to provide easy and up to date access to our Steering Group, to students who have presented at ACUR conferences and to our wider network of people interested in undergraduate research. There are a few Australasian universities not represented on our Steering Group and we are working to address this. We are also currently updating our website. Other ongoing work of the ACUR Council Interim Executive includes the publication of this newsletter, supporting the ACUR2018 conference committee at La Trobe University, seeking sponsorship for prizes, and working to secure ACUR2020 conference hosts.

Members of the Interim Executive also represent ACUR on undergraduate research committees worldwide to facilitate students presenting their research internationally: e.g. the World Congress of Undergraduate Research (WCUR) in Qatar in 2016 and WCUR2019 in Germany; the USA CUR International Committee; and the Steering Committee of the British Conference of Undergraduate Research (BCUR).

Many students have already benefited through the activities of ACUR. For example, those who have presented their research at ACUR events have also contributed to peer reviewed journal publications; research presentations in disciplinary conferences (including first years being taken for Honours students!); gained prizes and/or funding for their research; contributed new discoveries; and taken leadership roles in developing undergraduate research internships and opportunities for further research amongst peers.

Many ACUR undergraduates have gone on to complete research degrees, and/or to apply their research skills in professional work, including teaching their own students in research-based ways. Now that there is a database of all students who have presented at ACUR conferences, subject to ethical approval, a full-scale evaluation of the impact on students' careers and future research of the presentation opportunities ACUR has provided is planned.

Upcoming Events

Seventh Australasian Conference of Undergraduate Research (ACUR 2018)

The Seventh Australasian Conference of Undergraduate Research will take place on 24–25 September 2018 at La Trobe University, Melbourne, Australia. Further information about conference submission and registration is available on the ACUR website. www.acur.org.au



Student Research Conference

Ben jij het grootste onderzoek talent van Nederland en België?



The Netherlands Student Research Conference

9th November at the Leiden University College, The Hague, Netherlands. www.studentresearchconference.nl/home.html



Council on Undergraduate Research USA 18th National Conference

CUR holds a biennial Conference in even years. In these years, the Annual Business Meeting immediately precedes the conference. This conference brings together faculty, administrators, policy makers, representatives of funding agencies and other stakeholders with an interest in doing and promoting undergraduate research. It features over 100 workshops, presentations by representatives of funding agencies, social interactions, and poster presentations.

The 2018 CUR Conference dates are July 1–3, 2018 in Arlington, VA USA at the Hyatt Regency Crystal City.

www.cur.org/conferences_and_events/cur_conference/



Second World Congress on Undergraduate Research

The Second World Congress on Undergraduate Research will be held at the Carl von Ossietzky University, Oldenburg, Germany on 23–25 May 2019. www.uni-oldenburg.de/en/forschen-at-studium/world-congress-on-undergraduate-research/

Council on Undergraduate Research: Internationalization Steering Committee

The American Council on Undergraduate Research (CUR) has recently set up an International Steering Committee. This was approved by CUR Governance and will be working with an Internationalization Task force to support internationalization, as it is one of its strategic pillars.

The goals of the group are to formalize and facilitate cross communication across organizations to meet our mutual goals. Our focal points will be to create links for students across conferences, highlighting internationalization initiatives, and discussing the best mechanisms for supporting enhancing international undergraduate research. ACUR is represented on this Steering Committee by the Chair, Angela Brew.

Carlos A. Escoto
Eastern Connecticut State University

Contact us

If you didn't receive this directly from us, it means that you are not on our list. Please let us know if you would like to join our extended network of interested people. For further information, or to submit an item for inclusion in the next issue, contact:

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