

Origin- a Journal of Undergraduate Research

ORIGIN

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real world 

Dr Jac Potter

University College Chester

j.potter@chester.ac.uk

www.chester.ac.uk/origin

talk structure

- philosophy and mechanism of Origin
- feedback from students on the value of the publication process
- benefits and the issues of the approach –
 - as a method of linking teaching and research
 - as a science communication tool

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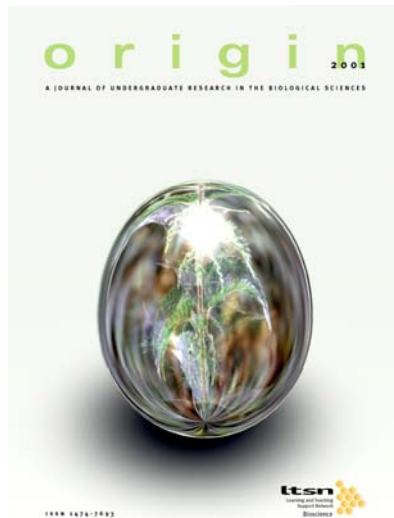
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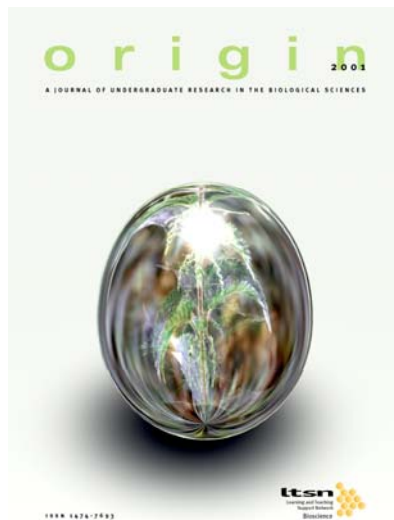


Philosophy of Origin

- to offer student authors a realistic experience of publication
- to disseminate the published work



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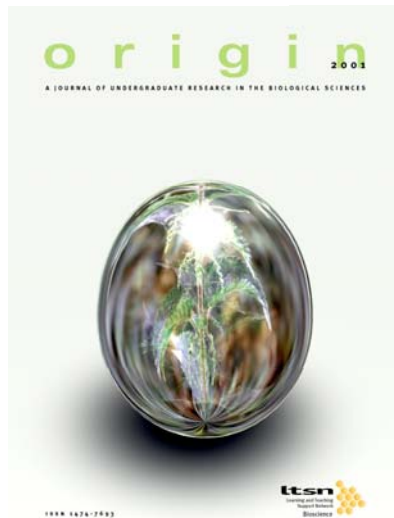
Context of Development

- Large amount of UG research effort that yields very little output
- An increasing portfolio of degree programmes with links to professional bodies and employers
- High proportion of students go on to further discipline-specific study

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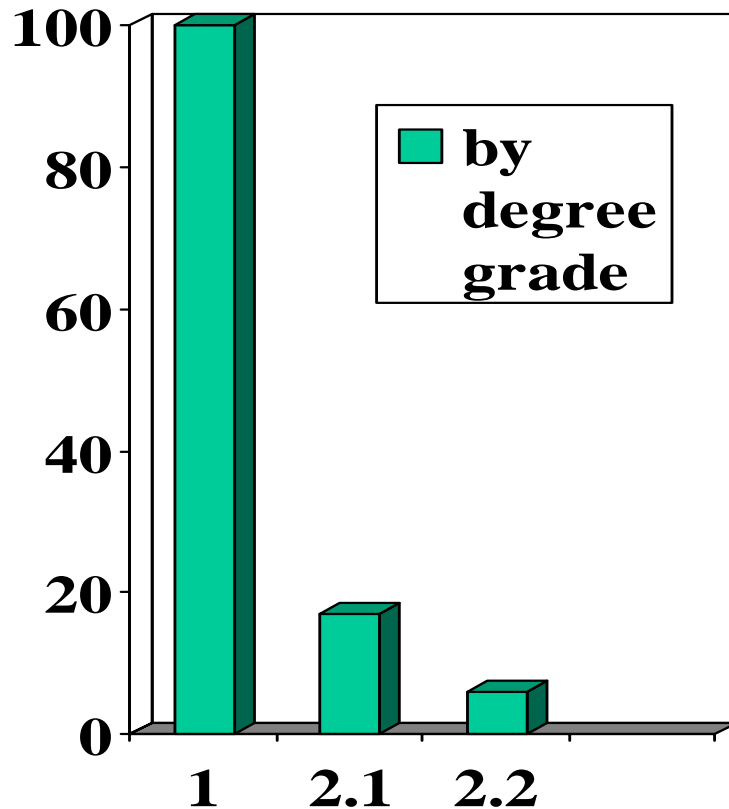
Key features

- Outside the curriculum but linked closely to final year project modules and some L1 and L2 modules
- Inclusive - open to all students completing novel research in the discipline

Student activity				Origin activity
Declare intention to submit	May		Publicise	
Student prepares manuscript	June			
	July		Manuscripts reviewed	
	August		Accept/ reject manuscripts, return to students with feedback for modification	
Student revises manuscript	August/ September			
↓				
Feedback to Origin	October/ November		Editing and printing	
	December		Dissemination	

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Who publishes in Origin?



- 70% of students that register an interest, submit work
- Origin publishes 2/3 of work submitted (19/29)
- of the unpublished third, 55% of papers are rejected, 45% withdraw during the process (5 and 4 of/9)

Student feedback on motivation

Strategic thinking...

- addition to my CV
 - record of achievement
 - helped in considering a career path
 - getting my publication record started! (and realisation that my UG project is not comparable with other papers).
- *Personal reward...*
 - Reward for working hard on the the initial piece of research
 - Seeing the work in print after the effort
 - Pride in work/ having work published
 - Confidence boost
 - Thought-provoking and stimulating process (of publication)

Student learning -skills

NEW

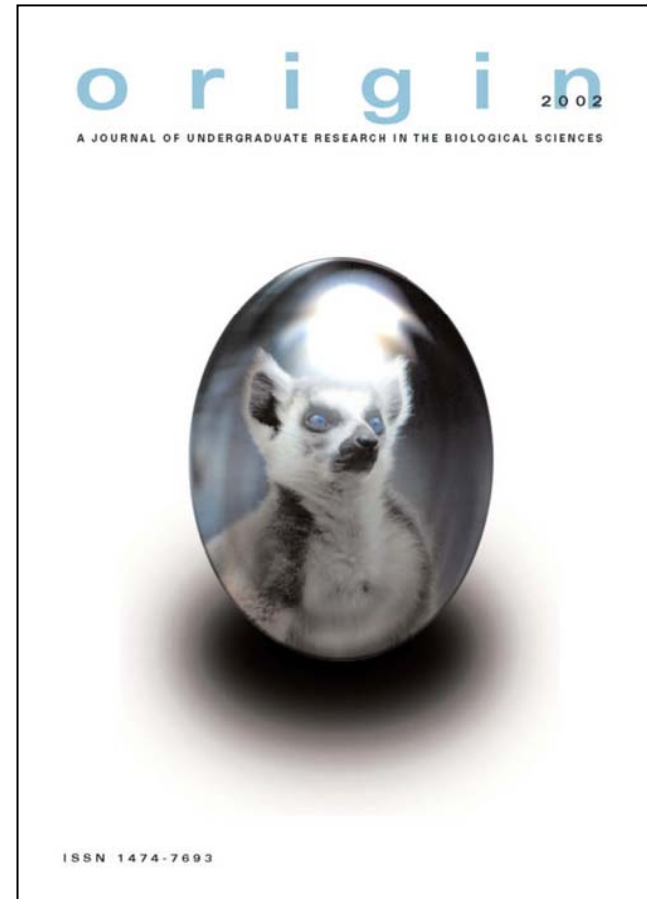
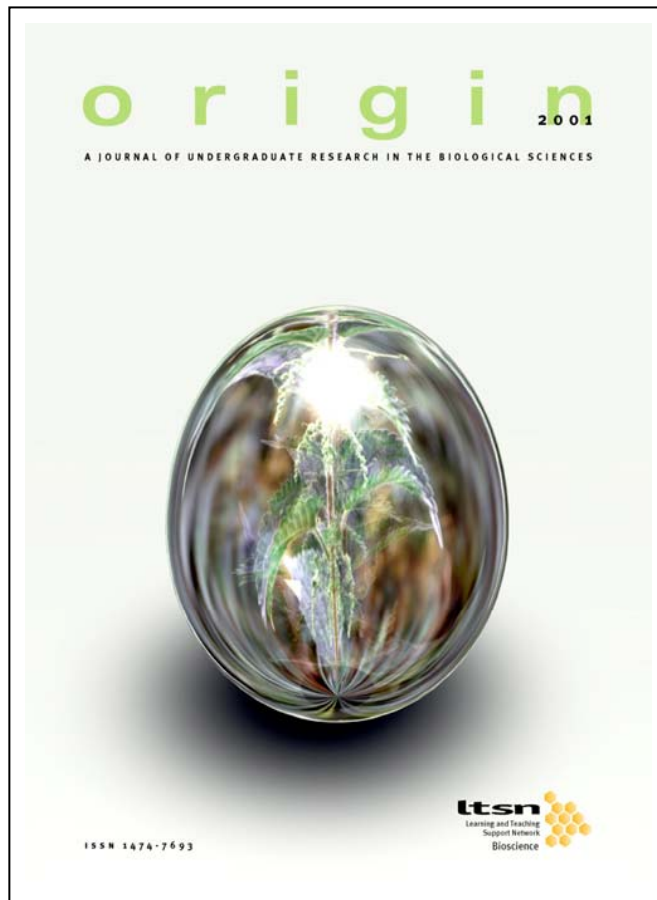
- Knowledge of the publication and editorial process (3)

IMPROVED

- Writing technique improved and changed (8)
- Improved presentation skills for tables and graphics (4)
- Data analysis (3)
- Nothing new- but improving on existing skills (2)
- Improved confidence in expressing ideas and responding to suggestions (1)
- Time management (1)
- Knowledge of computer software (1)



Linking teaching and research?





Benefits of Linking Teaching and Research through an UG Journal

Benefits For Contributing Students

- Builds on earlier academic work to complete the research experience for (some) undergraduates
- Builds on skills and further develops relevant research methods and presentation skills
- Provides a positive, developmental experience of research through supportive mentoring
- Provides a tangible process and product to incorporate into a CV or PDP
- Offers the opportunity to reflect on careers in research, publishing and science communication

Benefits For Other Students

For postgraduate students...

- Offers opportunities to review and edit submissions
- Enables reflection on their learning process and progress as young researchers

For other undergraduates...

- Provides a model of best practice to strive towards within the assessed curriculum
- Provides a pathway from the assessed curriculum to the research process
- Staff awareness of Origin feeds into the curriculum and encourages creative research projects for all undergraduates

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Benefits of Linking Teaching and Research through an UG Journal

Benefits For Staff

- Encourages the development of creative research projects for undergraduates
- Extends the experience and awareness of non-research active staff in research-related methods and processes

For the Institution

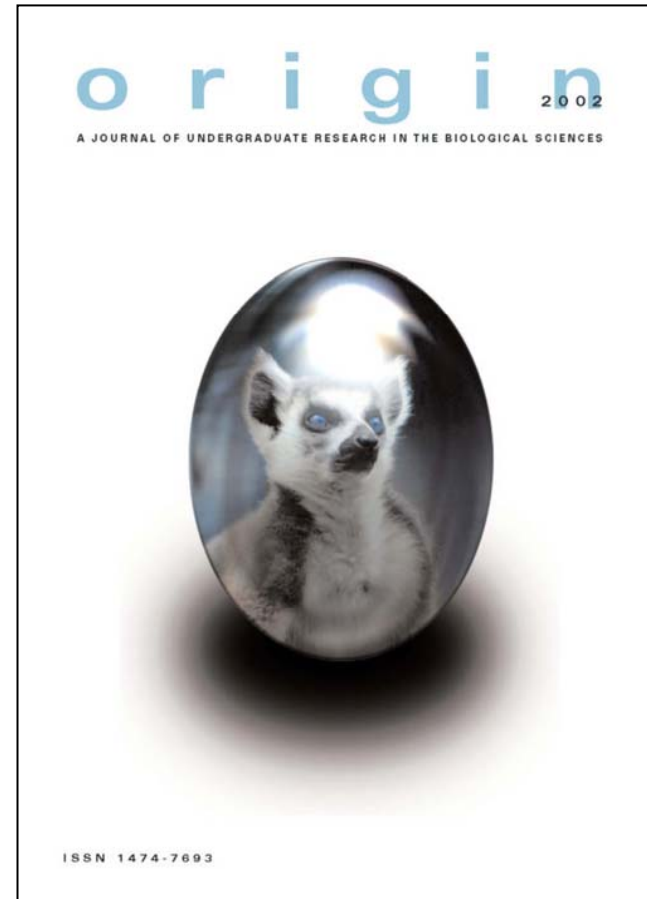
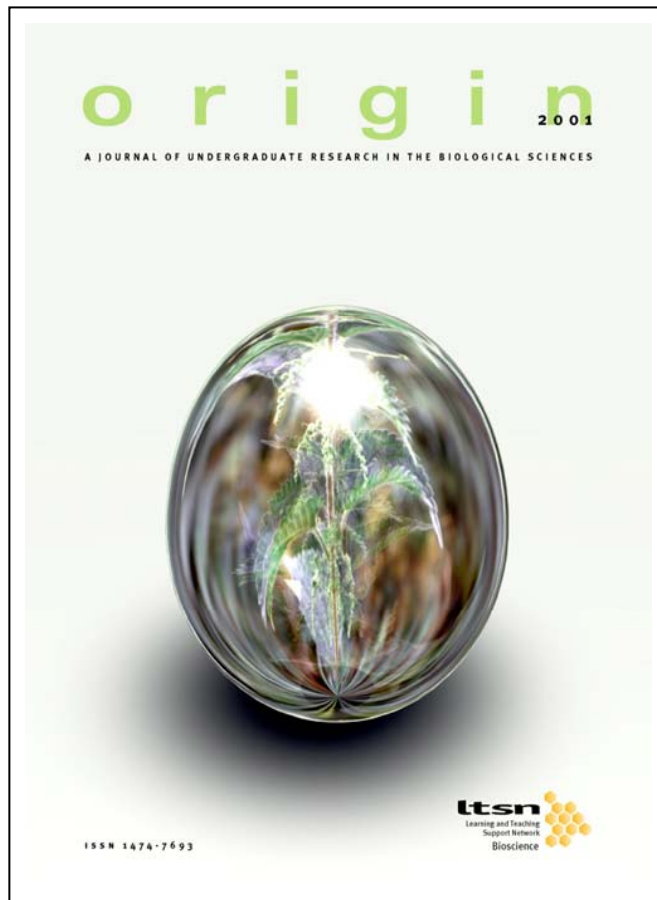
- Promotes the achievements of the institutions' undergraduates to prospective students and other external bodies

For the Community

- Recognises and acknowledges links in the community that supported the research endeavour
- Increases awareness of student research and delivers student research into the public domain for wider use

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a science communication tool?





real world 

The Realworld Project

- Funded development in 2003 to:
 - Develop an outlet for science communication in Origin based on applied experience of the work place
 - Extend the publication remit of Origin – Biology in Practice articles
- Used employer feedback on student writing skills to provide guidance
- Linked to curriculum and learning outcomes of the Level 2 work-based learning module

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Issues raised....

Selective or Open?

Conflict between gatekeeping standards or offering an experience of publication?

Submissions that result from confidence rather than competence

Assessment vs.personal development?

Issues reconciling assessment needs and developmental process of student authors

Time waste?

Relevance of the experience for students not continuing in research or publishing/ science communication?

-IPR issues – costs- models of delivery- quality-

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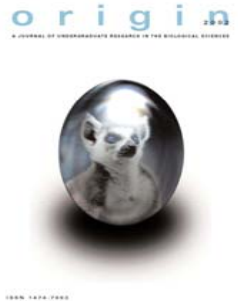
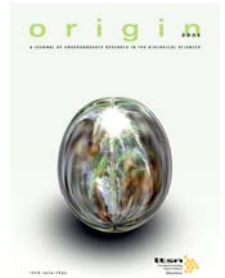
Conclusions

- Student authors gain much from publishing their work. The minimum gains are: further research/science communication experience, skills development, self esteem
- Many other groups also benefit: un-published students, non-submitting students, staff, the institution and the wider community



The Next Steps

- Easter writing workshop
- UG student involvement in the management of the Journal
- Linking to the newly created Centre for Science Communication
- Business Plan development





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