Grant
In 2012 the Teaching and Learning Committee contributed $5,000 to resourcing teaching in the Level 1 unit in the Bachelor of Philosophy (Hons) unit Global Challenges, Research and Leadership (GCRL1000). This is a 6-pt unit and is classified as a Category B broadening unit. GCRL1000 is open only to BPhil (Hons) students; usually students enrol in their first year of study (http://units.handbooks.uwa.edu.au/units/gcrl/gcrl1000). Group 2 students, selected to enter BPhil (Hons) after completing 48 points and achieving a Weighted Average Mark of 80+, will be given the opportunity to complete this unit (s.6.7 http://www.universitypolicies.uwa.edu.au/search?method=document&id=UP11%2F15).

Project
GCRL1000 commenced with a Summer Residence in the week before Orientation Week (14-19 Feb 2012) (http://www.unistart.uwa.edu.au/crawley/summer-residence-online-registration-form) and ran through semester 1 with students meeting for a weekly seminar (Wed 11:00-12:45), participating in a 2-day Writing Workshop (14-15 April) and a 1-day Colloquium (5 Jun).

The Unit Outline addresses students directly and describes the content as providing students “with a solid basis for your [sic] ongoing undergraduate studies and beyond by training you to think like a researcher.” Further,

[i]n an interdisciplinary context, GCRL1000 will introduce you to the basics of academic research and help you to develop skills and ways of thinking that are transferable to discipline-specific contexts. You will have access to leaders in research across a variety of fields that will benefit you as you start to think about challenges with global dimensions, the nature of research and the role of leadership. With your peers, you will practice and develop team-based and project management skills as you carry out and complete a research project involving the vital steps of planning, data collection and analysis, and reporting of your findings in both written and oral formats. (http://www.lms.uwa.edu.au/course/view.php?id=2815)

Undergraduate research training in GCRL1000 is provided through a model developed from ULTRIS by Assistant Professor Lee Partridge and Professor Sally Sandover and delivered in collaboration with Dr Wayne McGowan and Associate Professor Jenna Mead acting as Unit Co-ordinator. ULTRIS is recognized internationally as a successful model for undergraduate research training (http://ro.uow.edu.au/jutlp/vol7/iss2/4/). The challenge was to develop what had been a co-curricular program into one suitable for a mainstream undergraduate unit in UWA’s New Courses 2012 structure: ULTRIS became BURT (BPhil Undergraduate Research Training model).

Particular features included the use of SPARKplus to facilitate self and peer assessment and a purpose-built Moodle site to support teaching and learning in the unit through a wide range of
tools (project led by Assistant Professor Shannon Johnston, CATL) and provide a virtual home for a degree that has no Faculty.

**Evaluation**

GCRL1000 was evaluated through SURF and Dr Greg Marie (IRU) advises that this is a blunt instrument to survey this particular cohort, chiefly on the grounds that GCRL1000 is a research unit in the context of predominantly content-based Level 1 units, delivered to a homogeneous cohort rather than the broad-based cohorts in mainstream Level 1 units; this is also a new unit, with a new cohort, in a new degree.

The unit was also evaluated through SALG (quantitative online survey; [http://www.salgsite.org/](http://www.salgsite.org/) open until 25 Jun) and focus groups (2 x 5 students, 1 student nominated by each research group) for qualitative data, facilitated by Dr Elaine Lopes (Student Support Services, Mon 18, Tues 19 Jun). Results are pending. Two reviewers, external to the unit, Winthrop Professors Grady Venville and Helen Wildy, agreed to attend the Colloquium (Tues 5 Jun) and provide feedback.

**Research outcomes**

Presentations/unpublished papers

BPhil (Hons) Colloquium, Sustainable Education, 5 Jun 2012

Tania Loke, William McKelvie, Liam O’Shea, Lucy Sharpe, Simon Thuijs: *A shared sustainable vision: Staff and student perceptions of UWA as a sustainable institution*

Adarsh Das, Alexander Khor, Michelle Larg, Zaccary Molloy Mencshelyi: *Sustaining Indigenous Culture at UWA: Indigenous Studies at UWA as a means of affecting Student perceptions towards Indigenous Culture*

Thea Lendich, Rachel McCormick, Andrew Pham, Mark Shelton: *Bridging the gender gap: The institutionalisation of the deficit and structural models in improving the participation and retention of female engineering students at UWA*

David Kuster, Annabel Price, Adam Tynas, Pearl Wong: *Leadership development in UWA’s Faculty clubs and societies: A study of intra-Faculty clubs and Societies at UWA*

Arash Arabshahi, Wesley Cox, Lucy Davidson, Xin Zheng Tan: *Individualism collectivism and community-mindedness at UWA*

Georgina Carson, Ashwin D’Cruz, Samuel Fleming, Ni Xiangyang: *Community in education: Investigating the effectiveness of UWA’s extracurricular and co-curricular programs*

Thomas Drake-Brockman, Nguyet Minh Duong, James Panarettos, Rajiv Venkatraman: *The effects of Faculty societies on postgraduate research perspectives*

Calum Braham, Luke Frewer, Jordan King, Ben Luo: *“Being excellent in all areas;” the impact of UWA’s educational principles in providing a sustainable education*

Ken Foo, Kaylin Hooper, Rohan Mehra, Emily Twigger: *Student perceptions of education for sustainability and student voice*
Patrick Davis, Ryan Huynh, Daniel Ortlepp, Gaelen Perrone, Tanuj Ruhal: *UWA student perceptions of the role of non-Faculty student-led societies in developing sustainable leadership skills*


Jenna Mead, “BPhil (Hons) Powered by Moodle,” eLearning Expo, 11 May, UWA


**Concluding remarks**
On behalf of BPhil (Hons) students, the BURT team and colleagues who contributed to GCRL1000, I would like to thank the Teaching and Learning Committee for their support. I am confident that BPhil (Hons) students have a secure platform on which to develop their “thinking like a researcher” in whatever disciplines they will focus their attention. As Unit Co-ordinator, I am now in the position to take GCRL1000 onto the next stage of its development.

Associate Professor Jenna Mead
18 June 2012