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Message from the Division Chair

Kymberly Harris

Greetings, colleagues, and I promise not to mention “new normal,” “new reality,” or any of those other well-worn phrases that most of us have used and hope we never have to use again. Even in the midst of this great upheaval to our lives, undergraduate research is alive and well and we would like to reach out to all of you and encourage you to share your plans for continuing UR in your schools and colleges of education. We really are very interested in how our fellow educators are navigating student engagement and academic presence. I think we have all come to realize it isn’t just a matter of loading face-to-face courses online and continuing our instruction. We are keenly aware of the added stress on our students, and in our student-centered mind-set, this adds to our own worry. With those students whom we may have shared our own research or supported them in theirs, it is possible that our time with them is over, without even a proper goodbye, because online graduation looms ahead of them this spring. So let’s remember that we are all trying to do what is best for ourselves and our students, and that we are all flying blind here. Be kind to yourselves and others; stay safe. We have moved both the CUR [Annual Business Meeting](#) and the [Biennial Conference](#) to an online platform this summer. Hope to “see” you.

Education Division Announces Faculty Awardee for the UR Course Re(design)

Awardee: H. James McLaughlin

College: Rollins College

Major/Minor: Education

Project Title: Learning from the Tragedy of the Holocaust:
Undergraduate Students Make Meaning through Guided Research

About CUR’s Education Division

The Education Division of the Council on Undergraduate Research provides networking opportunities, activities, and resources to assist education administrators, faculty members, students, practitioners, and others in advancing undergraduate research.

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INSIDE THIS ISSUE

Collaborative Research Awards.....	2
Posters on the Hill	3
UG Highlights	3

SPECIAL POINTS OF INTEREST

Facebook page:
[CUR Education Division](#)

Instagram page:
[CUREducation](#)

Link to:
[Preferred Information Poll](#)

Faculty and Undergraduate Collaborative Research Awardees

Awardee: Kobi Alcocer

College: Idaho State University

Major/Minor: Education

Project Title: The Effect of Single-Leg Balance of a La Second Turns in Dance

Faculty Mentor: JongHun Sung

Purpose of the Project:

The benefits of physical activity are well-known to improve health and to reduce the risk of developing several diseases such as cardiovascular disease or Type 2 diabetes. Among many types of physical activity, dance has been identified as a beneficial physical activity. For example, dancing improves balance, agility, and overall better coordination. Many movements in dance are done on one leg such as turns. For example, a pirouette a la second, which is a common dance motion, is a turn a dancer does when turning on one leg with the other leg extended straight out in front of the body. While performing the turn, the extended leg moves from in front of the body to the side. To perform better dance movements including this type of turn, single-leg balance ability might be an important factor. However, the relationship between single-leg balance and a dance turn remains unclear. If the performance of a dance turn is associated with single-leg balance, turn motions could be more effectively performed or taught by improving a single-leg balance. Thus, the purpose of this research is to investigate the relationship between a single-leg balance measured by a traditional posturography and a dance turn: a pirouette a la second turn assessed by experienced dancers. It is hypothesized that the individuals with a greater single-leg balance ability will have a higher pirouette a la second turn score.

Social and Emotional Learning: Federal and state policymakers, school districts, and faculty recognize the importance of addressing the social-emotional development of students' to assist with improving educational outcomes (Banerjee, Weare, and Farr 2014; Durlak et al. 2011). To assist in addressing students' ability to cope with difficulties, schools have begun to implement a so-

cial-emotional learning (SEL), defined as the skills needed to manage emotions, practice empathy, manage attitude, and make responsible decisions (CAEL 2014). In turn, teachers' SEL experience in the work setting and beliefs about SEL play into how the teacher implements SEL concepts and skill development to their students (Zins et al. 2014; Brackett et al. 2012). Additionally, comfort level and perceived support in teaching SEL to students is associated with student outcomes (Collie et al. 2015). Although first-year teachers and teacher candidates acknowledge the need and benefit of SEL of children, due to educational mandates at universities and maximum credit-hour production for teacher preparation, there is a minimal amount of room for coursework for students in the educational field to be properly educated about best practices of implementing SEL in their classrooms.

Awardee: Morgan Daubert

College: University of Nebraska at Kearney

Major/Minor: Kinesiology and Sports Science

Project Title: Understanding Preservice and First-Year Teacher Perceptions and Knowledge of Social and Emotional Learning

Faculty Mentor: Megan Adkins

Purpose of the Project:

Year 1:

The purpose of the pilot research project was to evaluate first-year teachers, teacher candidates, and senior status education majors from the University of Nebraska at Kearney to learn about their comfort level and general knowledge of SEL in relation to incorporating and teaching the five SEL skills in their classroom

Year 2:

After the completion of the pilot study, the study outcomes will be evaluated and then expand the research to randomly selected universities across the country that currently have a teacher candidate program.

If you are interested in applying for the 2021 Faculty UR Course Re(design) or Student Research Collaborative awards, look for application links in the fall 2020 newsletter.

Calls for Papers, Scholarship and Practice of Undergraduate Research (SPUR)

- Spring 2021 SPUR, "[Undergraduate Research at Community Colleges](#)"; proposal deadline May 25, 2020
- Ongoing theme, "[Undergraduate Research during Times of Disruption](#)"; proposal deadline June 22, 2020
- Fall 2021 SPUR, "[Undergraduate Research and Climate Change](#)"; proposal deadline July 27, 2020



Read sample articles and author guidelines at:

<https://www.cur.org/what/publications/journals/spur/issues/>

Posters on the Hill

The 24th Posters on the Hill was to occur in Washington, DC, in spring 2020; however, the event shifted to a virtual event via Twitter on April 21, 2020, due to COVID-19 restrictions on travel. Three posters and one honorable mention were selected from the field of education.

Student: Emma Kelley

Research Institution: Iowa State University

Lead Student Home State: Iowa

Faculty Adviser: Heather Rouse

Poster Title: Head Start and Public School: An Investigation of Collaboration and Disconnection in Early Childhood

Students: Frances Tempestra, Michael Schneider, and Revalu Ronnfeldt

Research Institution: University of Wisconsin–Platteville

Lead Student Home State: Wisconsin

Faculty Adviser: Raymond Pugh

Poster Title: Learning the Write Way: Using Writing to Improve Student Conceptual Understanding in Biochemistry

Student: Adrienne Skelton

Research Institution: University of Missouri

Lead Student Home State: Missouri

Faculty Adviser: Chad Rose

Poster Title: The Impact of Social and Communication Skill Intervention on Reducing Bullying Involvement

URL: https://twitter.com/ASkelton_MU/status/1252631809373896707?s=20

Honorable Mention

Student: Riley Lathrop

Research Institution: Bridgewater State University

Lead Student Home State: Massachusetts

Faculty Adviser: Donna Dragon

Poster Title: The Impact of Utilizing Creative Dance/Movement Pedagogy and Concepts on 2nd Grade Students' Autonomy and Expression in Bali, Indonesia

CUR Education Division Welcomes New Councilors

The CUR Education Division is pleased to announce that, after recent nominations for and elections of new councilors, there will be four new councilors joining the division in summer 2020. The nomination and election of new councilors is essential to the growth and accomplishments of the Education Division.

Councilors joining the division:

Philip Bernhardt, Metro State University at Denver

Matthew Bice, University of Nebraska at Kearney

Emily Rutherford, Midwestern State University

Tina Zecher, Northern Arizona University

Re-elected councilors:

Kymerly Harris, Georgia Southern University

Suzanne Lindt, Midwestern State University

Dennis Munk, Carthage College

Giang-Nguyen Nguyen, University of West Florida

Deborah Thompson, The College of New Jersey

UG HIGHLIGHTS

CUR Biennial Conference

The CUR Biennial Conference, scheduled to take place June 27-30 in West Lafayette, IN, was cancelled. However, CUR will host a [Virtual Biennial Conference](#) in place of the face-to-face conference. Details, schedule, and registration were released on the CUR website on May 4, 2020.

NCUR

The National Conference on Undergraduate Research (NCUR) was to occur at Montana State University in Bozeman, MT, on March 26-28, 2020. In education, 49 students were selected for oral sessions, and 67 students were selected to present posters.

Undergraduate Research Week

This year, Undergraduate Research Week took place April 20-24, 2020. CUR highlighted campuses across the country by sharing their undergraduate research campus celebrations and accomplishments on the CUR website and through *CUR E-News*. Although many universities have had to cancel events or shift events to virtual conferences due to COVID-19, there was a lot to celebrate this year. Also, CUR organized a virtual undergraduate research appreciation explosion on social media (Twitter and LinkedIn) on April 23, 2020.