



THOTH

A Publication of the Education Division of the Council on Undergraduate Research

Volume 2

Fall 2017

Number 1

Chair’s Message



Hi Everyone!

We are well into the second year of the Education Division’s commitment to our stated goals related to the mission of the Council on Undergraduate Research. Building on our challenges and achievements of the last year, we set out again to operationalize our work of service to you our membership. Our action plan for this year and beyond includes,

- Augmenting the leadership capacity of our Council team to better serve you through our sincere participation as CUR councilors
- Soliciting your collaboration and partnership in our endeavors, specifically communications-the newsletter, and our research projects
- Inviting your urgent participation in the integrating undergraduate research into Schools of Education and its related field through our upcoming CUR Institute for faculty/administrator teams
- Establishing research scholarships for students and faculty

I urge your continuing response to our invitation for your participation; together the success of the Education Division will be ensured.

Ruth Palmer, Ph.D.

Thoth: The Ancient Egyptian God of writing and knowledge.

Editor’s Corner

How to Describe an Elephant, or What is Educational Research?

In the Indian fable “The Blind Men and the Elephant,” six blind men are tasked with describing an elephant. Depending on which part of the animal each man touched, the elephant was equated to a rope, a fan, a wall, a tree, a snake, and a spear. If we equated the elephant with educational research, many of us would be as limited in our descriptions of what it is as the six blind men were in describing the animal. Educational research can be classified as quantitative or qualitative (categories). Basic designs subsumed under quantitative methods include descriptive, correlational, causal-comparative and experimental. Perhaps the best known qualitative design is ethnography. Educational research encompasses a broad range of designs and outcomes. It is not just case studies or surveys. Purpose, and research questions, hypotheses, subjects and research design are elements of educational research. So, what does this have to do with describing an elephant? It is this: to think of educational research as a singularity is equivalent to the elephant’s being described as a wall, a rope, snake or tree. Educational research, like the elephant, is the sum of its many parts.

Deborah L. Thompson, Ph.D.

SPOTLIGHT ON...

CUR Education Division Members will be featured in each issue of the newsletter. Featured in this issue are Dr. Paula Faulkner and Dr. Stacia Miller.

Paula Faulkner, Ph.D.



Current Position

Associate Professor in the Department of Agribusiness, Applied Economics and Agriscience Education at North Carolina Agricultural and Technical State University (NCAT), Greensboro, NC.

Educational Background

- **B.S.**, Agricultural Technology & **M.S.**, Agricultural Education and Extension **North Carolina A& T**
- **Ph.D.**, Agricultural and Extension Education **Pennsylvania State University**
- Specialized Training: Special Education (behaviorally and emotionally disabled)

Research Focus

Studies the needs of underserved populations in agriculture such as disadvantaged farmers, individual with disabilities, women farmers (gender issues); also explores the needs of agricultural educators related to instructing students with special needs i.e. learning disabilities, gifted and talented

Involvement in UGR

Mentors undergraduate researchers, College of Agriculture and Environmental Sciences Undergraduate Research Scholars Program Committee, serves on university's Undergraduate Research Advisory Council.

Work with CUR

CUR Councilor (Social Sciences, Education (2014-2017)

Latest Publication

Faulkner, P., Okafor, R., Brooks, K., & Lynch, P. (2016). Rural and urban North Carolina parents' child feeding behaviors. *Journal of Family and Consumer Sciences*, 1(108), 30-38

Stacia Miller, Ph.D.



Current Position

Associate Professor in the Department of Counseling, Kinesiology and Special Education at Midwestern State University, Wichita Falls, TX

Educational Background

- **B.S.**, Kinesiology, Midwestern State University
- **M.Ed.**, Physical Education Texas State University-San Marcos
- **Ph.D.**, Education. Texas State University, San Marcos

Research Focus

Movement integration in the classroom, creating kinesthetic classrooms and increasing student engagement

Involvement in UGR

Serves on the Undergraduate Research (EURECA) Advisory Council at MSU, which serves to facilitate undergraduate research for all students on campus, grant-funded projects with undergraduate students, mentoring other faculty in undergraduate research, embedded research in kinesiology courses, and a recent collaboration to publish a textbook with undergraduate authors.

Work with CUR

CUR Councilor, Education Division (2016-2019)

Latest Publication

Miller, S.C., Lindt, S.F., & McIntyre, C.J. (2017). Interdisciplinary approach to undergraduate research in education: Collaborating on the development of a practitioner's textbook. *CUR Quarterly*, 37(4), 42.

Contacts:

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Dr. Miller: stacia.miller@mwsu.edu

ED Division Members Present in Flagstaff at URPD

The Conference for Undergraduate Research Programs: Undergraduate Research Collaborations 2017 was held at Northern Arizona University (Flagstaff, AZ), June 27-29, 2017. The Education Division was well-represented with members participating in the poster presentations and seminars. Posters and seminars received kudos from many conference attendees. Titles and abstracts of the presentations are featured below.

Poster Presentations

Student Engagement in Undergraduate Research in Education: Recognizing Current Practices and Extending those Boundaries

Ruth J. Palmer | The College of New Jersey

Rebecca McMullen | Fort Valley State University

Student engagement in undergraduate research in professional schools, including schools of education, requires creative curriculum design and innovative pedagogical approaches that address issues related to faculty involvement and student participation. These efforts generate multiple outcomes, including the course-integrated research approach and faculty-student collaboration opportunities in summer research programs and at conferences. It is critical now to push beyond those boundaries and intentionally target access to undergraduate research for all education majors; this requires the identification of approaches that will serve to increase, sustain, and enhance student participation and continuing engagement throughout their education programs. The CUR Education Division has undertaken that challenge, and this poster aims to share with participants a range of approaches with corresponding assessment methods, which are available to expand student engagement.

Undergraduate Research in Education: A Range of Possibilities

Deborah L. Thompson | Ruth J. Palmer, The College of New Jersey

Jennifer Manak, Bridgewater State University

Education majors are notably underrepresented in undergraduate research (UR) programs. Considering the outstanding benefits of UR for students, it is important for teacher education programs to incorporate UR into the curriculum to prepare future educators to most effectively teach the next generation of students. When education majors engage in UR, they refine their teaching skills, develop an appreciation for research, broaden their knowledge of the discipline, and enhance their understanding of the relationship between educational theory and practice. Faculty mentoring undergraduate researchers in education stress the importance of disciplinary models and definitions of research that include the scholarly practices of educators within the field. This poster will share a range of possible models, methods, and examples of UR in education compiled by Education Division councilors.

College Peer Mentoring of Students with Disabilities: Pathway to Mentors' Inclusive Practices, Undergraduate Research, and Professional Selves

Ruth J. Palmer, The College of New Jersey

The College of New Jersey staff will report on a qualitative meta-synthesis of the narrative inquiry projects of a sophomore-level course-integrated practicum, in which prospective secondary teachers served as peer mentors to students with intellectual and developmental disabilities (IDDs). The meta-synthesis aimed to identify the indicators of change in mentor's professional orientation. Syntheses of some 60 documents uncovered several themes and suggest the following areas of identity shifts: (1) a revised orientation to disabilities and inclusive education, (2) upward/downward social-comparison, (3) augmented perceptions of diversity beyond gender and race, and (4) increasing professional self-awareness and pedagogical capacity. This report, along with bibliographic sources, will serve to initiate discussion with attendees about the benefits/pitfalls of a course-integrated research-based practicum, inclusive education, mentored undergraduate research, and identity development.

Seminars

Provosts, Deans, and Program Directors: Opportunities for Collaboration

Dennis Munk | Chuck Lopez | Rebecca C. McMullen

Carthage College | Eastern Washington University | Georgia College and State University

The critical need for administrative support for UR programs is well understood by program directors and faculty. Provosts, deans, and directors play different roles in supporting UR but can benefit each other's efforts through collaborative relationships that are sometimes difficult to establish due to hierarchical structures. The administrative working group of the education division has developed a set of potential strategies for each office to fulfill its responsibilities while contributing to effectiveness of the others. Presenters will share examples of successful collaborations solicited from members of the CUR Education Division and invite additional examples from the audience. Specific strategies that program directors might use to initiate collaboration with provosts and deans will also be discussed. This session will involve whole-group and small-group interactive activities.

Advancing Undergraduate Research in Education: The Power of Collaboration and Partnership

Ruth J. Palmer, The College of New Jersey

Stacia Miller, Midwestern State University

As a new division of CUR, the Education division, has begun to articulate its strategic plan to achieve its overarching goal of the inclusion of high-impact learning experiences, specifically undergraduate research, into curricula through practices and models of undergraduate research that are unique to education. It has therefore adopted multiple intersecting strategies, among which is to build allies and collaborators within colleges/university, public schools, and community organizations. The purpose of this session is threefold: first to discuss briefly effective existing models of collaboration and partnerships for undergraduate research and creative activities; second, to share current institutional collaborations that have emerged naturally within institutions; and third, to solicit from session participants, to identify other models and approaches to collaboration and partnerships that can serve our goals.

Kaitlyn Theide Wins Inaugural ED Division Student Research Award

Kaitlyn Theide, an Elementary Education major (with a literacy endorsement), at Eastern Washington University, won the first ED Division Student Research Award. Kaitlyn was nominated by her faculty mentor/collaborator Dr. Shelly Shaffer. Kaitlyn's study focuses on female characters in YA (Young Adult) literature who disguise themselves as males. She explores the reasons female characters disguise themselves as males, what comes of their dressing as males and the genres in which the "female in male disguise motif" occurs most frequently. Kaitlyn will present the results of her study at the National Council of Teachers of English Annual Convention in St. Louis, MO.

Education Students Participate in the 21st Annual Posters-on-the-Hill

Posters-on-the-Hill provides students the opportunity to showcase their research to congressional members, meet with their representatives, and learn about advocacy for undergraduate research. The 21st Annual POH was held April 26, 2017 in the Rayburn House Office Building in Washington, D.C. Three students won awards and two students won honorable mentions. They are listed below.

Awardees

William Marmor, Rochester Institute of Technology, NY

Poster Presentation: Transforming the Delivery of a STEM Lab: Development and Implementation of Innovative Lab Practices to Enhance Meaningful Learning in an Organic Chemistry Laboratory Curriculum

Advisor: Christina Collison

Brooke L Mazac, Nicholls State University, LA

Poster Presentation: iTOTS: Exploring the Construct of Time on Task during Technology Assisted Reading Interventions for At-risk Youth

Advisor: Cynthia Vavasseur

Kara Schrand, University of Missouri – Columbia

Poster Presentation: Motivation and Engagement's Impact on Elementary Math Standardized Test Scores by Gender and Socioeconomic Status

Advisor: Stephen Whitney

POH Honorable Mention

Brandon VanBibber, Northern Arizona University

Poster Presentation: Perceptions of Teacher Autonomy in Charter Schools: A Qualitative Study

Advisor: Ishmael I. Munene

Mollie C Williams, University of Kentucky

Poster Presentation: A Summer in STEM: Increasing Middle School Students' Interest and Engagement in STEM

Advisor: Margaret Mohr-Schroeder

Although the deadline has passed for next year's POH session, it is not too early to consider students for POH 2019.

Information on POH can be obtained at:

https://www.cur.org/conferences_and_events/student_events/posters_on_the_hill_2018/

CUR Education Division Faculty-Student Collaborative Research in Education Award (Student)

The mission of the Education Division of the Council for Undergraduate Research (CUR) is to provide national and professional leadership in developing undergraduate research in the areas of Teaching and Learning, the Learning Sciences, Teacher Education and related disciplines.

Consistent with this mission is the goal of providing financial support for undergraduate students for conducting education research and disseminating their findings. To this end, the Education Division is pleased to announce its **Faculty-Student Collaborative Research in Education Award**. Two (2) awards of \$250 each will be made available each academic year (dual and double majors in teacher education program and other related fields). Undergraduates at any stage of their undergraduate programs are encouraged to apply.

This collaborative research may be conducted as an independent study, or as part of or an extension of course-embedded research projects, during Fall 2017 through August 2018. Ideally, the financial support would be used to pay for expenses associated with conducting the research.

The **student** should submit a 500-word proposal, to the chairperson of the Education Division, attending to the following categories:

1. The purpose of the proposed project; this should briefly describe the issue, challenge or problem, in addition to the conceptual, theoretical or practical framework which supports the need for your investigation, and the significance of the work).
2. A description of the research methods you intend to use to conduct your research.
3. A timeline for your proposed activities including the proposed outcome of the work e.g. a paper and/or presentation/display etc.
4. The venue at which you intend to share your work (e.g., institutional celebration of student research, educational or other disciplinary conference) and your preferred format.
5. A letter of recommendation from your faculty mentor.

The types of projects that would be considered for funding are those which

1. are consistent with education research at the undergraduate level; and with the work of a novice researcher or a research dyad. (<https://www.adelaide.edu.au/rsd/framework/rsd-framework.pdf>)
2. have potential for impact on student continuing engagement in research and inquiry in education and education-related fields.
3. have an impact on professional practice at some level (the classroom, school, community, or in an education-related area e.g. multicultural education, diversity, etc.).

Applications for the research award will be reviewed on a first serve basis provided that the above criteria are met. Applications should be sent to Ruth Palmer, Division Chair, at palmerj@tcnj.edu and are being accepted now.

**CUR Education Division
Faculty-Student Collaborative Research in
Education Award (Faculty)**

The mission of the Education Division of the Council for Undergraduate Research (CUR) is to provide national

and professional leadership in developing undergraduate research in the areas of Teaching and Learning, the Learning Sciences, Teacher Education and related disciplines.

Consistent with this mission is the goal of providing financial support for undergraduate students for conducting education research and disseminating their findings. To this end, the Education Division is pleased to announce its **Faculty-Student Collaborative Research in Education Award**. Two (2) awards of \$250 each will be made available each academic year (dual and double majors in teacher education program and other related fields). Faculty at any stage of their careers are encouraged to apply. Please note there are two (2) separate awards for students. In the event a faculty member his or her student collaborator apply and there are competitive applications, awards will not be given to both the faculty member and the student collaborator. This collaborative research may be conducted as an independent study, or as part of or an extension of course-embedded research projects, during Fall 2017 through August 2018. Ideally, the financial support would be used to pay for expenses associated with conducting the research.

The **faculty member** should submit a proposal not to exceed 500-words, to the chairperson of the Education Division, attending to the following categories:

The purpose of the proposed project; this should briefly describe the issue, challenge or problem, in addition to the conceptual, theoretical or practical framework which supports the need for your investigation, and the significance of the work).

1. A description of the research methods intended to be used in the research.
2. A timeline for your proposed activities including the proposed outcome of the work e.g. a paper and/or presentation/display etc.
3. The venue at which you intend to share your work (e.g., institutional celebration of student research, educational or other disciplinary conference) and your preferred format.
4. A description of the role of the student collaborator.

The types of projects that would be considered for funding are those which

- are consistent with education research at the undergraduate level; and with the work of a novice researcher or a research dyad. (<https://www.adelaide.edu.au/rsd/framework/rsd-framework.pdf>)
- have potential for impact on student continuing engagement in research and inquiry in education and education-related fields.
- have an impact on professional practice at some level (the classroom, school, community, or in an education-related area e.g. multicultural education, diversity, etc.).

Applications for the research award will be reviewed on a first serve basis provided that the above criteria are met. Applications should be sent to Ruth Palmer (Division Chair) at palmerjr@tcnj.edu and are being accepted now.

An Invitation to Submit Short Essays CUR Education Division Newsletter

We wish to have diverse voices contribute to the newsletter. To increase participation among members of the Education Division, as such, this invitation to open all members.

We know what is needed to reform teaching and teacher education—a cadre of diverse individuals who think critically about all issues, are life-learners, take risks, and stay informed about the cultural and political winds that influence classroom instruction. Undergraduate research is a necessary component of the reformation of teacher education. What role does or will undergraduate research play in your instructional programs? How are you insuring that all students are exposed to the benefits of undergraduate research? What recommendations would you suggest bringing to undergraduate research in your instructional area? Essays of not more than 1500 words are invited—Chicago format. (Accepted and published essays would be considered invited publications.)

Spring Deadline: March 1, 2018

Fall Deadline: August 1, 2018

Submit to editor (Deborah Thompson) at thompson@tcnj.edu. **Subject Line:** Newsletter Essay



CUR CONFERENCE 2018 JULY 1-3, 2018

**Hyatt Regency Crystal City in Arlington, VA.
Proposal Deadline: November 21, 2017**

http://www.cur.org/conferences_and_events/cur_bicennial_conference_2018/



**National Conference on Undergraduate Research
April 4-7, 2018
University of Central Oklahoma
Edmond, OK
Abstract Submission Deadline
December 5, 2017**

https://www.cur.org/conferences_and_events/student_events/ncur_2018/

