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

Volume 2

Spring 2018

Number 2

CHAIR'S MESSAGE



Hi Everyone!

I hope that you can enjoy even in small ways, the lingering winter/emergent spring period. It is in this cross over period that we celebrated NCUR at

UCO, April 4-7, 2018, Undergraduate Research Week, April 9-13, 2018 and Posters on the Hill, April 17-18, 2018. Here are a few items that I want to share with you; these have given the Ed. Division Council some joy and reasons to persist in our work:

- The CUR E-Board (March 2018) approved the Education Division Institute: *Integrating Undergraduate Research into Teach Education Programs and Education-Related Fields*. The goal of the institute is to build a network of Education leaders and leadership teams who can undertake a strategic integration of undergraduate research into the curriculum of their Education programs. Plans are underway for the first offering of this institute in fall 2018. *We thank the Institute Design Team: Colette Gosselin, TCNJ; Sibdas Ghosh (IONA) Janet Stocks (Trinity, Wash. DC) Jenn Manak*

(Rollins) & Ruth Palmer (TCNJ)

- The Education Division welcomes new councilors (2018-2021): **Michael Nelson, Giang-Nguyen Nguyen, and Osman Ozturgut**. We regret losing Dennis Munk who will be completing his term as an Education Councilor in June 2018. I encourage others to consider serving the goals of CUR through the Education Division.
- There is still time for sending applications for the Education Division's Faculty and Student Research Awards 2017-18. See the Fall 2017 newsletter for details. Send applications to me (email below).
- Do give attention to the CUR constitution changes that are in progress

Best wishes for the rest of this semester. Hopefully we will meet at the CUR 2018 Biennial Conference, "*Creating Collaborative Connections in and through Undergraduate Research*," at the Hyatt Regency Crystal City in Arlington, VA. July 1-3, 2018.

Ruth Palmer, PhD (email: palmerrj@tcnj.edu)

Council on Undergraduate Research

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Thoth: The Ancient Egyptian God of writing and knowledge.

EDITOR'S CORNER

In Praise of Passionate Curiosity

Stephen Hawking had it. Marie Curie had it. Cats probably have too much. And kindergarten and first grade teachers know first-hand their students have it in spades. What is it? It is curiosity (and the desire to discover new things to satisfy that curiosity). Five and six-year old students are wonderfully curious, and their minds are programmed to explore, to take chances, to question and to discover, for example, if rainbow fish (from the book of the same name) can be created with a mix of tempera paints poured into the guppy tank. Maybe this “experiment” will produce little rainbow fish! (Alas, such an experiment probably will prove deadly for the fish but will create interesting teachable moments for the students.) These young fertile minds have not become jaded or routinized to the point of groupthink or always having the correct answer on a test or assignment. There is usually more kindergarten angst over whether Mom or Dad put an apple or chips in the lunchbox for snacks than over whether a perfect score was attained on the letter recognition test. Unfortunately, this natural curiosity is slowly whittled away as children advance in school so that by college, students who would have gleefully put tempera in a fish tank, would not dare to take chances now because they care more about the grades received on assignments versus what was learned to achieve said grades. Undergraduate research can be instrumental in helping undergraduates reclaim their earlier curiosity. Instead of creating multicolored guppies, students can research a myriad of topics related their areas of undergraduate study—from literacy to STEM to the humanities and the social sciences. None other than one of the greatest minds in human history, Albert Einstein, said of himself: “I have no special talent. I am just passionately curious.” By

using undergraduate research as a platform to help students explore, take chances, and question, we can help our students recapture that passionate curiosity Einstein speaks of and praises.

Deborah L. Thompson, PhD



INVITED ESSAY

Benefits of Incorporating Undergraduate Research into Education

Jennifer Manak, Ph.D.
Rollins University

Undergraduate research has been shown to be a high-impact practice that benefits undergraduate students (Kuh 2008; Osborn and Karukstis 2009). Students who have opportunities to engage in undergraduate research have significantly better learning outcomes than similar students without those opportunities. Scholarly research develops students’ skills in critical thinking and problem solving, ignites their intellectual curiosity, and cultivates excitement about their disciplines. Undergraduate research also encourages leadership and collaboration, promotes logical analysis, and enhances students’ written and oral communication skills (Ishiyama 2002).

Education majors are notably underrepresented in undergraduate research programs. Considering the outstanding benefits of undergraduate research for students, it is important for education programs to incorporate undergraduate research into the curriculum to prepare future educators to most effectively teach the next generation of students. When education majors engage in undergraduate research, 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 (Lassonde 2008; Levy, Thomas, Drago, and Rex 2013; Manak and Young 2014; Slobodzian and

Pancsofar 2014). Furthermore, undergraduate research develops educators' data literacy skills and informs how they will collect, analyze, interpret, and utilize multiple forms of data in their future classrooms to improve teaching and learning (Manak & Munk, 2016).

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. While many education programs regularly engage their majors in scholarly experiences such as student case studies, the development and implementation of curriculum units, and action research projects, these scholarly practices are often considered ordinary research assignments to assess students' knowledge rather than undergraduate research to engage students in discovering new knowledge within their field. While these assignments are closely mentored by faculty, engage students in original discovery, and reflect the scholarly practices of the discipline, the results are typically not disseminated to the academic and professional community which is the fourth characteristic of undergraduate research (Osborn and Karukstis 2009). Reframing ordinary research assignments into undergraduate research experiences will benefit education majors by providing them with the knowledge and skills they need to become thoughtful, purposeful professional educators who are prepared to teach in the 21st century and become leaders in their schools and communities.

Contact: jmanak@rollins.edu.



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 or APA format. (Accepted and published essays would be considered invited publications.)

Fall Deadline: September 15, 2018
Submit to editor Deborah Thompson
thompson@tcnj.edu; **Subject line: Newsletter essay**



SPOTLIGHT ON...

CUR Education Division Members are featured in each issue of the newsletter. Featured in this issue are Dr. Joe Murray and Dr. James Beyers.

Joe Murray, PhD



Current Position

Associate Professor in the Education Department at Bucknell University, Lewisburg, PA

Educational Background •

BA, Sociology; BS, Social Work, Special Education, Quincy College

(now Quincy University) • M Ed, Student Personnel Services, Ohio University • PhD, College & University Administration, Michigan State University

Research Focus

Emerging adulthood, high-impact practices in higher education, campus design and student culture.

Involvement in UGR

Mentoring undergraduate researchers, serving on institutional review board (IRB), honors council, and ad hoc committee for institutionalization of undergraduate research.

Work with CUR

CUR Councilor, Education (2016-present)

Latest Publication on Undergraduate Research

Murray, J. L. (2018). *Undergraduate Research for Student Engagement and Learning*. New York: Routledge.

Contact: jlmurray@bucknell.edu



James E. R. Beyers, PhD



Current Position Associate Professor and Department Chair in the Department of Elementary and Early Childhood Education at The College of New Jersey, Ewing, NJ

Educational Background

BS, Pure Mathematics, Towson University • PhD,

Mathematics Education, University of Delaware

Research Focus

Studies the relationship between students' dispositions with respect to mathematics and their learning of mathematics. Also studies how teachers' dispositions with respect to mathematics may influence his or her students' dispositions with respect to mathematics. Additionally, studies prospective teachers' beliefs about the significance of STEM education in the elementary school classroom.

Involvement in UGR

Mentors undergraduate researchers in the School of Education; has presented with undergraduate researchers around dispositions with respect to

mathematics and around mathematics curriculum development for adult learners with special needs.

Work with CUR

Founding member and CUR Education Division Councilor (2016-present); Councilor Representative on CUR Finance Committee; Assessment Consultant on NSF IUSE Grant* #1610350 (Student research within Communities of Practice)

Latest Publication

Madden, L., Beyers, J., O'Brien, S., (2016). The importance of STEM education in the elementary grades: Learning from pre-service and novice teachers' perspectives. *Electronic Journal of Science Education*, 20(5).

*Grant Award Abstract (partial abstract)

ABSTRACT

Opportunities to conduct authentic research not only improve students' understanding of science but also promote their self-identification as scientists. This project will explore the potential to positively transform undergraduate science education through student research seminars that are specifically structured to produce peer-reviewed journal articles based on students' actual research within the confines of a single semester. At the outset of their college careers, students participating in this model will form student-managed teams within a supportive scientific "community of practice." The seminars will teach the students how science really works through projects that they themselves plan and manage. By conducting and publishing scientific research, the students will become -- both technically and sociologically -- real scientists. Dr. Beyers, along with his colleague, Dr. Madden, will be assessing the impact of the astronomy seminar.

Contact: beyers@tcnj.edu



Deadline, Faculty and Student Research Awards: May 30, 2018.
Submit applications to Ruth Palmer (palmerrj@tcnj.edu)

**CUR EDUCATION COUNCILORS
PRESENTATIONS AT CUR 2018**

**Assessment Practices and Learning Outcomes in
Educational Research**

Suzanne Lindt & Stacia Miller

Midwestern State University

Ruth Palmer—The College of New Jersey

**Faculty Collaborations with Preservice Teachers:
Incorporating Undergraduate Research into
Teacher Education**

Jennifer Manak—Rollins College

**Peermentoringnetwork224: Building Innovative
Mentoring Structures to Support Curriculum
Integrated Undergraduate Research**

Ruth Palmer—The College of New Jersey

**Standing on the Shoulders of Giants: Using the
Techniques of Notable Literacy Researchers as
“Mentor Texts” for Undergraduate Research in
Teacher Education**

Deborah Thompson—The College of New Jersey



UPCOMING CUR EVENTS

VISIT CUR WEBSITE FOR ADDITIONAL INFORMATION

<https://www.cur.org/>

PROPOSAL WRITING INSTITUTE 2018

GEORGIA COLLEGE

MIDGEVILLE, GA

JULY 12-16, 2018

APPLICATION DEADLINE: MAY 15, 2018

BEGINNING A RESEARCH PROGRAM 2018

STETSON UNIVERSITY

DELAND, FL

OCTOBER 5-7, 2018

APPLICATION DEADLINE: AUGUST 15, 2018

NCUR 2019

KENNESAW STATE UNIVERSITY

KENNESAW, GA

APRIL 2019

CHECK CUR WEBSITE FOR PROPOSAL DATES



CUR CONFERENCE 2018

JULY 1-3, 2018

Hyatt Regency Crystal City in Arlington, VA.

REGISTRATION NOW OPEN

DEADLINE: MAY 29, 2018

https://members.cur.org/members_online/registration/register.asp?mt=CC18&af=CUR

CUR ANNUAL BUSINESS MEETING (ABM)

JUNE 28-JUNE 30, 2018

Hyatt Regency Crystal City in Arlington, VA.

REGISTRATION NOW OPEN

DEADLINE: MAY 29, 2018

https://www.cur.org/conferences_and_events/annual_business_meeting/

Hyatt Regency Crystal City

[2799 Jefferson Davis Highway, Arlington, VA 22202, USA](https://www.hyatt.com/en/usa/hotels/hyatt-regency/crystal-city)

T +1.703.418.1234 F: +1 703.418.1289

crystalcity.hyatt.com (For information about the venue. Please see below for booking website)

Hotel Rates:

Single/Double - \$159

Triple - \$184

Quad - \$209

The above guest room rates are quoted without the additional 13% tax rate.

Booking Website:

<https://aws.passkey.com/event/49238499/owner/10336/home>

The hotel cut-off date is Tuesday, May 29, 2018.

