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



## Message from the Division Chair

*Kymberly Harris*

Welcome to the division's fall newsletter, and thank you for taking the time to read this. We are excited to move the division forward into its fourth year and have many individuals to thank for the success of our initiative but would like to send special recognition to the division's immediate past chair, Ruth J. Palmer, for building a substantial foundation for the work of this division to make a difference with our undergraduate students and the faculty mentors who support them. Now it is time for our membership to get involved! The Call for Councilors is currently underway. Please visit the [Call for Councilors link](#) by December 9, 2019, and nominate yourself or a colleague. Eighteen councilors can be elected. Thank you in advance for your consideration. Happy fall and happy holidays!

## UPDATE: 2019 CUR Education Division's Student/Faculty Collaborative Research in Education Award

**Name:** Allison Lundy

**College:** Eastern Connecticut State University

**Major/Minor:** Early Childhood Education and Psychology

**Project Title:** The Associations between Outdoor Motor Play and On-Task Behavior in Learning Experiences in Preschool

**Faculty Mentor:** Jeffrey Trawick-Smith

**A brief update on the project:** Last school year, I collected data for a study on the effects of outdoor play on young children's on-task behavior. For 6 weeks I examined two classrooms at the child development center at my university. I observed the preschool children in these classrooms in two separate settings: group time and recess. During group time I coded children's on-task behavior, and during recess I recorded their level of physical activity. After collecting data, I ran statistical analyses. My mentor and I then studied and interpreted the results. Preliminary findings suggest that—for boys, younger children, and those of low SES—outdoor play is associated with later indoor, on-task behavior. During the summer, I created tables to present data in my results section and read additional research related to my findings. Currently, I am adding the finishing touches to my thesis. Within the next year I hope to publish my findings.

The application deadline is March 1, 2020, for students to apply for the 2020 Student-Faculty Collaborative Research in Education Award. For information and the application, visit: <https://bit.ly/2020EdDiv-StuFacCollab>

## 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.

### Newsletter Editors

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### Division Leaders

Chair: Kymberly Harris  
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### Councilors:

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### SPECIAL POINTS OF INTEREST

Facebook page:  
[CUR Education Division](#)

Instagram page:  
[CUReducation](#)

Link to:  
[Preferred Information Poll](#)

## UPDATE: Faculty Undergraduate Research Course (Re)design Awardee

**Awardee: Meca Williams-Johnson**  
Georgia Southern University, Statesboro, GA

- College of Education
- Curriculum, Foundations, and Reading

**Project Title:**  
Implementation of a Research Course for  
Education Majors

**Project Update:** The course includes conducting a *t*-test to determine differences in students' pre-post test scores, evaluating Individualized Education Plans, and analyzing school improvement plans through content analysis as well as collecting state and local school standardized test scores to explore differences. This course has long-term implications as well. Students will have an opportunity in their fourth year to conduct further research on a topic selected in this research course, present at a conference and prepare for the edTPA. Much of the work involved in data gathering and analysis procedures are critical components to the success of these

future activities. Students who have opportunities to conduct research may develop academic prowess and consider making presentations at conferences and furthermore seek advanced degrees to continue research. Embedding research within an existing undergraduate requirement has the possibility to increase retention leading to graduation and recruitment for graduate study.

**Awardees: Angela Cartwright and Emily Reeves**  
Midwestern State University, Wichita Falls, TX

- West College of Education
- Curriculum & Instruction

**Project Title:** UR in Education—Instructional videos

**Project Update:** We are in the process of developing instructional videos around undergraduate research in education for use in adjunct sections of a core curriculum course.

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*Applications are due March 1, 2020, for the 2020 Faculty UR Course Re(design) Award.*

*For further details and the application, visit: <https://bit.ly/2020CourseRedesign-CUR-Ed>*

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### IMPORTANT EVENTS AND DATES

#### **National Conference on Undergraduate Research (NCUR)**

Montana State University  
Bozeman, MT  
March 26-28, 2020  
Abstracts Due  
December 6, 2019

#### **Undergraduate Research Week**

April 20–24, 2020

#### **Posters on the Hill**

Washington, DC  
April 2020

#### **CUR Biennial Conference**

Purdue University  
West Lafayette, IN  
June 27–30, 2020

## NEWSLETTER BRIEF

### **Mentored Undergraduate Research in Education: Chronicling the Field and Charting New Directions**

Ruth J. Palmer, Faculty Emerita, The College of New Jersey, and  
General Representative to CUR Executive Board



As I pursue my research interest in mentored undergraduate research in education, my goal is to extend my understanding of the concept and practice of mentoring and contribute to the field. To achieve that goal, I set out on two tasks: (a) a review of my earlier published collaborative work and (b) an effort to document and analyze current practice of mentoring in education in order to articulate a future direction for the practice.

My earlier published work in this area was collaborative—interinstitutional, interdisciplinary, and international. My four-member team, along with other teams at the Elon University Summer Seminar 2014–2016, focused on the theme Mentoring Excellence in Teaching and Learning. Multiple publications emerged from that seminar experience, some of which are included in an edited book. From that work and from other related literature, we uncovered new insights, including:

- the complexity of the constructs—mentoring and undergraduate research;
- the processes, outcomes, and context of mentoring relationships, including the academic, personal/social, and behavioral benefits of mentored undergraduate research;

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## Councilor Spotlight



Giang-Nguyen Thi Nguyen is an associate professor of mathematics education in the Department of Teacher Education and Educational Leadership at the University of West Florida (UWF).

She completed her doctorate in mathematics education from Florida State University (FSU) in 2011 and joined UWF in 2011. While she was completing her graduate studies at FSU, she taught mathematics as an adjunct instructor at Tallahassee Community College. Her work is a continuation of her professional commitment, highlights a thematic unity in scholarship that she helped to construct. She believes motivation plays a vital role in the student learning process. She values, pursues, and enacts motivational strategies in teaching mathematics and shares that scholarship with others. Her research is grounded in helping students develop an understanding of mathematics from motivational perspectives with goals to:

- (1) foster preservice teacher knowledge for learning and teaching mathematics,
- (2) promote positive dispositions toward teaching and learning mathematics through engaging in research and practice, and
- (3) convey knowledge from research to students and teachers to improve their knowledge in the areas of mathematics and mathematics knowledge for teaching.

At UWF, she mentors undergraduate and graduate students to engage in different research topics related to teaching and learning. In promoting and supporting undergraduate research, she currently serves on the UWF Office of Undergraduate Research Advisory Board and works with CUR as an Education Councilor. Seeing the need for engaging undergraduate students in research, she initiated a special interest group (SIG) for the Association of Teacher Educators (ATE) with the goal to promote undergraduate student research at a national level. She chairs the Students in Teacher Education SIG. Her latest publication is a collaboration project with her colleagues from Australian Catholic University in Australia and Hue University of Education in Vietnam.

Tran, Dung, Duyen Thi Nguyen, An Thi Tan Nguyen, Giang-Nguyen Thi Nguyen, and Phuong Minh Ta. 2019. "Bridging to Mathematical Modelling: Vietnamese Students' Response to Different Levels of Authenticity in Contextualized Tasks." *International Journal of Mathematical Education in Science and Technology*: 1–20. doi: 10.1080/0020739X.2019.1648890



Recognizing and Valuing the Mentoring of Undergraduate Research, Scholarship, and Creative Activity by Faculty Members: Workload, Tenure, Promotion, and Award Systems

Janet A. Morrison, John F. Barthell, Anne Buettscher, David Bowen, Cheryl Nixon, Karen K. Resendes, and Juliane Strauss-Goulop



CUR White Paper No. 2  
Council on Undergraduate Research

### New from CUR!

CUR White Paper No. 2:

*Recognizing and Valuing the Mentoring of Undergraduate Research, Scholarship, and Creative Activity by Faculty Members: Workload, Tenure, Promotion, and Award Systems*

## UG HIGHLIGHTS

### NCUR

The National Conference on Undergraduate Research (NCUR) was held at Kennesaw State University in Georgia on April 11-13, 2019. The conference featured 31 education sessions, and approximately 90 undergraduate students shared their research in the field of education.

### Posters on the Hill

The 23rd Posters on the Hill occurred in Washington, DC, on April 30, 2019. Three presenters were selected from the field of education.

**Student:** Vanessa Wolf

**Research Institution:**

Pasadena City College

**Lead Student Home State:**

California

**Faculty Adviser:** Jared Ashcroft

**Poster Title:** The Role of Remote

Access Technology in STEM Education

**Funding Agency:** National Institute of

General Medical Sciences of the National

Institutes of Health | BUILD PODER

CalState Northridge (funded by NIH)

Grant #: RL5GM118975

**Student:** Karina Bhutta

**Research Institution:**

Florida International University

**Home State:** Florida

**Faculty Advisers:** Remy Dou |

Monique Ross

**Poster Title:** Computer Science Stereotypes: Social Agreement and Divergence as Predictors of Career Choice

**Funding Agency:** Verizon Display

**Student:** Jessica Reyes

**Research Institution:**

Kennesaw State University

**Lead Student Home State:** Georgia

**Faculty Adviser:** Susan Hardy

**Poster Title:** Supporting First-Generation College Students in STEM Disciplines



Jessica Reyes (left) with adviser Susan Hardy. Photo: Elizabeth Foxwell

## Newsletter Brief

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- the constellation of mentoring types;
- the existence of mentoring relationships within the context of developmental networks; and
- the need for additional mentoring formats to serve increasing student participation.

Today, though, many changes have influenced the practice of mentoring undergraduate research in higher education. Institutions are adopting technology-enabled and technology-driven environment which now influence both communications and the range of mentoring relationships. In addition, a shift to research-rich and research-embedded curriculum has challenged the accustomed mentoring practices and brought new approaches to the fore. These and other changes require further exploration into the conceptual horizons of mentoring, and they require education researchers to monitor, document, and evaluate their mentoring practices and to identify any new and emerging directions for future practice and research.



These constitute the next phase of research related to mentored undergraduate research; my research interest locates me here. However, I would still want to do this work in collaboration with others of similar interest. If you are interested in collaborative research related to aspects of mentored undergraduate research in education, please contact me: Ruth J. Palmer, [palmerRj@tcnj.edu](mailto:palmerRj@tcnj.edu). I am confident that we can do this work together.

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