

Experiences and Possibilities

Undergraduate Research

The Pedagogy of Choice

>UR Findings<

- Undergraduate Researchers persist in their pursuit of an undergraduate degree at a higher rate than comparison groups (Nagda, et al, 1998)
- They pursue graduate education at a higher rate than comparison groups (Hathaway, et al., 2002)
- As alumni they retrospectively report higher gains than comparison groups in skills such as carrying out research, acquiring information, and speaking effectively (Bauer and Bennett, 2003)

Benefits (cont)

- They show gains in career clarification and career preparation (Lopatto, 2003; Seymour, et al.)
- They experience personal gains in independence and self-confidence (Seymour, et al., 2004)
- They experience gains in specific skills such as making use of primary literature, formulating research hypotheses, interpreting data, and communicating the results of research (Kardash, 2000, 2004)

Benefits (cont)

- Following Mark McDaniel's Research, they help explain the why so that students retain the information longer and better

Models: Natural Sciences (Lab)

- Can pull in many students to lab without overly constraining the PI/Mentor
- Student often able to do work in smaller area that can stand alone as research AND contribute to a larger research project
- Generally little compensation if any for PI/Mentor

Models: Humanities

- Independent Study
- No compensation for mentor

New ideas: Labs for Humanities

New Possibilities: the research add-on

- Pat Pukkila (UNC)
 - Add-on component to existing large courses

New Possibilities: Humanities Labs

- Joe Lowenstein/Perry Trolard
 - Humanities Digital Workshop
 - Graduate-Undergraduate Connection
- John Bowen
 - Understanding Faith Organizations
 - Each student studies one faith organization in depth, asking the same series of questions
 - Work stands alone
 - But contributes to a larger whole

Experiences in the field

- Jason Woods: Physics/Biology
- Brett Hyde: Linguistics