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)
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)
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
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