

5th ANNUAL FLORIDA STATEWIDE SYMPOSIUM:

ENGAGEMENT IN UNDERGRADUATE RESEARCH

October 19-20, 2012
Orlando, Florida

www.researchsymposium.ucf.edu



Keynote Speaker

THE OFFICE OF UNDERGRADUATE RESEARCH PRESENTS:

An Overview of the Assessment Practices of Undergraduate Research

Speaker: Dr. Mary Crowe

Associate Provost, Florida Southern College
President, Council on Undergraduate Research (CUR)

This seminar will discuss the peer-reviewed literature on assessing the undergraduate research experience with respect to:

- Retention
- Graduate school placement
- Student learning outcomes

Friday, October 19 from 1:30 pm - 3:00 pm
Key West Ballroom, Student Union



Symposium Schedule

FRIDAY, OCTOBER 19

- 11:00 am – 1:00 pm Registration**
Student Union, Key West Ballroom, 2nd Floor
- 1:00 pm – 1:30 pm Welcome and Orientation**
Key West 218 CD
Dr. Elliot Vittes, Interim Dean and Vice Provost, Undergraduate Studies
Christy Clarke, McNair Scholar
Dr. Kimberly Schneider, Director, Office of Undergraduate Research
- 1:30 pm – 3:00 pm Keynote Presentation: An Overview of the Assessment Practices of Undergraduate Research**
Key West 218 CD
Dr. Mary Crowe, Associate Provost of Experiential Education, Florida Southern College; President, Council on Undergraduate Research (CUR)
Introduction: Dr. M.J. Soileau, Vice President for Research
Keynote Sponsored by the UCF Office of Research and Commercialization

INTERACTIVE PRESENTATIONS

- 3:15 pm – 4:00 pm Unique Research Projects: Integrating Study Abroad and Community Service Opportunities Into Undergraduate Research**
Key West 218 A
LouAnne Hawkins, Katrina Meyers (University of North Florida), and Olesya Dudenkova (University of Florida)
- Inquiry Guided Learning at Embry-Riddle Aeronautical University**
Key West 218 B
Rachel Silverman, Jennifer Carney-Wojton, Ronald Roberts, Dave Pedersen, and Jayathi Raghavan (Embry-Riddle Aeronautical University)
- 4:15 pm – 5:00 pm Faculty Learning Communities: (Re)Visioning Undergraduate Curricula to Promote Research and Inquiry**
Key West 218 A
Donna Chamely-Wiik and Jennifer Peluso (Florida Atlantic University)

**Advancing STEM by Adding Authentic Research
and Service-Learning to Upper-Division Electives**
Key West 218 B
Linda Walters (University of Central Florida)

5:15 pm – 7:00 pm **Poster Session and Reception**
Burnett Honors College Lounge

7:00 pm **Dinner on your own**
See suggestions on page 18

SATURDAY, OCTOBER 20

8:30 am – 9:00 am **Coffee and Conversation**
Burnett Honors College Lounge

9:00 am – 10:00 am **Special Workshop: Developing an Assessment Plan**
BHC 130
Mary Crowe (Florida Southern College)

INTERACTIVE PRESENTATIONS

10:10 am – 10:55 am **A Different Approach to Conference Preparations:
Helping Undergraduates Enhance Graduate
Program Applications and Professional Networks**
BHC 126
*Natalie Hofmann, Christopher Leone, and Iqra Javed
(University of North Florida)*

**Out of the Classroom and Into Our Research:
Using Directed Independent Studies and
Other Co-Curricular Activities to Promote
Undergraduate Research**
BHC 128
*Mirya Holman and Daniel Meeroff
(Florida Atlantic University)*

11:05 am – 11:50 am **Avoiding Drama in the Lab: Using Roleplaying to
Teach Research Ethics**
BHC 126
Judith Ochrietor (University of North Florida)

**Establishing an Undergraduate Research Program
in a Community College Setting**

BHC 128

*Denise Guerin, Bobby Hom, and Diana Matthews
(Santa Fe College)*

12:00 pm - 12:45 pm

**Tracking Research Experience for
Undergraduates (REU) Program Participants:
Techniques for Longitudinal Assessment**

BHC 126

*Jose Sanchez and Brandon Nzekwe
(Florida State University)*

**Incorporating Community-Based Experiences
into the Undergraduate Research Experience:
Beginner, Intermediate, and Advanced Activities**

BHC 128

*Ashley Allen and Jody Nicholson
(University of North Florida)*

12:45 pm - 1:30 pm

Lunch and Conversation

**Florida Undergraduate Research Conference
(FURC) Planning**

BHC 130

1:30 pm - 2:45 pm

**Instructor and Student Join in Research at
Embry-Riddle Aeronautical University, Robins
AFB Campus**

BHC 126

*Jim Paul and Thomas Henkel
(Embry-Riddle Aeronautical University)*

**The Perils and Pitfalls of Plagiarism: Some Best
Practices for Facilitating Authentic Scholarship in
Undergraduates**

BHC 128

*LouAnne Hawkins and Christopher Leone
(University of North Florida)*

2:55 pm - 3:40 pm

**Introducing Undergraduates to Research through
Structured Coursework**

BHC 130

*Kimberly Schneider and Neyda VanBennekom
(University of Central Florida)*

3:40 pm - 4:00 pm

Debriefing

BHC 130

Friday, October 19th, Abstracts

KEYNOTE PRESENTATION

1:30 pm - 3:00 pm

An Overview of the Assessment Practices of Undergraduate Research

Dr. Mary Crowe, Associate Provost of Experiential Education, Florida Southern College; President, Council on Undergraduate Research (CUR)
(Key West 218CD)

Because undergraduate research seems to hold potential in increasing student learning, retention, graduation rates and entrance into graduate programs, campuses across the country are providing more undergraduate research experiences (URE) for students. In this talk I will provide a summary of the current literature associated with assessing undergraduate research programs and assessing student learning outcomes. I'll talk about current studies and identify the gaps in the assessment data.

Sponsored by the UCF Office of Research and Commercialization

INTERACTIVE PRESENTATIONS

3:15 pm - 4:00 pm

Unique Research Projects: Integrating Study Abroad and Community Service Opportunities into Undergraduate Research

LouAnne Hawkins, Katrina Meyers (University of North Florida), and Olesya Dudenkova (University of Florida)
(Key West 218A)

Many students and faculty are familiar with traditional approaches to undergraduate research. However, integrating other types of experiential learning strategies into research experiences can be exceptionally challenging but extremely rewarding for undergraduate scholars thereby cultivating additional skills and expertise. Using two select case studies from different disciplines, we examine how study abroad and community service opportunities can be incorporated into research experiences enriching the undergraduates' learning opportunities. We consider the benefits and advantages as well as the limitations of such projects. We discuss practical steps to support students engaged in these multifaceted research experiences.

Inquiry Guided Learning at Embry-Riddle Aeronautical University

Rachel Silverman, Jen Carney-Wojton, Ronald Roberts, Dave Pedersen, and Jayathi Raghavan (Embry-Riddle Aeronautical University)
(Key West 218 B)

Our discussion panel will present methods for enhancing undergraduate research by implementing an Inquiry Guided Learning (IGL) approach. IGL is a multi-faceted method for promoting critical thinking and independence when students are researching complex problems and issues without a simple, single answer. Each panel participant has completed the IGL workshop at our university, and we are all in the process of implementing changes to our courses inspired by our understanding of IGL. We would each explain how we applied IGL practices to our specific disciplines (English, Communication, Mathematics, Military Studies).

4:15 pm - 5:00 pm

Faculty Learning Communities: (Re)Visioning Undergraduate Curricula to Promote Research and Inquiry

Donna Chamely-Wiik and Jennifer Peluso (Florida Atlantic University)
(Key West 218 A)

Distinction through Discovery, FAU's Quality Enhancement Plan, is an initiative designed to improve student learning through undergraduate research and inquiry experiences. These experiences emphasize both curricular and co-curricular opportunities. A grant program will be implemented in Fall 2013 to encourage curricular revisions towards these goals. To support development of pedagogically sound, research-focused curricular modifications we have established a Faculty Learning Community (FLC). Seven modules were developed to include institutional best practices and resources, pedagogies and active learning experiences, and strategies for gauging effective teaching and learning. The structure and plan for implementation of this FLC will be discussed.

Advancing STEM by Adding Authentic Research and Service-Learning to Upper-Division Electives

Linda Walters (University of Central Florida)
(Key West 218 B)

To boost the number of undergraduates actively involved in research, and to enhance the science communication skills of these students, I have transformed my upper-division, elective Marine Biology course into research/service-learning course that showcases what is possible. In this 25-person class, all individuals participated in research projects over the course of the semester that would add to the current literature. My students were also connected with public school educators, and they developed presentations for K-8th grade classrooms based on their research. All presented their results at on-campus Research and Service-Learning Showcases.

POSTERS (5:15 pm - 7:00 pm)

(Burnett Honors College Lounge and Reading Room)

Incorporating Outreach into Science Literacy Research

Sandra Gilchrist (New College of Florida)

Students participate in an outreach seminar to learn the fundamentals of presentation, visualization, and assessment of science literacy. Each student makes multiple presentations during the term to hone skills and to shape a final project. Students contribute time to three outreach activities in the campus or local community, sharing information on outcomes through online scrapbooks. Interdisciplinary students learn about their strengths and interests in both formal and informal science education. Research projects on campus ecology form the core of the outreach activities, often resulting in senior thesis projects incorporating outreach.

Infusing Problem Based Learning (PBL) Across the Research Curriculum

Yu Wai P. Lin, Teresa Petrino, and Flona Redway (Barry University)

Pedagogy of discovery, inquiry, and analysis in undergraduate research is needed. By using a PBL approach across multiple courses, we hope to cultivate desirable attributes of a competent researcher. We use “Blackboard” as a platform to design activities which encourage student-centered learning. Current biomedical articles in popular press are used as triggers to generate a series of learning activities – readings of primary source articles, interpretation and analysis of data, and application to multifaceted real world problems. Students are more appreciative of this learning style in graduate and medical school as evidenced by testimonials. [NIH-MARC and RISE Grants; Biology Department]

Senior Software Engineering Project Course as a Research Opportunity

Janusz Zalewski (Florida Gulf Coast University)

Senior Software Engineering Project courses in undergraduate computing programs (computer science, software engineering or information technology) are normally used to teach students software development principles in typical stages of the life cycle model. This is a very valid approach, which allows the undergrads to acquire knowledge useful for immediate employment. However, it does not prepare them well for pursuing graduate studies. This presentation focuses on a different approach, which utilizes principles of software engineering in teaching students to attack problems from the research perspective to build on existing knowledge of software development for enhancing analytical rather than developmental skills.

Learning Environment and Academic Research Network (LEARN): A Model for Retention in the STEM Disciplines

Kimberly Schneider and Amy Bickel (University of Central Florida)

The Learning Environment and Academic Research Network (L.E.A.R.N.) is a living-learning, research-based community established in fall 2011 at the University of Central Florida. The program aims to increase retention in Science, Technology, Engineering, and Mathematics (STEM) disciplines by identifying at-risk first-year students and providing opportunities for them to live in a learning community, take courses together, and become a research apprentice in a laboratory setting. L.E.A.R.N. is sponsored by the Office of Undergraduate Research and the National Science Foundation, in collaboration with Housing and Residence Life.

Assessing the Methods to Involve Undergraduates in Research: Multiple Models Considered

*Amy Bickel, Drew Fedorka, and Kimberly Schneider
(University of Central Florida)*

In an effort to understand how to best support students interested in getting involved in research, we investigated the different “getting started” avenues that UCF offers students. These opportunities include, but are not limited to, one-on-one advising, an introduction to research course, and workshops. Using a survey, we made comparisons between the various opportunities to address the efficacy of each approach. The goal was to assess which opportunity renders the highest level of involvement in undergraduate research. After consideration of cost, students impacted, and eventual involvement in research, one-on-one advising seems to be the most effective way of engaging students in undergraduate research opportunities.

Promoting Research: The Student Undergraduate Research Council

Kimberly Schneider and Christy Clarke (University of Central Florida)

The goal of the Student Undergraduate Research Council (SURC) at the University of Central Florida is to support and promote undergraduate research campus-wide. This group works closely with the Office of Undergraduate Research to increase the number of students engaged in research projects. The objectives of the student group are two fold: (1) to promote undergraduate research to students campus-wide, and (2) to support and advise the Office of Undergraduate Research. Each year 10 members are accepted into the SURC group to serve as ambassadors, mentors, and advocates for undergraduate research.

Saturday, October 20th, Abstracts

Critical Information Literacy Skills for Undergraduate Researchers

Donna Wrublewski (University of Florida)

For undergraduates beginning research, one of the first tasks they engage in is background information gathering. For students new to college library resources, the resource choices and sheer amount of information can be overwhelming. This poster will describe a structured approach to introduce undergraduates to the basics of information literacy and library research, with the goal of identifying learned skills that should be incorporated into any assessment of student development in an undergraduate research program.

SPECIAL WORKSHOP

9:00 am - 10:00 am

Developing an Assessment Plan

Mary Crowe (Florida Southern College)
(BHC 130)

As with any academic and/or service unit on a university or college campus, undergraduate research program directors and faculty members are asked, "How do you know you are doing a good job and are meeting the needs of our campus community?" We ask ourselves, "How might we improve what we do?", and "How do we know that resources are being used effectively?" Accurately answering these questions requires a plan for regular and systematic evaluation of programmatic offerings, and during this workshop I'll lead participants through an exercise to help them develop an effective evaluation plan for one or more components of the undergraduate research program.

INTERACTIVE PRESENTATIONS

10:10 am - 10:55 am

A Different Approach to Conference Preparations: Helping Undergraduates Enhance Graduate Program Applications and Professional Networks

Natalie Hofmann, Christopher Leone, and Iqra Javed
(University of North Florida)
(BHC 126)

Attending professional conferences is an intimidating experience for many undergraduates. When preparing students for conferences, most of us concentrate on helping students learn to communicate their research findings. Students can, however, benefit greatly from specific preparation in methods that foster networking and exploration of potential graduate and professional programs. Undergraduates can be trained to use conference programs, conference meals, and free time to help establish relationships that inform them about various

graduate programs and faculty. This preparation promotes confidence, enables students to function as seasoned conference veterans, and prepares them for the next phase of their academic career.

Out of the Classroom and Into Our Research: Using Directed Independent Studies and other Co-Curricular Activities to Promote Undergraduate Research

Mirya Holman and Daniel Meeroff (Florida Atlantic University)
(BHC 128)

Involving students in faculty research projects through directed independent studies and other co-curricular activities offers opportunities for students to learn the research process through hands-on activities. Our presentation details the benefits and pitfalls of supervising undergraduate research through independent studies outside of the traditional classroom environment from a multidisciplinary perspective, including experiences from Engineering and Political Science faculty. We provide guidelines developed through practice, including helpful tips on identifying and recruiting students, student direction, and making sure the process works for the professor as well as the student.

11:05 am - 11:50 am

Avoiding Drama in the Lab: Using Roleplaying to Teach Research Ethics

Judith Ochrietor (University of North Florida)
(BHC 126)

As undergraduate students gain research experience, they may find themselves in ethically-sensitive situations for which they have no training. In an effort to get students thinking and talking about research ethics, a workshop was held at an annual undergraduate research symposium. Student actors portrayed situations while faculty moderators challenged the audience to discuss the issues. Representatives from the Office of Research Integrity were present to clarify guidelines as necessary. Commonalities and differences were found between the natural and social sciences, as well as between individuals. This pedagogical approach successfully challenged students to realize the ethically-sensitive situations they may encounter.

Establishing an Undergraduate Research Program in a Community College Setting

Denise Guerin, Bobby Hom, and Diana Matthews (Santa Fe College)
(BHC 128)

Undergraduate Research programs are not only possible in a two-year college setting but are necessary for students to begin thinking in an analytical way about their area of study and to understand the importance of research in any field. Two-year colleges can introduce research methodology and appropriate presentation methods by using smaller scale research topics and projects. We will discuss how we started our Research in Undergraduate Education Program at Santa Fe College, formerly Santa Fe Community College, and show how it has grown over its seven year history. We'll leave lots of time for questions!

12:00 pm - 12:45 pm

Tracking Research Experience for Undergraduates (REU) Program Participants: Techniques for Longitudinal Assessment

Jose Sanchez and Brandon Nzekwe (Florida State University)
(BHC 126)

This presentation highlights strategies for tracking and gathering data on former Research Experiences for Undergraduates (REU) participants of a national scientific research laboratory. Over the past four years the National High Magnetic Field Laboratory's Center for Integrating Research & Learning (CIRL) has created a database containing the career trajectories and academic accomplishments of former REU program participants dating back to 1999. Through a continued relationship with former REUs, CIRL has established an online venue for past and present REU participants to network with one another.

Incorporating Community-Based Experiences into the Undergraduate Research Experience: Beginner, Intermediate, and Advanced Activities

Ashley Allen and Jody Nicholson (University of North Florida)
(BHC 128)

Community-based learning empowers students to actively engage with a community and creates unique research opportunities through that engagement. By combining applied research with real world involvement, students create integrated connections between these worlds, become more effective citizens in their communities, and learn valuable research skills including experience dealing with ethical dilemmas. In this session, we will discuss the value of community-based research and present programs and activities that incorporate the community to varying degrees. We will also discuss some of the challenges associated with working with community partners and some effective strategies for overcoming those challenges.

1:30 pm - 2:45 pm

Instructor and Student Join in Research at Embry-Riddle Aeronautical University, Robins AFB Campus

Jim Paul and Thomas Henkel (Embry-Riddle Aeronautical University)
(BHC 126)

This paper describes the voluntary student involvement in research at the ERAU Robins AFB, GA, campus in support of ERAU's mission: "Our mission is to teach the science, practice and business of aviation and aerospace, preparing students for productive careers and leadership roles in service around the world." Two examples will be discussed. In the first example, the student is a junior author and contributes to the research. In the second example, the student is the senior author and the instructor acts as a mentor providing additional analysis.

The Perils and Pitfalls of Plagiarism: Some Best Practices for Facilitating Authentic Scholarship in Undergraduates

LouAnne Hawkins and Christopher Leone (University of North Florida)
(BHC 128)

Benjamin Franklin asserts, "There is much difference between imitating a man and counterfeiting him." How do we help students appreciate this subtle difference? For that matter, what is the difference? When undergraduates embark upon literature reviews, theses, and other scholarly writing, students may fail to appreciate and respect these differences- with serious consequences. This interactive workshop will help participants better understand the many facets of plagiarism, the pervasive incidence of plagiarism, and the multiple causes for the occurrence of plagiarism. Participants will be armed with teaching strategies to help students avoid even accidental plagiarism.

2:55 pm - 3:40 pm

Introducing Undergraduates to Research Through Structured Coursework

Kimberly Schneider and Neyda VanBennekom
(University of Central Florida)
(BHC 130)

What skills do all undergraduates need to be effective researchers? How can programs help students be more comfortable with research? How can we reduce the work load of faculty by better preparing students? This workshop will review several models that introduce students to research through formal coursework prior to starting a research experience. This includes a semester-long course, a short peer mentor led course, and a week-long faculty led course. These models are currently being used at UCF through NSF funding in collaboration with University of Alabama and Washington State University.

Acknowledgements

Florida Statewide Symposium: Engagement in Undergraduate Research

SYMPOSIUM PLANNING COMMITTEE:

Dr. Kimberly Schneider

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Director, McNair and RAMP Scholars Program

Florida Statewide Symposium: Engagement in Undergraduate Research

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Mr. Austin Brogle
Mr. Drew Guarino
Ms. Lidia Kawashima
Mr. Brian Strickland
Burnett Honors College
Continuing Education, Martin Malpica and Dorothy Loman
Office of Undergraduate Studies
Student Undergraduate Research Council
Student Union
Symposium Participants and Guests

SPECIAL THANKS TO:



for sponsoring the keynote speaker

Participants

2012 Statewide Symposium Participants

Michael Aldarondo-Jeffries	University of Central Florida
Ashley Allen	University of North Florida
Monica Baloga	Florida Institute of Technology
Mary Beck	Valencia College
William Beesting	Florida International University
Divya Bhati	University of Central Florida
Amy Bickel	University of Central Florida
Maya Byfield	Seminole State College of Florida
Jennifer Carney-Wojton	Embry-Riddle Aeronautical University
Betzaida Castillo	Seminole State College
Sharmisth Chakrabarti	Embry Riddle Aeronautical University
Donna Chamely-Wiik	Florida Atlantic University
Mary Crowe	Florida Southern College
Judy Dampier	University of Florida
Marisol de Jesus Berrios	Seminole State College of Florida
Anne Donnelly	University of Florida
Olesya Dudenkova	University of Florida
Martin Dupuis	University of Central Florida
William Ellis	Saint Leo University
Juan Carlos Espinosa	Florida International University
Drew Fedorka	University of Central Florida
Tristan Fiedler	Florida International University
Eric Freundt	The University of Tampa
Michelle Gale	Florida A & M University
Sandra Gilchrist	New College of Florida
Denise Guerin	Santa Fe College
Richard Harrison	University of Central Florida
LouAnne Hawkins	University of North Florida
Thomas Henkel	Embry-Riddle Aeronautical University
Nathalie Hofmann	University of North Florida
Mirya Holman	Florida Atlantic University
Bobby Hom	Santa Fe College
Jack Huang	Jacksonville University
Erik Insko	Florida Gulf Coast University
Sidney Johnston	Stetson University
Shahnaz Kanani	Valencia College
Steve Lambert	Embry-Riddle Aeronautical University
Pat Lancey	University of Central Florida
Christopher Leone	University of North Florida
Yu Wai P. Lin	Barry University
Hong Liu	Embry-Riddle Aeronautical University
Adam Marks	Embry-Riddle Aeronautical University

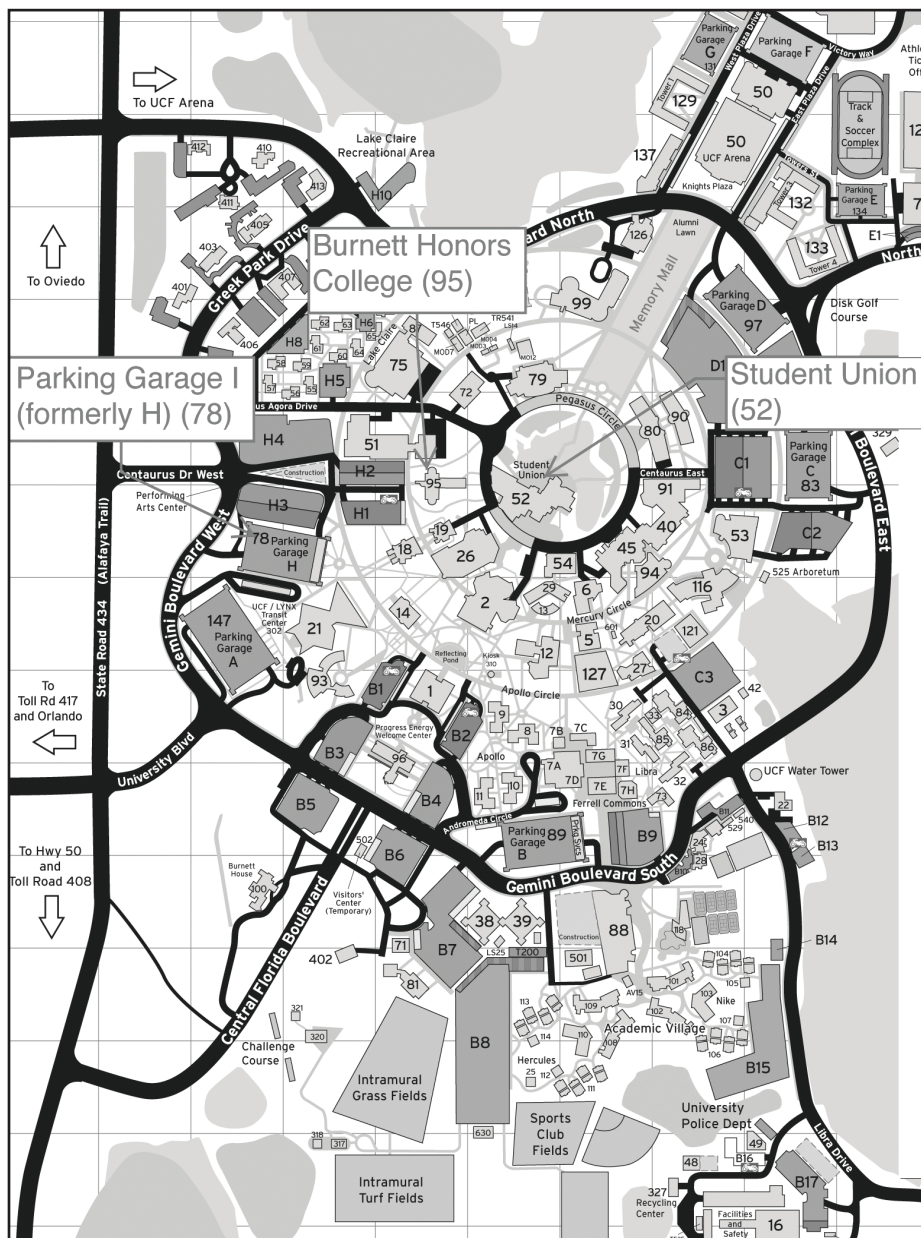
2012 Statewide Symposium Participants

Glenroy Martin	The University of Tampa
Diana Matthews	Santa Fe College
Kim Maznicki	Seminole State College
Daniel Meeroff	Florida Atlantic University
Amee Mehta	Seminole State College of Florida
Eileen Monck	Santa Fe College
Kandis Natoli	Bethune Cookman University
Simone Nelson	Seminole State College
Jodie Nicholson	University of North Florida
Brandon Nzekwe	National High Magnetic Field Laboratory
Judith Ochrietor	University of North Florida
Sara Ombres	Embry-Riddle Aeronautical University
Joe O'Shea	Florida State University
Jim Paul	Embry-Riddle Aeronautical University
Dave Pedersen	Embry Riddle Aeronautical University
Jennifer Peluso	Florida Atlantic University
Teresa Petrino	Barry University
Janis Prince Inniss	Saint Leo University
Christin Pruett	Florida Institute of Technology
Van Quach	Seminole State College
Jayathi Raghavan	Embry-Riddle Aeronautical University
Fiona Redway	Barry University
Ronald Roberts	Embry-Riddle Aeronautical University
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Kimberly Schneider	University of Central Florida
Angi Semegon	Santa Fe College
Rachel Silverman	Embry Riddle Aeronautical University
Stephen Summers	Seminole State College
Margaret Taylor	Florida Southern College
David Taylor	Seminole State College of Florida
Max Teplitski	University of Florida
Janie Valdes	Florida International University
Alex Vamosi	Florida International University
Neyda VanBennekom	University of Central Florida
Linda Walters	University of Central Florida
Abram Walton	Florida International University
Donna Wrublewski	University of Florida
Janusz Zalewski	Florida Gulf Coast University

Maps & Locations

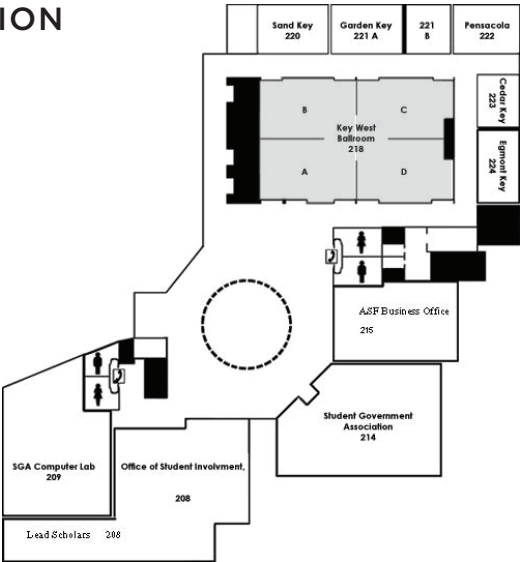
UNIVERSITY OF CENTRAL FLORIDA MAP

Student Union (52), Burnett Honors College (95), and Parking Garage I (formerly H) (78)



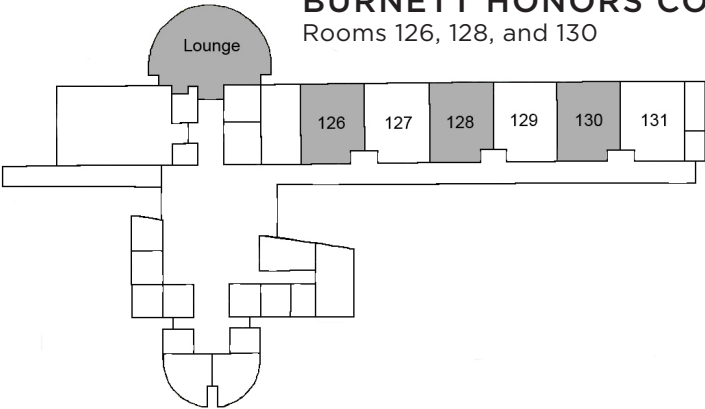
STUDENT UNION

Second Floor
Room 218 ABCD



BURNETT HONORS COLLEGE

Rooms 126, 128, and 130



Maps & Locations

Vicinity Map and Dinner Suggestions



UCF Student Union (#1 on map)

Wackadoo's (Sports Bar and Grill)

UCF Restaurants (#2 on map)

Gemini Blvd. + N. Orion Blvd.

Balagan (Eastern Mediterranean Cuisine)
Domino's Pizza (Italian)
HighFive Froyo (Frozen Yogurt)
Jimmy John's (Sandwiches)
Kyoto Sushi and Grill (Japanese)
Subway (Sandwiches)
Tailgaters (Sports Bar and Grill)

University Blvd Restaurants (#3 on map)

Applebee's (American)
Falafel Cafe (Middle Eastern)
Buffalo Wild Wings (Wings and Sports Bar)
Habanero's (Mexican)
Logan's Roadhouse (Steakhouse)
Ruby Tuesday (American)
Steak n' Shake (American)

University Palms Shopping Center (#4 on map)

Alafaya Tr. + McCulloch Rd.

Dragon Court (Chinese)
Giovanni's (Italian)
The Moat Sports Grille (American)

Notes

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