

Summer Institute 2010
Teacher/Scholar Track
Schedule for the Undergraduate Research Strand

DAY ONE: Determining Patterns of Value and Emphasis in Our Respective Disciplines: What does Research Look Like to You?

QUESTIONS TO GUIDE THE DAY:

- What does Research look like in your discipline?
- What are the modes of Inquiry?
- How is knowledge created and valued in your discipline?
- How did you learn to conduct research?

RESOURCES AVAILABLE ON BLACKBOARD:

FOR TOMORROW: Please read everyone's responses to the question "How did you learn to conduct research," and consider implications for you as faculty rather than students.

DAY ONE SCHEDULE

WRITE: What does research look like in your discipline?

IN SMALL GROUPS: Discuss your response to the first question. As you talk, try to identify the particular modes of inquiry for your discipline. How is knowledge created and valued in your discipline?

SHARE: Be prepared to report back to the entire group on what you covered in your discussion.

AS A WHOLE GROUP: We will try to graph out the range of skills, modes of inquiry, values that define our respective disciplines.

FOR THE AFTERNOON/EVENING: Please post a brief—about a half page or so depending on your energy level—response to this prompt: How did you learn to conduct research? In answering this question you might consider the person or people, the moments, the "eras," the texts, the projects, the questions you asked and perhaps answered throughout your apprenticeship as a scholar where you made leaps in your understanding of what it means to do research.

OPTIONAL AFTERNOON SESSION: Models of Undergraduate Research

In this hour-long session, folks will have the chance to learn about the different ways that undergraduate research can look in different settings for different students at different points in their academic careers.

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DAY TWO: The Difference Between a Pile of Bricks and a Building: How to Scaffold Research Skills in the Curriculum

QUESTIONS TO GUIDE THE DAY:

- Given our work on Day One, how do you break down the work of research so that students can understand, value, and ultimately *do* research in your discipline?
- What should a student graduating from your discipline be able to do in terms of research?
- What would you want an alumnus of BSU to be able to do in terms of research skills, regardless of discipline?
- At what points in a student's undergraduate career do you introduce each skill?
- How do the research skills build upon and relate to each other?

RESOURCES AVAILABLE ON BLACKBOARD:

"Building Toward Mastery: A Research-Skills Scaffold" (Shanahan, 2010)

"Using Bloom's Taxonomy to Build Research Skills" (Shanahan, 2009)

"Curricular Structures for Cumulative Learning" (Smith, 1998)

"Scaffolding Faculty-Mentored Authentic Research Experiences for First-Year Students" (Grabowski, Heely, & Brindley, 2008)

"Looking Back, Moving Ahead: Assessment in the Senior Year" (Schilling & Schilling, 1998)

FOR TOMORROW: Read documents on Blackboard by Shanahan and Smith. Identify where in a research-skills scaffold your course would fit. (i.e., In the scheme of the program, Core, or major, what should your course accomplish in terms of building students' research skills?) Draft the specific research-related goals for the course.

DAY TWO SCHEDULE

PRESENTATION: Creating and Assessing a "Seamless Curriculum." Scaffolding Research Skills from the First Semester to Graduation.

WRITE: What are some additional research-related goals for a student in your discipline?

IN SMALL GROUPS (arranged loosely by discipline/school): Discuss your response to the writing prompt. After hearing others' ideas, do you want to add any goals to your list?

SHARE: Be prepared to report back to the entire group on what you covered in your discussion.

AS A WHOLE GROUP: We will identify types of assignments that can address the various research goals and how the goals could be usefully assessed.

FOR THE AFTERNOON/EVENING: Identify research-related goals for your course, with an eye toward how they might be assessed. Brainstorm and begin drafting a new assignment that addresses some or all of those goals.

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DAY THREE: Designing Meaningful and Rigorous Research Assignments

QUESTIONS TO GUIDE THE DAY:

- What kinds of assignments could build the research skills that you have identified as course goals/objectives?
- How can we evaluate and assess student research assignments in ways that truly help students learn and build upon necessary skills?
- How have other BSU faculty successfully incorporated undergraduate research in their courses?

RESOURCES AVAILABLE ON BLACKBOARD:

CUR Quarterly articles: "Undergraduate Research: An Early Start"

CUR Quarterly articles: "Undergraduate Research in the Arts and Humanities"

"The First-Year Research Experience" (Ward & Dixon, 2008)

BSU faculty syllabi, assignments, and rubrics related to undergraduate research

FOR TOMORROW: Draft a research assignment and evaluation rubric for your course.

DAY THREE SCHEDULE

WHOLE-GROUP DISCUSSION: What do you have in mind so far for a new research assignment in your course?

PRESENTATION: BSU faculty from various disciplines will explain how they have incorporated undergraduate research in their courses.

FOR THE AFTERNOON/EVENING: Complete a draft of a research assignment, including ideas for how you will evaluate students' work on it.

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DAY FOUR: So I've Got This Assignment, Now What?: Implications For the Course, For the Classroom

QUESTIONS TO GUIDE THE DAY: If you try an assignment like this, what does it mean for the rest of the course?

- Does it affect how you describe the purpose and work of the course?
- Does it affect how you evaluate students overall? For this assignment?
- Does it affect the texts you chose or don't chose?
- Does it affect how you spend class time?

RESOURCES AVAILABLE ON BLACKBOARD:

"Assessing the Impact of Undergraduate-Research Experiences on Students" (Crowe & Brakke, 2008)

CUR Quarterly articles: "Assessing Outcomes"

BSU faculty syllabi, assignments, and rubrics related to undergraduate research

FOR TOMORROW: Continue towards completion of course materials for presentation and conversation in our strand and in the entire institute.

DAY FOUR SCHEDULE

WRITE: What are the implications for your classroom/course/curriculum if you adopt a research-based assignment like the one you worked on yesterday?

IN SMALL GROUPS: Discuss your response to the first question. Talk about your worries about bringing such an assignment in to your class; talk about the effects of that assignment on the rest of the class—because there should be effects. Consider things like how you would describe the course to students, how you would evaluate the project and the student; does it affect text choices? How the class time itself is actually taken up?

As you try to answer these questions, consider the *CUR Quarterly* case studies and the materials your BSU colleagues posted to blackboard.

SHARE: Be prepared to report back to the entire group on what you covered in your discussion.

AS A WHOLE GROUP: We will try to map out both the complexities of choosing to adopt undergraduate research as classroom pedagogy as well as the benefits of such a stance. We will talk about it in terms of individual students, faculty quality of life and professional development, and for the institution.

FOR THE AFTERNOON/EVENING: Please post a short response to this prompt: How would you explain what you are trying to do this semester to your colleagues in your department? At a professional conference? In other words, what are the implications for you as a teacher and scholar as you begin to teach this newly designed class. Consider whether or not there is a research project on the scholarship of teaching that might evolve out of the semester.

OPTIONAL AFTERNOON SESSION: A writing workshop for course materials.

In this hour-long optional session, folks will have the chance to receive feedback on their work-in-progress on their course materials. Folks from any of the three pedagogy tracks are invited to attend and share what they've got so far—course descriptions, syllabi, assignments. You should expect to give and receive concrete feedback on what is working and not working in the materials you share. Additionally, some time will be give to talking about how this model of workshop could work in your undergraduate classrooms.

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DAY FIVE: What Happens Next with This Course: Teaching it; Assessing it; Writing About it.

QUESTIONS TO GUIDE THE DAY:

- How can we understand undergraduate research in our classrooms as one way we embody the “teacher-scholar” model at a new “teaching university.”
- What does participation in undergraduate research do for you personally & professionally?
- How does it affect your experience in the classroom?
- How does it impact your work as a scholar?

RESOURCES AVAILABLE ON BLACKBOARD:

Tenure and Promotion Narratives from BSU Colleagues

PowerPoint: “Evaluating UR with regard to Faculty Performance Reviews, Tenure, and Promotion” (Chapdelaine, 2008)

“Mentoring Undergraduate Researchers: An Exploratory Study of Students’ and Professors’ Perceptions” (Behar-Horenstein, Roberts, & Dix, 2010)

“Towards a Holistic View of Undergraduate Research Experiences” (Dolan & Johnson, 2009)

DAY FIVE SCHEDULE

AS A WHOLE GROUP: Unlike the rest of the week, the last day of the institute will begin with a quick round of presentation about where you are at with undergraduate research in your course design. This is a bit of a rehearsal for what will happen later on in the day with the rest of your colleagues in all the other tracks and will give those of us working on UR the chance to share specifically with others who also worked on embedding UR in their classroom.

WRITE: What does it mean to be a “teacher-scholar” at a “teaching university”? How would undergraduate research fit in to your definition?

IN SMALL GROUPS: Discuss your response to the free-write. Try to identify specific implications for your experience as a faculty member as a teacher in a classroom and as a scholar within a discipline and as a teacher in a discipline?

SHARE: Be prepared to report back to the entire group on what you covered in your discussion.

AS A WHOLE GROUP: We will close our time together talking about undergraduate research as a true model of the scholar/teacher at a teaching university and by doing so help BSU with the transition that began long before our University status was official and will continue on in the years to come.

We will consider the ways participation in Undergraduate Research can impact your professional life as a scholar and member of the academy—from tenure and promotion to the development of scholarly projects about the scholarship of teaching, and as a member of a department who has a say in the way a major is structured. We will consider the materials available on the Blackboard site from your BSU colleagues that incorporate these conversations.

There will be time in the afternoon before our whole group discussion for specific questions and tinkering.