

INTegrating  
REsearch  
Projects  
Into  
Disciplines

Disciplines  
Info  
Projects

# **INTREPID PROJECT WORKSHOP #2**

January 29, 2025

# Topics for today

- CURE customization
- Managing the workload
- CURE assessment

# CURE customization

- Ongoing process
- **IMPORTANT:** getting the students excited about the project and motivated to keep working on it
  - Personalized data collection (from family, friends, classmates, themselves): how nursing students feel about their clinical skills; tracking blink rate and self-reported eye fatigue in individuals before and after prolonged screen
  - Current Affairs: gender norms (in TV cartoons)
  - Something really exciting: examine the portrayal of detectives, judges, and defense attorneys in pop fiction
  - Topics of general concern – air quality in Brooklyn from the perspectives of climate and environmental justice; police violence and court access

# Managing the workload

I already mismanaged it for today...

But generally: work on (small) steps of multiple projects with a to-do list; break down as much as I can; deadlines; leaving the house; late nights.

Let's each share 1 or 2 strategies that work for us (try and make them different - write down more than 2).

**What about our students? Let's share more strategies.**

In my case: NOT groupwork as in working together on a project but YES joint work as in the entire class contributing to a joint database/spreadsheet/folder.  
Color-coded deadline table and (I have mixed feelings about) reminders.



# CURE assessment

- We shared a rubric for assessing each other's CUREs
- How do we assess student success, such as their meeting the competencies required for the Level 1 badge of achievement?
- We also have an external evaluator for our project



Groups	Topic Areas	Validated Instruments	Measurements
Students	Project Ownership	Project Ownership Survey (POS) (Hanauer & Dolan, 2014)	<ul style="list-style-type: none"> <li>• Specification of research experience</li> <li>• Assessment of degrees of project ownership</li> <li>• Emotive scales</li> </ul>
	Academic Engagement	Classroom Undergraduate Research Experience (CURE) Survey (Meyer et al., 2023)	<ul style="list-style-type: none"> <li>• Research skills</li> <li>• Student confidence</li> <li>• Working with peers</li> <li>• Relationship with instructor/mentor</li> <li>• Educational aspirations</li> </ul>
Faculty	Professional Learning Self-Efficacy	Teachers' Sense of Efficacy Survey (TSES) (Strickland-Davis et al., 2019)	Teacher beliefs about: <ul style="list-style-type: none"> <li>• Student engagement</li> <li>• Instructional strategies</li> <li>• Classroom management in research experiences</li> </ul>
	Instructor Inventory of Course Elements in a CURE	CURE Instructor Form – used in conjunction with the student CURE Survey (Lopatto, 2009)	Instructor's reported emphasis on: <ul style="list-style-type: none"> <li>• Structured vs unstructured projects</li> <li>• Degree of student self-direction</li> <li>• Groupwork vs individual work</li> <li>• Level of project responsibility</li> <li>• Research processes</li> </ul>

# Student assessment: Research Experience Level 1 BOA

1. develop a research question
2. formulate a hypothesis
3. identify primary sources to support their work
4. conduct a research protocol (observation, quasi experimental or experimental work)
5. generate descriptive statistics using the data collected
6. understand data represented in a form commonly used in science (text, table, graph)

## COMPARE TO RE LEVEL 2 BOA

1. critical thinking
2. data analysis (selecting the appropriate data analysis technique)
3. understanding of ethical principles governing human subject research
4. information literacy
5. technological literacy
6. public presentation of research at a conference

The website is up – were you able to access it?

- <https://intrepid.commons.gc.cuny.edu/>

# Let's go over your storyboards

- Go around, present storyboard, then get feedback (the feedback session led by the faculty member who was supposed to evaluate your work as part of our homework – whether they did it or not :)

# HOMEWORK

- Finish past dues!
- Continue your write-up (5-page minimum requirement) and make any necessary adjustments to your syllabus; pay particular attention to incorporating specific instructions for formulating a research question, a link to a spreadsheet with all your variables of interest, and an expected statistical measure or test (such as mean, standard deviation, correlation, etc.) and associated graph with instructions for your students.
- **Incorporate** student assessment criteria (slide 6 of today's presentation)
- Add a post to the website briefly describing your CURE (150-300 words) - you can briefly cover the parts you love and those that are proving to be challenging or unclear.
- **ALL DUE FEB 9** (to allow everyone a couple of days to review them).