

# Best Practices in Undergraduate Research

October 27 & 28, 2017

Orlando, FL



# KEYNOTE SPEAKER:

Undergraduate Research, *What's Next*, and the  
Division of Teaching and Learning Present:

## **Leveraging Campus-Wide Initiatives to Grow Student Scholarship**

**Speaker: Dr. Bethany M. Usher**

Associate Provost, Undergraduate Education  
George Mason University

### **OVERVIEW:**

Quality Enhancement Plans, redesigns of general education programs, or mandates to assess the value of undergraduate education are great opportunities to create programs that actively engage students in scholarly work. Undergraduate research, once thought of narrowly as science-based research that produced publications and led to graduate school, is now seen as a model high-impact activity that allows students to apply their academic knowledge to a variety of challenges. Dr. Usher describes how campuses can capitalize on campus-wide initiatives to build or enhance undergraduate research programs to be inclusive of students, disciplines, and outcomes.

# SYMPOSIUM SCHEDULE:

Friday, October 27

11:00 a.m. - 1:00 p.m.

## REGISTRATION

Key West Ballroom, Student Union

1:00 - 1:30 p.m.

## WELCOME AND ORIENTATION

Key West - AB

*Elizabeth Klonoff, Vice President for Research; Dean,  
College of Graduate Studies*

*Kimberly Schneider, Assistant Dean, Division of Teaching  
and Learning; Director, Undergraduate Research*

1:30 - 2:45 p.m.

## KEYNOTE PRESENTATION

**Leveraging Campus-Wide Initiatives to Grow Student  
Scholarship**

Key West - AB

*Bethany M. Usher (George Mason University)*

*Introduction: Rick Schell, Vice President and  
Executive Chief of Staff*

2:55 - 3:45 p.m.

## PANEL DISCUSSIONS

**Panel #1: Creating a Campus-Wide Culture of  
Undergraduate Research**

Key West - AB

**Facilitator:** *Ashley Spring (Eastern Florida State College)*

**Panelists:** *Anne Donnelly (University of Florida),*

*Wesley Lewis (Embry-Riddle Aeronautical University),*

*Jennifer Wortham (University of Tampa), and Latika Young  
(Florida State University)*

**Panel #2: Seeking Federal Funding for Undergraduate  
Research**

Key West - D

**Facilitator:** *Kimberly Schneider  
(University of Central Florida)*

**Panelists:** *Fiona Redway (Barry University), Lisa Mills  
(University of Central Florida), and Stephen Stagon  
(University of North Florida)*

# SYMPOSIUM SCHEDULE:

Friday, October 27

3:55 - 4:15 p.m.

## MINI-PRESENTATIONS

### **Undergraduate Student Research Practices at FGCU, Examples from Various Disciplines**

Key West - AB

*Julie Yazici and Peter Reuter (Florida Gulf Coast University)*

### **Student Academic Journals: A Missed Opportunity?**

Key West - D

*Raul Fernandez-Calienes and Hagai Gringarten  
(St. Thomas University)*

4:25 - 5:10 p.m.

## INTERACTIVE PRESENTATIONS

### **Leading Students to Empower their Peers in Undergraduate Research**

Key West - AB

*Tracy Baker, Jodiene Johnson (Florida Atlantic University),  
Aubrey Kuperman, and Colleen Smith  
(University of Central Florida)*

### **Mind-Blowing Presentations or Presentations that Blow: Best Practices in Preparing to Present - Part 2**

Key West - D

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

5:25 - 7:00 p.m.

### **Poster Session and Reception**

Burnett Honors College

7:00 p.m.

### **Dinner on Your Own**

See page 29-30 for dinner suggestions.

# SYMPOSIUM SCHEDULE:

Saturday, October 28

8:15 - 9:00 a.m.

**Coffee and Conversation**  
Burnett Honors College

8:15 - 8:50 a.m.

**Florida Undergraduate Research Conference (FURC) - Open Planning Meeting**  
BHC 129

9:00 - 10:00 a.m.

## **SPECIAL WORKSHOP**

**Embedding Engaged Scholarship in Courses**  
BHC 130  
*Bethany M. Usher (George Mason University)*

10:10 - 10:55 a.m.

## **INTERACTIVE PRESENTATIONS**

**Lessons Learned from Teaching a Course Dedicated to Undergraduate Research**  
BHC 126  
*Pete Scarlatos (Florida Atlantic University)*

**Interdisciplinary Collaborative Undergraduate Research Programs**  
BHC 128  
*Ross Stephenson (Jacksonville University)*

11:00 a.m. - 12:00 p.m.

## **PANEL DISCUSSIONS**

**Panel #3: Broadening Participation in Undergraduate Research**  
BHC 126  
**Facilitator:** *Michael Aldarondo-Jeffries (University of Central Florida)*  
**Panelists:** *Michael Cross (University of South Florida), Kelsey Eagen (University of North Florida), and Ilaria Serra (Florida Atlantic University)*



# SYMPOSIUM SCHEDULE:

Saturday, October 28

## **Panel #4: Embedding Research into Curriculum**

BHC 128

***Facilitator:** Donna Chamely-Wiik  
(Florida Atlantic University)*

***Panelists:** Heather Evans Anderson  
(Stetson University), Pete Scarlatos  
(Florida Atlantic University), Linda Walters  
(University of Central Florida), and Julie Yazici  
(Florida Gulf Coast University)*

12:00 - 12:45 p.m.

## **LUNCH AND CONVERSATION ROOMS**

12:45 - 1:30 p.m.

## **INTERACTIVE PRESENTATIONS**

### **Developing the Research Skills of Business Undergraduates in a Practitioner-Oriented Curriculum**

BHC 126

*Gordon Henry and Shelley Maccini  
(University of Central Florida)*

### **Hang 10 (or 20): Implementing, Sustaining and Assessing a SURF (Summer Undergraduate Research Fellowship) Program**

BHC 128

*Jennie Soberon (Florida Atlantic University)*

1:40 - 2:00 p.m.

## **MINI-PRESENTATIONS**

### **CRISPR in the Undergraduate Classroom: What Worked and What Did Not**

BHC 126

*Heather Evans Anderson (Stetson University)*

# SYMPOSIUM SCHEDULE:

Saturday, October 28

**Exploring Research Questions Using Secondary Data Analysis: Embedding Research into the Undergraduate Curriculum**

BHC 128

*Catherine Kaukinen (University of Central Florida)*

2:00 - 2:20 p.m.

**Chasing the Tame Goose: Researching the Intertextuality of Literary Artworks**

BHC 126

*Margaret Taylor (Florida Southern College)*

**Business Analytics at Beacon College**

BHC 128

*Jamie Craighead (Beacon College)*

2:20 - 2:40 p.m.

**A Proposal for the Florida Undergraduate Research Leadership Summit**

BHC 126

*Anne Donnelly, Jamarcus Robertson, Adrian Acuna, and Gregory Grzempa (University of Florida)*

**Using Historical Documentary to Connect Students with University Outreach**

BHC 128

*Lisa Mills and Robert Cassanello (University of Central Florida)*

2:45 - 3:30 p.m.

**INTERACTIVE WORKSHOP**

**Planning, Adapting, & Implementing: Creating Research Learning Communities at Three Institutions**

BHC 130

*Kimberly Schneider, Michael Aldarondo-Jeffries (University of Central Florida), and Donna Chamely-Wiik (Florida Atlantic University)*

3:30 - 4:00 p.m.

**DEBRIEFING**

BHC 130

# ABSTRACTS:

Friday, October 27

## KEYNOTE PRESENTATION

1:30 - 2:45 p.m.

### **Leveraging Campus-Wide Initiatives to Grow Student Scholarship**

Key West - AB

*Bethany M. Usher (George Mason University)*

Quality Enhancement Plans, redesigns of general education programs, or mandates to assess the value of undergraduate education are great opportunities to create programs that actively engage students in scholarly work. Undergraduate research, once thought of narrowly as science-based research that produced publications and led to graduate school, is now seen as a model high-impact activity that allows students to apply their academic knowledge to a variety of challenges. Dr. Usher describes how campuses can capitalize on campus-wide initiatives to build or enhance undergraduate research programs to be inclusive of students, disciplines and outcomes.

## MINI-PRESENTATIONS

3:55 - 4:15 p.m.

### **Undergraduate Student Research Practices at FGCU, Examples from Various Disciplines**

Key West - AB

*Julie Yazici and Peter Reuter*

*(Florida Gulf Coast University)*

The purpose of this presentation is to show examples of undergraduate student involvement with research/scholarship, either via course-embedded, research practices, or research activities outside the classroom. Examples from health profession, business, STEM disciplines, and humanities will demonstrate how research is implemented and which outcomes for students have been achieved. The presenters will share the challenges and opportunities faced, and probe the audience for their experiences and future directions.



# ABSTRACTS:

Friday, October 27

## MINI-PRESENTATIONS CONTINUED

3:55 - 4:15 p.m.

### **Student Academic Journals: A Missed Opportunity?**

Key West - D

*Raul Fernandez-Calienes and Hagai Gringarten  
(St. Thomas University)*

The Council on Undergraduate Research (2017) lists more than 240 undergraduate journals on its website. What value does academia--specifically academic publishing--place on all that research? This paper analyzes the current state of affairs of worldwide journal ranking systems and posits that those systems (1) ignore undergraduate journals; (2) undervalue the positive contributions of undergraduate research; (3) limit publication opportunities for undergraduate students; and (4) ignore the broader scholarly purpose of academia in relation to undergraduate students. In response, this paper calls for initiating changes and makes bold recommendations for the future.

## INTERACTIVE PRESENTATIONS

4:25 - 5:10 p.m.

### **Leading Students to Empower their Peers in Undergraduate Research**

Key West - AB

*Tracy Baker, Jodiene Johnson (Florida Atlantic University),  
Aubrey Kuperman, and Colleen Smith  
(University of Central Florida)*

UCF and FAU's offices of undergraduate research have three separate opportunities for current undergraduate researchers to assume a leadership role and assist their peers in getting started in research. This presentation will lay out the three models, at each institution, for student leadership in undergraduate research: peer mentors/student teaching assistants, student assistants who host peer mentor advising hours throughout the academic year, and student councils who focus on outreach across campus and serve in an advisory capacity. This session will provide an overview of these programs on the two campuses.

# ABSTRACTS:

Friday, October 27

## INTERACTIVE PRESENTATIONS CONTINUED

4:30 - 5:15 p.m.

### **Mind-Blowing Presentations or Presentations that Blow: Best Practices in Preparing to Present - Part 2**

Key West - D

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

The Council on Undergraduate Research (2012) values undergraduate students' participation in research conferences. Last year, we examined the importance of training undergraduates - and ourselves - in best practices in visually communicating research findings. This year, we go beyond creating exceptional visual aids. We examine best practices in scaffolding undergraduate experiences - and our own - to facilitate engaging, articulate, confident oral presentations. Join us for this interactive presentation that will familiarize faculty and staff with the most effective methods for enhancing oral presentation skills - even among the most anxious students.

## POSTERS

5:25 - 7:00 p.m.

Burnett Honors College

### **The Impact of Undergraduate Research Participation on Research Self-Efficacy**

*Tracy Baker (Florida Atlantic University)*

Self-efficacy, academic self-concept, and research involvement influence the academic performance and aspirations of students. Research has yet to explore or compare research self-efficacy and academic self-concept of undergraduate researchers with non-researchers, nor study differences of gender and field of study: through survey methods these gaps in the literature were addressed. Results support

# ABSTRACTS:

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## POSTERS CONTINUED

previous literature indicating research involvement as a benefit to the undergraduate experience. Additionally, this research identified factors that predict research self-efficacy and academic self-concept. Findings may assist colleges, universities, and offices that support and promote undergraduate research in recruiting students to participate in these enriching activities.

### **Using Augmented Reality for Student Poster Presentations**

*Jennifer Batchelder and Danielle Krusemark  
(Florida State University)*

Florida State University students present on both general research and creative (performance/arts) research projects. While we offer a separate opportunity for the creative students to showcase their work, they are not able to take full advantage of our symposiums where most students do poster presentations. We are looking into including augmented realities to bring their posters to life and demonstrate their creativity using apps to bring to life images directly from their posters. Augmented reality applications, such as Aurasma, allow an interactive poster opportunity that showcases recorded performances or creative works and may be a great opportunity for these students.

### **Increasing Undergraduate Research Participation at the University of North Florida**

*Kelsey Eagen (University of North Florida)*

In the past year, the Office of Undergraduate Research has seen a massive increase in foot traffic by as much as 900%. This increased foot traffic is likely due to new marketing and outreach initiatives. These initiatives include new advertisement strategies using flyers and A-frame sandwich boards, daily class visits, the hiring of seven Undergraduate Research Ambassadors, emails from the Provost office, increased activity on our Facebook page, and other various university support efforts. Specifics regarding these strategies will be discussed.

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## POSTERS CONTINUED

### **Cross-Disciplinary Undergraduate Research Symposium at Jacksonville University**

*Janet Haavisto, Gretchen Bielmyer-Fraser, Laura Atkins, Emre Selvi, and Jeffrey Wight (Jacksonville University)*

Recent research into the learning outcomes expected and achieved from undergraduate research experiences supports the belief that students, faculty, and institutions benefit from a strong commitment to such efforts. The annual Jacksonville University Student and Faculty Research Symposium has evolved over the past several years to encompass every discipline. The presenters will discuss how undergraduate students are guided in discipline-specific research and readied for professional presentations in public forums.

### **Integrating Education with Scientific Research in Undergraduate Physical Chemistry**

*Florencio Hernandez and Julie Donnelly (University of Central Florida)*

As part of an effort to develop course-based undergraduate research experiences (CUREs) in chemistry, we present two labs that bring state-of-the-art methods and techniques into the undergraduate physical chemistry laboratory. First, we show the development and implementation of a nonlinear spectroscopy lab in which students have the opportunity to participate in the measurement of two-photon absorption of curcumin, a naturally occurring biomarker. Second, we describe a multidisciplinary experiment in which students investigate the antioxidant strength of tea using plasmonics. This experiment also incorporates redox reactions, synthesis of metal nanoparticles, energy transfer, excitation processes, and fluorescence emission and quenching of fluorophores.

# ABSTRACTS:

Friday, October 27

## POSTERS CONTINUED

### **Implementing CAS Undergraduate Research Standards for Assessment**

*Wesley Lewis and Kadie Hayward Mullins  
(Embry-Riddle Aeronautical University)*

The Council for Advancement of Standards in Higher Education (CAS) recently released specialized standards for assessing undergraduate research programs including self-assessment instruments and tools for developing and implementing action plans. These standards align with the Council on Undergraduate Research (CUR) strategic pillars and include twelve primary parts: mission, program, organization and leadership, human resources, ethics, law, policy, and government, diversity, equity, and access, internal and external relations, financial resources, technology, facilities and equipment, and assessment. This project outlines the process and lessons learned from the first phase of implementation of these standards within Undergraduate Research.

### **Honors in the Major: An Honors Capstone Project Across Disciplines**

*Zholey Martinez (University of Central Florida)*

The Honors in the Major (HIM) Program, is designed to encourage all eligible juniors and seniors at the University of Central Florida (UCF) to undertake original and independent work in their discipline. Established in 1989, HIM is UCF's oldest recognized undergraduate research program. In this program, students research, write, defend and publish an original Honors thesis that serves as the capstone product of their undergraduate career. The presenter will provide a guide on how The Burnett Honors College recruits and guides university Honors and non-university Honors students across the disciplines into the Honors in the Major program.

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Friday, October 27

## POSTERS CONTINUED

### **Best Practices of the University of Central Florida Undergraduate Research Journal: Publicizing and Supporting Student Writing**

*Xian Nguyen, Enrique Guerra-Pujol, and Kevin Jardaneh (University of Central Florida)*

This project looks at the UCF Undergraduate Research Journal and explores the functioning of this small university level publication. This poster will review the strategies used by the journal to market themselves, support student writing, and overcome the challenges of being an interdisciplinary journal.

### **The OURS Peer Facilitator Program: A Student/Campus Unit Partnership**

*Lisa Piazza, Dakota Becker-Greene, and Sanim Rahman (University of South Florida)*

Students were invited to co-develop a peer-facilitator program aimed at increasing student engagement in undergraduate research (UR), communicating the value of experiential learning in regards to future career goals, and using compelling personal experiences to broaden participation in interdisciplinary research opportunities. This pilot program represents a multi-level mentoring opportunity, and an approach in which students were fully integrated into its design, development, and execution.

### **Making Critical Inquiry an Integral Part of the Undergraduate Science Education Culture**

*Fiona Redway, Peter Lin, and Teresa Petrino (Barry University)*

Undergraduate science majors experience “culture shock” when transitioning from memorization-based learning to a more inquiry-based approach. They often experience difficulty and frustration when



# ABSTRACTS:

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## POSTERS CONTINUED

this is thrust upon them. To address this, we have taken different approaches, including an academic skills boot camp offered the first week of each semester. Students experience critical-thinking from the outset with interactive sessions on study skills, research design and analysis, and critical thinking. Students can then tap into this skill and hone it as a natural progression from year to year, thereby laying a strong foundation for their success as their courses become more challenging.

### **Integrating Research into FSU's Global Service Learning Program**

*Kimberly Reid (Florida State University)*

This poster outlines the research-focused curriculum integrated into Florida State University's global service learning program, Global Scholars. Since the launch of this program, six years ago, our office has worked to solidify best practices for introducing and engaging Global Scholars students in qualitative research. This poster describes those best practices including specific lessons we teach in the pre-departure, in-country, and re-entry phases of the program, how students collect and record data, how they connect their research abroad to research topics in the Tallahassee community, and how they present their research to others.

### **Undergraduate Research and Study Abroad: Venice, Italy**

*Ilaria Serra (Florida Atlantic University)*

This poster will present the undergraduate research that has taken place in Venice, Italy, during the study abroad programs of Summer 2016 and Summer 2017. The course was a directed independent study and it offered students the possibility to interact with Venetians who care about their city which is undergoing a frightening transition phase.

# ABSTRACTS:

Friday, October 27

## POSTERS CONTINUED

### **Can Student Research Coaches Increase the Percentage of Students Who Receive True Research Experiences as Undergraduates?**

*Linda Walters, Martha Garcia, Mary Tripp, Amanda Anthony, Michael Rovito, and Kimberly Schneider (University of Central Florida)*

Institutions encounter the challenge of offering appropriate research experiences for undergraduates in the face of large class sizes and student-to-instructor ratios. We have been examining ways that research coaches (undergraduate/graduate students who facilitate in-class research experiences) can most effectively support research-focused undergraduate courses. We utilized pre- and post-surveys to understand undergraduate students' perceptions of their research-related confidence, skills and abilities, engagement, and identity. Results indicate that research coach courses were especially effective for undergraduates with minimal to no previous research experience, significantly increasing their perceptions of their understanding of their academic field, perceived research skills, and confidence in their abilities.

### **Building a Collaborative Undergraduate and Graduate Research Partnership: Best Practices and Lessons Learned from Graduate Students' Perspective**

*Nathan Walters, Daniel Marte, Shivani Patel, Evan Adkins, Scott Winter, and Stephen Rice (Embry-Riddle Aeronautical University)*

The subject university has been working to improve opportunities for undergraduate research. Many undergraduates, however, have a very youthful skill set in conducting successful scientific experimentation and research. Therefore, our team has worked

# ABSTRACTS:

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## POSTERS CONTINUED

to develop a unique cross-collaboration between undergraduate and graduate students. We recruited undergraduates by visiting student clubs on campus, proposing our ideas, and asking for volunteers. The undergraduates can assist in experimentation while learning scientific process. This results in the development of undergraduate's research competence while graduate students gain experience mentoring younger students. This poster provides the lessons learned and best practices of our team.

### **The Undergraduate Poster Presentation Program for the Jacksonville University Symposium**

*Jeffrey Wight (Jacksonville University)*

For the 2017 Jacksonville University Symposium, we successfully incorporated class poster sessions so that instructors could bring their entire class to our Symposium (to present posters). This option was well-received and resulted in nearly 200 student poster presentations. For this presentation, I will provide an overview of 1) the JU poster program, 2) poster options (scholarship and research) for students (freshman-senior), 3) poster templates, 4) tips and strategies to help prepare students so they present well and enjoy the experience.

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## SPECIAL WORKSHOP

9:00 - 10:00 a.m.

### **Embedding Engaged Scholarship in Courses**

BHC 130

*Bethany M. Usher (George Mason University)*

Many students do not have the flexibility to get involved in research or other forms of engaged scholarship as an extra-curricular activity, but we know that many of these students would benefit from applying their knowledge to real questions or challenges. Using a set of learning objectives, a course mapping tool, and a course inventory, we will work together to embed a scholarly project into a course. Participants should bring the syllabus from an existing or proposed course.

## INTERACTIVE PRESENTATIONS

10:10 - 10:55 a.m.

### **Lessons Learned from Teaching a Course Dedicated to Undergraduate Research**

BHC 126

*Pete Scarlatos (Florida Atlantic University)*

Since 2014, I have been teaching a new Undergraduate Research course. Initially various pedagogical approaches had to be tested, and evaluated. Challenges involved choice of a single- or multi-disciplinary collaboration, level of faculty involvement, complexity of research endeavor, individual or team-work assignments, research topics interesting enough but neither trivial nor overwhelming, abstract or applied research, integration with the rest of the curriculum, preparation for graduate studies or professional employment, research ethics, and opportunities for community engagement. This presentation will discuss the lessons learned and how the aforementioned and other challenges were addressed in accordance with the course objectives and outcomes.

# ABSTRACTS:

Saturday, October 28

## INTERACTIVE PRESENTATIONS CONTINUED

10:10 - 10:55 a.m.

### **Interdisciplinary Collaborative Undergraduate Research Programs**

BHC 128

*Ross Stephenson (Jacksonville University)*

Interdisciplinary collaborative research programs at the undergraduate level provide students the opportunity to work alongside their professors and other students representing multiple disciplines on conceptualized and real world research projects. These research programs emphasize meaningful and robust experiences for students while providing excellent venues for composition of scholarly work. This presentation will provide a snapshot of how our university has created interdisciplinary collaborative programs within our Davis College of Business, the School of Aviation, the Marine Sciences Research Institute, and within the Department of Geography, that encourage student's participation in research that goes beyond their traditional curricular path.

12:45 - 1:30 p.m.

### **Developing the Research Skills of Business Undergraduates in a Practitioner-Oriented Curriculum**

BHC 126

*Gordon Henry and Shelley Maccini  
(University of Central Florida)*

Practitioner-oriented curricula, especially in undergraduate business programs, often focus on students' mastery of a "bag of tricks" or "tool box" to be drawn from when faced with a business problem. This approach ignores the probability that former students will encounter a variety of unforeseen problems throughout their careers to which they will have to respond in innovative ways. This presentation shares how one practitioner-oriented program responds to this probability by infusing its curriculum with research skills practice opportunities and assessing students' mastery of those skills at individual, course, and programmatic levels.

# ABSTRACTS:

Saturday, October 28

## INTERACTIVE PRESENTATIONS CONTINUED

12:45 - 1:30 p.m.

### **Hang 10 (or 20): Implementing, Sustaining, and Assessing a SURF (Summer Undergraduate Research Fellowship) Program**

BHC 128

*Jennie Soberon (Florida Atlantic University)*

Are you thinking of offering a Summer Undergraduate Research Fellowship (SURF) program at your institution? Join us for an interactive presentation on starting a SURF program, including the challenges, such as student pay and communication between the mentor and their UG fellow, and the rewards, like watching undergraduate students blossom in their research or inquiry field/skills and faculty getting excited about mentoring undergraduate students. We will share how FAU started our SURF program and the changes we have made, and discuss the importance of camaraderie with the fellows, collaboration with other REUs, assessment, and budgets.

## MINI-PRESENTATIONS

1:40 - 2:00 p.m.

### **CRISPR in the Undergraduate Classroom: What Worked and What Did Not**

BHC 126

*Heather Evans Anderson (Stetson University)*

A CRISPR-focused semester-long project using mammalian cell culture was implemented in a standard 3-hour per week lab across 15 weeks for a mid-level undergraduate Cell Biology course. The methods used in this project included: basic mammalian cell culture, primer design, PCR, genomic DNA isolation, cell transfection and selection, cell viability assay, as well as a T7 endonuclease assay to determine if genetic editing occurred. The ultimate goal of this implementation was to expose an entire class to an exciting research project in order to promote engagement with undergraduate research. A CURE post-course survey was administered to measure student experiences.



# ABSTRACTS:

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## MINI-PRESENTATIONS CONTINUED

1:40 - 2:00 p.m.

### **Exploring Research Questions Using Secondary Data Analysis: Embedding Research into the Undergraduate Curriculum**

BHC 128

*Catherine Kaukinen (University of Central Florida)*

The presenter will discuss a specific example of embedding research into the curriculum. She will outline how she has had undergraduate students identify, construct, explore, and answer specific research questions using secondary data analysis in the undergraduate classroom. Students use secondary data to answer a specific research question and then present “conference style” in the classroom to peers and college faculty and administrators. These projects have also been translated into posters presented at campus research forums or the foundation for a “manuscript.” The papers were 10 - 15 pages (not including their tables or bibliography).

2:00 - 2:20 p.m.

### **Chasing the Tame Goose: Researching the Intertextuality of Literary Artworks**

BHC 126

*Margaret Taylor (Florida Southern College)*

The thought of thoroughly researching a work of literature and presenting the results of their exploration is frequently uncomfortable for undergraduates who might first perceive it as chasing the wild goose. To turn the task into chasing a tame goose, the class discusses the primary aspects of the research process: historical and cultural significance; information about the author; the meaning as well as the stylistic characteristics of the work; and personal response to it. A PREZI and a handout provide visual and written representation, and challenging questions for class discussion with a creative class activity complete the assignment.

# ABSTRACTS:

Saturday, October 28

## MINI-PRESENTATIONS CONTINUED

2:00 - 2:20 p.m.

### **Business Analytics at Beacon College**

BHC 128

*Jamie Craighead (Beacon College)*

Business Analytics tools are sometimes offered free of charge for students and faculty upon request. This presentation will cover the introduction of an industry leading business analytics package into the undergraduate curriculum at a large state university and at Beacon College, a small liberal arts college that specializes in students that learn differently. Introductory assignments and undergraduate research projects currently in development will be presented. An in-depth demonstration of the software as well as how to request free licenses will be covered.

2:20 - 2:40 p.m.

### **A Proposal for the Florida Undergraduate Research Leadership Summit**

BHC 126

*Anne Donnelly, Jamarcus Robertson, Adrian Acuna, and Gregory Grzempa (University of Florida)*

The Center for Undergraduate Research Board of Students (CURBS) from the University of Florida would like to propose a summit for undergraduate student leaders to share best practices and discuss how to enhance the undergraduate research experience. Many Florida institutions have student-led groups involved in the goals of their undergraduate research office. Similar to the "Florida Statewide Symposium: Best Practices in Undergraduate Research," CURBS's proposal will provide an opportunity for student leader groups throughout the state to engage in improving the undergraduate research experience. This session will offer an overview and allow participants to collaborate on this event's improvement.

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## MINI-PRESENTATIONS CONTINUED

2:20 - 2:40 p.m.

### **Using Historical Documentary to Connect Students with University Outreach**

BHC 128

*Lisa Mills and Robert Cassanello  
(University of Central Florida)*

This presentation will include a portion of a documentary film made by honors students in a class that explored the history of a neighborhood where a new university campus will be built. Students shot film footage and interviews with teachers and alumni from Orlando's first historically black high school. Historical research of archive photos and newspaper articles brought students and the university closer to residents of an area where a new downtown campus will be constructed.

## INTERACTIVE WORKSHOP

2:45 - 3:30 p.m.

### **Planning, Adapting, & Implementing: Creating Research Learning Communities at Three Institutions**

BHC 130

*Kimberly Schneider, Michael Aldarondo-Jeffries  
(University of Central Florida), and Donna Chamely-Wiik  
(Florida Atlantic University)*

How do good program model transfer to other institutions? How can you take a model, keeping the core elements, but adapt it to institution needs and culture? This session will review the LEARN Consortium, a three institution NSF sponsored collaboration to study and create research communities. Building upon a successful STEM first-year student model, we have adapted this model for transfer student entering four-year institutions. These programs share strategies of early engagement in undergraduate research, mentoring, and a support community but are implemented differently for the diverse needs of each population. The workshop will share the models, assessment, and future plans. Additionally program participants will be asked to share how they adapted other institution programs to their campus to support student success in undergraduate research.

# ACKNOWLEDGMENTS:

## Symposium Planning Committee

**Kimberly Schneider**

Assistant Dean, Division of Teaching and Learning  
Director, Undergraduate Research

**Kevin Jardaneh**

Assistant Director, Undergraduate Research

**Martin Dupuis**

Interim Dean, Burnett Honors College

**Nicole Gelfert**

Special Assistant to the Dean, Burnett Honors College

**Richard Harrison**

Associate Librarian, UCF Libraries

**Michael Aldarondo-Jeffries**

Director, Academic Advancement Programs

**Shannon Colon**

Administrative Assistant, Undergraduate Research

# ACKNOWLEDGMENTS:

## Many Thanks To

**Mark Bennett**

Senior Web Designer, College of Undergraduate Studies

**Amanda Cramer**

Graphic Designer, College of Undergraduate Studies

**Dustin Schmidt**

Web Designer, College of Undergraduate Studies

**Carlos Vasquez**

Student Assistant, Undergraduate Research

**Elizabeth Dooley**

Vice Provost of Teaching and Learning and  
Dean of College of Undergraduate Studies

**Keisha Hoerrner**

Associate Dean of Undergraduate Studies

**Brian Strickland**

Senior Programmer, College of Undergraduate Studies

**Eddy Mojica**

Computer Support, College of Undergraduate Studies

**Jack Christensen Fedora**

Computer Support, College of Undergraduate Studies

**Tinessa Callinan**

Event Planner, Student Union

**The Burnett Honors College**

**College of Undergraduate Studies Technology Team**

**Student Undergraduate Research Council**

**Student Union**

**Symposium Participants and Guests**

# ACKNOWLEDGMENTS:

## Participants

Michael Aldarondo-Jeffries	University of Central Florida
Tracy Baker	Florida Atlantic University
Jennifer Batchelder	Florida State University
Dakota Becker-Greene	University of South Florida
Maya Byfield	Seminole State College Of Florida
Robert Cassanello	University of Central Florida
Donna Chamely-Wiik	Florida Atlantic University
Brian Cooney	Florida Atlantic University
Jamie Craighead	Beacon College
Michael Cross	University of South Florida
Anne Donnelly	University of Florida
Julie Donnelly	University of Central Florida
Daniel DuBois	Saint Leo University
Kelsey Eagen	University of North Florida
Heather Evans Anderson	Stetson University
Raul Fernandez-Calienes	St. Thomas University
Elena Flitiyan	University of Central Florida
Martha Garcia	University of Central Florida
Nicole Gelfert	University of Central Florida
Hagai Gringarten	St. Thomas University
Enrique Guerra-Pujol	University of Central Florida
Janet Haavisto	Jacksonville University
Richard Harrison	University of Central Florida
LouAnne Hawkins	Leone & Hawkins Consultants
Gordon Henry	University of Central Florida
Scott Herber	Eastern Florida State College
Florencio Hernandez	University of Central Florida
Kevin Jardaneh	University of Central Florida
Jodiene Johnson	Florida Atlantic University
Sidney Johnston	Stetson University
Katie Kaukinen	University of Central Florida
Danielle Krusemark	Florida State University
Aubrey Kuperman	University of Central Florida
Jesse Lard	University of North Florida
Christopher Leone	University of North Florida
Wesley Lewis	Embry-Riddle Aeronautical University



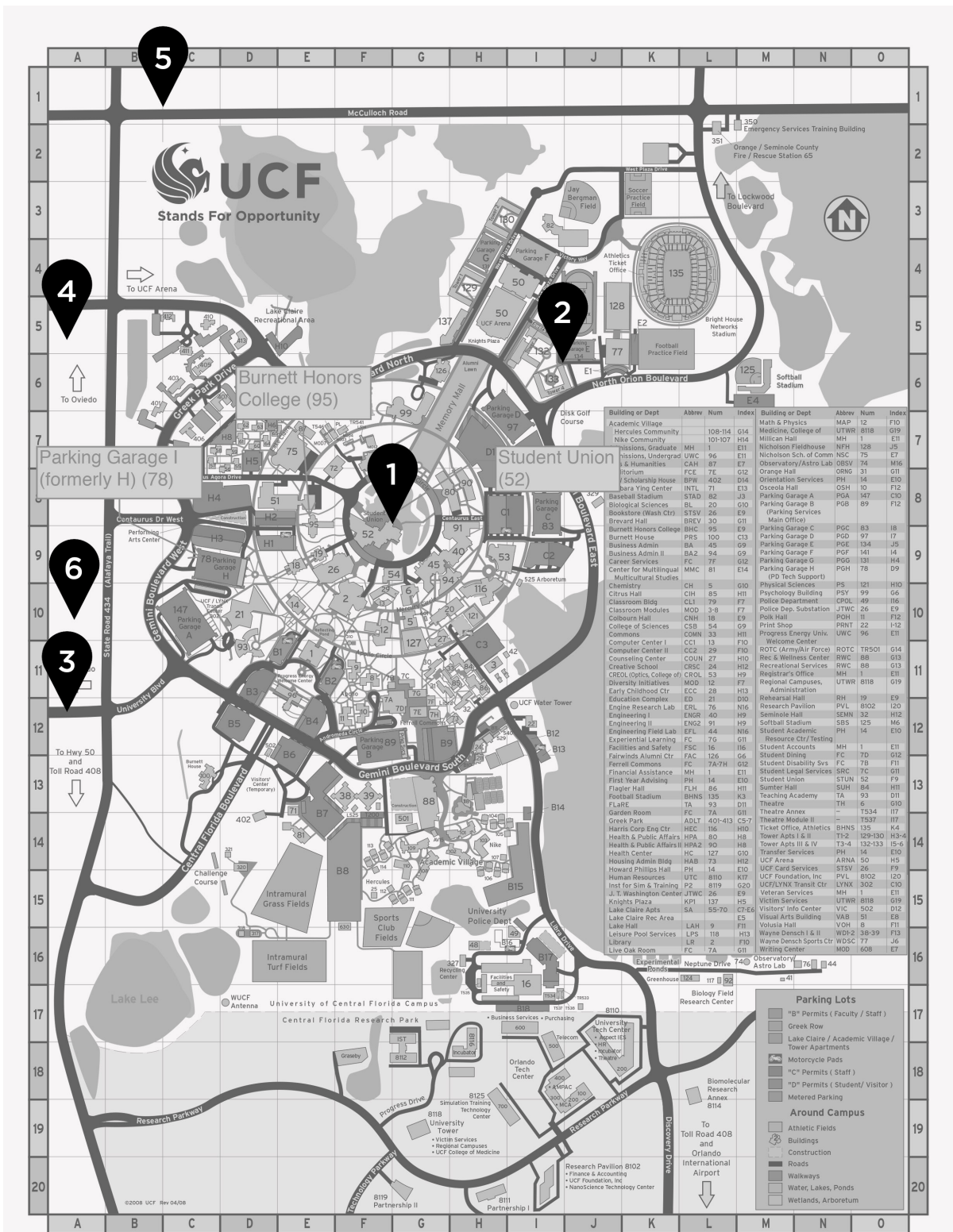
# ACKNOWLEDGMENTS:

## Participants

Shelley Maccini	University of Central Florida
Jane Maguire	Valencia College
Zholey Martinez	The Burnett Honors College
Lisa Mills	University of Central Florida
Xian Nguyen	University of Central Florida
Lisa Piazza	University of South Florida
Brooks Pingston	University of Central Florida
Sanim Rahman	University of South Florida
Fiona Redway	Barry University
Amy Reid	Florida International University
Kimberly Reid	Florida State University
Peter Reuter	Florida Gulf Coast University
Sherron Killingsworth Roberts	University of Central Florida
Cheryl Robinson	Valencia College
Lindsay Rushworth	University of Central Florida
Patricia Sampedro	Florida Atlantic University
Jose Sanchez	Florida State University
Pete Scarlatos	Florida Atlantic University
Kimberly Schneider	University of Central Florida
Ilaria Serra	Florida Atlantic University
Colleen Smith	University of Central Florida
Jennie Soberon	Florida Atlantic University
Ashley Spring	Eastern Florida State College
Stephen Stagon	University of North Florida
Ross Stephenson	Jacksonville University
Margaret Taylor	Florida Southern College
Andrea Thompson	Florida Atlantic University
Mary Tripp	University of Central Florida
Richard Tysor	Stetson University
Allen Varela	Florida International University
Linda Walters	University of Central Florida
Nathan Walters	Embry-Riddle Aeronautical University
Jeff Wight	Jacksonville University
Julie Yazici	Florida Gulf Coast University
Latika Young	Florida State University

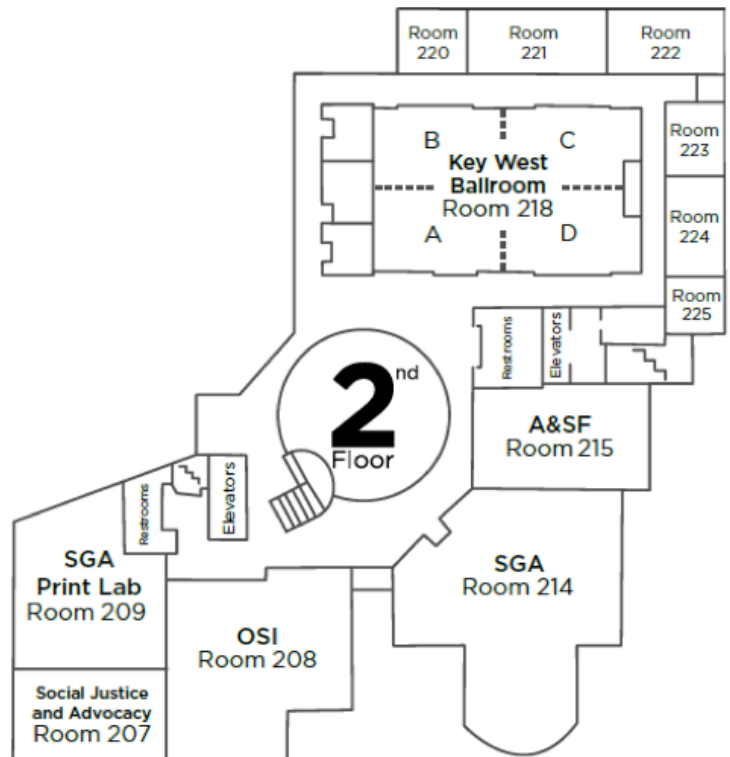
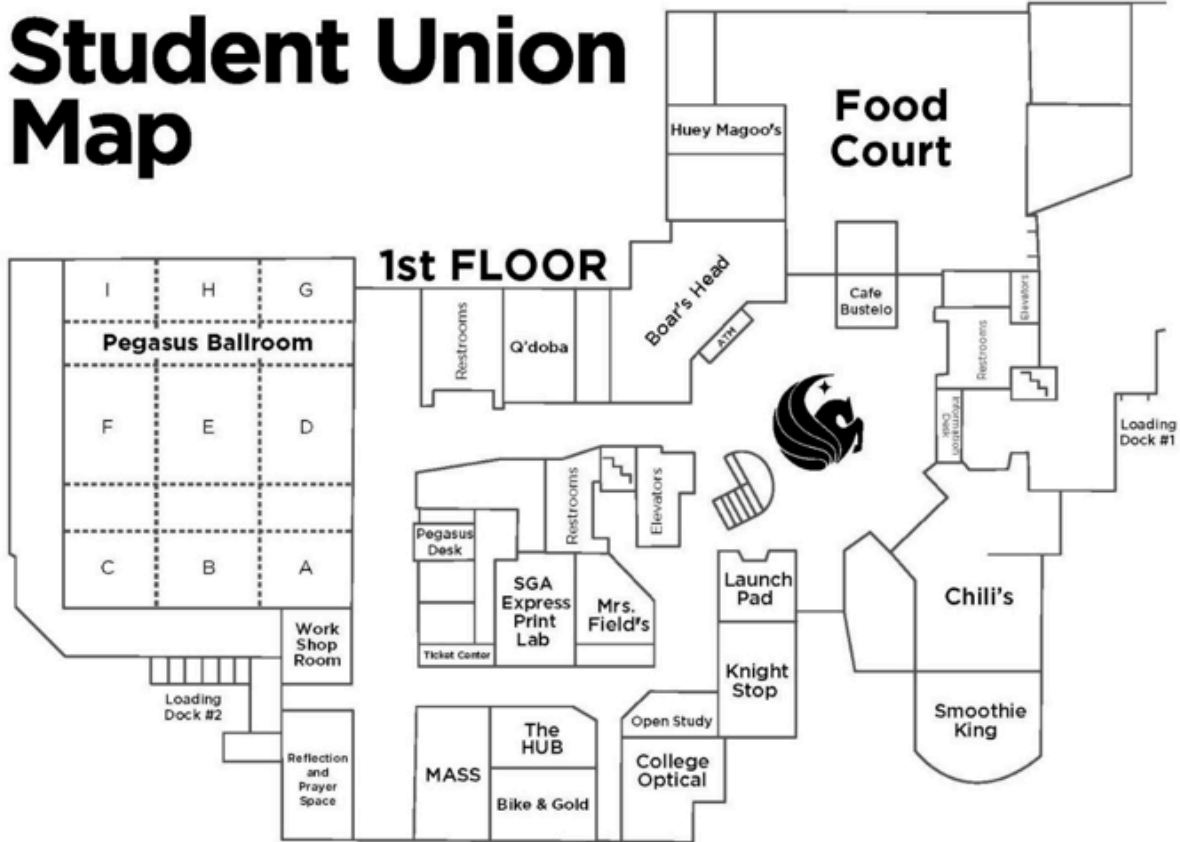
# MAPS & LOCATION:

## University of Central Florida Map



# MAPS & LOCATION:

## Student Union Map



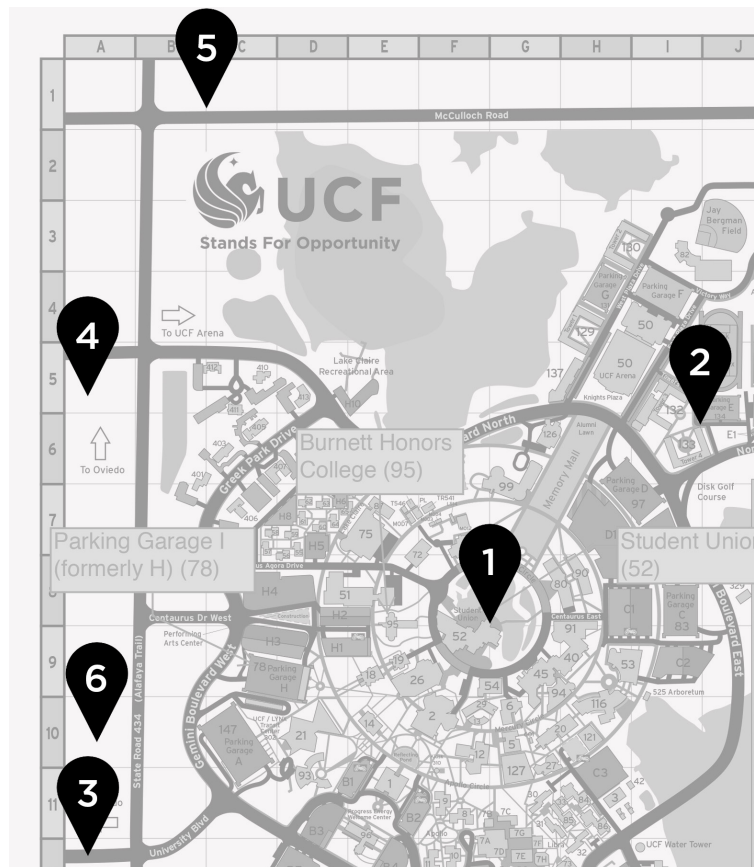
# MAPS & LOCATION:

## Burnett Honors College



# MAPS & LOCATION:

## Vicinity Map and Dinner Suggestions



### University of Central Florida Student Union & Campus (#1 on map)

Boar's Head (American Deli)  
Café Bustelo (Cuban)  
Chick-Fil-A (American)  
Chili's (American Grill)  
Huey Magoo's (Chicken)  
Knightstop (Convenience Store)  
Mrs. Field's Bakery (Greek Cuisine and Desserts)  
Qdoba (Mexican Grill)  
Smoothie King (Smoothies)

### University of Central Florida Restaurants (#2 on map)

Gemini Blvd. + N. Orion Blvd.  
Barnes & Noble Café  
Burger U (Sports Bar and Grill)  
Domino's Pizza (Italian)  
Dunkin' Donuts (Pastries)  
Jimmy John's (Sandwiches)  
Knightro's (American)  
Subway (Sandwiches)

### University of Central Florida Student Union & Campus (#1 on map)

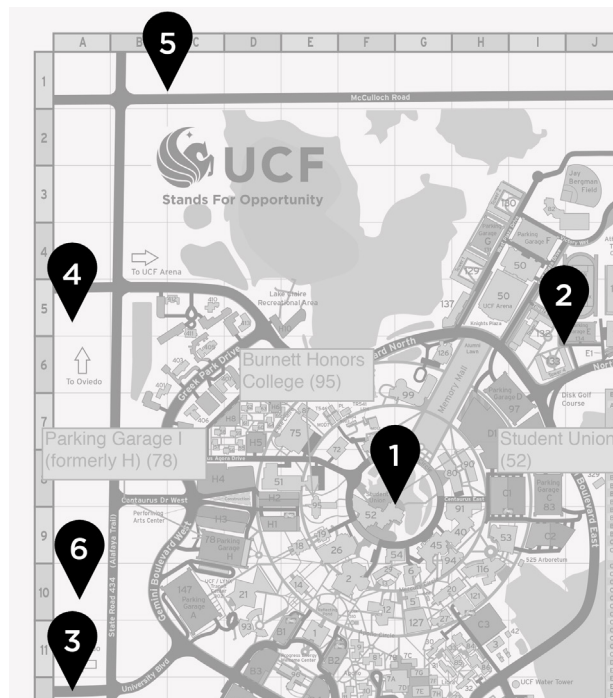
Boar's Head (American Deli)  
Café Bustelo (Cuban)  
Chick-Fil-A (American)  
Chili's (American Grill)  
Huey Magoo's (Chicken)  
Knightstop (Convenience Store)  
Mrs. Field's Bakery (Greek Cuisine and Desserts)  
Qdoba (Mexican Grill)  
Smoothie King (Smoothies)

### University Blvd Restaurants (#3 on map)

Applebee's (American)  
Azteca D'Oro (Mexican)  
Bar Louie (American)  
Bento Café (Japanese)  
Blaze (Pizzeria)  
Buffalo Wild Wings (Sports Bar)  
BurgerFi (American)  
Chipotle (Mexican)  
Dunkin' Donuts (Pastries)

# MAPS & LOCATION:

## Vicinity Map and Dinner Suggestions:



### University Blvd Restaurants Continued (#3 on map)

Firehouse Subs (Sandwiches)  
First Watch (American Brunch)  
Freddy's (American)  
Habanero's (Mexican)  
Insomnia Cookies (Bakery)  
IHOP (American)  
Jamba Juice (Smoothies)  
Jimmy Hula's (American)  
Kyoto Sushi and Grill (Japanese)  
Lazy Moon (American)  
Logan's Roadhouse (Steakhouse)  
4 Rivers Smokehouse (Barbecue)  
Ruby Tuesday (American)  
Panera (American)  
Steak 'n Shake (American)  
Spoleto (Italian)  
Zaxby's (American)

### University Commons (#4 on map)

#### Alafaya Tr. + Gemini Blvd. N

Flippers Pizzeria (Italian)  
Luya (Chinese)  
McAlister's Deli (American)  
Sno Tea Caffè (Tea)  
Starbucks (Coffee and Tea)  
Sus Hi Eatstation (Japanese)  
Tenders (Chicken)  
Valkyrie Donuts

### University Palms Shopping Center (#5 on map) Alafaya Tr. + McCulloch Rd.

Dragon Court (Chinese)  
Giovanni's (Italian)  
Huey Magoo's (Chicken)  
KeKe's (American Brunch)  
3 Natives UCF (Juice)

### Plaza on University Restaurants (#6 on map)

Bar Louie  
Bento  
Spoleto  
Omelette Bar  
Menchie's  
Blaze Pizza  
BurgerFi  
Insomnia Cookies\*

*\* All currently under University Blvd  
Restaurants with exception of Menchie's*







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