

Mentoring Undergraduates in Research

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Context for the Project

- ❖ UW-Eau Claire: UW System Center of Excellence for Faculty-Student Collaborative Research
 - ❖ Many on campus participate
 - ❖ Annual Student Research Day
 - ❖ CSD Department - frequent contributor
 - ❖ First Author: 15 between 1995-96 and 2003-04
 - ❖ Projects typically done one at a time
- ❖ ASHA's Focused Initiative: PhD Shortage in higher education
 - ❖ "Limited role of research instruction in all levels of the curriculum" . . .
 - ❖ Seeks to increase "use of new models of education applicable for all levels"
- ❖ Project: An effort at the UW-Eau Claire to mentor undergraduate CSD students in research



Outcomes

- ❖ 4 studies completed
- ❖ 4 presented at Wisconsin Speech-Language Pathology and Audiology Professional Association - April 2006
- ❖ 4 presented at UW—Eau Claire 14th Annual Student Research Day - May 2006
- ❖ 2 presented at UW System Undergraduate Research Symposium - May 2006
- ❖ 3 presented at American Speech-Language-Hearing Association - November 2006

Student Ratings

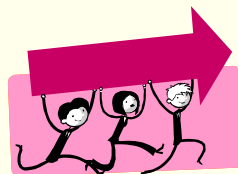
	Mean *	SD
❖ Before this Experience:		
❖ I had limited knowledge of the research process.	3.72	.79
❖ I had a strong desire to conduct research in CSD.	3.83	1.03
❖ I had considered pursuing a doctoral degree in CSD.	2.73	1.49
❖ After this Experience:		
❖ I am better prepared to work collaboratively with others.	4.50	.52
❖ I have a better understanding of the research process.	4.67	.49
❖ I am more interested in conducting research in the future.	4.08	.79
❖ I feel better prepared to enter my master's program.	4.00	.95
❖ I am more interested in pursuing a doctoral degree in CSD.	2.75	.97
❖ I am a better consumer of research in the field of CSD.	4.08	.79
❖ Overall:		
❖ This research experience was a positive one for me.	4.58	.52
❖ This experience has sparked my interest in research.	3.83	.84
❖ I feel confident in my abilities as a researcher.	3.81	.75

* 5-point Likert scale: 1=strongly disagree; 5=strongly agree

Student Reasons for Participating

	N	%
❖ To become more involved in CSD as an undergraduate	12	100
❖ To attend graduate school	11	92
❖ To gain experience collaborating with others	10	83
❖ To have a better understanding of the research process	8	67
❖ To make an impact on the field	6	50
❖ Similar interests as my classmates	4	33
❖ As a stepping stone to a master's thesis	2	17
❖ Other	2	17

Mean reasons/student=4.58 (sd=1.17)



Timeline

December 2004

- ❖ 26 upper division CSD majors
- ❖ Expressed interest in research
- ❖ Informational meeting with mentor

January - May 2005

- ❖ Weekly 1-hr seminars with all students (N=16)
- ❖ Topics: research process and design, library research strategies, grant and scholarly writing
- ❖ Divided into four research teams:
 - ❖ *Counseling Parents of Children Diagnosed with CAS* (n=4)
 - ❖ *Competence of Non-Native English-Speaking Clinicians: Parent Ratings* (n=3)
 - ❖ *District and CESA Support for School-Based SLPs' Literacy Roles* (n=5)
 - ❖ *School-Based SLPs' Literacy and Roles and Practices* (n=4)

August 2005 - May 2006

- ❖ Fifth research team added
 - ❖ *Performance Equivalencies Across Two Measures of Phonology* (n=4)
- ❖ All submitted proposals for internal funding
- ❖ All submitted IRB requests
- ❖ Team's work paths varied
 - ❖ Fall 2005
 - ❖ Weekly 1-hr meetings of each team
 - ❖ Topics: specific issues relevant to each team
 - ❖ Spring 2006
 - ❖ As-needed meetings with faculty mentor
 - ❖ Activities: data collection and analysis, interpretation, preparation for/ conducting presentations

Each student registered for 1 credit Directed Studies x Each Semester of Project

Lessons Learned

Student Reflections

- ❖ **What have you gained from this experience personally?**
I have gained so many skills in learning to work as a member of a team, and not just an individual.
- ❖ **What have you gained from this experience professionally?**
I have gained a better understanding and appreciation for research and its importance to the field.
- ❖ **How do you think this experience will benefit your future professional endeavors?**
I am now better prepared to work as a member of the countless teams I will be a part of. I also believe I am better prepared to be a consumer and possibly a producer of research and apply it to my practice.
- ❖ **What could have made this experience more beneficial for you?**
At first, after completing the project, I felt like I could have benefited from a little more direction on how to handle the complications that emerged from our specific project, however now that I look back on it, I'm glad that our team was responsible for handling those complications because I feel like it gives me more ownership of the project and also helped to develop those skills.
- ❖ **Would you participate in an experience like this again? Why or why not?**
Absolutely! I think I grew both professionally and personally. I met really wonderful people and created a project that I couldn't be more proud of. It was an amazing learning experience.

Faculty Reflections

- ❖ **Students**
Self-direction: All students must be ready/able to work independently
- ❖ **Faculty**
Labor-intensive: Faculty time must be included in teaching load
- ❖ **Institution**
It takes a village: Interdepartmental collaboration and availability of technical support

