

BUCCS 22: BUCCS what it is and what it has accomplished" AND "A panel discussion on what does it mean to be fluent in the literature of a discipline?"

September 16 and 17th, 2009: 22 time

Background on How the Bradley University Campus-Wide Conversations Started
Presented by Margie Getz

Claire Etaugh: sent faculty from BU to Council of UG research.

Sponsored conference, individuals from each college went to Harvey Mudd University.

Three tracks:

1. Review models of effective UG models
2. Access resources to establishing programs
3. Networking with other universities

Goals:

1. Prepare a white paper to develop Undergraduate research program
2. Develop an office for undergraduate research
3. Campus conversation series: discussions and dialogues and institutionalizing research

Pilot test together, framework...participants discuss issues. Single consensus and report out. 33 showed up 2006, three questions. January 2007 first conversation (OTEFD website)

Accomplishments:

Intended to be a forum to dialogue and issues that are important to the BU and to include cross-departmental discussion

BUCCS started in 2006

2 years spent in core competencies. Opportunity to attend Critical Thinking 2007.

ISSOTL conference, Vancouver and presentations for the campus

Spring and fall teaching forums. Last year more impetus to develop action items: white paper was developed: questions that still need to be answered (2008)

Last year:

Higher Learning assessment Academy

What Bradley values? (topics came out of Fall Forum 2008)

MEG FRAZIER: What does it mean to have our students competent in their field?

Library asked to reduce the literature of the field

ITHIKA questionnaire...electronic

How do you find and use the literature of the field

PANEL

Deb Burgauer: Handout

ENG 101: vaccinate students to be the perfect students

Explosion of knowledge makes it impossible for people to know about

Research tools of the discipline

Slowing down the research to actually get to the literature

Bu graduates what their discipline is?

What is fluency in the literature? Bring in books/journals that I have read to show the students

Pearson Longman- short guides to writing about... (literature for example)

Molly Cluskey (Sept 16) and Peggy Flannigan (Sept 17):

How to integrated, practice based on evidence, 2 accrediting agencies

Students have to get into the literature- this is a requirement in their field

From freshmen to graduate schools

Terminal objectives- each course has objectives to get students looking into the literature

Research component in each course

Sophomore: Finding scholarly journals

Clinical courses:

Junior: bring three articles for discussions

Senior: (how to apply literature to practice)- papers/clinical experience

Difficulty and complexity grows

Research course integrated review of the literature, Learning APA-style

Senior papers related to research and practice teams of 2 and 3

Graduate students: Research core: research classes. Capstone course: more applied

Rigor of what needs to be done at the graduate

Assignments: concept analysis

EHS120 for Nursing students specifically

Highly exposed

Research to evidence-based practice

Kevin Randall:

Hired to shoehorn undergraduate research. Diverse students

Dietetics students will not be placed. Registered dietetician: 9 month internship

Locke, Silverman, Wyvich, Spriduso (2004). Research and understanding research

How do we know what we know? Epistemological question

Sage Journal: Dietetics

Freshmen get exposed to both qualitative and quantitative research

SPSS data set of single moms and teenage . . .family formation Teamwork in groups for five. Extensive literature review. Five-page quantitative research paper.

Book: Writing Literature research

CITI training and CUHSR and ethics.

Learning to ask questions: I wonder if...

Discussion questions:

1. What drew you to this BUCCS?
2. How does your program “handle” the issue of teaching students to be more fluent in the literature of a discipline?

Kurt Field: Organic chemistry

Chemistry literature: Use of research (17 years)

All faculty teach it; skills and tools for practicing chemist. Write lab reports. Tour of the library starts it. Patents and copyrights. Databases unique to discipline.. Writing abstracts. Final modules are ethics based and case studies. Summarizing data and statistics and data tables and readability. Capstone; presentation to their peers. Spring of sophomore year. Faculty teaches specific modules. All students introduced to Chemistry faculty.

CITI training for responsible research

OTEFD: Looking for students to highlight Undergraduate research at Admissions visit days

Shelly Epstein looking for May grads who have gone to do interesting things

Students struggles with different flavors of literature

Struggles with different kinds of struggles

Demonstrating skills:

Students arrive at the university, cutting and pasting and minimal stitching.

Compartmentalization of knowledge

International standards are changing everything

Many teachers are seeing negligible writing

Reading is cumbersome for many students

Societal changes: Society is a bulleted
Easy access

How relevant is the library? Majority of the research can be done electronically.

Concept paper: Etiquette to know what

Literature of the disciplines is not part of the free web

Portal to the world

All about the discernment. How I done it good in my class versus scholarly journals.

Libraries are making strategic choices and changing the way they function. Library is an important "third academic place".

Most exciting

Transdisciplinary work is expected to do work in our society.

Helping students to understand the difference between scholarly peer-reviewed articles vs. 'how I done it good' articles or literature that would be in the waiting room at the doctor's office

Connecting students in academic probation to university resources that are needed

How do I assess the group effort?

Susan's hybrid class tryout: on-line (more independent work) and class face-to-face combination. Contracts with expectations with student signatures. Ethical, moral justice issue.