

Infusing Undergraduate Research in Social Sciences_Education_Special Education_EEX 2091-RI
Enrollment: 50 per section

I. Infusing Undergraduate Research in Social Sciences_Education_Special Education_EEX 2091-RI

EEX 2091, RI-Disability and Society, is an introductory course providing life-span perspectives on disability (applicable to both non-education and education majors), analyzing personal, historical, political, economic, and societal perspectives on individuals with disabilities in our society. The course provides a general introduction to disability, using a social science framework understood as Sociology, Geography, Psychology, Anthropology, Economics, and Political Science, and their relationships with history and how they work together to help understand the world. This course engages students in research-intensive activities, thus is a Research Intensive (RI) course. This course is three semester hours. Enrollment 50; offered every semester.

- A. Ball, C.T., Pelco, L. E. (2006). Teaching research methods to undergraduate Psychology students using an active cooperative learning approach. *International Journal of Teaching and Learning in Higher Education*, 2(17), 147-154.

This article presents group-based research projects as a way to teach research methodology. Groups work on three different research projects with group membership changing from one project to the next, allowing five weeks to design each study, collect, analyze, and present the findings. This includes class instruction on group processes that lead to cohesive team collaboration. Each research problem is matched to a methodology so that all groups incorporate the same methodology in the research they conduct.

- B. Healey, M., & Jenkins, A. (2009). *Developing undergraduate research and inquiry*. Report prepared for the Higher Education Academy.

Healey and Jenkins (2009) present a model of curriculum design and the research teaching nexus. This includes: research-led: learning about current research in the discipline; research-oriented: developing research skills and techniques; research-based: undertaking research and inquiry; and research-tutored: engaging in research discussions.

- C. Prajukti B., et.al. (2020). Course-Based Research: A vehicle for broadening access to undergraduate research in the twenty-first century. *Scholarship and Practice of Undergraduate Research*, 3(3). doi: 10.18833/spur/3/3/7

Prajukti and colleagues discuss strategies for implementing discipline-specific research activities at all levels of the undergraduate curriculum to expose a broader student population to the benefits of mentored research.

II. Research-Based Course Activities

Self-directed Field Experience Project (SDFP). This assignment requires students to answer a disability-related question related to their major through social science investigative methods. They are asked to conceive and execute an investigation of a research question and use one or more prescribed methods of data collection (e.g., research reviews, interviews, document reviews, etc.) to gather empirical (original data) to inform the research question. Specifically, they will demonstrate the use of social science investigative methods by:

- (a) investigating a descriptive research question within a particular field of study,
- (b) collecting data to answer the question,
- (c) interpreting the findings, and hypothesize the implications these findings may have on the treatment of individuals with disabilities in society.

This Self-Directed Field Project (SDFP) will allow students to conduct every phase of the research process, at the intensive level. Student Learning Outcomes (SLOs), course activities, and associated course assignments are described in Appendix A.

III. Assessing Undergraduate Research and Inquiry Activities

SDFP Research Cognition Checks (Quizzes) (15% of course grade). After reviewing the “training materials” (e.g., recorded lectures) designed to aid students’ acquisition of knowledge about social science research, the research process, and conducting a Self-directed Field Experience Project, there are a number of “cognition checks” (i.e., quizzes), serving as self-assessment of the following information:

- *Introduction to Social Science Research* training and quiz
- *Overview of Self-directed Field Experience Project* training and quiz
- *Locating Research Articles* training and quiz

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- *Identifying Appropriate Research Question* training and quiz
- *Reporting Research Ethically* training materials and quiz

SDFP Research Development Activities (15% of course grade). These developmental activities are designed to guide students in conducting empirical social science research and writing relevant research reports. Additional description, “guiding questions,” and templates are provided in the Canvas assignment links for each of the following:

- *Introduction & Rationale* annotated bibliography
- *Introduction & Rationale* Developmental Activity
- *Identifying & Describing Appropriate Data Collection Methods: Method* Developmental Activity
- *Summary and Discussion* Developmental Activity
- *Reporting Research: Constructing a poster presentation*

SDFP Virtual poster presentation (10% of course grade). Students are required to prepare a research poster of their SDFP study. This will be submitted to the “virtual poster session,” conducted via the course’s discussion board. Additional description, “guiding questions,” and templates are provided in the Canvas.

Note: Students are encouraged to submit their research projects to the COE Student Advisory Forum (SAC) Research Symposium and the Office of Undergraduate Research & Inquiry (OURI) Symposium; both are held at Florida Atlantic University (Boca Raton campus) each Spring Semester.

IV. Additional Resources

This is a place to share resources so your colleagues do not have to reinvent the wheel, at least not from scratch. Use a bulleted list to describe the resource and attach lectures, forms, products, etc., you may have developed to teach the research process, describe a specific research/inquiry project, etc.

- a. **Faculty Resources:** See Appendix A

V. Contact Dr. Sharon Darling (sdarlin4@fau.edu) for additional information about this discipline or this course.

Appendix A

College: Education Discipline: Special Education		Course: EEX 2091 Disability and Society Instructor: Dr. Darling
Student Learning Outcomes	Student Activities	Course Assignment
This SDFP will allow students to conduct every phase of the research process. Intensive Level Student Learning Outcomes (SLOs), course activities, and associated course assignments are described in the table below.		
SLO 1: Knowledge. Students will demonstrate content knowledge, core principles, and skills.	<ul style="list-style-type: none"> ▪ Locate and utilize scholarly resources, peer reviewed journal articles to create an annotated bibliography ▪ Analyze, evaluate, and synthesize scholarly literature for inclusion in the Introduction and Rationale e SDFP project and discipline. 	<ul style="list-style-type: none"> ▪ Review the <i>Introduction to Social Science Research</i> training materials and complete associated quiz. ▪ Review the <i>Overview of Self-directed Field Experience Project</i> training materials and complete associated quiz. ▪ Review the <i>Locating Research Articles</i> training materials and complete associated quiz. ▪ Conduct background research via the FAU library resources to construct an annotated bibliography of 5-7 research articles that will be used to establish the Problem (Introduction) and Rationale for the study.

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SLO 2: Formulate Questions. Students will formulate research questions or scholarly/creative problems with integration of fundamental principles and knowledge in a manner appropriate to their discipline.	<ul style="list-style-type: none"> ▪ Identify a feasible and novel research question that addresses an identified gap in the current research. ▪ Compose a logical argument to explain the problem at the crux of the research question ▪ Predict outcomes by describing an appropriate hypothesis (thesis statement) ▪ Justify rationale for why it is important to address this question/problem 	<ul style="list-style-type: none"> ▪ Review <i>Identifying Appropriate Research Question</i> training materials, then select Research Question and compose a hypothesis (thesis statement) that will be used to guide the study ▪ Review <i>Constructing Introduction and Rationale</i> training materials, then complete and submit the <i>Introduction and rationale Developmental Activity</i>
SLO 3: Plan of Action. Students will develop and implement a plan of inquiry to address research and inquiry questions or scholarly problems.	<ul style="list-style-type: none"> ▪ Identify at least two appropriate methods of data collection to investigate the research question ▪ Describe procedures to collect, synthesize and analyze data. 	<ul style="list-style-type: none"> ▪ Review <i>Identifying Appropriate Data Collection Methods</i> training materials, then complete and submit the <i>Method Developmental Activity</i>
SLO 4: Critical Thinking. Students will apply critical thinking skills to evaluate information, their own work, and the work of others.	<ul style="list-style-type: none"> ▪ Analyze, synthesize and interpret data collected (summary) ▪ Prepare critical review and draw conclusions and compare to existing literature (discussion) 	<ul style="list-style-type: none"> ▪ Review <i>Constructing Summary and Discussion</i> training materials, then complete and submit the <i>Summary and Discussion Developmental Activity</i>
SLO 5: Ethical Conduct. Students will identify significant ethical issues in research and inquiry and/or address them in practice.	<ul style="list-style-type: none"> ▪ Design and report research ethically ▪ Maintain ethical integrity 	<ul style="list-style-type: none"> ▪ Review <i>Reporting Research Ethically</i> training materials and complete quiz. ▪ Optional: Complete CITI Training
SLO 6: Communication. Students will convey all aspects of their research and inquiry (processes	<ul style="list-style-type: none"> ▪ Prepare / direct communication appropriately based on given audience(s) during in class poster sessions and other research symposia. 	<ul style="list-style-type: none"> ▪ Construct a poster presentation (1 slide) that targets the educated, non-expert audience. Use the structure (use one of the instructor-provided poster templates) and rubric as guidance. ▪ Record voice-over to the slide to deliver a well-organized, logical, informative, and engaging talk describing the research. ▪ Post the recorded slide to the course Discussion Board and reply to three classmates' posters. Use the structure and rubric provided for discussion replies.

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