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## Tea-Searching with Undergrad & Grad Students: Moving Beyond the STEM Fields

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# Tea-Searching with Undergrad & Grad Students: Moving Beyond the STEM Fields

# UNLV Best Teaching Practices Expo 2018

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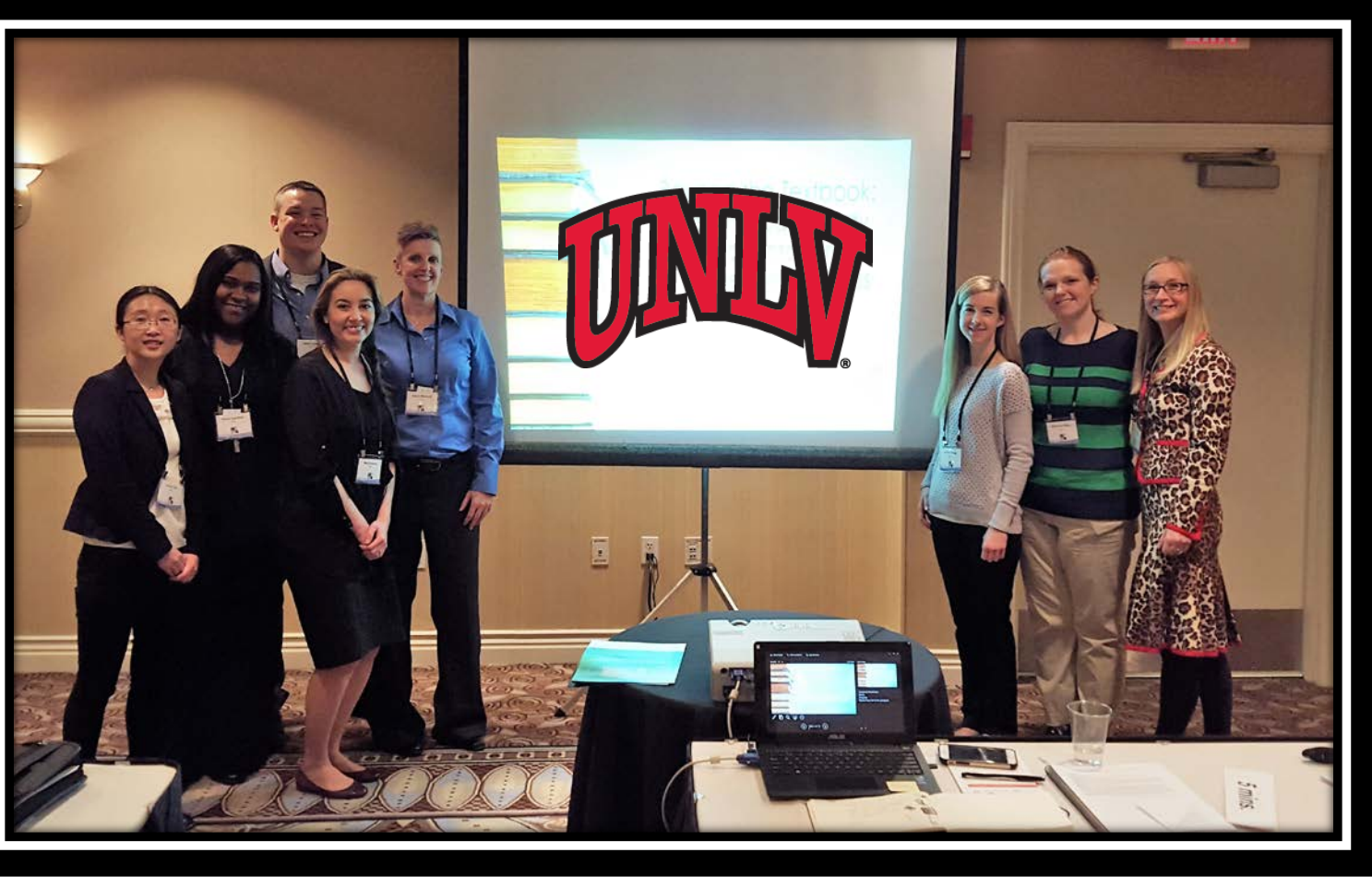
## The practice and the need it addresses

### Teaching and Researching in the College Classroom

**Tea-searching** is a blend of teaching and research in the college classroom. It is **learning by doing** with in-class exercises and assignments designed to study complex problems, collect and analyze data, and discuss findings – all to varying levels at the undergraduate, masters, and doctoral levels. In the past decade, research on these student experiences has revealed the extensive array of professional and personal benefits.



The research involvement not only deepens student learning ... but also promotes collaborations with faculty members and other student colleagues in a manner that builds and sustains a community of scholars who have the confidence to both ask the “What if?” questions and then engage in the exciting journey to find the answers. -- National Academies of Sciences, Engineering, and Medicine (2017).



## Evidence this practice benefits UNLV Students

### Feedback from Student Evals

Because of our semester-long research project:

- I became familiar with the process of qualitative research & the work it entails.
- Appreciated hands-on experience and learning by doing (mentioned by 7 students)
- The opportunity to debrief with classmates about the process of data collection and analysis
- Potential to work with real data and contribute to a study
- Presentation at my first academic conference
- Opportunity to work as a research team
- Highly functional, made for deeper understanding of the method
- Practiced interviews and developed social skills for research
- Designed and conducted research with guidance and support
- Practiced “doing” research in a safe environment – okay to ask questions
- Expanded interest of at-risk student populations
- The opportunity to possibly reach a life (e.g., We let the interviewees know that someone cares about them.)



## Resources and where to find them

### Recommended Reading

*Programs routinely include courses in research design and methodology, but **developing and honing research skills requires much more than coursework.** From a socialization perspective, this includes interpersonal interaction with faculty and peers, participation in professional activities related to the academic field of study, hands-on experience actually conducting research, and practice in writing the kinds of work that is appropriate for academic publication.*

On Becoming a Scholar by Gardner & Mendoza (2010), p. 48



Boylan, M. (2009). Undergraduate STEM research experiences: Impact on student interest in doing graduate work in STEM fields. In R. G. Ehrenberg & C. V. Kuh (Eds.), *Doctoral education and the faculty of the future* (pp. 109–120). Ithaca, NY: Cornell Univ. Press.

Carter, D.F., Ro, H.K., Alcott, B, & Lattuca, L. (2016). Co-Curricular connections: The role of undergraduate research experiences in promoting engineering students’ communication, teamwork, and leadership skills (2016). *Research in Higher Education*, 57: 363. <https://doi.org/10.1007/s11162-015-9386-7>

Russell, S.H., Hancock, M.P., McCullough, J. (2007). *The benefits of undergraduate research.* 316 (5824): 548-549. DOI: 10.1126/science.1140384

## How other UNLV teachers might adopt this practice

### Examples of my Tea-Searching at all student levels at UNLV:

#### Undergraduate

**BUS 498: Global Business Strategy**  
Students are taught various frameworks and apply them to real world case studies. In Spring 2018, students discussed Shanghai Disneyland and were asked to research Disney in China from a CAGE Model perspective (Cultural, Geographic, Administrative and Economic). Research will be presented at AABSS 2018.

#### Masters

**EDH 626: Intro to Student Affairs/Personnel**  
Students learned about mid-level administrators in student affairs and conducted their own interviews of mid-level admins from around the U.S. More than 30 interviews were completed, transcribed, coded, and analyzed. Findings for RQ1 were presented at ACPA 2017 and RQ2 at EQRC 2017.

**EDH 750: Special Topics in Higher Ed**  
This course from Spring 2016 examined the ways that college students, faculty, and administrators are featured in pop culture and considered the accuracy of these fictional accounts of college campuses. Students presented at FWPCA in 2016 and published book reviews (e.g., JSARP, 2017).

#### Doctoral

**EPY 729 Fall 2015 & 2017: Qualitative Case Study Research Methods**  
Students designed qualitative research projects from start to finish: IRB, lit review, research design, observations, interviews, coding, analysis, and results. Presentations at EQRC 2018 and EQRC 2016. Scholarly publications are currently in progress.