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

Kim Nehls

University of Nevada, Las Vegas, kim.nehls@unlv.edu

Follow this and additional works at: https://digitalscholarship.unlv.edu/btp_expo

Part of the Higher Education and Teaching Commons

Recommended Citation
Nehls, Kim, "Tea-Searching with Undergrad & Grad Students: Moving Beyond the STEM Fields" (2018). UNLV Best Teaching Practices Expo. 15.
https://digitalscholarship.unlv.edu/btp_expo/15
Tea-Searching with Undergrad & Grad Students: Moving Beyond the STEM Fields

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.

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.)

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

Resources and where to find them

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 contribute to a study of 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. This course from Spring 2016 examined the ways that college students, faculty, and administrators contribute to a study of 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.

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 2018. Scholarly publications are currently in progress.