A Tale of Two CUREs: Course-based Undergraduate Research Experiences and Online Information Literacy Instruction
Jenny Dale
Information Literacy Coordinator
Liaison to Classical Studies, Communication Studies, English, Media Studies, and Women’s, Gender, and Sexuality Studies
Pronouns: she/her/hers
jedale2@uncg.edu
Sam Harlow

Online Learning Librarian
Liaison to Community and Therapeutic Recreation, Kinesiology, Public Health Education
Pronouns: she/her/hers
slharlow@uncg.edu
We acknowledge that the land we are gathered on has long served as the site of meeting and exchange amongst a number of Indigenous peoples, specifically the Keyauwee and Saura. We also want to acknowledge the long history and lasting legacies of slavery on these lands.

Image credit: "Greetings from Greensboro N.C." in North Carolina Postcard Collection (P052), North Carolina Collection Photographic Archives, Wilson Library, UNC-Chapel Hill
The What and Why of CUREs
Please respond to a two question survey at www.menti.com using the code 5813 4506
CURE = Course-based Undergraduate Research Experience

CUREnet definition:

“A project that engages whole classes of students in addressing a research question or problem that is of interest to the scientific community*.” ("What is a CURE?")

*A more inclusive definition might use “a disciplinary community” rather than “the scientific community.”
Why undergraduate research?

Undergraduate research is one of 11 high-impact educational practices (identified by George Kuh (2008) and promoted by the Association of American Colleges and Universities).

“The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions” (Kuh, 2008).
Why don’t all undergraduate students engage in research?

Barriers for students
- Awareness of existing opportunities
- Awareness of the benefits of research experiences
- Awareness of norms associated with scientific research
- Perceived barriers of interactions with faculty
- Financial and personal barriers
  (Bangera & Brownell, 2014, pp. 602-603)

Faculty selection barriers
- Assessment of mentorship effectiveness and preference for the “best” students based on metrics like GPA
- Unconscious bias can lead to selection preferences based on race, gender, and socioeconomic status
  (Bangera & Brownell, 2014, pp. 603-604)
A CURE for undergraduate research barriers?

According to Bangera & Brownell (2014), “A solution to this bottleneck is to restructure the first entry point into research” (p. 604). The authors that requiring CUREs in lower-level or introductory courses, which can serve as a gateway to independent, faculty-led undergraduate research experiences can reduce some inequities in access to these experiences (pp. 604-605).
CUREs/research internships (Auchincloss et al., 2014, p. 30)

<table>
<thead>
<tr>
<th>Mentorship structure</th>
<th>CUREs: One instructor to many students</th>
<th>Research internships: One instructor to one student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>Open to all students in a course</td>
<td>Open to selected or self-selecting few</td>
</tr>
<tr>
<td>Time commitment</td>
<td>Students invest time primarily in class</td>
<td>Students invest time primarily outside of class</td>
</tr>
</tbody>
</table>
Where do we find CUREs?

- Biological Sciences: 65.8%
- Chemistry: 11.0%
- STEM (general): 9.6%
- Computer Science: 4.1%
- Engineering: 2.7%
- Health sciences: 2.7%
- Fine arts: 2.7%
Even more simplified...

- Fine Arts: 2.7%
- STEM: 97.3%
What else does that literature show?

- CUREs are being integrated throughout undergraduate curricula, from introductory (and even specifically first-year courses) to upper-level laboratory courses.
- There seems to be an increased interest in exploring the impact of CUREs at minority-serving institutions, Hispanic-serving institutions, and with specific cohorts of underrepresented students.
- Literature search included several articles co-authored by undergraduate students.
About UNCG

- Classified as a comprehensive doctoral research university with “high research activity” and as a community-engaged institution by the Carnegie Foundation.
- Minority-serving institution
- About 16,000 undergraduate students, with 93% coming from the state of NC
- Over 50% Pell eligible
CUREs at UNCG

2017: UNC System Undergraduate Research Award granted to a cross-institutional team led by the director of UNCG’s Undergraduate Research, Scholarship, and Creativity Office. Their goals were to develop and promote development of CUREs, create a network of developers, and create a system-wide CURE summit for students, faculty, and administrators. (see press release)

2018: UNCG received funding from the Mellon Foundation “for transformative initiatives aimed at increased participation of humanities undergraduates in research.” (see press release)
Jenny Dale and ENG 106
Course overview:

▸ Mostly non-major course
▸ General education - Literature marker
▸ Two sections of the course in Spring 2020 were Mellon-funded
  ▸ These sections were Writing Intensive and limited to 25 students
CUREs in the Humanities

● So far, there has been very little scholarly research published about CUREs in the humanities.

● Practitioner resources are available, including:
  ○ [Resources from CURAH](https://curah.org) (Arts and Humanities Division of the Council on Undergraduate Research)
  ○ [Mellon initiative resources from Trinity University Undergraduate Research in the Arts and Humanities](https://www.trinity.edu/cur)
Potential Humanities CURE projects

▸ Exhibits ([MacInnes, 2018; Sand et al., 2017](#))
▸ Digital humanities sites (creation or contribution) ([MacInnes, 2018](#))
▸ Transcribing manuscripts or curating/cataloging collections ([MacInnes, 2018](#))
▸ Virtual conferences ([CURAH editorial team, 2020](#))
How it started...

The original plan as of January 2020:

- Two face-to-face library instruction sessions
  - One focused on finding poetry reviews, one on evaluating and finding other secondary sources
- One face-to-face visit to the Special Collections and University Archives
- A student-created physical exhibit featuring recommendations from the Kirby-Smith poetry collection
How it went...

- One face-to-face library instruction session focused on finding poetry reviews
- One face-to-face visit to the Special Collections and University Archives
- A student-created (with lots of librarian support) virtual exhibit featuring recommendations from the Kirby-Smith poetry collection
English 106: Public Research Adaptation

Welcome! On this site you’ll find content created by students in Dr. Carl Schlicke’s English 106 (Introduction to Poetry) classes at UNC Greensboro in Spring 2020. During the semester, students engaged with poetry from the UNCG University Libraries’ Kitts-Smith Poetry Collection. The project was intended to culminate in a physical exhibit in Jackson Library, but the COVID-19 Pandemic required us to move the exhibit online. Please browse through the pages to learn more about titles that English 106 students recommended from the Kitts-Smith Collection! For each recommended title, students providing information about the text and its author, about the poems included, and about why we should read their recommended title. The pages on this site are organized by date, with recommendations spanning from 1920-2019.

[Link to the website: go.uncg.edu/eng106ks]
# UNCG Libraries in Canvas: Home

Welcome to a guide on how UNCG Libraries can help instructors in Canvas. This guide is intended for UNCG instructors teaching in Canvas. Please see below about each page in this guide. If you have any questions or suggestions about the library in Canvas, please email the UNCG Online Learning Librarian: sharlow@uncg.edu.

Library Resources Tab: This page explains the Library Resources tab available in all banner fed Canvas courses at UNCG.

Librarian Role: This page goes over how to add a "Librarian" into your Canvas course.

Canvas Commons: This page explains the Canvas Commons area and lists out what library and OER resources are available in Canvas Commons.

Library Integration: This page covers what LTI and embedding options are available in Canvas, including permalinks, streaming film, Gale products, and Wiley Researcher Academy.

Content Creation: This page gives examples of the kind of content that librarians can create in Canvas.

Meet your Librarians: This page will connect you to your liaison librarian.

---

## Related Guides & Websites
- UNCG Libraries Tutorials
- UNCG Libraries Instructional Technology Toolkit
- UNCG Libraries Distance & Online Learning Guides
- UNCG Libraries homepage

## Copyright

Copyright:
- EReserves and consulting with your librarian about what electronic materials can be used in Canvas can help instructors stay safe from copyright violations in Canvas.
- Copyright at UNCG
- Wayne State University: Fair Use Checklist

## Canvas Guides

Canvas Guides:
- UNCG IT Canvas
  - This page is the UNCG Information Technology Canvas page.
  - Canvas Guides: Instructors
  - Canvas Guides: Students
  - Canvas Commons Guides

## UNCG Canvas Guides

UNCG Canvas Guides:
- UNCG CAS: Best Practices and Useful Tips in Canvas
- UNCG CAS: Canvas Guides

---

## Creative Commons License

UNCG Libraries in Canvas by Samantha Harlow is licensed under a Creative Commons Attribution 4.0 International License.
HEA 447 and Information Literacy Grant

- Fall 2019, already CURE based
- Online, Asynchronous, experienced instructor with the course and online learning
- Won UNCG Libraries Information Literacy Stipend
- Tools used: H5P, Group Discussions, Canvas Studio
HEA 447 and Research Assignment

HEA 447: Income, Social Status, and Health

Final assignment was to create a group annotated bibliography on a health disparity or exposure related to income and social status in the United States

Interactive Video from both their librarian to explain the search process and then students searching on their own
Alternatives to Canvas Studio

- EdPuzzle
- H5P
- Panopto - need institutional license
- Other free screen recording tools at your university that your students can use!
Hello All! My name is Sam Harlow and I am the Public Health Education librarian for UNCG.

Here is me with my family this summer. I have been the Public Health Education Librarian for over 2 years, and I am also the Online Learning Librarian – so I am excited to be working with this online class.

Your professor and I worked together to create resources for you to better search for scholarly articles for your HEA 447 annotated bibliography assignment. If you checkout the Library Resources tab in the course navigation on your left, I provide you resources on finding articles, creating keywords, and more on the research process.
HEA 447: Searching Strategies for Annotated Bibliography Assignment

By Samantha Harlow
Public Health Education Librarian

UNC Greensboro University Libraries
Question 5 of 11

Google Scholar only feeds me articles that cost money.

- [ ] True
- [ ] False

[Re-watch] [Continue]
Since this is a group discussion, each group has its own conversation for this topic. Here are the ones you have access to:

- Housing and Mental Health
- Food (In)security and Sleep
- Employment and Substance use (Alcohol/Tobacco)
- Education and Physical Activity/Obesity

**Search Skills Application Activity**

Carrie Rosario

Purpose: This (ungraded) activity is part of your Annotated Bibliography prep. It allows you to put into practice the information literacy skills you gained from Sam Harlow’s tutorial.

Task:

1. Your group leader will create a search video in studio (formerly Arc) using some search terms related to your topic that will help you gather results for your annotated bibliography project.
   - Post your video from Studio (blue icon above) to the Canvas discussion, make sure that you select the comment feature so your peers can comment during your video.

2. Each group member will then comment on the search video created by the team leader. Comments should include things such as:
   - How the search could be improved,
   - What else, using Sam’s guidance, would help (i.e. looking beyond titles), or
   - Questions they have about how the team leader came up with some of the results, etc.

The goals for this activity are to make sure everyone in the group is on the same page of understanding about productive tools for searching, to get you interacting around searching for articles about your topic, and to dig deeper than just the first results that populate.
Assessment of HEA 447

A Google Form of questions was sent out to assess the activities used in the CURE HEA 447 class
What I have learned from HEA 447 module and activities using the searching strategies provided by the UNCG library is how to process my research using their data provided. This improved my knowledge of researching the database. Also using the quick search tab in navigating my research topic. Researching using the PEO and key words from the library database help with my group annotated bibliography assignment.
I feel like I got a better sense of what to look for in the articles and journals. I know that there is a large window for time an article is published, but I was able to find more relevant stuff this time around than before, with the suggestions about searching. I found a lot of articles to choose from versus what I have found in the past that I felt I had to choose the best of the worst. This time I had to actually pick the best of the best, which is just as hard!
I learned about how to navigate the site and access the resources I needed. I learned which resources were best for the assignment and the purpose of these tools. I learned different search terms and that some papers, although promising are not the sources I needed. I learned that I learn best through video. I learned that there is a correct and incorrect way to approach an annotated bibliography.


Integrate original scholarship in lower division classes • tips from CURAH. (2018, August 15). *CURAH.* [https://curartsandhumanities.org/2018/08/15/integrate-original-scholarship/](https://curartsandhumanities.org/2018/08/15/integrate-original-scholarship/)


*Mellon Initiative Resources.* (n.d.). Trinity University Undergraduate Research in the Arts and Humanities. Retrieved July 8, 2020, from [https://sites.trinity.edu/melloninitiative/resources](https://sites.trinity.edu/melloninitiative/resources)


Credits

- Slide template by SlidesCarnival
- Thank you image by Morvanic Lee on Unsplash