



A Tale of Two CUREs: Course-based Undergraduate Research Experiences and Online Information Literacy Instruction



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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



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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

(Banger & 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

(Banger & Brownell, 2014, pp. 603-604)

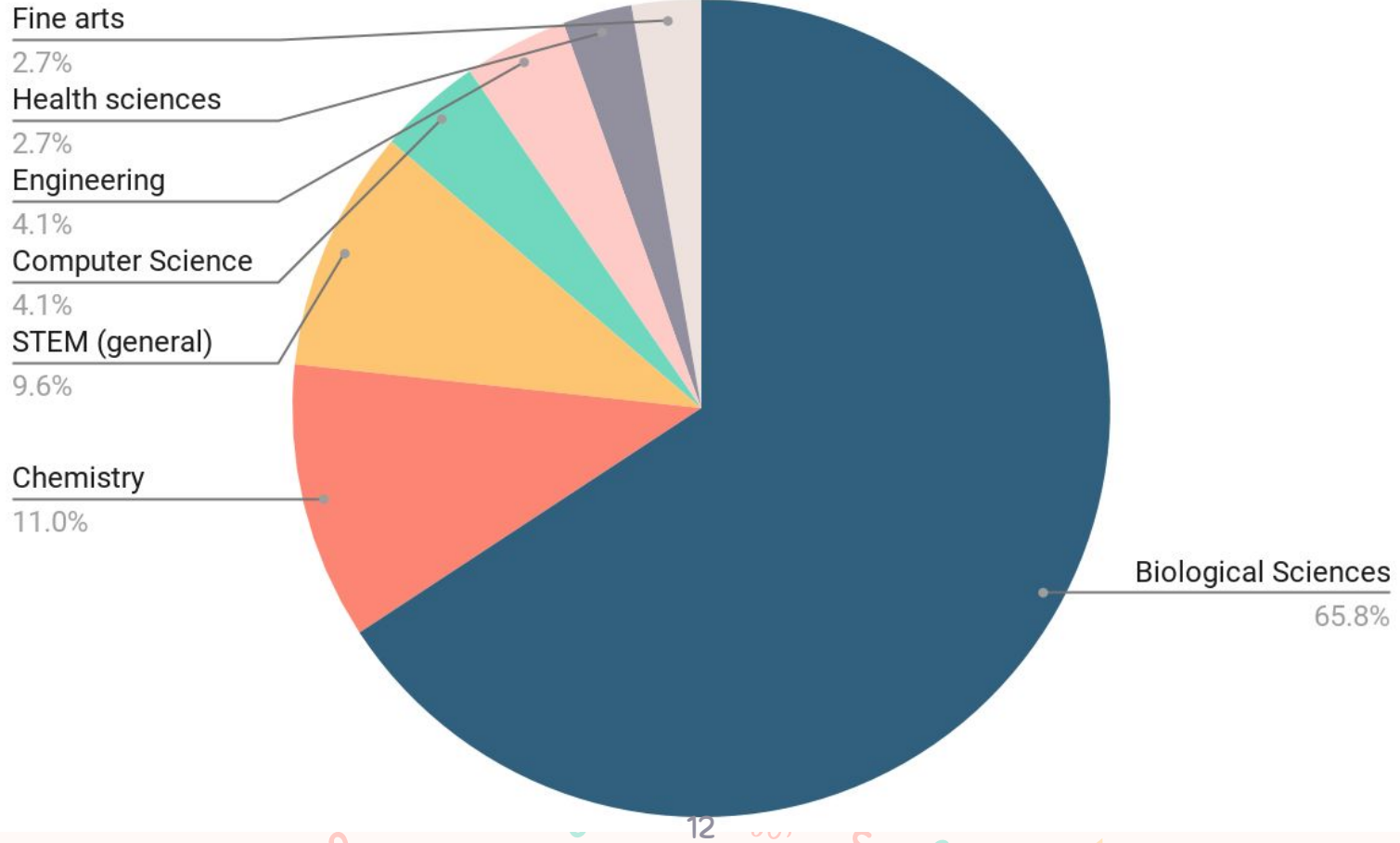
A CURE for undergraduate research barriers?

According to Bangerer & 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).

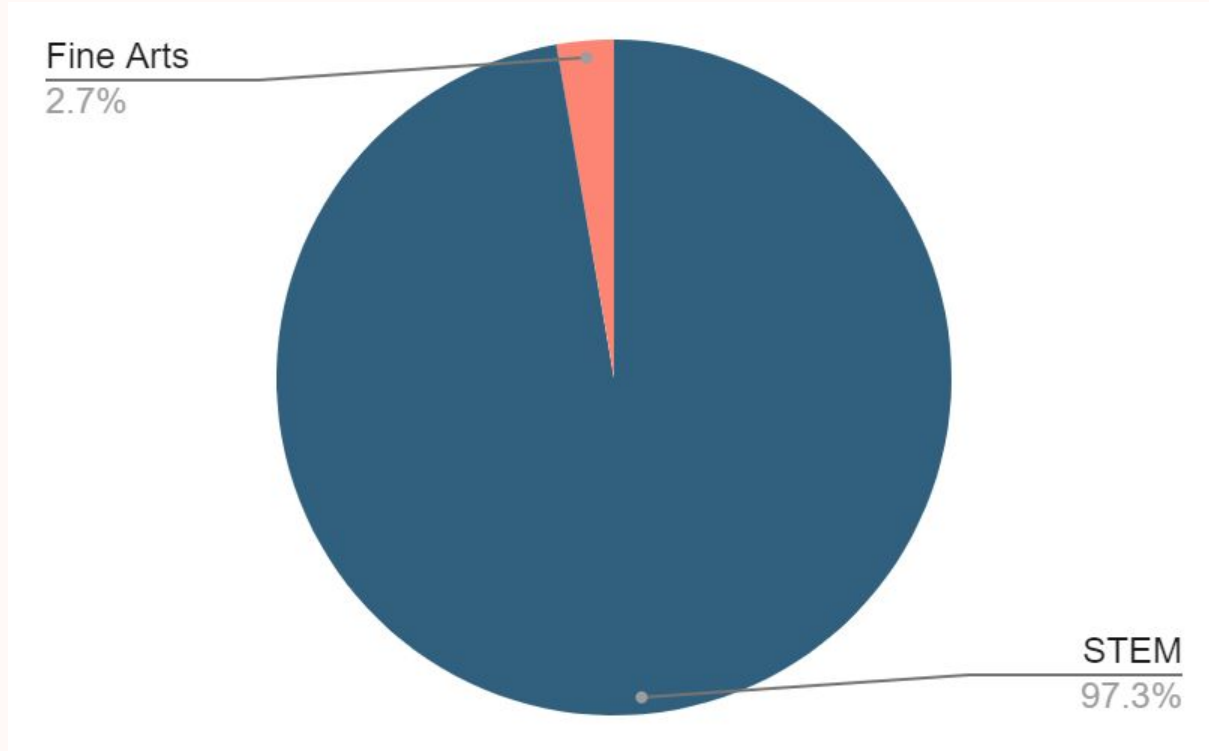
CUREs/research internships (Auchincloss et al., 2014, p. 30)

	CUREs	Research internships
Mentorship structure	One instructor to many students	One instructor to one student
Enrollment	Open to all students in a course	Open to selected or self-selecting few
Time commitment	Students invest time primarily in class	Students invest time primarily outside of class

Where do we find CUREs?



Even more simplified...



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](#))



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Jenny Dale and ENG 106

ENG 106: Introduction to Poetry (Spring 2020)

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](#) (Arts and Humanities Division of the Council on Undergraduate Research)
 - [Mellon initiative resources from Trinity University Undergraduate Research in the Arts and Humanities](#)

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...

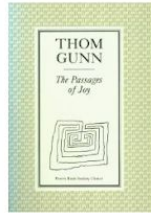
The original plan as of January 2020:

- ▶ 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 Schlachte'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' Kirby-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 recommend from the Kirby-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 1930-2019.



<https://sites.google.com/uncg.edu/eng106/public-research-adaptation/1970-1989?authuser=0>

go.uncg.edu/eng106ks



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Sam Harlow and HEA 447

UNCG Public Health Education

UNCG Libraries in Canvas: Home

[Home](#) | [Library Resources Tab](#) | [Librarian Role](#) | [Canvas Commons](#) | [Library Integration](#) | [Content Creation](#) | [Meet Your Librarian!](#)

Related Guides & Websites

- UNCG Libraries Tutorials
- UNCG Libraries Instructional Technology Toolkit
- UNCG Libraries Distance & Online Learning Guide
- UNCG Libraries homepage

eReserves in Canvas

You can fill out a form to put portions of print materials on eReserves, which then embeds the materials in Box. We check for copyright issues for you!

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

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

Welcome!

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 lays 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 Librarian: this page will connect you to your liaison librarian.

Canvas Presentation




- "UNCG Libraries and Canvas" presentation link

Create Commons License



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Online Learning Librarian



Samantha Harlow

[Email Me](#)

[Schedule Appointment](#)

Chat with the Jackson Library Reference Desk:

Available:

Type here to chat... Press ENTER to send.

Contact:
121 Jackson Library
336-256-0274

Subject:
Community and Therapeutic Recreation,
Integrated Professional Studies,
Kinesiology, Liberal Studies, Public Health
Education

▶ 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!

Library Resources and Canvas Studio Activity

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 check out 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 447-01 - HEA 447-01: Income Social Status Health [FA19]

HEA 447 Income, Social Status, Health: Home

Home | **Library Resources** | Finding Sources and Research | Search Strategies | Databases and Articles | Health Statistics | Research Data

Library Resources

- HEA 201 Personal Health by Sam Harlow
Last updated Sep 16, 2019
42 views 0 likes
- HEA 202 How to "Socially" by Sam Harlow
Last updated Sep 5, 2019
20 views 0 likes
- HEA 203 Introduction to Public Health by Sam Harlow
Last updated Mar 30, 2019
428 views 0 likes
- HEA 312 Public Health and Health Care Systems in the US by Sam Harlow

Public Health Education Librarian

>Welcome to the HEA 447 Income, Social Status, Health library search guide. I hope that the links above are helpful to you!

Evaluating Sources and Research includes tips and advice on how to evaluate the information you find online, as well as research tutorials to help you get started on the research process.

Search Strategies includes information on developing keywords using PICO, gray literature, peer review, information, copyright, etc.

Databases of Articles includes UNCG library resources and beyond to find databases and articles on public health, income, and social status topics.

Sam Harlow
[Email Me](#)
[Download Article](#)

Press Esc to exit full screen

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

Details Insights Captions Quiz Results

HEA447Fall2019

 Edit details



Sam Harlow

September 12, 2019

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](#)

13

11

7 32

1 17



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.



Thank
you!

Questions?

You can find us at:

slharlow@uncg.edu and jedale2@uncg.edu

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Credits

- ▶ Slide template by SlidesCarnival
- ▶ Thank you image by [Morvanic Lee](#) on [Unsplash](#)