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ABSTRACT

Grounding students in research methodology is at the core of the undergraduate curriculum. Students usually conduct individual projects in the experimental psychology or research methods courses, and most undergraduate courses in the psychology curriculum contain a strong research component. The opportunities and benefits for undergraduate student and faculty development after students have completed their research projects are addressed. Specifically, convention presentations and journal publication opportunities are examined. Suggestions for poster and paper presentations on campus and at regional, national, or statewide meetings are presented. The benefits for students and for faculty working with and sponsoring undergraduate students in presenting their work are reviewed. Developing students' scholarly skills is compatible with developing faculty's teaching and research skills. A win-win situation exists for both faculty and students when faculty facilitate the implementation of students' presenting and publishing opportunities. Originally a poster presentation, this brief paper contains contact information for journals that publish undergraduate research. (EMK)

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Running head: DEVELOPING STUDENTS AND FACULTY

Developing Students, Developing Faculty: Incompatible or Compatible Goals?

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ED 422 555

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## Abstract

This poster addressed the opportunities and benefits for undergraduate student and faculty development once students have completed their research projects. More specifically, we examined convention presentations and journal publications. Because of the authors' extensive experience in sponsoring students' research and in editing the two most recently developed journals for publishing undergraduate students' research, as well as the Teaching of Psychology, we offered numerous suggestions for facilitating faculty implementation of students' presenting and publishing opportunities. Finally, the authors concluded that developing students' scholarly skills is compatible with developing faculty's teaching and research skills.

### Developing Students, Developing Faculty: Incompatible or Compatible Goals?

Since 1879, empirical research has constituted psychology's methodological foundation. Thus, many courses (e.g., learning, memory, cognition, and sensation and perception) in the contemporary psychology curriculum have a strong research base. Moreover, students usually conduct their own research projects in the experimental psychology or research methods courses.

Currently, students can participate in at least one student research conference in more than a dozen states. Additionally, beginning in 1996, two new journals, Psi Chi Journal of Undergraduate Research and Journal of Psychological Inquiry, devoted to undergraduate research have appeared. The Journal of Psychology and the Behavioral Sciences is the oldest such journal, dating to 1966.

This poster addressed the opportunities and benefits for undergraduate student and faculty development once students have completed their research projects. More specifically, we examined convention presentations and journal publications.

#### Opportunities

Opportunities for presenting research include (a) end-of-class poster and paper presentations (Gore & Camp, 1987; Baird, 1991) (such sessions are not limited to experimental psychology or research methods classes); (b) department-wide paper reading and poster sessions (Rosenberg & Blount, 1988) (a variant of this approach involves the inclusion of neighboring institutions); (c) regional students' psychology conferences (see Smith & Davis, 1997, p. 17); and (d) regional and national psychology conventions e.g., Midwestern Psychological Association and Southwestern Psychological Association). Opportunities for publishing research include at least the three journals identified above, which have produced issues in each of the last three years. Table 1 provides details regarding those journals. Of course, particularly high levels of meritorious student scholarship can and should be submitted to top-of-the-line professional journals.

Table 1

Information about psychology journals that publish undergraduate students' scholarly work

Psi Chi Journal of Undergraduate Research

Information: [http://www.mercyhurst.edu/UPD/UPDdescriptions.htm#Psi Chi](http://www.mercyhurst.edu/UPD/UPDdescriptions.htm#Psi%20Chi)

Contact Person:

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Psi Chi Journal of Undergraduate Research  
Department of Psychology  
Emporia State University  
Emporia, KS 66801  
E-mail: [davisste@esvm1.emporia.edu](mailto:davisste@esvm1.emporia.edu)

Journal of Psychology and the Behavioral Sciences (JPBS)

JPBS Homepage: <http://alpha.fdu.edu/psychweb/JPBS.htm>

Instructions for Contributors: <http://alpha.fdu.edu/psychweb/Policy.htm#Policy>

Contact Person:

Dr. Daniel J. Calcagnetti  
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285 Madison Avenue  
Madison, NJ 07940  
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Journal of Psychological Inquiry (JPI)

JPI Homepage: <http://puffin.creighton.edu/psy/journal/JPIhome.html>

Instructions for Contributors: <http://puffin.creighton.edu/psy/journal/inscon.html>

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### Benefits

Benefits for students presenting research include (a) promoting creativity and critical thinking skills (Addison, 1996; Hubbard & Ritchie, 1995), (b) encouraging collaborative learning, (c) refining communication skills (Dunn, 1996; Schapman, 1998), (d) developing enthusiasm for scholarly pursuits (Khersonskaya, 1998), and (e) developing feelings of competence and familiarity with the entire research process (Wolverton, 1998). Benefits for students submitting manuscripts for publication include the previously mentioned benefits for presenting research, as well as (a) refining formal written communication skills (Lawson & Smith, 1996; Peden, 1991), (b) obtaining feedback from independent reviewers, and (c) enjoying the prospect for formal recognition for excellence in scientific investigation (i.e., publication).

Ordinarily students pursue scholarly activity inside and outside the classroom with the instruction, direction, and support of their teachers. Are such faculty efforts only for the students' benefit? We contend that faculty involvement in student research activities can have many benefits for teachers.

Benefits for faculty participation in student presentations include (a) reinforcing and extending their own scholarly skills, (b) establishing and maintaining collegial contacts, (c) developing contacts with faculty from graduate programs in psychology, (d) initiating peer teaching and research collaboration, and (e) increasing motivation for teaching and scholarly undertakings. Benefits for faculty involvement in student publication include (a) refining APA writing style, (b) improving writing skills, (c) enhancing knowledge and skills for teaching research, and (d) using published student research in the classroom to illustrate concepts and to model effective written communication.

### Summary and Conclusions

Grounding students in research methodology is at the core of the undergraduate curriculum. Students usually conduct individual projects in the experimental psychology or research methods courses. Moreover many undergraduate courses in the psychology

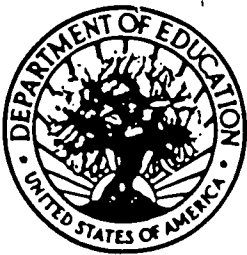
curriculum (e.g., learning, memory, cognition, and sensation and perception) contain a strong research component. This poster addressed the opportunities and benefits for undergraduate student and faculty development once students have completed their research.

Developing students' scholarly skills is compatible with developing faculty's teaching and research skills. A win-win situation exists, particularly for students and faculty at colleges and universities that emphasize and value teaching and research's broader meaning.

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