Leveraging Undergraduate Research for Scholarship and Teaching

Peter Felten and Paul Miller, Elon University
Thursday, November 13, 2014
12:00 noon-1:30 p.m.
Lunch served starting at 11:30 a.m.
Georgian Room, IMU

Kuh (2008), Lopatto (2009, 2010), and others demonstrate that undergraduate research is a high-impact practice. Students who participate in mentored undergraduate research typically experience a wide range of educational benefits; they learn more disciplinary content, they better understand disciplinary ways of thinking and researching, and they are more motivated to pursue their studies at and beyond the undergraduate level. In short, students shift from being consumers to producers of knowledge. Although significant obstacles often exist to effective mentoring of student researchers, mentoring undergraduates in research also provides benefits for faculty and graduate students including increased research productivity and career planning (Dickinson & Johnson, 2000; Fallow & Johnson, 2000; Johnson, 2002).

In this interactive workshop, we will explore why you may want to consider incorporating undergraduate research mentoring into your professional life and how you could use mentoring undergraduate research to inform how you teach and how you study your students’ learning.

Peter Felten is assistant provost for teaching and learning, executive director of the Center for Engaged Learning and the Center for the Advancement of Teaching and Learning and associate professor of history at Elon University. As a teacher, he aims to help students think critically and write clearly about the connections between the lives of individual people and larger themes in history. As a scholar, he has published widely on the scholarship of teaching and learning, including most recently the co-authored books Transforming Students: Fulfilling the Promise of Higher Education (Johns Hopkins University Press, 2014) and Engaging Students as Partners in Learning and Teaching (Jossey-Bass, 2014). As a mentor, he regularly writes and presents with Elon undergraduates, including co-presenting in May 2014 with Desiree Porter (Elon 2015) a conference keynote hosted by the University of Wisconsin.

From 2010-2011, Felten served as president of the POD Network, an association for higher education teaching and learning centers; he currently is a vice president of the International Society of the Scholarship for Teaching and Learning and co-editor of the International Journal for Academic Development.

Paul Miller is the Director of the Undergraduate Research Program and a Professor of Exercise Science at Elon University. He has delivered several research presentations and workshops on how undergraduate research can effectively support student and faculty development. He recently received the 2014 Ward Family Excellence in Mentoring Award in recognition of his mentoring of undergraduates in research at Elon University. He currently serves as a CUR councilor and was the founding chair of CUR’s Health Sciences Division. Miller also regularly publishes in his field of exercise science and is a Fellow of the American College of Sports Medicine.