



GSURC for Credit:

Integrating GSURC participation into your curriculum

The 2019 Georgia State Undergraduate Research Conference, hosted by the Honors College, was a great success! We had more than 200 presentations and a record number of majors represented. We are looking forward to another successful conference this spring on **Friday, April 17, 2020**.

One objective for this annual conference is to provide students with an opportunity to present research in a professional setting. A second, and equally important objective is to stimulate students' interest in participating in faculty-mentored research. A third is to stimulate critical thinking. To these ends, we hope to increase conference attendance by students who are not presenting, with the hope that the experience will foster increased interest in research and dialogue among peers about scholarly pursuits, while also supporting the students who participate. The ultimate goal is to engage more undergraduates in research.

Please consider how you might incorporate the 2020 Georgia State Undergraduate Research Conference into your course this spring. We suggest that you avoid giving credit or extra-credit for attendance only. Instead, we offer the following possible assignments that incorporate career competencies and skills and may fit well into a variety of courses.

Encourage students to submit proposals

Consider developing an assignment for your course that would result in student submissions to GSURC. Submissions can be by an individual or a group of students. We encourage submissions across colleges and disciplines. In addition to the traditional science poster presentation or humanities oral presentation, remember that student may submit proposals for creative work, artistic or visual displays, films and performances. See <http://gsurc.honors.gsu.edu/> for instructions on the proposal submission process.

Ask students to attend the GSURC plenary session or keynote address

The plenary session will feature an academic expert, while the keynote address will be delivered by the awardees of the 2020 Faculty Undergraduate Research Awards. Ask students to list three questions they would like to ask the speakers.

Ask students to use critical thinking to evaluate a presentation

1. Attend an oral presentation and evaluate the speaker's performance.
2. Attend poster presentations and evaluate the design and effectiveness of the poster.
3. Attend poster presentations or oral presentations and distinguish between data based conclusions and personal experience or opinion.
4. In posters or oral presentations, identify a common question, idea or theme across at least two disciplines.
5. Attend an artistic/visual display, film or performance and evaluate the work, identifying themes and concepts relevant to course content.

Ask students to integrate conference presentations to course content

1. Attend an artistic or visual display or film and evaluate the piece, identifying themes and concepts discussed in class.
2. Attend a poster or oral presentation related to the course material and connect the results presented by the student to a theory or concept discussed in class.
3. Attend a poster or oral presentation related to the course material and ask the presenter a question. Record both the question you asked and their response.
4. Attend two posters or oral presentations on different topics. Write a creative story that links these two topics together.

Ask students to use analytical thinking

1. Identify a poster presentation with a graph. Redraw this graph and use it to explain the dependent and independent variables, the type of analysis performed, and any conclusions that were drawn. Could the data have been displayed more effectively? Did the data support the conclusions?
2. Identify a poster presentation with statistical analysis of data. Summarize the data and the type of statistical analysis used. What conclusions were drawn? Was the statistical analysis performed correctly?
3. Identify a poster presentation that uses survey data. Were the questions being asked qualitative or quantitative? Was the sample size large enough to support the conclusions? Was any statistical analysis performed, and if so was it done correctly?
4. For a particular poster presentation, identify the design of the study and explain whether the design was appropriate to test the hypothesis. Would you have suggested a different design?
5. Based on what you learned in a poster/oral presentation, what ideas or future considerations do you have for research?