



Bringing Research to the Classroom
Within the Experimental and Data-
Intensive Social Sciences

Reinvention Center

Integrating Research into
Undergraduate Education

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Overview: Research as the Fourth “R”

★ Five Guiding Ideas

- ★ Venues: Classroom and Non-Classroom Experiences and Managing Students
- ★ From Folk to Scientific View of Data
- ★ Data sets, Relations, and Types
- ★ Doing vs. Appreciating
- ★ Assessing the Experiences

Consideration of the Learner

- ✦ Does teaching/research in the experimental/data intensive social sciences pose special challenges for students?
- ✦ What are the nature of these challenges and how should we respond to them?
- ✦ How can we accommodate the diversity of students' perspectives in responding to these challenges?

Alternative Models of the Learning Process

- ★ How should statistics/quantitative instruction be integrated in the curriculum?
- ★ When should Research Methods courses be presented in the curriculum?
- ★ What role should laboratory experiences play in Research Methods courses?
- ★ How should laboratory experiences be structured to facilitate the development of expertise in research? (I.e., the cookbook problem)
- ★ When, and in what role, should students join research teams?

Assessment & Costs

- ★ How should one assess classroom/laboratory instruction in experimental/data intensive social sciences?
- ★ How should one assess participation in research teams?
- ★ How can the resources of the research University be leveraged to reduce the costs of undergraduate research?



Differences in the Social, Behavioral, and Economic Sciences

- ✦ Sensitivity to how these ideas play out in the different SBE fields
 - ✦ Psychology (and its varieties), Linguistics (and its varieties), Sociology (and its varieties), Anthropology (and its varieties), Cognitive Science, Economics, etc.
 - ✦ Differing (opposed?) methodological, curricular, administrative factors.