

The Reinvention Center Integrating Research into Undergraduate Education: The Value Added

Research Service Learning

Robert J. Thompson, Jr.

Washington, DC

November 18, 2004

**Formulate the intellectual
agenda**

Educational Philosophy

LIBERAL EDUCATION

To empower the individual by expanding the capacities to reason and to empathize by developing intellectual skills, ways of thinking, and practices of inquiry.

Research University

The strongest educational advantage offered by a research university is to connect undergraduate education to the processes of inquiry and discovery.

Intellectual Skills

- Critical thinking and reasoning
- Analyze, integrate, and synthesize information and ideas
- Problem solving
- Formulate and support an argument
- Quantitative and scientific literacy

Personal Development

- Interpersonal skills
- Cross-cultural fluency
- Civic and moral responsibility
- Collaborate and compete
- Self-regulation

Epistemologically Sophisticated

- Inquire
- Generate knowledge and understanding
- Bring meaning to information
- Discern among competing claims
- Apply and translate knowledge to address societal problems

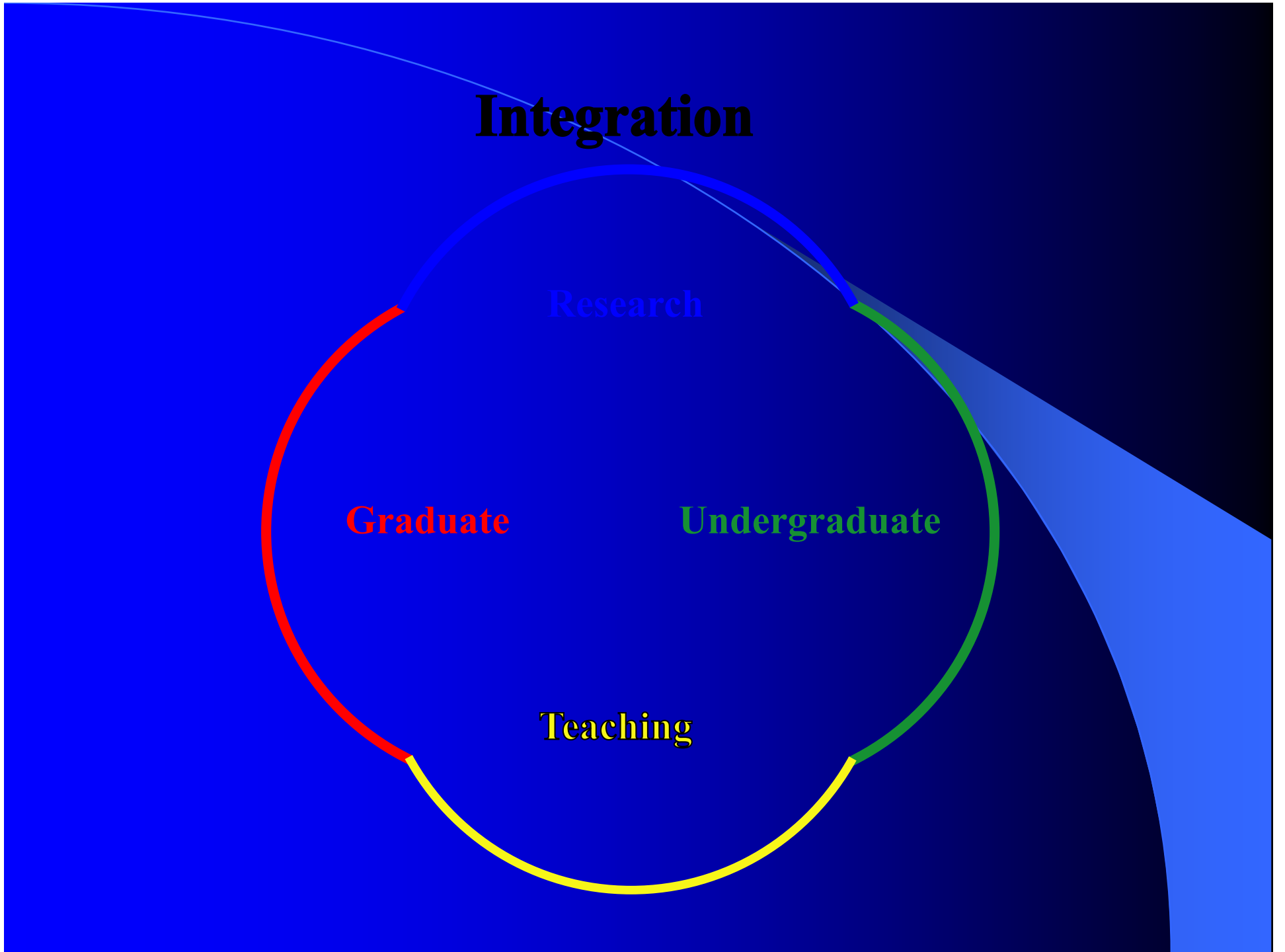
Integration

Research

Graduate

Undergraduate

Teaching



Enhancing Undergraduate Education

GOALS

- Establish and undergraduate culture of research
- Establish interdisciplinary, inquiry-based undergraduate education as the distinctive signature of Duke University

Enhancing Undergraduate Education

OBJECTIVES

- Increase the number of students who complete research experiences
- Increase the number of students who complete an honors thesis (Graduation with Distinction)

Enhancing Undergraduate Education

TASKS

Students:

Make intellectual and personal engagement the norm

Faculty:

Make inquiry-based pedagogies of engagement the norm

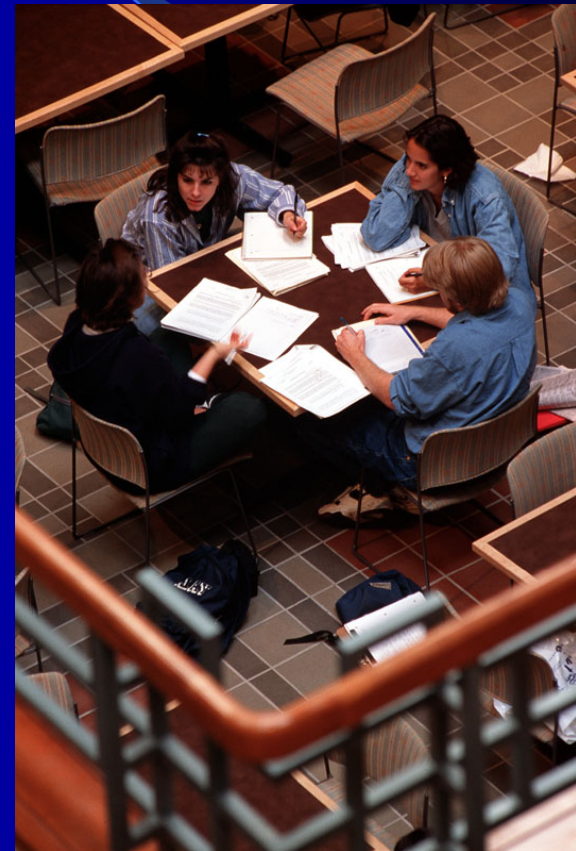
Enhancing Undergraduate Education

- Curriculum change
- Pedagogical change

The curriculum is the scaffolding to accomplish the intellectual agenda of the institution.

Trinity College Curriculum

- Inquiry-based
- Cornerstones
 - Writing
 - Research



Pedagogies of Engagement

Learning as discovery guided by mentoring

Learning Communities

Experiential Learning

Service Learning

Research Service Learning

Scholarship with a Civic Mission

Alma Blount

Elizabeth Kiss

Vicki Stocking

What is *Scholarship with a Civic Mission*?

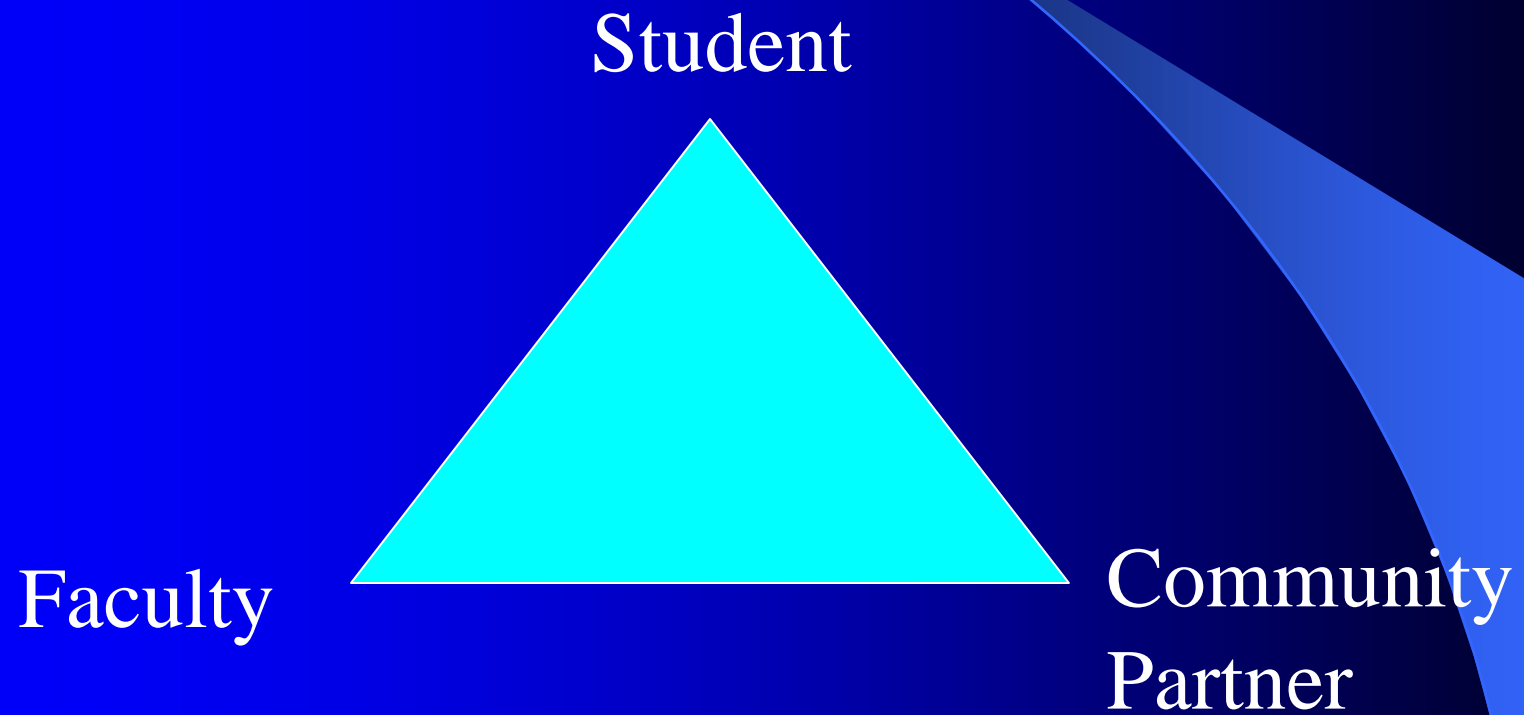
- 3-stage model for *research service-learning (RSL)*
- Enables undergraduates to design & pursue research that addresses community needs and interests
- Collaboration between *Kenan Institute for Ethics* and *Hart Leadership Program* with support from *Trinity College of Arts & Sciences*
- Supported by a 3-year, \$454,000 grant from the *Fund for the Improvement of Post-Secondary Education (FIPSE)*

Goals



- To foster *intellectual*, *ethical*, and *civic* engagement
- To link service-learning with:
 - the **Research** and **Ethical Inquiry** requirements of Duke's Curriculum 2000
 - **Faculty research agendas** and the university's mission to generate new knowledge
- To build sustained **community partnerships**

The RSL Partnership

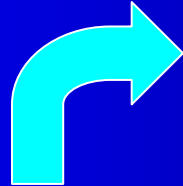
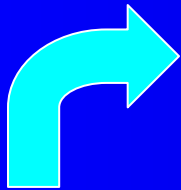


Structure: Three Stages

Capstone Research
Projects

Community-Based
Research
Experiences

Gateway
Courses



Stage 1: Gateway Courses

- Full-credit courses primarily for freshmen & sophomores
- 18-20 hours of service-learning
- Students develop basic research skills
- Ethical inquiry component
- Students prepare a 3-page, graded **Research Proposal** linked to their service-learning



Gateway
Courses

Stage 2: Community-Based Research

- Graded course, independent study, or research internship
- Field research with a community partner
- Basic training provided in field research methodologies
- Students keep a **Research Journal** that addresses intellectual, ethical, and civic issues
- Students share research product with community partner

Community-Based
Research
Experiences

Stage 3: Capstone Projects

Capstone Research Projects

- Senior honors thesis or advanced independent study
- Students frame research question, collect & integrate data, and form conclusions
- Synthesizes field research and secondary sources
- Students keep a **Research Journal** that explores intellectual, ethical, and civic issues
- Students “go public” -- share results with community partners and publish or present their work publicly

Interdisciplinary Pathways

Human Rights & Humanitarian Issues	Public Health Inequalities	Human Development & Education
---	----------------------------------	--

Departmental Pathways

Public Policy	Political Science	Others...?
------------------	----------------------	------------

Where We Are Now

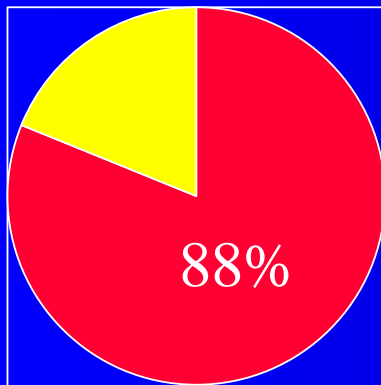
- **Gateway courses** have involved **12 departments** and **636 students**
- **61 students** have pursued **Stage 2 community-based research** with partners in Durham, Charlotte, Albuquerque, Chicago, Mexico, Peru, Kenya, Namibia, and South Africa
- **38 grants** awarded to students, faculty, and community partners
- **Students** have presented their work in local, national, and international settings
- **RSL faculty** have made over a dozen presentations

Assessment Plan

- **Levels**
 - Descriptive
 - Analytic
- **Methods**
 - Institutional surveys
 - Student Course Evaluations
 - Portfolios
 - Specific surveys

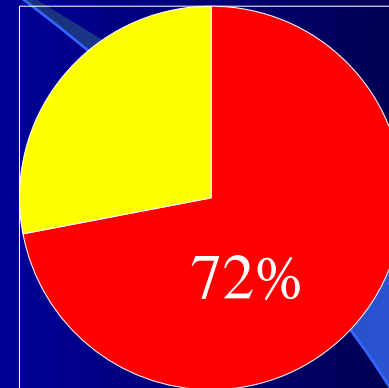
Student Survey Results *from post-course survey*

*Learning about
“real world” issues
(in comparison to other
Duke courses)*



■ More or
Much
More

■ Same,
Less, or
Much
Less



■ More or
Much
More

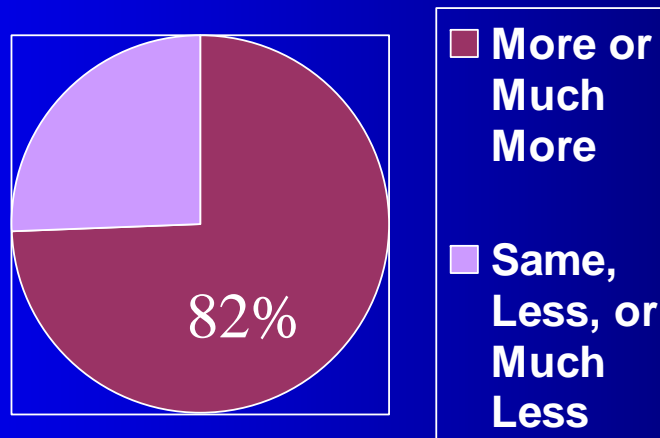
■ Same,
Less,
Much
Less

*Being Challenged to
Move Outside
Comfort
Zones*

Response Options: Much Less, Less, Same, More, Much More

Student Survey Results, *cont'd.*

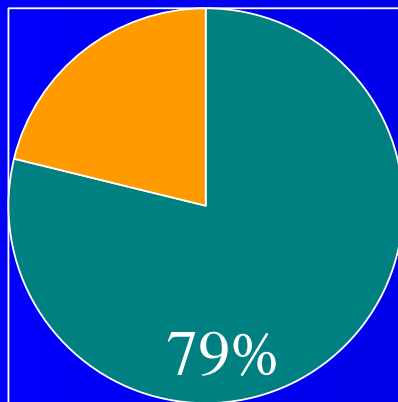
*Overall Enjoyment
of the Course in
Comparison
to other Duke Courses*



Response Options: Much Less, Less, Same, More, Much More

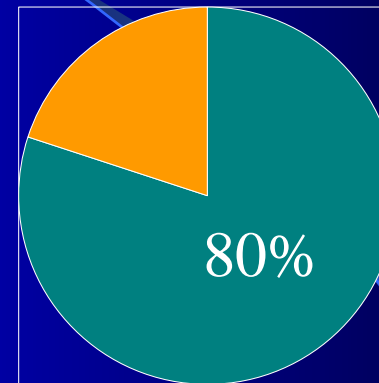
Value of Service-Learning Experience to Student

*Gained New Perspective
by Connecting
Classroom and World*



■ Valuable or
Very
Valuable

■ Somewhat,
Not Very,
Not



■ Valuable or
Very
Valuable

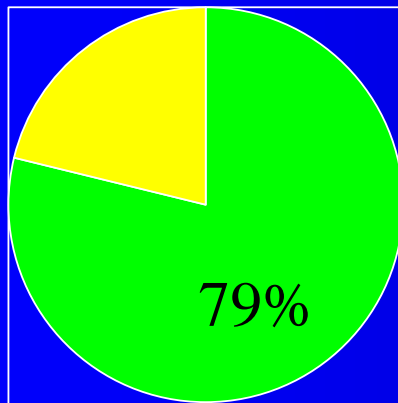
■ Somewhat,
Not Very,
Not

*Doing Something
that was Important to
Others*

**Response Options: Not at All, Not Very,
Somewhat, Valuable, Very Valuable**

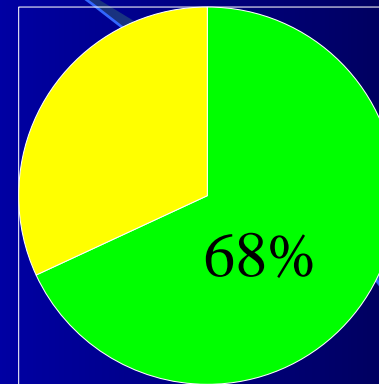
Value of Service-Learning Experience, *cont'd.*

Doing Something Important to Me



■ Valuable or Very Valuable

■ Somewhat, Not Very, Not



■ Valuable or Very Valuable

■ Somewhat, Not Very, Not

Doing Something That Will Have a Sustainable Impact

Response Options: Not at All, Not Very, Somewhat, Valuable, Very Valuable

Student Course Evaluation Items

Overall Appraisal

- The quality of the course
- The quality of the instruction

Course Characteristics

- Amount of effort/work
- Difficulty of the subject matter
- Intellectual stimulation

Course Dynamics

- Instructor was enthusiastic about the course
- Instructor was accessible outside class
- Participation in class discussion was encouraged
- Course requirements/expectations were clear
- Feedback on examinations/papers/performance was valuable
- Methods of evaluating student work were fair and appropriate

Appraisal of Progress

The extent to which this course contributed to your progress in the following learning objectives :

- Gaining factual knowledge
- Understanding fundamental concepts and principles
- Learning to apply knowledge, concepts, principles, or theories to a specific situation or problem

Appraisal of Progress

The extent to which this course contributed to your progress in the following learning objectives:

- Learning to analyze ideas, arguments, and points of view
- Learning to synthesize and integrate knowledge
- Learning to conduct inquiry through methods of the field
- Learning to evaluate the merits of ideas and competing claims

Appraisal of Progress

The extent to which this course contributed to your progress in the following learning objectives:

- Developing skills in oral expression
- Developing writing skills

Z-Score RSL vs. Trinity

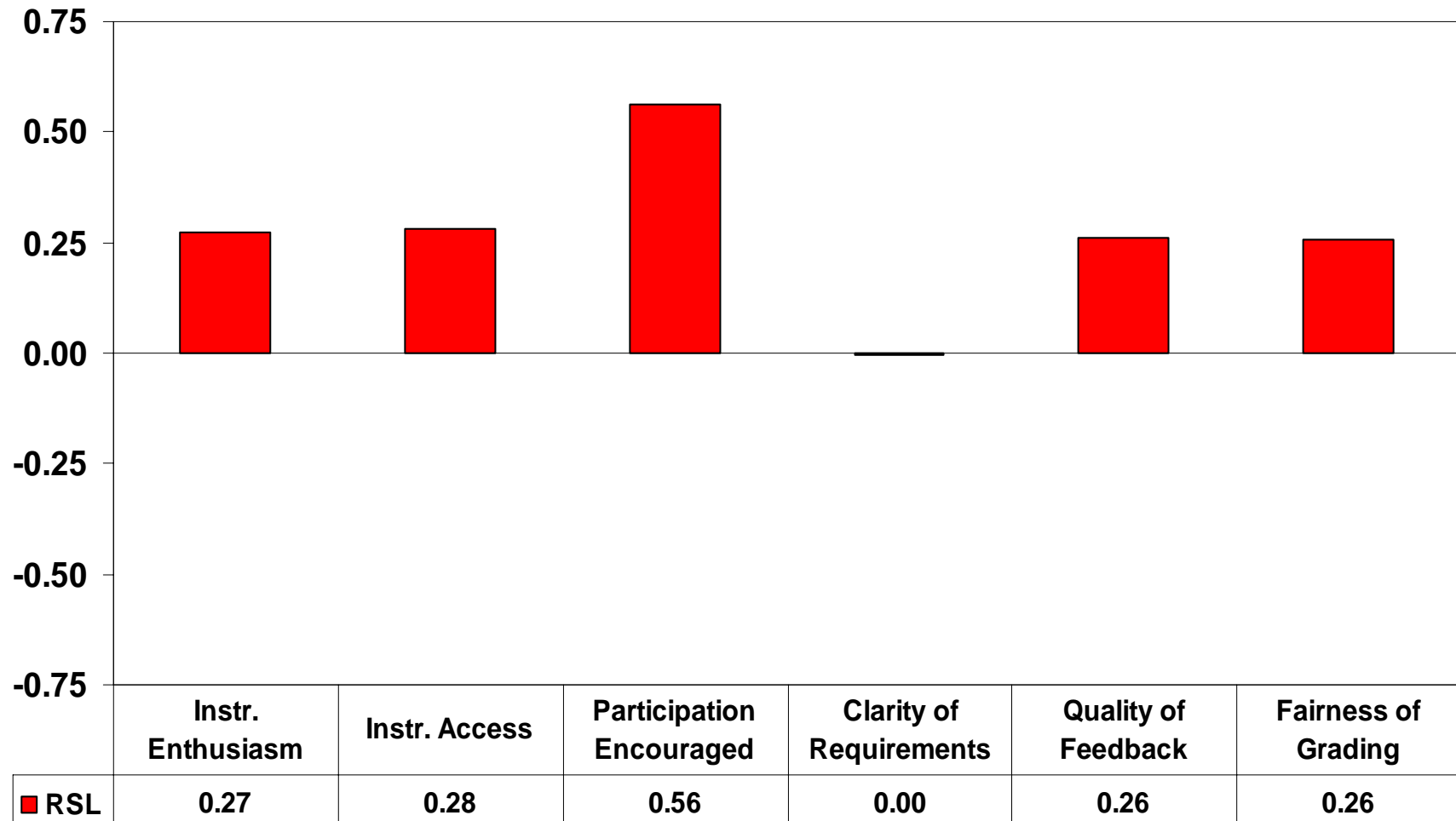
RSL (N=449) vs. Trinity (N=37106) Fall 2003/Spring 2004

Items 1-5



Z-Score RSL vs. Trinity

Items 6-11



Z-Score RSL vs. Trinity

Items 12-20

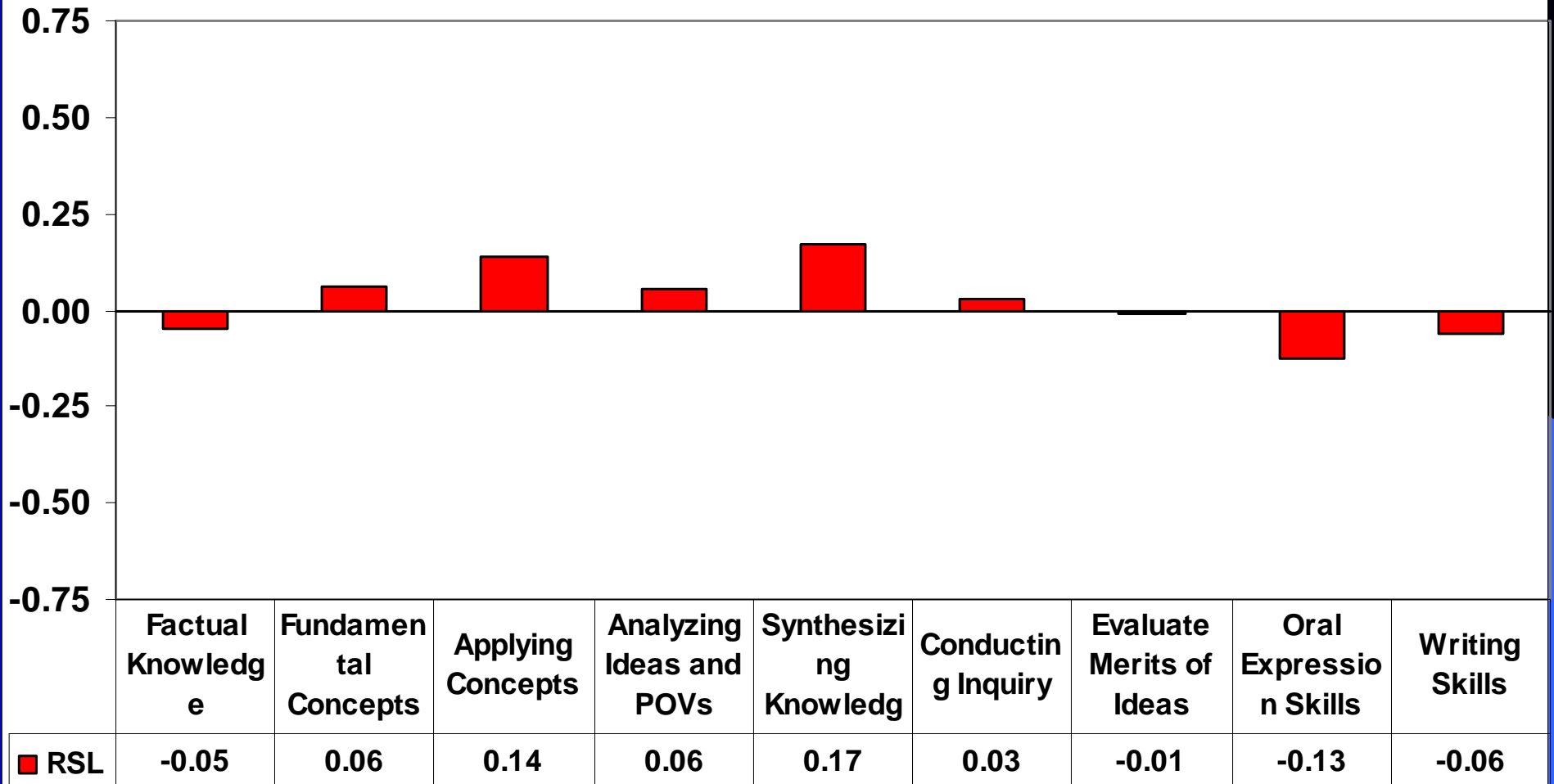


Figure 5 Percentage of Faculty Rating Learning Objectives

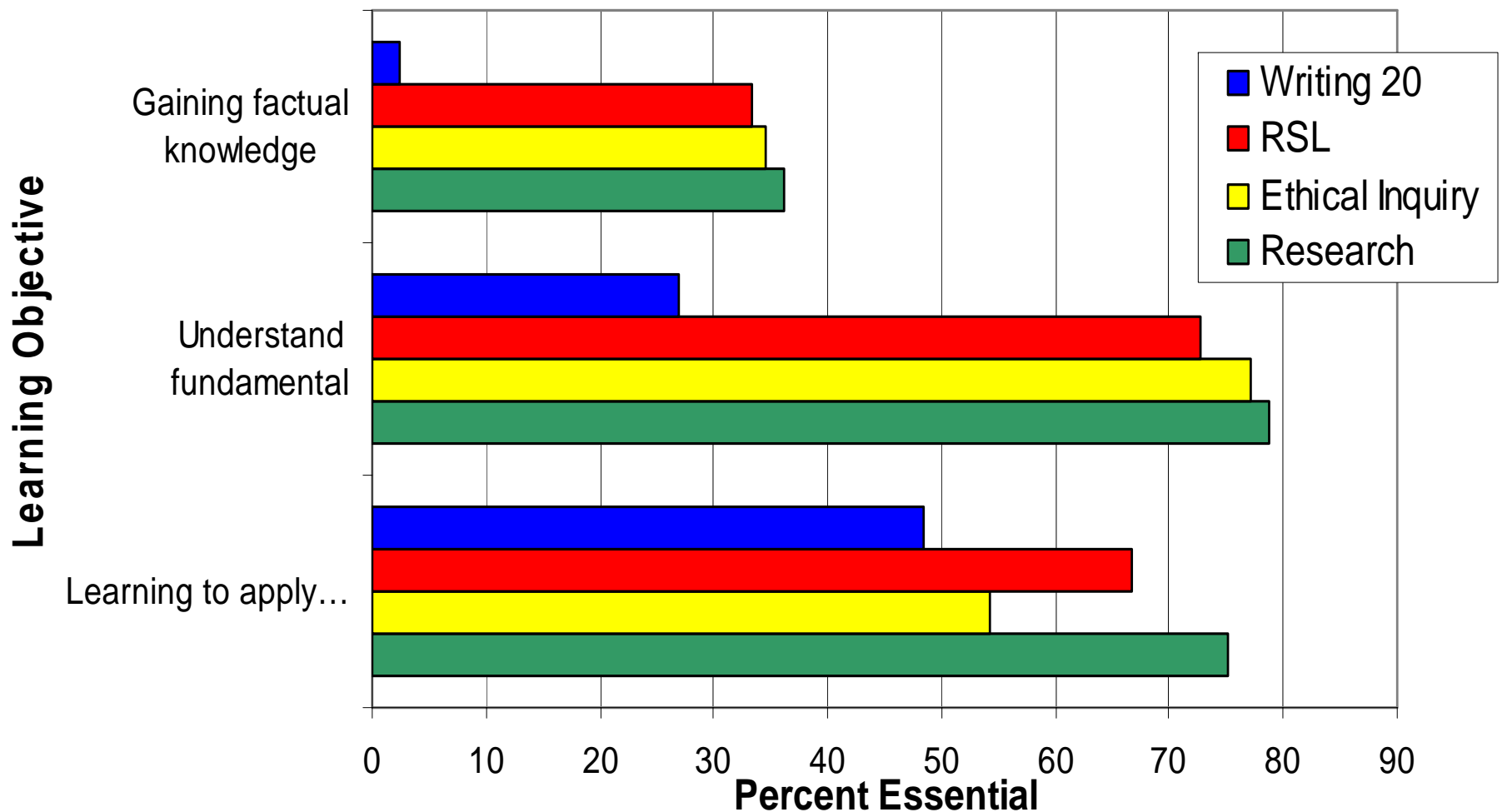


Figure 5 Percentage of Faculty Rating Learning Objectives

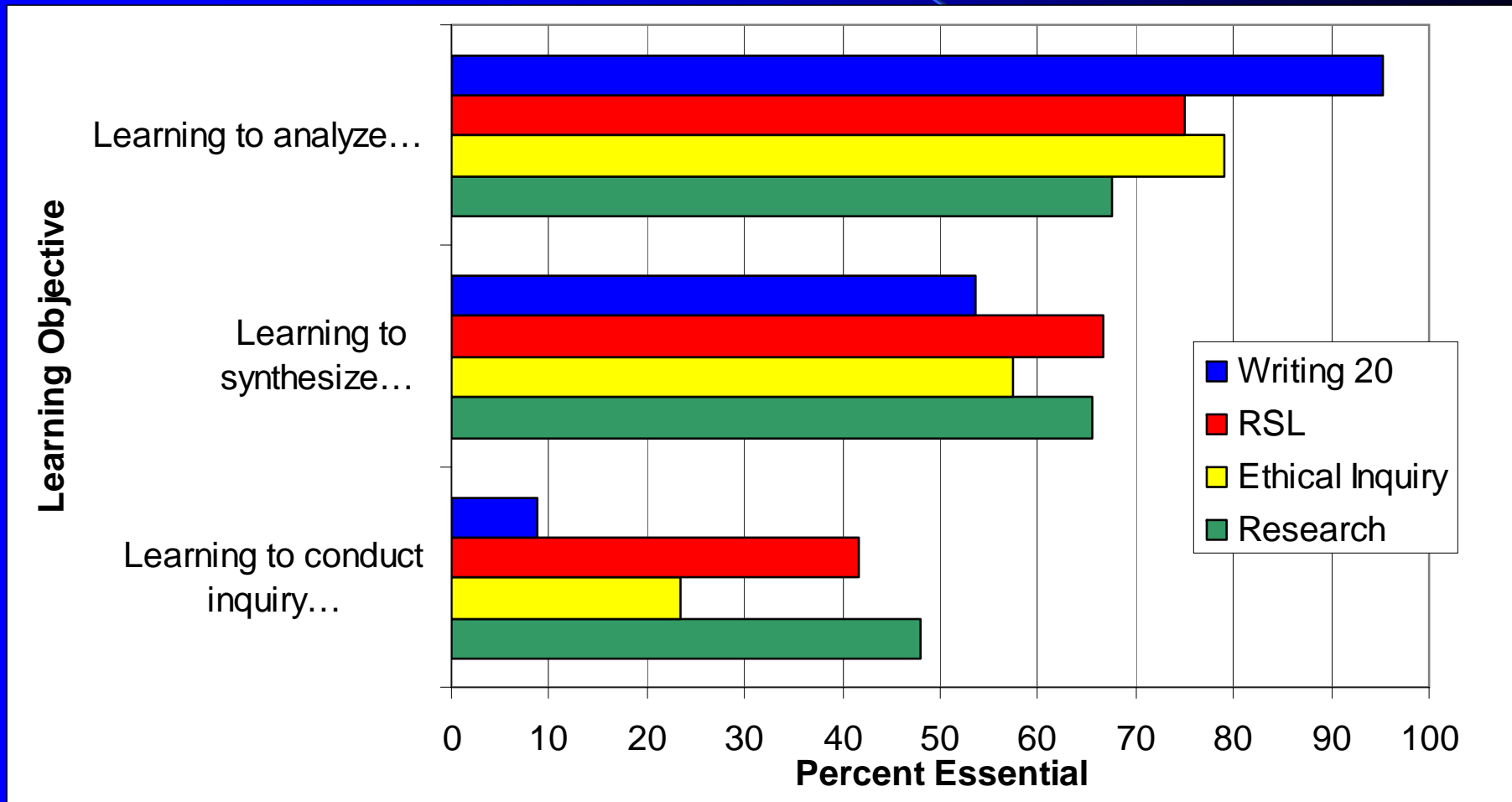
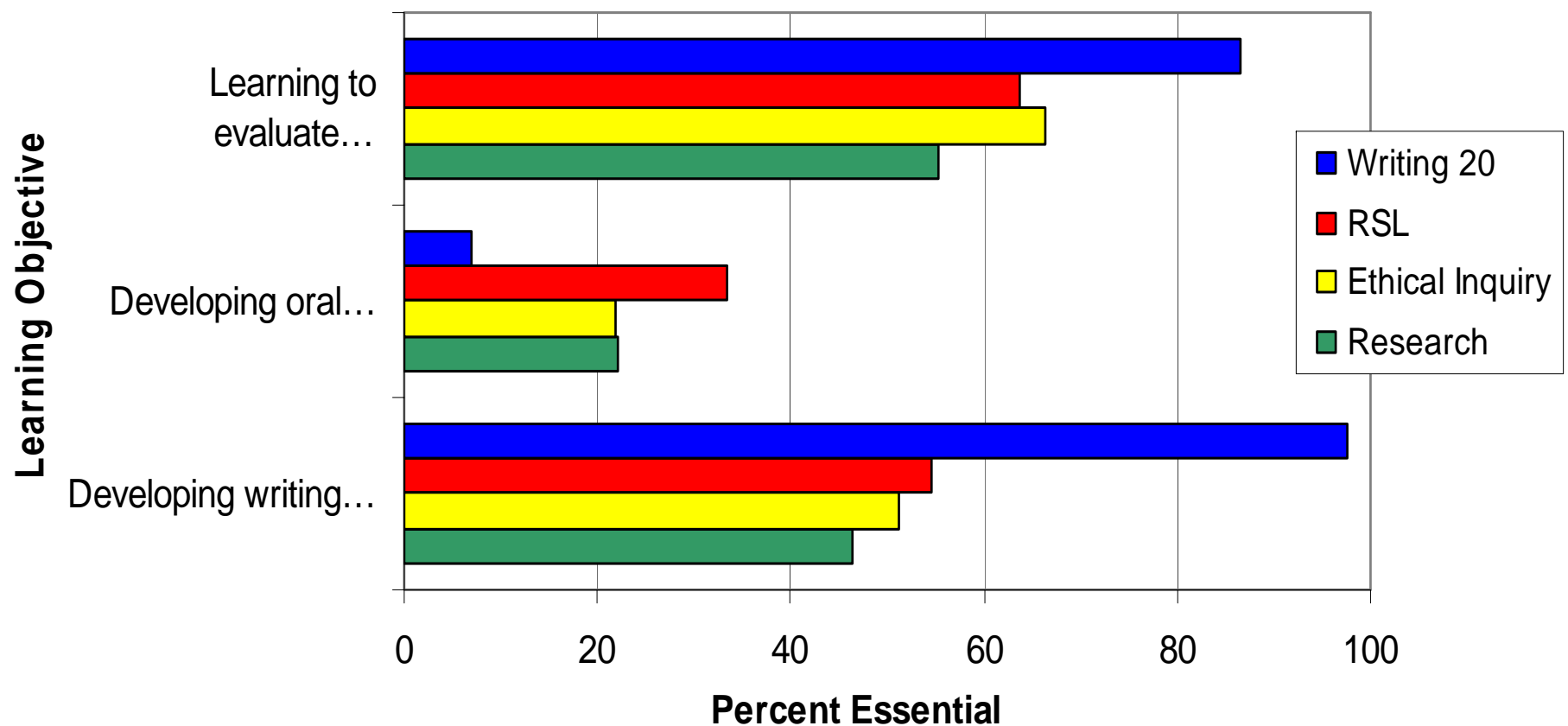


Figure 5 Percentage of Faculty Rating Learning Objectives



Now What?

Sustaining & Mainstreaming RSL

Sustainability Planning Process

- Secure ongoing Arts & Sciences support
- Secure buy-in from key leaders, departments, programs
- Focus on **STRUCTURE & INTELLECTUAL LEADERSHIP**

A Sustainable Structure for RSL

- **Centralized Functions**
 - Information & Risk Management
 - Training
 - Standards & Quality Control
 - Grant-making & Dissemination
- **Distributed and Customized Applications**
 - Across different pathways, departments, programs
 - Articulating a range of rigorous models and methods for RESEARCH

Intellectual Leadership for RSL

A Staffing & Governance Structure that ensures a critical mass of people who

- Understand the pedagogy
- Can make the case to faculty, community partners, and students as a “win-win”
- Have the respect of faculty
- Care about rigor & quality control

Institutional Opportunities & Challenges

- Enhanced Emphasis on Undergraduate Research, with goal of 25% of Duke students graduating with distinction
- The RSL Difference:
 - provides a developmental model and support structure for student research
 - links research with commitments to ethical and civic responsibility and public service
- Faculty incentives and priorities will continue to be a challenge

Critical Decisions

- Scale
- Locus of Responsibility
 - Administrative Home
 - Faculty Leadership/Stewardship

For More Information...

<http://rslduke.mc.duke.edu>