

Developing And Sustaining A Research-supportive Curriculum: A Compendium Of Successful Practices

Psychology Learning and Teaching
Volume 11 Number 3 2012
www.worlds.co.uk/PLAT

PSYCHOLOGY
Learning & Teaching

Helping Study-abroad Students Design and Conduct a Psychological Study¹¹

LAWRENCE T. WHITE
Beloit College, Wisconsin, USA

ABSTRACT Psychology students who conduct research as part of a study-abroad program are likely to benefit in numerous ways, yet no published reports are available to help instructors who supervise such students. This article offers specific recommendations about how to assist students prior to departure, provide necessary resources while abroad, and ensure that students' projects are practical, ethical, and culturally sensitive.

The benefits of study-abroad experiences (SAEs) are well documented and best practices have been established (e.g., Forum on Education Abroad, 2011). SAEs foster cultural awareness and personal growth (Ingraham & Peterson, 2004); enhance students' intercultural communication skills (Williams, 2005); increase students' knowledge of cultural relativism, world geography, and global interdependence (Sutton & Rubin, 2004); lead to heightened levels of international understanding (Carlson & Widaman, 1988); and produce gains in intercultural competence (i.e., viewing the world from a non-ethnocentric perspective) and foreign language proficiency (Vande Berg, Connor-Linton, & Paige, 2009).

The benefits of undergraduate research experiences (UREs) also are well documented and best practices also have been established (e.g., Karukstis & Elgren, 2007). UREs foster intellectual growth, personal growth, and the development of a professional identity (Hunter, Laursen, & Seymour, 2007). They also increase retention rates (Nagda, Greggerman, Jonides, von Hippel, & Lerner, 1998); increase self-confidence and anticipation of a PhD (Russell, Hancock, & McCullough, 2007); enhance students' abilities to analyze data, work independently, and tolerate obstacles in their path (Lopatto, 2004); and lead to self-reported gains in ability to carry out research, acquire information independently, understand scientific findings, analyze literature critically, and act as a leader (Bauer & Bennett, 2003).

Given the benefits associated with UREs and SAEs, psychology departments may wish to develop and offer study-abroad programs that contain a substantial research component. Unfortunately, instructors who wish to design study-abroad experiences for psychology students will find few resources or pedagogical studies (Smith & Vandermaas-Peeler, 2009) – and no published reports are available to assist instructors who wish to help study-abroad students design and conduct their own psychological studies. This brief report attempts to fill that gap.

My colleagues and I at Beloit College (Wisconsin, USA) have guided dozens of student research projects in Estonia and Morocco. In 2009, our department established a study-abroad program for students who (a) are interested in cross-cultural psychology and (b) desire to conduct their own cross-national studies. Students and a faculty director live and study in two countries – 8 weeks in Tartu, Estonia, and 8 weeks in Fez, Morocco. Students live with host families and take language and culture courses from local instructors. The faculty director teaches a course in cross-cultural psychology and supervises the students' research projects.

My colleagues and I have developed a set of practices that facilitate and enhance the research experiences of our study-abroad students. We offer them in the form of 10 recommendations.

418

<http://dx.doi.org/10.2304/plat.2012.11.3.418>

Developing and Sustaining a Research-Supportive Curriculum: A This compendium of successful curricular and institutional practices to develop critical .Developing and Sustaining a Research-Supportive Curriculum: A Compendium of Successful Practices. Book January with 64 Reads. ISBN Developing and Sustaining a Research-Supportive Curriculum: A Compendium of Successful Practices [Kerry K. Karukstis & Timothy E. Elgren] on alcorrienteconge.comTitle: Developing and sustaining a research-supportive curriculum: a compendium of successful practices / editors, Kerry K. Karukstis, Timothy E. Elgren.Developing and Sustaining a Research-supportive Curriculum: A Compendium of Successful Practices. Front Cover. Kerry K. Karukstis, Timothy E. Elgren.Developing and Sustaining a Research-Supportive Curriculum: A Compendium of Successful Practices. Author: Karukstis, Kerry K. Elgren, Timothy E. Date.Developing & Sustaining a Research-. Supportive Curriculum: A Compendium of Successful Practices. Washington, DC: Council on Undergraduate Research;.Developing and Sustaining a Research-Supportive Curriculum: A Compendium of Successful Practices and a great selection of similar Used, New and.Developing & Sustaining A Research - Supportive Curriculum: A Compendium Of Successful Practices. ??? ?????: LBD ??? ???????: [????].How to develop and administer institutional undergraduate research programs. a researchsupportive curriculum: A compendium of successful practices (pp. Developing and sustaining a research-supportive curriculum: A compendium of.Pp. in K.K. Karukstis and T.E. Elgren (Eds.), Developing and Sustaining a Research-Supportive Curriculum: A Compendium of Successful Practices.In K. K. Karukstis & T. E. Elgren (Eds.), Developing & sustaining a research-supportive curriculum: A compendium of successful practices (pp.).Developing and sustaining a research-supportive curriculum: a compendium of successful practices. KK Karukstis, TE Elgren. Council on Undergraduate.practices related to supporting and expanding undergraduate research in chemistry. Success as an undergraduate researcher requires guidance from an volumes, Developing and Sustaining a Research Supportive Curriculum (50) .. A compendium of successful practices; Karukstis, K. K., Elgren, T. E., Eds.; . Council.Seven Key Steps to Building an Undergraduate Research Culture on Your Campus. Programs and . Developing and Sustaining a Research-Supportive Curriculum: A Compendium of Successful Practices. Washington, D.C.Undergraduate research can be a meaningful component of a student's development at Notre National Academy Press; How to Develop and Administer Institutional Undergraduate Research Programs. Hakin, Toufic M. Developing & Sustaining a Research-Supportive Curriculum: A Compendium of Successful Practices.agreed to develop campus action plans for the academic year, .. In K. K. Karukstis & T. E. Elgren (Eds.), Developing and sustaining a research- a research-supportive curriculum: A compendium of successful practices (pp.Developing and Sustaining a Research-Supportive Curriculum: A Compendium of Successful Practices. Council on Undergraduate Research.See all books authored by Kerry K. Karukstis, including Developing and

Sustaining a Research-Supportive Curriculum: A Compendium of Successful Practices.

[\[PDF\] The Working Classes In Victorian Fiction](#)

[\[PDF\] Armaments And Arbitration: Or, The Place Of Force In The International Relations Of States](#)

[\[PDF\] The Yearbook Of Media And Entertainment Law](#)

[\[PDF\] Massage And Remedial Exercises In Medical And Surgical Conditions](#)

[\[PDF\] A Time Of Triumph And Of Sorrow: Spanish Politics During The Reign Of Alfonso XII, 1874-1885](#)

[\[PDF\] Why There Is Something Rather Than Nothing](#)

[\[PDF\] Beyond The End Times: The Rest Of-- The Greatest Story Ever Told](#)