Social Sciences

Position #25; *Glenn Adams*

Mentor name: Glenn Adams, Psychology

Job/project title: Cultural Psychology Research Group: Comparing Constructions of Relationality in West African and North American Settings

Project description:

The Cultural Psychology Research Group is a collection of researchers who are interested in the study of "mind in context": the idea that the foundation of mind is not limited to brain architecture, but also extends to structures for mental experience in everyday human ecology. Members of the CPRG conduct research on many topics: the relationship between historical knowledge and policy support, the experience of personal relationship in West African settings, and conceptions of family in Guatemala and China, to name only a few. Although interested students can work on any of these projects, the particular project that we are advertising for the 2018-2019 academic year is a multi-method study under the day-to-day supervision of Ph.D. student Darlingtina Atakare that compares conceptions of care, well-being, and obligation to a elder parent in West African and North American settings.

Potential student tasks and responsibilities: Students can select among two studies associated with the project. One option is an interview study in which students will ask Kansas participants questions concerning conceptions of care and obligation. They will then participate in analyses that compare of interview responses of Kansas participants with responses that we have collected from Ghanaian participants. The other option is an experiment in which we (a) expose U.S. participants (or not) to treatments that induce the experience of independence from social context or embeddedness in social context and the (b) observe effects on prioritization of care to elderly parents relative to other relational obligations. Students will gain experience on all aspects of the research: design, implementation, and analyses of results.

Student qualifications and characteristics: The position requires no specific qualifications or characteristics beyond intellectual curiosity and a passion for learning how to do social science research. Interest or experience in African Studies is desirable but not a requirement.

Position #26; *Kimberly Bruns*

Mentor name: Kimberly Bruns, Institute for Health and Disability Policy Studies: Kansas Disability & Health Program

Job/project title: Student Researcher

Project description:

The Kansas Disability and Health Program (DHP) at the University of Kansas is funded by the Centers for Disease Control and Prevention (CDC). The focus of the program is to improve the health and quality of life among people in Kansas with mobility limitations and intellectual or developmental disabilities (IDD). We are adapting and implementing programs and testing their effectiveness. We work to improve access to and knowledge in three areas for people with disabilities: physical health, oral health, and nutrition. An emerging scholar would be an important member of our team and would gain experience in working on a research project that is improving health for people with disabilities.

Potential student tasks and responsibilities:

- Create project focused Facebook postings

- Create project focused Twitter postings

- Create project informational flyers

- Assist with finding opportunities and presenting at conferences

- Interact with people with disabilities and health professionals

- Assist with preparing materials for interventions

- Other tasks that spark the student's interest

Student qualifications and characteristics:

- Experience in Facebook and Twitter postings

- Experience or willing to learn about managing a web page

- Interest in creating project informational documents

- Ability to work independently

Additional comments: Dr. Jean Hall would be the mentor and Kimberly Bruns would be the immediate supervisor.

Position #27; *Hayley Burghart*

Mentor name: Hayley Burghart, Research and Training Center on Independent Living

Job/project title: Undergraduate Research Assistant

Project description:

The Research and Training Center on Independent Living is currently engaged in two ongoing studies about improving community participation for people with mobility limitations. One study focuses on overcoming barriers in a person's home. Imagine having difficulty getting in and out of your shower in the morning to get ready for your day, and by the time you're ready you don't have the energy to go out! The Home Usability Program teaches consumers, or people with disabilities, how to assess their home and identify solutions to the barriers they encounter. We know that the more usable your space is, the less time and effort you'll spend navigating it and preparing for your day, and the more opportunities you'll have to get out of your home and into your community. The second study, Out and About, teaches consumers goal setting and goal tracking skills and works with consumers on practicing these skills to achieve goals that help them get out into their community, and be part of it. To determine whether these programs are successful in increasing the community engagement of people with disabilities we are collecting various forms of data including paper and electronic surveys, Ecological Momentary Assessment device (which are similar to smart phones) surveys, and Activity Tracker data. The Undergraduate Research Assistant will have opportunities to engage in various aspects of data collection, program preparation and reporting of findings.

Potential student tasks and responsibilities: Along with being introduced to the independent living and disability rights movements and the programs in place to support community living for people with disabilities, the Undergraduate Research Assistant may participate in the following activities:

1.   Entering paper survey data and managing electronic survey data

2.   Managing data collection on Ecological Momentary Assessment (smartphone) devices, activity tracking devices, and preparing devices for study participants

3.   Transcribing qualitative interviews

4.   Preparing materials in accessible formats (such as large print) for both Home Usability, and Out and About programs

5.   Identifying potential resources for inclusion in the Out and About program based on consumer and staff input

6. Assisting with additional projects including the development and testing of a Home Safety Guide and collection of photo images of people with disabilities participating in their communities

7. Assisting in the preparation of reports, conference presentations, and other products

8. Participating in research team meetings

Student qualifications and characteristics:

1. An interest in, and a willingness to learn about people with disabilities and their right to community living

2. Student must be available in blocks of at least two hours within regular office hours, weekdays 8:00 am – 5:00 pm

3. A keen attention to detail

4. Student should be comfortable working independently with supervision as well as on a team

5. Experience with Microsoft Office including Word, PowerPoint, Excel, and Outlook

Position #28; *Kelly Chong*

Mentor name: Kelly Chong, Sociology

Job/project title: Exploring Cross-Racial Minority Solidarity and Identity-Formation Through Racial Minority Intermarriages

Project description:

I am starting a project that specifically investigates the development of cross-racial minority solidarity/connections involving Asian-Americans, through the lens of Asian American - racial minority couplings. Studies of Asian/non-white unions and Asian-American identification with other minorities have surprisingly received little attention. In this qualitative project, I seek to further our understanding of racial relations and racial identity/boundary-formation in the U.S. by exploring the motivations behind minority-minority pairings and how they negotiate their identities/cultures within their marriages and family-making. What constitutes a shared minority-minority connection? Does it stem from a shared sense of marginalization and negative racial experiences? Do such pairings reflect the growing development of minority-minority solidarity? What kinds of identities/cultures are crafted within such unions? How do such pairings differ in inter-cultural negotiation and cultural/ethnic transmission from that of white/Asian-ethnic pairings? I will also be investigating the identity development and choices of mixed-race individuals resulting from such unions.

Potential student tasks and responsibilities: The student's primary responsibility will be to conduct database and library research on the topic of racial-minority relations in general and those involving Asian-Americans in particular. The responsibility will also involve researching in the areas of mixed-race studies. The student will also work with me on my current and upcoming writing projects related to these studies, helping to develop bibliographies, literature review (including pulling information out of research articles), and assist in editing manuscripts, and other research-related work.

Student qualifications and characteristics: The ideal student will have an interest in race and ethnic relations (being interested in mixed-race studies and Asian-American studies is a plus) and be interested in conducting library and data base researches. I am looking for an assistant who is self-directed, responsible and follows directions well, and be highly accurate in her or his work. The student must be someone who does not mind doing detail-oriented work, meets deadlines well, and also likes writing and qualitative projects.

Position #29; Cindy Colwell

Mentor name: Cindy Colwell, School of Music-Music Therapy

Job/project title: Modifying Attitudes toward Individuals with Disabilities through Simulations or Interviews of Music Professionals

Project description:

The purpose of this research study is to compare disability simulations with observation of interviews with master teachers/therapists on the attitudes of preservice music educators and student music therapists toward working with individuals with disabilities. There are two treatment interventions and participants are assigned to one of the two interventions as intact classes as convenience samples. The two treatment interventions are: Simulation Experience and Interview Experience.

Following completion of a Mainstreaming/Inclusion Questionnaire, participants in the Simulation Experience treatment intervention simulate one assigned disability in a public venue and includes lower-limb paralysis in a wheelchair, one-arm amputation, hearing impairment, or visual impairment. Participants are put in pairs to function as an aid and as an observer in the simulation environment and asked to each facilitate the simulation for 45 minutes. After the specific disability is assigned, participants are instructed to list pros and cons of simulating a disability. Participants are given two weeks to complete this assignment during which specific information about disabilities will not be addressed in class. Participants simulating paralysis are provided a wheelchair to use as the primary source of mobility. Students simulating one-arm amputations choose either the dominant or non-dominant hand and told to put that hand behind their back and to hook the hand in their waistband, covering it with loose fitting clothing. Students simulating hearing impairments are asked to use various styles of earplugs while students simulating visual impairments wear one eye patch, lightly taped their eyes closed behind dark sunglasses or wear purposefully distorted lens.

Following completion of the Questionnaire, participants in the Interview Experience treatment intervention are assigned a series of interview to watch by master teachers/therapists (appropriate to the participants major). These master interviewees are asked a series of questions designed to express their attitudes toward working with children and youth with disabilities. For music education majors, five interviews include: a high school choral director, a high school instrumental director, a middle school choir director, a middle school band director, and an elementary general music director. The five interviews are edited to a comprehensive presentation of approximately one and a half hour duration. For music therapy majors, five interviews include: a music therapist in the public schools, a music therapist in an adolescent mental health facility, a music therapist in a pediatric hospital, a music therapist who works in early intervention, and a music therapist who has children in private practice.

After the treatment intervention, participants in the Simulation Experience are asked to reflect on five prompts in writing:

1) personal reaction to the simulation experience

2) reaction as the aid to the simulation experience

3) observation of reactions of individuals around them

4) difficulties that were encountered during the simulation

5) issues they thought would be difficult but weren't.

After the treatment intervention, participants in the Interview Experience are asked to reflect on five prompts in writing.

1) personal reaction to the interview experience

2) summarize positive experiences of the music professionals

3) summarize challenges of the music professionals

4) summarize how working with children with disabilities has impacted their planning

5) choose and retell one .

Potential student tasks and responsibilities:

1. Preparing materials for research study: simulation props, information statements, questionnaire in survey monkey

2. Scheduling materials for research participants for simulations

3. Filing, organizing information, printing, copying

4. Data Entry of information obtained from surveys and written prompts

5. Gathering literature sources for comprehensive review of literature on strategies for impacting attitudes toward individuals with disabilities, and disability simulations

Student qualifications and characteristics:

1. Positive attitude toward and interest in research focusing on individuals with disabilities

2. Experience with Microsoft Office including Word, PowerPoint, Excel, and Outlook (or willingness to be trained)

3. Punctual, organized, and detail-oriented

4. Experience video recording and doing basic editing (helpful but not essential)

Position *#30; Bartholomew Dean*

Mentor name: Bartholomew Dean, Anthropology

Job/project title: Information Officer-Upper Amazon Project

Project description:

Assist Prof. Dean's work Directing the Museum of Anthropology at Peru's National University of San Martin (Tarapoto, UNSM). This will involve assisting him with Web page development and social media coverage of his current field research projects in the the anthropology of the Upper Amazon, This includes updates on the Field Research Station where he directs, as well as updates on political anthropology and current research on migration and health in indigenous Amazonia. Students will assist Prof. Dean implement the annual strategic plan for the Museo Regional-Universidad Nacional de San Martín, Tarapoto, San Martín, Peru.

Potential student tasks and responsibilities: Web development, coordinate social media presence, administrative work, translation, archival research, photography, human rights advocacy, community outreach.

Student qualifications and characteristics: Bilingual (Spanish-English, Portuguese also preferred and/or Quechua), Intellectual curiosity, IT experience & demonstrated communication skills (written/oral).

Additional comments: Well-organized & willing to learn about Social Anthropology & Amazonia

Position *#31; Alesha Doan*

Mentor name: Alesha Doan, School of Public Affairs & Administration and Political Science

Job/project title: Project Diane

Project description:

Male– dominated professions and organizations have become increasingly gender integrated both voluntarily and with cultural, legal, and political pressure. In the U.S., limited gender integration into combat units in the US military has already started, and more is on its way. This represents a significant departure from traditional military policy, which is the basis of our research. Here we analyze barriers and potential benefits to gender integration in the U.S. Army Special Forces. Along with co-author Shannon Portillo, I am in the process of analyzing 24 focus groups with 198 men in Special Forces and women in Special Operations, and a large-scale survey. This project has already resulted in an academic publication as well as engaged scholarship. During the 2018-2019 academic year we will be working on a book project from these data.

Potential student tasks and responsibilities: Students will assist with reference management for the book project. All participating students will be trained on reference management software. Students will also assist with basic data management, and may be asked to review coded data.

Student qualifications and characteristics: Students must have strong communication and organization skills, but do not need prior experience with

research. Our research team meets weekly or bi-weekly throughout the

academic year. Meetings function as time to check in (we work around group

schedules), so students must be able to work independently.

Position #52; *Brian Donovan*

Mentor name: Brian Donovan, Sociology

Job/project title: Cultural Studies of the Gold Digger Stereotype

Project description:

I am writing a book about the "gold digger" stereotype in American culture and law. I am interested in the development of the gold digger from its beginnings as early twentieth century chorus girl slang to its incarnations in the late twentieth century. I am interested in working with a student to find and analyze material that pertains to the conclusion of my book. In particular, I am seeking material about the gold digger stereotype in African American "urban fiction" or "street lit." I am also interested in other manifestations of gold digger discourse in the late twentieth and early twenty-first centuries, including music and journalistic coverage of same-sex relationships.

Potential student tasks and responsibilities: The student will read six or seven urban novels and take detailed notes on them. We will develop and deploy a flexible template in order to create an inventory of the novels' contents pertaining to the major themes of my book: gender, law, and stereotypes. We will meet to discuss the books in general, including how they reference ideas about social inequality and support or undermine the gold digger stereotype. As the student progresses with this task, there also may be a potential to expand to other cultural forms (like music) and other decades ("gold digger" novels from the 1960s and 1970s).

Student qualifications and characteristics: This job requires a love of reading and an appreciation of popular fiction. Interest in gender, law, and/or sociology will also be very helpful because we will be analyzing fiction as a reflection of large social trends. We will meet regularly to discuss your findings and progress.

Position #32; *Abbey Dvorak*

Mentor name: Abbey Dvorak, Music Therapy

Job/project title: Research Assistant: Music Therapy in Mental Health

Project description:

The Music Therapy in Mental Health (MTMH) Lab, directed by Music Therapy faculty member Abbey Dvorak, conducts research on various applications of music therapy in mental health with a particular focus on (a) music therapy student development and (b) music intervention research to support and enhance mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness skills. Current projects address the following research questions:

"   What are the implications and best practices for inclusion of course-based research experiences in music therapy education and training?

"   How can music interventions support and enhance skill areas of mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness?

"   What is the effect of a school mindfulness-based music and movement intervention on elementary students' self-regulation and mindfulness?

Potential student tasks and responsibilities: The position may include the following student tasks and responsibilities:

"   Calculating participant scores from data collection tools

"   Screening titles and abstracts of journal articles for relevance

"   Obtaining full-text papers of relevant articles from the library

"   Gathering information from research studies using a checklist

"   Entering numbers data into a spreadsheet for analysis

"   Photocopying and assembling recruitment and data collection materials

"   Listening to interviews and typing participant responses

"   Coding participant interview responses into different categories

Student qualifications and characteristics: A student working in this position must be:

"   Highly motivated, independent, and curious

"   A team player with a collaborative spirit

"   Highly organized with a strong attention to detail

"   Reliable, responsible, and task-oriented

"   Able to work 2-3 hour blocks at a time

"   Able to attend a weekly research meeting

"   Knowledgeable of Microsoft Word and Excel

"   Willing to learn and use data analysis software

Position *#33; Arienne M. Dwyer*

Mentor name: Arienne M. Dwyer, Anthropology

Job/project title: Development of Medicine along the Silk Road

Project description:

In eastern Central Asia, in what is now Chinese Turkestan, the practice of healing is derived from many medical traditions: Persian, Greek, Chinese, Indian, and shamanistic traditions. We would like to understand the transmission of medical knowledge across Eurasia. We do this by looking at how historical treatments for different illnesses overlap, and which treatments originate in which medical traditions (for example, a Persian herb is probably associated with Persian medicine).

Our sources are late 19th and early 20th century Turkestani medical handbooks, amulets, and formula that we've translated into English. We identify illnesses, treatments, and substances and use digital humanities tools and network analysis to map their relationships.

Potential student tasks and responsibilities: Students will familiarize themselves with traditional medicines from Eurasia (e.g. Persian, Chinese, Indian), participate in project team meetings, where these medical traditions will be discussed; they will be trained in coding transcribed texts for medical terms using open-source software, and will assist in the preparation of key terms (treatments and remedies) for network analysis, collecting and analyzing data, and assist in the presentation of the findings.

Student qualifications and characteristics: Students should have: a 2-3 hour time block available at least once a week, careful attention to detail, good organizational skills, basic experience with computers and data management, and an interest in intellectual and healing traditions in different languages and cultures. Knowledge of Persian or other relevant languages would be a plus.

Position #34; *Paula Fite*

Mentor name: Paula Fite, clinical child psychology (psychology and applied behavior science)

Job/project title: Peer relationships in schools research assistant

Project description:

There are many problems youth face at school, including bullying and victimization. The purpose of this project is to gather data on youth's thoughts and behaviors on a host of issues youth face, including bullying, victimization, and substance use, in order to develop effective prevention and intervention strategies. This project helps to identify risk and protective factors for youth in elementary, middle, and high school. Data collection occurs within the classrooms at each school and youth complete developmentally appropriate surveys measuring the behaviors of interest. Teachers also complete surveys regarding child behavior and issues at school. Data collection for this project started with one elementary school in 2012 and this project now includes a number of elementary schools in addition to middle and high schools. Undergraduate research assistants are involved with all aspects of this project, from preparation to completion of each wave of data collection.

Potential student tasks and responsibilities: Given the amount of data that will be collected across the schools, preparation for data collection is very important. This process might include pilot testing surveys, assembling and labeling survey packets, and double-checking spreadsheets. Once the preparation stage of data collection is complete, all lab members must attend a group training session, which will provide detailed information about all data collection procedures. No previous data collection experience is necessary. On data collection days, teams of graduate and undergraduate students are assigned to each classroom. As a member of these teams, undergraduate research assistants are typically responsible for reading survey items aloud to youth and answering any questions that youth may have. Following data collection, undergraduate research assistants assist with data entry into appropriate databases. Training and supervision of data entry procedures will be provided.

Student qualifications and characteristics: Undergraduate research assistants are an essential part of our team as we count on them to support and contribute to our research. As a result, you must be dependable, motivated, detail-oriented, able to work independently and as part of a team, hardworking, and have an interest in and/or curiosity about research. Although doing so is not required, there are many opportunities to work on independent research projects.

You will need to attend mandatory lab meetings, date and time to be determined. We also require that research assistants commit to a set schedule of times they will be present in the lab to complete assigned tasks. These lab hours are set by the research assistant based on their class schedule, etc. However, the lab hours need to be scheduled Monday through Friday, between 8 AM and 5 PM.

Position #35; Anna Gorczyca

Mentor name: Anna Gorczyca, Life Span Institute/HSES

Job/project title: Obesity and Physical Activity

Project description:

Overweight and obesity are associated with poor health. Individuals living in rural areas have a higher prevalence of obesity compared their urban counterparts. The goal of the Energy Balance Laboratory is to conduct studies on weight management and physical activity in multiple populations across the life span. Students will work on a variety of projects looking at the impact of obesity and weight management in rural communities, physical activity and obesity prior to conception, and weight management in adults.

Potential student tasks and responsibilities: -Data Entry

-Overview of the research process

-Outcome testing

-Survey development

-Database (REDCap) development and management

-Statistical analysis

-Literature review

-Weight management intervention delivery

-Development of recruitment materials

-Other duties as assigned

Student qualifications and characteristics: -Organized

-Outgoing

-Attention to detail

-Takes initiative

-Independent

-Interest in diet and exercise

If a student is willing and has transportation, there is a possibility that the student could travel to the University of Kansas Medical Center to conduct research.

Position #36; *Jeffrey Hall*

Mentor name: Jeffrey Hall, COMS

Job/project title: Researcher on Adolescent Digital Stress

Project description:

The use of social media (e.g., Instagram, SnapChat) and mobile media (e.g., texting, WhatsAp) by American youth have grown dramatically in the past 10 years. Two researchers in Communication Studies and Clinical Child Development are working on a project to try to measure digital stress that comes from using those media.

Potential student tasks and responsibilities: Student research assistants will practice reading original research articles in communication and psychology. Will identify important parts of studies using a rubric provided by the two faculty members. Will work with a graduate student to transcribe and identify themes in focus groups of adolescents. Students will work with DropBox or Endnote to upload new articles (training will be provided). The primary work will take place in libraries or laboratory space provided by faculty.

Student qualifications and characteristics: We are looking for research assistants who can work independently, has an attention to detail, show curiosity about digital stress, are familiar with new mobile aps and uses of texting.

Position #37; *Deanna Hanson-Abromeit*

Mentor name: Deanna Hanson-Abromeit, School of Music

Job/project title: Infant Music Intervention Research Assistant

Project description:

The Emerging Scholars research assistant will contribute to a variety of related projects from the Music, At-Risk Infants and Families (MARIF) Research Lab. The purpose of the MARIF research lab is to develop and study music interventions to improve developmental outcomes for at-risk infants and their families. At-risk infants include those born premature or medically diagnosis, live in poverty, or with an developmental exceptionality. The MARIF Research Lab strives to deepen our understanding of how music creates change in developmental outcomes and infant-parent or caregiver relationships, and to promote advances in science, health outcomes and policies. The MARIF Research Lab fosters research experiences at the undergraduate, masters and doctoral levels in order to develop future agents of change in music intervention research and practice. Our growing team of undergraduate, graduate and faculty researchers is engaged in multiple projects.

Potential student tasks and responsibilities: Students will have the opportunity to be a contributing member of a project(s) team for various projects related to music, early intervention, infants, and families. Tasks are varied based on the needs of a particular project, but may include conducting library data base searches of relevant literature, reading and summarizing content of articles, reporting summaries to the project team, and coding of video and/or audio recordings of clinical music therapy services. Other responsibilities may include making copies, organizing materials and other administrative tasks. Past Emerging Scholars have been active contributors to the project team, engaging in conversations to understand and interpret the information we are learning from the research project. Students will be required to complete human subjects training prior to involvement with clinical data. Research assistants should be able to attend and participate in weekly research lab meetings throughout the academic year (Thursdays 4:00-5:00), as well as occasional project team meetings scheduled at a mutually convenient time for the project team.

Student qualifications and characteristics: Curiosity, attention to detail, reliability, and the ability to work independently are essential characteristics for research assistants in the MARIF lab. In addition, the student should be trustworthy, be able to communicate clearly, and maintain confidentiality of sensitive information. Interests in music, music therapy, medicine or other related fields are preferred. The ability to commit to a consistent schedule of 4-7 hours per week is desired.

Project tasks can be individualized to your availability and scheduled work hours; however, students must be available for the weekly research lab meetings on Thursdays from 4:00-5:00, weekly mentor meetings with the faculty mentor, and occasional project team meetings scheduled at times convenient for the specific project teams.

Additional comments: Emerging Scholars have enjoyed the variety of tasks, opportunity to follow a project at various stages and making contributions to larger projects.

Position *#38; Allard Jongman*

Mentor name: Allard Jongman, Linguistics

Job/project title: Investigating the distribution of acoustic information across consonants in the English lexicon

Project description:

KUPPL members (KU Phonetics and Psycholinguistics Laboratory) conduct experimental research on speech and language, including its production, perception, and acquisition. Primary research areas are acoustic and auditory phonetics as well as spoken word recognition, all across a variety of languages.

We are looking for a student to help on a current project investigating the distribution of acoustic information across consonants in the English lexicon. The current database being used for this research (approximately 26,000 words spoken by a single speaker in a controlled environment) is the largest of its kind, and therefore poses unique analytical challenges that both necessitate an expansion of the research team and provide a promising opportunity for the student to get involved in cutting-edge research in the area of big data. One of the primary responsibilities will be speech segmentation (dividing the continuous speech signal into individual consonants and vowels), but the student will also be involved in general data management, as well as some computer programming tasks.

Potential student tasks and responsibilities: The student will be assigned a variety of tasks for different phases of data collection:

1. Assisting project coordinator and graduate research assistant in speech segmentation. The student will receive training and will gradually become more independent in this process.

2. Assisting project coordinator and graduate research assistant with the organization of collected data.

3. Measuring various characteristics of the acoustic signal, both manually (at first) and programmatically. The student will receive training on these skills at the start of the project.

Student qualifications and characteristics: We are looking for a student who

1. Is highly organized with strong attention to detail

2. Has basic knowledge of Microsoft Word and Excel

Additional comments: Though a programming background is not required, a student who has this background or is interested in developing programming skills is preferred.

Position #39; *Sarah LeGresley Rush*

Mentor name: Sarah LeGresley Rush, Physics and Astronomy

Job/project title: Redesigning physics courses: how do we improve student learning?

Project description:

Recently there has been a push to redesign courses and the focus has primarily been on the delivery of the curriculum (course content). Students are increasingly being required to take a more active role in their learning. For example, in our introductory physics courses, instead of sitting and watching (or in many cases not watching) a lecture during class, students are required to read or watch videos before class. This allows the class time to be focused on solving problems (typically in a group environment) which is where students tend to struggle the most. Having already redesigned the delivery in many of our introductory courses, this project will focus on how redesigning the curriculum (specifically the reordering of the topics covered in courses) will impact student learning.

Potential student tasks and responsibilities:

a. reading relevant articles related to the research (some articles will be provided and additional articles of interest can be chosen by the scholar)

b. after reading the articles, try and determine what changes have been applied to the ordering of the physics topics

c. determine if the changes have improved the grades, and/or attitudes and if so how was that measured (pre and post tests, student surveys, grades in courses, etc.)

d. look at and analyze the data that we are collecting and work to find ways to present the data (presentation style might be similar to that found in the research articles)

Student qualifications and characteristics: Most important qualifications and characteristics are a willingness to work and a desire to learn! You don't necessarily need to be good in physics or interested in education. That would likely make the job more interesting and fun but is not required and training of the skills required will be provided. There will be a mandatory 1 hour meeting each week.

Additional comments: Here's your chance to get paid to think about how people learn and what approaches work best.

Position #40; *Ward Lyles*

Mentor name: Ward Lyles, Urban Planning - School of Public Affairs and Administration

Job/project title: Sustainable and Compassionate Communities: Reducing Risks from Natural Hazards and Climate Change

Project description:

Our team researches how to create more sustainable and compassionate communities. We specifically focus on reducing risks from natural hazards and climate change impacts, like floods, heat waves, droughts and hurricanes. People from marginalized communities - low income populations and people of color especially - suffer disproportionately from these types of risks.

This work is part of a 5-year National Science Foundation CAREER award project. Our task is to improve our understanding of how people on the ground work together to proactively plan to make their communities more environmentally, economically, and socially sustainable in the face of natural hazards. A cool part of the project is that it involves traditional research activities (e.g. interviews, surveys, mapping, statistics, etc.) AND developing new courses for students aimed at cultivating compassion AND conducting an ongoing seminar that brings together academics, practitioners, and policy makers to identify and solve problems together. This research projects aims to have positive impacts on real lives, as well as on scholarship.

Potential student tasks and responsibilities: Students tasks will be determined on a collaborative basis with the faculty sponsor and the team of doctoral and masters students. Because the project involves a wide variety of tasks, there will be opportunities to customize tasks to student interests. Potential responsibilities could include any of the following: assisting in review of the research literature, developing data collection instruments (e.g. survey questionnaires), downloading and processing secondary data (e.g. mapping Census data using Geographic Information Systems), coordinating meetings, helping design course materials, and more.

Student qualifications and characteristics: A student with a strong fit for this position will possess the following qualifications and characteristics:

- passion for promoting social justice and/or environmental conservation

- curiosity about public service and applied research that impacts communities

- willingness to work as a part of a team, including attending periodic meetings with the faculty and graduate students

- ability to work independently and in groups

- well organized with close attention to detail

Additional comments: I, Ward, and my graduate students are extremely excited about this research project!

Position #41; Brittany Melton

Mentor name: Brittany Melton, Pharmacy Practice

Job/project title: Use of Technology in Healthcare

Project description:

This program involves a set of independent research projects that examine the use of technology in healthcare, such as electronic health records and medication alerts, and how these technologies impact patient care both from a patient and provider perspective, and how healthcare providers approach patient care when using new technologies. A student would be a welcomed study member, assisting in all aspects of research, including data collection/analysis, literature synthesis, and scholarly writing.

Potential student tasks and responsibilities: A student would have a multitude of administrative and scholarly responsibilities that include data collection and chart reviews, data collection and analysis, literature review and synthesis, and development of new grants and publications. The student is not required to have prior experience with any of the listed activities, and has the possibility of being included as an author on presentations and publications produced, if interested.

Student qualifications and characteristics: The student needs to have Microsoft Office (primarily Word and Excel) and organizational skills, be responsible and accountable with data and equipment, be self-motivated to complete tasks, be detail-oriented, able to work independently when given clear instructions, and able to maintain confidentiality. The student will be required to complete training on ethical conduct of research and protection of patient data upon joining the study team. While unlikely, a trip to the University of Kansas Medical Center is possible. Some exposure to healthcare is desirable but not required. This project would be a good experience for someone interested in or curious about healthcare professions, the role of technology in healthcare, or data management.

Position *#42; Utako Minai*

Mentor name: Utako Minai, Linguistics

Job/project title: How do young children interpret the meaning of 'hard' words?

Project description:

The Developmental Psycholinguistics Laboratory, a research laboratory in the Department of Linguistics, is conducting studies on preschool-age children's understanding of 'hard' words (words whose meaning is abstract, such as "every", "some, "no", and "only"). While children's interpretation of such words is known to be often different from that of adults in a number of domains, research to date has suggested that children are able to comprehend 'hard' words in certain circumstances, despite the abstractness of their meaning. Our studies investigate the similarities and differences between children and adults in a range of aspects of meaning comprehension, particularly focusing on the meaning of 'hard' words. This line of research provides a window through which one can view the development of language comprehension abilities, increasing our understanding of how a child becomes a mature native speaker of a language.

Potential student tasks and responsibilities:

If you join our project as an undergraduate research assistant, you will be expected to commit to following duties:

1.   Assisting in the recruitment of study participants, by contacting local preschools, community institutes and businesses, and making announcements via social media

2.   Assisting in scheduling experiments

3.   Assisting in data collection, either at off-campus research sites (e.g., local preschools) or at the lab

4.   Assisting in data organization (e.g., entering data into a database)

5.   Other general duties assisting in lab management/administration, such as printing, photocopying, checking email, and checking office supplies

Student qualifications and characteristics: We are seeking a student who is enthusiastic about this type of research. We are particularly looking for a student who:

1. Is able to comfortably and confidently interact with young children (having previous experience in interacting with children, such as volunteer work at child care facilities, would be a plus)

2. Is able to work independently

3. Is responsible and reliable

4. Possesses the basic knowledge of Microsoft Word, Microsoft Excel and some Social Networking Systems (e.g., Facebook)

5. Has access to a car (preferred but not required)

Position #43; *Sanako Mitsugi*

Mentor name: Sanako Mitsugi, East Asian Languages and Cultures

Job/project title: Research assistant

Project description:

At a dining table, when you hear your friend saying, "Will you pass me...," you immediately start looking for salt and pepper. Why can we sometimes guess what other people are about to say? The KU East Asian Language Lab conducts research to understand what helps us make predictions in communication. We are interested in finding out whether this predictive ability can be acquired when you learn to use a foreign language. Prospective findings could have applications for language educators and those interested in communication and comprehension. The Emerging Scholar will assist with preparing and conducting language experiments and with scoring and managing the results and data.

Potential student tasks and responsibilities:

- Assisting with preparing data collection materials, such as scanning and organizing picture images and editing audio files (i.e., slicing recorded sentences and adjusting timings).

- Assisting with administering language tasks and interviews to KU undergraduate students who are learning an East Asian language.

- Scoring the language tasks and entering data (i.e., typing responses from interviews into a computer file) and coding data (i.e., reviewing the interview responses and categorizing them into types).

- Completing tasks to support a faculty mentor's work on project-related scholarly articles (e.g., identifying online articles, scanning materials, assisting with the bibliography).

- Possibly learning how to work with an eye-tracking system to collect data in the Spring.

Student qualifications and characteristics: The position would be ideal for a student who is interested in the field of cognitive psychology or foreign language learning. We are looking for a student who is able to work in 2–3 hour block at a time. As we deal with millisecond-level timing data, it is crucial that the student be highly organized, with a strong attention to detail. In addition, the student needs to be responsible and to have good communication skills

Position *#44; Edward Morris*

Mentor name: Edward Morris, Applied Behavioral Science

Job/project title: Digital Scholarship: Changing th Future of History

Project description:

At the University of Kansas, the College of Liberal Arts and Sciences has four divisions, one of them for the Social and Behavioral Sciences. One of this division's departments is Applied Behavioral Science (see http://absc.ku.edu/). Its mission is to understand and improve the human condition through a science of behavior and its application (e.g., autism, truancy, organizations).The name of the science and its application is behavior analysis (see, e.g., abainternational.org).

In 2016, the department established a Center for the History of Behavior Analysis. Its director – Professor Edward K. Morris – was then conducting research on the influence of the first "behaviorist" (J. B. Watson) on the founder of behavior analysis (B. F. Skinner). This required his finding what Skinner wrote about Watson line-by-line in over 250 publications. The task was impossible, but he had an idea: Create a searchable database of Skinner's publications. He wrote a grant to complete four tasks: (a) update Skinner's bibliography; (b) build a hard-copy collection of his publications; (c) digitalize the collection; and (d) make it searchable by keywords (e.g., Watson, biology, humanism, peace). The grant was awarded by the Society for the Experimental Analysis of Behavior (http://jeabjaba.org/) and is underway. The four tasks will be among the students' tasks.

The project is limitless. Once Skinner's database has been created, the Center will put it on a website and charge modest fees for searching it. This will fund the creation of other databases, for instance, of the field's predecessors, significant contributors, and KU faculty members. This will advance the quantity and quality of scholarship in behavior analysis locally and internationally by reducing the time and effort spent hand-searching publications and reducing those searches' errors. This will change the future of history.

Potential student tasks and responsibilities: The students' tasks will be to (a) update the bibliographies of historically significant behavior analysts; (b) build hard-copy collections of their publications; (c) digitalize the collections; (d) make the collections searchable by keywords; and (e) put the collections on the Center's website and monitor their use.

Student qualifications and characteristics: Students must be organized and resourceful in conducting on-line searches and willing to learn about scholarly databases (e.g., Google Scholar), digital file manipulation (e.g., Photoshop), and website management (but not coding). The work

schedule is flexible: (a) several one- to two-hour bocks of time a week between 9:00 and 5:00, but consistent across weeks; (b) at least one face-to-face meeting a week with the Center's director; and (c) background reading in behavior analysis.

Additional comments: The Center's director will support capable students in conducting key-word searches of the databases for their original research

Position #45; *Meagan Patterson*

Mentor name: Meagan Patterson, EPSY

Job/project title: Child Development In and Out of School

Project description:

The KU Social Development Lab, directed by Educational Psychology faculty member Meagan Patterson, conducts research on various aspects of social development. We are interested in how children develop both in and outside of educational contexts.

General areas of interest include how children and adolescents think about social groups, understanding how experiences with racial and gender diversity influence academic and socio-emotional outcomes, the developmental consequences of prejudice and prejudice awareness, and approaching education and development through a social justice lens. There are typically 3-5 current projects in the lab each semester.

Current projects in the lab address the following research questions:

How do parents talk with their children about race and racism?

What factors impact youths' interest in and knowledge of politics?

What messages about politics are present in popular children's books?

How does teachers' cultural intelligence relate to their classroom practices?

How do children develop an understanding of religion and spirituality?

Potential student tasks and responsibilities: This position may include interviewing children, parents, or teachers for a variety of research projects. The position may also include entering data (typing responses from interviews into a computer data file) and coding data (reviewing interview tapes or transcripts and classifying responses into categories).

Student qualifications and characteristics: Required qualifications for this position include interest in working with children and strong organizational and communication skills. Preferred qualifications include prior experience working with children and an interest in psychology or education. Research assistants will also be expected to attend monthly meetings with the research team and weekly

meetings with the faculty supervisor. Availability in the late afternoon hours (approximately 3-6 pm) on some weekdays is required. Access to a car is desirable but not required.

Position #46; *Shannon Portillo*

Mentor name: Shannon Portillo, School of Public Affairs & Administration

Job/project title: The Sociolegal Justice Project

Project description:

The Sociolegal Justice Project started over peanut butter and jelly sandwiches with a senior colleague, Jon Gould, at George Mason University. We were discussing the role of justice in interdisciplinary social science. We quickly realized that there was no shared definition of what justice means among academics, so we did what most academics do in that situation—we wrote a research proposal to study our newly found research question (how do we conceptualize [define] and operationalize [measure] justice in sociolegal scholarship?).

The project was originally funded by the National Science Foundation (SES # 1022712) and brought together thirty academics at various stages in their career to discuss how we conceptualize and measure justice in sociolegal scholarship. As the group grew and scholars and students worked on the project they developed their own research questions and/or branched out onto other research projects led by Dr. Portillo. There are currently four main projects that fit under the Sociolegal Justice Project—Project Diane, Social Equity in Local Government, Latinx Voting, and Collaboration in Local Anti-Human Trafficking Networks.

Project Diane focuses on the integration of women into combat positions in the military. This project is led by Professor Alesha Doan (School of Public Affairs & Administration and Women, Gender & Sexuality Studies Department) along with Professor Portillo. All data are collected and Professors Doan and Portillo are currently working on writing a book, numerous articles, and popular publications. Students have helped with data analysis, reference management, and presentation prep.

Social Equity in local government explores how elected and non-elected government officials shape social justice at the local level. This project is led by PhD student Nicole Humphrey and Professor Portillo. Nicole is in the process of collecting data for her dissertation, and student have assisted with data collection, reference management, interview transcription, and presentation prep.

Latinx voting focuses on the barriers to Hispanic voters in Kansas. This project is led by MPA student Alex Villagran and Professor Portillo. Alex collected interviews from potential voters, political party leaders, and county clerks to get a robust perspective on what barriers Hispanic voters currently face in Southwestern Kansas. Alex is currently in the process of transcribing his interviews, collecting additional data, and writing up his findings.

Collaboration in Local Anti-Human Trafficking Networks is a comparative study of two local anti-human trafficking tasksforces in two different states. This project is led by undergraduate Samiyah Para-Cremer and Professor Portillo. Samiyah collected interviews with people involved with the Tasksforces (attorneys, non-profit workers, survivors, and community members). She is currently analyzing these interviews and will begin writing up her results this coming academic year. Students have helped transcribe interviews and find references.

Potential student tasks and responsibilities: The Sociolegal Justice Project (SJP) is a fully collaborative research project. Students get started by helping with some of the basic aspects of research - transcribing interviews, coding qualitative data, managing references, and reviewing literature. As students get familiar with the various projects they have the opportunity to start collecting more data, or propose new research questions or projects.

Student qualifications and characteristics: Students do not need prior experience with research to participate in the Sociolegal Justice Project. We prefer students who are collaborative, well organized, and detail oriented. We use a nested mentorship process where all students new to the project are paired with more experienced undergraduate and graduate research assistants to help acclimate them to the project and develop research skills.

Position #47; *Lauren Ptomey*

Mentor name: Lauren Ptomey, LSI/ Energy Balance Lab

Job/project title: Weight Management for Adults with Intellectual Disabilities

Project description:

The Energy Balance Lab at the University of Kansas is looking for a student to assist with weight management and physical activity research interventions for individuals with intellectual and developmental disabilities, such as Down syndrome. All individuals enrolled in our research interventions are on a 6-month weight loss diet, followed by 12-months of weight maintenance. The interventions are delivered over iPads or in-person, depending on which group the individual is in. We also deliver remote group exercise sessions using Skype to individuals in the program to help them increase their physical activity, these sessions are mostly dancing. The student would be responsible for helping with all aspects of the research process, such as helping the coordinator with recruitment of subjects, setting up iPads, doing data entry, and teaching some of the group exercise sessions.

Potential student tasks and responsibilities:

1. Organizing study materials and setting up iPads

2. Data Entry/Filing

3. Helping with literature reviews

4. Assisting with the Weight Management Program

5. Instructing group exercise classes to ~6 participants

Student qualifications and characteristics:

1. Interested in health and wellness

2. Organized

3. Energetic

4. Self-motivated

5. Able to work at least 1 night a week (4pm-6pm)

Position *#48*; *Emily Riley*

Mentor name: Emily Riley, Kansas African Studies Center

Job/project title: Digital ethnography in West Africa

Project description:

This research project explores activists throughout West Africa that use social media platforms to combat political corruption, engage in democratic elections, and incite youth empowerment through political participation. The student would work with me to research background information, categorize tweets and Facebook posts of research participants and transcribe and organize audio interviews. This will provide the student with an opportunity to learn about ethnographic research methods, how to translate raw primary data into academic writings.

Potential student tasks and responsibilities: qualitative and quantitative data analysis and coding, transcription, organization of field notes, resource research such as supporting documentation, primary sources such as newspaper and social media posts, research for relevant academic resources.

Student qualifications and characteristics: Proficiency in written French as well as comprehension in listening. The student should be able to read French documents and understand audio files of spoken French. No prior experience with research is required. Strong writing skills and good organizational skills. Familiarity with navigating social media sites such as Facebook and Twitter. Must be able to consult with me in person once a week, and via email/text for instructions other times. Work hours are flexible. The student should have an interest and appreciation for social science research and an open mind for new interpretations and analysis of cultural content.

Position #58; *Sarah Robins*

Mentor name: Sarah Robins, Philosophy

Job/project title: Creating a memory error catalog

Project description:

This a project about memory errors. Lots of recent work in psychology and neuroscience shows that our memory can be faulty and in many surprising ways. For this project, we'll be reviewing the extensive scientific research on these errors, with the aim of creating a taxonomy of all of the different kinds of errors that exist. This scientific review is actually part of a project in philosophy (particularly philosophy of mind) where the professor is attempting to give an account of the nature of memory (how it works, what it's good for, etc.). Getting clear on all the ways that memory can go wrong is a very important part of that overall project.

Potential student tasks and responsibilities: (With guidance and training), the student would be expected to search scientific databases for relevant research articles and archive articles that meet our criteria using bibliographic software. The student is also expected to read articles and write summaries of interesting findings. Depending on student preferences, much of this work can be done independently and during flexible hours. I expect that the student and I will have regular meetings (a few times a month) to talk about the findings and brainstorm ideas about how to classify the findings of the studies - and possibly even discuss the kinds of studies that should be done in the future to help improve memory error classification.

Student qualifications and characteristics: The ideal student for this position would have interest in the cognitive sciences (especially psychology and neuroscience) and also interest in theoretical or philosophical issues. Familiarity with conducting scientific experiments and/or reading scientific articles would be great, but is not required. Curiosity about theories of science or theories of the mind would be a real benefit - and could help to ensure that the student could be engaged with the project long term. Schedule for this position can be flexible, but will require a student who is self-motivated and an independent worker.

Position *#49; Kathryn Saunders*

Mentor name: Kathryn Saunders, Life Span Institute; Applied Behavioral Sciences

Job/project title: Helping children learn to read via computerized instruction

Project description:

Ever wonder why some children struggle in learning to read, especially learning to sound out words, despite receiving good phonics instruction? In the last few decades, researchers have made tremendous strides in understanding this problem. It is now known that certain skills that a child has before reading instruction begins are absolutely critical to instructional success. As with any scientific advance, it takes time to change practice. The overall goal of the research program is to expedite the translation of research to practice. Our strategy is to develop computerized instruction of critical prereading and early reading skills. An example skill is phonemic awareness--recognizing that spoken words are made up of smaller sounds, and that the same sounds in different combinations form different words.

The procedures are based on state-of-the-science basic research, and data are quite promising. It is fun to watch children learn useful skills right before your eyes! Participants are typically developing nonreading children, and/or children with autism and/or intellectual disabilities.

Potential student tasks and responsibilities: Because the procedures are computerized, the student can begin helping to conduct teaching sessions independently after a few days of supervision. As soon as they are able, students will begin learning to use Excell to summarize and graph data. Because we use single-subject research designs, and we are working on an instructional sequence, meaningful data can be generated for individual participants on a weekly basis, and the student will present the data at lab meetings. Opportunities to write are available. We also will read relevant, primary-source articles. If the student participates for the academic year, he/she is very likely to be named as an author on at least one conference- presentation poster.

Student qualifications and characteristics: The student should have at least 60-minute blocks of time on at least three weekdays. Lab meetings (about 90 minutes) are scheduled based on the current schedules of lab members.

Attention to detail and an interest in data are critical. Ability to work one-to-one with children is required. The project is an excellent example of translational research, and has both basic research and application components. It could be of interest to students who are interested in

speech/language, cognitive development, education, special education, applied behavior analysis, or the experimental analysis of behavior. (And, of course, reading and learning early in particular.) Dr. Saunders has had over 20 years of federal funding for her research, so the position will should be attractive to students interested in a research-intensive career, as well as to students with primarily clinical interests.