

# OUR Spring 2011

SPRING 2011, ISSUE VI

FEBRUARY 2011

## INSIDE THIS ISSUE:

URA Student Interview 2

Undergraduate Research in the Classroom 3

2011 CbURA Participants 4

2011 IdURA Participants 4

### The Office of Undergraduate Research

University of North Carolina at Greensboro  
1613 Moore Humanities & Research Administration Building  
Greensboro, NC 27402-6170

Phone: 336-334-4776  
Fax: 336-334-4115  
E-mail: [reseinit@uncg.edu](mailto:reseinit@uncg.edu)  
Website: [www.uncg.edu/our](http://www.uncg.edu/our)

## Office of Undergraduate Research Student Spotlight: Zimuzor Ugochukwu

Since working with the Office of Undergraduate Research (OUR) as an Undergraduate Research Assistantship (URA) participant, Zimuzor Ugochukwu has become known as a UNCG “rock star.” As a senior Biology major, she has won a nationally competitive fellowship that is allowing her a chance to work in Asia for a year after graduating in May. In her sophomore year, Zim discovered a link between a gene found in fruit flies and genes found in a genetic birth disorder, Treacher Collins syndrome. She continued research on the project as a URA participant.



What else has Zim done? Here are a few other accomplishments:

- Led the Greensboro edition of “Let’s Raise a Million” project, ushering in more than \$100,000 in energy savings for the East Whit Oak and Warnersville communities.
- Became the driving force behind “Ignite Greensboro,” which was initially established to raise funds and awareness for the International Civil Rights Museum.
- Named one of *Glamour* magazine’s 20 Amazing Young Women.

## Save the Dates

2011—2012 Undergraduate Research Assistantships Application Deadline  
Friday, March 18, 2011  
Submit Proposals By 5 PM

5th Annual Undergraduate Research Expo  
Thursday, April 7, 2011  
9 AM—3 PM

Submission Deadline is Saturday, March 5, 2011 by 5 PM

## URA Interview: Sabrina Epps

**1. How did you find out about the research of the faculty member you worked with?**

As a sophomore, I found out about the DUCK (Development and Understand of Children's Knowledge) Lab when I went to my advising appointment with one of the psychology department's graduate students. Based on my interests, she recommended that I become a researcher in the lab.



**2. What is the title of your research? Briefly describe.**

The title of my project is "The Effects of Source Information on Children's Explicit Fears and Behavioral Avoidance." It aims to observe the way in which children assess other people's knowledge about the safety of an unknown animal. They are provided contradictory information from a parental figure and a zookeeper about the animal and must use this information when making judgments about its safety. Children differentially use this type of source information. Data from this study will provide clues about how children process and rely on fear-related information from

various informants. I also have assessments to investigate child temperament and parental anxiety levels, which may provide clues as to how and why children learn fears vicariously through their parents.

**3. How long did your research project last?**

Planning and theory development for the project began in Spring 2010. I wrote my IRB (Institutional Review Board) application over Summer 2010 to gain approval for the project. In Fall 2010, I developed my protocol score sheets, and stimuli for the project. I also began testing. This semester, I am completing testing and will soon begin data analysis and I will write an article to report my findings.

**4. How was your involvement in the research project helped you with respect to your college experience?**

Because I have been involved in all aspects of the project's development, administration, and completion, I feel as though I have had an exceedingly valuable experience. I have learned many skills related directly to the task, including theory development, counterbalancing, testing, coding, and others, but I also learned gen-



eral skills related to time management, precision, organization, responsibility and independence.



**5. What was the most positive aspect of your research project? The most negative?**

Conducting psychological experiments on children is both the most positive and negative aspect about my field of research. The only negative aspect (which is outweighed by the positive) about child research is the fact that it is a very time-consuming approach to gain knowledge. Each appointment is an individually scheduled testing session; therefore, it takes a long time, a great deal of dedication, and a lot of work to get sufficient data for a thesis. Fortunately for me and all other researchers in this line of work, it's all worth it. Our lab is full of funny stories, snacks and games for the children, and every appointment is an interesting adventure. It's a rewarding experience to know that as a child researcher, you are entertaining a child for a 30 minute session, but in all those sessions, you are changing the current understanding about child development as we know it. It's a powerful experience.

## Undergraduate Research in the classroom

In the recently published book "Academically Adrift: Limited Learning of College Campuses," Richard Arum and Josipa Roksa found that many of the students studied graduated without knowing how to sift fact from opinion, make a clear written argument, or objectively review conflicting reports of a situation or event.

The study reports that slightly less than half (45%) of undergraduates made no significant improvement in their critical thinking, reasoning or writing skills during the first two years of college. Additionally the study shows that after four years, 36% of students show no significant gains in these "higher order" thinking skills.

Involving undergraduates in research would help address many of the deficiencies found by Arum and Roksa. A challenge to doing so however, is that we have many more stu-



dents than can adequately be mentored by faculty members in a one-on-one relationship. Thus, to reach ALL students we will need to work in the arena where we have ALL students – in our classrooms.

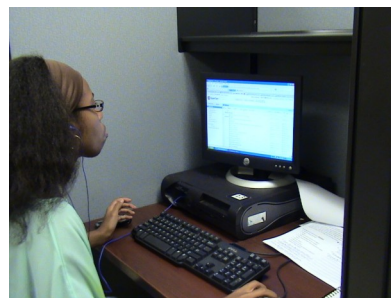
**Beginning this summer OUR will be stepping up efforts to help faculty members develop and incorporate new instructional ideas into the curriculum. Ones that specifically integrate and build research skills into the curriculum.**

OUR is interested in helping faculty members redesign their current undergraduate courses to incorporate activities/modules that purposely build the research/creative scholarship skills of students. We'll do so by hosting a 2.5 day faculty development workshop where we help you develop new materials and activities for you to implement in your course (s) during the 2011/2012 academic year.

The workshop will: 1) have some "lectures" and resources that show

you how others have done so successfully; 2) provide time for you to brainstorm and develop activities of your own and 3) help you develop ways in which to assess and evaluate the impact of your new activities/innovation.

The workshop will run from 9 am to 4 pm Monday May 16, Tuesday May 17 and conclude at 11:30 the morning of Wednesday May 18. OUR will provide lunches, snacks and a \$500 stipend for your participation. You must participate the entire 2.5 days.



If you are interested in participating, please register at the link found below.

<https://www.surveymonkey.com/s/LMZ2XQX>

**Space is limited and you will know by the end of March whether you have been selected for the workshop or not.**

If you have questions, feel free to contact Dr. Crowe at 334 4622 or [mcroweuncg@gmail.com](mailto:mcroweuncg@gmail.com).

## 2011 Community-Based Undergraduate Research Projects

### *Food Practices, Local Communities, and Communication:*

*Implementing an Urban Farm*

**Jennifer Beynon**, Student

**Marianne LeGreco**, Faculty Mentor

**Urban Harvest Greensboro**, Community Partner

Department of Communication Studies

### *Post-Resettlement Health Care Needs in the Greensboro*

*Refugee Community*

**John Brown**, Student

**Sharon Morrison**, Faculty Mentor

**Church World Service**, Community Partner

Department of Public Health Education

### *Factors that Influence Recovery for People with Mental Illnesses*

*Who Live in Long Term Care Communities*

**James Roberts**, Student

**Jay Poole**, Faculty Mentor

**Triad Care & Rehabilitation Center**, Community Partner

**North Pointe Assisted Living Community**, Community Partner

**NC Assoc. of Long Term Care Facilities**, Community Partner

Department of Social Work

### *Developing a New Type for Early Elementary Classroom Furniture*

**Laura Snoderly**, Student

**Anna Marshall-Baker**, Faculty Mentor

**Jessie Wharton Elementary School**, Community Partner

Department of Interior Architecture

### *The Role of Faith Communities in Refugee Resettlement:*

*A Congregational Survey in Guilford County, NC*

**Megan Walley**, Student

**Ruth DeHoog**, Faculty Mentor

**Refugee Network of Guilford County**, Community Partner

Department of Political Science

### *The Effectiveness of a Wellness-Oriented Psychoeducational Support*

*Group on the Holistic Wellness, Health Locus of Control, and*

*Future Perspectives of Cancer Survivors*

**Rochelle Weimann**, Student

**Jane Myers**, Faculty Mentor

**Moses Cone Hospital System**, Community Partner

Department of Counseling & Educational Development

## 2011 Interdisciplinary Undergraduate Research Projects

### *Investigation of Phenotype and Genotype in Families of Student Musicians*

*with Music-Related Hearing Loss*

**Mariam Abdelaziz**, Student

**Susan Phillips**, Faculty Mentor

Department of Communication Sciences & Disorders

### *Spatial Ecology of the La-Crosse Encephalitis Virus (LACV)*

*in Western Carolina*

**Axelle Atchade**, Student

**Laura White**, Student

**Gideon Wasserberg**, Faculty Mentor

Department of Biology

**Malcom Schug**, Faculty Mentor

Department of Biology

### *Students Prevent: Student Research to Prevent Violence Against Women*

*and Children by Engaging Information Technology*

**Monty Blanchard**, Student

**Joseph Somers**, Student

**Hamid Nemati**, Faculty Mentor

Department of Information Systems & Operations Management

**Jackie White**, Faculty Mentor

Department of Psychology

### *Theologies of New Bodies: The Case of Catholic Teachings on Transsexuality*

**Jayne Mallindine**, Student

**Elizabeth Bucar**, Faculty Mentor

Department of Religious Studies

### *Representing Gender in Novels by Jane Austen and Some Predecessors*

**Holly Mason**, Student

**James Evans**, Faculty Mentor

Department of English

### *Influence of Growing Conditions on Levels of Bioactive Constituents in*

*Echinacea*

**Amanda Roffman**, Student

**Nadja Cech**, Faculty Mentor

Department of Chemistry & Biochemistry

### *Geoarchaeological Landscape Investigations at*

*Guilford Courthouse National Military Park*

**Darren Shumate**, Student

**Linda Stine**, Faculty Mentor

Department of Anthropology

