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The Effects of Undergraduate Education Research on Our Lives: A Self-Study

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Abstract

As undergraduates, we are noticing our understanding of the teaching profession changing as we continue to engage more deeply in research. At Boise State University, it is uncommon for undergraduate education students to participate in research. We want to highlight how becoming researchers has been so influential in our preparation as future teachers and share how impactful we believe this could be for others studying to be teachers. Through our work, we hope to move towards a new definition of teaching as an intellectual profession that encompasses engagement in ongoing, meaningful research alongside the more traditional responsibilities of teachers.

In order to further explore our experience and in the interest of sharing, we engaged in reflective self-study methods (Samaras & Freese, 2006; Nelson & Sadler, 2013; Valli, 1997; Schön, 1987; Bullough & Pinnegar, 2004). We examined and compared our individual experiences conducting research as undergraduates. We will discuss our process of engaging in self-study, our current roles within undergraduate educational research, as well as our findings.

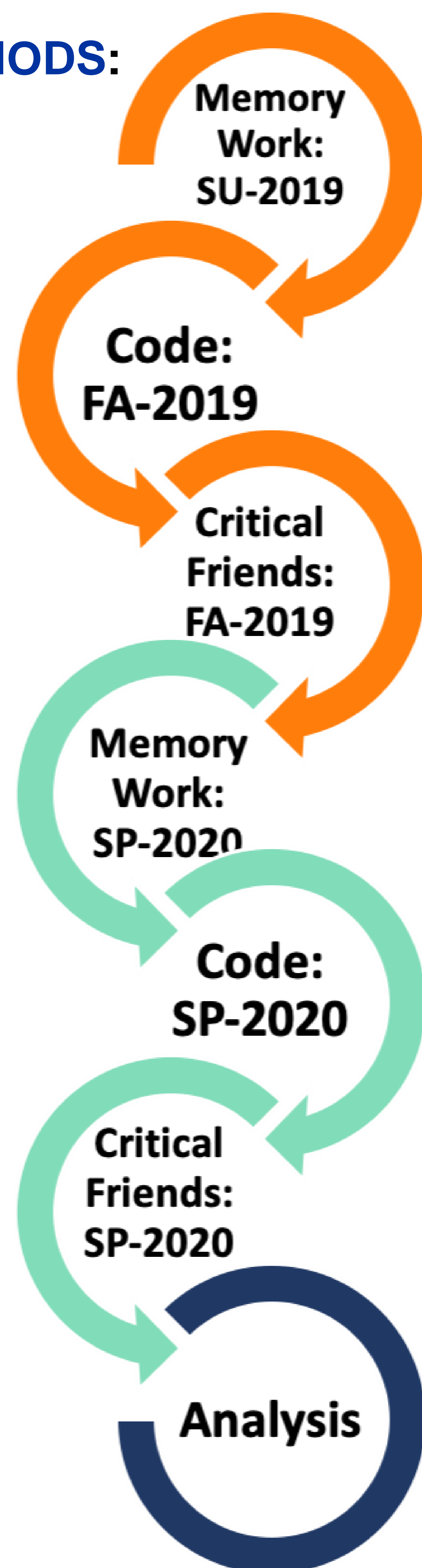
The Effects of Undergraduate Education Research on Our Lives: A Self-Study

PRESENTERS:

Claire Oberg & Julianne Mori

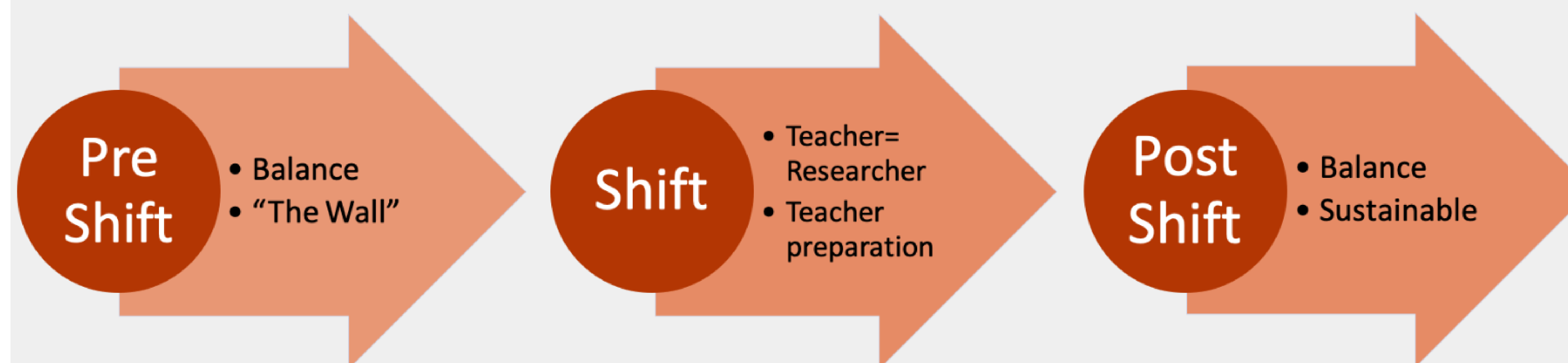
BACKGROUND: We wanted to better understand the effects of undergraduate research on our lives because we see now research as a part of teaching.

METHODS:



Teacher = Researcher

“We realized that we had been thinking of teaching and research as two separate things... **the two [are] not, should not, be seperate**” (JournalJ, Shift, p.1)



CONCLUSIONS

The data shows that our perceptions of what it means to be a teacher has shifted to include researcher. Our future goals as educators have shifted through our engagement with research. We demonstrated clear growth in the ability to balance our lives while working towards incorporating into undergraduate teacher preparation programs at our university.

Pre-Shift

“[This] resulted in almost **no sleep**, and if I was sleeping it was really just because my **body was crashing from stress**. All of this sounds horrible, but even when I **knew that I was crumbling**, I saw the importance in doing it all and I knew in myself that this is what I was meant to be doing and I didn’t want it to stop” (JournalC, Phase 2, p.1)

Shift

“This means that [research] **needs to be talked about, explained, worked through in our teacher prep program**. Just as teaching us how to teach math/writing/literacy etc.” (JournalC, Shift, p.1)

Post-Shift

“that’s where having [research] **built into the program** comes in because if **people don’t have to chose** to take it on as some crazy extra thing that’s making them lose sleep everyday then it’s something that they will **be able to do** and they will have this **experience built in** and they’ll gain these skills, guaranteed” (CF, Phase 2, p.11)

☺ Claire Oberg and Julianne Mori



BOISE STATE UNIVERSITY