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UNIVERSITY**

NORMAN J. RADOW COLLEGE OF  
HUMANITIES AND SOCIAL SCIENCE  
*Office of Academic Innovation*



**2026-2027**

**FACULTY TOOLKIT FOR  
STUDENT SUCCESS IN  
UNDERGRADUATE  
RESEARCH**

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## Purpose of This Guide

Undergraduate research is a high-impact educational practice that significantly enhances student learning, critical thinking, and skill development. This toolkit was designed to help faculty consider how to design research experiences with undergraduates both inside and outside of the classroom. It offers questions to consider at each stage as well as various practices, embedded with links, for you to consider implementing. It concludes with an appendix of undergraduate journals and conferences, an extensive list of ready-made resources, and a bibliography and set of references.

## Disclaimer

This toolkit is designed to be a resource. Every effort will be made to ensure the information in this guide is accurate and up to date; however, there is no guarantee, explicit or implied, regarding the information presented in this guide.

## Updates

This guide is provided by the Office of Academic Innovation is dedicated to enhancing student learning through evidence-based approaches in the humanities and social sciences. We foster exploration and active participation in cutting-edge educational methods, curriculum design, student support tools, and educational research. Through these efforts, we aim to create innovative practices and educational opportunities that will shape the future of learning. Please email any errors, omissions, or suggestions to: [OAI@kennesaw.edu](mailto:OAI@kennesaw.edu)

# What are Student Barriers to Participating in Research?

## Questions to Consider:

- What are the major barriers that inhibit students from participating in research?
- How can I provide more equitable access to research opportunities for students?
- How can research be integrated into coursework or capstone experiences?
- Do students feel academically prepared to engage in research?
- Do students know how to find research opportunities?

## Recommendations for Implementation:

- **Allow** multiple ways to complete tasks, and divide labor across a student team to ensure that all can participate in a way that fits their circumstances. Students may have outside commitments that prevent them from doing research beyond class hours. If you require extra activities, plan how to address these challenges.
- **Embed** authentic research projects into existing courses. Require students to formulate research questions, conduct literature reviews, and collect data.
- **Design** research projects with a Universal Design for Learning (UDL) framework, which is an approach that accommodates the needs and abilities of all learners. The UDL framework invites faculty to provide a variety of methods for students to interact with the content in different ways.

## What are Student Barriers to Participating in Research?

- **Expand** where you look to find students to engage in research. Some recommendations include:
  - **Announce** research opportunities during lectures or seminars or post opportunities on [KSU Handshake](#).
  - **Set** minimal requirements to attract more applicants.
  - **Consider** using [work study](#) students if possible.
  - **Make** any application easy to complete and understand.
  - **Place** emphasis on enthusiasm rather than experience.



## What are Strategies for Integrating Research Into my Course?

### Questions to Consider:

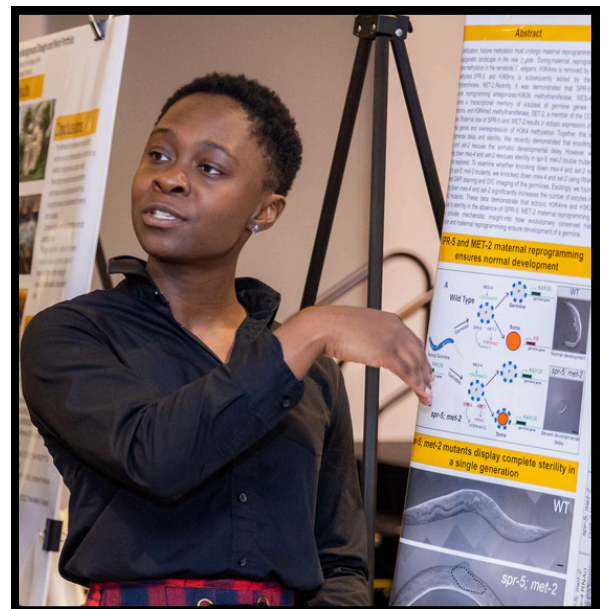
- At what point in my course should a research project be scheduled?
- If you plan on a Course-based Undergraduate Research Experience (CURE), what courses are you teaching now or will be in the future that are appropriate for undergraduate research?
- How can I demonstrate the alignment between the learning outcomes, course materials, and assessment?
- How can you scaffold assignments throughout the experience to build toward a final product?

### Recommendations for Implementation:

- **Employ** backward design for research planning, starting with the end goals and working backward to develop the necessary steps. First, clearly define your research goals and desired outcomes. Next, determine the evidence and methods needed to measure success. Finally, plan the activities and resources required to gather data and achieve your goals. This approach ensures clarity, intentionality, and flexibility, aligning every step of your research with your ultimate objectives.
- **Create** a course map to demonstrate the alignment between the learning outcomes, course materials, and assessments. Additionally, by charting out the entire course, you can identify potential gaps, redundancies, or misalignments. When feedback or challenges require revisions, a course map can help identify areas for interventions and additional support.

## What are Strategies for Integrating Research Into my Course?

- **Ensure** that students receive adequate feedback throughout the process (not just at the end) so that they can correct mistakes and keep the project on track. Include low-stakes opportunities to practice skills early in the project to identify problems and correct them. Developing formative assessments can serve as a powerful diagnostic tool to monitor progress, identify areas of improvement, and guide research planning.
- **Scaffold** complex concepts to support student understanding. Scaffolding is a way of structuring assignments to support your learning objectives. There are several effective methods, such as breaking the literature review process into manageable components so students can master each stage, gradually building their confidence and research skills over time. Provide templates for project proposals and give timelines for students in lower-level courses.
- **Incorporate** mini-research projects into existing courses. Consider developing community-engaged research or service-learning projects with community partners or local organizations. Utilize real-world problems to guide scholarly inquiry.



## How can Engaging in Research Expand my Student's Skills and Knowledge?

### Questions to Consider:

- How can research help my students acquire critical and creative thinking skills?
- Will engaging in undergraduate research enhance what my students learn in my course(s)?
- What specific research skills can students develop that will be applicable across various fields of study?

### Recommendations for Implementation:

- **Inform** students that undergraduate research develops critical thinking, independence, and creativity. To develop these skills, students need some autonomy during the research process. Learning theory, practicing research skills, and engaging in reflection will enhance both knowledge and critical thinking skills. This approach has been shown to significantly improve students' learning outcomes and positively contribute to academic achievement.
- **Encourage** creative thinking as a first step to generating solutions. Leaving extra time at the beginning stages of the project to allow students to brainstorm and think creatively about the problem. Creative thinking activities can foster judgment-free thinking. For example, some students dominate brainstorming and class discussions, while others fear judgment for their ideas. Activities such as asking students to imagine the worst possible solution to an issue, can validate all approaches and ideas.

## How can Engaging in Research Expand my Student's Skills and Knowledge?

- **Connect** how undergraduate research can enhance learning gains within a course, but only if the content and the research topic are linked. First, you may need to do this explicitly first. Then, you can move on to class discussions and/or group work that requires students to bridge the research they are conducting and the textbook/lecture content.
- **Utilize** reflective thinking. Encourage students to thoughtfully reflect on their experiences and evaluate how the knowledge or skills acquired may be applied to future contexts. Highlight the prevalence of self-directed learning and prompt students to examine their active role in this process. The objective is for the ongoing cycle of theory, practice, and reflection to enhance students' breadth of knowledge and critical thinking abilities.



## How Do I Define My Research Goals and Scope?

### Questions to Consider:

- What are the outcomes you hope to achieve by conducting research with students? Take the time to write down your own goals.
  - For example, is it to provide a high-impact learning experience for students? To gather data to support my disciplinary research goals? To conduct a scholarship of teaching and learning (SoTL) study?
- How do your goals align with student goals and outcomes?
- What are the learning outcomes for students? How does my research project help students to attain these goals?
- What is the expected timeline and deliverables?

### Recommendations for Implementation:

- **Set** course-related goals that ensure the outcomes for the students align within the structure of the course or project. This will help demystify the research process for both you and the students.
- **Embed** self-assessments for students to monitor their progress at various waypoints. This may involve students reflecting on their own work, setting individual goals, and identifying their own areas of strength and weakness. This approach encourages students to take an active role in their learning, develop metacognitive skills by understanding their own thinking processes, and adjust their performance.

## How Do I Define My Research Goals and Scope?

- **Recognize** that students may be apprehensive about conducting research. Foster a growth mindset by communicating the idea that students can improve their abilities through practice. This approach helps students become more persistent learners and understand that they can improve through effort.
- **Communicate** with students regarding what they will gain from participating in research– make it specific and concrete and include how the knowledge and skills gained can help them in the future. The goal of this communication is transparency around the process so that students understand how each aspect of a project relates to the overall goals.
- **Identify** the types of research skills most appropriate for your project and scope, such as data collection, coding, and/or analysis (qualitative or quantitative), research design, literature review, synthesis of findings, and research writing. Make sure you also assess the preparation level of students to ensure that the chosen activities match their skill level. For first-year students, consider assignments like literature reviews, while upper-level students may engage in full research projects from start to finish.

## How do I Develop a Research Plan, Paradigm, and Conceptual Framework?

### Questions to Consider:

- What are your broad theoretical (“big T”) and specific research (“little r”) question(s) that you will answer to achieve these goals?
- What research paradigm (if any) is your work associated with? What theoretical paradigm (if any) is your work associated with?
- What type of research are you conducting (qualitative vs. quantitative vs. mixed methods)?
- What specific methodology have others used within those categories? If you are new to research or have taken an extended break from intensive research, you may want to revisit basic methodological protocols.

### Recommendations for Implementation:

- **Study** your own research project. If you are conducting a SoTL project to study your work with students, this is, in and of itself, a separate study. Even if your primary research does not include human subjects, this study includes its own teaching and learning aspects that are valuable research in and of themselves.
- **Plan** in semester levels, funneling down from the larger topic to a number of smaller questions that can build on each other – this can increase the efficiency of your time each semester.

## How do I Develop a Research Plan, Paradigm, and Conceptual Framework?

- **Intersect** larger theoretical paradigms with students in an approachable way. Consider how you can translate this information to undergraduate students. Does the theory intersect with your course content? With a global, regional, or local issue?
- **Integrate** Project-Based Learning (PBL), which can help students connect theory to research as it requires designing, developing, and constructing hands-on solutions to a problem. PBL, depending on the student level, can range from a single hands-on experiment to longer simulations or research projects designed to help students develop a deeper understanding of a particular topic or subject.



## How do I Address Ethical and Institutional Requirements

### Questions to Consider:

- Does the project require IRB approval? If so, what is the timeline?
- Do you need students to be IRB certified?
- Will students handle sensitive data or work with human subjects?

### Recommendations for Implementation:

- **Ensure** whether students need IRB certification. You may want to require it regardless of whether it is necessary for the data you plan to collect, as students learn valuable information and can put this certification on a resume or CV. In addition to IRB oversight, student research involving human subjects requires supervision from a Faculty Advisor. Kennesaw State University requires prior review and approval to be obtained from the IRB for all research involving human participants, including:
  - All graduate and undergraduate student projects conducted outside the classroom, including master's theses and dissertations.
  - Utilizing an interview, survey, focus group or observation to collect data.
  - Subjects that are Elected or Public Officials.
  - From the study of de-identified existing data, documents, records, pathological specimens, or diagnostic specimens.
  - Involved in public benefit or service programs.
  - Involved in taste tests and food quality evaluation.
  - Employing the administration of any substance or stimulus.

## How do I Address Ethical and Institutional Requirements

- **Consider** submitting an IRB to study the student experience so that you can write a Scholarship of Teaching and Learning (SoTL) article on your experience with undergraduate research. This must be a separate IRB application to collect data from the participating students as the “subjects” of research.
- **Assess** student research experience in order to set realistic expectations for their capabilities. Use this assessment to determine the type of data to collect.
- **Educate** students about ethical principles and the importance of protecting human subjects in research. Review research proposals to ensure they meet ethical standards and comply with institutional guidelines. Be sure to monitor ongoing research projects to ensure ethical practices are maintained throughout the study and enforce compliance with ethical guidelines and institutional review board (IRB) requirements.



## What Types of Introductory Research Experiences can be Embedded in the Classroom?

### Questions to Consider:

- What research options, besides a course embedded undergraduate research (CURE), are appropriate for including in the classroom?
- What are the most important research skills for students to develop?
- How can research experiences help students connect theory to lived experience or social issues?
- Can I embed research into existing assignments (e.g., essays, debates, media analysis)?

### Recommendations for Implementation:

- **Consider** creating assignments where students analyze how theory appears in daily life through films, music, or social media, examine a primary or archival source, or collect and interpret narratives from peers or the community.
- **Connect**, when possible, a service-learning aspect to create connections between research/theory and local or global issues. Service learning is recognized as a high-impact practice through which students learn theories and work in the community to put those theories into practice. At the end of this experience, have students engage in reflection, which deepens their understanding of what has been taught. The goal is for this cycle of theory, practice, and reflection to broaden both knowledge and critical thinking skills.

## What Types of Introductory Research Experiences can be Embedded in the Classroom?

- **Transform** existing assignments like debates into research projects by asking students to investigate both perspectives of a social issue and support their arguments using academic sources. Encourage students to work together, explore common questions, or tackle various components of a subject.
- **Incorporate** ethical and civic considerations into your research where appropriate. Civic engagement encourages higher-order thinking as it requires multidisciplinary thinking to propose effective solutions to pressing social, environmental, educational, and economic issues.
- **Introduce** tools like Excel, Tableau, or R for students to visualize data when possible. Use data-driven decision-making or design assignments that require students to use data to support their arguments or hypotheses.
- **Focus** introductory research experiences on parts of the traditional research project, such as writing an abstract, conducting a literature review, designing a research study, or creating an annotated bibliography.
- **Integrate** data literacy skills where possible by including assignments where students must gather, examine, and interpret data related to course content.

## What Types of Advanced Research Experiences can be Embedded in the Classroom?

### Questions to Consider:

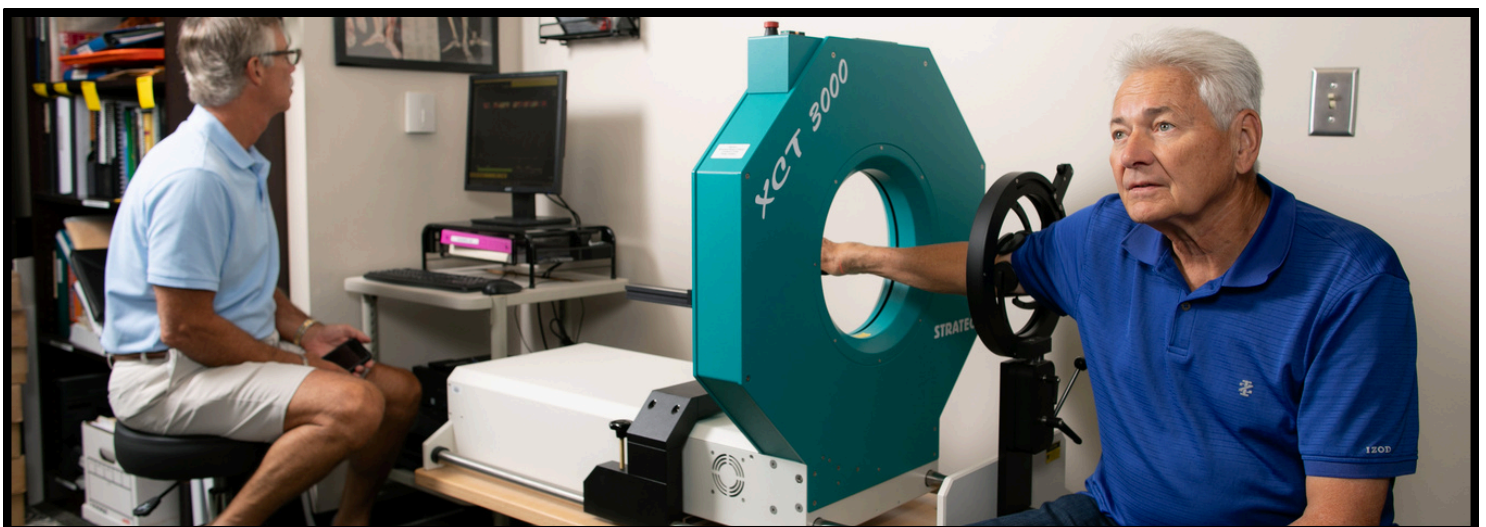
- What are best practices for course-embedded undergraduate research (CURE)?
- What are the most important advanced research skills for students to develop?
- What types of advanced research experiences can be embedded in the classroom to enhance students' learning?
- What distinguishes an advanced research experience from an introductory one in my discipline?
- What kinds of scholarly or public conversations can students contribute to?

### Recommendations for Implementation:

- **Facilitate** the synthesis of findings from research activities. Encourage students to draw connections between their research and existing literature. Help them develop skills in analyzing and interpreting data and guide them in presenting their findings in a coherent and logical manner.
- **Encourage** students to design and conduct original research projects. Guide them through the process of formulating research questions, conducting literature reviews, and selecting appropriate methodologies. Support them in collecting and analyzing data and help them synthesize their findings into meaningful conclusions that contribute to scholarly or public conversations.

## What Types of Advanced Research Experiences can be Embedded in the Classroom?

- **Mentor** students in preparing their research for dissemination. Guide them in writing abstracts, creating posters, and developing presentations for conferences or campus symposia. Provide feedback and encourage them to reflect on the impact of their experiences and its relevance to their academic and professional goals.
- **Train** students to use essential research tools and platforms, such as mapping software, text analysis, Tableau, or R. Require them to collect, analyze, and interpret data.
- **Evaluate** your curriculum to determine if research methods are being introduced at appropriate levels and consider the value of introducing them earlier. Plan and prepare for Course-Based Undergraduate Research Experiences (CUREs) in advance to achieve the best outcomes for both you and your students.



## How do I Develop an Undergraduate Project that Incorporates High-Impact Practices?

### Questions to Consider:

- What are the essential elements of High-Impact Practices?
- How does my research project align with these elements?
- Do you intend to collect data for a Scholarship of Teaching and Learning (SoTL) project as part of this undergraduate research experience?

### Recommendations for Implementation:

- **Review** the eight essential elements of HIPs for project alignment. When possible, make small changes to increase the impact of your project.
- **Consider** other data that may be needed from students to measure the impact of the experience. For an assessment of how “high impact” your experience is, consider using an established taxonomy to assess the impact of your undergraduate research experience as a HIP.
- **Collect** student feedback as part of your continuous improvement practice. Do not forget to seek IRB approval prior to the start of your project if you plan to publish student data.
- **Cultivate** a growth mindset for yourself. Be ready to try new things and seek out new approaches. This also means that when something does not go well, you view it as a chance to learn and grow.

## How do I Communicate and Assess my Expectation and Requirements?

### Questions to Consider:

- How will you guide students through the research process?
- How can you assess your students' learning gains? What types of assessment are appropriate?
- How can you incorporate reflection in your assessment(s)?
- How can you provide constructive feedback that guides students in improving their research methods?
- How can you recognize and reward students' efforts and achievements?

### Recommendations for Implementation:

- **Determine** how and if you are going to measure students' understanding. There are three types of assessment: (1) assessment of the course experience, (2) assessment of the learning gains, and (3) assessment of the impact of the HIP.
  1. Assessments of the course experience tend to ask subjective questions of students about their overall experience and personal development. These are especially important if you plan to produce a SoTL scholarship.
  2. Assessments of learning gains typically measure how well students met course learning outcomes.
  3. Assessments of the impact of a HIP often rely on an established taxonomy to assess the impact of your HIP.

While you do not necessarily need to assess all three, you should decide at the outset what you are going to assess and create your assessment plan with that in mind.

## How do I Communicate and Assess my Expectation and Requirements?

- Encourage** students to reflect on their learning experiences. This can be done by facilitating reflective discussions and group debriefs, tracking students' progress over time with regular check-ins, or using journals, surveys, or reflection prompts. Reflecting on the experience enhances positive outcomes and will also provide rich feedback. Ensure that you review your assessment types to determine their effectiveness.
- **Mentor** students in preparing their research for dissemination. Guide them in writing abstracts, creating posters, and developing presentations for conferences or campus symposia. Provide feedback on clarity, structure, and audience engagement. Encourage them to reflect on the impact of their research and its relevance to their academic and professional goals.
  - **Acknowledge** students' contributions and celebrate their achievements with awards, certificates, and public recognition. Ensure that you document students' accomplishments in recommendation letters and portfolios.



## How do I Engage in Data Collection with Students?

### Questions to Consider:

- How do you ensure students understand the importance of confidentiality, informed consent, and data security?
- What measures can be taken to provide adequate training and support for student researchers?
- How can you ensure that you are utilizing student labor for research ethically?
- What steps can be taken to protect the well-being and safety of student researchers, especially when conducting fieldwork or sensitive studies?

### Recommendations for Implementation:

- **Provide** comprehensive training on research ethics, including informed consent and confidentiality. Regular check-ins and reviews of students' research practices can help ensure adherence to ethical standards.
- **Define** students' roles and responsibilities, ensuring that tasks are appropriate for their skill levels and academic goals. It is important to recognize and credit students' contributions in publications and presentations. Consider relevant aspects of the work students will be doing: Are there special considerations around the research subjects? Will students be in possession of data that could be considered sensitive?
- **Offer** mentorship programs and access to resources such as research guides and ethical guidelines. Providing ongoing feedback and creating a supportive research environment are also crucial.

## How do I Involve Students in the Development of Research?

### Questions to Consider:

- How can students assist in interpreting research data?
- How do I ensure the integrity of data during research and writing? Should I require formal dissemination of research results?

### Recommendations for Implementation:

- **Develop** a training plan to teach students appropriate data analysis and synthesis techniques. Use class or project time to walk through how you would approach data analysis and synthesis. Hands-on practice sessions where students can work with sample datasets will help them apply theoretical knowledge to real-world scenarios. If possible, encourage students to work in pairs or small groups to analyze data.
- **Model** data analysis and synthesis if possible. Use examples of prior work (yours or others) to show the evolution of writing and analysis. Present case studies of previous research projects, highlighting the evolution of data analysis and writing. Discuss what worked well and what could be improved.
- **Develop** a data management plan that outlines how data will be stored, shared, and protected. This ensures that master copies are always available and that data integrity is maintained. Make master copies of any data before sharing it with students.

## How do I Involve Students in the Development of Research?

- **Distributing** research helps students develop essential skills such as writing, presenting, and critical thinking. These skills are valuable in both academic and professional settings. It also increases the visibility and impact of research. Participating in formal dissemination activities can enhance students' resumes and academic profiles and provide them with tangible evidence of their research capabilities and achievements. Receiving feedback from peers and experts through formal dissemination channels can also help improve the quality of the research. However, formal dissemination, such as writing papers or preparing presentations, can be time-consuming for both students and faculty members and limited by resources and opportunities.
- **Connect** data collection activities to students' coursework or major to ensure relevance and buy-in, making sure they see the value beyond just supporting your personal research agenda. Place safeguards to protect data integrity.



## How can I Help My Students Use Research Skills to Prepare for their Desired Career Pathway?

### Questions to Consider:

- How can you communicate the transferability of knowledge and skills students will gain from participating in research as an undergraduate?
- How can you help students communicate the transferability of knowledge and skills gained from participating in research to potential employers?
- How is participating in undergraduate research different from other learning experiences?

### Recommendations for Implementation:

- **Design** your undergraduate research experience as a High-Impact Practice (HIP). HIPs are educational practices that provide opportunities for deep learning, fostering engagement, and promoting student success. Structure your research projects to maximize these benefits with collaborative assignments, intensive writing, and real-world problem solving.
- **Identify** all the skills that undergraduate research might develop, including but not limited to data literacy, ethical reasoning, problem-solving, critical thinking, written and/or oral communication skills, creativity, and teamwork. Highlight and discuss these skills to ensure students recognize their importance.
- **Communicate** to students the transferable skills gained from research participation early and regularly. Clearly describe what they are and the purpose, so students see the value and career relevance of their work.

## How can I Help My Students Use Research Skills to Prepare for their Desired Career Pathway?

- **Connect** how participating in undergraduate research allows them to delve deeply into their field of study and gain a more comprehensive understanding of the subject matter. Engaging in research involves presenting findings, writing reports, and often collaborating with peers and mentors. This hands-on experience often enhances students' ability to articulate complex ideas clearly and effectively, both in writing and verbally. Research also equips students with data analysis and project management skills, making them more competitive in the job market and better prepared for advanced studies.
- **Dedicate** time to assist students with incorporating research skills into their resumes or CVs. Facilitate brainstorming sessions on how they can articulate what they have learned in interviews. This can include mock interviews, peer reviews of resumes, and workshops on effective communication of research experiences.
- **Collaborate** with Career Services and invite someone to speak to your class or research with students about how to translate research skills to other industries. This can provide students with a broader perspective on how their research experience can be valuable in various career paths and help them see the practical applications of their skills.

## How do I Determine Student Author and Publication Roles and Responsibilities?

### Questions to Consider:

- When can (or should) you invite students to be co-authors or co-presenters?
- How can you communicate with students about these opportunities?
- How do I determine the roles of each co-author?
- Where do we disseminate student research?

### Recommendations for Implementation:

- **Communicate** clearly to students about opportunities for authorship. If authorship is not an option, discuss the other benefits they will gain from participating in the research project.
- **Support** students in disseminating research. Students can present their research findings at academic conferences, symposiums, or workshops. This provides a platform to share their work with a broader academic audience and receive feedback.
- **Create and display** research posters, as poster sessions are a great way for students to visually communicate their research and engage in discussions with attendees.
- **Submit** research papers to academic journals for publication. Faculty members can guide students through the submission process and help with revisions.

## How do I Determine Student Author and Publication Roles and Responsibilities?

- **Engage** with the community by presenting research findings at local events, schools, or community centers, making research accessible to a non-academic audience.
- **Consider** carefully who to invite as an author. Here are some considerations:
  - If you involve a class and your class size is large, you may be less likely to ask students to be involved in writing a paper within one semester/project. If select students want to continue, identify those who engage in work above and beyond the project for credit.
  - If the project is large in scope or lasts a long time, evaluate whether student authorship is appropriate, as they may graduate and move on before manuscripts are written.
  - If you invite students to be part of the publication process, explain clearly what this entails and request a commitment in writing about the “terms.” Develop a timeline for contributions from all authors (including yourself) and the consequences if someone does not meet that timeline. This protects everyone on the authorship team.
- **Support** opportunities for student-led dissemination of results to emphasize the value of their participation.
- **Communicate** to students the importance of the work you are completing together. Explain the skills they will gain and how to these skills are valued by potential employers.

## Appendix I: List of Undergraduate Journals and Conferences

### Professional Conferences that Accept Presentations by Undergraduates

- American Anthropological Association Annual Conference: Includes expos, mentoring sessions, and networking events tailored to undergraduates and those considering graduate school.
- Annual Student Research in Communication Conference: A regional conference showcasing undergraduate research in communication studies.
- College Arts Association Annual Conference: Includes undergraduate sessions in visual arts, art history, and humanities.
- Collegiate Association for Inequality Research: Focused on inequality and social justice, welcoming sociology and related research.
- Contemporary Issues and Ethics Conference: Focuses on undergraduate presentations addressing current ethical and societal challenges.
- Georgia Undergraduate Research in Psychology Conference: Provides a platform for psychology students in Georgia to present original research.
- Mid-Atlantic Regional Conference for Undergraduate Scholarship: Accepts presentations in all disciplines, including humanities and social sciences.
- Midwest Political Science Association Conference: Includes undergraduate panels in political science and public affairs.
- National Collegiate Honors Council Annual Conference: Features undergraduate research across disciplines from honors students nationwide.
- National Collegiate Research Conference: Multidisciplinary conference with strong representation in humanities and social sciences.
- National Conference on Undergraduate Research (NCUR): Dedicated to promoting undergraduate research, scholarship and creative activity in all fields of study by sponsoring an annual conference for students.
- National Research Conference at Penn: Interdisciplinary undergraduate conference with strong humanities and social science presence.
- National Undergraduate Literature Conference: Celebrates undergraduate literary analysis and creative writing.
- National Women's Study Association Conference: Welcomes undergraduate research in gender, sexuality, and women's studies.

## Appendix I: List of Undergraduate Journals and Conferences

### Professional Conferences that Accept Presentations by Undergraduates, continued

- PASSHE Women's Consortium Annual Conference: Highlights undergraduate work on women's issues within Pennsylvania's state system.
- Phi Alpha Theta History Honor Society Conference: Hosts undergraduate history research presentations at regional and national levels.
- Popular/American Culture Association in the South: Accepts undergraduate papers on popular and American cultural topics.
- Psychology Undergraduate Research Conference: Dedicated to showcasing undergraduate psychology research.
- Richard Macksey National Undergraduate Humanities Research Symposium: Dedicated to undergraduate research in the humanities and interdisciplinary studies.
- South Atlantic Modern Language Association: Includes undergraduate sessions in literature, languages, and cultural studies.
- Southeastern Psychological Association Conference: Provides opportunities for undergraduates to present psychology research.
- Southwestern Social Science Association Conference: Welcomes undergraduate research in sociology, political science, and related fields.
- Stanford Research Conference: Multidisciplinary conference with sessions in humanities and social sciences.
- State of North Carolina Undergraduate Research & Creativity Symposium: Regional symposium accepting undergraduate research and creative work in humanities and social sciences.
- The Art of Storytelling Conference: Focuses on undergraduate presentations in narrative, folklore, and storytelling traditions.
- Undergraduate Conference on Research and Creative Practice: Celebrates student research and creative work across humanities and social sciences.
- Undergraduate Research in Communication: A national venue for undergraduate research in communication and media studies.
- Visible Thinking Symposium: Features undergraduate poster presentations across disciplines including humanities.

## Appendix I: List of Undergraduate Journals and Conferences

### List of Undergraduate Research Journals

- 1763: The Palmetto Journal: Open-access, peer-reviewed journal focused on media and popular culture.
- 1890: A Journal of Undergraduate Research: Interdisciplinary journal accepting scholarly articles, creative writing, and artwork.
- Academic Leadership Journal in Student Research: Publishes undergraduate and graduate student research that explores the intersection of student research with teaching and faculty research.
- Afkar: The Undergraduate Journal of Middle East Studies: Focuses on politics, history, and culture in the Middle East and North Africa.
- Aleph: UCLA Undergraduate Research Journal: Publishes undergraduate research in humanities, social sciences, and behavioral sciences.
- Aletheia: The Alpha Chi Journal of Undergraduate Scholarship: Open-access journal for Alpha Chi members and others, featuring critical and creative work.
- American Journal of Undergraduate Research: A peer-reviewed journal publishing undergraduate research across disciplines.
- Americana: Notre Dame's journal for American Studies research.
- Animus: University of Chicago's classical studies journal.
- Apollon: Fairfield University's digital humanities journal.
- Archive: An Undergraduate Journal of History: Accepts submissions of History scholarship, including scholarly papers, articles, book reviews, and historical essays from undergraduate students of all majors from colleges and universities in the U.S. or abroad.
- Armstrong Undergraduate Journal of History: Peer-reviewed history journal from Armstrong State University.
- Berkeley Undergraduate Journal of Classics: Original manuscripts on any topic related to Classics from undergraduate students in any major at an institution which confers a bachelor's degree are eligible to submit.
- Bridges: An Undergraduate Journal of Contemporary Connections: Publishes essays on broad, interdisciplinary subjects with a focus on contemporary issues and literature.

## Appendix I: List of Undergraduate Journals and Conferences

### List of Undergraduate Research Journals, continued

- Butler Journal of Undergraduate Research: Multidisciplinary journal publishing undergraduate research done at any college or university.
- Cambridge Journal of Political Affairs: Showcasing undergraduate research on international relations, comparative politics, and political history.
- Caravel Undergraduate Research Journal: Faculty-reviewed online undergraduate research journal, which chronicles students' creative research from all academic disciplines.
- Chicago Journal of Foreign Policy: Publishes undergraduate research in international relations and foreign policy.
- Collision Literary Magazine: A literary magazine featuring creative writing and visual art by undergraduates.
- Columbia Undergraduate Journal of History: Publishes historical research by undergraduates.
- Columbia University Journal of Politics and Society: Publishes undergraduate work in political science and sociology.
- Compass: An Undergraduate Journal of American Political Ideas: Publishes essays by undergraduates at colleges and universities anywhere in the world on current American political issues
- Consilience: The Journal of Sustainable Development: An interdisciplinary journal focused on sustainable development and global issues.
- Critical Theory and Social Justice Journal of Undergraduate Research: Focuses on undergraduate research in race, sexuality, and nationality.
- Critique: A Worldwide Student Journal of Politics: Publishes undergraduate political science research from around the world.
- Crossing Borders: A Multidisciplinary Journal of Undergraduate Scholarship: Open-access, peer-reviewed communication from any discipline.
- Culture, Society, and Praxis: Accepts all forms of scholarly expression, including research-based writing, creative writing, visual arts, and more. We do not reject any eligible submissions; we simply ask that students commit to revising their work until it is publishable.
- Falsafa: Undergraduate Journal of Philosophy: Features undergraduate philosophical essays and research. **30**

## Appendix I: List of Undergraduate Journals and Conferences

### List of Undergraduate Research Journals, continued

- CUREJ: College Undergraduate Research Electronic Journal: Penn's journal for undergraduate research in the social sciences.
- Dialectics: The Journal of Leadership, Politics, and Society: Publishes undergraduate research in leadership and politics.
- Dies Legibiles: An Undergraduate Journal of Medieval Studies: Undergraduate journal of medieval studies at Smith College focuses on the period 400–1600 AD. Submissions from fields are accepted such as art, art history, language and translation, and religion.
- Digital America: Explores digital culture through undergraduate scholarship.
- Digital Literature Review: Showcases the valuable contributions of hardworking, creative undergraduate students from a wide range of academic disciplines, including film studies, theatre, anthropology, psychology, and literary and cultural studies.
- Discussions: Undergraduate research journal of Case Western Reserve University in Cleveland, OH, accepts submissions from all majors.
- DUURJ: Peer reviewed publication of research articles from all undergraduate disciplines.
- Eleven: The Undergraduate Journal of Sociology: UC Berkeley's undergraduate sociology journal.
- Elon Journal of Undergraduate Research in Communications: Publishes undergraduate research in media and communications.
- Epistemai: An Undergraduate Journal of Philosophy: Undergraduate philosophy journal with a focus on short, original, philosophical work done by undergraduates from universities across the country.
- The Expositor: Trinity University's undergraduate research journal.
- Explorations: The Journal of Undergraduate Research and Creative Activity for the State of North Carolina: Publishes undergraduate research and creative work from North Carolina.
- Field: A Journal of Arts and Sciences: Peer-reviewed student journal that inspires dialogue across disciplines. Field publishes visual artwork, research essays, and creative writing.

## Appendix I: List of Undergraduate Journals and Conferences

### List of Undergraduate Research Journals, continued

- Florida Undergraduate Research Journal: Publication opportunity for students to share their work with others beyond their campus journals, dedicated to publishing outstanding undergraduate research across all disciplines. All are welcome to submit.
- Forbes & Fifth: Undergraduate journal of the Dietrich School of Arts and Sciences at the University of Pittsburgh considers both scholarly and creative work from students at any accredited university in the world.
- Fordham Undergraduate Research Journal: Publishes undergraduate research across disciplines.
- Grand Valley Journal of History: Provides undergraduate students from all institutions with an opportunity to publish their historically-based research. The GVJH is a journal for all majors, operated by student editors and overseen by a faculty advisory board.
- GW Collegiate Journal of Chinese Affairs: An academic journal that provides a platform for students at GW and other academic institutions to publish interdisciplinary, academically rigorous research. The Journal aims to inspire college students to produce higher-quality scholarship in China studies.
- Harvard Political Review: Publishes undergraduate commentary and analysis on politics.
- History Matters: An Undergraduate Journal of Historical Research: An undergraduate history journal published annually by the Department of History at Appalachian State University. The journal is indexed by EBSCOhost's America: History and Life.
- Illumination: The Undergraduate Journal of Humanities: Publishes undergraduate humanities research and creative work.
- Inquiries: Social Sciences, Arts, & Humanities: An open access academic journal focusing on publishing high quality original work across a range of disciplines, especially on work in the social sciences, arts, and humanities.
- International Journal of Undergraduate Research and Creative Activities: Peer-reviewed, open-access journal dedicated to the publication of outstanding scholarship by undergraduates and their mentors from academic institutions of higher learning.

## Appendix I: List of Undergraduate Journals and Conferences

### List of Undergraduate Research Journals, continued

- Intersections: Publishes undergraduate interdisciplinary research.
- Issues in Political Economy: Publishes undergraduate research in economics.
- Journal for Undergraduate Ethnography: Publishes ethnographic research conducted by undergraduates.
- Journal of Student Research: A multidisciplinary journal publishing student research across academic fields.
- Journal of Undergraduate International Studies: Publishes undergraduate research in international studies.
- Journal of Undergraduate Research and Scholarly Excellence: Publishes interdisciplinary undergraduate research and scholarly work.
- Journal of Undergraduate Research in the Humanities: Pioneering, peer-reviewed online journal dedicated to showcasing exceptional undergraduate scholarship within the Humanities.
- Learning & Teaching: The International Journal of Higher Education in the Social Sciences: Focuses on pedagogical research in higher education and social sciences.
- Lethbridge Undergraduate Research Journal: Publishes undergraduate research across disciplines.
- Logos: The Undergraduate Journal of Philosophy: Publishes undergraduate philosophical research and essays.
- Midwest Journal of Undergraduate Research: Publishes undergraduate research across disciplines.
- Momentum: Platform to promote creativity, inquiry, and intellectual critique among undergraduates from all disciplines.
- Nexus: The Canadian Student Journal of Anthropology: Publishes undergraduate research in anthropology.
- Northwestern Undergraduate Research Journal: Publishes undergraduate research across disciplines.
- On Our Terms: Barnard College's journal of gender studies.
- Papers & Publications: Publishes undergraduate research across disciplines.

## Appendix I: List of Undergraduate Journals and Conferences

### List of Undergraduate Research Journals, continued

- Penn Journal of Arts and Sciences: Platform for individuals all around the world to share their scholarly and creative pursuits.
- Pi Sigma Alpha Undergraduate Journal of Research: Political science journal for undergraduate members of Pi Sigma Alpha.
- Pittsburgh Undergraduate Review: Publishes undergraduate research across disciplines.
- Process: Journal of Multidisciplinary Undergraduate Scholarship: Provides a space for undergraduate writers to share their work outside of the context and constraints of the college classroom.
- PsiBetaJournal.org: A national, independent, peer-reviewed student research journal to peer-review, publish, and index scholarly manuscripts that describe psychological research conducted by undergraduates.
- PSUR: Political Science Undergraduate Review: A peer-reviewed journal that publishes scholarly work done by University of Alberta undergraduates in the field of political science.
- PURSUE: Undergraduate Research Journal: Features undergraduate research across disciplines from the University of Cincinnati.
- Queen City Writers: A Journal of Undergraduate Writing & Composing: Publishes undergraduate writing and rhetoric research.
- Re:Visions: A journal of prose, poetry, and visual art from Notre Dame and affiliated institutions.
- Reinvention: A Journal of Undergraduate Research: An international undergraduate research journal from Monash and Warwick universities.
- Relations. Beyond Anthropocentrism: Publishes interdisciplinary research in environmental philosophy and ethics.
- RhetTech Undergraduate Journal: Run by students at James Madison University, this journal showcases exemplary work being done in undergraduate writing, rhetoric, and technical communication courses around the country.

## Appendix I: List of Undergraduate Journals and Conferences

### List of Undergraduate Research Journals, continued

- Righting Wrongs: A Journal of Human Rights: Peer-reviewed academic journal that provides space for students to explore human rights issues, challenge current actions and frameworks, and engage in problem-solving aimed at tackling some of the world's most pressing issues.
- Scholarship and Practice of Undergraduate Research Journal: Focuses on the scholarship of undergraduate research and its implementation.
- Simpliciter: Brandeis Philosophy Journal: Run by students at Brandeis University, this journal aims to recognize excellent works of philosophy produced by undergraduates from universities anywhere in the world.
- Sociology between the Gaps (SBG): Forgotten and Neglected Topics: Publishes high-quality, original articles including research notes, critical essays, and review papers which fall into subfields in sociological work that may be outside mainstream sociological topics.
- SPACE: Student Perspectives About Civic Engagement: Welcomes manuscripts from undergraduate and graduate students with robust civic engagement experience, including service-learning, to explore the meaning of the experience through research and writing.
- Sprinkle: An Undergraduate Journal of Feminist and Queer Studies: A peer-reviewed journal devoted to the diverse voices of emerging scholar-activists, authors, and artists in women's, gender and queer studies, and related fields of inquiry.
- Stance: An International Undergraduate Philosophy Journal: Peer-reviewed journal publishes original work by undergraduates from around the world.
- Stanford Undergraduate Research Journal: Annual peer-reviewed publication of undergraduate research across disciplines.
- Swarthmore Undergraduate History Journal: Peer-reviewed, faculty-approved, student run research publication that seeks to encourage undergraduate scholarship on diverse subjects.
- Tenor of Our Times: Annual journal publishing the best work of current undergraduate students on any historical and social science topic.

## Appendix I: List of Undergraduate Journals and Conferences

### List of Undergraduate Research Journals, continued

- The Allegheny Review: A national undergraduate literary journal featuring poetry and fiction.
- The Journal of Politics and Society: Publishes undergraduate research in political science.
- The Journal of Psychology and the Behavioral Sciences: Features undergraduate research in psychology and behavioral sciences.
- The Juggler: Notre Dame's journal showcasing literature and art by undergraduates.
- The Kennesaw Tower: Undergraduate research journal focused on undergraduate research projects in Chinese, French, German, Italian, Portuguese, and Spanish into the regional, national and international arena through an on-line medium.
- The Oswald Review: An International Journal of Undergraduate Research and Criticism in the Discipline of English: Published annually, and requiring a faculty member's endorsement, the refereed journal is indexed in EBSCO accepts undergraduate criticism and research in the field of English from students throughout the U.S. and abroad.
- The Princeton Journal of Interdisciplinary Research: Publishes undergraduate interdisciplinary research across humanities, social sciences, and STEM.
- The Saber & Scroll Journal: Published quarterly and welcomes submissions from independent scholars, graduates, and undergraduate students, as well as alumni from any institution. The Journal will consider submissions on any history or military history topic.
- The Undergraduate Journal of Global Citizenship: Undergraduate submissions on diverse topics such as global awareness, interdependence, environmental responsibility, social justice, humanitarianism, and other themes that promote the understanding of global citizenship.
- The Word: The Stanford Journal of Student Hip-hop Research: Student hip-hop research journal providing a mode of creative expression and voice to marginalized communities, inspiring activism, and making a way outta no way.

## Appendix I: List of Undergraduate Journals and Conferences

### List of Undergraduate Research Journals, continued

- Through Gendered Lenses: Features undergraduate research in gender and sexuality studies.
- Tulane Journal of Policy and Political Economy: Seeks to further political and economic research by providing undergraduates from across the world the opportunity to have their own original research published in an internationally recognized, peer- and faculty-reviewed journal.
- Undergraduate History Journal at Illinois: Features historical research by undergraduates at University of Illinois.
- Undergraduate Journal of Service Learning and Community-Based Research: Open to undergraduate students in the U.S. and across the globe in all subject areas. Publishes undergraduate work in service learning and community engagement.
- Undergraduate Research Journal of Psychology: Publishes undergraduate research in psychology.
- University of California Undergraduate Journal of History: Publishes undergraduate historical research.
- University of Michigan Undergraduate Research Journal: Publishes undergraduate research across disciplines.
- University of Toronto Undergraduate Journal of Psychology: Publishes undergraduate research in psychology.
- URCA: The NCHC Journal of Undergraduate Research and Creative Activity: Publishes undergraduate research and creative work.
- Vanderbilt Undergraduate Research Journal: Publishes undergraduate research across disciplines.
- Xchanges: An Interdisciplinary Journal of Technical Communication, Rhetoric, and Writing Across the Curriculum: Publishes undergraduate and graduate research in writing and technical communication.
- Yale Review of Undergraduate Research in Psychology: Publishes undergraduate research in psychology.
- Young Scholars in Writing: Publishes undergraduate research in writing, rhetoric, and composition.

## Appendix II: Resources

### Assessment, Evaluation, and Reflection:

- [Authentic Assessment Rubric and Overview](#)
- [Scaffolding Research Assignments Guide](#)
- [Concrete Strategies for Frequent, Low-Stakes Assessments/Practice](#)
- [Student Engagement Survey in Word](#)
- [Council on Undergraduate Research Assessment Toolkit](#)
- [DEAL Critical Reflection Assignment](#)
- [Sample CUR Assessment Toolkit](#)
- [Grinnell College Pre and Post Test Assessments for CUREs](#)
- [Ideas for Assessment and Evaluation of Student Learning in Research](#)
- [Innovative Authentic Assessments Overview](#)
- [Evaluation Tools for Undergraduate Research Self-Assessment](#)
- [Student Summative Reflective Question Examples](#)
- [Scoring Rubric for Undergraduate Research](#)
- [Research Paper Rubric](#)
- [Research Presentation Guides, Rubrics, & Templates](#)
- [Student Assessment of their Learning Gains Example Questions](#)
- [Student Academic Self-Assessment Template](#)
- [MIT's guide to Help Students Retain, Organize and Integrate Knowledge](#)

### Assignments, Skill Development, and Ethical Guidelines:

- [AAC&U Creative Thinking VALUE Rubric](#)
- [Carnegie Mellon Tips for Helping Students Become Scholarly Writers](#)
- [Collaborative Institutional Training Initiative \(CITI\) Online Training and Instructions](#)
- [Council on Undergraduate Research \(CUR\) Code of Ethics for institutions and individuals](#)
- [Draft and Final Literature Review Assignment](#)
- [Ethical Case Studies and Scenarios](#)
- [Ethical Issues in Journalism Cases](#)
- [Ethics Resources](#)

## Appendix II: Resources

### Assignments, Skill Development, and Ethical Guidelines, continued:

- [Research Skill Developing Assignment Ideas](#)
- [Formulating Your Research Question Guide](#)
- [Having Students Conduct a Literature Review: A Step-by-Step Process.](#)
- [Journal Article Reading PDF](#)
- [Low-Stakes Assignments Examples](#)
- [Mini-Research Project Ideas](#)
- [Model IRB Activity](#)
- [Oral Presentation Help for Students](#)
- [Peer Review Response Form](#)
- [Peer Review Worksheet](#)
- [Purdue OWL Writing a Literature Review Resources](#)
- [Research Ethics Resources](#)
- [Research Question and Hypothesis Worksheet](#)
- [Research Responsibilities Checklist](#)
- [Scaffolding and Sequencing Writing Assignments](#)
- [Student Researcher Tips Related to IRB approval](#)
- [Teaching Ethics Table of Exercises](#)
- [Teaching Ethics with Short Stories Toolkit](#)
- [Writing a Literature Review Assignment](#)
- [Draft and Final Literature Review Assignment](#)
- [Mini-Research Project Ideas](#)
- [Research Question and Hypothesis Worksheet](#)

### Authorship, Publication, and Presentation:

- [Authorship Agreement with Publication Intent](#)
- [Authorship Determination Worksheet and Scorecard](#)
- [Creating Effective Poster Presentations](#)
- [Defining the Role of Authors and Contributors in Research Responsibilities Checklist](#)
- [Free Research Poster PowerPoint Templates](#)

## Appendix II: Resources

### Authorship, Publication, and Presentation, continued:

- [How to Recognize Potential Authorship Problems Infographic](#)
- [How to Disseminate Your Research](#)
- [National Council on Undergraduate Research Conference Information](#)
- [Poster Presentations Tips](#)
- [Research Assignment Rubric](#)
- [Research Dissemination Rubric](#)
- [Research Dissemination Toolkit](#)
- [The University's Role in the Dissemination of Research and Scholarship Research](#)

### Career Readiness:

- [Attributes Employers Seek on a Resume](#)
- [Career Fair Assignment](#)
- [Career Fair Reflection Assignment](#)
- [Career-Related Classroom Assignment Examples](#)
- [CUR Guide to Translating Research Skills](#)
- [How to Make the Most of Career Fairs Handout](#)
- [NACE Career Readiness Competencies](#)
- [PowerPoint Presentation on Translating Research Skills to Industry](#)
- [Resume Writing Assignment and Rubric](#)
- [Tips for Adding Research to your Resume](#)
- [Tips on Poster Presentations at Professional Conference](#)
- [University of Utah Video on Translating Your Research into a Resume](#)
- [Video by University of Utah Professor on Translating Your Research to a General Audience](#)

### Course Design and Research Project Creation:

- [AAC&U High Impact Practices](#)
- [Best Practices in Universal Design for Learning \(UDL\) Toolkit](#)
- [Conceptual & theoretical frameworks Overview Library Guide](#)
- [Council on Undergraduate Research Mentor Resources](#)
- [Course Map Template](#)

## Appendix II: Resources

### Course Design and Research Project Creation, continued:

- [Dee Fink's course design: A Self-Directed Guide to Designing Courses for Significant Learning](#)
- [Design a Study Assignment: Psychology Example; Political Science example](#)
- [Designing a CURE for Your Classroom General Example](#)
- [Does My Project Need IRB Approval? A Walkthrough Document](#)
- [Effective Assignment Sequencing for Scaffolding](#)
- [Eight Key Elements of HIPs](#)
- [Growth Mindset Approach Faculty Checklist](#)
- [Growth Mindset Diagnostic Quiz](#)
- [Guide to HIPs eight elements](#)
- [Learn more about CUREs](#)
- [Learning Strategies Scaffold and Assignment Design Overview](#)
- [Project Based Learning \(PBL\) Toolkit](#)
- [Project Goals and Objectives template](#)
- [Scaffolding Instruction Toolkit](#)
- [SoTL Research Basics from Columbia University](#)
- [Tennessee Board of Regents: High Impact Practices](#)
- [Scaffolding Research Assignments Guide](#)
- [Self-Assess your Goal Setting Worksheet PDF](#)
- [Service Learning Student Reflection Handouts and Criteria](#)
- [Service-Learning and Assessment Guidebook](#)
- [Service-Learning Project Examples](#)
- [Service-Learning Toolkit and Service-Learning Handbook](#)
- [Setting SMARTR Goals worksheet](#)
- [Student Goal Setting Worksheet PDF](#)
- [Student Resources for goal setting in research](#)
- [Student Self-Assessment Template](#)
- [Teamwork Student Contract Sample and Template](#)
- [The Benefits of Engaging in Research for Students](#)
- [The Federal Regulatory Definition of Research](#)
- [The SURE \(Specialized Undergraduate Research Experience\) Workbook \(note: link requires KSU library access\)](#)

## Appendix II: Resources

### Course Design and Research Project Creation, continued:

- [Three Course Map Templates](#)
- [Tips on Making the Most of Student Research Teams](#)
- [Transparency in Learning and Teaching \(TILT\)](#)
- [Universal Design for Learning \(UDL\) Guidelines](#)
- [Universal Design for Learning \(UDL\) Primer](#)
- [Pikes Peak State College: HIPs](#)
- [University of North Dakota: High Impact Practices](#)
- [Virginia Tech Resources for Collaborative Team Agreements](#)
- [Undergraduate Research Experience: A Roadmap to Guide Your Journey](#)

### Goal Setting and Collaboration:

- [A Manual for Developing Your Own Service-Learning Project](#)
- [AAC&U Value Rubric for Teamwork](#)
- [Assigning and Managing Collaborative Writing Projects Toolkit](#)
- [Carnegie Mellon Group Work Resources](#)
- [Collaboration Tools List](#)
- [Collaborative Learning Activities](#)
- [Collaborative Writing Tools](#)
- [Community Engaged Research Practices](#)
- [Getting Started with Community-Engaged Research](#)
- [Goal Setting assessment](#)
- [Goal Setting worksheet](#)
- [Group Accountability Report Sample](#)
- [Groupwork Self-Evaluation Student Form](#)
- [IUPUI Assessment Institute 2020 Workshop on forming interdisciplinary teams](#)
- [Jillian Kinzie's HIP Quality Project](#)
- [Quick Tips to Infuse a Growth Mindset in Your Classroom](#)
- [Sample Questions for Assessment in a Group Discussion](#)
- [Undergraduate Research and Service Learning Guide](#)

## Appendix II: Resources

### Research Practices and Data Collection:

- [A Table to Assist in Choosing the Correct Statistical Test in SAS, STATA, SPSS, and R](#)
- [Data Collection Methods and Sample Data Collection Plan for Students](#)
- [Examples of Qualitative Group and Individual Interview Questions](#)
- [Examples of SoTL Research Questions and other resources for SoTL](#)
- [How to Use Google Forms to Create Online Surveys](#)
- [How to use Microsoft Forms](#)
- [Qualitative Vs Quantitative Research Methods & Data Analysis Overview](#)
- [Student Survey Questions Repository](#)
- [UNC Charlotte's Student Data Collection Methods](#)

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