

UCOL U204 Sample Abstracts

In UCOL U204, mentors work with a faculty or staff member to conduct a research project related to mentoring. Below are sample abstracts from research projects that mentors have previously completed. If you are interested in advising a UCOL U204 research project, please contact Bepko Learning Center staff or talk with a mentor.

Title: Applying Bloom's Taxonomy to Biology K101 Exams

Mentors: Greg J. Roberts, Dustin P. Blackwell, and Michael D. Heath

Project Advisor: Kathleen A. Marrs, Ph.D.

Previous research has indicated some undergraduate exams show higher than average rankings when using Bloom's taxonomy to categorize exam questions. Our hypothesis is that undergraduate Biology K101 examination questions will have a high rank of higher order questions of Bloom's taxonomy. In this research, four tests were chosen from Dr. Marrs's introductory biology course (K101) and were analyzed according to Bloom's taxonomy. Results from this study did not support our hypothesis due to a lack of inter-rater reliability and are not consistent with other research findings.

Title: Making the Time: Hour Breakdown of SLA and SI Mentoring Positions

Mentors: Katherine J. Figueroa, Maraysa R. Raffensparger, and Megan M. Nally

Project Advisor: Shannon R. McCullough

This study looks at the accuracy of the Bepko Learning Center hourly breakdown of the Structured Learning Assistance (SLA) and Supplemental Instruction (SI) mentoring positions. Our aim was to find out if the hour breakdown presented to new mentors during the interview is an accurate assessment of the time that they spend on mentoring duties, such as planning their sessions, communicating with students, and participating in extracurricular events. We polled 26 out of 35 returning academic mentors in a short survey and compared their responses with the current hour breakdown provided by the Bepko Learning Center.

Title: Interest and Adaptation of Pre-Online Training

Mentors: Michael D. Heath and Georgia M. Waddups

Project Advisor: Mark A. Minglin

Previously, researchers found that overall individuals are partial to online training as it offers flexibility. We hypothesized that this would be true for Bepko Learning Center mentors as well. An anonymous survey was administered to 60 mentors encompassing all components of training. After several analyses of the survey responses, we found that our hypothesis was supported. The results of our study are consistent with previous research findings. Future research should look into the implementation and evaluation of online training sessions.