



Council on Undergraduate Research

*Learning Through Research*

**1st Australian Summit on the Integration of Research,  
Teaching and Learning  
November 5-6, 2009  
Sydney, Australia**

**Nancy Hensel**

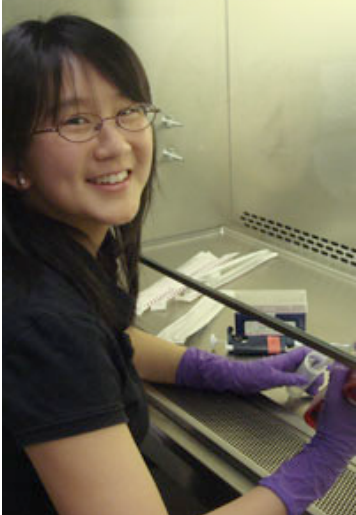
Executive Officer

Council on Undergraduate Research

Developing Undergraduate Research Across the USA: The Work of the Council on  
Undergraduate Research



Council on Undergraduate Research  
*Learning Through Research*



Undergraduate research (scholarship and creative activity) is an inquiry or investigation conducted by an undergraduate in collaboration with a faculty mentor that makes an original intellectual or creative contribution to the discipline.





Council on Undergraduate Research  
*Learning Through Research*

# Unifying Features

- Mentorship
- Originality
- Acceptability
- Dissemination

# Dimensions of Undergraduate Research



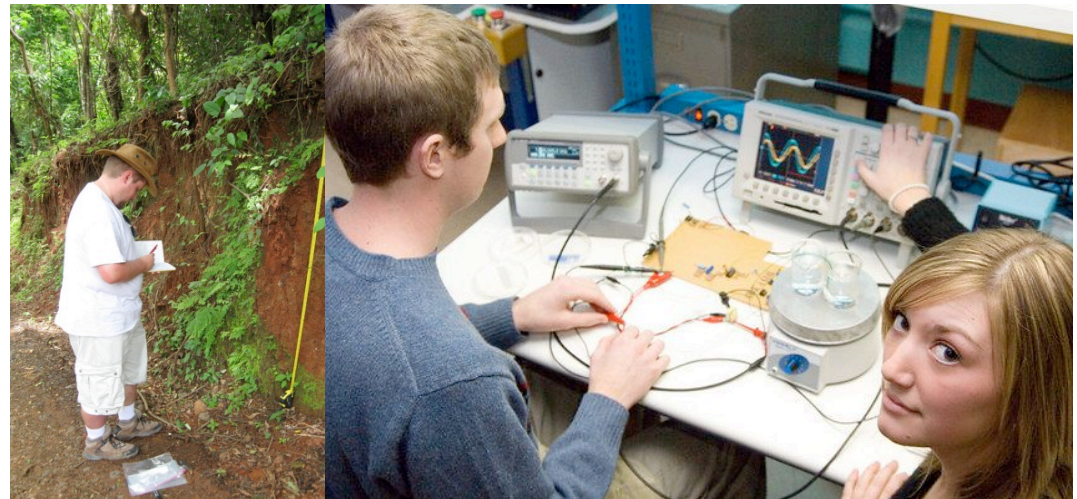
Student, process centered	↔	Outcome, product centered
Student initiated	↔	Faculty initiated
All students	↔	Honors students
Curriculum based	↔	Co-curricular fellowships
Collaborative	↔	Individual
Original to the student	↔	Original to the discipline
Multi-or interdisciplinary	↔	Discipline based
Campus/community audience	↔	Professional audience

# Benefiting Students



Council on Undergraduate Research  
*Learning Through Research*

- Advancing cognitive and intellectual growth
- Gains in knowledge and skills
- Academic achievement and educational attainment
- Fostering professional growth and advancement
- Promoting personal growth

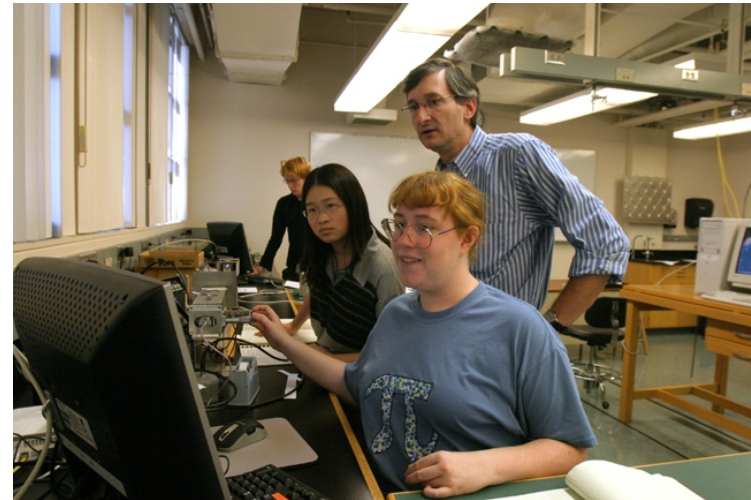
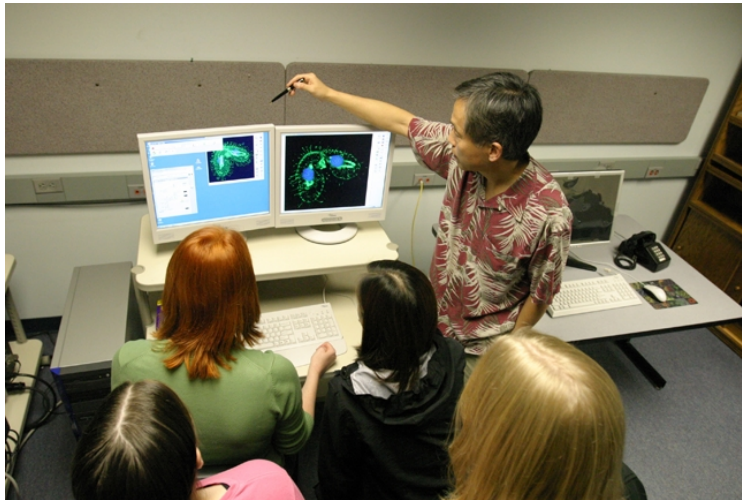


# Benefiting Faculty



Council on Undergraduate Research  
*Learning Through Research*

- Enhancing mentoring and teaching
- Achieve research, scholarly and creative outcomes
- Integrating scholarship and teaching
- Increasing job satisfaction and personal development



# Benefiting Institutions



Council on Undergraduate Research  
*Learning Through Research*

- Building a community of scholars
- Deepening relationships with alumni
- Fostering innovation and cross talk
- Sharing a sense of purpose and achievement
- Enhancing an institution's curriculum
- Providing opportunities to engage with the local community



# Innovation and Economic Development



Council on Undergraduate Research  
*Learning Through Research*

- Undergraduate research leads to well-prepared students who are ready for the rigors of graduate school or the high tech job market
- Attraction of high quality faculty who want to work with undergraduate students and conduct research that may lead to future social benefits
- Undergraduate research in the U.S. can bring more federal and private sector research and development dollars into a campus and area
- Research and development dollars can support job creation
- A vibrant research culture can also attract new businesses and high tech industry to an area
- There is always the possibility of spin-off businesses from research





Council on Undergraduate Research  
*Learning Through Research*

# Benefiting Society

- Social benefits
- Job creation
- Business development

**2003**



**2008**

# Council on Undergraduate Research



Council on Undergraduate Research  
*Learning Through Research*

- A **national organization** of individual ( $\approx 3000$ ) and institutional members ( $> 510$ ) representing all disciplines and over 900 institutions of all types
- **Eight disciplinary divisions**: Arts & Humanities, Biology, Chemistry, Geo-sciences, Mathematics & Computer Science, Physics & Astronomy, Psychology, Social Sciences
- **Two multidisciplinary divisions**: At-Large and Under-graduate Research Program Directors
- **National office** in Washington, D.C.

The mission of the Council on Undergraduate Research is to support and promote high-quality undergraduate student-faculty collaborative research and scholarship.

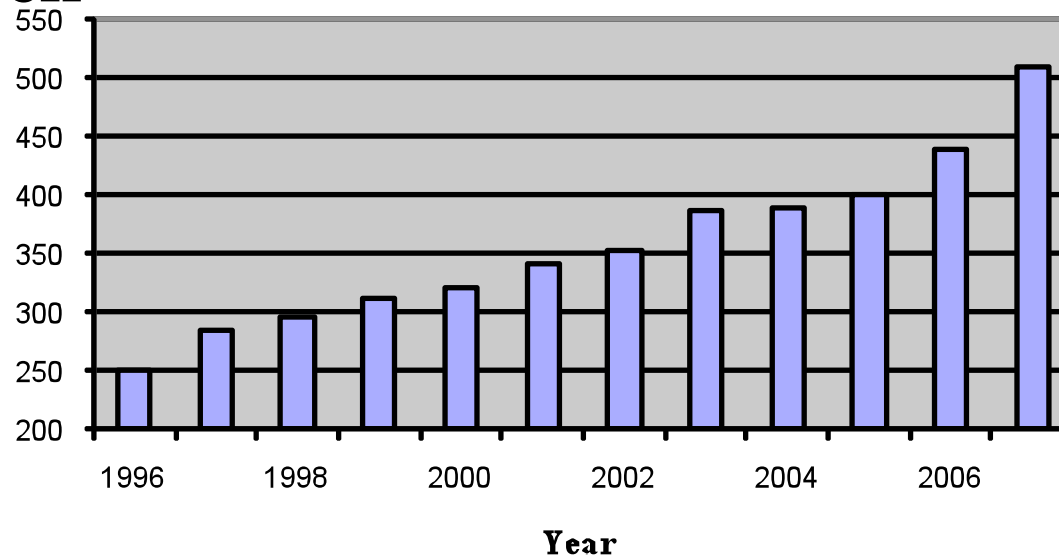
# Some Measures of Growing Interest in Undergraduate Research



Council on Undergraduate Research  
Learning Through Research

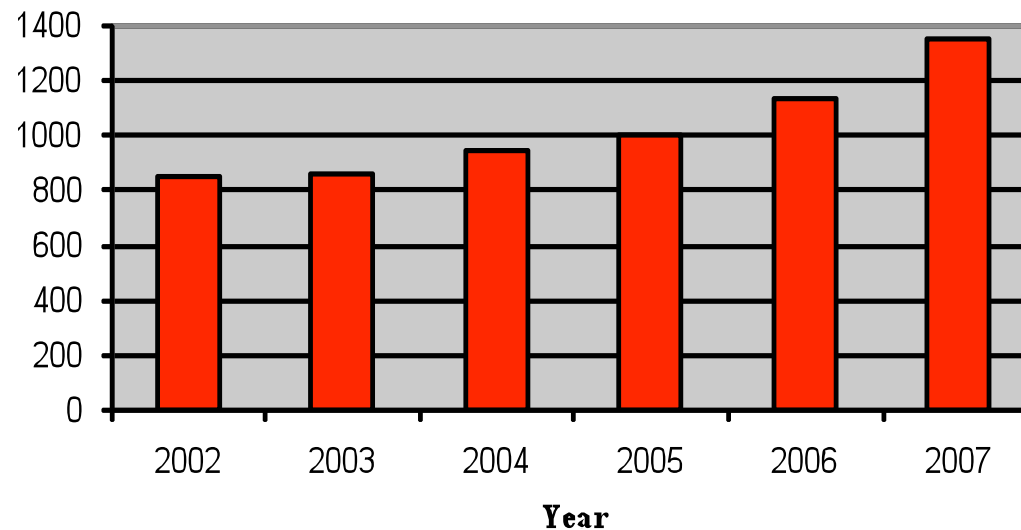
Growth in CUR  
Institutional  
Membership

# Inst.



Increase in UGR  
Posters Presented at  
National American  
Chemical Society  
Meetings

# Posters





Council on Undergraduate Research  
*Learning Through Research*

# CUR Dialogues

February 25-45, 2010

Washington, DC

CUR Dialogues is designed to bring faculty, administrators and Undergraduate Research Directors, at all career stages, to Washington, DC to interact with federal agency program officers and other grant funders.



National Conference  
June 19-22, 2010 Weber State University, UT

# UNDERGRADUATE RESEARCH AS TRANSFORMATIVE PRACTICE: Developing Leaders and Solutions for a Better Society

- Bringing undergraduate research together with other high-impact, engaged-learning practices
- Examining the policy and practice implications of our research
- Making research experiences a universal practice for undergraduate students
- Using undergraduate research to help students engage with the world
- Drawing underrepresented students into our fields

## Plenary Speakers

### **Robert J. Full**

Chancellor's Professor

Director Poly-PEDAL Laboratory & Director of the Bio-AAPE Center

Department of Integrative Biology, University of California at Berkeley

### **Mary Alice Morgan**

Director of Women's and Gender Studies and Senior Vice-Provost for Service Learning

Professor of English, Mercer University



# INTERNATIONAL PERSPECTIVES ON UNDERGRADUATE RESEARCH AND INQUIRY: A Scholarly Discussion

Pre-ISSOTL Seminar, Liverpool, UK

October 19, 2010



Council on Undergraduate Research

*Learning Through Research*

*“Undergraduate research is now an international movement.”* (Jenkins and Healey, 2010)

## **Aims**

The aims of this seminar are to:

- Explore how undergraduate research and inquiry are conceived, delivered, supported and funded in a range of national systems
- Discuss and clarify what is common and distinctive about undergraduate research and inquiry in these national systems
- Identify key current developments in these national systems
- Investigate how undergraduate research and inquiry are conceived in relation to other forms of pedagogy e.g. dissertation, capstone course, problem-based learning
- Analyse the main themes in the literature about promoting and researching the impact of undergraduate research and inquiry on student learning
- Explore department and institutional strategies for developing undergraduate research and inquiry including similarities and differences between research intensive and teaching intensive
- Assess what can be done to promote and support international sharing of good practice and research-based understanding of undergraduate research

Further details about the seminar and the process of proposing posters will be posted on the Council on Undergraduate Web site at <http://www.cur.org/pre-ISSOTL.html>

# Posters on the Hill



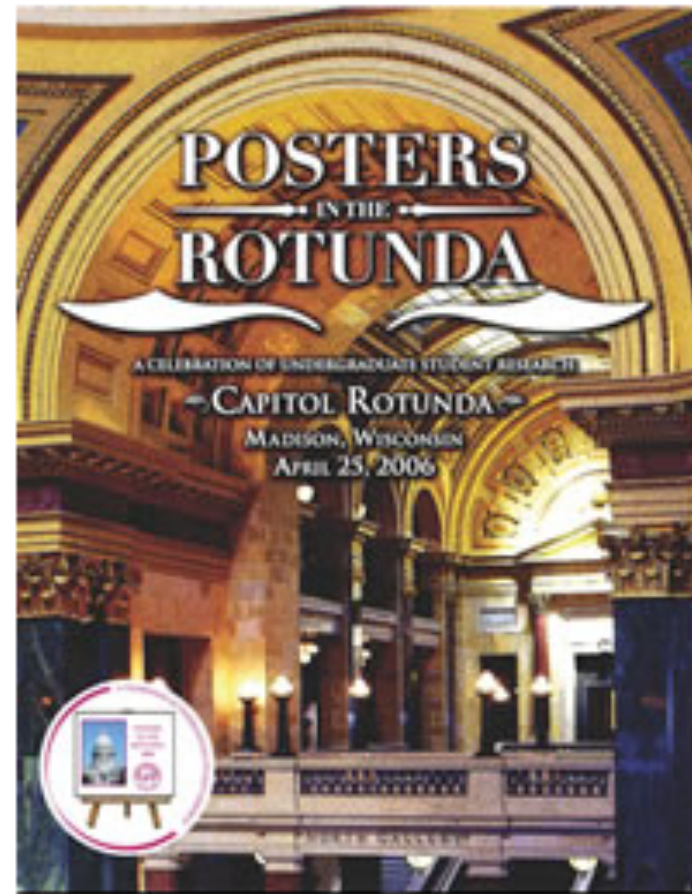


# Wisconsin Posters in the Rotunda 2006



Council on Undergraduate Research  
*Learning Through Research*

Since 2004, UW-System campuses have displayed undergraduate research posters in the Rotunda of the State Capital for the edification of legislators, legislative aides, UW-System Regents and staff, government officials, UW alumni, and other interested parties in the Madison area..



# Recent Publications

**Developing and Sustaining a Research – Supportive Curriculum: A Compendium of Successful Practices**



Edited by Kerry K. Karukstis and Timothy E. Elgren



National Press Club February 21, 2007

**Broadening Participation in Undergraduate Research: Fostering Excellence and Enhancing the Impact**



Edited by Mary K. Boyd and Jodi L. Wesemann

# **CUR** Quarterly

Fall 2009  
Volume 30, Number 1



## **How to Talk with Administrators about Undergraduate Research**

Council on Undergraduate Research • [www.cur.org](http://www.cur.org)

# CUR and the National Science Foundation



Council on Undergraduate Research

*Learning Through Research*



National Science Foundation  
WHERE DISCOVERIES BEGIN

- Two Year Technician Education and Transfer Programs: Tapping the Potential of Undergraduate Research \$110,821
- Collaborative Project: A Workshop Initiative by the Council on Undergraduate Research to Establish, Enhance and Institutionalize Undergraduate Research \$496,000
- Transformative Research Initiative: The Role of Undergraduate Institutions and Students \$34,900
- Developing Undergraduate Research at Community Colleges: Tapping the Potential of All Students \$360,000
- Collaborative Research: Transformative Learning through Undergraduate Research: Comprehensive Support for Faculty, Institutions, and State Systems and Consortia \$999,852



# **The Second Tidal Wave: The Hmong Refugee Resettlement in Minnesota**

**Eve Vang and Dr. Manju Parikh  
College of Saint Benedict**



# It's All in the Family: Children's and Parents' Perceptions of Children's Rights

Creighton  
UNIVERSITY

Isabelle D. Cherney, Leah Skovran, & Emily Polachek

## ABSTRACT

The present study was designed to investigate children's and their parents' perceptions of children's rights. Ten-to-sixteen year-old children and their parents from three Midwestern cities were interviewed using the revised Children's Rights Interview (rCRI, Cherney, 2005). The findings showed that on average, children did not advocate indiscriminately for rights, but thought carefully about which rights they should endorse and which ones they are not quite ready to endorse. Overall, parents thought that their children would advocate for more rights and earlier than their children actually did. Likewise, children were also more likely than their parents to think that children in the vignettes needed to be older to make decisions about certain rights.

## INTRODUCTION

The United Nation's Convention on the Rights of the Child (U.N. General Assembly, 1989) is the most widely ratified international human rights document. Although it has been in force for 15 years, social scientists know surprisingly little about it. Especially important in deciphering what rights children should be entitled to are the perspectives of adults. Adult perceptions of this issue are crucial to the implementation and success of the rights enumerated in the Convention because parents act as the first line of implementation of children's rights and they legislate on their behalf. Because of a lack of studies on adult perceptions on children's rights, problems with the actual implementation of the U.N. Convention have arisen. At the same time, little consideration has been given to how children feel about the decisions made on their behalf.

Two fundamentally different orientations toward children's rights exist (Rogers & Wrightsman, 1978). The nurturance orientation stresses society's obligations to make decisions in the best interest of children and to protect children from harm. On the other hand, the self-determination orientation stresses the importance of allowing children to exercise control over various facets of their lives, even when those decisions might conflict with the views of adults charged with the children's care. Over the past decades, there has been a continued shift in the orientation from issues dealing with children's nurturance rights to those dealing with self-determination rights (Ruck, Petersen-Badali, & Day, 2002). This shift has not only been noticeable in the political arena, but also in the legal, medical, educational, social services, and mental health fields.

Melton (1980, 1983) was one of the first researchers to provide an account of the development of children's reasoning about their rights in hypothetical situations. He developed the Children's Rights Interview (CRI) which contained 12 vignettes to test when and under what circumstances children would assert a right. His findings showed that the developing of reasoning about children's rights is dependent on age and socio-economic status (SES). More recently, Ruck, Abramovitch and Keating (1998) proposed that social context (i.e. home or school) in which the right is embedded and the type of right under consideration are important variables to consider when investigating perceptions of children's rights. Other researchers have proposed that, in addition to the social context, SES, and type of right, culture plays a role in children's developing perceptions of their rights (e.g., Cherney & Perry, 1996). For example, in a series of studies, Cherney and Perry (1996) as well as Cherney & Shing (2003) showed that, unlike the 12-year-olds from Europe and North America, Asian adolescents did not advocate for certain rights. The diversity of the responses to surveys indicates that children's rights are also culturally embedded and that it is important to understand how both adults and children develop their values and attitudes that constitute the basis of the U.N. Convention.

## PARTICIPANTS

18 Families from three Midwestern States  
-27 Adults (Mean Age = 43.4 years)  
-12 Fathers  
-15 Mothers  
-25 Children (Mean Age = 12.9 years)  
-7 Male  
-16 Female

## MATERIALS

### Revised Children's Rights Interview (rCRI, Cherney, 2005)

-5 preliminary questions, relating to the definition of a right  
-25 conflict laden vignettes in which a child may or may not assert a right for the child in the story.

### Self-Determination Vignette:

Lucy would like to vote for a political leader. Her parents told her that she was too young to vote. Which would be a better rule?  
a. Should only certain people be allowed to vote or  
b. Should kids like Lucy have the right to vote?

### Nurturance Vignette:

Joan went to the doctor, and he told her that she should take a vaccination. Joan said that she would not take one. Which would be a better rule?  
a. Should the physician decide or  
b. Should Joan get to decide whether to have the vaccination?

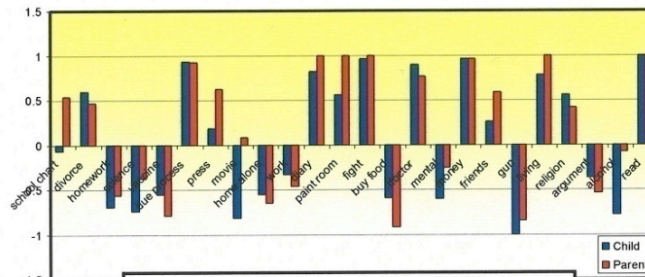
-Children's Rights from an Adult Perspective (revised; Bohrnstedt, Freeman, & Smith, 1981)

-40 vignettes that examine participants level of support for children's self-determination rights in ten areas of possible conflict between parents and children

A 10-12 boy says he does not believe in the existence of a god and is refusing to accompany the parents to church. The parents insist that he must attend with them every Sunday

5-----4-----3-----2-----1  
Totally Agree-----Totally Disagree

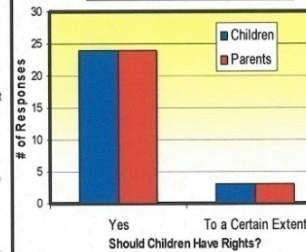
## Children's Rights by Individual Vignette



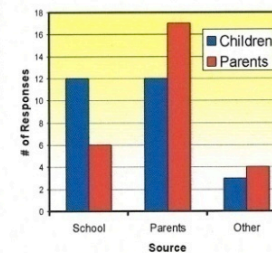
Across all vignettes, there were significant differences in a child's responses versus how an adult thought his or her child would respond,  $t(51) = -2.78, p = .008$ . There were also significant differences across self-determination rights  $t(51) = -2.29, p = .026$ , but not across nurturance rights,  $t(51) = -1.62, ns$ .

Vignette	p	Mean	SD
School Chart	0.02 Parent	0.54	0.81
	Child	-0.07	0.99
Movie	0.01 Parent	-0.82	0.97
	Child	0.08	0.48
Paint Room	0.01 Parent	1	0
	Child	0.56	0.85
Buy Food	0.04 Parent	-0.92	0.39
	Child	-0.59	0.69
Alcohol	0.01 Parent	-0.08	1.02
	Child	-0.78	0.58

## Should Children have Rights?



## Where do Children Learn about Their Rights?



## DISCUSSION

-The children in the study did not advocate indiscriminately for rights, but thought carefully about which rights they should endorse and which ones they are not quite ready to endorse.

-As a whole, parents believed that their child would advocate for the rights more strongly than the children did.

-When deciding whether an anonymous child (not their own child) is responsible enough to make certain decisions, mothers and fathers were fairly consistent in what they deemed appropriate for an anonymous child of a defined age. They did differ in their response to questions related to social participation (friend choices, sports decisions, etc.). The fathers were less likely to assert autonomy for that child than the mothers were.

-Parents believe that they (and their family) are the biggest influence on where their children learn about their rights while the children believe they learn most of their rights from school.

-Parents are good at identifying at what age their child will advocate for rights, but they are not as good at determining which rights they will or will not advocate for.

-This research is important because it sheds a new light on family and moral values, and how these features may play a part in a child's sense of autonomy, and sense of protection. They also inform us of the parental transmission of these values.

## IMPLICATIONS

-Little consideration has been given to how children feel about the decisions made on their behalf. This research illustrates the need to consider the child's voice in determining what is "best" for the child.

-As children suggest that they learn about their rights from school, it may be wise to take a look at current school programs that focus on children's rights, more specifically, what they are allowed to do, and what they can do to embody these rights. These programs should be focused at young children as well as adolescents, as children as young as 8 and 9 years old have an impressive understanding about what is granted to them as a young person, and what is not.

-The United States is one of only two countries that have not signed the United Nations Convention on the Rights of the Child (U.N. General Assembly, 1989). Unlike other treaties, this convention explicitly enumerates the rights that the international community sees as pertaining to the unique perspective of the child. Adults' and children's perceptions of children's rights are crucial to its implementation and success, because adults, particularly parents and legal guardians, act as the first line of implementation of children's rights.

-Generally, children tend to be underestimated. If we empower them, give them a voice, and make an active effort to ask the children what they think, we would be surprised by the remarkably bright insight children have about our political system, social issues, and their respective individual rights as a young person.

## REFERENCES

- Bohnstedt, G. W., Freeman, H. E., & Smith, T. (1981). Adult perspectives on children's autonomy. *Public Opinion Quarterly*, 45, 443-462.
- Cherney, I., & Perry, N.W. (1996). Children's attitudes toward their rights-an international perspective. In E. Verhellen (ed.), *Monitoring children's rights*. Martinus Nijhoff Publishers, 241-250.
- Cherney, I. D., & Shing, Y. L. (2003, April). *Children's Attitudes Toward Their Rights: A Cross-Cultural Perspective*. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Melton, G.B. (1980). Children's concepts of their rights. *Journal of Clinical Child Psychology*, 9, 186-190.
- Rogers, C.M., & Wrightsman, L.S. (1978). Attitudes toward children's rights: Nurturance or self-determination? *Journal of Social Issues*, 34 (2), 59-68.
- Ruck, M.D., Abramovitch, R., & Keating, D.P. (1998). Children's and adolescents' understanding of rights: Balancing nurturance and self-determination. *Child Development*, 64, 404-417.
- Ruck, M.D., Peterson-Badali, M., & Day, D.M. (2002). Adolescents' and mothers' understanding of children's rights in the home. *Journal of Research on Adolescence*, 12, 373-398.
- United Nations General Assembly, (1989, November). *Adoption of a convention on the rights of the child* (U.N. Doc. A/Res/44/25). New York: Author.







Council on Undergraduate Research  
*Learning Through Research*

# **Council on Undergraduate Research**

**734 15<sup>th</sup> Street NW, Suite 550**

**Washington, DC, 20005**

**(202) 783-4810**

**<http://www.cur.org>**

**[Nancy@cur.org](mailto:Nancy@cur.org)**