

# Doing Research as a Global Campus Student

SPEAKER 1: Hello and welcome. So this is the webinar for doing research as an undergraduate online student. Our presenters are Dr. Shelley Pressley and Dr. Lee Daffin. We also have a few student presenters that will be joining to share the student perspective on doing research.

So during our live session, there were some technical difficulties. So the recorded session will be starting already in progress. Only a couple minutes are missed and I don't think it will hinder you learning on how to do research as an undergraduate student. So should be fine.

I hope you enjoy the webinar. Thank you.

SHELLEY PRESSLEY: Component is using techniques or methods that are appropriate for that discipline. And then, fourth, is you have a plan to share what you've done with the community or the institution or wherever you plan to share it. That could be in the form of a journal article.

That could be a presentation at a conference. That could be presenting at a conference, doing a poster. We'll talk a little bit about SURCA towards the end of the presentation. So your form of sharing what you've done is important.

Why might you want to do research? So here's where I want you guys to put some ideas in the chat window about why you're interested in doing research. So why did you sign up for this webinar? OK, Stephanie.

SPEAKER 1: Yeah, I noticed that.

SHELLEY PRESSLEY: Yeah, OK. So take a few minutes here and brainstorm. Think about why you would want to do research. What would be some of the benefits for you to get started in research?

Spread ideas that people possibly haven't thought about yet. Yup. Good. Find the truth and be able to differentiate legitimate sources illegitimate ones. Yeah, that's a process in doing research.

You want to improve your knowledge and learn about the field that you're in right now. Research is a great way for you to explore if the major that you've selected is correct. You want to contribute to a certain idea or question.

Maybe you're passionate about something. Who wouldn't want to find the cure for cancer, right? If that's something that you're passionate about, that can be a great motivation for doing research.

You want to explore new ideas. Yes. Learn more about something in a little more depth. You're taking classes and you might learn about something kind of on the surface. But maybe you're

really interested and you want to dive down deeper, and see what it really looks like. These are great ideas.

You want to benefit future generations. You want to go to grad school. That's a great way to try out grad school. So getting involved in research can really help you determine if grad school is for you. If you like it, you're going to do well in grad school.

So, let's see, what else? Progress technology-- yup. We need solutions to a lot of problems in this world. Like global warming, in my world.

LEE DAFFIN: Yeah.

SHELLEY PRESSLEY: So, yeah, you guys are hitting on some of the big ones. Getting experience in your field, thinking about graduate school, these are all really good reasons for getting motivated in research.

LEE DAFFIN: I can adjust [INAUDIBLE]

SHELLEY PRESSLEY: OK. Thanks. OK, so here's my idea-- my list-- of why students want to get involved in research. So the experience is the one at the top [? and ?] get messed up. Getting experience in your field looks good on your resume.

You can make a difference. Research is challenging. Often, you can earn academic credit to do research, or you can sometimes get paid to do research. Depends on your area and your field.

You think about future career options. Also, when you're thinking about a future career, whether it's graduate school or a job, the skills that you've learned doing research are job transferable. So employers are looking for students that have skills that you can develop doing research.

So great way to help boost your resume so that you can get a job when you graduate. You can interact with faculty, work with them on a more personal level on their research, and that's going to get you letters of recommendation. Faculty that know what you do and hold you accountable can write letters to help you get into grad school or get that job. So you're interacting with faculty at a different level than you are when you are sitting in a classroom.

You can travel, go to conferences, present your research. At those meetings and those conferences, you can meet other leaders in that field. They might be future graduate mentors for you. They might be future employers. All of those types of people will be at those meetings where you can network with them.

All right, so why do faculty mentor undergraduates? And I'm just going to skip to the answer on this one. And they do it for a lot of reasons. Dr. Daffin will share his experience when I'm done,

but this is what faculty here tell me. They want to include undergraduates because it's the right thing to do. They want to pay it back.

A lot of faculty have had great experiences doing research themselves as an undergrad. And so they want to give students the opportunity to do it as well. Faculty say that our undergraduates help them get their research done. And they are better, sometimes, than their graduate students.

A lot of times, undergrads bring a different perspective to the research project and that is a refreshing idea for our faculty. And it keeps them on their toes, so to speak.

They also are recruiting. So they may be working with you during the semester and they think you're doing a great job. And guess what? They're going to see if you want to stay on and do graduate work with them. So faculty will often recruit students to do the research at the graduate level.

OK, so how do you get started? And that's what the Office of Undergraduate Research is for. We can help you get started. And a lot of the ways that we do that are webinars or information sessions like this.

You can apply for scholarships through the Office of Undergraduate Research. These scholarships are available to any undergraduate, any campus, any major. There are \$1,000 scholarships. So if that's something that you are interested in, start thinking about this and consider applying this spring.

You will need to have a faculty mentor identify part of the application. To get these scholarships requires a letter of recommendation from a faculty mentor that you will be working with to do research. You'll also have to write a short paragraph about what you intend to do on the research side.

So these scholarships are designed to allow you to do research. We recognize that a lot of students have to work and make money to survive. And so if we can take some of that burden of working away and give you money to do research, that looks better on your resume, it gives you more experience, and it still pays the bills. So that's what these scholarships are designed for.

This is another great resource-- our website. This is the Office of Undergraduate Research home page, where you'll find a lot of resources along the left-hand spine over here. Everything you need to know about how to apply for these scholarships is there.

We also put on an event called SURCA every spring. And the SURCA event is called Showcase for Undergraduate Research and Creative Activities. I want you to pay special attention to this picture in the middle. This is one of our Global Campus students from years past presenting their research during SURCA.

So the Showcase for Undergraduate Research is on the Pullman campus, and Global Campus students are welcome to come to Pullman to present. Or they can present virtually, similar to what this student is doing in the picture. We've had Global Campus students present at SURCA for the last four to five years.

The event itself is a poster symposium. The posters and the presenters are judged, and there are scholarships awarded to the top presenters. There are different categories. So there are eight categories that you would apply to, depending on your discipline. So engineering or applied science or biology related discipline-- different categories.

And then there's awards for different levels. So even beginning researchers can present at SURCA. So don't be turned away or scared about SURCA if you've only been doing research for one semester, because we have novice awards for students that have been doing research for a very short period of time. And so that is something you would be eligible for.

So SURCA 2019 will be on March 25, and you're welcome to take a look at our website. Andrea tells me that the Global Campus SURCA-- information is available on the Global Campus website. And there are scholarships available there as well.

SPEAKER 1: Yes. And it's on [connections.wsu.edu](http://connections.wsu.edu).

SHELLEY PRESSLEY: Great. So that is kind of an overview of the Office of Undergraduate Research. But now I want to turn it over to Dr. Daffin, who can share a little bit about his experience of actually doing research with Global Campus students.

LEE DAFFIN: Hi, everybody. OK, just to be clear, this is one way it can be done. Every department does it, but this is one way that we, at least in our department, conduct research online.

So just to give you kind of a heads up, we have two positions students can do when they want to do research online. I work with all students doing either one of these. Our PSYCH 498 is research assistant, where you, basically, work with me. You're, basically, working with me on a project that I'm currently running or IRB-approved for [? it. ?] You're doing different types of tasks I'll talk about later.

The other opportunity is independent study, and I do this two ways online. We do a lit review option. With the lit review option, you're literally doing an exhaustive literature review, and writing out what becomes an introduction in a paper down the line. You can actually use this in grad school when you go in, potentially.

And then the other option is hypothesis testing, where it's kind of like the 498 opportunity when you're doing research. But in this case, here, you're doing something you come up with. It's your own unique project you want to do.

So I'm not going to get into much detail on this, but just to let you know, I start working with students right away through the application process. So if a student's interested in doing 498 or 499-- the psych students are familiar with the Resource Room. You go into the Resource Room and you, basically, go under Professional Experiences for Online Students. And then you can read about the opportunities, what's required.

At the bottom of that area there are little folders for independent study, and then for research assistant. And you're finding their application. And if you actually go through an application process-- and this is just two pages of it. But you go through, complete the application, turn it in.

Usually, I accept only in the fall. I accept applications spring into summer, and then you work with me for fall and spring. So you would apply in the spring, in the summer. And then I will let you know via email if you've been accepted. And you get an email sort of like this.

And then, once you've been accepted, the semester starts. The question is, what do you do? For PSYCH 499, how I work with students is I have a Blackboard course space. In the Blackboard course space, there is information for both the literature reviews and hypothesis testing students.

This information can include information on a timeline. So what you're actually going to do when I'm working with you-- it's relatively structured to a degree. You've got kind of freedom to do whatever project you want to do within reason.

What I do is-- August is where you're starting at identifying what you want to actually research for lit review, what you want to learn more about, what theory you want to kind of study, whatever. You identify that in August. Submit it to me. In fact, the lit review students just did that.

In September, you begin conducting your exhaustive literature search on whatever the topic is-- obtain the articles. And then, generally, October through January, you're going to read and summarize the articles. And then check back for newly-published studies that might be out.

Generally, in December-- and I'll show you this here in a second-- you'll turn in an annotated bibliography to me. I'll go through the bibliography, look at what you've done, make suggestions. If it looks pretty good, then you proceed forward.

Again, remember, this goes from fall to spring. So you're going from October through January, working on reading and summarizing articles. As you get into the spring semester, you're then working on writing the paper through February, March. And in April, you're submitting it to me and I'm making whatever changes I require. And then, generally, you'll have that turned in by May or by the end of April.

So just an example of deliverables for this semester. Students submitted their topics by August 31. Annotated bibliography they'll turn in by December 9. And, again, I'll go over it. It just runs across semesters so I'll be sending them feedback over break. And students can, usually, continue working on their projects during break.

They submit their draft of the literature review by April 6th. And then, next year, they'll do their final version by May 3. I do have students that present at SURCA each year.

Obviously, if you're going to present at SURCA, you're going to have slightly accelerated due dates. And once I know a student wants to present and what they've done at SURCA, then I kind of adjust these days. And the main adjustment is on the draft. It'll be more so due about March 6-- say about a month earlier.

And then I'll go through it, get some corrections back. You'll start generating your poster. And then you can do a final version. It's still due by May, but you're going to get a little more accelerated just because you want to actually do the presenting.

So in terms of deliverables, students can actually submit in the Blackboard course space and then I'll provide feedback through there. But a lot of 499 students also email me questions-- and I just had some recently too-- and I'll email you back.

At times, if it's better to talk on the phone, I'll talk on the phone with you. Everybody's project is unique. There's a general kind of process you're going through for doing the lit review, but everybody's project is unique from one another.

So I don't try to give general feedback to everybody. I try to give you just kind of, here's your marching orders. Here's how you start doing your lit review. Here's how you summarize your articles. But what articles you find-- what direction it takes-- you kind of lead along the way.

For hypothesis testing, you have the following timeline, approximately. August, September is when you're designing your project, working out the details, completing human subject training if you haven't already done it over the summer. Most of my hypothesis testing students do that over the summer.

September, we work on IRB forms. That's an interesting process. We're getting those in, and then any changes IRB recommends. And then, hopefully, the project is approved sometime in October, if it moves that quickly. And, usually, it does, but, hopefully, it is.

Data collection-- October through January. I also encourage students-- kind of like the lit review students. You're going to write an introduction. You're going to do a review of the literature. Not as extensive as what they're going to do, but pretty close.

So then you write your introduction, your method section of your paper, get it ready for a poster. February, you're working on analyzing your data, writing results in discussion section.

March, I definitely want the hypothesis testing students-- and the 498 I'll get to it in a minute, the research assistants-- presenting something at SURCA. So that's the expectation.

So they're doing their data analysis in February, writing results in discussion section, March-- early March-- preparing their poster. The department has ability to print posters for you. So once you've got it done and I've looked at it with you, and worked with you to get it just the way we want it, I'll submit it for printing.

And then in late March-- March 25th of next year-- you will present at SURCA. So Stephanie Johnson's on the call too. She's my current 499 hypothesis testing student. And in April, we have a Psychology Department symposium, which gives you a second-- a smiley face back at you, Stephanie. [LAUGHS]

April, you have the opportunity to present at the Psychology Department Symposium as well. It's structured a lot like SURCA, just a much smaller scale. And, again, just like with SURCA, where you have the ability to-- if you can't actually attend in person, you can do it over-- kind of like we're doing right now. You can do it over webcam. Same thing, the department has that same capability.

And then if you're working on a paper, you finish yours up during this time. And then late April or early May is when you're submitting your final paper. Intro and method, results, discussion, paper to me for approval.

And then just an example of deliverables. Project scopes due by September 15. Stephanie-- there [INAUDIBLE] I better see a smiley face here in a second.

SPEAKER 1: [LAUGHS]

LEE DAFFIN: I see a frowny face. IRB paperwork-- September 30. Stephanie, intro and method. And you have [? nothing ?] after that in January. Results and discussion section by March. But, again, if you're doing your-- yeah, March is consistent for SURCA.

But submit your poster for SURCA by about March 10. I'll review, make adjustments, turn it in for printing. And then the final version of the paper by April 28. But, again, in between there, we're doing SURCA on March 25.

And, again, just like with the lit review option, there's places on Blackboard to turn this all in. And then there's examples for hypothesis testing and for lit review. There's resources in there. I've got places to get the IRB forms from, guidance from the IRB, APA resources, et cetera, research ethics.

Statistics-- if you need help with that, I've put the statistics textbook we have online. And our research methods textbook. So plenty of resources if you need it.

And then the last thing. PSYCH 498-- that's the person that's a research assistant that works directly with me on projects that I'm running. Fall tasks are like we're doing right now. It's, basically, what the hypothesis testing is doing-- getting together IRB paperwork. We're looking at the literature right now to see if we need specific measures or whatever.

Fall, we'll be doing data collection, going into maybe even spring. Spring, we're working on intro and method, results, discussion for potential publications, but also for SURCA again.

So 498, again, it's a lot like really the lit review and the hypothesis testing. Kind of the one-- you're doing that, but you're doing that work with me on a project that I've actually set up.

And then opportunities to present your research. I have this in the 499 space. The SURCA website's there. I've got the Psych department's symposium information there. And then SURCA has excellent guidelines on presenting a poster. I've got those up there for you too. So I'll plug in what Shelley's doing.

SHELLEY PRESSLEY: Thanks.

LEE DAFFIN: And then the last step is communicating. So this is an example here. What we do-- I like to actually publish. Ashley Anne Jones was a 498 RA for me two years ago or three years ago. I can't remember which one. It was two years ago.

It took us to, actually, this year-- March-- to get our study published on exam performance for non-proctored and proctored exams. But there is an opportunity there that if our research is good enough, that we can actually try to publish it. And you could get a publication added. That's not guaranteed, but there is a possibility for that to happen. OK, that's really kind of it there.

SHELLEY PRESSLEY: There's some great questions coming through. Keep them coming.

SPEAKER 1: Do you want to do questions or--

SHELLEY PRESSLEY: Why don't we ask the students to talk a little bit first, I think.

SPEAKER 1: Becky maybe?

SHELLEY PRESSLEY: Yeah. Becky, can you chime in a little now on what's it like as a student to be involved in research?

REBECCA PODSZUS: Yeah. My name is Rebecca Podszus and I did the 499 psychology hypothesis testing that Dr. Daffin's just been talking about. I began my project in 2016 and it culminated in attending SURCA in 2017, where I received the Crimson Award.

I did a correlational study about nature relatedness and stress, specifically to those who experience a connection to the natural world-- seek out nature exposure-- to relieve stress. Also, previous research had shown nature exposure can reduce stress. I hadn't found much out there about the actual behavior of those who are considered high in nature relatedness, so that was what was kind of novel about the hypothesis testing I did.

So why do research? We already talked a bit about some of that, and all of my peers-- my fellow students-- had some great perspectives. And I can tell you too, from what I had experienced, it really helped solidify what we learn in classes by really applying our knowledge.

For example, I was a bit nervous about the actual nuts and bolts of the data analysis part, which is probably a pretty common thing. And Dr. Daffin really guided me through it. And then I finished the project feeling a lot more comfortable with statistics, using SPSS software, whatnot.

You also get to know a professor better by working directly with them as your mentor. Dr. Daffin was my mentor. And getting that kind of perspective or that attention, I think, with faculty can be really different as an online student, because we don't actually see our instructors like on-campus students do. So this is just a really good opportunity to have a little more contact.

Also, as everybody already mentioned, if you're going to grad school-- which I am planning on doing-- an independent research is a great thing to be able to do to put on your CV. As online students, we don't have some of the advantages, like I said, as on-campus students, such as being able to work in a lab or whatnot.

But this really makes our online experience, I think, more robust by demonstrating that we've taken the initiative to pursue research. And I think, some of the times, our undergrad research can be used as a starting point for graduate research too.

And, finally, you really do get the personal satisfaction of being able to delve a lot more deeply into a subject you find interesting, and then the research process itself. So kind of the nuts and bolts of what I did, as I mentioned already, doing the research really helped connect the faculty. You work directly with a faculty member who acts as you mentor, guiding you through the research process and really helping you through any sticky points.

It was nice to be able to work with Dr. Daffin. It really helped me feel closer to WSU and made me feel, I think, a bit more like a real WSU student, even though I'm online. And as he mentioned, he speaks to students by email, by phone. Before SURCA, we met at the Global Campus Rendezvous, which was being held in Tacoma that time.

That was really helpful, because that was the moment I thought, oh, jeez, how do I analyze my data? What are the best ways to do this? And we were able to sit down in person then and really work through some of the best ways to do it-- to get at what I was trying to find.

For my project, I conducted a literature review and then came up with my hypothesis. And then I designed a survey using two existing measurement scales, adding several new novel questions to one of those scales which was about stress coping measures. And then I entered the whole thing, along with demographics questions, into Qualtrics.

And then WSU students answered the survey, and then I was able to analyze the data on SPSS. And, yes, I found a moderate positive correlation. Woohoo! I was happy about that. Students who were high in nature relatedness actually did seek out nature to relieve stress more than those lower in nature relatedness.

So after I had done this part of the project, the next step was actually presenting at SURCA. And I see people are putting in questions. I'm sorry, I'm not being very good at looking at the questions very well. So we might go over them.

I just saw one asking if my survey was anonymous. Yes, it was. And, also, I should mention that we did do the IRB paperwork and my project was exempt from IRB. We had to get that exemption because it had minimal expected impact or risks for the students taking it.

So next step was presenting at SURCA. To prepare for SURCA, as people have already mentioned, you design a poster that contains a summary of all your information about your research, including your findings. My mentor gave me a template to use, and then he got it printed in Pullman. So it was all ready to go when I arrived.

I also rehearsed, of course. That's a good tip-- rehearse what you're going to say and really think about the questions people might ask you. At SURCA, you stand by your poster in a room with a lot of other students who do it. Judges stop by and ask you to explain about your project, and may ask you follow-up questions.

And other faculties and students, who are not judging you, might also stop by. I talked to a biology professor, for example, who was interested in my project. That really helped me to see the interdisciplinary nature of the work that I was doing, which was really cool. It was just a really good connection to make.

Then at the end of the event, you get your written comments from your judges. Which is also really helpful to see their feedback on your presenting and your project. SURCA is really exciting. Not only do you get a chance to talk about your study, you see what other students are working on.

You get to meet a lot of people who-- usually, online students, we only see-- in a way-- through email. There was just a lot of energy on campus that day. So I highly encourage anyone on there today to consider doing your own research or literature review. It's just is a really great process that I learned a lot from.

And don't be afraid of what you don't know, because you always have your mentor to help you. So you're not alone in the process. So think about what you're really curious about, how you might investigate it, and apply next year. Thank you.

LEE DAFFIN: Thanks, Rebecca.

SHELLEY PRESSLEY: Yeah, thanks, Rebecca.

REBECCA PODSZUS: Thanks.

LEE DAFFIN: OK, Stacey?

STACEY AHUJA: Can you hear me?

LEE DAFFIN: Yeah, you're up.

STACEY AHUJA: OK. Well, hi, everyone. I'm Stacey Ahuja, and I'm a psychology major and a senior here at Global Campus. In contrast to the great information that Rebecca just shared, I am just beginning my project. And I'm working with Dr. Daffin on the literature review option that we saw on the slides earlier.

And what this means is that I am currently in the process of gathering all of the literature on a particular topic, with the goal of synthesizing it into a whole that will, hopefully, identify a direction for future research. Excuse me. This literature review might be thought of as an introduction portion of a graduate program thesis or dissertation.

So because I do have plans to apply to graduate school next year, I feel like this project is a really great opportunity to set myself up for some hypothesis testing-- similar to what Becky just described-- down the road in graduate school. So on that note, if you are a Global Campus student with plans to go on to grad school, you really do need opportunities like these to be a competitive applicant. And it is up to us, as students, to seek these opportunities out.

Thankfully, we are in a program that offers these opportunities. I know many other programs don't offer these opportunities, so I feel really fortunate. And even if you don't have plans to go to graduate school, or if you're currently uncertain about your plans, I would still encourage you guys to engage in research anyway. Because the experience is completely unique and you really get a chance to wonder about something and then fully investigate it in detail.

For instance, my research topic relates to the multi-sensory components of embodiment in virtual reality. Which is not only related to my choice of a graduate program, but something I generally just want to know about. And the last thing I'd like to mention, which is to anyone who may feel intimidated by the scope of these projects or constrained by the environment-- don't.

We really do have people here willing to support us. I'm very grateful for the opportunity to work with Dr. Daffin, as I'm really confident that this experience will make me a competitive grad school applicant. And I am sure that will be the case for others as well.

So, really, that's it. Thanks for letting me share my experience so far. Like I said, I'm in the early stages, but I'm happy to answer any questions that anyone has at any time.

LEE DAFFIN: Thank you, Stacey. Stacey was going to move from lit review to hypothesis testing. There's another student doing it. Charles, are you the other one doing that? Or am I mixing you up with somebody else?

There's another student who is actually going to move from the lit review-- get that basis done, figure out where the gaps are, then move forward from there. It's kind of a cool little way to do that. I hadn't thought about that. Stacey, initially, was going to do it.

The reason why Stacey is not is because-- you heard her topic area is virtual reality. That's a little bit more difficult. Ah, it is. I thought it was you. Thanks.

It's a little more difficult to do online, so I encourage her to graduate and go off and run to [? do that. ?] But I'm happy to have her for two more semesters. Stacey, don't take it the wrong way.

STACEY AHUJA: No, [INAUDIBLE] I don't.

LEE DAFFIN: [INAUDIBLE] All right, so--

SHELLEY PRESSLEY: Yeah--

SPEAKER 1: Are we ready for--

SHELLEY PRESSLEY: You want to take some of these questions? Because you guys are sending some great questions.

LEE DAFFIN: We're not [INAUDIBLE]

SPEAKER 1: So Morgan Schmidt asked, "Are the scholarships purely research based?" [INAUDIBLE] you were seeking.

SHELLEY PRESSLEY: Yeah. So, Morgan, if you're referring to the scholarships that we give through the Office of Graduate Research, yes, they are designed to support you to do research. How you use that money is up to you.

Some students use that money to pay for a license to software or to buy equipment in a lab, if that's where they're doing their research. Or they use that money to travel to a meeting to present. Or they use that money to pay themselves for their time. It's totally up to you.

It comes as a scholarship, and so it's completely up to you how you use that money. And just recognize that it is a scholarship, so it goes to the Office of Scholarships and Financial Aid just like any other scholarship would.

SPEAKER 1: Great. And Shannon asked, "Are there opportunities to assist others in research?"

SHELLEY PRESSLEY: To be honest, most of the time an undergrad is doing research, that's what they're doing. Especially, if you're getting paid. In my field, in engineering, a lot of undergraduates are paid to do research. And the funding that they're getting to do that is coming from the grant that the faculty member wrote.

And so you are doing research that's related to the grant that was submitted. It might be a small piece or a small part of a larger project, a larger grant. But it's a very different model than what Dr. Daffin was talking about because there is no funding for his research.

But it can be independently-based, like Dr. Daffin talked about, or it can be based on a project that's already been funded and there's already a proposal that was submitted to the federal agency to get money to do their research. But the research that you're doing is still innovative and new and contributing to this body of knowledge in that field.

LEE DAFFIN: And for others-- I am the other, I guess, in this question here-- within the psych department. [? There ?] [? are ?] faculty that do the research online sometimes. They could, potentially, take on students. But we have so many students in Pullman also trying to do research that I try to take on as many students as I can. Anybody that [INAUDIBLE] applies and has a workable project, I try to take on and supervise them.

But there could be opportunities for other faculty in my department-- for you to work with them. And for those of you that are psych and you've been in our classes, you know we have the Resource Room. If you look near the bottom of the list on the left-hand side, you'll see the bios of the instructors [? online. ?] But down below that, you see Faculty. I'll enter the faculty in our department, so you can look to see what other faculty are doing outside of me.

And if you find somebody you connect with, maybe potentially contact them. And they might be doing something online where they could actually utilize an online student. So that is an opportunity. It doesn't just have to be with me.

SHELLEY PRESSLEY: That was another question. I'm going to jump ahead to another question that somebody put up there, which is, "How do you find a faculty member?" There are some resources on the website-- the Office of Undergraduate Research website-- that sort of take you step by step through that process of identifying who's doing what research in the WSU institution-- across any campus-- in Vancouver, Tri-Cities, Everett, Spokane Medical School. All of these places are on the table for doing research because that's all part of the WSU system.

So you can find out who's doing what research, and then you can learn a little bit about their research and see if it interests you. I call this stalking faculty. You Facebook stalk your friends, but you can also stalk faculty websites at WSU. So do a little homework. Find out what they're doing.

Every faculty member has a web page that describes their research interests if they are active in research, and you can find out a little bit about it. And then you can send them an email and say, "Dear Dr. So-and-so, I'm interested in the research that you're doing. I learned about it on your website. Are you interested in working with undergraduates? I would like to do research under you. Is that something we can talk about?"

And you schedule a meeting with them-- a call, whatever it might be-- and talk to them about research opportunities. Some faculty are going to be very receptive. Other faculty, I'll be honest, will not be receptive at all. And it's not because you're Global, they just don't want to include undergrads. There's two different camps.

So don't be surprised if your reach-out is denied. Try others. Don't just focus on one faculty member, try others. There are lots of faculty out there that would be more than happy to work with students, and they are interested in recruiting students who work to with research.

LEE DAFFIN: Dr. Pressley can comment on this, but when you're applying to grad school, I think the important thing is for an undergrad to have research experience. It's not necessarily in what you may do in grad school. The important thing is the experience itself. So you may not work with, ideally, you want to work with. But you work with somebody else-- that's just as good and it can help you get accepted into a program.

SHELLEY PRESSLEY: Yeah. A lot of times too, if you reach out to a faculty member, they might say, you know, I'm not looking for any students. I'm at capacity right now. Or, I don't have any research projects that I'm interested in including students in.

But you know what? My colleague down the hall is looking for a student. Why don't you contact them? And that can help you identify other faculty that are doing research.

SPEAKER 1: Perfect. [INAUDIBLE] Morgan asks, "Are there pre reqs for PSYCH 499?"

LEE DAFFIN: Yeah. I don't know if this is in every department. But in our department, we generally ask for-- have you done the statistics class and then the research methods class? And, sometimes, when students are applying for 499, maybe they're doing our summer session, 311, which is statistics, and then they're doing Research Methods in the fall.

That's OK. Because, really, what you're going to have to do is when you're really writing your paper, you've got to know APA format, the structure of papers. I teach you that in 499 if you don't know it already. But, most times, you've had it.

You can be doing 312 in the fall [INAUDIBLE] in the spring. And that's OK as long as you're reading ahead or getting up to speed. But notice when I showed you the resources available to you, I actually give you all access to those textbooks early-- right away-- because we're using OER-- so Open Education Resources for those courses. So you have access to that any time.

SPEAKER 1: OK. Great, thank you. Ashley asked if the slides will be available after this webinar. This webinar should be recorded. It takes us about a week or so to get that all up, but then whoever is registered will receive a link to that. So they will have access to this information to review it later. Shannon asks, "Are some of these the research we take part in for classes that require research participation?"

LEE DAFFIN: I'll take that.

SHELLEY PRESSLEY: I think that's mostly psych.

LEE DAFFIN: Yeah. Yes. I'm getting two things in there. You might have a class where you have to do research participation, like participate in another study.

SHELLEY PRESSLEY: Take someone's survey [INAUDIBLE]

LEE DAFFIN: Yeah. Yeah, but if you're talking about doing your own research in a class, yes, we have that in PSYCH 312-- Research Methods-- and PSYCH 412-- Tests and Measurement. That's not-- it's not publishable research, let we just say that.

You really would not be able to list it on a CV and try to sell it to grad schools. Because it's for a class and it isn't actually approved by the IRB. You're only, actually, taking everybody else's survey in the class. It's a good question, though.

SHELLEY PRESSLEY: And I'll just jump in and add to that. For example, Lydia Gerber in Asian Studies uses research in her curriculum in her classes. But students that want to take it further will, often, continue that research project after they've finished the class. They'll continue that as independent study under Lydia, and then present that at SURCA.

So just because you start researching a course, you may not get as deep into it. And you don't have time in a class, but you could continue it as an independent study later.

LEE DAFFIN: Yeah, I'm glad you mentioned that, because, actually, I have students-- when I taught 312 last semester, I think one applied for 499 that was actually doing that. I recognize the project carrying over. Was that you, Charles?

SHELLEY PRESSLEY: [LAUGHS]

LEE DAFFIN: I don't think it was. Yeah, I think it was somebody else. OK.

SPEAKER 1: OK, so Morgan asks, "Can you do this sort of research, even if psych is only a concentration?" So you can do research.

LEE DAFFIN: You mean you're like a social sciences major-- [INAUDIBLE] and then you're concentrating-- yeah, I think that's OK. As long as I have enough openings, I take psych majors and psych minors. Yeah, that should be OK. I think, if you're social sciences, it will be OK if your concentration is in psych.

And then connecting with our Vancouver professors-- Dr. Pressley mentioned that earlier-- you can do that through their website. But, also, if you're looking at our website for the faculty profiles, the faculty profiles are all the faculty in Pullman, me at Global. And then you've got Tri-Cities and Vancouver, they're also listed. And, actually, Spokane also, because we've got faculty up in Spokane.

SPEAKER 1: And she had another question, which I think taking kind of lead on what you were talking about on mentors. She asked, "Can you connect with Vancouver campus professors as well?"

SHELLEY PRESSLEY: Absolutely. Absolutely.

SPEAKER 1: Abby says, "I'm currently doing PSYCH 265. Is it too early for me to apply for a 400-level research psych class?"

LEE DAFFIN: That gets back to the pre reqs question. So if you are taking 311 now-- the statistics class for the non-psych people-- if you're doing that now, then you could apply. But, again, I only accept fall. I only accept for the fall and spring, so I won't accept anybody who asked for any applications until next spring and summer.

So, yeah. If you're doing 311 in that time-- and even if you're not doing 312 [? till, ?] [? say, ?] fall 2019, that's OK. You can definitely apply. I saw another question later that you really don't want to wait till your last year to do that.

You want to have the opportunity to build a profile, like if you want to go from lit review into hypothesis testing. Because you could repeat those credits. I think there's a limit, [? but our ?] [? 4s, ?] [? no ?] [? limit. ?] I think we just changed it.

But if it's [? 4, ?] 499 and 498 are one credit. So you could do it four semesters if you had to. So you could go from lit review into hypothesis testing.

SHELLEY PRESSLEY: And I want to echo that. I encourage students to start research their freshman year. You want to get started early. There's nothing more frustrating to me than a student that contacts me their senior year and says, I want to do research, or I'm graduating in May.

Well, by the time I get you trained to actually do anything that's productive-- learning the software, the coding, or whatever it might be-- you're graduating and gone. So it's a waste of my time. So if you come in early in your career and start doing research, then you can work on the research for two, three years. And by the time you've graduated, you're doing graduate-level research and you're doing publishable paper research.

You said that it took you two years to get that paper published. That's not common at all. It can often take a long time for a paper to be published after the research is done. And so definitely start early.

LEE DAFFIN: Yeah. And Ashley, [? who ?] was on paper with me, she graduated and moved on to Central Washington University. So I was still communicating with her after she already left, while we got that paper published. So it got her into grad school is what I'm saying. We've had a pretty good acceptance rate into grad school.

The other thing to consider, grad programs are asking you to-- generally, grad programs, for psych at least-- I'm sure it's most areas-- you have to apply in the fall. So if you're not even getting involved in research into your final year, and you're at the same time getting involved in the fall, and also asking for recommendation letters, we don't have enough time to get to know you.

So if you start earlier-- your freshman or sophomore or junior year-- at least it gives us a year, at least to get to know you, so we can write a really good, strong letter for you.

SPEAKER 1: OK, our next question. Ashley asked, "How many people apply each year? How many are accepted?"

SHELLEY PRESSLEY: I think she meant to SURCA-- I think. Ashley, chime in. We have for SURCA, typically, 150 to 170 presenters. And most abstracts are accepted. We have, I'd say, maybe 10 that are not accepted for SURCA.

And, basically, if you follow the guidelines on how to write an abstract that are on the SURCA website, your abstract will be accepted. The ones that were not accepted were the ones that didn't follow the instructions.

If Ashley is referring to how many are accepted to do research, I can't answer that question because I don't know. Students don't necessarily apply. They talk to faculty members directly and do research, or continue that direction. So they don't go through the Office of Undergraduate Research to apply for research positions. I hope that answers--

SPEAKER 1: She hasn't replied, so hopefully. [? Amina ?] asks, "Do you think older students, who have full-time jobs and families, can be successful in research, or is it too demanding for them?"

LEE DAFFIN: Actually, I think Rebecca or Stacey should answer that.

SHELLEY PRESSLEY: Yeah.

REBECCA PODSZUS: Hey, this is Rebecca. Yeah, I can definitely answer that. I am a bit of a nontraditional student because I am a little bit older. I work full time. I don't have kids, but I do have family in the area, including my mother who has rheumatoid arthritis. And so I help to kind of take care of her too. And, yes, I did this project with that.

Like any workload issue, of course, be cognizant of the time you have available with other academic workloads. I did not load up on a lot of classes while I was doing my hypothesis testing. Ha! Which is why I'm still in my program, but it's my last semester. But it was very much worth it.

If you are able, really, to build that in and think of it as a class-- and you are getting credit for it-- you betcha. You can do it.

[INTERPOSING VOICES]

SPEAKER 1: Go ahead, Stacey.

STACEY AHUJA: No. I was going to say, same with me. I did the same thing that Becky did. I think of this as a class. And so the time that I would allocate to another class, I now allocate to my literature review project.

And, of course, that meant cutting back on a class. But I have a family and this is the way I had to do it. And so far, it works out fine. But as Becky said, you think of it like a class and you don't take your regular class load that you otherwise would.

SHELLEY PRESSLEY: Yeah. Thank you. And I was just going to chime in and say that it's important to have this conversation with your mentor. Some students want to do research and they say, you know what, but I can, realistically, only spend five hours a week.

And so if that's been communicated with your mentor, then your mentor will understand your limitations and will have sane expectations for what you can accomplish in that time. If you can, you budget 10 hours a week. Whatever your allotment is, you just communicate that with your mentor because they want to know where you're at, how much time you're putting into this. And you want to be fair and communicate that to them.

And we know midterms come, finals come. There might be weeks when you don't touch your research because you're too busy studying for exams. And that's OK too. But communicate that. That's all you need to do.

Shoot your mentor an email and say, you know, this has been a crazy week. I haven't accomplished anything [? on ?] research. I hope that OK. I'll try to make up for it next week when things die down. And life happens. It happens to us all.

LEE DAFFIN: Yeah. And you saw the deadlines I put up for the psych department-- you saw they were pretty spaced out. [? There ?] [? are ?] a lot [? up there, ?] but they ran into the spring semester. So it's doable.

They all have something due-- or Stephanie's got something to do Sunday. But after that, there's a gap. There's almost a three-month gap. So you're just working at your own speed.

And, yeah, you've got to get your IRB paperwork in if you're doing hypothesis testing. And you've got to be submitting your annotated bibliography if you're doing lit review. But you've got time. You're not having to dedicate every moment of the day to that.

In terms of the full-time job questions for lit review or hypothesis testing, I think you could do either. And I think that's back to what Rebecca was saying. So you could really do either.

You know yourself, your budget, your time. You got good time management skills. I think you're OK.

SPEAKER 1: Perfect.

LEE DAFFIN: For Ashley's question on research participation-- and I saw another one further down with this-- the 499 and 498 are reserved for majors or minors in psych, or maybe social science students who are doing concentrations.

That's because I'm one person. I've tried to clone myself and it hasn't been successful yet. I can't do-- really, when I started this, to be honest with you, I was going to eliminate the five lit review and five hypothesis testing-- max. I have nine lit review this semester, but I only have one on the hypothesis testing. So it's 10. So that's about as much as I can do.

SPEAKER 1: OK. So you just answered the [? majoring ?] and the psych [INAUDIBLE] [? all ?] perfect. So, also, back-- I'm sorry, we're backtracking a little bit-- had asked what that scholarship was called that you were talking about.

SHELLEY PRESSLEY: It's the undergraduate research scholarship and awards. And the specific one I was referring to is called an Auvil Award-- A-U-V-I-L. We also have a couple of others-- Carson and DeVlieg-- but those are geared for more junior and senior-level researchers. So the Auvil is the one for just starting out. Basic-- beginning researchers.

SPEAKER 1: Perfect. Thank you. Emily asks, "Career question. Are there researchers who solely focus on literature reviews to find gaps in their fields? Or do most do a mix of lit reviews and hypothesis testing, and designing studies as part of their job?"

SHELLEY PRESSLEY: The lit review is always the first place you start with any kind of research. But, really, a lit review is just reading what's been done. You're not doing anything new. You're

not contributing to the body of knowledge. You're finding [? in the ?] gap of where there is missing data, but you're not contributing and filling that gap.

So the lit review is step one. Actually doing the research is where you start to-- based on what's been done before-- design the next step to answer those questions to fill that gap.

LEE DAFFIN: Yeah. In psychology, some people do publish papers that are just lit reviews, or they do meta analyses. But they're doing all their marked work too. They're doing hypothesis testing kind of work. Also, publishing that.

I would almost say they're doing more of that. But, yes, along the research process, you're doing lit review, which basically, builds your introductions. So what the lit review students are doing is trying to get a really good framework built up for a potential thesis or a dissertation down the line.

And that's actually how they've used it and [INAUDIBLE] successful getting the grad programs with it.

SPEAKER 1: Great. So now I have two more questions so far, unless someone comes up with some more. "Are we able to continue the research of others that are not affiliated with WSU, such as other universities?"

SHELLEY PRESSLEY: So, Matt, I'm a little confused by that question. When you do research and you do that lit review, you're looking at research across the entire world. You're not just focused on WSU research.

So does that answer-- OK.

SPEAKER 1: And then he also wants to know, "Do you have any recommendations for students in their final year/semester that are interested in graduate school and research?"

LEE DAFFIN: How about you take that?

[LAUGHTER]

Because [INAUDIBLE]

SHELLEY PRESSLEY: I think, obviously, if you haven't done research, that's not a black mark. You're still capable and eligible to get into graduate school. I think just getting whatever perspective with the grad school that you're looking at on the research that they do is important.

Maybe even-- yeah. I guess that's kind of a tough one. It's kind of hard to try out grad school if you're doing your [INAUDIBLE]

SPEAKER 1: I'm so sorry.

LEE DAFFIN: It's not that it's-- you don't have to apologize. If you only have the grades and the GRE scores, it's going to be hard to get in. That's the truth. And that's why we're fumbling with this, because that's what the answer is.

And I know in psychology, it's going to be hard. One thing I could recommend, Matt-- I'm assuming you're in your last year, right? Are you applying to grad programs now or thinking about it?

MATT: Yeah, there's the mic. Can everybody hear me?

LEE DAFFIN: Yes.

MATT: Oh, sorry about that. Yeah, it's much easier to speak than type. What was the question? It kind of faded out there.

LEE DAFFIN: Are you trying to-- you're graduating, you said. So are you looking to apply to grad programs now? Or are you looking to maybe apply next year or something-- take a year between?

MATT: As soon as possible. So in a perfect world, yeah, as soon as I graduate just move right on to the next step if I could-- and then sort of how to get there. But then I kind of backtracked, in my mind, as soon as I heard, well, it's best to start off in the beginning so we get a chance to know you.

And so that makes perfect sense. And so I was like, oh, wow, none of that really took place yet. Because I'm just now shifting my focus in terms of my interest and what I really want to do. And I do like research. And that's why I just kind of got fascinated with this.

So in terms of going to graduate school, am I too late? Am I getting an interest in this too late in the game? I guess that's kind of where I'm lost.

LEE DAFFIN: Matt, you're a psych major, right? I recognize your name, I think.

MATT: I was, but just like we were fumbling with the scores-- you got to have the scores. And that's just the fact of the matter and there's no problem with that. My scores kind of dropped and so I chose a different major.

And then there's also PSYCH 311 and 312 that I didn't do. So just like I said, I just took a different direction. And I'm OK with that, but I still do-- I'm still fascinated with a lot of research in clinical psychology and stuff like that. So, I guess--

LEE DAFFIN: OK. Because the grad programs you're going to look for are 311, 312. There's equivalents [? whatever ?] university. The thing I can say to anybody who's getting into that last year and doesn't have the time to get involved in research-- and this is outside of this call-- look at the resource room I have on. There's opportunities for TA'ing.

So I have those up for grading TAs, instructional TAs, and tutors. Before we ever had the research opportunities, that's what I had, and we had students getting in without a [? loan ?]

MATT: Oh, OK.

LEE DAFFIN: So there is hope, but just be aware you need to jump on that quickly for the spring. Because that's going to be your last semester, correct?

MATT: Yes, this is my last semester right now.

LEE DAFFIN: OK. And if you need to-- so that we don't take up all the time talking about your specific situation-- if you want to email me, we can talk on the phone. OK?

MATT: Great, I'd appreciate that. Thank you very much, Doctor.

LEE DAFFIN: No problem. OK. Shannon has a question?

SPEAKER 1: Yeah, Shannon's question-- and I think this is going to be our last question because we've already hit the 7 o'clock mark. "I work at an office that employs mainly LCSWs, and I'm thinking about exploring that masters program instead of a pure psych program. I assume this type of research would still be useful in applying for a continuation in those grad programs. Clearly, each is individual just as [INAUDIBLE]"

LEE DAFFIN: Yeah, definitely.

SHELLEY PRESSLEY: Yes, yes. Yes.

LEE DAFFIN: [INAUDIBLE] that point from earlier. Some research or any research is better than no research.

SHELLEY PRESSLEY: And research is going to help you in whatever you do. Because you're developing critical thinking skills, hands-on team work in some cases, communication skills, all of these skills are things that everybody wants you to have, whether it's a job or grad school. So you are learning skills that are going to be applicable to anything you do, and it's different than the skills you learn taking a class.

LEE DAFFIN: And, hey, Shannon, I have a lot of psych students that apply to social work programs. I just wrote a couple recommendation letters in the last couple weeks. So, yeah, it's a common path. A lot of psych students go into social work.

SPEAKER 1: Great. Well, thank you, everybody, for being here tonight. And, Matt, you're saying you wish there was more webinars like this. We'll try to do several different types of webinars touching on everything. Always check our page-- [connections.wsu.edu](http://connections.wsu.edu)-- for a list of all the events that we try to have available for you Global Campus students.

Thank you so much. Thank you, Lee. Thank you, Shelley. Thank you, Stacey and Rebecca, and everybody that attended. And have a great night.

SHELLEY PRESSLEY: [INAUDIBLE]

LEE DAFFIN: Thanks.

SHELLEY PRESSLEY: Bye.