Providing Centralized Access to CAS 352 Research Projects

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Purpose; Why Compile?

• Sheer quantity
  ○ Years worth of projects
    ▪ Since 2008, most are available in electronic form as well

• Valuable contributions
  ○ Results show the importance or relevance of certain teaching/learning theories to the workshop model
    ▪ Could be different from their importance in a classroom setting
  ○ It is student-driven research, but the conclusions can still be valid

• For posterity
  ○ Expands on the theories presented in class
    ▪ Easier to see applications of these theories to the workshop setting
The Proposal

- Set up an online, searchable database
- Hosted by UR Research
  - Repository for scholarly material produced by UR
  - Current material includes:
    - PhD dissertations
    - High-quality undergraduate work
    - Faculty-produced material
- Center for Workshop Education (CWE) Department
  - Sponsor of the database
  - Additionally organize papers by:
    - Topic
      - Year/Semester
UR Research > Religion and Classics Department > Speaking Stones Papers

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Speaking Stones Papers Recent Submissions

Pictures

Recent Submissions

https://uresearch.rochester.edu/browseCollectionItems.action?collectionId=143

Speaking Stones Library Resources - An annotated list of resources used by the students to do their research.
**Browsing/Searching: UR Research > Religion and Classics Department > Speaking Stones Papers**

Filter by Content Type: All

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<tr>
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<th>Name</th>
<th>Publication Date</th>
<th>First Public Date</th>
<th>Contributors</th>
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1. Darrell D. Sully (1845 – 1931) - Husband Kate C. Halladay Sully (1885-1920) - Wife

URL to cite or link to: http://hdl.handle.net/1802/6334

Description
Report prepared as part of the coursework required for REL 167, Speaking Stones.

Abstract
Description and interpretation of the monument to Darrell Danman Sully (1845-1931) and Katherine Clark Halladay (1885-1920) with details about their lives in Rochester. Includes information about their servants.

Contributor(s):
Ahmed Rehmani - Author

Series/Report Number:
Field Reports from Mt. Hope Cemetery, Rochester, NY,

Language:
English

Subject Keywords:
Bookmobile; Sully branch Library; Rochester Library; Rochester; Rundel Library; symbolism; palm branches; monument; Rochester Art Club

First presented to the public:
12/22/2008

Original Publication Date:
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2008-12-22 18:13:04.0

Submitter:
What the database has currently:

- Papers we have reviewed so far have the following trends:
  - Teaching/Learning Styles
    - Popular topic for research
    - Most projects focus on determining which learning styles are most prevalent in their workshop or which teaching style is most effective
  - Evaluating what effect a certain independent variable has on workshop performance
    - Learning environment
    - Time of day
    - Available tools (e.g., model kids for CHM 203/204)
What can Future Leaders do?

- Currently, there is an emphasis on studying the workshop environment itself
  - Not many examples of students that think of the workshop as just a small set of students they can use to study other learning strategies or performance
  - Future workshop leaders can explore those areas more

- Accuracy of results
  - Because of small size of study group and low replicate number, most studies need to be repeated to verify results
    - Studies can be repeated among a larger group of workshop leaders
    - Studies need to be repeated, in general
What can Future Leaders do?, cont’d.

- Use the findings to modify how they conduct workshop
  - Easier to see how the theories are applied to the workshop setting
  - Can get more ideas for how they can implement the theories
    - Years of experience is buried in the research papers
Conclusions

- Ongoing effort
  - Formation of the database is not complete yet

- Research done so far-
  - Has explored some interesting topics
  - Has produced noteworthy results

- We anticipate that establishment of the database will create a valuable resource
  - For workshop leaders
  - Over time, for CWE faculty and for educators outside of the UR
Acknowledgements

- Prof. Terry Platt
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