

Student Involvement in Faculty-Student Collaborative Research: Experiences, Challenges, and Lessons Learned

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The Current Study

- Explores experiences, challenges, and lessons learned by graduate students who engage in faculty research collaborations that result in scholarly publication

Research Questions:

1. How do graduate students describe the faculty-student research mentorship and/or collaborative experience?
2. What practices do they use to negotiate their roles, tasks, and workload as they work with faculty through the research process?
3. What challenges do graduate students face during the faculty-student research mentorship and collaborative experience and how do they address the challenges they encounter?
4. What lessons do graduate students learn from the faculty-student research mentorship and collaborations?

Theoretical Framework

- Organizational socialization- a process by which newer members of an organization are prepared or trained to engage with other members of the organization (Taormina, 1994).

- Newer members are trained in the development of the requisite beliefs, behaviors, skills, and personalities that are valued in the organization.

- Socialization occurs over time and in phases as the newer members in the organization are exposed to a number of interactions, experiences, and norms.

- In higher education, the members of academy aim to socialize their students into the profession through social activities, coursework, and research, and social activities.

- Socialization of graduate students, in particular, ensures their development in academic knowledge and skills to ensure success in the discipline (Felder, Stevenson, Gasman, 2014; King & Williams, 2014).

Methods

- Qualitative data was gathered through interviewing.
- Seven master's level students participated in semi-structured interviews that lasted about 45-minutes.
- Interviews were audio-recorded, transcribed, and analyzed thematically.
- All interpretations were filtered through the framework of organizational socialization to help make sense of the student experiences.

Participant Profile

Student	Major	Prior Research Experience
Martha	CSPA	No
Jane	Social Work	Yes
Alicia	Technology	No
John	Psychology	Yes
James	Technology	No
Amelia	CSPA	Yes
Carol	Technology	No

Results

Student Experiences

- Enhanced knowledge and skills in research
- New skills were applicable to coursework and career
- Better negotiation of research process and more confidence in conducting research
- Better communication of research findings
- See faculty more as colleague than mentor

Roles, Tasks, and Workload

- Volunteer for roles they are more comfortable with and then continue to move out of comfort zone as research progresses
- Brainstorm research ideas for grants, publications, and presentations
- Conducted Literature Searches and Reviews
- Completed IRB protocol and process
- Conducted data collection and analyses
- Involved in report writing & Presentation

Challenges

- Competing priorities; Meeting requirements for coursework
- Love for research supersedes love for coursework
- Dealing with different work styles in the collaborative group
- When the work goes beyond the boundaries of Research
- Negotiating Authorship

Lessons Learned

- Time management is extremely important
- Learn about faculty interests before committing to the experience
- Learn about other collaborators' work experience and styles before committing to the experience
- Establish tangible timelines
- Seek clarification as to what exactly needs to be done
- Enroll in research courses; Have some research knowledge and skills under your belt!

References

- Felder, P. P., Stevenson, H. C., & Gasman, M. (2014). Understanding race in doctoral student socialization. *International Journal of Doctoral Studies*, 9, 21-42.
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- Taormina, R. J. (1994). The organizational socialization inventory. *International Journal of Selection & Assessment*, 2(3), 133. doi:10.1111/j.1468-2389.1994.tb00134.x