



14TH ANNUAL ACADEMIC EXCELLENCE SERIES

inquiry seminar
CELEBRATION of LEARNING

APRIL 23, 2019

10 A.M.-4 P.M.
GEMMELL MULTI-PURPOSE ROOM



Inquiry Seminar

CELEBRATION OF LEARNING

This event provides first-year students with the opportunity to display and present the inquiry-based research projects completed in their Freshman Inquiry Seminar courses during the spring 2019 semester. Today's event highlights the work of 200 students enrolled in one of the seven courses listed below. A brief description of the final project in each course is also included below.

PAY TO PLAY

Dr. Paul Woodburne

Students in this course researched questions surrounding 'monetization' in the video game industry (the ways gamers and gaming companies make money from the video games). Students worked in groups of five and developed a research question related to any aspect of video game monetization and related areas. Topics may include, but are not limited to: how "free" games make money; the impact of "loot boxes" in games and whether they represent gambling; the life of a professional gamer; whether "modding" (players/hackers modifying games for fun) constitutes piracy; and similar topics. Given that many aspects of video game monetization have not been the subject of much academic research, students had to work with and assess the credibility of many non-scholarly sources to provide background information related to their question. Students had to synthesize information and present it in a form accessible to readers not well versed in the subject.

COMMUNICATING FROM

GENERATION TO GENERATION:
DO THEY REALLY UNDER-
STAND ME?

Dr. Bell O'Neil

Following an investigation of what is known about grandparent-grandchild communication, students challenged each other's questions about family communication. Student teams investigated their own research questions by composing literature reviews, developing and administering surveys, analyzing data, synthesizing findings, and drawing conclusions. Finally, a storybook was created from grandparent/grandchild stories regarding students' personal activities surrounding their relationship with their grandparents.

WHY DO I HATE WHAT OTHERS LOVE?

Dr. Elizabeth Sauvage-Callaghan

In this course, students were asked to examine their own preferences for certain types of music, movies, fashion, etc., in order to answer the question, Why do I hate what others love? They also examined why some preferences are viewed as sophisticated or "classy" and others as less so. For their final projects, students explored these subjects as matters of personal taste

to determine why people develop preferences for some things over others. Their project required them to engage in secondary research and to pull that research together on the poster to communicate it to a wider audience.

WHERE DO YOU RANK?

Dr. Jesse Haight

Students in this course individually chose a research question that is answered with a Top Ten List. In addressing the course focus of “Where do you rank,” they were able to construct the ranking while justifying their findings. Tasked with developing selection criteria, the students justified their rankings by identifying their own cognitive bias and using lateral reading to obtain valid sources. The students also field tested their rankings through surveys. Students will present their findings with a poster presentation.

WHY DO WE ASK PEOPLE WHERE THEY ARE FROM?

Dr. Yun Shao

In this course, the students explored the various ways the question “Where are you from?” is understood and answered. They considered the question in terms of communication, race, ethnicity, economic status, the social class, ideology, and religion. They students reflected upon how asking and answering the question shapes or changes their perception of themselves and of others, and examined the complex relation between place and identity. For their final project students worked in groups to develop, investigate, and address questions related to the course theme and to issues particular to small rural towns and communities.

WHAT CAN POP CULTURE TEACH US?

Dr. Kevan Yenerall

For their final research project, students worked in groups to develop and research a question on one of two topics: (1) hate groups and racism in modern American or (2) immigration. Their research is inspired by their critical viewing and study of documentary films throughout the course.

CHECK YOUR PRIVILEGE

Dr. Chris McCarrick

For their final project, students “picked sides” concerning issues of privilege. Working in teams of two or three, they conducted further research and then debated their findings, one “side” against the other.



Leah Chambers, coordinator of Freshman Inquiry Seminars, and the Inquiry Seminar faculty and students would like to thank the following members of the CU faculty, staff and administration for serving as project reviewers at today's celebration and for supporting undergraduate research.

Maria Aiello, TRIO	Erin Lewis, Center for Career and Professional Development
Peggy Apple, Education	Chris McCarrick, English and Modern Languages
Natalie Armstrong, Communication Sciences and Disorders	Mary Pat McCarthy, Communication Sciences and Disorders
Bill Bailey, Center for Career and Professional Development	Matthew Mullen, Center for First Year Experience
Bonita Bailey, Center for First Year Experience	Corey Negley, Residence Life Services
Suzie Boyden, Biology and Geosciences	Cindy Nellis, Small Business Development Center
Diana Brush, Center for Career and Professional Development	Katy O'Donnell, English and Modern Languages
Melissa Brydon, Communication Sciences and Disorders	Miguel Olivas, Management and Marketing
Natasha Dias, Biology and Geosciences	Bell O'Neil, Communication
Josh Domitrovich, Center for Career and Professional Development	Tonya Otto, Library Services
Dani Emings, Center for First Year Experience	Brandon Packard, Computer Information Science
Ray Feroz, Rehabilitation Sciences	Amy Salsgiver, Office of Social Equity
Ellen Foster, English and Modern Languages	Elisabeth Sauvage-Callaghan, English and Modern Languages
Lacey Fulton, Communication	Yun Shao, English and Modern Languages
YooJin Ha, Library Science	Dan Shifflet, Chemistry, Mathematics, and Physics
Jesse Haight, Education	Nripendra Singh, Management and Marketing
Helen Hampikian, Biology and Geosciences	Kenn Staub, Communication Sciences and Disorders
Marilyn Harhai, Library Science	Jessica Thomas, Biology and Geosciences
Steve Harris, Dean, CAES	Amanda Willard, Biology and Geosciences
Sue Homan, Learning Technology Center	Jessica Wolbert, New Student Programs
Tyler Kitzmiller, Judicial Affairs	Paul Woodburne, Economics
Poornima Krishnamurthy, TRIO	
Rich Lane, English and Modern Languages	
Todd Lavin, Social Sciences	

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