

## Definition of Research and Inquiry

The DTD Steering Committee articulated a working definition of “research” (adapted from the Council of Undergraduate Research, CUR): An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline or practice.

FAU faculty and students recognize “inquiry” to be a scholarly process and/or a product which centers on asking questions or solving problems and which encompasses intellectual traits that transcend subject matter divisions. Examples of such processes common to the disciplines may include questioning existing ideas, identifying approaches to unstructured problems, thinking creatively, exploring new ideas, and examining the processes by which knowledge is discovered. This “contribution to the discipline or practice” may result in communicated deliverables such as written works, exhibitions, performances, works of art, presentations, publications, and other forms recognized within each discipline. Incorporating research and inquiry into the curriculum can be operationalized through incorporating specific student learning outcomes through targeted assignments.

## Definitions of Distinction through Discovery Student Learning Outcomes



- SLO 1: Knowledge.** Students will demonstrate content knowledge, core principles, and skills.
- SLO 2: Formulate Questions.** Students will formulate research questions or scholarly/creative problems with integration of fundamental principles and knowledge in a manner appropriate to their discipline.
- SLO 3: Plan of Action.** Students will develop and implement a plan of inquiry to address research and inquiry questions or scholarly problems.
- SLO 4: Critical Thinking.** Students will apply critical thinking skills to evaluate information, their own work, and the work of others.
- SLO 5: Ethical Conduct.** Students will identify significant ethical issues in research and inquiry and/or address them in practice.
- SLO 6: Communication.** Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes.

## Student Learning Outcomes Examples for Undergraduate Research and Inquiry Level

<b>Student Learning Outcome</b>	<b>Exposure (Knowledge &amp; Comprehension)</b>	<b>Skill Building (Application &amp; Analysis)</b>	<b>Intensive (Synthesis &amp; Evaluation)</b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Summarize previous literature / prior work</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate information (meta-) literacy</li> <li>Appraise appropriateness of theoretical framework(s)</li> </ul>	<ul style="list-style-type: none"> <li>Assess social value</li> <li>Create new knowledge</li> </ul>
<b>Formulate Questions</b>	<ul style="list-style-type: none"> <li>Identify questions</li> <li>Give example(s) of research questions</li> </ul>	<ul style="list-style-type: none"> <li>Discover new questions</li> <li>Breakdown question(s) into manageable units</li> </ul>	<ul style="list-style-type: none"> <li>Compose logical argument</li> <li>Predict outcomes</li> </ul>
<b>Plan of Action</b>	<ul style="list-style-type: none"> <li>Define steps of inquiry</li> </ul>	<ul style="list-style-type: none"> <li>Employ appropriate methodologies</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize and evaluate plan(s) of inquiry</li> </ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>Recognize gaps</li> <li>Describe differences, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information, results</li> <li>Examine limits</li> <li>Analyze feedback</li> </ul>	<ul style="list-style-type: none"> <li>Justify conclusions</li> <li>Prepare critical review</li> <li>Evaluate feedback</li> </ul>
<b>Ethical Conduct</b>	<ul style="list-style-type: none"> <li>Explain academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>Point out ethical issues</li> <li>Outline potential ethical concerns</li> </ul>	<ul style="list-style-type: none"> <li>Design ethical research</li> <li>Maintain ethical integrity</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Communicate clearly</li> <li>Reproduce proper format</li> </ul>	<ul style="list-style-type: none"> <li>Apply appropriate mode(s) / venue(s) for communication</li> </ul>	<ul style="list-style-type: none"> <li>Prepare / direct communication appropriately based on given audience(s)</li> </ul>

<sup>1</sup> Bloom's Taxonomy Action Verbs. (n.d.). Retrieved from <http://www.fau.edu/ouri/Blooms%20Taxonomy.JPG>