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Poster Symposium The Honors Program



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COR 101 Honors



Goals of this presentation...

- To ensure the students have a grasp on what the Honors Program entails at SUNY Cortland.
- To make sure students are aware of the requirements and benefits of the program.
- To introduce students to the creative process of researching topics inspired by their interests.
- To commence the thinking process about research providing students an optimistic outlook on the creative capstone projects prior to graduation.

Goals continued...

- Reinforce the idea of creative thinking and research.
- Creative research can, “... yield new ways of thinking about a problem” (Van Aken p.4).
- Bring awareness to students that research isn't a monotonous process filled with endless problems and endless papers.
- Encourage students to open their minds, think outside the box, employ creative research methods, and delve deeper into a problem they are trying to look at.
- Students will use their creative abilities to answer “... complex contemporary questions that conventional methods alone no longer can” (Creative Research Techniques).

Methods used to get the students involved...

Name: _____
Date: _____
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|

Write down three topics you find interesting and that you would potentially research later on in your academic career

1. _____
2. _____
3. _____

Now choose ONE of the three and explain a little more specifically

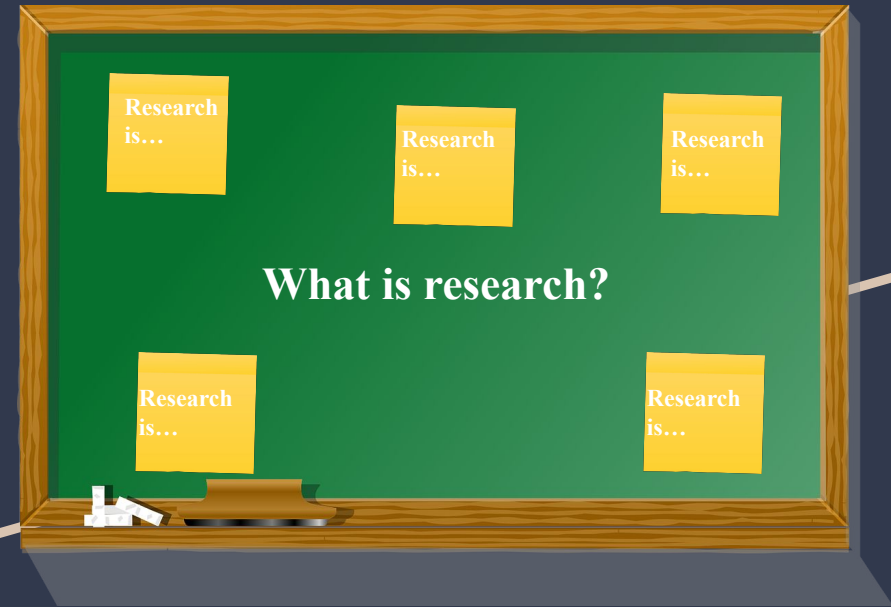
1. _____

In what way has this presentation/class helped you? What can you take away from today? Do you feel a little more prepared for what the Honors program entails?

- ❖ I created a powerpoint which explained and outlined the obligations and benefits of the Honors Program.
 - [Honors Program Presentation](#)
- ❖ I fostered open communication by both direct and indirect questions to and among all students throughout the presentation.
 - E.g. What type of research have you done before? Who can tell me...? Why do researchers...? How do we know...?
- ❖ I also created a worksheet (see image to the left) to provide students an opportunity for written communication and reflection.

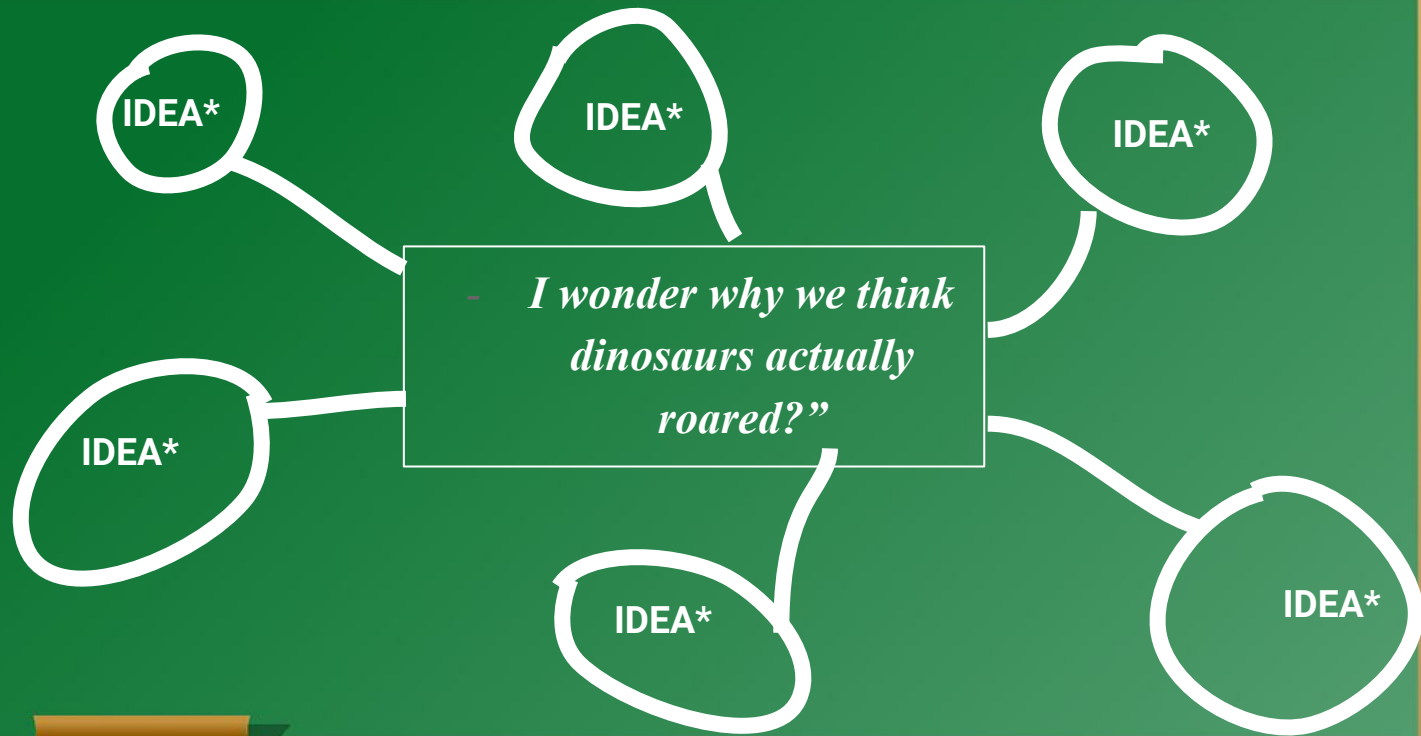
Methods to get the students involved continued...

- Students were asked to complete an interactive activity to answer the question “*What is research?*”
- Students were provided *Post-It notes* and given a short answer/definition to be posted on the chalkboard in the front of the room.
- I facilitated meaningful discussions between students, ensuring there was mutual respect among all answers, questions, and opinions.
- This preliminary activity provided insight as what the students already knew about research.



Active Learning Techniques...

- To give the students a more in-depth understanding of the research process, I had the students count themselves off by 1's and 2's.
- We had two even teams of 5 students each.
- The activity was called, "I wonder..." where the students had to come up with a curiosity they all had in common.
- For example, group 1's idea was, "I wonder why we all don't use the same unit of measurement?"
- Group 2's idea, "I wonder why we think dinosaurs actually roared?"



Students then created concept maps to help identify potential causes as to why we as a society believe their curiosity. Above is a visual rendering of what the concept map looked like (Group 2's example is shown above)

What I have learned?

Reflection...

This was my first real lesson in an adolescent education setting. I felt everything went really well. I tried to be as animated as possible, make the students feel comfortable, and provide interactive learning activities to keep students engaged. I also strived to be approachable and available for questions outside the classroom.

Comparatively to my first presentation, I created more material prepped more for the classes that followed. I learned the importance of having plenty of activities to conduct my lessons and make the most of the instructional time I was provided.

Furthermore, I enjoyed getting the students involved. As honors students, they come in enjoying learning opportunities and deserve to know what their next four years entail at SUNY Cortland. I strived to provide a solid introduction to the expectations necessary for the program. I enjoy public speaking and built up my confidence by teaching and talking about a topic I had both researched and experienced.

Lastly, it was an incredibly meaningful experience serving as a student facilitator as it only solidified my desire to pursue a degree in education.

What did they learn?

Student Reflections

- *“It has enlightened me about not only the key aspects for how to stay in the Honors program, but how to also start in conducting the research presentation in general.”*
- *“This presentation has helped me ease my nerves about fitting in 24 honors credit classes into my schedule.”*
- “The activities also gave me good ideas on how I want to teach in the future.”
- “This presentation helped me understand the goals and process of the Honors program and how the thesis is broken up and made easier to understand.”

Works Cited

- “Creative Research Techniques: Elsevier Author Services Blog.” *Elsevier Author Services-Articles*, 8 Aug. 2022, https://scientific-publishing.webshop.elsevier.com/manuscript-preparation/creative-research-techniques/#Creative_Research_Method_Definition.
- Van Aken, Katherine L. “The Critical Role of Creativity in Research.” *MRS Bulletin*, vol. 41, no. 12, 2016, pp. 934–938., doi:10.1557/mrs.2016.280.



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