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Undergraduate Research in Georgia Classrooms

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Despite considerable research describing the positive outcomes of including undergraduate students in research inquiry and investigations (Desai, Gatson, Stiles, Stewart, Laine, & Quick, 2008; Narayanan, 1999; Russell, Hancock, & McCullough, 2007), very little action is taken to include education majors in research endeavors. While universities are seeking to find ways to include students earlier and more often in research projects, students' perspectives on conducting their own research is overwhelmingly overlooked. The purpose of this symposium is to introduce undergraduate research in education to GERA and to expose these students to conference presentations.

In recent years, the College of Education at Georgia Southern University has increased the number of students participating in research as well as provided them with solid initial classroom preparation and professional support to produce "highly efficacious" teachers. It is compelling to listen as they present their findings and discuss their experiences while completing their research investigations. By exploring their experiences, we could find trends to better assist in organizing possibilities and recreating opportunities for our future undergraduate students to explore their passions through research. Additionally, opportunities such as these may increase retention towards graduation and further graduate research experiences.