The CURE: Integrating Undergraduate Research Experiences into ASL and Interpreter Education

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CURE participation provides multiple benefits to students that are not easily replicated through other avenues

Background:

CCIE requisites
- Reading, understanding, evaluating research
- Identification of necessity of research
- Application of research results to practice
- Present research-related content in ASL & English

Course-based Undergraduate Research Experience (CURE)
- Students conduct real research as/within a course
- Linked to student gains in many domains
- Time effective: incorp. research into regular course or create standalone course (e.g. 1 hr/wk)

Methods:

The Deaf Experience, Deaf Expression (DXDX) CURE
- Students work in teams on different parts of large research projects (recruit, conduct interviews, transcribe, code) or conduct mini-projects
- Class meets 1 hr/wk, students work 1-2 hrs outside of class; teams manage own tasks, assignments

Data set
- 104 reflections from 47 students (in ASL, interpreting, CSD)
- coded thematically for gains in content knowledge, research and professional skills, and personal growth

Results

Discipline Specific Content
- Deeper understanding of Deaf issues and lived experiences

Personal Growth
- Grit, confidence with new situations
- Give, receive, incorporate feedback

Research Skills
- Data collection, interviewing
- Recruitment, scheduling
- Transcription
- Thematic coding
- Record-keeping
- Software, trouble-shooting
- Literature review

Professional Skills
- Organization, time-management
- Cognitive skills: problem solving, creative thinking
- Professional communication
- Presentation skills
- Collaboration: teamwork, leadership
- Independent responsibility

Practical Strategies for Implementing CURES into ASL & Interpreter Education

Step 1: Build Faculty Capacity
- Read & share articles
- Connect with researchers
- Complete a research project with a collaborator or team

Step 2: Determine Project Size

(A) Students complete own projects (solo/groups)
- 1 semester or sequence
- Best teaching tool: students experience all research steps
- More intensive mentoring; must direct multiple projects

(B) Students join faculty project
- Best for large, long-term projects, many parts
- Novice students do one task each, returning students become leaders
- Later: include student authors

Step 3: Set CURE Structure

(A) Course-embedded
- Add activities to existing class
- Add more over time

(B) Stand-alone course
- 1-credit elective: easy to implement as overload
- 3-credit: could be in-load

Step 4: First team (pre-CURE)
- Identify delegable tasks to start
- Invite small group (2-6 students)

Step 5: CURE Class management
- Bigger class, teams focus on specific tasks
- Strengths-based formation: students choose teams/tasks based on skills/interests
- Weekly check-ins, small time commitment (students and faculty), in-class work time
- Team teaching: share/divide team mentoring, combine projects

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