

# A Cohort-Based Program to Help Students Prepare A Conference Research Presentation

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## Introduction

Students move through many first time experiences when navigating their undergraduate and graduate education. Such experiences include the first time students submit an article to a peer-reviewed scientific journal, attend a conference, and conduct fieldwork. The cohort model has been shown to be effective in increasing success in undergraduate education, and it can be adapted to helping students succeed in these novel experiences as well<sup>1,2</sup>. This presentation will explore one program where the cohort model was implemented to aid undergraduate students prepare their first conference presentation on a scientific research project. The program runs at Lynn University throughout the academic year, and mimics the scientific process from funding a project to publication of results. Any student working on an independent research project with a faculty mentor in the College of Arts and Sciences is eligible to participate.

## Works Cited

<sup>1</sup>Kuh, G. D. (2008), *High impact educational practices: What they are, who has access to them, and why they matter*, Washington D.C.  
<sup>2</sup>Wood-Charlson, E. M., and B. C. Bruno (2015), Teaching the art and science of getting research funding, *Eos*, 96, doi:10.1029/2015EO038259.

## Program Description

Time Frame	Event	Description
September	Program Applications	<ul style="list-style-type: none"> <li>Students submit an application to receive funding to attend the Florida Undergraduate Research Conference (FURC) that mirrors a grant application</li> <li>Primary and alternates students are selected to continue through the training program</li> <li>Alternates prepare a presentation for the College Student Symposium</li> </ul>
October	Training Session 1: What's A Conference?	<ul style="list-style-type: none"> <li>Presentation on the purpose and structure of a scientific conference</li> <li>Icebreaker introduce students</li> </ul>
November	Training Session 2: Ethics in Research	<ul style="list-style-type: none"> <li>Presentation on ethical behavior in research</li> <li>Group activity related to presentation to increase student interaction</li> </ul>
Early January	Training Session 3: Preparing an Application	<ul style="list-style-type: none"> <li>Presentation on the parts of a conference application</li> <li>Students prepare their application for FURC or the symposium that is proofread by other students and the mentor before submitting</li> </ul>
Late January	Training Session 4: Making a Poster	<ul style="list-style-type: none"> <li>Presentation on designing a conference poster in power point</li> <li>Students start their poster design in the session and finish it with their mentor</li> </ul>
Early February	Training Session 5: Poster Peer-Review	<ul style="list-style-type: none"> <li>Students practice their poster presentation in front of the other students and mentors using a projection of the poster</li> <li>Students revise their posters before sending to print</li> </ul>
Late February	Florida Undergraduate Research Conference	<ul style="list-style-type: none"> <li>Primary students attend FURC as a group to present their poster</li> </ul>
March	Training Session 6: Reflection	<ul style="list-style-type: none"> <li>All students meet and students who attended FURC reflect on the conference and provide advice to the alternates</li> </ul>
April	College Student Symposium	<ul style="list-style-type: none"> <li>Primary and alternate students present at the College Student Symposium</li> </ul>