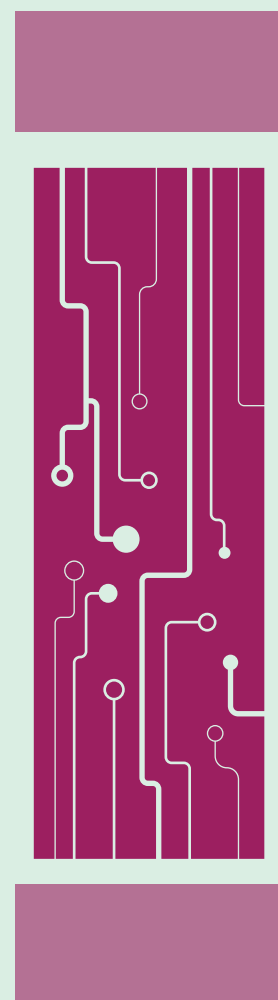
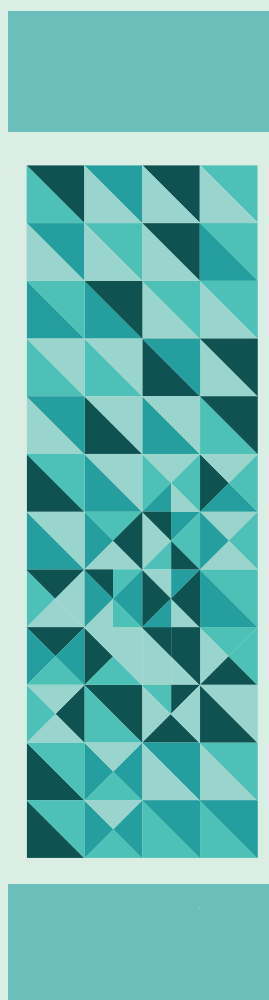


The Pillars of CRE at LTU





This infographic summarizes the insights of many years of course-based undergraduate research (CRE) at LTU. Through this process of discovery and informed by the growing body of scholarly literature on CRE, we have identified three key components of a CRE course.

All course-based research courses at LTU include the following three pillars, contextualized and implemented according to their specific disciplines.



DISCOVERY THROUGH SCHOLARLY PRACTICES

The course:

-  Includes questions and problems with unknown answers
-  Pursues answers through methodological awareness: students are exposed to up-to-date techniques and methods in the field
-  Tries to find original answers to those questions
-  Selects specific practices from disciplinary methods to find answers

INCLUSIVE COLLABORATION

The course:

-  Promotes inclusion of all groups, especially those historically underprivileged in academia
-  Practices cultural sensitivity in ways suitable to the field of investigation
-  Includes collaboration between faculty and students, within teams of students, and between the course and other communities
-  Gives students agency and ownership in the process of discovery (e.g. incorporating student interests in the development of questions, research designs, and solutions)

COMMUNICATION OF RELEVANCE

The course:

-  Explicitly asks "so what?": why does this question matter and to whom?
-  Maintains an ongoing process of communication and feedback between students and instructor
-  Considers possible audiences for the work, including but not limited to the academic community
-  Presents scholarly discoveries in forms that can communicate to an audience beyond the course (e.g., a journal article, a research day poster, a conference presentation, a website, etc.)