



Facilitating Cross-institutional Student Scholarship in The Conservation Science Classroom

D.J.R. Lafferty¹, E.A. McKenney²

¹Department of Biology, Northern Michigan University, ²Department of Applied Ecology, North Carolina State University



Motivation

The shift from face-to-face to remote instruction to limit the spread of SARS-CoV-2 presented an excellent opportunity for a creative cross-institutional teaching initiative between faculty at Northern Michigan University and North Carolina State University to facilitate cross-institutional student collaboration and professional development in the conservation science classroom.



Objectives

- Identify novel opportunities for cross-institutional collaborative conservation-focused student scholarship (e.g., Conservation Campaigns).
- Implement a scaffolded, student-driven semester-long Conservation Campaigns leading to documentable professional development benchmarks.
- Facilitate opportunities for students to engage in constructive self and peer-evaluation and project reflections.

Scaffolded Conservation Campaigns Framework

Milestones	Due dates	Points
Complete the project survey, team assignments, devise team name	Jan 26	—
Annotated bibliography (min 15 sources, majority from primary literature)	Feb 4	10
Abstract 1 st draft (200-250 words max)	Feb 11	5
Abstract peer-review	Feb 16	5
Abstract 2 nd draft (200-250 words max)	Feb 23	10
Poster 1 st draft	Mar 9	5
Abstract submitted	Mar 11	—
Poster peer-review	Mar 16	5
Poster 2 nd draft	Mar 18	10
Final poster due	Mar 31	30
NMU Celebration of Student Scholarship	Apr 8	—
Peer evaluations	Apr 22	5
Average points from peer evaluations (scaled to a max of 10 pts)	Apr 22	10
NCSU Undergraduate Research Symposium	Apr 22	—
Project reflection	Apr 27	5

Note: to earn points for the group project EVERY milestone must be met.

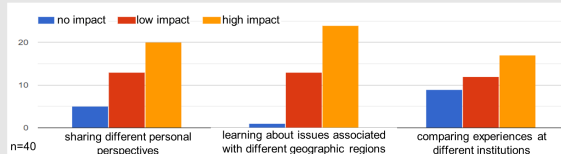
Project Reflection Student Responses

Your semester-long project was broken into several smaller components, including peer feedback and revision. Please share whether and how you found this design to be helpful for developing time management and if you think it ultimately improved the quality of your product.

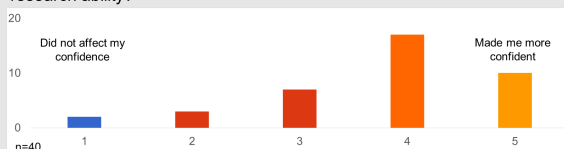
Student Quotes:

- "I really loved the segmentation of the project and always getting feedback. It helped guide the project and learn where the mistakes were. That way it could be fixed and not continually built on. It felt like there was a real mentorship there."
- "I thought it was awesome kept me on top of things but didn't stress me out and didn't force me to cram."
- "Yes this design was 'bite sized' and made the collaboration project soft on the edges and easy to work with. Also the technologies used were perfect. Google drive and Moodle postings/prompts/reminders were flawless. Excellent work!"
- "I found it very helpful with time management, and the multi-layered approach helped refine the rough edges of the project."
- "I think this was EXTREMELY helpful for developing time management, honestly probably a main reason this group project was as successful as it was! Breaking it up made it much more easier to manage and helped us have clear things to work toward. Deadlines like this make it much less likely that all the work will be left till the end which is never fun to do."

To what extent did each of the following contribute to your research experience?



Did the collaborative Conservation Campaign affect your confidence in your research ability?



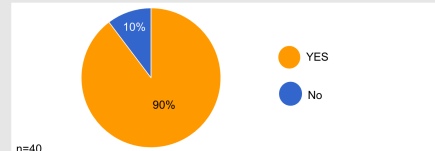
Did the collaborative Conservation Campaign affect your research ability?



Conservation Campaign Student Deliverables



Would you recommend the cross-institutional collaborative research project for future students?



Acknowledgments

We are grateful for our students (Conservation Biology BI 210 NMU=60, Global Conservation Ecology AEC 245 NCSU=25) and their enthusiasm for participating in cross-institutional, student-centered Conservation Campaigns. We are also grateful for NMU and NCSU institutional support for our faculty-driven cross-institutional collaboration to promote novel student engagement and professional development.

Want to collaborate?

Visit our Padlet: go.ncsu.edu/nmu-ncsu

Author contact information

Diana J. R. Lafferty, email: dlaffert@nmu.edu
Erin A. McKenney, email: eamckenn@ncsu.edu