



14<sup>TH</sup> ANNUAL ACADEMIC EXCELLENCE SERIES

*inquiry seminar*

## CELEBRATION of LEARNING

APRIL 23, 2019

10 A.M.-4 P.M.  
GEMMELL MULTI-PURPOSE ROOM



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UNIVERSITY

# *Inquiry Seminar*

## CELEBRATION OF LEARNING

*This event provides first-year students with the opportunity to display and present the inquiry-based research projects completed in their Freshman Inquiry Seminar courses during the spring 2019 semester. Today's event highlights the work of 200 students enrolled in one of the seven courses listed below. A brief description of the final project in each course is also included below.*

### PAY TO PLAY

Dr. Paul Woodburne

Students in this course researched questions surrounding 'monetization' in the video game industry (the ways gamers and gaming companies make money from the video games). Students worked in groups of five and developed a research question related to any aspect of video game monetization and related areas. Topics may include, but are not limited to: how "free" games make money; the impact of "loot boxes" in games and whether they represent gambling; the life of a professional gamer; whether "modding" (players/hackers modifying games for fun) constitutes piracy; and similar topics. Given that many aspects of video game monetization have not been the subject of much academic research, students had to work with and assess the credibility of many non-scholarly sources to provide background information related to their question. Students had to synthesize information and present it in a form accessible to readers not well versed in the subject.

### COMMUNICATING FROM GENERATION TO GENERATION: DO THEY REALLY UNDER- STAND ME?

Dr. Bell O'Neil

Following an investigation of what is known about grandparent-grandchild communication, students challenged each other's questions about family communication. Student teams investigated their own research questions by composing literature reviews, developing and administering surveys, analyzing data, synthesizing findings, and drawing conclusions. Finally, a storybook was created from grandparent/grandchild stories regarding students' personal activities surrounding their relationship with their grandparents.

### WHY DO I HATE WHAT OTHERS LOVE?

Dr. Elizabeth Sauvage-Callaghan

In this course, students were asked to examine their own preferences for certain types of music, movies, fashion, etc., in order to answer the question, Why do I hate what others love? They also examined why some preferences are viewed as sophisticated or "classy" and others as less so. For their final projects, students explored these subjects as matters of personal taste

to determine why people develop preferences for some things over others. Their project required them to engage in secondary research and to pull that research together on the poster to communicate it to a wider audience.

### WHERE DO YOU RANK?

Dr. Jesse Haight

Students in this course individually chose a research question that is answered with a Top Ten List. In addressing the course focus of “Where do you rank,” they were able to construct the ranking while justifying their findings. Tasked with developing selection criteria, the students justified their rankings by identifying their own cognitive bias and using lateral reading to obtain valid sources. The students also field tested their rankings through surveys. Students will present their findings with a poster presentation.

### WHY DO WE ASK PEOPLE WHERE THEY ARE FROM?

Dr. Yun Shao

In this course, the students explored the various ways the question “Where are you from?” is understood and answered. They considered the question in terms of communication, race, ethnicity, economic status, the social class, ideology, and religion. They students reflected upon how asking and answering the question shapes or changes their perception of themselves and of others, and examined the complex relation between place and identity. For their final project students worked in groups to develop, investigate, and address questions related to the course theme and to issues particular to small rural towns and communities.

### WHAT CAN POP CULTURE TEACH US?

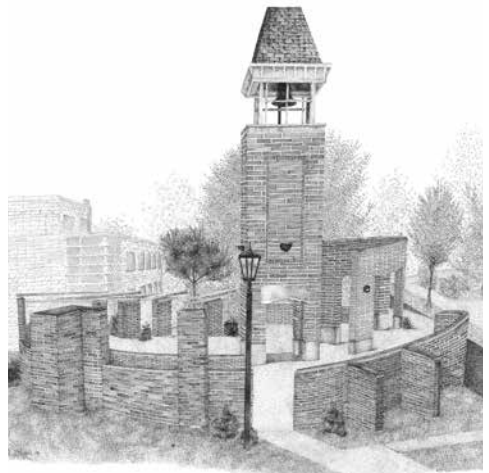
Dr. Kevan Yenerall

For their final research project, students worked in groups to develop and research a question on one of two topics: (1) hate groups and racism in modern American or (2) immigration. Their research is inspired by their critical viewing and study of documentary films throughout the course.

### CHECK YOUR PRIVILEGE

Dr. Chris McCarrick

For their final project, students “picked sides” concerning issues of privilege. Working in teams of two or three, they conducted further research and then debated their findings, one “side” against the other.



Leah Chambers, coordinator of Freshman Inquiry Seminars, and the Inquiry Seminar faculty and students would like to thank the following members of the CU faculty, staff and administration for serving as project reviewers at today's celebration and for supporting undergraduate research.

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Jessica Thomas, Biology and Geosciences  
Amanda Willard,  
Biology and Geosciences  
Jessica Wolbert, New Student Programs  
Paul Woodburne, Economics

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