

STUDENT ENGAGEMENT ON THE TRU 2010/11 RESEARCH CONFERENCE

ORGANIZING COMMITTEE

By

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
BACHELOR OF INTERDISCIPLINARY STUDIES

THOMPSON RIVERS  UNIVERSITY

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ABSTRACT

Through problem based Interdisciplinary study of student engagement, this paper will explore student and faculty findings by using student and faculty primary research. The findings of student engagement research will show if the goals of Thompson Rivers University work experience on an undergraduate conference organizing committee were met, or not. The student and faculty experiences of service learning show the adaptations and transformations taking place on the committee.

Keywords: problem based interdisciplinary study, student engagement, service learning.

ACKNOWLEDGEMENTS

I offer my enduring gratitude to the faculty, staff and my fellow students at TRU, who have inspired me to continue my work in this field. I owe particular thanks to Dr. M. Wallin, whose penetrating questions taught me to question more deeply.

Special thanks are owed to all my family, who have supported me throughout my years of education.

Also, special thanks to the Helen MacDonald Carlson Scholarship fund for the financial award.

DEDICATION

To all my family and especially my daughters: Jacquelyn, Leigh and Synneva for their belief in me.

Table of Contents

Abstract.....	ii
Acknowledgements	iii
Dedication.....	iv
Introduction: 1.0.....	1
Methodology: 2.0	2
Student Engagement: 3.0.....	5
Student Adaptation and Transformation: 3.1.....	6
Faculty Support and Transformation: 3.2	9
Advantages and Disadvantages: 3.3	13
Conclusion: 4.0	15
References by Theme.....	18
References	23
Appendices.....	27
Ethics Approval Certificate.....	29

INTRODUCTION: 1.0

The following project review and findings look at the student engagement at the Thompson Rivers University 2010/2011 Research Conference through the lens of interdisciplinary principles. For such a project, primary and secondary research data collection was important to my consideration of student engagement goals, specifically to examine the question of whether the 2011 TRU Undergraduate Conference met the university strategic plan's goals for student engagement: social and cultural learning opportunities, incorporating research in the curriculum, providing stimulating academic experience, and promoting their physical, social, and cultural, emotional and intellectual development (TRU Strategic Plan 2012). In order to evaluate the conference's success or failure, I have brought five main critical perspectives to bear: adaptation and critical theories, public relations, event management, and sociology.

The goal for this research paper is to introduce a qualitative analysis of student engagement. The question proposed is: Were the goals of student engagement met by the Thompson Rivers University 2010/2011 Undergraduate Research Organizing Committee (TRU UROC)? This study of student engagement involves a post-conference examination of that organizing committee.

An examination of such a complex system as student engagement dictated a consideration of many disciplines. In order to prepare for this project, I made a decision to study a broad, multi-disciplinary group of courses to better understand the full spectrum of student engagement through conference organization. I came to realize an interdisciplinary connection takes place when primary research and secondary research themes connect in the study of the given problem. This project may take understanding the language of different disciplines such as “and people, data, information concepts, methods [and] theories in order to....analyse and better

understand the dependency of borrowed explanations of becoming an interdisciplinary study” (Klein, 1990, p. 58). In the primary research, I have incorporated the subjects’ answers with varied and diverse disciplinary perspectives through a narrative of the conference itself in order establish whether or not student engagement goals were met in the movement from a multi-disciplinary perspective to an interdisciplinary perspective.

METHODOLOGY: 2.0

When one approaches a complex subject of study, such as the success or failure of student engagement in a particular conference setting, one must consider not just a) the structural analysis of the conference itself in reference to both pedagogical expectations as well as the university goals, but also b) the perspectives of the participants. The former problem is addressed from five critical perspectives: adaptation and critical theories, public relations, event management, and sociology, while the former was gleaned from a series of interviews with participants after the conference had concluded.

The secondary research data collection drew from many different disciplinary perspectives of the complex problem of engaging students in the planning and development of a interdisciplinary research conference. Additionally, the subject position of the researcher played a significant part in the development of the process, as my experience and knowledge formed the starting point for all the subsequent research; the process of interdisciplinary research involves a complex pattern of modification, testing, retesting, and transformation, exemplified in DeWachter’s “philosophical technique” whereby all disciplines:

1. Abstain from approaching the topic along lines of their own monodisciplinary methods;
2. Acknowledge all aspects as well as the total network;

3. Translate the global question into the specific language of each participating discipline;
4. Constantly check the answer to this translated question by checking for its relevance in answering the global question, and
5. Finally, agree upon a global answer that must not be produced by any one particular discipline but rather integrating all particular answers (Klein, 1990, p. 192).

Thus, the readings for this thesis were expanded and enhanced by the challenges of extracting and assessing concepts as the project grew. Reading through the applied and pre-existing research in the chosen disciplines, the following diagram shows how the different disciplines and resulting themes came together to reach a conclusion (See figure 1.).

In the primary research, the exploration into ethnography and ethics was important. If movement forward is required within academic research on student engagement, then “English for Specific Purposes (ESP) has an established tradition which has undoubtedly provided leadership, as well as an intellectual ‘nudge’” (Johns, Paltridge, & Belcher, 2010, p. 1). Murphy and Dingwall discuss the benefits of research with human subjects from the perspective of “positive and identifiable benefit” (as cited in Johns, Paltridge, & Belcher, 2010, p. 339). Madison further supports the importance of questioning in primary research, stating that “formulating the questions is one of the most interesting and important challenges of the interview process” (Madison, 2005, p. 27).

The primary research project was entitled “Student Engagement on the TRU 2010/11 Research Conference Organizing Committee”(See Ethics Approval Certificate, p. 34), and the purpose of the research was a post conference examination of student engagement or non-engagement, with five members on the 2010/11 organizing committee. I asked for ethics approval (p. 34) to conduct interviews with selected individuals who were on this committee. The interview research was used for this thesis assignment. The interviews showed support, or

not, by the interviewed subjects in their specific roles during the 2010 /11 semester, or during their term on the conference committee. The interviews supported support, or not, my research in relation to the seven engagement goals of the TRU Strategic Plan (see Appendices). Specifically, I interviewed committee members (faculty, students and volunteers).

The project questions were:

Can you tell me how you came to be a part of this committee?

What is student engagement?

What is the purpose of student engagement?

What are the values of student engagement?

In what ways, from your experience on the committee, were the student's goals met or not met?

Can you explain, from your experience, advantages or disadvantages of having students on the organizing committee?

The data compilation was gathered through personal interviews and each interview took approximately 45 minutes to complete. The data will be retained for a period of seven calendar years in accordance with TRU policy and then shredded or destroyed December of 2018. None of the primary data (audio, visual, or written) will be used in the future. The interview participants may receive a copy of the completed paper should they request it. Administrators responsible for the areas of Student Engagement may be provided with summaries or a presentation of my project outcomes, should they request it. As well, if my paper is selected, it may be published in future proceedings of a TRU Undergraduate Research Conference.

STUDENT ENGAGEMENT: 3.0

The student engagement project at Thompson Rivers University (TRU) was held during September to December of 2010, and January to April of 2011. Starting in September of 2010 to December of 2010, two students were asked to sit on the organizing committee of the TRU UROC as part of their service learning course. Also, from September to December of 2010, within a service learning course, the students were required to read and understand the goals of the university's Strategic Plan and begin readings for their final thesis. It was in this course where my attempt to unify divergent and diverse views and methods across various disciplines began.

My first attempt to develop a unifying perspective of complex systems was by looking into adaptation theory applied to text and film in the works of Stam and Wallin. My view was metaphorical, insofar as the processes I observed in my primary research often involved participants' varying strategies of adapting their existing epistemological matrices to account for new information, and although valuable in restating the given problem of student engagement, I found the adaptation work of Stam and Wallin is not applicable in the literal sense. This attempt could be considered a normalized mode of thought or it could become "critical interdisciplinarity" in a future metaphorical evaluation of the problem (Klein, 1990, p. 193).

I returned to exploring the five main critical perspectives. Specifically, I found the student engagement research available through education and communication literature; however some scholars contributed to both lines of inquiry and have documented the frequency and nature of student-faculty interactions which have shown the field to be relatively static and unchanged over the last three decades (Cotton & Wilson, p. 487 - 488). If student engagement research has

not changed for the past thirty years, then this line of inquiry may provide an opportunity for fresh research.

Student Adaptation and Transformation: 3.1

Here the idea of using service learning to engage students is supported by the research of VanWynsberghe and Andruske (2007), as student engagement in their work is called a “co-learning experience” (VanWynsberghe and Andruske, 2007, p. 354). Their analysis suggests co-learning is a potential course strategy for students to enter the community-service learning experience within the public sphere. In the case of student engagement on the TRU UROC, implementation may “build citizenship for sustainability and community engagement for students” (VanWynsberghe, & Andruske, 2007, p. 349) and foster a change towards inclusiveness in a multi-disciplinary conference environment. That said, the experience “comes with a high degree of specificity in the *kinds* of experiences and activities that students are asked to do” (Belcher, Johns & Paltridge, 2011, p.7). Engaging students on a multi-disciplinary organizing committee means asking them to adapt from their specific fields to new kinds of tasks where they will engage with diverse methods and perspectives; furthermore, this adaptation forms the ostensible rationale for the organizing committee experience (Belcher, Johns & Paltridge, 2007, p. 7). Students are expected to communicate and discuss the conference goals with the larger university community, including faculty and students from their own and other fields of study.

Through primary research, I will show how a student’s learning and experience will demonstrate student engagement goals being met. More specifically, when a student was asked

how they came to be a part of the conference committee, the student felt the project was “mandatory based on their service learning course description” (Interviews, April, 2012). The same question asked at the faculty level showed a different answer. The faculty member responded, “I drafted a service learning course outline, then I met with another student and you to find out if the course is something you would want to do. Then, as your supervisor, I was asked to participate on the committee to further support your work experience” (Interviews, April, 2012).

However, the “mandatory” course work seemed to adapt and transform the student once they were doing the actual committee work. Here the same student, who felt the course work was “mandatory” now answers what they thought student engagement was based on their course outline:

We (two students on the organizing committee) were handing out brochures and information about the conference. I talked to the new Dean of the university [sic] and explained what the TRU Undergrad Conference was about. At the time, I did not know who he was, but I felt confident because of my collaborative experience on the organizing committee. After I spoke to him, the conference chair and my course supervisor told me I did a great job of explaining the conference to him. (Interviews, April, 2012)

In consideration of the student’s conversation with the new Dean and the support from two of their faculty team, this particular project of student engagement and the goals being met has “considerable potential as a multidimensional construct that unites in a meaningful way” (Fredricks, Blumenfeld & Paris, 2006, p. 60). If the conference chair and the student’s supervisor “observed the results of good, PR efforts and the public’s perception [in this case the new Dean] of the organization or conference” (Getz, 2005, p. 362), then clearly the student was

engaged. Here the student “felt confident” and (based on what they remembered) then informed, persuaded, motivated “and built mutual understanding”(2005, p. 362) about the conference. In the practice of public relations, Seitel calls this implication of communication “a process to influence publics and the process of action” (Seitel, 2011, p. 5). The student explaining the undergraduate conference to the new Dean is an example of the nature of engagement by providing a highly interactive environment (TRU BBQ) between students, faculty and alumni. Their engagement is an integral part of an ongoing focus on improving and enhancing learning (TRU Strategic Plan, 2012).

This combination of student adaptation and transformation also supports the theory that knowledge is a creation and process of participation or engagement in a cultural activity. The outcome of such activity can be considered as a learning activity, or “co-learning” between faculty and student. As well, the intended impact of engaging students enhances their learning because “people need to be innovative to succeed in work and life, and education is an institution that can both model this requirement and also support its development” (Katz, Dearl, Jaafar, Elgie, Foster, Halbert, & Kaser, 2008, p. 2). In order to more closely examine this process, Ratsoy looked at student engagement through service learning, social networks and engagement for positive outcomes (Ratsoy, 2007, p. 1).

Yet there can often be conflicting and competing perspectives about the purpose of student engagement base on subject position; students and faculty members will frequently see such efforts very differently. From a student perspective, the context of service learning and conference involvement shows that “the purpose of student engagement was to bridge the gap between the faulty members on the committee and to the students at large” (Interviews, S1, p. 6). Another student answered: “The purpose is to learn from other students, and after presenting at

this conference, I became more confident and presented at other conferences” (Interviews, April, 2012). From a faculty perspective, the context of service learning and conference involvement indicates shared goals of a “growth of ... leadership skills, mentoring...helping make academic conference organizing less stuffy and dry, growing confidence, and engaged students doing service learning specific to the committee” (Interviews, April, 2012).

According to the academic literature, the nature of engagement can be defined in three ways: behavioural engagement, emotional engagement, and cognitive engagement (Fredricks, Blumenfeld, & Paris, 2004, p. 60). Yet we should add to their “nature of engagement,” the growth of the students’ knowledge and competencies evident within Vygotsky’s (Ratsoy, 2008) sociocultural theory – more specifically, the zone of proximal development. In the case of this study of student engagement in the TRU UROC, the zone is one in which the mentor (the service learning supervisor) senses the readiness of the student to face new challenges and assists the student to adapt and experience new challenges (Introduction to Early Childhood Development, 1998, p. 491). Ratsoy posits that Vygotsky’s social aspect of learning also influences “the entire process of growth...[and] the mutual coordination between” the students and their mentors (Ratsoy, 2008, p. 1). The findings in the primary research support the application of the zone of proximal development to present students as consumers of knowledge, and engage them to become active citizens.

Faculty Support and Transformations: 3.2

My primary research showed that over the course of the conference’s history, organizers have stressed the importance of discipline convergence by supporting engaging students. When I asked a faculty member how they became part of the 2010 conference committee, they

responded by first explaining the history of the conference, and then why they were on the committee:

I have worked on this committee when it was called 'Poster Days.' That was fifteen years ago. At that time we would alternately go one year to the Fraser Valley University, the next year to the UBC Okanagan, and the third year come to Thompson Rivers University [then called the University-College of the Cariboo]. Seven years ago, we were asked to become a part of the multi-discipline conference. At that time, the science department Poster Days committee did not feel it was the right fit, however the following year we married with the undergrad conference to bring poster and oral presentations together. I was invited to be the chair of the 2010/2012, and did because I have always worked and contributed to the university and community. (Interviews, April, 2012)

The support and change within the above narrative showed the wider implication of student engagement goals and how they relate directly to growth of the conference through communication. The following ideas suggest support through the themes of event management and public relations, and will show the value of historical knowledge linking to growth of the university's strategic engagement goals.

When the science department was first invited to be a part of the multidisciplinary conference "the [Poster Days] committee did not feel it was the right fit" (Interviews, April, 2012), nor felt that the idea would work of bridging the separate undergraduate research conferences under a single banner. However the following year the "marriage" succeeded, largely because of a new emphasis on the ways that communication could be used to move the community at large to social action (Seitel 2011, p. 5). As the stories of the conference's history

and successes were told and retold, the opportunities for new student engagement grew with them, as such “social and cultural perspectives applied to events can benefit and strengthen values and traditions for the event and the institution” (Getz, 2005, p. 8).

If the faculty member saw the benefit and value in “movement from a science department event to a multi-discipline conference,” and subsequently became the “chair” because they “were invited,” clearly they were engaged in the university and helped strengthen values and traditions for the conference. The “marriage” or movement from the science departments’ “Poster Days” conference, to a multi-discipline conference of written and oral research was clearly supported by the university’s engagement goals of providing growth and stimulating academic experiences. The bridging of knowledge suggests there may be opportunities for future research.

While the history of the conference is not the primary focus for this paper, it does allow us to discuss the university’s goal to engage students. The physical, social, cultural, emotional and intellectual development are supported by evidence in the primary research. While history is replete with such well-intentioned efforts to foster a culture of new knowledge creation, Jean-Francois Lyotard, in the seminal *The Postmodern Condition: A Report on Knowledge* emphasizes that an adaptation of text is necessary to the performability and understanding of knowledge (Lyotard, 1984.). However, such efforts are stymied by disciplinary assumptions built into the process at its foundations. Lyotard’s critique forms of cross- and multi-disciplinary “bridge building” as being limited and linear in their approach. New knowledge can only be achieved, he posits, by placing a priority on synthetic knowledge through a process of radical interdisciplinarity. Lyotard and interdisciplinary scholars must “seek to transform, rather than to build bridges across existing units for utilitarian purposes” (Klein, 2005, p. 57).

An examination of whether the conference is building bridges or producing synthetic knowledge can, in turn, be applied to the problem of student engagement. In this case, the primary research shows students and faculty can adapt, synthesize, communicate and transfer knowledge, adding to the context and culture of student engagement, primarily through the process of democratizing the conference development process. When I asked two students if their experience on the committee had met their goals, the first student answered that “a [committee] meeting structure needed to be applied...there needed to be one person who was head of the committee, a second in command, a treasurer, a secretary and a volunteer coordinator” (Interviews, April, 2012). The second student felt that “all university staff are important sources of support, but have dominated the committee” (Interviews, April, 2012).

Conversely, when faculty were asked if their experience on the committee had met their goals, they emphasized the transformative movement that they felt had taken place over the last few years and one faculty member commented, “I think in terms of the growth on the committee coming from a place of thinking we were learning centered and now it is becoming a student centered conference” (Interviews, April, 2012). While these answers suggest that a transformation can take place, they also suggest that the relative positions of the people on the committee can produce very different perspectives. While the student and faculty members indicated that they felt that power and knowledge were being more evenly distributed across the committee, the students either felt that this was not the case, or hungered for more of the faculty control and direction. These divergent answers suggest several questions for future consideration. Would student suggestions be considered for future committee work? Would there be a collaborative approach in the future? What would be an indicator of the conference committee being “student centered?” Klein (2005) offers a possible matrix for such

considerations when she posits, echoing Lyotard, that student engagement needs to not just build bridges but also “seek to transform” (Klein, 2005, p. 57).

Undergirding the transfer of knowledge between experience and service learning, lays the reasoning of communication and adaption. Organizers can find it particularly “advantageous...when [they] have students who are doing Service Learning specifically for the committee. As well, students, young or mature students, who have had experience with Guiding or 4-H clubs, seem more engaged and are more aware of the communication required for all on the committee” (Interviews, April, 2012). As suggested by Lyotard (1984) exercises of interdisciplinary student engagement, such as the TRU UROC, seek to enact adaptation and performability and transform practical knowledge to practical communication. The study of student engagement – even interdisciplinarity more broadly – is one of adaptation and transformation and is less an attempted regurgitation of study, but a turn in an ongoing dialogical process (David, Flynn, Lecker, 2002, p. 35., Stam, ,2002, p. 64).

Advantages and Disadvantages of Committee-Based Student Engagement: 3.3

The Strategic Plan was designed to promote healthy, emotional engagement of volunteerism, stating that TRU will engage students and promote their physical, social, cultural, emotional and intellectual development (Strategic Plan, 2012). Murray and Summerice (2007) provide further empirical evidence of how a problem-based approach would help Canadian universities to further such engagement goals with under the weight of high demand and underfunding. The process may help enhance the quality of education and the undergraduate experience (Murray, Summerlee, 2007, p. 87), adding to Seitel’s (2011) widely accepted process of setting standards “to inform, persuade, motivate and build mutual understanding” (Seitel,

2011, p.47, Getz, 2005, p. 363). Yet all this assumes that student-participation on university committees, such as the undergraduate conference committee of 2010/11, is a boon. The primary research suggests that there may be unanticipated problems, such as competing priorities and values in the planning process: “If a student is all about marketing, like the importance of lanyards for the presenters, but for me it is about the aesthetics, like the blue backdrops for the posters and the presentation of food, [then] our time had to be spent doing the actual committee work, which was not being done” (Interviews, April, 2012). While such situations might indicate problems with student participation, the solutions may come not from seeing such participation as a disadvantage, but rather a result of not using event management strategies.

In his approach to event management, Mathews (2008) emphasizes the idea of discussing requirements of the actual event or conference and how it may be used, but the “true beginning” is the communication or “vocalization,” and “physically doing the job” (Mathews, 2008, p. xi). Effective communication at a conference, he posits, begins “at the true beginning, physiologically, to understand that humans are capable of utilizing two basic modes of communication: vocalization and physical movement” (Mathews, 2008, p. 2).

Another disadvantage pointed out was “volunteers may not be aware of the skills and individual jobs assigned, and then this makes more work for the faculty” (Interviews, April, 2012). However, within the service learning context, there is a distinction from volunteerism in two ways. Ratsoy (2008) alludes to this distinction, suggesting that “it is a benefit to students and recipients of service equally, and students must synthesize the learning experience” (Ratsoy, 2008, p. 2). Secondly, in the service learning process, unlike volunteerism, “mentoring is an important skill” (Interviews, April, 2011). Thus the research clearly shows a “true beginning” could have become fully developed by thorough communication, but was not met.

All in all, the research points to distinct advantages of having students on the organizing committee. One faculty response shows that “one of the important advantages of having students on the organizing committee was seeing the growth of student leadership skills: A [good example] is the student who stepped up to take the volunteer coordination position” (Interviews, April, 2011). Another faculty response shows “the advantages are when we have students who are doing service learning courses specifically for the committee” (Interviews, April, 2011). Both of these responses clearly view the students as an integral part of the committee. In this case, we can see the ways that Vygotsky’s sociocultural theory of a student working with a skilled practitioner to advance learning is applied for the student to gain a deeper understanding. While at the same time, the process fosters and capitalizes on the learning and life skills students bring to the organizing committee.

CONCLUSION: 4.0

Were Student Engagement goals met, or not met, on the TRU 2010/11 Research Conference Organizing Committee?

First, based on the whole complex project and the need to synthesize the pre-existing and applied research, the evidence shows there is student engagement at TRU. Some of the goals of adapting, communicating, collaborating, volunteering, working and contributing and growth of leadership skills were met based on the research and in accordance with the 2012 Strategic Plan.

Secondly, the feeling of disjunction at the beginning of the service learning term may be a goal not met for student engagement: “I felt it was a challenge to incorporate our research [on the committee] into the research to our thesis” (Interviews, April, 2011). Within the literature review may lie some of the answers to this challenge: in order for a synthetic interdisciplinary

study of a given problem, the individual discipline silos must be turned on their side so the critical text can spill for adaptation and transformation (Appendices: See Figure 1).

The crucial need for academic writings within different genres is necessary for current and future academic studies. As Lyotard (1984) suggests, interdisciplinarity is a process of adaptation: a change in the subject arising out of a response to their context (Lyotard, 1984, Intro.). Perhaps the work of adaptation studies can be harnessed to continue to infuse the constant quest for interdisciplinary approaches and strategies. Robert Stam (2000) argues the act of reading is private and the imagery comes from our individual response to the text (Stam, 2000, p. 54). This may point to the expansion experience of translations taking place and transformations moving the reader forward to the understanding of gains and losses (Stam, 2000, p. 62) of communication. It is necessary to go beyond within genres and re-examine a “broad range of topics, focus on a diverse cross section of texts, and adopt a variety of disciplinary, methodological, and theoretical perspectives” (David, Flynn, Lecker, 2002 p. 35). This may also point to the shared idea of adaption being a part of general theory of repetition, and the adaptation study will move from the margins to the center of contemporary...study (Naremore, 2000, p. xv). Within the context of adaptation, the need to textualize or overcome “narrative transmutability” (Ray, 2000, p. 2) is necessary for an awareness of “cultural codes” (p. 2). These ideas are important and support pushing future boundaries within the study of Interdisciplinary work.

Directly, potential benefits of student engagement research are (a) for the student benefiting directly from the interview and research process, (b) directly benefiting students and faculty of interdisciplinary studies, (c) directly benefiting the TRU Undergraduate Research Conference, and (d) overall enhancing the TRU Strategic Plan. Indirectly, TRU student

engagement research will or could benefit faculty and students for growing the university culture.

The idea of crossing boundaries and bridging is necessary for the breadth of this student engagement. The open and accessible support to learning at this institution is student engagement through service learning. In growth of the social and culture of our community the key is adaptation and communication for “the adaptation of a scholarly content for users in the future, for users who have not yet been born” (Borgman, 2007, p. 263). It is because of practitioners being aware of the Strategic Plan, understanding the concept of service learning, and utilizing the skills of students, there is a growing interdisciplinary TRU Undergraduate Research conference and there is a promise of growth toward a better and stronger community. But such exhortations to disciplinary transgression and transformation are part of the post-structural project. Both Hutcheon [“we might want to challenge the boundaries” (Hutcheon, 1988, p. 217)] and Foucault, as cited by Hutcheon, [“we might want to move from our usual notion of history to a new one” (Hutcheon, 1988, p. 16)] echo Lyotard’s longing for an interdisciplinary, problem-based study.

References

By Themes

The references by themes are important for my thesis to support and demonstrate my findings for student engagement experience while participating on the organizing committee for the TRU Undergrad Research 2010/11. This reference section is to show the foundational readings used for this Problem-Focused Interdisciplinary research and thesis: The five themes are: adaptation and critical theories, public relations, event management, and sociology.

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Appendices

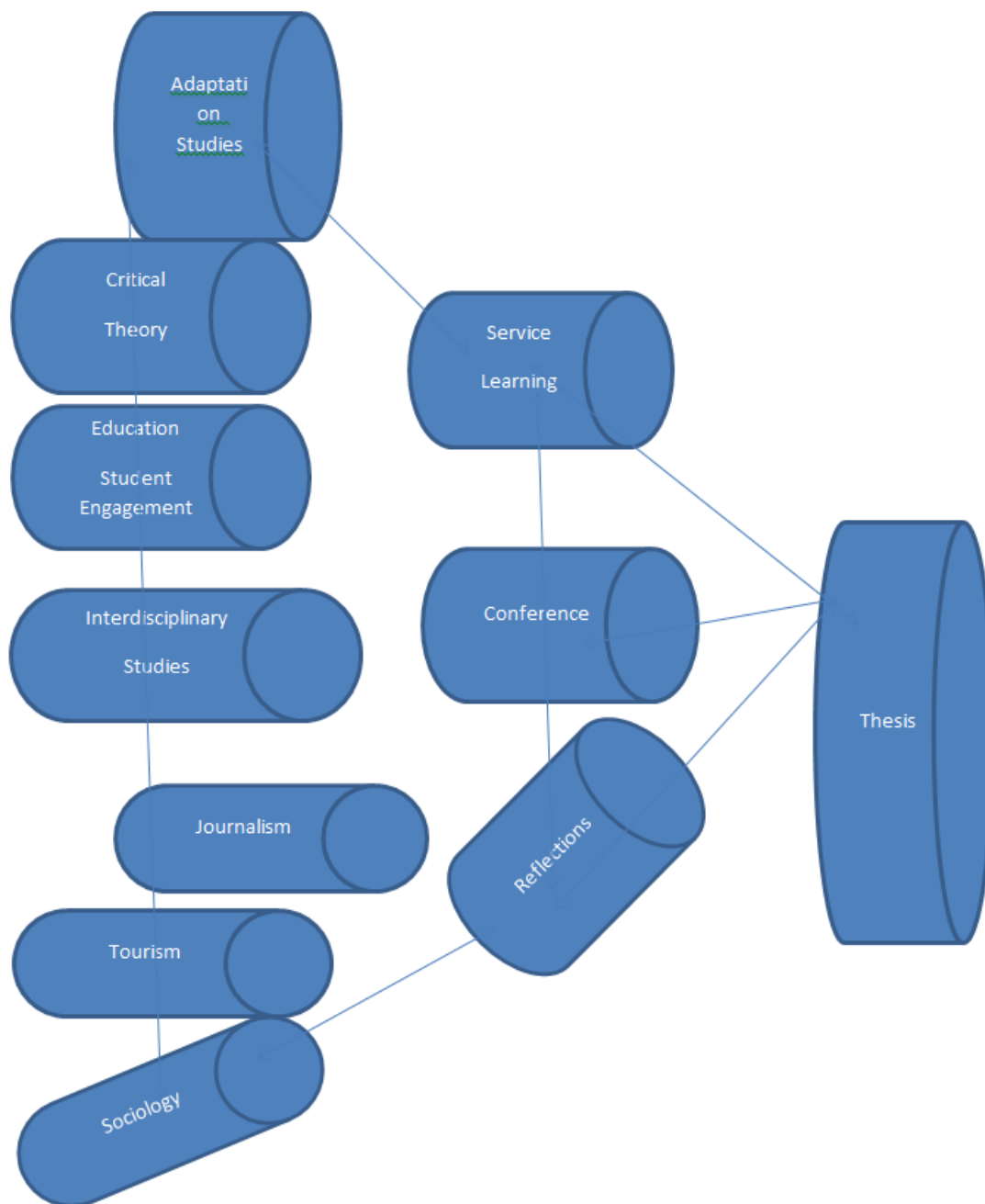


Figure:1 Multi-disciplinary to Interdisciplinary.

Student Engagement on the TRU 2010/11 Research Conference Organizing Committee

Research Ethics Committee – Human Subjects

Certificate of Approval

For Student Research

PRINCIPAL INVESTIGATOR

Vivianne Zirnhelt-Yew

DEPARTMENT

Interdisciplinary Studies

NUMBER

11-12-S03

INSTITUTION(S) WHERE RESEARCH WILL BE CARRIED OUT

TRU

CO-INVESTIGATORS

Mark Wallin

SPONSORING AGENCIES

TITLE

Student Engagement on the TRU 2010/11 Research Conference Organizing Committee

APPROVAL DATE

Dec.12, 2011

TERM (YEARS)

1

AMENDED

CERTIFICATION

The protocol describing the above-named project has been reviewed by the Committee and the experimental procedures were found to be acceptable on ethical grounds for research involving human subjects.

Chair, Divisional/School Ethics Committee

This Certificate of Approval is valid for the above term provided there is no change in the experimental procedures.