

Today's Agenda

▶ Your Honors Facilitator
presents:

Honors Learning Experiences

- **Honors Research**



“Navigating the Honors Program”

- ReggieNet Quiz
- Opens Week 13 (November 8 – 12)
- Due by Friday, November 19



Honors Research



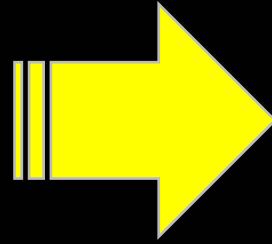
$$\int_{\mathbb{R}_n} T(x) \cdot \frac{\partial}{\partial \theta} f(x, \theta) dx = M \left(T(\xi) \cdot \frac{\partial}{\partial \theta} \ln L(\xi, \theta) \right)$$

$$\int_{\mathbb{R}_n} T(x) \cdot \left(\frac{\partial}{\partial \theta} \ln L(x, \theta) \right) \cdot f(x, \theta) dx = \int_{\mathbb{R}_n} T(x) \cdot \left(\frac{\frac{\partial}{\partial \theta} f(x, \theta)}{f(x, \theta)} \right) \cdot f(x, \theta) dx$$

$$\int_{\mathbb{R}_n} T(x) \cdot \frac{\partial}{\partial \theta} f(x, \theta) dx = \int_{\mathbb{R}_n} T(x) \cdot f(x, \theta) \cdot \left(\frac{\partial}{\partial \theta} \ln L(x, \theta) \right) dx$$



Honors Contracts



Honors Research

A meaningful Honors Contract experience might set the foundation for future Honors Research.



Honors Research

▶ 3 types of Honors Research

- HON 285/286: Honors Undergraduate Research
- XXX 299: Honors Independent Study
- HON 395aXX: Honors Thesis



HONORS LEARNING *Experiences:* Honors Research

HONORS UNDERGRADUATE RESEARCH: HON 285/286	HONORS INDEPENDENT STUDY: XXX 299	HONORS THESIS: HON 395AXX
<i>Goal</i> Students gain experience in research methodology and benefit from one-on-one interaction with faculty or as part of a research team.	<i>Goal</i> Students investigate a topic of personal interest within their discipline under the guidance of a faculty member (Faculty Supervisor).	<i>Goal</i> Students benefit from an independent research project in preparation for graduate-level study or publication.
<i>Opportunity</i> ▶ A means by which Honors students can pursue credit-generating, advanced Honors study by participating in an ongoing faculty research project	<i>Opportunity</i> ▶ A means by which Honors students can pursue credit-generating, advanced Honors study within any major ▶ Can be completed through any Department/School; for example, ENG 299 or TCH 299	<i>Opportunity</i> ▶ A means by which Honors students can engage in a credit-generating, intensive research project culminating in a written thesis with an oral defense ▶ The XX refers to the Department/School
<i>Details</i> ✓ Students can register for 1 – 6 hours of HON 285; each credit hour is equivalent to 3 hours of work per week over the course of the semester (for a total of 45 hours of work per credit hour). ✓ After completing HON 285, a student can register for 1 – 6 hours of HON 286; each credit hour is equivalent to 3 hours of work per week over the course of the semester (for a total of 45 hours of work per credit hour). ✓ HON 286 may be a continuation of the HON 285 experience or focus on an entirely new research opportunity. ✓ Students are assigned letter grades by the Faculty Supervisor. ✓ At the end of the semester, students are responsible for submitting a form with a reflection on their Honors Undergraduate Research experience.	<i>Details</i> ✓ In some cases, an exceptional Honors Contract may be the <i>inspiration</i> for a future Honors Independent Study. ✓ Students can choose to register for 1 – 6 hours of 299; each credit hour is equivalent to 3 hours of work per week over the course of the semester (for a total of 45 hours of work per credit hour). ✓ Culminating products reflect the norms of the discipline and are assigned letter grades by the Faculty Supervisor. ✓ At the end of the semester, students are responsible for submitting a form with a reflection on their Honors Independent Study experience.	<i>Details</i> ✓ Students can register for 1 – 6 hours of HON 395AXX; each credit hour is equivalent to 3 hours of work per week over the course of the semester (for a total of 45 hours of work per credit hour). ✓ Culminating products reflect the norms of the discipline and are assigned letter grades by the Faculty Supervisor. ✓ At the end of the semester, students are responsible for submitting a form with a reflection on their Honors Thesis experience.

Each Honors Research Experience is credit-generating and results in earning a letter grade.



Honors Research

Research

Additional credit hours you register and pay for

Establish during registration OR at the beginning of the semester

1 credit hour = 3 hours/week; 45 hours total

Earn a grade

Typically major related

Stuart Palmer is the contact for Research.



Honors Research

HON 285/286: Honors Undergraduate Research

- ▶ Gain experience in research methodology
- ▶ Independent work with faculty OR
- ▶ Member of a research team
- ▶ Most common major doing HON 285/286:
Psychology



Honors Research

HON 285: Honors Undergraduate Research

Independent Work

- Sociology major
- 1 credit hour = 3 hours/week; 45 hours total
- Periodic meetings with supervising faculty
- Transcription and coding of interview data

Research Lab

- Psychology major
- 2 credit hours = 6 hours/week; 90 hours total
- Weekly lab meetings
- Training in ethics and methods
- Independent responsibilities
- Weekly research logs



Honors Research

HON 285: Honors Undergraduate Research

Danielle Tenca

- Human Development and Family Science major
- Life Satisfaction in Ambivalent Romantic Relationships

Life Satisfaction in Ambivalent Romantic Relationships
Brandon T. McDaniel, Ph.D., and Danielle Tenca

ABSTRACT
One important factor connected to life satisfaction is the quality of romantic relationships. We examined whether feeling uncertain about one's relationship (relationship ambivalence) was connected to life satisfaction. Participants (N=1,262; 56% female) completed an online survey. Regression analyses reveals that the greater relationship ambivalence the lower reported life satisfaction. This highlights how individual well-being is tied to the quality of relationships, and we cannot disconnect individual functioning from the systems in which individuals are embedded.

Background
Some have found that happy people were highly social and had stronger romantic relationships (Diener & Seligman, 2000). Partners within couples are interdependent, and both partners' life satisfaction are connected and also impact relationship satisfaction (Raysamb, Barren, Tonik & Kaveid, 2016). Relationship quality can also contribute to positive changes in partners' life satisfaction (Raysamb et al., 2016). Relationship happiness has been positively related to self-esteem, life satisfaction, and general life happiness (Dush & Amato, 2005). Uncertainty (or ambivalence) in relationships appears to be connected to the potential deterioration of relationships (Anderson & Emmons-Sommer, 2006; Parks & Adelman, 1983).

Research Aims / Questions
Do people who feel ambivalence in their relationship report lower life satisfaction?

Participants & Procedures
Participants (N = 901) were gathered through a study announcement on Amazon Mechanical Turk.
• 56% female
• 35.9 years old
• Medium income of \$60,000
• 89% heterosexual
• 79% Caucasian
• 61% were married
• 92% were in a relationship with their partner for more than 2 years
Participants completed an online survey, including established measures of life satisfaction (Diener et al., 1985), depression (CES-D), role overload (Reilly, 1982), demographics, and 3 relationship ambivalence items (Braiker & Kelley, 1979).

Measures
Life satisfaction (Diener et al., 1985)
• 3 (strongly disagree) to 7 (strongly agree).
E.g., "I am satisfied with my life."
Relationship ambivalence (Braiker & Kelley, 1979)
• 3 (not very much or very little) to 7 (very much or a lot).
E.g., "Overall, how ambivalent or unsure are you about continuing in the relationship with your partner?"
Controls
• Family income
• Depression (CES-D)
• Role overload

Results
We found support for our hypothesis:
Greater relationship ambivalence significantly predicted lower life satisfaction ($\beta = -.19, p < .001$).
The overall regression model was significant, $F(7, 1049) = 60.62, p < .001, R^2 = .29$.
Control variables that were also significant:
Age ($\beta = -.12, p < .001$).
Income ($\beta = .11, p < .001$).
Depression ($\beta = -.38, p < .001$).
Role overload ($\beta = -.09, p < .001$).

Life Satisfaction Depends on the Level of Relationship Ambivalence

Relationship Ambivalence	Life Satisfaction
None (0.00)	5.33
A little (1.00)	4.83
Some to a lot (2.00)	3.97

Analysis
We ran a regression model to determine the relationship between relationship ambivalence and life satisfaction while also controlling for other important factors.

Conclusions / Discussion
We found that individuals who rated feeling more ambivalent about their current relationship also reported feeling less satisfied with their lives in general.
This highlights how individual well-being and mental health are often tied to the quality of individuals' relationships with others.
In line with a family systems view (Cox & Paley, 1997), we cannot completely disconnect individual functioning from the various systems (e.g., couple relationship) in which individuals are embedded.

Funding Acknowledgments:
We would like to thank the College of Applied Science and Technology and Illinois State University for their support on this work.

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Honors Research

XXX 299: Honors Independent Study

- ▶ Investigate a topic of personal interest
- ▶ Final product could be research or a resource
- ▶ Biology and Chemistry majors should take 299



Honors Research

BSC 299: Honors Independent Study Amanda Klingler

- Biological Sciences major
- Effects of predator presence and conspecific density on the hatch rate of *Aedes albopictus* eggs





Honors Research

HON 395aXX: Honors Thesis

- ▶ Independent research project
- ▶ Preparation for graduate study or publication
- ▶ Most common majors doing HON 395: English and Psychology

Journal
The Journal of Psychology >
Interdisciplinary and Applied
Volume 152, 2018 - Issue 4

202
Views

0
Crossref citations
to date

0
Abstracts

Articles

The Associations of Greek and Religious Organization Participation with College Students' Social Well-Being and Purpose

Gina M. Turton, Margaret M. Nauta, Eric D. Wesselmann, Miranda M. McIntyre & William G. Graziano
Pages 179-198 | Received 22 May 2017, Accepted 15 Jan 2018, Published online 09 Mar 2018

Download citation <https://doi.org/10.1080/00223980.2018.1431601> [Check for updates](#)

[Full Article](#) [Figures & data](#) [References](#) [Citations](#) [Metrics](#) [Reprints & Permissions](#) [Get access](#)

ABSTRACT



Honors Research

HON 395aXX: Honors Thesis

English

- 30 – 40 page paper
- Faculty panel review
- Oral defense
- Honors in the Major capstone

Psychology

- Independent research project
- Presentation at the Psychology Honors Symposium
- Honors in the Major capstone



Honors Research

ONE DOES NOT SIMPLY



REGISTER FOR HONORS RESEARCH

Illinois State University HONORS PROGRAM



Honors Research

- Submit the appropriate Honors Research form by the deadline.
- The Honors Program reviews for clarity and completeness.
- Register for the appropriate credit hours after notification of the override.

The screenshot shows the Illinois State University Honors Program website. The header includes the university logo and the text "HONORS PROGRAM Illinois State University". A search bar is located in the top right corner. The navigation menu includes "Applying", "Academics", "Opportunities", "Scholarships", "About", and "Contact". The main content area is titled "Honors Undergraduate Research: HON 285/286 Spring 2022". On the left side, there is a sidebar menu with categories: "Dimensions of Honors Learning", "Honors Learning Experiences", "Honors Research", "Requirements", and "Honors Designations". Under "Honors Learning Experiences", there are links for "Honors Sections", "Honors Contracts", and "Honors Seminars". Under "Honors Research", there are links for "Honors Undergraduate Research", "Honors Independent Study", "Honors Thesis", "Honors Explorations", and "Honors Travel". The main form area contains the following fields: "First Name*", "Last Name*", "University ID Number*", and "Illinois State Email Address*", each with a corresponding input box.



Honors Research

What happens at the end of the semester?

The Honors Program will...

1. Contact students with the form to reflect on the research experience.
2. Contact faculty supervisors with the opportunity to comment on students' work.



Honors Research

What happens at the end of the semester?

Students will...

1. Submit final products to faculty supervisor.
2. Reflect on the research experience through an online form.



Honors Research

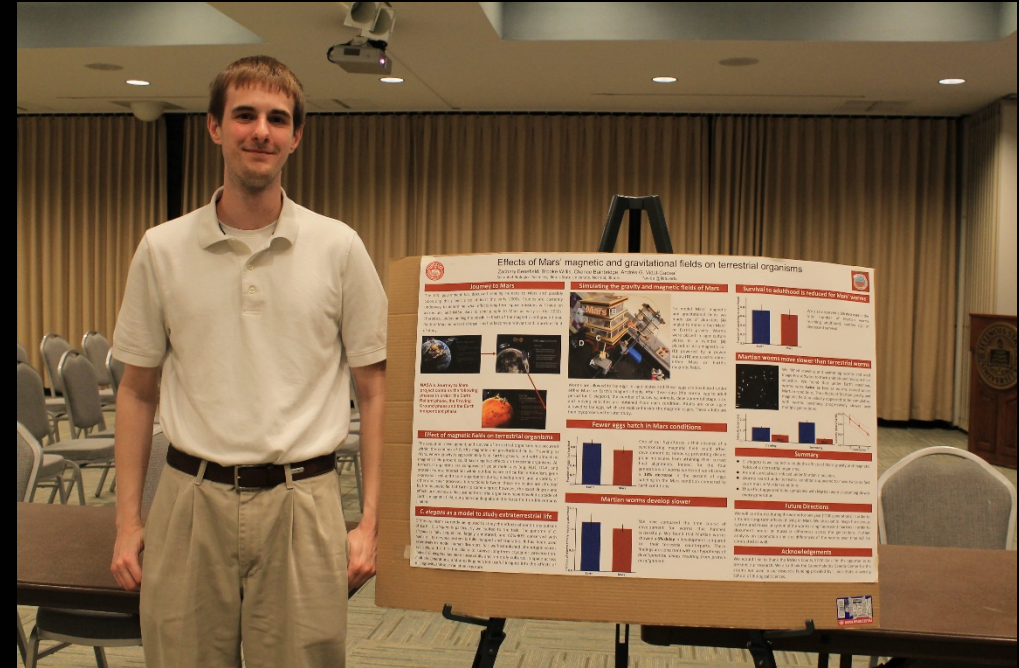
What happens at the end of the semester?

Faculty Supervisors will...

1. Evaluate student's work.
2. Submit a grade for the Honors Research Experience.
3. Comment on final products.

Share Your Scholarly Work

- ▶ University Research Symposium
 - ▶ Department/School Research Symposia
 - ▶ Honors Council of the Illinois Region Student Symposium
 - ▶ Discipline specific conferences
- Students can apply for [funding from the Honors Program](#)





Getting Started: What is *student research* at Illinois State?

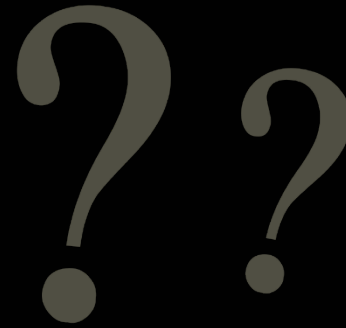
Each academic discipline has its own definition of research. Research can be a process of discovery, a process of interpretation, or the development of solutions to a problem. Academic research generally entails in-depth analysis and systematic inquiry that leads to new results, meanings, or products.

At the Office of Student Research, research is an inclusive term that includes many forms of inquiry, scholarly creativity, and innovation. Student research is systematic inquiry or investigation conducted by a student that makes an original intellectual or creative contribution to the discipline.

Student research encompasses diverse activities that occur in the context of specific courses or as independent scholarship. Illinois State University provides opportunities for both undergraduate and graduate students to develop research and scholarly inquiry skills.

The Office of Student Research fosters all kinds of student research, creative scholarship, and innovation that is:

- Conducted according to standards in their discipline.
- Disseminated in the ways appropriate to their discipline.
- Developed in conjunction with a faculty mentor.



Illinois State University HONORS PROGRAM