How did you find out about this opportunity?
The first research opportunity I was able to get involved with was with Dr. Pancsofar during the spring semester of my sophomore year. I needed an elective in the fall, and Dr. Pancsofar informed me about the research that she is doing about the ROSCOE Educators Program.

What has your experience been like?
This was an amazing opportunity because this was my first time doing research, and it did not feel overwhelming, and I did not feel scared to go in and learn. It was a wonderful experience because of the professors and their willingness to help, and my research partner because we built ideas off each other.

What faculty or staff do/did you work with?
I worked with Dr. Pancsofar and Dr. Petroff.

What should a student know about this opportunity?
This an excellent opportunity for undergraduate students who are interested in doing qualitative research. This research opportunity focused on setting goals for what the ROSCOE Program stands for and also defining what it means to be a first-generation college student. I also got the opportunity to work with another researcher, and we were able to lead focus groups with the mentees and mentors of the ROSCOE Educators program. Within this space, I learned that I prefer to be the one writing out the information rather than asking questions. It's also important that students know that independent research is flexible because the professors understand that this is not your only class so you can build your own schedule and timeline. If you ever need help, the professors are there to provide you with the feedback you need, and if you need extra help, they're able to throw ideas so that you can get to thinking. Independent research is such a fantastic opportunity, and if a student ever gets the chance to be involved in research, they should take advantage of it because they will also learn skills that you can apply and your classroom.

Why should ROSCOE students be interested in this?
ROSCOE Students should be interested in independent research because it is a great way to learn about qualitative and quantitative research. You also learn skills that you, as an educator, will be using in your classroom, such as gathering information about your students to see if they are learning what you are teaching and how to effectively evaluate your own teaching to see where the gaps are. It is also an opportunity for students to get published because if the research that the professor is doing gets published and you worked with that professor, you get the chance also to be published.