

Foreword

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Over forty years ago when I was a student... Yes, I realize that this piece is starting out like a “back in the good old days” vignette. However, I ask you to bear with me. Perhaps I can put a little twist on the typical good old days theme.

In any event, during my days as a student, collaboration between students, especially undergraduates, and faculty was virtually unheard of and very few students, except advanced graduate students, were allowed or encouraged to attend professional society meetings. Likewise, being an author on a published journal article was uncommon for graduate students and definitely not an option for undergraduates. Thankfully, these “good old days” are a thing of the past; in the first decade of the 21st Century things are vastly different!

Since the 1970s the awareness of and interest in the teaching of psychology at all academic levels has grown steadily. Several seminal occurrences highlight this development. In 1974 the first issue of the journal *Teaching of Psychology* appeared (see, Daniel, 1992). Second, the late 1970s, 1980s, and early 1990s witnessed the development of the National Institute on the Teaching of Psychology (founded in 1978) and several regional teaching conferences (such as the Mid-America Conferences for Teachers of Psychology, 1984; the Southeast Conference on the Teaching of Psychology, 1989; and the Southwest Conference for Teachers of Psychology, 1991; see Davis & Smith, 1992). Third, and more germane to the main focus of this new e-book, the 1970s and 1980s witnessed the development and proliferation of regional student conferences (see, Carsrud, 1975; Davis & Smith, 1992). Also germane to this new book was the founding of the Council for Undergraduate Research in 1978 by several chemists from private colleges. This association which now has nearly 500 member

institutions believes that undergraduate research can make a significant contribution to the knowledge base. Finally, the Society for the Teaching of Psychology (in conjunction with such entities as the National Institute on the Teaching of Psychology and the Center for Excellence in Teaching and Learning at Kennesaw State University) has initiated a series of “Best Practices” conferences. Again, relevant to the focus of this book, it is noteworthy that the 2004 conference was on “Best Practices for Teaching Statistics and Research Methods in the Behavioral Sciences” (see, Dunn, Smith, & Beins, 2007).

Clearly, researchers and teachers alike are giving considerable professional attention to teaching and teaching-related topics that pertain to the conduct and involvement of undergraduate students in research. Unfortunately, scholarship in this area tends to have addressed single issues (e.g., student-faculty research collaboration; see, Davis, 2007). *Developing, Promoting, & Sustaining the Undergraduate Research Experience in Psychology* is definitely a book whose time has come; it is the first major attempt to bring together chapters on all aspects of undergraduate research by recognized authorities in the field. Hence, I am sure you will agree with me that it marks a significant step forward in the scholarship in this area.

As you will see from Richard L. Miller’s *Introduction* and the table of contents, this new e-book leaves no topic related to student research uncovered. Thanks to a dedicated group of authors and editors, you will find all of the chapters are well-written, informative, and important. Because they take student research into the very important realm of student professional development, I believe that Sections 5 and 6 deserve your special scrutiny. However, regardless of your primary interest(s) in student research, you will find it in this e-book.

References

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