Research opportunities for students in human development (HD) are often related to funded projects.

**Problem Statement:**

Research for students in HD is often related to funded projects with specific timelines and product requirements which may limit students to working on mentors’ existing projects that allow minimal student influence.

**Project Based Learning (PBL):**

- Guides learning through project goals for which students tackle complex questions or tasks by positing and implementing possible solutions (Jones, Rasmussen, & Moffitt, 1997).
- Provides a framework for students and faculty to align interests while helping students develop proficiency in human development research.
- Offers students a first-hand feel of particular work scenarios and requires students to take an active role in the development of the project.
- Used frequently other fields, PBL experiences in the training of developmental researchers is rarely detailed in the extant literature.

**Methods:**

- Research project in the HD field.
- University students and a faculty mentor involved in an ongoing group-based PBL research project in the HD field.

**Study Design:**

A qualitative case study using descriptive data to illustrate the experiences of university students and a faculty mentor involved in an ongoing group-based PBL research project.

**Research Questions:**

- Does mentoring have a place in the HD PBL research process?
- What are the challenges of participating in a PBL research project?
- What are the benefits of participating in a PBL research project?

**Implications:**

- "Motivated students can test ideas and learn collaboration together. Additionally, the professor can be efficient in teaching a group of learners rather than solely focusing on one person at a time."

**Benefits:**

- Multiple possible mentors, depending on the topic.
- New student researchers present new mentoring opportunities.
- Everyone feels they belong and the long-term goals are team driven.

**Challenges:**

- Multi-level mentoring takes time and group members are busy.
- Some short-term tasks need to be negotiated and the team may take a long time to reach consensus.
- Different members learn at different rates due to varying interest, commitment, and experience.

**Finding time and organizing the unique thinking of each partner has been tough.**

**Research Questions:**

- Does mentoring have a place in the HD PBL research process?
- What are the challenges of participating in a PBL research project?
- What are the benefits of participating in a PBL research project?

**Implications:**

- "I get to explore my interests and start to see how those interests might turn into a career after graduation."

**Benefits:**

- "Building this project from the ground up showed student researchers the utility of using literature to identify unanswered questions in the field. * The steps of research became clear when students needed to plan and prepare for data collection with people rather than using extant data.

- "We were able to see it from the writing of the IRB and slowly we saw a glimpse of the big picture, the potential, and how this little project fits into the big picture. Better than any class I’ve had because it is applying everything in a hands on way."

**Challenges:**

- "Motivated students can test ideas and learn collaboration together. Additionally, the professor can be efficient in teaching a group of learners rather than solely focusing on one person at a time."

- "We were able to see it from the writing of the IRB and slowly we saw a glimpse of the big picture, the potential, and how this little project fits into the big picture. Better than any class I’ve had because it is applying everything in a hands on way."

**Methods:**

- Home Visiting Interest Group (HOVIG) began as a PBL research project with four graduate students and a professor in Spring 2013. The professor met consistently with students to guide project development and integrate student ideas. Over subsequent semesters, the group gained five graduate students, lost two graduate students, and had two undergraduates for up to a year each. Graduates students devote varying degrees of time as their project role and student status changes.

- Several student researchers earn credit, some participate as part of research assistantships, and others volunteer their time to gain research experience.

- 8 Survey Participants: 7 females; 1 male
- 4 PHD, 3 Masters, 1 Undergraduate

1) We formulated questions that addressed student researcher growth and ways the project facilitated and hindered engagement. We also asked questions about perceived challenges and benefits.
2) Researchers participating in HOVIG responded to these questions via email.
3) One author then sent out the answers to the following authors asking them to identify themes and provide quotes that represented each theme.
4) In 2015, two more graduate students were asked to complete the survey.

**Research Opportunities:**

- Professional development
- Integrate research goals across projects
- Guide student researchers in publishing
- Train aspiring researchers to lead research
- Appreciation of mentoring practices
- View of the whole student development
- Consistent review of literature and conference attendance
- Recruit families and conduct research visits
- Observation coding of parent-child interaction (PICCOLO) and quality of interactions during visits with families (HOVRS-A+)
- Enter data, analyze data, and write reports

**Mentorship:**

- Project tasks, when learned can then be taught to a less experienced member.
- Professor models mentoring behaviors actively and passively in the group context.

- "I get to mentor, be mentored on research, and be mentored on how to mentor. There is a tiered structure that provides each piece of mentorship opportunity, which is rewarding in preparing me for the next step of my education."

**Selected References:**


- Gurko, Krista, Tasha Olson, Amy Hill, Ty Aller, Meg Broomé, Lori Roggman