

Razor's Edge Research Scholars Program: Reflective Portfolio

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Abstract

The Razor's Edge Research Scholars Program is a gateway to new opportunities and knowledge in the field of research. The purpose of this Reflective Journal is to compile the learned techniques and information from throughout each academic year. At the end of my time at Nova Southeastern University, I hope to look back on this experience and reflect on my major achievements. I know the resources I learn from this program will aid me in my future as a student and a researcher. I look forward to expanding my knowledge and utilizing these skills.

This Reflective Journal is broken up into several components. The first section of this journal is the Statement of Goals, which contains the expectations that I set for myself at the beginning of each semester. The next section of this Reflective Journal is the Highlighted Experiences. The Highlighted Experiences present the notable events and involvements from each academic school year. Following this section is the Artifact Collection. This portion of the Reflective Portfolio provides evidence of involvement in different research-related events. The final section is the Reflection, which summaries major achievements and learned experiences from each semester.

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Statement of Goals

Fall 2016 Goals

1. Engage in at least one research based activity (or activities) that connects me to the Nova Southeastern University community.
 - For example, I would like to participate in or construct a survey that obtains data from different students comprising NSU's student body. I hope that I could possibly volunteer at an event that informs students and faculty about the Razor's Edge Research Program. This will also allow me to highlight different research opportunities available on campus. I intend to learn more about the different aspects of research and work towards sharing this knowledge with those in the community around me. I believe being informed is the first step to increasing the use of research in our campus.
2. Earn an "A" on a test in Calculus I.
 - Throughout my high school career, I struggled with mathematics. Until the course College Algebra, I was never able to achieve an "A" as my overall score in a math class. Under the prerequisites for optometry (my intended career), the highest required level of math is Calculus I. However, the biology major for Nova Southeastern University requires you to continue to statistics. I want to do well in this class, as well as all my courses. Setting this goal for myself reminds me to always try my best and challenge myself even when it seems difficult.
3. Join a club or organization that challenges me to think creatively.
 - Getting involved on campus is very important to me. However, I do not want to join several clubs that I am only partially interested in. I want to be involved in

organizations that challenge me as an individual and make me step out of my comfort zone. Additionally, I want to be a part of something that helps other people and has a presence in the Nova community. Being involved on campus is the first step to making connections and working with the world around me.

My transition into life at Nova has been enjoyable so far. As expected, I struggle with homesickness and feeling overwhelmed but overall I have felt relatively comfortable with the changes so far. I know that the coursework is going to get more advanced as I continue through the year. I am trying to approach my classes with a proactive stance. I have already attended several tutoring sessions and office hours and I intend to continue to do so throughout my academic career. I am also focused on staying organized in the mist of my new responsibilities. I look forward to Shark Preview Leader (SPL) trainings, starting this September, and the Shark Preview Interview Weekends beginning in the Winter 2017 semester. Having the opportunity to connect with the incoming class of 2021 potentials and represent the Razor's Edge Research Aristotle Class is something that I am very fortunate to do. As I continue through this academic year, I look forward to seeing myself grow as a student and an individual.

Winter 2017 Goals

1. Receive an "A" in General Chemistry I (either in the course or on a test).
 - Similar to my goal for Calculus last semester, I want to challenge myself academically and strive to do my best. I have always had to work harder to grasp the core science and math concepts, just like most students. Academics can be difficult because sometimes you can try your best and still not achieve your desired grade. This semester I want to focus on becoming a better student for myself and learning concepts that usually terrify me.
2. Conduct a University Based Research Project with the intention of improving an element of Campus Life.
 - In our Razor's Edge Research class, we are currently learning about different research methods and implications. As we learn about these skills and new knowledge, we look forward to utilizing them on the NSU campus. I personally hope to expand my knowledge in the research field from first hand experience. I also hope that the Razor's Edge Research Aristotle Class will make a continuous legacy of working with those in our campus community.
3. Apply for an on-campus job that allows me connect with the NSU community.
 - In the Fall 2016 and Winter 2017 semesters, I had the amazing opportunity to work as a Shark Preview Leader (SPL). I love helping people and connecting with my peers to create a positive environment for everyone. I hope to continue that as I enter my second year at NSU. I have decided to apply for the position of Resident Assistant, I hope that I can continue to connect to this campus through that position.

I really enjoyed my first semester at Nova. I ended up getting a lot more involved than I thought I ever would. I am grateful for every opportunity. I think I really grew as an individual in the first semester. It definitely took some adjusting and problem-solving but it was a wonderful learning experience. NSU has given me a lot of experiences, some of which I would never have the opportunity to have elsewhere. I hope I can continue to grow as a member of this community and as a human being. I look forward to the future.

Fall 2017 Goals

1. Further my knowledge in the field of Speech and Language Disorders.
 - In Winter 2017, I switched my major from Biology to Speech, Language, and Communication Disorders. I am eager to begin my courses in this field and dive into a profession that I am truly passionate about. As expected, there is much to learn about the field of speech pathology. As I continue to build upon my education, I look forward to challenging myself and discovering where my skills are best utilized within this occupation.
2. Understand the basics of research statistics and when or how to apply them.
 - This semester, the Razor's Edge Research Aristotle Scholars will take the final installment of the RAZR courses. RAZR 3000R, Quantitative Research Design and Statistical Analysis, will be a new challenge for me. As a psychological researcher, the majority of the data I have analyzed was qualitative. However, I understand the importance of knowing how to comprehend data and utilize results in a research study. I look forward to this course.
3. Connect with my residents and the new Razor's Research Bernoulli class by cultivating a safe and fun environment as they enter NSU.
 - The most exciting opportunity I have this semester is my role as a Resident Assistant (RA). I truly enjoyed my time as a Shark Preview Leader (SPL) last year and I know the skills I acquired from that occupation will assist me now. As an RA and Big Sister for the Bernoulli students, I know that I will have to step into the role of a leader and use what I have learned to enhance their experience at

NSU. I look forward to connecting with the incoming freshmen and directing them to resources on campus.

Last year was extremely impactful on how I view myself as a leader and a friend. I am grateful for every opportunity and experience that I have been presented with, thus far. Through my positions on campus, I was able to build my own self-confidence and view myself as a leader for the first time. This is very significant to me as I move into my new roles and adjust to being a resource to my freshmen residents. I am particularly excited because several of the Bernoulli Scholars were placed in my resident hall. This allows me to connect with them on a personal and professional level. I am truly excited for this semester and the opportunities that it brings.

Winter 2018 Goals

1. Earn straight A's in each of my classes for this semester.
 - a. Amazingly, I did this in the Fall 2017 semester without it even being a goal. I plan to put in the same work that I did for that semester into my classes and activities this year. It can be difficult to juggle everything but is definitely possible. Especially with three communication sciences classes, I really want to focus on those classes as I learn more about the field and build my knowledge. It is going to be a difficult semester, but it will be enjoyable because I love my classes.
2. Learn more about communication and research methodology in my Field Experience at the QEP and Writing Center.
 - a. This semester, I have the amazing opportunity to work with Dr. Kevin Dvorak in the QEP and Writing Center. I am incredibly excited for this to be my first Field Experience, especially because the research also addresses communication disorders in individuals who fall on the autism spectrum. Autism is something that is very prevalent in the communication sciences field and dear to my heart, so I am excited to build my research experience while doing something that I love.
3. Continue to build relationships with the Bernoulli Class members and prepare for the incoming Curie Class.
 - a. This semester I am very excited because it is the begin of Shark Preview Weekends again. Though I am not a Shark Preview Leader this year, I am so excited to still be part of the interview process. I love the Bernoulli Class and I think they are an incredible addition to our Razor's Research family, so I am eager to meet potential Curie Class members. I think it is really important to

foster a sense of community and family amongst our Razor's members. I look forward to learning and growing with them.

My Fall 2017 experience was an adventure. I learned study habits that worked for me and I was taking classes that I really enjoyed. It was hard to balance being an RA and my coursework, but I am learning more about priorities. It is also important that I put my needs first, something I am learning and trying to apply this next semester. Truthfully, I am ecstatic for what this new semester (and year!) brings. I cannot wait to meet the potential members of the Curie Class during Shark Preview and learn more about research in my Field Experience.

Highlighted Experiences

Fall 2016 Experiences

1. Dissertation Defense

- a. "How Far is Too Far? Opinions From the 114th Congress U.S. House of Representatives, Chiefs of Police, and Local Police Officers on the Militarization of Policing." Presented by Mr. Frederick Turner on September 29th, 2016.
- b. Mr. Turner presented his research on opinions regarding militarization from Congress representatives and other respected individuals in the forces. The defense primarily focused on analyzing the possible correlation between opinions on controlling militarization and personal characteristics, such as "gender, ethnicity, prior military service, and political party affiliation". While this does not exactly fall into my field of interest, it was very informative. I learned about a crucial step in the research process and had the opportunity to see my first (of hopefully many) dissertation defense. Additionally, the professors who were critiquing the presentation asked questions which gave me a better understanding of what they look for when reviewing someone's research.

2. Analyzing research in preparation for University-Based Research Project

- a. Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P. (1990). *Time management behavior scale*
doi:<http://dx.doi.org.ezproxylocal.library.nova.edu/10.1037/t02727-000>
- b. Levenstein, S., Prantera, C., Varvo, V., Scribano, M. L., Berto, E., Luzzi, C., & Andreoli, A. (1993). *Perceived stress questionnaire*
doi:<http://dx.doi.org.ezproxylocal.library.nova.edu/10.1037/t10467-000>

- c. Häfner, A., Stock, A., Pinneker, L., & Ströhle, S. (2014). Stress prevention through a time management training intervention: An experimental study. *Educational Psychology, 34*(3), 403-416. Retrieved from <http://search.proquest.com.ezproxylocal.library.nova.edu/docview/1520888042?accountid=6579>
 - d. This semester in our RAZR 1000R course, we were asked to identify a topic on campus that could potentially be improved through research and application. We broke into groups and brainstormed different ideas to present to our peers and professors. My group decided to research the effects of time management skills on perceived stress. While the physical experimentation will occur next semester, Dr. Hecht and Dr. Mills guided us in the initial approach to starting a research project. The articles (cited above) we used as references focused on stress prevention through the use of time management training, which parallels our study. We also referenced two Likert scale questionnaires (cited above) to propose our research questions, which are “What is the effect of perceived time management on stress levels?” and “Does usage of university resources such as academic success coaching, Henderson Student Counseling, academic advising, etc. correlate with perceived time management/stress levels?”. Being exposed to this process enhances our knowledge of research and how to utilize the information that we have learned throughout our course so far.
3. NSU Mathematics Colloquium Series
 - a. The Halmos College of Natural Sciences and Oceanography presented a series of discussions on mathematic research and opportunities in a variety of fields. The

Colloquiums were usually an hour long on average and occurred periodically from September 13th and November 28th.

- b. While I am not a mathematics major, I thoroughly enjoyed attending the Mathematics Colloquium Series. I was able to attend all of them except for two and actually learned several applications of research methods in the mathematics field. As researchers, I think it is very important to be aware of emerging scientific techniques and new research. The world is changing every day and learning about different topics develops our understanding of what is occurring in society. Truthfully, the topics in these colloquiums were advanced and I had some trouble fully understanding the concepts that were discussed. However, I learned that no matter how complicated the scope of mathematics became, the foundation stemmed from the same elementary roots. I also enjoyed learning about different research opportunities available on campus and how to utilize resources offered in different fields.

Winter 2017 Experiences

1. Undergraduate Student Symposium

- a. Every year, The Farquhar Honors College of Nova Southeastern University displays a variety of research projects conducted by undergraduate students. This year the symposium took place at the Alvin Sherman Library on April 7th, 2017.
- b. As a member of the Razor's Edge Research Scholars Program, I attended this event to learn about the research opportunities available on campus. Additionally, I increased my knowledge of the research process at Nova Southeastern University from other individuals who were presenting in the Symposium. I know that the information that I acquired this year will be beneficial in my future as a researcher.

2. Independent research assignment in COMP 2000 course

- a. This semester, I was enrolled in COMP 2000, an advanced writing class that specializes in teaching the research process to students. My professor was Dr. Cecelia Fernandez.
- b. I thoroughly enjoyed this class, not only because of the research aspect but also because it allowed me to stay informed in several current events. Part of our assignments in this course involved keeping a journal of different activities designed to expand our knowledge on the social world. Being constantly busy in college makes it difficult to keep up with the changing political and social worlds, this course gave me the opportunity to stay informed.

3. Qualitative Research Seminar with Dr. Ron Chenail

- a. On February 14th, Dr. Chenail presented a seminar entitled "Qualitative Research is Child's Play: An Experimental Workshop" to the Razor's Edge Research

Aristotle Scholars. This was part of the regularly scheduled seminars that are held every semester.

- b. This presentation focused on different qualitative research methods and how to successfully execute them. From this seminar, I learned more about the research process. Personally, I enjoy qualitative research because it is frequently used in psychology. I know I can use the information I learned from this seminar in my future as a researcher.

Fall 2017 Experiences

1. University Based Research Project in RAZR 3000R
 - a. This semester, my fellow Aristotle Class members and I worked to complete our University Based Research Project (UBRP). I was partnered with Hanna Stewart and we did a study on the effect of available resources at NSU on perceived stress and time management. Thankfully, we received more than 50 undergraduate participants ranging from freshman to seniors. Our results were not what we expected but still quite interesting (more information will be provided in the Fall 2017 Artifact section). If we were to continue this study, we would look into the effects of Henderson Student Services on perceived stress because there was a high correlation between the two.
2. SPSS and Research Statistics in RAZR 3000R
 - a. This semester, all Aristotle Class members were enrolled in RAZR 3000R. This course was designed to teach us more about research design and how to properly run tests to analyze our data (primarily SPSS and GPower). While this course was challenging and required a lot of new information in a short period of time, I believe it was rewarding. We used the SPSS programming to run the tests for our UBRP and also throughout the class in different assignments such as the Data Analysis Projects that we completed during the semester.
3. Art Through the Hemispheres at the Speech Language Clinic
 - a. This semester was my first as a Speech, Language, and Communication Disorders major and I absolutely loved it. I had the incredible opportunity to attend a presentation from NSU Aphasia Groups that was displayed at the Speech Language Clinic with Dr. Packer-Muti and Nicolette Riberio (my fellow Aristotle

Class member). The presentation and art were crafted by individuals who have aphasia, a disorder that effects communication. It was incredibly moving and a great learning opportunity. We also had the chance to meet several faculty members who teach the classes for our major. The event took place on December 6th, 2017.

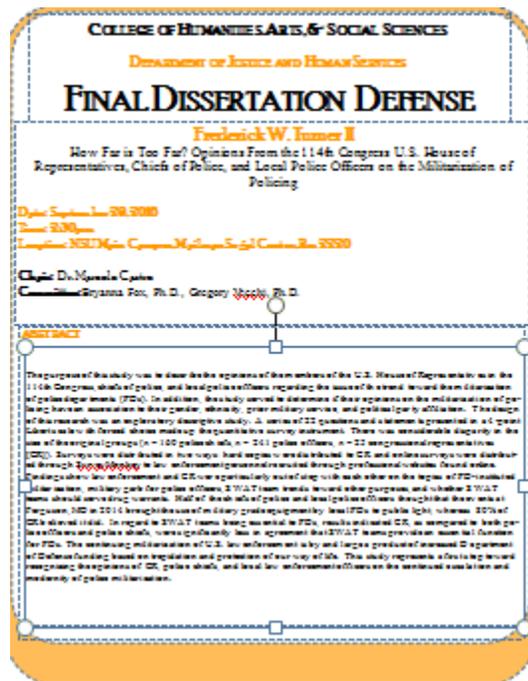
Artifact Collection

Fall 2016 Artifacts

1. Dissertation Defense

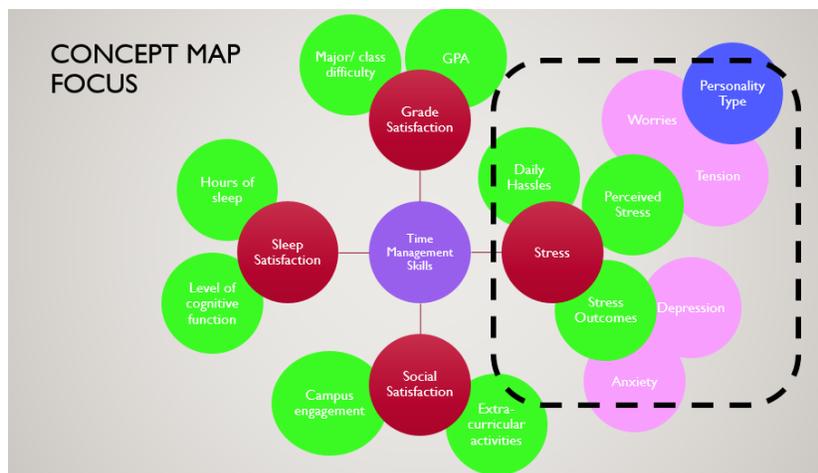
- a. Provided Abstract on Announcement Flyer (announcement flyer on the following page): The purpose of this study was to describe the opinions of the members of the U.S. House of Representatives in the 114th Congress, chiefs of police, and local police officers regarding the issue of the trend toward the militarization of police departments (PDs). In addition, the study served to determine if their opinions on the militarization of policing have an association to their gender, ethnicity, prior military service, and political party affiliation. The design of this research was an exploratory descriptive study. A series of 22 questions and statements presented in a 4-point Likert scale with forced choice made up the quantitative survey instrument. There was considerable disparity in the size of the original groups (n = 160 police chiefs, n = 241 police officers, n = 25 congressional representatives [CR]). Surveys were distributed in two ways: hard copies were distributed to CR and online surveys were distributed through SurveyMonkey to law enforcement personnel recruited through professional websites found online. Findings show law enforcement and CR were particularly out of step with each other on the topics of PD-instituted militarization, military garb for police officers, SWAT team trends toward other purposes, and whether SWAT teams should serve drug warrants. Half of the chiefs of police and local police officers thought that the events at Ferguson, MO in 2014 brought the use of military grade equipment by local PDs to public light, whereas 80% of CR

believed it did. In regard to SWAT teams being essential to PDs, results indicated CR, as compared to both police officers and police chiefs, were significantly less in agreement that SWAT teams provide an essential function for PDs. The continuing militarization of U.S. law enforcement is by and large a product of increased Department of Defense funding based on trepidation and protection of our way of life. This study represents a first step toward recognizing the opinions of CR, police chiefs, and local law enforcement officers on the continued escalation and modernity of police militarization.



2. Analyzing research in preparation for University-Based Research Project
 - a. Time Management Behavior Scale, Perceived Stress Questionnaire and Concept Map created for the purpose if the project.

			Almost never	Sometimes	Often	Usually
Evaluates daily schedule	Carries notebook	1. You feel rested	1	2	3	4
Reviews activities	Avoids interruptions	2. You feel that too many demands are being made on you	1	2	3	4
Sets deadlines	Schedules events weekly	3. You are irritable or grouchy	1	2	3	4
Increases task efficiency	Keeps daily log	4. You have too many things to do	1	2	3	4
Sets priorities	Schedules time daily	5. You feel lonely or isolated	1	2	3	4
Breaks down tasks	Organizes paperwork	6. You find yourself in situations of conflict	1	2	3	4
Sets short-term goals	Is disorganized	7. You feel you're doing things you really like	1	2	3	4
Reviews goals	Is disorganized	8. You feel tired	1	2	3	4
Completes priority tasks	Has messy work space	9. You fear you may not manage to attain your goals	1	2	3	4
Keeps long-term goals	Organizes tasks by preference	10. You feel calm	1	2	3	4
Handles letters & memos	Forgets lists made	11. You have too many decisions to make	1	2	3	4
Carries appointment book	Believes days to be too unpredictable	12. You feel frustrated	1	2	3	4
Makes list of things to do	Schedules wasted time	13. You are full of energy	1	2	3	4
Writes reminder notes	Leaves clean work space	14. You feel tense	1	2	3	4
Uses waiting time	Sorts mail daily	15. Your problems seem to be piling up	1	2	3	4
Practices recordkeeping	Doesn't organize tasks	16. You feel you're in a hurry	1	2	3	4
		17. You feel safe and protected	1	2	3	4
		18. You have many worries	1	2	3	4
		19. You are under pressure from other people	1	2	3	4
		20. You feel discouraged	1	2	3	4
		21. You enjoy yourself	1	2	3	4
		22. You are afraid for the future	1	2	3	4
		23. You feel you're doing things because you have to not because you want to	1	2	3	4
		24. You feel criticized or judged	1	2	3	4
		25. You are lighthearted	1	2	3	4
		26. You feel mentally exhausted	1	2	3	4
		27. You have trouble relaxing	1	2	3	4
		28. You feel loaded down with responsibility	1	2	3	4
		29. You have enough time for yourself	1	2	3	4
		30. You feel under pressure from deadlines	1	2	3	4



3. NSU Mathematics Colloquium Series

- a. Provided below is a short summary provided to my Calculus I professor after attending the first Mathematics Colloquium of the academic year, “Data Analysis in the Florida Panthers Organization” on September 13th, 2016.

“Personally, I know very little about hockey or the way that it works. However, I found the conversation extremely interesting. I never thought to use math to measure statistics and make inferences about ticket sales and possible revenue. I enjoyed the use of mathematics to make predictions about the number of people who would attend games and how “announced attendance” meant a different thing for each team. A slant in collected data showing game

attendance was clearly viable based on how a team performed in a specific season. If they performed worse than usual, the next season, they would have a lower overall average quantity of attendance at their games. When they performed noticeably well, the number of people attending their games would steadily increase over time. I also enjoyed how this data could also be used to predict how a specific team's games would perform throughout a season. I never thought about outliers such as holidays and the day of the week as factors that would impact the number of people who attend a game. Looking at the collected data, there is clearly a correlation. Around the holiday season, the amount of free time that someone has is significantly different than during a regular week. Overall, I thought the entire colloquium was very interesting, full of subjects that I had never thought of before. I will definitely attend a Mathematic Colloquium Series session again in the future."

Winter 2017 Artifacts

1. Undergraduate Student Symposium

- a. Provided below is a paragraph from the reflection paper I submitted in the RAZR 2000 course focusing on my thoughts on the research I observed at the Undergraduate Student Symposium.

A Compression of Digital Data Using Linear Algebraic Methods by Qaas Shoukat (Poster)

For this experiment, no research question was provided from the researcher, however the experiment was attempting to find alternate methods to effectively compress photos and optimize data storage. This research primarily focused on the usage of JPEG, a photo compression software. Mr. Shoukat was a student in one of Dr. Abdelkrim Bourouihiya's courses. Dr. Bourouihiya began the research regarding the JPEG field but was looking for a student to become the lead investigator for this research. Mr. Shoukat approached his professor with a proposal to join the research team. The research was particularly interesting because JPEG compression can be used to compress medical photos or x-rays, making it easier for doctors to share information. Overall, the poster was professionally done. It was very structured and even included visuals to help the observer understand the project more. However, the font was quite small, making the information hard to read. If I were to give suggestions to the researcher I would suggest making the font more legible. Additionally, I would recommend giving more background information about the JPEG process. While I was given a general overview, I was still not completely aware of how the process works. Finally, I would also suggest adding more photos to give the audience a clear, visual representation of the effects of JPEG compression.

2. Independent research assignment in COMP 2000 course

- a. My final submission for my COMP 2000 course was a research paper focusing on the effects of the media on perceptions of Africa in the Western World. This is a topic that I found particularly interesting, especially as a first-generation Nigerian-American. I received a grade of 100 percent on the paper and an overall A in the course.

“Um, like, Africa”: The Portrayal of Africa in American Media

The other day, I was talking to a friend about different cultures that are found in other countries. They referred to “Africa” as one unit, almost as if they were talking about a lone state in the United States or a single city. When I asked them to expand on what part of “Africa” they were referring to, I was greeted with exaggerated arm gestures and “Um, I don’t know. Just, like, Africa”. Just, like, Africa? Of course, I cannot solely blame my peer, they are only a product of the society they grew up in. From the media to everyday life, America lives in a culturally shielded bubble from the outside world. Often, our opinions are based on what we see on television or what we have been told, resulting in a warped perception of other places. As a second-generation Nigerian American, I see this on a first-hand basis. However, it is not a matter of disrespect to other countries; it is a matter of naivety. The majority of Americans simply do not know how the cultures are in other countries because they have never experienced them for themselves. Additionally, commercials and entertainment paint an image of the poverty stricken African country consumed with starvation and hopelessness. Nevertheless, this is simply not the case for several African countries. The portrayal of Africa in American media causes a negative perception of African cultures and society. However, I believe that further education and awareness about the world around us can lead to the end of such informal stereotyping and create a new society that is better informed and connected.

A surprisingly common question I have often received when mentioning that my family is Nigerian is if we had ever owned a lion or lived in an exotic environment like a safari or desert. Too frequently, when the word “Africa” pops up, the average American pictures a scene similar to the safari in *The Lion King*, complete with Rafiki holding the young Simba over his head. The media we are exposed to is truly the only glimpse that some of us ever have at cultures unlike our own. Sometimes, that can help us experience worlds that are unfamiliar and interesting but other times that could hurt us. National Geographic records that only 25 percent of Africa is actually the Sahara, or desert regions (“Africa: Physical Geography, National Geographic). While 25 percent is a sizable amount, it is certainly not the entire country. Regardless, the majority of Americans automatically assume that all of Africa is an isolated desert or safari. I believe that a major factor that results in such stereotypes towards different countries is a lack of knowledge. Since we receive the majority of our information about the outside world from the media, we automatically assume that it is correct because we do not know any differently. However, this creates a problem when sources are not reliable. For example, when an African character or custom is introduced in a performance, it is rarely specified which country within the continent that they actually come from. A prime example of this is the hit 80’s movie, *Coming to America*. While the film has received several awards and praises, it also contains several racist and sexist stereotypes throughout the production. All of which could certainly impact American perceptions of Africa (Canby, Review). This main character, played by Eddie Murphy, comes from a fictional African country called Zamunda. Even though Zamunda is fictional, several customs and mannerisms of its citizens resemble that of other African countries. On the positive side, this introduces Americans to the complexity that is African cultures. However, it also creates the stigma that all African countries are uniform. It is

important to understand that we recognize that, just like America, Africa is a nation consisting of several countries, each with its own individuality and customs.

From an economic standpoint, Africa is still viewed as a poor and struggling third-world country. I conducted an interview with Dr. Oluyinka (Yinka) Tella, Ed. D, the Associate Dean of Student Affairs at Broward College, to understand the effect of these labels on people of African descent. Dr. Tella moved from Nigeria to the United States in 2000, allowing him to have the perspective of someone who has lived in both countries and witness countless stereotypes. From his experiences from living in Africa, he can assess these stereotypes and understand how accurate they actually are. I questioned Dr. Tella on several topics, including the media and common stereotypes towards Africans or African countries. Among several misconceptions I have encountered, Dr. Tella also mentioned the frequent assumptions that “Africa is synonymous with poverty” and “everyone in Africa lives in mud houses”. Throughout history, Africa has constantly been degraded as economically inferior to America. While several countries do struggle financially, that does not conclude that every country is living in poverty. Once again, this ideal comes from the jaded view of Africa created by the media. For example, some peoples’ knowledge of African countries comes from commercials, utilizing emotional appeals to ask the viewer to donate 10 cents to a starving child in need (Tapon, Article). As a result, the viewer subconsciously believes that every person in “Africa” (as referred to in these marketing techniques) is in a similar situation of poverty. Expanding on the use of commercials and different propaganda to raise awareness, there is also the issue of reliability. While some people would automatically jump at the opportunity to donate their money towards these causes, others are much more skeptical. It is not uncommon to find scams and businesses trying to make quick money from commercials like this. Dr. Tella emphasizes that this is the importance of education.

As a society, we should make attempts to be aware about the economic condition of other countries to determine which areas truly need assistance. Furthermore, ensuring money actually goes towards the cause that is promoted is equally significant. Economic influences certainly play a role in how we “rank” other countries. This type of propaganda creates a negative representation concerning African countries and residents by depicting the country with poverty and even schemes. Thus, creating a negative perception of the entire continent in the eyes of an unaware American.

Contrastingly, some portrayals of Africa in the media can have a positive impact on how American perceive the continent. Music, art, and entertainment are often used as methods of self-expression and connecting with the outside world. The media can highlight difference and use them to find ways to come together through diversity. A prime example of this is the author and public speaker, Francis Tapon. Mr. Tapon has visited hundreds of countries and focuses on getting a better understanding of the world around him. He is currently on a four-year trip, exploring all 54 African countries. Additionally, he keeps a blog of all of his travels and the video footage from his explorations are turned into a television series called “The Unseen Africa” (Tapon, Blog). Even though most people will never have the opportunity to visit all 54 African countries, they can still learn from Tapon’s experiences. This media can be used as a guide to understanding the cultural differences and customs from a primary investigator. Furthermore, several individuals have created organizations, such as Shining Hope For Communities (SHOFCO), designed to improve the quality of life in African countries. These organizations often rely on advertising and the media to find support for their causes and emphasize the increasing economic improvements that are occurring in Africa (Odede, Article). As we expand into an era that is dominated by the use of technology, it is important to be

mindful when it comes to our perception of the media. Not every source provides credible information and it is significant to be aware of the countries and continents surrounding us. The media can be utilized to strengthen these bonds and build understanding concerning other cultures.

The most striking realization from the conversation I had with my peer was the idea of Africa being viewed as one region, instead of several countries each with its own cultures and customs. This is most commonly a result of stereotyping and having a limited understanding of other cultures. Thankfully, there is a method to combat these patterns. We need to focus on developing our knowledge about the world around us. Imagine: The United States is a toddler, curious to explore and expand its knowledge but held back due to comfort and accessibility. Africa is exceedingly more than the narrow perception we choose to accept. Hopefully, overtime, the media can present a more accurate picture of African society. The most important realization is for us as a nation to band together and use our influence as a tool to make an impact in the world. Sometimes, that means taking the first step and venturing into the unknown.

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3. Qualitative Research Seminar with Dr. Ron Chenail

- a. As part of an assignment, I wrote a comparison paper on qualitative and quantitative research. I enjoyed learning about the key differences between these types of research and understanding how I could apply the techniques in my own studies.

My interest in research began with the opportunity to conduct a qualitative research study during high school. Initially, I was unsure about the differences between qualitative and quantitative research and how to apply them effectively. According to Dr. Karim Abawi of the Geneva Foundation, the goal of qualitative research is to "develop generalizations that contribute to theory that enable the researcher to predict, explain, and understand a phenomenon" (Abawi, 2008). Qualitative research focuses on explaining something with words. Additionally, qualitative generally tends to be more descriptive than quantitative research and emphasizes observations or themes that are found throughout a study. Because of this, qualitative research is more susceptible to the individual. Findings can vary depending on how it is perceived by the subject and even the researcher. Contrastingly, quantitative data relies on numerical values to measure observations. This differs from qualitative research where data is collected and analyzed by using fixed, measurable statistics. Quantitative research cannot vary because it is a collection of set numbers which do not change depending on the observer. Abawi states that the goal of quantitative research is "to determine whether the predictive generalization of a theory hold true"

(Abawi, 2008). Quantitative relies on numeric results to support research analysis while quantitative seeks to explain an occurrence and understand why it happened.

Qualitative research questions appear to be predominantly associated with research in the field of psychology. Often in psychology research, there can be several explanations for why a single phenomenon occurs. To properly understand the perception of the subject being observed, it may require further analysis that can only be achieved with words. Qualitative research is favorable because it aims at explaining why something happens while taking into consideration outside factors. These questions tend to be “how” or “what” questions as opposed to a “yes” or “no” question. For example, a qualitative research question would ask about how the effects of a specific phenomenon affect a group of people. A question with only a “yes” or “no” answer does not give the researcher an opportunity to expand on why something happens. Qualitative research questions tend to be more descriptive and focus on an in-depth analysis of the topic. Additionally, some methods that are commonly used in qualitative methods are surveys and interviews. This type of research gives the subject an opportunity to describe their experience. Depending on the goal of the research, this method could be more effective for a researcher working with people.

An example of a research topic that is well-suited to a qualitative inquiry is a study observing factors affecting elementary-aged students in an academic setting. Traditionally, the inquiry method begins by doing background research on the topic to gain a better understanding. Students can then be included in a multiphase research project (with parental approval), including an observation session and an interview conducted by the researcher. The observation portion of the experiment allows the experimenter to describe the characteristics of an individual and get a general understanding of how they function in an academic setting. The interview portion builds

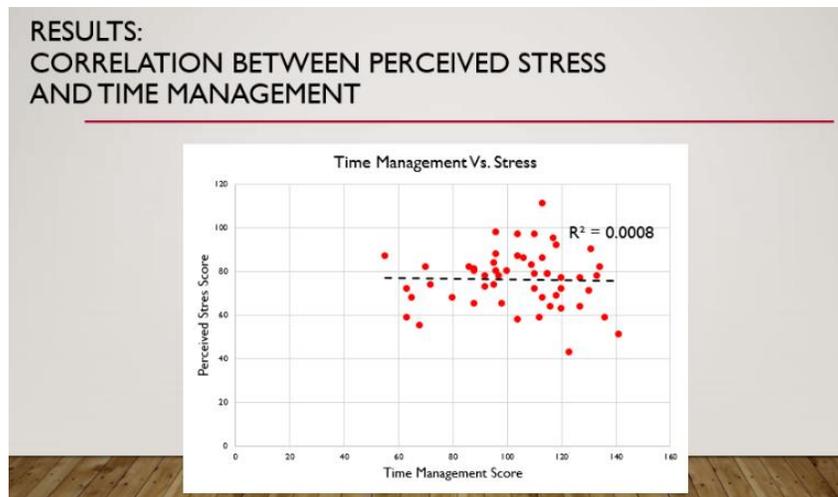
on these results by including the perspective of the observed individual. Asking the students questions about their own personal experiences provides information that cannot be obtained from just observing how they behave naturally in an academic setting. The results from both portions can then be analyzed and compared to draw conclusions about the differing factors effecting students in academic settings. A follow-up study could consider observing the adolescent in different social settings to get a better understanding of how social factors can influence their behavior and performance.

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Fall 2017 Artifacts

1. University Based Research Project

- a. Listed below are some of the calculations (computed through SPSS) that we found from our UBRP. We then presented our findings to the rest of our Aristotle Class and Dr. Steven Hecht in our RAZR 3000R.
- b. The first image shows the correlation between perceived stress and time management. We ran a One-Way ANOVA to see the correlation between the year in college and Henderson usage and another with the factor as Henderson usage and dependent variable, there appeared to be a correlation.



ANOVA

Henderson	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.450	3	1.483	4.654	.006
Within Groups	15.300	48	.319		
Total	19.750	51			

ANOVA					
Stress	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	920.705	2	460.352	2.900	.065
Within Groups	7779.353	49	158.762		
Total	8700.058	51			

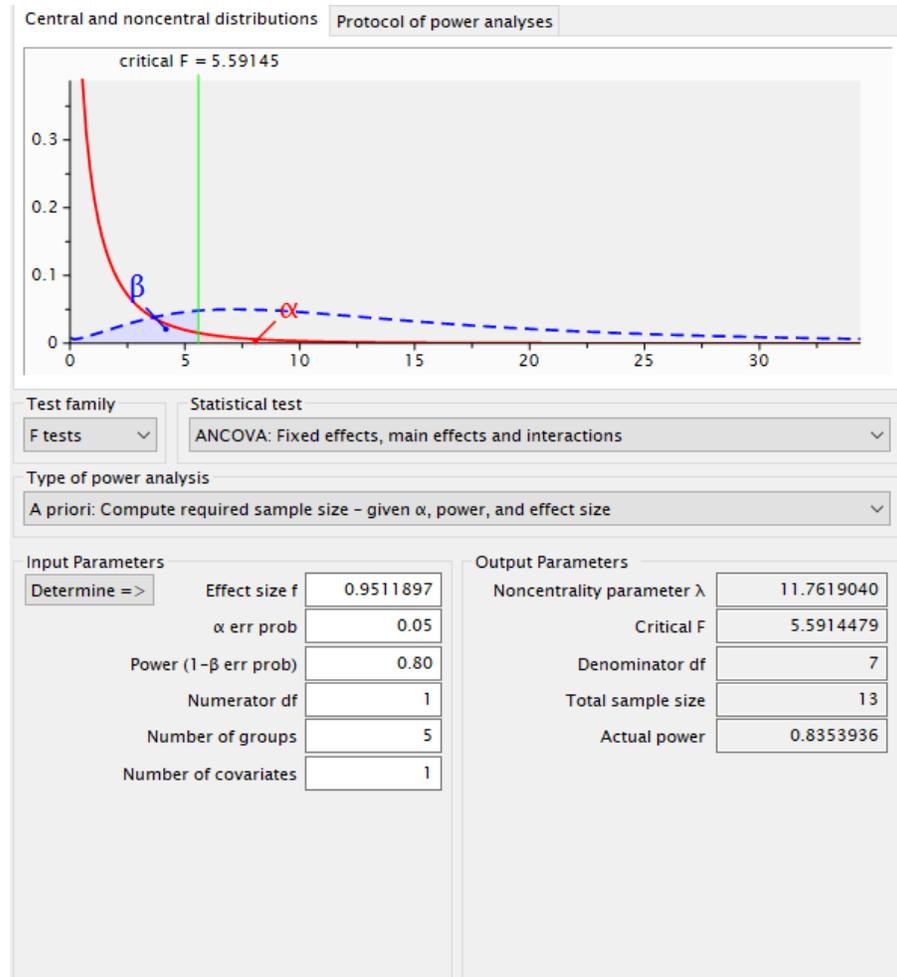
2. SPSS and Research Statistics

- a. Listed below are some of the SPSS tests that I ran as part of the Data Analysis Projects we completed for the class. While I struggled throughout the class, I ended with the grade of an A and received an A on all of my Data Analysis Projects throughout the semester. Below is a SPSS and GPower calculation for Data Analysis Project 2, Part 2.

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
type_of_verb	Sphericity Assumed	1098.806	4	274.702	3.371	.021	.296
	Greenhouse-Geisser	1098.806	1.399	785.158	3.371	.083	.296
	Huynh-Feldt	1098.806	1.817	604.658	3.371	.066	.296
	Lower-bound	1098.806	1.000	1098.806	3.371	.104	.296
type_of_verb * working_memory	Sphericity Assumed	4503.366	4	1125.842	13.815	.000	.633
	Greenhouse-Geisser	4503.366	1.399	3217.905	13.815	.002	.633
	Huynh-Feldt	4503.366	1.817	2478.141	13.815	.001	.633
	Lower-bound	4503.366	1.000	4503.366	13.815	.006	.633
Error(type_of_verb)	Sphericity Assumed	2607.834	32	81.495			
	Greenhouse-Geisser	2607.834	11.196	232.930			
	Huynh-Feldt	2607.834	14.538	179.382			
	Lower-bound	2607.834	8.000	325.979			



3. Art Through the Hemispheres

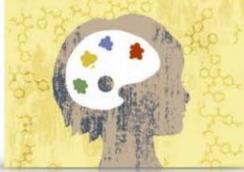
- a. Listed below is the flyer advertising the event and a portion of the paper I wrote on in my first communication disorders class, CSAD 2010 (Communication Disorders Through Film & Media). The paper was written about the film, Regarding Henry, and I received a grade of 100 on the paper and an A in the class overall.

Art Through The Hemispheres...

Join the NSU Aphasia Groups for a dazzling Art Exhibit, and the unveiling of an art mural composed of mixed media by our NSU Speech-Language Pathology clients!

WHEN: Wednesday December 6th, 2017
11:00am-3:00pm
Unveiling to take place at 11:30am

WHERE: 6100 Griffin Road, Davie, FL. Front Lobby



Come hear music performed by an aphasia group member and view a gallery of art created by our NSU Speech-Language Pathology clients. Light refreshments will be provided.

SLP graduate students will present information about the benefits of art therapy to communication.

The event is free. However, donations will be graciously accepted for the National Aphasia Association

b. Regarding Henry Analysis Paper

Head injuries are very serious, they can a profound effect on communication and even everyday functioning. In Henry's case, he experienced an open head injury which is the result of a projectile penetrating the head. Tanner (2012) discusses the effect of head injuries on mental cognition, specifically, "impaired executive function and disorientation" (p. 271). Temporarily, Henry displayed signs of what might be considered aphasia and verbal apraxia. Wernicke's aphasia is when an individual has difficulty understanding the speech of another, while verbal apraxia is defined as "problems with planning and sequencing the speech act" (p. 201). However, I believe that Henry only showed symptoms of these neurogenic communication disorders. They were incredibly

brief and Tanner (2012) also states that “patients with traumatic brain injuries experience disorientation, memory deficits, and behavior problems” (p. 277). Henry displayed several signs of the first two characteristics throughout the film. Disorientation is usually related to the memory problems that patients with traumatic brain injuries (TBI) experience. When Henry first woke up from his coma, he did not appear to know where he was or what was going on. Additionally, I believe that because of his confusion he was too stunned to speak. When Henry finally speaks for the first time, the viewer sees him struggle to say the word “Ritz”. The groping and difficult to find the right word can be characterized as verbal apraxia. Due to his TBI, Henry no longer remembers any aspects of his life. This is known as retrograde amnesia which Tanner (2012) “the loss of ability to remember events which happened before the occurrence of a brain injury” (p. 285). Behaviorally, Henry was not negatively affected. In fact, his behavior appeared to improve dramatically from how it was prior to his brain injury. There was only one instance where he seemed to have an angry flare in his behavior. When Bradley (Bill Nunn), Henry’s beloved and eccentric physical therapist, told him that he had to leave the hospital and go back home, Henry became very upset. This is understandable because Henry had no recollection of home and his family, everything he knew was memories from the hospital. Henry struggled to transition back to his life and adjust with changes in his personality (Nichols & Rudin, 1991).

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Reflection

Fall 2016 Reflection

This semester was challenging and it took some time to adjust to changes that came with the first semester of college. However, I am very excited about what I have learned about research so far and look forward to expanding my knowledge in the future. Throughout the experiences that we have already had, I have learned the fundamental steps in the research process and how to apply them when trying to begin an experimental project. Additionally, in-class discussions that have taken place with my fellow Razor's Edge Research Aristotle members have been stimulating and exciting.

Regarding my goals, I am proud of what I accomplished this semester. While I did not receive an "A" on a Calculus test, I managed to get a "B" as well as several scores of 100 on my weekly quizzes. I believe I tried my best and put in hours of quality work that I take pride in. I was able to engage in several research based activities occurring on campus spanning from surveys to the University-Based Research Project that we started in class. One of my favorite volunteer opportunities was Open House 2016. I was given the opportunity to inform potential incoming students about the benefits of the Razor's Edge Program and encourage them to apply for the upcoming school year.

Finally, I joined several clubs, but I primarily enjoy the ones that challenge me as an individual. Some of these include Ablaze, the on-campus Christian group, and Cozy Corners, a club that redecorates the rooms of cancer patients before they come back home. I look forward to participating in these clubs continuously in the future. Learning more about research has had an effect on the way I approach my school work and social life. I find myself wanting to be fully

informed about a subject before I pursue it. When I do not know about something and make the effort to research it and learn so that I can help myself and others.

I am excited for my future at NSU and I look forward to engaging in more research as I learn more. Next semester, I have the opportunity to be a Shark Preview Leader (SPL) and connect with potential incoming freshman on a personal level. I look forward to sharing my experiences with the Research Program and recommending students to apply as well. Planting the seeds of research is important to ensure future growth in the NSU community. I anticipate being a part of that process.

Winter 2017 Reflection

Overall, this semester was very eventful. A major accomplishment was changing my major from Biology to Speech, Language, and Communication Disorders. Through a large amount of research, I decided to pursue a career in Speech Language Therapy. I made this decision because I want to pursue a profession that combines my love for psychology and helping people. As I look towards the Fall 2017 semester, I am excited to begin my speech language courses and learn the stimulating process of speech therapy.

Much like last semester, I am very proud of everything I accomplished this semester. The Winter 2017 semester was particularly busy because I was working as a Shark Preview Leader and also going through the process of changing my major. Going into my Chemistry I course, I was very concerned because I had previously struggled in my other science courses. However, I ended the class with a B+ overall. Chemistry was difficult for me but I ended up thriving in the lab portion of the course. My professor, Dr. Jacilynn Brant, was very passionate about students understanding the course material which made all the difference in the world. I even ended with a grade of 105% on my final lab practical.

My second goal was conducting a University Based Research Project with the intention of improving an element of campus life. In RAZR 1000R, we started strategizing our plan for the research project we wanted to conduct. This semester in RAZR 2000R, we actually began the process of filling out IRB paperwork. The process to get a research study approved is tedious, especially one that requires the use of human subjects. My group's project focuses on perceived stress levels and time management of first year college students. I plan on conducting this study with my fellow Aristote Scholar, Hanna Stewart. I am especially interested in this subject because during my first year, I really struggled with my managing my time and stress. I am hopefully that

the information we acquire from this experiment can benefit future students who are experiencing college for the first time.

My last goal for the Winter 2017 semester was to apply for an on-campus job that allowed me to connect with the NSU community. This semester, I had the incredible opportunity to work in the Office of Orientation as a Shark Preview Leader (SPL). My role as an SPL involved leading potential incoming freshman through the interview process and familiarizing them with the NSU campus. I loved my job because it gave the chance to connect with new people while learning more about myself as a leader. In Fall 2017, I will use these skills I learned as a SPL towards my new position as an Residential Advisor (RA). I look forward to building my relationships with my residents and challenging myself to work harder in my remaining time in college.

Fall 2017 Reflection

So far, this has been my most successful semester at NSU. I feel like a large amount of that success comes from swithing my major to Speech, Language, and Communication Disorders. I love my major and I love my classes, something that I did not even know was possible while I was still a Biology major. I know I am in the field that was meant for me and that is so exciting. For the first time in my life, I got straight A's (one A- but I am still counting it). Which is very big for me, it has been a goal of mine since high school. Even though my classes were hard, I actually enjoyed them and I think that made all the difference in the world.

This year, I achieved all of the goals I set for myself at the beginning of the semester. In my class CSAD 2010 (Communication Disorders Through Film and Media), I learned so much about he field of Commiunction Sciences. Dr. Edrich is an incredible professor and I leared about the fundamental information I need to excel in this carrer. Additionally, I learned more about what intrests me particularly. I love children and I really want to pursue a job in the educational field of speech pathology and I look forward to learning more about it. Also, I really love the elderly population so I can not wait to further my knowledge. In our RAZR 3000R course, I learned a lot about research statistics and SPSS. Truthfully, the class was hard for me. Math does not come naturally and it was hard for me to grasps the concepts (I even spent four hours taking the midterm). However, by the ned of the semester, I learned so much and I knew what I was doing. I ended up with an A in the class and I learned how to use technology to understand research. My last goal was to connect with the new freshman, both my residents and the new Bernoulli class. Thankfully, a lot of the Bernoulli class ended up being my residents! I absolutely adore them. The Bernoulli Class has a great passion and they put everything into what

they want to accomplish. I really respect them. I have learned a lot from them and I look forward to building these relationships this semester.

After this semester, I am even more excited about my time at this school. In Winter 2018, I am taking three CSAD classes (Language Science, Phonetics, and Anatomy and Physiology of the Hearing Mechanism), I know it will be challenging. However, I look forward to learning about this field that I have grown to love and learning more about myself. The Shark Preview Weekends are also coming up and I am ecstatic about being involved in the interview process. I can not wait to meet the new class and build the family. This year has already taught me a lot and I eager to learn more in the upcoming semester.