

Feb 13th, 10:15 AM - 11:15 AM

Oral Concurrent Session II: Undergraduate Research in Psychology I

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10:15-11:15 AM (ROOM 1311)
Undergraduate Research in Psychology I
Chair: Debra Major, Department of Psychology

Differences Between Men's And Women's Experiences When Transitioning Into The STEM Workforce

Kelsey Ellis and Rachel Green (Mentor: Dr. Debra A. Major)

The purpose of Project RISE (Research Investigating STEM Embeddedness) is to understand the discrepancies between men and women's experiences as Science, Technology, Engineering, Math (STEM) majors by following them in their transition into workforce. Participants were interviewed 3 months after entering their job or graduate program and were asked about their experiences in the field. These responses were then analyzed to investigate how embedded STEM graduates are in their entry level positions. This presentation will address differences in student's transition to post-graduation roles based on the type of position (i.e., graduate school vs workforce) and gender.

A Methodological Study Of The Use Of "Aha!" Ratings In Research On Insight Problem Solving And Creativity

Alonzo Anderson, Aekta Javia, Joesph Abijaoudi, Holly Fizgerald, Won Valerius, and Chelsea Dilks (Mentor: Dr. Ivan K. Ash; Graduate Student Mentor: Kimberly Lee, M.S.)

Creativity is often associated with people experiencing sudden flashes of inspiration and understanding. These type of experiences have been called insights or "Aha!" moments. "Aha!" moments or insightful solutions are often described as answers that suddenly appear in the mind, with little effort, and extreme confidence that the answer is correct. This can be contrasted with incremental or analytically solved problems where solutions are reached through effortful, deliberate, and strategically application of prior knowledge. Researchers have often used subjective ratings of participants' own "Aha!" experiences to differentiate between insightful and incrementally solved problems. In the current study we investigated the construct validity of these Aha! ratings, by presenting participants with the three different aspects of the "Aha!" rating (Suddenness, Effort, and Confidence) as separate measures to see if these aspect of the solving experience were highly correlated.

Academic Performance and Help Seeking Among College Transfer Students

Sarah Brown (Mentor: Dr. Konstantin P. Cigularov)

College transfer students make up over a third of the total student population and their numbers are continuously growing. Although transfer students are likely to experience academic adjustment challenges at their new institution, there has been little research on the relationship between help-seeking and academic performance among college

transfer students. In the present study, we investigated differences in help seeking between low (< 2.0) and high (> 3.5) GPA transfer students, and the effects of gender on help-seeking and GPA. Participants were 157 transfer students, most of them in their second semester at their new institution, who complete a web-based, anonymous survey. There was no significant difference between the low and high GPA groups in terms of the number of sources for help the students sought when faced with a university-related problem. When we examined specific sources for help, high GPA transfer students were more likely to seek help from faculty than low GPA transfer students; the other sources (i.e. academic advisors, other students, friends or family, tutors, and university counseling center) had similar likelihood of being sought out by both groups. Female and male transfer students reported similar likelihood for seeking help in terms of number of sources and type of source. Our findings suggest that seeking help from faculty is a useful strategy distinguishing high from low performing transfer students. Therefore, higher education institutions should encourage faculty to engage students and build rapport, and also provide opportunities and encourage students to engage with faculty.