**ACTIVITY** Do a keyword/"Select a field" to SU Subject Search in EBSCO

- Start with articles tab on guide: [http://guides.library.unt.edu/buddysystem/articles](http://guides.library.unt.edu/buddysystem/articles) - Select a database from the list, such as Academic Search Complete.
- Do a search for your topic (the default is "Select a Field" which is like a keyword) then refine search based on Subject Terms and research needs.
- **Click Full text and Scholarly (Peer Reviewed) to limit results to that criteria. Click "Choose Databases" to add more places to search.**
- If you want to browse with abstracts change page option. Click on the title of an article you want and email it to yourself.

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**Example of a keyword ("Select a Field") to Subject Terms**

- **Search Results:** 1 - 10 of 60
  1. **The Unwritten Rules Of Engagement: Social Class Differences in Undergraduate’s Academic Strategies**
     - By: Yee, Apt. Journal of Higher Education, Nov-Dec 2016, Vol. 7, Issue 6, p01-030, 30p Abstract: Research has shown social class differences in undergraduate engagement, but we know little about the reasons for this observation with undergraduates at an urban, public comprehensive university. This ethnographic study investigates the academic engagement strategies of students from different social class backgrounds during their college experience... Click title to email, save, or cite this result.
  2. **Theorising a capability approach to equal participation for undergraduate students at a South African university**
     - By: Carter, T., H. Walker, N. Wilson-Strydom, W. Perspectives in Education, Jun 2016, Vol. 34, Issue 2, p59-619, 13p Abstract: This paper presents a capability approach to the problem of unequal participation for students who come from different social class... Click title to email, save, or cite this result.
  3. **Jump Starting Research Presearch STEM Programs**
     - By: Schneider, Kimberly R. Safr, David, Darrell, Dunn, Luther, John C. Pressey. Shelly. Journal of Science Teaching, May-Jun 2015, Vol. 45, Issue 5, p19-973, 19p Abstract: This is a summary paper which will be used to provide a... Click title to email, save, or cite this result.

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**Undergraduate Student Course Engagement and the Influence of Student, Contextual, and Teacher Variables**

- By: Hans, Adam A. Gesmon. Jan C. Global Trends. Journal of Agricultural Education, 2016, Vol. 37, Issue 1, p29-929, 10p Abstract: The purpose of this study was to examine the relationship between undergraduate student course engagement and several independent variables. Total participants included 300 (N) undergraduate students. Students completed three instruments measuring course engagement, teacher verticality, and teacher nonverticality. It was concluded that course size and teacher satisfaction significantly predicted student course engagement. Course size students significantly influenced factors of engagement. The unique influence of the study results supported the researchers’ assumptions coupled with previous research (Frenly & Rosett, 2000; 2001). Click title to email, save, or cite this result.

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**Lilly Ramin, 11/29/2016**