

Schedule of Events and Speaker Abstracts

Tuesday, September 30, 2014

7:30am

8:30am

Continental Breakfast – Roundtable Sessions:

Strengthening Experiential Education: A New Era, *Garry Hesser, Augsburg College, Minneapolis, MN*

Strengthening Experiential Education: A New Era [2013] is available as a member benefit. It consists of ten chapters, each a resource and catalyst for deepening the practice and pedagogy of EE. This workshop will focus on ways that this new NSEE book can expand experiential learning in your setting. Participants will leave with an enlarged sense of "effective practices" and program development, having learned from others, including the lead editor and author of the book.

Active Learning Instructional Techniques that Experientially Develop Student Professionalism, *Molly Hayes*

Sauder, York College of Pennsylvania, York, PA - Current scholarly and popular literature frequently expresses concern over the lack of professionalism of many college students entering the "real world." This presentation will focus on several innovative active learning techniques that can be implemented in varied instructional settings to teach key elements of professionalism. Discussion will focus on "how-to" as well as relevant student feedback and assessment considerations. Attendees will be encouraged to contribute insights from their own experience to broaden the collective conversation.

Advancing Intercultural Knowledge & Lifelong Learning Through Short-Term, Faculty-Led Study Abroad Programs, *John "Jeb" Branin, Southern Utah University, Cedar City, Utah, Patrick Clarke, Southern Utah University, Cedar City, Utah*

This roundtable aims to highlight, discuss, and share best practices for short-term, faculty-led study abroad programs. These programs generally offer students a different experience than traditional semester-long direct exchange programs. These differences can be embraced by faculty when crafting both the experience itself and aligning it with institutional essential learning outcomes. The roundtable will provide examples of programs and will discuss issues related to crafting, leading, and reflecting on programs. Session participants are invited to share and discuss their programs.

Using NSEE's Eight Principals Of Best Practice To Create An Integrated EI Requirement, *Nuala S. Boyle,*

Nazareth College, Rochester, NY - This Roundtable discussion will present a case study of what one college did in preparation to implement and assess a new integrated, college-wide Experiential Learning requirement (curricular and co-curricular) that is based on NSEE's Eight Principles for Best Practice. Handouts will be provided for all attendees outlining what qualifies at this college for the EL requirement, a description of the larger Core Curriculum, as well as other resources.

From Poverty Tourism to Fair Trade Learning: Best Practices for Ethical and Responsible Global Service Learning Community Engagement in Latin America, *Paola Prado, Ph.D., Roger Williams University, Bristol, RI,*

Autumn Quezada-Grant, Ph.D., Roger Williams University, Bristol, RI Kerri S. Warren, Ph.D. Roger Williams University, Bristol, RI - Grounded in their experience leading study abroad courses in Latin America, an intra-disciplinary team of faculty from the natural and social sciences will examine best practices for ethical conduct, partnership development, and community engagement in service learning study abroad. The facilitators will engage roundtable participants in an interactive discussion of ethical dilemmas that arise in the field, exploring matters of social responsibility and civic engagement in experiential learning.

Intersections Of Service Learning, Intercultural Competency, And Power/Privilege, *Kelly Bohrer, University*

of Dayton, Dayton, OH - Emphasis on developing students' intercultural competencies (ICC) and expanding their experiences with diversity advances goals for developing global citizens, but at what cost? Service learning (SL) can be an excellent tool to deepen learning, develop ICC, and create interactions with diverse others; but can it also create a power/privilege differential? At what point is it 'okay' in pursuit of ICC goals? How does one sort out power and privilege in SL? Join us for discussion.

"Comprehensive Internationalization" And EE, *Jeremy R. Geller, Ph.D. Transnational Learning Consulting LLC,*

West Hartford, CT, Scott G. Blair, Ph.D. Research & Scholarship Network Leader, NAFSA: Association of International Educators - "Global Learning" is a new framework in which to evolve NSEE focus and service to constituents, in accord with many colleges and universities who are assessing resources and abilities to prepare graduates for lives and careers of meaning and relevance in a global economy and ecology. The notion of "Comprehensive Internationalization" provides an important rubric for this effort. Where does EE fit in? What are key indicators? Who are the stakeholders? Are we there yet?

College And Career Preparation: Dual Enrollment Experiential Education In The Secondary Setting, *Dr.*

Mary C. Black, Executive Internship Program, Pinellas County Schools, Largo, FL - The Executive Internship Program (EIP) has been a highly successful academically-oriented dual enrollment program in Pinellas County Schools for 40 years. This discussion will showcase EIP's powerful experiential and post-secondary learning experiences and will detail how this successful secondary experiential education best practice bridges the transition from high school to college and then to career. The discussion will include the inherent benefits of the dual enrollment partnership to students and post-secondary institutions.

Defining Academic Rigor in Experiential Education: An Expedition in Assessment, *Briget Tyson Eastep, Ph.D.,*

Southern Utah University, Cedar City, UT, Johnny MacLean, Ph.D. Southern Utah University, Cedar City, UT - Personal and social responsibility can be gained through rigorous experiential learning opportunities that engage students in engagement opportunities. This is an assumption Southern Utah University embraced by creating an experiential education requirement for all students. Yet, how does one assess rigor in experiential education to insure learning outcomes? This presentation defines rigor for experiential education and then connects these terms to practical intelligence (Sternberg, 2006) and LEAP's Essential Learning Outcomes for assessment purposes.

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Continental Breakfast – Roundtable Sessions:

Social Marketing for Health and Behavioral Change, *Rocky Dailey, Ed. D., South Dakota State University, Brookings, SD* - An exploration of the course Social Marketing for Health and Behavioral Change, a master's level course involving both service and experiential learning while also incorporating social media. The course engages students by challenging them to produce cross-platform marketing campaigns to address national and local health issues among diverse communities. Course goals address personal and social responsibility, civic knowledge and engagement, experiential learning, and active involvement with diverse communities.

Using Internships to Integrate Liberal Arts and Professional Programs, *Emily Carpenter, Nazareth College, Rochester, NY* - The job market our graduating students will encounter is not discipline specific, yet many institutions are struggling with meaningful ways to integrate the liberal arts and professional programs. A separate and centrally coordinated internship program at Nazareth has allowed students from all majors to learn from one another while also facilitating partnerships with employers. The presenter will discuss collaborations and strategies being employed at Nazareth and also encourage participants to share their own best practices.

Innovative Movement and Music Strategies for the Classroom, *Dr. Kira Omelchenko, Assistant Professor of Music, The University of Tampa, Tampa, FL* *Susannah LeMarquand, Assistant Professor of Dance, The University of Tampa, Tampa, FL* - The presentation focuses on strategies for incorporating movement, dance, and musical elements in any classroom on various subjects. The focus will be primarily on a movement exercise known as the Brain Dance, which was developed by Anne Green Gilbert. Through movement improvisation that focuses on waking up the mind and the body, we will explore how to combine this movement with musical concepts that are taught in the classroom. The presentation also incorporates best practices for strengthening creativity in the classroom. The presenters will finally discuss how to build partnerships between the creative and performing arts. Participants should wear comfortable clothes and be prepared to move.

A Voice From Home: Engagement Through Action, *Nancy Pearson, Minot State University, Minot, ND, Dr. Audra Myerchin, Minot State University, Minot, ND* - The voice is a powerful tool that connects people who may be many miles apart. Oral reading uses that voice. Reading aloud can become a global activity as well as a civic engagement, service-learning, and co-operative activity. Two professors will share their expertise in utilizing technology to bring reading aloud to various audiences, from a local project to a global exercise. Participation and sharing will be encouraged.

8:45am 10:15am
10:15am 11:00am

Keynote Session – Dr. Steve O. Michael

Student Poster Session with Refreshments:

Exploring Practice Through the Faculty and Professional Supervisor Perspective, *David Boslough, York College of Pennsylvania, York, PA, Ryan Wolbach, York College of Pennsylvania, York, PA, Molly Hayes Sauder, York College of Pennsylvania, York, PA (Faculty Sponsor)* – This research is an extension from previous work (Boslough & Sauder, 2013; Hayes Sauder & de Wilde, 2012), that explores a sport management practicum program at a private Mid-Atlantic regional university using the framework of Kolb's (1984) model. This project will look at the views of the faculty and staff and compare those views to the students' perspectives. This study serves a valuable purpose in triangulating research about students' learning process with other involved individuals in the program.

Getting My Green Thumb Through Civic Engagement, *Stacey Grigar, Texas Woman's University, Denton, TX* – As a teaching assistant for undergraduate chemistry labs, the author is aware of harmful chemicals affecting the environment. This concern led her to enroll in the Science, Society, and Sustainability certificate program at Texas Woman's University. Using experiential learning opportunities, she has explored the context in which chemical education may be changed for the greater good for the community. Her goal now is to educate others about sustainability issues.

Occupational And Physical Therapy In Other Nations, *Lindsay Srour, Quinnipiac University, Hamden, CT, Erin Coyne, SPT, Quinnipiac University, Hamden, CT, Julie Booth, DPT, PCS, Quinnipiac University, Hamden, CT, Valerie Strange, MS OTR/L, Quinnipiac University, Hamden, CT* – A group of occupational and physical therapy students with faculty travelled to Leon, Nicaragua on an interprofessional, collaborative service trip. Interprofessional teams of students and a faculty member provided services in the community. The students were immersed in Nicaraguan culture through the services provided and living with host families. The program resulted in experiential learning, cultural immersion, and sustainability within the community, service learning through civic engagement, reflection on personal and team growth from cultural experiences.



Civic Engagement & Global Learning for the 21st Century

Schedule of Events and Speaker Abstracts

Tuesday, September 30, 2014

10:15am 11:00am

Student Poster Session with Refreshments:

South Sudanese Asylum Seekers In Israel, *Rasheda Simpson, New York University, New York, NY* – After decades of civil warfare, South Sudan separated from Sudan in 2011, becoming the world's youngest nation. Prior to this separation, many citizens from the south of Sudan fled the war-torn country in search of refuge in Israel. This presentation explores an independent study and service experience that examined the psychological, social, physical, and economic challenges faced by South Sudanese asylum seekers during their arrival in and deportation from Israel.

Practice Makes Perfect Proficient: Reflections On The Impact Of Experiential Learning Immersion, *Courtney Johnson, Texas Woman's University, Denton, TX* – This poster highlights the role of experiential learning (EL) as applied to development of competencies in an undergraduate student in a skill-based discipline. Included are EL components of service learning, undergraduate chemistry laboratory research and teaching assistantship. The impact of each on the development of foundational disciplinary, professional skills and critical thinking ability is included along with the student's reflective, written analysis of EL experiences over a period of two years.

11:00am 12:00pm

60-Minute Workshops:

International Service Learning: Principles of Good Practice in Civic Engagement & Global Learning, *Michael S. Steinberg, Ph.D., Executive Vice President for Academic Programs, IES Abroad, Scott G. Blair, Ph.D., Research & Scholarship Network Leader, NAFSA: Association of International Educators, Denise Hampton, Participating IES Program Student Alumnus, Howard University, Irvin C. Mull Jr., Participating IES Program Student Alumnus, Howard University* – A Case Study from Post Apartheid South Africa - After reviewing principles of good practice in the mission, design, implementation, and assessment of International Service Learning (ISL) programs, session leaders describe how such principles are being employed within the context of study abroad experiences in today's post-Apartheid South Africa. Students who participated in these programs join this session and share their reflections upon the civic engagement such program required of them as well as the global learning they acquired while studying abroad.

Designing & Piloting an Online, Experiential Learning Course for Working Students, *Joseph Griffin* - This session reveals the work that Northeastern University's College of Professional Studies is doing to provide online, working students with professional development in the form of an experiential learning curriculum where they engage their current employer. The session will focus on lessons learned from the six-month pilot project, including curriculum content and outcomes, online design and delivery (use of e-portfolio), student and employer feedback. Includes discussion on course elements that promote skills for lifelong learning.

Integrating Leap Outcomes In Student Leadership Within Experiential Education: Perspectives On Practice And Assessment Strategies, *David J. Bergen, PhD, High Point University, High Point, NC* - This presentation will examine a successful implementation of AAC&U's LEAP initiative which serves as the basis for the practice and assessment of student leadership activities within curriculum-based practicum and internship roles. The presented model shares successes as well as challenges in the implementation and evaluation of the LEAP outcomes in the context of leadership. Participants will receive program resources and assessment strategies/rubrics with focus on student leadership initiatives. Implementation and assessment of the LEAP outcomes as well as established rubrics for student leadership activities within experiential education will be the outcome of this presentation.

Faculty and Student-Citizen Researchers, Unite! Fostering Global-Local Citizens While Encouraging Student and Faculty Development, *Dr. Alison Rios Millett McCartney, Towson University, Towson, MD, Dr. Christopher Jensen, Towson University, City, Towson, MD* - This workshop combines student service-learning, global and local civic engagement learning and practice, and advanced undergraduate research for a diverse student population with publishable faculty research and staff support. In each area, we explain how faculty and staff can come together to foster globally and locally aware student-citizens who can actively and effectively participate in their global, national and local communities and develop solutions for 21st century problems. Assessment and sample materials included.

2:45pm 3:45pm

60-Minute Workshops:

Managing Rapid Growth In A Required Experiential Learning Business Course, *Dr. Dean Porr, Kent State University, Kent, Ohio* - The College of Business Administration at Kent State University added a required experiential learning course for all business majors two years ago. As the number of students enrolled in this new course increased, various concerns of managing students, community partners, and course administration became apparent. This presentation will reveal the successes, failures, and other problems encountered during this roll-out period. Presentation attendees will be able to discuss these concerns and learn from the KSU experience.

Learning From Disaster: Three Curricular Models For Civic Engagement, *Lane Perry, Western Carolina University, Cullowhee, NC, Carrie Williams-Howe, Vermont Campus Compact, Burlington, VT, Billy O'Steen, University of Canterbury, Christchurch, New Zealand, Jonathan Hilsner, Alfred State College, Alfred, NY* - No university or community is completely immune to the impacts and devastation of disasters. In this presentation, three educational models (service-learning courses, alternative break trips, and internships) that capitalized on engaging students in disaster response and combining those experiences within an educative environment will be shared. Common themes and lessons learned will be extrapolated and serve as practical examples of how higher education institutions can begin preparations for a responsive approach when disaster occurs.



Civic Engagement & Global Learning for the 21st Century

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2:45pm

3:45pm

60-Minute Workshops:

Be the Change You Wish to See in the World: Looking at a Strengths-Based Approach to Global Internships One Year Later, *Melissa Buerkett-Vivian, Global Experiences, Annapolis, MD, Emily Merson, Global Experiences, Annapolis, MD* - Awareness, understanding and utilization of one's strengths is a life-long learning process necessary for personal, career and global growth. One year after the implementation of strengths-based career development programming in international internships, *Global Experiences* critically examines the tools, methods and technologies used through an interactive experiential presentation. Impacts on interns' self-reported personal development are also explored through case studies and research evaluation.

Multi-tiered Experiential Practices in a Public High School, *Chris Hasebrook, Teacher-Director, Linworth AP, Worthington, Ohio* - Linworth AP is in the 42nd year of multiple Experiential Education practices, ranging from semester-long international, national, and local internships to a comprehensive student government. This session will provide participants with an overview of the successes and challenges for Linworth. The facilitator is in his 27th year as a teacher and his 3rd year as the Teacher-Director at Linworth. He is also the father of three Linworth AP graduates.

4:00pm

5:30pm

90-Minute Workshops:

Connecting Learning And Work: Assessing Integrative Learning Prompted By Internship Experiences, *Alan W. Grose, Ph.D., The Washington Center for Internships and Academic Seminars, Washington, D.C.* - What difference should internship experiences make in undergraduate education? Building from The Washington Center's evaluation of over 1,000 student portfolios, this session proposes the AAC&U's VALUE Rubric for Integrative Learning as a framework for defining and measuring these learning outcomes nationally. Participants will discuss their own best practices for guiding student reflection on internships as they align with this framework. The outcome of this session will be a national integrative learning inventory for internship experiences.

Learning through Community Engagement: Vision and Practice in Australian Higher Education – The Macquarie University PACE Innovation, *Dr Felicity Rawlings-Sanaei, Macquarie University, Sydney, Australia and Dr Anne-Louise Semple, Macquarie University, New South Wales, Australia* - This workshop explores the development and implementation of a whole-of-university approach to transformative learning through community engagement through a case study of the Professional and Community Engagement Initiative (PACE) at Macquarie University, Sydney, Australia. The workshop engages with a range of questions to explore how an institution develops and fosters a culture of learning and engagement which for Macquarie University has become the centerpiece for academic renewal and differentiation.

ICE (International, Collaborative Experience) in a Hot Place: Investigating Student Learning, *Melanie K. Rathburn, Mount Royal University, Calgary, Alberta Canada, Roberta Lexier, Mount Royal University, Calgary, Alberta Canada* - We will discuss our research project that investigates how a new semester-long collaborative, General Education experience influenced student learning. Specifically, we examined how the classroom experiences before an international field school (4 weeks), the field school itself (5 weeks), and the consolidated classroom time after the field school (4 weeks) influenced students' perceptions of the world, helped them analyze and synthesize information, aided their knowledge transfer, and built capacities for global citizenship.

Poverty Simulation: Enhancing Experiential Education for Health Professional Students, *Renee Sedlacek, M.A., Drake University, Des Moines, IA, Cheryl Clarke, R.Ph., Drake University, Des Moines, IA* - Many University missions include a clause about responsible global citizenship. At Drake University a Poverty Simulation used within the College of Pharmacy and Health Sciences, is being utilized to sensitize students to the realities that are faced by people in poverty. This session will detail the simulation, a review of literature regarding learning outcomes and engage participants in an abbreviated simulation that will help them gain ideas for implementing a similar experience on their campus.

Wednesday, October 1, 2014

7:30am

8:30am

Continental Breakfast – Roundtable Sessions:

Best Practices Of Experiential Education In Finance, *Nicole Taranto, The University of Tampa, Tampa, FL, Samantha Taranto, The University of Tampa, Tampa, FL* - We are conducting a survey of faculty at AACSB accredited business schools in the United States to identify best practices of experiential education in finance. Data collected on experiential education practices at universities quantifies the usage of experiential education and provides a valuable resource to finance faculty interested in incorporating experiential education into their pedagogy.

A Model For Multi-Institutional And Community Collaboration: Bringing Regional Colleges And Universities Together With Nonprofit Organizations For Shared Impact, *Wayne D. Sneath, Ph.D., Davenport University, Grand Rapids, Michigan, Michael Schavey, MSW, MPA, Grand Rapids Community College, Grand Rapids, Michigan* - This roundtable session will describe a model for a regional partnership of multiple West Michigan colleges and universities with local non-profits. The West Michigan Collegiate Network has delivered annual large-scale professional development events for local non-profits deepening relationships with their staff to improve the matching of college and university students to targeted community needs. The partnership has also resulted in greater awareness of the collective impact of student civic engagement in the West Michigan community.

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8:30am

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Improving Access for Global Internship Experiences: A innovative partnership case study between Salisbury University and Global Experiences, *Emily Merson, CEO, Global Experiences, Annapolis, MD, Dr. Brian Stiegler, Assistant Provost for International Education, Salisbury University, Salisbury, MD* - Research shows the benefit of both experiential career development and global learning, but how can universities and colleges make these programs accessible financially and integrated academically? Since 2009 Salisbury University has developed new innovative programs in partnership with Global Experiences that allows its Communications students to gain international internship experiences through a semester in Italy, Paris or Barcelona that is fully integrated into the Communications major and almost cost neutral to the student. Lessons learned and best practice will be shared.

Redefinition: What Does Experiential Education Mean?, *Dr Michael Woolf, CAPA International Education, London, Dr Anthony Gristwood, CAPA International Education, London* - Notions of global learning need to be underpinned by a coherent idea of what we mean by experiential education. With the active participation of the audience, the facilitators will attempt to redefine the concept to distinguish between learning through experience (something that dogs do) and experiential education. This is an imperative in education abroad where the assumption is that just by being "abroad" (wherever that is) students miraculously gain insights not available at home.

Make It Big - Make a Difference!, *Dr. Janet McCormick, Middle Tennessee State University, Murfreesboro, TN, Carol Swayze, Middle Tennessee State University, Murfreesboro, TN* - A celebration of student success! Presenters will promote the award winning Experiential Learning Program at MTSU by sharing an overview of program development, faculty involvement, student interest, and several assignments unique to the BS degree in Organizational Communication. Each assignment successfully incorporates strategies which promote community partnerships, civic engagement and global learning. Assessment indicates such assignments contribute dramatically to student engagement and retention.

Campus Collaborations: Tools For Harnessing Campus Resources To Promote Effective Preparation & Facilitation Of The Internship Experience, *Jaime R. DeLuca, Towson University, Towson, MD* - This session will discuss conclusions/implications drawn from extensive data collection centering on one University's Sport Management interns. Specific attention will be directed towards the progression of curricula and utilization of campus resources to ensure a superior level of student preparedness for/success in internships/field experiences. This research provides a foundation from which faculty and campus resource center staff can benefit by further considering best practices in facilitating the pre-professional development and internship component of curricula/student programs.

Exploring the impact of a community-based internship program in Baltimore, *Abby Neyenhouse, Johns Hopkins University, Baltimore, MD, Kirsten Bishop, Johns Hopkins University, Baltimore, MD* - Using the Community Impact Internships Program, a JHU public service internship program in Baltimore City as a model, we will discuss best practices through the scope of NSEE principles and building mutually beneficial relationships. Participants will have a chance to engage with CIIP community partners and past student interns as well as program staff. Together we will envision bringing ideal models into our current work after the conference.

Are Your Students Ready? Exploring Cultural Competence in Experiential Learning, *Laura Hammond, College of St. Benedict/St. John's University, St. Joseph, MN, Marah Jacobson-Schulte, College of St. Benedict/St. John's University, St. Joseph, MN* - Using intentional social interaction (ISI) participants will engage in a roundtable discussion around preparing students and faculty for experiential learning opportunities in a culturally competent manner. Open dialog rooted in ISI will bring forth a meaningful conversation for all participants to learn something new about their own and others' campuses and cultural competence. Conversation will revolve around sharing and learning best practices, as well as determining unanswered questions to explore in the future.

The Floating Classroom: Best Practices Teaching On Semester At Sea, *Rachel Vaughn, SIT Graduate Institute, Brattleboro, VT* - As the M.V. Explorer circumnavigates the globe, faculty and students form a learning community called Semester at Sea. Professors are challenged to bring a global comparative perspective to their discipline, and engage students' learning outside the classroom. This research asks what best-practice teaching methods did Semester at Sea faculty use between the years of 2007 and 2013? To what extent are these methods creative, student-centered, problem-based, experiential, comparative and/or multidisciplinary?

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Wednesday, October 1, 2014

7:30am	8:30am	<p>Continental Breakfast – Roundtable Sessions:</p> <p>Research Abroad: Designing a Methodology that Works for your Institution, <i>Aaron D. Clevenger, Embry-Riddle Aeronautical University, Daytona Beach, FL, Sue A. Macchiarella, Embry-Riddle Aeronautical University, Daytona Beach, FL</i> - Utilizing Embry-Riddle's Research Abroad program as a case study, the facilitators will present a step-by-step plan of how they created their program. Roundtable participants will be encouraged to discuss their own plan for combining their learning outcomes of research with the benefits of global learning and studying abroad. Attendees will learn how Embry-Riddle (ERAU) created the new research-abroad program in a way that it can be duplicated and improved upon at other institutions.</p> <p>Virtual Reflection: How a change to online internship presentations impacted students and reviewers, <i>Jan Pagoria, Elon University, Elon, NC, Dan Reis, Elon University, Elon, NC</i> - Participants in this session will discuss an alternative to in-person reflective presentations given by students at the end of an internship. To guide the discussion, we will present the lessons learned and advantages we've found moving to virtual presentations. We will also demonstrate online tools used to create, review and grade the presentations. Participants will also consider what ideas and tools they can use at their own institution.</p> <p>Creating Successful Partnerships for Global Civic Engagement through Volunteer Abroad Programs, <i>Jarrett Jobe, PhD, University of Central Oklahoma, Edmond, Oklahoma, Theresa Higgs, United Planet, Boston, MA</i> - Immersing students in an international community can be a source of anxiety for those responsible for these programs. Risk management, logistics, student learning objectives and host community factors are only a few of the shifting dynamics. This workshop will present an IRB-approved case study on a successful model for group volunteer abroad programs with a focus on students' learning through global leadership and service, as co-created by a University administrator and a non-profit organization.</p> <p>Best Practices & Partnerships In High School Internships, <i>Erica McLaughlin, Vail School District, Vail, AZ</i> - While principles and best practices of course transcend age and institutional boundaries, how those are implemented is necessarily different in the K-12 realm. This session will introduce how the Vail School District integrates technology, community partnerships, and best practices in a high school internship program, and will encourage attendees to contribute their own ideas on how to improve existing high school internship programs.</p> <p>Helping High School Students Find Their Passions Through Experiential Learning, <i>Julie Burchett, Webster Groves High School, St. Louis, MO</i> - Webster Groves High School leads in purposeful innovation that challenges students to discover and pursue their passions and to make a positive impact on the world. Come find out about how our experiential learning began, about how we offer individualized experiential learning plans, provide comprehensive orientation sessions for students before they are sent out to intern, provide service, or travel, and how the students discover their passions on these experiential journeys.</p>
8:30am	10:00am	<p>90-Minute Workshops:</p> <p>Building Capacity for Community Engagement: Institutional Self-Assessment, <i>Marianna Savoca, Stony Brook University, Stony Brook, NY, Urszula Zalewski, Stony Brook University, Stony Brook, NY</i> - How much service are students actually doing? With what frequency? With what level of commitment? This presentation is designed to showcase how to quantitatively measure university's overall level of community engagement by evaluating the rate, frequency, and depth of student involvement. Participants will receive information on best practices for engagement including risk management, community-campus partnerships, assessment of impact, and how to use quantitative and qualitative data to identify opportunities for action, ex. campus recognition through Carnegie Classification, US President's Honor Roll, grant funding and/or accreditation.</p> <p>Think Globally. Act Locally. Reflect Deeply. Transforming Teaching And Learning One (Digital) Story At A Time, <i>Beth Pellicciotti and Karen Bishop Morris, Purdue University Calumet</i> - Learn how Purdue University Calumet's Experiential Learning (ExL) undergraduate degree requirement utilizes digital story-telling to reflect, assess, promote and document learning outcomes for internal and external stakeholders. Presenters will provide a brief history and timeline of the experiential learning degree requirement's implementation and application in all undergraduate disciplines at Purdue University Calumet with emphasis on the freshman year. We will also explore best practices for using multimedia to capture the value of students', faculty's and community partners' experiences.</p> <p>The CUNY Service Corps: Utilizing Experiential Learning Strategies to Create a Program Culture, <i>Rachel Stephenson, City University of New York, New York, NY, Valerie Chow, City University of New York, New York, NY, Ofronama Biu, City University of New York, New York, NY, Melissa Fernandez, City University of New York, New York, NY</i> - With only 9 months to plan and launch the CUNY Service Corps at the City University of New York in 2013, CUNY prioritized the utilization of experiential learning strategies in key program areas such as student selection, training, and support as well as service placement supervision in order to create an authentic program culture of civic engagement, professional identity, and ongoing reflection. Join this workshop to explore these concrete strategies and experience effective community-building activities.</p>



Civic Engagement & Global Learning for the 21st Century

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Wednesday, October 1, 2014

8:30am	10:00am	<p>90-Minute Workshops:</p> <p>Co-Curricular Civic Engagement Programs Meeting Liberal Arts Experiential Learning Requirements, <i>Adam Lewandowski, Nazareth College, Rochester, NY, Julie Lloyd, Nazareth College, Rochester, NY</i> - This workshop explores the pathways through which co-curricular civic engagement programs were modified to meet Nazareth College's new Experiential Learning Liberal Arts Core requirement. Nazareth College has a strong commitment to experience-based learning and civic engagement. Workshop participants will explore a newly developed Experiential Learning Core Rubric that standardizes the assessment of student learning outcomes. Participants will also learn about the practice of developing reflective processes and prompts connected to the student learning outcomes.</p>
10:10am	11:10am	<p>60-Minute Workshops:</p> <p>Closing the Loop: Outcomes Assessment in Co-Operative Education, <i>James E. Colbert, Lander University, Greenwood, SC</i> - Co-operative education courses at Lander University are aligned with an institution-wide experiential education program, the EYE Program, which provides a framework for assessment of learning outcomes common to various forms of experiential education. The workshop will review a rubric that has been designed to measure a set of seven learning outcomes and the data analysis that has resulted in several cycles of program improvement. Participants will have an opportunity to create a basic rubric.</p> <p>International Students As Conversation Partners In An Undergraduate Course In Cross Cultural Psychology, <i>Cynthia R. Kalodner, Towson University, Towson, MD, Kristen Brock, Towson University, Towson, MD, Lynda Mermell, Towson University, Towson, MD</i> - This presentation demonstrates how a professor in psychology and the director of the English Language Center at Towson University collaborate to provide experiential learning opportunities for students. This program is beneficial to psychology students as they have direct access to international students to discuss topics covered in class. The international students benefit from the opportunity to practice English and to interact with undergraduates.</p> <p>Assessing Civic Engagement & Global Learning in a New Era: Where We've Been, Where We Are, and Where We Need to Go, <i>Scott G. Blair, PhD, Research & Scholarship Network Leader, NAFSA: Association of International Educators, Robert Shumer, PhD, Research Associate, Institute for Community Integration, University of Minnesota, Jeremy R. Geller, PhD, Principal, Transnational Learning Consulting, LLC</i> - Drawing from assessment research published in <i>Strengthening Experiential Education: A New Era</i>, this session provides a brief overview of the personalities, publications and processes that enabled NSEE to build the foundations of assessment and evaluation in experiential learning and civic engagement. Presenters then focus on current assessment tools used for targeted areas of experiential and global learning: study abroad, service learning, and civic engagement. The session concludes with participants identifying future assessment paths, recounting experience of tools they use and sharing insights into adapting older instruments or developing new assessment systems.</p> <p>Making Study Abroad Experiences Experiential, <i>Melanie McCallon, Murray State University, Murray, KY, Staci Stone, Murray State University, Murray, KY</i> - Archeology students unearthing artifacts in Jamaica. Elementary education majors teaching in Belize. Performance majors giving concerts in Germany. These examples of experiential study abroad programs will be presented as case studies to illustrate how NSEE's Eight Principles can serve as a guide to highly effective study abroad programs, from recruitment and training of faculty to program evaluation. Participants will collaborate with others to create or enhance an experiential study abroad program.</p>
11:30am	12:30pm	<p>60-Minute Workshops:</p> <p>Globalizing The George Washington University (Gw) From The Inside-Out: Developing Globally Competent American And International Students, <i>Dr. Maria Cseh, The George Washington University, Washington, DC, Dr. Laura Engel, The George Washington University, Washington, DC, Amy Cohen, Center for Civic Engagement and Public Service, The George Washington University, Washington, DC, Joe Follman, Doctoral Candidate, The George Washington University, Washington, DC</i> - This interactive workshop will engage participants in learning and discussions about an innovative co-curricular program and pilot research project at GW to develop global competence of both American and international students. The project includes cultural exchange/learning, service-learning, and structured seminars to foster reflection and discussions. The pilot project findings will inform workshop participants about the benefits and challenges of the program and will engage them in finding fitting solutions for similar programs on their campuses.</p> <p>Making meaning: Using Integrative Knowledge Portfolio in Service-Learning, <i>Staci Daniels-Sommers, LMSW, University of Dayton, Dayton, OH</i> - Integrative knowledge e-portfolios provide students with a structured process to connect experiences to better understand their personal values, worldview, strengths and skills. E-portfolios can also be a helpful tool for students to create a professional narrative. This presentation will provide examples and best practices of IKEPP implementation in both curricular and co-curricular service learning settings.</p> <p>Students' Perspectives on Unpaid Internships, <i>Erin Rooney-Eckel, University of Maryland, College Park, MD, Erica Ely, University of Maryland, College Park, MD</i> - Unpaid internships are a hot button topic in today's society with legislation and nationwide media coverage bringing additional scrutiny. As experiential learning professionals, we are at the center of this debate as we interact with stakeholders – students, faculty, staff, employers, parents and community members. Presenters and participants will discuss all angles of this complex topic and show video feedback from University of Maryland students and other stakeholders highlighting positive and negative experiences with unpaid internships.</p>

Schedule of Events and Speaker Abstracts

Wednesday, October 1, 2014

1:00pm 2:00pm

60-Minute Workshops:

Beyond The Pub: Notre Dame Community-Based Learning In Europe, *Rosie McDowell, University of Notre Dame, Notre Dame, IN, Bill Purcell, University of Notre Dame, Notre Dame, IN* - Presenting three brief case examples of courses integrating community-based learning, the panelists will discuss how this pedagogy functions as a valid study abroad intervention enhancing students' local engagement, cultural learning, awareness of local social issues, and overall understanding of their host communities (Angers, France; London, UK and Dublin, Ireland). Discussion will include lessons learned and community partner perspective on student involvement in local agencies.

The Graying of America's poll Workers: how to infuse new blood into the election process, *Jennifer M. Flamboe, Alverno College, Milwaukee, Wisconsin, Sue Leister, Alverno College, Milwaukee, Wisconsin* - Milwaukee's poll workers have traditionally been stay-at-home moms who contributed to the community by working the polls on election day. As this generation of poll workers retires, there is a need for competent citizens to step up to the plate for this important job. Alverno College encourages students to become civically engaged by training them to become election poll workers, especially bi-lingual poll workers. Participants will receive strategies & resources for engaging their students in this important function of the electoral process.

The Elon Gap Semester: An Innovative First-Year Experience, *Rex Waters, Elon University, Elon, NC* - During this session, presenters will discuss the development and debut of Elon's Gap Semester Program. Supporting an institutional priority to provide "strategic and innovative pathways in undergraduate education," the unique Gap Semester engages first-year students in a highly experiential transition to college. Learn about the process to create the program, collaborative efforts across the institution, curriculum design, implementation and assessment from the first two cohorts.

Connecting Global Learning to On-Campus Experience: The Goucher College Senior Leadership Capstone, *Jennifer White, Goucher College, Baltimore, MD, Stacy Cooper-Patterson, Goucher College, Baltimore, MD, Cynthia Terry, Goucher College, Baltimore, MD* - Experiential learning abroad can remain a stand-alone experience without concrete opportunities to reflect on that learning and integrate the sojourn abroad into the student's comprehensive undergraduate experience. This interactive session highlights collaboration between student affairs, academic affairs and spiritual life at Goucher College in an effort to foster student reflection on the role of global learning in leadership development. Participants will have the opportunity to design a customized program based on the concepts presented.

2:10pm 3:10pm

60- Minute Workshops:

Maximizing The Potential For Experiential Learning Abroad: Two Case Studies In International Education, *Ana Martínez Fernández, PhD, CEA, Barcelona, Spain, Stephanie Shaker Sullivan, California Lutheran University, Thousand Oaks, CA* - The changing dynamics of millennial abroad students pose new challenges for experiential learning. How can we adapt? This session will share two case studies from short-term and one-semester programs in which specific strategies were employed to effectively engage students in experiential learning while in the host cultures. Results from surveys and coursework will be showcased. Participants will be encouraged to share best practices and discuss desired educational outcomes in a variety of international program models.

Reframing International Development: Expanding Capabilities Through An Experiential Learning Model, *Maria Cseh, George Washington University, Washington, DC* - Scholars, practitioners, and policy experts agree international development (ID) is seriously and comprehensively underperforming. Achievement of the Millennium Development Goals is unattainable. Reform proposals reside within the dominant framework of economic development. The Human Development Capability Approach with its focus on capabilities and well-being recognizes the importance of experiential learning but insufficiently addresses it. This workshop explores a practical, sustainable framework for prioritizing citizen engagement through experiential learning in ID through dialoging and diagramming exercises.

Looking Without Seeing: Cultivating Observation, *Michael True, Messiah College, Mechanicsburg, PA* - The participant-observer concept has been a part of experiential education for many years. What has been emphasized in recent years is the participant aspect, with less attention paid to the wealth of information that can be collected and reflected upon through observation. This workshop seeks to address that imbalance by looking at what good observation entails and how one can improve their skill in this area.

Service-Learning Faculty And Community Development: Expanding Our Reach In The Academy And Community, *Mindi B. Levin, Johns Hopkins University, Baltimore, MD, Elizabeth Doerr, Johns Hopkins University, Baltimore, MD* - Johns Hopkins University's SOURCE, the community service and service-learning center for the health professional schools, has successfully supported faculty and community partners through its SOURCE Service-Learning Faculty and Community Fellows Program. Fellows are trained together to integrate service-learning pedagogy into academic courses while simultaneously responding to community-identified needs. This workshop will provide a program overview, offer successful examples, discuss key values and approaches, and articulate the benefits of a joint cohort model.



Schedule of Events and Speaker Abstracts

Wednesday, October 1, 2014

3:15pm

4:15pm

60-Minute Workshops:

Global Success From Campus Partnerships: Maximizing Experiential Learning Opportunities Beyond Your Borders, *Gihan Fernando, Executive Director, American University Career Center, Washington, DC, Brian V. Rowe, Director of Experiential Education, American University Career Center, Washington, DC* - Students often arrive on campus with expectations of access to opportunities and experiences that will take them far beyond the campus community. Increasingly multiple university offices must collaborate to provide the widest range of options for students who seek international opportunities. The Career Center at American University actively partners with other campus units to contribute to the success of students in accessing the widest array of quality opportunities possible.

Applying Experiential Learning Across Boundaries, *David Rylander, Texas Woman's University, Denton, TX, Cynthia Maguire, Texas Woman's University, Denton, TX* - Case examples will be presented for (a) experiential learning (EL) in a SENCERized (www.sencer.net) sustainability certificate program that is interdisciplinary and includes EL components inside and outside the classroom, and (b) experiential and service learning in a foreign country (Belize) that includes curricular and extracurricular components. The workshop includes full group and small group interactive exercises to illustrate learning concepts and help deal with challenges of bridging disciplinary, community and global/cultural boundaries.

Nuts And Bolts: Using Reflection Essays To Assess Learning For High Impact Practices, *Jennifer M. Blaney, Roanoke College, Salem Virginia, Richard Grant, Roanoke College, Salem Virginia, July Lyon, Roanoke College, Salem Virginia, Kimberly Filer, Roanoke College, Salem Virginia* - To achieve the goal of liberal education, learning outcomes must be connected to high-impact practices. But, emphasizing practices for all students is only part of high-quality education; we need to know what students are learning from these experiences and improve experiences to maximize learning. We will present our model for student reflection and possible ways for translating essays into assessment data: using a rubric and an innovative system to automate an inductive qualitative coding approach.