

WELCOME FROM NSEE'S PRESIDENT AND CONFERENCE CHAIR

Dear Colleagues,

On behalf of the National Society of Experiential Education and the Annual Conference Committee, we welcome you to our 44th annual conference in beautiful St. Pete Beach, Florida. The NSEE Annual Conference is one of the major professional development events of the year for experiential educators so we are very pleased to have you with us. Our annual conference provides members and guests the opportunity to connect with peers in a focused learning environment to share perspectives, effective practice and program innovations. The network of friends and colleagues you develop here help us all in our continued professional work. As such, we look forward to three days of learning, networking, and professional development with you here in St. Pete Beach.

The theme of our 2015 conference theme is *Experiential Education for the 21st Century: Preserving High Impact Practices in a Digital & Virtual World*. Teaching and learning today take place in a fast-paced and ever-changing landscape of technology, information, social media and global connectivity. The many forms of experiential education — internships, service learning, education abroad, co-ops, project work, or undergraduate research — are no exception. Embedding high-impact teaching practices into our educational programs and providing students with concrete and authentic learning experiences in which they can reflect, conceptualize, and actively experiment — these are the challenges we face in a digital world where students spend ever more time and energy within virtual spaces, online platforms and social networks. Whether carried out across the oceans or across the tracks, today's experiential education programs — if they are to be effective and lead to meaningful learning and personal development — must respond to the many challenges and very great opportunities that a wireless and often virtual world of connectivity and information present to experiential teachers and learners. As educators in this new world informational order, we face a singular challenge: how best to preserve the high-impact experiential teaching and learning practices that we know work and which research continues to demonstrate. The opportunity before us — how to integrate these new technologies into established high-impact practices intelligently, authentically, and reflectively — holds out the promise that successful strategies in program design and delivery will strengthen experiential education for the 21st century. Thank you for joining us in exploring this fascinating subject.

Our opening keynote speaker will be Terry Doyle, author, nationally recognized educational consultant and Professor of Reading at Ferris State University, whose most recent publication is *Learner Centered Teaching: Putting the Research on Learning into Practice*. He will share most recent research on learning and how those findings may be applied to the work we do with our students and to the improvement of our program offerings.

For our second keynote address, we are most pleased to have Dr. David Kolb join us to share his thoughts on experiential learning and its application to current and future trends in experiential education. David is of course one of the major learning thought-leaders in our field and we are exceedingly pleased that he has made time to be with us. In the spirit of the conference theme of the digital and virtual world in which experiential education takes place, Dr. Kolb will be joining us at our luncheon session from his home in Hawaii.

For a third year, NSEE will host the Presidents and Leaders Panel titled "*Preserving High Impact Practice*". The panel will feature a mix of educational professionals featuring **President Donal B. O'Shea** of New College of Florida, **Darren Cambridge, PhD, Director, Policy Research and Development** at the National Council of Teachers of English (NCTE), and **Donna Chamely-Wiik, PhD, Assistant Dean for Undergraduate Research, Undergraduate Studies, and Associate Scientist in the Department of Chemistry and Biochemistry** at Florida Atlantic University. Following the panel, take advantage of our Welcome Reception, meet the presidents and leaders, network with professional colleagues, and make new friends.

Be sure to attend the NSEE Awards Luncheon sponsored through the generous support of Northwestern Mutual. The luncheon celebrates the accomplishments of special individuals, organizations, and programs in experiential education. We also will recognize the winner of the 7th Annual William Burke Presidential Award for Excellence in Experiential Education, sponsored by The Washington Center for Academic Internships and Seminars (TWC). This award, given in memory of TWC's founder William M. Burke, recognizes a sitting college president who has made significant contributions to the field.

A special reception is planned and "*Conference Colleagues*" will be available to welcome and assist our new attendees. Numerous workshops and roundtable discussions, Special Interest Groups (SIG), and regional meetings offer opportunities to broaden your understanding and engagement on various experiential education topics.

We welcome you to St. Pete Beach and hope that you enjoy your time with us here at the National Society for Experiential Education.

James Colbert
NSEE President

Jim Walters
2015 Conference Chair

ABOUT NSEE: NATIONAL SOCIETY FOR EXPERIENTIAL EDUCATION



National Society for Experiential Education

Who We Are

NSEE is a nonprofit membership association of educators, businesses, and community leaders. Founded in 1971, NSEE serves as a national resource center for the development and improvement of experiential education programs nationwide. NSEE supports the use of learning through experience for intellectual development, cross-cultural and global awareness, civic and social responsibility, ethical development, career exploration and personal growth.
www.nsee.org

Vision

The Vision of the National Society for Experiential Education is the establishment of effective methods of experiential education as fundamental to the development of the knowledge, skills and attitudes that empower learners and promote the common good.

Mission

The mission of the NSEE is to cultivate educators who effectively use experiential education as an integral part of personal, professional, civic and global learning.

In pursuit of this mission NSEE members work actively to:

Goal 1: Support the professional development and leadership skills of educators to advance the vision of the Society. [Education]

This focus area includes the organizational functions products and services that cultivate members' growth and leadership through increased understanding, awareness, knowledge, skills and attitudes related to experiential education.

Goal 2: Engage in research, and share theory and the application of principles of effective practice. [Scholarship]

This broad focus area includes the development of work that advances theoretical and practical knowledge (practices, innovations, etc.) and includes the dissemination of work through presentations, publications, and other activities.

Goal 3: Advocate for the infusion of effective experiential learning throughout the educational system and its value in the community. [Communication/Networking]

This focus area includes communicating with members and the larger community (i.e. networking at conferences and through regions and special interest groups, web presence and engagement, communication from NSEE to members regarding updates, initiatives, news, calls to action, etc.)

Schedule At A Glance

Sunday, October 4, 2015

1:00 pm – 5:30 pm Board of Directors Meeting

Monday, October 5, 2015

7:30 am – 6:30 pm Registration Open

8:00 am – 11:30 am Pre-Conference Workshops: Track 1*

11:30 am – 12:15 pm Pre-Conference Workshop Box Lunch

12:15 pm – 3:45 pm Pre-Conference Workshop: Track 2*

4:00 pm – 5:00 pm Welcome to NSEE

5:15 pm – 7:00 pm Presidents and Leaders Panel

7:00 pm – 8:00 pm Welcome Reception

Tuesday, October 6, 2015

7:00 am – 5:00 pm Registration Open

7:00 am – 8:00 am 2016 Conference Planning Committee Meeting (All Welcome)

7:00 am – 8:00 am Regional Chairs Meeting

7:45 am – 8:45 am Continental Breakfast & Roundtable Meetings

9:00 am – 10:30 am Keynote Session

10:30 am – 10:45 am Reflection Break

10:45 am – 12:15 pm 90-Minute Workshops

12:30 pm – 2:30 pm Awards Luncheon & Keynote Presentation

2:45 pm – 3:45 pm 60-Minute Workshops

3:45 pm – 4:00 pm Reflection Break

4:00 pm – 5:00 pm 60-Minute Workshops
Open Evening

Wednesday, October 7, 2015

7:00 am – 5:00 pm Registration Open

7:00 am – 8:00 am Professional Development Committee Meeting

7:30 am – 8:30 am Continental Breakfast & Roundtable Meetings

8:30 am – 10:00 am 90-Minute Workshops

10:10 am – 11:10 am 60-Minute Workshops

11:10 am – 11:30 am Reflection Break

11:30 am – 12:30 pm 60-Minute Workshops

12:30 pm – 1:30 pm SIG & Regional Meeting Lunch

1:30 pm – 2:30 pm 60-Minute Workshops

2:45 pm – 3:45 pm 60-Minute Workshops

4:00 pm – 4:30 pm Annual Business Meeting and Closing

* Denotes an additional fee. EEA Committee responsible for planning Pre-Conference workshops.



National Society for Experiential Education

NSEE Standards and Ethical Practice

The best forms of experiential learning are framed by guidelines that serve all parties involved but which put learning first. To this end, NSEE developed in 1998 Eight Principles of Good Practice for All Experiential Learning Activities which outline the conditions, steps and actions necessary for designing successful environments for impactful experiential teaching and learning.

Similarly, NSEE has adopted seven Guiding Principles of Ethical Practice for experiential educators which highlight the importance of upholding the highest ethical standards at every level of the experiential learning process. Since the founding of the Society, the Board of Directors, staff, and membership have been governed by policies and practices that guide ethical actions, relationships, and decisions. Both foundation documents are available on the NSEE website: www.nsee.org.

The EEA Academy

The key to achieving NSEE's mission is enhancing the professional development of its members and being a national leader in advancing experiential education as a field and a profession. To accomplish these goals, NSEE has created the Experiential Education Academy (EEA).

The Goals of the EE Academy are to:

- To provide to NSEE members with a foundation in theory and practice of experiential education;
- To support members so that their programs meet the principles of effective practices identified by NSEE;
- To facilitate new member access to the expertise and knowledge of accomplished members;
- To create opportunities for members to develop the knowledge, skills, and competence that will strengthen experiential education within their institutions.

For newcomers to the field, the Academy provides the opportunity to become well grounded in the foundations of experiential theory, principle, and practice. For the mid-career to more accomplished practitioners, workshops are offered that probe 'beyond the basics' and delve into special issues. Topics of universal appeal such as legal issues in experiential education and assessment of learning are also integral parts of the Academy. EEA workshops are offered prior to the NSEE annual conference and in regional institutes throughout the year.



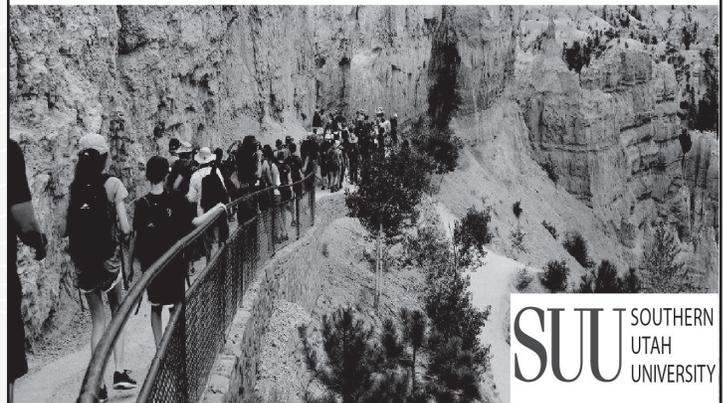
"Explore. Evolve. Achieve!"

Experiential Learning Leadership Institute

ELLInstitute.org

June 27 to June 30, 2016

Present Your Work • Zion National Park • Bryce Canyon
Utah Shakespeare Festival • NSEE Workshops • Cedar Breaks



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UTAH
UNIVERSITY

CONFERENCE INFORMATION

Meal Functions

Preconference registrants will receive a ticket for lunch on Monday during the preconference workshops. If you purchased additional meal tickets in advance, they are included in your registration packet. Meal tickets will be collected for the preconference workshop lunch only.

For all full conference registered attendees, your badge will provide you access to each event. There are five meal functions that are included in your registration fee. If you purchased a one-day only, you will be admitted to meals on that day only. Guest Registrations may be purchased should you wish to bring a guest.

SIG/Regional Geographic Meetings

Special Interest Groups and Regional Meetings allow members and registrants to share resources, research and to introduce and discuss topics of current interest. These groups will meet over the lunch break on **Wednesday, October 7, 2015 from 12:30 PM – 1:30 PM** in the Grand Ballroom. Signage will be placed on the tables so attendees with similar interests may converse over lunch, please see the list below:

SPECIAL INTEREST GROUPS [SIG]:

AC	Arts and Culture
AER	Assessment, Evaluation and Research
AL	Active Learning in the Classroom
CD	Career Development
CEI	Cooperative Education and Internships
DD	Deliberative Democracy, Environmental Studies and Social Justice
EA	Education Abroad
SL	Service-Learning

REGIONS:

Midwest
Mid-Atlantic
Northeast
Southern
Western

New Member Networking Opportunities

Welcome to NSEE!

Welcome, we are glad you are here! If this is your first NSEE conference, please attend “NSEE New Member Welcome” on **Monday, October 5 at 4:00 PM** in the King Charles ballroom. Fasten your seatbelts! You are approaching an exhilarating learning curve and we are all here to help you find your niche in NSEE.

Conference Presentation Format Descriptions

EEA Academy Workshops are formal half-day pre-conference workshop led by EEA trainers. To earn the EEA Certificate of Achievement, enrollees must complete six workshops. EEA workshops are offered prior to the NSEE annual conference and in regional institutes throughout the year. Additional fees apply for each workshop. You may register for these workshops onsite at the registration desk.

Roundtable Sessions are 60 minute interactive discussions, held at roundtables during breakfast, and led by the presenters. The sessions are informal in nature and are intended to promote insights and conversation among participants. Breakfast tables normally accommodate no more than 8 to 10 people.

60 or 90 Minute Sessions are formal presentations covering a wide range of topics applicable to experiential and followed by discussion and questions.

Reflection Breaks are opportunities to converse with colleagues about effective practices and prospective research, and visit with conference exhibitors

CONFERENCE INFORMATION

Evaluation Forms

In support of sustainable practice in experiential education, NSEE will ask you to complete the overall conference evaluation online following the conference. For each individual session an electronic poll-now form will be advertised at the close of presentations, so participants may provide the speakers feedback about their experience.

Attending Sessions

As a courtesy to presenters and attendees, please mute cell phones turned during session presentations. In addition, by order of the Fire Marshall, we cannot exceed room capacity. Attendance is on a first-come, first served basis. If a session is full, late-comers will be directed to other sessions.

Registration

The registration desk will be located on the **5th Floor Foyer** and open during the following times:

Monday	October 5, 2015	7:30 am	–	6:30 pm
Tuesday	October 6, 2015	7:00 am	–	5:00 pm
Wednesday	October 7, 2015	7:00 am	–	5:00 pm



**EXPERIENTIAL
EDUCATION
ACADEMY**

BECOME AN NSEE REGIONAL CENTER

Become an NSEE Regional Center and bring the Experiential Education Academy to your faculty and staff by hosting NSEE Professional Development Institute **ON YOUR CAMPUS!**

Benefits:

- Hosting EEA Professional Development Institutes on your campus for your faculty, staff, and administrators
- Ensuring that your faculty and staff have more frequent and convenient opportunities to achieve the EEA Certificate of Foundations in Experiential Education
- Building networks among experiential educators for professional enhancement

For additional information contact: **RON KOVACH**, Partnership Coordinator & NSEE Past President at EEAcademy@nsee.org.

SCHEDULE OF EVENTS: MONDAY, OCTOBER 5, 2015

7:30 am – 6:30 pm

Registration

5th Floor Foyer

8:00 am – 11:30 am

Pre-Conference Workshops *(additional fee for each workshop, may be purchased at registration desk)*

FUNDAMENTALS OF EXPERIENTIAL EDUCATION

North Terrace

Participants in this workshop will explore the theoretical and philosophical roots of experiential education and the principles of good practice fundamental to all types of experiential learning. Participants will have an opportunity to actively explore the implications and applications of this information, and to identify the resources available for continued professional development and specific use in their programs.

ABOUT THE PRESENTER:

Sheri Dressler directed the Office of Experiential Learning at the University of Central Florida for 30 years while also instructing graduate courses in the Counselor Education department. The programs she developed, which assist over 20,000 students annually in cooperative education, internships, and service-learning, earned the “Program of the Year” award from NSEE and two “Engaged Campus” awards from Florida Campus Compact. Sheri has published in the field, held leadership positions on national and state professional boards, and given presentations and workshops nationally and internationally on student learning outcomes, program development, and assessment. She has been recognized for her leadership by NSEE and CEIA and currently serves on the NSEE Board of Directors.

STRENGTHENING EXPERIENTIAL EDUCATION WITHIN YOUR INSTITUTION

Buena Vista

NSEE has pioneered the area of strategic planning related to the process of institutionalizing the full range of experiential education into educational and community institutions. This workshop addresses seven critical factors that need initial and ongoing attention: mission and values; curricular integration; faculty involvement; quality assurance and assessment; administrative infrastructure; budget integration; and strategies for change. Participants will examine alternative strategies and collaborate with one another in identifying appropriate approaches for their respective institutions/organizations.

ABOUT THE PRESENTER:

Greg Lorenz is the Chair of the College of Arts & Sciences and Associate Dean of Academic Affairs for Johnson & Wales University (JWU), Denver. His approach is continually informed by a number of factors including his experiences as a faculty member, administrator, and educator in a variety of areas, such as experiential education, leadership development, and career development. In his previous role as Dean of Experiential Education for JWU, Greg focused on the strategic, academic, and policy-related components of the JWU internship program, which served 4100 students per year. His responsibilities also included re-engineering experiential education and overseeing a university-wide, comprehensive internship assessment system as part of the University’s strategic plan. Greg serves on the board of directors for NSEE.

LEGAL ISSUES IN INTERNSHIPS & EXPERIENTIAL EDUCATION

Del Prado

This workshop examines the broad range of legal issues that arise in administering experiential learning programs, with particular emphasis on the reciprocal rights and responsibilities of the school, work-site, and student. Key issues such as student, school and work-site liability, risk management (including waivers, assumption of risk and insurance), protecting and accommodating student rights (including discrimination and ADA compliance), tax and compensation consideration, contractual obligations, and issues arising out of the use of public funds, will be examined. Time will be allotted for participants to engage in a discussion of these issues, as well as explore the application of legal issues to their specific programs in a “legal clinic” format.

ABOUT THE PRESENTER:

Eric Fink teaches in the areas of civil procedure, administrative law, law & social research, employment law, and professional responsibility at Elon University. His research examines legal problems, institutions, and practices from a sociological perspective; his current projects include studies of legal consciousness and dispute resolution in the “Second Life” virtual world, law student participation in online social networks, and the formal and informal regulation of recreational fishing. He has a Bachelor’s degree from The Johns Hopkins University, a Master’s degree in sociology from the London School of Economics, and a law degree from New York University School of Law, and was a doctoral student in sociology at the University of Chicago.

REFLECTION: MAKING THE EXPERIENCE EDUCATIVE

South Terrace

While experiences are the first E in experiential education, it is through reflection that the learning takes its root and makes lasting changes. According to Kolb, learning is a process where knowledge is created through the transformation of experience. Reflection is integral to that transformation. This workshop will explore methods of guiding students to be more reflective in their experiences and following their experiences: the use of journals in reflection and models for conducting regular seminars promoting reflection and reflective conversation.

ABOUT THE PRESENTER:

Eugene J. Alpert, Ph.D. is senior vice president emeritus of The Washington Center for Internships and Academic Seminars, where he was instrumental over 20 years in establishing the organization as a major leader in experiential education. Starting fall 2015, he is vice president at the Osgood Center for International Studies, a nonprofit organization that provides experiential education programs for college students in Washington, D.C.

A former political science professor at Texas Christian University, he left academia in 1993 to oversee The Washington Center’s academic programs and services. He created the only national academic programs on site at the national political conventions and ran the largest academic presidential inauguration programs for college students in the country. He is the recipient of numerous awards in experiential education and was responsible for writing the first contextual statement for the internship program standards approved by the Council for Standards in Higher Education. A member of NSEE since 1979, Gene is also a former president of NSEE and was among the longest serving board members in the organization’s history—ten years.

SCHEDULE OF EVENTS: MONDAY, OCTOBER 5, 2015

CREATING QUALITY INTERNSHIPS: BEST PRACTICES FOR BUSINESS, GOVERNMENT & NON-PROFIT ORGANIZATIONS

Executive Boardroom 3

This workshop will focus on several issues that business, government and non-profit organizations need to recognize in order to develop a quality internship program. Each of these organizations is key to educating future professionals and enhancing the effort of workforce development. This workshop will help each participant develop a quality internship program that will meet both the needs of the organization and train our future leaders. Additionally, this session will deal with many of the common issues faced by internship coordinators on college and university campuses. Topics will include: how internships can positively benefit organizations; preparation; recruiting and managing interns; important concerns of interns; legal issues; providing a good orientation; evaluating the intern; the concept of self-directed learning; college learning contracts; etc.

ABOUT THE PRESENTER:

Marianna Savoca directs the Career Center at Stony Brook University, whose services include internships, co-op, student employment, community service-learning, career development, and corporate recruitment. Ms. Savoca proudly points to Stony Brook University's new general education curriculum which now includes an experiential component and to her work on the advisory board of the SUNY Applied Learning Initiative. Ms. Savoca received the NSEE Rising Leader Award and the SUNY Chancellor's Award for Excellence in Professional Service. She holds degrees from SUNY Binghamton and Indiana University and hopes to complete her doctoral dissertation this fall.

8:00 am - 11:30 am

Pre-Conference Coffee Break

5th Floor Foyer

11:30 am - 12:15 pm

Pre-Conference Box Lunch

King Charles Ballroom

12:15 pm - 3:45 pm

Pre-Conference Workshops *(additional fee for each workshop, may be purchased at registration desk)*

STRATEGIC PLANNING FOR EFFECTIVE EXPERIENTIAL EDUCATION PROGRAM DESIGN

Del Prado

This interactive workshop, geared towards intermediate and advanced level practitioners, will focus on models of effective experiential education programs, program implementations and program management. Participants will consider what "best practice" means in their environment and what should go into the design of an ideal program.

ABOUT THE PRESENTER:

Al Cabral is Associate Professor of Management and Director of Graduate Management Programs at Nazareth College of Rochester. In his previous role as Director of Internships, Al developed and coordinated a campus-wide centrally-coordinated internship program involving 150 students from 15 majors annually. In addition, he chaired the College's Campus Compact Committee, which planned and implemented the institution's civic engagement mission. Between stints at Nazareth, Al served as a career services advisor on the Career Assessment and Skills Development Team at Rochester Works!, the Career One Stop Center in Rochester NY. Al is a former president of NSEE.

ASSESSMENT 101: IDENTIFYING, UNDERSTANDING & APPLYING OUTCOMES ASSESSMENT IN EXPERIENTIAL LEARNING

North Terrace

This workshop will introduce beginners to the fundamentals of assessment in experiential learning settings and provide intermediate level assessment training for practitioners beyond the beginner's level, who seek to improve their outcomes assessment skills. The primary goal is to assist participants in the development of an outcomes assessment plan to use at their own institution. Employing a hands-on, active learning approach, this workshop will include a mix of presentation, applied tasks, small group work, and interactive discussion.

ABOUT THE PRESENTER:

James Colbert has 25 years of higher education teaching and administrative experience at three institutions. He has served as Science Department Chair, Program Director, and now as Assistant Vice President for Academic Affairs. Throughout his career he has developed skills in assessment and evaluation of student learning outcomes and institutional effectiveness. As Director of the Experience Your Education (EYE) Program at Lander University, Dr. Colbert was responsible for implementation of anew experiential education program. In this role he has presented numerous workshops on the EYE Program at Lander University and at regional and national conferences. Lander University's EYE Program was selected for the Experiential Education Program of the Year Award by the National Society for Experiential Education (NSEE) in October of 2010. At Lander University, Dr. Colbert manages the Academic Success Center, and Student Support Services and works with the Provost on issues relating to enrollment, retention, and accreditation.

SCHEDULE OF EVENTS: MONDAY, OCTOBER 5, 2015

NSEE PRINCIPLES OF ETHICAL & BEST PRACTICE FOR EXPERIENTIAL EDUCATORS

South Terrace

Workshop participants will examine two NSEE foundation documents, the *Guiding Principles of Ethical Practice* and *Principles of Best Practice in Experiential Education*. The goal is to develop a deep understanding of these principles through both a theoretical examination of the contents and a hands-on experiential component where participants will be given an opportunity to generate ideas specific to their own programs

ABOUT THE PRESENTER:

Stephanie Thomason specializes in international human resource management, cross-cultural organization behavior and strategic human resource management. She serves as the president elect of the board of the National Society of Experiential Education. She has published or presented more than 40 articles in peer-reviewed journals, textbooks, and national and regional conferences. Her publications can be accessed from journals such as *Human Resource Management*, *International Journal of Selection and Assessment*, the *Journal of Cross-Cultural Psychology*, the *Journal of Global Information Management*, the *International Journal of Innovation Management*, the *Case Journal* and the *Journal of Small Business and Entrepreneurship*. She has presented seven papers at the Academy of Management Annual Conferences, along with a variety of other international and regional conferences. Prior to entering academia, she owned and operated several family-run businesses with multiple storefronts in South Florida. She additionally worked in the real estate, media and educational publishing industries.

TEACHING AND LEARNING EXPERIENTIALLY

Buena Vista

This EEA elective workshop will focus on how to establish guidelines for courses and programs to fulfill experiential learning requirements: learning goals and objectives; academic integration; reading and writing assignments; outcomes; evaluation and assessment; designing the experiential components; numbers of hours in class and out of class; reflection. Using and applying the Eight Standards of Good Practice for All Experiential Learning Activities will be stressed (internship, co-op, service-learning, study abroad, practicum, etc.). Participants will work in groups to construct course syllabi which incorporate experiential learning components and meet established guidelines.

ABOUT THE PRESENTER:

Pam Brumbaugh is entering her 30th year as Director of Experiential Education and Assistant Professor at the Elon University Student Professional Development Center, where she has worked to help develop and refine Elon's Experiential Learning Requirement (ELR), with a focus on internships and co-ops. Much of the information and insight utilized in building the ELR program resulted from Elon's long-time NSEE membership. Pam has served as the chair for the NSEE EEA Committee, and served on the NSEE Board of Directors for eight years.

2:00 pm – 2:30 pm

Pre-Conference Coffee Break

South Terrace Arcade

4:00 pm – 5:00 pm

Welcome to NSEE

King Charles Ballroom

Have you ever gone to a conference and felt like the new kid in class? No worries. The NSEE Newcomers workshop is designed for first-time participants at the NSEE annual conference. We will bring you up to speed on the organization, offer opportunities for involvement and leadership, and help you maximize your participation in the conference.

5:15 pm – 7:00 pm

Presidents and Leaders Panel

King Charles Ballroom

“PRESERVING HIGH IMPACT PRACTICE”

For a third year, NSEE will host the Presidents and Leaders Panel featuring **President Donal B. O’Shea** of New College of Florida, **Darren Cambridge, PhD, Director, Policy Research and Development** at the National Council of Teachers of English (NCTE), and **Donna Chamely-Wiik, PhD, Assistant Dean for Undergraduate Research, Undergraduate Studies, and Associate Scientist in the Department of Chemistry and Biochemistry** at Florida Atlantic University.

THE PRESENTERS:



President Donal B. O’Shea
New College of Florida



Darren Cambridge, PhD
Director, Policy Research and Development
The National Council of Teachers of English (NCTE)



Donna Chamely-Wiik, PhD
Assistant Dean for Undergraduate Research, Undergraduate Studies, and Associate Scientist in the Department of Chemistry and Biochemistry
Florida Atlantic University

7:00 pm – 8:00 pm

Welcome Reception

Sunset’s Pavilion

SCHEDULE OF EVENTS: TUESDAY, OCTOBER 6, 2015

7:00 am – 5:00 pm	Registration Open	5 th Floor Foyer
7:00 am – 8:00 am	Regional Chairs Breakfast Meeting	Sea Porch
7:00 am – 8:00 am	2016 Conference Planning Committee Meeting	Sea Porch
7:45 am – 8:45 am	Continental Breakfast & Roundtable Sessions	Grand Ballroom

TECHNOLOGY IN HIGH SCHOOL EXPERIENTIAL LEARNING: BLESSING OR CURSE? (AL, AER)

As high school students go out into the world to experience internships, service learning, or travel, technology is essential to assist in reflection, guidance, and assessment. Online journaling and communication can be the way to go! But what happens when technology fails through program glitches, absence of wi-fi, or the student or teacher's lack of troubleshooting ability? Come hear about one school's technology adventures and be ready to share your own.

PRESENTER: **Julie Burchett**, Webster Groves High School, St. Louis, MO

ENGAGING IN ENGAGEMENT: CREATING A CAMPUS CLIMATE THAT SUPPORTS EXPERIMENTAL LEARNING (CEI, CD)

The University of Arizona has recently embarked upon an initiative to ensure the engagement of 100% of their undergraduate student body of over 31,000 students. Doing so presents both exciting opportunities as well as logistical challenges including garnering support from the faculty. This presentation will discuss the evolution of the UA's 100% Engagement Initiative from its inception to implementation, including strategies for creating collaboration and support for system-wide cultural change around your engagement efforts.

PRESENTERS: **Vincent Del Casino**, University of Arizona, Tucson, AZ; **Mary Frances Kuper**, University of Arizona, Tucson, AZ

HOW THE NSEE EIGHT PRINCIPLES ALIGN WITH THE FULBRIGHT INTERNATIONAL EDUCATION ADMINISTRATORS PROGRAM IN GERMANY (SL, AER)

The U.S. - Germany Fulbright International Education Administrators Program enables selected US administrators the opportunity to attend a two-week fully-funded seminar to learn about the German higher education system. Attend this session to learn more about the application process, the parallels of the NSEE Eight Principles as it relates to the seminar as well as how the digital age is impacting global education, specifically in Germany.

PRESENTER: **Jill Burya**, Columbia University, New York, NY

AUTHENTIC RESEARCH PROJECTS AND COMMUNITY ENGAGEMENT IN THE CLASSROOM: DO THE PROFESSOR'S TENURE STATUS, DISCIPLINE, AND CLASSROOM SIZE MAKE A DIFFERENCE? (AL, SL)

We surveyed AACSB accredited schools to quantify the experiential education practices. Our results indicate that students are more likely to engage with the community and complete required authentic research projects in qualitative business disciplines. Term faculty further appear to be engaging students with the community and requiring authentic research projects to a greater extent than tenured faculty. Finally, students in smaller class sizes are benefiting from greater community engagement and authentic research projects.

PRESENTERS: **Stephanie Thomason**, The University of Tampa, Tampa, FL; **Samantha Taranto**, The University of Tampa, Tampa, FL; **Nicole Taranto**, The University of Tampa, Tampa, FL; **Speros Margetis**, The University of Tampa, Tampa, FL

EE AND GLOBAL CONNECTIVITY (EA, CEI)

As we know, experiential learning may take students out of the classroom, off campus, or across the globe for weeks or months at a time. Time away from campus is a disincentive to engaging experiential learning because students lose ground with key core curriculum or major requirements. In this roundtable we offer models and facilitate sharing of experiences with means of keeping abreast of core, major, or sequenced courses through electronic distance learning strategies.

PRESENTER: **Scott Blair**, Transnational Learning Consulting LLC, Paris, France

VIRTUAL EXPERIENTIAL LEARNING: FROM PROGRAM DEVELOPMENT TO STUDENT SUCCESS (CEI, AL)

The conceptual framework of a virtual experiential learning model focused on building mutually beneficial relationships between business partners, students, and academic institutions is introduced. Curricular and assessment best practices for guiding students in the connection of theory and practice via real-world experience is shared. The road mapping process used in teaching and mentoring students for Gainful Employment is discussed.

PRESENTERS: **Dr. Sean Doyle**, Kaplan University, Ft. Lauderdale, Florida; **Kevin Cojanu**, Kaplan University, Ft. Lauderdale, Florida

SCHEDULE OF EVENTS: TUESDAY, OCTOBER 6, 2015

GETTING IT RIGHT: THE DEVELOPMENT AND EVOLUTION OF AN INTERNSHIP COURSE (EA, CEI)

Learning Through Internships (LTI) is a CAPA course that accompanies and enhances the internship experience. It is probably one of the most challenging courses to offer. It has to be very good, relevant, interesting, challenging, accessible, and beneficial. Students typically want the internship without the course. LTI will be presented as a highly successful, technology-enabled case study. Other participants will share their experience of the challenges and successes of offering an internship course.

PRESENTER: **Marianna Savoca**, Vice President for Academic Affairs CAPA International Education

BRIDGING THE GAP BETWEEN ADMINISTRATOR & FACULTY EXPECTATIONS IN EDUCATION ABROAD (EA)

How do universities encourage faculty to engage the more difficult experiential education abroad path and help eliminate the easier study tour? Faculty find themselves in a minefield of expectations on the way to building a successful experiential program abroad, feeling undermined by the sea of administrative requirements. Administrators are quick to point to field standards governing their operations. How many faculty give up because there is too little administrative support and too many administrative hoops?

PRESENTERS: **Melanie McCallon Seib**, Murray State University, Murray, KY; **Kathy Callahan**, Murray State University, Murray, KY

A STUDY ABROAD IN POSTMODERN BELIZE: PAYPHONES TO FACETIME (DD, EA)

A Bridge to Belize was established in 2006 as a short-term study abroad that is grounded in an experiential learning model focusing on environmental sustainability and cultural diversity. This presentation will focus on how rapid technological changes over the past decade in Belize have hindered and enhanced the "Being There" aspect of the study abroad. The presentation will also demonstrate how Facebook has been used as a web-based learning management system.

PRESENTER: **Darien Ripple**, University of Baltimore, Baltimore, MD

SAY AHHH - NURSING STUDENTS LEARNING BY DOING: STUDENTS TEACHING STUDENTS ASSESSMENT AND COMMUNICATION SKILLS (AER, CD)

Senior level nursing students built upon embedded course activities utilizing simulation and technology to strengthen their personal assessment and communication skills. The senior students then mentored junior level students in learning these skills in a lab environment, and again with patients at a children's hospital. The experiential experience reinforced the skills of both levels of students. The project provided an enriched learning environment, as indicated from the reflections of students and observations of the instructors.

PRESENTERS: **Dr. Cecilia Elaine Wilson**, Texas Woman's University, Dallas, TX; **Debra Nolan**, Texas Woman's University, Dallas, TX

NEW CAREER INITIATIVES THROUGH A NEW STRATEGIC DIRECTION (CD, CEI)

As a cornerstone of the new strategic plan, Career Development is part of a new initiative providing professional development from first-year through senior year and beyond. We are charged with assisting students with their professional development by launching the comprehensive initiative CORE: Careers, Opportunities, Research, and Exploration. This department seeks to provide developmentally responsive services for students from the beginning of their vocational journey through the end of their college experience and beyond.

PRESENTER: **Karen M. Petersen**, Augustana College, Rock Island, IL

HOW DOES ENGAGEMENT IN MULTIPLE EXPERIENTIAL LEARNING OPPORTUNITIES IMPACT STUDENTS? AND OTHER TOPICS OF DISCUSSION FROM A RECENT RESEARCH STUDY (CD, AER)

As higher education embraces varied forms of experiential education, new research questions emerge. One such question is whether an individual's participation in one experiential learning endeavor might impact the outcomes experienced in a subsequent experiential learning opportunity. A recent research study explored this, and related questions; the study's results yield interesting considerations for practitioners and researchers. This session will share key findings in order to facilitate a discussion about practical applications and future research directions.

PRESENTER: **Dr. Molly Hayes Sauder**, York College of Pennsylvania, York, PA

SCHEDULE OF EVENTS: TUESDAY, OCTOBER 6, 2015

SPEAKING “MILLENNIAL”: NEW MEDIA AS A PLATFORM FOR PROGRAM MANAGEMENT (CEI, CD)

In order to reach a wider variety of participants and to provide them with constant support, Global Experiences has developed a thorough digital media strategy allowing us to serve our interns 99% virtually. This presentation shares technology best practices for reaching Millennial interns for intercultural training and global career services before, during and after their international internship program. Effective program delivery requires knowing your audience and balancing their values with learning objectives and organizational capabilities.

PRESENTER: **Melissa Vivian**, Global Experiences, Annapolis, Maryland

DEVELOPING REAL WORLD SKILLS FOR ONLINE STUDENTS (SL, CD)

Since expanding its online courses, SLIS has had new challenges in balancing classroom theory with hands-on skills. Metadata design, digital preservation and creation of digital libraries all need some tactile projects in order to make the connections. Through the use of an extensive online lab and service-learning projects, the students have ventured into the national spotlight for projects and skills. The end result was to teach the students online collaboration and how to learn technology.

PRESENTER: **Kim Schroeder**, Wayne State University, School of Library and Information Science (SLIS) Detroit, MI

FACULTY PERCEPTIONS OF MENTORING WITHIN AN UNDERGRADUATE BUSINESS INTERNSHIP PROGRAM (CEI, CD)

This presentation will review the findings of a doctoral study that explored how internship faculty perceived mentoring within an undergraduate business internship program. This phenomenological study offered the unique perspective of internship faculty, as it relates to their instructional strategies, leadership and professional development approaches, and understanding of faculty mentoring. The findings of this research provide a deeper understanding of how internship faculty can contribute to student learning within an undergraduate business internship program.

PRESENTER: **Allisa D. Gilliean (Johnson)**, Ph.D. Rollins College, Winter Park, Florida

VALUE PROPOSITION = EXPERIENTIAL EDUCATION WITH AN INTEGRATED CAREER DEVELOPMENT MODEL (SL, AL)

Responding to research linking experiential education, career development, and skills employers are expecting new hires to possess, Nazareth College has created a career model that engages offices/departments across the College in addressing a common set of student outcomes relevant to career and professional development. Join the conversation of how a small liberal arts and pre-professional college can magnify its own roots in experiential education, remain relevant in a changing workplace, while producing successful graduates.

PRESENTERS: **Nuala Boyle**, Nazareth College, Rochester, NY; **Emily Carpenter**, Nazareth College, Rochester, NY; **Rachel Bailey Jones**, Nazareth College, Rochester, NY

ENRICHING THE INTERNSHIP EXPERIENCE: A NOVEMBER-TO-NOVEMBER MODEL OF FUNDED SUMMER INTERNSHIPS (CEI, CD)

Using The College of Wooster's November-to-November model of funded internships, this interactive session will facilitate discussion on student touch points with Experiential Learning staff, faculty mentors, and alumni contacts over three semesters. Participants will examine both the in-person and web-based components and have the opportunity to consider applicability to their campus.

PRESENTERS: **John Ramsay**, The College of Wooster, Wooster, Ohio; **Cathy McConnell**, The College of Wooster, Wooster, Ohio; **Ryan Ozar**, The College of Wooster, Wooster, Ohio

OFFERING WHAT THEY NEED - WHAT ANY EXPERIENTIAL PROGRAM MUST KNOW

ABOUT LEVERAGING COLLEGE INTERNSHIP PROGRAMS FOR LOW-COST EMPLOYEE RECRUITMENT (CD, CEI)

Ask yourself, do you know how much it really costs, in terms of time, resources and treasure for a professional employer to search, find, hire, train and bring into productivity, an intern or entry-level employee before the employer is able to reap any ROI? Learn how to train, motivate, prepare and effectively manage those Millennial participants in your experiential education program to offer an total-win for your professional partners and fulfill a critical workplace need.

PRESENTER: **Joshua Netzer**, University of Oregon, Portland, Oregon

SCHEDULE OF EVENTS: TUESDAY, OCTOBER 6, 2015

9:00 am – 10:30 am

Keynote Session

King Charles Ballroom

“A NEW PARADIGM FOR STUDENT LEARNERS”

Terry Doyle

The challenges facing American Higher Education cannot be solved by instructors alone. If educational outcomes are going to significantly improve in the U.S., it is essential that our students, both those who struggle and those who do well, learn how to be better learners. This session will discuss how the findings from neuroscience, cognitive science and biology research, over the past fifteen years, demand a new paradigm for student learners. This new paradigm requires two actions from students. The first is to prepare themselves for learning and second, is to apply the findings from brain research on how the human brain learns best to their learning and studying practices. The specific actions students need to take to adopt this new paradigm will be shared in this session.



ABOUT THE PRESENTER:

Terry Doyle is an author, nationally recognized educational consultant and Professor of Reading at Ferris State University where he has worked for the past 38 years. From 1998 to 2009 he served as the Senior Instructor for Faculty Development and Coordinator of the New to Ferris Faculty Transition Program for the Faculty Center for Teaching and Learning at Ferris State.

Terry has presented over seventy workshops on teaching and learning topics at regional, national and international conferences since 2000. During the past five years he has worked with faculty in Taiwan, Saudi Arabia, Pakistan, South Korea, Canada and faculty on one hundred and forty different colleges and universities across the United States on ways to develop a learner centered approach to teaching.

He is the author of the book *Learner Centered Teaching: Putting the Research on Learning into Practice* which was featured in the Chronicle of Higher Education's Selected New Books in Higher Education in 2012 and the book *Helping Students Learn in a Learner Center Environment: A Guide to Teaching in Higher Education* which was just translated into Mandarin and was originally published by Stylus, 2008. He is the co-author of the book *New Faculty Transition -An Ideal Program* published in 2004.

His newest book published in August 2013, co-authored with Dr. Todd Zakrajsek is titled *The New Science of Learning: How to Learn in Harmony with your Brain* and is written for college and high school students. It has been described as breaking new ground in helping students understand how learning happens and suggests a new paradigm for how students should prepare themselves for learning. The book was a finalist for the 2013 USA Best Book Award in the category of Education/Academic.

10:30 am – 10:45 am

Meet the Exhibitors and Refreshments

5th Floor Foyer

NSEE offers exceptional exhibitor opportunities to meet face to face with educators, students, educational institutions and organizations. Mix and mingle with our exhibitors (listed in the back of the program) while enjoying a cup of coffee or tea during the refreshment break.

10:45 am – 12:15 pm

Concurrent 90-Minute Workshops

MULTI-TIERED EXPERIENTIAL PRACTICES IN A PUBLIC HIGH SCHOOL (CEI, CD)

Del Prado

Linworth AP is in the 43rd 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 28th year as a teacher and his 4th year as the Teacher-Director at Linworth. He is also the father of three Linworth AP graduates.

PRESENTER: **Chris Hasebrook**, Teacher-Director, Linworth AP, Worthington, Ohio

LEARNING BY DOING: A CASE STUDY OF ONE INSTITUTION'S CHALLENGES AND INNOVATIONS IN IMPLEMENTING A QEP FOCUSED ON EXPERIENTIAL LEARNING (AER, AL)

North Terrace

This presentation highlights one university's initiative to implement, expand, and assess experiential learning institution-wide. Using the Quality Enhancement Plan (QEP) of Texas Woman's University as a case study, this session will include best practices in implementation and assessment of experiential learning across disciplines as well as "lessons learned." Strategies utilized to encourage faculty and staff participation in the plan will also be discussed.

PRESENTERS: **Dr. Kimberly Miloch**, Texas Woman's University, Denton, Texas; **Dr. Mark Hamner**, Texas Woman's University, Denton, Texas; **Dr. Robert Placido**, Texas Woman's University, Denton, Texas; **Dr. Joshua Adams**, Texas Woman's University, Denton, Texas

SCHEDULE OF EVENTS: TUESDAY, OCTOBER 6, 2015

DEWEY WAS RIGHT: IT IS NOT AN EITHER/OR SITUATION (AC)

South Terrace

Dewey suggested good education was not an either or situation. Both classroom learning and experiential learning were necessary for good education. So, it seems, is true of digital/on-line learning. Based on a four year study of a hybrid teacher education program, including classroom learning and on-line learning, face-to-face experiences proved to be most valuable with on-line experiences having important value, as well. In this session we discuss how and why there needs to be balance.

PRESENTER: **Robert Shumer**, U of Minnesota, Minneapolis MN

HOT-ROD YOUR STUDENT INFORMATION SYSTEM FOR OFF-ROAD EXPERIENTIAL LEARNING (AER, CD)

Buena Vista

Student information systems (SIS) allow institutions to gather, sort, filter, and report all kinds of important data like key program performance indicators and learning outcomes. Experiential learning often takes place outside of the classroom and on schedules that run independently of the academic calendar. This session presents a case study on the development and implementation of a custom-designed SIS bridge used to meet the needs of a project-based experiential learning program.

PRESENTERS: **Patrick Clarke**, Southern Utah University, Cedar City, UT; **Todd Petersen**, Southern Utah University, Cedar City, UT; **Jeb Branin**, Southern Utah University, Cedar City, UT; **Parker Grimes**, Southern Utah University, Cedar City, UT

12:30 pm - 1:30 pm

Awards Luncheon

Grand Ballroom

The NSEE Awards Luncheon
is sponsored by



The annual NSEE Awards Luncheon celebrates the field of experiential education and the amazing work done in the field by our members. An NSEE Award honors and puts the national spotlight on a program, person or organization making significant contributions to the field.

NSEE OUTSTANDING LEADER IN EXPERIENTIAL EDUCATION IN HIGHER EDUCATION AWARD

John Ramsay, PhD.

Associate Dean of Experiential Learning/Professor of Mathematics
The College of Wooster

NSEE OUTSTANDING EXPERIENTIAL EDUCATION PROGRAM AWARD

Southern Utah University

NSEE EXPERIENTIAL EDUCATION RISING LEADER AWARD

Joshua Netzer

Portland Senior Experience Internship Program Director
University of Oregon

JOHN S. DULEY LIFETIME ACHIEVEMENT AWARD

Pamela Brumbaugh

Director of Experiential Education
Elon University

WILLIAM M. BURKE PRESIDENTIAL AWARD FOR EXCELLENCE IN EXPERIENTIAL EDUCATION

The *National Society for Experiential Education* proudly presents this award, which honors the work of **William M. Burke**, the founding president of The Washington Center for Internships and Academic Seminars, thanks to a generous grant from the Washington Center. This award recognizes a sitting college or university president who has made significant contributions to experiential education and who exemplifies Bill's commitment to college students through support of experiential education on campus and in the community.

Bill Burke established *The Washington Center for Internships and Academic Seminars* in 1975 with the dream of providing college students from the United States and around the globe access to academic internships in Washington, D.C. NSEE has named **Dr. Sidney A. McPhee, President, Middle Tennessee State University** the winner of this award for 2015 for his contributions to experiential education. Dr. McPhee, one of many nominees for the honor, will receive the **William M. Burke Presidential Award for Excellence in Experiential Education**. The award consists of a \$2,000 scholarship to benefit a student at **Middle Tennessee State University** for his or her participation in an experiential program.



NSEE would like to give special thanks to the Washington Center for their contribution towards this award.

Keynote Session immediately following Awards Luncheon...

SCHEDULE OF EVENTS: TUESDAY, OCTOBER 6, 2015

1:30 pm – 2:30 pm

Keynote Session *Virtual presentation immediately following Awards Luncheon...*

Grand Ballroom

“CAN ONLINE LEARNING BE EXPERIENTIAL?”

David Kolb

The early days of online learning caused many concerns about further “distancing” the learner from engagement in the learning process, and early versions of online learning programs seemed to validate these concerns by being stale versions of the traditional lecture/exam format. While many online replications of the lecture classroom still continue today, we are seeing many new approaches that capitalize on technology to enhance individualized learning, peer to peer learning, and learning in real life contexts. I will suggest that Experiential Learning Theory is a powerful platform for developing and organizing these innovative virtual learning spaces.



ABOUT THE PRESENTER:

David Kolb is the Chairman of Experience Based Learning Systems (EBLS), an organization that he founded in 1980 to advance research and practice on experiential learning. EBLS conducts basic research on Experiential Learning Theory and has developed many experiential exercises and self-assessment instruments including the latest Kolb Learning Style Inventory 4.0 and the Kolb Educator Role Profile. The EBLS program of research on experiential learning is ongoing in collaboration with an international network of researchers, practitioners and learning partners.

He received his BA in psychology, philosophy and religion at Knox College and his Ph.D. in Social Psychology from Harvard University. He was a professor of organizational behavior and management at the MIT Sloan School of Management and at the Weatherhead School of Management, Case Western Reserve University where he is currently Emeritus Professor of Organizational Behavior.

He is best known for his research on experiential learning and learning styles described in the recently released 2nd Edition of his book, *Experiential Learning: Experience as the Source of Learning and Development*. Other books include, *Conversational Learning: An Experiential Approach to Knowledge Creation*, *Innovation in Professional Education: Steps on a Journey from Teaching to Learning*, and *Organizational Behavior: An Experiential Approach*. In addition he has authored many journal articles and book chapters on experiential learning.

David Kolb has received several research recognition awards and four honorary degrees recognizing his contributions to experiential learning in higher education.

2:45 pm – 3:45 pm

Concurrent 60-Minute Workshops

LEVERAGING TECHNOLOGY TO ENHANCE STUDENT REFLECTION ON EXPERIENTIAL LEARNING: GOUCHER COLLEGE’S ONLINE POCKET ANTHROPOLOGIST AND INTERN PROFILES (CD, EA)

Del Prado

With a student body of 1400 and a full-time staff of 300, keeping up with student demand for personal contact and advising can pose a challenge. This session will highlight two new technological approaches to enhancing student reflection on experiential learning. Goucher College’s Intern Profiles promote reflection on internships for the benefit of the campus community, while the web-based Pocket Anthropologist, unique to Goucher, provides students with culture briefs designed to deepen their experiences abroad.

PRESENTER: **Jennifer White**, Goucher College, Baltimore, MD

APPLYING LEAP OUTCOMES TO STUDENT LEADERSHIP FIELD EXPERIENCES: A FOLLOW-UP STUDY (AER, CEI)

North Terrace

This presentation explores outcomes of a one-year implementation of AAC&U’s LEAP initiative (original study was introduced at NSEE’s 2014 Annual Conference). The VALUE rubrics served as the basis for the assessment of student leadership activities within curriculum-based practicum and internship roles. Study implementation and outcomes will be examined as well as future practice opportunities. Participants will receive specific assessment strategies/rubrics (VALUE rubrics) with focus on student leadership field-based initiatives.

PRESENTER: **David J. Bergen, PhD**, High Point University, High Point, NC

INTENSIFYING THE IMPACT OF EXPERIENTIAL LEARNING THROUGH INNOVATIVE ONLINE COURSE DESIGN (CD, CEI)

South Terrace

Northeastern University is renowned for its experiential learning co-op program that was originally designed to meet the needs of undergraduate students studying at the Boston campus. Currently over 60% of class sections are offered online and to students who live in over 80 countries across the globe. This panel presentation will focus on recent initiatives designed to support workplace-based experiential learning in its online programs, staying true to the University’s long history of Cooperative Education.

PRESENTERS: **Dr. Gail Matthews-DeNatale**, Northeastern University, Boston, MA; **Mamta Saxena**, Northeastern University, Boston, MA; **Ellen Stoddard**, Northeastern University, Boston, MA

SCHEDULE OF EVENTS: TUESDAY, OCTOBER 6, 2015

STUDENT ENGAGEMENT IN LEARNING ABROAD (EA)

Buena Vista

How can we build an engaging learning environment for students who are studying abroad? Through the creative use of technology! New tech tools (and uses) will be presented to build learner engagement while at home or abroad within education abroad populations in each learning phase, from pre-departure, to in-country engagement techniques, to re-entry activities. Learn to apply best practices in distance education methods, utilize new technology platforms and build engagement within your population of learners.

PRESENTERS: **Marca Marie Bear, Ph.D.**, The University of Tampa, Tampa, FL; **Elizabeth Mills**, The University of Tampa, Tampa, FL

3:45 pm - 4:00 pm

Reflection Break

5th Floor Foyer

4:00 pm - 5:00 pm

Concurrent 60-Minute Workshops

LOCAL VERSUS INTERNATIONAL: COMPARING INTERNSHIP CASES, COMPONENTS, AND CHALLENGES (CEI, EA)

Del Prado

Students embark on an individual adventure when they accept the challenge of an internship. They also need to connect to other interns and their university while out in the field. Technology sets up a venue for staying in communication, but also presents challenges. Add an international experience, and you'll find deeper challenges. This session will compare components covered in domestic versus international internships, while considering the eight principles of good practice in each context.

PRESENTER: **Ann Ludwick**, Assistant Dean for Undergraduate Student Services Internship Faculty Advisor, George Mason University School of Policy, Government, and International Affairs Fairfax, Virginia

THE USE OF REFLECTIVE PRACTICES IN ELECTRONIC OUTCOMES BASED ASSESSMENTS (AER, CEI)

North Terrace

Throughout the two-semester undergraduate experiences, students complete a Self-Assessment and are assessed by preceptors on 21 Experiential Competencies twice each semester. Previously, the use of a 0-5 point likert-type scale was used for assessments; however, assignment of "scores" seemed trivial or without thought. This presentation includes a discussion of assessment best practices, final assessments adopted, and assignments linked to these assessments for undergraduate experiential opportunities that allow for reflective practices and competency improvement over time.

PRESENTER: **Rhonda Cross Beemer**, Northwest Missouri State University

GOING DIGITAL WITH SERVICE LEARNING IN ONLINE COURSES (SL, AL)

South Terrace

Service learning (SL) is a high-impact practice implemented in many face-to-face undergraduate and graduate courses. However, SL remains rare in online courses. In recent years, faculty in the College of Education at UNC Charlotte moved SL from face-to-face courses into online courses through collaborations with community-based programs and local school districts. This session focuses on the development of SL in online courses, its impact on students and community participants, and tools that support digital SL.

PRESENTER: **Bruce Taylor Ph.D.**, University of North Carolina at Charlotte Charlotte, North Carolina

BEST PRACTICES FOR DIGITAL AND SOCIAL MEDIA INTEGRATION IN EXPERIENTIAL SERVICE LEARNING: A CASE STUDY OF COMMUNITY ENGAGEMENT STUDY ABROAD IN THE GLOBAL SOUTH (SL, EA)

Buena Vista

Grounded in their experience leading study abroad courses in Latin America, an intra-disciplinary team of faculty will share best practices for the integration of digital and social media tools in study abroad participatory learning. This session will examine digital multimedia tools and techniques that contribute to the achievement of learning outcomes, engage the perspective of local communities, and deliver responsibly on the operational and ethical challenges inherent in the fair trade service learning experience.

PRESENTERS: **Paola Prado, Ph.D.**, Roger Williams University, Bristol, RI; **Autumn Quezada-Grant**, Roger Williams University, Bristol, RI

SCHEDULE OF EVENTS: WEDNESDAY, OCTOBER 7, 2015

7:00 am – 5:00 pm	Registration Open	<i>5th Floor Foyer</i>
7:00 am – 8:00 am	Professional Development Committee Meeting	<i>Executive Boardroom 1</i>
7:30 am – 8:30 am	Continental Breakfast & Roundtable Meetings	<i>Grand Ballroom</i>

CREATING COMMUNITIES OF LEARNERS THROUGH FACEBOOK IN A STUDY ABROAD PROGRAM (EA)

This presentation examines the use of Facebook as a student-driven tool of formal and informal learning in a group study abroad program offered by a large research-intensive Canadian university. We will argue that Facebook can be an integral tool in fostering a community of learners, particularly when students are studying outside the comfort zone of their home country and university. A 'how-to' exercise with participants will show how Facebook can supplement and deepen experiential learning.

PRESENTERS: **Professor Lisa Stowe**, University of Calgary, Calgary, AB, Canada; **Dr. Dawn Johnston**, University of Calgary, Calgary, AB, Canada

LEVERAGING TECHNOLOGY TO ADVANCE CRITICAL THINKING SKILLS IN NURSING STUDENTS (AL, AER)

Nursing is heavily laden with experiential learning, where students must demonstrate skills built on classroom concepts. As nurses progress, more critical thinking is required. I propose simulation for leadership and management as a resource for nursing students. Simulation incorporates high-definition mannequins responding to clinical scenarios based on actions. The purpose is to show that the application of experiential learning, leveraging technological advances, enables students to build upon concrete learning, becoming more proficient critical thinkers.

PRESENTER: **Julie A. Beck**, York College of PA, York, PA

ENGAGING STUDENTS IN DEVELOPING LEADERSHIP SKILLS THAT PROMOTE PUBLIC GOOD (DD, SL)

During this roundtable discussion we'll discuss how the College of Social Science at MSU utilizes the Social Change Model of Leadership Development to empower students to discover their sense of self, interests and skills that will last a lifetime. Engage in a power and privilege exercise related to societal issues in a non-threatening way. You'll walk away with in-class activities you can duplicate to impact social change for the public good with your students.

PRESENTER: **Erin Smith**, Michigan State University, East Lansing, MI

THE JOURNEY TO BECOME AN AGENT OF SOCIAL CHANGE (DD, CEI)

This roundtable will allow participants to discuss how students' identity is impacted by community engagement. Participants should be prepared to dialogue about the challenges that come along with helping students to process their journey; and also share best practices to overcome those challenges. This roundtable is intended to be a space to share and learn from those that have participated in and/or implemented social justice learning experiences through community-based practice.

PRESENTER: **Camille Williamson**, Adler University, Chicago, IL

BRINGING THE POWER OF THE CLOUD TO CLASS (AL, CD)

Introductory Business Course brings the power of the leading cloud based business plan tool (LivePlan) to a team based experiential class culminating in an exciting business plan competition. Course structure marries the power of the cloud tool across key business plan dimensions, with instructor led primers, team exercises and mentoring engagements. A unique marriage of high tech with high touch, leading to deeper engagement with key concepts & integrated business thinking.

PRESENTER: **J. Michael Tracy**, Florida Southern College, Lakeland, FL

KINESTHETIC EXPERIENTIAL LEARNING ENVIRONMENTS FOR ENHANCING ELEMENTARY MATH EDUCATION (AC, AL)

In this paper we explore kinesthetic approaches for experiential learning and present a novel interactive system that facilitates enhanced achievement in elementary mathematics, based on a proven curricular approach. The curricular basis for this project is the life's work of the award-winning fifth grade mathematics teacher Gloria Merriex (1950-2008). We present how natural user interface technologies, and specifically kinesthetic sensors, can be used for gesture-based mnemonics that stimulate children and improve learning outcomes.

PRESENTERS: **Angelos Barmpoutis**, University of Florida, Gainesville, Florida; **Marko Suvajdzic**, University of Florida, Gainesville, Florida; **Lisa Anthony**, University of Florida, Gainesville, Florida; **Wanda Eugene**, University of Florida, Gainesville, Florida

A CONSTRUCTIVIST APPROACH TO CAREER DEVELOPMENT AND ONLINE LEARNING (AL, CD)

Creating and maintain an interactive online internship course can sometimes be a challenge. Since social constructivism maintains that knowledge creation is the result of social interaction and is a shared, not individualized, experience, how can we apply constructivist pedagogy in this online learning environment? This session will examine this question and participants will leave with ideas they can use to create or improve a similar course at their own institutions.

PRESENTER: **Kawana Williams**, Florida State University; Tallahassee, FL

SCHEDULE OF EVENTS: WEDNESDAY, OCTOBER 7, 2015

ENHANCING STUDENT-CENTERED, PROJECT-BASED LEARNING THROUGH A BLENDED LEARNING MODEL (DD, AC)

Blended learning is an effective pedagogical approach that has gained significant momentum. This presentation describes a blended learning approach where online tools are used to deliver foundational content enabling face-to-face interactions to concentrate on student-centered, project-based learning. Participants will be introduced to technologies used to facilitate this model and will discuss the advantages and challenges of providing blended learning. Finally, they will have the opportunity to develop strategies for using technology to enhance project-based learning.

PRESENTER: **James Rogers**, Murray State University, Murray, KY

THE GROWTH & SUCCESS OF A PERENNIAL COST-SHARED INTERNSHIP PROGRAM (DD, CEI)

Eager, professional and skilled students working with organizations, companies and agencies finding solutions for critical environmental issues – could there be a better match? Learn about the Rubenstein Perennial Internship Program, a successful cost-shared summer internship program. Hear how technology has been integrated to enhance the connection between interns and internship program staff/faculty. Share your best practices in internship program design & the integration of technology. Join us for a lively presentation and discussion!

PRESENTERS: **Anna Smiles-Becker**, University of Vermont, Burlington, VT; **Perennial Intern/Student TBD**, University of Vermont, Burlington, VT

SHORT-TERM, HIGH IMPACT EXPERIENTIAL LEARNING PROGRAMS TO BRING TO YOUR CAMPUS (CD, CEI)

UMD sets out to help students of ALL majors observe varied industries through two new initiatives: Intern for a Day and Career Shuttles. These short-term experiential activities provide students with the opportunity to clarify career options, gain an inside look into application strategies, and formulate a positive, lasting impression on local employers. Presenters will focus on “Intern for a Day” which expanded to 350+ student participants and 150+ hosts after one semester. If you are seeking ways to creatively engage alumni and diverse student populations with your programming, attend this roundtable.

PRESENTERS: **Erica Ely**, University of Maryland, College Park, MD; **Erin Rooney-Eckel**, University of Maryland, College Park, MD

DON'T FIGHT IT, JOIN 'EM: ENGAGING STUDENTS IN DISCOVERY THROUGH THE USE OF POPULAR SOCIAL MEDIA (AL)

While students spend countless hours on social media, they are typically unaware of how to take advantage of social media to become more educated and connected professionals. This workshop explains and illustrates how students can utilize some of the most popular social networks to explore and express their academic interests and career aspirations through creating content, microblogging, building audiences and authority on various topics, and sharing information and ideas with users within online communities.

PRESENTER: **Susan Steiner**, The University of Tampa, Tampa, Florida

COMMUNITY ENGAGED SCHOLARSHIP THROUGH YOUTH AND UNDERGRADUATE PARTICIPATORY RESEARCH (SL, AER)

Rochester Participatory Educational Research Collaborative is a collection of high school students and teachers along with Nazareth College undergraduates and faculty who participate in Community Engaged Scholarship using a Youth Participatory Action Research model. Over the past 4 years, RPERC has engaged in collaborative research in order to: 1) identify and understand community issues; 2) co-construct community-based research questions, study design, and data analysis; 3) to disseminate knowledge in both academic and community-relevant channels.

PRESENTER: **Brian Bailey**, Nazareth College, Rochester, NY

SECOND SEMESTER INTERNS: FURTHERING REFLECTION AND INTEGRATION

After students complete their first internship for academic credit, how do we raise the bar when they come back as second-time-around interns? At Nazareth College, an online course and some carefully designed assignments allow second semester interns to dig deeper while also recognizing and utilizing their status as veterans of the experiential education process. The presenter will discuss the course development at Nazareth and encourage participants to share their own practices for second semester interns.

PRESENTER: **Emily Carpenter**, Nazareth College, Rochester, NY

8:30 am – 10:00 am

Concurrent 90-Minute Workshops

REFRAMING THE BLUE CHIP LEADERSHIP PROGRAM WITH GAMIFICATION AND EXPERIENTIAL EDUCATION (SL,AL)

Del Prado

The Blue Chip Leadership Program has been a nationally recognized experience at the University of Arizona for 15 years. Recently, Blue Chip had a chance to redefine how it engages with students. Programmatic reframing helped the staff change from a mainly curricular approach to an experiential approach with concepts of gamification and reflection. This session will share these new practices and tools, as well as engage the audience in practice and reflection of these concepts.

PRESENTERS: **Vincent Del Casino**, University of Arizona, Tucson, AZ; **Devon Thomas**, University of Arizona, Tucson, AZ

SCHEDULE OF EVENTS: WEDNESDAY, OCTOBER 7, 2015

CONNECTING INTERNSHIPS AND ACADEMIC LEARNING: ASSESSING INTEGRATIVE LEARNING (AER, CEI)

North Terrace

In today's economy, internships are the most in-demand form of experiential learning. Yet the learning they prompt is often hard to assess within the traditional curriculum. Building from The Washington Center's evaluation of over 2,000 student portfolios, this session explores the AAC&U's VALUE Rubric for Integrative Learning as a framework for learning outcomes assessment and program improvement. Participants will discuss best practices for guiding student reflection on internships as they align with this framework.

PRESENTER: **Alan W. Grose, Ph.D.**, The Washington Center for Internships and Academic Seminars, Washington, D.C.

LIVING, LEARNING, SERVING TOGETHER: SERVICE LEARNING AS A COMMUNITY COLLABORATION (SL, AC)

South Terrace

When Martin-Baró live/learn program faculty at University of San Francisco and Faithful Fools live/work community decided to collaborate on service-learning, we knew it would be a rich learning experience. The project was well defined: Produce an anthology of poetry by community poets. This project led the class to study poems by local poets, interview them, and learn about poverty, social justice, and creativity. The outcome? A poetry anthology. The process? A collaborative work of art.

PRESENTERS: **Sam Dennison**, Faithful Fools, San Francisco, CA; **David Holler**, University of San Francisco, San Francisco, CA

ESTABLISHING, MAINTAINING, AND FURTHERING RELATIONSHIPS WITH COMMUNITY PARTNERS TO PROMOTE SOCIAL JUSTICE EDUCATION (DD, CEI)

Buena Vista

This workshop discusses ways to develop effective synergy between community partners, students, and the educational institution they represent. We will examine guidelines and best practices revolving around: internship project development, communications, technology utilization, and partner participation on a large scale—over 120 active sites and 275 students spread throughout a major metropolitan area (Chicago).

PRESENTERS: **Camille Williamson**, Adler University, Chicago, IL; **Jessica Vasquez**, Adler University, Chicago, IL; **Francine Reed**, Adler University, Chicago, IL; **Michael Joyce**, Adler University, Chicago, IL

10:10 am – 11:10 am

Concurrent 60-Minute Workshops

INTRAPRENEURSHIP AND ENTREPRENEURSHIP, ONLINE PORTALS AND WORK INTEGRATED LEARNING PROGRAMS: EVIDENCE FROM AN AUSTRALIAN BUSINESS SCHOOL (EA)

Del Prado

Effective intrapreneurship and entrepreneurship relies heavily on an intersection of business, technical disciplines and graduate capabilities including initiative, leadership, communication, and teamwork. Learning and internalizing these skills requires experiential application in addition to a base of theoretical learning. An innovation program for university students is presented that is supported by technology, in the form of a learning portal for students to access educational support whilst engaging with industry in their Work Integrated Learning (WIL) program.

PRESENTERS: **Leanne M. Carter**, Macquarie University, Sydney, Australia; **Wes Sonnenreich**, Macquarie University, Sydney, Australia

MAKING PLACE MATTER: USING ASYNCHRONOUS AND SYNCHRONOUS TECHNOLOGY IN EXPERIENTIAL LEARNING TO BRIDGE MULTINATIONAL CAMPUSES (DD)

North Terrace

Courtney Hopf and Philip Kain teach in NYU's Global Liberal Studies program, with Courtney based in London and Philip in New York. In Fall of 2014 they each taught sections of Experiential Learning and collaborated on a shared assignment that linked students at the two sites. This workshop shares best practices related to global collaboration, using synchronous and asynchronous technology, developing multimedia assignments, and the connection between place and experience in the classroom.

PRESENTERS: **Courtney Hopf**, New York University in London, London, UK; **Philip Kain**, New York University, New York, NY

SENIOR SURVEY: DEVELOPING, ADMINISTERING AND IMPLEMENTING CHANGE (AER)

South Terrace

The results of graduate surveys have significant impacts on our work. At The Sage Colleges, we updated our alum survey to a senior survey based on the review of numerous senior, graduate and alum surveys, as well as partnerships across campus. Learn about the entire process from the realization to implementing change based on results. There will be time dedicated to developing your own questions and sharing best practices. Interactive technology tool will be demonstrated.

PRESENTER: **Marah Jacobson-Schulte**, The Sage Colleges, Troy, NY

ENHANCING EXPERIENTIAL LEARNING OPPORTUNITIES AT A METROPOLITAN UNIVERSITY AND RECORDING THE RESULTING TRANSFORMATIVE LEARNING FOR STUDENT EMPLOYABILITY (CEI)

Buena Vista

Our campus adopted a focused goal of transformative learning in 1998 then began integrating high-impact practices across campus. Many of these programs involve experiential learning, leading to transformative student learning and specific skills. These skills are highly sought by employers but hard for them to assess from traditional, academic transcripts. A recent federal grant enables us to use our LMS for assessing project artifacts, uploading them to student eportfolios, and sharing them with potential employers.

PRESENTERS: **Mark Walvoord**, **Sharon Harrison**, **Sharra Hynes**, University of Central Oklahoma, Edmond, OK

SCHEDULE OF EVENTS: WEDNESDAY, OCTOBER 7, 2015

11:10 am – 11:30 am

Reflection Break

5th Floor Foyer

11:30 am – 12:30 pm

Concurrent 60-Minute Workshops

BLENDING THE OLD SCHOOL WITH THE NEW: RELECTION IN ONLINE INTERNSHIP-RELATED COURSES (CEI, CD)

Del Prado

Collaborators from the George Washington University Center for Career Services and the University Writing Program explore approaches and technologies used in two different internship-related courses to preserve what is often lost in increasingly digital education: the time and space for genuine reflection as it connects to other key experiential learning principles, such as intention, continuous improvement, and assessment. Attendees will gain concrete strategies to combat common technological and program/course design dilemmas for more engaged students.

PRESENTERS: **Anne Scammon**, Managing Director, Curricular and Strategic Initiatives, Center for Career Services, George Washington University, Washington, DC; **Jessica McCaughey**, Assistant Professor, University Writing Program, George Washington University, Washington

CAMPUS EMPLOYMENT AS A HIGH IMPACT PRACTICE:

RELATIONSHIP TO ACADEMIC SUCCESS AND PERSISTENCE AMONG FIRST-GENERATION COLLEGE STUDENTS (AER, CEI)

North Terrace

Experiential educators know that internships as high impact practices positively impact success of at-risk students, yet studies show these students do not often participate. How can institutions increase opportunities and improve access? Campus employment has been described by Kuh as a “target of opportunity.” This session will share results of research examining academic success and persistence of first-generation college students whose campus jobs possessed elements of high-impact practices. Programmatic and policy implications will be discussed.

PRESENTER: **Marianna Savoca**, Stony Brook University (SUNY), Stony Brook, NY

CANVASSING EXPERIENTIAL EDUCATION (AER)

South Terrace

Like many regional comprehensive universities, Murray State University struggled to scale experiential learning for all students. Instead of requiring all students to participate in experiential learning, MSU required departments to provide opportunities for experiential learning, creating a groundswell among students and faculty for providing more and improved experiential learning activities. This interactive session provides details about this approach, as well as the technical aspects of utilizing Canvas for gathering and assessing experiential learning outcomes.

PRESENTERS: **Staci Stone**, Murray State University, Murray, KY; **James Rogers**, Murray State University, Murray, KY; **Adam Murray**, James Madison University, Harrisonburg, VA

12:30 pm – 1:30 pm

SIG & Regional Meeting Luncheon

Grand Ballroom

1:30 pm – 2:30 pm

Concurrent 60-Minute Workshops

HIGH IMPACT ACADEMIC INTERNSHIPS UTILIZING HIGH TECH SOLUTIONS (CEI)

Del Prado

Participants will identify ways they can apply innovations in technology, collaboration and outreach with lessons learned from Binghamton University’s Career Development Centralized Internship Program (CDCI). The Fleishman Career Center’s CDCI Program partners with organizations on a local and global scale to provide students with opportunities ranging from Accounting to Zoology. CDCI now utilizes a paperless application, registration and assessment process and features an Academic Council of both faculty and staff members. High impact, high tech.

PRESENTERS: **Erin Jennings**, MS, NCC, MCC Senior Assistant Director, Fleishman Center for Career and Professional Development, Binghamton University, Binghamton, NY; **Laura O’Neill**, Academic Internship Program Coordinator, Fleishman Center for Career and Professional Development

FOSTERING REFLECTIVE PRACTITIONERS: INTEGRATIVE LEARNING IN AN ACADEMIC INTERNSHIP SEMINAR COURSE (CEI)

North Terrace

At Loyola University Chicago, over thirty undergraduate academic internship courses are offered each year. In this session, we will explore one of those courses, an elective academic internship seminar designed to support wholistic development of students’ personal, professional and civic identities. Students engage in class discussions, blogging, multimedia presentations, online forums and ePortfolios around topics including leadership, organizations, and community engagement, developing a reflective practice that they can continue to nurture in their professional lives.

PRESENTER: **Danielle M. Forchette, M.Ed.**, Loyola University Chicago Chicago, IL

THE PROSPECT FOR SUCCESS QEP: STUDENT ENGAGEMENT AT A COMPREHENSIVE URBAN UNIVERSITY (AL, AER)

South Terrace

A comprehensive, urban university, UNC Charlotte developed its Prospect for Success QEP to engage all first-time, full-time freshmen around three broad goals: intentionality, curiosity, and awareness. This engagement curriculum takes different forms in different colleges, but all versions of the curriculum have common elements and learning outcomes. This session provides an in-depth view of this engagement curriculum, its progress, and lessons we’ve learned along the way including our work to sustain this at UNC Charlotte.

PRESENTER: **Bruce Taylor, Ph.D.**, University of North Carolina at Charlotte Charlotte, North Carolina

SCHEDULE OF EVENTS: WEDNESDAY, OCTOBER 7, 2015

LYNN UNIVERSITY GOES MOBILE - TRANSFORMING TEACHING AND LEARNING (AL)

Buena Vista

Lynn University successfully launched an iPad Initiative providing all traditional undergraduate and MBA students with iPad Minis. All courses were offered through iTunesU, and over 25 iBooks were written to capitalize on the enhancements to teaching and learning that the mobile devices provided. This session will recount the lessons learned from academic, administrative, technology, and training perspectives for a successful mobile program.

PRESENTERS: **Gregg Cox**, Lynn University, Boca Raton, Florida; **Christian Boniforti**, Lynn University, Boca Raton, Florida; **Michael Petroski**, Lynn University, Boca Raton, Florida

2:45 pm - 3:45 pm

Concurrent 60-Minute Workshops

BABSON MANAGEMENT CONSULTING FIELD EXPERIENCE PROGRAM (CEI, CD)

Del Prado

Entrepreneurial Thought and Action® is the core of the Babson experience. This session will explore a unique co-curricular program, the Management Consulting Field Experience Program (MCFE). In this 4-credit course student teams spend a semester analyzing a business from the inside out, and collaborate to resolve a specific business problem. At the project's conclusion, the MCFE team's findings and recommendations are presented to the company in a detailed, written report and in an oral presentation.

PRESENTER: **Arline MacCormack**, Babson, Wellesley, MA

MENTORED CONSULTING TEAMS: AN ALTERNATIVE TO INTERNSHIPS (EA)

North Terrace

We present a mentored consulting model for providing undergraduate students with an immersion opportunity in experiential learning. The programs at Wooster and VMI function as consulting agencies that tackle projects proposed by business, industry, non-profits and government agencies. This session will feature a summary of the AMRE and AIM programs as well as workshop opportunity for attendees to strategize on how a mentored consulting team model might be developed at their own institution.

PRESENTERS: **John Ramsay**, The College of Wooster, Wooster, OH; **John David**, Virginia Military Institute, Lexington, VA

21ST CENTURY INTERNSHIPS: ENGAGING ACADEMICALLY AND EXPERIENTIALLY PREPARED FIRST AND SECOND YEAR COLLEGE STUDENTS (CEI)

South Terrace

In this age of technology and early career planning, high school students are increasingly engaged in academically rigorous internships. However, they often must wait several years before being allowed to participate in college internships. This workshop highlights the secondary internship best practice credentials, challenges the high school to college internship gap, and concludes with ideas to help participants troubleshoot, design, pitch, and implement 200-level internship programs for first and second year college students.

PRESENTERS: **Cynthia Simon**, University of New England, Biddeford, ME; **Dr. Mary C. Black**, Executive Internship Program, Pinellas County Schools, Largo, FL

ARE YOU READY? LEVERAGING DIGITAL TECHNOLOGIES TO PREPARE STUDENTS FOR AN ENGAGED LEARNING ENVIRONMENT (CD)

Buena Vista

Elon University is a private, residential liberal arts university with high participation rates in experiential learning. To better prepare students for engagement, a summer online series was launched in the summer of 2014. Called "Are You Ready?", the new series staged expectations through peer interviews and live interactions with existing students to prepare students for the unique Elon learning environment. Multiple technologies were leveraged to offer synchronous and asynchronous interactions with First Year Students.

PRESENTERS: **Dr. Steven House**, Elon University; **Jeffrey Coker**, Elon University; **Claudia Sparks**, Elon University; **Lori Schachle**, Elon University

4:00 pm - 4:30 pm

Annual Business Meeting

South Terrace Veranda

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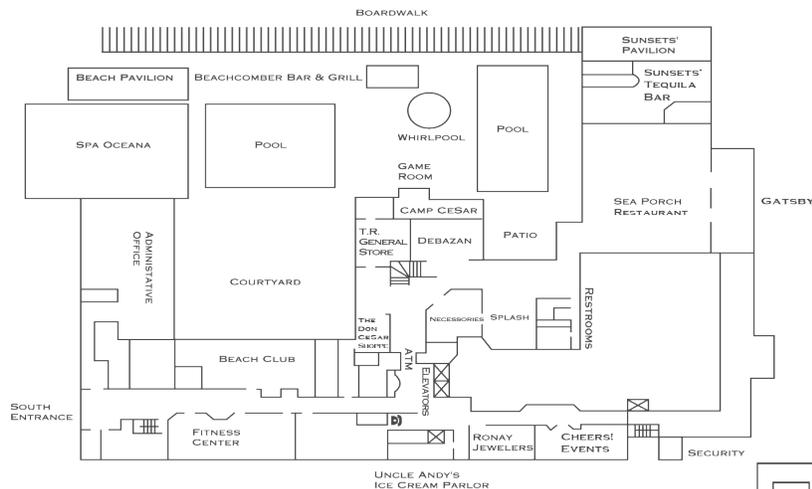


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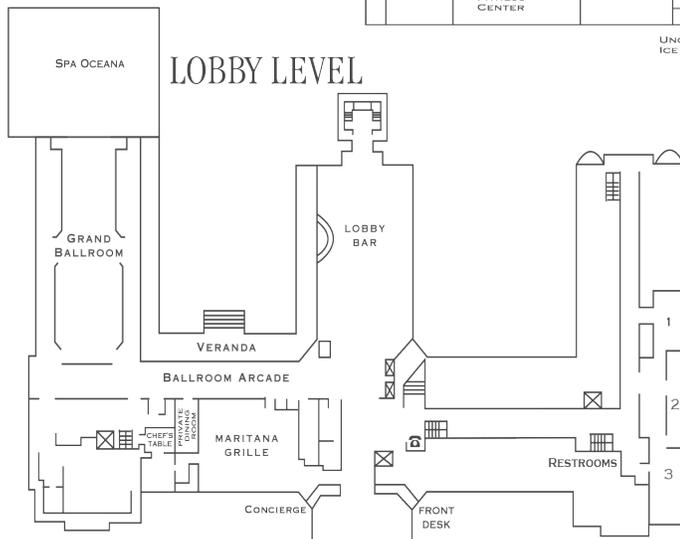
EXHIBIT HOURS		
Monday, October 5	7:00 pm – 8:00 pm:	Welcome Reception
Tuesday, October 6	10:30 am – 10:45 am:	Reflection Break
	3:45 pm – 4:00 pm:	Reflection Break
Wednesday, October 7	11:10 am – 11:30 am:	Reflection Break

HOTEL MAP

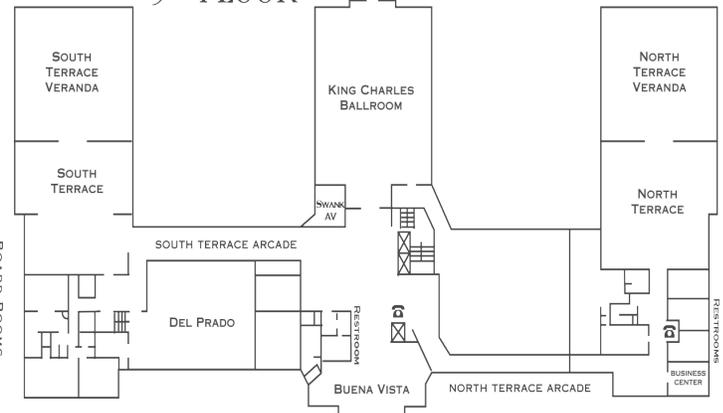
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