



Tuesday, September 25, 2018 – 60 Minute Session

11:15am-12:15pm

MOVING THE LEGACY FORWARD

Megan Richards, University of Utah, Kristina Hosea, University of Utah

After a successful 25-year program, how do you move forward in the changing landscape of higher education? Join this session to learn about how to set up an enduring program by actively utilizing student leadership and explore how to evaluate and promote positive change.

11:15am-12:15pm

DESIGNING ACTIVE LEARNING CLASSROOMS ON A BUDGET

Paul Gaszak, Robert Morris University Illinois

The session will provide an overview of core concepts in active learning classroom design, as well as an overview of the development of the Experience-based Learning Lab at Robert Morris University Illinois, particularly how it was designed on a very limited budget. Attendees will participate in an activity to plan a redesign of the session's space into an active learning classroom.

11:15am-12:15pm

STATEN ISLAND CAREERCON - PARTNERSHIPS THAT WORK

Jocelyn Coalter, St. John's University - Staten Island

Learn how a small college career services office partners with organizations in their community to develop and execute a conference style, career development experience for over 800 high school students. Students attend breakout sessions, practice networking, and attend a career fair while on campus. Attendees will have the opportunity to discuss leveraging partnerships to create engaging and experiential programming, and how programming outside of your usual audience can have a positive impact on your work.

11:15am-12:15pm

INCREASING ACCESS TO HIGH-IMPACT PRACTICES: A CASE STUDY ON INTERNSHIPS

Kristina Phillips, University of Mississippi Division of Outreach, Jennifer Saxon

Internship access for African American students and students from low socioeconomic backgrounds are examined in this presentation. The presenters will share findings from their research study, "Increasing Access to High-Impact Practices: A Case Study on Internships at the University of Mississippi" and provide recommendations for providing internship and career services that are accessible to historically marginalized student populations.

11:15am-12:15pm

SCALING SERVICE LEARNING THROUGH FACULTY DEVELOPMENT

Shara Lee, Valencia College, Dr. Robyn Brighton

Through this interactive workshop, participants will determine the existing need for civic engagement at their institution and within their community. Valencia College will showcase a faculty development experience to prepare faculty to infuse Service Learning into an existing course by linking curriculum outcomes to meaningful service in the community. Participants will apply session content to their institution to determine the value and feasibility of implementing a scaling strategy.



1:30pm-2:30pm

EXPERIENTIAL LEARNING IN CANADA: FOCUS ON COMMUNICATION STUDIES

Sandra Smeltzer, Western University,

In Canada, provincial governments are urging higher education institutions to expand their experiential learning offerings. Yet, many programs are struggling to ensure their activities meet the NSEE's principles of good practice. This session will provide an overview of recent shifts in provincial-level policy and praxis, focusing on Ontario, followed by an in-depth examination of how the upsurge in experiential learning has impacted communication studies, which has paid little attention to this form of pedagogy.

1:30pm-2:30pm

EXPERIENTIAL EDUCATION AND INSTRUCTIONAL TECHNOLOGY: ADAPTING FACE-TO-FACE COURSES TO ONLINE SPACES

Molly Scanlon, Nova Southeastern University, Tatjana Martinez, Nova Southeastern University, Judith Slapak-Barski, Nova Southeastern University, Marti Snyder, Nova Southeastern University, Teri Williams, Nova Southeastern University

In an effort to sustain institutional change championing experiential education, the members of this panel collaborated on the facilitation of a series of professional development workshops. One of the workshops, a session on adapting experiential coursework to online spaces, was specifically developed in response to a need identified by faculty themselves. This presentation will share the literature and best practices behind this workshop and engage audience members in a truncated version of the workshop's activities.

1:30pm-2:30pm

BUS102 CAREER CERTIFICATE PROGRAM: A COLLABORATIVE MODEL FOR STUDENT CAREER DEVELOPMENT

Bill Morgan, Michigan State University,

Michigan State University has more than 7,000 international students, many without real-world work experience. This unique collaboration between four unconnected departments resulted in an innovative program designed to integrate real-world work experiences in a professional development class for international students. According to Kolb, learning happens when knowledge is created through the transformation of experience. Key to the BUS102 integrated career certificate program is a guided personal reflection process that overlaps with each student's work experience.

1:30pm-2:30pm

DESIGN, DELIVERY, AND DEMONSTRATION OF BEST PRACTICE: NSEE'S NEW DAY-LONG SERVICE LEARNING WORKSHOPS

Scott Blair, The EDUCATION ABROAD Network, jcolbert@lander.edu

NSEE's new advanced workshop for EEA Graduates is anchored to the two NSEE foundational documents, the Eight Principles of Best Practice and the Guiding Principles of Ethical Practice. Explore the vision, development, implementation and evaluation of this unique and extended full-day workshop that provides step-by-step theoretical and practical instruction in the design, delivery and assessment of field-based experiential teaching and learning activities. The core content of the workshop - the theory behind and practical application of the 8 Principles of Best Practice in instructional design - is wholly delivered experientially so that participants appreciate



what practical steps and processes are required when designing, delivering and assessing experiential learning activities. The 2017 inaugural workshop was delivered as a field-based service learning practicum focused on sustainability, biodiversity and habitat preservation at Fort De Soto Park along the Southwest Florida Littoral.

2:45pm-3:45pm

FIRST GENERATION STUDENTS IN INTERNSHIP: BARRIERS AND BENEFITS

Adry Clark, Western Oregon University, NA

First generation students face barriers as the first in their family to enter professional, middle-class work environments. Internship is an ideal transition from college to career, but little is known about addressing these students' unique need for support. Learn about recent research and practice competencies related to class and ways to improve first generation students' access and benefit from this critical career development event.

2:45pm-3:45pm

BREAK FOR CHANGE: CREATING SUSTAINABLE SERVANT LEADERSHIP AND ENGAGEMENT EXPERIENCES

Sarah Miller, University of Rhode Island, Brianne Neptin, bneptin@uri.edu

When we offer holistic student leadership opportunities that challenge existing comfort zones and boundaries, we can foster authentic learning experiences where students connect scholarship to real-world issues. Since 2009, the University of Rhode Island's student facilitated Alternative Spring Break (ASB) program (URI Service Corps) has become an anchor community based experiential opportunity. This interactive session will include an overview of ASB, sample activities and resources, and opportunities to examine and discuss ASB program implementation.

2:45pm-3:45pm

ALL HANDS ON DECK: ESTABLISHING A HIGH-IMPACT, CROSS-FUNCTIONAL EXPERIENTIAL TEAM

Renee Houston, University of Puget Sound, Alana Hentges

To strengthen and expand experiential learning, Puget Sound launched a leadership team of diverse faculty and staff that resulted in a broad array of new programs and curriculum-based opportunities. Learn how the team established goals, developed collaborative processes, and inspired the campus to embrace experiential learning. This session will also engage participants in a reflective process to identify opportunities to expand or strengthen their programs via data-driven initiatives, campus connections, and shifting campus culture.

2:45pm-3:45pm

EXPERIENTIAL EDUCATION AS AN EFFECTIVE PEDAGOGY FOR TEACHING SOCIAL ENTREPRENEURSHIP

Bernard Turner, Belmont University,

Belmont University's undergraduate social entrepreneurship degree, now in its tenth year, was the first major of its kind in the nation. This interactive workshop will highlight the importance of utilizing experiential education as an effective pedagogy for teaching social entrepreneurship. Experiential education is integrated throughout the curriculum. The presenter will discuss best practices such as the impact of utilizing experiential education on students, community partnerships, and the university.



2:45pm-3:45pm

BREAKING DOWN THE SILOS USING EXPERIENTIAL LEARNING

Kristy McDonald, Northwestern Michigan College, Brandon Everest

Experiential learning is the vehicle to which we help students develop the entire person and not just a specific skills set. How can we use this same model that we know works with students to engage the entire person in the case of the faculty? This session will explore a semester long service learning project between a business communication class and a sociology course focused on community hunger and homelessness that has shifted the way we engage the student and the faculty.

Tuesday, September 25, 2018 – 90 Minute Session

4:00pm-5:30pm

INTERACTIVE WORKSHOP: RESEARCH-BASED SOLUTIONS FOR PREDICTING AND IMPROVING CULTURAL INTELLIGENCE

Cheryl Cates, University of Cincinnati, Associate Professor Maureen Schomaker Assistant Professor Chris Cooper

This interactive workshop will introduce the concept of Cultural Intelligence and how it can be used to develop learners' ability to succeed. Cultural intelligence is proven strategy that mirrors the experiential learning cycle. An individual begins by completing an assessment of her or her current inter cultural skills in order to establish a baseline. Then the individual enters a cycle of: 1) experience and reflection, 2) training and coaching, and 3) personal CQ development plans.

4:00pm-5:30pm

MINDING THE BOOGEYMAN: A DECADE OF FACING FEARS

Kevin Meyer, University of Mount Union,

The Face your Fear Project is an interactive research study that brings the world of mental health to life, teaching how therapeutic methods can be applied to treat anxiety. Students master efficacious therapeutic techniques as roller-coaster phobias are treated in real-time. Participants will learn how assignments have been crafted to teach empathy, compassion, and research skills in a supportive environment, and what students who have completed this experience take with them into their future endeavors.

4:00pm-5:30pm

TRAINING LEADERS FOR TRANSFORMATION: GROUP AND SOCIAL IDENTITY DEVELOPMENT MODELS

Lisa Morde, Kent State University,

Experience an interactive leader training to support transformational experiences. Gain research-based models and meaningful activities that can be adapted to a variety of trainings and orientations for faculty, staff and students. 1) Connecting in a disconnected, social-media riddled world. 2) Understanding systemic social problems, embracing diversity, and discussing difference in a polarized political climate. 3) Action planning for ongoing engagement and lifelong learning.



Tuesday, September 25, 2018 – 90 Minute Roundtable

4:00pm-5:30pm

IMPLEMENTING EXPERIENTIAL EDUCATION: A CURRICULUM RUBRIC FOR THE EIGHT PRINCIPLES

Christopher Gilson, Northwestern State University of Louisiana,

The Eight Principles of Good Practice are the heart of Experiential Education. If we are to be successful in "sailing our ships forward," the Eight Principles are our best navigational charts. To facilitate implementation of experiential education coursework across all programs, Northwestern State University of Louisiana developed a curriculum rubric based on the Eight Principles of Good Practice. This roundtable will introduce the new rubric and discuss challenges of the implementation process.

4:00pm-5:30pm

EXPERIENTIAL LEARNING PROJECTS: SUCCESSES, CHALLENGES, AND REFLECTION

Jon Boroshok, Southern New Hampshire University,

Engage the audience through storytelling and discussion. Session/roundtable will look at incorporating experiential learning via business/nonprofit partnerships and class projects. Discuss successes, challenges/roadblocks, and share actual student reflection. How students can market their experiences to potential employers. Presentation of actual projects, followed by informal brainstorming. Audience will leave session inspired and armed with ideas to take back to their own classrooms.

4:00pm-5:30pm

GENDERED TRANSITIONS: PRELIMINARY DATA ON WOMEN'S EXPERIENCE OF EXPERIENTIAL LEARNING

Rebecca Burwell, Chicago Semester/Trinity Christian College, Dr. Mackenzi Huyserorg

Our research focuses on the experience of undergraduate women attending an urban experiential learning program. Through two years of conducting entrance and exit interviews our major findings showed that engaging in experiential learning in a context that was unfamiliar was transformative, not only in terms of the content of their learning, but also for their personal growth. Our data suggest the importance of experiential education to nurturing women's confidence in their personal and professional lives.

4:00pm-5:30pm

MINDFULNESS AND CONTEMPLATIVE PRACTICES FOR UNDERGRADUATES

Beverly McGuire, University of North Carolina Wilmington, Jacquelyn Lee, University of North Carolina Wilmington

This session will discuss ways of incorporating mindfulness and other contemplative practices into undergraduate courses and curricula, including first year seminars, learning communities, writing intensive courses and capstones. Mindfulness involves paying attention intentionally and non-judgmentally, noticing habits of the mind without automatically reacting. Mindfulness and contemplative experiences can improve student learning and have also been shown to increase attention and focus, develop self-regulation, strengthen empathy, facilitate positive interpersonal climate, and improve wellbeing and socio-emotional development.



4:00pm-5:30pm

A COLLABORATIVE APPROACH TO SERVICE-LEARNING IN HIGH-SCHOOL

David DiPietro, Brock University,

In an effort to increase local enrollment and better prepare high-school students for experiential learning in University, our Goodman School of Business has partnered with two local Grade 11 classes to run a high-school service-learning project. Under the mentorship of current Goodman Business students, the high-school classes work on a credit-based service-learning project with a local community partner and present their findings in a consulting style pitch.

4:00pm-5:30pm

JUST SAY YES: COMMUNITY AND CAMPUS PARTNERSHIPS FOR ENRICHING EXPERIENTIAL EDUCATION

Andrea Bard, Southern New Hampshire University,

This workshop will provide participants with a number of examples of partnerships that have been formed with both on and off campus organizations which have enhanced the experiential learning of students within the classroom. Participants will be given the opportunity to generate ideas of partnerships for their own institutions as well as ways to incorporate experiential learning from these partnerships into their classrooms. Assessment and reflection ideas will also be created and discussed.

4:00pm-5:30pm

DIGITAL WELLNESS: NAVIGATING TECHNOLOGICAL WATERS WITH ANALOG

Tasha Seegmiller, Southern Utah University,

The demand for technological competency within communities and workplaces continues to grow, so student opportunities to practice successful digital wellness must also increase. Digital wellness results from balancing digital & analog tools and interactions in a mindful manner. Educators who engage students via hybrid (online & face-to-face) learning experiences can provide more comprehensive educational opportunities and better prepare students for successful navigation of their future.

4:00pm-5:30pm

MUSTANGS MAKE A DIFFERENCE: IMPLEMENTING A CAMPUS-WIDE DAY OF SERVICE

Christine Moran, Stevenson University, Dr. Kimberly Pause Tucker

"Service" is valued on most campuses; however, coordinating large groups of students to participate in off-campus service activities can be expensive and present many logistical challenges. To circumvent these problems, we will describe how to implement a campus-wide day of service, which does not involve off-campus travel. Mustangs Make a Difference Day (MMDD) has engaged hundreds of students annually and expanded from an extracurricular activity into a core component of the First Year Seminar course.



4:00pm-5:30pm

STRENGTHENING THE SUPERVISORY RELATIONSHIP DURING FIELD EXPERIENCES: THE SUPERVISION JOURNAL

Natasha Watkins, Purdue University, jendo@purdue.edu; Jennifer Dobbs-Oates

University supervisors of internships and other field-based experiences play important roles with their students, for example administrator, mediator, evaluator, and mentor. To serve effectively in these roles, university supervisors need communication mechanisms that support active partnership with students during their off-campus field experiences. This roundtable will showcase the supervision journal—a technology-mediated assignment that facilitates timely, two-way communication between supervisors and students. Examples of assignment use and impact on the supervisor-student partnership will be discussed.

4:00pm-5:30pm

ENCOURAGING EXPERIENTIAL EDUCATION IN GRADUATE INSTRUCTORS

Lisa Rosen, Texas Woman's University, Shazia Ahmed, Texas Woman's University

Graduate students routinely serve as instructors for foundational courses. Typically, graduate instructors default to teaching the way they were taught, which is often by lecture. Thus, graduate students frequently limit their classroom time to lecture alone. The purpose of this roundtable is to encourage the use of experiential education in training courses for graduate instructor. We will discuss obstacles to graduate instructors' implementation of experiential learning and brainstorm solutions and ways that institutions can support graduate instructors.