

AHA MOMENTS

Learning by doing. Discovery.
Student driven, occupational-based.

EL activities done or what you'd like to do.

AHA MOMENTS

Study abroad: Courses: A history course with lecture and trips into London and community and see things in person. 1666 great fire → go to monument and in the field of experience.

CLU is farther away from some of the historical monuments...
But we have SB, Getty, MOMA, (no public transport) but still accessible.

Oceanography class and a day in the boat. Remember it vividly and can recite things from the textbook as a result.

Development weekend class at CLU. Oxnard middle school debate team.
Doctoral students with debate students with cookies and milk.

Fresno State. Psych and anthro. Social work major. WE have to remember that we all have needs that need to be met, and their needs are as important as ours.

Nuns came to the class, and he asked them to leave. Stayed with me.
Supposed to we all have needs and not all have needs. Extra lucky. Why would they do that? Devoted their lives to other people and didn't want them.

London study abroad—Dickens class. Read one of the novels and went on a tour of the locations mentioned in the book. Being there and experience of what he was writing about. Made it a lot more real.

Alternative spring break program—prepped beforehand the people to meet and the encounter and going there and experiencing it for ourselves.

Volunteer for families with people with mental illness.

CSUN nursing students came and set

An aha moment for them and for us. Listening to the families' experiences.

Take home/takeaway

2 thoughts advice, messages,

crosses staff and faculty

Each of the examples they were memorable.

GRADY'S NOTES:

GROUP 1. Discipline specific; workshop for faculty

GROUP 2. Students' ability to articulate. Give them the language. 2. Assessment and evaluation. Give student tools to self-evaluate and then step back as a learning community. A dual thing. Student learning outcomes.

GROUP 3. Aha moment; staff involvement

GROUP 4. To incorporate some of this takes times; implications for resources—relax time, tech commitments; other things as well to do. Students—take time from students to be able to do well. Appealing approach—what is the point, why am I taking it, relatable to the world. Why for marketing—appealing to students. Connecting the dots. The marketing campaign. The world as well as your classroom.

GROUP 5. Same things. Yes we do have students going out into the community already. Made a follow up piece to close it. A process rather than an outcome—I think that outcome should be iterated so that it is concrete.

GROUP 6. Like a true experience; hands on; reflection; whole picture that you're getting. Cost. For all learning types. Helps with that.

GROUP 7. Isn't new. Been around a long time. Love hearing the presentations about what is doing. Deeper and widespread but also in the administrative side using the concepts.

Incorporating technology (Sue B) how to use it does it have a purpose is it advancing learning. Using tech depending upon the end goal.

OTHER COMMENTS: What other similar schools are doing, models they are using?

Answer: Description rather than a definition. Did look at an understood definition but wanted to give it what we thought was CLU specific. Wanted it to be organic. Everybody tell us examples of what is happening at CLU

Informal list and then did research. And what we think we do well. Meant to be organic for CLU.

Cyclical. And encourages them to go back and look at something new.

Danger to having steps. Reflection could come first and throughout and at the end. Danger to having it linear.

Vygotsky model of loops.

Good analysis of the elements; say elements instead of steps

All levels and in all classes. Most have it in their majors and at the senior level. But good to get it into the 100 level

Geology relevance essay 20 point. Relevant in their life? Begin thinking that they have to pick out how geology is relevant. Then discuss it. Then the world opens, they are more open to the course, the field trips, etc.

Contextualizing against the other. What are other experiences out there. Conservative town; had no idea it was conservative until I left.

Some kind of comparison.

Other point: Equal access to experiential learning. Or just the wealthy students?

Experiential Learning II

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AHA MOMENTS

Group Discussion

Master's program at CLU. A class group counseling and group theory.

Actual class ran as a group.

One class you had to lead it. When you're leading it; hadn't had that much one on one experience; leading the group and understanding specifically the different stages. Not just a lecture, being a part; being the facilitator.

Undergrad: being out there experiencing; liberal studies; misguided info (don't need to teach first)

5th grade PE class. Realized there is no way I could do it.

Knowing what that felt like compared to my likes/dislikes. Knew that teaching was not the best fit.

Capstone at CSUCI; majoring in English.

A study between two different schools; examined junior high level compared private vs. public. Noticed in doing that how student culture shapes reactions towards literature; findings—private school there was more racism compared to the public school—interviewed a few students. Half-armenian and half Iranian or half-mexican.

Shifted capstone from

Looking at literature but this other theme came out of racism. Capstone required students to go out into classrooms;

Realized didn't want to teach.

Special topics classes at CLU; hands on; small size; very target within an emphasis already

Research and simulation; product management simulations; brand management class; found my niche in marketing and brand management.

Looked to combine a&b. Class did that and provided an example.

Speak 2-3 take home messages for the committee—impediments; survey;

HELPING OUT MY STUDENT WORKERS: equipment in my office; sometimes an off campus project—actual implementation; CLU online, showcase our sports, games, etc.

Hinderance possible: Limited funds therefore limited number of students.
Volunteers

Every office has student workers; even with admissions interns, could do better at giving them that experiential learning with training, etc. On-campus connection. Not just off campus experiences.

Stuck in the routine or not enough time to step back. Instead of just getting the job done, help it relate to their major. Ways I can do that with student workers.

We just haven't thought about it as that. If more intentional about student workers.

University wide; administrators staff faculty who could provide tips on how to do it better.

A different conversation for staff to do this than faculty. Classroom versus office. It would be nice to have those resources and how to implement these ideas.

Train managers to disseminate that information to employee. Everyone has their own techniques that they use, but it starts and ends with them.

Best practices! Sharing.

Alternative assignment so that students with disabilities can have something provided for them to get out of the experiences. EL also has the potential of Addresses different learning styles as well.

Camping trips; transportation; going somewhere.

In our offices we wouldn't need budget (to work with student workers)
Shakespeare—go to England to go see the Globe. Funding. Access.

If administrators were in the loop we could encourage them and ask them what they learned. Take advantage of those opportunities.

Communication with the whole university. Admissions doesn't know half the stuff that is going on in the campus. What others are doing. Communication among supervisors doesn't always trickle down.

GROUP 1

Student workers; help with film and editing. Working with the software and can transfer skills promoting EL through student worker.

Communication for the offices to know; so that the information can be relayed to prospective and current students. So that we're aware that these great things are happening.

And can share that with other people. Campus-wide workshop.

GROUP 2

How a certain type of teacher might benefit by going on the geology trip with the other faculty member. Instructor cooperation and exchange of techniques.

Philosophically, instructor needs to know how students learn-how learning takes place.

Understanding that this could be a viable opportunity for coming to meaning about key concepts.

GROUP 3

Discussed idea of creating helping instructors that want to create an EL, have other instructors have a committee that would help promote and also vet the projects. Smaller workshops; open up to instructors that might want to explore this in their classroom.

Obstacles: plan to host and coordinate; away from the classroom, external time.

New director of service learning and that steering committee that is where resources and workshops could come out of.

Faculty-student collaboration not just student-driven

Research assistantships diff. phrasing

Fleet of vans.

A van or a bus to contribute to this effort. Endowment or money

Enhance the quality of the education; what the responsibility of a CLU degree means, understanding the complexities, enhances the distinction.

Disciplines; students can learn and develop leadership skills,
Boost enthusiasm as well as their level of engagement; could we come up with the reasons why this is very distinctive; each discipline is different; in terms of limitations—three field trips in class and rescheduled class in the afternoon because they are going to miss the rest of their courses. Same other classes several times

No one will be in class. Class scheduling. Weekends sometimes ok but need to do things on weekdays.

Larger ideas of EL—enhances quality and

Social justice; way of shaping social issues or policy, if we want to promote certain issues we have the ability to shape. Public policy component.

Access for students with disabilities. That they can have some type of value for their experience as well.

ARE OTHER COMPARABLE INSTITUTIONS DOING THIS and what are they doing?

A: We haven't talked to other schools specifically but we came up with activities that fit, and shaped our discussion from that and models we found elsewhere.

The woman from undergrad research. Looked at other definitions for Augsburg.

A: Work team members are a variety of disciplines and departments. Brought as far as research goes, what is happening in these other areas, but we haven't gone to a comparative institution and asked what are they doing.

There are departments that are all experiential learning; language is heavy on the websites for the arts. Could see a challenge for math, but think that we can learn right from within about how to find a balance. As a theater major is mostly experiential and not enough history and theory.

The Question mark to the session title. Want it voiced here; is there buy-in, or interest in making it a strategic priority.

GROUP ?

Scheduling—is a huge problem; use the once a week 4-7 or 7-10 so that you are building it into your time and not taking from other course times.

Commercial solar fountain engineering class; facilities as a way to engage grounds, the houses we own and we would completely support that.

Let Advancement know what they can do!

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