

To: WT2 File

Fr: Christine Sellin

Re: Table notes from PDD EL Workshop (May 18), Session I and Session II

Dt: May 20, 2011

Session I, 9:45 to 10:45, group comments from table #2 (GSFC 253)

1. Participants requested comparative information from other institutions;
2. Several noted that we are already doing “EL”, but the emphasis on EL would help to validate what we’re already doing.
3. One participant noted that “arrows” are missing from the definition – there should be a circular flow (rather than a linear, 1-5 listing, as it currently is presented), (Colleen W.-H.)
4. Students need to better articulate the EL already taking place --- they need practice a way of expressing, verbalizing what they’re already doing in the ‘real world’ (student articulation). In other words, students could recognize that they are “participants” in an EL process and see how it helps “grow” their learning – emphasize their realization of it!
5. Levels of assessment and evaluation should be considered. There would be two layers here (Jean S.): student self-assessment, and the 2nd layer, teacher assessment. We should “unpack” this part of the definition further. In other words, this part of the definition (Assessment and Evaluation are more complicated, dimensional than this). Jean diagrammed out a “circle within a circle” – to conceptualize the idea of a core sphere of EL components, and an overarching evaluation sphere outside it.

Session II, 11:00-12 noon, group comments from table #6 (GSFC 253)

1. The group shared “Aha” experiences --- these largely centered on education, but with a career component (internship, schooling plus career center, etc.). It was noted that there may be a tendency to undersell “social capital” --- our partnerships with our students and how we connect them to federal, local, etc. entities; and students, who have their own “social capital” can also share their connections with others. (Criminal Justice, it was noted, really sees the value of EL, as a department, from this standpoint).
2. Senior Capstone/Criminal Justice and the CLU degree: promoted as a privilege/achievement, but also the social responsibility that comes with the degree is emphasized in this program. Students must obtain “leadership” experience with this degree. In other words, EL policies and initiatives can shape social initiatives, community leadership, or public policy – great potential. Because Social Justice itself, is, in an academic sense, rather theoretical and abstract – EL very important, but it is kept within class content. So, if we want to promote certain issues (Akiko Y.) at CLU, we might gear our EL to help students see this fully (witness in person), rather than in text (in black-and-white). These kinds of efforts will certainly affect policies and others down the road.
3. EL builds self-confidence, self-esteem, poise. EL brings with it a sense of “I did it”, a sense of accomplishment.
4. Salmo Loo, (loo@callutheran.edu), works in Residence Life/Judicial Affairs, has interesting EL experiences for students that have worked well. She has been working at CLU for about a year (graduate of UC Irvine).

