

2016

iTeam -- Exploring Integrative Tools for Engagement at Michigan

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photo courtesy of the Center for Engaged Academic Learning

*“**Reflection is a skill** in itself!
Students need to be able to
know explicitly about the
**change they’re making in
the world.**”*

*••• **Denise
Galarza-Sepulveda**
LSA Center for Engaged
Academic Learning*

Reflection + Social Change ••• iTeam

engaged learning (n.)

1. learning that is **experiential**, **experimental**, and/or **problem-based**
2. a pedagogical approach that foregrounds **lived experience** and emphasizes **practice** in **authentic settings**
3. **learning by doing** and **realizing** what came of what you did

- domains
- authentic research
- civic arts engagement
- community service & learning
- entrepreneurship
- internships/clinical practice
- study abroad
-

INNOVATIVE

We must know how to observe the opportunities and capacities of human communities, understand where new or existing ideas or systems could bring value within those communities, and be able to act effectively in order to drive sustained and positive change to provide that value.

COLLABORATIVE

We must have the ability to communicate with many audiences and to utilize varied formats and styles that will most effectively convey our messages. We must appreciate and leverage diverse contributions to a task and know how to cooperate with others towards common purposes.

RESPONSIBLE

We must develop an understanding of the human, social, and environmental impacts of actions, the ethical reasoning tools to make sustainable and responsible decisions, and the ability to hold and reason across the perspectives of multiple stakeholders.

INTERCULTURAL

We must understand the role of values and culture in driving decisions, and we must develop flexibility in working with others having different values.

CREATIVE

We must develop an understanding of creative processes and understand our own capacity to create new works and ideas. We must understand that creativity is not a rare gift to the few, but a fundamental human trait that can be developed and expanded.

*Effective **engaged learning** experiences result in one or more of these **outcomes**.*

Based on the synthesis report from the Provost's Task Teams on Engaged Learning and Digital Instruction, 2014.

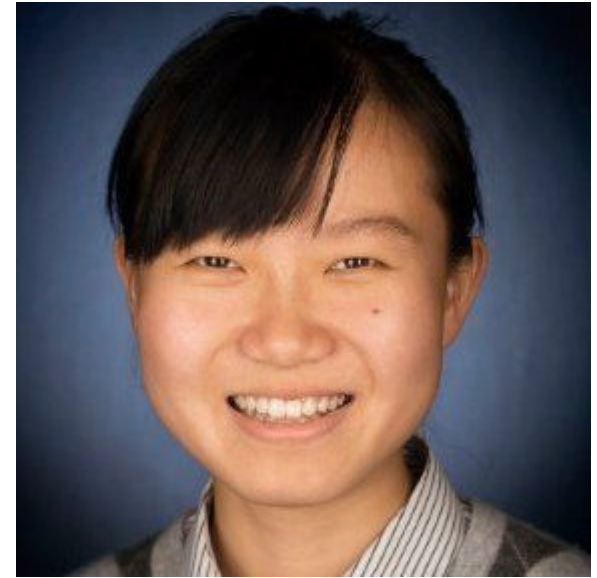
Goals ••• **iTeam**



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W16 Project Team ••• **itTeam**



photo courtesy of the Lloyd Hall Scholars Program

*To better understand the range of perspectives on **engaged learning** and **reflective practice**, we conducted 25 campus interviews — 15 with students and 10 with faculty and staff — following a shared protocol for all student interviews and including a **wide range of experiences, class levels, and departments.***

Improvement	Other observations	Coding	pre		during		post	
			recommendations	don't want	recommendations	don't want	recommendations	don't want
She feels no need of reflection. The work itself was very exhausting, so she wanted no more work. (Jenny's note: she was confident in talking about her experience in interviews and like so she felt doing reflections would be repetitive work.)	Interested in badges if they can be on linkedin. Badges she can earn would be like: non-profit work, victim service. (Jenny's note: she is interested in getting acknowledged in specific professional area/sector.)	S1 - internship	help with resume, accomodation, build confidence, talk to people had similar experience (working with non-profit), choose from multiple offers.	no networking, remotely getting library resources .	one-on-one check-in with supervisors	unclear timeline for workload	talking to friends, using it in papers and projects, clarify one's own career goal	more work after cutting off
UROP- wished that he could have learned how to follow up with the researcher that he was working with so that he could know how the project finished up. He also wished that he had kept in contact so that he could have asked for a letter of recommendation	He thinks that a reflection platform would be useful because it is nice to go back and have an actual physical representation of what that person did and is able to remember things when they are written down and saved. It really facilitates reflection via writing things down more than just talking about things. He just needs prompts to help him write down what he is doing.	S2 - research	Give more practical experience before actually going to get involved in the experience.	Homework/things that are viewed as mandatory.	Would have liked to understand the deeper implications of what he was working on with UROP.		Followup with the people that he had worked with would have been helpful when applying to future jobs.	
Wished that she could have kept in touch better with the people that she worked with so that she could use them as references in the future.	Wanted to know how to reach out to other people during and after the internship without seeming annoying but also networking and making good connections.	S3 - internship	Talk to other people who had the experience before her about what to expect.		Wished that she had kept her lists that she had made so that she could look back and see what she had done.		Keep in touch with the peopel that you work with so that you can contac them later.	Required reflections that her company made her do.
Wished that there had been some easy way for her to reflect on what she was doing. Would have wanted prompts to tell her when and how to do the reflection.	Would have used a toolkit to reflect, would need to be more structured, if there was some pre-structured format then she would do that. Digital badging seems kind of useless in this situation for this because don't want it to be mandatory at all.	S4 - internship	Learn about what the day-to-day work life was going to look like.	Anything that is required or takes up too much time.	Connect with co-workers more and reflect upon the work that is being done.	Too much extra work to do.	Wants some easy way to reflect and make sure that her reflections stay in one location.	Digital badging because that makes things seem like they are required.

*We **coded our interviews** using several different themes: **engagement domain, timeframe** (pre-, during, or post-experience), and **recommended improvements**, which enabled us to see **patterns** across different student outcomes and experiences.*