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iTeam -- Exploring Integrative Tools for Engagement at Michigan

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

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Reflection + Social Change • • • iTeam

photo courtesy of the Center for Engaged Academic Learning
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

Frameworks ⋆⋆⋆ iTeam
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.
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.
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.