2016

iTeam -- Exploring Integrative Tools for Engagement at Michigan

Ettinger, Celia; Yang, Mengjie (Jenny)

http://hdl.handle.net/2027.42/122865
“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

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
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.
Celia Ettinger  
Research Lead  
B.A. Women’s Studies & Sociology, LSA 2016

Carrie Luke  
Project Lead  
Portfolio Lead, University Library

Jenny Mengjie Yang  
Instructional Design Lead  
M.S. Environmental Justice, SNRE 2016
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.

<table>
<thead>
<tr>
<th>Improvement</th>
<th>Other observations</th>
<th>Coding</th>
<th>pre</th>
<th>during</th>
<th>post</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>reco</td>
<td>rec</td>
<td>rec</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>don’t want</td>
<td>don’t want</td>
<td>don’t want</td>
</tr>
</tbody>
</table>

- **She feels no need of reflection.** The work itself was very exhausting, so she wanted no more work. Jerry’s note: she was content in talking about her experiences in interviews and liked as she felt doing reflections would be repetitious.

<table>
<thead>
<tr>
<th>S1 - Internship</th>
<th>Help with resume, accommodation, build confidence, talk to people about experience volunteering with non-profit, choose from multiple offers, no writing/reviewing/making connections.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2 - Research</td>
<td>Give more practical experience before actually going to get intertwined in the experience. Homework thing that are viewed as mandatory, would have liked to understand the deeper implications of what I was working on with UNI.</td>
</tr>
<tr>
<td>S3 - Internship</td>
<td>Talk to other people who has the experience before her about what to expect. Would have liked to share her job so she could knock back and see what she has done.</td>
</tr>
<tr>
<td>S4 - Internship</td>
<td>Learn about what the day-to-day work is like, what you are going to look like. Anything that takes too much time, correct with favorite/must reflect upon the work that is being done, too much extra work to do.</td>
</tr>
</tbody>
</table>

**Research Process • • • iTeam**