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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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
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. 

<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>Help with resume, accommodation, build confidence, talk to people had similar experience learning with top people, choose from multiple offers.</td>
<td>31 - internship</td>
<td>help with resume, accommodation, build confidence, talk to people had similar experience learning with top people, choose from multiple offers.</td>
<td>one-on-one check-in with supervisor</td>
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<tr>
<td>No sustaining retention, getting overwhelmed in specific professional assessment.</td>
<td>32 - research</td>
<td>One more practice experience before actually going to get immersed in the experience.</td>
<td>Homework thing that are viewed as mandatory.</td>
<td>Would have liked to understand the deeper implications of what he was working on with URiP.</td>
<td>Follow up with the people that he had worked with and would have been helpful when applying to future jobs.</td>
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<td>Wanted to know how to reach out to other people during and after the internship. We also reached out to them and had good connections.</td>
<td>33 - internship</td>
<td>Talk to other people who had the experience before her about what to expect.</td>
<td>Wanted that she had kept her letters that she had made so that she could look back and see what she had done.</td>
<td>Keep in touch with the people you know to get information on how to contact them later.</td>
<td>Require reflections that her company made her do.</td>
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<td>Would have used a book to reflect, would need to be more structured. If there was some pre-structured format then she would do that. Digital blogging seems kind of casuals in this situation for her because she doesn't want it to be mandatory at all.</td>
<td>34 - internship</td>
<td>Learn about what the day-to-date work is going to look like.</td>
<td>Anything that takes too much time.</td>
<td>Could write and reflect upon the work that is being done.</td>
<td>Wanted some way to relay to her how her reflections stay in one location.</td>
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<td>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 experiences in interviews and she did not feel doing reflections would be repetitive in her work.</td>
<td>35 - internship</td>
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</tbody>
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Research Process • • • iTTeam