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February 17, 2015 | 2:30PM

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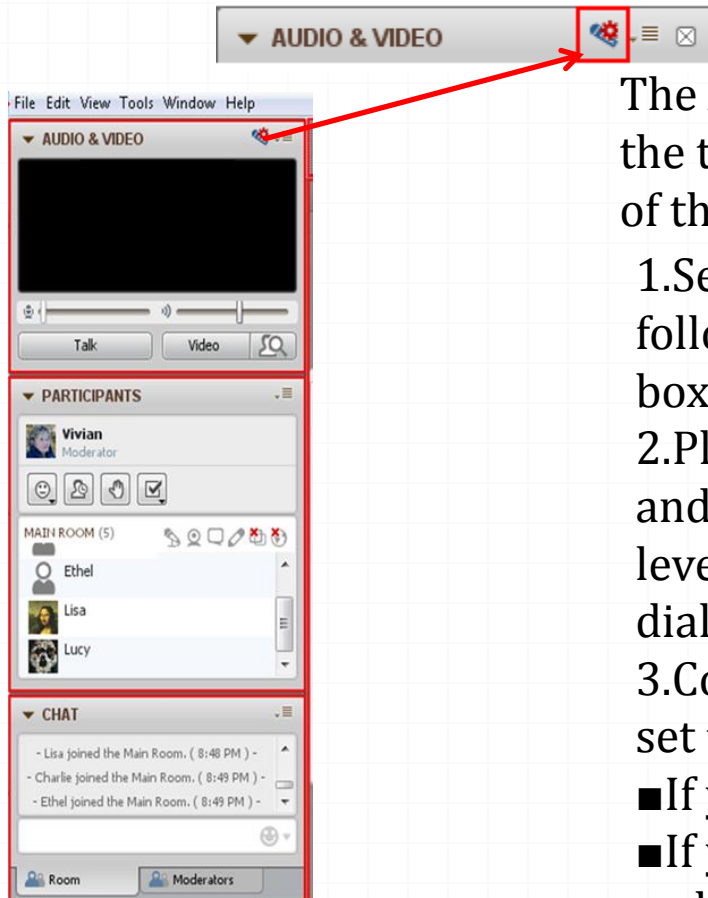


Teaching + Learning Tuesday



AUDIO SETUP WIZARD

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Promoting Student Engagement Within and Beyond the Classroom

Presenter:

James “Jimmie” S. Gahagan, Ph.D.,

Director of the Student Engagement – USC-Columbia



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REBOOT. REDEFINE. RECONNECT.



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Promoting Student Engagement Within and Beyond the Classroom

Dr. Jimmie Gahagan, Director of Student Engagement

Overview

- What is Student Engagement
- The importance of Engagement
- Strategies to promote Engagement
- Recommendations
- Questions



Your Expectations

- What do you hope to learn from this webinar?
- Please type your response in the chat window



WHAT IS STUDENT ENGAGEMENT?



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A Theory?

“The amount of physical and psychological energy that the student devotes to the academic experience.” Alexander Astin, 1984



The Student Engagement Trifecta

- What students **do** -- time and energy devoted to educationally purposeful activities
- What institutions **do** -- using effective educational practices to induce students to do the right things
- Educationally effective institutions channel student energy toward ***the right activities***

Source: Kuh, 2009, 29th Annual Conference on The First-Year Experience and Students in Transition, Denver, CO



Grounded in 7 Principles for Good Practice in Undergraduate Education

1. Encourages contact between students & faculty
2. Develops reciprocity & cooperation among students
3. Encourages active learning
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning

Chickering & Gamson, 1987



Integrative Learning

“**Connecting** skills and knowledge from multiple sources and experiences; **applying** theory to practice in various settings; **utilizing** diverse and even contradictory points of view; and, **understanding** issues and positions contextually.”



Source: Huber & Hutchings, *Mapping the Terrain*, 2004, AAC&U



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What is Integrative Learning

**Classroom
Experience**



**Beyond the Classroom
Experience**

Source: Dr. Irma Van Scoy



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Integrative Learning & Student Development Theory

Chickering

Developing Purpose

Moving through autonomy towards interdependence

Baxter-Magolda

Self-authorship

Learning Partnerships

Kolb

Concrete Experience

Reflective Observation

Abstract Conceptualization

Active Experimentation





**Integrative
learning**

Major courses

Community service

Student Organizations

General education

Internships

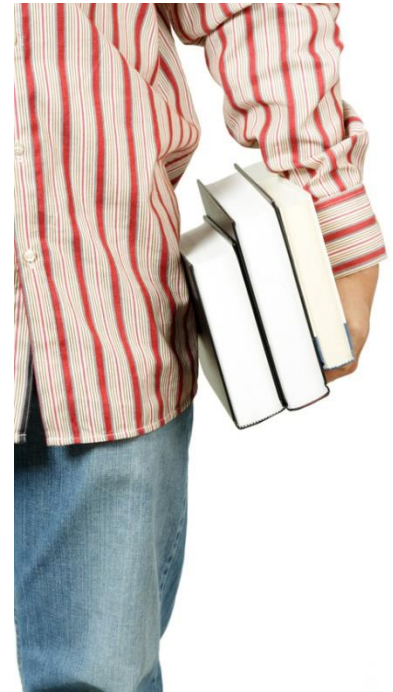
Leadership roles



Integrative Learning

Integrative learning experiences...

- Occur, most often, as learners address real-world problems
- Involve internal changes in the learner
- Include the ability to adapt one's intellectual skills
- Provide an opportunity to understand and develop
individual purpose, values and ethics



Source: Integrative Learning Value Rubric, AAC&U



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THE IMPORTANCE OF STUDENT ENGAGEMENT



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Professionalism and Communication Skills

10 Top Skills Employers Want

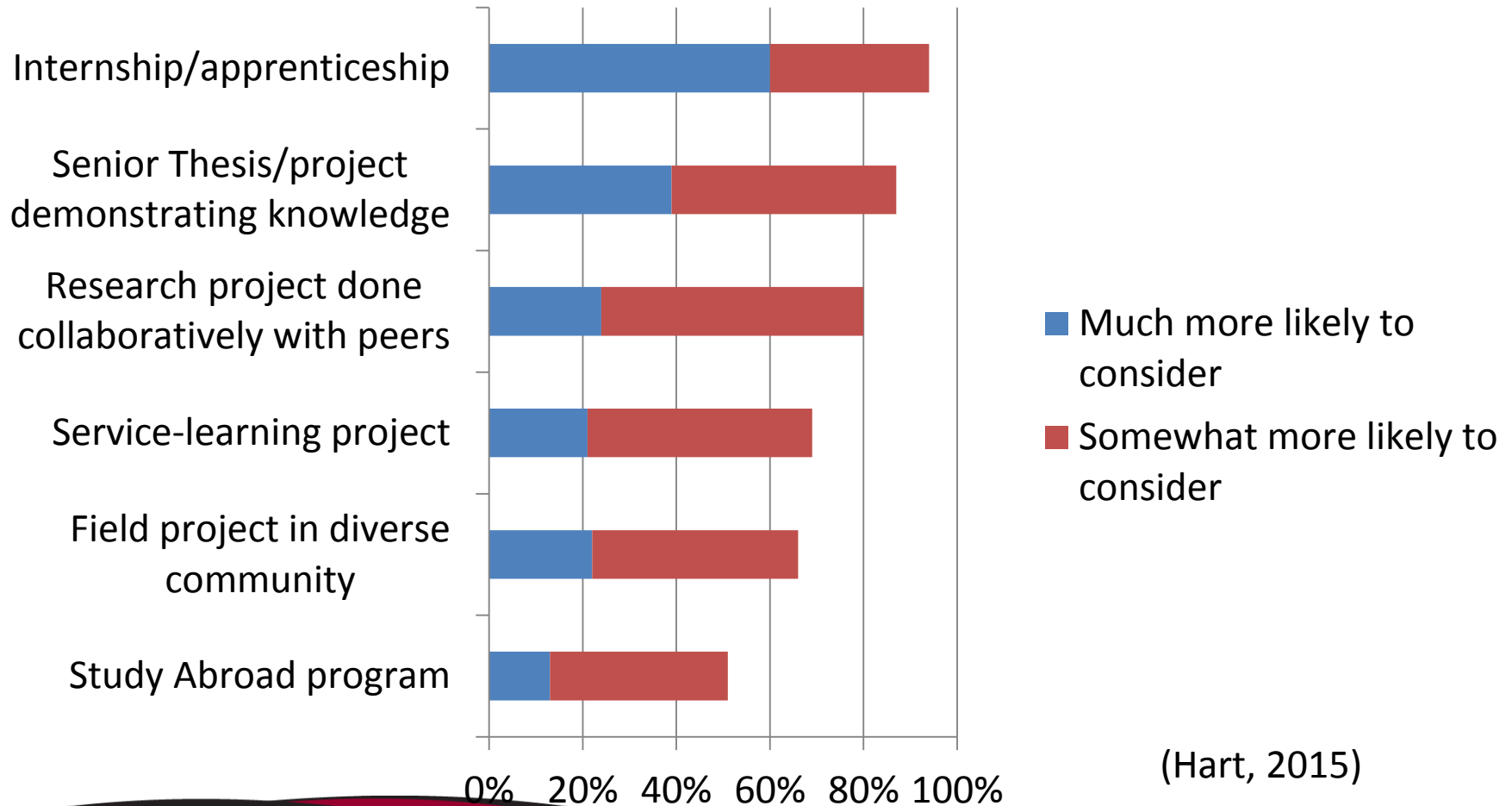
1. Written & Verbal Communication Skills
2. Inter-personal Skills
3. Motivation/Initiative
4. Strong Work Ethic
5. Teamwork Skills
6. Analytical Skills
7. Flexibility/Adaptability
8. Computer Skills
9. Leadership Skills
10. Organizational Skills

Source: National Association of Colleges and Employers



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Employers say they are more likely to hire graduates who have completed...



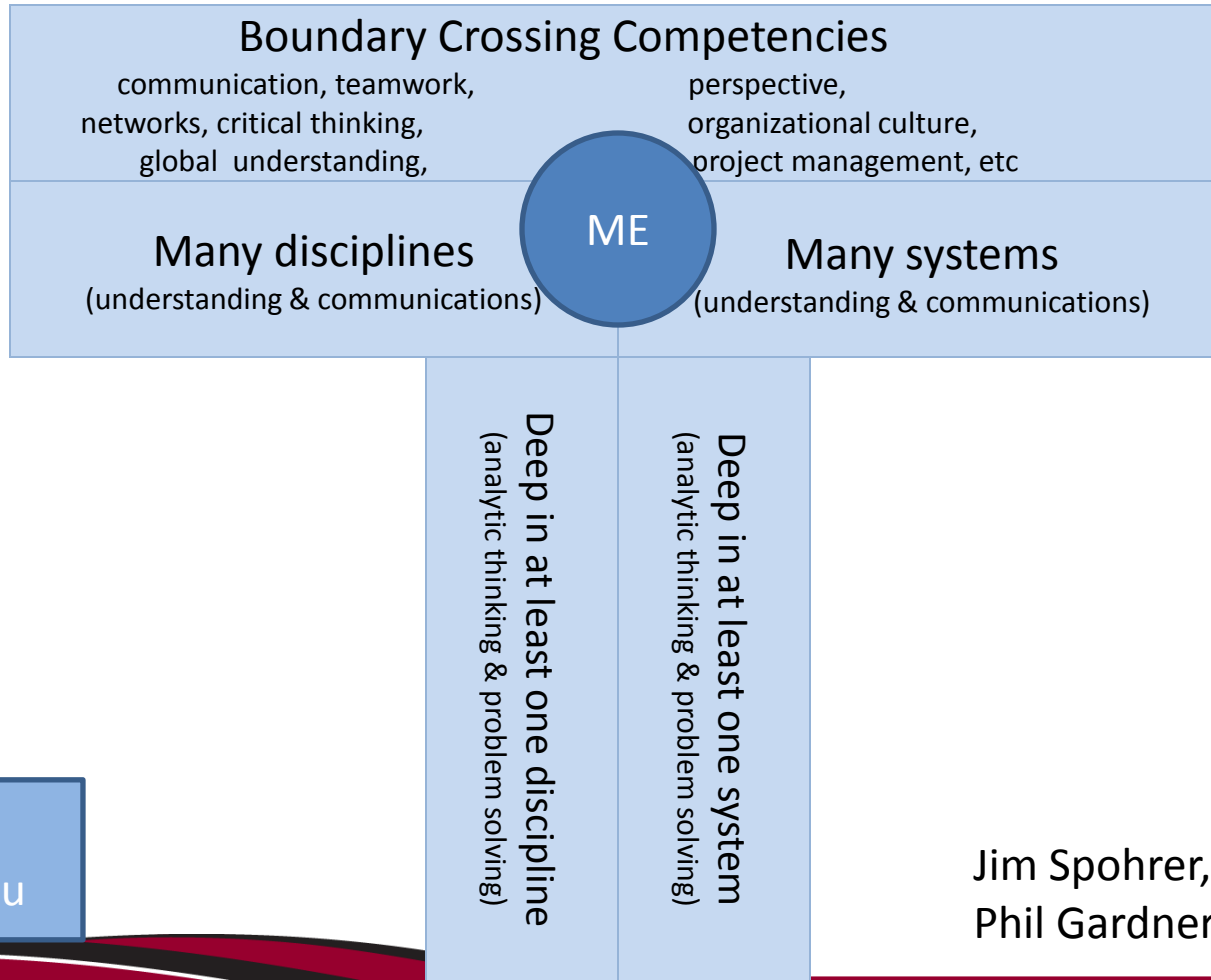
Perception Gap

“There is a **notable gap** between **college students’ feelings** about their level of preparedness across key learning outcomes and **employers assessment** of recent college graduates.”

(Hart, 2015)



T-Shaped Professionals (Both Deep and Broad)



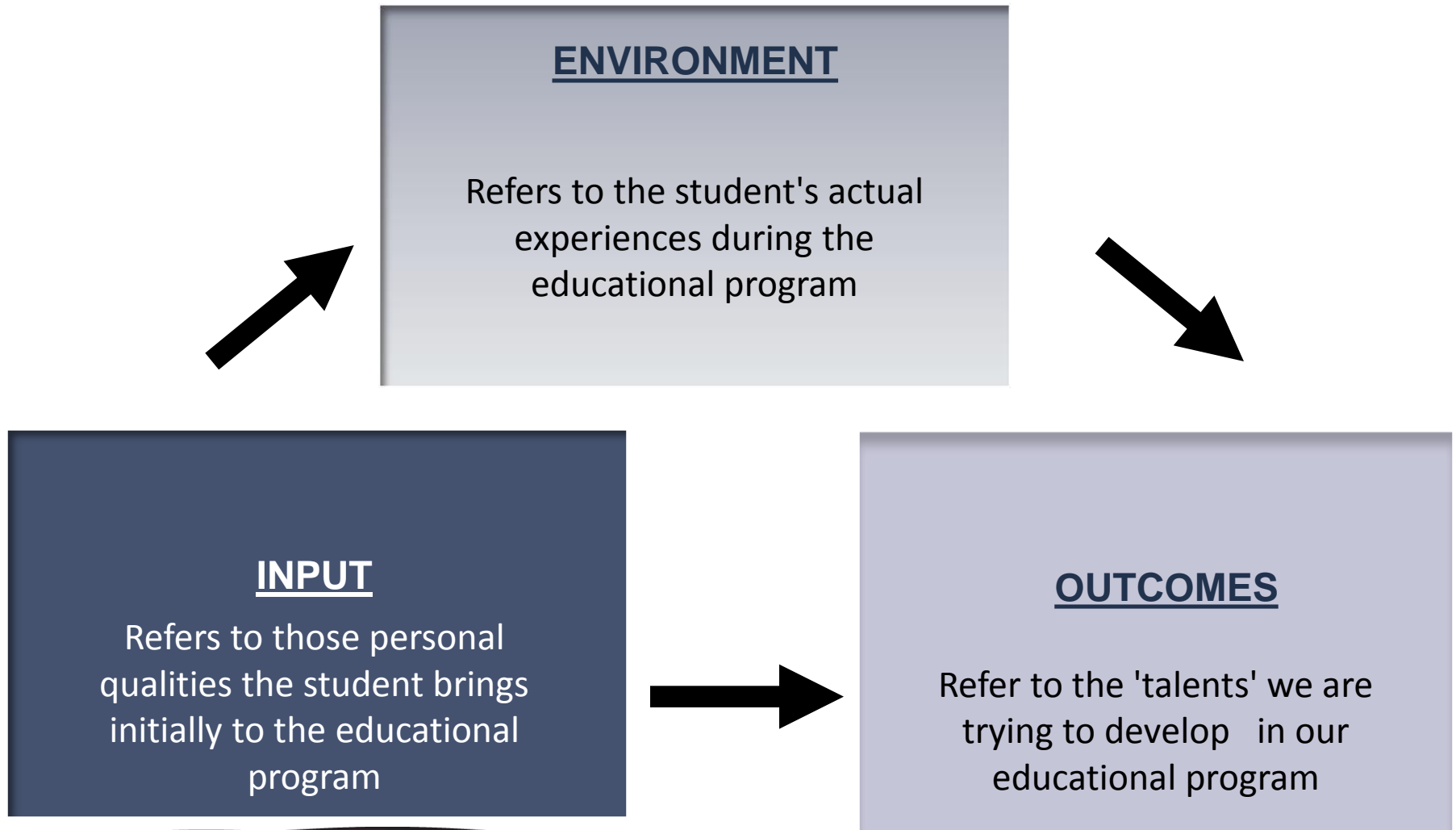
See
www.ceri.edu

Jim Spohrer, IBM Labs
Phil Gardner, 2010



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Assessment: Astin's I-E-O Model



STRATEGIES TO PROMOTE ENGAGEMENT



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Strategies to Promote Engagement

- High Impact Practices
- Planning
- Reflection
- Collaboration & Partnerships



High Impact Activities



*Association
of American
Colleges and
Universities*



- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

*Source: Kinzie & Evenbeck, "Setting up Learning Communities That Connect with Other High Impact Practices,"
Washington Center, Learning Community Summer Institute.*



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Marked by 6 Conditions

1. Time on Task

- Activities demand students devote considerable time & effort to purposeful tasks.
- Most require daily decisions that deepen students' investment in the activity.

2. Faculty and Peer Interaction

- Nature of activities puts students in circumstances that essentially demand interaction with faculty and peers about substantive matters over a period of time.

Source: Kinzie & Evenbeck, "Setting up Learning Communities That Connect with Other High Impact Practices,"
Washington Center, Learning Community Summer Institute.



Marked by 6 Conditions

3. Interaction with Diversity

- Participation increases the likelihood that students will experience diversity through interaction with people who are different from themselves. Students are challenged to develop new ways of thinking & responding to novel circumstances.

4. Frequent Feedback

- May be faculty, internship supervisors, peers, others. Close proximity may provide opportunities for nearly continuous feedback.

Source: Kinzie & Evenbeck, "Setting up Learning Communities That Connect with Other High Impact Practices," Washington Center, Learning Community Summer Institute.



Marked by 6 Conditions

5. Connections between learning context and real-world settings
 - Opportunities for students to see how what they are learning works in on and off campus settings.
6. Occur in context of Coherent, Academically Challenging Curriculum
 - Infused with opportunities for active, collaborative learning. Students better understand themselves in relation to others and the larger world.

Source: Kinzie & Evenbeck, "Setting up Learning Communities That Connect with Other High Impact Practices,"
Washington Center, Learning Community Summer Institute



Results: Engagement & Retention



- 1. Engagement in the first year is essential to student persistence & success*
- 2. Some students appear to benefit more than others from the same educational programs or practices*

Source: Kinzie & Evenbeck, "Setting up Learning Communities That Connect with Other High Impact Practices," Washington Center, Learning Community Summer Institute.



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Community College Engagement

“Student Engagement is statistically associated with institutional graduation rates; in particular, the CCSSE benchmarks of active and collaborative learning, and support of learners have impact.”

Price & Tovar, 2014



Community College Engagement

Active and Collaborative Learning

- Requiring students to work on projects during class
- Encouraging student to work with classmates
- Creating opportunities for students to tutor each other; either voluntarily or paid.
- Committing faculty time for students to discuss ideas from readings or classes with instructors outside of class.

Price & Tovar, 2014



High Impact Practices and Their Considerable Potential...

“High impact practices are...at the heart of a liberal education. Equally important, all of the evidence so far suggests that they **benefit all students**. At the same time, while **promising**, they are not a **panacea**. Only when they are **implemented well** and **continually evaluated** to be sure they are accessible to and reaching all students will we realize their considerable potential”

(From the forward by George Kuh in Brownell, J.E. & Swaner, L.E., 2010)



Learning Communities

- Curricular
 - Cohorts of students taking 2-3 common courses together
- Residential
 - Students assigned to live together around a theme



Undergraduate Research

- Characterized by four attributes (Hakim, 1998)
 - Student mentorship by a faculty member
 - Research project leading to a meaningful contribution to the subject of inquiry
 - Conducted using widely recognized techniques in the field of inquiry
 - Final project can be disseminated and assessed.



Study Abroad and other exchange opportunities

- Study Abroad
- Domestic Study Away
- Short term experiences
 - Retreats
 - alternative break experiences
 - Bridge programs



Service-learning

A form of **active learning** that connects **meaningful community service** with **academic coursework** and **purposeful reflection**. The experience yields **reciprocal benefits** for all participants, a renewed sense of **civic connection**, and encourages **critical thinking** and **self-examination**. (University of South Carolina)



Leadership Development

- “Helping students develop the integrity and strength of character that prepare them for leadership may be one of the most challenging and important goals of higher education” (King, 1997, p. 87).



Traditions and Rituals

- “The arrangement of environments is perhaps the most powerful technique we have for influencing human behavior.” (Moos, 1986, p.4)
- Welcome Events
- Convocations
- Ceremonies



USCCONNECT

**Integrating learning within
and beyond the classroom**

USC Connect is a comprehensive learning initiative to support **all** students in enhancing their Carolina education by *connecting academics and beyond the classroom experiences.*



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Graduation with Leadership Distinction in . . .

- ***Community Service***
- ***Global Learning***
- ***Research***
- ***Professional and Civic
Engagement (Internships
& Peer Leadership)***



Transcript/Diploma recognition available to UG students
of any major with 3.0 GPA



GLD Requirements

- Core Experience
- Enhancement Activities
- Coursework
- Presentation
- E-Portfolio
- 3.0 GPA



Question for Discussion

In the chat box...

Describe the challenges and opportunities associated with implementing high impact practices on your campus...



STRATEGIES TO PROMOTE ENGAGEMENT: REFLECTION



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Reflection

A mind that is stretched by a new experience
can never go back to it's old dimensions."

Source: Oliver Wendell Holmes

"Consideration of some subject
matter, idea or purpose"

Source: Merriam-Webster, 2013



Description

Reaction

≠

Reflection

Evaluation

*Source: Kevin Clarke and Irma Van Scoy, 2012
Building Connections Conference*



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Knowledge

Knowing that



Declarative

Cognition

Wisdom

Knowing how



Procedural

Application

Transformation

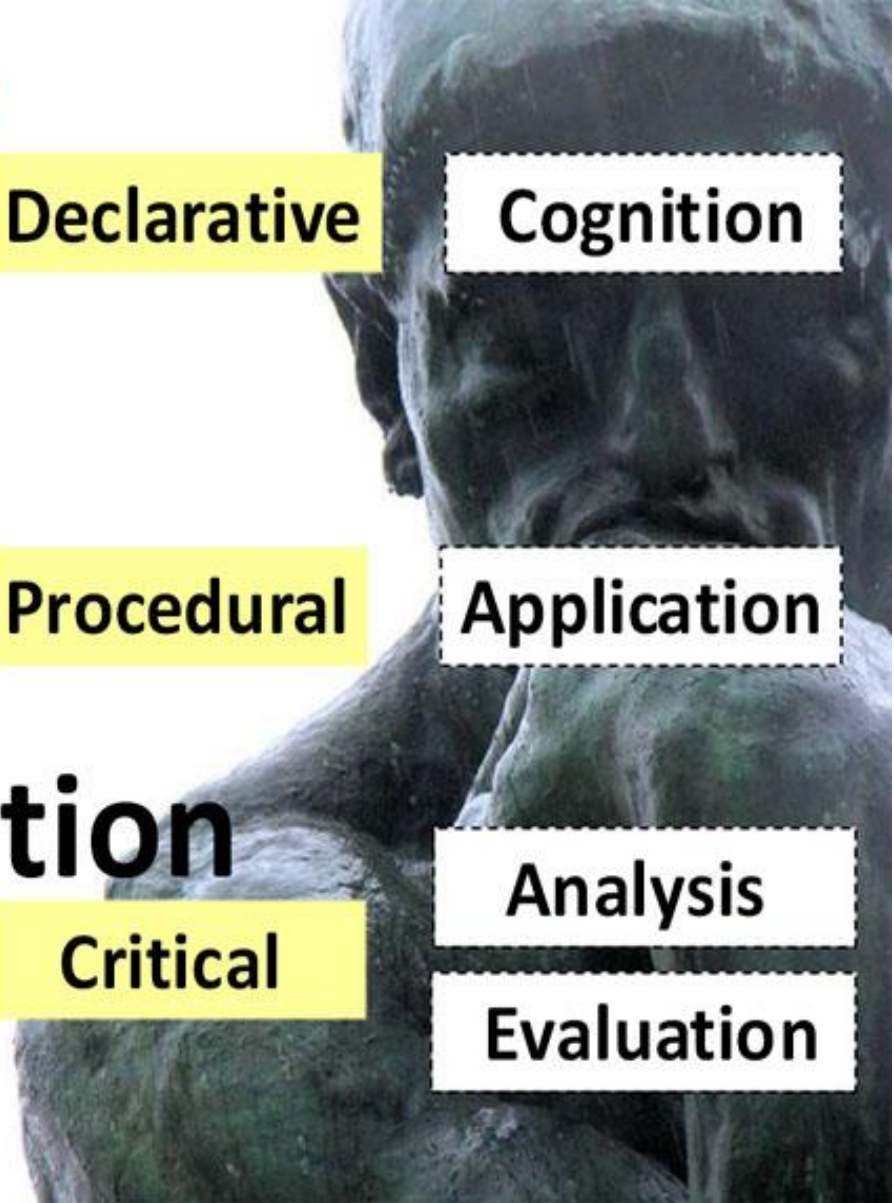
Knowing why



Critical

Analysis

Evaluation



Critical Reflection

“Critical Reflection is the process of **analyzing, reconsidering & questioning** one’s experience within a broad context of issues and content knowledge.”

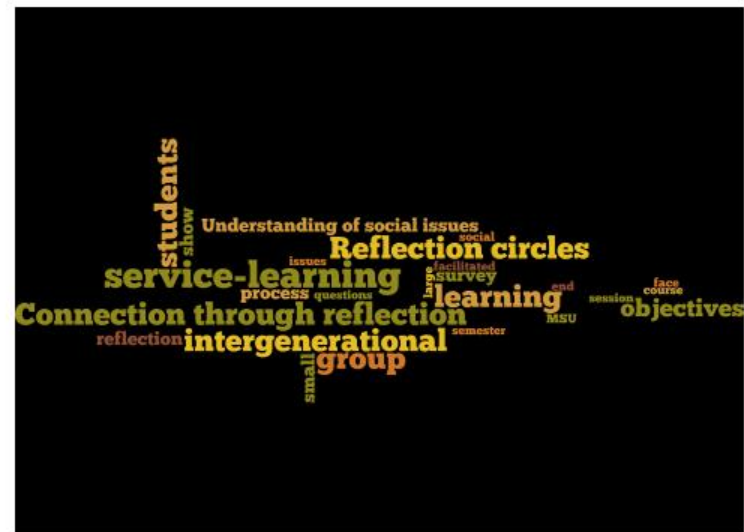
Barbara Jacoby, 2012



Strategies for Fostering Reflection

Includes four core elements of reflection:

- Continuous
- Connected
- Challenging
- Contextualized



Source: Eyler & Gyles (1999)



The Importance of Reflection

- Increases the **value** of the learning experience
- Encourages learners to **make meaning** out of the process they are engaged
- Enables the learners to relate the **new material** of learning to **prior knowledge** and hence a better understanding of the discipline
- Enhances the learner's **broader understanding**



Reflection Map

	Before	During	After
Alone	Letter to yourself	Structured journal entries	Reflective essay Letter of advocacy
With Classmates	Discussion of expectations hopes and fears	Mixed team discussion	Team presentation, collage, mural, video, photo essay
With Others	Asset mapping planning with community or organization	Debriefing Lessons learned	Presentation to community group and/or organization

Source: Eyler (2001)



Developing Good Questions

- “Searching questions”-questions aren’t always answered
- Students want resolution, but we can help them become comfortable with ambiguity
- Examples of “good” questions
 - What does the experience mean to you now compared to how you felt about it at the beginning?
 - Is there anything about the experience that was familiar to you? How did this help or hinder you?
 - What questions still remain about the topic or experience?



How We Assess Reflection



- Subjective versus objective knowledge

Level 1	Level 2	Level 3
<ol style="list-style-type: none">1. Gives examples of observed behaviors or characteristics, but provides no insight into reasons behind the observation; observations tend to become dimensional and conventional or unassimilated repetitions of what has been heard in class or from peers.2. Tends to focus on just one aspect of the situation.3. Uses unsupported personal beliefs as frequently as "hard" evidence.4. May acknowledge differences of perspective but does not discriminate effectively among them.	<ol style="list-style-type: none">1. Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.2. Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors that may make change difficult.3. Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them.4. Perceives legitimate differences of viewpoint.5. Demonstrates a beginning ability to interpret evidence.	<ol style="list-style-type: none">1. Views things from multiple perspectives; able to observe multiple aspects of the situation and place them in context.2. Perceives conflicting goals within and among the individuals involved in a situation and recognizes that the differences can be evaluated.3. Recognizes that actions must be situationally dependent and understands many of the factors that affect their choice.4. Makes appropriate judgments based on reasoning and evidence.5. Has a reasonable assessment of the importance of the decisions facing clients and of his or her responsibility as a part of others' lives.



Question for Discussion

- In the chat box...

How do you currently incorporate reflection into students' experience both within and beyond the classroom



STRATEGIES TO PROMOTE ENGAGEMENT: PLANNING



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History and Development of Plans

- Academic Plan
 - Difference with current planning documents (more than just course mapping)
- Engagement Plan



USC Framework

1. Self-Assessment
2. Reflection
3. Goal Setting



Steps to Academic and Engagement Planning



Academic/Engagement Planning

- Document will help guide meeting.
- Tangible, reflective document student can invest in and continue working towards completion.
- Discuss one-on-one.
- Serves a comprehensive overview of what student can do to be successful.



Step 1: Fill out the Information page

Your Student Engagement Plan

Engagement is both the time and energy students devote to educationally purposeful activities, as well as how different facets of the institutional environment facilitate and support their learning.

-George Kuh

Welcome to the Student Engagement Plan (SEP)! By committing yourself to this exercise you are demonstrating a commitment to make the most of your college career. Students who fully engage in their academic and social experiences within and beyond the classroom are generally more satisfied and more likely to succeed. By completing a SEP, you are less likely to graduate with regrets for not taking advantage of, or simply missing, opportunities because you were unaware they existed or didn't plan properly. Your SEP is your guide to maximizing your success at USC!

You can complete the SEP on your own but we recommend that you meet with an ACE Coach, a trusted advisor, a resident mentor, or perhaps one of your instructors to assist you. By working with someone who is familiar with campus and also knows how to help students match their interests to their goals, you will maximize the effectiveness of the SEP. Please share some information that will help your ACE Coach/advisor/instructor guide you toward engagement opportunities at the University of South Carolina:

Name: _____

Major/Minor: _____

Year in School: _____

Year in School: **First Year**

Second Year

Third Year

Fourth Year

Fifth Year

Career Goals (if known):



Step 2: Complete the Student Engagement Inventory

Student Engagement Inventory

As you fill out this inventory, think not only about your first year, but also which activities should be planned for your second, third, and fourth year. The goal is to be intentional and selective with your engagement experiences so they have the greatest impact and meet your individual needs over time.

Please circle the appropriate number in regards to each category using the following scale:
(0= Unfamiliar, 1= No interest, 2= Very little interest, 3= Interested, 4= Participating)

	Unfamiliar	No Interest	Some Interest	Interested	Participating
1. Interacting with my professors outside of class on a regular basis	0	1	2	3	4
2. Participating in a practicum, internship, field experience, co-op, or clinical assignment	0	1	2	3	4
3. Doing research in my field of study	0	1	2	3	4
4. Living in a residence learning community with other students who have similar interests such as Environmental Awareness, Languages, the Arts, Pre-Med, etc	0	1	2	3	4
5. Becoming involved in a student organization	0	1	2	3	4
6. Participating in study abroad and/or the National Student Exchange	0	1	2	3	4
7. Attending a performing arts experience (i.e. concerts, art galleries or museums, theatre and dance performances)	0	1	2	3	4



Student Engagement Plan (SEP)

SEPART 1: Personal Reflection

It is helpful to reflect on your current personal situation to better understand your interests and goals, which will help you with developing a clear plan for engagement at the University of South Carolina. Take some time to reflect on:

- If you are currently participating in activities, please list each below.
- Since coming to this institution, what's something you've accomplished that you are proud of?
- What do you do in your free time?
- What opportunities are you looking for in college?
- Tell me about a project or activity that made you lose track of time, something that you worked on for hours upon hours without even thinking about it.
- When was the last time you were really excited about something? What was exciting about it?



SEPART 2: Knowing Campus Resources

The University of South Carolina offers several different areas in which students can participate and become engaged. Becoming familiar with offices and resources on campus can help you find ways to become more engaged while at USC. It will help to visit the websites and do a little information gathering in the areas of interest to you. You may also learn about new things that you had not even considered.

Engagement Category	Opportunity	Office
1. Interacting with professors	Out to Lunch	Academic Centers for Excellence
	Mutual Expectations	Office of Student Engagement
	Professors office hours	See professor or instructor
2. Practical experiences	Internships	Career Center
3. Research	Undergraduate research	Office of Undergraduate Research
	With professor	See professor
4. Residence learning community	Living & Learning Communities	www.housing.sc.edu/rsl/rescom.html
	Resident Mentors	www.housing.sc.edu/rm
	Residence Hall Association (RHA)	www.rha.sc.edu
5. Student organizations	Greek Fraternities & Sororities	Greek Life
	Honor	Student Organizations
	Interest	Student Organizations
	International	Student Organizations, International Programs
	Political	Student Organizations
	Professional	Student Organizations
	Religious	Student Organizations, Carolina Campus Ministries
	Residence Hall Government	
6. Study abroad	Service	Student Organizations
	Sport	Student Organizations, Campus Recreation
	International study abroad	Study Abroad Office
	National Student Exchange	Office of Student Engagement
7. Arts on and off campus	Faculty-led courses	Office of Student Engagement
	USC Theatre and Dance performances	www.cas.sc.edu/THEA
	School of Music performances	www.music.sc.edu
	Koger Center events	http://koger.sc.edu
	Carolina Productions	www.cp.sc.edu
8. Recreation	Columbia Museum of Art	www.columbiamuseum.org
	Outdoor adventure trips	Campus Recreation-Outdoor Recreation
	Intramurals	Campus Recreation
	Group Exercise classes	Campus Recreation
	Fitness Orientations	Campus Recreation



Setting S.M.A.R.T. Goals

Personal Engagement Goal 1:
Personal Engagement Goal 2:
Personal Engagement Goal 3:



Setting S.M.A.R.T. Goals

Engagement Goal 1:		
Participate in undergraduate research focused on Political Science		
Available Campus Resources		
Office of undergraduate research Academic Advisor		
Action Steps	Deadline	Check when completed
1. Meet with a staff member in undergraduate research	8/30	
2. Meet with a faculty member in my major	8/30	
3. Join mentoring program	9/5	
4. Select research topic	10/5	
5.		
Possible obstacles I may face in trying to reach my goals:		
I may not know what I want to research right away		



Integrative Learning Reflection

SEP Part 4: Integrative Learning Reflection

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connection among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond campus.

The University of South Carolina is committed to assisting you develop the skills needed to integrate your learning throughout your various experiences in and beyond the classroom. We encourage you to visit www.sc.edu/connect to learn more about these opportunities.

After having participated in an engagement activity (i.e. student organization meeting, service learning course) it is useful to reflect on how your experience connects to what you're learning in the classroom and to your interests and future career goals. Take some time to reflect on:

- Describe the experience in which you participated. Please give examples.
- After having participated in the experience, what have you learned about yourself that you didn't know beforehand?
- How did you apply your personal abilities to this experience?
- How has what you learned changed your perspective towards being involved?



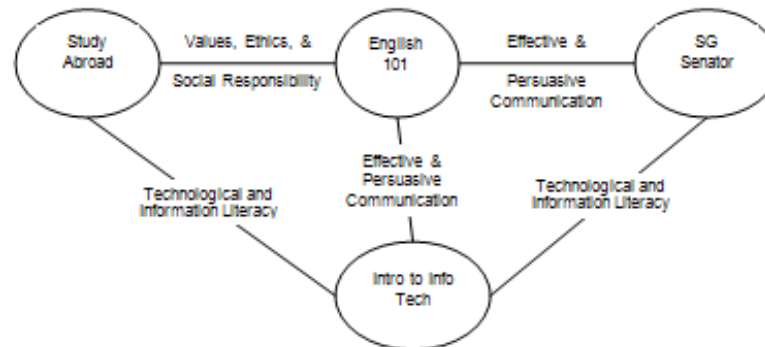
Mapping Your Activities & Academics

SEPART 5: Mapping Your Activities and Academics

Mind mapping allows you to see the relationships between the various activities in which you are currently engaging/have engaged and the concepts you are learning in the classroom. This is an example of a mind map where the student linked his/her classes, beyond the classroom activities, and components of the Carolina Core. Feel the freedom to use this as a guide to create something that makes sense to you and communicates your experiences at USC.

Some questions to consider before creating your mind map

1. Pick 2-4 of your most significant classes
2. Pick 2-4 of your most significant beyond-the-classroom experiences
3. Think about how those various classroom and beyond-the-classroom experiences connect and are linked. Create a visually representation of those connections on the next page (see example below).



STRATEGIES TO PROMOTE ENGAGEMENT: COLLABORATION



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Engagement Requires



Silo Breaking!



Bridge Building!

A photograph of a winding asphalt road with double yellow lines, curving through a dense green forest. The road is the central focus, leading the eye into the distance. The trees are lush and green, creating a sense of a quiet, natural path. The text is overlaid in the lower-middle section of the image.

Helping Students Find
Meaning & Purpose!

RECOMMENDATIONS



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Making Beyond the Classroom Experiences Meaningful

- Define your learning outcomes
- Know your resources
- Understand student needs and culture
- Select and plan carefully—and early



Making Beyond the Classroom Experiences Meaningful

- Foster habits crucial for academic success
- Emphasize integrative learning
- Reflect, reflect, reflect
- Be willing to get messy
- Celebrate and tell your story



Strategies for Using Campus Resources

- Be strategic in selecting and timing activities
- Design integrative assignments that build on one another
- Dream big—then scale back to what's realistic
- Plan carefully and in advance
- Utilize culminating projects



Questions???



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Join us Tuesday, March 17, 2015 for the
next TLT webinar!

Topic: Diversity

Dr. Tamara Butler, Michigan State University

Teaching + Learning Tuesdays

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