

The Impact of Applied Learning

CALHE March 8-10, 2018

UNCW

Saturday, March 10 | Notice

Note change in location for this post-conference workshop.

2:00pm-5:00pm | Post-Conference Workshop C | **Refining and Sharing Your Work in Experiential Learning: Practitioner-Scholarship, Part II** | **Leutze 134**

See *Whova*, the conference app, for the location of the “end-of-conference gathering**” beginning at 5:30pm, Saturday, March 10.

The formal program/schedule is found in the conference application, *Whova*, a mobile application designed for smart phones and Ipads or tablets. An invitation to download *Whova* was sent to the email address submitted during registration. Presenters and conference attendees should stop by the registration table for questions about downloading or using the application. Any changes or updates in the schedule (times/locations/shuttles) will be displayed in *Whova*.

In applied learning spirit, communication studies students from the UNCW College of Arts and Sciences downloaded, formatted and designed conference information for upload to *Whova*. Communication studies students also designed our 2018 CALHE logo and are managing CALHE's social media accounts.

Presentation Rooms and Wifi

All presentation rooms and the registration area are located in the Fisher Student Center (FSC) near the Clock tower Lounge. An LCD projector, screen, dell laptop, and internet access is available in each presentation room. Use your adaptors/connectors to use your own device.

Poster Set-up | 4:45pm | Burney Ball Room B | we provide easels and accessories to display your scholarship.

Get Connected

Join the *seahawk* guest network. See the registration area in Clocktower Lounge/ Fisher Student Center for any help getting connected.

Note: UNCW also has the network, “Eduroam” available.

Good practice dictates having access to necessary presentation materials “in the cloud” and via physical drive. Doing so may help presenters avoid potential tragedies and “techno-dramatics.”

Travel | Shuttles

A shuttle (Van) schedule has been sent to the conference hotels, and is located in the conference app, Whova. The first shuttle departs from Fisher Student Center (FSC) at 3:30pm on **Thursday, March 8**. The shuttles only run from the conference location to conference hotels.

Conference Schedule

Thursday, March 8

10:00am-12:00pm | Registration | Light Refreshments, Coffee, etc. | Clocktower Lounge

Preconference workshop attendees should stop by the registration table to pick up conference materials and to check-in (Clocktower Lounge/Fisher Student Center)

11:00am-3:00pm | Pre-conference Workshop A | **Designing Experiential Learning for Learning, Change, and Inquiry** | Randall Library room # 1022

3:00pm-5:30pm | Registration | Clocktower Lounge

3:15pm-4:45pm | Preconference Workshop B | **Refining and Sharing Your Work in Experiential Learning: Practitioner-Scholarship, Part I** | Randall Library room #1022

5:00pm-8:00pm | Reception | Heavy Appetizers | Clocktower Lounge

Friday, March 9

8:00am-4:30pm | Registration | Clocktower Lounge

8:00am-12:00am | Light Refreshments, Coffee, etc. | Clocktower Lounge

12:15pm-2:00pm | Lunch | *Purchased lunches* will be available in Clocktower Lounge

5:00pm-6:00pm | Poster Session | Burney Center Ballrooms C

6:00pm-9:00pm | Conference Banquet | Burney Center Ballrooms C

CONCURRENT SESSIONS A | 9:30am-10:45am | Fisher Student Center

Azalea Coast Room A

**Applied Learning Demonstration
Role Playing in Criminal Justice Scenarios**

Gregory M. Vecchi, Ph.D. MWSU, Criminal Justice Department

The workshop will focus on how to develop professional and credible role players for use in skill-based interventions with persons in crisis. The workshop will include discussion and an expert demonstration on how role playing is applied during training for practitioners who have to deal with emotional persons in crisis and how clients evaluate the performance of the role players. The workshop will feature undergraduate students who were trained as role players for criminal justice scenarios; however, it should be noted that these skillsets cut across all areas of human interactions.

Gregory M. Vecchi, Ph.D. MWSU
J.D. Scrivens, MWSU, (UG Student)
Leighandra Hazlett, MWSU, (UG Student)

Azalea Coast Room B

**Communication Centers as Hubs of Applied Learning
Chair, Kimberly M. Cuny, UNCG**

Communication centers--be they writing, speaking, digital, or some combination thereof—offer students unique opportunities to learn by mentoring their peers. On this panel, students and faculty discuss how a university communication center can implement meaningful applied learning experiences through peer-to-peer oral communication instruction. Panelists share their analysis and experiences related to: how teaching beyond the classroom intensifies their own learning; extending communication skill development to communities of people facing developmental and emotional challenges; and generating student-faculty research collaborations that can improve instructional practice.

Undergraduate Research in and on Communication Centers: Generating Scholarship of Teaching, Learning, and Student Success

Roy Schwartzman, UNCG, Professor, Communication Studies Department

**Applied Learning as Empowerment Through Teaching: Communication Activism
Pedagogy**

Elauna Pettigrew, UNCG (UG student presenter)

**Building Oral Communication Skills in Underserved Communities: Mentoring
Developmentally Challenged Communicators**

Erika Forslund, UNCG (UG student presenter)
Rebecca Ray, UNCG (UG student presenter)
Caroline Bolin, UNCG (UG student presenter)
Abby Thompson, UNCG (UG student presenter)

Masonboro Island Room 2011

Successful Models of Applied Learning in K-12 School-University Partnerships

Chair, Lisa Brown Buchanan, UNCW, Watson School of Education

This panel presents five different non-traditional models of partnership and applied learning experiences. The projects from different subject areas in the Elementary Education program showcase the possibilities of new approaches to school-university partnerships in bringing applied learning to teacher education. We will discuss the project approaches, learning outcomes, and challenges, and provide suggestions for creating meaningful and successful applied learning initiatives.

Christine Liao, UNCW

Lynn Sikma, UNCW

Brooke Langston-Demott, UNCW

Jeremy Hilburn, UNCW

James DeVita, UNCW

Wrightsville Beach Room 2017

Engaging Kids and Future Educators: Application of Developmentally Appropriate Practices in Sport

Chair, Amelia Huelskamp, UNCW, Physical Education and Health, CHHS, Faculty Advisor

To introduce new Physical Education and Health (PEH) majors to developmentally appropriate teaching practices, advanced majors collaborate with incoming majors to plan and implement “Parents’ Night Out,” an event that gives parents a night off while providing physical activity for their children. PEH majors apply content from their introductory course, PED 235: Principles of Teaching Health and Physical Education, to plan and implement a safe and inclusive evening of movement opportunities. PEH majors will compare PED 235 students from two different semesters to determine whether this applied learning experience positively correlates with increased student self-efficacy to achieve course learning outcomes.

Kaitlyn Adams, UNCW, CHHS, (UG student presenter)

Brenna Poore UNCW, CHHS, (UG student presenter)

Kristen Mason UNCW, CHHS, (UG student presenter)

Leigh Ward UNCW, CHHS, (UG student presenter)

CONCURRENT SESSIONS B | 11:00am-12:15pm | Fisher Student Center

Azalea Coast Room A

Featured Panel

Future Directions in Applied Learning

Presenters will discuss current applied learning approaches and how current demands and advances may require changes within applied research and pedagogical approaches. Chris Bond will share results from a questionnaire and data from interviews regarding applied learning

practices and definitions from various higher education institutions. Plans for an applied learning organization and future partnerships will be discussed.

Chris Bond, Chris, PhD., MWSU, Communications Department

Jess Boersma, PhD., UNCW, Associate Dean and Director of ETEAL/Applied Learning

Patti Clayton, PhD., PHC Ventures; Senior Scholar, CSL, IUPUI; Senior Scholar, ICEE, UNCG; Visiting Scholar, SSSL, Kansas State

Azalea Coast Room B

Simulation and Role Playing with Applied Learning

Real Life Simulation in Engineering Technology Degrees

Lauren Fletcher, Missouri Western State University, Engineering

Long Qiao, Missouri Western State University, Engineering

Technology in the Engineering profession is advancing faster than ever thought possible. With all the new knowledge and more advanced ways to solve problems, means there needs to be new ways to teach on how to approach solving these problems, including how to use the technology the problems are presented with. If simulated games were used more often in the education of an Engineering Technology major, students would be more prepared for the real world after graduation, than the traditional “sit at a desk and listen” student.

Simulation as Complex Role-playing events based on “real-world” Critical Incidents

David Weber, PhD., UNCW, Communication Department

Applied learning in higher education has many enactments and instantiations—most of them focusing on facilitating reflective, experiential tasking that connects theory and practice. Simulation is one approach deploying knowledge in practical application. Simulation as I use it in organizational communication and development courses are complex role-playing events based on “real-world” critical incidents. The capstone event in these learning opportunities is “real-time” interacting in groups. The solution-searching that emerges in these transactions will have emerged from deep preparation consisting of iterative and additive research and discussion spreading across several days, and carefully and intentionally staged and monitored by the instructor.

Masonboro Island Room 2011

Community Engagement, Photo Mapping and Understanding the Aural in Applied Learning

Engaging with local knowledge through participatory photo mapping

Stephanie Crowe, UNCW, Social Sciences Librarian

Julia F. Waity, PhD., UNCW, Department of Sociology and Criminology

Students in SOC 460 (Sociology of Poverty) at the University of North Carolina Wilmington are collaborating with local youth on a participatory photo mapping (PPM) project during the spring semester 2018. Our community partner, Communities in Schools, is a nationwide organization that encourages children to stay in school and be successful while there. The goal of this applied learning project is for students to learn about forms of authority and knowledge within a community versus traditional scholarly authority, and that both have different kinds of validity.

Measuring the Impact of Community Engagement Assignments

Evelyn Brooks, Missouri Western State University

The purpose of this applied learning project is to enhance the student's accomplishment of the course objectives by developing applied learning community engagement activities in addition to precepted experiences. To emphasize the applied learning experience, rather than the assignment, several strategies were used. Eight major concepts, including priority setting & time management; teamwork, collaboration & professional communication; safety & quality; government, law and policy; client centered care; financing, budget & resource allocation; informatics, and evidence-based practice, were identified from the 12 course objectives. The experiences included community engagement activities such as the Opioid Summit, dental varnish clinic for underserved children, domestic violence event, homeless event, Diwali light festival, early childhood screening, and serving at the open door food kitchen.

If These Walls Had Ears: Understanding the Impact of Sound in Applied Learning

Lance Cummings, Ph.D., UNCW, Department of English

This presentation will explore how applied learning can enhance student awareness of both audience and purpose by providing multiple contexts for understanding the role of audio tours at local house museums. The University of North Carolina Wilmington lies only a few miles from a historical riverfront downtown, providing many opportunities for applied learning projects that connect students to community stakeholders. This presentation specifically focuses on an assignment that asks students to develop an audio-only tour that relies on sound to communicate to a specific kind of audience related to the client's needs.

Wrightsville Beach Room 2017

Applied Learning opportunities in University Curricula Learning by Doing

Parme Giuntini, Ph.D., Associate Adjunct Professor, Otis College of Art and Design, Los Angeles, California

Kerri Steinberg, Ph.D., Assistant Chair, Liberal Arts and Sciences, Otis College of Art and Design, Los Angeles, California

In two different venues, first year studio majors at Otis College of Art and Design mounted public campus exhibitions. While very different in the kinds of work shown, scope and outcomes, both of these projects relied heavily on experiential learning with a strong emphasis on collaboration, problem solving, and student responsibility over the outcomes, the ensuing discussions, and engagement with the campus at large. As a pedagogical model, these projects

encouraged students to critically reflect on what they had learned and apply those ideas in a nurturing, but public space where they could engage with the larger Otis community.

The Impact of Experiential Learning in an Asian Religions Course

Beverley McGuire, PhD., UNCW

This paper discusses the impact of experiential learning on students enrolled in an Asian Religions course, as evidenced by quantitative and qualitative data from an IRB-approved research study of seventy-four student participants. Over the course of the semester students intentionally engaged in social rituals, stillness, yoga, singing, nonviolence, and meditation. These experiential exercises not only impacted their understanding of particular Asian religions, but they also led students to question their previous assumptions that religious beliefs were more important than religious practices, which is particularly problematic in regards to Asian religious traditions that place more emphasis on orthopraxy than orthodoxy.

Lunch | 12:15pm-2:00pm | Clocktower Lounge

Purchased lunches available in Clocktower Lounge

CONCURRENT SESSIONS C | 2:00pm-3:15pm | Fisher Student Center

Azalea Coast Room A

Participation in and Impact of the DegreePlus Pilot Program: A Voluntary Extra-Curricular Program for Transferable Skill Development

Chair, April C. Tallant, Associate Dean, Honors College, Western Carolina University

DegreePlus is a holistic approach to student education in which students are encouraged to learn transferable skills through participation in extra-curricular activities. DegreePlus seeks to increase students' participation in extra-curricular activities that promote transferable skill development; and enhance students' cultural responsiveness, leadership, professionalism, and teamwork skills. DegreePlus was piloted with three student populations who received different motivational approaches to participation. A mixed methods approach was used to examine DegreePlus participation and the program's preliminary impact. Our results contribute to the literature in extra-curricular participation, impacts of perceived learning. DegreePlus can be a model to other institutions implementing similar extra-curricular programs.

April C. Tallant, Associate Dean, Honors College, Western Carolina University

Shawna C. Young, Director, Marketing and Assessment, Student Affairs, Western Carolina University

Carmen Huffman, Associate Professor, Department of Chemistry and Physics, Western Carolina University

Azalea Coast Room B

Interdisciplinary Collaborative to Reduce Recidivism

Chair, Sabrina Cherry, PhD., UNCW

LINC is a local, community-based, nonprofit established in 2000 with a mission to “educate and motivate youth to make positive life choices while empowering men and women in returning from incarceration to be productive members of society”. The organization operates two direct service programs and has served over 1500 adults and youth to date. Despite being well known locally as a successful program, LINC’s model has never been studied. This presentation focuses on an applied learning research project facilitated by faculty and three graduate and undergraduate students who collected and analyzed data to better understand LINC’s program model related to reentry services and recidivism reduction.

Athena Kolbe, PhD, UNCW

Kristin Bolton, PhD, UNCW

Jade Apostolico, UNCW (Graduate Student Presenter)

Phillip Tippett, UNCW (Graduate Student Presenter)

Masonboro Island Room 2011

Collaborative Applied Learning in Mathematics and Statistics: The Transformative Impact of Shared Exploration

Chair, Yaw Chang, UNCW, Department of Mathematics

Apply to learn, because statistics is essential!

Yishi Wang, UNCW, Department of Mathematics

Cuixian Chen, UNCW, Department of Mathematics

During the last several years, faculty and students at the UNCW Interdisciplinary Data Excellency and Analytic Lab (IDEAL) have been actively engaged in Applied Learning projects. Most of the projects are collaborations with faculty from computer science, biology, business and finance, psychology, etc. In those projects, students learn contemporary statistical machine learning techniques with their knowledge in mathematics and statistics, and apply them to real life problems.

Transformative Mathematical Exploration: Capstone experience revitalization

Michael Freeze, UNCW, Department of Mathematics

Yaw Chang, UNCW, Department of Mathematics

The traditional mathematics capstone experience at UNCW was based on an individual project mentored by a faculty advisor with a final paper and a public presentation. While this model worked fairly in general, the drawbacks including students’ anxiety due to first research experience, failing due to students’ discipline, and increasing of faculty’s workload (an average 15 projects per semester). With a UNCW ETEAL pilot grant, Yaw Chang and Michael Freeze proposed a small group project format. We will present the assessment of this new approach with sample students’ projects.

Mathematical modeling and applications through multi-disciplinary teamwork

Wei Feng, UNCW, Department of Mathematics

Michael Freeze, UNCW, Department of Mathematics

Supported by ETEAL and Sustainability grants, we developed an applied learning experience for integration of formalized mathematical modeling into mathematics courses offered to STEM majors. This team project is designed to reinforce techniques of problem recognition and formulation, model development, analysis and simulation, interpretation and dissemination of the results. The learning environment nurtures interactions among majors from varying disciplines and encourages student interests in phenomena related to personal learning goals.

Wrightsville Beach Room 2017

Collaborations between the University of North Carolina Wilmington and the Town of Navassa as part of the EPA CUPP Program

Chair, Kristen Brogdon, Director Office of the Arts, Interim Associate Vice Chancellor for Community Engagement

UNC Wilmington partnered with the Town of Navassa as part of the College/Underserved Community Partnership Program (CUPP). UNCW's work began with technical discussions of the Kerr McGee Superfund site related to the cleanup of the site and ecosystem restoration projects. UNCW's faculty and students' involvement has expanded beyond the superfund site discussions; three additional efforts include discussions of land use planning, promotion of community health, and capturing the history and stories of community members. Participation in these projects has forged relationships between UNCW students and faculty and the people of Navassa that can facilitate future collaborations and opportunities for applied learning.

Kimberly Faxon Hemingway, UNCW, Lecturer, Department of English

Colleen Reilly, UNCW, Professor, Department of English

Roger Shew, UNCW

Stephanie Smith, UNCW

CONCURRENT SESSIONS D | 3:30pm-4:45pm | Fisher Student Center

Azalea Coast Room A

Applied Learning Demonstration

Where the Rubber Meets the Road: Designing Applied Learning Experiences for Civic and Democratic Engagement

Chair, Jacquelyn J. Lee, PhD.; UNCW, LCSW

Institutions of higher education hold great promise in serving as "vital agents and architects of a diverse democracy" (Campus Compact, 2012). Continued focus on cultivating "knowledgeable, public-spirited, and engaged" citizens who "rehearse citizenship daily" is needed. (ACC&U, 2012, p. 2). Applied learning is imperative to actualize institutional prioritization of civic and

democratic engagement. The purpose of this workshop is three-fold: 1: to discuss context and a framework for prioritizing civic and democratic engagement, 2: to explore specific strategies to introduce or enhance civic-mindedness through applied learning, 3: to support the scholarship of teaching and learning (SoTL) focused on civic-minded pedagogy.

Jacquelyn J. Lee, PhD.; UNCW, LCSW

Beth Wall-Bassett, PhD, RDN, FAND; Western Carolina University

Kristen DeVall, PhD, UNCW, Co-Director of the Social Science Applied Research Center (SSARC)

Azalea Coast Room B

Applied Learning Impacts on Professional Life

Firetrucks, statistics and applied learning: The impact of a community partnership on student engagement and motivation in a graduate quantitative methods course

Kirsten Kinzer, UNCW

This paper investigates the impact of an applied project on student motivation and engagement in a graduate quantitative methods course taken by UNC Wilmington Master of Public Administration students through a comparative case study of two courses. In the first course, students conducted a community survey in partnership with the Wilmington Fire Department and presented their analysis to the Assistant Fire Department Chief. Outcomes from this course are compared to a second case in which Quantitative Methods students analyzed survey data collected in a prior semester by the Boiling Spring Lakes Police Department. The paper asks how working with a community partner impacts student engagement and motivation and concludes with recommendations for incorporating a community survey into a one-semester statistics course.

The Impact of Applied Learning in Criminal Justice: Limited Exposure to the Realities of the Job

David Marble, PhD., MWSU, Department of Criminal Justice

Students enrolled in the Introduction to Criminal Justice class at Missouri Western State University participate in applied learning activities designed to give them a little taste of the job while they are still considering whether to declare Criminal Justice as their major and begin their pursuit of employment in the field. The presenter will explain these activities and present qualitative findings regarding the impact of these exercises on the students as it pertains to their desire to continue or not continue working towards a career in Criminal Justice.

A Framework for Mentoring Students Attending Their First Professional Conference

Rachael E. Urbanek, PhD., UNCW, Department of Environmental Sciences

Scientific conferences build professional skills and identity in undergraduate students and provide opportunities for developing professional social skills, a sense of belonging to their field, and an understanding of potential career options. However, undergraduate student attendance at professional conferences is low. When undergraduate students do attend, they often express

anxiety associated with speaking with professionals, networking, or with the conference environment. To address these concerns, instructors from several institutions collaborated to develop an undergraduate course with the objective of training students to attend their first professional conference and then traveled with them to experience a conference.

The Positive Impact of Student Teaching Experiences on Student Preparation and Excitement for Teaching as a Career

Dan Shepherd, PhD., MWSU, Department of Education

This study provides the results of a survey to students in a Midwestern state university teacher education program. The survey explored attitudes about the impact of field experiences on the seriousness of preparation for teaching and on excitement to enter the professional field. The research question was, “What was the impact of field experiences on your preparation for teaching and on your excitement to one day lead a classroom of your own?” The purpose of the study was to determine whether field placements in classrooms with students assisted student teachers in focusing their professional growth and in energizing that development.

Masonboro Island Room 2011

Applied Learning Demonstration/Workshop

Applying a Framework for Experiential Learning using the NSEE 8 Principles

Despite agreement that the NSEE 8 principles of experiential learning are appropriate concepts related to applied learning, we found that the principles in their current form do not provide a useable framework for the development and analysis of experiential learning programs. The presenters will share their proposed framework of experiential/applied learning and facilitate the application of the framework with session participants.

James DeVita, UNCW, Watson School of Education

Colleen A. Reilly, UNCW, Department of English

Wrightsville Beach Room 2017

The Creative Impact of Applied Learning

An applied learning experience: Creating a makerspace to foster student creative problem-solving skills

Daisyane Barreto, PhD., UNCW

Sue-Jen Chen, PhD., UNCW

Makerspaces are environments that offer tools and opportunities for hands-on learning and creation. Makers are individuals engage in procedural/tactical tasks to invent or customize products by applying higher-order cognitive and other skills. This research is grounded on social-constructivist learning theories to investigate the effects of makerspace experience on promoting students’ creative problem-solving skills and students’ perception of and attitude about their learning process and product.

Mentoring, Coaching, & Self-Mentoring: Developing Leadership Skills

Marsha L. Carr, PhD., UNCW

Ready for a session that gets you moving! Put aside your writing tools and bring your enthusiasm for learning as a ticket to get in the door. You won't have to hula-hoop but you will learn how the hula-hoop can teach you the basic principles of mentoring, coaching, and self-mentoring which was the blueprint for a successful applied learning course that spring-boarded into a certificate program for one department. So, put aside your fears and step into a session that brings mentoring, coaching, and self-mentoring to life in a fun and safe environment.

Enhance Students' Intern Experience through University-Industry Partnership

Jinwen Zhu, PhD., MWSU, Department of Engineering Technology

Internship as one of applied learning activities is an important education component for the students in engineering technology programs. Internship provides students with learning capability of applying knowledge learned in classroom to real world settings and with learning experience, such as soft skills, that is difficult to acquire in a classroom setting. In this paper, the author will address the importance of the engagement of industry partners, the university industry partnership, how partnership impacts industry partners, and the ways to improve students applied learning experience based on the internship program implemented at the Engineering Technology Department in the past years.

Poster Session | 5:00pm-6:00pm | Burney Center Ballroom B

Light Appetizers | Refreshments

Legal Studies Association Student Organization 2.0: Rekindling Interest in Advocacy and Justice

Britane Hubbard & Kaylee Sharp, Missouri Western State University (UG Student Presenter)

What Can We Do for You? The Student American Corrections Association Service Organization

Trevor Stark, Missouri Western State University (UG Student Presenter)

We Go to Learn: Experiencing Juvenile and Adult Prisons with SACA

Sarah Wilson, Missouri Western State University (UG Student Presenter)

The Impact of Mental Health First Aid Training Program on Nursing Students' Applied Learning among People with Mental Illness

Pi-Ming Yeh, RN., Ph.D., Associate Professor, Missouri Western State University

Evelyn Brooks, RN., Ph.D., Professor; School of Nursing & Health Professions, Missouri Western State University.

Pet-friendly domestic violence shelters

Olivia Nace UNCW Alumna (B.S., Public Health Studies, 2017)

Dr. Lenis Chen-Edinboro UNCW Professor in Public Health Studies.

Encouraging Public Subjects of Rhetorical Inquiry and Action Through a Tactical Orientation to Digital Public Writing

Rik Hunter, PhD., University of Tennessee at Chattanooga

The Benefits and Limits of Experiential Learning in a Grant Writing Course

Lauren Ingraham, PhD., University of Tennessee at Chattanooga

Antibiotic Discovery and a CURE: Biology Students Reflect on the Impact of Applied Learning

Kevin Kiser, Department of Biology and Marine Biology, UNCW

Applied Learning and First Year Film Festival: Faculty Lessons Learned

Zack Underwood, PhD., Lead Advisor, Advising Technology and Support

Taking Computer Scientists Outside

Brittany Morago, UNCW, Department of Computer Science

Using Osirix software to study the internal anatomy of humans and other animals in 3-D

Carolina Priester, UNCW

Ray Danner, UNCW

The Impact of Applied Learning

Mary V. Zanfini, M.A., Empire State College

Michael Nastacio, M.S., Staten Island Campus/S.U.N.Y.

Community Service-Learning Projects for Middle School Teacher Education Candidates

Daniele Bradshaw, School of Education, Liberty University

Looking to the Past for a Path Forward: Understanding Progressive Education and Applied Learning in the 21st Century

Jacquelyn J. Lee, PhD, LCSW, Assistant Professor, UNCW

Phillip Tippett, School of Social Work, UNCW (Graduate Student Presenter)

Training Undergraduate and Graduate Students in Qualitative Data Collection, Analysis and Presentation

Jade Apostolico, UNCW (Graduate Student Presenter)

Phillip Tippett, UNCW (Graduate Student Presenter)

Sabrina Cherry, PhD, UNCW

Athena Kolbe, PhD, UNCW

Kristin Bolton, PhD, UNCW

Conference Banquet | 6:00pm-9:00pm | Burney Center Ballroom C

6:15pm | Richard L. Ogle, Ph.D. Senior Associate Provost for Academic Affairs

6:30pm | Welcome | Conference Announcements

6:45pm | Announcement for CALHE 2019

7:00pm | Community Engagement Awards | Kristen Brogdon, Director, Office of the Arts,
Interim Associate Vice Chancellor for Community Engagement

7:30pm | Conference Awards

Saturday, March 10

8:00am-12:00pm | Registration | Light Refreshments, Coffee, etc. | Clocktower Lounge

12:15pm- 2:00pm | Lunch | *Purchased lunches available in Clocktower Lounge*

2:00pm-5:00pm | (Post-Conference) Workshop C | **Refining and Sharing Your Work in Experiential Learning: Practitioner-Scholarship, Part II** | Leutze Hall Room 134

5:30pm- | End-of Conference Gathering | **TBD** | **See the conference app or check your email later today for the location.**

CONCURRENT SESSIONS E | 9:30am-10:45am | Fisher Student Center

Azalea Coast Room A

Creating a Civic-Minded Campus: What is the Role of Applied Learning?

Chair, Jacquelyn J. Lee, UNCW

Civic-minded campuses encourage civic ethos to govern campus life, promote civic literacy as a goal for every student, integrate civic inquiry across majors and general education, and encourage civic action as a lifelong practice (AAC&U, 2012). Civic-learning and democratic engagement include the integration of specific knowledge, values, and skills---and applied learning is a pedagogical approach that has great promise in playing a significant role in operationalizing a commitment to civics. The purpose of this roundtable discussion is to explore the characteristics of a civic-minded campus and brainstorm opportunities to advance civic learning and democratic engagement through applied learning.

Kristen D. Brogdon, UNCW

Beth Wall-Bassett, UNCW

Jillian Tyszka, UNCW

Azalea Coast Room B

Retaining the Career Based Academic Student Organization

Chair, Greg Lindsteadt, PhD., Missouri Western State University

There are numerous benefits for an academic department to initiate and support career based academic student organizations: recruitment, retention, service to the community, and alumni support. The current landscape of higher education has created new challenges for student involvement on campus. Weighing the costs to the potential benefits is necessary at each level of involvement prior to commitment. This interactive panel is designed to share the roadblocks facing the student, faculty and institution in the development and maintenance of career based academic student organizations. Executive Board Members from two unique student organizations and a Faculty Advisor will facilitate these discussions.

Retaining Faculty Advisors for Academic Student Organizations

Greg Lindsteadt, PhD., Missouri Western State University

LSA: Restarting the Dormant Student Group

Britane Hubbard & Kaylee Sharp, Missouri Western State University (UG Student Presenters)

Leadership in a Career Based Student Group

Trevor Stark & Sarah Wilson, Missouri Western State University (UG Student Presenters)

Masonboro Island Room 2011

Applied Learning Impacts in Professional Contexts

An Examination of Student Learning Outcomes from Participation in a Short-Term International Study Abroad Internship

The current presentation will examine reflections from graduate student participants who engaged in a short-term international internship experience. Reflections completed before, during, and after the experience reveal meaningful development in multiple learning outcomes related to the experience. Post-reflections, in particular, demonstrate students' personal and professional development from their engagement as well as an ability to connect across contexts, particularly in professional environments.

James DeVita, UNCW

Andrew Ryder, UNCW

Developing Applied Learning Opportunities: Service-Learning for Spanish Students

Amanda Boomershine, PhD., UNCW, Department of World Languages and Cultures

This presentation will discuss the impact of applied learning on students majoring or minoring in Spanish at the university-level, though it could apply to secondary and community-college language courses as well. We will begin with an overview of what applied learning looks like in a second language classroom, followed by a focus on the development of a service-learning course for Spanish students. Afterwards, we will discuss ways to measure the impacts of applied learning, including reflection journals with guided prompts. The session will end with a discussion on challenges and opportunities associated with applied learning in the L2 classroom.

Applied Learning Approaches: Engaging Students through Scholarship of Engagement and Project Based Learning in Professional Writing Courses

Anirban Ray, PhD., UNCW, Department of English

Three grant-funded applied learning initiatives in professional writing involving civic engagement, social entrepreneurship competition, and technology development. Funded by the UNCW's Experiencing Transformative Education through Applied Learning (ETEAL), Office of Innovation and Commercialization (OIC), and The Green Initiative Fund (TGIF), the curricula provided students opportunities to compete at the UNC-system Social Entrepreneurship Competition, to collaborate with computer science students to develop campus crime prevention app, and to engage with local school districts for raising environmental awareness.

Wrightsville Beach Room 2017

Assessing Applied Learning as a Component of University Education

Chair, Jess Boersma, UNCW, Associate Dean, and Director of ETEAL

The University of North Carolina Wilmington's Applied Learning Critical Reflection Scoring Rubric measures student performance across four dimensions: intention, application of knowledge, critical reflection, and evaluation of impact on others. Over the last three years, we have found consistent improvements in all dimensions, except on the evaluation of impact of others. Through a content analysis of instructor prompts, this study explores the factors that may be contributing to lower performance on the evaluation of impact on others across disciplines. Uncovering the factors associated with higher performance will allow us to provide specific recommendations for applied learning practitioners of all disciplines.

Brittany M. Hammond, UNCW

Robert Hicks, UNCW

Jess Boersma, UNCW, Associate Dean, and Director of ETEAL

Educating for democracy across all experiential pedagogies: Why and how?

Join a co-author of the JALHE article "Educating for Democracy by Walking the Talk in Experiential Learning" to co-generate why's and how's – including tension points -- of designing any and all experiential learning pedagogies as democratic engagement, with all participants sharing power and responsibility, contributing assets and experience, and co-creating projects and processes. Participants will examine their own practice through this lens and propose content of and contributors to a book project on operationalizing democratic engagement across multiple domains of teaching, learning, and scholarship.

Patti H. Clayton, Ph.D., PHC Ventures Senior Scholar, CSL, IUPUI

Senior Scholar, ICEE, UNCG Visiting Scholar, SSLS, Kansas State

CONCURRENT SESSIONS F | 11:00am-12:15pm | Fisher Student Center

Azalea Coast Room A

And then the students became the teachers: Ethiopian International Field Experience

Chair, Heidi Higgins, UNCW

This panel is about the 2017 international field experience to Addis Ababa, Ethiopia where education majors spent 1.5 weeks in four schools and engaged in cultural activities. This study explored the impact of the experience on student's professional goals and teaching practices. Also, we examined how this international experience influenced student empathy for diversity and perspective on global social responsibility through reflective practice. Data sources were a pre- and post-trip survey, daily blog entries, photos, digital stories, and focus group transcripts. Content analysis was used to identify emergent themes, which panelist and the audience will discuss.

Michele Parker, UNCW
Bryan Holley, UNCW, (Graduate Student Presenter)
Sarah Bischoff, UNCW, (UG Presenter)
Haley Koehler, UNCW, (UG Presenter)
Meakin McPhaul, UNCW, (UG Presenter)
Kayla Pulliam, UNCW Alum
Breanna Morris, UNCW, (UG Presenter)
Brittany Mitchell, UNCW, (UG Presenter)

Azalea Coast Room B

Student-Run Agencies: Building Students' Professional Identity and Boosting Career Confidence

Moderator, Lee Bush, Elon University

This panel discusses the applied learning opportunities offered by a student-run agency model. Beyond teaching students to apply communication strategies and tactics to real client situations, student agencies help them build a professional identity -- like learning leadership skills, how to work well in a team, working with a diversity of people, client relationship skills, interpersonal communication skills, self-efficacy, and so on.

Jeanne M. Pursuit, UNCW
Jeffrey Ranta, Coastal Carolina University
Hal Vincent, Elon University

Masonboro Island Room 2011

Simulation-based Applied Learning for Clinical Research

Chair, Jared Kerr, UNCW, Clinical Research Program, School of Nursing

Simulation-based teaching techniques have been shown effective in health care education. In the clinical research field, simulation is underutilized as a training tool. Few clinical research degree programs offer applied learning using simulation labs or industry software. UNCW's Clinical Research Program partnered with Medidata Solutions, Inc. to incorporate their Rave® system to simulate real-world data management. In addition, university researchers completed a student-led feasibility study on the use of lab-based simulation techniques to reinforce principles of informed consent. A panel will demonstrate these techniques and discuss how such applied learning methods may better address core competencies and enhance job readiness.

Stephanie Spencer, UNCW (UG Presenter)
Linda Shostak, UNCW, Sr. Director, Data Management, INC Research/inVentiv Health
Jared Kerr, UNCW, Clinical Research Program, School of Nursing

Wrightsville Beach Room 2017

Applied Learning: Direct Impacts on Students' Lives

Discipline-Based Education Research (DBER) – an emerging approach to impactful teaching and learning in geospatial technologies and geospatial intelligence

Camelia Kantor, PhD., UNCW, Director of Academic Programs, United States Geospatial Intelligence Foundation

When considering the impact of applied learning on students at different stages of the educational continuum in the geospatial technologies field, one needs to pay close attention to both the content of our teaching, as well methods and approaches. Today, rather than identifying occupation-specific knowledge and skills, the field of geospatial intelligence (GEOINT) uses the United States Geospatial Foundation's (USGIF) Essential Body of Knowledge (EBK) to define "what it means to be a GEOINT professional...across multiple occupations." As identified by the GEOINT enterprise (government, industry and academia), the EBK was developed with input from a wide range of professions and provides a basic reference for anyone interested in or practicing the profession of GEOINT to include (but not limited to) GEOINT analysts, geospatial analysts, business market analysts, public health specialists, advanced visualization specialists, economic development specialists, emergency preparedness specialists, environmental scientists, geodetic surveyors, biologists, geospatial data stewards, etc.

Battling Bigotry and Preventing Genocide by Engaging with Holocaust Survivor Testimonies

Roy Schwartzman, Ph.D., UNCG, Professor, Communication Studies Department

To counteract strengthening currents of bigotry and to prepare for the imminent loss of the few remaining Holocaust survivors, students use archival research in the world's largest collection of Holocaust survivor video testimonies to generate original creative projects that bring these testimonies to wider, current audiences and issues. This presentation highlights several examples of these research-grounded creative works spanning various media.

The "eyes" are watching you: social control in an introduction to sociology classroom

Jennifer Vanderminden, Ph.D., UNCW, Department of Sociology and Criminology

Julia F. Waity, PhD., UNCW, Department of Sociology and Criminology

Caroline Robinson, UNCW, (UG Presenter)

This applied learning exercise is intended to provide a concrete example of social control in everyday life. We used this activity when we taught deviance in a very large (175 student) Introduction to Sociology class. In this applied learning activity, we use the concept of "eyes" from *The Handmaid's Tale* to teach students about surveillance and social control through assigning a portion of the class to be "eyes". We measured students' knowledge of the topic using pretest and posttest surveys. We found that the activity increased students' confidence in the material and content knowledge.

Lunch | 12:15pm-2:00pm | Clocktower Lounge

2:00pm-5:00pm | Post-Conference Workshop C | **Refining and Sharing Your Work in Experiential Learning: Practitioner-Scholarship, Part II** | Leutze 134 (note change in location)

After-Conference Gathering

(Shuttles Available)

5:30pm-8:00pm | Shuttles Available | Food & Cash Bar | **Location TBD** | Vegetarian will be available.