



## SPRING FACULTY DEVELOPMENT CONFERENCE

**"Teaching Outside the Box: Thinking & Learning Beyond the Classroom Walls"**

Co-Sponsored by

**The New England Faculty Development Consortium**

**Northeastern University Martha's Vineyard Summer Institute  
on Experiential Education**

and

**The World Association for Cooperative Education**

**Friday May 30th, 2008**

University of Massachusetts  
Murray D. Lincoln Campus Center  
9:30 AM – 3:30 PM

Keynote Speaker

**Joseph A. Raelin**

Knowles Chair of Practice-Oriented Education. Northeastern University

**"Practice First: Learning from Experience"**



# Overview of the Day

<b>8:00-9:00</b>	<b>Begin Continental Breakfast Service and Conference Registration</b>
<b>9:00 - 9:15</b>	<b>Welcome, Introductions</b>
<b>9:15 - 10:20</b>	<b>Keynote Presentation</b>
<b>10:20 – 10:45</b>	<b>Break</b>
<b>10:45 - 11:45</b>	<b>Concurrent Session 1</b>
<b>12:00 – 1:00</b>	<b>Lunch</b>
<b>1:15 - 2:15</b>	<b>Concurrent Session 2</b>
<b>2:30 - 3:30</b>	<b>Concurrent Session 3</b>



## Welcome and Introductions

**9:00 – 9:15 AM**

**Campus  
Center  
Auditorium**

*Dr. Judith Miller, President of NEFDC and Conference Co-Chair*

*Dr. Jeffrey Halprin, Conference Co-Chair*



## Keynote Presentation

**9:15 – 10:20 AM**

**Campus  
Center  
Auditorium**

### **Practice First: Learning From Experience**

*Joseph A. Raelin, Knowles Chair of Practice-Oriented Education,  
Northeastern University*

Joe Raelin is an internationally-recognized scholar in the field of work-based learning. He also has been conducting a wide variety of leadership development programs for executives and professionals worldwide throughout much of his career. His research has centered on executive and professional education and development. He has produced over 100 articles appearing in the leading management journals. He is also a management consultant with over 30 years of experience working with a wide variety of organizational clients. His publications include: *The Clash of Cultures: Managers Managing Professionals* (Harvard Business School Press, 1991), considered now to be a classic in the field of managing professionals; *Creating Leaderful Organizations: How to Bring Out Leadership in Everyone* (Berrett-Koehler, 2003), and the just released new edition of *Work-Based Learning: Bridging Knowledge and Action in the Workplace* (Jossey-Bass, 2008).



## Break

**10:20 – 10:45 AM**



## Concurrent Session 1

10:45 – 11:45 AM

CC #162

### **Together Everyone Achieves More – An Adventure Approach**

*Mike Gessford and Justin McGlamery, Saint Joseph College*

This workshop presents strategies that create a positive learning atmosphere in a non-traditional classroom environment. By sharing our time proven methods and engaging in experiential group activities, we will demonstrate how we facilitate first year students to successfully create a bond with each other and with the college. As students learn the true meaning of trust in themselves and in their team members, they also reflect on their own personal interactive styles, as well as how they fit into the larger group. Fun is contagious. Laughter creates an immediate sense of togetherness. Together we build teams and long lasting friendships.

CC #165

### **A Multidimensional Approach to Teaching Psychology**

*Neal Klein and Jan Wall, Lesley College*

Using the unique undergraduate Psychology major at Lesley College as a model, we will demonstrate the transformational nature of integrating whole person (body/mind/spirit) learning with required credit-bearing internships, off-campus semester intensives, and condensed travel opportunities. The objectives of this presentation are: to show how to develop meaningful internships that promote skill-based learning; to inspire participants to engage in two-week study abroad experiential learning/living situations; and, to facilitate whole-person (fully-functioning) learning by incorporating curricula that works with the mental, emotional, physical, and intuitive in each of us. Designed for faculty and administrators, this workshop (through a multi-modal presentation) will invite participants to expand their thinking about the undergraduate experience.

CC # 101

### **Learning Through Community and Academy Partnerships in Information Technology**

*Carol Soules, UMass Amherst*

An interactive case presentation of a community-based, interdisciplinary course at the University of Massachusetts, Amherst that places junior and senior students with Information Technology coursework and skills into full-functioning teams to address real-world community needs. In this Community Service Learning experience students are engaged in partnerships with non-profit, social justice organizations in nearby Holyoke, Massachusetts to assess technology needs, develop a project proposal and implement that plan. Projects vary from installation of a technology room in an after school center to installation and implementation of fund raising software, construction of cutting edge web sites and staff training for all projects.

**CC #163**

**Reflective Practices to Mobilize Learning From Experience**

*Joe Raelin, Northeastern University*

Following up on his keynote presentation, Joe Raelin has cheerfully agreed to moderate a workshop in which he will share a toolkit of some of the learning strategies that spring from a focus on “practice first.” In particular, since reflection is considered to be the engine that pulls learning out of lived experience – planned or unplanned, he will hone in on some of the reflective practice tools that can be used in any faculty development setting. His plans are to demonstrate one of the exercises in particular, namely, the “Seven Hats” approach often attributed to the work of Edward de Bono. The reflective practices will be shown to be applicable to both individual as well as to team development.



**Lunch**

**12:00 – 1:00 PM**

**CAMPUS CENTER AUDITORIUM**



**Concurrent Session 2**

**1:15 – 2:15**

**CC #165**

**Internships and Domains Development**

*Mary King and Frederick Sweitzer, Fitchburg State College*

Internships are a form of experiential education and learning that are used in a wide variety of liberal arts and professional disciplines. Internships can be a powerful vehicle for student development in multiple domains, including the personal, professional, and civic domains, as well as the academic and career domains. The presentation will discuss these multiple domains of development and essential tools for facilitating that development, including reflective techniques, learning contracts, and attention to the lived or phenomenological experience of the academic internship. Participants will work in groups to apply these ideas to their specific academic settings.

**CC #162**

**Making Service-Learning Easier**

*Susan Lowe, Kristen Simonelli and Richard Porter Northeastern University*

During this 60 minute interactive workshop participants will discuss the many challenges that need to be overcome in order to successfully integrate service-learning into their curriculum. Our workshop will describe the development, implementation and assessment of Service-Learning Teaching Assistant program to address some of the challenges faced by the faculty at our institution. Workshop attendees will be given the opportunity to develop action plans specific to their institutions to help initiate and sustain service-learning courses.

**CC #163**

**Engagement, Energize the Classroom and Deepen Student Learning Across the Disciplines**

*William Murphy, New England Institute of Technology*

Whether your subject matter is English, Accounting, Anthropology, Business, Nursing, Engineering, or Automotive Technology, this workshop will get you on your way to bridging your students' classroom experiences with the broader community in ways that research indicates will lead to their sustained community engagement and participation in the future. The presenter will share a template assignment adaptable across virtually any discipline as well as examples of other related learning activities. Participants will have the opportunity to either develop an external active learning assignment for one of their courses or adapt or improve one of the examples given by the presenter.

**CC #101**

**Addressing Common General Education Learning Goals Through Experiential Learning**

*Robert Wauhkonen, Lesley University*

A growing number of colleges and universities are adopting general education learning goals to clarify the rationale for general education learning at their institutions. Common goals include student growth in social and civic responsibility, acceptance of diversity, critical reasoning, and a disposition toward inquiry and lifelong learning. This session will examine how experiential learning supports student attainment of such goals. Drawing upon his own doctoral research and the research of others, the presenter for this session will explore how common forms of experiential learning, such as internships, teaching practica, and work with community organizations, have been demonstrated to support student growth in such goals, and argue for the inclusion of experiential learning as a key source of liberal learning.



**Concurrent Session 3**

**2:30 – 3:30**

**CC #165**

**Motivations and Reflections: Service Learning in a Large and Required Course**

*Glenn Caffery, University of Massachusetts*

Can service learning work in a large, required class? What technologies and pedagogical changes are necessary for success--for the community partners, instructor, and range of students, including those who are initially resistant? What is the impact of high-stakes reflective writing in a technology course, and can broader lessons be generalized for STEM education? How can the large group be leveraged to actually increase individual engagement, and produce better results for community partners, while remaining sustainable? How can technology be used to humanize the course experience? In the context of a case study, these questions will be explored.

**CC #101**                    **Creating Significant Learning Through an Authentic Problem-Based Capstone Project**  
*John Cormier and Stephen Souza, New England Institute of Technology*

Dr. L. Dee Fink created a new learning taxonomy that better prepares students for the information age by focusing on what the students are learning and the kind of changes that occur as a result of that learning. This workshop will demonstrate how a problem-based capstone project is an ideal vehicle for producing significant learning. A student who has recently completed a capstone project will join the presenter in analyzing how the project conforms to Dr. Fink's six major categories in his Taxonomy of Significant Learning.

**CC #162**                    **Vision to Action: Learning Leadership Outside of the Classroom**  
*Jane Noce and Dee Grimes, Army Management Staff College*

This session focuses on a Vision Audit project recently implemented in a leadership course at the Army Management Staff College. This experiential project has students leave the classroom to investigate the vision, purpose, mission, values, culture, and climate of different organizations. This workshop will include an interactive exercise related to communicating vision, followed by a discussion of the Vision Audit project and its results.

**CC #163**                    **Teaching White Teachers about Environmental Racism**  
*Coleen O'Connell, Lesley University*

Within the summer field intensive of the Ecological Teaching and Learning MS Program in down east Maine, the mostly white teachers are exposed for the first time to a real life environmental racism issue. Through meeting and interviewing Passamaquoddy people in their home place, studying the history of the proposed liquefied natural gas terminal on Passamaquoddy reservation land, meeting with the Oklahoma corporation that has proposed the terminal, graduate students are introduced first hand to the truths of environmental racism. In reviewing this case study visually and with story, we will highlight and discuss the best practices for teaching racism within our programs.