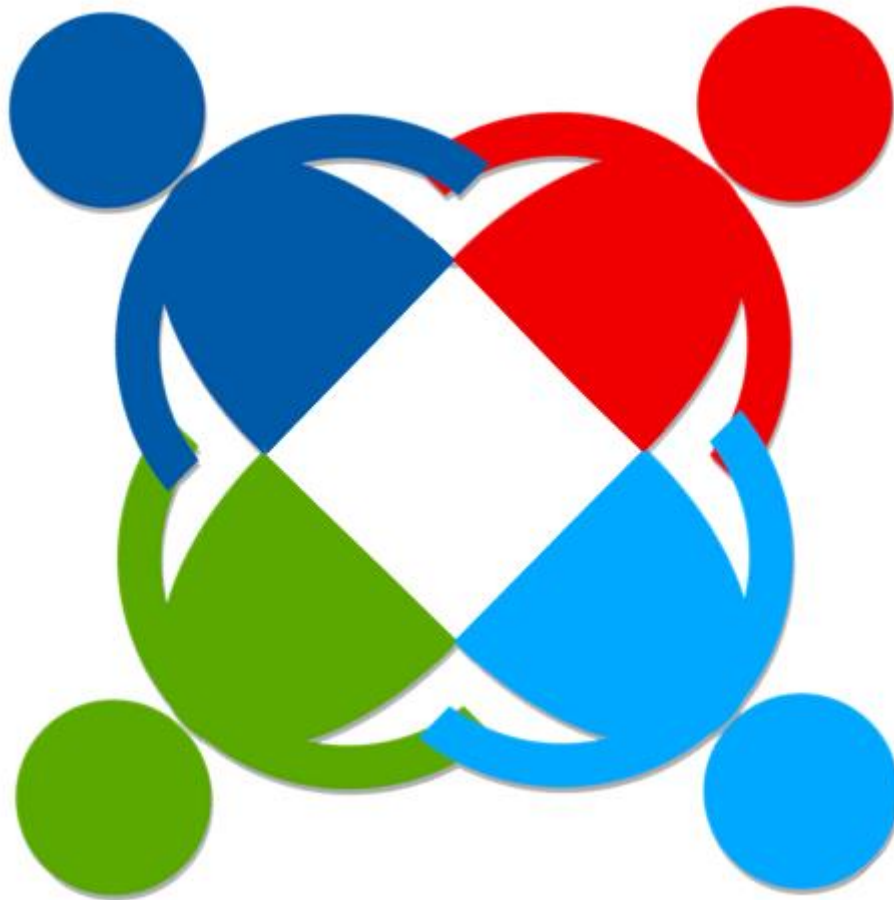




New England Faculty Development Consortium



Civic Engagement and Service-Learning

**November 18, 2016
College of the Holy Cross
Worcester, Massachusetts**

Conference Overview

8:00	Continental Breakfast
8:30 – 9:00	Conference Registration
9:00 – 9:15	Welcome and Introductions
9:15 – 10:30	Keynote Address Randy Stoecker, Professor of Community & Environmental Sociology at the University of Wisconsin Madison
10:30 – 10:45	Break
10:45 – 11:40	Concurrent Session 1
11:40 – 12:45	Lunch
12:45 – 1:40	Concurrent Session 2
1:40 – 1:55	Break
1:55 – 3:10	Concurrent Session 3
3:10 – 4:30	Poster Session, Wine and Cheese Reception

9:00 – 9:15 **Welcome and Introductions (Room N206)**

Laura O’Toole, Conference Co-Chair
Dakin Burdick, NEFDC President

9:15 – 10:30 **Keynote Address by Dr. Randy Stoecker** **“Toward Liberating Service Learning”**

Dr. Stoecker will reflect on his journey from a traditional academic graduate student, through his early assistant professor days, and up to his present focus to liberate service learning and the rest of higher education community engagement from the institutional shackles that limit its impact.

10:30 – 10:45 **Break**

10:45 – 11:40

Concurrent Session 1

Room 304(05) - Mission to Praxis: Building Engaged Communities

Laura L. O'Toole (laura.otoole@salve.edu) - Salve Regina University

Emily Colbert-Cairns (emily.colbertcairns@salve.edu) - Salve Regina University

Sally Gomaa (sally.gomaa@salve.edu) - Salve Regina University

Amanda Minor (amanda.minor@salve.edu) - Salve Regina University

Arlene Nicholas (arlene.nicholas@salve.edu) - Salve Regina University

Matthew Solomon (matthew.solomon@salve.edu) - Salve Regina University

Susannah Strong (susannah.strong@salve.edu) - Salve Regina University

Session facilitators are working in a faculty learning community (FLC) to transform our pedagogies of engagement toward a social change model. Our goal is to build collaborative communities of partners, faculty, and students. We will share our common outcomes and individual efforts to transform our courses from mission-related to mission-in-action. Session participants will backward design abstracts for new or revised courses that will serve as appropriate vehicles for civic engagement in the context of their own institutional mission and/or vision statements.

Room 320 - Empowering Racially Minoritized Students Through Service-Learning

Michelle Sterk Barrett (msbarret@holycross.edu) - College of the Holy Cross

Isabelle Jenkins (ijenkins@holycross.edu) - College of the Holy Cross

This interactive session will present research recently conducted at Holy Cross regarding students of color and their experience(s) in service-learning. Participants will: think critically about the ways in which they personally learn best and how that might influence the ways in which classrooms are constructed; engage in active discussion regarding service-learning pedagogy and the benefits it can have for racially minoritized students; and, brainstorm ways in which classrooms can be improved so that they accommodate a diverse group of students and learning preferences.

Room 328 – Engaging Students to Help Communities with the Opioid Crisis

Francis Melaragni (francis.melaragni@mcphs.edu) - MCPHS University

Lana Dvorkin Camiel (lane.dvorkin@mcphs.edu) - MCPHS University

Opioid overdoses caused more deaths than automobile fatalities in 2015. Since 1999, the number of overdose deaths in the U.S. involving opioids nearly quadrupled. In 2014, Massachusetts declared the opioid epidemic a public health emergency. Naloxone can reverse the effects of an overdose of opioids including heroin. Faculty at MCPHS University have a program to train 1,000 students in tools necessary to recognize and respond to an opioid overdose. A number of these students will work with local schools and non-profit organizations to distribute the training and tools further.

Room 401 – E-service Learning as a Tool to Build Civic Responsibility

Thomasena Shaw (thomasena.shaw@bridgew.edu) - Bridgewater State University

Literature related to service learning (SL) highlights its positive impact on college students' academic, civic, and personal outcomes. Scholarship favors the examination of SL in the context of a traditional face-to-face class - data from online classes has not been explored. The presenter will discuss results of a study that explores how a SL section of an online PR writing class impacted students' perceived degree of improvement across several learning outcomes compared with students in a non-SL section of the same course. The session will also engage participants in discussion about the pros and cons of the pedagogical approach, and identify appropriate coursework that will engage learners.

Room 402(03) – Rewards and Pitfalls of Community-engaged Learning

Nathalie Saltikoff (nsaltiko@endicott.edu) - Endicott College

Sara Johnson Allen (sallen@endicott.edu) - Endicott College

Dakin Burdick (dburdick@mountida.edu) - Mount Ida College

Competition for jobs among college graduates is particularly fierce right now, but community-engaged learning can help undergraduate students both make valuable connections in the working world and practice disciplinary skills in authentic environments. In this session, the presenters will share their experience regarding the use of student-centered and community-engaged learning in two separate disciplines over the last three years. The presenters will share their experience in developing effective community partnerships, ensuring a successful process for student learning, and identifying and avoiding potential pitfalls in implementing community-engaged learning.

Room 406(07) – Assessing Experiential Learning within Graduate Classes

Theresa A. Coogan (ta.coogan@assumption.edu) - Assumption College

Christy Lyons Graham (clyons@bridgew.edu) - Bridgewater State University

Faculty are seeking new strategies for creating and maintain active learning environments. There are two primary examples of experiential learning that contributes to an active learning environment that can be infused into courses across all levels and disciplines different from a structured practicum/internship experience. These two examples are service-learning and job-shadowing. This presentation will share results of a study as well as explain the benefits of experiential learning at the graduate levels. Implications for undergraduate courses will also be discussed. Strategies for success will be shared with faculty members, and information about the scholarship of teaching and learning will be summarized.

11:40 – 12:45

Lunch

12:45 – 1:40

Concurrent Session 2

Room 304(05) - Leadership & Teambuilding in Semester-long Service-learning Projects

Tamara Stenn (stennt@mass.gcc.edu) - School of International Training (SIT)

This is a student-centered, experiential learning approach that enables teachers to partner with a community organization(s) to solve a real need. Using grounded theory, professors guide students to apply classroom concepts to real-world situations. This method includes community-based research (assessment), applied theory, and can lead to a positive transfer between student learning and future employment.

Room 320 – Cultural Immersion and Service-learning: SSU and UWI Jamaica

Robin R. Leger (rleger@salemstate.edu) - Salem State University

Theresa Jenkins (tjenkins@salemstate.edu) - Salem State University

Kathy Adee (kadee@salemstate.edu) - Salem State University

Joan Connor (jconnor@salemstate.edu) - Salem State University

Civic engagement and Social learning can transcend local and global boundaries. Short-term study abroad has the capacity to influence life-long learning and participation in service and social justice. In this session we will describe how a short term study abroad experience can foster cultural competencies in undergraduate & graduate students, and appraise the use of two methods used to measure impacts of service learning abroad. We will identify how foreign university and health clinics partnerships can be utilized for student engagement and faculty development.

Room 328 – Service Learning: Growing Programs with Concrete Outcomes

Kevin Kearney (kevin.kearney@mcphs.edu) - MCPHS University

Carrie Graham (carrie.graham@mcphs.edu) - MCPHS University

This session is for educators who are currently using or are interested in service-learning as part of their teaching. We will describe how we established a service-learning program, and how we have grown it over the years. We will describe how we have assessed learning outcomes from our program, and invite participants to describe their S-L courses and assessment work.

Room 401 – Digital Service Learning: Taking Volunteering Online

Lance Eaton (lance.eaton@regiscollege.edu) - Regis College

Service learning is one of the hallmarks of higher education but not much consideration has been given to how service-learning can occur via the internet. This session will highlight and explore what digital service learning is, what it can look like, and how faculty might approach it for their courses. Web-based technology can use crowd-sourcing and other means to enable more people to do service that directly connects to a course's objectives. This session will leave faculty with a starting plan and some good resources for pursuing their own service-learning project for their course.

Room 402(03), Teaching Tip 1 – Convincing Faculty to Include Civic Engagement

Maia Bailey (m Bailey@providence.edu) - Providence College

We can increase faculty buy-in for redesigning courses to include civic engagement by leveraging faculty interests. I will run an interactive session similar to one I have done at the Center for Teaching Excellence at PC in which faculty will be asked to work in small groups and report out as we work through identifying courses that would benefit from civic engagement activities, consider projects or community partners to accomplish civic engagement goals, and designing assessments to measure student learning.

Room 402(03), Teaching Tip 2 – Teaching Researched Argument through Community Engagement

Kellie Deys (kellie.deys@nichols.edu) - Nichols College

James Deys (james.deys@nichols.edu) - Nichols College

Many research arguments ask students to choose a topic and construct a position through a variety of sources. However, students frequently struggle with crafting an original position or with finding value in the process. To help students develop more nuanced researched arguments and infuse meaning into their writing, it is important for them to develop a critical consciousness. A valuable aspect of critical consciousness is connecting one's classroom learning with his/her environment and lived experiences. Therefore, we reason that a research argument can be focused around students' communities and conceptualized as an engagement in experiential research methods.

Room 406(07), Teaching Tip 1 – Connecting Service to Understanding through Game Design

Gregory P. Garvey (greg.garvey@quinnipiac.edu) - Quinnipiac University

Game design is a team effort. It fosters social intelligence and interpersonal skills. Serious games that address issues of social justice and human rights promote civic engagement. Students must understand principles of psychology and cognition while being able to empathize with their audience. This is the basis of true service. Teamwork requires having clear verbal and written communication skills; respect for difference in the workplace and openness to diversity. Game Design requires concrete logical thinking linked to the abstraction of systems thinking. The art and practice of game design fosters high level interpersonal and life skills with civic engagement.

Room 406(07), Teaching Tip 2 – Contemplative Practices: Tools for Experiential Learning

David O'Malley (domalley@bridgew.edu) - Bridgewater State University

This participatory session will offer a demonstration of contemplative practices to be used with service-learning or civic engagement activities. Examples of contemplative practices include journaling, art, movement, mindfulness, guided imagery and meditation. These are ancient and modern resources that can enhance teaching and learning. They can be helpful for students in terms of their mental health and learning. They have been found to enhance critical thinking, imagination, self-awareness, and empathy for persons with differing and diverse cultural and life experiences. They are useful in developing skills considered assets for professionals.

1:40 – 1:55

Break

1:55 – 3:10

Concurrent Session 3

Room 304(05) – Developing and Implementing Affordable Excellence with OER

Lindsey Gumb (lgumb@rwu.edu) - Roger Williams University

Kelly Donnell (kdonnell@rwu.edu) - Roger Williams University

Linda Beith (lbeith@rwu.edu) - Roger Williams University

Current realities challenge teachers and teacher candidates to provide youth in under-served, poorly resourced schools with meaningful access to effective technology, up-to-date, high-quality texts, and Common Core State Standard resources. Open Educational Resources (OER) offer a solution. Join us to discuss the process of engaging local schools in utilizing OER for CCSS support. Learn about the challenges and successes from the point of view of the faculty member who works with the teachers as well the librarian and two instructional designers who supported the work. Each played a unique role in adapting and sharing OER with our students, their public school teachers and the broader educational community.

Room 320 – Maritime Connecticut: The Classroom and the Community

Steven Park (Park@uconn.edu) - University of Connecticut

This session explains how our department has supported reciprocal community partnerships with the heritage organizations in our area. Our faculty have built their assignments and class projects around community-based research. At the end of a semester, students have given a presentation about their findings at a community forum at the local public library. We are using Connecticut's Digital Repository (archive) and MAGIC (mapping and geographical information center) to connect emerging technologies and our community partners. Students partner with local docents, curators, and museum professionals in order to conduct traditional archival research or oral histories.

Room 401 – International Service Learning without Leaving Campus

Sarah E. Dietrich (sdietrich@salemstate.edu) - Salem State University

International Service Learning projects have been linked to decreased dependence on false assumptions, increased levels of personal empowerment, and greater social responsibility on the part of participants (Kiely, 2005). Technology provides a means of incorporating such experiences into any course. This workshop shares findings from an ongoing research/teaching project to using online platforms to pair US-based graduate students with adult students in Afghanistan for synchronous online tutoring sessions. The workshop will include participant reflections, lessons learned by the project organizers, and “best practices” for establishing similar projects in other contexts.

Room 402(03) – “Name Your Mindset: Ready, Set, Teach!”

Cheryl A. Williams (cwilliams2@salemstate.edu) - Salem State University

A considerable body of research is emerging demonstrating how the growth mindset model closed achievement gaps especially in non-traditional high-risk students. Students are coming to college with the growth mindset ingrained in their approaches to learning. Faculty have been clamoring to learn more about this model since the academic gains are plentiful when both faculty and students share a common mindset value. This presentation, “Name your Mindset” will foster faculty awareness of the model, explore their mindset proclivity, and discuss strategic integration plans of three key tenets of the growth mindsets model in their classrooms.

3:10 – 4:30

**Poster Session and Wine and Cheese Reception
Suite B/C, 4th Floor**

Deliberate! Productive Speculation & The Practice of Framing

Christina Santana (csantana2@worchester.edu) - Worcester State University

This project demonstrates one way of facilitating deliberative discourse among strangers about a polarizing future public controversy – the future of driving. By discussing the computer-based conversation design and the literate practice (framing) it promotes, I explain how the experience fosters productive speculation and realistically complex understandings among participants. This project uses online tools that foster learning, enhance engagement, build community in and out of the classroom. Such experiences help us to critically assess the risks and rewards of our technology-laden lives.

Effective Project Based Learning, Examples in Architecture

Robert J. Dermody (rdermody@rwu.edu) - Roger Williams University

Engaging students in coursework that benefits local partners/communities is an effective way to provide students experience in real world projects while deepening their academic experience. Effective teaching strategies for project based learning and partnering successfully with local communities will be presented and discussed. Project based pedagogy works well many disciplines, but is ideally suited to architecture studios. This poster session will present two examples of project based teaching in the context of undergraduate architecture studios. Both courses engaged local partners in developing design proposals for desired infrastructure projects important to their communities.

Engaging Communication: Coordinating Quality Patient Care

Katherine Patras Carvalho (kcarvalho@lasell.edu) - Lasell College

This poster features a model based on effective communication techniques used to facilitate civic engagement and service learning among individuals. Specifically, the model can be applied as a learning tool across various audiences to encourage diverse perspectives through student interaction and peer collaboration.

Liability and Learning in Community Based Partnerships

Diane Fitzpatrick (d.fitzpatrick@northeastern.edu) – Northeastern University

Ann Golub-Victor (a.golub@northeastern.edu) - Northeastern University

Community-campus partnerships may contribute to the health and well-being of older adults and are considered best practice. Physical therapy students and faculty sought to develop a culturally-appropriate, community-based exercise program for older adults to be conducted at a local housing complex. Our experience in developing such a program highlights the need for open dialogue with the community partner and consultation from multiple sources including ethics review and legal counsel to enhance the quality of programming, participant protection, and student professional development.

Faculty Development through Action Research

Bradford Wheeler (bdwhee@umass.edu) - University of Massachusetts, Amherst

Action research enables faculty developers to engage with instructors while studying their teaching. This researcher employed one-on-one praxis techniques with instructors to investigate Team-Based Learning (TBL) using action research to address classroom technology challenges. The methodology and faculty development technique is supported by Kolb's (1984, 2014) experiential learning theory. Furthermore, this powerful approach can be used by faculty developers to build evidence-based practices on their campuses.

Civic Consulting Project for Undergraduate Marketing Courses

Michael Mozill (mozillm@wit.edu) -Wentworth Institute of Technology

Near every educational institution there are small for-profit and not-for-profit firms that have some type of marketing issue the firm does not have the resources to address. Institution faculty, working independently or in conjunction with their community outreach office, and develop a list of these firms. Students in marketing courses at these institutions select one of these firms where they can act as marketing consultants, and work with the firm to identify an issue. Students develop an action plan to address the issues. The project ends with a formal presentation of their action plan to the firm.

Developing Expertise: Service Learning in Helping Fields

Christy Lyons Graham (clyons@bridgew.edu) - Bridgewater State University

Theresa A. Coogan (ta.coogan@assumption.edu) - Assumption College

This poster highlights the development of service learning courses in K-12 educational settings and various delivery methods, outlining steps to create a course with this format as well as specific group work, consultation, and assessment techniques for effective implementation.

Conference Planning Grid

9:00-9:15 Welcome & Introductions, Hogan Center Ballroom					
9:15-10:30 -- Keynote Address by Dr. Randy Stoecker, Hogan Center Ballroom					
10:30-10:45 -- Break					
10:45-11:40 -- Concurrent Session 1					
304(05)	320	328	401	402(03)	406(07)
Mission to Praxis: Building Engaged Communities	Empowering Racially Minoritized Students Through Service-Learning	Engaging Students to Help Communities with the Opioid Crisis	E-service Learning as a Tool to Build Civic Responsibility	Rewards and Potential Pitfalls of Community-engaged Learning	Assessing Experiential Learning within Graduate Classes
11:40-12:45 -- Lunch, Hogan Center Ballroom					
12:45-1:40 -- Concurrent Session 2					
304(05)	320	328	401	402(03)	406(07)
Leadership & Teambuilding in Semester-long Service-Learning Projects	Cultural Immersion & Service Learning: SSU and UWI Jamaica	Service Learning: Growing Programs with Concrete Outcomes	Digital Service Learning: Taking Volunteering Online	Convincing Faculty to Include Civic Engagement	Connecting Service to Understanding through Game Design
				Teaching Researched Argument through Community Engagement	Contemplative Practices: Tools for Experiential Learning
1:40-1:55 -- Break					
1:55-3:10 -- Concurrent Session 3					
304(05)	320	328	401	402(03)	406(07)
Developing & Implementing Affordable Excellence with OER	Maritime Connecticut: The Classroom and the Community		International Service Learning without Leaving Campus	"Name Your Mindset: Ready, Set, Teach!"	
3:10-4:30 -- Poster Session and Wine and Cheese Reception, Suite B/C (4th Floor)					

NEFDC Spring Conference

Friday, June 2, 2017

Student-Faculty Research Collaborations

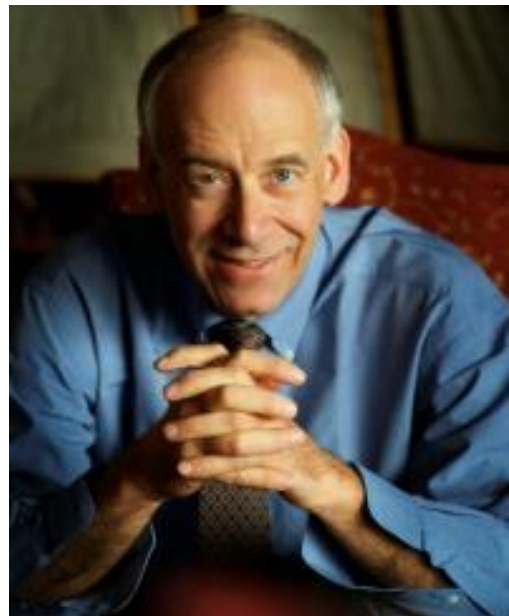
Fitchburg State University, Fitchburg, Massachusetts

Keynote Speaker: Alan November

Senior Partner, November Learning,
Inc., Marblehead, Massachusetts

Alan was named one of the nation's fifteen most influential thinkers of the decade by *Technology and Learning Magazine*. He was listed as one of eight educators to provide leadership into the future by the Eisenhower National Clearinghouse. He was selected to speak at the Cisco Public Services Summit during the Nobel Prize

Festivities in Stockholm, Sweden. His writing includes numerous articles and two **best-selling books**, *Empowering Students with Technology* and *Web Literacy for Educators*. Alan was co-founder of the Stanford Institute for Educational Leadership Through Technology and is most proud of being selected as one of the original five national Christa McAuliffe Educators.



The New England Faculty Development Consortium (NEFDC) was founded in 1998 as a not-for-profit, regional organization dedicated to enhancing the professional development of faculty and administrators committed to excellence in teaching and learning. The consortium membership includes individuals and institutions, and both private and public colleges and universities throughout New England and beyond.

