

**Experiential Learning Mini-Conference**  
**Tuesday, April 30, 2019 @ 3:00-5:00pm**  
**Learning Teaching Center, University of Dayton**



**LTC Team Space 020: Experiential Learning in Sustainability, Engineering, and the Sciences**

**3:05-3:20**

***Integrating Philosophy and Environmental Science by Engaging Wicked Problems***

Dr. Zachary Piso and Dr. Donald Pair, Philosophy & Geology/Interdisciplinary Research and Experiential Initiatives

This presentation focuses on the development of Sustainability Research Methods I, an interdisciplinary and experiential course on sustainability. From its beginning, the course satisfied a university-wide requirement in advanced philosophical studies, a requirement ordinarily met through close textual analysis, in-class discussion, and lengthy and abstract papers. What would it mean to rethink the requirement and its concomitant objectives for an experiential learning course where students worked to address the human and ethical dimensions of sustainability on campus and in the local community?

**3:20-3:35**

***The Process of Reciprocity and Reflection in Service-Learning Pedagogy***

Dr. Roger Reeb, Psychology

Service-learning pedagogy enhances the mastery of course material by students and fosters in them a sense of civic development (i.e., social responsibility, community service self-efficacy, awareness of privilege and oppression, and non-stigmatizing attitudes). For seven years, I have collaborated with St. Vincent de Paul to provide a service-learning project in homeless shelters. In addition to the aforementioned student outcomes, our project augments opportunities for shelter residents and enhances their hope, empowerment, social support, wellness, and quality of life as they strive to overcome homelessness.

**3:35-3:50**

***Experiential Learning and the Internet of Things***

Dr. Andrew Rettig, Geology and Electrical & Computer Engineering

Students are often challenged to perform critical thinking to solve real world problems without having experienced hands-on advanced technology. In my course, students are introduced to environmental sensing and data collection for solar efficiency and sustainability. This experience will help to demonstrate what is possible with LoRa installations to our engineering and earth scientists.

**3:50-4:05**

***Microbial Discoveries through Foldsopes***

Dr. Yvonne Sun, Biology

Foldscope is a paper-based, origami style microscope originally designed to aid in disease diagnostics in rural areas where standard microscopes were not available. Utilizing a tool and developing curiosity together are two most important skill sets for a practicing microbiologist. Building and using a tool to see microorganisms has been the keystone event for many if not all professional microbiologists. This EL activity will be able to provide students this opportunity.

**4:05-4:20**

***Evaluating the Impact of Experiential Learning on Achieving Learning Objectives in an Industrial Mechanisms Course***

Dr. Jacob Cress, Engineering Management and Systems Technology

This presentation explores the successes and learnings I have encountered using experiential learning methods in an engineering kinematics course. For my students, it is the application of mechanical engineering that is exciting. Synthesizing these generalized characteristics and interests has led me toward a teaching approach that delivers as much traditional engineering theory, math, and physics that is necessary, while emphasizing applications, procedures, and real-world scenarios wherever and as-often-as possible.

**LTC Forum 044: Experiential Learning and Community Engagement, Diversity & Social Justice**

**3:05-3:20**

***Learning through Lunch: Community Practice and Research***

Dr. Molly Malany Sayre, Sociology, Anthropology & Social Work

Through Community Practice and Research, students conducted participant observation with low-income West Dayton community members, most of whom are African-American, and learned about provision of social services at the community level. Students also learned about community life in neighborhoods through lunch conversations with community members and reflected upon the meaning and context of those interactions.

**3:20-3:35**

***Creating Inclusive Community as Predominantly White Institutions***

Dr. Castel Sweet, Fitz Center for Leadership in Community

The Creating Inclusive Community initiative (CIC) is in its sixth year at the University of Dayton; it was initially established to foster dialogue around social justice, race, and privilege in order to create and pursue sustainable change. Cohorts of students, staff, and faculty take a 15 week mini-course on privilege, diversity, and inclusion, and then attended the White Privilege Conference. Faculty and staff then serve as a support network for students in creating and implementing change on campus.

**3:35-3:50**

***Learning from Faith-Based Cross-Cultural Immersions***

Nick Cardilino, Mary Niebler, and Samantha Kennedy, Center for Social Concern, Campus Ministry

Campus Ministry's Center for Social Concern provides students with a wide array of opportunities to learn about social justice issues domestically and abroad. The primary learning

objective is for the students to deepen their spirituality and faith life. The trips we organize help them reach this objective by having them encounter different approaches to life and witness experiences of economic inequality, social and political injustice, and environmental concerns that most of them haven't seen before.

### **3:50-4:05**

#### ***Desperate Times Call for Experiential Learning: The Evolution of the Collaborative Agency Project***

Dr. Catherine Lawless, Teacher Education, School of Education & Health Sciences

The Collaborative Agency Projects (CAP) is an experiential learning project that partners small groups of students with area agencies to develop and implement collaborative projects. Fall of 2018, students in this course collaborated with United Rehabilitation Services to develop and implement a book club for their adult clients, developed social stories on how to use the Dayton Metro Libraries, wrote lesson plans for the Dayton Peace Museum, participated in the Safe Kids project through Dayton Children's Hospital, and collaborated with Welcome Dayton to facilitate a panel discussion at University of Dayton with immigrants from the Dayton area.

### **4:05-4:20**

#### ***The Family Engagement Collaborative: Connecting Students to Community***

Dr. Shauna Adams, Dr. Diane Brogan-Adams, and Dr. Lesley Evans, Teacher Education, School of Education & Health Sciences

The calling to be an educator and advocate for young children relies heavily on the notion of collaboration and community. Working with preservice early childhood teachers requires faculty to explore and develop learning opportunities for all stages of development and growth within the realm of pre-service educator. In this presentation, teacher educators compare their first hand experiences of how they partner with community schools, organizations and agencies to foster servant leadership in sophomores and juniors preparing to become early childhood teachers using an experimental learning (EL) experience.

### **LTC Meeting Space 028: Experiential Learning for Practical Skills, Professional Development, and Personal Growth**

### **3:05-3:20**

#### ***The Internship: Personal Reflections on Building Skills for the Future***

Elizabeth Seager, Career Services

The definition of internship is extremely broad for today's college student. This presentation will highlight the reasoning behind the development of a zero-credit hour internship course, and the development and implementation of viable academic requirements to ensure impactful experiential learning is taking place. The presentation will examine students' internship experiences from a variety of majors, school years, industries, and of domestic and international students that will be useful to faculty and professional staff members who participate in the oversight of both zero-credit and credit-bearing internship courses.

**3:20-3:35*****Experiential Learning: Informed, Experienced, Personalized, and Certified***

Irene Dickey, Management & Marketing, School of Business

Experiential learning can provide students with the added dimension of learning that is engaging, impactful and significant. This presentation explores how I engage my students in teams with actual clients to solve complex business problems (or opportunities) and use data and analytics and creativity to develop and present viable solutions can have a profound effect on students, faculty and the client. Through experiential learning, students are significantly and clearly more engaged and interested and these experience evoke vocational thoughts and decisions, as well as building knowledge and a network of professionals that can help them personally and professionally.

**3:35-3:50*****349 Guineas: The Value of Experiential Learning for Feminist Theory***

Dr. David Fine, English and Women & Gender Studies

This presentation focuses on how I structured Feminist Theory and Methodology around Virginia Woolf's *Three Guineas*, a text in which the speaker must decide how best to use her money to prevent war. Each of the course's three units—education, work, and world—opened with a section from Woolf's text. As they studied Woolf's essay alongside other feminist texts, they decided—through a series of grant proposals, case studies, and written reflections—how best to spend their 349.86 guineas to promote feminism today.

**3:50-4:05*****The Pre-Clinical Supervision Dynamic: A Space for Intrapersonal and Interpersonal Growth***

Joy Willenbrink-Conte, Music Therapy

Experiential learning, interwoven in various forms and contexts, is both essential and foundational to undergraduate music therapy training. The bedrock of the degree program is pre-clinical training, or practicum. At UD, students participate in five semesters of practicum, wherein they observe and ultimately facilitate supervised music therapy in various community contexts, interacting with individuals of all ages who engage in the music therapy space with strengths, resources, and needs often vastly dissimilar from their own. Thus, these practical experiences pose unique opportunities for intrapersonal and interpersonal learning.

**4:05-4:20*****Supervising Graduate Assistants and Experiential Learning***

Maria Ollier Burkett, Honors Program

In discussions of experiential learning, graduate students are often overlooked, both as learners and as contributors to the field. I would like to highlight the unique role graduate assistants can play in EL. A graduate assistantship is predicated on learning while doing. Serving in the dual role of student and emerging professional positions a graduate assistant to be both a learner and leader in experiential learning. As supervisors, how do we deepen reflection, strengthen connections, and leverage experiential learning with graduate assistants through our mentoring and supervision?