



Integrating Academic and Career Development Toolkit

Implementation Resources

- Career Services Platform Comparison Chart
- Experiential Learning Reflection Toolkit
- Experiential Learning Impact Analysis and Bibliography
- Experiential Learning Faculty Support Resource Center

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Career Services Platform Comparison Chart

To provide a better sense of the career services vendor landscape, the table below lists key features of some of the most popular career services platforms/management systems. There are a multitude of niche service providers that qualify as career services vendors, however, many only provide one or two services such as job curation, professional networking, or online skills development materials and have therefore not been included in the chart below.

Members can use this chart to quickly compare capabilities and determine which vendors may best meet their needs. Each description includes a link to the vendors' websites for further information.

Career Services Vendor

Product Overview



Simplicity

Product: Career Services Manager

Key Features:

- Student relationship management
- Event management and planning
- Experiential learning management
- Recruitment management
- Metrics and outcomes tracking and reporting
- Swipe card kiosks
- Automated billing

Website: <https://www.simplicity.com/solutions/higher-ed/>



Handshake

Product: Handshake

Key Features:

- Employer relationship management
- Event management and planning
- Building and room management
- Job posting management
- Appointment management
- Metrics and outcomes tracking and reporting

Website: <https://www.joinhandshake.com/>



Purple Briefcase

Product: Purple Briefcase Career Services Management Platform

Key Features:

- Forum to connect with students
- Employer relationship management
- Event management and planning
- Job posting management
- Student resume review and approval
- Internship management
- Student activity tracking and reporting
- Automated billing

Website: <https://www.purplebriefcase.com/>

Career Services Platform Comparison Chart (cont.)

Career Services Vendor

Product Overview



12 Twenty

Product: Career Services Management, Outcome Data and Analytics, Employer Relationship Management

Key Features:

- Employer relationship management
- Recruitment management
- Event management and planning
- Appointment management
- Metrics and outcomes tracking and reporting
- Solutions tailored to law and business schools, as well as institution-wide

Website: <https://www.12twenty.com/>



GradLeaders

Product: Career Center Platform

Key Features:

- Employment relationship management
- Appointment and event management and planning
- Experiential learning management
- Job posting management
- Metrics and Outcomes tracking and reporting

Website: <https://www.gradleaders.com/>



OrgSync

Product: OrgSync for Career Services

Key Features:

- Student relationship management
- Employer information management
- Experiential learning management
- Outreach and communication management
- Student interview preparation management
- Online documentation syncs between departments
- Job posting management
- Metrics and outcomes tracking and reporting

Website: <http://www.orgsync.com/>

Pre-internship Courses

Endicott College's Internship Preparation Course

Reflection Tool in Brief:

Endicott College requires multiple internships for all bachelor's level students: two 120-hour internships and one semester-long internship. In preparation for the semester-long internship, all students are required to complete the 'Semester Internship Strategies' course, which helps them search for, apply for, and interview for the following internship.

'Semester Internship Strategies' Syllabus

Credits: 1

Class Type: Lecture

Catalog Description

This course consists of a series of eight one-hour sessions to help juniors prepare to search for and undertake the full-semester internship. The topics covered include planning strategically for the semester internship, focusing on the internship search, assessing the resume and applying for the internship, interviewing for the internship, participating in mock interviews, and making the most of the internship. Students are required to complete the course before undertaking the semester internship. Prerequisites: INT100, INT200, Junior status. (Offered fall and spring semesters)

Learning Outcomes

At the completion of this course, students will be able to:

1. Develop and communicate a personal brand;
2. Create a resume and cover letter tailored to the requirements of the internship position;
3. Employ effective phone and email strategies when contacting potential internship sites;
4. Interview effectively by responding thoughtfully to questions and dressing appropriately;
5. Strategize ways to network and leverage the internship for future employment.

Teaching/Learning Strategies

- Career Center modules as appropriate within the course and/or as outside assignments;
- Guest speakers in the discipline to deliver key information on search strategies;
- Practice interviewing techniques;
- Prepare search documents and collect samples of work for presentation during future job interviews.

Topical Outline and Timeline

Session 1: Planning Strategically for the Semester Internship

- Introductions and review class expectations
- Introduce career action plan and schedule 1:1 appointments
- Reflect on INT100/200 experiences and goals for semester internship

For Next Class: Bring a draft of your resume to class—we will be working on them in class.

Pre-internship Courses (cont.)

Endicott College's Internship Preparation Course (cont.)

Session 2: Targeted Resumes and Peer Review

- Discuss resume as marketing tool
- Examine strategies for tailoring resume to specific industries and distinguishing yourself from other candidates

For Next Class: Bring an internship job description as well as a draft of your resume and cover letter.

Due: Upload your updated resume via [the LMS]. You will receive feedback and the final draft will be due _____.

Session 3: Cover Letters and Other Resources for Your Internship Search

- Overview of cover letters and their role in your search and in networking
- Discuss utilizing internet job posting resources

Due: Upload a first draft of your cover letter and a link to the internship posting via [the LMS]. You will receive feedback and the final draft will be due _____.

Session 4: Networking

- Discuss in person and social networking, particularly building a strong LinkedIn profile
- Review strategies for contacting and following up with employers: phone/email etiquette create and practice elevator pitch

Due: Upload a final draft of your resume to [the LMS].

Session 5: Senior Student Panel: Making the Most of the Internship

- Discuss standards of professional behavior
- Discuss expectations/culture of different types of sites
- Discuss week-by-week strategies for succeeding during the internship
- Strategize ways to network and leverage the internship for future employment

Due: Updated cover letter—upload to [the LMS].

Session 6: Dress for Success/Interviewing Preparation

- Presentation with guest speakers on effective interviewing and appropriate dress
- Typical interview questions and situations; appropriate follow-up after an interview

Session 7: Internship Search Updates

- Review individual progress in search
- Discussion of strategies for keeping momentum/overcoming obstacles and following up with potential sites
- Demo of [mock interview software] that will be used to complete Mock/Practice interview assignment

Pre-internship Courses (cont.)

Endicott College's Internship Preparation Course (cont.)

Session 8: Mock Interviews

- Practice interview skills in class

Due: [Mock interview software] interview

Evaluation Methods:

Students will be evaluated on attendance, participation in in-class exercises and discussions, as well as on course assignments (career action plan, targeted resume and cover letter, mock interview). The grading will be based on the following:

Assignments	Point Value
Career Action Plan	10 points
Targeted Resume	25 points
Targeted Cover Letter	25 points
Mock Interview (Big Interview)	25 points
Attendance at One Career Center Event	15 points
Total Possible	100 points



Pre-internship Courses (cont.)

Northeastern University's Pre-co-op Course

Reflection Tool in Brief:

Although not required, the majority of students at Northeastern University complete at least one co-op if not two. Before a student embarks on their first, they must complete 'Introduction to Professional Development,' a one-credit course that will educate them about the structure and purpose of the co-op, resume and cover-letter writing, interviewing, and workplace skills.

'Introduction to Professional Development' Syllabus

Tuesdays 1:35-2:40

Richard C. Conley

Course Purpose and Objectives:

This course is designed to engage students in thoughtful preparation for their first Cooperative Education experience. The course introduces students to the Cooperative Education Program and to a series of skills that students will need to succeed in whatever field they choose. The foundation of Northeastern's educational philosophy is that theoretical classroom learning is enriched by relevant practical experience, and that students' understanding of their practical work is enhanced by their academic studies. Northeastern's primary vehicle for providing you with this applied experience is cooperative education. In this course, students will begin to develop the skills to achieve their goals in both their academic and professional work.

- To learn about the goals, opportunities, and process of Northeastern's cooperative education program.
- To learn about your own skills and interests through self-assessment exercises.
- To understand the structure and goals of a resume.
- To understand the structure and goals of an interview.
- To identify ways in which understanding cultural differences and becoming ethically aware will increase your ability to succeed in both the classroom and on co-op.
- To develop and use critical thinking skills to solve workplace-based dilemmas.

Schedule

Week 1: Student Panel and International Co-op Presentation

- Students will hear from a panel of Northeastern University Students who have participated in the Cooperative Education Program. Students should come prepared with questions.

Week 2: Introduction to Co-op and Resume Construction

- Introduction of professor and expectations for class
- What is Co-op? – Cooperative Education Learning Model
- Review resume format

Assignment: basic format of resume, due before class next week.

Sources: "Cooperative Education," Northeastern University, <http://www.northeastern.edu/cos/psychology/undergraduate/cooperative-education-co-op/>; Conley R, "Introduction to Professional Development," Northeastern University, 2014, <http://nuweb9.neu.edu/richardconley/wp-content/uploads/2011/10/Co-op-Syllabus-Richard-Conley.pdf>.

Pre-internship Courses (cont.)

Northeastern University's Pre-co-op Course (cont.)

Week 3: Resume Content

- Review resume construction

Assignment: corrected format, and new content, due before class next week.

Week 4: Overview and Introduction to [LMS]

Assignment: Log into [LMS] and enter your basic data, and search the job bank.

Week 5: Interview Basics and Portfolios

Assignment: Reference sheet and resume, due next week.

Assignment: Write 3-5 page introductory paper. Due in two weeks.

Week 6: Dress Up Day and More On Interviewing

- We will go over [online mock interview tool] and interview questions
- Appropriate dress and portfolios required for class

Assignment: Record your interview.

Week 7: Sexual Harassment and the Workplace

Guest Lecturer

RESUMES START TO GO OUT NEXT WEEK

Week 8: Cover Letters

Assignment: Write a sample cover letter in line with your industry based research.

Week 9: Class Discussion of interviews

Week 10: Workplace Do's and Don't's

Week 11: Wrap Up

Review of course and go over next steps

Pre-internship Courses (cont.)

Portland State University's Online Internship Preparation and Application Course

Reflection Tool in Brief:

Portland State University created the 'Online Internship and Practicum Skills Development and Application' course so that juniors and seniors pursuing an internship would have access to 'just-in-time' resources even while working or away from campus. The course offers training on professionalism and workplace skills and ensures the student develops goals before the internship and reflects on their achievements after.

'Online Internship and Practicum Skills Development and Application' Syllabus

Course Background:

Portland State University is internationally known for many things but the thing it is most well known for and has received the most PSU awards and recognition for is its focus on PSU Community Based Learning (CBL). When it comes to CBL, it doesn't get much better than internships and practicums where theory and practice truly meet. As a student within the School of Business, you know how important applied experience is and so do we. That's why every SBA student takes BA495 as an applied CBL capstone course before they graduate. Internships and practicums are another great way to get experience. In this course, we'll focus on the key skills employers say they are looking for in college graduates. This will take the form of several short video modules that have been developed to share best practices and give you tips on how to get the most from your time on the job.

The development of this course was supported by the PSU Provost's reThink PSU Challenge which asked PSU faculty and staff to propose ideas utilizing online technology to help students be more successful. The idea we proposed, "Let knowledge serve the city and our students: Preparing SBA students for success by positioning practicum/career skills as a centerpiece of the curriculum by leveraging a cooperative, school-wide credit based "mini-MOOC." The selection and subsequent support of this proposal allowed us to create the course and to offer it EVERY term so that students have access to internship or practicum credits any time and without having to go "door to door" to find a faculty sponsor.

Course Objectives

This course addresses a selected set of topics focusing on understanding human and organizational processes that facilitate or hinder work performance. Within this framework, we are trying to accomplish several things:

1. Expose you to ideas and approaches to key skills that will enrich your thinking about these topics
2. Give you an opportunity to apply these ideas to your work experience
3. Provide a forum for exploring these issues with other students
4. A chance to reflect on your work experience.



See an example module at:
<http://youtu.be/CYUsOzzJ6Ms>

Course Content

We will work through 10 online modules which correspond with what NACE reports employers want from students:

1. Ability to verbally communicate with persons inside and outside the organization.
2. Ability to work in a team structure.
3. Ability to make decisions and solve problems.
4. Ability to plan, organize and prioritize work.
5. Ability to obtain and process information.
6. Ability to analyze quantitative data.
7. Technical knowledge related to the job.
8. Proficiency with computer software programs.
9. Ability to create and/or edit written reports.
10. Ability to sell or influence others.

Sources: Bauer T, Simon L, "Job-Related Knowledge: Internship and Practicum Modules," PSU SBA Online Programs, February 2, 2014, <https://www.youtube.com/watch?v=CYUsOzzJ6Ms&feature=youtu.be>.

Pre-internship Courses (cont.)

PSU's Online Internship Preparation and Application Course (cont.)

Assignments

Assignment 1

You are starting your journey on a great opportunity. Research shows that having special developmental opportunities such as internships and practicums helps individuals to secure long-term employment, become more effective, and make more money. They are also a great way to learn new things and continue to apply the theory you've been learning in the School of Business up to this point. It is the marriage of theory and practice.

Given this, it is our goal to help you maximize your experience. So, we are asking you to identify THREE specific goals you have for this opportunity. After these 10+ weeks, what do you hope to have achieved? Discuss why these goals are important to you and how they will enhance your career and/or personal growth.

Throughout the term, these goals are what you will reflect on so please choose three that are meaningful to you.

Assignments 2–4

1. View 3-4 of the video course skill modules located under "Course Content." List the modules you viewed.
2. Review your three goals from Assignment 1
3. Discuss progress you have made toward your goals and how the videos you viewed relate to your goals or other aspects of your learning and development to date. Specifically, what goal-relevant experiences (interactions, observations, accomplishments, challenges, etc.) did you have during the week?
4. What did you learn from these experiences and the course material with respect to your goals or other aspects of your development?

This assignment should be roughly 1.5-2 pages in length.

Assignment 5

Looking backward—Now that you have completed a large portion of your internship, you have a great opportunity to reflect backward. Take some time in this assignment to think about where you were when you started and how far you've come. Would you do everything the same way? Would you change anything? If so, what and why? **Spend at least 1.5 to 2 pages on your looking backward reflection.**

Looking forward—Imagine that another intern will be joining the same organization as you. What would you tell this person? What advice would help them be successful? Be as specific as possible. Try to look forward and anticipate all the potential obstacles that this person might face and try to help them avoid the problems through your advice. **Spend at least 1 to 2 pages on your looking forward reflection.**

Evaluation:

Your evaluation will be based on the following factors. Your course grade is determined by your cumulative performance across 6,000 points in the following areas. The course is Pass/No Pass.

Assignments	Point Value
Internship/practicum paperwork (pre, post, and photo)	1,000 points (16%)
Online survey responses	1,000 (17%)
Skill and experience reflection/integration posts	4,000 (67%)

Sources: Bauer T, Simon L, "Job-Related Knowledge: Internship and Practicum Modules," PSU SBA Online Programs, February 2, 2014, <https://www.youtube.com/watch?v=CyUsOzzJ6Ms&feature=youtu.be>.

Pre-Study Abroad Essays

Middlebury College's Pre-Study Abroad Reflection Essay Application

Reflection Tool in Brief:

Middlebury College requires an application essay to ensure that all of their students planning to study abroad enter the experience understanding how the trip relates to their academic studies. Not only does this help the student later explain to employers the value of their study abroad experience, but it primes the student to seek out relevant, high-impact activities abroad and reflect on the experience's connection to their major throughout.

Study Abroad Application

We encourage our students to study abroad, especially in a foreign language. Students planning to spend all or part of the junior year abroad should consult with their advisor before the second semester of the sophomore year.

A grade point average of 3.0 in the major and 2.7 overall is required for study abroad.

Students must submit their application to study abroad through the online application process that can be accessed here: http://www.middlebury.edu/international/sa/what_to_know/applying. As part of their application, students must submit an essay that should address the following academic questions:

1. Rationale: Why do you want to study abroad? How is this related to your academic program?
2. Preparation: What course work have you taken to prepare you for study abroad?
3. Recommended courses for study abroad: PSCI 0103 Comparative Politics, PSCI 0109 International Politics, and a course that includes significant content on the region where you will study abroad.
4. Program Selection: Where will you study abroad? Why this university or program? What courses will you take? Why?
5. How will you complete your major after returning to Middlebury?

In making your decision about where to study abroad, you should note that Middlebury runs a wide array of study abroad programs, in 16 countries. Many students also study at other universities and programs around the world. For more information, please see the study abroad website: <http://www.middlebury.edu/international/sa>. You should also consult with your advisor, as well as staff in the Office of International Programs and OffCampus Study.

Pre-Study Abroad Essays (cont.)

University of Virginia's Pre-Study Abroad Reflection Prompts and Action Plan

Reflection Tool in Brief:

The Teaching Resource Center at the University of Virginia developed the following tool for faculty to use with students studying abroad either in discussion format or as prompts for pre-departure essays. The tool also directs students to create a concrete 'Action Plan' to help them achieve their goals while studying abroad (e.g., I will read the local newspaper three times per week to learn about daily life in Mexico).

Pre-Departure Reflections: Expectations, Hopes, and Goals

The following questions can be used as prompts in writing assignments or pre-departure discussions

- What made you choose to study abroad?
- What people influenced you in making the decision? How?
- What country did you choose for your studies? Why?
- What do you hope to gain from being abroad?
- Imagine yourself after you return. What experiences will you want to share with your peers, your family, or a professor? For example, do you want to be able to say that you understand environmental engineering in Germany better or that you learned an effective teaching method in rural India?
- How are you expecting to grow personally from this experience?
- What are some personal qualities or values you hope might change as a result of this experience?
- What would a "successful" study abroad experience look like? What would an "unsuccessful" study abroad experience look like? For example, how will you know if you're doing "well" abroad or if your program is going as you expected? What will be your measure of success?
- Living abroad means that you will get to know new people, speak a new language, be far away from family and friends and so on, How do you think factors like these will affect you?
- What about living abroad will you enjoy the most? List at least five things and put them in order from least to most enjoyable.
- What challenges do you anticipate while living and studying in a foreign country? List at least five and put them in order from least to most stressful.
- You may have experiences that will help you adjust to life while studying abroad. Have you been abroad before? How may this experience help you in your upcoming travels?
- How do you manage stress when you are at home? For example, what do you do when you feel lonely, when you are with a group of people who are different from you, or when you are stressed about something that is difficult to accomplish?

Sources: Dowell M, Mirsky K, *Study Abroad: How to Get the Most Out of Your Experience*, Upper Saddle River, NJ, Pearson Education, 2002; "Predeparture Reflections for Study Abroad," Engaged Learning, June 9, 2011, <https://pages.shanti.virginia.edu/engagedlearning/2011/06/09/predeparture-reflections-for-study-abroad/>.

Pre-Study Abroad Essays (cont.)

UVA's Pre-Study Abroad Reflection Prompts and Action Plan (cont.)

How do you think you will manage stress abroad when things you didn't expect happen? Imagine, for example, that you are not making friends easily, not earning good grades, or not having as much fun as you had hoped?

As you continue to develop, modify, and affirm your expectations for your study abroad experience, don't be surprised if they keep changing. Documenting where you are at the moment, like you just did, will create a benchmark for comparison. As you continue to answer these questions during your stay abroad, you will create for yourself a record of personal growth and change.

Drafting an Action Plan

Referring back to your hopes and goals, create a list of what you want to learn. After you complete your list, describe what you can do to learn these things? List specific activities.

- List how you want to change personally. What activities can you do to facilitate these changes?
- What experiences do you want to have while abroad? What can you do to make these experiences happen?
- How do you want to deal with the stress that you will experience abroad? What can you do to incorporate these stress management techniques into your routine?

Indicate how often you will engage in the activities you've identified. Complete the following formula with your previous answers:

In order to learn/experience/ feel/etc. _____ (action), I will _____
(activities) _____(frequency).

Example:

In order to learn about daily life in Mexico . . .

- I will read the local newspaper at least three days a week.
- I will attend a local church at least two times a month.
- I will shop at the local market at least once a week.
- I will talk with my host family about their daily routines at least once a day.

In order to cope with the stress of culture shock . . .

- I will run at least three days a week.
- I will meditate in my room every morning.
- I will talk to my family back home once a week.
- I will sign up for a recreational art class.

In order to travel a lot during my experience . . .

- I will visit a nearby city or natural area at least every other weekend.
- I will backpack to one other European country during spring break.

Sources: Dowell M, Mirsky K, *Study Abroad: How to Get the Most Out of Your Experience*, Upper Saddle River, NJ, Pearson Education, 2002; "Predeparture Reflections for Study Abroad," Engaged Learning, June 9, 2011, <https://pages.shanti.virginia.edu/engagedlearning/2011/06/09/predeparture-reflections-for-study-abroad/>.

Faculty Internship Site Visit

Endicott College's Faculty Internship Site Evaluation

Reflection Tool in Brief:

Endicott College requires multiple internships for all bachelor's level students: two 120-hour internships and one semester-long internship. During the semester-long internship, students return to campus once per week to attend a seminar with their internship faculty supervisor. This supervisor also makes one visit to the internship site and uses the form below to evaluate both student performance and the quality of the internship being provided by the employer.

Semester Internship Faculty Site Evaluation

Student Name: _____ Major: _____

Internship Site: _____

Site Supervisor Name and Title: _____ Date: _____

Learning Goals

The Faculty Site Visit is a great opportunity for faculty to learn more about the learning that is taking place at the site and to address any areas of concern early on in the semester. Please take the opportunity to ask about progress on the Learning Goals and if any adjustments need to be made to the Learning Agreement. Are you satisfied that the student is making progress on their goals? If not, please explain why and how this will be addressed.

Site Supervisor Evaluation

Please review the evaluation criteria on the Site Supervisor Evaluation form with the supervisor. The supervisor will need to complete the form near the end of the internship. A form will be sent by the Internship Program office. Please alert the supervisor to the fact that the evaluation will need to be returned right away for grading purposes.

Future Internships

Is the supervisor interested in posting an internship opportunity for next semester?

_____ Yes _____ No

If so, please give them the "Internship Opportunity" form to post an internship on our Internship/Job Board. They can send the job description or the completed form to the internship office by email, fax, mail, or they can post themselves using the instructions on the form.

Faculty Internship Site Visit (cont.)

Endicott College's Faculty Internship Site Evaluation (cont.)

Feedback from Supervisor:

Discuss intern's basic work habits and punctuality; dress and conduct; adaptation to site; dependability; initiative; interaction with staff and clients. Note any supervisor concerns or recommendations.

Please remind the Site Supervisor that we will need the Site Supervisor Evaluation completed and returned to the college for grading. This form will be mailed to the site in November.

Please describe the student's experience of the site.

Has it been positive or negative? Why?

What is your overall impression of the site?

Would you recommend it for future interns? Why or why not?

What is the supervisor's impression of the program?

Any recommendations?

Other comments about the site.



Concurrent Internship Reflection

Northeastern University's Reflection Activities Throughout the Co-op

Reflection Tool in Brief:

Northeastern University requires all first-time co-op participants complete four "guided inquiries" or reflections concurrent with their co-op. The first is completed in the second month, the second in the fourth month, the third in the sixth month, and the last in the following semester.

First-Time Co-op Guided Inquiry

Guided Inquiry 1

1. Tell us about a typical day in your life at your co-op position. How do you spend your time? What types of decisions do you make at work? What types of decisions do you make outside of work? Describe at least one internal and at least one external motivator for you as you start co-op.
2. In what ways is your co-op experience (e.g. day-to-day tasks, personal projects, networking or other activities) contributing to your personal and professional learning objectives?

Guided Inquiry 2

1. Describe a challenge you have encountered during your co-op. What skills, knowledge, and personal qualities did you use to approach it? What, if anything, did you learn from it?
2. What opportunities have you had during your co-op to apply skills and/or knowledge that you learned in the classroom? Please provide one or two examples.

Guided Inquiry 3

1. Tell us about a typical day in your life as a member of this profession. How do you spend your time? What types of decisions do you make now that you are approaching the end of this co-op?
2. Revisit your responses to Guided Inquiry 1 . How are they different or similar to the answer that you just gave in Guided Inquiry 3? Have any of the motivators that you mentioned changed in importance? Which are no longer motivators? What new motivators do you have?
3. Based on the experiences that you have had during this co-op, what new skills and knowledge have you developed? What are new skills and knowledge you would like to acquire when you return from co-op and why do you need them? Which of these do you expect that you will learn through your coursework? For those you want to learn outside of the classroom, where do you expect to learn them?

Guided Inquiry 4

1. Refer back to your answer to reflection 2 where you described a challenge. With what type of mindset (growth or fixed) had you approached that challenge? Having had the experiences that you have had since, would you approach it differently today? Why or why not?
2. What are some connections between the work you were doing in co-op and the work that you are now doing in your classes? Describe where the skills or knowledge that you acquired during co-op applies to your day-to-day activities.
3. Describe an ideal future co-op experience. How will it be different from, and/or built on, your co-op experience and coursework? What additional skills or knowledge will you want to acquire? In what ways will you be a different person than you were when you started your first co-op?

On-Campus Position Mid-year Review

Ryerson University's Supervisor-Guided Reflection and Planning Exercise

Reflection Tool in Brief:

Having upgraded all work-study positions on campus into "Career Boost" positions with demonstrable learning outcomes and career reflection, Ryerson University needed to provide student worker supervisors with materials to guide them through their new responsibilities. The following is a document supervisors use during mid-year review sessions with their student workers to both examine their performance so far and plan for improvement across the next term.

Midterm Checkpoint

The midterm checkpoint allows both the supervisor and student staff member to reconvene and review the goals that need to be accomplished by the end of the term of the student's contract. This opportunity will also allow both the supervisor and student to reflect on the student's specific learning outcomes to ensure this they are being met through the work experience program.

Student Staff: _____

Date: _____

Department Goal Updates: How does your day-to-day work contribute to our department?

Learning Outcomes Update: What learning outcomes do you feel you are achieving/have achieved?

On-Campus Position Mid-year Review (cont.)

Ryerson University's Supervisor-Guided Reflection and Planning Exercise (cont.)

Student's Goal Update: How are your goals progressing? What has been going well, where could you use guidance?

Reflection Question: What has been a success for you in your work with us?

Study Abroad Journaling

University of Kentucky's Guidance for Faculty Requiring Study Abroad Journals

Reflection Tool in Brief:

For those University of Kentucky faculty who choose to include a journaling assignment for students in study abroad, the University of Kentucky Faculty Toolkit¹ provides both faculty guidance on how to administer the assignment and a sample explanation for distribution to students (see next page).

Journaling Across Cultures¹

Objectives

1. To record meaningful experiences and reflections, and to see writing as a tool for cultural exploration and self discovery.
2. To integrate experiences and reflections into academic learning and personal growth.
3. To understand that writing is not just a tool for displaying knowledge but also for acquiring knowledge.

Description

Requiring students to keep a journal is a widely used teaching strategy because it helps students record their learning experiences, documents learning and growth, and helps students cope with intercultural adjustment. The journal is structured to encourage students to record thoughts and events experienced in the course, and also to reflect on them in the context of global citizenship and academic development.

Procedures

1. The assignment should be described in the course syllabus and should contribute to the course grade. Students should be given the assignment description preferably a few weeks before the international travel component. Explain the required structure for the journal (three sections), the evaluation frequency and criteria, and the top ten tips for effective journaling.
2. The frequency for grading the journals will depend on the course length and structure of the in-country itinerary. Determine dates periodically throughout the semester when the journals will be due.
3. When grading journals, give an evaluative grade as well as written feedback. At the end of the course, students should turn in their journals for a final evaluation.
4. Facilitate students' involvement with journaling by allocating time in the day for the task and by pointing out events, experiences and comments/questions that students may later want to record in their journals.
5. An excellent resource for supplemental reading on analytical writing in study abroad is Wagner and Magistrale's, *Writing Across Culture: An Introduction to Study Abroad and the Writing Process* (1995).
6. Optional: When technology is available, consider allowing students to keep an electronic journal. (Also see Tool 6, Blog Abroad.)

Evaluation

Journals should be reviewed and graded at least once before the international travel component and then periodically during the time abroad. When appropriate, students should be requested to make post-trip journal entries. At each reading, assign an evaluative grade to each section as well as providing written feedback. When the journal is submitted for final evaluation, calculate a quantitative grade considering that evaluative grade.

Time Requirement

Approximately 20-30 minutes required for explanation of assignment (pre-departure)

1) Adapted by D. Morais & A. Ogden, 2009 from Paige R. Cohen A, et. al, *Maximizing Study Abroad (2nd Edition)*, Minneapolis, MN, University of Minnesota, 2006.

Sources: "Journaling Across Cultures," University of Kentucky Education Abroad Faculty Toolkit, <http://www.uky.edu/toolkit/node/17>; D. Morais & Ogden, 2009.

Study Abroad Journaling (cont.)

University of Kentucky's Student Study Abroad Journal Instructions

Journaling Across Cultures¹

Introduction:

One of the most valuable and relatively painless activities you can do to enhance your international and intercultural experience is to keep a journal. No matter how amazing and unforgettable your experience may seem, it doesn't take long before your memories begin to fade. Keeping a journal gives you a record of events, activities, and thoughts. More importantly, it actively engages you in your personal overseas journey through thinking, interpreting and analyzing intercultural experiences. It may also help you remember the academic content of the class and will help you articulate how this course is transforming you into a global citizen. Your journal will be read and graded once before the abroad course component and then periodically during and after the time abroad.

Goals:

The broad goal of this course is to support you in developing academically and as a global citizen. As you begin writing in your journal, keep in mind that writing of this nature is not just for displaying knowledge but can also be useful in acquiring knowledge, support, and expanding your initial perceptions of a new culture. Journaling encourages new ways of conceptualizing your international experiences.

Consider the following focus areas when making your journal entries:

- *Social Responsibility.* What experiences have you had that have influenced your perceptions of global interdependence and social concern for others, to society and to the environment?
- *Global Competence.* In intercultural encounters, it is important to have an open mind while actively seeking to understand the cultural norms and expectations of others and leveraging this gained knowledge to interact, communicate and work effectively outside your comfort zone. What experiences have you had that have forced you to recognize your limitations to engage successfully in intercultural encounters?
- *Global Civic Engagement.* International experiences often encourage students to recognize local, state, national and global community issues and to respond through actions such as volunteerism, political activism and community participation. Have you had experiences that have made you want to do something about local or global community needs?
- *Academic Self-Concept.* International education opportunities can bring about a newfound awareness of one's academic abilities, for the better in most cases. How has this international experience influenced your academic abilities and confidence?
- *Academic Self-Efficacy.* Similarly, studying abroad can require modifications in your approaches to studying and completing course work. How has your academic learning style developed as a result of this international experience?

Journal Structure: Please structure your journal as three distinct sections:

Expressives—In this section, reflect on the focus areas listed above. While you may have described an event in one of the other sections of the journal, you may then make an entry in this section to record what you thought and felt about that event. Consider how this is influencing your academic learning and your development as a global citizen.

1) Adapted by D. Morais & A. Ogden, 2009 from Paige R. Cohen A, et. al, *Maximizing Study Abroad (2nd Edition)*, Minneapolis, MN, University of Minnesota, 2006.

Sources: "Journaling Across Cultures," <http://www.uky.edu/toolkit/sites/www.uky.edu/toolkit/files/handouts/Journaling%20Across%20Cultures.doc>; D. Morais and Ogden, 2009.

Study Abroad Journaling (cont.)

University of Kentucky's Student Study Abroad Journal Instructions (cont.)

Impressions—This is the section of your journal where entries will be made chronologically. This section is for jotting down the places, people, events, concepts, ideas, smells, signs and other things you remember. Be detailed in this section with dates and the names of people, places, events, cities, etc. This is also a good place to attach brochures, maps, postcards and other meaningful materials.

Narratives—This section awakens/satisfies the storyteller in you. You will undoubtedly have many stories—good, bad, funny, and otherwise. Write about them in this section before you forget them. Tap into your descriptive abilities to create a vivid picture of what you experienced.

Evaluation:

The journal will be reviewed once before the abroad component of this course, periodically during your trip, and then one other time at the end of the course. Specific submission dates will be announced.

Top Ten Tips for Keeping a Journal:

Adapted from John Sunnygard (IES Abroad)

1. Number your pages and divide your sections early on. Decide which section you probably will be writing in more than others. Then, divide the rest of the journal somewhat equally among the other two sections.
2. A hardcover book is the best. A loose-leaf binder would work, but it's not as sturdy and may not survive your travels.
3. Try to write at least one entry every day. Date each entry.
4. Carry around a little notebook to write things down that you want to remember—names, places, quotes, descriptive words as they come to mind—and transfer them later into your *Impressions* section.
5. Include impressions from classroom lectures, discussions and assignments. By recording your impressions of your academic environment, you are actively using classroom material to enhance your cultural experience. You can compare and contrast what you learn in class with what you learn outside of the classroom.
6. Experiment! Assign yourself different personal research exercises such as: Interview a local person, and/or take time to sit and observe how people interact in coffee shops, theatres, or public places.
7. Ethnocentric moments are reactions based on your own cultural assumptions, to local situations and events. Recording an experience at the post office or a restaurant will help you to analyze your own cultural values. Re-reading them later on can be a source of a good laugh.
8. Record how people respond to you. You may feel misunderstood, uncertain how to respond or relate, or lost because people do things differently. By imagining how your actions might be interpreted differently by others, you can begin to understand different points of view.
9. Make it your own. Include photos, sketches, song lyrics, whatever inspires you. Tape memorabilia to the cover or inside, attach articles, photographs, or other special mementos. You may also wish to write in the local language. Keep a vocabulary section of new slang terms and expressions you have learned.
10. Critique your notebook. How do your perspectives change? What do you choose to write about, and how does this change? How do you see yourself growing academically and as a global citizen?

Sources: "Journaling Across Cultures,"
<http://www.uky.edu/toolkit/sites/www.uky.edu/toolkit/files/handouts/Journaling%20Across%20Cultures.doc>; D. Morais and Ogden, 2009.

Internship or Co-op Assessments

George Mason University's Employer Intern Evaluation Rubric

Reflection Tool in Brief:

To assist students as they reflect on their internship experiences, George Mason University asks employers to complete this evaluation of their intern's performance. The student is evaluated on seven key competencies (e.g., critical thinking, teamwork/collaboration) and three open-ended questions.

Employer Assessment

Student Name: _____ Supervisor Name: _____ Date: _____

After reviewing the career-readiness competencies listed below, please use the rating scale provided to rate your student's performance in their internship this semester.

Competency	Definition	Excellent	Above Average	Average	Below Average	Poor
Critical Thinking	Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.					
Leadership	Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.					
Professionalism /Work Ethic	Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.					

Internship or Co-op Assessments (cont.)

George Mason University's Employer Intern Evaluation Rubric (cont.)

Competency	Definition	Excellent	Above Average	Average	Below Average	Poor
Career Management	Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.					
Teamwork/ Collaboration	Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.					
Information Technology Application	Select and use appropriate technology to accomplish a given task. The individual is also able to apply computing skills to solve problems.					
Oral/Written Communications	Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.					

Internship or Co-op Assessments (cont.)

George Mason University's Employer Intern Evaluation Rubric (cont.)

Please provide your comments on the following questions:

What would you say is this student's greatest strength related to his/her internship performance?

What would you say is this student's greatest area of development related to his/her internship performance?

In order to be successful in the future, what would you encourage this student to stop, start, and keep doing related to their performance in their internship:

Stop: _____

Start: _____

Keep: _____



Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation

Reflection Tool in Brief:

Northeastern University requires that co-op employers complete an assessment of their co-op student's performance. The comprehensive assessment evaluates the student's professionalism, soft skills, industry-related skills, and also the structure and responsibilities of the co-op itself. The content is often later reviewed by the co-op faculty coordinator with the student to facilitate the student's reflection on their experience. The information may also be used to inform future internship placements with that employer.

Employer Assessment of the Co-op Student

Introduction

The goal of this Cooperative Education assessment is to understand the experiences that you had working with this student during their most recent/current co-op. To enhance the student's learning experience, the co-op faculty coordinator, advisors, and the student may review your responses. In addition, unidentified responses may be aggregated with other employer evaluations to continuously support university-wide improvements to the co-op program.

Directions

Completing the questions will take about 20 minutes.

For the following statements, please indicate how much you disagree or agree. If you do not think it applies to the student's most recent co-op experience, indicate "not applicable." If you are not sure if the statement is applicable to their co-op experience, indicate "not sure."

The student demonstrated adequate prior knowledge and skills to be able to identify challenges.



The student demonstrated adequate prior knowledge and skills to solve problems.



When faced with new challenges, the student demonstrated adequate critical thinking skills.



Please describe at least one example of how this student identified and solved challenges in the work place.

Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

During this co-op, what did you see as particularly challenging for this student, and how did he/she address it/them, if at all?

For the following statements, please indicate how much you disagree or agree.

During this co-op, the student behaved in a professional manner (e.g., punctual, dressed appropriately).



The student refrained from using their cell phone and/or social media for personal use (e.g., texting, personal phone calls, Facebook, Twitter).



The student reacted to constructive criticism from their supervisor(s) and/or colleague(s) in a professional manner (e.g., listened to the criticism, reflected on it, and changed work/behavior if necessary).



The student followed the ethical standards set by the profession.



Please explain.

Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

For the following statements, please indicate how much you disagree or agree. If it does not apply to the students' recent experience in co-op or the student did not have the opportunity during their co-op, indicate "not applicable/did not have the opportunity." If you are not sure if the statement is applicable to the students' co-op experience, indicate "not sure."

Learning opportunities are situations where the opportunity to learn a valuable skill or knowledge exist. For example, a student who attends a meeting takes this opportunity to ask questions (during or after) to learn about the strategy or decision-making process.

The student took advantage of learning opportunities.



The student built upon his/her existing skills and knowledge to engage in new activities and/or projects.



The student demonstrated new knowledge and skills as a result of engaging in new activities and/or projects.



The student took initiative to learn new skills and/or gain new knowledge.



The student demonstrated initiative on work-related tasks.



The student worked efficiently independently.



The student worked effectively in teams.



Source: "Student and Employer Co-op Experience Assessments,"
Northeastern University, May 2014,
http://www.northeastern.edu/ashcoop/employers/performance_evaluation/documents/Employer_Coop_Eval_914.pdf.

Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

The student adapted the way he/she communicated in writing so that it was appropriate for the person or group of people they were addressing.



The student adapted the way he/she spoke so that it was appropriate for the person or group of people they were addressing.



The student demonstrated effective listening skills.



This co-op emphasized the importance of being accountable for commitments that the student made.



The student reached out to others for feedback about how to improve his/her work.



I saw evidence of the student working to improve their work.



The student worked well with others, regardless of an individual's background, culture, beliefs, and lifestyle.



Please explain.

Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

Please list three to five **primary** roles and responsibilities of the student on this co-op. Then, please identify how much time the student spent performing the work-related activities you listed. (Please note that these are approximations and do not have to total 100% of the student's time at work.)

←	○	○	○	○	→
Very little of their time (less than 20%)	Some of their time (approximately 20-40%)	About half of their time (approximately 40-60%)	Majority of their time (approximately 60-80%)	All of their time (more than 80%)	

←	○	○	○	○	→
Very little of their time (less than 20%)	Some of their time (approximately 20-40%)	About half of their time (approximately 40-60%)	Majority of their time (approximately 60-80%)	All of their time (more than 80%)	

←	○	○	○	○	→
Very little of their time (less than 20%)	Some of their time (approximately 20-40%)	About half of their time (approximately 40-60%)	Majority of their time (approximately 60-80%)	All of their time (more than 80%)	

←	○	○	○	○	→
Very little of their time (less than 20%)	Some of their time (approximately 20-40%)	About half of their time (approximately 40-60%)	Majority of their time (approximately 60-80%)	All of their time (more than 80%)	

←	○	○	○	○	→
Very little of their time (less than 20%)	Some of their time (approximately 20-40%)	About half of their time (approximately 40-60%)	Majority of their time (approximately 60-80%)	All of their time (more than 80%)	

Have the student's primary roles and responsibilities changed since the start of their co-op?

☐ Yes ☐ No ☐ Don't know

Please explain.

Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

Does the job description that the student applied for adequately represent the work that the student actually did?

☐ Yes ☐ No

Please explain.

On average, did the student work the number of hours expected?

☐ Yes ☐ No

Please explain.

The following questions pertain to the student's learning outcomes/goals. Learning outcomes/goals are statements that clearly identify what the student should know and be able to do by the end of the co-op. For example, "The student should be able to apply knowledge and skills in a co-op environment and in doing so, gain a deeper understanding of the industry."

As the student's direct supervisor, the student and I discussed their learning outcomes/goals.

☐ Yes ☐ No ☐ I am not the student's direct supervisor

As the student's direct supervisor, the student and I discussed their roles and responsibilities for this job.

☐ Yes ☐ No ☐ I am not the student's direct supervisor

If you, as the direct supervisor, and the student discussed the learning outcomes/goals, when during the co-op did this conversation FIRST take place?



Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

Please identify how well the students achieved their learning outcomes/goals for this co-op. If the learning outcomes/goals have changed throughout the co-op, please identify the most recent versions. (Please check all that apply and/or specify any other learning outcome/goal not listed.)

☐ Able to accurately describe and discuss the industry.



☐ Continue to build communication skills



☐ Deepen and improve a particular skill through application.



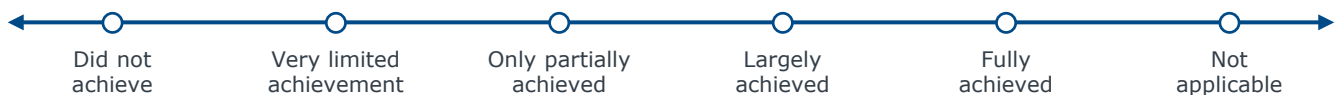
☐ Learn a new skill.



☐ Continue to develop personal skills (e.g., work ethic).



☐ Continue to develop professional skills.



☐ Continue to build practical skills.



Source: "Student and Employer Co-op Experience Assessments,"
Northeastern University, May 2014,
http://www.northeastern.edu/ashcoop/employers/performance_evaluation/documents/Employer_Coop_Eval_914.pdf.

Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

☐ Other (please specify). _____



☐ I am not aware of the student's learning outcomes/goals.

Please indicate how much you disagree or agree with the following statements.

The student demonstrated potential in this industry/field/discipline.



If I could do it all over again, I would hire this student for this co-op.



I would hire this student for a different co-op.



If there were an opportunity, I would offer this student a full-time position.



I would recommend this student to another employer.



Please explain your responses above.

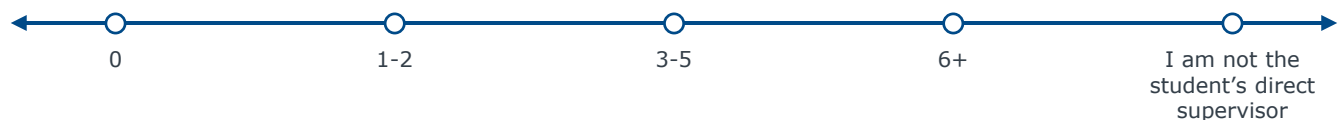
Internship or Co-op Assessments (cont.)

Northeastern University's Co-op Employer Student Evaluation (cont.)

Overall, how satisfied were you with this co-op student?



How many times did you discuss the student's overall job performance with the student?



Did you, as the direct supervisor, discuss with this student your evaluation of their overall performance?



How many years (including this one) have you directly supervised interns/co-op students?
(Please include non-Northeastern University students.)



In the last two years, approximately how many interns/co-op students (including this one)
have you directly supervised? (Please include non-Northeastern University students.)



Is there anything else you would like to tell us about this co-op student?

Thank you for completing this "Employer Assessment of the Co-op Student!"

Study Abroad Course

Northwestern University's Post-Study Abroad Reflection Course

Reflection Tool in Brief:

Northwestern University offers students returning from study abroad the opportunity to continue their studies of their host country in class the following semester. The course begins with a reflection on personal experiences abroad, introduces students to anthropology and cultural analysis, and guides students through the process of developing a research proposal on their host country for possible future analysis in a senior thesis or fellowship.

Reading and Writing Culture: A Course for Study Abroad Returnees Syllabus

1. Course Description

This course is designed for students who have studied abroad for Northwestern credit and wish to continue learning about their host country and reflecting on their experience. Students will share their insights and experiences with each other through class discussion as well as through various personal and analytical writing assignments. They will also read and discuss articles related to the theory and practice of cultural analysis, especially of foreign cultures. Course readings will come primarily from anthropology and will revolve loosely around the theme of "cross-cultural encounters."

For the final project, students will write a research proposal that articulates a question for further investigation.

In most cases, the topic will address an issue related to the host country, such as gender or race relations, diversity, media portrayals of the U.S., environmental activism, European integration, etc. Students may elect to explore an issue in the U.S. that pertains to the host country culture (for example, a student who studied in Bolivia may research English learning among Bolivian immigrants in Chicago). In developing the final research proposal, students will work closely with the instructor, their classmates, faculty from the Writing Program, and staff from the Office of Fellowships and the Northwestern library. They will also seek advice from faculty members in the academic department most related to their proposal.

Through this final project, students will learn to identify and formulate a research question—a skill that is crucial to all fields. Students are encouraged to use their final research proposal as the basis for further academic work, in the form of a senior thesis, independent study, fellowship, or postgraduate studies. But for some students, the proposal will be an end in itself—and they will have learned more about their study abroad country, and their own experience there, in the process of developing the proposal.

2. Course Goals

Through reading, writing, discussion, and library workshops, this course aims to help students do the following:

1. reflect personally and intellectually on their study abroad experience
2. from that experience, identify and develop a particular issue of interest for further research
3. gain a broader understanding of cultural and social issues in different regions of the world and some of the ways in which researchers study these issues
4. learn the process of identifying and formulating a research question.

Source: Hirsch J, "Reading and Writing Culture: A Course for Study Abroad Returnees," Northwestern University Study Abroad, <https://cwil.saintmarys.edu/files/cwil/old-content/php/intercultural.learning/documents/syllabus-Hirsch.pdf>.

Study Abroad Course (cont.)

Northwestern University's Post-Study Abroad Reflection Course (cont.)

3. Course Policies

Assignments

The course is divided into three units: Unit 1: Reflecting on Study Abroad, Unit 2: Studying Culture, and Unit 3: Writing Culture—Developing a Research Proposal. In Unit 1, you will submit two written Reflections each of 3-5 pages (see Assignment at end of syllabus). In Unit 2, you will submit two written Reading Conversations each of 3-5 pages (see Assignments at end of syllabus). In Unit 2, you also will complete two short assignments related to developing a research proposal, to help you start identifying possible topics. In Unit 3, you will complete a more extended series of assignments aimed at helping you develop a research proposal, including peer review sheets to be used in small group workshops. The capstone assignment will be the Final Portfolio, which will include a project abstract, a research proposal of five to seven pages, an annotated bibliography, and a short reflection.

Assignments will be submitted either on [the LMS] or in class. Please contact me in advance if you expect to have difficulties turning in an assignment on time.

Presentations

Each student will present one time, either during Unit 1 or Unit 2. Students who present during Unit 1 will read their Reflection for that day to the class and then facilitate class discussion around one question or idea related to the readings and the Reflection. Students who present during Unit 2 will prepare a presentation with their co-presenter, based on the readings and their Reading Conversations. They will share with the class the key terms and main points that they identified in the readings, and the significance of the readings to their experience/research interests/study abroad countries. They will then facilitate class discussion around a few main questions or ideas from the readings/their presentations.

I'll facilitate discussion with you!

Grades

Units 1, 2, and 3: 25% each, calculated as follows:

- Attendance, including outside library sessions and instructor meetings, 5%
- Class Participation, including facilitation of class discussion, 5%
- Written Assignments, excluding the final Portfolio, 15%

Final Portfolio: 25%

Date	Topic	Reading	Writing and outside Assignments
Week 1, Class 1	Introduction to Course and Unit 1		Bring a photograph and meaningful memento or email from your study abroad experience (related to your host country, not a travel experience). Be prepared to share stories with the class. <i>Outside Assignment:</i> Meet with the instructor for 15 minutes this week or next to talk about your experience abroad and your personal goals for this course. For the meeting, please write a few paragraphs about an object that was meaningful to you abroad (same or different from what you brought to the first class).

Source: Hirsch J, "Reading and Writing Culture: A Course for Study Abroad Returnees," Northwestern University Study Abroad, <https://cwil.saintmarys.edu/files/cwil/old-content/php/intercultural.learning/documents/syllabus-Hirsch.pdf>.

Study Abroad Course (cont.)

Northwestern University's Post-Study Abroad Reflection Course (cont.)

Date	Topic	Reading	Writing and outside Assignments
Week 1, Class 2	Unit 1	Start reading <i>Tonderai</i> or <i>Learning to Bow</i>	Reflection: Relate a meaningful moment from the book to a meaningful moment from your experience. Focus on a single passage or section, and reference it at the beginning of the Reflection.
Week 2, Class 1		Complete <i>Tonderai</i> or <i>Learning to Bow</i>	Reflection: Discuss an interaction that you had with a local person OR a meaningful article/book/movie related to your host country and why it is meaningful. Focus on a single passage or section, and reference it at the beginning of the Reflection.
Week 2, Class 2		Read <i>The Concept of the Foreign</i> , Preface and Ch. 2 "Belonging, Distance" and Ch. 6 "Foreign Bodies: Engendering Them and Us"	Reflection: Discuss a time when you felt "foreign." Focus on a single passage or section from today's readings, and reference it at the beginning of the Reflection. You may also include discussion of previous readings, if you like.
Week 3, Class 1		Read <i>Letters of Transit</i> , Foreword and two essays of your choice	<ul style="list-style-type: none"> Reflection: Discuss a time/place/experience that made you think of home—explore the connections. Focus on a single passage or section from today's readings, and reference it at the beginning of the Reflection. You may also include discussion of previous readings, if you like. Complete Research Proposal Assignment #1: Notes on Initial Research Ideas and post it to your online Geographical Group. <p><i>Outside Assignment:</i> Library Research Workshop on Identifying a Research Topic is this week.</p>
Week 3, Class 2	Identifying Research Topics and Questions: Discussion and Small Group Workshops (Geographical)	Read <i>The Craft of Research</i> , pp. 37-55	<p>Complete a Peer Review Sheet on Research Topics for each member of your Geographical Group. Bring 2 copies of each to class: 1 to submit to the instructor and 1 to give to the writer at the end of class. Also of course bring a copy of your own assignment to class.</p> <p><i>Optional:</i> Meet with the instructor this week or next to discuss your initial ideas about research topics.</p>
Week 4, Class 1	Global Capital	See Reading Assignments	<p>Reading Notes</p> <p><i>Outside Assignment:</i> Schedule small group library workshops for next week.</p> <p><i>Note:</i> Unit 1 grades and comments will be handed out today.</p>
Week 4, Class 2	Global Structures	See Reading Assignments	Reading Notes
Week 5, Class 1	Immigration	See Reading Assignments	<p>Reading Notes</p> <p><i>Outside Assignment:</i> Small Group Library Workshops on Formulating a Research Question are this week (Small Groups: Geographical).</p>
Week 5, Class 2	Commodity Flows Unit 2 Review	See Reading Assignments	Reading Notes
Week 6, Class 1	Introduction to Unit 3	Read for your proposal	Complete Research Proposal Assignment #2: Moving from a Research Topic to a Research Question and post it to your online Geographical Group. Bring a copy to Class on Thursday.

Source: Hirsch J, "Reading and Writing Culture: A Course for Study Abroad Returnees," Northwestern University Study Abroad, <https://cwil.saintmarys.edu/files/cwil/old-content/php/intercultural.learning/documents/syllabus-Hirsch.pdf>.

Study Abroad Course (cont.)

Northwestern University's Post-Study Abroad Reflection Course (cont.)

Date	Topic	Reading	Writing and outside Assignments
Week 6, Class 2	Research Questions: Geographical Group Workshops	Read for your proposal	Complete the assignment, Peer Review for Research Proposal Assignment #2 . <i>Outside Assignment:</i> Meet with the instructor in the next two weeks to discuss your ideas. <i>Note:</i> Unit 2 grades and comments will be handed out today.
Week 7, Class 1	Successful Proposals: From Beginning to End	Read Erin Metz's 1 st draft proposal	Complete a Peer Review Sheet for Sample Proposal . Bring 1 copy to class to use in workshoping and then submit to the instructor.
Week 7, Class 2	General Discussion: Annotated Bibliographies/ Literature Reviews/ Research Questions	Read for your proposal	Complete a Draft of your Annotated Bibliography for your proposal. Submit the draft at the end of class.
Week 8, Class 1	Class cancelled to work on proposals	Read for your proposal	Complete Draft #1 of your proposal and post it to your online Geographical Group to discuss in the following class.
Week 8, Class 2	Workshop 1 st Drafts: Geographical Groups	Read for your proposal	<ul style="list-style-type: none"> Complete a Peer Review Sheet for Draft #1 for each member of your Geographical Group. Bring 2 copies to class: 1 to submit to the instructor and 1 to give to the writer at the end of class. Complete Draft #2 of your proposal and post it to your online Random Group to discuss next class.
Week 9, Class 1	Workshop 2 nd Drafts: Random Groups	Read for your proposal	Complete a Peer Review Sheet for Draft #2 for each member of your Random Group. Bring 2 copies to class: 1 to submit to the instructor and 1 to give to the writer at the end of class.
Week 9, Class 2	Wrap-up	Read for your proposal	Think about the relationship between your study abroad experience and your research question (one possible theme for your final reflection). Be prepared to share some thoughts.
Reading Week			<i>Optional:</i> Meet with the instructor to discuss your final proposal/portfolio. Make your appointment ahead of time.
Last class	FINAL PORTFOLIO DUE (You may also submit this earlier, during Reading Week)		Submit by email to the instructor.

Writing Assignments

Unit 1 Reflections

You must do 2 of the 4 Reflections assignments explained in the Unit 1 Assignments column. Each Reflection should be 3-5 double-spaced pages. Turn them in at the beginning of class. Be prepared to present and discuss your Reflections with the class. Within 24 hours after class, post your Reflection to [the LMS]. For weeks that you do not write a Reflection, you should still think about the assignment in relation to the readings and be prepared to share your thoughts in class.

Source: Hirsch J, "Reading and Writing Culture: A Course for Study Abroad Returnees," Northwestern University Study Abroad, <https://cwil.saintmarys.edu/files/cwil/old-content/php/intercultural.learning/documents/syllabus-Hirsch.pdf>.

Study Abroad Course (cont.)

Northwestern University's Post-Study Abroad Reflection Course (cont.)

Unit 2 Reading Conversations: Synthesizing the Arguments

Choose two weeks to write Reading Conversations of 3-5 double-spaced pages. They are due at the beginning of class. At least one Conversation must include a reading that you find on your own (you may include more if you like). This reading should be about the topic for the day as it relates to your research interests and/or study abroad country.

As you read each article, take your own notes on the following questions (not to be turned in):

1. What is this article about, specifically?
2. What methods does the author employ in her research?
3. What are the key terms in this article? List 2-3.
4. What is the author's argument, specifically? Include: what is she arguing against or, what gap is she addressing?
5. What broader debates does her argument contribute to?

Then, in your Reading Conversation, discuss all the articles in relation to each other, in terms of the day's topic. Pick out the main, overarching arguments and discuss how they fit together. Make sure to give some specific examples to support your points (include page numbers).

When applicable, at the top of the page, include full citations of the articles that you read in addition to the core readings (articles that you chose from a list on the syllabus, or articles that you found related to your research/country), and write a one-paragraph summary of these articles (your notes on number 1 above) and their arguments (your notes on number 4 above).

To conclude your Conversation, discuss the significance of this week's topic to you (1-2 points). You may focus on the topic in general or on one particular article. Relate it to your study abroad experience, and/or your research interests, and/or an issue related to your study abroad country. If you do not feel that you know anything about this week's topic as it relates to your host country, you may need to do a little bit of research (e.g., read some newspaper articles online from a newspaper from your country, find an article that explores this topic in your host country, etc.).

The two steps involved in this assignment will help you develop the reading and analysis skills that you will use in writing a literature review. First, you read into specific articles; then, you read out of them into a broader conversation, that is based on multiple articles/resources but shaped by you.

Within 24 hours after class, post your Conversation to [the LMS]. For weeks that you do not write Conversations, you should still think about the assignment questions and be prepared to share your thoughts in class.

Research Proposal Assignments: Unit 2 and 3

These assignments will be handed out separately later in the quarter.

Study Abroad Course (cont.)

Northwestern University's Post-Study Abroad Reflection Course (cont.)

Reading Assignments for Unit 2: Studying Culture

Global Capital

Read:

- *The Anthropology of Globalization*, ed. by Jonathan Xavier Inda and Renato Rosaldo: Introduction (Blackboard) plus Ch. 4 "Designing Women: Corporate Discipline and Barbados's Off-shore Pink-collar Sector," by Carla Freeman
- "Cosmopolitans in the Bush and at the Millennium," by Charles Piot
- *Optional*: find another article on your own—the effect of global capital on countries/communities

Optional Readings—Psychological Anthropology:

- "Culture, Gender, and Work in Japan: A Case Study of a Woman in Management," by Jennifer Hirsch (focus on single-person identity)
- "'Shopping' for the Future: Culture Change, Border Crossings, and Identity Options of Teenagers from the C.I.S.," by Fran Markowitz (study abroad)

Global Structures

Read:

- *An Anthropology of the European Union: Building, Imagining and Experiencing the New Europe*, ed. by Irène Bellier and Thomas M. Wilson: Introduction
- One article from this book from Part I, which focuses on institutions
- One article from this book from Part II, which focuses on the effects of institutions on communities OR one of the following articles (or find your own—global structures, like the EU, NAFTA, Free Trade Agreement of the Americas, IMF, World Bank, etc.):
 - "Mixed Responses to Neo-Liberalism: Questioning Sustainable Development as a Remedy to Free Trade and Global Capitalism in Oaxaca, Mexico," by Catherine Newling
 - "Interpreting Social Movements: Bolivian Resistance to Economic Conditions Imposed by the International Monetary Fund," by June Nash

Immigration

Read:

- *The Anthropology of Globalization*, Ch. 7, "Mexican Migration and the Social Space of Postmodernism," by Roger Rouse
- "Cultural Citizenship as Subject-Making: Immigrants Negotiate Racial and Cultural Boundaries in the United States," by Aihwa Ong
- One article from the following list (or find your own—immigration):
 - *Structuring Diversity: Ethnographic Perspectives on the New Immigration*, any chapter (see attached summary and Table of Contents)
 - "Social Boundaries Within and Between Ethnic Groups: Armenians in London," by V. Talai
 - "Chinese and European American Cultural Models of the Self Reflected in Mothers' Childrearing Beliefs," by Ruth K. Chao (psychological)
 - "Childhood and Community: On the Experience of Young Japanese Americans in Chicago," by Mark J. Gehrie (psychological)

Study Abroad Course (cont.)

Northwestern University's Post-Study Abroad Reflection Course (cont.)

- "Polka Bands and Choral Groups: The Musical Self-Representation of Polish-Americans in Detroit," by Paula Savaglio
- "Language Use and Media Orientations in Bilingual Mexican-Origin Households in Southern California," by Adalberto Aguirre, Jr.
- "Issues in Access to Healthcare: The Undocumented Mexican Resident in Redmond, California," by Erin Moore
- "Putting Power in the Anthropology of Bureaucracy: The Immigration and Naturalization Service at the Mexico-United States Border," by Josiah McC. Heyman

Commodity Flows

Read:

- *The Anthropology of Globalization*, Ch. 12, "The Global Traffic in Human Organs," by Nancy Scheper-Hughes
- From *Re-Made in Japan: Everyday Life and Consumer Taste in a Changing Society*, ed. by Joseph Tobin, choose one of the following chapters (or find your own article—commodities):
 - Ch. 6, "Images of the West: Home Style in Japanese Magazines," by Nancy Rosenberger
 - Ch. 9, "A Japanese-French Restaurant in Hawaii," by Jeffrey Tobin
 - Ch. 10, "The Aesthetics and Politics of Japanese Identity in the Fashion Industry," by Dorinne Kondo
 - Ch. 12, "'Bwana Mickey': Constructing Cultural Consumption at Tokyo Disneyland," by Mary Yoko Brannen
 - Ch. 13, "Tango in Japan and the World Economy of Passion," by Marta E. Savigliano
- From *Media Worlds: Anthropology on New Terrain*, ed. by Faye Ginsburg, Lila Abu-Lughod, and Brian Larkin, choose one of the following chapters (or find your own article—media crossing borders):
 - Ch. 1, "Screen Memories: Resignifying the Traditional in Indigenous Media" (Canadian Inuit and Australian Aborigines)
 - Ch. 6, "Epic Contests: Television and Religious Identity in India"
 - Ch. 8, "Television, Time, and the National Imaginary in Belize" (U.S. television influence in Belize)
 - Ch. 10, "A Marshall Plan of the Mind: The Political Economy of a Kazakh Soap Opera" (British media influence in Kazakhstan)
- NOTE: You may find your own article in place of **either** a chapter in *Re-Made in Japan* **or** a chapter in *Media Worlds*, but not both.

Optional Readings:

- "From Kashrut to Cucina Ebraica: The Recasting of Italian Jewish Foodways," by Steve Siporin
- "Going to McDonald's in Leiden: Reflections on the Concepts of Self and Society in the Netherlands," by Peter H. Stephenson
- "Local Interpretations of Global Music," by Andy Bennett (hip hop in England)

Books Read In Other Units of the Course

- *Tonderai: Studying Abroad in Zimbabwe*, by Perrin Elkin
- *Learning to Bow: An American Teacher in a Japanese School*, by Bruce S. Feiler
- *The Craft of Research*, by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams

Source: Hirsch J, "Reading and Writing Culture: A Course for Study Abroad Returnees," Northwestern University Study Abroad, <https://cwil.saintmarys.edu/files/cwil/old-content/php/intercultural.learning/documents/syllabus-Hirsch.pdf>.

Study Abroad Course (cont.)

Northwestern University's Post-Study Abroad Reflection Course (cont.)

- *Letters of Transit: Reflections on Exile, Identity, Language, and Loss*, ed. by André Aciman
- *The Concept of the Foreign: An Interdisciplinary Dialogue*, ed. by Rebecca Saunders
- *Structuring Diversity: Ethnographic Perspectives on the New Immigration*, edited by Louise Lamphere

Summary

The articles in this book explore relationships between new immigrants from multiple countries and established residents in the 1990s as they are structured within particular urban arenas: work sites, housing complexes, schools, and local government. The analyses connect the arena to the larger community, and the larger community to macro-economic and political processes. The central argument is as follows:

" . . . newcomers and established residents live in 'divided social worlds' characterized by separation and social distance. [. . .] We argue what is perhaps a controversial thesis: separation and division are not merely a matter of choice, language barriers, or cultural differences too difficult to bridge. They are also patterns supported and even created by the structure of the institutions in which newcomers interact with established residents. These institutions—corporations, school systems, city governments, and housing corporations—mediate and shape interrelations, often making it difficult for bridges to be built between new immigrants and others. Where interaction is fluid and where boundaries are transcended, the institutions themselves are being structured or even transformed to make participation and integration more possible. Our analysis teases out the importance of class and power as they operate in these local 'microlevel' settings, often pushing immigrants aside or giving them little voice in their everyday lives. It focuses our attention on the possibility and the necessity of changing these institutions if newcomers are to become more fully integrated into American life." (Preface, p.viii)

Table of Contents

1. The Price of a Good Steak: Beef Packing and Its Consequences for Garden City, Kansas. By Donald D. Stull, Michael J. Broadway, and Ken C. Erickson (anthropology and geography)
2. On Machines and Bureaucracy: Controlling Ethnic Interaction In Miami's Apparel and Construction Industries. By Guillermo J. Grenier, Alex Stepick, Debbie Draznin, Aline LaBorwit, and Steve Morris (sociology/anthropology)
3. RECOMMENDED: Life In Big Red: Struggles and Accommodations in a Chicago Polyethnic Tenement. By Dwight Conquergood (communication studies/performance studies)
4. Recent Economic Restructuring and Evolving Intergroup Relations in Houston. By Jacqueline Maria Hagan and Nestor P. Rodriguez (sociology)
5. Transcending Boundaries and Closing Ranks: How Schools Shape Interrelations. By Judith G. Goode, Jo Anne Schneider, and Suzanne Blanc (anthropology and linguistics)
6. The Politics of Diversity in Monterey Park, California. By John Horton (sociology)

Study Abroad Essay

University of Wisconsin-Eau Claire's Post-Study Abroad Reflection Essay

Reflection Tool in Brief:

This tool from the University of Wisconsin-Eau Claire provides an excellent example of how to encourage students to examine their study abroad experience within the larger context of international affairs. Students are asked to describe how their experiences abroad relate to concepts like diversity, international power dynamics, cultural or religious institutions, as well as how their experiences have affected them personally. Students at UW-Eau Claire that complete the assignment may be selected for participation in the Provost's Honor Symposium the following semester.

Critical Reflective Assignment: What I learned in my study abroad experience

As the world becomes ever more complex and inter-connected, it becomes increasingly important to recognize, analyze, and evaluate those complexities and connections between systems, institutions, and issues in local and global contexts, and across cultures. Global Learning also explores the personal and social responsibility required for ethical global citizenship and develops the skills necessary to thrive in a pluralistic and globally interdependent world. UW-Eau Claire has defined three elements to Global Learning, described below. Study abroad experiences foster opportunities for global learning in significant and transformative ways.

Reflecting on your study abroad experience, please answer each of the following questions individually, using concrete examples to support any observations made. You are expected to critically reflect on and evaluate your study abroad experience and its contribution to your intellectual understanding, personal growth, and professional/career aspirations. You should include the contributions of your coursework—as well as out-of-class experiences—in your answers. Avoid broad generalizations regarding the culture as well as your experience such as “it was great” or “It changed my life”. Support your statements with specific examples for a reader who has never been to this country.

1. Provide a brief introduction and overview of your study abroad experience (1-2 paragraphs).
2. **Global Learning Element A: Demonstrate knowledge of the world's diverse cultures, environments, practices, or values.** While abroad, you may have encountered and engaged with a range of differences between your host country and the U.S. The experience of difference may have prompted you to reflect upon the nature of difference and how and why these differences exist and what they mean. Your return to the U.S. may have prompted further reflection upon difference.
 - a. Using one to two examples, explain how your study abroad experience advanced your knowledge and understanding of ONE of the following: the world's diverse cultures, environments, practices or values (2-3 paragraphs).
3. **Global Learning Element B: Learn to evaluate global systems, institutions and relationships of power in a historical or geographical context.** You may have encountered and engaged with global, transnational forces and power (forces that shape societal and individual experiences in your host country, and/or in the U.S.). You might have begun to ask questions about global forces and global dynamics and the way that they shape societal and individual experiences. Or, you may have learned about education, the media, religions, marriage and the family, civil society, healthcare, or other formal or informal institutions.
 - a. Using one to two examples, describe how your study abroad experience has impacted your knowledge and understanding of ONE of the following: global systems, institutions, or relationships of power (2-3 paragraphs).

Source: "Critical Reflective Assignment," University of Wisconsin-Eau Claire,
<http://www.uwec.edu/CIGE/progress/upload/4-Final-R2-Prompt-June-2015.pdf>.

Study Abroad Essay (cont.)

University of Wisconsin-Eau Claire's Post-Study Abroad Reflection Essay (cont.)

- 4. Global Learning Element C: Develop an understanding of the global implications of individual and collective actions.** As you study abroad, you may begin to question where you and your experiences, values, and actions fit within an increasingly globalized world. You may recognize that the choices that individuals and groups make have wide-reaching, transnational, even global effects. Using one to two examples, identify and describe how a decision (or lack of a decision) made by people in your home community or country has impacted your host community or country.
- a. Using one to two examples, identify and describe how a decision (or lack of a decision) made by people in your home community or country has impacted your host community or country. Or, if you prefer, identify and describe how a decision/lack of a decision made by people in your host community/country has impacted your home community/country (2-3 paragraphs).
5. Describe a disorienting experience that challenged your assumptions, and why you found it disorienting. How did the experience challenge your previous knowledge of the world's cultures, environments, practices, or values? How did the experience help you to understand how your decisions and the decisions of others have global implications? (2-3 paragraphs).
 6. Explore and reflect on how you see your study abroad experience integrating into your life. How has your study abroad experience changed your goals, aspirations, or perceptions? Are you or do you plan to do anything differently after returning home from this study abroad experience? (2-3 paragraphs).
 7. Finally, please attach two pictures, with captions, that illustrate what was important and meaningful about your experience.

Undergraduate Research Evaluation

George Mason University's Undergraduate Research Rubric

Reflection Tool in Brief:

George Mason University uses the rubric below to assess learning outcomes of undergraduate research such as distinguishing between personal beliefs and evidence and choosing the appropriate research method for scholarly inquiry. The rubric can also be used to guide faculty's development of a program by highlighting the learning outcomes that a curriculum, syllabus, or research assignment should target.

Students as Scholars Program Rubric

Mason's *Students as Scholars* initiative aims to improve student success through increased participation in and celebration of undergraduate research and creative activities. *Students as Scholars* helps to create inquiry-driven curriculum and independent scholarly experiences for all students to:

1. Understand the value of knowledge and how it is generated and communicated. (Discovery Outcome)
2. Engage in elements of scholarly inquiry. (Scholarly Inquiry Outcome)
3. Create an original scholarly project and communicate knowledge from the scholarly or creative project. (Research and Scholarship Intensive Outcome)

These outcomes are intended to be inclusive of all academic disciplines at Mason, and supportive of student development. The learning outcomes are organized to promote increasing levels of engagement with the process of scholarship, and increasing autonomy as students develop competence as scholars in their fields. The rubric identifies target levels of development for each learning outcome, shaping expectations for the developmental nature of collegiate learning.

The rubric does not assume a prescriptive or linear order of inquiry; rather, it recognizes that the process of discovery differs by scholarly field or project. While the scholarly questions, contexts, methods, and modes of communication vary, all undergraduate research and creative experiences must emphasize the iterative nature of discovery and constant attention to the process of inquiry at all levels and stages of the process.

Using the Rubric

The *Students as Scholars* Program Rubric can be used to: guide program development at the institutional as well as degree program levels; measure student achievement of learning outcomes across learning experiences; and contribute to the improvement of teaching and learning through faculty development activities.

Students as Scholars encourages faculty to adapt the rubric to use in ways that are relevant to courses and educational programs in their unique academic and professional fields. The rubric can be used to guide course and curriculum development by determining the level of student scholarly development as they enter a course, and the goals for students as they complete a course. Faculty can design learning activities that align with the student learning outcomes. The program rubric also can be adapted for evaluation of individual student research activities and products.

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Undergraduate Research Evaluation (cont.)

George Mason University's Undergraduate Research Rubric (cont.)

Student Learning Outcomes	Exceptional	Proficient (RS)	Approaching Proficiency (Inquiry)	Emerging Proficiency	Novice
CORE Articulate and refine a question, problem, or challenge.	Articulate and refine a novel, focused, and manageable question, problem or challenge that has the strong potential to contribute to the field.	Articulate and refine a focused and manageable question, problem, or challenge that may contribute to the field.	Articulate a question, problem, or challenge that is generally relevant and appropriate in scope.	Articulate a question, problem, or challenge that is too narrow or general to be addressed appropriately in a scholarly project.	Not yet able to articulate an appropriate scholarly question, problem, or challenge.
DISCOVERY Distinguish between personal beliefs and evidence.	Make accurate and nuanced distinctions among personal beliefs, opinions, claims and evidence.	Consistently make accurate distinctions among personal beliefs, opinions, claims and evidence.	Occasionally make accurate distinctions among personal beliefs, opinions, claims and evidence.	Begin to make distinctions among personal beliefs, opinions, claims and evidence.	Not yet able to recognize that there is a distinction among personal beliefs, opinion, claims, and evidence.
ETHICS Identify relevant ethical issues and follow ethical principles.	Identify and address a range of nuanced ethical issues throughout the inquiry process.	Consistently identify relevant ethical issues; demonstrate attention to ethical principles at all stages of the inquiry process.	Be able to identify some relevant ethical issues; demonstrate some attention to ethical principles at some stages of the inquiry process.	Begin to identify relevant ethical issues; demonstrate limited attention to ethical principles at any stage of the inquiry process.	Not yet able to identify relevant ethical issues.
METHOD Choose an appropriate research method for scholarly inquiry.	Choose or create sophisticated and effective methods for exploring an inquiry, and identify and responsibly address advantages and limitations of different methods.	Consistently choose effective methods for exploring an inquiry, and address advantages and limitations of those methods.	Sometimes choose effective methods for exploring an inquiry.	Be aware of some appropriate research methods, and begin to identify effective methods for exploring an inquiry.	Not yet aware of appropriate research methods for scholarly inquiry.
METHOD Gather and evaluate evidence appropriate to the inquiry.	Acquire high-quality information or data using sophisticated strategies; use nuanced criteria to judge the credibility of the evidence.	Acquire information or data using effective, well-designed strategies; consistently use appropriate criteria to judge the credibility of the evidence.	Acquire information or data using appropriate strategies; sometimes able to judge the credibility of the evidence.	Begin to recognize and apply appropriate strategies for gathering and evaluating information or data.	Not yet able to gather or evaluate evidence appropriate to the inquiry.

Source: "Students as Scholars Program Rubric," George Mason University, September 2016, <https://ira.gmu.edu/student-as-scholars/outcomes-rubrics/>.

Undergraduate Research Evaluation (cont.)

George Mason University's Undergraduate Research Rubric (cont.)

Student Learning Outcomes	Exceptional	Proficient (RS)	Approaching Proficiency (Inquiry)	Emerging Proficiency	Novice
METHOD Appropriately analyze scholarly evidence.	Provide sophisticated analysis or synthesis of new and previous evidence to make original, insightful contributions to knowledge.	Consistently analyze or synthesize new and previous evidence to make important contributions to knowledge.	Analyze or synthesize new and/or previous evidence appropriate to the inquiry.	Demonstrate a limited ability to analyze or synthesize evidence.	Not yet able to analyze or synthesize information or data.
CONTEXT Explain how scholarly inquiry has value to society.	Articulate a nuanced understanding of the value of research and creative inquiry to individuals and communities in local, civic, professional, and global contexts. Astutely identify and explain broad implications of, and questions raised by, the project.	Articulate an understanding of the value of research and creative inquiry to individuals and communities in local, civic, professional, or global contexts. Consistently identify and explain implications of, and questions raised by, the project.	Articulate a general understanding of the value of research and creative inquiry to individuals and communities in local, civic, professional, or global contexts. Identify some implications of, and questions raised by, the project.	Begin to articulate the value of research and creative inquiry to individuals or communities in some local, civic, professional, or global contexts.	Not yet able to explain the value of scholarly inquiry to society.
CONTEXT Explain how knowledge is situated and shared in relevant scholarly contexts.	Explain multiple and innovative pathways for dissemination of scholarship. Place the inquiry within a comprehensive scholarly context. Be able to make insightful connections between, and acknowledge limitations in, own and others' work.	Explain relevant pathways for dissemination of scholarship. Consistently place the inquiry within a scholarly context and be able to make explicit connections between own and others' work.	Explain general pathways for dissemination of scholarship. Place the inquiry within a scholarly context and be able to make some connections between own and others' work.	Begin to articulate how scholarly knowledge is disseminated. Begin to make some connections between own and others' work.	Not yet able to explain how scholarly knowledge is disseminated.

Source: "Students as Scholars Program Rubric," George Mason University, September 2016, <https://ira.gmu.edu/student-as-scholars/outcomes-rubrics/>.

Undergraduate Research Evaluation (cont.)

George Mason University's Undergraduate Research Rubric (cont.)

Student Learning Outcomes	Exceptional	Proficient (RS)	Approaching Proficiency (Inquiry)	Emerging Proficiency	Novice
CREATION Take responsibility for creating and executing an original scholarly or creative project.	Independently design a project that makes original contributions to knowledge, make sophisticated modifications to research or design strategies as the project progresses, and successfully complete the project.	In consultation with a faculty mentor, design a project that has the potential to make contributions to knowledge, appropriately adapt research or design strategies as the project progresses, and complete the project.	Under the direction of a faculty mentor, design and execute a project plan.	With substantial faculty oversight, design and execute some elements of a project plan.	Not yet able to design or execute a plan for a scholarly project.
COMMUNICATION Communicate knowledge from an original scholarly or creative project.	Communicate—with clarity, accuracy, and fluency—the results of a scholarly or creative project through publishing, presenting or performing, employing highly-effective conventions appropriate to the audience and context.	Clearly communicate the results of a scholarly or creative project through publishing, presenting or performing, consistently employing conventions appropriate to the audience and context.	Communicate knowledge from scholarly or creative project through writing, presenting, or performing, employing some conventions appropriate to the audience and context.	Begin to communicate about a scholarly or creative project through writing, presenting, or performing, with some awareness of the audience and context.	Not yet able to communicate knowledge from a scholarly or creative project.

Service-Learning

Santa Monica College's Service-Learning Reflection

Reflection Tool in Brief:

Santa Monica College compiled the tool below to aid faculty developing service-learning courses. It outlines models for reflection (e.g., ORID), various in-class and out-of-class reflection activities (e.g., journaling, portfolios), and guidelines to consider when developing a reflection activity.

The Importance of Reflection in Service-Learning

1. What is critical reflection?

- a. "Reflection is simply another word for learning. What distinguishes it from some other forms of learning is that 'reflection' grows out of experience."
- b. Through reflection students analyze concepts, evaluate experiences, and form opinions. Critical reflection provides students with the opportunity to examine and question their beliefs, opinions, and values. It involves observation, asking questions, and putting facts, ideas, and experiences together to derive new meaning and new knowledge.
- c. Reflection is a process designed to promote the examination and interpretation of experience and the promotion of cognitive learning. It is the process of looking back on the implications of actions taken—good and bad—determining what has been gained, lost, or achieved, and connecting these conclusions to future actions and larger societal contexts.
- d. Reflective thinking is not only an organic component in the learning cycle, it is simultaneously the very ground from which knowledge and belief spring. Reflective thinking, in short, is both process and product. As such, reflective thinking is key in experiential learning theory and the "operational linchpin" of service-learning pedagogy.

2. Why reflect?

- a. Consider Kolb's definition of learning: the process whereby knowledge is created through the transformation of experience. The "transformation" is reflection.
- b. Reflection is an essential process for transforming experiences—gained from the service activities and the course materials—into genuine learning. It is crucial for integrating the service experience with the course material. It enhances students' critical understanding of the course topics and their ability to assess their own values, goals, and progress.
- c. Reflection improves basic academic skills and promotes a deeper understanding of course subject matter and its relations to the non-academic world; it improves higher level thinking and problem solving, and students' ability to learn from experience. Reflection promotes personal development by enhancing students' self-awareness, their sense of community, and their sense of their own capacities.
- d. Reflection in service-learning leads students to new "Ah-Ha Moments."
- e. "The experiences of the students we encountered through this study emphasize that reflection is the glue that holds service and learning together to provide optimal educative experiences." Eyler, Giles and Schmiedes, A Practitioner's Guide to Reflection in Service-Learning.

Service-Learning (cont.)

Santa Monica College's Service-Learning Reflection (cont.)

3. How can reflection be facilitated in the classroom?

- a. Effective reflection depends on appropriate contexts and real problems and issues.
- b. The culture of the class community must be one in which students feel included, respected, and safe.
- c. The dialog among instructor and students must be meaningful to the students. By involving them in real community problems, service-learning provides students with a need to know, a desire to enhance their skills and a commitment to solving problems of importance to them.
- d. If used in faddish or mandated ways without understanding and appreciation of the larger perspectives, it does not serve its intended purpose.

4. Principles of Good Practice for Effective Reflection:

- a. links service objectives to the course objectives by integrating the service experience with course learning;
- b. is guided and purposeful;
- c. occurs regularly within the course;
- d. includes components that can be evaluated according to well-defined criteria;
- e. provides opportunities for both private and public reflection;
- f. fosters civic responsibility;
- g. Eyler, Giles and Schmiedes, *A Practitioner's Guide to Reflection in Service-Learning* identify "The 4 Cs of Reflection"
 - i. **Continuous** in time frame. An ongoing part of the learner's education and service involvement, this allows students to formulate new ideas following Kolb's Cycle of Learning
 - ii. **Connected** to the intellectual and academic needs of those involved. This is where the connection between real life experiences and course material are compared and become relevant.
 - iii. **Challenging** to assumptions and complacency. Reflection must challenge students and provoke thought in a more critical way.
 - iv. **Contextualized** in terms of design and setting. Faculty determine if the reflection is appropriate for the context of the service-learning experience, thus adding to the linkage between thinking about course content and actually applying it.

5. The ORID Model: This model provides a progression of question types designed to move students from reflecting on the concrete experience to analytical and subjective reasoning. It mirrors the Kolb learning cycle and may be used to create journal or discussion questions and to guide assignments and activity types. The progression may be completed within one assignment and/or over the course of the semester.

- a. **Objective:** Begin with questions related to the concrete experience. What did students do, observe, read, and hear? Who was involved, what was said? What happened as a result of their work?
- b. **Reflective:** Next introduce questions that address the affective experience. How did the experience feel? What did it remind them of? How did their apprehension change or their confidence grow? Did they feel successful, effective, and knowledgeable?
- c. **Interpretive:** Then ask questions that explore their cognitive experience. What did the experience make them think? How did it change their thinking about...? What did they learn? What worked?

Service-Learning (cont.)

Santa Monica College's Service-Learning Reflection (cont.)

- d. **Decisional:** Finally, students are prepared to incorporate their experience into a new paradigm. They may have a shift in knowledge, awareness, or understanding that affects how they see things and, ultimately, how they will act. What will they do differently next time? What decisions or opinions have they formed? How will the experience affect their career path, their personal life choices or their use of new information, skills or technology?

Reflection Activities and Questions

- When facilitating reflection, vary the activities to accommodate multiple learning styles
- Create a **reflective classroom**, rather than just adding a reflective component.

Group Discussions

The groups may involve either the entire class or just small numbers of students. If they are small groups, the instructor may allow students to choose their own group members, or s/he can set criteria for group composition (e.g., no groups composed of a single ethnicity or gender), or s/he can assign students to groups. The group members exchange ideas about the course topics and/or the service experiences. The instructor may either pose general or narrowly focused questions for discussion. A scribe may be assigned to submit a summary of the discussion to the instructor.

Oral reflection (feelings, expertise, cognition) helps students express their feelings, concerns, and frustrations. Done in class, this fosters a sense of bonding and trust. Students can be encouraged to participate in a cognitive approach by directing oral reflection. This requires a series of four questions:

- What was done?
- What does it mean?
- How did it come to be this way?
- How might things be done differently?

Journals

Most instructors find that written journals provide a valuable springboard for critical reflection.

Journals are tools for facilitating critical reflection, but may not necessarily assure critical reflection unless they are specifically structured to do so.

Students may be asked to keep a journal as they engage in the service experience. The journals should not merely be simple inventories of events. They should address situations objectively, subjectively, and analytically. Instructors may provide questions to guide students in addressing issues and should review the journals periodically. It is helpful to offer written comments, questions and feedback that will encourage, challenge and essentially provide a dialogue that deepens the students' thought process.

Journal writing encourages students to react to issues, elaborate on issues, or think about the future. Journals are effective in helping students sort through their feelings, think critically, and solve problems. Faculty responses to journal writings should be helpful to the writer:

- On the one hand, responses must be extensive enough to let students know that their journals have received serious consideration.

Service-Learning (cont.)

Santa Monica College's Service-Learning Reflection (cont.)

- On the other hand, responses should make realistic use of instructors' time and not inhibit students' future writing.

The purpose of journal writing should be clear. Students should follow a specific format that you explain (and model) in class.

Directed Writings (which can be part of journals) demand specific content, focusing on a topic.

Different strategies accomplish different learning objectives. Faculty must identify the learning objective first and then match the most salient reflective strategy to the desired outcome.

Analytic papers

These provide students with an opportunity to describe their service experience; to evaluate the experience and what they learned from it; and to integrate their experiences with course topics. If the papers are assigned at the end of the course, students can make use of ideas derived from class discussion, journals, and other reflective activities provided during the course.

Portfolios

Students may be asked to compile materials relevant to the service-learning experience and the course of which it is a part. These materials may include: journals, analytic papers, scripts/notes for class presentations, items created as part of the service, pictures, agency brochures, handbooks, time-sheets, service agreement and training materials. Portfolios provide a focus for reflection on the service experience and its documentation.

Presentations

Students may be asked to make presentations to their classmates (and/or to broader audiences) describing their service-learning experiences, evaluating them and integrating them with the course topics.

Artistic expression allows for creativity and individual expression.

Reading responses

Students may be asked to write responses to course readings. Students can be allowed greater or less freedom in how they respond, by posing either general or more focused questions.

Reading selected articles related to the service challenges students to think more deeply about the issues and helps students see their experiences in the broader context of life.

Electronic forum

Students may be asked to contribute to electronic discussion on the service-learning and course topics using email or a listserv. They may respond to either questions posed by the instructor or to points raised by other students.

Service-Learning (cont.)

Santa Monica College's Service-Learning Reflection (cont.)

Reflective Teaching Strategies (From Silcox, *A How To Guide to Reflection*)

Type	Primary Expected Result	Description
Readings/Creative Projects	Foster group bonding and leadership; facilitates directed learning	Specific assignments include essays, music, videos, artwork, etc. —both in class and out.
Journal Writings	Foster personal growth	Student maintains a regular journal that the faculty member reads and responds to.
Directed Writings	Foster directed learning	Student produces essays that address specific questions or issues required by the instructor.
"Feelings-Oriented" Oral Reflection	Fosters group bonding and trust	Class members participate in a group discussion regarding their service experiences.
"Student As Expert" Oral Reflection	Fosters citizenship, leadership, and cognitive learning	Student leads a classroom session providing a critique of a reading assignment or presenting a solution to a problem.
"Cognitive Teaching" Oral Reflection	Fosters leadership, directed learning, cognitive learning, personal growth, and critical thinking	The faculty member leads a teaching session that fosters critical thinking skills and problem solving.

























Guidelines for Developing Reflection

















- Critical reflection assignments and outcome should be tied to the goals of service-learning as specified in the course syllabus.
- Effective reflection activities are GUIDED and ALLOW feedback and assessment.
- Consider the goals of incorporating service-learning into the course and use reflection activities to meet those goals.
- Consider the structure of the class. How does it lend itself to particular reflection activities?
- Create and publicize expectations.
- Consider your skills as an instructor when choosing reflecting activities. What sorts of activities are you competent to evaluate and facilitate?
- Consider learning styles. A variety of reflection activities, rather than a single type, take into account that different students learn differently.
- Keep it simple. Don't take on more than you can do thoughtfully.
- Think about evaluation and assessment of the reflection methods. Consider soliciting student feedback on what is working well and what needs to be improved.
- Think about evaluation and assessment of students' critical reflection efforts. What constitutes an A, B, C?
- Remember the 4Cs: Continuous, Connected, Challenging, Contextualized.

Sources: Silcox H, *A How to Guide to Reflection*, Philadelphia, Brighton Press, 1995; "The Importance of Reflection in Service-Learning," Santa Monica College, <http://www2.smc.edu/servicelearning/reflection%20handout.doc>.

Experiential Learning Impact Analysis

A large body of peer-reviewed research and controlled study documents the impact of experiential learning activities on student success. To help university leaders diagnose needs and enact change on campus, we have distilled over 50 relevant articles and publications into the chart below. We also document the impact of experiential learning on institutional factors such as cost and buy-in, based on our research and analysis of expert interviews and case studies. Use this tool to lead discussions with committees and taskforces on campus to match programs to your needs and resources.

Student Impact	First-Year Career Course	Service-Learning	Study Abroad	Internship/ Co-Op
Persistence and Completion				
GPA and Course Performance				 ²
Academic Learning Outcomes				
Broad Professional Competencies				
Underrepresented Student ¹ Access				
Employer Demand				

Institutional Factors	First-Year Career Course	Service-Learning	Study Abroad	Internship/ Co-Op
Cost				
Faculty Buy-In Needed				
Scalability				
Student Interest				

1) Underrepresented students (includes racial/ethnic minority students, low-income students, first-generation college students).

2) For on-campus work between 10-20 hours per week.

Source: EAB research and analysis.

Experiential Learning Impact Bibliography

Essential Literature for Understanding Career Integration Outcomes

Career Decidedness and Persistence

Research on first-year students finds that students who set long-term career goals (career decidedness) are more likely to persist in college, whereas uncertainty about majors and careers is often a factor in attrition.

- Choy SP, "Access & Persistence: Findings from 10 Years of Longitudinal Research on Students," ERIC Clearinghouse on Higher Education Digest Series, 2002.
- Cuseo J, "'Decided,' 'Undecided,' and 'In Transition': Implications for Academic Advisement, Career Counseling, & Student Retention," in Feldman RS (ed.), *Improving the First Year of College: Research and Practice*, Mahwah, NJ: Erlbaum, 2005.
- Davidson WB, Beck HP, "The Development and Validation of a Measure of Career Integration in College Students," *Psychology Research*, 6, no. 6 (2016): 371-376.
- James Madison University Office of Institutional Research, "Factors Associated With Non-Returning JMU Undergraduate Students," 2006.
- Karp MM, "How Non-Academic Supports Work: Four Mechanisms for Improving Student Outcomes," *Community College Research Center*, 54, April 2011.
- Kuh GD, et al., "What Matters to Student Success: A Review of the Literature," National Symposium on Postsecondary Student Success, July 2006.
- Lounsbury JW, et al., "An Investigation of Personality Traits in Relation to Intention to Withdraw from College," *Journal of College Student Development*, 45, no. 5 (2004): 517-534.

Employer Demand

When surveyed, recruiters looking to hire college graduates indicate that they place high importance on internships or other work experience during college. Service experience was less important to employers, suggesting that universities interested in building out service opportunities will want to assist students in demonstrating the skill development involved to employers.

- Korach S, "What Employers Really Look for in Recent College Graduates," USA Today, July 22, 2015, <http://college.usatoday.com/2015/07/22/hiring-recent-college-graduates/>.
- Pascarella ET, Terenzini PT, *How College Affects Students*, San Francisco: Jossey-Bass, 2005, 535-545.

Experiential Learning Impact Bibliography (cont.)

Essential Literature for Understanding Career Integration Outcomes

First-Year Career Course

Career courses, which are often (part of) one-credit first-year experience courses and taught in part by career services professionals lead to increased first-year retention and clearer long-term career goals, which in turn promotes persistence.

- Becker-Jamison W, LaBenne W, "Career Development as a Retention Tool: Early Intervention for Incoming Deciding Freshmen," National Career Development Association, November 1, 2007, http://www.ncda.org/aws/NCDA/pt/sd/news_article/5414/self/layout_ccmsearch/true.
- Folsom B, et al., "The Impact of a Career Course on Retention and Academic Performance (Technical Report 34)," Florida State University Center for the Study of Technology in Counseling and Career Development, April 1, 2002, <http://www.career.fsu.edu/Tech-Center>.
- McClair VL, "Career Counseling and Career Courses: Process, Impact, and Outcomes," PhD dissertation, University of Illinois at Urbana-Champaign, 2010.
- Reardon RC, et al., "The Effects of College Career Courses on Learner Outputs and Outcomes: Technical Report No. 53," Florida State University Center for the Study of Technology in Counseling and Career Development, July 18, 2011, <http://www.career.fsu.edu/techcenter/>.

Service-Learning

Perhaps the most well-studied of all forms of college experiential learning, service-learning improves student learning outcomes, career decidedness, test scores, and retention, with mixed results regarding overall student GPA after completing a course. Furthermore, service-learning is highly successful in engaging and supporting underrepresented student populations.

- Astin AW, Sax LJ, "How Undergraduates Are Affected by Service Participation," *Higher Education*, 39, no. 3 (1998): 251-263.
- Astin AW, et al., "How Service Learning Affects Students," Higher Education Research Institute, January 2000, http://heri.ucla.edu/service_learning.html.
- Bielefeldt AR, et al., "Measuring the Impacts of Project-Based Service Learning," ASEE Annual Conference Proceedings, 2009, http://www.mtu.edu/d80/research/PBSL/Findings_files/Measuring%20the%20Impacts%20of%20PBSL.pdf.
- Boss JA, "The Effect of Community Service Work on the Moral Development of College Ethics Students," *Journal of Moral Education*, 23, no. 2 (1994): 183-190.
- Bringle RG, et al., "The Role of Service-Learning on the Retention of First-Year Students to Second Year," *Michigan Journal of Community Service Learning*, Spring 2010: 38-49.

Experiential Learning Impact Bibliography (cont.)

Essential Literature for Understanding Career Integration Outcomes

Service-Learning (cont.)

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- Duffy RD, Raque-Bogdan TL, "The Motivation to Serve Others: Exploring Relations to Career Development," *Journal of Career Assessment*, 18, no.3 (2010): 250-265.
- Finley A, "Assessment of High-Impact Practices: Using Findings to Drive Change in the Compass Project," *American Association of Colleges and Universities Peer Review*, 13, no. 2 (2011), <https://www.aacu.org/peerreview/2011/spring/finley>.
- Finley A, "Civic Learning and Democratic Engagements: A Review of the Literature on Civic Engagement in Post-Secondary Education," Paper prepared for the United States Department of Education (2011), <http://www.uwec.edu/Usenate/SenateCommittees/APC/1213/121030LiteratureReviewCivicEngagement.pdf>.
- Frost RA, et al., "Enhancing Student Learning with Student Affairs and Academic Affairs Collaboration," *Community College Enterprise*, 16, no. 1 (2010): 37-51.
- Kendrick RJ, "Outcomes of Service-Learning in an Introduction to Sociology Course," *Michigan Journal of Community Service Learning*, 3, no. 1 (1996): 72-81.
- Litke RA, "Do All Students 'Get It?': Comparing Students' Reflections to Course Performance," *Michigan Journal of Community Service Learning*, Spring 2002: 27-34.
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- Mpofu E, "Service-Learning Effects on the Academic Learning of Rehabilitation Services Students," *Michigan Journal of Community Service Learning*, 14, no.1 (2007): 46-52.
- Prentice M, Robinson G, "Improving Student Learning Outcomes with Service Learning," *American Association of Community Colleges*, 2010, http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Documents/slorb_jan2010.pdf.

Experiential Learning Impact Bibliography (cont.)

Essential Literature for Understanding Career Integration Outcomes

Service-Learning (cont.)

- Sedlak CA, et al., "Critical Thinking in Students' Service-Learning Experiences," *College Teaching*, 51, no. 3 (2003): 99-103.
- Strage AA, "Service-Learning: Enhancing Student Learning Outcomes in a College-Level Lecture Course," *Michigan Journal of Community Service Learning*, 7, no. 1 (2000): 5-13.
- Tartter VC, "City College Report to FIPSE," 1996.
- Vogelgesang LJ, Astin AW, "Post-College Civic Engagement Among Graduates," Higher Education Research Institute Research Report no. 2, April, 2005.
- Vogelgesang LJ, et al., "Service-Learning and the First-Year Experience: Outcomes Related to Learning and Persistence," in Zlotkowski E (Ed.), *Service-Learning and the First-Year Experience: Preparing Students for Personal Success and Civic Responsibility*, Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition, 2002: 15-26.
- Yeh TL, "Service-Learning and Persistence of Low-Income, First-Generation College Students: An Exploratory Study," *Michigan Journal of Community Service Learning*, 16, no. 2 (2010): 50-65.

Study Abroad

Though expanding opportunities for study abroad represents a high financial and regulatory burden for many institutions, particularly those who seek to increase access for lower-income students, students who participate in study abroad programs show improved GPA and learning outcomes even after accounting for past academic performance.

- Dwyer MM, "Charting the Impact of Study Abroad," *International Educator*, 13, no. 1 (2004): 14-19.
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- Kronholz JF, Osborn DS, "The Impact of Study Abroad Experiences on Vocational Identity Among College Students," *Frontiers: The Interdisciplinary Journal of Study Abroad*, 27 (2016): 70-84.
- O'Rear I, et al., "The Effect of Study Abroad on College Completion in a State University System," Glossari Project, 2012.

Experiential Learning Impact Bibliography (cont.)

Essential Literature for Understanding Career Integration Outcomes

Internships, Co-Op, and Student Employment

Working during college, including internships and co-op programs, has a significant impact on students' likelihood of being hired out of college. Moreover, students who work during college, especially in skilled jobs, show improved outcomes around broad professional skills and GPA, as long as work schedules interfere minimally with course schedules. For students who are both working and attending classes concurrently in a term, working more than 15-20 hours per week caused decreased engagement and GPA.

- Curtis G, Nimmer CE, "To Work or Not to Work: That Is the Question," *Journal of Student Financial Aid*, 21, no. 3 (1991): 16-26.
- Gault J, et al., "Effects of Business Internships on Job Marketability: The Employers' Perspective," *Education & Training*, 52, no. 1 (2010): 76-88.
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- Kalenkoski CM, Pabilonia SW, "Parental Transfers, Student Achievement, and the Labor Supply of College Students," Bureau of Labor Statistics Working Papers, March 2008.
- Ruffalo Noel-Levitz, "Enhancing Student Success by Treating 'Student Jobs' as 'Real Jobs,'" 2010, <https://www.ruffalonl.com/papers-research-higher-education-fundraising/2010/enhancing-student-success-student-jobs>.
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Experiential Learning Resource Center

York University's Library of Logistical Resources for Faculty

Instructions

The experiential learning resource center, based on work done at York University, consolidates implementation and compliance information typically housed across numerous campus units into one easy to use website. Centralizing this information removes barriers for faculty creating experiential learning opportunities. This initiative is usually driven by staff of the Center for Teaching and Learning but may require engagement from the Office of the General Counsel, Human Resources, the Office of Research, Community Engagement, or Career Services.

To fill out the following tool,

1. Catalog all forms of experiential learning (e.g., community based learning, internships) available on your campus. (See Section 3 of Integrating Academic and Career Exploration for more information on collecting data regarding experiential learning happening on your campus.) Collect one exemplar opportunity for each experiential learning category.
2. Develop descriptions for each category, use the FAQs provided below or develop your own.
3. Consult with university General Counsel and/or other campus units to determine if parties involved in these experiential learning opportunities are responsible for any compliance procedures.

Three Categories of Experiential Learning:



Course Focused Experiential Learning

Active learning experiences faculty can include in their courses.

- **Reflective Learning Activities**
 - More Details
 - Logistical Resources



Community Focused Experiential Learning

Experiential opportunities that leverage the needs of community partners.

- **Community Based Learning**
 - More Details
 - Logistical Resources
- **Community Based Research**
 - More Details
 - Logistical Resources
- **Community Services Learning**
 - More Details
 - Logistical Resources



Work Focused Experiential Learning

Experiences in which students practice their learning within a working environment and supplement the experience with academic reflection.

- **Placements**
 - More Details
 - Logistical Resources
- **Internships**
 - More Details
 - Logistical Resources
- **Co-operative Education Programs**
 - More Details
 - Logistical Resources

Experiential Learning Resource Center (cont.)

York University's Library of Logistical Resources for Faculty (cont.)



Course Focused Experiential Learning

Reflective Learning Activities

Include a brief definition of reflective learning activities emphasizing the application of theoretical learning to concrete experiences (e.g., role-playing, field trips, guest speakers) and the benefit this pedagogy affords students.



More Details

Use this 'More Details' format for each type of experiential learning.

FAQs

- Explain key features of this experiential learning type and address potential faculty concerns in a question and answer format.
- Sample questions to include:
 - How do students engage in this form of experiential learning?
 - To what extent are community partners engaged/involved?
 - Is priority given to student learning outcomes or community partner needs?
 - How long and how frequently do these experiences occur?
 - How are students remunerated?

Course Example

Provide an example of a course or program at your institution that has successfully included this form of experiential learning. Include the college, title, a description of the course or program and of the experiential learning component in particular. This information can be included in written or video testimonial form.



Logistical Resources

Include all forms, information sheets, or waivers that may be required in a Reflective Learning Activity and indicate the parties responsible for their completion.

Field Trips

Sample forms to include:

- Field Trip Waiver Form
- Field Trip Student Information Form
- Instructor Checklist for Field Trips
- Off Campus Field Trip Request Form

Community Events and Interviews in the Community

Sample forms to include:

- Student Liability Waiver

Experiential Learning Resource Center (cont.)

York University's Library of Logistical Resources for Faculty (cont.)



Community Based Experiential Learning

Community Based Learning

Explain Community Based Learning and the role of community partners who donate their time and their case studies to help students learn through real world scenarios.



More Details (*Repeat 'More Details' section under Reflective Learning Activities p. 171*)



Logistical Resources

Include all forms, information sheets, or waivers that may be required in a Community Based Learning opportunity and indicate the parties responsible for their completion.

Forms and Agreements

Sample forms to include:

- Confidentiality Agreement (if the student is working with sensitive information)
- Assumption of Risks, Responsibility, Release, Waiver, and Indemnity Agreement

Partner Agreements

These forms are typically generated on a case-by-case basis by the university's General Counsel. Include contact information for the general counsel here and a description of a partner agreement.

Sample elements of a partner agreement:

- The role of the community partner
- The role of the student and what they are expected to deliver
- The role of the community partner
- The role of the student and Course Director
- Term of the Agreement and Termination of the Agreement
- Indemnification
- Facilities

Community Based Research

Provide a definition of Community Based Research, a project for students that has been designed in concert by the director of a course and a community partner.



More Details (*Repeat 'More Details' section under Reflective Learning Activities p. 171*)

Experiential Learning Resource Center (cont.)

York University's Library of Logistical Resources for Faculty (cont.)

► Logistical Resources

Include all forms, information sheets, or waivers that may be required in a Community Based Research opportunity and indicate the parties responsible for their completion.

Insurance Coverage

- **Student Health Insurance**

If insurance is required for students in the case of emergencies related to health and wellbeing include that information here. Include information on all available student health plans.

- **General Liability Insurance**

Describe the general liability policy covering the university, students, and faculty against claims from a third party while acting within the scope of their employment or studies. Explain what is not covered by the general liability insurance policy (e.g., individual coverage in the case of personal injury).

- **"Program Required" Insurance**

Include information on insurance for students who are required to take part in Community Based Research. Specify who is eligible for this coverage and which forms are necessary to activate it.

- **"Course Required" Insurance**

Explain here the coverage available to students who are not required to complete Community Based Research to graduate from their program. This may be private through the institution.

Forms and Agreements

Sample forms to include:

- Assumption of Risks, Responsibility, Release, Waiver, and Indemnity Agreement
- Practicum and Health and Safety Checklist
- Student and Partner Declarations
- Student Contract

Partner and Affiliation Agreements

These forms are typically generated on a case-by-case basis by the university's General Counsel. Include contact information for the general counsel here and a description of an affiliation agreement.

Sample elements of an affiliation agreement:

- Obligations of the learning site
- Obligations of the university
- Term of the agreement and termination of the agreement
- Indemnification
- Facilities
- Insurance
- Research agreement
- Data sharing/Transfer agreement

Experiential Learning Resource Center (cont.)

York University's Library of Logistical Resources for Faculty (cont.)

Vulnerable Sector Screening

Explain that organizations in certain sectors may require additional screening due to their work with certain "vulnerable" populations. Provide guidelines on which community based research experiences might require this screening and where faculty can find more information on compliance.

Research Ethics

Remind readers that university research ethics apply to community based research as well and provide a link to these policies.

Community Service Learning

Explain the structured activities located in the local community designed to further student learning goals that comprise Community Service Learning.

▶ **More Details** (*Repeat 'More Details' section under Reflective Learning Activities p. 171*)

▶ Logistical Resources

Include all forms, information sheets, or waivers that may be required in a Community Service Learning project and indicate the party responsible for their completion. *These forms are largely the same as those required for Community Based Research.*



Work Focused Experiential Learning

Placements

Describe these opportunities (also known as fieldwork or practical) for students to practice what they've learned in real world settings while receiving course credit.

▶ **More Details** (*Repeat 'More Details' section under Reflective Learning Activities p. 171*)

▶ Logistical Resources

Include all forms, information sheets, or waivers that may be required for placements and indicate the party responsible for their completion. *These forms are largely the same as those required for Community Based Research.*

Experiential Learning Resource Center (cont.)

York University's Library of Logistical Resources for Faculty (cont.)

Internships

Provide your institution's definition of an internship, usually a supervised work experience with a required reflective component that may or may not be paid.



More Details (*Repeat 'More Details' section under Reflective Learning Activities p. 171*)



Logistical Resources

Include all forms, information sheets, or waivers that may be required for internships and indicate the party responsible for their completion and if any require approval from an additional party (e.g., Career Services).

Forms and Agreements

Sample forms to include:

- Internship enrollment agreement
- Internship terms and conditions
- Internship learning agreement
- Work term report

Co-operative Education Programs

Define the co-op program at your institution and its alternating work/study arrangement.



More Details (*Repeat 'More Details' section under Reflective Learning Activities p.171*)



Logistical Resources

Include all forms, information sheets, or waivers that may be required for co-op program participation and indicate the party responsible for their completion.

Forms and Agreements

Sample forms to include:

- Co-op participation agreement student agreement form
- Co-op student responsibilities document

Research Ethics

Remind readers that university research ethics apply to co-op educational opportunities and provide a link to these policies.