

Module: Engaged Learning

Learning Goal: The ability to engage in and reflect on experiential learning that connects directly to the classroom experience, preparing the students for vibrant Odyssey experiences later in their Hendrix careers.

Key points for your engaged learning component:

- **Go Big or Go Home?**

No. Remember that your engaged learning experience is not for Odyssey credit, nor does it have to be “worthy” of Odyssey credit. Many of the educational experiences we provide for our students at Hendrix, inside and outside the classroom, are on an “engaged learning continuum” but do not warrant Odyssey credit.

More important is to be explicit about the experience, calling it “engaged learning.” For many of the students, this will be their first exposure to reflective learning, at least in a formal sense. Help the student see how they can build upon this experience to create their own Odyssey experiences later.

- **Reflection**

Engaged learning involves drawing overt connections between hands-on activity and ideas, theories, and self-understanding. Reflection is best when it is an on-going part of the engaged learning experience. It may be possible to guide students into ever-deepening reflection over the course of the experience and that come to culmination in a final reflection piece, written or oral.

The TEC course is an important first opportunity for students to practice reflective thinking and writing. First-semester students may need detailed guidance on making appropriate connections between the engaged experience and the learning goals for your course.

- **Think Local**

Most of the TEC engaged learning experiences happen in the TEC classroom, around campus, and in the Conway community. You do not have to travel far to provide a great opportunity.

Recent examples of the TEC engaged learning component:

- “French Existentialism” (Cathy Jellenik and Lawrence Schmidt): students created materials and staffed a suicide awareness and prevention table in the SLTC at lunch time.
- “Film, Memory, and Political Change” (Jay Barth and Kristi McKim): students explored the implications of politics and art from the perspective of a creator and spectator by preparing—

in groups—three-to-seven-minute, moving-image advertisements of their own; these short ads were to persuade an audience to do something.

- “Animals, People, & Ecosystems” (Peter Gess and Jennifer Penner): Students explored the Buffalo National River as biological corridor, especially controversies concerning the C&H Hog Farm; five guest speakers visited the class to describe how they engage with the issue and students experienced the River first-hand during a Saturday float trip.
- “Galileo as Exemplar” (Fred Ablondi and Dr. Ann Wright): Students recreated some of Galileo’s experiments, during which they discovered physical properties as part of the process; students also used scientific equipment to observe stars, planets, the Moon, and sunspots.
- “Religion and Democracy in the U.S.” (Peg Falls-Corbitt and Jane Harris): in small groups, students chose one of four projects: 1) news commentary watch concerning religion and the public square, 2) Mosaic Templar Cultural Center tour and black-owned restaurant lunch, 3) Hope Home meal preparation and meal-sharing with residents, or 4) Bethlehem House meal preparation and service.
- “Humans, Data, and Other Problems” (Toni Jaudon and Todd Tinsley): students created a narrative through data visualization of a real data set; students chose the topic, analyzed the data, applied concepts from the course, and utilized sound data visualization principles.
- “Epidemics” (Laura MacDonald and Sasha Pfau): students worked in small groups to create and implement a campaign about influenza vaccination, grounded in both history and science; students displayed their work in the Burrow.

All of the above engaged learning activities required formal reflection, either individually written or through group discussion (or both).

Guiding Questions:

Think about and consider these individually, then discuss with your dyad partner.

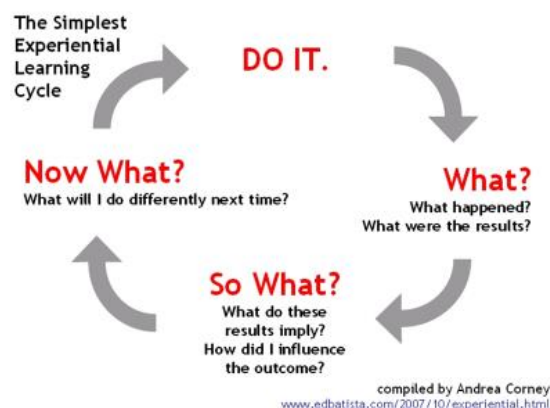
1. What is the primary goal of your TEC engaged learning component?
2. How will you explicitly link your engaged learning component to the rest of your course, especially topic-specific content?
3. When, during the course of the semester, will the activity occur? Will it, for example, be or be part of the final summative experience? How long will it take? How will it “flow” with your overall course calendar?
4. What resources (people, time, money, information, etc.) are needed for your engaged learning activity?

5. If you are considering a community partner, what may be the needs and expectations of that partner? How will you ensure a true partnership?
6. How will your students reflect on the engaged learning activity? Written, oral, both? How will you ensure the reflection completes the experiential learning cycle (see the figure at the end of this document)? Will you consider having your students think about future Odyssey engagement, thereby “preparing [them] for vibrant Odyssey experiences later in their Hendrix careers”?
7. As you begin fleshing out your dyad’s engaged learning component, what concerns do you have?

Finally, sketch out the basic plan for your engaged learning component. This may be—or lead to—your syllabus description of the engaged learning activity or assignment. There is an “action planning” template at the end of this document that you might find helpful.

Resources:

- The TEC Working Group: the group has the institutional knowledge and maintains records of the many activities offered since the inception of the course. Members can help brainstorm or link you with colleagues who have done similar projects.
- The Odyssey Office: Kiril and Janina can talk through ideas with you. There are also many resources on the Odyssey website:
<https://www.hendrix.edu/odyssey/odyssey.aspx?id=90189>
- Media Services: can support your technology needs, including website construction, Moodle application, and video/audio development.
- Budget: recall that there is funding available for your engaged learning activity. Specifically, each dyad is allocated \$850 (this can be augmented with an additional \$150 designated for “course activities”).



TEC ENGAGED LEARNING COMPONENT ACTION PLAN

GOAL (WHAT WILL WE ACCOMPLISH?):

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| STRATEGY (GENERALLY, HOW WILL WE ACCOMPLISH THE GOAL?): | WHO WILL HELP US WITH THIS: |
| | TIMETABLE (WHEN WILL IT BE STARTED, FINISHED?): |
| ACTION STEPS (HOW WE IMPLEMENT STRATEGY): 1. 2. 3. 4. 5. 6. | WHAT RESOURCES WILL BE NEEDED TO ACCOMPLISH THE GOAL?: |
| RELATED CONCERNS (WHAT ELSE MIGHT HAPPEN OR WHAT PROBLEMS SHOULD WE ANTICIPATE?): | |