**BIOL/MUSE 240 Immersion Experience Qualifying Criteria**

Examples of Immersion Experiences might include: summer internships, summer research or artistic experiences, paid or volunteer work experiences, applied community research within a course, and international volunteering or internships. IE proposals must include:

**       Articulation of how the proposed IE will allow students to experience and/or demonstrate each of the stated curricular goals.**

**       Enhance and deepen the connections between theoretical and professional activities and forms of knowledge.**

🡪BIOL/MUSE 240 links theory with action by reading about the care and use of collections in scientific and other practical publications and then applying that knowledge in caring for and using the Joseph Moore Museum collections

**       Encourage the application of skills to practical (including scholarly) challenges.**

🡪BIOL/MUSE 240 links theory with action by reading about the care and use of collections in scientific and other practical publications and then applying that knowledge in caring for and using the Joseph Moore Museum collections.

**       Support and enhance vocational discernment and exploration.**

🡪students will explore museum careers in collections management and curation by reading about these professions, learning to perform many of the duties of these professionals and by meeting museum professionals in these and potentially other roles.

**       Promote a sense of personal responsibility in students in global, local and professional communities, including, but not limited to community engagement or civic responsibility.**

🡪an underlying goal of this course is for students to come to value the role of museums (and science!) in the creation of new knowledge to benefit the public. Students will discuss the role of the public in supporting museum research and the role of museums in communicating research results to a broad audience.

**       Experience collaborative, social learning and work environments including teamwork and problem solving.**

🡪this course will use a team-based learning approach described by Larry Michaelsen to give students a chance to be part of a high-functioning team. The goal is for students to develop a commitment to their team and see first-hand how teams can outperform even the best individuals.

**       Demonstrate the ability to reflect critically on practical experiences.**

🡪In the team-based learning setting, teams are discussing assignments, revising their work and critically evaluating their progress every time they meet in class. This type of reflection in a group setting is critical to the success of forming high-functioning teams. Mid-term and End-of-term course evaluations provide an opportunity for individual reflection based on the learning goals students set for themselves in the beginning of the semester.

**       A minimum of 120 hours if the IE is during the summer. For IEs embedded in courses during the school year, proposals should clearly indicate how the experience represents a significant component of the course and include an estimate of the number of related hours of student work/activity.**

🡪Students will form teams on the first day of class and practically all course meetings will involve some team work. Quizzes will include a team component, but exams will be completed individually. Simple content-acquisition will be conducted outside of class by students individually by reading papers, watching educational videos/talks and completing brief assignments. In the classroom, students will be applying their knowledge through team activities and completing challenges in the collections (e.g. cataloguing a drawer of specimens, identifying agents of deterioration in the actual collections, designing experiments based on methods described in readings). That is to say 40 out of 43 class periods will be devoted to practical, experiential learning in a team-based learning setting. Outside of the course, students will be completing readings, watching educational videos/lectures, completing brief assignments and working on a research project using the collections. Some of this work is simple acquisition of content, and some of the work, particularly assignments and research projects will require practical application of new knowledge. For a 3-credit course, 9 hours of work are expected outside of class each week. I anticipate that a minimum of ~30% of the time outside-of-class will be on the practical application of material and skills, so about 45 hours.

**       A pre-briefing” with the student(s) to confirm the learning outcomes, critical questions, and framing of the experience, feedback and/or reflective mechanisms early in the experience\*, and post-experience reflection that facilitates a demonstration of learning connected to the learning goals.**

🡪Students will complete a worksheet in the first two days of class in which they will set learning goals for themselves based on the course learning goals in the syllabus. They will revisit those goals at mid-semester and again at the end of the course to reflect on their achievement and refine their approach to achieve their personal version of the course learning goals.