

If the World Can Be Your Oyster, Why Settle for Clams:

Enhancing Student Learning through
Meaningful Work and Global Reach

About the Presenters

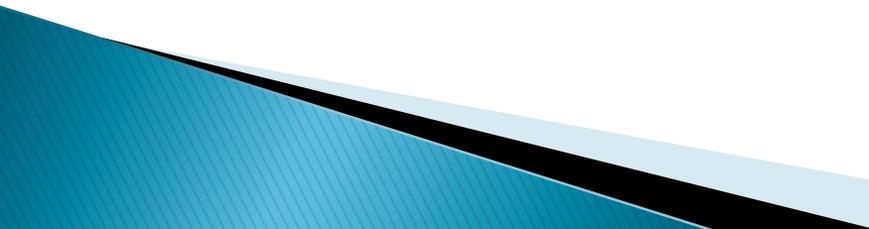
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Abstract

- ▶ This presentation will showcase the various approaches taken in online courses and in one-on-one interactions to enhance student learning and provide students with the opportunity for collaboration and connections at the local, national and even international level.
 - ▶ Some of the approaches include service learning, international initiatives, participation in faculty research projects, faculty-guided student research at the undergraduate and graduate level, peer evaluation, co-authoring and co-presenting of research results and use of technology to build partnerships and create community.
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What is the Difference Between an Oyster and a Clam?

- ▶ In the case of a clam, one has to engage in a labor-intensive and grimy process of digging through mud for a tiny piece of seafood.
 - ▶ The work is localized in nature and the reward will be skimpy and short-lived at best.
 - ▶ In terms of an oyster, with the proper approach, the shell opens fairly easily to reveal a pearl, which is recognized internationally as something of beauty and value and which has a long-lasting impact.
 - ▶ Likewise, with the right approaches and with the use of appropriate technology, we can move student learning from a localized and short-term focus to something that can be applied to the real world and that has a lasting and meaningful impact.
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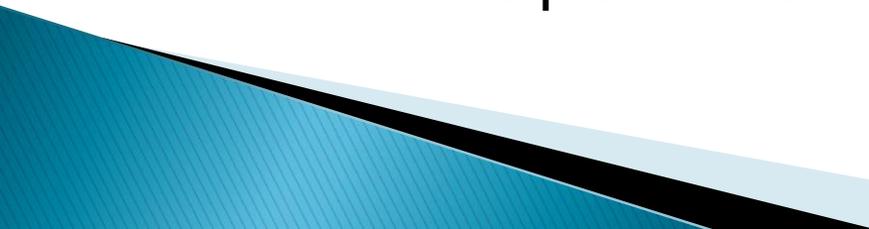
How Can You Provide the Oyster?

- ▶ Some of the approaches include:
 - service learning
 - international initiatives
 - participation in faculty research projects
 - faculty-guided student research at the undergraduate and graduate level
 - peer evaluation
 - co-authoring and co-presenting of research results
 - use of technology to build partnerships and create community
- ▶ Student learning does not need to be bounded by the physical walls of a classroom, but can expand to encompass the real world in a way that also redefines the roles of teacher and student.

What is RISE?

- ▶ RISE as one way of indicating that students have engaged in learning that extends well beyond the traditional classroom.
 - ▶ RISE stands for Research, International, Service Learning and Experiential Learning and the intent is that a student who graduates from IUPUI with a bachelor's degree will have engaged in at least two of these four activities.
 - ▶ Both of the presenters have incorporated the four elements of RISE into their own courses and in other work with students.
 - ▶ Although RISE is primarily intended for undergraduate students, its elements have still informed the work of the presenters in graduate education as well.
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Student Engagement in Research

- ▶ One of the presenters has been the thesis advisor for undergraduate students; one of the students that she is working with currently is the recipient of an Undergraduate Research Opportunity Program (UROP) Grant.
 - ▶ Both presenters are working with students in the Brides to the Baccalaureate Program so that they can become involved in research in the early years of their college education and so that their excitement about research will be a motivator for the completion of their studies and the possible pursuit of graduate degree in the future.
 - ▶ Students are also routinely included as co-presenters at local, state and national conferences as well as co-authors on publications (HCI International).
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Service Learning

- ▶ Service learning is also blended into the presenters' online courses so that students have an opportunity for real-world experiences in both the non-profit and for-profit sectors.
 - ▶ The presenters' online courses also include the opportunity for self-reflection and for peer evaluation and mentoring.
 - ▶ One of the faculty members is the leader of a microfinance project in Mexico, which is providing undergraduate students with an opportunity for service learning at an international level and activities for students enrolled in her courses.
 - ▶ Other service learning projects include documentary film production, website development and graphic design.
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Microfinance Project

Calnali - Windows Internet Explorer
http://www.iupui.edu/~facinfo/Calnali/home.html

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Calnali

Home/Inicio

Calnali Microfinance Project/El Proyecto Microfinanciero de Calnali



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El Proyecto Microfinanciero de Calnali les proporciona préstamos pequeños y otro apoyo—entrenamiento, la educación de la gestión básica financiera—a los ciudadanos de Calnali, estado de Hidalgo, México para que ellos puedan hacerse autosuficientes, proerer para sus familias, ofrezcan productos necesarios en sus comunidades y compartan su artesanía por todo México y el mundo.

La intención de un proyecto microfinanciero es que la gente que reciba los préstamos amortice los préstamos con interés, de ahí, el común de fondos se mantenga y aún crezca para el uso del próximo grupo de empresarios potenciales. También, el proyecto incluye formación para los participantes, no sólo en su artesanía particular, pero también gestión básica financiera y gestión empresarial. Hay tres objetivos de los préstamos en este momento: coser los uniformes de escuela, el bordado tradicional y el adorno de abalorios tradicional y la cerámica.

The Calnali Microfinance Project provides small loans and other support—training, education on basic financial management—to citizens in Calnali, State of Hidalgo, Mexico so that they can become self-sufficient, provide for their families, offer needed products in their communities and share their traditional crafts throughout Mexico and the world.

The intent of a microfinance project is that the people who receive loans pay the loans back with interest, thus maintaining and even growing the pool of funds for the next set of potential entrepreneurs. The project also includes training for the participants, not only on their particular craft/endeavor, but also basic money management and business management. There are three main targets of the loans at this time: sewing school uniforms, traditional embroidery and beading, and pottery.

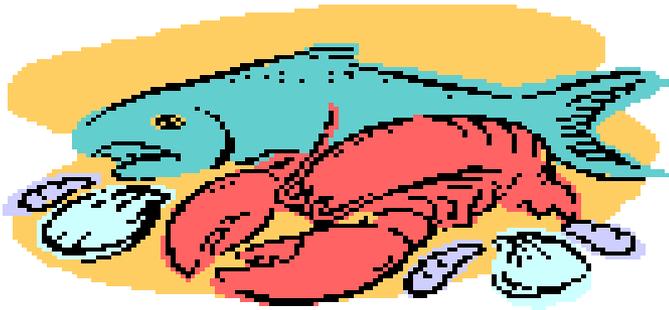
Rotary Club Indianapolis

Faculty–Student Partnerships

- ▶ The partnerships between students and faculty members in research and in service learning projects change the relationship to one that is more collaborative than authoritarian in nature.
- ▶ Relationship is one in which the faculty member has an opportunity to serve as a mentor and a role model for what it means to be an engaged and contributing member of a global society.
- ▶ The fresh perspectives and energy brought to the relationship by students allows the faculty member:
 - to reflect on her own career
 - to re–energize her commitment to teaching, research and service
 - to see teaching as something that happens beyond the walls of the classroom

Role of Technology

- ▶ Technology also has an important role to play:
 - in facilitating communication
 - in delivering content within and outside of courses
 - in sharing expertise
 - in connecting with the world at large
- ▶ Through intentionality in planning, appropriate use of technology and the involvement of the broader community, the world of learning really can be a student's oyster and thus there is no need to settle for clams.
- ▶ New options for communication present themselves: Global Visits as example
<http://www.globalvisits.com/>



Any Questions?

Thank you for attending the 12th Annual
Midwest SoTL Conference!