LOYOLA
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CENTER FOR EXPERIENTIAL LEARNING

FACULTY GUIDE

SERVICE-LEARNING. ACADEMIC INTERNSHIPS.
UNDERGRADUATE RESEARCH. LEARNING PORTFOLIOS.

ABOUT

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Mission

Advancing Loyola's Jesuit, Catholic mission of "expanding knowledge in the service of humanity through learning, justice, and faith," the Center for Experiential Learning is an undergraduate curriculum center that collaborates with community, staff, and faculty partners, as co-educators, to coordinate, develop support, and implement academic experiential learning for students.
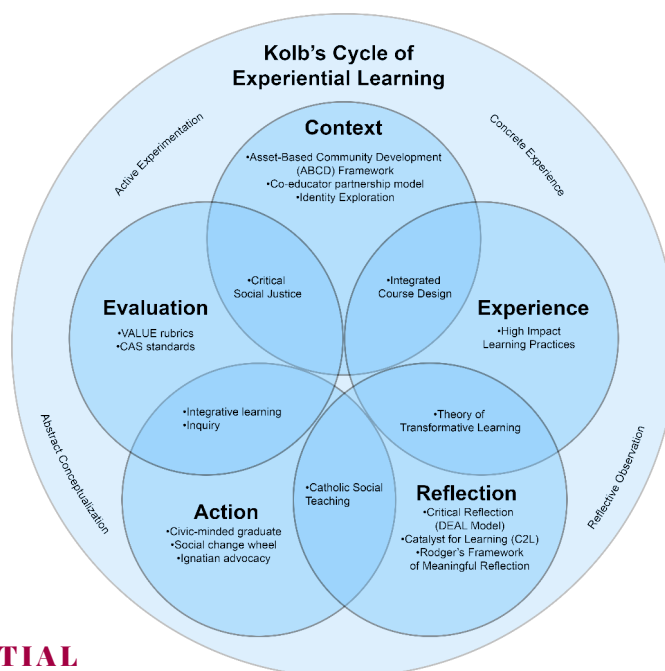
As a curriculum development center at Loyola University Chicago, the Center for Experiential Learning anchors the mission and implementation of initiatives within community-based learning literature and high-impact learning practices (Kuh, 2008). The Center for Experiential Learning establishes criteria of practice rooted in the Ignatian Pedagogical Paradigm (IPP), the Council for the Advancement of Standards (CAS), as well as rooted in learning theory, such as Mezirow's Theory of Transformative Learning (1997, 2001), Kolb's (1984) model of experiential learning, and Integrated Course Design (Fink, 2013). Fostering both critical service-learning experiences and critical reflection (Dewey, 1908, 1910; Mitchell, 2008; Ash & Clayton, 2009) on those experiences across the curriculum remains a hallmark of Loyola University Chicago's Center for Experiential Learning. Through interrogating issues with a social justice lens, the Center for Experiential Learning vision is to build an education the creates engaged, justice-oriented citizens through integrative learning for community impact.
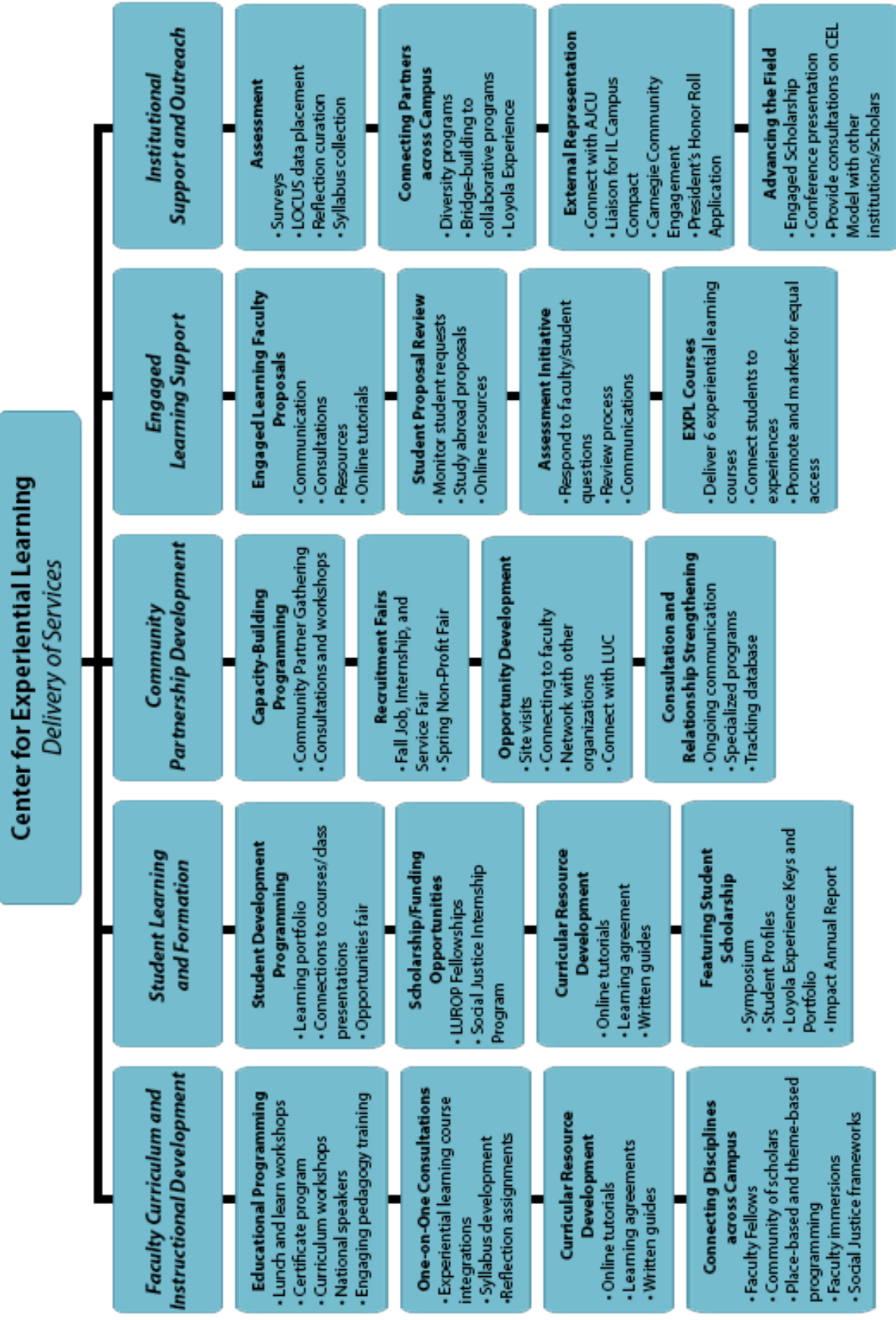
Learning Outcomes

As a result of actively engaging in Center for Experiential Learning programs, students will be able to…

1. Synthesize learning from experiences outside the classroom with learning inside the classroom, connecting theory with practice, through reflection.
2. Critically reflect upon their intellectual, personal, professional, and civic learning within a social justice context.
3. Demonstrate the knowledge, skills, attitudes, values, and ethics acquired through the learning from experience.
4. Articulate future intentions and actions through integrative and intentional reflection on experience.

Conceptual Framework

Center for Experiential Learning
Delivery of Services

Faculty Curriculum and Instructional Development

Educational Programming
- Lunch and learn workshops
- Certificate program
- Curriculum workshops
- National speakers
- Engaging pedagogy training

One-on-One Consultations
- Experiential learning course integrations
- Syllabus development
- Reflection assignments

Curricular Resource Development
- Online tutorials
- Learning agreements
- Written guides

Connecting Disciplines across Campus
- Faculty Fellows
- Community of scholars
- Place-based and theme-based programming
- Faculty immersions
- Social Justice frameworks

Student Learning and Formation

Student Development Programming
- Learning portfolio
- Connections to courses/class presentations
- Opportunities fair

Scholarship/Funding Opportunities
- LUROP Fellowships
- Social Justice Internship Program

Curricular Resource Development
- Online tutorials
- Learning agreement
- Written guides

Featuring Student Scholarship
- Symposium
- Student Profiles
- Loyola Experience Keys and Portfolio
- Impact Annual Report

Community Partnership Development

Capacity-Building Programming
- Community Partner Gathering
- Consultations and workshops

Recruitment Fairs
- Fall Job, Internship, and Service Fair
- Spring Non-Profit Fair

Opportunity Development
- Site visits
- Connecting to faculty
- Network with other organizations
- Connect with LUC

Consultation and Relationship Strengthening
- Ongoing communication
- Specialized programs
- Tracking database

Engaged Learning Support

Engaged Learning Faculty Proposals
- Communication
- Consultations
- Resources
- Online tutorials

Student Proposal Review
- Monitor student requests
- Study abroad proposals
- Online resources

Assessment Initiative
- Respond to faculty/student questions
- Review process
- Communications

EXPL Courses
- Deliver 6 experiential learning courses
- Connect students to experiences
- Promote and market for equal access

Institutional Support and Outreach

Assessment
- Surveys
- LOCUS data placement
- Reflection curation
- Syllabus collection

Connecting Partners across Campus
- Diversity programs
- Bridge-building to collaborative programs
- Loyola Experience

External Representation
- Connect with AJCU
- Liaison for IL Campus Compact
- Carnegie Community Engagement
- President's Honor Roll Application

Advancing the Field
- Engaged Scholarship
- Conference presentation
- Provide consultations on CEL Model with other institutions/scholars

CENTER PROGRAMS

Community-Based Learning

The Center for Experiential Learning utilizes a Community-Based Learning approach to it's Service-Learning, Academic Internships, and Community Partnerships program. Community-Based Learning:

- focuses on experiential learning that happens outside the classroom in or with the community;
- better reflects the common pedagogy and community-centered approach that undergird all of our programs in the CEL;
- showcases Jesuit education's commitment to form people for and with others who seek the magis in their education;
- features an Ignatian pedagogical approach that highlights the incredible gifts and essential role our community plays in learning at the core of all of our programs.

By taking an integrated Community-Based Learning approach, the CEL's programs are better able to avoid the false dichotomies and oversimplifications of these programs (i.e. issues of social justice are not brought up in an academic internship or service-learning isn't considered a potential pathway of vocational discernment or professional formation), and instead focus on continuing to provide our student and faculty with excellent high impact learning experiences that showcase our community partner's essential role as co-educators.

SERVICE-LEARNING

is a pedagogy and learning method that provides the community-based experience through which learning and critical reflection can take place integrated into traditional academic coursework. These experiences become an "integrated text" for the course and assist with making learning the subject matter even more dynamic and relevant.

ACADEMIC INTERNSHIPS

Academic internships foster experiential learning that integrates knowledge and theory learned in the classroom with practical application and skill development in a professional setting. Students receiving academic credit for internships enroll in a course that grounds the experiential learning through the involvement of Loyola University Chicago. With community partner employers as co-educators, students in academic internship courses engage in real world professional experiences, allowing students to "learn by doing" and reflect upon that learning.

Undergraduate Research

The Undergraduate Research office coordinates the application process of the Loyola University Research Opportunities Program (LUROP) and administers the Provost Fellowship. The office also offers a range of resources and opportunities for students interested in research, available for all Loyola undergraduates. These resources include guides for finding other research opportunities, information on where to present or publish your research and workshops to help you prepare to do so, the UNIV 391 Seminar in Undergraduate Research, advice and resources for those interested in graduate school, and a general resource clearinghouse.

Learning Portfolios

Learning portfolios (ePortfolio) are a digital collection of student work, reflections and educational experiences assembled in a structured, online format customized by the student and can be shared with faculty, staff, Advisors, and peers. Learning Portfolios assist students in critical reflection and the integration of learning across academic disciplines and co-curricular experiences. The official learning portfolio platform of Loyola University Chicago is Taskstream-Tk20 where all students, faculty, and staff have access.

COMMUNITY-BASED LEARNING:
SERVICE-LEARNING

Service-Learning is a pedagogy and learning method that provides the community-based experience through which learning and critical reflection can take place integrated into traditional academic coursework. These experiences become an "integrated text" for the course and assist with making learning the subject matter even more dynamic and relevant.

Learning Outcomes

As a result of engaging in a service-learning course, students will be able to…

1. Connect course content to community-based learning experiences through critical reflection assignments.
2. Articulate how the course material and community-based learning experience explores issues of social justice as connected to Loyola's Jesuit mission.
3. Articulate social justice issues from a structural perspective and demonstrate understanding of how the issues are shaped contextually.
4. Acknowledge developing identity with potential future civic actions through critically reflecting on community issues.
5. Articulate how their community-based learning experience guides exploration of personal values and ethics.

What form does Service-Learning take?

There are several ways to facilitate service-learning experiences or structure a class to engage students in a community-based learning experience. Regardless of model, all service-learning courses involve two common elements: 1) Student engagement in a service experience that is responsive to community priorities and aligns with course outcomes; and 2) Structured opportunities for reflection embedded in the course (assignments, discussions, final projects) that help students draw meaning from their community- based experiences and connect them to course content.

Some models of Service-Learning offered here at Loyola and potential examples of how they might be applied:

PLACEMENT-BASED COURSES

Have students volunteer at an organization whose mission aligns with the course's academic outcomes. Students are required to spend at least 20 hours over the semester with the same organization.

PROJECT-BASED COURSES

have students working individually, in groups, or as an entire class to generate a product that is useful to one or more community-based organizations. The project's deliverables are determined by the organization. These projects may involve a research component and while the students will meet and consult with the "client," there is not a specific number of "service hours" but rather a product at the end of the course.

COMMUNITY EDUCATION/ADVOCACY COURSES

ask students to share course content with the broader community for purposes of informing them on issues and encouraging them to take action for personal or social change.   As with project-based classes, community education classes generally don't require students to become formal volunteers with client organizations; however, they integrate community members' input and feedback at multiple points throughout the semester so as to make sure that the students' work is relevant, accurate, and audience-appropriate.

Academic Internships at Loyola University Chicago

Academic internships foster experiential learning that integrates knowledge and theory learned in the classroom with practical application and skill development in a professional setting. Students receiving academic credit for internships enroll in a course that grounds the experiential learning through the involvement of Loyola University Chicago. With community partner employers as co-educators, students in academic internship courses engage in real world professional experiences, allowing students to "learn by doing" and reflect upon that learning.

At Loyola University Chicago, an academic internship connects the internship experience to an academic course in the student's major or an area of interest. Students must register for an academic internship course in order to receive academic credit for an internship at Loyola. Since enrolling in a course has implications for the student's course load, and sometime, tuition costs, the academic internship process is driven by the student's interest. A student may or may not elect to pursue academic credit for an internship, and it is at the discretion of the academic internship course instructor to determine if an internship should be connected to a course.

Learning Outcomes

As a result of engaging in an academic internship, students will be able to…

1. Articulate connections between Loyola's Jesuit mission and internship experience within a social justice context.
2. Demonstrate application of discipline knowledge in the work setting by using frameworks, resources, and/or methods in pursuit of their tasks.
3. Demonstrate knowledge of an organization's structure, culture, and mission, including their role and contributions.
4. Demonstrate professional responsibility through meeting internship expectations, identifying standards and ethics, and taking responsibility for their own learning.
5. Through reflection on experience, articulate learning and development, including transferrable skills and future goals

Resources for Academic Internship Faculty

In addition to the CEL Faculty Development programming outlined in this guide, the CEL coordinates an Academic Internship Affinity Group made up of Loyola staff and faculty who support students in their academic internships. Academic internship faculty, academic advisors, career advisors, department administrators, and other student support representatives meet three times per year to share resources and explore timely issues related to our shared efforts to support all students' access to and success with academic internship experiences. In addition to the regular meetings, the group maintains a Loyola Box folder full of past meeting materials as well as shared resources.

The Career Development Center supports students from all majors except business in their search for internships and full-time employment. The Quinlan School of Business supports all business students including Accounting, Economics, Entrepreneurship, Finance, Human Resource Management, Information Systems, International Business, Management, Marketing, Operations Management, and Sport Management in their search for internships, academic internships, and full-time employment.

UNDERGRADUATE RESEARCH

Learning Outcomes

As a result of engaging in undergraduate research, students will be able to…

1. Identify a clear research question and research methodology through critical inquiry.

2. Conduct the research process from a specific disciplinary methodology in order to analyze data and construct research implications.

3. Present their own research to a varied audience of scholars, peers, and community members both within and outside of their discipline.

4. Articulate the importance of research in the context of Loyola's Jesuit mission.

5. Articulate self-efficacy as a researcher contributing to the generation of knowledge.

The Office of Undergraduate Research offers three key areas of support for students undertaking research at Loyola University: LUROP, Workshop Resources, and the Undergraduate Research and Engagement Symposium (page 10).

Loyola Undergraduate Research Opportunities Program (LUROP)

The Loyola Undergraduate Research Opportunities Program (LUROP) is the umbrella all seventeen undergraduate fellowships are coordinated. All fellowship programs use the same application portal to gather and evaluate students for potential fellowship awards. March 1 is the deadline for all applications. The award that students receive ranges from $1000-$3000 with a corresponding research budget that can be used for supplies and travel.

In addition to coordinating the application process for undergraduate fellowship opportunities, the Program Manager of Undergraduate Research is responsible for administering the Provost Fellowship. The Provost Fellowship is the largest fellowship at Loyola and is open to all Loyola undergraduates. It is available to students for the summer term or the academic year. It also has four subsidiary fellowships, the Social Entrepreneurship and Social Innovation Fellowship, the Social Justice Research Fellowship, the Interdisciplinary Research Fellowship and the Community-based Research Fellowship.

LUROP Workshop Resources

In addition to providing funding and a forum to present research, the Undergraduate Research office offers and sponsors information sessions and workshops. Below are some the recent workshops offered through Undergraduate Research:

Writing an Effective Research Abstract

- Strategies for writing an abstract
- Uses for an abstract
- Useful review of sample conference abstract guidelines
- Review of successful abstracts

Creating an Effective Research Poster Presentation

- Key design features of effective posters
- Preparing a "Pitch"
- Review of effective and non-effective posters
- Specifications for posters used at URES

Creating an Effective Oral Presentation

- Key aspects of an effective oral presentation
- Review of professional etiquette and dress
- Uses of technology in oral presentations
- Review of effective and non-effective presentations

Literature Reviews for Research Projects

- In conjunction with library staff
- Importance of literature reviews
- Uses of library resources
- Review of effective and non-effective literature reviews

LEARNING PORTFOLIOS

Why use a learning portfolio in your course?

Learning portfolios allow instructors to...

1. Identify visible evidence of student learning;

2. Develop students' critical thinking skills, inquiry, and make connections between course concepts and prior knowledge; and

3. Assess the effectiveness and learning outcomes of your course.

Significant Components of a Learning Portfolio

1. Deep learning made visible- Makes learning visible through a digital platform that can be shared with faculty, staff, and peers to make learning more multi-dimensional, social, and active.

2. Integrate learning- Makes connections between diverse learning experiences, academic and lived curricula, and applies learning across disciplines.

3. Critical reflection- Connects experiences across disciplines, courses, and semesters with co-curricular and lived experiences through purposefully powerful questions, assignments, and curriculum design.

4. Self-authorship- Strengthens the students' sense of agency and being able to articulate and find their personal and academic calling.

5. Collective Inquiry- Creates a shared space for students and faculty to learn from and with each other.

Learning Portfolio Program Learning Outcomes:

As a result of developing a learning portfolio, students will be able to..

1. Integrate learning across disciplines with curricular and co-curricular experiences

2. Synthesize out-of-classroom and in-classroom learning experiences through reflection

3. Demonstrate critical reflection on Loyola's mission through knowledge, skills, and values

4. Demonstrate critical reflection upon intellectual, personal, professional, and civic learning within the context of the Loyola Experience (Community, Commitment, Engagement, and Create Your Future)

5. Identify personal development and growth through reflection on knowledge, skills, and values

Learning Portfolio Pedagogy and Support

The following are of resource to you in the integration of learning portfolios into your course:

• One-on-one curriculum consultations with Learning Portfolio Program Manager

• One-on-one undergraduate Peer Mentor assistance for your students in the creation and process of the learning portfolio

• Learning Portfolio presentation conducted by an undergraduate Peer Mentor tailed to your class on the purpose of learning portfolios and how to use Taskstream-Tk20

• Taskstream-Tk20 customer service for yourself and your students

LEARNING PORTFOLIOS

Types of ePortfolios

It is important to consider what type(s) of learning portfolios you wish to use in your course or program. Although not a representation of all types of learning portfolios, these portfolios are currently supported by LUC.

Learning Portfolio

(e.g. course portfolio) Used as a process for students to critically reflect across the course. Includes a collection of academic assignments, reflections, multimedia, and feedback.

Integrative Portfolio

(e.g. capstone portfolio or major/minor portfolio) Used to draw connections between academic coursework, prior knowledge, and co-curricular experiences. Includes a collection of coursework across disciplines and co-curricular involvements.

Assessment Portfolio

Used to evaluate competencies, academic assignments, standards, and/or outcomes of your course or program. Includes a collection of student artifacts or work for academic requirements.

Professional/Showcase Portfolio

Used to share skills, competencies, or experiences with professional colleagues or perspective employers. The Center for Experiential Learning's Career Development Center will be able to assist you in the integration of this type into your course or program.
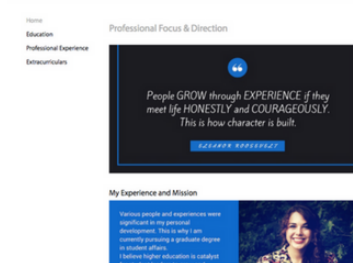
Engaged Learning

In Fall 2012, the Engaged Learning University Requirement was launched along with the new core curriculum. All undergraduate students are required to complete at least one Engaged Learning course/s totaling at least three (3) credit hours prior to graduation. Engaged Learning courses are designated in one of five categories: service-learning, academic internship, undergraduate research, fieldwork, and public performance. The criteria to define Engaged Learning courses are those that provide all of the following:

- A structured learning experience integrated into a course that engages students in learning outside the classroom, such as in a community agency, professional organization, or in a research setting;
- Critical reflection on that experience through various assignments in class; and
- Synthesis of the experience through a final project or portfolio.

A faculty review committee, the Engaged Learning Subcommittee of the Board of Undergraduate Studies, offers opportunities each semester for new engaged learning proposals from faculty to be reviewed for a future semester. For more information about Engaged Learning or the proposal submission process, visit www.LUC.edu/engagedlearning.

Undergraduate Research and Engagement Symposium (URES)

Each year the Center for Experiential Learning hosts the Undergraduate Research and Engagement Symposium (URES) as part of Loyola's annual Weekend of Excellence. It is an opportunity for Loyola undergraduates to share their independent research in a formalized and public fashion through poster, oral and performance based presentations.

Each spring, the Center for Experiential Learning facilitates the Undergraduate Research and Engagement Symposium (URES) during the Weekend of Excellence, as a celebration of student scholarship. The CEL team works with faculty across the university to feature student scholarship through poster presentations, oral presentations, and creative activity.

Students engaged in service-learning, academic internship, and undergraduate research courses are encouraged to present their engaged learning projects. Faculty, staff, alumni, and community partners serve as evaluators providing constructive feedback. The day-long symposium culminates in the recognitions ceremony, at which awards are presented to students and faculty mentors engaged in undergraduate research and community engagement. It is open to all undergraduates, not just fellowship winners of the previous year. The deadline to register for the symposium is March 15.

FAQS

COMMUNITY-BASED LEARNING

As a faculty member, do I have to set-up every aspect of a community-based learning course myself?

No! Our office is here to assist you in every step of the way, from helping you shift or redesign your syllabus to connecting you to community partners whose work will best enhance the learning of your students.

Can just one section of a course be designated as community-based learning?

Yes. For instance, you could offer one section of SOCL 101 or SOCL 122 that was service-learning.

Do all students in the class have to have a service-learning experience if my class is service-learning?

Yes. If your class has a service-learning designation, it is required for all students. The community-based learning becomes essentially another text on the syllabus and should be incorporated into learning across the semester for all students.

How do students get connected to internships?

The process varies depending on the program. For example, some academic internship courses have a list of past internship sites and coordinate connections for students, while others encourage students to find their own internship, working with the Career Development Center or Business Career Services.

If students are earning credit through an academic internship course, can they still be paid for their internship?

Yes! Loyola University Chicago supports the National Society for Experiential Education's position regarding paid and unpaid internships: "… to favor paid work positions for students whenever pay can be arranged in work environments that have the potential for meeting the student's goals …Credit is for what students learn; pay is for what they provide to the field sponsor. The two are neither mutually exclusive nor conflicting … "(National Society for Experiential Education, 2011)

UNDERGRADUATE RESEARCH

Does the LUROP Program directly provide research opportunities for students?

The name Loyola Undergraduate Research Opportunities Program is a bit of a misnomer. The undergraduate research component of the CEL provides and administers funding for undergraduate opportunities. We don't, however, provide those opportunities. Those are either generated by a faculty member, as in the case of a STEM lab, or by a student developing their own research question, as is the case in many humanities-based projects. Along those same lines, the research office does not retain a list of students interested in research nor a list of projects waiting for students to take up.

Does LUROP provide funds for travel for research?

Though it was available in the past, there is no additional money for travel by students from the research office.

LEARNING PORTFOLIO

As a faculty member, do I set up a learning portfolio template or module on my own?

No! You can work with the Learning Portfolio Program Manager and Taskstream-Tk20 on designing learning portfolio structure that meets the needs of your academic program.

Am I required to use Taskstream-TK20 to incorporate learning portfolios into the curriculum?

Yes and no. It is highly encouraged you use Taskstream-Tk20 as it is Loyola's official learning portfolio platform and all faculty, staff, and students have access. The Learning Portfolio Program supports all platform pedagogical curriculum integration but only supports user interface and technological assistance in using Taskstream-Tk20. Thus, if you select to use a different platform, you would be serving as the point of contact for your students for technical support.

CEL FACULTY DEVELOPMENT

The Center for Experiential Learning provides faculty development programs on curriculum design, best practices in teaching and learning strategies, and creating integrative learning environments for high-impact learning courses. The CEL works in partnership with the Faculty Center for Ignatian Pedagogy to bring national speakers on teaching and learning, facilitates lunch and learn workshops, and cosponsor the bi-annual Focus on Teaching and Learning Conference. Please visit our website for an updated schedule of professional development events throughout the year, www.luc.edu/experiential/.

Syllabus Consultation

Our staff members are happy to meet with you one on one to assist you in developing or changing a syllabus to incorporate or shift to experiential learning, as well as offering expertise in other high impact learning forms and practices. We can help you overhaul a syllabus to transform a course into a discipline appropriate service-learning course or even provide resources on reflection techniques, curriculum modules, and incorporation of learning portfolios.

Community Partnerships

The Center for Experiential Learning relies on countless community partners as a major element of all community-based learning, serving as true co-educators of our students. We are available to help identify and connect you with partners or to support your existing relationships. We work with partners to identify opportunities, structure them to fit Loyola Engaged Learning guidelines, connect them with different areas of the University, and promote them to Loyola students.

Communities in Solidarity

Communities in Solidarity is a new CEL initiative that supports Plan 2020. As part of the program, the CEL hosts a themed community excursion each semester for faculty and staff where they visit community partners, local businesses that fit that semester's theme, and explore how they can tie their Engaged Learning courses to the community. Another part of the program is a funding opportunity for faculty to take their courses out on their own community excursions.

Engaged Learning Assessment

The next assessment cycle of the Engaged Learning University Requirement will begin again during the 2018-2019 academic year. More information will be provided electronically to Engaged Learning faculty.

Important Center for Experiential Learning dates for the 2017-2018 academic year

- November 19, 2017: Fall Loyola Experience Culminating Portfolio & Engagement Key reflection (optional for students) due
- December 1, 2017: Engaged Learning Syllabus Submission and Course Proposals due for summer 2018
- February 1, 2018: Engaged Learning Syllabus Submission and Course Proposals due for fall 2018
- March 1, 2018: Loyola Undergraduate Research Opportunities Program (LUROP) applications are due for affiliated programs.
- March 5, 2018: Social Justice Internship Applications Close
- March 15, 2018: Registration deadline for Undergraduate Research and Community Engagement Symposium
- March 1, 2018: Nominations due for the 2016-2017 undergraduate research awards, including Outstanding Undergraduate Research Award, Langerbeck Undergraduate Research Mentoring Award, and Graduate Student Research Mentor Award.
- April 1, 2018: Spring Loyola Experience Culminating Portfolio and Engagement Key reflection (optional for students) due
- April 21, 2018: Undergraduate Research and Community Engagement Symposium

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