Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

I like team-based activities that motivate students to work independently -- to create, help, and/or better understand businesses. Two examples: 1) CBA Charity Challenge. Student teams open and close businesses over a single Convo period (after 2 weeks of planning). The most profitable team donates all class proceeds to the charity of its choice (with $3600 raised to date across 3 completed Challenges). Grades are dependent on business plans submitted before the event and reflection presentations given after – NOT on profit. 2) Living Case. Student teams meet with an entrepreneur to learn about the challenges facing a new business. After a month of field research, students present their findings as re: a key opportunity for the business and an implementation plan to realize that opportunity. All teams work on the same business so as to offer the students a glimpse into how varied methods and solutions can be.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

Rote learning is, in my opinion, often and quickly forgotten. When the learning experience is co-constructed, students absorb some of the core material far more easily and deeply. Part of our goal as educators clearly involves the delivery of important content. Some of the most valuable learning in college, however, derive from process rather than content. If, for example, we help our students learn to independently manage their educational priorities and synthesize information, then we arguably provide them with skills that are useful well beyond graduation. Also, and importantly, different students learn in different ways. By providing students with engaging experiences -- by having a real dialogue with them or letting them lead the way -- we can perhaps help build the confidence and the skill sets of those who are otherwise marginalized by traditional pedagogic approaches.

If applicable, please indicate any specific experience or evidence you may have for the effectiveness of the kind of engaged learning suggested.

There's the "soft" measure of effectiveness -- students who say they found the course very difficult, but also affirmed that they enjoyed it. Beyond that, I've struggled with assessment. It's a personal mission of mine to see how metrics might be developed to better assess outcomes in this regard! The challenge, in my field especially, is that there are wildly divergent opinions as re: what constitutes an appropriate course outcome. My goal is to help students learn more about business and, perhaps even more importantly, improve their critical thinking skills. I hear students say, "You make me think." Again ... It's not a relevant measure of the kind that you're seeking. But it sure makes me feel as though I might, maybe, perhaps, I certainly hope so, be on the right track!!

Any additional comments?

I became a teacher because I wanted to create engaging learning experiences for students. I've never had an interest in lecturing (though it can sometimes be necessary). I *love* teaching. But providing these sorts of experiences can be very difficult. It requires personal resources (e.g., time) and external resources (e.g., community partners) that can be hard to find. Challenging. Exhausting. Fun. Rewarding. Worth it.
Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

Community Based Learning project in lifespan development. Students are required to work 20 hours across the semester at a community organization of their choice. They write a series of journal entries linking experiences at organization with course material. Group presentations at the end of the semester describing what they learned and a video to be presented to their community organization.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

Allows students to directly observe human behavior and developmental processes. Student link concepts they are learning about in the classroom to observations at organization.

If applicable, please indicate any specific experience or evidence you may have for the effectiveness of the kind of engaged learning suggested.

Student evals definitely seem higher when CBL is used for this course. In general, my personal feelings around teaching efficacy improve through this teaching experience.

Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

I teach in the sciences and I count it as engaged learning when students carry out original research projects in class. For example in Biological Databases, teams of students create real databases that are posted online for the scientific community.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

Students are engaged in an authentic research problem, i.e., one that is not solved already. They are stretched beyond what they might normally think they can do. They must work together in an interdisciplinary team to do something that no one team member could do alone.

If applicable, please indicate any specific experience or evidence you may have for the effectiveness of the kind of engaged learning suggested.

The best measure we have so far is the number of students that choose to continue on the project as independent research in subsequent semesters and present at conferences.
Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

In many of the science courses I teach I include field trips, either on Saturday mornings, or during class periods going into the lunch hour if the class is scheduled at 10:50. During these trips, we focus on seeing how theory and concepts pertain to the real world.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

Through field trips, students engage a variety of their senses to really understand and learn about concepts discussed in the classroom. Often I arrange for experts to lead a trip, so the students gain new knowledge, and get to engage with professionals in the science field.

If applicable, please indicate any specific experience or evidence you may have for the effectiveness of the kind of engaged learning suggested.

During my Environmental Science course (NTLS 301), I arrange for a tour of the Hyperion Treatment Plant when we are discussing the need for having good water quality in Los Angeles. Based on student evaluations, this tour is a high point of the semester. They go through the plant with an experienced Hyperion engineer, discussing operations, seeing effluent at various stages of treatment, and experiencing the complexities of operations. All the while they are gaining a great appreciation for the extent that the City treats its sewage, associated costs, and environmental benefits to Santa Monica Bay.

Any additional comments?

Field trips really put it together for students, enhancing their classroom experiences! Whenever possible, try to incorporate trips into the syllabus of a course.
Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

1. For my CATH/THST 122 course, Theological Foundations of Catholicism, students are required to 1. visit a Sunday liturgy off campus. Practicing Catholics are required to go to a mass in a language or cultural tradition from their own. All other students go to an English language parish. They have to travel by public transport, and while at church, introduce themselves to the pastor and interview another church attendee. An account of the visit, integrated with their study of liturgical theology, is the raw material of a research paper. 2. take part in a service project arranged via the CSA, located in a Catholic service provider. Interviewer a volunteer and a recipient of the service forms part of the assignment. A paper which integrates this experience with students' study of Catholic social teaching is required of all students.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

Students learn to see the connections - or the distance - between Catholic theology and the lived practical experience of faith - both in ritual and service.

If applicable, please indicate any specific experience or evidence you may have for the effectiveness of the kind of engaged learning suggested.

Invariably, students report these experiences as bringing theology alive for them, concretizing theory. Frequently these experiences, particularly the one to one interviews, are the most memorable experiences of the whole course. Using public transportation equals out students who have cars and those who don't. Taking buses often is the most daunting part of the assignment for students. They also report that it brings them into contact with parts of the population and geography of LA that they either avoided, or were ignorant of.

Any additional comments?

Several students return to volunteer in the projects they initially visited as a class requirement.
Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

Most of the teaching I conduct using engaged learning focuses on practical applications of plant physiology and ecology. Projects range from shorter components embedded within lab courses, to entire lab courses and participation in summer research projects. In all instances students are brought to the point of designing their own project work through exercises that provide them with the relevant skill sets they will need for their projects. The students then design and undertake their projects in groups. The outcome of the project may be very practical, e.g., to provide a report on restoration success in the Ballona Wetlands that can be used by a non-profit to renew permits, or it may seek to give answers to questions raised in class, e.g., do stores selling herbal plant products correctly inform the buyers of the plant's biological effects? Students are required to present their work in a manner consistent with the expectations of the associated profession, e.g., a report that could be submitted to a permit-granting agency.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

Very few students in my courses will follow careers in that field, however, the skill set acquired applies to many related fields. The ability to produce a product that truly answers the questions set and in a professional manner generally raises the level of work by the students, without them being fully aware that they are working harder. It does the same for me - because if the work is for example going to an agency, I cannot have any mistakes in it. Such mistakes may not be noticed in a strictly classroom setting.

If applicable, please indicate any specific experience or evidence you may have for the effectiveness of the kind of engaged learning suggested.

Most is anecdotal - the students always say they enjoy these courses and activities. A number of students who have taken the courses and also participated in the summer opportunities are now working in similar professions, e.g., environmental consulting, Army Corps of Engineers. I do not get bored with the courses - they engage me.
Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

I've used CBL as part of my course requirements for my Concepts and Issues in Aging class. All of my assignments in the class require that students integrate their placement experiences with course materials.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

I've found that students feel that they better understand the course material when they can apply it to "real world" experiences through placement.

Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

I teach a course called American Reform Movements, a study of the reform impulse in the U.S. from the early 19th century to the late 20th century. Students have the opportunity to volunteer with some group or organization and write about their experience in lieu of writing a formal research paper.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

As we study the history of reform, I am encouraging the students to become reformers themselves through their volunteer activities.

If applicable, please indicate any specific experience or evidence you may have for the effectiveness of the kind of engaged learning suggested.

My evidence comes from the students' writings, and some of them become truly committed to the issues or causes they become active in. Some have been engaged in volunteer work and social justice issues for some time before taking the course, and this allows them the chance to deepen their commitment. For others, this is their first foray into volunteer work and it opens their eyes to the need for engagement in the community and the world.
Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

I have developed two immersion classes: The Holocaust and/in Poland and Literature in the Land of Israel. Both classes, in different ways, use on-site learning to facilitate the engagement between location/site and an enhanced learning of the significance of the site to the theme of each of the classes. For the Holocaust course, the theme was the trajectory of Jewish life in Poland, from its long history, to almost completely vanishing as a result of the Holocaust, to its reappearance in the Jewish renewal movement. This class was held almost completely in Poland. In the Israel course, the theme was yearning for the land. Students read literature from Biblical to contemporary times from the 3 Abrahamic traditions and then visited and read from these materials on the relevant sites in Israel during a Spring break trip together.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

The experience of learning/travelling/witnessing (catastrophic or religious moments) together made students more aware of the other in deeper, reflective and concrete ways. They engage personally with the concepts through the use of all their senses. During travel, they are also in a heightened state and more receptive to learning strange and unfamiliar things.

Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

In THST 387, World Religions and Ecology, each student is required to fulfill 15 to 20 hours of service with an approved nonprofit organization.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

This service gives student real-world experience. They interact with persons engaged directly with the amelioration of environmental problems.

If applicable, please indicate any specific experience or evidence you may have for the effectiveness of the kind of engaged learning suggested.

A couple of the students have received jobs following graduation that arose from their service experience.
Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

I have experimented with two forms of “engaged learning”. One, in-class “labs” where a text-based course actually attempts to use hands-on activities to make important points. These are often problems that groups must discuss and agree upon, and then report to the rest of the class. The second is field trips as “events”. The most important example of this is a course on Christianity and Native-America that features an 6 day train trip from Los Angeles to Santa Fe and back, stopping at important sites along the way.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

The in-class activities serve to involve students in thinking about the topic of the course in different ways – both enjoyable (I hope) and challenging. But extended travel, however, has had dramatic impact and I am hoping to work on extending this to a few other courses, if possible, or actually building a course around such travel. I have done “Study Abroad”, but this would be closer to “Study Domestic” or even “Study Local”. I agree with recent emphases of the University to “use Los Angeles as a laboratory”, but my sense of this encouraging notion is that it is relatively underutilized at LMU still.

If applicable, please indicate any specific experience or evidence you may have for the effectiveness of the kind of engaged learning suggested.

Only the informal response of students to the Train Trip, which is exceptionally positive. I have NO actual evidence of the effectiveness of in-class activities, but they do serve to maintain interest, break-up heavy lecture-oriented courses, and invite participation. I am hoping to develop a few more “trips” related directly to course content – and sometimes the importance of a physical experience is worthy of considering how a course can be built around it!!

Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

We rely on interns and volunteers to help implement many of our habitat restoration projects, ecological monitoring, and water conservation/quality programs throughout the Santa Monica Bay. Participants gain hands-on experience in the field, lab, and office. (Our handbook is attached)

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

The development of ‘environmental literacy’, sustainability, and ecological research is of the utmost importance in today’s world.
Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

I use CBL in my research methods courses. The theme is hunger. The readings all relate to research on hunger that utilize various methods of analyses. The two major assignments are: 1. For a community partner, such as St. Margaret's, conducting and analyzing survey research, and then writing a written report that will help the agency in some way (i.e. access the effectiveness of their food bank), 2. Write a research grant proposal for a community in need related to hunger.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

Engaged learning in this course makes the material more tangible and takes on new significance when students' skills can help a community in need. It is a meaningful way to show how what they learn in class can be applied in the real world.

If applicable, please indicate any specific experience or evidence you may have for the effectiveness of the kind of engaged learning suggested.

Students generally are struck by how something they are learning can make such a difference for an agency. Many have reacted positively, continuing to work for a particular agency, or seeing their own set of skills in a new way—that is, there is a mutual benefit both to the student and to the agency, rather than the students always thinking of CBL as "giving" but not "getting."

Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

I had students conduct fieldwork in drug court.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

Students got to practice ethnographic research and learn about the day-today workings of drug court.

If applicable, please indicate any specific experience or evidence you may have for the effectiveness of the kind of engaged learning suggested.

Students wrote papers and included their field notes.
Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

I teach a course on “World Religions” (THST 180) and a course on Buddhism (THST 320). I teach both courses from the point of view of interreligious dialogue. In other words, the courses allow the students to think about Christianity (or their own religious tradition) in a dialogue mode. In addition, I take students to various religious sites here in Los Angeles, Hsi Lai Temple and the Islamic Center for example. I also invite students to attend meetings of the Los Angeles Buddhist-Christian dialogue when it is on campus. Finally, I try to get leaders from various religious communities to visit the class.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

There are several reasons why engaged learning is important at a Jesuit university and at LMU in particular. At Jesuit universities, education is not confined to academics. We are required to teach the whole person. In my classes, this means taking religions very seriously. Dialogue is a good method for doing this. At LMU specifically, we are blessed to be located in one of the most religiously rich cities in the world. Engaged teaching is a way to serve our students by leveraging our location.

If applicable, please indicate any specific experience or evidence you may have for the effectiveness of the kind of engaged learning suggested.

Students love meeting leaders from other religious communities. These encounters give flesh and blood to what I am talking about in my lectures. I think the lectures are fine. The actual encounter with believers from other religious communities brings an existential component to the course that often leads students to reflection that would not occur otherwise.

Any additional comments?

Last night, in a course I am teaching on human rights from the perspective of various religious traditions, we had a discussion of what I will call the personal, existential component of a Jesuit education. Many of the students spoke of their experiences on alternative spring breaks, campus ministry programs and classes using engaged teaching practices. They love engaged teaching.
Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

In LIBA 170 (Learning Community 1 unit course for Future Educators) students are required to take part in some sort of engaged learning related to education. They also do a mini research paper linked to this (optionally—it does not necessarily have to be linked to their engaged learning, but that is encouraged). The syllabus reads: "For this assignment you will explore and participate in a community-based or other educational endeavor where you provide service to others. For example, you may want to visit an after school tutoring center like the one started by Dave Eggers (we will watch a class video on this), or provide tutoring to students who are part of the juvenile justice system. The idea here is to learn from new experiences and people, while offering your own time and skills. This of course is very good practice for becoming a teacher. Together we will generate a list of possible sites for this. I will assist each of you with this assignment. You may work together in pairs for this. The Center for Service in Action (CSA) at LMU is a great resource for this as well. You do not necessarily need to find and organize your own service; you may take advantage of the many activities already in place at LMU. Rubric provided." For this class we also read Tattoos on the Heart by Fr. Boyle and will visit Homeboys Industries as a class. The important question I want students to explore is the one stated by Father Boyle which is to have us question our assumption that some lives matter less than others. I want to reinforce the idea that ALL students deserve a great education as a basic right.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

The purpose of this is to have future teachers understand that education happens in all kinds of contexts and settings—from formal to informal. The other goal is to have them see the diversity of these options in various communities and to learn from one another about their engaged learning projects.

If applicable, please indicate any specific experience or evidence you may have for the effectiveness of the kind of engaged learning suggested.

At the University of Georgia I taught a course in which students tutored at a Catholic mission located in a large Latino trailer park community as part of their after school tutoring center. To a student they reported learning/getting much more than they taught/gave. They were able to dispel many of the myths they held about people living in poverty and immigrant, bilingual students. They also learned a great deal about literacy and learning in general. For the older students we started an art/human expression activity-based class. We know there is a lot of research documenting the powerful effects of 1:1 tutoring for tutees. (Even mentoring, with no formal attention to academics, raises academic achievement.)

Any additional comments?

I am very excited about the new core at LMU and would love to be involved with course design. I am also working on possibly adding some new concentrations for LIBERAL STUDIES students, which may be part of new minors or new courses in the core etc.
Please provide a short description of the kind of engaged learning that you have relied on, are developing, or are suggesting.

As my courses are all science based, my strategy is to link the pedagogy to both active inquiry and local relevance. Because LA is such a complex ecosystem, steeped in human history, providing place-based examples and opportunities is really pretty easy. Because science is a discipline of inquiry, we can approach material from the stand-point of asking questions and testing assumptions. In my class, we are always building mental models and testing them against the data. In addition, we design the assessments together at the beginning of the semester. Typically, half of the students' grades are from group participation and presentations.

Please provide a short explanation for the relevance and/or importance of the engaged learning suggested.

By using an engaged learning approach, students are more highly vested in the work of learning. When the material is immediately relevant, students become more committed to the community and as a teacher, you can help the class investigate deeper connections to the material, such as the ethical and justice implications of the policy outcomes of the science being explored.

If applicable, please indicate any specific experience or evidence you may have for the effectiveness of the kind of engaged learning suggested.

Of course, assessment of impact using methods of engagement are hard to quantify as we generally do not run our courses as controlled experiments. In my experience with high school curriculum development where we do use controlled methods, our data indicate a variety of positive gains using enhanced methods of engagement - especially around student knowledge and self efficacy.