

# INSPIRING LEARNING INITIATIVE

EXPERIENTIAL LEARNING FACULTY PROJECT SHOWCASE - MARCH 4, 2022



**BYU** | David O. McKay School of Education

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FACULTY ACROSS  
THE COLLEGE  
HAVE MENTORED  
STUDENTS IN  
*INSPIRING  
LEARNING*



Since 2017, faculty have led over 70 projects through *Experiential Learning* awards for student wages and mentored travel



Over 350 students have participated in these *Inspiring Learning Initiative* experiences



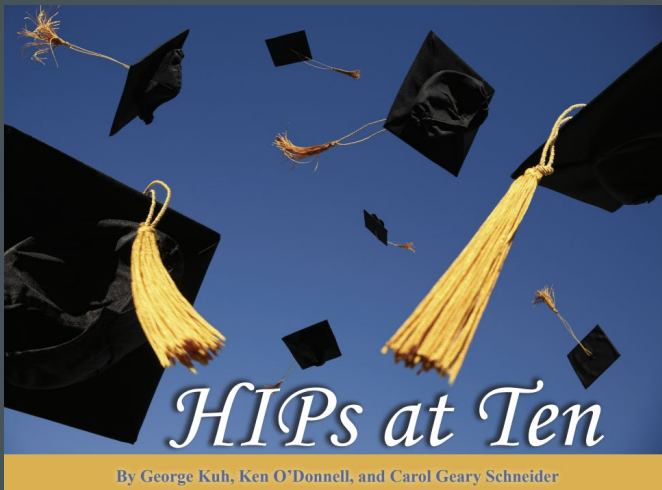
Projects include faculty-mentored research, field experiences, and professional development opportunities such as specialized skill training, internships, and professional conferences

# HIGH IMPACT PRACTICES (HIPs) BENEFIT STUDENTS

First Year Seminars, Learning Communities, Undergraduate Research,  
Study Away/Diversity and Global Learning, Internships and Field Experiences,  
Capstone Projects

- HIPs promote applied, hands-on, and often collaborative learning experiences
- Student participation in one or more HIPs is associated with a range of positive outcomes
- Researchers report that participation in HIPs is highly beneficial for first year, first generation, transfer, and BIPOC students (Kuh, et. al., 2017)

# AAC&U's EIGHT KEY ELEMENTS OF EFFECTIVE HIPs



High  
performance  
expectations



Significant  
investment of  
time and effort  
by students



High quality  
interactions with  
faculty & peers



Experiences  
with diversity



Frequent, timely,  
and constructive  
feedback



Frequent  
opportunities to  
reflect and  
integrate  
learning



Real-world  
learning  
applications



Public  
demonstration  
of competence

A thick black L-shaped frame is positioned on the left and bottom edges of the slide, framing the central text.

# IP&T ELG OVERVIEW

Jason McDonald, Instructional Psychology & Technology  
Experience Design Field Experience

# Background

- Purpose of the design thinking minor
- Find vibrant museum cultures
- Mentorship – grads helping undergrads





















- It was one of the most fascinating trips I have ever been too. I was able to interact and see the effort of how museums and presentations are put together. To be able to see the backstage of how things are set up is something that I really enjoyed! The fact that It was in San Francisco was an added bonus. The City is known for cultivating design and using technology to be able to solve problems and that is something that I really enjoyed. I also enjoyed how I got to know my classmates throughout the trip. I was able to connect and learn more about the class and I feel a better appreciating to be able to go to BYU.

- This impacted my learning in the design thinking process because it gave me more of an idea of how long it takes for things like science exhibits to go from ideas to actually being put on the floor. I had no idea how much work and decision-making actually went into each individual idea and exhibit in a museum. I liked learning about the process the ideators went through to get to the final design of each exhibit and how they actually got to act like kids and play with the things they were planning on putting on the floor.





# TYSON HARMON

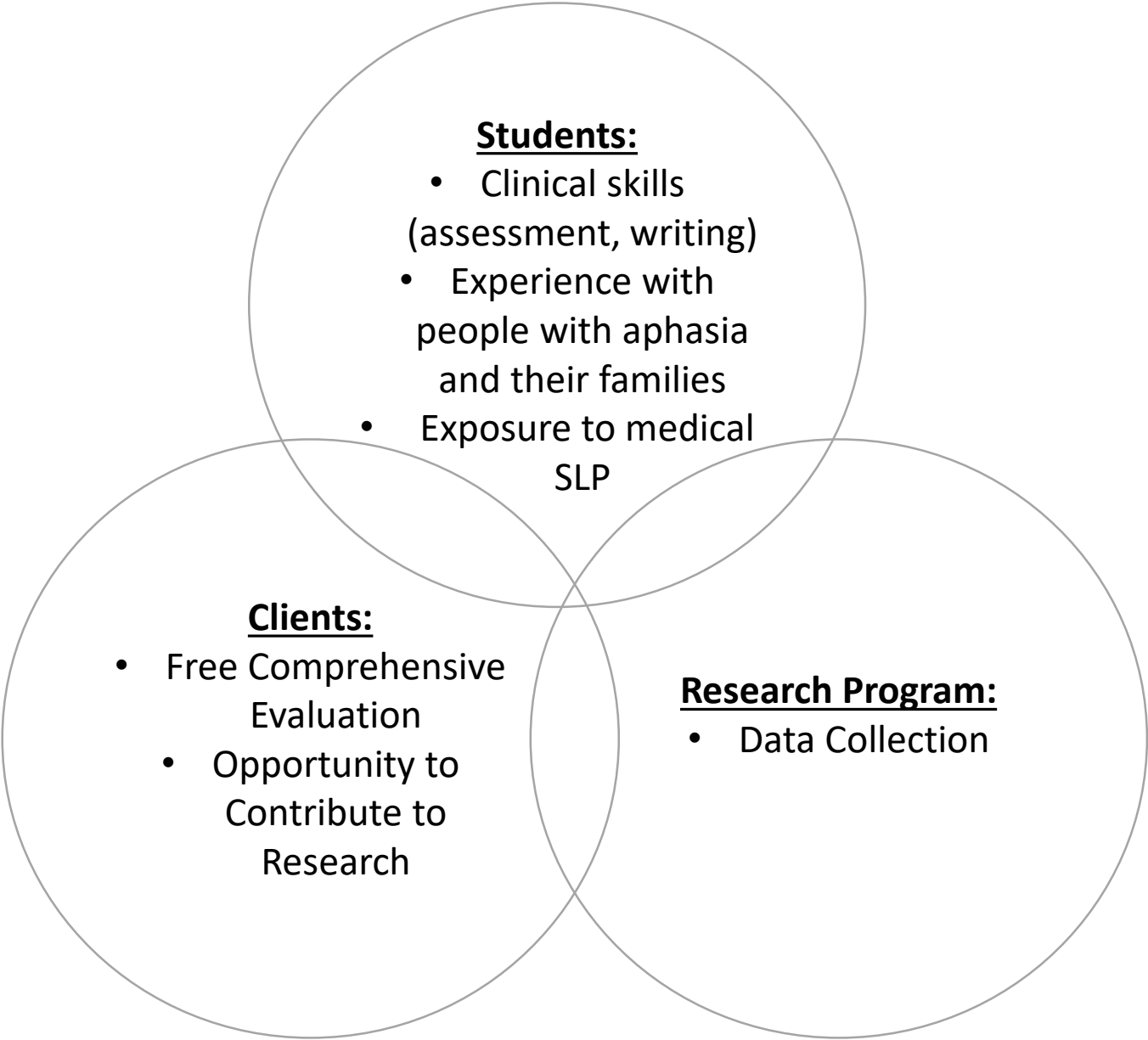
COMMUNICATION DISORDERS - MENTORED RESEARCH PROJECT

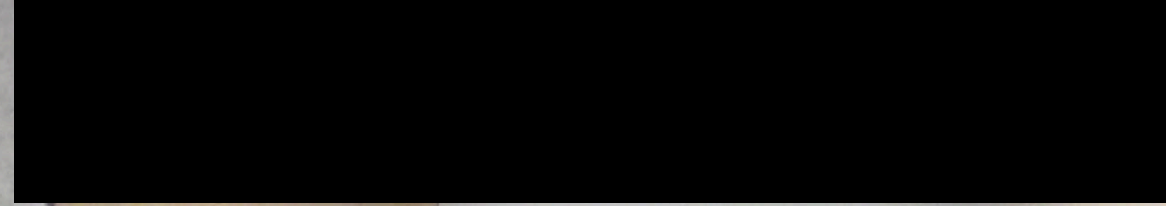


# Data Collection and Networking with Aphasia Community in Boise, ID

- 7 students (1 G, 6 UG)
- 10 standardized tests or questionnaires
- 3 days
- 8 participants with aphasia
  
- 3-hour individual assessment/data collection session with each participant
  - Teams included 1 supervisor, 2 UG administrators, and 1 UG observer

Thursday (10/24)	Time
Breakfast	7:00 – 8:00 AM
Depart for St. Luke’s Hospital	8:00 AM
Set Up and MSE/CHMITE Training	8:15-8:45 AM
Session #1	9:00 AM – 12:00 PM TEAM 1 (Administration: Riley and Alyssa; Observation: Megan; Report: Courtney)
Team 2 Depart for In-Home Session	11:00 AM
Lunch	TEAM 1 – Eat between sessions TEAM 2 – Stop en route to session #2
Session #2	12:00 – 3:00 PM TEAM 2 (Administration: Cami and Lindsay; Observation/Report: Jack)
Session #3	1:00 – 4:00 PM TEAM 1 (Administration: Riley and Megan; Observation/Report: Alyssa)







## Student Outcomes:

- 1 Certified SLP – practicing in inpatient rehab setting
- 1 2<sup>nd</sup>-Year MS SLP student
- 3 1<sup>st</sup>-Year MS SLP students
- 1 SLT – currently applying to MS SLP programs
- 1 2<sup>nd</sup>-Year PA student

## Research Outcomes:

- 2 Peer-Reviewed Conference Presentations
- 1 article accepted in tier 1 journal (2 of these students are co-authors)
- 1 article in preparation (1 of these students is co-author)







Teresa Leavitt  
Teacher Education

# Pre-Intern Curriculum Planning





# A fortuitous encounter

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## GOALS:

Help pre-interns better understand the curriculum they would be teaching during their internship year

Help pre-interns create and analyze curriculum maps for their grade level

Provide support for pre-interns to plan ahead— literally!  
Create units of study including lesson outlines, specific lesson plans, gather materials, etc.



# LOGISTICS:

- 13 El Ed Pre-interns in grade level "PLC" teams
- Met together (grouped by grade level) for two, six-hour days
- Brief professional development about curriculum and planning
- Pre-interns created and/or evaluated previously designed curriculum maps to better understand the content they would be teaching.
- Time allocated for math, science, social studies, and language arts.
- Participants then created units of study to be used during their intern year individually or in small groups (two additional six-hour days).
- Alpine liaisons and CFAs supported grade level teams throughout the first phase of the project.

Day Two Agenda (Proposed May 31):

Time	Activity	Rationale
8:00-8:30	Welcome, groups share out what they accomplished day one and what they learned	As a way to "prime" the groups to recall what was accomplished on day one, groups will share out with the larger group what was accomplished and what they learned.
8:30-11:00	Working in teams: Continue to compare curriculum maps with state standards to deepen understanding of core and ensure all standards are included in curriculum maps. <b>FOCUS ON LANGUAGE ARTS</b>	Working with other pre-interns based on grade level will allow these PLC groups to focus on the curriculum and content of their particular grades. CFAs will work with the grade levels with which they have the most experience. Liaisons will circulate and offer help to all groups. Groups will be given specific amounts of time to work on a given content area to accomplish as much as they can in each content area in the allotted time. It is important for pre-interns to be prepared in all content areas.
11:00-11:30	Working lunch: CFA/liaison led group discussion of units of study for which students typically have a lower schema of knowledge.	Time to hear from the experiences of veteran teachers which units of study may have lower levels of background knowledge on the part of students will be helpful to the pre-interns, regardless of which units of study they select to further develop as part of day three and four.
11:30-1:30	Working in teams: Continue to compare curriculum maps with state standards to deepen understanding of core and ensure all standards are included in curriculum maps. <b>FOCUS ON MATH</b>	Working with other pre-interns based on grade level will allow these PLC groups to focus on the curriculum and content of their particular grades. CFAs will work with the grade levels with which they have the most experience. Liaisons will circulate and offer help to all groups. Groups will be given specific amounts of time to work on a given content area to accomplish as much as they can in each content area in the allotted time. It is important for pre-interns to be prepared in all content areas.
1:30-2:00	In PLC group, determine which units of study would be most beneficial to further develop and refine. Groups will also discuss: What did you accomplish? What are your next steps? Record conversation, goals, units to develop, and groupings going forward on provided sheet. Share out with group what was learned and next steps. Instructions for days three and four.	After studying the core and curriculum maps, groups will determine which units of study they feel would be most beneficial for further development. Because every grade level group will be different in terms of size, needs, etc. groups will also decide how to proceed for days three and four (entire group together, in pairs, individually, etc.) CFAs and liaisons will work with each group as they determine most efficient and effective way to proceed into day three/four grouping.

# Products & Impact



46 completed units of study



Increased confidence in content to be taught



Better prepared to engage in and contribute to conversations with colleagues regarding curriculum



# INSPIRING

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**Intentional:** Pre-interns formed "PLC" Pre-teams to study & create curriculum

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**Novel:** Teams supported by university personnel and compensated to plan curriculum to be used during intern year

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**Student-centered:** Pre-interns worked to specifically prepare curriculum for the grade level they would be teaching

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**Personal:** Individual and small group work to study and explore content standards

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**Impactful:** Pre-interns better informed and prepared to enter the classroom; impact extends to the children in their classrooms.

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**Relational/reflective:** Relationships built with other pre-interns teaching on the same grade level, as well as with the CFAs and liaisons; also, able to reflect on what they had learned in other courses and experiences.

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**Instructive:** Pre-interns learned about content standards for their grade level, explored curriculum maps, and received information by grade level groups about units of study that tend to be challenging, or for which students have a lower scheme of knowledge.

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**Nurturing:** Pre-interns guided and supported by experienced educators (CFAs and liaisons) and other pre-interns

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**Gospel centered/engaging:** Experience focused on the needs of pre-interns' future students, both collectively and as "the one", in terms of content and methods. In doing so, pre-interns considered and incorporated the BYU-PSP commitments and sought to emulate the teachings and practices of the Master Teacher.

# Since then

Partnered with all other EI Ed liaisons to expand to include all interested EI Ed/ECE pre-interns– 63 total

Completely on zoom

Adjusted provided unit plan template to align with PPAT

Units uploaded to google folder

**2020**

**2021**

44 participants

Zoom

Units uploaded to BYU BOX

# SACRED LEARNING TRADITIONS



ISAAC CALVERT  
EDLF 201:  
FOUNDATIONS OF  
EDUCATION  
FIELD EXPERIENCE





HINDU, BUDDHIST, ISLAMIC, JEWISH, NON-DENOMINATIONAL CHRISTIAN, AND UNIVERSITY OF PITTSBURGH'S CATHEDRAL OF LEARNING DEDICATED TO ALL CULTURES AND LEARNING TRADITIONS

OVER FIVE DAYS,  
PRE-SERVICE EDUCATION  
STUDENTS WERE  
IMMERSED IN TEACHINGS  
AND SPACES







IN WHICH DIVERSE  
TRADITIONS AND  
CULTURES TEACH AND  
LEARN IN SACRED WAYS



THROUGHOUT THIS EXPERIENCE, STUDENTS WERE GUIDED TO REFLECT ON  
TEACHING AND LEARNING AS A SACRED ACT



STUDENTS COMPLETED THEIR JOURNEY IN  
KIRTLAND AT THE SCHOOL OF THE PROPHETS





# STUDENT PANEL

- JESSICA ASHCROFT, FOUNDATIONS OF EDUCATION
- SARAH POLHILL, DESIGN THINKING
- CAMI THOMAS AND JOHN HOFFER, COMMUNICATION DISORDERS

