Clemson PRTM EDGE Semester: Using student engagement experiences to create meaningful and effective learning environment

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The conflicts fueling change...

- Service learning
- New technologies
- New faculty roles
- HEHD dispositions

Motivators to change
The conflicts fueling change...

Motivators to change:
- Service learning
- New technologies
- New faculty roles
- HEHD dispositions

Barrier to change:
- Traditional curriculum delivery systems
The conflicts fueling change...

- Service learning
- New technologies
- New faculty roles
- HEHD dispositions

Motivators to change

IS THERE A BETTER WAY?

Traditional curriculum delivery systems
The conflicts fueling change...

Core Immersion Experience
PRTM EDGE
Engaging in Diverse Guided Experiences

Service learning
New technologies
New faculty roles
HEHD dispositions
Motivators to change
Curriculum transformations
Before...

Starting with learning silos – redundancy, gaps, and boundaries with little integration
Curriculum transformations

Identified and removed redundancies in learning objectives
Curriculum transformations

Broke down the walls between course content
Curriculum transformations
Integrated core learning experience where our philosophy is that learning should take place wherever, whenever, however, and with whomever best facilitates an authentic connection between student, faculty, and content.
I feel like I learned a lot of **concepts** and how to handle **real life situations**, which is a strength. But I do not feel prepared at all to take an exam. I didn't learn facts and wasn't really **taught** anything by the instructor... we learned on our own and the instructor kind of oversaw us. I did learn a lot/how to work in the business world... but I couldn't tell you any **facts** about anything. **Just concepts and ideas.**
What the students see...

Just concepts and ideas.
Stair stepping to student engagement...

Gradual incorporation of service learning and community-based research
Stair stepping to student engagement...

Gradual incorporation of service learning and community-based research

Field trip experience
Stair stepping to student engagement...

Gradual incorporation of service learning and community-based research

Field trip experience

Volunteer experience
Stair stepping to student engagement...

Gradual incorporation of service learning and community-based research

- Field trip experience
- Volunteer experience
- Day camp experience
Stair stepping to student engagement...

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- Field trip experience
- Volunteer experience
- Day camp experience
- Creative Inquiry project
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Increasing exposure to process
Stair stepping to student engagement...

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Increasing student ownership
Stair stepping to student engagement...

Gradual incorporation of service learning and community-based research

- Field trip experience
- Volunteer experience
- Day camp experience
- Creative Inquiry project

Increasing impact on community
Step one: Introducing students to the field...

- 3-day field trip
- Meetings with professionals
- Experiencing the field
- Planned and facilitated by faculty

Field trip experience
Step two: Students giving back to the field...

- Choice of variety of volunteer opportunities in local area
- Reflection tying in EDGE concepts

Volunteer experience
Step three: Students programming for the field...

- Students program local day camp
- Student ownership within faculty parameters
- Peer evaluation
Step four: Students impacting the field...

- 4-semester student-led research projects
- Student ownership with faculty guidance
An evolving process...

- Incorporating other faculty members into Creative Inquiry
- Incorporating EDGE philosophy into other PRTM courses
- Incorporating student feedback into the EDGE process