Enhancing multimodal student engagement: *Authentic* learning across a global network
How do you implement authentic learning experiences in your courses?
Supporting learners through more authentic coursework and assessment
Signature experiential learning practices
Connecting with learners to support their growth and engaging learners to help them thrive
Coursework

Scholar-Practitioner Model & Experiential Education
How have you been innovative in coursework design for more authentic student learning?
“Overall, I found the panel very informative, and I am excited to integrate these concepts and strategies into my own work as a supervisor.”

“Another point made during the panel that really spoke to me...”

“Industry Professionals: Inside and Outside of the Classroom”

“I found this to be even more beneficial than I was anticipating, and I’m really glad I did it.”
Case Study Integration

Experiential Projects

Entire Course Projects

Bridge Cultures: Global Virtual Workshop Market Research

ATTECS LLC: Faculty Helpdesk Knowledge Base

Empowered to Educate: Curriculum Research & Development for Ghana Educational Fellowship

IDEA Games: Development of Educator’s Guide for Literacy Arcade Game

IDEA Games: Diversity and Inclusion Audit of Literacy Arcade Game

AHEAD (Association on Higher Education and Disability): Guide to Enrolling in Higher Education Disability Services

Northeastern GSE/eLID: Creating and Designing Skill Building Lab Through a DEI Lens

Northeastern Office of Employer Engagement and Career Design/M.Ed HEA: Career Resources for Female Identifying Students
“Participation in this project gave me an opportunity to apply the knowledge I gained from other courses. For example, I conducted research and analysis to identify the needs of the organization using the Backwards Design. It also helped me hone my communication skills with stakeholders and learn more about what collaboration is in a more corporate environment.”

“I think that I have grown professionally by learning how to take initiative and execute my own project, whereas I have formerly acted in more of a supporting role.”

“I feel that I have been able to connect some of the previous coursework to the project, particularly regarding DEI, which has been a central component of what I am doing in the project.”

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<tr>
<th>SPONSOR BENEFITS</th>
<th>STUDENTS BENEFITS</th>
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<tr>
<td>Gain access to high-potential rising professionals in many different fields</td>
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<tr>
<td>Deepen familiarity with talent pipeline through direct interaction with rising professionals</td>
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<td>Support your college recruiting and brand building efforts through exposure to hundreds of top students</td>
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<td>Provide new and rising managers with opportunities to mentor developing, high potential students</td>
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<td>Experiment working with different sponsors on various types of academic projects with real-world applicability</td>
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<td>Develop skills to cite on your resumé and strengthen your job prospects</td>
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<td>Connect with top companies and build your network</td>
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<tr>
<td>Receive feedback from sponsors on your performance to better understand and enhance your professional development</td>
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What is one example that you would like to learn more about or to apply in your courses next term?
Engage students in multimodal ways, create more authentic assessments, and in general work to be more innovative and inclusive while collaborating across industries.
What are some ways you measure authentic student learning in your courses?
Real World Challenges: Bringing the Classroom to the Board Room
**BIG IDEA:**

Cystic Fibrosis is a genetic disease with multiple etiologies. Typically, patients with cystic fibrosis have a thick buildup of mucus in their lungs, which can clog their airways and lead to persistent lung infections, and eventually respiratory failure. Treatments can vary greatly from person to person depending on disease etiology, but many patients rely on drugs that affect the function of the cystic fibrosis transmembrane conductance regulator (CFTR). The CFTR protein is defective in patients with cystic fibrosis, and proper treatment can increase CFTR function and prevent symptoms associated with cystic fibrosis.

**ESSENTIAL QUESTION:**

Why are CFTR drugs prescribed to treat some patients with cystic fibrosis, while other patients are treated only with airway clearance techniques?

**THE CHALLENGE:**

We need to find out the questions from patients with cystic fibrosis in a format that is easy to digest and understand. Many patients do not understand why they are prescribed different drugs than other patients with cystic fibrosis. Ex. Handout, pamphlet, YouTube video, script for healthcare provider, etc.

**GUIDING QUESTIONS:**

Here are the most common patient questions:

1. Why do they have cystic fibrosis?
   a. What is the cause?
   b. What proteins are mutated?
2. What is cystic fibrosis?
3. Potential symptoms associated with their disease?
4. Treatment options:
   a. Explain how the drugs work (mechanism of action)
   b. Who is prescribed CFTR drugs and why?

**GUIDING RESOURCE:**


https://medlineplus.gov/cysticfibrosis.html
https://www.nhlbi.nih.gov/health/health-topics/topics/cf/
http://www.vertex.com
Grant Proposal Assignment (NIH Format)

Includes:

- Revisions
- Formal presentation
- Peer review
- Feedback from multiple stakeholders

Feedback from students on assessments:

- “I like how the structure was set up, in that one project built upon the next. I liked the link from the classroom to the challenges”.
- “This course was helpful in learning the actual mechanisms of many biological processes in the cell, that I didn’t really think about before. I got to apply my info.”
- “I’m like how the challenge assignments fit in- they were interesting and fun. Better than another quiz.”
- “The grant proposal was hard. But it forced me to really think. I also liked picking my topic, I learned a lot.
- “This was my first true research paper. Thanks for holding my hand through it!”

Research Proposal Guidelines:

Research Proposal: A 8-10 page research proposal/plan using APA citation guidelines. This proposal should clearly define research aims, significance, background and justification, innovation, approach, expected outcomes, potential problems and difficulties and alternative approaches. For this assignment, your literature review will serve as your “preliminary data”. Be clear and concise in your writing. Use Times New Roman, Size 12 Font, double spaced.

For submission: One document should be submitted which clearly outlines all the below sections. The total proposal should be between 8-10 pages, Times New Roman, Size 12 font, double spaced.

- **Aims**: Clearly define the goals of your research proposal. What are you research questions? Should consist of 2-3 succinct, clear goals of your proposed research project. (~1/2 page)
- **Significance**: Why should this research be done? What would the impact be on the field? How are the aims supported based on the significance of this work? (~1 page)
What is an approach for more authentically measuring student learning you'd like to try in your course next term?
Meeting Students Where They Are

More meaningful faculty-student connection by addressing common barriers (prior experience, time zones, and diversity of needs)

...while respecting student + faculty time
In what ways do you work to meet students where they are in your courses?
From Associates to Doctoral Students: Reframing How Higher Ed is “Done”
Getting to know you

What is your preferred name (pronunciation)?
In what industry do you work?
What is your current role?
Who is your dissertation chair/advisor?
How many other courses are you taking?
For synchronous check-ins...
What is the best day of the week to connect?
When is the best time of day to connect?
What is one goal you have for this course?
What specific supports have you received from other faculty that have been particularly successful for you?
What is something you’d like for me to know about you before we begin learning together?

Equity from Day 1
Expanding Networks + Impact (People)

Decolonizing Course Texts (Curriculum)

Inclusive + Empowered Design

Multimodal, Learner-Driven Research + Innovation (Work)
**Reflective Practice for Autonomous Learning**

Shared Assessment: Self- Peer- and Instructor Feedback

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<tr>
<th>Clarity of Purpose for Action Research: Section Two...</th>
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<tbody>
<tr>
<td>(Cycle 1 Results/Findings) Begins with a clear overview of Cycle 1 results and findings including the data description and themes found in Cycle 1.</td>
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<tr>
<td>(Cycle 1 Results/Findings) Clearly summarizes Cycle 1 findings and explains how the Cycle 2 action step emerged from Cycle 1 data.</td>
</tr>
<tr>
<td>(Cycle 2 Action Step(s) Goals and Objectives) Contains clear goals and objectives for the action step.</td>
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**Clarity of Process: Section Two...**

| (Cycle 2 Action Step(s) Activities) Provides an overview of the overall action step and provides the smaller activities within the overarching action step to give a big picture view of the research before going into detail about each step of the process. |

**What is something you learned about yourself as a writer during this course that surprised you?**

**What is one thing you wish you had known before beginning this course?**
What is an approach for meeting students where they are that you would like to try in the coming term?
Albert Einstein wrote, “Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

The question I have for you at this point of our journey together is, “What is your genius?”

From Matthew Kelly’s book, “The Rhythm of Life”
Thanks!

Please reach out and share your success with us:

◉ A.Fronduto@northeastern.edu
◉ L.Portnoy@northeastern.edu
◉ E.Zulick@northeastern.edu