

# BRIDGE BUILDERS

## RESOURCES AND SUPPORTS

- . Definitions of Experiential Learning
- . Showcase of Experiential Learning
- . Resources for: Partnerships, Course Design, and Funding

### Community-Engaged Learning Partnerships (Sheila Cordner)

- › Prison Book Program
- › Hale House
- › 826 Boston
- › Hearth: Ending Elder Homelessness
- › Boston Public Schools
- › St. Mary's Center for Women and Children
- › Boston Medical Center Family Medicine
- › CELOP
- › Goddard House
- › Sudanese Education Fund
- › Hebrew SeniorLife
- › Greater Boston PFLAG
- › WBUR
- › We Need Diverse Books

# PARTNERSHIPS IN EXPERIENTIAL LEARNING



1. What is partnership?
2. Is a partnership right for my course?
3. What are some ways to find potential partners?
4. What should I consider when planning for an experiential learning partnership?
5. How can I help my students to maintain successful partnerships?
6. What are some common challenges that can come up? Our suggestions?

2nd most important skill employers look for?

## THE ABILITY TO WORK ON A TEAM



~70% employers say that graduates are not well-prepared to work on teams because:

- 1) they can't manage conflict and
- 2) they can't take advantage of team member differences (background, working styles, identity, learning styles)

(Hart Research Assoc., 2015; Rock & Grant, 2016, NACE, 2019)

# MOST STUDENTS ARE NOT TAUGHT HOW TO WORK EQUITABLY & EFFECTIVELY ON TEAMS

A study of 4 STEM universities showed most students are not given tools for effective teamwork & 85% of students experienced problems on teams that impacted learning (Wolfe et al, 2016).

## Most common problems on student teams?

Problem categories	% of students
Slacker teammate	74%
Domineering teammate	41%
Limited learning	45%
Exclusion from work	30%

## GOALS FOR TEAMWORK IN THIS CLASS

**Learn** personal & teammates' strengths & areas for growth

**Apply** strengths & areas for growth to division of work

**Draft** team agreement on communication, deadlines, work styles

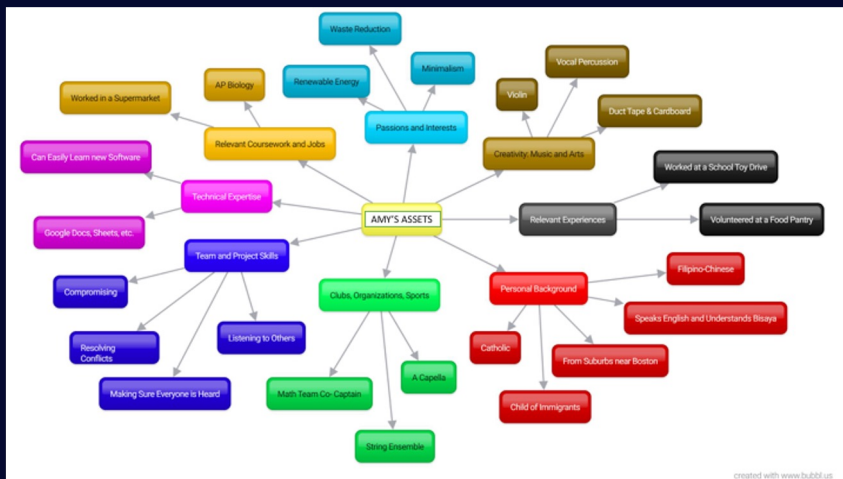
**Practice** skills for success in this class & for future application

Negative outcome from 4 years of ineffective & inequitable teamwork?

*"I am graduating as a chemical engineer, but because I always played the same role on teams & in labs, I don't feel like I got experience with all the skills & knowledge I need to be prepared for a chem eng job." - WPI student*

# ASSET MAP & TEAM ASSET CHART

Taking inventory of individual and/or group strengths & resources



## Example: 3 areas to grow in

1. Evidence-based writing
2. Research design
3. Being less passive on team

Skill, Task, Content Areas	Students' Names	Members' Assets or Areas to Grow In

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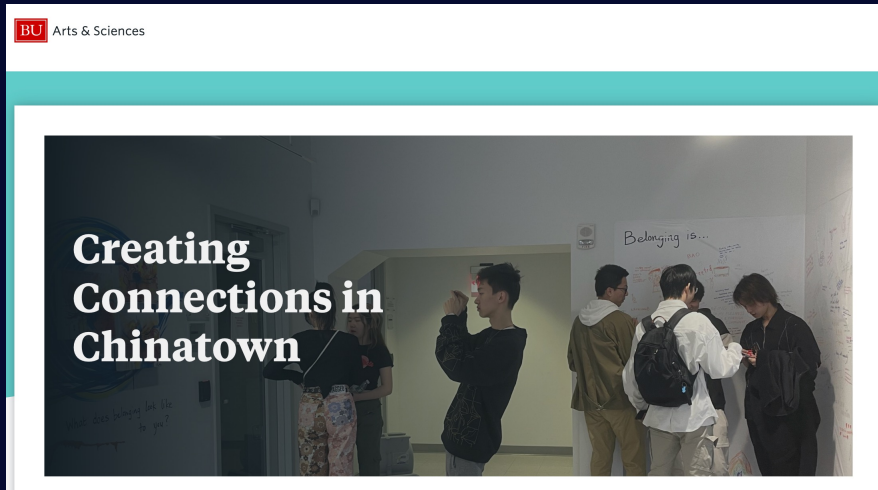
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Arts & Sciences  
Writing Program

WR 111: Academic Writing for English Language Learners  
(Meets Hub requirement: Individual in Community)

<https://www.bu.edu/cas/creating-connections-in-chinatown-one-writing-class-visit/>

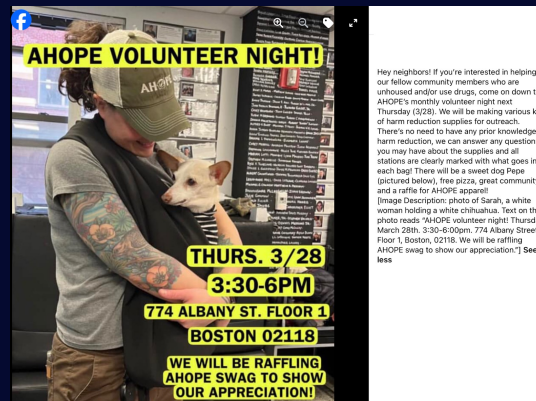






## Arts & Sciences Writing Program

### WR 153: Boston Homelessness Now (Meets Hub requirements: Writing, Research, and Inquiry; Research and Information Literacy; Creativity and Innovation)



The Massachusetts Coalition for the Homeless invites you to join us for...

### LEGISLATIVE ACTION DAY 2024!

Thursday, March 7, 2024



Massachusetts State House, Great Hall  
10 a.m.-12 p.m.: Plenary session  
12-4 p.m.: Meetings with legislators



## STUDENTS SAY...

“February 11th was the day of the winter walk, where my roommate and I had to get up early enough to make it to the Boston Commons at 8:00. The event raises awareness about the struggle of unhoused individuals in a 2 mile walk. My roommate and I registered to participate in the walk so we could show our solidarity and get our free hat. This event is organized by a number of organizations including Boston Healthcare for the Homeless Program, Boston Medical Center, Breaktime, and more. The first thing I noticed was how everyone was truly from many different backgrounds. There were also a lot of dogs, which I found adorable. I think one thing that stood out to me in particular was the kindness and conversations everyone was willing to have, and this was pointed out to me by my roommate. She informed me that the culture in Japan tends to be much more reserved, so many strangers talking in a lively manner with each other is not the norm in her culture. I think this created a feeling that the event was supportive, uplifting, and hopeful. In class, the discussions sometimes feel as though people don't care about homelessness especially with the NIMBY attitude. This event challenged that.”

## STUDENTS SAY...

- “I think that what we just learned walking around the City of Boston is very important. I grew up close to Boston but never was coming into the city much. I think it’s important to discuss history, especially the history of segregation, as I believe it is still prominent today. It’s easy to see a difference in wealthy and less wealthy neighborhoods when you are in them. I also didn’t know that schools worked in a way that you could decide where to go, because if not the schools still today would be segregated.”
- “Today’s experience really put into perspective how little of this city I have explored thus far. Coming from Bangladesh, I had always thought of Boston as a city where all residents have good socioeconomic standing without much of a homelessness problem. It was interesting to hear Dr. Jim talk about homelessness after we read about him in our book. Mayor Wu was there too. It was full of celebrities.”