



TEACH, SERVE, AND LEARN

the newsletter for Applied Learning
at Nassau Community College

FALL 2018

APPLIED LEARNING AT NCC-WHERE ARE WE NOW?

E. A. Gaudino-Goering, Ph.D.

The Applied Learning committee is working hard to grow this high impact practice here at NCC, but some faculty members still wonder whether this is really worth the time and effort. After all, our main priority as faculty members is to make sure students learn the content of our discipline, rather than the various social, meta-cognitive and career-focused skills that are strengthened with applied learning. While the benefits to applied learning are plentiful, research also shows that one of the most critical benefits of applied learning is that it reinforces what you are teaching because it requires that students think more deeply about the content (Lassiter, 2016; Levkoe, C., Brail, S, and Daniere, A., 2014). When students engage in an applied learning project, as opposed to writing a paper or taking a test, they learn how the subject is relevant to the world around them, which aids in retention and their ability to transfer the knowledge from your course to other courses and situations in their lives.

While it is true that we face some challenges in making applied learning available to all of our students, we are making progress toward this goal. At NCC, we already require applied learning in 29 of our discrete programs by way of internships, clinical placements, field placements and co-operative arrangements. In addition to these required experiences, many faculty members have already pushed through the challenges to make applied learning happen for their students as part of their liberal arts curriculum. In spring 2018 alone, 3,847 students participated in applied learning at NCC. While some of these experiences were required of the program and fully immersive, such as clinical rotations and internships, many occurred within the context of our science, humanities, arts, professional studies and social science courses.

Addressing the challenges:

The challenges in reaching our 9,000+ liberal arts students are significant, but the faculty who have been doing applied learning for a while have some initial suggestions for how to make it work:

1. Stay On Campus: There are a variety of service-learning, research, field study and creative projects that can be accomplished without students ever leaving the campus.

- Service-Learning and Civic Engagement projects (e.g., working

with The Nest, Greenhouse, Hempstead Plains, Campus facilities, Organic Garden, or historical landmarks)

- Creative Works tied to course outcomes in Humanities and Fine and Performing Arts

- Undergraduate research projects in science and social science

- Day of Service Activities

- Club activities

2. Combine forces with other high impact practices that are on the rise at NCC: By combining applied learning with other high impact practices, students get an even more powerful educational experience. NCC 101, First Year Experience, Day of Service, the Common read and learning communities are all fertile ground for infusing applied learning projects.

3. Infuse applied learning in large enrollment general education courses: By using applied learning to teach the key learning outcomes in our largest courses, we ensure that the students who take these courses understand these key principals and carry that knowledge with them into the world.

4. Elevate what we already do: Many of us already use active or experiential learning in our courses. By making our class projects and assignments meet the five SUNY applied learning criteria, we can ensure that students get credit for their experience and that faculty members are recognized for their innovative teaching.

Another very real challenge we face is that developing and sustaining applied learning projects requires extra time and guidance for our faculty members, yet there are limited incentives and support for the effort. The Applied Learning committee is working to ease some of that burden by creating a faculty mentoring program. We are also expanding and strengthening our ties to community organizations and businesses, which will provide us with more opportunities for projects that students can do as part of their course work. In the future, we hope that more faculty will reach out to the Center for Applied Learning and the Career Services Center for help in finding community partners with whom they can develop meaningful applied learning projects.

The committee on Applied Learning has accomplished quite a bit over the past two years. We have helped to formalize a system to identify applied learning on students' transcripts, hosted Applied Learning conferences for NCC and other colleges in the region, and mentored faculty who want to use applied learning in their courses. We look forward to supporting the effort to expand the practice with the ultimate goals of improving student engagement and student success.

**References provided upon request*

DEFINITION OF TERMS IN APPLIED LEARNING

Dr. Evangeline Manjares

Below are definition of terms prepared by SUNY. It is intended to be used for folks who may be new to their role in Applied Learning or for folks who would just like to know more about applied learning initiatives.

Applied Learning: Applied learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. The applied learning activity can occur outside of the traditional classroom experience and/or be embedded as part of a course.

Internship—Credit Bearing/non-credit: Applied learning experiences for which a student may earn academic credit in an agreed-upon, short-term, supervised workplace activity, which may be related to a student's major field or area of interest. The work can be full or part time, on or off campus, paid or unpaid. Some institutions offer both credit and non-credit bearing internships. Internships integrate classroom knowledge and theory with practical application and skills developed in professional or community settings. This definition does not include internships that are required components of a registered program leading to NYS licensure or certification (e.g., teacher preparation, social work, dental hygiene). An internship is distinct from community service or service learning.

Community Service: Volunteerism and community service performed by students for community benefit. This service can be, but is not necessarily integrated with a particular program of study. This may include structured projects (days of service), smaller group projects, fund-raising events, or individual volunteerism, which is acknowledged by the campus.

Research: Mentored, self-directed work that enables students to make an original, intellectual or creative contribution to the discipline by exploring an issue of interest to them and communicating the results to others.

Undergraduate Research: An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. <http://www.cur.org/>

Field Study: Collection of information outside of an experimental or lab setting. This type of data collection is most often conducted in natural settings or environments and can be designed in a variety of ways for various disciplines. May be mentored, self-directed work, or comprise a full course. The projects include inquiry, design, investigation, discovery and application.

International and Domestic Travel/Exchange: An instructional program delivered in either an overseas location or domestic location. Often the program is delivered as a semester-long or intercession sequence of courses, the content of which is enhanced by the location of instruction, by distinctive historic or cultural features available in the location, or by a unique approach to the subject matter that is specific to the locale. Exchanges are often conducted by individual students traveling independently to a location that has been pre-approved by their home institution, and

where they determine their specific course of study in collaboration with home and host institution faculty.

Service-Learning: A credit-bearing educational strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience and strengthen communities.

Cooperative Education: An applied learning experience that alternates classroom learning and productive paid work experiences in a field related to a student's academic and career goals. Co-ops are formal partnerships between an educational institution, an employer, and one or more students, and typically provide meaningful work experiences for students. Co-ops are off-campus and full time or part time.

Clinical Placement: Students rotate through a variety of health care agencies with faculty supervision focusing on the health care field process, with individual patients or groups reflecting diverse settings, across the lifespan. Emphasis is on mastering theoretical concepts, improving skill competency, and developing clinical reasoning skills with a focus on evidence-based practice.

Practicum: A period of practical experience undertaken in academic, professional or community settings/agencies/organizations as part of an academic course. This approach is grounded in application and practice of theoretical/technical concepts/skills and cultural competency relevant to the course or to a profession.

Creative Works: A capstone, senior project, performance, or other creative work that occurs as a culminating experience for a student in an accredited class or program.

Entrepreneurship (program, class, project): Students in an entrepreneurship program develop a broad-based entrepreneurial skill relevant to any organization – start-up, established, and for and not-for-profit agency, organization, community or industry. Entrepreneurship involves consistently thinking and acting in ways designed to uncover new opportunities that are then applied to provide value.

APPLIED LEARNING IN HUMAN RIGHTS AND PEACE STUDIES

Prof. Susan Cushman, English and Human Rights Studies

In the spring, 2018 newsletter, I shared the applied learning pilot developed for HRS 105: Introduction to Peace Studies, grounded in the "SUNY Serves" model committed to community service and civic engagement; this term, I am pleased to report the success of that pilot, as six of my students just completed their off-site applied learning projects at local peace and/or conflict resolution organizations.

First, on 10/20/18, Melodie Aygoren attended a two-day student peace conference at Pace University, NYC, hosted by Peace Action-NY, the largest grassroots peace advocacy organization in the U.S. Melodie learned about civic engagement, communicating with state representatives and building a student-run campus chapter at NCC.



Next, on 10/31 and 11/4, Jessica Scalisi worked at the Holocaust Memorial and Tolerance Center in Glen Cove, NY with Director of Education and Community Affairs, Beth Lilac, on a program commemorating the 80th anniversary of Kristallnacht (the “Night of Broken Glass”), when the Nazi party destroyed 267 synagogues damaged 7,000 business, killed 100 Jewish people, and arrested

30,000 men, sending them to concentration camps. Jessica researched the plight of women refugees in the wake of this event, their rejection from the U.S. at the time, and migration/asylum policies today.

For students more interested in the conflict resolution field within Peace Studies, Long Island Dispute Resolution Center (part of EAC) of Hempstead, NY, opened its doors on 10/31, 11/5, and 11/7 to Edwin Fernandez, Jada Gonzales, and Stephanny Barrientos. Working with trained mediators, these students were able to observe disputes settled inside and outside of court.

Finally, on 11/4, Hallie Jeannot took interest in a “Holiday Card Exchange” with Syrians, facilitated by Pax Christi-Long Island and CommonHumanity.org. The latter organization travels annually to Syria bringing holiday cards of peace and good will. Anyone who chooses to participate merely encloses \$2 for postage, and she will receive a peaceful greeting from a brother or sister in Syria in return. For more information, please go to the website. Hallie attended a Pax Chisti meeting and brought a box of cards from her friends, family, and professor (that would be me) with a universal message of peace, unifying us across nations, politics, religions, and time zones.

The students will be presenting their applied learning projects and experiences off-site with the class in early December where we hope that at least some of the “site supervisors” will visit the class to hear the presentations. Not only is applied learning in Human Rights and Peace Studies a great opportunity for intro-level college students to network and gain practical experience in the field of peace and conflict resolution advocacy, but it’s an ideal opportunity for NCC to build on community partnerships with local organizations. I look forward to developing and refining these applied learning opportunities for students in semesters to come.

JOY IN THE DARK

Prof. Elizabeth Abele,
English

Sometimes things just come together. For years I have been teaching English 251 Film & Literature focusing on the gothic, having the class connect fairy tales to horror. Then in 2017, Guillermo del Toro won Best Director and Picture for *The Shape of Water* – a film framed as a fairy tale mixed with elements of 1960s horror films. Then when I was looking for a COIL partner, I found a literature course taught by Galicia Garcia at the University of Sonora. COIL, which stands for Collaborative Online International Learning, is a form of Applied Learning whereby NCC classrooms connect virtually with an international classroom for shared learning outcomes and activities.

Prof. Garcia introduced me to Del Toro’s first Mexican film: in Spanish and English, *Cronos* is a vampire film, again mixed with fairy tale elements and humor. For our COIL unit, the NCC and Sonora students began with the gothic tales of Edgar Allan Poe and Uruguayan Horacio Quiroga. They then moved onto clips of



Cronos and *Pan’s Labyrinth* before viewing Del Toro’s *The Shape of Water*.

As their final project, they posted images from Del Toro films to our private Facebook Group that they felt illustrated the qualities of the gothic. It has been exciting to see my students connect Del Toro films they loved before the course (*Hellboy*, *Blade II*, *Pacific Rim*) to the gothic, their appreciation enriched by being exposed to his Mexican productions and his Oscar-winning film.

NASSAU COMMUNITY COLLEGE STUDENTS TEAM UP TO BUILD A RAIN GARDEN

Prof. Nina Shah-Giannaris

Students and Faculty in the Civil Engineering Technology program teamed up on April 14, 2016 to construct a rain garden on the Nassau Community College campus. This project has benefited the entire NCC Community. The Rain Garden was the first of its kind on the NCC Campus and surrounding colleges. This project entailed planting a rain garden by the NCC students and faculty during the NCC Service Day. Funds had been accumulated through a faculty development grant awarded to Professor Nina Shah-Giannaris and from the Student Government Association to procure the necessary plants, planting medium, and signage needed to build the rain garden.

Students that participated in this event benefited by learning the importance of such gardens that flourish and sustain without the use of sprinklers. Through proper grading techniques and careful selection of plants and planting medium, this garden sustains without the use of any potable water. This project has served as a teaching tool for many courses in engineering and the sciences. The Rain Garden serves as an important lesson for the entire



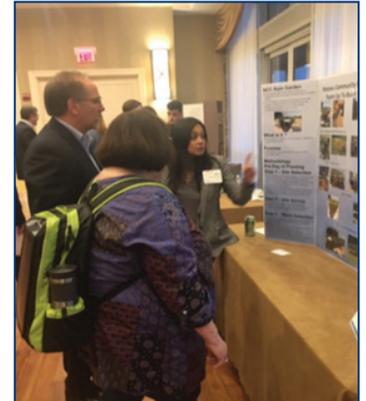
NCC community, since many parts of the world are currently experiencing a shortage of water. We see a shortage of water currently in the United States in California, where no potable water use is allowed for landscaping. Rain gardens allow for the creation of beautiful landscapes without the waste of potable water to maintain the plants. A lesson for all of the Nassau Community College Community.

This project was presented during a poster session at the SUNY Applied Learning Conference in Tarrytown, NY on November 1, 2018 by Prof. Nina Shah-Giannaris.

SUNY APPLIED LEARNING CONFERENCE, NOVEMBER 1-2, 2018, TARRYTOWN, NY

“Students Team Up to Build a Rain Garden” under the leadership of Prof. Nina Shah-Giannaris, P.E., LEED AP, CPHC, Associate Professor Engineering/Physics/Technology, was one of the Poster presentation winners. The presentation included details of construction of a rain garden with the participation of over forty students in a two-hour period. This project has served as a model to the college community and is used by different classes in the engineering and science areas as teaching tools. Numerous classes visit the site each semester and discuss the benefits of the rain garden and ease with which it was built using teamwork. The key to this project was the planning.

Prof. Cara Tuzzolino, LINCC Lecturer, Coil Coordinator, presented “Bringing the World to College Classrooms.” Students often do not have access to the breadth of course offerings typified by four-year institutions, particularly when it comes to study abroad. These students may juggle work, family commitments and lengthy commutes in order to further their education, which does not provide the time for study overseas. Using a type of applied learning called COIL (Collaborative Online International Learning), Nassau Community College has created a teaching model that allows its students to engage with international students without ever leaving the campus. Through COIL initiatives, students virtually connect with institutions outside of the United States facilitated by an array of digital technologies. Empowering Underrepresented Student Populations.



Represented Nassau Community College at the conference (L to R): Prof. Cara Tuzzolino, Dr. Nicole Simon, Dr. Elizabeth Gaudino-Goering, Dr. Evangeline Manjares, and Prof. Nina Shah Giannaris.

OCTOBER 29, 2018 NURSING DEPARTMENT TEACH, LEARN AND SERVE

Prof. Joan Buckley

The Applied Learning model was added to the nursing programs requirements in 2012. Each nursing course has a specific number of Applied Learning hours that must be completed by the nursing students each semester in addition to the clinical hours mandated by the New York State Education Department. The clinical hours take the content taught in the classroom into the 'hands on setting' of the healthcare facilities. Applied Learning has taken it one step further by allowing students to make a connection using theory learned and meeting the needs of the communities throughout Nassau County.

Relationships with both internal and external organizations connected to our community have led to unique experiences for our students that allow them to learn things that cannot be taught in our classrooms.

It is hard to pick just one experience and say it was the best one for the nursing students but each Fall, for the past 4 years, nursing students have volunteered to 'work' the JDRF walk at Eisenhower Park, East Meadow. They arrive (rain or shine) before dawn and stay until the last table is down and chair folded. One student is

the liaison who works closely with the coordinator of the event. The responsibility of that student is to register and organize the NCC students, matching them with the needs of the event.

Everyone unloads and loads the truck from the many vendors that arrive and then leave. Students are given the day's assignment, sometimes working with 7 Eleven handing out food for all that are walking and working the event. Students are assigned to registration, the Tee shirt tent, and water stations. Some transform from 'greeters' when walkers start arriving at the park and when the walkers begin crossing the finish line, they become 'cheerleaders'. JDRF walks raise money to find treatments, preventions and ultimately, a cure for type 1 diabetes (T1D) and its complications through research. When students work hand in hand with members of this organization, they often comment in their reflections of a change in their perception of the person who lives with diabetes. They also see the person or persons that support the individual that will have a lifetime of living with this chronic disease.

Leanne Labett the event coordinator of JDRF Walk, commented on how the NCC nursing students are "incredible volunteers and partners".

What more could you want for our students. As these activities and relationships develop one can see that without a doubt Applied Learning benefits all students, no matter what activity they plan or become part of.

COIL PARTNER VISITS NCC

Prof. Anne Cubeta

For the fifth time, the Hospitality Business Department at NCC participated in a Collaborative Online International Learning (COIL) experience. This time, my partner Dr. Jeroen Hilak from the University of The Hague in the Netherlands came to our department and taught a class. He taught my Cultural foods class about the biochemistry of taste perception. He included the tasting of several Dutch foods for the students, which we all enjoyed very much. We then had a four course lunch prepared by the new Culinary Arts students which was quite impressive!

Since the beginning of the semester our students have been interacting in groups and "one on one" via Skype and other communication methods while working on their course projects. The NCC students included an evaluation and reflection piece where they expressed the values of the experience in very positive terms. Here are a few things that students had to say;

"I take this experience really personally because it has taught me to view the world as a place to learn, to experience, to take chances and to appreciate each country for their cultural aspects."

"This COIL project was such a pleasant experience. I learned how ignorant I was of every place but America!"

"Having an opportunity to take part in this was such a privilege; I made a wonderful new friend and gained a new perspective of another culture."



"This project opened my eyes to so many things!"

Once again, students had a great time while being forced out of their comfort zones. The Intention to expand our student's outlook on the world is fulfilled with every COIL class, and this semester, I too, gained a new friend. Thank you Dr. Hilak. Next time I will come to you!

INTERNSHIPS: APPLIED LEARNING MEETS CAREER EXPLORATION!

Prof. Laura A. O'Connell,
Department of Communications

What do you want to do? It seems like our students are asked this question much more frequently and a lot earlier than when many of us were in college. In fact, I have noticed increased instances of students coming to my office in a sheer panic that they didn't know what they wanted to do for the rest of their lives. So, I ask - how is somebody supposed to know they want to work on a film set, in a Public Relations firm, a hospital, a school, etc. if they have never experienced firsthand what it was like to operate in that environment? Here is where internships come into play.

As the Internship Coordinator for the Communications Department, I would like to share my experience about how internships operate as a piece of the career exploration/advisement puzzle. It is my hope that it helps when you are advising students or if you are having informal conversation and this topic comes up.

Sure – most of the students who involve themselves in internships have developed an interest for a particular field. Therefore, they are taking part in an internship to truly see if this is something they want to pursue or major in. But, internships are also a great way for students to explore careers. Many internship sites do prefer that students have knowledge of the field in which they are interning, but many want to educate students who are eager to learn, have a stellar work ethic, and who can operate in a work environment. They understand that students at NCC are early in their educational careers and are still exploring what they would like to do in the future.

NCC Campus resources for students:

The Career & Transfer Counseling Center is an excellent resource on campus. I work very closely with them when I encounter students who either are a bit lost about career exploration, have a number of skills but don't know where to focus them or just want a bit more direction. The counselors will talk with them and with a variety of tools; help the student to gain focus.



Media major Jessica Zike interns at Gold Coast Studios (located in Bethpage); where television show Kevin Can Wait, movie Spider-Man 2 and other productions have been filmed.

The Office of Student Professional Development & Employer Services will help your students with their resumes, cover letters, thank you letters and interviewing. They also maintain a variety of internships and job listings for students on their posting site. This is typically a resource that I utilize when students are in the process of seeking or applying for internships.

The Office of Student Activities is the home of many clubs and organizations. Many of them link directly to an industry or career. If a student involves themselves in a club, he/she may discover their future career!

Internship Courses at NCC: If your student is eager to get started with an internship, contact the department that houses the internship course.

As we continue to make student retention a priority on campus, conversations and guidance that we offer to students goes a long way. Have questions about internships? Feel free to contact me at laura.oconnell@ncc.edu.

HOLOCAUST SURVIVOR PRESENTATION: A HERO'S STORY

Prof. Deborah Panzer-Kilmnick,
Department of Communications

On October 9, 2018, the students in my Interpersonal Communications' classes, Com 101, engaged in an exciting applied learning project. The students had the honor of attending a presentation given by Holocaust survivor, Gloria Glantz, in which she shared her testimony.

My students were asked to reflect on this presentation (which was also videotaped) and type a reaction paper specifically linking what they are learning in the class about perception, listening, culture,

the dangers of stereotyping and the power of perseverance to Gloria's presentation. The students had to answer several theory-based questions and close their papers by including their thoughts on the Holocaust survivor's talk and also write about a personal mentor. The students shared their ideas in small groups and we had an open dialogue as a large group about the presentation.

This form of applied learning truly allowed the students to reflect on what they are learning from the textbook and lectures. Their comments were incredible. They were able to effectively pinpoint examples from the presentation that showcased the survivor's self-awareness and self-esteem. Furthermore, the students were able

to fully describe how the dangerous stereotypes used during and after the Holocaust affected the survivor. Additionally, they were amazed by how she rose above her life circumstances such as the fact that she lost sixty-seven of her relatives (including her mother, father and siblings) by the age of four. A few of the comments shared out-loud by students that resonated with me were:

“Gloria Glantz had a powerful and moving testimony about how the Holocaust influenced her life and listening to her speak made me cherish those who are around me and I learned not to take life for granted;” *“Listening to Mrs. Glantz has made me realize that you don’t know someone’s story until they tell it.”*

As a result of this experience with my classes, I am going to make every effort to plan this event for my students each semester. I think it is so important for our students to be engaged in meaningful ways and to understand that the past is a lens for the future. It is



our stories that connect us as humans and as Gloria Glantz so poignantly stated: “our similarities unite us but our differences enrich us.” It goes without saying that this was one of the most memorable and special moments for everyone in the room. “How wonderful it is that nobody need wait a single moment before starting to improve the world” (Anne Frank).

COIL + AL = STUDENT SUCCESS

Cara M. Tuzzolino
LINCC Lecturer and COIL Coordinator

In the world of acronyms, NCC faculty have added COIL to their lexicon. COIL stands for Collaborative Online International Learning, and is a form of Applied Learning.

COIL is virtual study abroad, and an opportunity for faculty to bring the world to our students without leaving our classrooms.

In a COIL classroom, students and faculty are paired with a class (of the same or different discipline) in another country. A series of shared activities is embedded into the syllabus of each class. After several online exchanges, the classes work on a collaborative project together. Any type of class can include a COIL project. COIL projects can be embedded into courses that meet face-to-face, hybrid, or completely online.

The collaborative project provides both sets of students with enriched lessons. Both sets of faculty members receive professional development training to apply this unique applied learning experience to their individual classrooms.

COIL is managed by Dr. Deborah Spiro, Assistant Vice President of the Office of Distance Education at NCC, and Cara Tuzzolino, COIL Coordinator and a full-time LINCC instructor at NCC.

NCC students have this to say about COIL projects in their classrooms:

“I’m really thankful for being involved into this. No feelings of regret inside me!”

“I’m really glad to have been a part of this project.”

“...not only did I get to experience a whole new set of challenges with technology, but I also had the chance to meet amazing people.”

