

COVER SHEET: Margins of Excellence Proposal: 2/15/2018

Collaborating programs:

- Undergraduate Research and Creativity – Scott Cooper (Primary contact)
- Volunteering and Service Learning (Ugetconnected) – Jaralee Richter
- Small Business Development Center (Entrepreneurship) – Anne Hlavacka
- Career Services (Internships) – Karolyn Bald, Becky Vianden
- International Education & Engagement (Diversity/Global Learning) – Emelee Volden

Time line: April 2018 – June 2019.

Grant size: Small Grant (\$4,000)

Abstract: Students, faculty, and community partners can be unclear about the similarities, differences, and benefits of diverse experiential learning activities including undergraduate research, volunteering, internships, study abroad, and entrepreneurship. We propose to produce short (2-3 minute) video clips describing different forms of experiential learning opportunities and their benefit to students, faculty, and community partners. Each video will start with a student who has participated in the activity shown in the video commenting on their experience, followed with a description of the program and how to get involved. We will direct these to different audiences and not include dates so they can be reused for several years and for multiple purposes. These videos could also be used in first year experience courses (UWL 100, or the 111 course proposed by Gen Ed) encouraging students to engage in these experiential learning opportunities earlier in their career and giving advice on how to integrate these into their resume or portfolio. Total costs to produce the 20 videos is projected to be \$4,000 and we hope to have them ready for use in fall 2018 with a one year period of assessment and revision.

Narrative: Recruitment video clips for experiential learning opportunities

Specific Aim: To produce short (2-3 minute) video clips describing different forms of experiential learning opportunities and their benefit to students, faculty, community partners, and benefactors.

The intent of the Margins of Excellence Fund is to support activities that heighten visibility and understanding of the importance of experiential learning as a high-impact practice both within UWL and externally to the greater community. Increased community engagement is also one of the four pillars of the campus 2017-2020 strategic plan. Engaging with the community often is done through experiential learning activities by students including service learning, volunteering, undergraduate research, study abroad, and entrepreneurship. Students, faculty, and community partners can be unclear about the similarities, differences, and benefits of these diverse activities as well as how to become involved. We have text based explanations of undergraduate research, volunteering (Ugetconnected) and internships (Handshake) on our [Community Partnership Portal](#) along with links to these sites, but these are fairly static. Another form of delivery is to have representatives from each program come to a class and give a presentation, but this is not very efficient, and does not reach all students.

Students are very receptive to videos and we propose to create a collection of short (2-3 minute) videos highlighting each of these program-sponsored experiential learning opportunities for students. The videos will also be adapted for community partners, supporters, donors, and instructors. Each video will start with a student who has participated in the activity highlighted in the video commenting on their experience, followed with a description of the program and how to get involved. These will not be discipline specific and will not include dates so they can be reused for several years and for multiple audiences. Student presenters with experience in each form of experiential learning will be recruited by the respective partnering program. In addition to student responses to questions about their experiences, short scripts will be written by each partnering group in consultation with

Media Services. When appropriate we will make parallel videos targeted to instructors (why and how to get involved in service learning, course embedded research, or mentoring interns), community partners (why and how to get interns, volunteers, or research collaborators) supporters and donors as appropriate (Table 1). This collection of videos will be made in a consistent and professional format. Being short and not discipline specific, these videos will be very portable, so they could be added to websites for additional programs on campus (Colleges, UWL Foundation, CATL, SBDC, Admissions). These videos could be used to recruit students to the programs, guide faculty advising students, and to attract community partners, supporters and donors. They could also be used in courses (UWL 100, research methods, senior capstone) encouraging students to engage in these experiential learning opportunities earlier in their career and giving advice on how to integrate these into their resume or portfolio. Videos on other high impact practices like taking first year seminar could be produced if funds and time permit. While these videos highlight program-sponsored experiential learning, they are not meant to be reflective of the complete breadth of opportunities available at UWL.

Table 1: Videos on benefits of experiential learning

Video topic	Target: students	Target: instructors	Target: community partners	Target: donors and sponsors
Research				
Internships				
Volunteers				
Study Abroad				
Entrepreneurship				
Others (UWL 100)				

Impact: These videos should act as a catalyst for each of the following:

(1) Increase the number of students participating in experiential learning opportunities by increasing student awareness of the variety of programs offered on campus, the importance of these opportunities in their education and career aspirations, and information on how to get involved.

(2) Increase the number of instructors wanting to incorporate experiential learning into their courses and scholarship by providing explanations of the value of these activities to students and information on where to get assistance.

(3) Provide community partners with clear explanations of the value of giving students experiential learning opportunities in their organization through internships, volunteer activities, and collaborative research projects.

(4) Share compelling reasons for benefactors, supporters, and donors (alumni, friends, and others) to invest in experiential learning opportunities for students.

(5) Help the general public understand and appreciate the value of experiential learning opportunities at UWL to the economy and education of its citizenry through The Wisconsin Idea.

Assessment: As the videos will be housed on a common website we can track number of views to see how many students, instructors and community partners view each of the videos each year. We will also have students assess the impact of the videos in the 2018-19 academic year and make final edits based on the assessment results.

This proposal aligns with the following objectives of the Margins of Excellence Fund

- Facilitation of programs being developed and administered by the Office of Undergraduate Research and Creativity
- Development and/or enhancement of specific programs between a campus unit and external partner such as a business, governmental or non-governmental agency, etc. Some possibilities might include leveraging the funds with these entities.
- Marketing of programs on campus and beyond (e.g., to students, faculty members, community partners, supporters, and donors). Promotional media could be print, videos, etc.

Budget: We will collaborate with Media Services to produce the videos. As these videos can be used in courses they have educational value and fall under the Media Services mission. Funds will be used to hire students as video editors. Many video clips will be able to be repurposed for multiple videos. For example a student talking about the value of doing an internship could be used in separate videos targeted to students, instructors, community partners, and supporters or donors. The last minute of each video would be adapted to address the different audience. Student helpers supervised by Media Services will be paid \$12/hour to collect and edit the videos. We estimate it will take about 10-15 hours per video for a total of \$3800. We will also purchase a LaCie portable hard drive to master the project which costs \$162. A total budget of \$4,000 should be enough to make 20 short videos.

Time	Activity	Cost (for 20 videos)
Spring 2018	Videotape student interviews	3-4 hours each = \$720-960
Summer 2018	Students working with Media Services edit videos	6-8 hours each = \$1440-1920
Fall 2018	Release videos	
Spring 2019	Assessment of videos and re-editing	1-2 hours each = \$240-480

As these videos will be produced without any time-sensitive information they could be used for many years. Future edits to individual videos could be paid for by individual programs at minimal cost if necessary. Additional videos may need to be produced in the future, but once this template is established it should be able to be done at minimal cost.

We hope to begin making the videos this spring to collect the raw tape before students leave in the spring. Editing will continue over the summer and the videos ready for distribution in the fall. We then have one year included to assess the use of the videos. Linda Dickmeyer in the Communication Studies department offered to help us find students to do an assessment of the videos as part of an undergraduate research project. Some funds will be reserved to make any final edits to the videos in the spring and summer of 2019 based on our assessment results.