The National Society for Experiential Education

49th Annual Conference

Hindsight is 20/20: Using Reflection for Assessment, Program Excellence, and Student Success

September 21-23, 2020

National Society for Experiential Education

August 2020

Dear National Society for Experiential Education Annual Conference Attendees:

On behalf of the NSEE Board and the 2020 Conference Planning Committee, we are excited for you to join us for the 49th Annual NSEE Conference. As you know, the conference is scheduled to run in a fully virtual format from September 21-23.

Our conference theme is ***Hindsight is 20/20: Using Reflection for Assessment, Program Excellence, and Student Success***. The theme will be addressed through many unique and innovative lenses, and our presenters have stepped up to share their knowledge, experiences, and expertise virtually. Here is a brief overview of the conference:

- **Monday, September 21 (Pre-Conference):** Will be hosted by Nova Southeastern University and is free and open to the public. You may join any one of these sessions as long as you pre-register no later than Sunday, September 20th through the Zoom registration links provided. Sessions include: Welcome to NSEE; Virtual Conference Overview and How to Make the Most of Your Virtual Conference Experience; Introduction to NSEE's Experiential Education Academy; Peer Consulting; and a Diversity, Equity, and Inclusion Town Hall. Monday's session will close with a Guided Reflection and a virtual Networking Event.
- **Tuesday, September 22:** Starting at noon (EST), we will celebrate our 2020 NSEE Awards and welcome keynote speaker Dr. Marian Higgins, a pioneer in the field of diversity and inclusion in higher education and the workplace. Dr. Higgins will share her expertise on how experiential educators can gain more awareness, knowledge, and skills to engage with a diverse learner population. Following the keynote, we will have a series of concurrent webcast presentations, roundtable discussions, and our very popular PechaKucha presentations. Tuesday afternoon will conclude with another networking opportunity.
- **Wednesday, September 23:** An afternoon of concurrent webcast sessions and roundtables, concluding with the announcement of our 2021 NSEE Conference theme and a post-conference reflection.

Throughout the conference, we are excited to use Remo rooms to host our NSEE Virtual Lounge, NSEE Information Table, and Exhibitor tables. Remo has proven to be an engaging platform for virtual conference attendees. NSEE Board Members and Conference Planning Committee members will be around to welcome and help you, including at the conference registration table when you arrive. We want you to leave the conference feeling like you are a part of this wonderful community!

We look forward to seeing you soon!

Sincerely,

Marti Snyder, Ph.D., 2020 NSEE Conference Chair
Paul Gaszak, 2020 NSEE Conference Co-Chair

National Society for Experiential Education

Who We Are:
NSEE is a nonprofit membership association of educators, businesses, and community leaders. Founded in 1971, NSEE serves as a national resource center for the development and improvement of experiential education programs nationwide. NSEE supports the use of learning through experience for intellectual development, cross-cultural and global awareness, civic and social responsibility, ethical development, career exploration and personal growth. www.nsee.org

Vision:
The Vision of the National Society for Experiential Education is the establishment of effective methods of experiential education as fundamental to the development of the knowledge, skills and attitudes that empower learners and promote the common good.

Mission:
The mission of the NSEE is to cultivate educators who effectively use experiential education as an integral part of personal, professional, civic and global learning.

In pursuit of this mission NSEE members work actively to:

Goal 1:   Support the professional development and leaderships skills of educators to advance the vision of the Society.   [Education]
This focus area includes the organizational functions, products and services that cultivate members' growth and leadership through increased understanding, awareness, knowledge, skills and attitudes related to experiential education.

Goal 2:   Engage in research and share theory and the application of principles of effective practice.   [Scholarship]

This broad focus area includes the development of work that advances theoretical and practical knowledge (practices, innovations, etc.) and includes the dissemination of work through presentations, publications, and other activities.

Goal 3:   Advocate for the infusion of effective experiential learning throughout the educational system and its value in the community.   [Communication/Networking]

This focus area includes communicating with members and the larger community (i.e. networking at conferences And through regions and special interest groups, web presence and engagement, communication from NSEE to members regarding updates, initiatives, news, calls to action, etc.)

NSEE Standards and Ethical Practice:
The best forms of experiential learning are framed by guidelines that serve all parties involved but which put learning first. To this end, NSEE developed in 1998 *Eight Principles of Good Practice for All Experiential Learning Activities* which outline the conditions, steps and actions necessary for designing successful environments for impactful experiential teaching and learning.
Similarly, NSEE has adopted seven *Guiding Principles of Ethical Practice* for experiential educators which highlight the importance of upholding the highest ethical standards at every level of the experiential learning process. Since the founding of the Society, the Board of Directors, staff, and membership have been governed by policies and practices that guide ethical actions, relationships, and decisions. Both foundation documents are available on the NSEE website: www.nsee.org.

Monday, September 21, 2020

All times are listed in the Eastern Time Zone.

Monday's Pre-Conference will be hosted by Nova Southeastern University and is free and open to the public. You may join any one of these sessions as long as you pre-register no later than Sunday, September 20th through the Zoom registration link provided.

1:00pm-1:30pm - Welcome to NSEE: Learn about the National Society for Experiential Education (NSEE) including its mission and vision. NSEE leadership will introduce and discuss important initiatives for the future and how you can get involved.

Presenters: Paul Kwant and Marianna Savoca

Zoom Registration Link: https://nova.zoom.us/meeting/register/tJMtcO2tqzkjH9TV2hpTrqy1x3cL2vcZAzwp

1:45pm-2:15pm - Conference Overview: How to Make the Best of Your Virtual Conference Experience: In this session, we will introduce you to the virtual conference platform and discuss ways that you can make the most of your virtual conference experience.

Presenters: Andrew Demarest, Haley Brust, Marti Snyder, and Ann Bresingham

Zoom Registration Link: https://nova.zoom.us/meeting/register/tJlpdeispzsoEtT4hVhj_307MvNYYlUOkosY

2:30pm-3:15pm - NSEE's Experiential Academy and Peer Consulting: Did you know that there's more to NSEE than its annual conference? Learn about NSEE's Experiential Education Academy (EEA), the value it can bring to your institution, and upcoming online EEA workshops. In addition, we will introduce our new and innovative Peer Consulting services.

Presenters: Shara Lee, Urszula Zalewski, Teri Williams, and Elise Newkirk-Kotfila

Zoom Registration Link: https://nova.zoom.us/meeting/register/tJcqduyuqjlpGdSf4Xm0ceMYBM5PCcS9kqaP

3:30pm-4:15pm - Diversity, Equity, and Inclusion Town Hall: Join us as NSEE leadership guides us in a conversation about how to create, maintain, and enhance an inclusive environment for all.

Facilitator: Marianna Savoca

Zoom Registration Link: https://nova.zoom.us/meeting/register/tJ0lf-yoqTorHNakb8vGcc5qfShP0wAf9w4j

4:30pm-5:15pm - Guided Reflection: Reflection helps us internalize our learning and transform simple experiences into transformational experiences, it's important to reflect. Facilitators will guide participants through a reflective practice that focuses on the day's events.

Facilitators: Members of the NSEE Guided Reflection Sub-committee

Zoom Registration Link: https://nova.zoom.us/meeting/register/tJ0lcuigrjkiGNW59nVy8jhmTGRePH0vrrV6

5:30pm-6:15pm - NSEE Networking Event: To close the day, our conference planning committee has planned a unique and interactive virtual networking experience!

Virtual Wine Tasting with Brian Noto, CSW, CSS
Sommelier Brian Noto will guide you through the world of your favorite wines as well as provide tips on tasting and food pairing. Bring your glass – or glasses – of wine!

Facilitators: Brian Noto, Director of Food & Beverage, Cape Girardeau Country Club

Zoom Registration Link: https://nova.zoom.us/meeting/register/tJwod--sqDgrG9MxVVYilZBw67cUCg_NUv3N

Tuesday, September 22, 2020
All times are listed in the Eastern Time Zone.

12:00pm - 12:15pm	**Welcome**
	Marti Snyder, Nova Southeastern University
	2020 Conference Planning Chair
	Marianna Savoca, Stony Brook University
	NSEE President
12:15pm - 12:45pm	**NSEE Awards**
	Elise Newkirk-Kotfila, NASPA
	Erica Ely, University of Maryland, College Park
12:45pm – 1:45pm	**Keynote Speaker - MARIAN HIGGINS**

"REFLECTING ON INCLUSIVITY AND EQUITY TO IMPROVE SERVICES TO STUDENTS"

Experiential educators frequently engage with college students holding different identities and with unique experiences. But, how often do we think about the impact of our individual identities and values on our work with them? How often do we pay attention to policies and practices that continue to marginalize students? In this interactive session, we will explore the significance of inclusion and equity as they relate to experiential educators. More specifically, we will focus on the awareness, knowledge, and skills needed to engage students' representing different identities and experiences.

ABOUT THE SPEAKER:
Dr. Marian Higgins is the owner of Be Inspired Counseling and Consulting, LLC, a personal and professional development company specializing in career management and addressing equity and inclusion in the workplace. Dr. Higgins has presented to and assisted professionals in higher education, non-profits, and corporations. She draws upon her experience as a former administrator at the University of Georgia Career Center where she supervised and coached staff, created and implemented talent management strategies, managed diversity and inclusion initiatives, and provided consultations to employers and career services practitioners on diversity recruitment and programming.

Dr. Higgins is also a Clinical Assistant Professor at the University of Georgia in the Department of Counseling and Human Development Services.   She recently launched Dive In, a podcast focused on diversity, equity, and inclusion as they relate to career development.

Dr. Higgins received her Ph.D. in counseling and personnel services from The University of Georgia, a Master of Science degree in counseling from the University of Memphis, and a Bachelor of Arts degree in history from Wesleyan University in Middletown, Conn. She is a Licensed Professional Counselor and the recipient of the Southern Association of Colleges and Employers Champion of Diversity award and the Research Fellowship.

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2:00pm – 2:45pm Concurrent Live Webcasting Sessions

STUDENT ARTISTS IN RESIDENCE: INTERGENERATIONAL ENGAGEMENT AND COMMUNITY IMMERSION
Presenter: Laurie Marks, University of Wisconsin, Milwaukee, WI, Kari Hanson, University of Wisconsin, Milwaukee, WI, Joe Smith, University of Wisconsin, Milwaukee, WI
TRACK: T SIG: SL
Student Artist in Residence Programs place college students in nursing homes, and in exchange for room and board the students host workshops in their creative practice (painting, sculpting, music, theatre, or drawing). These programs train college students how to be professional working artists while revolutionizing elder care by promoting active, lifelong learning amongst elders. Session attendees will learn the logistics and engage in an actual creative workshop with a Student Artist in Residence participant.

RELATIONSHIP-RICH EDUCATION: CENTERING HUMAN RELATIONSHIPS IN UNDERGRADUATE EDUCATION
Presenters: Leo Lambert, Elon University, Elon NC, Peter Felten, Elon University, Elon, NC
TRACK: R SIG: BD
Educators have known for more than four decades that deep human relationships are important to a successful college experience. This session will describe what relationship-rich undergraduate looks like, how it is created and fostered by individuals and institutions, and what barriers we must overcome to make relationship-rich education possible for every student. Special attention will be given to the idea that experiential learning programs are "high-impact" because they are relationship-rich.

INSIGHTS FROM THE COLLEGE INTERNSHIP STUDY: ISSUES OF ACCESS, PROGRAM STRUCTURE & STUDENT OUTCOMES
Presenters: Matthew Hora, University of Wisconsin, Madison, WI, Zi Chen, University of Wisconsin, Madison, WI
TRACK: R SIG: ICE
Internships have proven to be a meaningful high impact practice (HIP), as has course-based service-learning. This session will explore combining the two, through an internship program aimed at the public good, that also includes a credit-bearing course. Session attendees will see the impact through data comparing graduation rates of participants versus non-participants and are encouraged to bring models and ideas of ways that they examine success in their university internship programs.

3:00pm – 3:45pm 45-Minute Roundtable Discussions (2-20min. Presentations)

UTILIZING STRATEGIC UNIVERSITY PARTNERSHIPS TO CREATE AN UNDERREPRESENTED STUDENT PIPELINE
Presenter: Kimberly Dixon, Stony Brook University, Stony Brook, NY
TRACK: D SIG: ICE
Through long term strategic partnerships with the Office of Multicultural Affairs, the Educational Opportunity Program, and the Collegiate Science and Technology Entry Program, the SBU Career Center has been able to expand its reach to underrepresented students on campus and create a viable student pipeline for internships and full-time positions. This session will showcase how the SBU Career Center packaged exclusive programs, specifically highlighting a credit bearing diversity student pipeline program that connects students and employers. These programs delivered job/internship search prep, special access to employers, one-on-one career coaching, industry mentorship, and specially designed small group sessions.

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3:00pm – 3:45pm 45-Minute Roundtable Discussions (2-20min. Presentations) - Continued

REFLECTION PRACTICES IN CONSULTING PROJECTS FOR THE LEARNER AND INSTRUCTOR
Presenter: Sophia Koustas, Southern New Hampshire University, Manchester, NH, Chris Blais, Southern New Hampshire University, Manchester, NH
TRACK: B SIG: AER
Reflection practices in consulting projects are an integral part of both the instructor/coach and student learning journeys. Using reflection tools as an instructor/coach models behavior to encourage students to share what they observe, do, learn, and feel. This roundtable will contribute to this year's theme by using reflection as a tool for assessment, to promote program excellence, and to encourage student success. This session will encourage participants to share best reflection practices in consulting projects.

WORK U: BUILDING STUDENTS' PROFESSIONAL AND PERSONAL CONFIDENCE THROUGH REFLECTION
Presenters: Nick van Santen, Boise State University, Boise, ID, Megan Boatman, Boise State University, Boise, ID
TRACK: B SIG: AER
The Work U program at Boise State University provides an innovative experiential learning experience. We recruit and place students into professional work experiences combined with 75 minute weekly required classroom time for upper-division credits. The beauty of Work U is that every opportunity is open to any undergraduate major and seeks students with limited professional experience. Come hear about how we utilize reflection inside and outside the classroom to contribute to student success.

A HYBRID FIRST-YEAR-EXPERIENCE COURSE WITH A TWIST: EXPLORING UNCHARTED TERRITORY
Presenters: Judith Slapak-Barski, Nova Southeastern University, Dania Beach, FL
TRACK: B SIG: AER
First-Year-Experience courses are designed to support freshman students during their first semester in college. These students typically need a lot of support, so universities usually offer First Year-Experience courses in face-to-face modalities. We piloted a hybrid First Year-Experience course with the requirement that students attended one face-to-face and one synchronous online session weekly, plus online learning activities. This session will report on the pilot, and discuss recommendations and feedback from the pilot instructors, students, and faculty coordinator.

GOOD WORK IF YOU CAN GET IT: FRESHMAN AND SERVICE LEARNING
Presenter: Teresa Pern Reed, Jacksonville State University, Jacksonville, AL
TRACK: B SIG: SL
This session will describe a service-learning approach in which students work collaboratively to draft, present, and implement a service project--a semester-long process. Students' work for the project is also their work for class and includes project proposals and presentations, a committee behavior policy, PR, and professional communication amongst themselves and with campus and community partners. Students contribute to the project based on their own skills and interests and are accountable to each other.

CONNECTING EXPERIENCE AND GROWTH: DESIGNING OPPORTUNITIES TO TALK ABOUT IT
Presenter: Laurie Marks, University of Wisconsin, Milwaukee, WI, Ben Trager, University of Wisconsin, Milwaukee, WI, Peter Blewett, University of Wisconsin, Milwaukee, WI
TRACK: F SIG: ICE
This session will explore innovative ways in which students are asked to articulate the personal and professional growth they experience through community engaged work. First, an internship coordinator will explain how students turn their experience into a self-reflective research question and present the findings at a symposium. A second example will showcase an English instructor whose students create digital stories about their own identity as part of a service-learning class after the community experience.

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3:00pm – 3:45pm 45-Minute Roundtable Discussions (2-20min. Presentations) - Continued

FACILITATING INTERNSHIP PARTNERSHIPS THROUGH FORMAL AGREEMENTS
Presenter: Vivienne Felix, New York University, New York, NY, Kimberley Coffey, Southern New Hampshire University, Manchester, NH, Rena Varghese, Farmingdale State College, Farmingdale, NY
TRACK: B SIG: ICE
Internships are a critical part of students' educational experience. They allow students to explore the "world of work" while developing professional and interpersonal skills. For higher education administrators, the process of navigating internships is complicated by the nuances of internship agreements. This session will explore the purpose and utility of internship agreements, memoranda of understanding, affiliation agreements, and other signed agreements that are needed to solidify partnerships with internship providers.

EXPERIENTIAL LEARNING IN MARKETING: HOW HOT SAUCE HEATED UP CAMPUS
Presenter: Quantella Noto, Southeast Missouri State University, Cape Girardeau, MO
TRACK: L SIG: AER
The purpose of this presentation is to share the results of how a student project in a hospitality marketing class used experiential learning to create a signature hot sauce product for the university. This presentation will cover how the product evolved from concept to production to sales. The presentation will also discuss how the students partnered with the athletic department, created a stream of revenue, and media recognition all the way to state legislators.

AN EXAMINATION OF EXPERIENTIAL LEARNING PRACTICES UTILIZED BY STEM EDUCATIORS
Presenter: Mark Threeton, Pennsylvania State University, University Park, PA
TRACK: R SIG: FD
Through this presentation participants will learn about a study conducted on experiential learning within STEM Education and teaching methods, which improve student engagement. More specifically, this study examined how career technical educators defined experiential learning and utilize it in technical education programs to promote enhanced student learning and skill development. This presentation would be useful for STEM Educators, teacher educators and researchers interested in learning about authentic experiential education strategies in classroom and laboratory settings.

USING REFLECTION OF EXPERIENTIAL LEARNING TO DEVELOP CAREER READINESS COMPETENCIES
Presenter: Becky Despain, University of Wyoming, Laramie, WY, Jo Chytka, University of Wyoming, Laramie, WY
TRACK: B SIG: CD
Defining and incorporating career readiness competencies as a framework to organize experiential education into reflective learning opportunities for students. This allows students to collect their experiences, reflect on what they have learned and confidently identify and articulate competencies to employers. Group discussion will allow session participants to become aware of gaps between higher education outcomes and employer expectations; and develop strategies to increase student career readiness through a competency framework.

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4:00pm – 5:00pm   **PechaKucha Presentations**

QUICK TIPS FOR TEACHING STUDENTS HOW TO REFLECT
Presenter: Jennifer Dobbs-Oates, Purdue University, West Lafayette, IN
TRACK: E SIG: AER
When you ask your students to reflect, do they know what you mean? Do you tell them "go deeper, give me more," but see blank faces in response? It took me some time to realize that I needed to teach my students about reflection directly. This PechaKucha presentation will share quick tips for helping students understand what reflection is, why we require it, and how to do it well.

REMOTE GLOBAL INTERNSHIPS WITH ONLINE REFLECTIVE LEARNING
Presenters: Rachael Criso, Global Internship Consulting, Opio, France
TRACK: T SIG: EA
For students unable to travel to complete global internships, working remotely for a company in another country--with guided online reflection, support, and assessment--can provide a window to a new culture, offer an opportunity for international networking, and provide global work experience. Showcasing examples of students who have completed online internships and an accompanying preparative and reflective course, attendees learn about how their institution can provide similar access to global upskilling for their students.

STUDENT REFLECTIVE WRITING ABROAD: USING THE PERSONAL ESSAY TO TEACH AND ASSESS NUANCE
Presenter: Jon Balzotti, Brigham Young University, Provo, UT
TRACK: I SIG: EA
Reflective writing and thinking is a critical feature of study-abroad learning. Properly integrated into the study abroad experience, the personal essay can provide rich descriptions of student reflection and serve as a culmination of the study abroad experience. This presentation examines the value of using the personal essay genre as a tool for assessment and learning abroad. Implications for educators and advisors in how best to guide students' creative writing that better constructs the nuances of their experience will be explored.

INTEGRATION OF HIGH IMPACT PROFESSIONAL SERVICE INTO SERVICE-LEARNING
Presenter: Christopher Butler, University of California, Merced, CA
TRACK: B SIG: SL
UC Merced is composed of mostly, first-generation, and underrepresented minority students who desire to improve the lives of their families and communities. This presentation explores how the Engineering Service-Learning course provides professional service experience to local not-for-profit service organizations in the region. Students join multidisciplinary teams from all majors and grade levels to work on real-world STEM projects for clients. High impact practices including reflective thinking, help students develop academically professionally and civically.

WHERE'S MY MONEY? USING EXPERIENTIAL LEARNING TO INCREASE FINANCIAL CAPABILITY
Presenter: Edwin Blanton, III, Texas A&M University, San Antonio, TX
TRACK: I SIG: ALC
This presentation looks at how experiential learning is being implemented at one university to expand the financial capability of students; and how the project also engages students and parents at local school districts. The presentation will cover the purpose, structure, funding, learning, reflection, and assessment of the program and give the audience some tips on how they might apply this at their own campus and in their own community.

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4:00pm – 5:00pm   PechaKucha Presentations - Continued

3D PRINTING FOR ACCESSIBILITY: STUDENTS AS MAKERS, COLLABORATORS, AND LEADERS
Presenters: Brian Stone, Boise State University, Boise, ID, Deana Brown, Boise, ID
TRACK: D SIG: AER
Visually impaired students face barriers to their education as well as negative attitudes from employers and peers. 3D-printed objects can make classrooms more universally accessible, but who will design the objects? We demonstrate a scalable solution: an interdisciplinary service-learning course where teams of students learn 3D-printing and user-centered universal design, then collaborate with visually impaired partners to create accessible learning objects leading to significant improvements in attitudes about blindness/accessibility and increased sense of leadership.

5:15pm – 6:00pm   Networking Event

Networking Event: Join us in NSEE's Virtual Lounge (Floor 4 of the Remo Room) to wind down, network, and meet new people. We'll have open tables for informal conversations and themed tables with specific topics including the following:

Fusion Feedback: A safe space for everyone to discuss current issues, challenges, and hopes!
Moderated by Quantella Noto, EdD, Associate Professor - Director/ Department of Management Southeast Missouri State University

Your Favorite Cocktail Hour: Is there a drink that you're enjoying now? Does your state or city have a popular or iconic beverage? Join Laurie for a casual networking session to share your favorite drink, and recipe!
Moderated by Laurie Marks, PhD, Executive Director
UW-Milwaukee Center for Community-Based Learning, Leadership, and Research

The Sports Room: Sports is a language that many of us speak, an experience we share with friends and family. Join the sports room with Dexter where you can share thoughts and experiences around this common activity. Good, bad, life altering, and yes culture shifting, all of these are great conversation items.
Moderated by Dexter Davis, EdD, Associate Professor of Sport Business
The University of Tennessee at Martin

Wednesday, September 23, 2020

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12:00pm - 12:15pm	**Opening Remarks** Marti Snyder, Nova Southeastern University 2020 Conference Chair
12:30pm – 1:15pm	**C**oncurrent Live Webcasting Sessions

CRITICAL REFLECTION: A FOUNDATION FOR CIVIC ENGAGEMENT AND CIVIC LEADERSHIP
Presenters: Danika Brown, Rice University
TRACK: B SIG: AER
This session introduces critical reflection as a mechanism for students to synthesize their academic, experiential, and civic experiences to understand their own agency. The Center for Civic Leadership at Rice University incorporates a scaffolded approach to civic engagement with critical reflection as one of its foundations. Through engaging discussion and activities, participants will understand a framework for integrating critical reflection and begin identifying a plan for doing so within their own institutional contexts and goals.

TELLING MY STORY: HOW TO PRESENT DATA USING A STORY
Presenters: Suzi Dieringer, University of Tampa, Tampa, FL, Karla Borga, University of Tampa, Tampa, FL
TRACK: B SIG: ALC
The authors developed a workbook to use in an economics class that assists students in presenting a thought-provoking story about complex macroeconomic data. The workbook includes student self-reflection surveys to measure student improvement and learning objectives. The authors will present an engaging interactive session by having participants develop a short story based on economic data/graph and they will discuss their experiences (both successes and challenges) from using the workbook in class.

1:30pm – 2:15pm	**C**oncurrent Live Webcasting Sessions

CHALLENGE ACCEPTED! GOING GAMEFUL TO DEVELOP SOFT SKILLS
Presenters: Laurie Sutch, University of Michigan, Dearborn, MI
TRACK: B SIG: CD
Students at the University of Michigan-Dearborn are leveraging the connections among their learning and living experiences by reflecting in the Talent Gateway, a 'gameful learning' approach to career readiness. In this program, students earn points towards the (M)Talent distinction on their official transcript as they learn to recognize and articulate existing skills while also developing new skills required in today's workplace such as critical and creative thinking, problem-solving, collaboration, digital literacy, and global fluency.

THE 'SOFT POWER' OF IN-CLASSROOM REFLECTION: A TRANSFORMATIVE EXPERIENCE
Presenter: Larissa Horne, University of the Fraser Valley, Abbotsford, BC, Canada
TRACK: B SIG: ALC
This session will examine ways to activate students' creativity, confidence and drive to succeed by demonstrating how a variety of in-class reflective practices can lead to the establishment of the atmosphere of trust and openness, which contribute to unveiling a greater potential for learning. The key concepts examined are intentionality, self-empowerment, collaboration, mindfulness, prior learning, risk taking and trust. The concept of students as partners in teaching and learning will also be unpacked.

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EXPERIENTIAL LEARNING IN A VIRTUAL WORLD
Presenters: Claire Jacobson, Chris Freire, Abdullah Syed, Student Opportunity Center
Track: Sponsored Session
This session will consist of three parts, discussing the application of experiential learning activities in 2020's virtual contexts. The session will begin with a case study of how George Mason University and Central Washington University partnered with SOC to bring their spring undergraduate research conferences online. The presenters will then detail the step-by-step process Western Governors University is undertaking to provide fully online and asynchronous Project-based Learning to their adult learners. The session will conclude with Dr. Claire Jacobson introducing SOC's new direction providing full-service experiential learning implementation support. Time will be reserved for discussion and Q&A.

2:30pm – 3:15pm   Concurrent Live Webcasting Sessions

LEARNING ANALYTICS TO SUPPORT EXPERIENTIAL LEARNING & 21st CENTURY SKILL DEVELOPMENT
Presenters: Nikki James, University of Liverpool, Boston, MA
TRACK: T SIG: BD
Experiential learning is increasing in prominence within higher education institutions. There is a lack of technology designed specifically to support experiential learning pedagogies. This session presents research that brings together learning analytics and learning theory to explore how technology could better support experiential learning programs designed to develop 21st Century Skills. The research outcomes will be followed by a reflexive discussion about how insights from the research could impact the practice of experiential learning.

TEACHING EXPERIENTIAL WRITING: INTEGRATING MEANINGFUL REFLECTION ON AND OFF CAMPUS
Presenters: Danny Damron, Brigham Young University, Provo, UT, Sherami Jara, Brigham Young University, Provo, UT, Jamin Rowan, Brigham Young University, Provo, UT, Mat Duerden, Brigham Young University, Provo, UT
TRACK: B SIG: EA
This session will address the challenge of designing and integrating meaningful reflective practices across a range of classroom environments drawing upon the experience of two innovative courses within BYU's liberal arts curriculum: an on-campus professional development class and an experience design study abroad. These distinct classes offer an adaptable template with a scaffolded approach to the teaching of experiential writing helping students increase their ability to interpret, translate, and document the value of their experiences.

DEVELOPING AN EQUITY-BASED SERVICE LEARNING PRAXIS
Presenters: Shara Lee, Valencia College, Kissimmee, FL, Meg Evans, Break Away, Avondale Estates, GA
TRACK: F SIG: SL
Literature recognizes service-learning as a high-impact practice with significant learning potential. However, the ways in which service-learning is framed and delivered can create disparate student learning outcomes and harm to communities. This session will share an equity-based framework for academic service-learning, models for developing others to lead service-learning, and an activity to guide institution-specific implementation.

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3:30pm – 4:15pm 45-Minute Roundtable Discussions (2-20min. Presentations)

WRAPPING UP YOUR EXPERIENTIAL PROGRAM WITH AN EVENT TO REMEMBER
Presenter: Jennifer Dobbs-Oates, Purdue University, West Lafayette, IN, Natasha Watkins, Purdue University, West Lafayette, IN
TRACK: I SIG: ALC
At the end of each term, interns in our program present a poster session describing and reflecting on their internship experience. This event provides beneficial outcomes for multiple audiences and connects to several of the NSEE Principles of Good Practice. Using that poster session as an example, this session will explore how experiential education leaders can design a simple culminating activity with similar impact.

MENTORING 2.0: USING GUIDED EXPERIENCES TO ENHANCE MENTORING
Presenter: Donald DeMaria, University of Georgia, Athens, GA
TRACK: B SIG: CD
Students are more successful when connected with academic, professional and personal mentors. This interactive session showcases our mentoring initiative that provides a guided experience/curriculum to ensure that mentors address critical career and developmental needs, while students are taught skills to understand mentoring and maximize this critical opportunity. Participants will be guided through our mentoring experience and provided with the materials and tools necessary to establish and/or enhance a mentor program.

AEROSPACE OASIS: HOW A PARTNERSHIP TRANSCENDED EXPERIENCE ACROSS GENERATIONS
Presenters: Robert Goodman, University of California, Merced, CA, Christopher Butler, University of California, Merced, CA
TRACK: I SIG: CD
This presentation will explore the development of the Castle Air Museum Restoration Experience at the University of California, Merced, which gave intergenerational experiences to students interested in aerospace, museum, and non-profit industries in a region primarily focused on the agriculture economy. Learn how this easily adoptable program became popular with students and was eventually institutionalized at the University of California, Merced as part of the university's new general education initiative, where experiential learning is mandatory!

ETHICAL STORYTELLING
Presenters: Emily Marchese, Nazareth College, Rochester, NY, Nuala Boyle, Nazareth College, Rochester, NY
TRACK: B SIG: AER
Marketing of our institution's community-based experiential education is essential. It's a way to differentiate our institution, celebrate community partnerships and highlight student learning. However, we must educate ourselves and our students to tell this story ethically and respectfully through personal/ professional social media, news articles, and professional documents. Nazareth College will share an ethical storytelling resource guide that highlights collaboration and disrupts traditional power dynamics. In addition, participants will share their own best practices.

Wednesday, September 23, 2020

All times are listed in the Eastern Time Zone.

3:30pm – 4:15pm 45-Minute Roundtable Discussions (2-20min. Presentations) - Continued

PHOTO JOURNALING: USING REFLECTION TO CAPTURE HIGH IMPACT MOMENTS
Presenters: Amelia Estepa Asperin, North Dakota University, Fargo, ND, Linda Manikowske, North Dakota University, Fargo, ND
TRACK: B SIG: AER
This session will describe a photo journal assignment for a Study Tour to Chicago. Asking hospitality and apparel merchandising students to be intentional in capturing impactful moments enhanced their personal learning and increased engagement during industry tours. It was not uncommon that students submitted similar pictures, but had different reasons why it was impactful and applicable for their future career. Anyone teaching in fields with many industry segments will find this reflective project assignment useful.

A NEW REFLECTIVE INQUIRY PROTOCOL FOR CONSTRUCTING SIGNIFICANT LEARNING FROM A LIFE EXPERIENCE
Presenter: Andrea Reid, The University of Southern Queensland, Carina Heights, Queensland, Australia
TRACK: E SIG: EA
This session focuses on a doctoral study that investigates significant learning from life experiences. A new reflective inquiry protocol for understanding and articulating the significance of experiences will be presented. It has been applied to study abroad but could be used in any activity where there is potential for significant learning. The Protocol provides learners with a tool for connecting experiences to learning to facilitate personal growth by guiding reflections on how and why those experiences were significant.

USING PHOTOGRAPHY TO REFLECT ON STUDY ABROAD
Presenters: Somer Burke, University of South Florida, College of Public Health, Tampa, FL
TRACK: F SIG: AER
Today's students have a camera available to them at all times. How can we harness that access to a camera and the power of photography to deepen the educational experience of study abroad while developing our students as reflective practitioners? During this roundtable, the use of photography to satisfy a social media assignment (daily reflection) and a photo-journal assignment (culminating reflection) during a short-term study-abroad course in Quebec, Canada will be discussed.

REQUIREMENT TO ROBUST: RE-FRAMING PROFESSIONAL DEVELOPMENT THROUGH EXPERIENTIAL LEARNING CURRICULUM
Presenters: Darrah Mugrauer, Delaware Valley University, Doylestown, PA, Emmaline Armstrong, Delaware Valley University, Doylestown, PA
TRACK: I SIG: CD
Learn about the development of a centralized experiential learning program, which led to a 5.5% increase in the institutional career outcome rate. The program, Experience360, focuses on learning objectives and reflection through discussion and feedback. Presenters will share about the transition from a lackluster employment program to one providing opportunities tailored by each student to their own unique career trajectory, and how the program has established a culture of experiential learning as a campus standard.

Wednesday, September 23, 2020
All times are listed in the Eastern Time Zone.

3:30pm – 4:15pm 45-Minute Roundtable Discussions (2-20min. Presentations) - Continued

BETTER TOGETHER: CREATING EFFECTIVE INTERNSHIP PARTNERSHIPS ACROSS THE UNIVERSITY
Presenters: CJ Fleming, Elon University, Elon, NC, Laurie Judge, Elon University, Elon, NC
TRACK: L SIG: FD
This session will provide an overview of a collaborative strategy developed to engage faculty around internships in a college of arts and sciences. As a faculty internship champion and a career services leader, we have teamed up to meet with each department in our college to gather data, provide data, and to build partnerships. We will share our process and invite attendees to reflect on their own potential collaborations.

GAME ON! MEETING CAMPUS NEEDS BY ELEVATING FACULTY EXPERTISE
Presenters: Chris Lavan, University of Tennessee, Knoxville, TN, John Walker, University of Tennessee, Knoxville, TN, Ryan Windeknecht, University of Tennessee, Knoxville, TN, Marina Maccari-Clayton, University of Tennessee, Knoxville, TN
TRACK: F SIG: FD
This session discusses how Teaching & Learning Innovation (TLI), UT-Knoxville's home for faculty development and success, expanded its capacity to meet campus needs and requests by creating its "Faculty Innovators" program. From there, TLI has been able to bring in faculty experts to lead unique and exciting faculty development experiences. One of the more prominent and impactful program examples is the "Gaming & Role-Playing Teaching Certificate" program, which is highlighted in this session.

PUBLISHING IN EXPERIENTIAL LEARNING AND TEACHING IN HIGHER EDUCATION
Presenters: Mario D'Agostino, Nova Southeastern University, Ft. Lauderdale, FL
TRACK: R SIG: BD
The primary goal for this 60-minute interactive presentation will be getting participants to turn NSEE Conference presentations—and any other experiential learning-based research they are conducting—into publishable works in Experiential Learning and Teaching in Higher Education (ELTHE). Participants will be introduced to the new ELTHE editorial team, the journal's new online platform, and new submission and publication processes.

4:30pm – 5:00pm	**Announcement of 2021 Theme**
	Edwin Blanton, Texas A&M University, San Antonio
	Kristina Phillips, University of Mississippi
	2021 Conference Co-Chairs
	Closing Remarks
	Beth Odahlen, Minot Sate University
	NSEE President Elect
5:15pm – 6:00pm	**Post-Conference Reflection**

ON-DEMAND ASYNCHRONOUS SESSIONS: In addition to the live webcasts, the following asynchronous sessions will also be available on-demand.

HOW REFLECTION MADE THE DIFFERENCE IN ASSESSING TEACHER EDUCATION ABROAD
Presenters: Melanie McCallon Seib, Murray State University, Murray, KY, Melissa Chapman, Murray State University, Murray, KY
TRACK: B SIG: AE

Research shows that learning intervention makes the difference in student success abroad, but when we aren't abroad with them, how do we incorporate effective reflection and intervention? Hear how one university embedded reflection as a program assessment tool but learned so much more, later utilizing 12 years of data to study the continued impact of a teacher education program abroad. Participants will leave with steps for utilizing learning intervention and assessment to further institutional goals.

CREATING EVIDENCE-BASED REFLECTIVE WRITING ASSIGNMENTS ACROSS EXPERIENTIAL LEARNING OPPORTUNITIES
Presenter: Deandra Little, Elon University, Elon, NC, CJ Fleming, Elon University, Elon, NC
TRACK: B SIG: AER

This session will focus on developing effective, purposeful reflection activities and assignments that help students connect academic and experiential learning. We will consider research-based findings and models for reflective writing. Participants will discuss strategies for designing reflective assignments to reinforce specific learning goals and consider how to adapt or develop reflection assignments for their teaching and learning contexts, whether in the classroom or when connecting class learning to an internship or service-learning experience.

USING TECHNOLOGY TO DEVELOP LEARNER FLEXIBILITY IN PREPARATION FOR EXPERIENTIAL LEARNING
Presenter: Kay Peterson, The Institute for Experiential Learning, Boston, MA, Nikki James, University of Liverpool, Boston, MA
TRACK: T SIG: BD

In experiential learning, learners are typically more comfortable with some parts of the Experiential Learning Cycle and less familiar with others. Yet, deep learning occurs when learners navigate the entire learning cycle, reflecting upon experiences and reaching conclusions before testing out new ideas. This session will present our example of using technology to direct learners to use non-dominant learning modes, then reflect on their practice. In a discussion, participants will reflect on their experience in completing this exercise.

RESEARCH REVEALS THE IMPORTANCE OF STUDENT REFLECTION IN UNDERGRADUATE RESEARCH
Presenters: Jacqueline McLaughlin, Pennsylvania State University, Lehigh Valley, Fogelsville, PA
TRACK: R SIG: CD

Research was undertaken to evaluate whether specific Course-based Undergraduate Research Experiences (CUREs), utilized in traditional and non-traditional (international) academic settings, enhanced not only students' acquisition of skills deemed important for future work in research, but also several top U.S. "workforce skills." What we discovered sheds light into these areas, in addition to the significance of CUREs as a checkpoint experience for student reflection on career choice and professional identity, and the value of faculty-student mentorship.

REIMAGINING EXPERIENTIAL EDUCATION: BEST PRACTICES FOR CAREER EXPOSURE PROGRAM DESIGN
Presenters: Karissa Chabot-Purchase, James Madison College, Michigan State University, East Lansing, MI, Maxwell Olivero, James Madison College, Michigan State University, East Lansing, MI
TRACK: B SIG: CD

Motivating students to participate in experiential learning is, let's face it, exhausting. At MSU we've developed a popular program that brings students to engaging cities (like Detroit, New York, and Washington D.C) to draw career inspiration from alumni and employers. Following an overview of r model, participants will create their own "Career Exposure" program, complete with reflection and

assessment tools. Expect to leave with a well-tested set of best practices, example materials, and a creative, ready-to-implement program plan.

IGNITING A PASSION FOR REFLECTION
Presenter: Kerry Arens, Webster Groves High School, Webster Groves, MO, Dana Miller, Webster Groves High School, Webster Groves, MO
TRACK: B SIG: K-12
Learn about one professional learning community's journey to ignite a passion for reflection throughout their high school. Join us as we describe ways to build a shared vision of high-quality reflection in your department and beyond. Leave this session with frameworks and practical tools to explore with your own staff and students.

MAKING RESEARCH RELEVANT THROUGH SERVICE-LEARNING REFLECTION
Presenters: Crystal Bickford, Southern New Hampshire University, Manchester, NH
TRACK: B SIG: SL
This session demonstrates how experiential learning allows research to "live" outside the classroom by sharing how a research writing course requires students to work in the community, research social issues, and share findings at undergraduate conferences – encouraging a blend of classroom learning, service learning, with a sense of purpose over traditional assignments. Participants will explore benefits and challenges while brainstorming ways in which they might transfer similar goals to their own courses/programs.

HELPING STUDENTS SEE THEIR FUTURE IN 20/20: INTERNSHIP CAREER DEVELOPMENT
Presenters: Nawara Ali Abufares, IUPUI, Indianapolis, IN, Anna Schmidt, IUPUI, Indianapolis, IN
TRACK: B SIG: AER
Reflection is a powerful tool to help students form a professional identity and explore career paths when paired with experiential learning. Intentionally designing programs with reflection activities enhances the quality of learning and teaches the reflective skills needed for future academic and career success. Our presentation will focus on how best practices in reflective activities can aid in assessment, evaluation, and career development while transforming student learning outcomes based around an internship program model.

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TRACKS:

A: Assessment & Evaluation

B: Best Practices In EE

D: Diversity & Inclusion

E: Experiential Learning Foundations

F: Faculty Development

I: Institutional Implementation

IS: Innovation & Scholarship

L: Leadership/Partnerships

R: Research in EE

T: Technology/Innovation

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SPECIAL INTEREST GROUPS [SIG]:

ALC   Active Learning in the Classroom

AER   Assessment, Evaluation and Research

BD   Broad

CD   Career Development

CCA   Cross-Cultural Awareness

ICE   Internships/Cooperative Education

EA   Education Abroad

FD   Faculty Development

K12   K-12 Education

SL   Service-Learning

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"Explore. Evolve. Achieve!"

The EEA Academy

A key component of NSEE's mission is to enhance the professional development of its members. Another component of the mission is to be the national leader in advancing experiential education as a field and a profession. To accomplish both aspects of this mission, NSEE created the *Experiential Education Academy,* often referred to as the EEA or the Academy.

Since its inception, several hundred faculty and staff from dozens of higher education institutions have been completed the EEA certification.

The Value of EEA Workshops and National Certification:

- **Recognition:** NSEE is a nationally recognized professional association with EEA workshops filling an immediate and growing need to develop the knowledge, skills, and competence that will strengthen experiential education within your institutions
- **Online:** Our EEA workshops went fully online. Complete your workshops in 5 weeks and obtain a certification in a record time.
- **Affordable:** We offer a unique program at a competitive price: complete 6 workshops for the price of 5. The more you learn, the less you pay!
- **Experienced:** Our exceptional EEA FACULTY has extensive experience in teaching a foundation in theory and practice of experiential education and has proven expertise in design, implementation, assessment, and legal awareness for institutional experiential programs.

For newcomers to the field, the Academy provides the opportunity to become well-grounded in the foundations of experiential theory, principle, and practice. For the mid-career to more accomplished practitioners, workshops are offered that probe 'beyond the basics' and delve into special issues. Topics of universal appeal such as legal issues in experiential education and assessment of learning are also integral parts of the Academy. EEA workshops are offered prior to the NSEE annual conference and in regional institutes throughout the year.

Click here for more information regarding the Experiential Education Academy (EEA).

Up Coming EEA Virtual Workshops – Register Is Open!

NSEE will offer all five EEA Foundation courses along with one elective workshop virtually this year starting on September 30th and ending on November 4th. We will coordinate 1 LIVE workshop per week for six weeks and all workshops will run from 1:00pm to 4:30pm EST. Each workshop will cost $195 for a member or $215 for a non-member. You can also bundle all 6 workshops for the price of 5 workshops, $975 for member and $1,075 for a non-member.

September 30, 2020, 1pm-4:30pm EST - Fundamentals of Experiential Education - Participants in this workshop will explore the theoretical and philosophical roots of experiential education and the principles of good practice fundamental to all types of experiential learning. Participants will have an opportunity to actively explore the implications and applications of this information, and to identify the resources available for continued professional development and specific use in their programs.

October 7, 2020, 1pm-4:30pm EST - Principles of Ethical & Best Practices - Workshop participants will examine two NSEE foundation documents, the *Guiding Principles of Ethical Practice* and *Principles of Best Practice in Experiential Education.* The goal is to develop a deep understanding of these principles through both a theoretical examination of the contents and a hands-on experiential component where participants will be given an opportunity to generate ideas specific to their own programs.

October 14, 2020, 1pm-4:30pm EST - Reflection - While experiences are the first E in experiential education, it is through reflection that the learning takes its root and makes lasting changes. According to Kolb, learning is a process where knowledge is created through the transformation of experience. Reflection is integral to that transformation. This workshop will explore methods of guiding students to be more reflective in their experiences and following their experiences: the use of journals in reflection and models for conducting regular seminars promoting reflection and reflective conversation.

October 21, 2020, 1pm-4:30pm EST - Assessment - This workshop will introduce beginners to the fundamentals of assessment in experiential learning settings and provide intermediate level assessment training for practitioners beyond the beginner's level, who seek to improve their outcomes assessment skills. The primary goal is to assist participants in the development of an outcomes assessment plan to use at their own institution. Employing a hands-on, active learning approach, this workshop will include a mix of presentation, applied tasks, small group work, and interactive discussion.

October 28, 2020, 1pm-4:30pm EST - Legal Issues - This workshop examines the broad range of legal issues that arise in administering experiential learning programs, with particular emphasis on the reciprocal rights and responsibilities of the school, worksite, and student. Key issues such as student, school and work-site liability, risk management (including waivers, assumption of risk and insurance), protecting and accommodating student rights (including discrimination and ADA compliance), tax and compensation consideration, contractual obligations, and issues arising out of the use of public funds, will be examined. Time will be allotted for participants to engage in a discussion of these issues, as well as explore the application of legal issues to their specific programs in a "legal clinic" format.

November 4, 2020, 1pm-4:30pm EST - Online Learning and Experiential Education - The purpose of this workshop is to examine best practices relating to online teaching and learning. Examples of methods, tools, and techniques will be shared. Participants will leave the workshop with an action plan that will guide their decisions of how to best use the online learning environment to support experiential education.

To Register for the EEA courses click here.

2020 Award Winners

NSEE Experiential Education Rising Leader
Dr. Christy Visaggi
Georgia State University

NSEE Outstanding Experiential Education Research
Dr. Joseph La Lopa
Purdue University

NSEE Outstanding Experiential Education Program
Internship Program
Endicott College

Dissertation of the Year Award
Dr. John Egan
Georgia Southern University

NSEE Outstanding Leader in Experiential Education: Higher Education Award
Dr. Edwin Blanton
Texas A&M University, San Antonio

NSEE Outstanding Leader in Experiential Education: K12 Award
Sarah Hunt
Brewster Academy

John S. Duley Lifetime Achievement Award
Dr. Eugene Alpert
Osgood Center for International Studies

Diversity & Scholarship Winners
Leezel Ramos, Seattle University
Patricia Roque, University of South Florida, College of Public Health
Ting Sie King, Swinburne University of Technology, Sarawak

William M. Burke Presidential Award for Excellence in Experiential Education
Dr. Mary Marcy, President
Dominican University of California

THANK YOU TO OUR DIAMOND SPONSOR

NSEE extends its special gratitude to the following sponsor whose products and program displays significantly enhance the learning experience for all. Please make time in your schedule to visit them in the Remo room on floor 3 and learn more about the latest products, services and academic experiential learning programs.

Student Opportunity Center

Student Opportunity Center (SOC) accelerates the efficient scaling of experiential education through customized services and technologies. SOC provides solutions to centralize experiential learning opportunities, structures to embed experiential education in the curriculum, tools to connect students with opportunities, and the data infrastructure to analyze disaggregated participation and learning outcomes data.

49th Annual Conference Extended Abstract Guidelines

All Presenters, please make sure you submit an extended abstract of your NSEE 2020 Conference presentation for inclusion in a special conference edition of the Experiential Learning & Teaching in Higher Education (ELTHE) Journal. ELTHE focuses on concepts practices, and scholarship documenting experiential education. For more information about the journal, go to https://nsuworks.nova.edu/elthe/

Whether you presented a session, roundtable, or PechaKucha, we welcome you to submit your work to this special issue.

What is an extended abstract?

An extended abstract is a research-based paper that reports on theory or practice. As a rule of thumb, an extended abstract can be read in about one hour or less.

Your extended abstract is an extension of the abstract you submitted for the conference. It should be approximately five double-spaced pages (including tables, figures, and references) in length and include the following sections.

Please use APA 7th edition to format your paper.

If your presentation is based on an *original research study*, your extended abstract should include the following:

- Title: Aim for 10 words or fewer (if possible)
- Author(s): Include full name, institution, and email address
- Category of Conference Presentation: Either Session, Roundtable, or PechaKucha
- Abstract: In 75-100 words, briefly describe the purpose, process, and key takeaways.
- Keywords: 3-5 key words that describe your work.
- Background/Introduction
- Research Goals and Questions and/or Hypothesis
- Research Design/Method
- Data Collection
- Data Analysis
- Ethical Considerations/Procedures
- Results
- Discussion, including conclusions, limitations, and recommendations for future
- research
- References

If your presentation (including session, PechaKucha, and roundtable formats) is based on a **practice, program implementation, case study, etc.**, include the following:

- Title: Aim for 10 words or fewer (if possible)
- Author(s): Include full name, institution, and email address
- Presentation Type: Session, Roundtable, PechaKucha
- Abstract: In 75-100 words, briefly describe the purpose, process, and key takeaways
- Keywords: 3-5 key words that describe your work.
- Background/Introduction
- Description of the Practice: including context, audience, goals/objectives of the practice, and outcomes
- Connection to the Research (theory or practice)
- Implications and Next Steps
- References

Tips for Writing Your Extended Abstract

- Extended Abstracts should be no less than two and no more than five double-spaced pages.
- For research-based studies, include no more than six to eight key references that are cited in the text. Do not list references that are not cited in the text.
- Pay attention to proper spelling, grammar, and punctuation. Aim to engage the reader with a clear yet concise introduction and purpose statement.
- Keep in mind that readers who may not be in your specific discipline will be reading your paper. Make sure your writing is clear and easy to understand.
  Avoid jargon.

Please submit your extended abstract to the ELTHE NSUWorks website at:
https://nsuworks.nova.edu/elthe/ by **October 15, 2020**.

The Special ELTHE Edition from the NSEE 2020 Conference is expected to be published in December 2020.

National Society for Experiential Education

SAVE THE DATE!

50TH NSEE ANNUAL CONFERENCE

SEPTEMBER 27-29, 2021
RENAISSANCE ORLANDO AT SEAWORLD
ORLANDO, FLORIDA