

# LEARNING BEYOND THE CLASSROOM

## Paper Guidelines

### Reflection Paper Checklist

After you complete your LBC experience, you must write a one thousand word (*minimum*) reflection paper. The LBC reflection paper is an opportunity to show your faculty/staff sponsor how your LBC experience relates to your coursework and the College's Educational Elements.

Once your paper is completed, it must be sent electronically to your Faculty/Staff Sponsor. If your sponsor determines that it is acceptable, the Sponsor will notify the Office of Learning Beyond the Classroom and forward the paper to be saved in the archive. If the Sponsor feels the paper is unacceptable, it will be returned for revisions.

After the paper has been accepted by the Sponsor and an electronic copy is on file in the Office of Learning Beyond the Classroom, the experience will be posted to your transcript.

### Reflection Paper Checklist

- ✓ Paper header:
  - Name
  - LBC Experience (Name, Dates, Place)
  - Classes referenced in paper
- ✓ Paper is at least 1,000 words, not including name and header information
- ✓ Paper relates experience to a specific course, one of the University General Education Requirements, or a Strategic Direction of Western New England.
- ✓ Paper connects experience to educational element in multiple ways.
- ✓ Paper articulates what structured learning (a theory, skill, or lesson from a course) helped you understand your experience.
- ✓ Paper demonstrates ability to articulate learning from the LBC experience that is distinct from the classroom setting or how the learning gained from the LBC experience can influence the student's classroom experience. You can either give specific examples of how the LBC experience is distinct from coursework, or how the experience can influence future classroom experiences.

### Reflection Checklist

- ✓ Introduce the reader to the experience and provide detailed observations of the experience.
- ✓ Address how this experience has contributed to your learning in a specific course or area of study.
- ✓ Communicate your perception of the experience, what you have learned, and your final conclusions you have drawn.

### Helpful Hints

- ✓ Save a copy of your LBC paper until you see it posted on your degree audit.
- ✓ After you email your paper to your Sponsor, confirm that your sponsor received your email and was able to open the document.
- ✓ Follow up with your sponsor to see if you need to make revisions.
- ✓ Check your degree audit to confirm that your paper has been sent to the LBC Office and the experience has been posted.
- ✓ Be proactive! Keep in touch with your Sponsor from the beginning of the process until the conclusion.

# Reflection Paper Excerpts

## Management

"I learned about the Participative Leadership style in my Management 204 class. This style entails that the leader explains the decisions being made and allows members to have input. It has been proven that members are more committed when they are involved and more collaborative when working on dual goals. Throughout the season as a team we had different tasks to decide as a whole such as team goals, team rules, expectations and team apparel. Allowing the team to be a part of these decisions brought our team closer when we created collective expectations."

## Engineering 103

"Throughout this experience I was able to relate this back to my freshman year ENGR 103 class, in which we learned about the design process. This process goes from the formation of a team, to tackling a problem, and finding out which way is the best to fix the problem in the most efficient way. Performing large numbers of trials and documenting everything is also an important part of this process. The part of the process that I have been put into is the retesting and improving of existing procedures and parts. By analyzing the packaging machine and its workers I found several easy and inexpensive ways to make the process go faster and decrease the cost by 28 percent. Things like this are what engineers find themselves doing every year to cut costs and increase the quality of the product. By testing the parts or processes a common goal is being achieved, this goal is saving money. If the costs of production go down that saving can be passed to the consumer or be used to improve current equipment."

## Behavioral Psychology

"I attended the annual Berkshire Association for Behavior Analysis and Therapy conference (BABAT) at the University of Massachusetts at Amherst. It was clear how important an understanding of operant conditioning is when determining and trying to control and shape behavior. Individual case studies that were presented throughout the BABAT conference which demonstrated how following professional guidelines (set forth by previous experiences with modifying behavior) or creating a plan of functional analysis can be a successful treatment for altering dysfunctional behaviors. Basic principles of operant conditioning, including differential reinforcement and extinction were proven to be successful across case studies in the various lectures and presentations at the conference."

## Marketing

"My MK 340 class also played a vital role with my internship as this was a design and application class that provided me with many techniques in creating various print materials for the organization. I used numerous concepts that I had learned from class to create flyers, a display board, a newsletter and mailing pieces. My Marketing class included a faculty critique, which prepared me for input from my site supervisor and more open to the criticisms that are part of the designer-client relationship. I learned to provide at least three different options for my site supervisor to look at and provide input and feedback. Most of the time, she trusted my instincts and gave me discretion on projects. Through this relationship, my supervisor made me more confident in my designs and skills."

## Math for Elementary Education

"Along with reading and writing, another area that I connected to my previous classroom instruction was math. After taking Math 107 (Math for Elementary Education), I felt prepared to assist students with simple math problems. From this class, I learned of ways to help students concretely visualize math which would in turn help them to comprehend and eventually be able to abstractly answer math problems. With one exercise, I helped the children to concretely take a certain number of toy bugs, remove a certain number of bugs, and then count how many bugs remained. This contributed to their understanding of subtraction as it was an activity that they could easily visualize and follow. During my Math 107 class, we also had many activities that involved using blocks or other such objects in order to learn how to demonstrate math concretely. This contributed to my abilities to work with the children at a level that they could understand and that would in turn contribute to their learning."

"Because of this experience, I have much more competence and understanding in a classroom. When I first began in the classroom, I felt intimidated by the children and the teacher. But after working with them for even such a short amount of time, my comfort level rose, and due to the teacher's trust in me and my abilities to handle the class, I have more confidence in my abilities to develop and execute an elementary math curriculum."