

Four Scalable Models of Experiential Learning at NSU University School K-12

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Services

Join Presentation: <http://bit.ly/miniEX19>

Padlet for Questions

https://padlet.com/nelson_uschool/jztaqkp2ax46

The Models

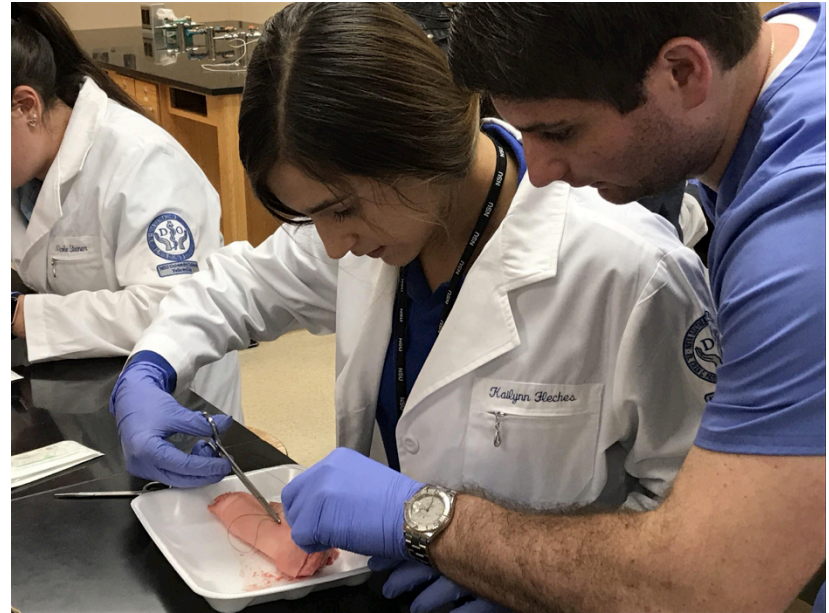
- Fellowships
- Internships
- Capstone projects
- Embedded classroom units

Fellowships

NSU Shepard Broad College of Law Fellowship



NSU Kiran Patel College of Medicine Fellowship

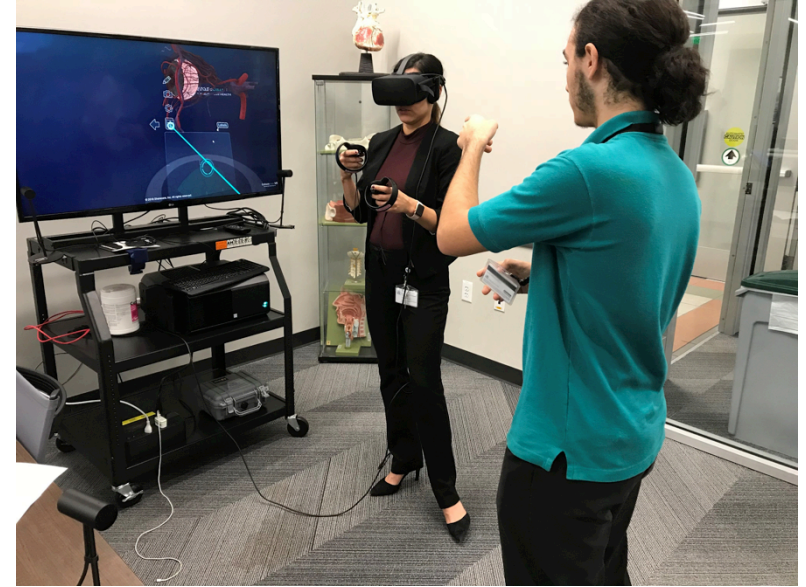


NSU Department of Writing and Communications Fellowship



Internships

NSU Emerging Technologies Internship



NSU & VISTA Worldlink TV Production Internship



Capstone Projects

Shark Capstone Experience for Seniors

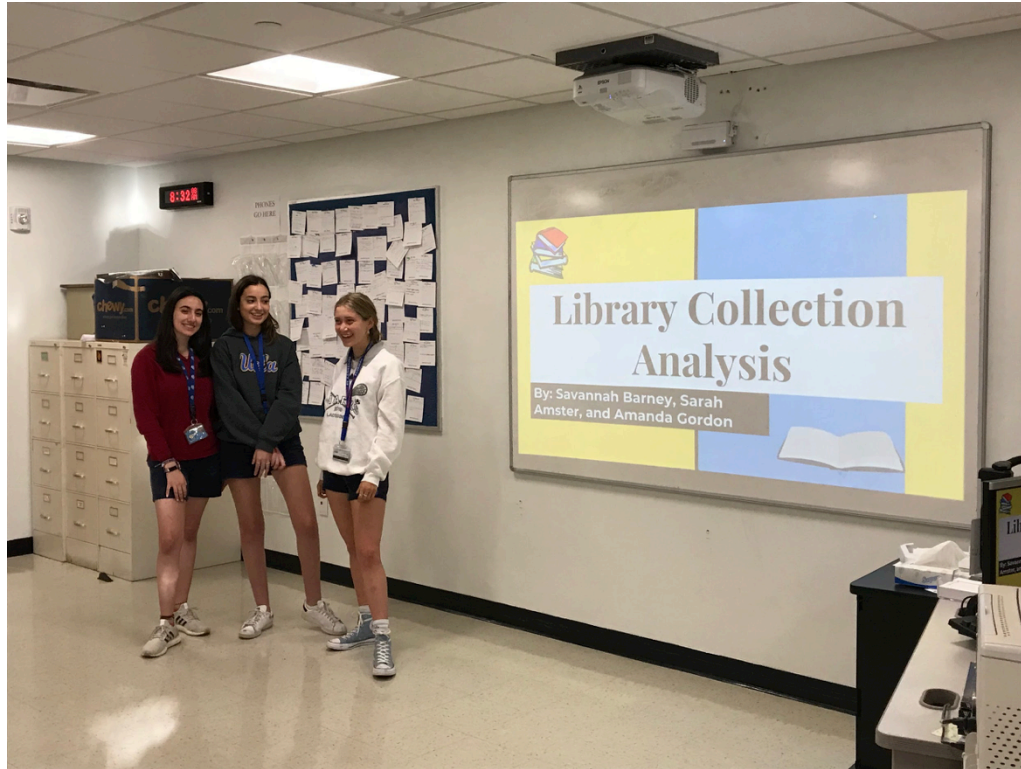


Embedded Classroom Units

Examples



More Examples



How do these work?

Professional Development

Faculty Showcase

<https://tinyurl.com/y5z6tzy4>

The screenshot shows a Google Slides presentation interface. The title bar at the top reads "ADA Compliance and Slope" with a star icon and a folder icon. Below the title bar is a menu bar with options: File, Edit, View, Insert, Format, Slide, Arrange, Tools, Add-ons, Help. A status bar on the right indicates "Last edit was on January 10".

On the right side of the interface, there are two buttons: "Present" (with a play icon) and "Share" (with a person icon). Below these is a toolbar with icons for zooming, navigating, and editing. A horizontal timeline at the top of the slide area shows slide numbers 1 through 9.

The slide content is displayed in a large central area. The current slide (slide 1) has a teal background with a large, faint circular graphic on the right. The text on the slide reads: "ADA Compliance and Slope" in a large white font, and "Sharon Smith" and "Experiential Learning" in a smaller white font below it.

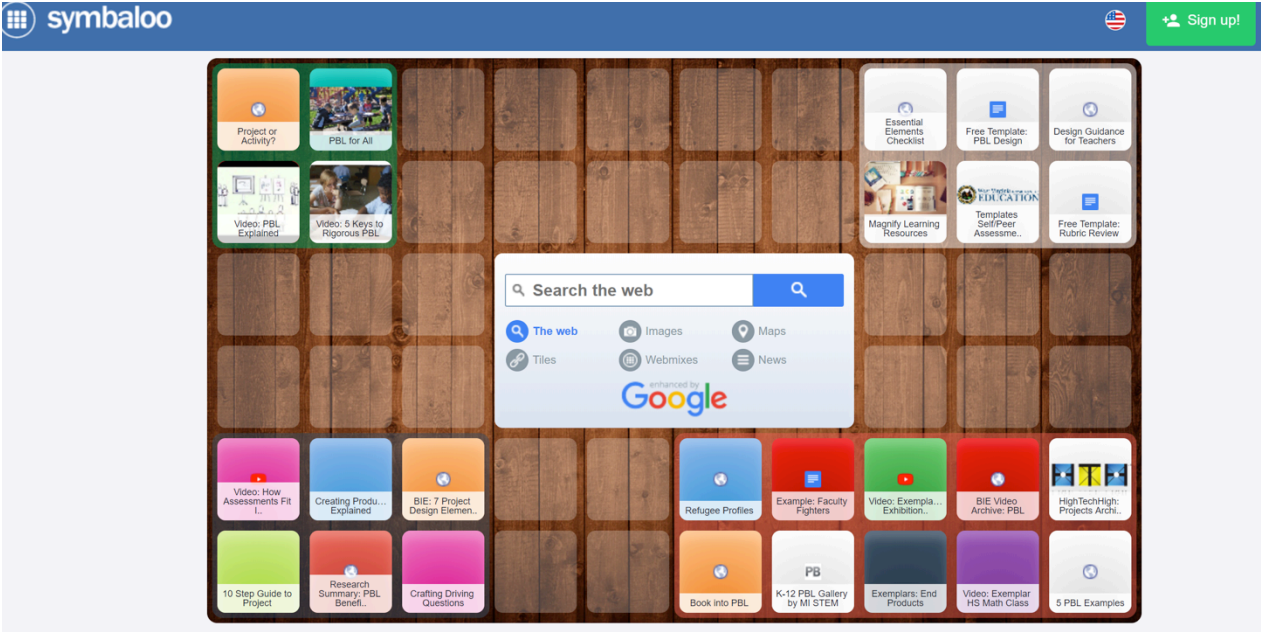
On the left side, there is a vertical navigation pane showing a list of five slides. Slide 1 is highlighted with a yellow border. The other slides are: Slide 2: "Authentic Experience"; Slide 3: "Introduction/Day 1" with a small image; Slide 4: "Day 1 Continued" with a bulleted list; Slide 5: "Day 2" with a small image.

At the bottom of the slide area, there is a text box that says "Click to add speaker notes". In the bottom right corner, there is a small icon with a plus sign inside a square.

Professional Development

Digital Resource Commons

<https://tinyurl.com/y3wdlg6m>



Collaboration

Reflection in groups/cohorts

The screenshot displays a Blackboard discussion board interface. On the left is a dark blue navigation sidebar with icons for Account, Dashboard, Courses, Calendar, Inbox, Commons, and Help. The top header includes a search bar, 'Unread' status, and a 'Subscribed' button. The main content area shows a discussion thread with three posts:

- Grace Rivero** (Mar 1, 2019):

Legal writing is different than the writing that I do in my English class because when doing legal writing it is more argumentative, also you are writing for your intended audience, which is either a jury or a judge. Legal writing also has a different structure, which causes your outlines and arguments to be written in a different format. You are also trying to disprove the other council's argument by thinking of counterclaims for everything they are going to say/ accuse your client of being guilty of. However, they are similar because in both styles of writing you are trying to convey your message and get your point across. Though the formats are different the structure of the outlines are often very similar. This is because you have your topic sentence, thesis sentence and your sub categories that you are trying to state within what you write. By learning exactly what legal writing is, I have been able to see more commonalities that I did not know existed between the two forms of writing.
- Jordan Levine** (Mar 3, 2019):

I really like Gracie's response to this prompt. I think that she did a great job at explaining both legal writing and writing done for English class. I did not really go over the format of each type of writing as Gracie included in her response. I think it was very informative and I am glad that I was able to learn some more interesting points that I didn't think of.
- Madison Epstein** (Mar 3, 2019):

I agree with Gracie in the differences of English and legal persuasive writing. I, however, did not touch on the differences and similarities between the formats of both English writing and legal persuasive writing. I think that the format of legal persuasive writing is very important when emphasizing the impacts to your argument.

Digitization of Content and Reflections



☰ 18-19-FY-DU-Shark-Capstone

- Account
- Dashboard
- Courses
- Calendar
- Inbox
- Help

18-19 Full Year

Home

Announcements

Modules

Grades

Files

Shark Capstone Experience 18-19

NSU University School
NOVA SOUTHEASTERN UNIVERSITY

Welcome to Shark Capstone!

Teachers: [Barrow](#), [Rubino](#), [Grosz](#)

Advisors: [Leip](#), [Grosz](#), [Walsh](#), [Wright](#), [Rubino](#), [Lewis](#), [Carbonara](#), [Northrop](#), [Ellsley](#), [Goodman](#),
[Han](#), [Ruiz](#)



[Announcements](#)



[Checkpoints & Modules](#)



[Capstone User Guide](#)



View Course Stream

View Course Calendar

To Do

- [Checkpoint 7 - English](#) ×
30 points | Apr 22 at 8am |
- [Checkpoint 8 - Advisory & English](#) ×
1 points | Apr 22 at 3:10pm |
- [Checkpoint 6 - English](#) ×
5 points | Apr 22 at 8pm |
- [Final Presentation](#) ×
60 points | May 16 at 8am |

Successes and Challenges

Success

- Every student can be involved in ExL
- Makes curriculum relevant
- Teaches content and soft skills and employable skills
- Invigorates faculty and stale curriculum
- Builds community connections
- Fosters student passions
- Helps solve/address community problems

Challenges

- Buy-in from students and faculty
- Overextended students
- Student accountability
- Scheduling
- Perception of what education is/should be
- Facilitating moving parts
- Keeping up with content/standards

Review of Questions

https://padlet.com/nelson_uschool/jztaqkp2ax46

Questions?

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