whether these

dassrooms are online, in Marian Hall, in the community, in dinical settings, on the athletic field, on a bus to Alabama, or across the English countryside. It is in the classroom that ideas are born, beliefs challenged, and lives changed. For Marian to develop students who can have a transformational influence in their community, we need to be intentional in the development of the learning experiences students encounter

The core of our work is the Franciscan Values upon which the university is established. As indicated in our Strategic need to provide our students

the opportunity to live out the Values through course assignments and activities, where appropriate. We also need to model the Values and incorporate them into all aspects of our classrooms and our interactions with students. To develop students who can have a transformational impact on their community, we must move beyond foundational expectations to develop well-designed courses which yield intentionally impactful, inclusive, and integrated learning experiences as described below.

For learning to occur, students must feel valued and included within the classroom. When students feel included, they express ideas, they ask questions and they feel comfortable to be who they are. Studies show that a feeling of safety, inclusion, and a sense of belonging contributes to successful learning, memory, and higher-order thinking. Other studies show that a sense of belonging and positive relationships with instructors positively impacts persistence and academic success.

Inclusive classrooms are becoming increasingly vital, as more diversity is present within our student body. Some diversity may be visible (e.g. race, gender expression, physical ability. etc.). Other forms of diversity are not visible



Instructional Strategies	High Impact Practices Service Learning / Community-Based Learning Active Lecturing Problem-based learning Case studies of real world problems and issues	High Impact Pedagogical Practices Service Learning Checklist Making Lectures More Active Problem-Based Learning Why & How Cases Promote Learning
Course Content	Choose content that shows relevance of	Small Teaching: Making

class

solve real-world problems or create meaningful artifacts that have life outside the classroom portfolios to share in interviews, writing samples for graduate school, items that help the community, etc.

Integration asks us to look beyond our own classes to determine how our content fits within what the student has already learned and the larger community. It means continually asking how we can expand our abilities to engage students through integration of strategies and techniques.

To develop students who can have a transformational impact on the larger community means looking beyond our classroom to the world in which our students live and helping them develop the skills and understanding they need to make the world they touch a better place.

Instructional	Incorporate common readers	Common Reading & First Year of
Strategies	Tap into learning from other courses	<u>College</u>
	_	Helping Students See the
		Connections
Course Content	Intentionally align course objectives,	Creating a Course Map
	content, and assignments	
	Intentionally align content with	
	program outcomes	
Classroom	Discuss how content touches on the	Sample Courses Infused with
Dynamics	Franciscan values	Franciscan Intellectual Tradition
Assessment of Learning		·

