Name: Heather Yu
Department: Biology and Neuroscience

Typically, participants are awarded a course release in order to make time for their participation in the seminar. However, in select cases, we will consider awarding a stipend instead of a course release if the applicant's department can't cover the course release.

Please indicate whether you will be requesting a course release or stipend if you're chosen to participate in the seminar:

- Stipend

Has your chair sent an email to the Director of the CTL indicating his or her support of your application and willingness to find coverage for your course reduction (if you are requesting one)?

- No

In which semester would you prefer to participate in the seminar?

- Spring

Project Title: Teaching career-oriented students

Project Proposal (500–750 words, including a rationale, project description, a discussion of the benefit to the Stonehill community, and your "community outreach plan") – see full requirements on the CTL website.

Project Title: Teaching career-oriented students

Project Description:
I would like to explore teaching methods tailored to career-minded students. Specifically, I plan to investigate the benefits of teaching concepts using real-world applications to students who have already decided on a professional career path. This would involve a literature review as well as examination of data in my Anatomy and Physiology courses (A&P I and A&P II).

The majority of students enrolled in the Anatomy and Physiology curriculum will eventually go on to careers in allied health such as nursing, physical therapy, etc. As such, it provides an ideal testing ground for this research topic. Currently, A&P I focuses on basic theoretical and fundamental concepts while A&P II takes a more clinical and applied approach to the material.

Rationale:
As mentioned above, the majority of the students in my Anatomy and Physiology courses will eventually use the course material later in their careers, whether in graduate school or in their professional occupation. Thus, I have a vested interest in exploring the benefits of teaching the material in a way that “sticks” and relates to how they will use the knowledge in the real world.

Not only will the TLSS provide the resources to explore this topic in more depth, it will also connect me with instructors in different fields and in different career stages who can share their experiences and insights. I have been teaching at Stonehill College for four years now, but still being a relative newcomer, I am willing to be flexible and to experiment...
with different teaching techniques in order to best prepare my students for life after Stonehill.

Benefit of this project:
It is my hope that this project will shed light on how career-oriented Stonehill students learn best, regardless of field of study. This project can inform instructors in other disciplines such as Business, Engineering, Criminology, Journalism, or any course in which students are learning material that they will later have to use and apply in their career. It will be interesting to investigate whether career-oriented Stonehill students learn differently than other types of students who may take courses either to fulfill cornerstone requirements or who may take classes simply out of curiosity or enjoyment.

Community Outreach Plans:
I would like to present my findings either as a poster and abstract at a regional pedagogy conference and/or as a breakout session at a future Stonehill Academic Development Day. This project will build upon research that I conducted this year on the importance of experiential learning and real-world examples. I recently published a pedagogy paper (Community-based, experiential learning for second-year neuroscience undergraduates) on this topic in the Journal of Undergraduate Neuroscience Education and presented my findings at the New England Psychological Association annual conference. I hope to expand upon these initial findings through the TLSS.

Likelihood of success and timely completion of the project:
Because I already have conducted previous research on experiential learning, there is a high likelihood of success within a one-semester timeframe. This project provides a great opportunity for me to take this research further and collaborate with other Stonehill professors in the TLSS to help me develop my ideas further. Furthermore, I would be happy to share the research I have already conducted to the other faculty participating in the TLSS. Together with my initial findings, and the group support of the weekly TLS seminars, I feel that I can successfully complete this project in one semester.

Syllabus (optional) -- can also be emailed as an attachment to Patricia Neagle (pneagle@stonehill.edu)