

# Overview



Engage Academically. Learn Exponentially.  
Showcase Yourself.

# What is MT Engage?

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The MT Engage QEP is focused on enhancing students' academic engagement by:

1. Providing students with high impact pedagogies
2. Challenging students to use integrative thinking and reflection across multiple contexts and educational experiences.

# 1. Providing High-Engagement Learning Opportunities

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capstone courses/projects

internships

first year seminars

learning communities

writing intensive courses

collaborative assignments

undergraduate research

global learning

problem based learning

service learning

project based learning

EXL

civic engagement

flipped classrooms

Reacting to the Past

education abroad

common intellectual  
experiences

Expanded from Kuh, 2008 & AAC&U HIEPS

# Common Elements of HIEPs

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1. Effortful –demand that students devote considerable time and effort to purposeful tasks
2. Build substantive relationships and interactions with faculty and peers
3. Provide students with rich feedback and frequent feedback
4. Help students apply what they are learning
5. Provide opportunities for students to reflect on the person they are becoming.

Kuh, *High Impact Educational Practices*

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“Learning is not a spectator sport. Students do not learn much by just sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.”

Chickering and Gamson, 1987, p. 3

# Assessing & Documenting Integrative Thinking and Reflection

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- ePortfolios: for showcasing student' integration of the knowledge skills, and abilities gained at MTSU
- Rubrics: to assess integration and reflection in the classroom & the ePortfolio
- Surveys: to assess student engagement & perceptions of knowledge, skills, & abilities

# MT Engage Initiatives

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Curriculum initiatives:

- 1. MT Engage Foundation Pathway:** Faculty support for enhancing existing lower division courses
- 2. MT Engage Major Pathway:** Departmental support for curriculum development and redesign to incorporate MT Engage components.

# MT Engage Initiatives (Cont.)

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These initiatives will support the curricular pathways:

## **3. MT Engage Faculty Development**


## **4. MT Engage Experiences:**

- A searchable database consisting of high impact beyond-the-classroom experiences.
- An MT Engage Week will be held each fall semester to provide focused attention on the many opportunities available to students.
- Students developing an ePortfolio.

## **5. MT Engage Recognition Program:** Recognize students who complete various levels of these learning experiences with scholarships, cash awards, and electronic badges.



# Rachel Whaley



[About Me](#)  
[Career Goals & Plan](#)  
[Campus & Community Connections](#)  
[Work/Academic Showcase](#)

## About Me



### Who am I?

**I am a farm girl.** I have had the privilege of growing up on a small farm in Shelbyville, Tennessee. I could not have asked for a better childhood! My brothers and I always had summer projects. We have raised calves, grown pumpkins and corn, and even had our own blackberry picking business. The most valuable aspect of growing up on a farm was not learning how to grow veggies or raise animals but developing character traits that have helped shape and direct my life. I take pride in knowing that the characteristics of responsibility and hard work I see in myself were acquired from living on a farm.

**I am creative.** I have always loved working on projects that involve design. I was heavily involved in my local 4-H club throughout school. 4-H is a youth development



### • Dedication • Communication Skills •

#### Personal Selling - Federated Insurance Inter-Class Sales Challenge

Personal selling was not a class I looked forward to completing. I had no desire to try to convince people to buy a product! However, the course turned out to be one of my favorites!

Personal Selling is designed to teach students buying motives, persuasion techniques, and the eight steps to the selling process. Students practice these concepts throughout the semester by participating in mock sales calls. During the Spring 2015 semester, the Personal Selling classes worked with Federated Insurance. For our mock sales calls, we were tasked with selling Federated commercial insurance to a local car dealership (Big Dee GM & Kia). A sales challenge was created, with a cash awards, to encourage students to apply the principles they learned in class.

I always strive to do my best when it comes to schoolwork. I realized early in the semester that the only way I would be successful in the sales challenge was if I practiced. I made an effort to visit the sales lab at least once a week to practice my sales call. I had a practice buddy who met me every week to go over new material and prepare for the competition. We both did well in the first round and received the chance to compete in the second round. I ended up placing second-runner up in the Sales Challenge! This was a great example of how hard work pays off. I learned that dedication does matter.

The most important part of this class was not about winning the competition, but about learning principles that I can use in all walks of my life. I do not have to be selling insurance to use the eight steps of the selling process. These steps can easily be used in job interviews. I should be able to sell myself as a promising employee to a potential employer. These steps can even be used in workplace discussions and friendly conversation. Communicating personal qualities, skills, and opinions is key!

Click the link below to watch my Federated Sales Call video.



[Sales Challenge Video](#)

# Questions?



## MT Engage Integrative Thinking and Reflection



# References

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