

Case Western Reserve University is a leader in experiential learning, an innovative approach to education that emphasizes hands-on experience. Whether it is through research, clinical work, an internship, or cultural immersion, experiential learning is an essential component of a Case Western Reserve education.

To provide a structured, financially supported environment for such experiences, the College of Arts and Sciences offers its undergraduates a special opportunity: the Experiential Learning Fellowship. Fellows receive support in a wide range of academic undergraduate student projects that are inspired by global issues in the arts, humanities, and social sciences.

By building a stronger endowment for the Experiential Learning Fellowship, the college can better meet the demand for these competitive award opportunities—bridging the distance between classroom and real-world learning for the next generation of leaders.



"I chose to endow an experiential learning fellowship in honor of my parents because even though neither of them went beyond high school, they valued learning and knew its importance for success. My father was a self-made man in the old model but believed that learning/research and experience were both necessary to make either one viable. I also believe that the opportunity to travel to study a topic or problem—as I did as a French major at Case Western Reserve—is one of the best forms of education for a student."

James E. Rock endowed The Rocks Experiential Learning Fellowship to support undergraduate students in art history and art, classics, English, modern languages and literatures, music, and theatre and dance.

#### EXPERIENTIAL LEARNING FELLOWSHIP

## Giving Opportunities

The Experiential Learning Fellowship began in 2004 with a generous three-year grant from the Cleveland Foundation. The 2006-07 academic year marked the beginning of a new generation of experiential learning: a program funded entirely by individual donors.

By creating an endowment in support of experiential learning, donors can make a direct, positive impact on the lives of individual students. Fellowships are often live-altering experiences that empower students to forge a new path of academic inquiry and cultural enrichment.

Endowments can be funded through outright current gifts, bequests, and life income arrangements. Contributions can provide immediate tax benefits for the donor and, in some cases, provide estate tax benefits as well. For more information about supporting the Experiential Learning Fellowship, please contact the College of Arts and Sciences at 216-368-0096.

[WWW.CASE.EDU/ARTSCI/DEAN/ELF](http://WWW.CASE.EDU/ARTSCI/DEAN/ELF)

## CWRU COLLEGE OF ARTS AND SCIENCES Experiential Learning Fellowship



For more information about supporting the Experiential Learning Fellowship, please contact the College of Arts and Sciences at 216-368-0096.



## EXPERIENTIAL LEARNING FELLOWSHIP

The Experiential Learning Fellowship at the College of Arts and Sciences is emblematic of the entire university's commitment to active learning. Indeed,



experiential learning is so critical to a student's education that the university has made a capstone research project through the SAGES (Seminar Approach to General Education and Scholarship) program a requirement for its undergraduate degrees.

For College of Arts and Sciences students, the Experiential Learning Fellowship often allows them to pursue more intellectually or culturally adventurous subject matter than would otherwise be possible. Further, because the fellowships are competitively awarded, applicants must present clear, well-planned research proposals that have the backing of a faculty member in their discipline.

In addition to these basic benefits, the fellowship experience provides valuable life lessons and academic and leadership skill-building, including:

- the opportunity to apply principles and theories they learn in the classroom to real-world situations;
- the possibility of cultural immersion, wherein language, political systems, histories, and traditions become folded into fellows' research;
- the chance to gain first-hand appreciation of difference and diversity;
- an early introduction into the competitive grant seeking process for those intending to pursue an academic or research field;
- further development of writing and presentation skills; and
- networking opportunities that may lead to future employment.

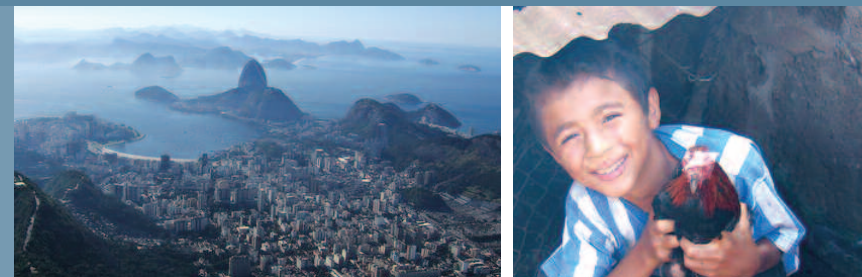
For the greater Case Western Reserve Community, the fellowship provides many opportunities to learn about research projects through the presentations, publications, and poster sessions that fellows produce upon completion of their project. Moreover, those from other cultures—whether professors at a European university or women in Bolivia receiving treatment at a clinic where one of our fellows is assisting in researching the improvement of women's health—benefit from the work of Experiential Learning Fellows.

THE FOLLOWING PROJECTS REPRESENT THE WIDE VARIETY OF RESEARCH INTERESTS THAT EXPERIENTIAL LEARNING FELLOWS HAVE PURSUED IN RECENT YEARS:

“Emerging Realities of Transnational Sexual Violence; Sexual Violence in Kenya and the U.S.” During a three-week immersion in Kenya, the fellow explored the role of sexual violence in the U.S and Kenya through interviews with Kenyan women a visit to the Bride Rescue Project, a program in Nairobi that rescues girls from forced marriage and keeps them in school.

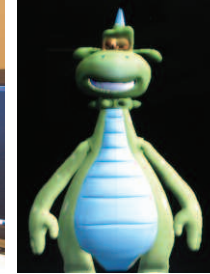
“Acoustic and Articulatory Analysis of Childhood Apraxia of Speech” Two fellows recorded and tested speech samples produced by Italian children with Childhood Apraxia—a neurological disorder that affects speech programming—to better understand how speech-language pathology is practiced in Italy and add to the body of existing research on English speaking children.

“Healing Temples and Doctors in Ancient Greece” The fellow visited temples and sanctuaries in Greece to learn more about the role of doctors in ancient times and the rituals used in healing temples to evoke the power of the gods.



“Group Training in Long-Form Improvisation: The Cutting Edge of Modern Theater” Three fellows attended the Improv Olympic training center's Summer Intensive Workshop in Chicago, four-week program to explore how long form improvisation has the potential to be a defining force in the future of American Theater and has the potential to reach out to modern audiences in a way that conventional theater often fails to do.

“Exploration of Romanesque Ecclesiastic Architecture along the Chemin de Saint-Jacques” The fellow retraced the steps taken hundreds of years ago by pilgrims traveling to Santiago de Compostela in Spain, to study the “Chemin de St-Jacques”—extant medieval architecture that lined the four major pilgrimage routes during the Middle Ages and reflects the development of the Romanesque style.



“This experience has helped me grow and mature as a researcher.”

## EXPERIENTIAL LEARNING FELLOWS

### Redefining Undergraduate Research

Michael Molinaro, a senior majoring in communication sciences, embodies the inquisitiveness and drive that is typical of experiential learning fellows. Molinaro is currently doing a study with two pre-kindergarten classes at Laurel School in Shaker Heights, Ohio.

With funds from his Experiential Learning Fellowship, Molinaro purchased specialized computer equipment and created puppetry software that transforms a teacher's voice into that of an animated dinosaur. Through controlled classroom testing, he hopes to determine whether children can master the art of rhyme—an important aspect of language development—by interacting with animated characters in a virtual world.

Molinaro developed his project with guidance from Stacy Williams, assistant professor of communication sciences, who has pioneered the use of virtual reality as a teaching resource for people with speech-language disorders. Molinaro's research also builds on his previous work with autistic children. Having witnessed youngsters with virtually no functional language skills reenact entire scenes from Disney films, he got the idea of integrating animation into instruction for normally developing preschoolers.

“This experience has helped me grow and mature as a researcher,” Molinaro says. “It has given me a platform for doing further research in graduate school, for a master's thesis or for a doctorate. It has also given me a chance to work with this kind of experimental technology, and to learn how powerful it can be.”

For Williams, the chance to help Molinaro launch an independent project was especially rewarding: “When faculty are able to share their passion for research, it helps students start to see what's available to them and then take it in their own direction.” Ultimately, she notes, “They take their knowledge and skills and put them into practice to address real-world questions and problems that need to be solved.”