

Curriculum Enrichment Grants



About

Launched under the Georgetown Learning Initiative (GLI), **curriculum enrichment/experiential learning grants (CEGs)** support course-related activities that strengthen the intellectual climate.

These grants are intended to help faculty provide their students with a sense of the broader implications and applications of work in their discipline. They also provide faculty with an opportunity to move learning beyond their classroom or individual expertise to enhance student learning as well as their own teaching.

These activities might include: field trips, performance attendance, guest lectures, cultural immersion opportunities, inclusive pedagogy learning opportunities, and other activities designed to foster dialogue inside and outside the classroom, expose the students to diverse voices and experiences related to the field, and extend students' understanding of course material and how it relates to the world outside of academia.

Meet people who made it possible!



Abigail Garcia



Dr. Doireann Renzi



La'Mon Johnson



Nikisha Kotwal



Rebecca Saldivar



Sharon Koehler

Reach within Georgetown University

(Fall '22, Spring '23 and Summer '23)

63

Curriculum Enrichment Grants approved;

62

unique faculty from Georgetown University;

48

unique departments from Georgetown University;

1269

graduate and undergraduate students benefited from the grants;

\$28,169

awarded to faculty who applied for the grants.

Semester Summaries

Summary for the Fall 2022 Semester

Undergrad Students	401
Graduate Students	13
Total Students (FA22)	414
Total Classes	17
Average Class Size	24

Totals for the Fall 2022 Semester

Total Amount (\$)	\$6,450
Total Classes	17
Average Amount Distributed (\$)	\$379

During the Fall 2022 semester, 15 unique faculty received Curriculum Enrichment Grants. The faculty reported using these grants to organize activities for a total of 414 students from 17 classes, like inviting a guest speaker to class, experiencing cultures through food, visiting a museum, attending a theatrical performance, and workshops conducted by external resources. The average class size to engage in these activities was 24. \$6,450 was the total grant amount that was distributed to the faculty. The average grant amount that was distributed was \$379.

Summary for the Spring 2023 Semester

Undergrad Students	634
Graduate Students	85
Total Students (SP23)	719
Total Classes	36
Average Class Size	20

Totals for the Spring 2023 Semester

Total Amount (\$)	\$17,269
Total Classes	36
Average Amount Distributed (\$)	\$480

During the Spring 2023 semester, 35 unique faculty received Curriculum Enrichment Grants. The faculty reported using these grants to organize activities for a total of 719 students from 36 classes, like inviting a guest speaker to class, experiencing cultures through food, visiting a museum, attending a theatrical performance, and workshops conducted by external resources. The average class size to engage in these activities was 20. \$17,269 was the total grant amount that was distributed to the faculty. The average grant amount that was distributed was \$480.

Summary for the Summer 2023 Semester

Undergrad Students	136
Graduate Students	0
Total Students (SU23)	136
Total Classes	10
Average Class Size	14

Totals for the Summer 2023 Semester

Total Amount (\$)	\$4,450
Total Classes	10
Average Amount Distributed (\$)	\$445

During the Summer 2023 semester, 9 unique faculty received Curriculum Enrichment Grants. The faculty reported using these grants to organize activities for a total of 136 students from 10 classes, like inviting a guest speaker to class, experiencing cultures through food, visiting a museum, attending a theatrical performance, and workshops conducted by external resources. The average class size to engage in these activities was 14. \$4,450 was the total grant amount that was distributed to the faculty. The average grant amount that was distributed was \$445.

CEG Activities

Faculty from around Georgetown university submitted CEG applications to conduct different types of activities for the Fall '22, Spring '23 and Summer '23 semesters to enrich student learning within their courses.

Based on final reports submitted by some faculty, the activities were bucketed into 7 categories:

- 7 Experience with cultural food
- 3 Theatre performance
- 16 Guest speaker/author
- 9 Visit to an art gallery/museum
- 1 Workshop/Curriculum level work
- 1 Online Journal/Website
- 2 Community Service



Testimonials

“This grant helped my students experience, even if it was a little, a celebration that what can only be experienced 4,000 miles from here once a year. I would probably change nothing, because I realised that they liked it, had fun, and learned something new. For future courses, it would be fun to take the students to the National Gallery of Art, or even consider a Film Series event with a or some directors.”

Alexandra Mira Alonso
Spanish and Portuguese Department Faculty

“Our visit met my expectations of deepening my students' intellectual engagement, since in our course we explore the life and works of Frida Kahlo, which includes the viewing of the film Frida (2002). Our course's objective is to study the representations of Latin American and US Latine communities in pop culture, and we analyze a wide variety of media. This activity enhanced our learning by providing a unique immersive experience to our class through a medium that our course doesn't explore otherwise.”

Monica Simorangkir
Gateway to Culture Faculty, Georgetown University

“I really enjoyed this outing. The tea house was lovely, the owner and the server who spoke to us were both engaged and very knowledgeable. It was nice to get out of the classroom, and to spend time as a class doing something relevant and fun.”

Undergraduate Student
Georgetown University

“...I found myself understanding the Hispanic history and culture displayed in the museum more deeply when I read the Spanish, rather than the English.”

Undergraduate Student
Georgetown University

“Not only did I learn about OAS but I got to know my classmates better and we all got closer.”

Undergraduate Student
Georgetown University

“Ms. Sandgren provided the class with a completely new perspective on energy transitions that are occurring around the world. Through her initiative, we were able to understand what energy looks like in the Scandinavian region.”

Graduate Student
Georgetown University

Case Studies

The **Spanish for Speakers of Romance Languages (SPAN 009)** at Georgetown University is an introductory course to the Spanish language and Hispanic culture. Since all the students enrolled in the course during the Spring 2023 semester were native French speakers, the instructor shared that learning Spanish was easier for them because of the similarity in the grammatical structure between both languages.

Prof. Martina Thorne, the instructor strongly believes in the impact of experiential learning in acquiring knowledge and promoting understanding, hence, she decided to use the curriculum enrichment grant to take her students to the Historic Building of the Organization of the American States (OAS) and to its Museum located in Washington, DC. Through this experience, she hoped to expose her students to the diversity of the Spanish world not represented in the textbook they have to use in class.



The post-visit activity included selecting a piece of art that appealed most to the students during the guided tour of the historic building of the OAS and the Museum. Furthermore, the students had to create a video project describing the artwork, contextualizing it historically, talking about its creator and the reason it appealed to them. Finally, the instructor wanted the students to reflect on how the artwork helped them connect with the culture and the people.

Prof. Yusheng Yang planned on exposing their students to Chinese traditional holidays, comparing living and diet differences, and brief Chinese history during the **CHIN 112 (01, 02) Intensive Second Level Chinese II course**.

Prof. Yang organized a field trip to take the **CHIN 112-01 students** to Ching Ching Cha tea house where they could practice their Chinese by ordering food or drinks, enjoying authentic Chinese snacks and tea, applying their knowledge of what they learned from the semester, and have first-hand cultural experience. The activity also provided the students the opportunity to practice speaking Chinese in a Chinese setting and also to practice Chinese with fellow classmates. For most students, it was their first time to have an authentic Chinese tea in a teahouse, so this experience was very unique and exciting.



For the **CHIN 112-02** class, Prof. Yang had originally planned to go to a teahouse too. However, due to the relocation of Ching Ching Cha and its re-opening in late April, the class decided to have dinner at a nearby Chinese restaurant instead. During the meal, the students talked about their summer plans and their experiences of studying Chinese. Having a Chinese dinner with fellow classmates outside of the normal class time allowed them to practice their language skills in an informal and intellectually engaging manner.

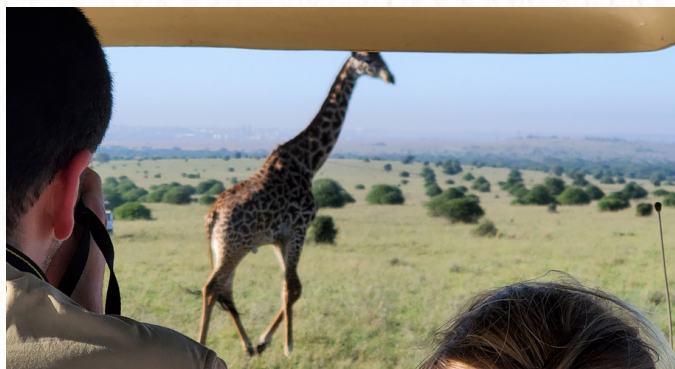
Prof. Shauna Bennett used the curriculum enrichment grant to take their students on a day trip to Nairobi National Park, Giraffe Sanctuary, Elephant Orphanage for their **BIOL 225 Conservation in Action** course.

The activity was the first group activity of the groups 2-week summer trip to Kenya.

The summer plans were to meet in Nairobi and then travel to Diani Beach, where they helped to renew and update the educational program at Colobus Conservation. The course objectives that spring semester were to create evidence-based education programming, and the trip served to implement the ideas as well as give exposure to the students to the work of real-world conservationists.

The activity provided a chance for the students to appreciate and learn more about the wildlife of Africa up close, as well as see the ecosystem and landscapes of the unique country that they are helping to preserve.

Additionally, as the first activity of the trip, it helped to set the tone of enthusiasm for conservation work and provided a bonding experience for the group.



Thank you to all the educators dedicated to
infusing experiential learning into their teaching!

