Undergraduate Research and Engagement Symposium

Center for Experiential Learning
Overview

• What is the Undergraduate Research & Engagement Symposium?

• Preparing Your Presentation
  – Oral Presentation (including a Learning Portfolio presentation)
  – Poster Presentation

• At the Symposium
Undergraduate Research and Engagement Symposium

Saturday, April 22, 2017
Mundelein Center
11AM-4:30PM

Weekend of Excellence
Oral Presentation
Oral Presentation
Oral Presentation Overview

• What is an oral presentation?
• Why give an oral presentation?
• Organization/Content
• Presentation
What is an oral presentation?

- A short talk, in our case 8 minutes, describing your research or community engagement project
- Usually includes visual aides, handouts, or could be in the form of a learning portfolio
- Followed by a Q&A with the audience, sometimes followed by commentary from evaluator
- Each room will host 3-4 oral presentations, and it is encouraged that you ask questions of other presenters and attempt to draw connections between your projects
Why give an oral presentation?

• Allows more sustained, focused connection with audience
• Allows a broader range of visual aides and materials, including learning portfolios
• Allows space for discussing connections (and disconnections) with other projects
• Generally more appropriate for humanities and social sciences, talking about ideas as well as things
## Organization/Content

<table>
<thead>
<tr>
<th>Research-focused</th>
<th>Community-based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Introduction</td>
<td></td>
</tr>
<tr>
<td>Project Introduction</td>
<td></td>
</tr>
<tr>
<td>So What?</td>
<td></td>
</tr>
<tr>
<td>Other Work</td>
<td>Educate</td>
</tr>
<tr>
<td>Methods/Research Design</td>
<td>Inform</td>
</tr>
<tr>
<td>Analysis/Argument/Findings</td>
<td>Insight</td>
</tr>
<tr>
<td>Next Steps, Issues</td>
<td>Empower &amp; Inspire Action</td>
</tr>
<tr>
<td>Questions/Discussion</td>
<td></td>
</tr>
</tbody>
</table>
Org: Personal Introduction

- Your Name
- Year, Major, School (can skip if you’re in a group)
- Mentor, Department
- Fellowship or Community Partner
- Title (should match what you submitted at registration)
• Hook
  • Very short, interesting fact or anecdote about your topic to catch audience’s interest

• Topic Background
  • Usually just one or two sentences explaining your overall topic, setting up your question

• Question/Problem/Objectives
  • In one short sentence, state your central question or problem, or your goal (you may also want to state your hypothesis if you had one)
Org: So What?

• So What?
  • A sentence or two explaining why people should care about your topic
## Org: Other Scholarship/Key Issues

<table>
<thead>
<tr>
<th>Research-focused</th>
<th>Community-based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Scholarship</td>
<td>Educate the broader community about key social issues that were core to the project or work completed, and to which the project hoped to respond.</td>
</tr>
<tr>
<td>• Briefly explain what other research or outreach efforts have been done on your topic</td>
<td>Articulate an important question, problem, or issue that was central to your experience.</td>
</tr>
<tr>
<td>• Explain how your work draws from or benefits from that work</td>
<td>Speak about your experience in a concise, compelling, and articulate way.</td>
</tr>
<tr>
<td>• Explain (nicely) what others haven’t done</td>
<td></td>
</tr>
</tbody>
</table>
## Research-focused

- What exactly did you do and how did you do it?
- What techniques or procedures did you use?
- What was your process?
- How did you get to your end results?
- What did your mentor or partner do, vs. what you did?
- If you were in a research group, who did what?
- This section should be relatively short in an oral presentation

## Community-based Learning

Inform the audience about the project or work, including its specific goals, strategies, methods, partnerships, and impacts.

Provide insights into how you addressed the question or problem.

Inform your audience about the problem addressed through your experience.
## Org: Analysis/Arguments/Findings

<table>
<thead>
<tr>
<th>Research-focused</th>
<th>Community-based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restate the question, problem, objective • Answer and analysis • First briefly in one punchy sentence (like a thesis) • Then in more detail, laying out your analysis in logical order • The heart of your presentation • Use visual aides, handouts, etc.</td>
<td>“We are Chicago's Jesuit Catholic university—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith.”</td>
</tr>
<tr>
<td>Keep Power Points more visual, less text-y (like this one)</td>
<td>How did your Engaged Learning experience help you to connect to the mission?</td>
</tr>
<tr>
<td></td>
<td>How did the Engaged Learning experience in this course impact your personal, intellectual, civic and/or professional development?</td>
</tr>
</tbody>
</table>
Org: Next Steps/Issues

<table>
<thead>
<tr>
<th>Research-focused</th>
<th>Community-based Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are the larger implications of the research? – What do the results mean for your field?</td>
<td></td>
</tr>
<tr>
<td>• What do you NOT know that we still need to know?</td>
<td></td>
</tr>
<tr>
<td>• What key questions did your project raise?</td>
<td></td>
</tr>
<tr>
<td>• What are possible next steps? For your research? For future researchers?</td>
<td></td>
</tr>
<tr>
<td>Empower and inspire further responsive action on the part of audience members, so that the project’s goals can continue to advance.</td>
<td></td>
</tr>
<tr>
<td>Provide your audience with opportunities to take action to address the problems articulated.</td>
<td></td>
</tr>
</tbody>
</table>
• Thanks, any questions?
• Listen carefully
• Paraphrase question if needed
• Pause a beat before answering
• It’s ok if you don’t know the answer
• Have a question YOU can raise
• Thanks, and sit down
Presentation: Visual Aides

• Nuts and Bolts
  • Memory Stick (E-mail as Backup)
  • Clickers
  • No clickers with Prezi

• Strategies
  • K.I.S.S.
  • Big text
  • Less text, more pics, graphs, etc.
Design: Using Images

• Use images! Photos, research graphics, and other images make your presentation more interesting.

• Use high resolution images.
  • Zoom in to full size to check quality.

• To ensure high quality:
  • Export and then import, i.e., do not copy and paste or drag images into ppt.

• Use labels or captions for images, so that they can stand alone.

• Do not use images that are copyrighted if you do not have permission to do so.

• Include Loyola logo, usually lower-right.
  http://www.luc.edu/logo/download.shtml
Why use a Learning Portfolio for your oral presentation??

• Allows a more in depth offering of your content in a reflective, creative, and visual way
• Allows for a multitude of artifacts and imagery to be portrayed
• Makes intentional connections between content
• Can be updated in real time and can always be added to
• Participants can leave the session with the link for full review after the presentation or can be distributed to those unable to attend
• Can transcend all disciplines as it allows for an deep analysis of content
Ms. Bhojani's Student Teaching ePortfolio

A collection of experiences collaborated during a year long student-teaching internship.

Recently, I was asked to reflect on my experience as a student teacher at Goudy Technology Academy for my job at the Center for Experiential learning. Through my collection of reflections and methods of teaching, I was able to narrow down on my own understanding of what it means to be a teacher. An ePortfolio is not always the route that teachers take to reflect on their rich experiences with their students; however, for me, it was the most interacting and engaging way for me to synthesize what I learned through the course of the year.
Presentation: Writing and Speaking

• Writing and Speaking
  • Write out your presentation completely
  • Outline
  • Flashcards
  • Nada
• Speaking
  • Eye Contact!
  • Speak slowly and clearly
  • Pause after key points
  • Watch for timecards
Poster Presentation: Overview

• What is a Poster Presentation?
• Content
• Design
• Examples
• Printing
• Engaging your Audience
What is a Poster Presentation?

Create a **visual display** that is appealing, well-organized, and was an excellent representation of your project experience.

**Conversation Starter**-materials not meant to stand alone but to start a dialogue.
• Title
• Author(s) Name(s)
• Abstract
• Introduction
  – Background
  – Objectives
• Methods/Research Design
• Results
• Discussion/ Conclusion
• Literature Cited
• Acknowledgements
• Images

• Consider your audience
Research Poster: Title & Authors

• Title and Author(s) are usually centered at top, with author names directly underneath the title.
• Title should match what you submitted at registration.
• Include institutional affiliation(s).
• Discuss author order with team members.
  – The primary researcher for a project should be listed first. For the Undergraduate Research and Engagement Symposium, this will usually be you. Or you can bold your name to indicate that you are the presenter.
Research Poster: Abstract

• Should be able to stand alone
• ≈100 words
• Generally includes:
  – Purpose or reason for the project
  – Methods/Research Design
  – Results/Findings
    • Final, preliminary, or anticipated
  – Conclusion
    • Discussion of larger implications of work, possible next steps

*Because poster itself acts as an abstract, some people will skip this section and start with the introduction.*
Research Poster: Introduction

• Purpose or reason for the project
  – Why are you/did you undertake the project?
  – What is the problem or issue you’re looking to solve?
  – Why is the work important or original?
  – How does the work fit into the larger body of research/work in this discipline?
  – What is the history of this issue or concept?
• **What** did you do and **how** did you do it?
  – What techniques or procedures did you use?
  – What was your process?
  – How did you get to your end results?
Research Poster: Results

• What were your findings?
• Present data (if relevant)
• Not analysis, just a presentation of results
• *Show graphically, when appropriate*
Research Poster: Discussion

• Analyze and explain your findings
• Discuss how the findings fit back into your original hypothesis
• What are the larger implications of the work? –What do the results mean for your field?
• What are possible next steps? For any research? For future leaders in your field?
Research Poster: Literature Cited

• Key texts only
• Use most relevant format for your discipline (e.g., APA, MLA, etc.)
Community-based Learning Posters
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Community-based Learning Posters

• **Posters** providing context for a project, educating the community about the issues the project responded to, exploring the methodology pursued, etc.

• **Photo essays** (printed as posters or on cardstock/foam core for display) accompanied by “artists’ statements” that provide context for the images;

• **Tabletop displays** of resources produced for a community site or as part of a community-based project (e.g. pamphlets, booklets, marketing materials, etc.);

• Laptops set to **project-developed websites, blogs, or learning portfolios** chronicling students’ experiences;

• **Sign-up sheets**, announcements of upcoming events, and other resources allowing audience members to become involved in the project or its sponsoring community-based organization as volunteers, advocates, etc.
### #1 Educate

**Educate the broader community about key social issues that were core to the project or work completed, and to which the project hoped to respond.**

- Articulate an important question, problem, or issue that was central to your experience.
- Speak about your experience in a concise, compelling, and articulate way.

### #2 Inform

**Inform the audience about the project or work, including its specific goals, strategies, methods, partnerships, and impacts.**

- Provide insights into how you addressed the question or problem.
- Inform your audience about the problem addressed through your experience.
Community-based Learning Posters

#3 Insight

“We are Chicago's Jesuit Catholic university- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith.”

• How did your Engaged Learning experience help you to connect to the mission?

• How did the Engaged Learning experience in this course impact your personal, intellectual, civic and/or professional development?

#4 Empower and Inspire

Empower and inspire further responsive action on the part of audience members, so that the project’s goals can continue to advance.

• Provide your audience with opportunities to take action to address the problems articulated.

“We are Chicago's Jesuit Catholic university- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith.”

• How did your Engaged Learning experience help you to connect to the mission?

• How did the Engaged Learning experience in this course impact your personal, intellectual, civic and/or professional development?
Poster Design: Initial Set up

For the Loyola Symposium:
• PowerPoint: 1 Slide
• Dimensions: 42” x 42”
  – Any other dimensions will not be printed.
Poster Design: Selecting a Font

• Select fonts that are easy to read.

• Ensure that text is large enough.
  – Suggested sizes: title: approx. 60 pts; headings approx. 36-48 pts, body approx. 30 pts

• Use only one or two font types and colors.
  – e.g., one for headings, one for body text
Poster Design: Other Elements

• Colors
  – Use color sparingly and only use a few
  – White/light backgrounds and dark text are easiest to read

• Keep adequate white/blank space
  – Do not fill up entire poster with text and images.
  – Ensure that you keep at least 1-inch borders around the edge of the poster.

• Use text boxes
  – The width of text boxes should be ≈40 characters (≈11 words per line).
  – Use paragraph breaks.
  – Avoid large blocks of unbroken text.
Poster Design: Using Images

• Use images! Photos, research graphics, and other images make your presentation more interesting.

• Use high resolution images.
  • Zoom in to full size to check quality.

• To ensure high quality:
  • Export and then import, i.e., do not copy and paste or drag images into ppt.

• Use labels or captions for images, so that they can stand alone.

• Do not use images that are copyrighted if you do not have permission to do so.

• Include Loyola logo, usually lower-right.
  http://www.luc.edu/logo/download.shtml
Examples

Ligand Escape Pathways of Barley Hemoglobin
J. Baltes, K. W. Olsen
Department of Chemistry, Loyola University Chicago

Abstract
Hoy et al. (2007) determined the X-ray crystal structure of barley hemoglobin (BarHb) and proposed a potential dynamic model for ligand binding which suggests that the flexibility observed in the CD and EF loops allows for a persistent-like movement in the E loop. The persistent-like movement reversibly changes the coordination of the heme, but allowing for energetically favorable ligand binding. This project was to evaluate Hoy’s model by examining the trajectory path of oxygen through native barley hemoglobin. Localized enhanced sampling molecular dynamics (LEMSD) were used to simulate 14 barley varieties of oxygen molecules interacting with the protein but not with one another. These dynamics were used to select a mutation which would block the primary exit path. This mutation, FS73, was evaluated using LEMSID and the exit paths were compared. Ligand exit was significantly different in both location and time.

Introduction
Oxyhemoglobin is a respiratory protein consisting of an iron-containing porphyrin ring embedded in a small protein. Although the exact function of globins varies with the host, all are capable of reversibly binding O2. Hemoglobins (Hbs) are familiar as the protein responsible for oxygen transport in human blood, but are also present in plants. Most monocotyledonous plants and some dicotyledonous plants use Hbs for preventing oxygen toxicity (Bohle). Legumes and a few other dicotyledonous plants instead use Hbs to specifically transport oxygen (transHbs). The functional difference is under the structural difference. TransHbs, or hexaheme, having two heme residues bound to the heme iron. TransHbs are pentaacetylated containing one histidine residue bound to the heme iron.

Conclusions
*The wild-type protein exhibits one main ligand pathway through CD loop – the heme gate, a frequent feature of globins
*Other exit pathways exist in the wild-type, including through the protein interface between the B and C chains
*Mutations in residue 53 results in different ligand pathways
*No one pathway is predominant
*Ligand exit times increase significantly. Not all ligands successfully exit the cavity
*Modification changes the cavity-containing residues but changes the volume of a relatively little degree
*The insertion of a larger residue may have changed kinetics either by blocking the heme gate or by reducing the flexibility of the protein, inhibiting the protein movement in the E helix
*Future research may include in vivo mutations to observe the effects of reduced oxygen availability on cells

Acknowledgements
Mutuality Scholarship and Provost Fellowship programs made this project possible.

References
The discourses surrounding Muslim female athletes are heavily concentrated on the hijab and the theological arguments of sports participation. However, the experiences of Muslim teenage girls are much more complex. This project explores the stories of a sampling of young women to better portray Muslim females in the collective social imagination.

Meet the Athletes

<table>
<thead>
<tr>
<th>ETHNICITIES</th>
<th>Bengali, Pakistani, Turkish, Somali/Yemeni, Colored (Mixed Race), and Cape Malay</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPORTS PLAYED</td>
<td>Table Tennis, Martial Arts, Athletics (Track and Field), Basketball, Soccer/ Football, and Weightlifting</td>
</tr>
<tr>
<td>AGE RANGE</td>
<td>High School, 13-18</td>
</tr>
<tr>
<td>WEAR HIJAB</td>
<td>2</td>
</tr>
</tbody>
</table>

“Our teacher showed us a picture of two women with hijabs and they were fixing a car. And people instantly thought it was weird because that’s...how we were taught like women in Islam are supposed to be seen.” (Sadika, UK)

“...You know the purpose of why you’re wearing the scarf, it doesn’t make you different. But people judge you and it makes you seem less popular or uncool. Some people have poor self-esteem so they won’t do what they need to.” (Gadiga, RSA)

Research Sites

<table>
<thead>
<tr>
<th>United Kingdom (UK)</th>
<th>South Africa (RSA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>London district of Hackney: 23% Muslim, Islam 24% most common religion. Site #1: Highschool. Total # of Participants: 2</td>
<td></td>
</tr>
<tr>
<td>London district of Tower Hamlets: 25% Muslim, Islam 25% most common religion. Site #2: Queen’s High School. Total # of Participants: 10</td>
<td></td>
</tr>
<tr>
<td>City of Cape Town: 9.7% Muslim, Islam 8% most common religion. Site #1: Regional High School. Total # of Participants: 6</td>
<td></td>
</tr>
<tr>
<td>Site #1: Regional High School. Total # of Participants: 1</td>
<td></td>
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</tbody>
</table>

“...In the old generations, when she was a kid, she wouldn’t really see women going out and doing sports...I’m going to show them that there are more females doing it (weightlifting), not just men.” (Asia, UK)

Enablers (+) and Inhibitors (−) to Participation in Sports

Social Spaces and Layered Influences

Demographic STATS References

University of Chicago, USA. (2019). University of Chicago. www.chicagouniversity.edu

University of London, UK. (2020). London University. londonuniversity.edu

University of South Africa, RSA. (2021). South African University. southafricanuniversity.edu

University of Cape Town, RSA. (2022). Cape Town University. capetownuniversity.edu

Preventing people to lead extraordinary lives
The Automated Theater of Heron: Reconstructing a Technological Wonder of Hellenistic Alexandria

Researcher: Steffen Haaker
Faculty Mentor: Laura Gawlinski
Department of Classical Studies

Introduction

The automated theater described by Hero of Alexandria is an example of a machine which has been a recurring theme throughout history. The diagrams in the text have been created by the author to illustrate how the machine works. The diagrams are based on the original descriptions found in Hero's work, and they have been annotated with labels to clarify the functions of each component. To ensure that the diagrams are as accurate as possible, the author has consulted various resources on the history of technology, including contemporary works and ancient Greek and Roman literature.

Abstract

Heron of Alexandria, a Hellenistic inventor, created an automated theater in his hometown of Alexandria, Egypt. The theater was designed to perform various feats of mechanical ingenuity, including automata that could move and simulate human actions. The theater was a marvel of ancient technology, and it has been the subject of much study and speculation in the fields of engineering and robotics. In this paper, the author presents a detailed reconstruction of the theater, based on the original descriptions found in Hero's work. The reconstruction is intended to provide a clear understanding of how the theater worked, and it includes a set of annotated diagrams that illustrate the various components and their interactions.

Research Methods

- Translate and analyze the ancient Greek text with the aid of the German translation to examine the terminology used by Hero.
- Research the contemporary, later research to explore the possible role and function of the theater.
- Construct the ancient theater model.

Results

The first construction of the automated theater was a success, showing that the design and build were indeed possible. The second model was improved, and the final model is a more accurate representation of the original. The third model is the most advanced, incorporating many of the modifications made in the previous models. The final model is a reconstruction of the theater, based on the original descriptions found in Hero's work. The model includes a set of annotated diagrams that illustrate the various components and their interactions.

Conclusions

Only by physically building the reconstructions is it possible to discover how they functioned. The first model had mechanical problems, but these could be addressed by making changes to the design. The second model had more serious issues, but these were successfully resolved. The third model was the most advanced, incorporating many of the modifications made in the previous models. The final model is a reconstruction of the theater, based on the original descriptions found in Hero's work. The model includes a set of annotated diagrams that illustrate the various components and their interactions.

Bibliography

For a comprehensive list of references, please refer to the author's notes. The primary sources used in the reconstruction of the theater were Hero's work, as well as other ancient Greek and Roman literature on the history of technology. The author also consulted contemporary works on the history of technology and engineering to provide context and additional information.

Illustrations

The author has created a series of illustrations to accompany the text, including diagrams of the various components of the theater, as well as photographs of the reconstructed models. These illustrations are intended to provide a clear understanding of how the theater worked, and they include a set of annotated labels to clarify the functions of each component.
Engaging Your Audience

• Prepare Your One-Minute Pitch
  – This pitch should be your conversation starter, not just a stand alone! Use it to start dialogue with symposium participants and attendees.
  – Use this time to introduce yourself, your role, your organization and a brief overview.
  – Encourage your audience to get involved!
  – Use one minute pitch worksheet

• Draw People in and Engage Them
  – Smile, make eye-contact, and prepare “hooks”
  – Be sure to address everyone nearby; don’t focus on a particular person.
Learning Portfolios
Learning Portfolios

Can be used as tools to further guide an oral presentation or continue the conversation and interest in a poster presentation.

**What’s the added difference and benefit?**

Adds further depth and reflection to the components of your analysis and description of the project. Participants and those unable to attend your presentation gain a better understanding of material and concepts. The link can be updated with new research/content in real time.


For more information visit: [http://www.luc.edu/experiential/eportfolio/](http://www.luc.edu/experiential/eportfolio/)
What would a learning portfolio look like?

• Build your learning portfolio around your research question and learning
• Add artifacts, graphics, and pictures to support your content, descriptions, and reflections
• Make sure your portfolio is clean of any blank tabs
• Balance content with artifacts

We recommend using **TaskStream** to create your learning portfolio as it is a free for all Loyola students. Access TaskStream via **eportfolio.luc.edu**.
Research-focused Learning Portfolio

UNIV 391 Internship Seminar Undergraduate Research

ANGELINE DAVID
B.S. MOLECULAR BIOLOGY
RESEARCH
MUSIC

EXPERIENCE MORE
THE CENTER FOR EXPERIENTIAL LEARNING

LOYOLA UNIVERSITY CHICAGO
1870
AV MAIOR EM DEI GLORIAM
Research-focused Learning Portfolio

UNIV 391 Internship Seminar Undergraduate Research

Home > Evidence of Research > Research Poster

Note: This is an example of what one could look like. You can put your own spin on it!
Research-focused learning portfolios can allow you to go deeper into the following questions provided earlier in this presentation:

• **Purpose** or reason for the project
  - Why are you/did you undertake the project?
  - What is the problem or issue you’re looking to solve?
  - Why is the work important or original?
  - How does the work fit into the larger body of research/work in this discipline?
  - What is the history of this issue or concept?

• **What** did you do and how did you do it?
• What techniques or procedures did you use?
• What was your process?
• How did you get to your end results?
  - What were your findings?
  - Present data (if relevant)
  - Not analysis, just a presentation of results
  - *Show graphically, when appropriate*
What to include in your community-based learning portfolio?

Community Based Learning Portfolios can allow you to further delve into the following areas provided earlier in the presentation:

**Educate**
- Articulate an important question, problem, or issue that was central to your experience.
- Speak about your experience in a concise, compelling, and articulate way.

**Inform**
- Provide insights into how you addressed the question or problem.
- Inform your audience about the problem addressed through your experience.

**Insight**
- How did your Engaged Learning experience help you to connect to the mission?
- How did the Engaged Learning experience in this course impact your personal, intellectual, civic and/or professional development?

**Empower and Inspire**
- Provide your audience with opportunities to take action to address the problems articulated.
Hi, my name is Justin Hoch, a recent intern for the Volunteer Relations department at Catholic Charities of the Archdiocese of Chicago. Thank you for visiting my eportfolio. Here you will find information and reflections from my internship experience as well as my resume, academic work and service experiences.
Reflection A: Life and Leadership Context

Where there is not community, trust, respect, ethical behavior are difficult for the young to learn and for the old to maintain. - Robert Greenleaf, *Servant As Leader*

Here are excerpts from my reflection on my life and leadership context.

In terms of my life context, many factors from academics to friends have played and continue to play a role in who I am. I would consider the things that make me happy and less stressed as assets, while liabilities are things that add stress and consume time.

I have a support network of friends and family that cares for me and challenges me to take advantage of this internship.

I sometimes take on too much outside of the classroom. I get spread too thin, not committing my full attention to my activities. I need to find a balance between my professional, social and academic lives.

At Catholic Charities' Tuesday Night Supper, I see a variety of leadership styles working symbiotically to achieve a common goal or a common vision—to feed the hungry. In the dining room, the more outgoing extroverts interact with clients to make them feel welcome. In the kitchen, the leader delegates tasks to various people.

Since I have been there for over a semester, I have noticed myself stepping in and guiding others. Overall, all the volunteers and supervisors exhibit servant leadership. It is about asking, “What can I do for the clients?”

I have learned from my supervisor’s example. Lisa’s leadership style of servant leadership enables others to act. This is the type of leadership I hope to display in my career.

Read the whole reflection below.
How to present a learning portfolio?

• Do not read all of the text!
• Use your learning portfolio as a guide.
• Showcase artifacts, imagery, and incorporate oral reflection, understanding, and analysis within presentation
• Make connections between tabs, content, reflections
• Refer to the learning portfolio for more information for participants to come back to
Want to learn more about learning portfolios?

We have Learning Portfolio Peer Mentors to help you!

Contact eportfolio@luc.edu and a peer mentor will respond OR visit us in Sullivan Center 295 to meet with a peer mentor one-on-one!
At the Symposium

• Dress for Success
  - Business attire is strongly recommended.

• Feel free to provide handouts or supplementary material.

• Prepare to answer (and ask) questions!
  - Know your project and next steps
  - Consider your experience and future plans
  - Ask about their work, why they’re interested

• Make eye-contact and engage the attendees.
Questions and Answers