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As previously reported, in the 2012-2013 LEEP Lab, student researchers examined how students’ own mindsets, assumptions, and understandings about LEEP learning outcomes affected their behaviors toward realizing those outcomes. How student conceptualize and talk about effective practices, as well as the developmental paths they believe exist for these practices, can help or hinder their actual development. The importance of this study stems from prior research in self-regulation and lifelong learning that suggests learners themselves are key drivers in the development of skilled behaviors that LEEP aims to instill in all students. This LEEP Lab team produced two research posters and a paper that shared insights with Clark administrators, faculty, staff and students.

In the 2013-2014 LEEP Lab, student researchers focused on how a particular “high impact” educational campus event affected the thinking and behaviors of students related to two key LEEP learning outcomes of effective practice: creativity and collaboration plus their interaction. In particular, student researchers examined how the event differentially affected students depending on the roles they took: student founders who imagined and implemented the event; student participants who were trained how to show, share, and collaborate with others regarding their particular creative skill and passion; and student attendees who enjoyed and learned from the participants’ creative activities. Attendees most benefited from increased awareness of the diversity of ways to be creative, seeing their peers engaged in creative activity, and trying something new. Participants most benefited from learning to share their creative passion, and the enjoyment and added perspective of helping others engage in creative activity. Founders developed the most by learning that designing from scratch a creative, collaborative event requires all of the LEEP effective practices: not only creativity and collaboration within their own team and with the participants, but also adaptability to and integration of different constituents’ requirements, and personal and social responsibility for all aspects of the process. One of the most interesting findings was how creativity and collaboration reinforce each other for college students. This LEEP Lab team produced a research poster and a paper that shared insights with Clark administrators, faculty, staff and students.