

# SCHOOL OF EDUCATION

## WISCONSIN EXPERIENCE

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UW–Madison’s vision for the total student experience, the Wisconsin Experience, (<https://wisconsinexperience.wisc.edu/about/>) combines learning in and out of the classroom. Tied to the Wisconsin Idea (<https://www.wisc.edu/wisconsin-idea/>) and steeped in long-standing institutional values – the commitment to the truth, shared participation in decision-making, and service to local and global communities – the Wisconsin Experience describes how students develop and integrate these core values across their educational experience.

UW–Madison encourages students to mindfully engage in four core concepts throughout their time on campus.

- Empathy & Humility (<https://wisconsinexperience.wisc.edu/empathy-and-humility/>) - Badgers bring heart – empathy and humility – to everything that we do. It’s the very lens of our worldview. We develop and demonstrate a cultural understanding of ourselves and others; we engage locally, nationally, and globally in a respectful and civil manner; and we appreciate and celebrate one another’s abilities, views, and accomplishments.
- Relentless Curiosity (<https://wisconsinexperience.wisc.edu/relentless-curiosity/>) - Badgers show relentless curiosity at every step of life’s journey. We question things that no one has ever thought to question. We actively learn with expert instructors, scholars, and peers; we engage in creative inquiry, scholarship, and research; we develop resilience; and we foster courage in life and learning.
- Intellectual Confidence (<https://wisconsinexperience.wisc.edu/intellectual-confidence/>) - Badgers fearlessly sift and winnow until we achieve intellectual confidence. At our core, we’re learners and teachers. We develop competence, depth, and expertise in a field of study; we integrate ideas and synthesize knowledge across multiple contexts; and we exercise critical thinking and effective communication.
- Purposeful Action (<https://wisconsinexperience.wisc.edu/purposeful-action/>) - Badgers strive to find greater meaning every day through purposeful action. We work for the common good – for something that’s bigger than ourselves. We apply knowledge and skills to solve problems; we engage in public service, partner with others, and contribute to the community; and we lead for positive change.

### THE WISCONSIN EXPERIENCE IN THE SCHOOL OF EDUCATION

Since its inception the School of Education has embraced the concepts of the Wisconsin Experience, providing opportunities for students to learn in venues beyond the traditional classroom. Some of the activities are listed below; additional activities are listed under each major.

### SERVICE LEARNING AND COMMUNITY SERVICE

- Students in the Physical Education Teacher Education (PETE) (<https://guide.wisc.edu/undergraduate/education/kinesiology/physical-education-bs/>) program partnered with the Boys and Girls Club of Dane County to help kids and their families stay active during the holiday break from school. Working together, they developed games that can be done at home using common household items. A flyer describing the games was included in over 500 Thanksgiving baskets distributed by the Boys and Girls Club last year, and associated videos were made available on their website. Who wouldn’t want to play “Reverse Pig Trash Ball”?
- RP & SE 300 Individuals with Disabilities includes a field-based experience where students engage in work that directly or indirectly supports a person with a disability. Hundreds of students each year are placed in a wide variety of placement sites in the Madison area. This experience allows students to gain first-hand knowledge of the contributions of, and services provided to, individuals with disabilities within the community.
- As part of required courses, art education students teach art to children and teens in school and community-based settings in three of the four semesters of the program. Some of our most recent partners include:
  - Monroe Street Arts Center (<https://www.monroestreetarts.org/>)
  - Madison School & Community Recreation (<https://www.msccr.org/programs/after-school-camps/elementary-school/elementary-after-school-programs/>) (MSCR) art clubs
  - The Wisconsin Art Education Association’s Youth Art Month and Visual Arts Classic
  - K-12 fieldwork experiences in private schools like Edgewood, Eagle, and Madison Country Day; public schools in rural, suburban, and urban districts; plus public charter and alternative schools like Shabazz High School and Nuestro Mundo Elementary.

### STUDY ABROAD

The School of Education sponsors a number of summer study abroad (<https://global.education.wisc.edu/study-abroad/>) opportunities that are led by SoE instructors. These two or three-week courses make it possible to have a study abroad experience and still have time to work or pursue other activities during the summer. Students participated in the following programs in the summer of 2025:

- Education, Diversity, and Community in the Galapagos Islands (Ecuador)
- Dancing Cultures in Greece
- Disability Rights and Access in Australia
- Youth, Language, and Experiential Education in the Dominican Republic
- City as Studio: Drawing in Portugal
- Team Building in Costa Rica
- Crossroads of Culture and Health in New Zealand
- Theatre in London
- Inclusive Physical Activity and Sports in Ireland
- Exploring Cuba Through Art
- Movement as Medicine in Portugal

## STUDENT ORGANIZATIONS

- Aspiring Educators of Wisconsin (<https://win.wisc.edu/organization/aspiringeducators/>) is a pre-professional association for those pursuing careers as educators. It provides opportunities to meet other education majors and current teachers, explore cutting-edge issues in education, and interact with the community.
- The Photography Club (<https://win.wisc.edu/organization/photographyclub/>), AIGA Wisconsin UW-Madison (<https://win.wisc.edu/organization/aigauwmadison/>) (graphic design), Mad Gaffers (<https://win.wisc.edu/organization/madgaffers/>) (glassblowing), and Art for Change (activism) are just a few of the available options for art students.
- The Health Promotion/Health Equity Learning Community (HPHE LC) was recently launched with the goal of providing hard-working and dedicated students with support, resources, and opportunities within the Health Promotion and Health Equity field. Provided services include a cohort program, internship pools, tutoring services, and networking events.

## RESEARCH AND DEPTH OF STUDY

- Students pursuing health-related studies are encouraged to get involved in research. Students have participated in labs such as the Promotion of Health Equity & Adapted Physical Activity (PHEAPA) (<https://kinesiology.education.wisc.edu/research/pheapa-lab/>) lab or the Pain, Context, and Innovation (<https://www.shinyekim.com/>) lab. Students also participate in programs run through the Wisconsin Area Health Education Centers (AHEC), such as the Community Health Internship Program (<https://ahec.wisc.edu/chip/>).
- A new Honors program for educational policy studies majors will begin in the fall of 2025.
- The Center for Research on Early Childhood Education (<https://crece.wceruw.org/>) created an undergraduate research fellowship program. The program's goal is to diversify the research communities that address early childhood education.
- Many rehabilitation psychology students are currently working with professors and graduate students on research in rehabilitation psychology. Several are leading their own research with faculty support, and many students have presented at the spring Undergraduate Research Symposium.
- Physical education staff and students partnered with experts in the academic technology department to create a smartphone app, "EnCourage." The app provides hundreds of team-building activities for use by teachers, coaches, and anyone trying to develop teamwork with groups. Its development was one of the School of Education Innovation Projects, "Social and Emotional Learning in Physical Education."
- The dance department provides financial awards (<https://dance.wisc.edu/admissions-and-aid/scholarships-and-awards/>) to encourage students to continue their studies, both nationally and internationally, over the summer. For example, full-tuition scholarships are given to dance majors to study in the summer study program at the Dance Education Lab in New York. One award of full tuition and accommodation is given to a freshman dance major to study at the six-week Perry Mansfield pre-professional summer study program. Students have these, and other opportunities, to make professional connections in the field and in the global dance community.

- The theatre and drama department offers an Honors option (<https://guide.wisc.edu/undergraduate/education/theatre-drama/theatre-drama-bs/#requirements-text>) in the major and a named option in Acting (<https://guide.wisc.edu/undergraduate/education/theatre-drama/theatre-drama-bs/theatre-drama-acting-bs/>).
- Undergraduate awards (<https://eps.education.wisc.edu/admissions-and-aid/financial-aid/>) in writing, research, and community-based scholarship are sponsored by the educational policy studies department. One such award is the Eric Flanagan Community-Engaged Scholarship Award.

## VOLUNTEER OPPORTUNITIES

- One of the UW's most sought-after volunteer experiences, the kinesiology department's Adapted Fitness program offers fitness training and physical activities to community-based clients with a wide variety of permanent and temporary disabilities from heritable disorders, chronic and neurological diseases, and accidental traumas. Students who pursue the Physical Activity for Diverse Abilities Certificate (<https://guide.wisc.edu/undergraduate/education/kinesiology/promoting-activity-diverse-abilities-certificate/>) receive priority placement for volunteer positions.

## INTERNSHIPS AND FIELD PLACEMENTS

- Students earning an undergraduate degree in Rehabilitation Psychology (<https://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/rehabilitation-psychology-bse/>) complete at least six credits of internship, selected from a large and diverse number of sites in the community. The goals of the experience include exploring career interests and gaining experience in community agencies serving and advocating for individuals with disabilities.
- Undergraduates in teacher education programs have multiple field experiences in K-12 schools, culminating in a full-time student teaching experience following the semester of the cooperating school.
- Art internships provide real-world experience and can often be completed for university credit through enrollment in ART 393 Internships in Art. Students have interned and conducted research at many businesses, institutions, and on-campus locations, including the Madison Children's Museum, Bayview Center for Arts and Education, ArtWrite Collective, Chazen Museum of Art, Museum of Modern Art, Metropolitan Museum of Art, Monroe Street Arts Center, and the Madison Museum of Contemporary Art.