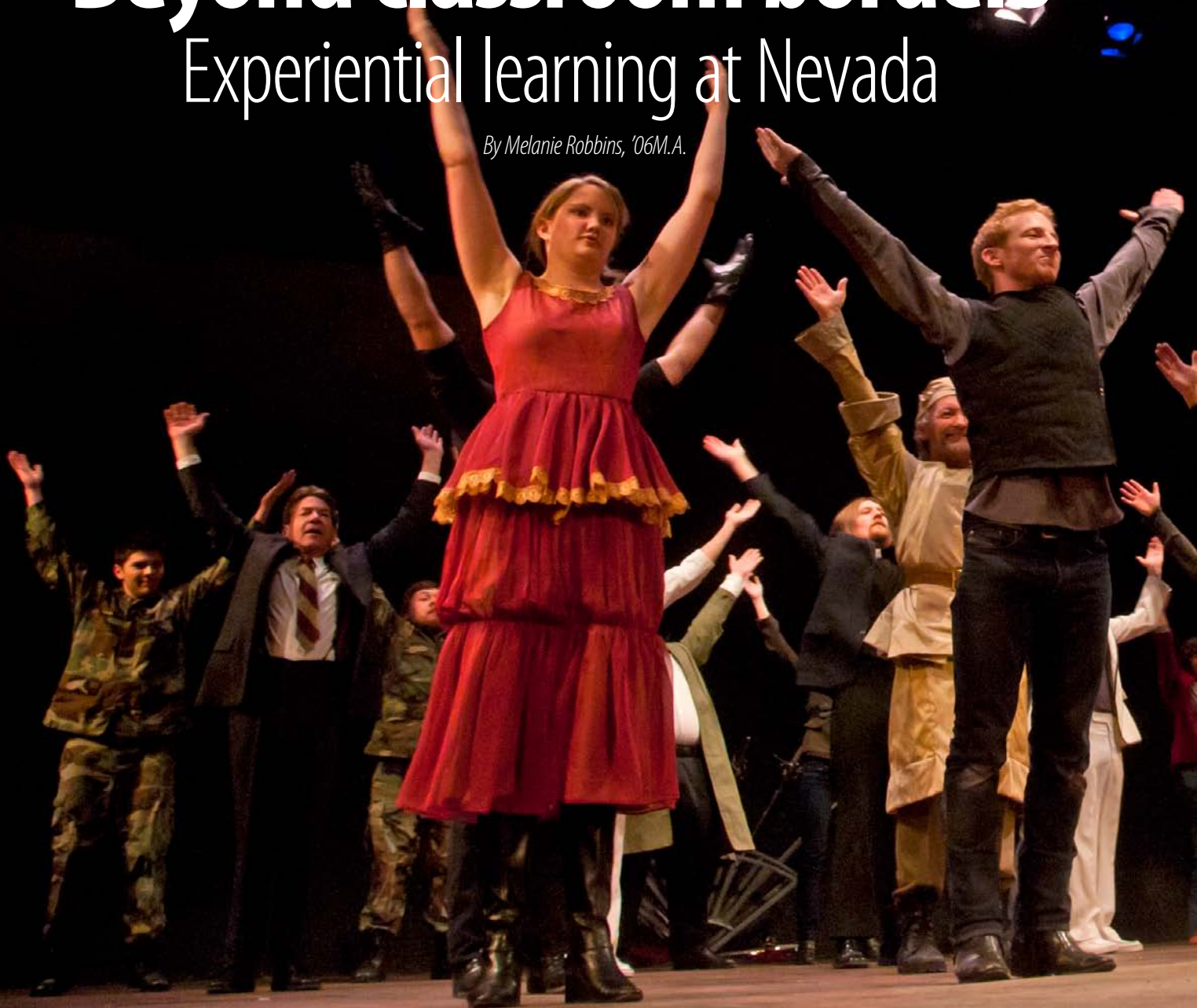




Beyond classroom borders

Experiential learning at Nevada

By Melanie Robbins, '06M.A.





Photos by David Calvert

“Tell me and I forget. Show me and I remember. Involve me and I understand.”

—Chinese proverb

“Magical.” That’s how English professor Eric Rasmussen described the first meeting last spring between students who would end up in the ensemble cast of *Hamlet in the Original Pronunciation* (OP) and acclaimed British actor, author and scholar Ben Crystal, who had flown out for a workshop: “After having worked with Ben for one day, several of them said, ‘This is changing my life.’”

Inspired to keep the dynamic going, Rasmussen—one of two scholars chosen by the Royal Shakespeare Company to edit *The Com-*

plete Works of Shakespeare—convinced Crystal to spend three months in Reno as an artist-in-residence working on the contemporary world premiere of the classic Shakespearean tragedy.

Learning that takes place inside the classroom is essential. But learning that takes place outside the classroom not only greatly enhances the classroom experience, it leads to greater student accomplishment. Research shows that experiential learning, i.e., hands-on, outside-the-classroom learning by doing, is one of the best ways to ensure student success, not only in a particular class, but in life following college.

University Provost Heather Hardy noted that every school and college at Nevada offers many opportunities, such as the College of Liberal Arts’ *Hamlet* production, for students to “do”—i.e., apply what they’ve learned in class in meaningful, substantial projects that benefit

not only themselves, but the community and even the world beyond:

“Experiential learning opportunities for students, such as courses with service-learning components and internships, contribute to student engagement, provide benefit to our community, and improve graduates’ prospects of employment. Part of our mission includes fostering such community engagement and service and preparing our students to be informed participants in a democracy.”

The *Hamlet* experience, for students as well as faculty and the community, was extraordinary.

David Ake, director of the School of the Arts, said, “The fact that *Hamlet* played to a packed house most every night—and that many audience members were students—made the show’s undeniable artistic success all the



TOP (left to right): Hamlet (artist-in-residence Ben Crystal) points a sword at a dying Laertes (theatre major J.J. von Nolde) during a Nov. 1 production of *Hamlet in the Original Pronunciation* at the Redfield Studio Theatre. Laertes tries to comfort his distressed sister, Ophelia (theatre major Megan Kirwin). Horatio (theatre major Lucas Peterson), Hamlet and Marcellus (civil engineering major Matthew Hebnes) draw back at the sight of the ghost of Hamlet’s father (David Fenimore, director of English undergraduate studies). Hamlet’s mother, Gertrude (Nevada Repertory Company actress Emilie Meyer), tries to comfort her son after he slays Polonius. A gravedigger (theatre major Drew Ernhout) pulls a skull from the earth. ABOVE: The curtain call. [Editor’s note: In Shakespeare’s time, actors did not wear period costumes. Therefore, art professor Virginia Vogel chose contemporary clothing for the cast.]



Photos by Theresa Danna-Douglas

LEFT: Theatre students Erin Humphreys and Audrey Brown prepare the props. MIDDLE: Donald Mahoney and Jocelyn Morgan work with Technical Director Jonathon Taylor on set design. RIGHT: Cristen Drummond, Paul Stufkosky and Christopher Rios work on the lighting. OPPOSITE: Civil engineering majors Alicia Veach, Justin Kunert, Nathan Loyd and Emma Crossman help cast a canoe made entirely of concrete, which they will paddle against seven other teams at the regional competition in Berkeley, Calif., in March.

more sweet for everyone involved in that production.” Ake added that Crystal’s expenses for his three-month stay in Reno were paid by the \$5 arts fee students pay each semester. In return for paying the fee, students may see any show for only \$5, even shows that run \$30 to the public. These funds are allocated to a variety of arts-based programs on campus, including dance and music as well as theatre.

Rob Gander, *Hamlet* director and chair of the Department of Theatre and Dance, said, “In some ways this was the easiest production I’ve ever directed. My role was essentially to channel the talents of exceedingly talented people from across the world.”

Having the opportunity to work as an ensemble with an actor of Crystal’s caliber and dynamism, as well as have support from scholars such as Rasmussen, who served as dramaturge—an on-site scholar who explains word meanings and historical concepts to cast and crew—and David Crystal (Ben’s father), a world authority on the original pronunciation of Shakespeare’s works, was, indeed, life-changing.

J.J. von Nolde, a senior theatre major who played the role of Laertes, said: “This has absolutely, hands-down, been the most important thing I’ve done for my acting. The guidance from Ben, seeing how a professional actor does his thing, really, really helps. Eric Rasmussen letting us know what every single word means. Beautiful.”

Ben Crystal brought in Roberta Brown, a professional fight choreographer, who choreographed the deftly executed sword fight between Hamlet and Laertes in the final scene.

“She was fantastic,” von Nolde said. “She makes it easy. She took us through what each

of our injuries would actually feel like ... how awful it would be to be cut in the midsection, for example.”

Von Nolde, whose goal is to become a professional actor, added that from his *Hamlet* experience he learned how to connect with his character in a more meaningful and deeper way than he ever has before: “It’s about having a freedom on stage where you’re not afraid of what you’re doing, you’re not afraid of the audience. You’re there, being the character, saying the words and living through the moment. I hope it shows.”

The sold-out run and spellbound audiences say the 28-hours a week of rehearsal (that’s after day jobs and classes, noted Rasmussen) did show. David Crystal told a group at a roundtable discussion on campus Nov. 18 that this cast did a better job with the original pronunciation than Globe Theatre actors:

“The reason was that you slogged at it,” he said, adding that the famous London theatre was “very uncertain” about it doing an entire production of *Romeo and Juliet* in the original pronunciation, so they decided to only do it for one weekend. “The poor actors had to learn it twice over. Their rehearsal time was very, very short. Although they did the best they could, in the end, it was a bit sporadic.”

Doing Shakespeare in the original pronunciation—which had only been attempted in modern days five times prior to Nevada’s production of *Hamlet*—brings new depth and power to lines whose meaning has changed over the years. For example, a rhyming couplet has a different meaning when it actually rhymes, said Emilie Meyer, the Nevada Repertory Company actress who played Hamlet’s mother, Gertrude: “OP doesn’t just inform the sound, it informs

choices an actor makes.”

Gertrude says to Hamlet at one point: “Thou know’st ’tis common; all that lives must die,

Passing through nature to eternity.”

Instead of a solemn pronouncement as it sounds in modern English, in Shakespeare’s day “eternity” rhymed with the modern pronunciation of “die,” thus making this couplet more of a “finishing off” line, as Meyer explained: “It’s a mom saying to her son, ‘Shape up. Stop moping.’ It wasn’t just the sound that changed, it was the choice in that moment what the object was.”

David Crystal summed up the point of doing a play in original pronunciation, “The OP is not the end; it’s the means to an end.” He added that audiences often walk away not realizing that the reason the play was so fantastic was that the original pronunciation helped make it so. Surprisingly, original pronunciation is not difficult for modern listeners to understand. OP sounds a bit like a slightly unusual British accent. Coupled with emotive, realistic acting, the meaning is clear.

[Editor’s note: Listen to David Crystal reading the “To be or not to be” soliloquy in the original pronunciation here: <http://newsroom.unr.edu/2011/10/25/listen-to-hamlets-to-be-or-not-to-be-in-original-pronunciation/>]

Concrete Canoe

Another example of experiential learning is the concrete canoe team in the Department of Civil and Environmental Engineering. The American Society of Civil Engineers sponsors a student competition in which teams build a concrete canoe, paddle it in races, write a

FUN FACTS

Canoe Length: 22 feet

Canoe Thickness: 0.4 inches

Amount of Concrete Used to Cast the Canoe: 2.85 cubic feet

Estimated Canoe Weight: 175 pounds

Concrete Unit Weight: 58 pounds/cubic foot (Water weighs 62.4 pounds/cubic foot; Conventional concrete weighs 150 pounds/cubic foot)



technical paper and give an oral presentation. The team must compete at the regional level before they can move to the national level. Approximately 160 teams compete nationwide in 18 conferences. Nevada's team has competed since 2005, winning the top prize overall at the national level in 2008. Nevada has been in the top five nationally for the past five years and won first place in technical paper writing twice.

Even though winning is exciting, the learning and camaraderie that comes with being on the concrete canoe team is also fun, challenging and helps students in their current studies, as well as preparing them for "real-life" jobs as civil engineers.

Emma Crossman, a junior who plans to earn a master's in construction management, is this year's concrete canoe project manager. She has logged three years with the team, moving from

"This is real-life stuff. What's really great about this is it gives us a hands-on experience with concrete."

—Nathan Loyd, civil engineering junior and member of the Concrete Canoe team

member to paddler to her current leadership position in which she oversees everyone else, as well as the budget:

"We calculate how much stress the boat can take to make sure it won't break," Crossman

said. "We set up numerous tests—sometimes they fail and sometimes they work. By doing this, we get to learn how our calculations in the classroom can help in real life." She added that the races are "really intense—everyone's really excited. It's a great atmosphere."

Nathan Loyd, a junior who is in his second year on the concrete canoe team, said being on the team gives him a leg up on other students. He's taking a construction materials class and noted: "The students who aren't on the team have never done this. I've already done it. A lot of my class is stuff we've learned on the team."

The team figures out how strong the concrete mix must be, analyzes calculations, determines how strong the tendons that hold the boat in place during construction must be. "This is real-life stuff," Loyd said. "What's really great about this is it gives us a hands-on experience

Photo by Theresa Danna-Douglas



FUN FACTS

University students in the College of Education tutor 180 children each year in the E.L. Cord Foundation Center for Literacy and Learning on the Reno campus. They also tutor 60 more children in local elementary schools.



Photo by Theresa Damm-Douglas



Photo by John Louie

OPPOSITE: Brynn Fannin, an undergraduate majoring in elementary education, tutors elementary school student Angel Mata in the E.L. Cord Foundation Center for Learning and Literacy's after-school program in the William J. Raggio Building. Graduate assistant Andi Morency '06, mentors Fannin and Mata. LEFT: Mining engineering major Stephanie Shelley and geological engineering master's candidate Greg Stokes compete in the Nevada Day Annual World Championship Single Jack Drilling Contest Oct. 29 in Carson City. Contestants use 4 1/2-pound hammers and up to 11 bits of graduated steel to drill a 3/4-inch hole in a 4,320-pound piece of Sierra white granite. They have 10 minutes to pound the drills into the solid stone. The Mackay Muckers are generously supported by Newmont Mining Corp., American Institute of Professional Geologists Nevada, Rio Tinto Services, Inc. and others. RIGHT: Braden Walsh '11 (geophysics) is logging data as part of Professor John Louie's capstone applied geophysics course during spring break field exercises last March. Walsh was responsible for planning, conducting and analyzing the results of ground electrical-resistivity surveys. The yellow box is a MiniRes ground resistivity meter. This survey was conducted on public land in California Wash, between Las Vegas and Moapa, Nev. The class's geophysical surveys will help answer the question of how likely a large earthquake is on the California Wash fault.

with concrete—it's one of the main materials that as civil engineers we will have to deal with. Concrete is used as pavement, support on a building—it's kind of everywhere." Loyd plans to become a structural engineer and is considering graduate school.

The team receives major support from the American Society of Civil Engineers Truckee Meadows Branch. The team also gets help from a strong alumni base, especially with making revision suggestions for the technical paper. Kelly Lyttle '06 (civil engineering), '08 (civil engineering) now works as program coordinator for the Center for Civil Engineering Research on campus. She advises the team, and, as a former member of the team going back to its inception at Nevada in 2005, she offers advice based on experience.

Students spend about eight months working on the canoe, she said, which typically weighs between 140 and 175 pounds. "Some teams have 400-pound canoes," she said. "Ours are much easier to paddle and carry around."

A concrete canoe is not practical—the material isn't particularly durable, Lyttle said.

But civil engineering students need experience with concrete since it is used ubiquitously in construction. To make a concrete canoe float, the aggregate component of concrete must be made with lighter than water materials—small glass spheres are used instead of sand or gravel. Water weighs 62.4 pounds per cubic foot, while normal concrete weighs about 150 pounds per cubic foot. "It would sink," Lyttle said. The concrete students make for the canoe typically weighs between 50 to 55 pounds per cubic foot.

Justin Kunert, a senior who's logged five years with the team, is a paddler and the team's national representative. Nevada is hosting the nationals this June at the Sparks Marina. Kunert said being on the team has been invaluable: "We had a class where we actually made concrete, but I already knew it. Being a member of the team, you are developing yourself more and more as a student outside of class."

Literacy Program

Research shows that by third grade, children who are two or more years behind in their reading have only a 10 percent chance of

reading on a level with their peers by the end of high school, said Donald Bear, professor of education and director of the E.L. Cord Foundation Center for Learning and Literacy. But with a "buddy," the chance struggling readers will catch up to their peers skyrockets.

In its program at the center located in the William J. Raggio building, 180 children are tutored by University students learning to be teachers. Children in this tutoring program attend sessions twice a week for 20 weeks during the fall and spring semesters, and for five weeks, four days a week over the summer semester.

Approximately 60 children are tutored in its outreach Reading Buddies programs located in four elementary schools in the Reno area: Elmcrest, Peavine, Sierra Vista and Our Lady of the Snows. Through generous funding from the E. L. Cord Foundation, as well as the Stern Family of Nevada Foundation, University students are paid to be tutors at the same time that they acquire valuable teaching experience.

Andi Morency '06 (elementary education) is a doctoral candidate in education with an emphasis on literacy, language and culture.



Photo by Robert Moore



Photo by Mike Walterbeck

IGEM team members Bryson Wheeler '11 (biochemistry), Megan Tabor, Class of 2012 (biochemistry) and Matt Bowden, Class of 2012 (mechanical engineering) set up a co-cultivation apparatus, an important component of the 2011 project that earned a gold medal at the synthetic biology competition in Indianapolis. The project goal is to combine two organisms to create an inexpensive process for biofuel production. RIGHT: Logan Wood Class of 2012, Daisy Goodrich '02Ph.D. and Anna Lopez Class of 2012 view a pregnant sheep's uterus using ultrasound equipment at the University Farm on East McCarran Boulevard in Reno.

She holds a graduate assistant position as the coordinator of Reading Buddies. She earned a master's at Penn State after completing her undergraduate work at Nevada and then taught first and second grade, as well as homebound students, in Tennessee before returning to Nevada to enroll in the doctoral program.

"I didn't realize what a unique opportunity this was and how important what Dr. Bear is doing here until I left and moved away. Then I was able to truly appreciate my experience at Nevada, and I realized what an amazing program this is ... so I came back to get my Ph.D."

Morency values what she learned from the hands-on experience of the tutoring, "When you have a student next to you, you have to think on your feet, and then practice all those things you've learned in the classroom."

Children in Reading Buddies are assessed for reading ability and they are taught at their developmental level, which is not necessarily their grade level, she explains.

There are four fundamental tutoring activities: Read With, Read To, Write With and Word Study. Through the Word Study children are taught the phonics, vocabulary and spelling they need to advance as readers. Most of the children in these programs have struggled to learn, and have found little pleasure in reading.

"We want children to have a good time in the tutoring sessions; we focus on their inter-

ests, and we are careful to be sure that students read extensively at their instructional and not their frustration levels," Morency said.

At the end of the semester, tutors in the

"Our University tutors will use what they learned in tutoring throughout their teaching careers and this will impact thousands of children."

—Donald Bear, director,
E.L. Cord Center for Learning and Literacy

center meet with parents and a progress report with recommendations is prepared and sent to the parents. A summary of the learning for each child in Reading Buddies is provided to the classroom teachers.

Said Bear of last year's students: "Significant growth in word knowledge was found both

in the midyear and end-of-year measures. We know that the tutoring these children received will support their reading achievement and will have a tremendous impact in their lives." He added that the experience benefits University students throughout their careers, as well:

"University students who tutor in the schools and in the center learn how to provide targeted, remedial instruction to children who are in great need. Our University tutors will use what they learned in tutoring throughout their teaching careers and this will impact thousands of children."

University Farm

Logan Wood, an animal science major who will graduate in May, thought for the longest time that he wanted to become a veterinarian. Then he took an internship at the Main Station Field Laboratory—also known as the University Farm—and fell in love with biomedical research.

"I got to help out with the surgeries," Wood said. "Then I got hired on here. I really like it. I think it's really interesting. It's something I can see myself doing for the rest of my life."

He's already applying to the University's cellular and molecular biology doctoral program and plans to begin working on his Ph.D. in August. He will be under the tutelage of his

mentor, Daisy Goodrich '02 Ph.D (cellular and molecular biology), who is now a research scientist in the Department of Agriculture, Nutrition and Veterinary Sciences within the College of Agriculture, Biotechnology and Natural Resources.

Currently, Wood and fellow animal science major Anna Lopez, Class of 2012, have been helping Goodrich with a project that is testing whether human hematopoietic stem cells (HCSs) that have been expanded in culture can engraft an animal model upon transplantation.

HCS cells have the unique ability to give rise to all other blood cell types, which makes them a valuable potential candidate for treating blood diseases. But, scientists have to figure out not only how to expand them in culture, but also how to maintain their engraftment capacity.

Goodrich explains: "In the world today, the supply of HCS cells is limited. The problem is that people can only receive umbilical cord blood or bone marrow transplants to cure certain diseases, and those sources are limited. It's much easier to get cord blood cells from babies after they are born, but the number of cells in a unit of cord blood is only enough to be transplanted into a child, not an adult."

Therefore, in her experiment, she is transplanting expanded human HCS cells into sheep fetuses to test whether these cells are just as good as cord blood cells and will give rise to different types of human blood cells in the lambs. However, Goodrich explains: The true test of an HCS cell is not only that it transplants into a primary recipient, but that it can be harvested and transplanted into a secondary recipient, which will show that it is long-lived and won't die out in a few generations."

Goodrich's experiment with sheep is just a test to find out if HCS cells can be propagated successfully, which could lead to better and more treatments for people with blood diseases. She has also been working with sheep experiments in the hope of finding a stem cell therapy for people with diabetes.

Autism Program

The Early Childhood Autism Program at Nevada is the first and only university-based early intensive behavioral intervention program for young children with autism



Photo by Cauda Ortega-Lules

Internship helps student forge career in international affairs

Adriano Lucatelli '90, center, met during Homecoming with some of the many students he has helped over the years. The gathering was held in the political science department on campus. Among those students were Adonis Palustre, Justin Fong '11, Chelsea Hahn '11, Lauren Seymour and Daniel Vivas.

Through the Adriano B. Lucatelli Education Internship, Justin Fong '11 (international affairs), received critical financial support for college and a year-long internship with the Northern Nevada International Center. Fong helped organize this year's Algeria Youth Leadership Program, which has been on campus for the past three years, funded by a grant from the U.S. Department of State, Bureau of Educational and Cultural Affairs, Citizen Exchange Division. Fong traveled to Algeria in June with Carina Black, director of the center. They brought 25 Algerian high school students to Nevada, where the youth joined with University student mentors and local high school students to gain experience in leadership, community activism, civic education, media literacy and to share Algerian and American culture. Inspired by his experiences, Fong is now pursuing a career in Algiers working on professional and cultural international exchanges.

Adriano Lucatelli '90 (political science, international affairs) returned to Nevada in October from his native Switzerland to accept the College of Liberal Arts Distinguished Alumni Award during the University's Homecoming celebration. Since 2004, Lucatelli has supported 49 Nevada students through his named scholarship and internship. He is the managing partner and co-founder of Ruess Private Group, an independent wealth management company in Bremgarten, Switzerland.

During his visit, Lucatelli met some of the students who have benefited from his support. At a gathering in the political science department offices, he told them, "You will be successful because of your education here." Lucatelli advised the students to take advantage of the opportunities on campus, including access to great faculty. He says internships, especially, "are the door to the world."

Lucatelli, who earned master's degrees from the London School of Economics and the University of Rochester in New York, as well as a doctorate from the University of Zurich, is proud of his undergraduate degree from Nevada and says that it is his appreciation of his educational foundation at Nevada that led him to give back and help students here. He received recognition, together with the Nevada Alumni Association's other award winners, during halftime at the Homecoming football game.

—Keiko Weil '87

To learn more about supporting internships at Nevada, please contact Keiko Weil '87, Donor Relations director, (775) 784-1587 or kweil@unr.edu. For more information about the Northern Nevada International Center, please contact Carina Black '90, '92 M.A., '97 Ph.D., executive director, (775) 784-7515, cblack@unr.edu, or visit: www.nnic.org.

in the state, and is one of only a handful of such programs in the United States and the world. The program is part of the University's award-winning Behavior Analysis Program within the Department of Psychology. In addition to serving children with autism and their families, the program is also a training site for undergraduate students pursuing a degree in psychology or a related field and for graduate students pursuing advanced degrees in behavior analysis. Students are able to work directly with children who have autism and apply the scientific principles of Applied Behavior Analysis.

Natalia Garrido, a senior majoring in psychology, said she is "extremely thankful" that she has had the opportunity at Nevada to work with children with autism.

"Working with the kids means really knowing your stuff and bringing your 'A' game to

"Working with the kids means really knowing your stuff and bringing your 'A' game to every session."

—Natalia Garrido, senior psychology major and tutor in the Early Childhood Autism Program

every session. The program made sure that I have the skills necessary to do that. The best part is the kids, hands down. Being able to see real progress and know that I'm making a difference in the kids' as well as the families' lives is unreal."

The program is primarily home-based, the

sessions taking place in the comfort and security of the children's homes. According to associate professor of psychology Patrick Ghezzi, co-founder and director of the program, in most cases 30 hours of one-to-one intervention is provided each week throughout the year for a minimum of two years for each child.

A child with autism may also receive school-based services. These services are provided by the University tutors who worked with the child at his or her home and who are also trained to apply the methods of behavior analysis in the regular education classroom.

Doctoral candidate Jennifer Bonow '04 (psychology), '10M.A. (behavior analysis) has been working in the Early Childhood Autism Program for 10 years, the past six as an assistant director and case manager. "This work has been a remarkable and formative experience for

Photo by Theresa Danna-Douglas



FUN FACTS

University tutors work with children with autism and their families in the children's homes for an average of 30 hours each week for a minimum of two years per child.



Photo by John Bynne

OPPOSITE: Doctoral candidate Jennifer Bonow '04 (psychology), '10M.A. (behavior analysis) of the Early Childhood Autism Program monitors undergraduates Natalia Garrido and Morgan Manson as they work with 5-year-old Preston McLemore in his Sparks home. LEFT: The Pride of the Sierra Marching Band performs at the Nevada vs. UNLV game at Mackay stadium Oct. 8. Major support for the band comes from the E.L. Weigand Foundation, the Jack Van Sickle Foundation and others. RIGHT: Cami McCuistion '10 (secondary education) takes a break from the classroom to pose with some of her students at a nearby village where she earned service learning credit through the University Studies Abroad Consortium Bangalore, India program. USAC is generously supported by the Frances C. and William P. Smallwood Foundation and others.

me,” she said. “I have been able to see first-hand the power of behavior analysis in changing the lives of these families and children with autism for the better, often so much so that they are indistinguishable from their peers.”

Bonow noted that her undergraduate work in the program led her to pursue a doctorate in behavior analysis at Nevada.

Ghezzi said of students such as Bonow, who, by being an undergraduate tutor, get excited about continuing to help children with autism: “It’s especially gratifying for me to watch an undergraduate student enter the program without a clue as to what they want to be when they grow up and then to leave it when they graduate with a career in behavior analysis clearly in mind. As with the kids and families we serve, that’s an impact that lasts a lifetime.”

Student Success

When students participate in experiential learning—whether it’s acting in a play, marching in the band, working as an intern, serving the community, studying abroad, or joining in any of the multitude of classes, teams, work study programs, internships and volunteer opportunities available at Nevada—they get better grades, graduate sooner and become better citizens than those who don’t.

Marlene Rebori '05Ph.D. (political science) is a community engagement specialist and faculty

member of University of Nevada Cooperative Extension. She has authored numerous articles regarding civic engagement. “There is a pre-

“Being artist-in-residence was one of the happiest periods of my life and career. Watching the students flourish and blossom, and working with such a dedicated team was a joy. There’s nothing like learning by doing ...”

Ben Crystal, Shakespearean actor, scholar and author

ponderance of research that strongly indicates participation in service learning and community engagement experiences positively impact a

student’s educational outcomes,” she said.

“Various studies show that college students who have meaningful service learning and community engagement experiences have a higher rate of success, which is measured through GPA, retention and graduation rates.”

In addition, Rebori added, new research is beginning to show a correlation between highly engaged students and cultural competency, communication skills and critical thinking ability.

It’s not only students and the community who benefit from experiential learning. Teachers also find renewed passion for their work when they help students learn experientially. *Hamlet* actor Ben Crystal echoes English professor Eric Rasmussen’s sentiment that working on the play was “magical”:

“Being artist-in-residence in Rob Gander’s department was one of the happiest periods of my life and career,” Crystal said. “Watching the students flourish and blossom, and working with such a dedicated team was a joy. There’s nothing like learning by doing, and the team of young, professional actors that we trained over the three months, and their taste of a professionally run production, I hope will stay with them.”

LOOK ONLINE
For additional information and links about experiential learning at Nevada visit: www.unr.edu/silverandblue