

EXPERIENTIAL LEARNING

OVERVIEW:

As part of CLU's Strategic Planning process led by Leanne Neilson, working teams have been created to address specific strategic priorities. Work Team 2 has been asked to address the stated priority of: ***Rigorous, Relevant, Respected Undergraduate Academic Experience.***

Studies indicate that Experiential Learning (EL) activities can boost students' enthusiasm for learning as well as their level of engagement.

Through the discussions in this workshop and the use of the questionnaire on the next page, we are exploring if EL can become an area of emphasis in CLU's new Strategic Plan, as a way of highlighting what we already do, while becoming more intentional about how and why we do it.

We are also exploring whether EL can be a way to distinguish and position CLU as we compete with other institutions for high quality students, faculty, and staff.

We seek to compile and identify existing and potential models of Experiential Learning opportunities, including any differences in needs between the traditional and ADEP undergraduate populations and among academic disciplines.

Please evaluate the working definition below and respond to the accompanying questions.

Responses will be used to strengthen our working definition of EL, and to develop a more expansive instrument to assess faculty and staff interest and involvement in Experiential Learning activities campus-wide.

WORKING DESCRIPTION:

Experiential Learning (EL) is the process of student learning from observational and/or applied experiences. The process includes the following steps:

- 1. Study and preparation;**
- 2. Direct observation and/or active engagement;**
- 3. Reflection and distillation;**
- 4. Creative application and action;**
- 5. Assessment and evaluation.**

Experiential Learning immerses students in opportunities such as (but not limited to): *student-driven research and fieldwork; internships, practicum, and work experience; service-learning; civic or community-based initiatives; study abroad and travel programs; cultural engagement, and creative applications.*

Simultaneously, Experiential Learning seeks to foster, strengthen, and challenge student understanding and personal vocational growth in terms of (but not limited to): *leadership, ethics, and initiative, individual and systemic impact; purpose, spirit, and community; and cross-cultural competency, diversity, and identity.*

EXPERIENTIAL LEARNING QUESTIONNAIRE

1. What is your reaction to this description of experiential learning (EL) as a potential focus for CLU's next Strategic Plan?

2. The proposed description of *experiential learning* is deliberately cast as a process rather than a specific outcome. Does this description encompass (in whole or part of) what you may be doing in your area/department/division? If not, can the description of EL be revised to incorporate your activities?

3. What obstacles do you think prevent or deter faculty/staff/students from engaging in the experiential learning process (as defined above)? What will help overcome the obstacles?

4. Do you think technology can be used more effectively to promote the experiential learning process (as defined above)? If so, how (e.g., social media, online learning, hybrid courses et al)?

5. How do you think EL would make CLU more competitive and/or distinguished vis-à-vis comparable institutions?

CLU Professional Development Workshop

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PLEASE PROVIDE ADDITIONAL COMMENTS ON THE BACK OF THIS FORM

Group Discussion:

Session 1

- EL is not new sounds as a new approach we need to make more prominent across campus. Lets keep going and manage the process more widely across the university
- Glad you said that. Engineering is all about classroom and lab work. Some universities require to work for semester. Lucky to have summer job during UG in a lab in summer all four years and experiencing what was in the classroom
- This is what has been happening. Technology gets in the way- not get out in the world
- Technology has added another layer to EL. We have not learned at managed at a level so it is not hinder the classroom or learning. Let's take what we have be discerning in where we apply it because it has a significance and can be a tool to EL.
- I did this in my UG went out into the field to look at agricultural.
- We need to develop even more but it is not widespread or deep enough.
- Technology-first reaction is it takes students away from reality, but then as Sue was talking I remembered her in my class and how technology can be a tool to process with the people they were doing assignments. They used technology to incorporate the visual and have the presentation come alive with the era and collect the items.
- Student when they report and show their presentations they are changed people. The students are changed and it is extremely powerful.
- Athletics is there a lot that happens through the self-discovery process. Step back what is coming to the universities. How are they right now? How will they learn in the future? What tools and how are they able to learn with it. We are out of touch with how they are learning and they think them to learn.
- Technology is in our life and much more in theirs. We need to know how they are learning. – Technology is how they are coming in.
- Like the idea of EL and turning off phones (removal of personal technology)
- Learned how to do APA style as EL (library)- very hands on, active learning
- Need to break away from lecture style
- EL is more about the “true experience” observation and reflection
- Practicing Skills- counseling skills, setting feedback
- Internships help you implement what you learn in the classroom
- Total Immersion
- Travel seminar/ study abroad
- Have students help with planning
- Cost would be an issue

Session 2

- Definition the unclear on #4
- Build upon in Sylva's Service learning
- How does this apply in terms graduate programs timing and
- Pretty full curriculum
- How do you add this in and come up with new ideas and ways
- This is not necessarily to adding and enhancing
- Might be a piece missing description piece of relation (vulnerability) enriching process where you are removing the roles.
- The relational piece is really important to experiential learning
- I am glad number 3 is there reflection and distillation
- Obstacles-difficulty in creating and grading this type of learning
- Workshops for pedagogy- how do you do logistics (bus and paying for the bus)
- Vet the learning process. In economics want to take a field trip. Would they get anything out of it. How do you vet. Critique each other and ideas on new approaches.
- Time is very hard. Do Service learning in managerial and work with businesses and nonprofits. Set up find organization. Get projects and

- Campus coordinaton- someone who can help faculty set it up and make connections.
- Logistical things make it challenging.

Board Comments

- Disciplines that EL is engrained and easy to do
- Workshop on the pedagogy practices-fishbowls
- EL is vivid
- Co-curricular side can use EL to shape academic experience of students
- EL **priving** takes time and resources including students time (busy and work)
- EL is appealing to students because it is relatable to world and live and they are able to connect the dots between leaving of and living.
- Articulation of the students (marketing) language on what they are doing in the classroom
- Assessment and evaluation (the 5th step) need to step back as a learning community SLOs and how we assess the student learning outcomes of EL and in the classroom.
- Everyone really remembered the experience vividly. Not just in the academic setting. Opportunity for staff to shape the experience of the student. Staff involvement.
- Multiple layers of assessment-student personal values and SLOs from academic **standards**
- Takes time (reworking class), release time, time and resources. Time from students to do (not hour class periods)
- Would bring distinction to CLU and be the marketing campaign. Why do you see the world the way we do and why taking core 21
- EL is already happening but we need to especially highlight outcomes to make it really meaningful your students.
- EL is comprehensive experience at academic and social value.
- EL caters to different student learning styles
- Some EL description is well suited inherently workshops needed to help/ fishbowl (comprehensive workshops)
- EL Articulation of language (students articulate)
- Levels of evaluation and assessment layered evaluation.
- Opportunity to have staff to shape involvement
- Obstacles- release time, resources, needed technology, takes time from students, faculty (rework a class), staff time it takes to do this needs to be considered.
- Yes we are doing it, articulation of the outcomes for the students.
- The “true experience” the whole picture-back of resources- visual auditory different types of learning.
- EL is not new it has been around for a long time. We would like to see us doing EL not just in academic areas but also in administration side of the campus.
- Integration of technology how do you use to technology being good and aid EL.
- Go out in the community to help with events- we are already doing it. We need a follow up piece the outcome needs to be concrete.
- Student involvement
- True experience. Hands on and observation
- Lack of resources and costs. Bring all different learning styles and address them.
- Not knew and around a long time. See take a hole lot deeper and in the administrative
- Incorporating technology- how do I use it. Is it advancing learning? Depending on the end goal.

Session 2

- student workers- jobs where students can take away. High power software beable to transfer.
- Promoting EL through student workers.

- Communication- knowing what is going in the various offices to promote new ideas and new ability
- How a certain type of teacher might benefit from learning that type EL. Instructor cooperation. Pedagogical sharing
- Philosophically a professor needs to know how they believe content and concepts. Self awareness of how students learn and how learning takes place.
- Helping instructors who want to create and vet EL pedagogical processes
- Time logistics, time host, coordinator,
- New director of service learning- extra money resources and workshops come out of.
- Possible revision faculty-student collaborations on research and fieldwork. Real research assistance.
- Lack of fleet buses or vans for field trips
- Enhance quality of students' education and life. See what responsibility and what a CLU degree means.
- Need objectives and why this would be distinctive. Need to come up with why and what would learn and get out of.
- Scheduled class time- for classes because time not allow for field trips.
- Larger ideas of EL- social justice- way of shaping social issues and public policy component.
- Students workers get applicable skills like software use and use for academic promote EL through student work study
- We need to know what is happening in EL across campus
- Allow faculty/staff to go on EL trips/courses to learn how to do it logistics and pedagogy.
- Helping instructors create EL development and vet projects to ensure and assess EL.
- Link EL to new Director of Service Learning
- Call it "faculty-student collaboration"/work not just student driven.
- Fundraising for vans for EL trips
- EL enhances quality of student life by connecting CLU degree and understanding worlds complexities-distinction
- Development SLOs for EL in a way that is not discipline-specific
- Scheduling of EL activities off campus during weekday.
- EL is a way to promote public policy, social, justice etc.
- EL must also account for students with disabilities
- What are other institutions doing?
- It would help to hear "best practices" from other campuses.
- EL instructors must fully understand EL as a form of pedagogy/students learning

Discussion and Questions

- It is cyclical. It is dangerous to have linear. It falls on top of itself. Good analysis of the elements.
- EL happens at all levels in all classes. Do at the senior level try to get at in the lower level courses.
- Contextualizing against the other. What are other experiences out there. Grasp here is what you are doing. What are other schools doing?
- People want to know what other models or what other schools are doing. They want to compare these to others.
- Description was organically grown specific to CLU then we fused with audience.
- Cyclical flow to the description happens all together not in steps.
- It should not be linear
- The steps need to be a reoccurring loop
- It is essential EL happen in all classes at all levels not just upper division. Need to get more into the first year courses.
- Major courses do well with EL, but how do we get it to freshman as well?
- How do we get first year students to see how their course work or classes are relevant to their lives at the beginning of college career?
- What are other experiences and how do we compare to EL on other campuses?

Session 2

- Access of students with disabilities- they can still have a value with their learning
- What are other schools doing and how does this compare
- Other departments experiential learning doing on campus
- Scheduling is a huge problem.
- 4-7 or 7-10 for EL classes. Build it into your time not take away from another instructors.
- Way to engage the grounds and houses to incorporate classes on projects.
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