

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

18 May 2011

PLEASE PROVIDE ADDITIONAL COMMENTS ON THE BACK OF THIS FORM