

To: Work Team 2 (WT2) File

DRAFT

From: Kristin Price

Date: Fri. May 13, 2011

Re: Minutes from WT2 Meeting (held Mon. April 18, 2011)

Present: Price, Odegard, Hoang, Hanrahan, Rowley, Witman, LaMonica, Hansen

We reviewed questions 4 and 5 of the survey we will pass out at PDD

Adapted question 5 to include at the end "impact on CLU in the next 4-5 years".

Discussed the title for PDD and came up with Exploring Experiential Learning for PDD or the acronym EEL

Someone commented the description should consist of the two paragraphs of the purpose of EL. Grady will adapt the purposes and send out via email. Members will respond with additional comments via email.

Paul Witman joined the team to discuss online and experiential learning. The work groups are not all the same level and not at the place of answering the questions. The work group discussing graduate students and experience have not discussed experiential

Question was asked of Paul Witman, "How do you incorporate technology into your classes? Do they assist with experiential learning?"

Paul answered, "Yes technology and EL both are incorporated into my classes. Technology is proven to both positively engage (engage individuals who would not otherwise engage) and negatively engage (no depth only short text responses) students.

"What about adept advancement with experiential learning using online classes and out of class experiences?"

A discussion came forth about what it means to be engaged in a conversation on line. The various type of experiences work team 2 members have had with discussion boards, or real live chat. It was seen as a great way to augment material and coursework.

Do you think a 60/40 model could happen or occur to make up the class time for ADEP?

In the IMBA program the 60/40 class is 3 units where as in ADEP it is 4 units. That is a larger problem. For ADEP the Undergraduate degree total number units need to be there so it is equivalent to the undergraduate degree.

Some brought up the new PPA program and its integration with 60/40. It was also said they need the same number of contact hours in the 11 week as the 15 week programs.

It was shared the use of technology and experiential learning specifically fall in the distillation process, and not in the actual experience. However, this was contested by Paul speaking to specific software for business courses where students can create their own business through an assimilation program. This allows the students to work on reports and management issues they would not be able to gain access to if they were observing in the real world. For example analysis of documents they would never get exposure to as an intern or observer.

The simulation point was agreed upon as an experience element of the 5 step experiential process. Examples from the sciences were an assignment and simulation of a plant on the side of a hill asked students to identify the leak or watershed process, and show how this impacted the environment.

It was then asked if all classes need the 5 step process to be considered EL or if only one component of the step were EL? How would we as an institution check off the various elements if some classes on addressed segments of the 5 step process?

Some of the feedback we received on the survey is that courses with the experience and distillation will get the credit, but the course with the theory would not is that fair? Aren't they part of the preparation?

We could track this as a program goal of EL through the program review process and a matrix. Here are specific ways this academic program implements EL. Similarly to an assessment matrix with learning outcomes.

Another piece of feedback is people want to know what the implementation of this would look like. How would this work?

For PDD we do not want people to think of the logistics of how it will work, but the possibilities of do we want it to be a focus. Yet we need to be ready to address the obstacles people bring up.

We are speaking to the resistance of the curriculum issues. It should be also noted how and would it be of interest to have this be a focus beyond the classroom and work to integrate EL beyond the curriculum into co-curricular. I do not think students really get the concepts until they choose to engage and take what they learned on beyond the classroom.

How is technology integrated in and aiding EL? The financial planning in really working with folks to set up a financial plan.

Think of simple ways through inform consent. Email survey and get them to response to get consent.

Technology can help with logistics and this was a theme of a barrier. Thus technology can be useful with logistics as in emailing to get information and consent from people.

Maybe tweak the phrase in the question #4. We really want to change the question to promote facilitated discussion. The idea to get across we are not saying this should happen, but we are here to explore if EL should be an emphasis in the next plan.

The work group asked Paul what his thoughts were of the survey and the questions. Paul said it looked more like a description of EL rather than a definition. It was decided to change the term definition to description on the first page.

Discussion came forth regarding various online synchronization versus in-synchronization and the accessibility and benefits for students.

Some examples of insynchronization were with a Peer Advisor class discussion board on black board. These examples shared were ways to address some logistical concerns, and coordination.

Someone asked about the reflection venues. Do professors or anyone have students make videos or do reflections on blogs or podcasts? Is there someone we could look to for sharing on PDD of their experiences? Dr. Brint and the Oxford group with ipads was one thought.

With the video there were some questions about subject bias, informed consent issues, and other items.