
9:00am – 9:45am

Presented by:
Dr. Norah McRae, Associate Provost, Co-operative and Experiential Education, University of Waterloo
WHAT IS THE P.E.A.R.?

- A framework to create, develop and evaluate experiential learning programming
  - P = Pedagogy
  - E = Experience
  - A = Assessment
  - R = Reflection
Pedagogy: The Institutional Perspective

1. Preparation for experiential learning pre-experience
   - Is the curriculum mapped out to ensure progressive course content and experiences?

2. The experience contributes to the development of institutional/program level learning outcomes
   - Are learning outcomes identified? Do the learning outcomes prepare students to be ready for the 21st century? World Economic Forum (2016)
Table 4: Comparing skills demand, 2018 vs. 2022, top ten

<table>
<thead>
<tr>
<th>Today, 2018</th>
<th>Trending, 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analytical thinking and innovation</td>
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</tr>
<tr>
<td>• Complex problem-solving</td>
<td>• Active learning and learning strategies</td>
</tr>
<tr>
<td>• Critical thinking and analysis</td>
<td>• Creativity, originality and initiative</td>
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<td>• Active learning and learning strategies</td>
<td>• Technology, design and programming</td>
</tr>
<tr>
<td>• Creativity, originality and initiative</td>
<td>• Critical thinking and analysis</td>
</tr>
<tr>
<td>• Attention to detail, trustworthiness</td>
<td>• Complex problem-solving</td>
</tr>
<tr>
<td>• Emotional intelligence</td>
<td>• Leadership and social influence</td>
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</tr>
<tr>
<td>• Coordination and time management</td>
<td>• Systems analysis and evaluation</td>
</tr>
</tbody>
</table>

PEDAGOGY: THE INSTITUTIONAL PERSPECTIVE

1. Application of theory to practice during experience
   - What curricular components support the application of theory in a practice setting?

2. Integration of learning post-experience
   - What processes are in place to integrate learning into ongoing curriculum development?
Experience: THE INSTITUTIONAL PERSPECTIVE

1. Experiential perspective (Fenwick, 2000):
   - Constructivist (Kolb, 1984)
   - Critical-cultural (Freire, 1979)
   - Psychoanalytic (Britzman, 1998)
   - Situative (Lave & Wenger, 2000)
   - Enactivist (Engeström, 1987; McRae, 2015)
## Experience: THE INSTITUTIONAL PERSPECTIVE

### Conscious

<table>
<thead>
<tr>
<th>Individual</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Constructivist</strong></td>
<td><strong>Critical-Cultural</strong></td>
</tr>
<tr>
<td>Psychoanalytical</td>
<td>Situative</td>
</tr>
<tr>
<td>Enactivist</td>
<td>Engeström (1987)</td>
</tr>
<tr>
<td></td>
<td>McRae (2015)</td>
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</tbody>
</table>
**Experience: THE INSTITUTIONAL PERSPECTIVE**

Key aspects of a quality experience (McRae & Johnston, 2016):

<table>
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<tr>
<th>Pedagogy</th>
<th>Experience</th>
<th>Assessment</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes are articulated and measured</td>
<td>Has direct Learner Involvement (is hands-on and learner’s choice)</td>
<td>Skills, knowledge &amp; understanding are developed</td>
<td>Is ongoing and meaningful: In and on practice and projected forward to future practice</td>
</tr>
<tr>
<td>Outcomes and assessment are aligned</td>
<td>Is meaningful &amp; substantial (not just watching, has impact)</td>
<td>Attitudes, values and beliefs are challenged</td>
<td>Is Critical vs Descriptive</td>
</tr>
<tr>
<td>Experiential and academic learning are connected for, and by, the learner</td>
<td>Is situated/authentic (ideally in place where learning is to be used)</td>
<td>The learner contributes to the learning environment and the curriculum</td>
<td>Is socially mediated, supported, and assessed</td>
</tr>
<tr>
<td></td>
<td>Embraces disruptive moments and supports personal exploration of one’s beliefs and values</td>
<td>New meaning is constructed by connecting previous and new learning</td>
<td></td>
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</tbody>
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Experience: THE INSTITUTIONAL PERSPECTIVE

Work Integrated Learning
• Apprenticeships
• Co-operative education
• Internships
• Entrepreneurship
• Service learning
• Applied research projects
• Mandatory professional practicum/clinical placement
• Field placement
• Work experience

Experiential Learning
• Field experience
• Interactive simulations
• Performance based learning

Experiential Learning (MTCU)
• Labs
• Study abroad
• Conference presentation

Co/Extra Curricular
E.g.
• Observing a demonstration
• Student clubs
• Athletics
• Volunteer experiences
• Summer or part-time jobs

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Assessment: THE INSTITUTIONAL PERSPECTIVE

1. Program/Degree level learning outcomes
   - Who is assessing? When? What? How?

2. Institutional learning outcomes
   - How do the learning outcome goals for experiential align with the broader institutional goals? For example EDGE competencies mapping onto UW UDLES

3. Program assessment
   - Connection to academic reviews

4. Quality considerations
   - AAA Framework (developed at UW) for Co-op and WIL nationally
AAA FRAMEWORK FOR QUALITY IN WIL
EXPERIENTIAL EDUCATION WITHIN COMMUNITIES & WORKPLACES (WIL)
AIMS
AIMS

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ACHIEVEMENTS

AIMS

ACTIONS

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AAA★ RATING

ACHIEVEMENTS

AIMS

ACTIONS

ARTICULATE AIMS
ACCOMPLISH ACTIONS
ASSESS ACHIEVEMENTS

QA Processes

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APPLYING THE QA FRAMEWORK TO ATTAIN THE AAA ★ RATING

- What are the aims of your program for all five stakeholders?
- What actions will you undertake to accomplish your aims?
- How will you assess your achievements?
- What processes will you put in place for continuous improvement?
Reflection: The Institutional Perspective

- Identifying impact of experiential learning program on:
  1. Students (eg. employability; Rowe & Zegwaard, 2017))
  2. Curriculum (eg. curricular renewal and accreditation)
  3. Institution (eg. program planning, institutional strategic positioning)
  4. Host organization (eg. Students as change agents (McRae, 2013) and contributions to organizational mission)
  5. Broader society (eg. collective societal goals such as UN SDGs)
UN SUSTAINABLE DEVELOPMENT GOALS
THANK YOU
REFERENCES


REFERENCES


