

# COED Fall 2020 CTE 7700 ExL Options for W2021 and Beyond COED

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# Integrative and Experiential Learning: Exploring Experiential Learning Options for W2021 and Beyond

*University of Waterloo*  
*CTE7700*

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The Integrative and Experiential Learning Series is an annual series of presentations that helps instructors develop opportunities for their students to engage in integrative learning (that is, learning experiences that help them make connections among their various courses and non-academic activities) and in experiential learning (that is, learning experiences that get students to "do" something that is relevant to a real-world problem and then reflect upon and apply what they have done).

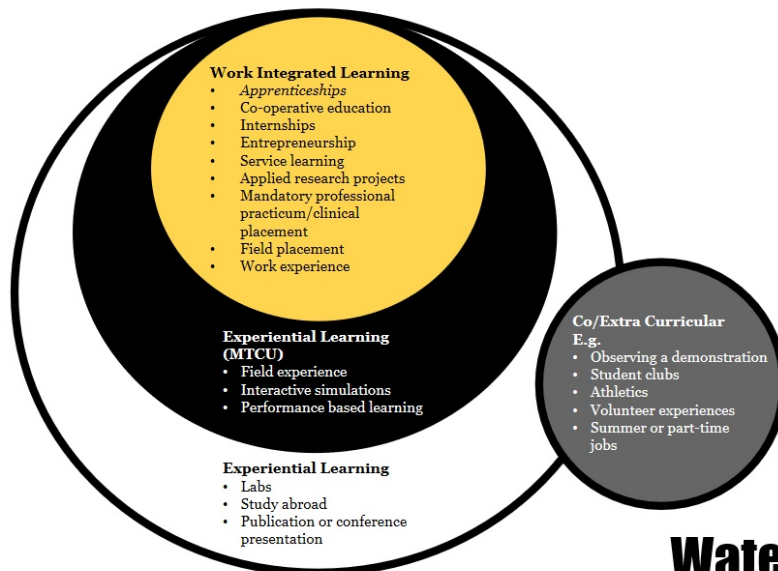
### ***Experiential Learning in the Remote Environment - Exploring Options for W2021 and Beyond***

During this session, we'll take time to review the experiential learning landscape as it appears during these extraordinary times, and learn how your colleagues across campus have addressed the situation.

## **Slides from session**

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# **The EL Spectrum**



**Waterloo ExL**

Co-operative Education and Work-Integrated Learning (CEWIL) Canada

# Notes

Add your notes here.

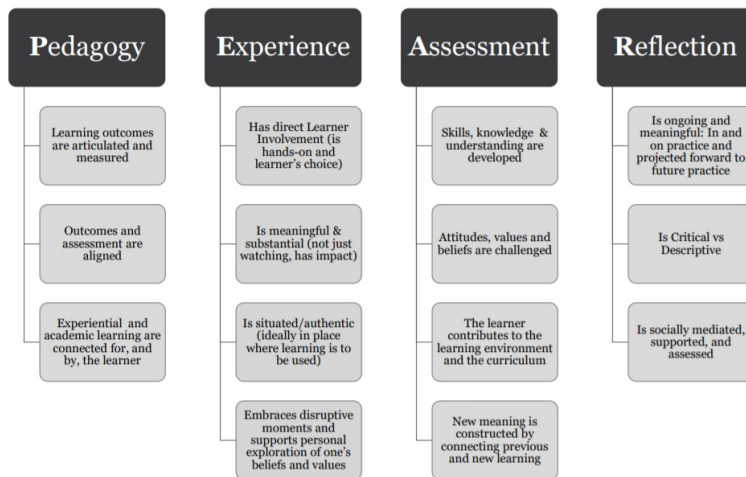
Participants can add notes here

This interactive workbook was created using [PebblePad](#). Participants can add notes here, and return to the workbook to add notes later.

This is a downloaded pdf of the interactive workbook.

## Experience: THE INSTITUTIONAL PERSPECTIVE

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



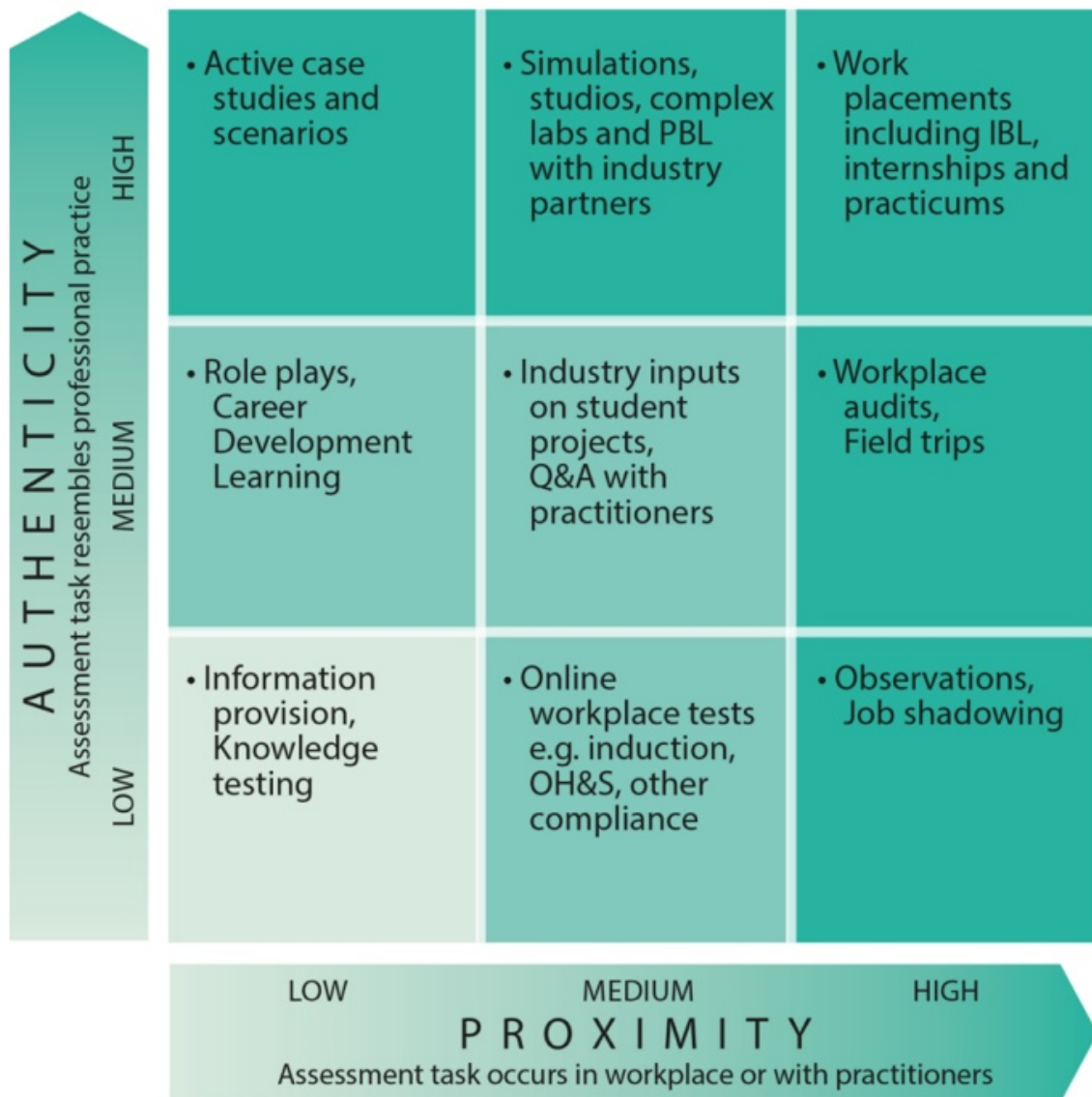
**Waterloo ExL**

McRae, N. & Johnston, N. (2016)

# Notes

Add your notes here.

participants add notes here



Kaider, F., Hains-Wesson, R., & Young, K. (2017)

## Notes

*Add your notes here.*

participants add notes here



# Invited Speakers



## Invited Speakers

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Anton Trinh  
*Kinesiology*

Laurie Jones  
*Kinesiology*

Brendan Wylie-Toal  
*Greenhouse, St. Paul's*

## Notes

*Add your notes here.*

participants add notes here

# Benefits and Challenges In the Remote Environment

*Use this space to add your own notes.*

participants add notes here



# Experiential Learning in the Remote Environment

*Resources*

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As you review the resources, consider the following

- What are your Key Learning Outcomes? Can they be met in a remote environment? Can the learning be structured another way?
- What is the purpose of the ExL component? How will you explain to your students how the ExL component connects with the academic learning, and how it will help them achieve the learning outcome(s) you've set? (As you plan your ExL component, you'll want to consider how your students can demonstrate that they have made the connection in a personally meaningful way.)
- From the Curated Resources, which activities might you incorporate into or adapt for use in your own course?
- What is manageable for all stakeholders (you, your students, community/industry partners, TAs, support folks)?

## Creations and Adaptations

*How are others creating and/or adapting experiential learning to the remote environment?*

During the workshop, participants are given time to review the Curated Resources

# Curated Experiential Learning Resources



## [Transforming COVID into a Learning Opportunity for Your Students](#)

- By exploring the outbreak in the context of your discipline, students will be able to think critically, act responsibly and share what they learned with their communities. Question prompts are provided for Public Health, Statistics, Biological Sciences, Biochemistry, Medicine, Communication, Media Studies, Journalism, Public Policy, History, Economics and Business, Philosophy and Ethics, Sociology and Social Work, Political Science/International Studies, Kinesiology

## [How to adapt experiential learning activities in the time of COVID-19](#)

- Provides alternatives for course design, outreach strategies, engaging students, and what to do with cancelled work placements.

## [Experiential Learning templates eCampus](#)

- In 2019, the eCampusOntario Student-Experience Design (SXD) Lab embarked on a journey to design experiential learning (EL) opportunities for students, by students. The result is a collection of openly available ExL blueprints designed to be adopted, adapted, and remixed to enrich any learning experience.

### Discipline-Specific Example from Brock University

- [Dramatic Arts](#)
- [Kinesiology](#)
- [Goodman School of Business](#)

## Case Studies, Scenarios, and Presentations

### [Be yourself and Learn Computer Science](#)

- A scripted YouTube video lesson explaining sorting algorithms, a look at comic strip design, and more examples of course design ideas with the intention to expand the introductory programming experience beyond writing programs that print text to the screen to writing code that makes a cartoon character come alive.

### [Experiential learning in statistics](#)

- This article looks at the design approach of statistics based programs that reflect the dynamic nature of the discipline. The case is made for an expanded role of experiential learning in an academic setting, providing the advantages of this and examples.

### [Mathematics and Experiential Learning – are they compatible?](#)

- This article presents the need for paradigmatic change and the transition from planning a content-focused course to planning a course that is focused on learning and on the experience of learning. The article presents a case study of a course with the backward design method, which is compatible with the learning-focused paradigm and presents the challenges posed by this method.

## Simulations, Labs, Field Trips

### [Simulations and Virtual Field Experiences](#) \*

- Disciplines include Chemistry, Biology, Earth Sciences, Marketing, Human Resources, and more (Brock University). See resources found towards the bottom of the page.

### [Remote Engineering lab experiences](#) \*

- The Department of Electronics and The Department of Systems and Computer Engineering innovatively preserve authentic lab experiences through remote lab access to equipment and mailing physical lab kits (Carleton University).

### [Exploring Simulation, Virtual, Augmented and Mixed Reality \(VR/AR/MR\) in the COVID-19 Context and Beyond](#) \*

- Webinar hosted by CEWIL which suggests how to improve the quality of remote learning. Also features the input and suggestions from various institutes on creating virtual experiences for:
  - Nursing (5:20 - 18:00), Geography (18:00 - 29:15), Geoscience (29:45 - 40:45)
  - Ubisoft initiatives in digital education and VR (51:50 - 1:03:08), AI and virtual labs (1:03:30 - 1:20:33)

### [Art Gallery Virtual Tour](#)

- Carleton University's Art Gallery (CUAG) develops virtual gallery tours so that instructors could incorporate exhibition visits and its teachings into their remote courses.

### [The Ultimate Guide to Virtual Museum Resources, e-Learning and Online Collections](#)

- Online collections, virtual tours, and social media campaign- access to endless open content. Educational resources for e-learning. Virtual retreats to art, culture, and history around the globe.

### [Virtual Field Trips in Tertiary Science](#)

- A research paper comparing traditional synchronous field trips with asynchronous, virtual field trips. The paper questions which poses more excitement and immersion, which increases the utility of the trip, and gives recommendations for the design of a virtual field trip and what it should include.

## Connecting with Industry and Community Partners

University of Waterloo [Instructor Connect form](#)

- At the University of Waterloo, if you have a course or program that could benefit from the integration of Work-Integrated-Learning (WIL) complete the [Instructor Connect form](#).

### [Stories of Innovation, Inspiration, and Support during COVID-19](#)

- **See York University:** students from York University's Schulich School of Business help small businesses struggling due to the impacts of COVID-19 quickly gear up for online commerce.
- **See Laurier University: Health sciences major** at Laurier has received a grant to produce masks and ear savers.
- **See Durham College: Journalism** students put learning to work, gain real-work experience creating COVID-cation podcast.

- **See University of Ottawa: Medicine and Synthetic Biologist** Dr. Mads Kaern developed the BioTalent Program to give co-op students the opportunity to participate in problem-based learning models which address important societal, economical, or policy implications to substitute on-site job training.
- **See College of the North Atlantic:** 19 students of **CNA's Geomatics/Surveying Engineering Technology** program collected point cloud data from a digital scan of the caribou monument located in Bowring Park as part of their remote sensing course - opportunity for them to apply their newly developed skills in laser scanning to a real-world situation.

#### [Internship Placement Course Series Webinar](#)

- This webinar features a panel of instructors discussing what they used prior to COVID and how they pivoted their face to face ExL learning activities to the online environment:
  - Health Sciences – A community service-learning project involving partnering seniors in the community with students in an aging study (3:20 - 14:50)
  - Geography – Using Google Earth Studio to substitute a field trip experience to Vancouver (23:35 - 34:00)
  - Reading and Literacy – Taking one-on-one, face-to-face tutoring online (34:35)

#### [CEWIL: Exploring Service Learning in the Covid-19 Context Webinar](#)

- This webinar features the following:
  - Spectrum of Community Service Learning, overview and the benefits emerging (6:44 – 17:11)
  - University of Victoria – Northern European Urban Sustainability Field School. Students partnered with regional organizations in place of traveling internationally; engagement has increased (14:20 -)
  - MacEwan University – Maintaining project-based community service learning by replacing site meetings with web conferencing calls (17:49 – 2:20)

## Industry and Community Partner Proposed Projects

#### [Examples of Industry/Community Remote EL projects](#)

- Project-based examples that students can complete as ExL projects for industry or community partners, either as a placement or as part of a remote learning course.

#### [McMaster Engineering "MacChangers: Change-a-Thon"](#)

- In the face of COVID-19, students have collaborated with members of the Hamilton community in order to propose solutions to local challenges in the areas of food, mobility, digital technology, and supporting local businesses.

## Role Plays

### [Ryerson University live actor simulations](#)

- Example of a team that augments classroom learning by engaging students in workplace scenarios with highly skilled actors creating a realistic atmosphere.

## General Resources

### [Transitioning from hands-on to online EL](#)

- The Taylor Institute for Teaching and Learning discusses how EL activities should be evaluated to identify its key elements and reposition them to meet the needs of conducting virtual experiences. Highlights different learning strategies as well. (University of Calgary)

### [Experiential Learning Course and Program Development](#) \*

- Pedagogically grounded and empirically informed, this self-directed learning resource focuses on the quality development and delivery of experiential learning opportunities. Features theoretical foundations of EL, creating purposeful experiences, frameworks for reflection, accessibility and inclusiveness etc. (University of Toronto)

### [CEWIL resource hub](#)

- In partnership with the University of Waterloo, this hub showcases the best practices and tools used across the nine types of work-integrated learning (WIL) adopted by CEWIL Canada, as well as the ways in which underrepresented populations are supported and successful in Canadian WIL programs.

### [Can you do experiential learning online? Assessing design models for experiential learning](#)

- The focus of this blog is to review some of the major design models in which experiential learning appears with respect to the use of technology and the ways that help develop the knowledge and skills needed in a digital age. The design models covered are problem-based learning, case-based learning, project-based learning, and inquiry-based learning.

### [Work-Integrated Learning \(WIL\) Research Portal UWaterloo](#)

- The WIL Research Portal is an online resource and database dedicated to research on work-integrated learning and co-operative education.

### [Higher Education Quality Council of Ontario \(HEQCO\) WIL Resources](#)

- HEQCO provides reports on the views of faculty, employers, and students about work-integrated learning; surveys exploring the employment outcomes of graduate with work-integrated learning experience; how work-integrated learning has been adopted by the Ontario government; a handbook for practitioners; and legal implications of providing ExL opportunities for employers and institutions.

## Which ones might you incorporate in your own classroom?

Consider the following

- What are your Key Learning Outcomes? Can they be met in a remote environment? Can the learning be structured another way?
- What is the purpose of the ExL component? How will you explain to your students how the ExL connects with the academic learning, and how it will help them achieve the learning outcome(s) you've set? Later, you'll want to consider how your students can demonstrate that they have made the connection in a personally meaningful way.
- From the resources, which activities might you incorporate into or adapt for use in your own course?
- What is manageable for all stakeholders (you, your students, community/industry partners, TAs, support folks)?

participants add notes here

## Notes

*Add your notes here.*

participants add notes here





# Journal Articles & Conference Proceedings

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Bayerlein, L. (2015). Curriculum innovation in undergraduate accounting degree programmes through “virtual internships”. *Education+ Training*.

**Purpose**–The purpose of this paper is to discuss major criticisms of traditional undergraduate accounting programmes and to introduce virtual internships as a curriculum Innovation that addresses these criticisms. **Design/methodology/approach**–The main aim of the paper is to inspire curriculum innovation in accounting programmes through the introduction and discussion of virtual internships as a contemporary teaching model. **Findings**–The paper provides a detailed outline of **the** virtual internship model, its advantages and disadvantages, and its development in practice. **Originality/value**–The paper is likely to be most relevant for academics in undergraduate accounting programmes because it provides a practical guide to the development of this curriculum innovation. **Keywords**Online learning, Accounting education, Scenario-based learning **Paper type** Conceptual paper

Cathro, V. (2020). An odyssey of virtual global team activity in the experiential learning environment of the Global Enterprise Experience (GEE). *Computers in Human Behavior*, 107, 105760.

What challenges present themselves in the virtual team experiential learning environment for students and educators? More so, have these challenges morphed over time? This paper outlines a longitudinal content analysis of student experiences in an experiential [learning activity](#) (2007–2016). **The Global Enterprise Experience (GEE) is designed to support integrated learning for business content and global competencies, including leadership skills, in a global virtual team (GVT) context. Students, in teams comprising eight diverse members, engage to achieve the development of a business plan. They, themselves, determine their use of communication technologies.** This longitudinal study explores the challenges comprising a learner's experiences and, in so doing, implicitly explores the educator's role within a student-focused approach. It contributes to literature focussing on the development of individuals' GVT competences, characterizing the experience of this learning space. In this way, it offers pragmatic insight to educators regarding how to direct efforts to support learning. It concludes with suggestions for future research.

#### Highlights

- Cohorts each echo the experiences of previous cohorts, regardless of technology used.
- Shifting technology usage patterns do not dilute global virtual team leadership needs.
- Experiential learning in global virtual teams encompasses emotional experiences.
- Educators should foster emotional understanding, resilience and confidence.

Franks, P. C., & Oliver, G. C. (2012). [Experiential learning and international collaboration opportunities: virtual internships](#). *Library review*.

**Purpose**– Experiential learning incorporated **into library and information science education** in the form of a practical placement has long been accepted as important. However, it is not always possible for students to undertake a traditional internship because of constraints associated with the physical location of internship sites. The purpose of this paper is to explore virtual alternatives, in the context of digital curation.

**Design/methodology/approach**– Surveys exploring the internship experience were conducted of students and supervisors, leading to the development of a pilot study. In addition, discussions were held with possible supervisors in a country with a small population, faced with the challenge of building capability in digital curation.

**Findings**– The concept of a virtual internship is entirely appropriate given the focus on digital tools, information and systems in digital curation. A new dimension to the traditional internship experience is the potential for sharing expertise internationally, in diverse settings. **Research limitations/implications**– Although the paper describes activities taking place through the School of Library & Information Science at San Jose State University, the findings can be used to justify virtual internship programs and develop strategies to be employed by other Schools at the University and other Universities within and outside the USA.

**Practical implications**– This paper includes implications for the development of successful virtual internship programs on the Master's degree level, including those for students preparing for careers in digital curation.

**Originality/value**– The paper provides insight into the practical issues associated with incorporating experiential learning into digital curation curricula and signals the potential for approaching internships from a global perspective.

Hirsch, P., & Lloyd, K. (2005). Real and virtual experiential learning on the Mekong: Field schools, e-sims and cultural challenge. *Journal of Geography in Higher Education*, 29(3), 321-337.

**This paper describes two innovative and linked approaches to teaching and student learning in the environmental and development geography of the Mekong region, a region remote from students' normal experiential options.** The first approach is field-based learning through Field Schools carried out in Vietnam, Laos and Thailand. The second approach is a structured role-playing web-based simulation exercise (e-Sim) on Mekong Basin environmental management challenges. **This paper discusses the complementarities of these approaches and considers the degree to which these two experiential approaches to teaching and learning have contributed to key competencies, namely cross-cultural communication and understanding, multi-disciplinary approaches to environment and development, and regional knowledge of Southeast Asia.**

Jollands, M. C. (2017, August). A non-placement authentic simulated work-integrated learning project for final year students. In *Proceedings of The Australian Conference on Science and Mathematics Education (formerly UniServe Science Conference)* (p. 170).

Work experience is generally considered to be the best way to develop employability, but currently there are too few work placements to meet the demand of engineering undergraduates. Non-placement authentic work-integrated learning (WIL) is an alternative but there is very little research to show if learning outcomes are equivalent to real work experience. **This paper describes an innovative approach to WIL for final year chemical engineering undergraduates. The perceptions of students who have undertaken a work placement are compared with those who participated in an on-campus authentic simulated work placement. The WIL module used a real project from a local STEM company, with rich complex resources. Students were co-supervised on their project work by the author and an engineer from the company. The students also participated in a series of bespoke workshops to develop critical employability skills.** Initially, the WIL students rated themselves significantly lower on a work readiness, but the deficit was overcome after completing the WIL module. This paper suggests that a non-placement authentic simulated WIL project is as effective as work experience in increasing students' confidence in their work readiness. Further, it discusses the impact of reflection on perceptions of work readiness of work experience students.

Khanal, K., Budhathoki, N. R., & Erbsstein, N. (2019). Filling OpenStreetMap data gaps in rural Nepal: a digital youth internship and leadership Programme. *Open Geospatial Data, Software and Standards*, 4(1), 1-10.

Crowdsourced, open geospatial data such as the data compiled through OpenStreetMap have proven useful in addressing humanitarian, disaster and development needs. However, the existing ways in which volunteers engage in OpenStreetMap have inherent limitations that lead to critical data gaps in economically underdeveloped countries and regions. Various initiatives that target specific geospatial data gaps and engage volunteers for longer periods have emerged to overcome these limitations, yet there has been limited in-depth study of such targeted mapping initiatives. This article reports the findings from Digital Internship and Leadership (DIAL), a programme designed to **fill data gaps in rural Nepal by engaging young people in mapping rural Nepal by integrating targeted mapping, a virtual internship strategy and youth leadership development.** The findings suggest the potential benefits of targeted mapping initiatives embedded in youth leadership internship programmes to address those critical data gaps.

Konak, A., Clark, T. K., & Nasereddin, M. (2014). Using Kolb's Experiential Learning Cycle to improve student learning in virtual computer laboratories. <https://www.sciencedirect.com/science/article/abs/pii/S0360131513002984> *Computer s & Education*, 72, 11-22.

**In information security education**, learning experiences that involve hands-on experimentation are extremely important. However, information security topics are challenging to teach in traditional computer laboratories mainly due to restrictive information technology policies. In the literature, virtual computer laboratories have been proposed to address the challenges of providing students with hands-on learning experiences in information security. While the literature mainly focuses on technical aspects of virtual computer laboratories and related hands-on activities, pedagogical aspects of hands-on activities are overlooked. **Our experiences with a virtual computer laboratory have shown that hands-on activities that are designed based on a prescriptive, step-by-step approach do not always achieve the expected learning outcomes. In this paper, we propose Kolb's Experiential Learning Cycle as a framework to design hands-on activities in virtual computer laboratories, and we argue that hands-on activities designed based on this framework enhance student learning outcomes.** We illustrate how the stages of Kolb's model can be incorporated into hands-on activities and present results from two empirical studies to test the effectiveness of the proposed framework. The empirical findings in the first study suggest that hands-on activities designed based on the proposed framework are more likely to increase student interest and competency compared to step-by-step hands-on activities. In the second study, the collected data is analyzed using structural equation modeling to determine the relationships among the factors affecting student learning outcomes as a result of hands-on activities. **The results of the second study show that student-to-student interaction is an important factor determining student learning experiences.**

Male, S. A., Hargreaves, D., & Pointing, D. (2017). The emerging suite of virtual work integrated learning modules for engineering students. In *28th Annual Conference of the Australasian Association for Engineering Education (AAEE 2017)* (p. 399). Australasian Association for Engineering Education.

**Context:** Students of accredited engineering programs in Australia must engage with practice. In most universities in the country this has been achieved through placements of at least 12 weeks. It is becoming increasingly difficult for students to secure these opportunities and consequently universities must complement placements with other opportunities.

**Purpose:** We identified the requirements and learning outcomes to design a suite of virtual work integrated learning modules to complement opportunities for engineering students to engage with professional engineering practice. The modules are virtual in the sense that they provide electronic interaction with real and/or simulated practitioners, and access to workplaces using virtual reality and other simulations. We outline the planning and the suite of modules.

**Approach:** Descriptions of four hypothetical modules were developed. Engineers, university staff members, Engineers Australia staff members, and engineering students reviewed the modules at workshops in Melbourne, Perth and Brisbane. Responses to the modules were analysed to identify the important stakeholder requirements and also potential solutions to meet these. The suite is currently being developed and tested. Discussion or workshops were also held at the Australasian Association for Engineering Education 2016, and meetings of the Australian Council of Engineering Deans, Associate Deans Teaching and Learning, and the Australian Council of Deans of ICT.

**Results:** Key requirements are that modules must include disruption and uncertainty, and support structured progression from first to final year. The suite should include some modules that can be integrated into credit-bearing units in addition to modules that stand-alone. Learning outcomes include professional elements of the Stage 1 Competences, especially those related to decision making and ethical responsibilities; items to support motivation and skills for students to become self-directed learners; and items to support career literacy.

**Conclusions:** A suite is being developed including: modules to be adapted for integrating in first, second, and third year units; and more authentic modules in which senior students will work in groups on authentic engineering tasks such as tendering with electronic meetings with engineers.

Vriens, M., Op de Beeck, I., De Gruyter, J., & Van Petegem, W. (2010). Virtual placements: Improving the international work experience of students. In *EDULEARN 2010. 2nd International Conference on Education and New Learning Technologies* (pp. 1175-1183). International Association of Technology, Education and Development (IATED); Spain.

In the context of increasing global economic connectivity and interdependence, gaining practical work experience (skills and competencies) in a professional and international environment is vital. For that reason, higher education institutions, students and companies have a growing interest in cross-border work placements. When students go physically abroad for a work placement, preparation, coaching and follow-up of students is not always optimal. Virtual mobility activities to better prepare them for the work placement will result in a more fit-for-purpose matching of students and companies. Virtual follow-

up and coaching systems will enable more knowledge exchange between the higher education institutions, companies and students on tutoring issues, tasks, student performance. These traditional physical work placements, where the learner travels to the company abroad, require a degree of flexibility (of finances, time, and motivation). Only a relatively small number of learners is therefore able to enjoy an international, professional opportunity. Here, the set-up of fully virtual placements, for those who cannot physically go abroad for financial, social or other reasons, could overcome this need for enlarged access and flexibility. The EU-VIP project ("Enterprise-University Virtual Placements") exactly wants to enhance the quality, efficiency and impact of international work placements by focusing on how to organize international work placements using the advantages of the newest educational technologies. The project is developing models and services for virtual mobility activities to support students before, during and after a work placement abroad but will also look into the possibilities of fully virtual placements. Finally, the paper will give an overview of the advantages but also the challenges related to the implementation of virtual components in work placements.

Wang, S. H., Lin, M. C., & Liao, C. W. (2014). [A virtual experiential learning and students' ill-structured problem-solving ability](#). *Interacting with Computers*, 26(4), 334-347.

In order to provide students with an experiential learning experience and understand the effect of a three-dimensional (3D) virtual learning environment in students' ill-structured problem-solving ability, the study designed a 3D virtual company (3DVC) for the participants to be a general manager to solve several complex problems for different departments. **The study selected one class of business students to participate in the experiment.** The entire procedure comprised pretest, 3DVC training and posttest. The results were analyzed through a paired sample t-test to understand if there is any significant difference between pretest and 3DVC, and pretest and posttest. The results showed that the participants made a significant improvement in ill-structured problem-solving ability after the 3DVC training. The results provide important references for educators that a 3D situational learning environment is beneficial in improving students' ill-structured problem-solving ability.

#### Highlights

- The study firstly combined situational problem-solving learning and virtual reality.
- The study provides a real-like environment for students to learn problem-solving.
- The designed system highly motivated students' problem-solving learning
- The results proved that the system is helpful in students' problem-solving abilities.

Zemliansky, P. (2012). [Achieving experiential cross-cultural training through a virtual teams project](#). *IEEE Transactions on Professional Communication*, 55(3), 275-286.

Research questions: How can our current knowledge of experiential learning be applied to cross-cultural web-based training? How do post-project interviews with the participants advance our knowledge about experiential learning? What practical recommendations for teachers and trainers can be offered based on this and similar case studies? Situating the case: Literature on virtual teams stipulates the importance of teaching leadership development within teams, including methods of conflict resolution, and flexibility in methods and tools of communication. The literature on experiential learning places a high value on learner experience, and on indirect and combined methods of assessing experiential learning projects. Methodology: The case was studied through the analysis of data obtained from unstructured class interviews with three of the US-based participants of the teaching project. Interview participants were chosen to ensure a variety of responses about their experiences while taking part in the project. **About the case: The project was a part of an introductory graduate-level seminar in technical and scientific communication. Graduate students in technical communication from the US and graduate students in marketing from Ukraine participated in the project. The participants worked in virtual teams to create collaborative analyses of localized versions of websites of transnational corporations. The findings of this research are as follows. (1) Virtual teams work more effectively when given time to build trust and connections among participants. (2) Virtual teams work more effectively when time is devoted to the development of leaders and the articulation of leadership responsibilities within teams. (3) Experiential learning team participants use a variety of communication tools depending on the nature of the communicative task at hand. (4) As part of the learning process, virtual team members recognized and attempted to adjust to cultural and professional discourse differences between countries and professional fields**

## Notes

participants add notes here

# Group Discussion



## Group Discussion

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What types of activities outlined in the Curated Resources do you think might be useful for your own course/program? Why?

*What ideas do you have based on your review of the resources?*

Participants went into Breakout rooms in small groups to discuss

What resources were interesting and innovative but might be more challenging to implement? Why?

*What ideas do you have based on your review of the resources?*

Participants went into Breakout rooms in small groups to discuss

What could you incorporate into, or adapt to your own remote classroom?

*i. What steps will you have to take to make this happen?*

*ii. What resources do you need to make this happen?*

*ii. When do you have to start working on this?*

*iv. Who are your support people?*

Participants went into Breakout rooms in small groups to discuss



# Preliminary Action Plan



## Preliminary Action Plan

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Now that you have looked through the curated experiential learning resources and discussed with other participants, we would like you to think about how you are going to *adapt* or *implement* experiential learning in your own remote classroom. To do this, we would like you to think about **pedagogy** and **experience** – the first two components of McRae and Johnston’s (2016) **PEAR** model, which was introduced at the beginning of this session.

What experiential learning are you adapting or incorporating?

Participants were given time to create a Preliminary Action Plan

## Pedagogy

- *How will you prepare to adapt or incorporate experiential learning in your remote course?*
  - *How does the experiential learning relate to development of learning outcomes?*
  - *Does it require application of theory to experience?*
  - *Where and when does the experiential learning take place? What platforms will be used?*

participants add notes here

## Experience

- *How is the learner directly involved in the experience?*
  - *What type of experience are students getting?*
  - *How is this experience authentic and meaningful for future learning?*
  - *How can this be applicable to a real-world context?*

participants added notes here

## Additional Considerations

- *Have you accounted for logistical barriers, including time zones or limited bandwidth, mailing resources?*
- *Are there any ethical issues you have to consider?*
- *Have you considered accessibility? Universal design?*

participants add notes here

## Adapting ExL to the remote environment

- *How might the needs of various stakeholder's change?*
- *How will the lines of communication change?*
- *How may student engagement be impacted? Can you think of ways to ensure engagement remains high?*
- *How will your role, as well as the roles of students and any community partners change?*

participants added notes here

### Learning Outcomes

As you are planning your ExL component, you may find that you'll have to revise your learning outcomes. This Outcome-Based Experiential Learning (OBEL) framework outlines a number of different categories of learning outcomes that you may want to consider.

# Wrap Up!

# Wrap Up!

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## Food for Thought

### **How will you prepare to incorporate the experiential learning activity in your remote course?**

- How does the activity relate to the development of learning outcomes?
- Does the activity require application of theory to the experience?

### **How is the learner directly involved in the experience?**

- What type of experience are students getting from this activity?
- How is this experience authentic and meaningful for future learning?
- How can this be applicable to a real-world context?

## Notes

participants added notes here

# References

## References

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### Workshop Overview Image Sources

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