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

CTE7700
CENTRE FOR TEACHING EXCELLENCE

UNIVERSITY OF WATERLOO

OCT 28, 2020

2-4PM

CTE7700: Integrative and Experiential Learning: Exploring Experiential Options for W2021 and Beyond

Overview: We will explore current experiential learning practices in remote teaching and provide the opportunity for you to think through how you can incorporate experiential learning in your remote courses.

Facilitators:

- Katherine Lithgow, Senior Educational Developer, CTE
- Kristen Archbell, Educational Research Associate, CTE

Participants:

- Introduce yourself (name, department, what you hope to get out of the session)

Agenda

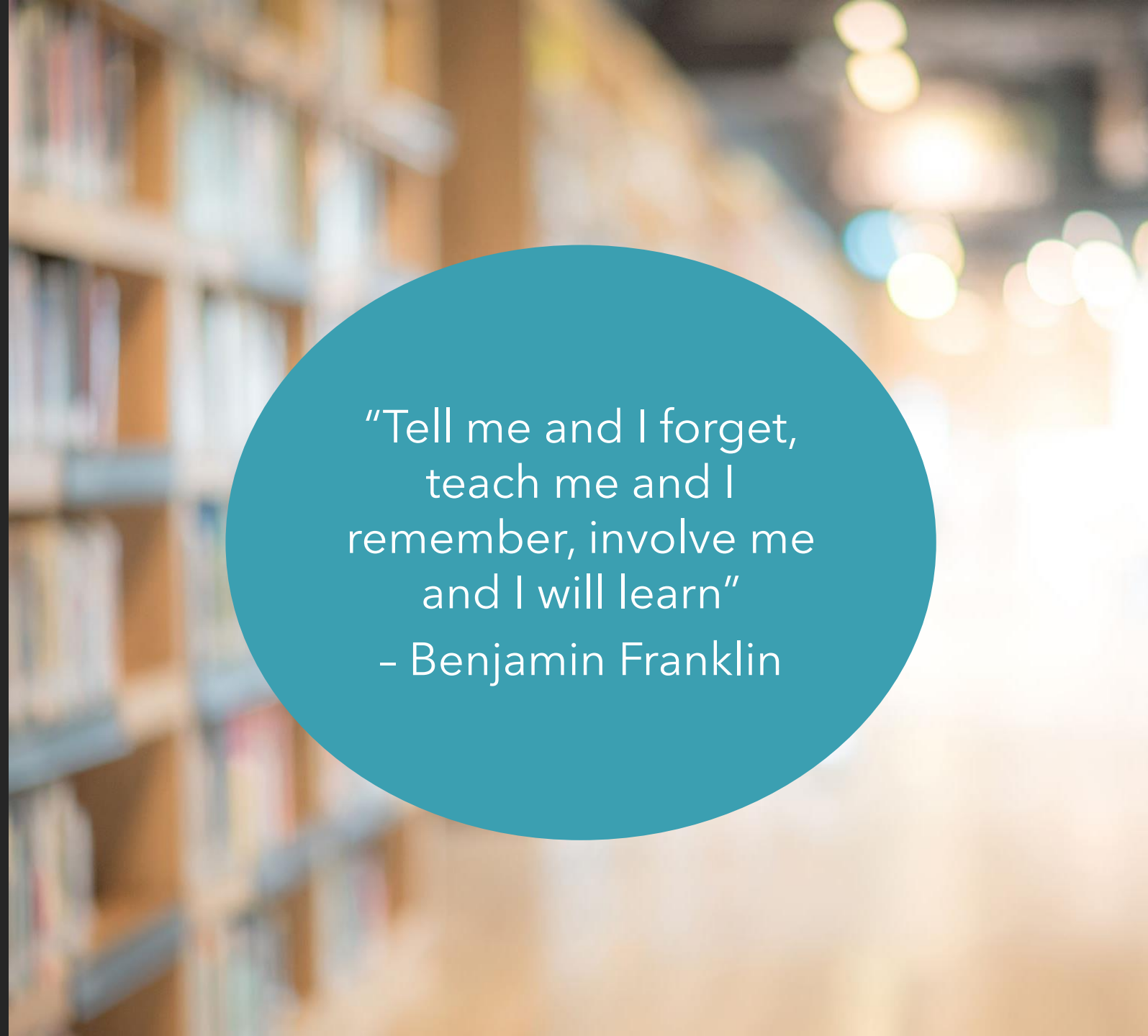
- Introductions
- Review of experiential learning frameworks
- Invited speakers
- Current practices of experiential learning in the remote environment
- What can we incorporate into our remote classrooms?
- Preliminary action plan & wrap up

Workshop Guide

- Workbook tour!
- Go to your LEARN homepage
  - Select Integrative and Experiential Learning
  - Click on the workbook link

Experiential Learning

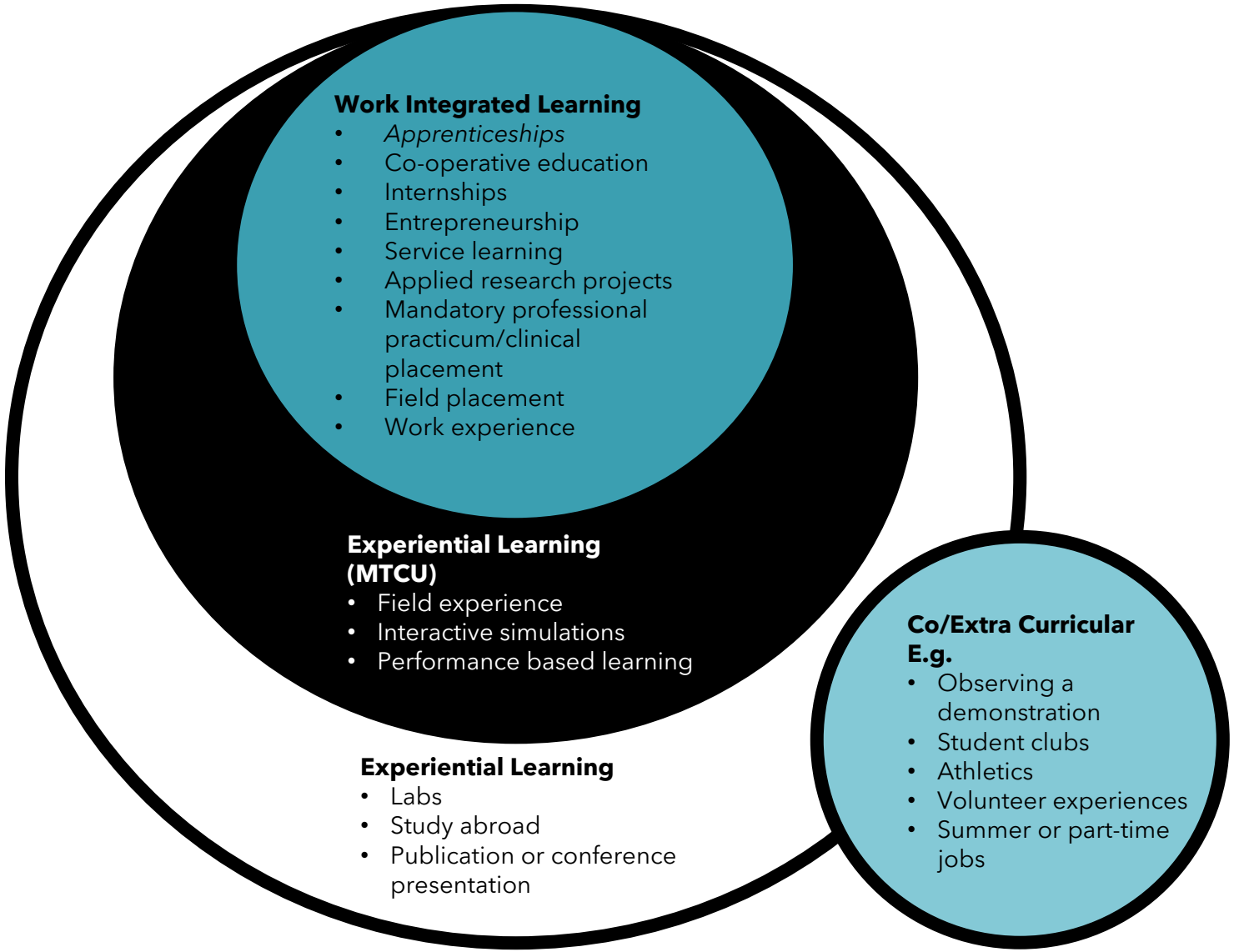
- Learning that is based on students being directly involved in an experience, rather than being recipients of ready-made content in the form of lectures.
- Reflection is an integral component to any form of Experiential Education.



"Tell me and I forget, teach me and I remember, involve me and I will learn"

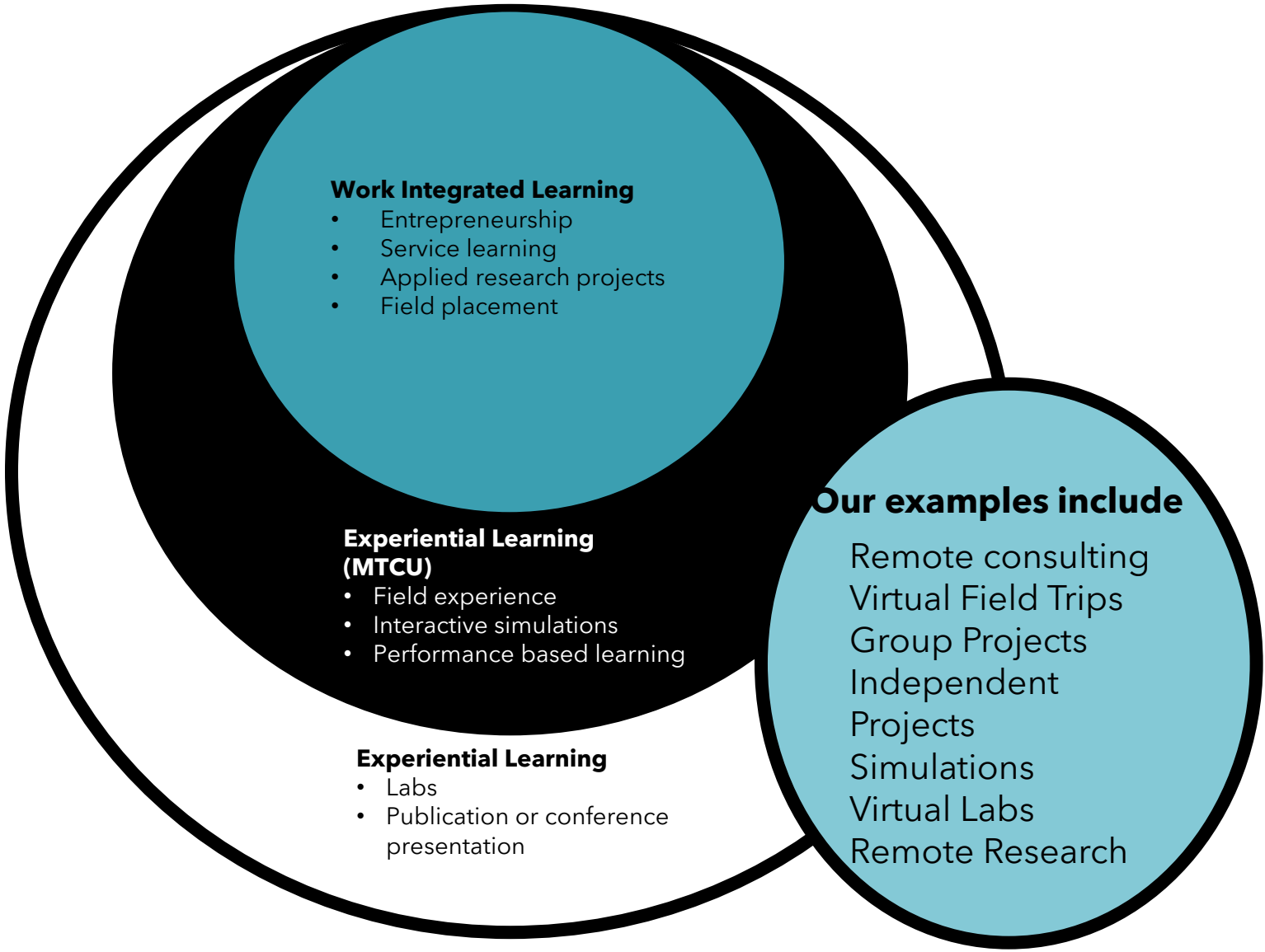
– Benjamin Franklin

Experiential Learning Spectrum



https://www.cewilcanada.ca/_Library/2019/WIL-Def-ENGLISH_-_Updated_2019.pdf

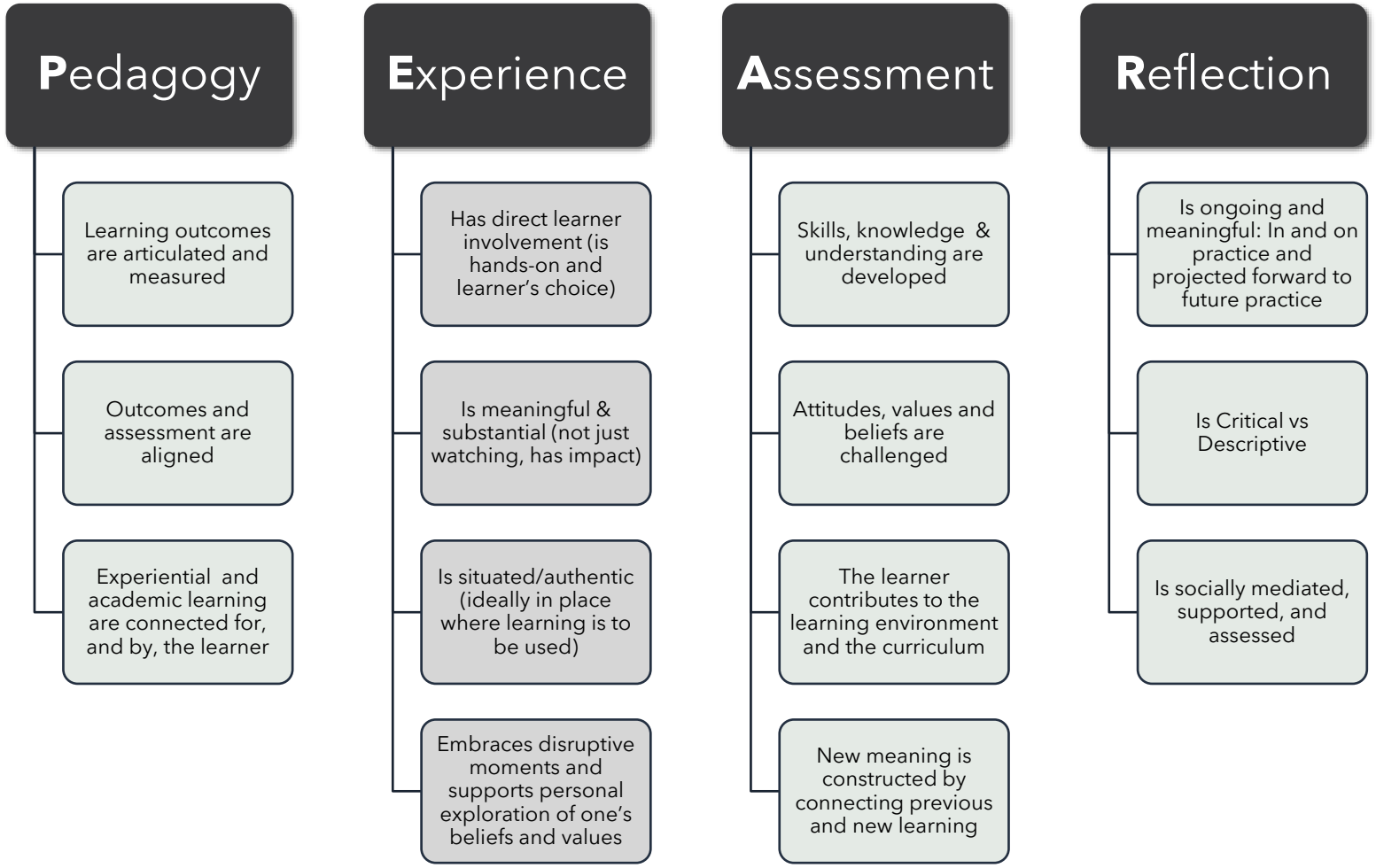
Experiential Learning Spectrum



https://www.cewilcanada.ca/_Library/2019/WIL-Def-ENGLISH_-_Updated_2019.pdf

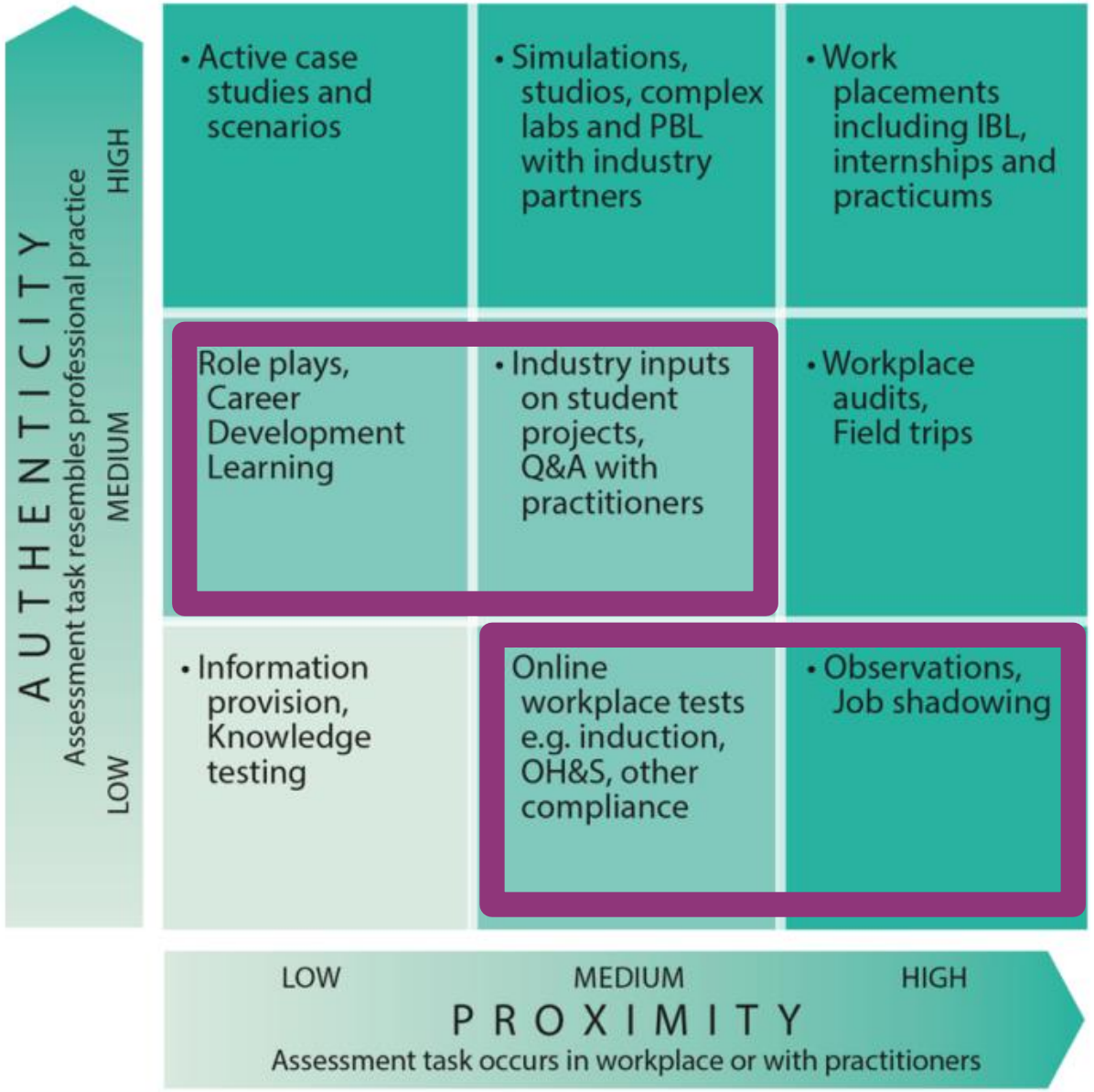
Experiential Learning

- **PEAR** is a framework to develop and evaluate experiential learning programming (McRae & Johnston, 2016)



Experiential Learning

- Authenticity-Proximity Framework (Kaider & Hains-Wesson, 2015)



Experiential Learning

- Can be quite time consuming to integrate new experiential activity
- May want to focus on low/medium authenticity, medium/high proximity

Medium Authenticity Lower Proximity	Medium Authenticity - Medium Proximity	Lower Authenticity – Medium Proximity	Lower Authenticity - High Proximity
• Role plays without industry involvement • Career Development Learning activities such as composing resumes, job search activities, interview practice	• Q and A with industry in which students prepare, fully participate and integrate responses into assessment • Industry feedback on student work/presentations which students integrate into assessment	• Workplace checklist • Film or video of workplace or work practices (with permission) • Examination of workplace policy	• Job shadowing with minimal or no tasks • Observation of workplaces or work practices without detailed reporting

Invited Speakers

We are joined by three colleagues who have adapted experiential learning components of their courses to the remote environment!

Faculty of Applied Health Sciences (Kinesiology):

- Anton Trinh
- Laurie Jones

St. Paul's GreenHouse Program Manager:

- Brendan Wylie-Toal

Challenges of experiential learning in the remote environment

- Additional time and resources (e.g., PD, course development, TAs)
- Communication barriers
- Digital literacy (both students and instructors)
- Limitations of asynchronous learning (i.e., logistics)
- Student buy-in (e.g., interest, motivation, perceptions of worth)
- Student comfort (i.e., permanency; audience)
- Equity

Benefits of experiential learning in the remote environment

- Student perspective
  - Opportunity to integrate theory and practice
  - Develop employability skills
  - Increased academic and career clarity
  - Build networks
- Faculty perspective
  - Increase student engagement
  - Rewarding experience
  - Build networks/partnerships
  - Keeping current

Current Practices: Experiential learning in the remote environment

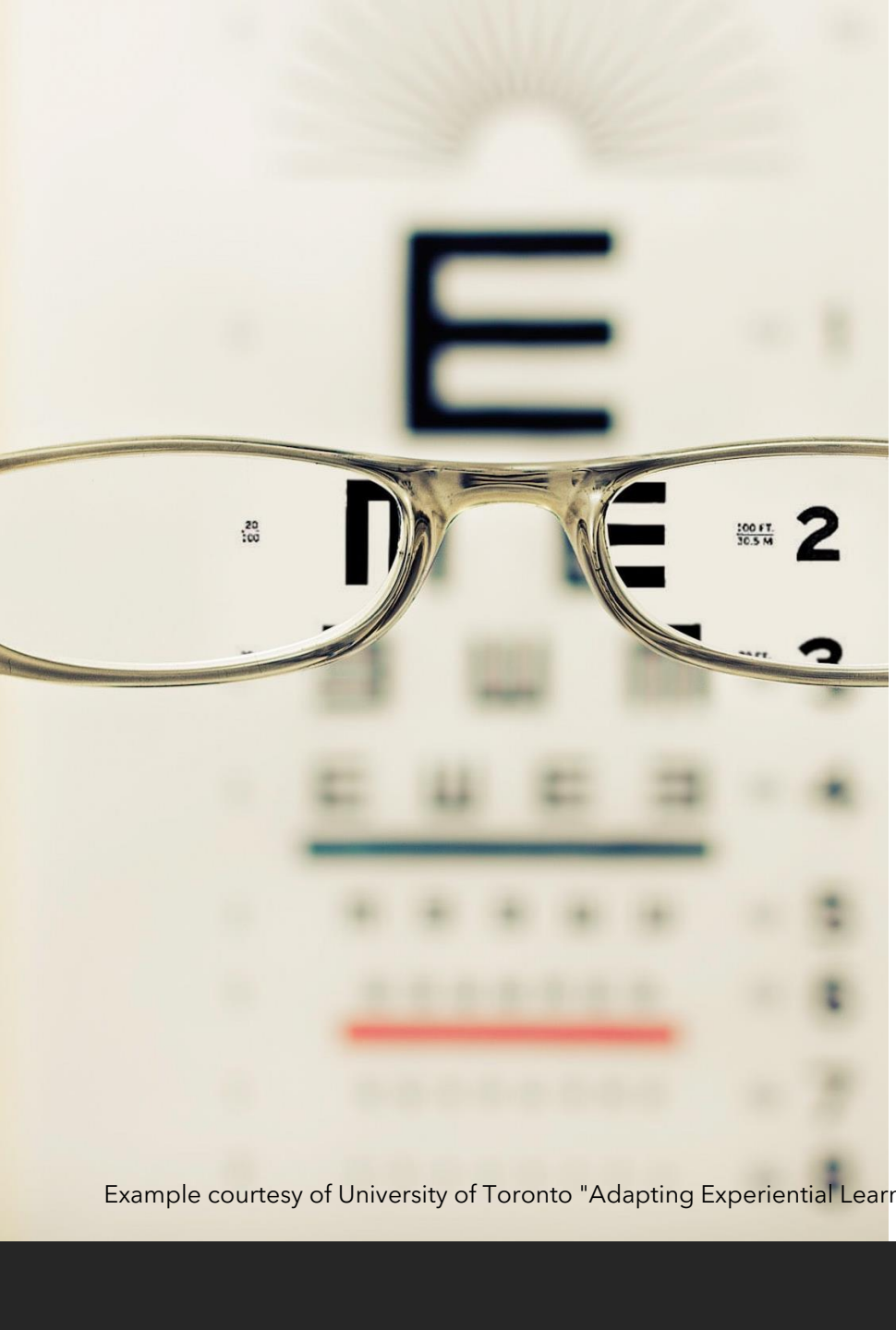
- UW example
- Film course offered through the **School of Environment, Resource, and Sustainability**
- Uses film as a pedagogical tool
- Incorporates a **viewer-response strategy** to elicit active engagement
  - Mix of individual reflections exercises (i.e., guided prompts) and group discussions in the remote environment

Current Practices: Experiential learning in the remote environment Virtual Field Course

Figure 4: Google Earth screenshot looking southwest at the Poerua Valley. This stop was used to show multi-hazard impacts on the natural environment.

- University of Canterbury; Field Course
- Introductory geology course
- Interviews with experts, photos, background material, Google Earth components, online assessment
- Students analyzed earthquake impacts and developed strategies to recover industries
- See other examples – Oxford University Press

Example courtesy of University of Toronto "Adapting Experiential Learning and Work-Integrated Learning to Remote Delivery May 15, 2020 presentation -personal communication



Current Practices: Experiential learning in the remote environment Simulation

- University of Toronto Scarborough (UTSC) Psycholinguistics Program
- 50 undergrad students scheduled to observe language assessments in a hospital
- Pivot -Filmed practitioner giving language assessment
- Practitioner facilitated video, pausing throughout to prompt students and respond to questions
- Pausing the assessment heightened the learning experience for students

Example courtesy of University of Toronto "Adapting Experiential Learning and Work-Integrated Learning to Remote Delivery May 15, 2020 presentation -personal communication

Experiential learning in the remote environment: Workbook

- Walk through of curated resources
- You will have **15 minutes** to look through the resources individually (feel free to turn off your mic and camera)

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 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)?

Experiential learning in the remote environment: Breakout chat

- What types of activities outlined in the resources do you think might be useful for your own course/program? Why?
- What resources were interesting and innovative but might be more challenging to implement? Why?
- What could you incorporate into, or adapt to your own remote classroom?
  - What resources do you need to make this happen?
  - When do you have to start working on this?
  - Who are your support people?

Preliminary Action Plan

Return to your workbook and think about how you can implement experiential learning into your remote course(s)

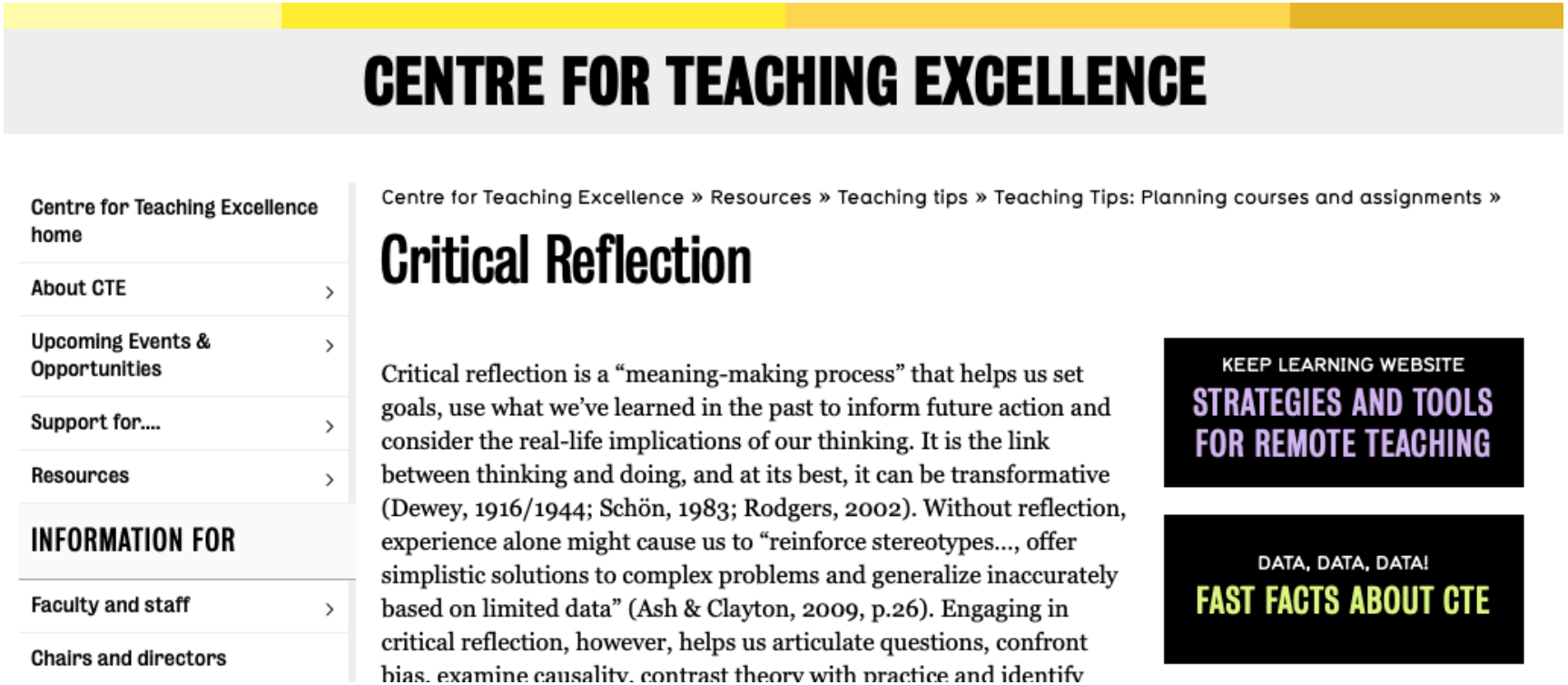
- How might you adapt previous activities?
- What new approaches might you take
- Pedagogy and Experience

Wrap up!

- Sharing our action plans
  - What experiential learning activity might you include?
  - What resources do you need?
  - How would these experiences help students achieve their learning outcomes?
- Next steps:
  - We discussed **P**edagogy and **E**xperience, but we need to continue thinking about **A**ssessment and **R**eflection

Activity Type	Example
Written	Analytic papers, Reflection essays/writing activities , Case studies; Reflections: logs, blogs, journals; Progress reports; Article/reading review; Analyses: survey data findings, literature review, business analysis, comparative, historical analysis; Reports: summaries, abstracts, briefings
Oral	Presentations; Interviews; Discussion group; Video diaries
Portfolios	Photography portfolios; Critical incident analysis; Reflective writings; Performance 'evidence', artefact curation; Skill development
Observation	Demonstrations; Peer assessment
Other	Concept maps; Capstone projects; Audits: Environmental scans, self-report of skills; Surveys: Conduct focus groups, create questionnaires; Plans: create lesson plan, proposals, design plans, career development plan; Projects: project planning, consultancy projects, multidisciplinary projects

For more information see HEQCO Practical Guide to Work Integrated Learning Assessment Activities http://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf



Reflections

→ CTE Teaching Tip

→ Guidelines for integrating reflections

→ Additional resources

Thank you for attending our session!

Please reach out if you have any questions.