

The P.E.A.R. Framework for Experiential Learning: Institutional Level

9:00am – 9:45am

Presented by:

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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)

WORLD ECONOMIC FORUM FUTURE JOBS SURVEY 2018

Table 4: Comparing skills demand, 2018 vs. 2022, top ten

Today, 2018	Trending, 2022
<ul style="list-style-type: none">• Analytical thinking and innovation• Complex problem-solving• Critical thinking and analysis• Active learning and learning strategies• Creativity, originality and initiative• Attention to detail, trustworthiness• Emotional intelligence• Reasoning, problem solving and ideation• Leadership and social influence• Coordination and time management	<ul style="list-style-type: none">• Analytical thinking and innovation• Active learning and learning strategies• Creativity, originality and initiative• Technology, design and programming• Critical thinking and analysis• Complex problem-solving• Leadership and social influence• Emotional intelligence• Reasoning, problem solving and ideation• Systems analysis and evaluation

Source: Future of Jobs Survey 2018, World Economic Forum.

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

Constructivist Kolb (1984)	Critical-Cultural Freire (1979)
Psychoanalytical Britzman (1998)	Situative Lave & Wenger (2000) Enactivist Engeström (1987) McRae (2015)

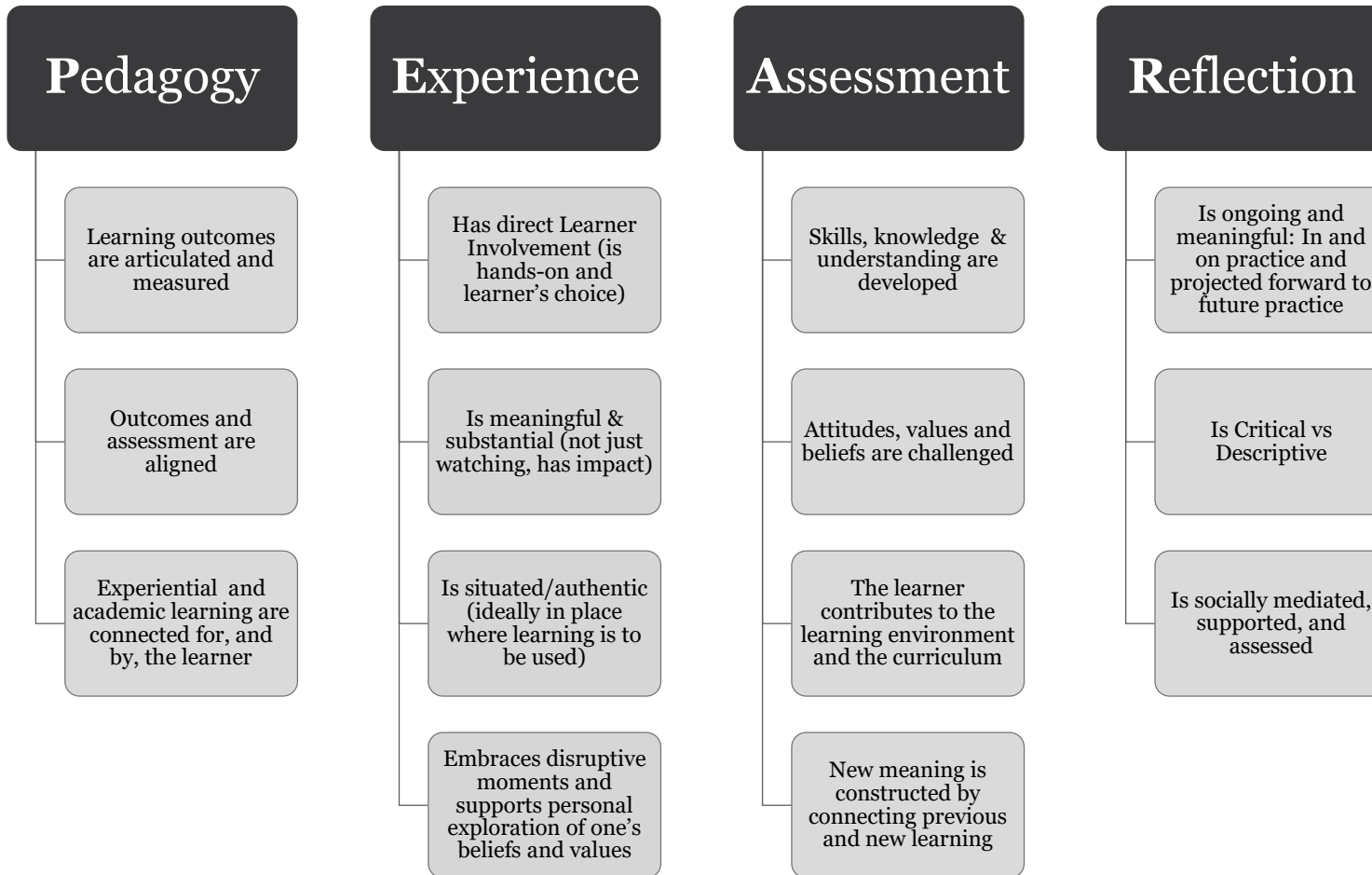
Individual

Social

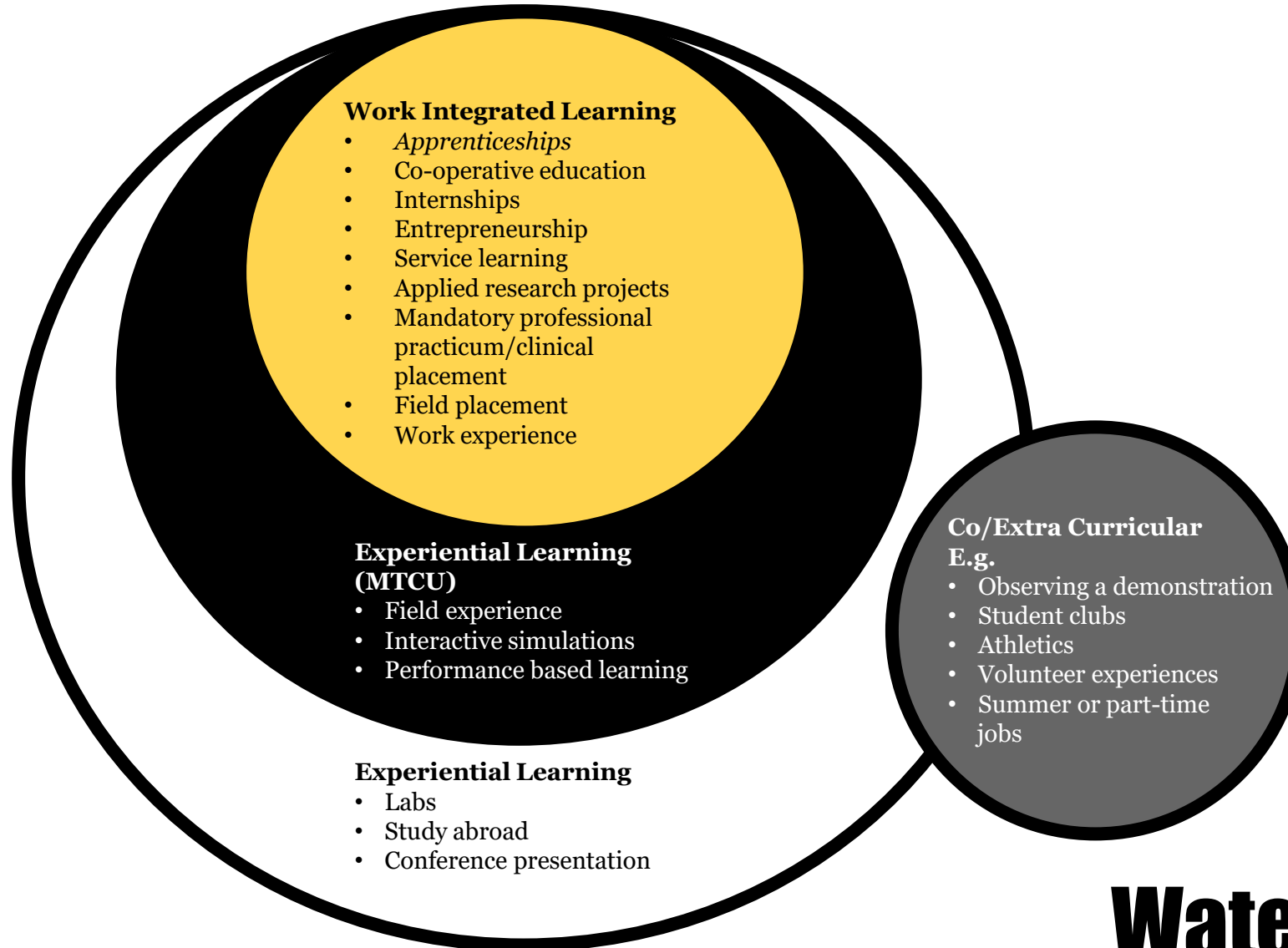
Unconscious

Experience: THE INSTITUTIONAL PERSPECTIVE

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



Experience: THE INSTITUTIONAL PERSPECTIVE

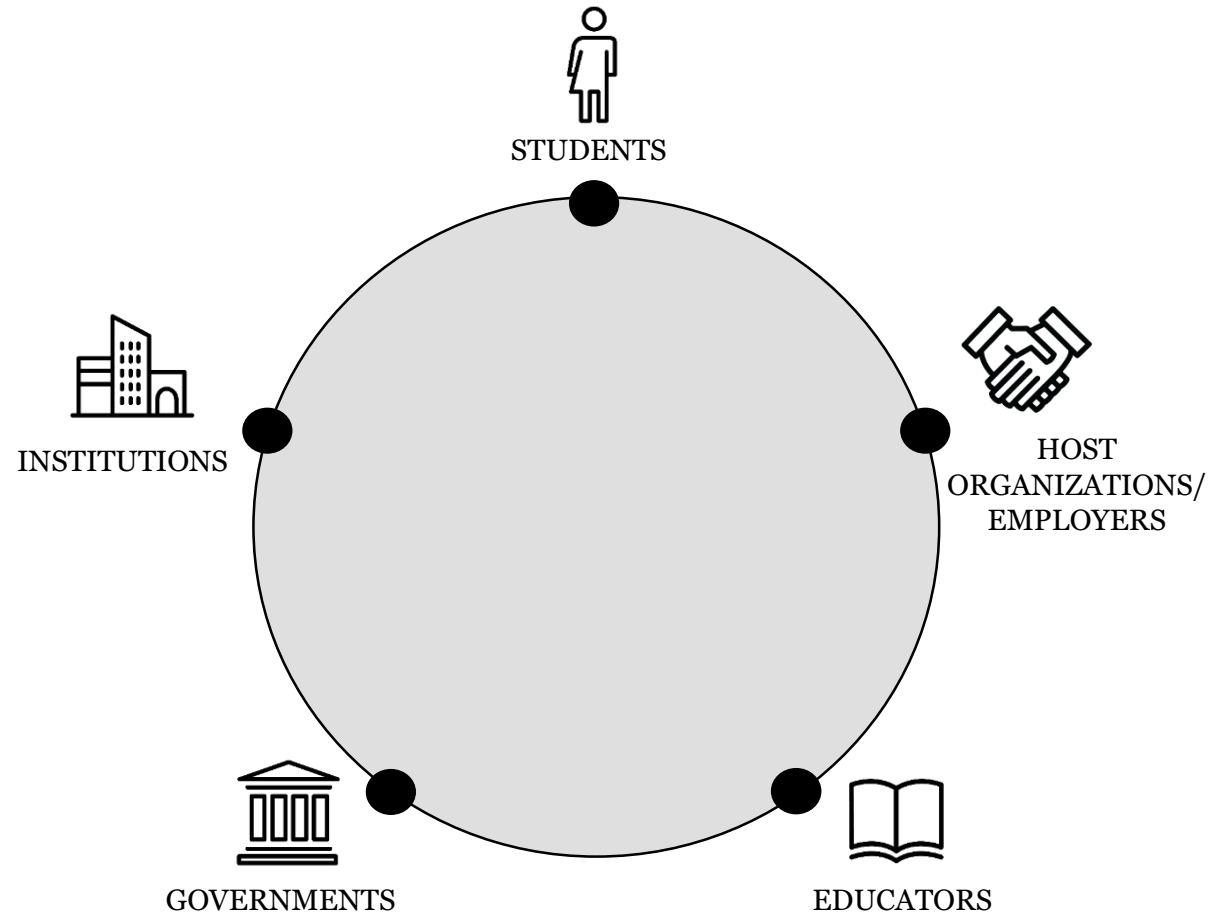


Assessment: THE INSTITUTIONAL PERSPECTIVE

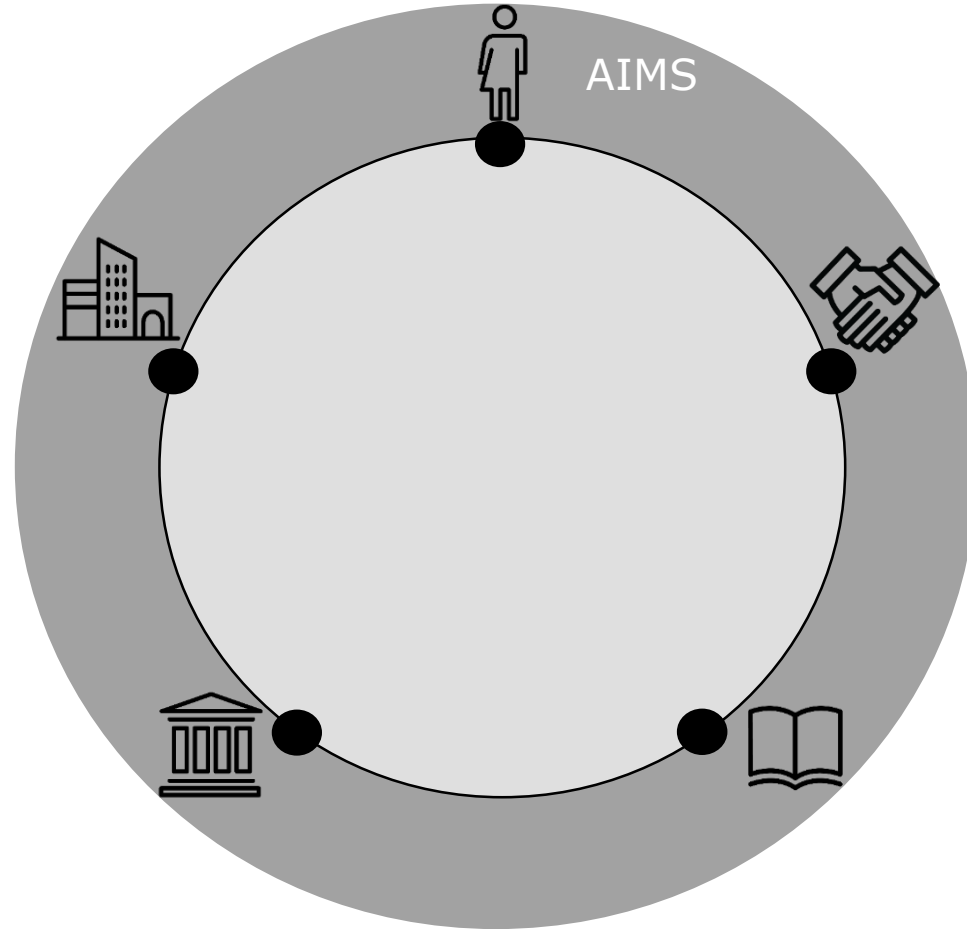
1. Program/Degree level learning outcomes
 - Who is assessing? When? What? How?
2. Institutional learning outcomes
 - How do the learning outcome goals for experiential align with the broader institutional goals? For example EDGE competencies mapping onto UW UDLES
3. Program assessment
 - Connection to academic reviews
4. Quality considerations
 - AAA Framework (developed at UW) for Co-op and WIL nationally

AAA FRAMEWORK FOR QUALITY IN WIL

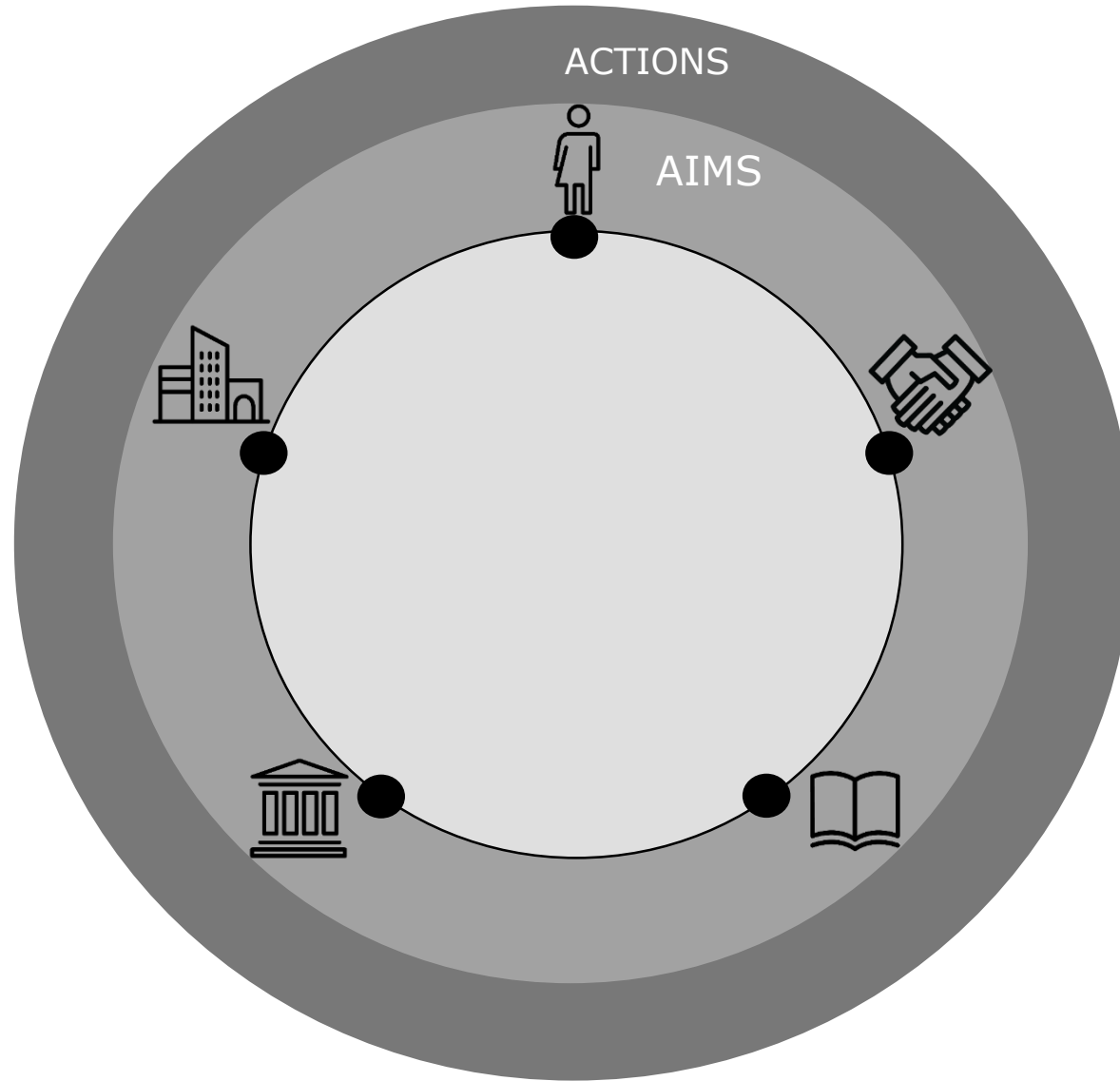
EXPERIENTIAL EDUCATION WITHIN COMMUNITIES & WORKPLACES (WIL)



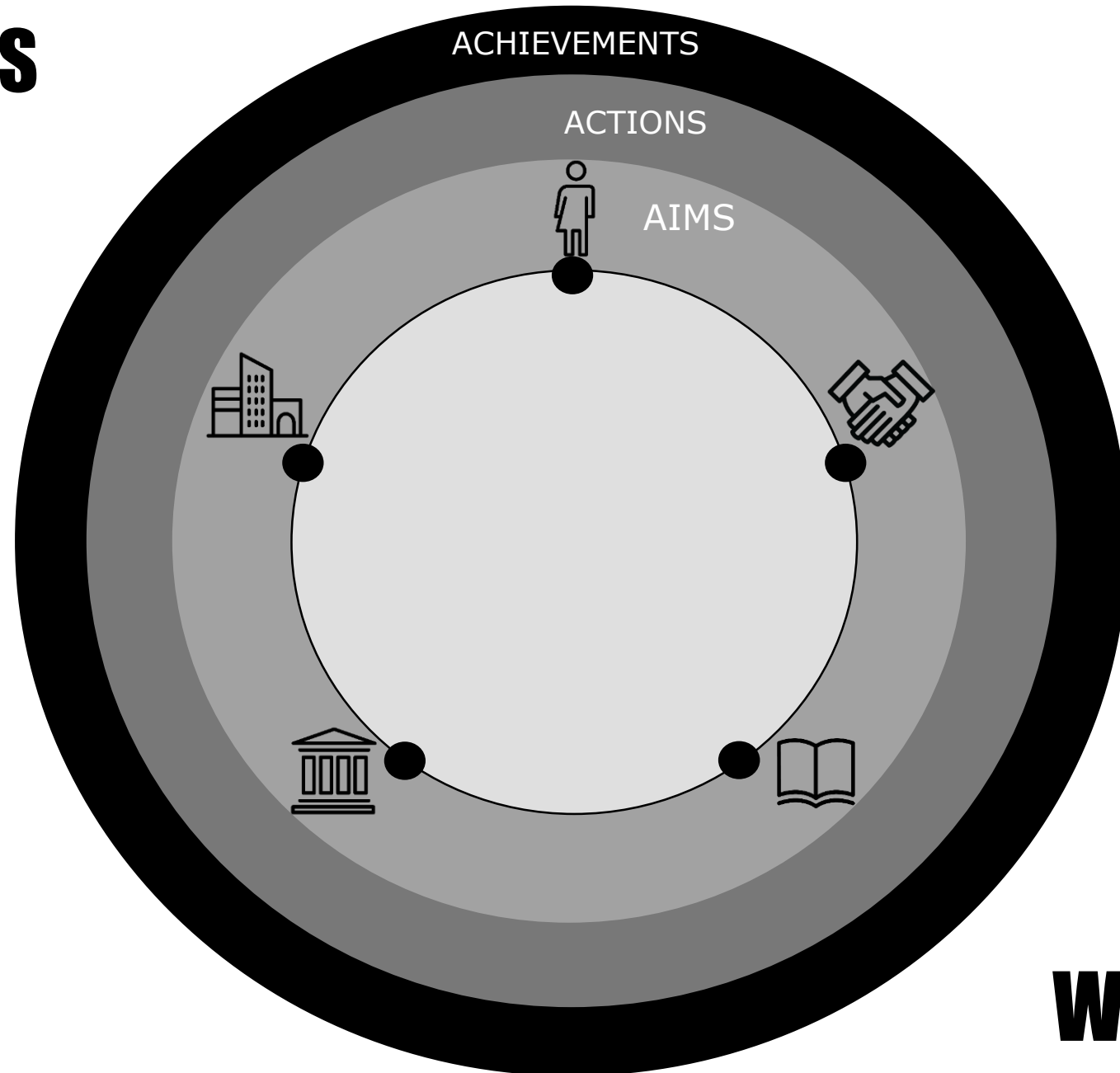
AIMS



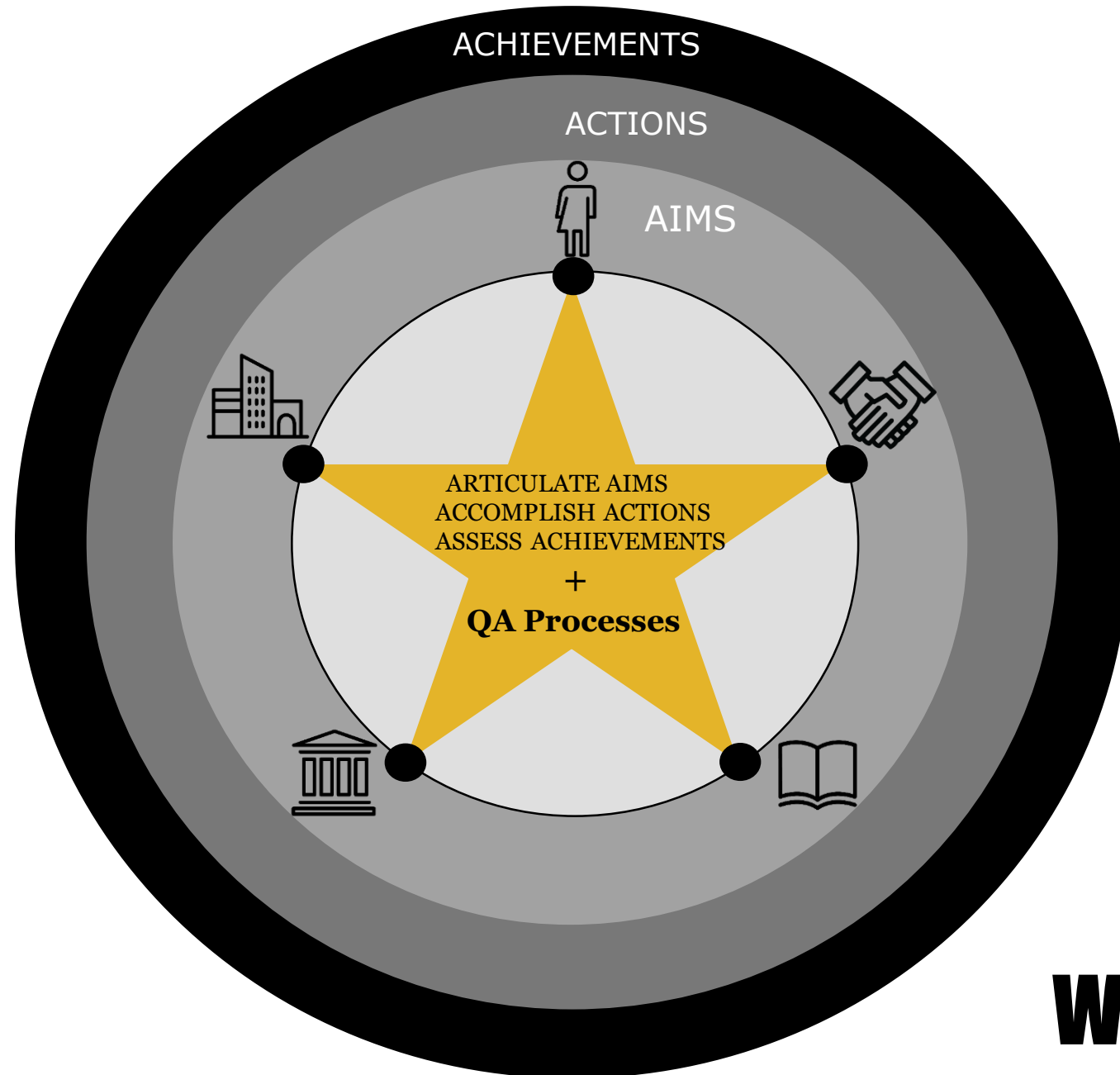
ACTIONS



ACHIEVEMENTS



AAA★ RATING



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



1 NO POVERTY 	2 ZERO HUNGER 	3 GOOD HEALTH AND WELL-BEING 	4 QUALITY EDUCATION 	5 GENDER EQUALITY 	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY 	8 DECENT WORK AND ECONOMIC GROWTH 	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 	10 REDUCED INEQUALITIES 	11 SUSTAINABLE CITIES AND COMMUNITIES 	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION 	14 LIFE BELOW WATER 	15 LIFE ON LAND 	16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	17 PARTNERSHIPS FOR THE GOALS 	

THANK YOU

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