# Scaling up Experiential Learning Opportunities and Challenges

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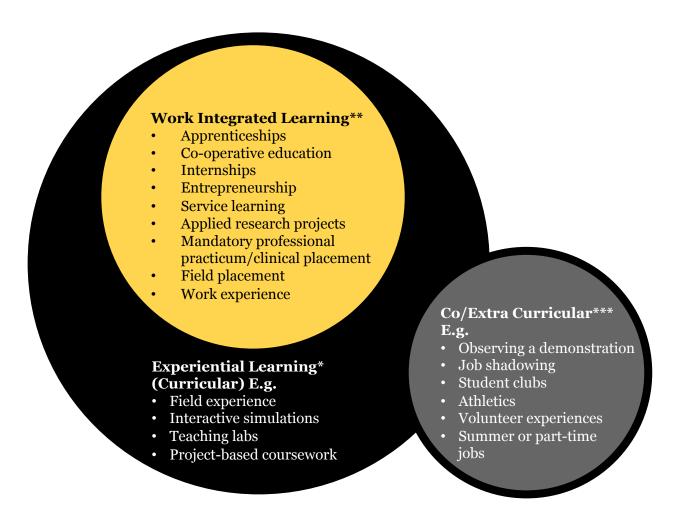


# **SESSION OVERVIEW**

- 1. Background
- 2. Scaling up: the opportunities
- 3. Scaling up: the challenges
- 4. Next steps: focus on collaboration and quality



# BACKGROUND: WIL, EL, & CO/EXTRA CURRICULAR



\*Embedded in program or course design

\*\*Embedded in program or course design and includes third party engagement. E.g. employer, industry or community partner

\*\*\*Student-driven, may or may not be program related and is not embedded in program or course design



# **BACKGROUND: SHARED ATTRIBUTES (P.E.A.R.)**

### **EXPERIENCE ASSESSMENT** REFLECTION **P**EDAGOGY Student outcomes that Experience in a Curriculum integration lead to employability, workplace or practice Reflection of workplace and personal agency and setting academic learning life-long learning Ongoing and through Has direct learner Learning outcomes are Skills and attributes that are formative and summative involvement and learner is articulated and measured relevant to the workplace processes that could be enabled to contribute within and identified based on shared with both academic context: locally, nationally, the host organization curriculum and needs of program and host internationally host organization organization Meaningful reflection Meaningful to learners Assessed by institution in Knowledge of the discipline designed to facilitate the academic and/or career consultation with host student's understanding of of study and the workplace goals organization/professional skills, knowledge, attributes context bodv and capacity to contribute Reflection designed to Capacity to contribute as a Intentionally designed and facilitate the integration of member of a workplace or entrepreneur as well as a linked to curriculum and learning from the workplace and academic program and career transition to Workplace learning is reprogram structures connected to the curriculum member of an ethical civic society workplace Embraces disruptive moments and supports New meaning is constructed personal exploration of one's beliefs and values by connecting previous and new learning within the workplace



# **SCALING UP: THE OPPORTUNITIES**

- Almost every post-secondary institution in Canada has some form of experiential learning
- Benefits of experiential have been demonstrated: for employers/host organizations (especially for WIL), students
  and institutions (employability, recruitment and retention, student learning)
- Governments (Federal and Provincial), advocacy groups and industry are recognizing the benefits of Experiential Learning (EL) and WIL, recently calling for 100% WIL experience for all students in Canada
- Current # of post-secondary students (all levels): ~ two million (Statistics Canada, 2015/16)
- Lots of expertise and a clear interest in building capacity for EL
- Commitment to quality
- National associations (e.g. CEWIL) providing opportunities for stakeholder conversations
- The time is ripe to coordinate efforts and tackle the challenges of getting to 100%.



### 1. You say tomato, and I say tomato...

- Ongoing debate about definitions and types
- Results in:
  - Confusion for students, employers/host organizations
  - Lack of coordination within/between institutions
  - Inadequate measurement outcomes



# 2. Mind the gap: how many experience are needed?

- Total number of post-secondary students in Canada:
  - 2,034,957 (Statistics Canada, 2015/16)
- Total number enrolled in EL programs?
  - Unknown
- 56% of graduate students had some form of work related learning in their final year (CUSC, 2018)



# 3. Quality not just quantity... or what's the point?

- Achieving desired outcomes from EL requires quality: Pedagogy, Experience, Assessment and Reflection (P.E.A.R.)
- Quality standards for EL needs to be established
- Quality Assurance processes needed
- Quality 100% EL will need capacity building support for:
  - Employers/host organizations
  - Educations/practitioners
  - Institutions
  - Students



# 4. EL for all: ensuring equitable access

- Indigenous students
- Students with disabilities, including mental health challenges
- Visible minority/racialized students
- LGBTQ2+
- All genders

- All disciplines
- Low income/heavily indebted students
- Students in remote locations
- International students
- Mature students with dependents



# 5. Ensuring opportunities with a variety of employers/host organizations

- Large companies
- SMEs and startups
- Public sector
- Civil society organizations (CSOs)
- Community based organizations (including Indigenous communities)
- Social enterprise
- Students as self-employed entrepreneurs

Domestically and Internationally



### 6. Willingness

- Funding to incentivize employers/host organizations, support student access and build institutional capacity
- Legislative/policy/taxation changes that enable EL for all students (domestic and international) in a range of contexts (on and off campus, within workplaces, etc.)
- Curriculum development
- Employer engagement
- Student engagement



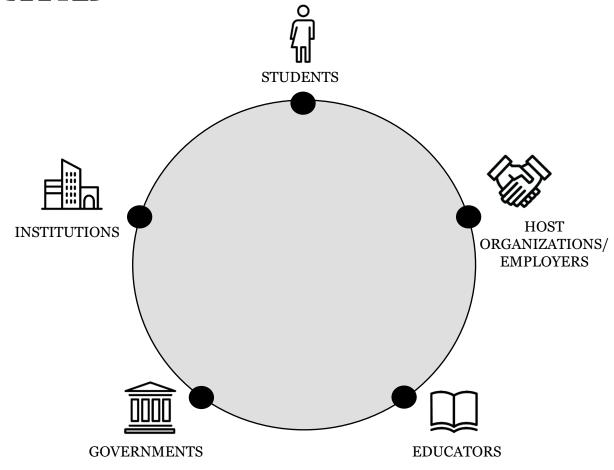
# **NEXT STEPS: FOCUS ON COLLABORATION AND QUALITY**

- 1. Collaboration within institutions and across the sector
- 2. The development of a quality assurance framework



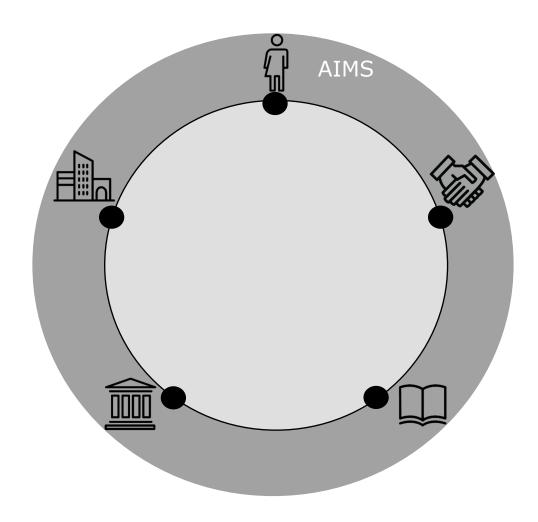
# QUALITY ASSURANCE FRAMEWORK FOR WIL: AAA \* AIMS, ACTIONS AND ACHIEVEMENTS

# **EXPERIENTIAL EDUCATION WITHIN COMMUNITIES**& WORKPLACES (WIL)



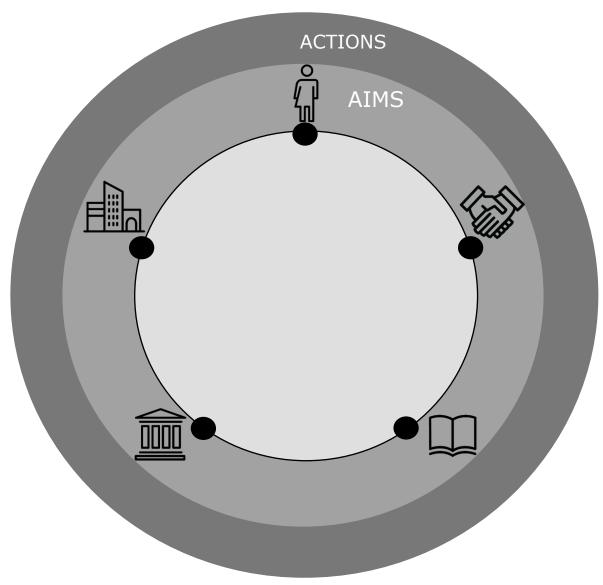


# **AIMS**



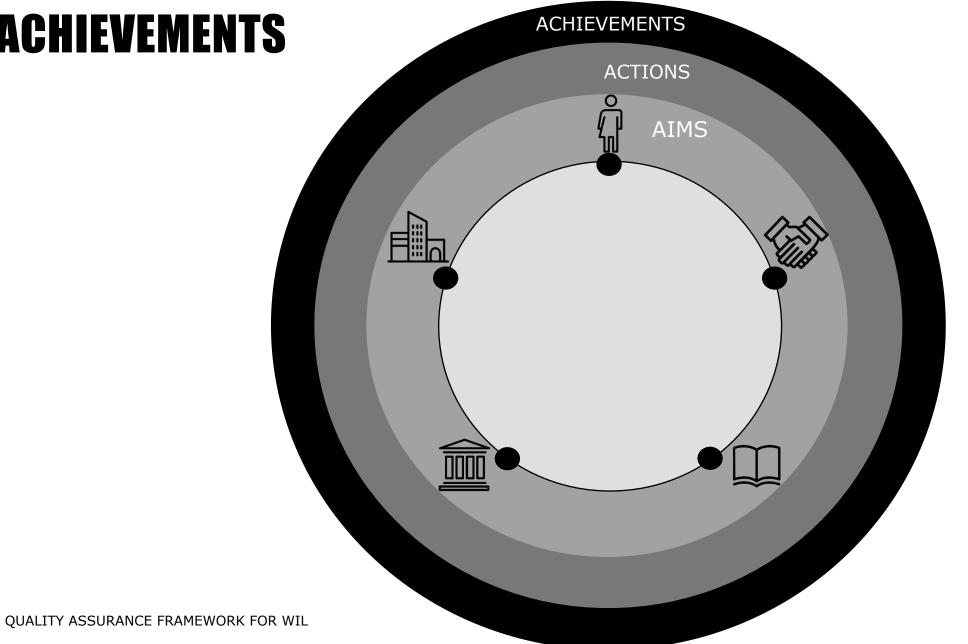


# **ACTIONS**



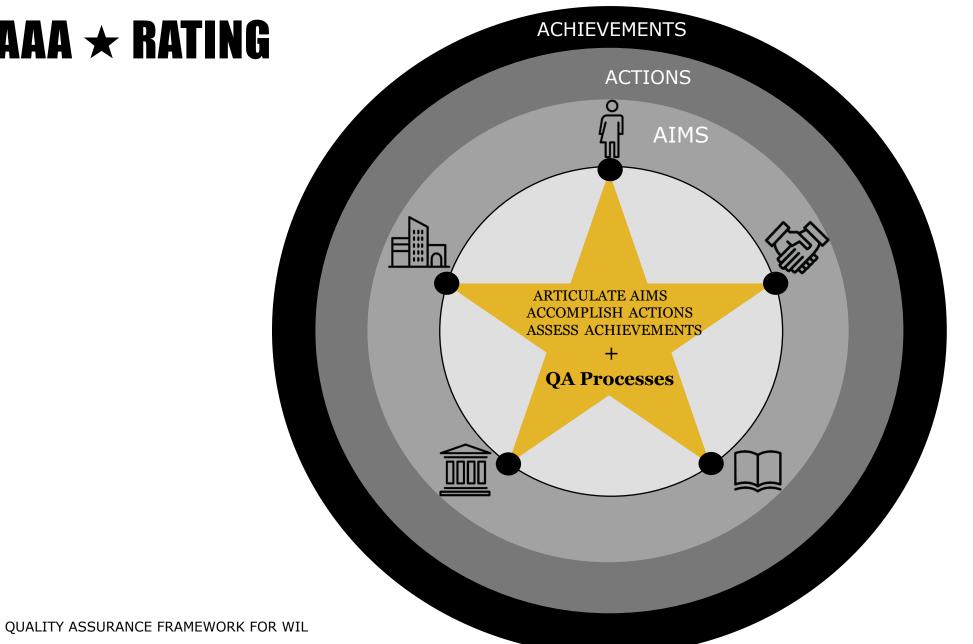


**ACHIEVEMENTS** 





**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?



# **NEXT STEPS**

Presentation to CEWIL Canada (October 2018)

• White paper release (October 2018), www.watcace.uwaterloo.ca





 Goal for publication in International Journal of Work-Integrated Learning (<u>IJWIL.org</u>)

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### **THANK YOU**



# WATER LOO

