Experiential Learning Map

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Instructor:	Course & Section:		Session #:	Date(s) of Class(es):

LEARNING OBJECTIVES	TIME AVAILABLE	THE EXPERIENCE	SETTING	STAKEHOLDERS

LEARNING OBJECTIVES

(1) "As with learning inside the classroom, learning outside should be planned in line with curriculum guidelines, in order to maximize the learning potential of these experiences." (p. 18)

(10) "The nature of what is to be learned, defined comprehensively to include not only knowledge, skills, and understandings, but also higher-order thinking skills, metacognitive skills, attitudes, values, and so forth." (p. 24)

(12) "Adoption requires, more than anything else, a change in perspective and the recognition that educational standards and requirements can be met in a variety of ways, including the opportunity to engage in meaningful place and community-based investigations and projects." (p. 16)

(12) "If place or community-based learning opportunities are to become well established, they must be linked in a substantial rather than tangential way to the curriculum. Without this curricular validation, outside-of-classroom activities will be perceived as add-ons or as an instructional approach associated with a few idiosyncratic teachers" (pp. 17-18)

TIME AVAILABLE

(5) Experiences can be categorized into two overarching categories: immersive design where an entire lecture or course is designed with a thematic view of an experience, and a modular design where each class/session can be thought of as an independent activity.

PREREQUISITE KNOWLEDGE

(8) "Experiential projects are typically designed to allow students to learn-by-doing in a semi-controlled environment where students are exposed to … experiences with the opportunity for coaching and structured reflection" (p. 169)

THE EXPERIENCE

(6) "Knowledge is continuously derived from and tested out in the experiences of the Learner." (p. 38)

(2) "The value attached to experience derives from the assumption that deeper learning occurs as the student's level of involvement in the activity increases." (p.14)

(4) "[experiential learning should] foster the development of social learning support networks and, if possible, provide a multi-disciplinary environment that reflected the world of work rather than the insulated, discipline-focused experience often required at university" (p. 553)

(7) "Students engage in projects where they produce new knowledge, answer authentic inquiry questions, and solve "real problems" (i.e., action oriented)." (p. 25)

SETTING

(8) Ecosystems include an interconnected network of institutions, businesses, people, activities and resources in both physical and virtual communities.

(9) "Knowledge is situated in context: emphasizing place and time. Experiential learning occurs in a specified place (Smith & Segbers, 2018), in which interactions and contact with people are key (Harper, 2018)." (p. 1068)

STAKEHOLDERS

(4) "For host organization's, student work placements require an investment of staff time and certain basic facilities. For universities, the creation of placement learning sites requires often time consuming searches and negotiations, whilst their ongoing servicing requires briefings, liaison and maintenance." (p. 548)

PRACTICAL CONISDERATIONS/NEXT STEPS

(10) "The resources available for designing, developing, and implementing the instruction, including money, calendar time, and person hours." (p.24)

(8) Logistical considerations include transportation, travel time and expense, university protocol regarding risk-management, weather, faculty involvement, virtual learning environments.

(8) "A faculty member might want to accompany the students as a participant/guide (particularly in the initial field experience) so that student activities can be properly orientated and redirected to connect to learning outcomes. If the pedagogy is implemented with multiple field visits, however, it may not be feasible for the faculty member to participate beyond a single visit."(p.181)

(11) More time is needed in the process of designing and planning experiential teaching activities

LEARNING ACTIVTIES

(7) "Learning goals and activities are emergent and emphasize local themes, systems, content, and questions." (p. 25)

(7) "Learning in this way [place-based] requires new behaviors, practices, identities, etc. As a result, it is important to develop design challenges that are appropriately challenging based on students' abilities, interests, and prior Knowledge." (p.212)

(3) "[a place-based learning] experience contributed enormously to the overall level of cross-cultural understanding that students achieve in a relatively short period of time - a level of understanding that could not be achieved in a year's worth of reading and discussion in a campus-based seminar" (pp. 211-212)

ASSESSMENT METHODS

(2) "Traditional methods do not readily allow for the assessment of the multifaceted learning the student acquires in the course of such a project…More innovative methods of assessment are therefore required to measure student learning, and encourage students themselves to explore their experience, reflect on the learning they have achieved, in terms of both knowledge and understanding, and, importantly, on the skills they have developed." (p. 15)

(8) "Employ a peer evaluation assignment within which team members hold one another accountable for the project. We have also employed team contracts for that purpose. We have also found that devoting time for teams to work on projects within the class environment is a useful strategy, as instructors can both observe and correct issues of team dynamics as well as provide clarification and guidance" (p. 182)

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