Welcome to Rocky Top!

Welcome to Big Orange Stem Saturday!

Saturday, October 7, 2017
Chris Lavan
Director of Experience Learning
My Background in EL

• Louisiana State University
  • Volunteer LSU (volunteerism)
  • Community University Partnership (community engagement)

• Centenary College of Louisiana
  • Office of Service-Learning (Service-learning)
  • Office of Global Engagement (S-L, Study Abroad, & Diversity Programming)
  • Interim Director of their QEP rooted in EL

• University of Tennessee
  • Supporting 12 types of EL within the university’s curriculum
Today’s Agenda

I. UT’s Experience Learning (EL) Initiative
   • Background
   • History
   • Impacts on Student Learning

II. Strategies & activities for implementing effective experiential learning in your classroom
Part 1

Experience Learning at UT
Brief EL Video

Highlights one of our Engineering Courses
12 Types of Experiential Learning at UT

Experiential learning courses, activities, and programs come in different forms, each has particular features that distinguish experiential learning from other forms. Examples include:

1. **Apprenticeship**
   - Provide students with an opportunity to try out a job, usually with an experienced professional in the field to act as a mentor.

2. **Clinical experiences**
   - Provide students with an opportunity to try out a job, usually with an experienced professional in the field to act as a mentor.

3. **Fellowship experiences**
   - Provide tuition or aid to support the training of students for a period of time. They are usually made by educational institutions, corporations, or foundations to assist individuals pursuing a course of study or research.

4. **Field work experiences**
   - Allow students to explore and apply content learned in the classroom in a specific real-world experience away from the classroom. Fieldwork experiences bridge educational experiences with outside communities that can range from neighborhoods and schools to anthropological dig sites and laboratory settings.

5. **Internship experiences**
   - Are job-related and provide students and job changers with an opportunity to test the waters in a career field and also gain some valuable work experience. Internships can be for credit or not for credit, paid or unpaid.

6. **Practicum experiences**
   - Are often a required component of a course of study and place students in a supervised and often paid situation. Students develop competence and apply previously studied theory and content, such as school library media students working in a high school library or marketing majors working in a marketing research firm.

7. **Service-learning experiences**
   - Are distinguished by being mutually beneficial for both student and community. Service-learning is growing rapidly and is considered a part of experiential education by its very nature of learning, performing a job within the community, and serious reflection by the student. Service-learning involves tackling some of society's most complex issues such as homelessness, poverty, lack of quality education, pollution, etc. One of the goals of service-learning is to help students become aware of these issues and to develop good citizenship through learning how to help address these problems.

8. **Simulations and gaming/role-playing**
   - Aim to imitate a system, entity, phenomenon, or process. They attempt to represent or predict aspects of the behavior of the problem or issue being studied. Simulations can allow experiments to be conducted within a real situation to show the real behaviors and outcomes of possible conditions. Even simulations cannot simply be regarded as a homogeneous collection of approaches. While overlaps between activities exist (Yorks & Holmstedt, 1988), previous studies have identified three specific types of simulation-based learning: role play, gaming, and computer simulation (Fenstermacher, 2002; Fox, 1989). Each type is different in its composition and utility (Ousan et al., 2005).

9. **Student teaching experiences**
   - Provide student candidates with an opportunity to put into practice the knowledge and skills they have been developing in the preparation program. Student teaching typically involves an on-site experience in a partner school with opportunities for normal and informal candidate reflection on their teaching experience.

10. **Study abroad experiences**
    - Offer students a unique opportunity to learn in another culture, within the security of a host family and a host institution carefully chosen to allow the transfer of credit to a student's degree program.

11. **Undergraduate research opportunities**
    - Across all disciplines are increasingly common. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively directed questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

12. **Volunteer experiences**
    - Allow students to serve in a community primarily because they choose to do so. Many serve through a nonprofit organization—sometimes referred to as formal volunteering—but a significant number serve less formally, either individually or as part of a group. Because these informal volunteers are much harder to identify, they may not be included in research and statistics on volunteering.
KEY CAMPUS PARTNERS

The following units provide direct or indirect support for experiential learning opportunities at UT.

1. Office of Undergraduate Research: Supports faculty who engage students in undergraduate research. Provides curricular support, grant writing assistance, and funding for research assistants.

2. First-Year Studies: Provides interdisciplinary outlets for faculty to engage students in experiential learning pedagogies of their own design. Program outlets include FYS 525, Life of the Mind, and FYS 101.

3. Office of National Scholarships & Fellowships: Provides information and tailored advising to support students applying for nationally competitive funding opportunities.

4. Office of Service-Learning: Supports faculty in developing and implementing service-learning阿森as and houses the Smart community initiative. Offers technology solutions to help faculty keep in touch with students online and integrate technology into teaching and learning.

5. Student Success Center: Helps students find tutors, academic coaches, and other academic support programs. Offers an open faculty for supplemental instruction and other programs.

6. Tennesse Teaching & Learning Center: Provides educational development opportunities, training, and support for all instructors in terms of course design, development, and delivery.

7. Undergraduate Academic Advising: Faculty and professional advisors provide effective guidance so students can maximize their educational opportunities and make critical decisions regarding education, career, and life goals.

8. Center for Leadership & Service: Educates and engages students in curricular, co-curricular, and collaborative leadership and service experiences and houses a shared resource to track student volunteer hours across campus.

9. Center for Career Development: Advises students in choosing majors and careers or finding jobs and internships.

10. Programs Abroad Office: Advises students on study abroad, internship, and service learning academic programs. Works with academic units and faculty to create new UT credit-learning opportunities for students.

11. UT Libraries: Advances learning, research, and engagement through instruction; subject-specific and interdisciplinary expertise; collections; technology; and classroom, study, and collaborative spaces.

12. Living & Learning Communities: Houses students who live in residential neighborhoods associated with your college or interdisciplinary interests.
Our Successes Thus Far

• Experience Learning Course Designation System
  • Service-Learning (S) – 10 courses approved
  • Undergraduate Research (R) – 6 courses approved
  • Internships (N) – piloting this academic year

• Experience Learning Grants
  • Faculty/Staff/Student Support Grants (11)
  • Faculty Development Grants (25)
  • 1st Experience Learning Summer Institute

• UT’s New Advising Model, “The Volunteer Experience”
  • Inclusive of Experience Learning
UT has been a home to experiential learning opportunities for almost 100 years...

- First occurrence of experiential learning at our university took place in 1921.

- “The university’s medical, dental, and pharmacy students gained practical experience by working in one of several Memphis hospitals.” (Pursell, 2007)

- Now housed within the Pre-Health program in the College of Arts & Science.
In 2021, we will celebrate 100 years of experiential learning at the University of Tennessee.
The Field of Experiential Learning
Brief History & Background of EL

- **What is experiential learning?**
  - “learning through experience” (Dewey, 1938)

- “Learning is more effective when it is active rather than a passive process.” (Lewin, 1943).

- David Kolb’s 4 stage learning cycle (Kolb, 1984)
  - “Emphasized how experiences, including cognitions, environmental factors, and emotions, influence the learning process.”
  - UT’s EL 4 Student Learning Outcomes

- George Kuh (2008) and the AAC&U
  - “H.I.P.s” (High Impact Learning Practices)
High Impact Practices

• H.I.P.s
  • First-Year Seminars & Experiences
  • Common Intellectual Experiences
  • Learning Communities
  • Writing-Intensive Courses
  • Collaborative Assignments & Projects
  • Undergraduate Research
  • Diversity/Global Learning
  • Service-Learning & Community-Based Learning
  • Internships
  • Capstone Courses & Projects

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EL has a Positive Impact on Today’s Students

• Generation Z
  • Born between 1995 and 2010

• Generation Z Goes to College (book)
  • EL is most effective way for them to learn.
  • These students want to be involved in the learning process
    • Students want to be included
    • Teach with them, not at them
  • Flipped Classroom Model
    • Prepare 1st at home, then apply in class vs. lecture in class and apply at home
  • Breaking up assignments over the course of the quarter
  • Think-pair-share (prepare-connect-present)
Part 2

Implementing EL in Your Classroom
Starter Questions

• Why do you want to use it?

• Who’s your target audience?

• What type of EL do you want focus on?

• What needs face your students and community?
Preparation is Key

“If you fail to prepare, you prepare to fail.”

• Know your purpose for incorporating EL
  • What experiences do you want your students to gain through the experience? (begin with the end in mind)
Stephen Covey

My 2 Favorite Habits

• Habit 2
  • “Begin with the End in Mind”
  • Student Learning Outcomes

• Habit 8
  • “Find Your Voice and Inspire Others to Find Theirs”
  • Isn’t that what good experiential learning is all about?
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- Assessment Plan
  - Identify your Student Learning Outcomes
  - Pre- and Post-experience assessment of students
STUDENT LEARNING OUTCOMES

1. Students will value the importance of engaged scholarship and lifelong learning.

2. Students will develop and apply knowledge, values, and skills in solving real-world problems.

3. Students will work collaboratively with others.

4. Students will engage in structured reflection as part of the inquiry process.
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- Risk Management
  - Increase Safety & Reduce Liability
  - Special considerations when working with minors
Risk Management Cycle

1. Identify Risks
2. Assess Risks
3. Manage Risks
4. Monitor Risks
5. Risk Management in Experience Learning
Common Best Practices

The most common description of best practices in the experiential learning literature is that provided by the National Society for Experiential Education website, nsea.org. They include Intention, Preparedness and Planning, Authenticity, Reflection, Orientation and Training, Monitoring and Continuous Improvement, Assessment & Evaluation, and Acknowledgment.

Intention
All parties, from the outset, must be clear about why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied, or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.

Preparedness and Planning
Participants must ensure that they enter the experience with a foundation of sufficient resources to support a successful experience. They must also focus from the earliest stages of the experience or program on the identification of intentions, adhering to them as goals, objectives, and activities that are clearly defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.

Authenticity
The experience must have a real-world context or be useful and meaningful in reference to an applied setting or situation. It should be designed in concert with those who will be affected by or use it, or in response to a real situation.

Reflection
Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized, the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflection process is integral to all phases of experiential learning, from identifying intention and choosing the experience to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

Orientation and Training
For the full value of the experience to be accessible to both the learners and the learning facilitator, and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once this baseline of knowledge is addressed, ongoing structured development opportunities should be included to expand the learners' appreciation of the context and skill requirements of their work.

Monitoring & Continuous Improvement
Any learning activity will be dynamic and changing, and the parties involved bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives identified during the planning stages of the experience. In contrast, evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions that suggested it.

Assessment & Evaluation
Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of the experience. In contrast, evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions that suggested it.

Acknowledgment
Recognition of learning and impact occur throughout the experience by way of the reflection and monitoring processes and through reporting, documentation, and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Cumulating documentation and celebration of learning and impact help provide closure and sustainability to the experience.

Find Support
The Tennessee Teaching and Learning Center has helpful resources on teaching using experiential learning pedagogies and offers consulting services for curriculum development. Call 865-974-3807 or visit ttnlearn.utk.edu.

THE UNIVERSITY OF TENNESSEE KNOXVILLE
Example Activities for Reflection & Building Community in Your Classroom
Reflection

• What is reflection? (definition)
  • Reflection can be defined as “the activity which takes place in our own minds when we stand back from the first-order phenomena in everyday life and process these raw experiences from a distance, inviting second-order processes to come into play” (Humphrey, 2009, p. 381).

• Depending on the field of expertise, reflection can be known by other words or phrases.
  • In Business – “closing the loop”
  • In Science – “discussion”
Goals of Reflection

• Goals of reflection (3)
  1. Allow the classroom conversation to permeate or last throughout the term (segways, repetition deepens the impression).
  2. Make space for the conversation to happen. Let it bubble up from your students. Put them in place where they have to use the knowledge you give them.
  3. Don’t assume that the learning is happening. Ask your students questions to ensure that it is happening.

• Examples of Individual Classroom Activities
  • Micro quizzes or Minute Papers
  • What’s one word to describe today’s class?
The “What, So What, Now What” Model

• After a shared experience ask, “What?”
  • What happened?
  • What did you notice?
  • What facts or observations stood out?

• Then, after observations have been considered or collected ask, “So, what?”
  • Why is that important?
  • What patterns or conclusions are emerging?
  • What hypotheses can you make?

• Lastly, after the sense making is over ask, “Now what?”
  • What actions make sense?
Example Activity 1
“4 Corners”

Benefits:

- Easy way to compare and contrast knowledge and information.
- Gets students up and moving.
- Provides a visual for where your class stands with their learning.
Example Activity 2
“Top 5 Values”

1. Give your students an index card or a sheet of paper to write on with a pen or something to write with.

2. Ask them to write down their top 5 values that they believe our world needs the most right now.

3. Then, have them cut up their card or sheet of paper so that each value is standing alone.

4. In a small group, ask them to remove a value, 1 at a time, until there are only 1 or 2 left.

5. In the end, have them explain to their group members why they kept the 1 or 2 that remain.

- **Benefits**: team building, mutual understanding, collaboration
In Conclusion…

(2 of them)
Conclusion #1

“That which ought and can best be taught inside the school rooms should there be taught, and that which can best be learned through experiences dealing directly with native materials and life situations outside the school should there be learned.”

-Julie Carson from her book Never Finished…Just Begun: A Narrative History of L.B. Sharp and Outdoor Education
Conclusion #2

As K-12 educators you make doctors...

“…65% of doctoral-level science candidates established interest in science before middle school”.

Questions?
References

Thank you!

Go Vols!