Experiential Learning in COVID Times:
A practical TRU session
for identifying and planning EL
in academic and co-curricular contexts

Carolyn Hoessler

Coordinator, Learning & Faculty Development

Larry Iles

Senior Faculty, Career and Experiential Learning Department

THOMPSON RIVERS UNIVERSITY | Centre for Excellence in Learning & Teaching

Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. The region TRU serves also extends into the territories of the St'át'imc, Nlaka'pamux, Tŝilhqot'in, Nuxalk, and Dakelh, and Métis communities within these territories.

Commitment to Diversity, Inclusion, and Anti-Oppression

Racism is dehumanizing.

The Centre for Excellence in Learning and Teaching is committed to overcoming racism by working toward eradicating discrimination and bigotry in education.

We are learning and unlearning and actively working towards a better future.

Overview

OBEL Framework (National Research)

- Stakeholders & Outcomes: *Identify who & shared goals*

- Five Design Factors in a Pandemic: *Plan for your context*

- Possible Activity & Assessment Options

At TRU

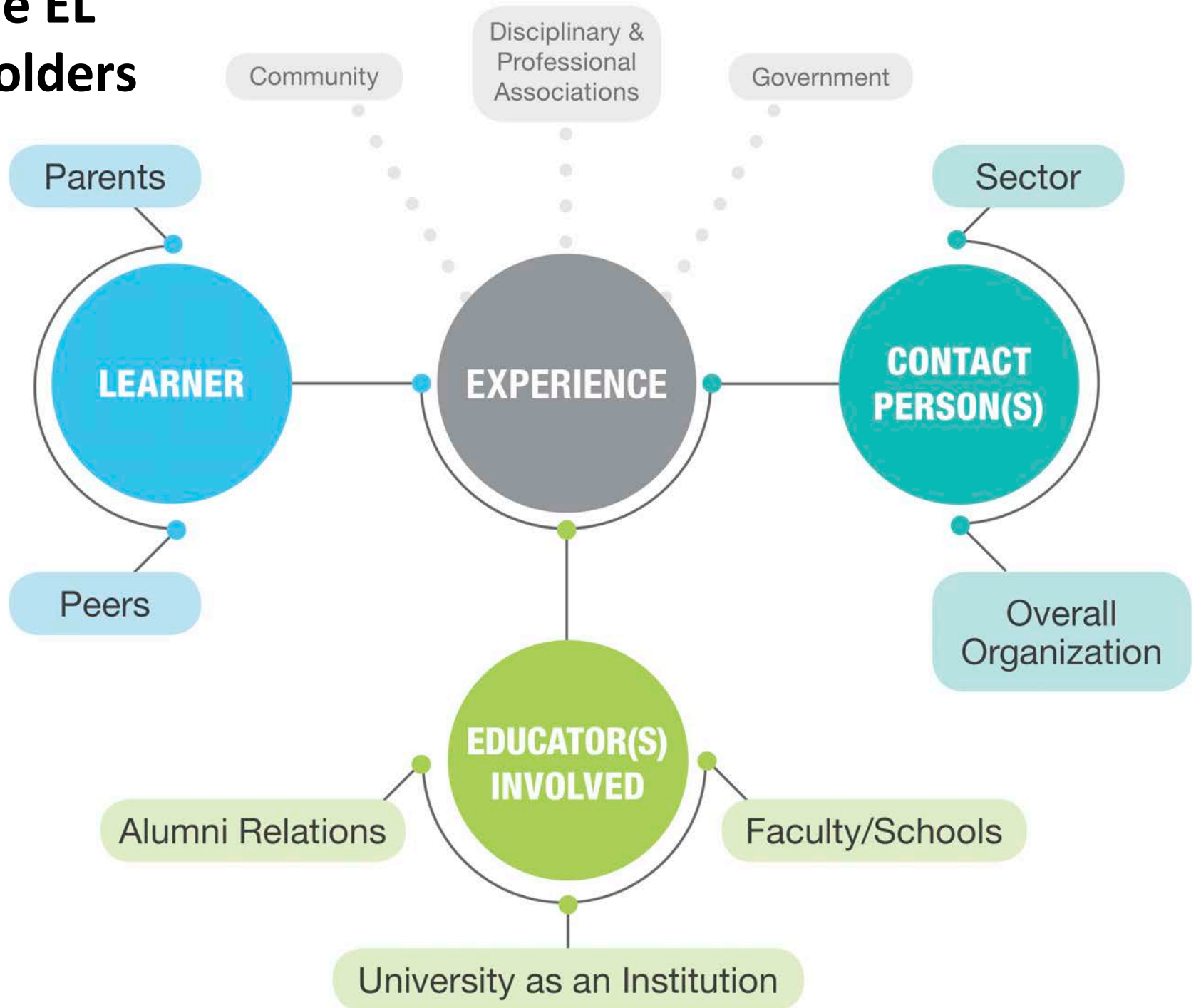- Experience More Program

- Riipen opportunities

Outcome Based Experiential Learning (OBEL) Research

- ✓ **National Landscape Scan** of outcomes for EL and WIL stated by universities and colleges in Canada

- ✓ **Literature** (learning theory, experiential learning,)

- ✓ **Experience** with EL of authors and four rounds of practitioner feedback

Multiple EL Stakeholders

WHAT ARE THE INTENDED OUTCOMES?

Career Readiness	1.1. Gain experiences (competitive edge) to meet employer expectations* **
	1.2. Professional network* **
	1.3. Explore career options* **
	1.4. Gain employment* **
	1.5. Gain graduate or professional school entry*
	1.6. Gain experience/awareness of workplace context/norms* **

Technical Skills	2.1. Increase memory retention*
	2.2. Apply theory to practice* **
	2.3. Align with program learning outcomes

Conceptual Expertise	3.1. Integrate Theory & Practice (<--->)* **
	3.2. Shift beliefs and values*
	3.3. Improve conceptual learning including for program learning outcomes* **
	3.4. Critical thinking* ** & Problem-solving[CBC]

| **Interpersonal qualities** | 4.1. Essential skills* & Communication, Leadership, Collaboration (teamwork), Cultural competence or cultural awareness[CBC] |

Growth & Integration	5.1. Meta-skills (self-directed learning)*
	5.2. Lifelong Learning & "Better able to transfer"*
	5.3. Self-confidence*
	5.4. Personal growth (broad statement)* **

| **Basic Literacies** | 6.1. Literacies - Reading, Writing, Document use, Numeracy, Computer use/digital skills. [Adult Education] |

Tangible Outputs - Organization	13.1. Org. benefit from students' current knowledge, creative thinking, flexibility, fresh approaches* **
	13.2. Support org. projects lacking resources* **
	13.3. Organizations existing staff develop skills*

| **Tangible Outputs - Community** | 14.1. Community capacity growth* ** |
| | 14.2. Societal benefit of turning innovative ideas into real solutions* |

[CBC] Conference board of Canada *The Future is Social & Emotional*
* Ontario and **Nova Scotia university scans

Relational - Student & Community	7.1. "Make a difference"* **
	7.2. Prepare to lead
	7.3. Increase community involvement*
	7.4. Engage with local community*
	7.5. Gain understanding of complex social issues*

Relational - Institution & Student	8.1. Funding for student access* **
	8.2. Greater student motivation & deeper engagement in learning*
	8.3. Student engagement/ownership* **
	8.4. Student retention*
	8.5. Supporting specific students (learning difficulties; mature)*

| **Relational - Institution & Potential Students** | 9.1. Recruitment of high-quality future students* ** |
| | 9.2. Promotion of unique learning experiences* |

| **Relational - Faculty & Community** | 10.1. Future teaching/research collaborations* |

Relational - Institution & Community	11.1. Evaluating & improving curriculum*
	11.2. Collaborations (community, industry*
	11.3. Engage alumni*
	11.4. Funding from government, donors*
	11.5. Align with government priorities*
	11.6. Community informed curriculum, shape sector*

Relational - Organization & Students	12.1. Benevolent employer - "Create opportunity"*
	12.2. Attract new employees & board members*
	12.3. Gain employees with experience*

Five Design Factors

Social & Physical Context

- **Classroom** (e.g., increasing conceptual learning of friction through experimentation)
- **Workplace** (e.g., increasing social norm learning about meeting conduct)
- **Community** (e.g., increasing transformative learning of access disparity)

Social Learning & Responsibility

- **Observer** (e.g., observer watching the process of triaging of a patient)
- **Partial Participation**
- **Full Participation**
- **Independent practice** (e.g., unsupervised triaging of a patient)
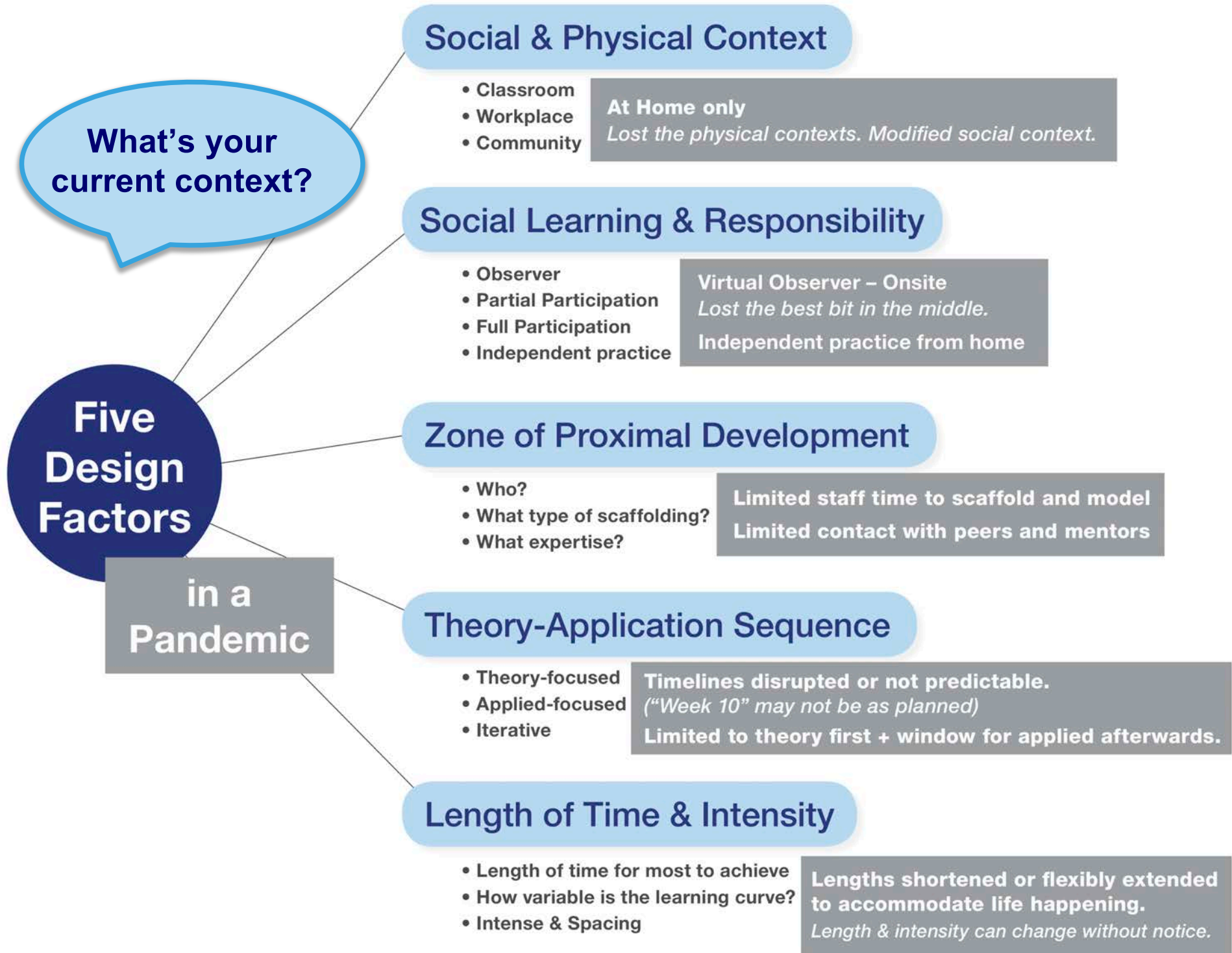
Zone of Proximal Development

- **Who** will be the "more experienced" person within their zone of proximal development?
- **What type of scaffolding?** Practice? modeling?
- **What expertise?** E.g. terminology vs. flexible application of options

Theory-Application Sequence

- **Theory-focused Sequence** (theory, practice with peer, application)
- **Applied-focused Sequence** (applied experience, unpack with theory)
- **Iterative** (begin with theory or application, then cycle to the other and back)

Length of Time & Intensity

- **Length of time for most to achieve** (1 hour, 1 day, 1 week, 4 weeks…)
- **How variable is the learning curve?** (Informational learning of steps and terminology is typically similar; transformational learning is highly variable)
- **Intense & Spacing** (need time between practices or for reflection or integration?)

OBEL - Carolyn Hoessler & Lorraine Godden CC BY-ND

OPTIONS

Outcomes	Activities	Assessment
Student Career Readiness	✓ Informational or expert interviews (phone) ✓ Virtual tour or recorded interviews ✓ Key idea summaries of (past) keynotes	✓ Compare role types ✓ Identify key skills & experiences for role
Student Technical Skills (may also be Tangible Outputs)	✓ Writing or updating manuals ✓ Case-Study assignment, simulations ✓ Relevant remote work tasks (preparing packages, phone triaging, using home kits) ✓ Data analysis, desk work	✓ Daily check-in initially, hear about their process ✓ Review outcomes of the work
Adaptability through Conceptual Expertise	✓ Summarizing evidence-based practice ✓ Grant proposals	✓ Review created documents
Student Interpersonal qualities	✓ Presenting created materials ✓ Participating team meetings ✓ Maintaining confidentiality ✓ Communicating hours & work plans ✓ Time management (including well-being)	✓ Set & provide early feedback on how to engage, ask Qs etc. ✓ Self-assessment & mentor assessment
Growth & Integration	✓ Reading a key biography about a person's growth and reflect on own growth	✓ Self-assessment & reflections
Relational outcomes (may also be Tangible Outputs)	✓ Policy or info summaries for society (blogs, podcast with expert, videos, info-graphics) ✓ Phone or supplies for isolating individuals ✓ Mentoring high school students	✓ Link to societal context ✓ Reflections on contact conversations

OBEL - Hoessler & Godden CC BY-ND

Practical Approaches to Experiential Learning

Larry Iles, Career and Experiential Learning Department

http://ca.linkedin.com/in/larryiles/

The core of any experiential learning activity is the opportunity for students to have an avenue to reflect on the experience.

Experiential learning provides a bigger picture to students and speaks to both the heart and the head.

EE/EL/WIL Definitions
adopted by The BC Ministry of Advanced Education, Skills & Training

DEFINITIONS: PROGRAM TYPES	
WIE / WORK-INTEGRATED EDUCATION (Curricular)	
Work-Integrated Education (WIE)	This refers to WIL programs (see definition below) that contain the educational features of: a substantial and meaningful experience with intentional links to the curriculum, the setting of learning objectives, assessing learning outcomes, purposeful reflection
Applied Research	Where students are engaged in research that occurs primarily in workplaces. Includes: Consulting projects; design projects; community-based research projects.
Apprenticeship	Required for certified trades. Assessment typically in the form of number of hours completed.
Clinic	Provides work experience under the supervision of an experienced registered or licensed professional. Unlike practica, which require practice-based work experience for discipline specific professional licensure or certification, clinics provide practice-based work experience, in some cases these work experience hours are required for professional certification.
Curricular Community Service Learning	Curricular Community Service Learning (CSL) integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community based organization to apply their disciplinary knowledge to a challenge idenified by the community. They then intentionally reflect on the experience in an effort to understand how theory and practice align; to interrogate course based learning; and to understand their role in the community.
Co-op (co-op alternating and co-op internship models)	Co-op alternating consists of alternating academic terms and paid work terms. Co-op internship consists of several co-op work terms back-to-back. In both models work terms provide experience in a workplace setting related to the student's field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study.
Internship	Offers usually one discipline specific, supervised, structured work experience or practice placement of substantial duration. Internships may occur in the middle of an academic program or after all academic coursework has been completed and prior to graduation. Internships can be of any length but are typically 4, 8 or 12 months long.
Field Placement	Provides students with an intensive hands-on practical experience in a setting relevant to their subject of study. Field placements may not require supervision of a registered or licensed professional and the completed work experience hours are not required for professional certification. Field placements account for work-integrated educational experiences not encompassed by other forms, such as co-op, clinic, practicum, and internship.
Practicum/ Clinical Placement	Involves work experience under the supervision of an experienced registered or licensed professional (e.g. preceptor) in any discipline that requires practice-based work experience for professional licensure or certification. Practica are generally unpaid, and, as the work is done in a supervised setting, typically students do not have their own workload/caseload.
Work Experience	Intersperses one or two work terms into an academic program, where work terms provide experience in a workplace setting related to the student's field of study. Work Experience is a smaller-scale version of co-op.
WIL / WORK-INTEGRATED LEARNING (Co-Curricular)	
Work-Integrated Learning (WIL)	Work-integrated learning (WIL) are forms of experiential learning where the site of learning either occurs in the workplace or where the learning is strongly associated with a workplace.
Para-Professional	Involves student participation (paid or unpaid) in structured programs under the purview of a college or university department that provide services or support to a third party. Activities include: peer helpers; student ambassadors.
Research Assistantships	Hired on research related projects with a faculty member or department.
Post-Credential Internship	Occurs after all academic coursework has been completed and prior to graduation. Internships can be of any length, but are typically four, eight, or twelve months long.
Teaching Assistantships	Hired to provide supplementary teaching support to faculty member or department.
Co-Curricular Community Service Learning	Co-curricular CSL experiences differ from course-based CSL in that students engaged in co-curricular CSL are not enrolled in a designated CSL course. In the absence of the course content and context from which to draw, participants are purposefully supported by staff to apply disciplinary knowledge relevant to their course of study in community settings and to take part in intentional reflection on the experience.
Volunteer	Volunteer experiences may or may not be purposefully supported by staff to apply disciplinary knowledge relevant to their course of study in community settings and to take part in intentional reflection on the experience.
Work Study	Work opportunities with academic units with monies provided by student financial aid.
Externship	Short term periods in a workplace, such as job shadowing to provide students with exposure.
Students as Staff	Includes: part time work such as a student summer job on campus, student library assistants.

DEFINITIONS: ATTRIBUTES	
Experience	
Direct hands-on experience	Student is actively engaging with the experience
Meaningful and substantial	Student gains a meaningful experience that substantially contributes to their program
Linked to curriculum	Linked to curricular objectives
Curriculum Integration	
Learning outcomes	Students and instructors set learning objectives
Assessment by institution	Assessment; receives academic credit (included or additive)
Assessment by workplace	Assessment; receives feedback (formally or informally)
Integration back to curriculum	Learning integrated back into the development of students' academic goals
Student Outcomes	
Knowledge, skills, attributes	Students obtain these outcomes from the experience
Capacity to contribute	Students develop the abillity use the competencies they gained
Reflection	
Formalized, ongoing	Learning integrated back into the further development of student's goals: personal, academic, career
Structure	
Paid (salary, stipend, etc.)	Student receives monetary compensation for work
Academic credit bearing	Student receives academic credit
Mandatory	The experience is a requirement of the program
Full-time (35+ hours/week)	Student works full-time hours
Proportion of time required for credential =/>30%	Student is engaged in the experience during a minimum of 30% of the time of their academic program

Broader Definitions:

Experiential Education (EE):
- Facilitated hands-on learning occurring in the curricular space
- A formal program: intentionally linked to a academic and/or professional goals
- Reflection is ongoing and meaningful
- Directed and monitored by institution
- Has experience at its core
- Student Outcomes to develop knowledge, skills and attributes
    Work-Integrated Education
    - Programs designed and monitored by institutions for students to learn from experiences in the workplace

Experiential Learning (EL):
- Hands-on learning occurring in the co-curricular and extra-curricular space. Learning that can result from the engagement in an activity.
    Work-Integrated Learning
    - Learning that can result from engagement in a workplace environment.

Experiential Learning at TRU

Getting Students involved

- Experience More
- Experience More Badging
- The Riipen Platform

http://ca.linkedin.com/in/larryiles/

Experience More at TRU

- Experiential learning is part of students learning:

    - Curricular - in class
        - Co-op, Undergraduate Research, Capstone/Honours, Practicums
        - For Credit Case Study Competitions
        - Service Learning

    - Co-curricular - adding to programs (not for credit)
        - Conference presentations, Conference development Workshops, Publications ,
        - Not for Credit

    - Extra-curricular - outside of programs
        - Clubs, Peer Mentoring, Volunteering, Recreation
        - Not for Credit

Experience More
Opportunities

Experience More
Guides

Experience More
Volunteerism

	FIRST YEAR	MIDDLE YEARS		FINAL YEAR
START EARLY **PLAN YOUR CAREER AND LIFE AFTER GRADUATION**	- Stop by the Career and Experiential Learning department in Old Main 1712. - Create a Career Connections account to search for jobs and volunteer opportunities, and to book appointments with career counsellors.	- Check out Co-operative Education. Acquire paid, career related work experience before graduation. - Book an appointment with a Career Counsellor to review your resume and cover letter. - Start looking for summer employment.	- Attend Job Fair. - Take part in Career Week activities. - Check out the Graduate and Research Studies office for undergraduate research opportunities.	- Check out the Graduate and Research Studies office for master's degree opportunities. - Start to think about professional designations, such as, Chartered Professional Accountant (CPA), Teaching Certificate or Natural Resource professional to name a few. - Begin your job search early.
EXPERIENCE MORE AT TRU	- Join a TRUSU club. There are over 85 clubs to join or create your own. - Boost your professional development. Attend the TRU LEADership conference and other networking events, such as IDays. - Seek out adventure with our Leisure Exploration Activity program (LEAP).	- Apply for awards through the Student Awards and Financial Support office. - Discover TRU Field School opportunities. - Explore your options with Study Abroad. - Investigate what TRU Generator can do for you.	- Volunteer for Orientation. - Become a Peer Mentor. - Volunteer your time for a TRUSU committee. - Apply to present at the Undergraduate Research and Innovation Conference. - Participate in cultural events like the TRU Powwow.	- Volunteer for Student Caucus. - Apply for additional credentials in Leadership in Environmental Sustainability or Global Competency. - Search out opportunities to become a teacher assistant or research assistant.
EXPERIENCE MORE IN YOUR LOCAL COMMUNITY	- Create a Career Connections account to search for volunteer and paid opportunities within the Kamloops community. - Volunteering is an amazing way to help out your community and build skills for your resume.	- Check out the local Kamloops Library for workshops and lectures. - Seek out networking events at the Kamloops Chamber of Commerce.	- Get involved with the Career Mentoring program. Connect with a local TRU alumnus in your field. - Seek out volunteer opportunities in your field of study. - Network with members of local organizations like Rotary or Toastmasters.	- Join a professional organization. - Keep volunteering in your community. - Stay connected with local mentors within your field of interest.

http://ca.linkedin.com/in/larryiles/

EXPERIENCE MORE
ARTS

	FIRST YEAR	MIDDLE YEARS		FINAL YEAR
EXPERIENCE MORE TRU	• Attend Orientation • Look to join a TRUSU Club, like the Arts and Culture Club, Actors Creating Events for Students Club, Philosophy Club, Psychology Club, Visual Arts Club and more… • Attend the TRU LEADership Conference	• Apply for a scholarship, award or bursary through the Student Awards & Financial Aid office • Look into a TRU Field School • Explore your options with Study Abroad • Attend/present at the Philosophy, History, and Politics Undergraduate Conference	• Look for Research Assistant positions • Become a Peer Mentor • Volunteer for a TRUSU committee • Become an Executive member of a TRUSU Club	• Volunteer for a TRU Committee • Apply for the Leadership in Environmental Sustainability or Global Competency credentials
EXPERIENCE MORE COMMUNITY	• Create a Career Connections account to search for volunteer opportunities at TRU and in the Kamloops community	• Volunteer at the Kamloops Food Bank, Volunteer Kamloops, or the Kamloops SPCA to name a few	• Get involved with the Career Mentoring program. Mentor with Alumni in your discipline • Look for volunteer positions in your specific field	• Start to think about joining a Professional Organizations: Canadian Artists' Representation, Canadian Anthropology Society, Canadian Psychological Association, Canadian Philosophical Association, Canadian Association of Geographers to name but a few
START EARLY **START THINKING ABOUT YOUR CAREER AND LIFE AFTER GRADUATION**	• Stop by the Career and Experiential Learning Department in Old Main 1712 • Create a Career Connections account here to search for jobs and volunteer opportunities, and to book appointments with career counsellors	• Check out Co-operative Education. Acquire paid, career related work experience before graduation • Book an appointment with a Career Counsellor to look over your resume and cover letter • Start looking for summer employment	• Attend Job Fair • Take part in Career Week activities • Check out the Graduate Studies office for Undergraduate research opportunities	• Book an appointment with a Career Counsellor to make sure you're ready for this year's Job Fair • Check out the Graduate Studies office for Master's degree opportunities

TRU

Experiential
learning

co-curricular

Badging

TEAMWORK/LEADERSHIP

TRU STUDENTS DEMONSTRATE THE NECESSARY SKILLS OF EFFECTIVE TEAMWORK/LEADERSHIP BY:

- Acting cooperatively
- Developing connections with others
- Demonstrating positive leadership
- Demonstrating consideration of others

Teamwork/Leadership

TRU STUDENTS DEMONSTRATE THE NECESSARY SKILLS OF EFFECTIVE TEAMWORK/LEADERSHIP BY PROVIDING THE FOLLOWING *EVIDENCE*:

- Participating in group activities
- Pictures of group work
- References from group members
- Transcripts/course outlines related to group/team courses
- Examples of graded group projects with instructor comments included
- Description of the team activity in three different environments or situations
- Reflection submission on the meaning, themes and connections made from the experiences and evidence provided (i.e. the "Deal" method of reflection by Ash & Clayton 2009) *D*escribe, *E*xamine, *A*rticulate *L*earning

Riipen @ TRU

Available to all TRU faculty.

The Riipen Platform

The Career and Experiential Learning Department received a grant from the RBC Future Launch Program. The grant provides all TRU faculty access to the Riipen platform for 2020-21

HOW IT WORKS

1. ENROLL

Check if your school already offers Riipen or speak to your professor about bringing it to your class

2. MATCH

Your course will be matched with an industry partner looking for your fresh insights and skills

3. COLLABORATE

Work with the industry partner to complete a real-life project for their company.

4. REVIEW

Exchange feedback with your industry partner and build long-lasting connections.

THE RIIPEN EFFECT

EDUCATORS

- Expand Classroom Experiences
- Connect with Industry Partners
- Manage In-Class Projects
- Improve learning outcomes

STUDENTS

- Network with Employers
- Gain Experience
- Build Employable Skills
- Create Virtual Portfolio

EMPLOYERS

- Engage with Students
- Build Talent Pipeline
- Promote Brand
- Gain Fresh Insights

How to propose a course

Option 1: Select an active course and duplicate

Option 2: Select a template and personalize

Option 3: Create a new course

A few key learning objectives for Experiential Learning at TRU

Increase students critical thinking skills

http://ca.linkedin.com/in/larryiles/

Assist students to be tech Savvy

Ensure students are not left behind in the digital ecosystem

Resiliency

Create LifeLong Learners

Communication

Creativity and Innovation

Q

TRU Experience More

Your Own Outcome-Activity-Assessment Idea!

> **What Options could meet your outcomes?**

Example:

Outcome: Career Preparation
Activity Option: Watch & summarize past keynotes
Assessment: Reflection on the values & skills identified and how relate to own values & skills

Questions!

Larry Iles
liles@tru.ca

Carolyn Hoessler
choessler@tru.ca