



# Experiential Education (EE) @ York Bootcamp

Geneviève Maheux-Pelletier, PhD  
Teaching Commons



# Let's Break the Ice

---

Introduce ourselves and the group

- Who are you? Your Course?

## Let's Break the Ice, Take 2

Turn to a couple of tablemates and introduce yourselves. Then briefly discuss the following questions:

- Why is EE in your radar?
- Have you experienced EE before, either as a learner or as an instructor?

What have you learned about your tablemates you would like to share?

# Let's Compare the Experiences

- Share one word for each activity that represents your experience of each.
- What are the pros and cons of each ice-breaking activity?

# Aims for the Session

- Define Experiential Education
- Introduce the elements of the Kolb cycle
- Consider the role of reflection in EE and how to and how it maps to your course
- Consider formative assessment strategies for reflection
- Introduce a course design approach to help with the development of your EE course.

# Course Design EE Template

## Section 1: Analysis

- Big picture goals addressed with EE
- Think about risks and ethics
- Practical considerations to keep in mind

## Section 2: Design

- Learning cycle & assessment plan

## Section 3: Development

- Curate or create content, learning resources & assessment tasks

## Section 4: Implementation

- Practicalities

## Section 5: Evaluation

- Reaching goals and improving course for the next round

# Definition of EE at York

---

<http://eehealth.info.yorku.ca/voices/>

## Definition of EE at York

Experiential education (EE) is a pedagogical approach that blends **theory** and **coursework** with practical, **concrete experience**.

Within the context of the learning outcomes of a course or a program, EE allows students to acquire real life experience and reflect upon this experience such that they **deepen their understanding** of theory.



# The Role of Reflection in EE

---

“The explicit emphasis on reflection is a distinctive characteristic of experiential education”

- A Case for Change, p. 6 (York University, 2013)

# Designing Reflective Activities

- “A key message emerging from the literature is the importance of creating an effective **climate** and **context** for reflection through clearly articulated **intent**, **purpose**, **meaning**, and **expectations** [...]”

Coulson & Harvey (2013: 403; emphasis ours)

# Transparent Alignment of Reflection to Experience & Curriculum

Principle	Element	Reflective Prompts
<b>Intent</b>	<ul style="list-style-type: none"> <li>• Intended learning outcomes specified</li> <li>• Experience linked to course</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What is the purpose of the experience?</i></li> <li>• <i>In what ways are reflection and the experience aligned with the curriculum (e.g. learning and teaching activities, content)?</i></li> <li>• <i>How does reflecting on the experience contribute to the intended learning outcomes?</i></li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>• Reflection defined</li> <li>• Assessment criteria/rubric explored</li> <li>• Importance communicated via weighting /allocation of marks</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What is meant by reflection in this context?</i></li> <li>• <i>How will it be assessed?</i></li> <li>• <i>What is the weighting (proportion of marks) that will be given to reflection tasks?</i></li> </ul>
<b>Authenticity</b>	<ul style="list-style-type: none"> <li>• Reflection and assessment learning activities relevant and clearly linked to course and experience</li> </ul>	<ul style="list-style-type: none"> <li>• <i>How do the reflection and assessment tasks relate to the course and the experience?</i></li> <li>• <i>How do they contribute to authentic learning?</i></li> </ul>

Source: Learning and Teaching Centre, Macquarie University

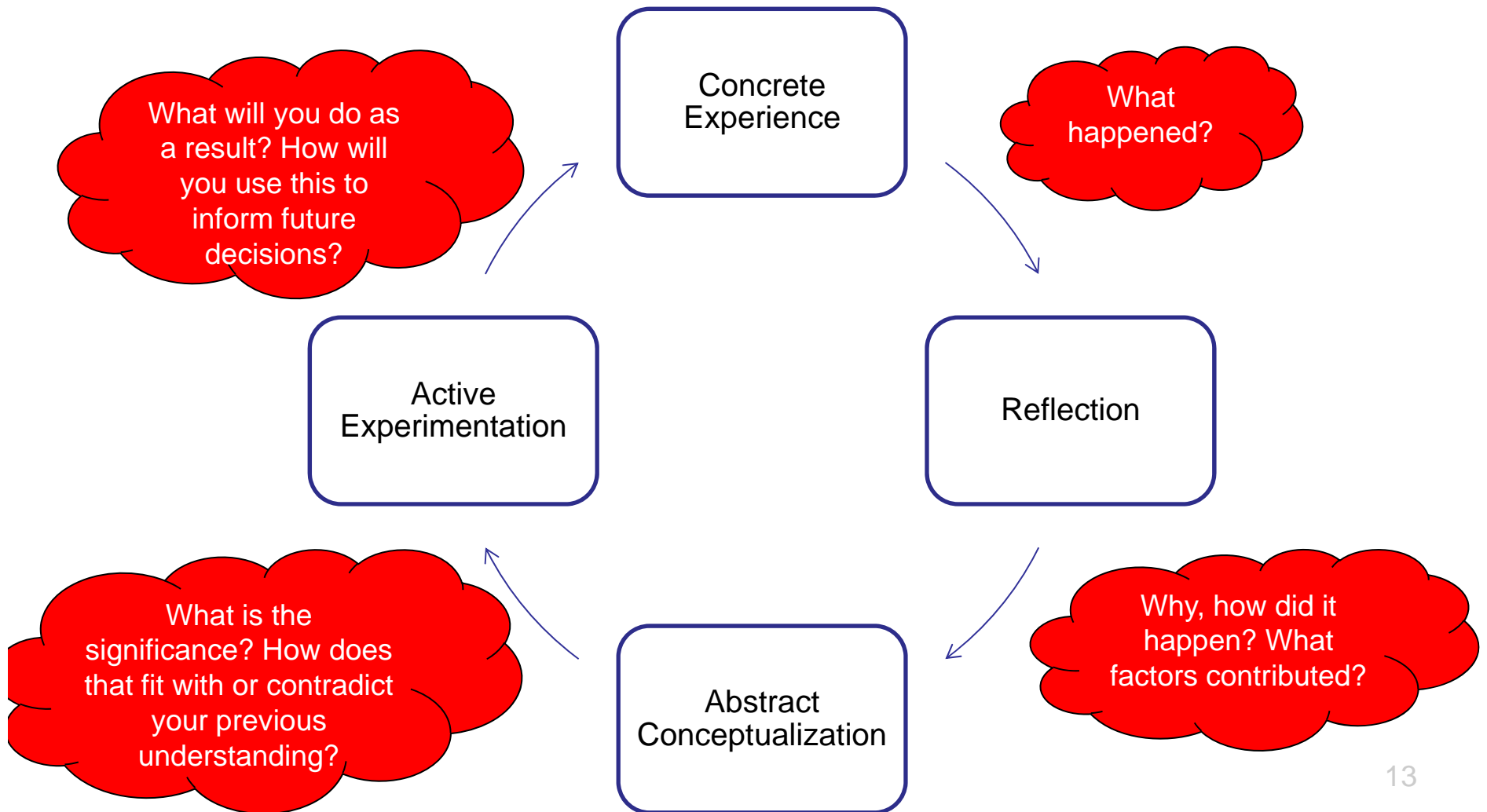
# Let's Get Started

Do you have an EE activity in mind?

- If so, work on the 1st page of the planning worksheet.
- If not, look at in-class activities (see handout) before filling out the planning worksheet.

Share your ideas with the group.

# Kolb's Experiential Learning Cycle



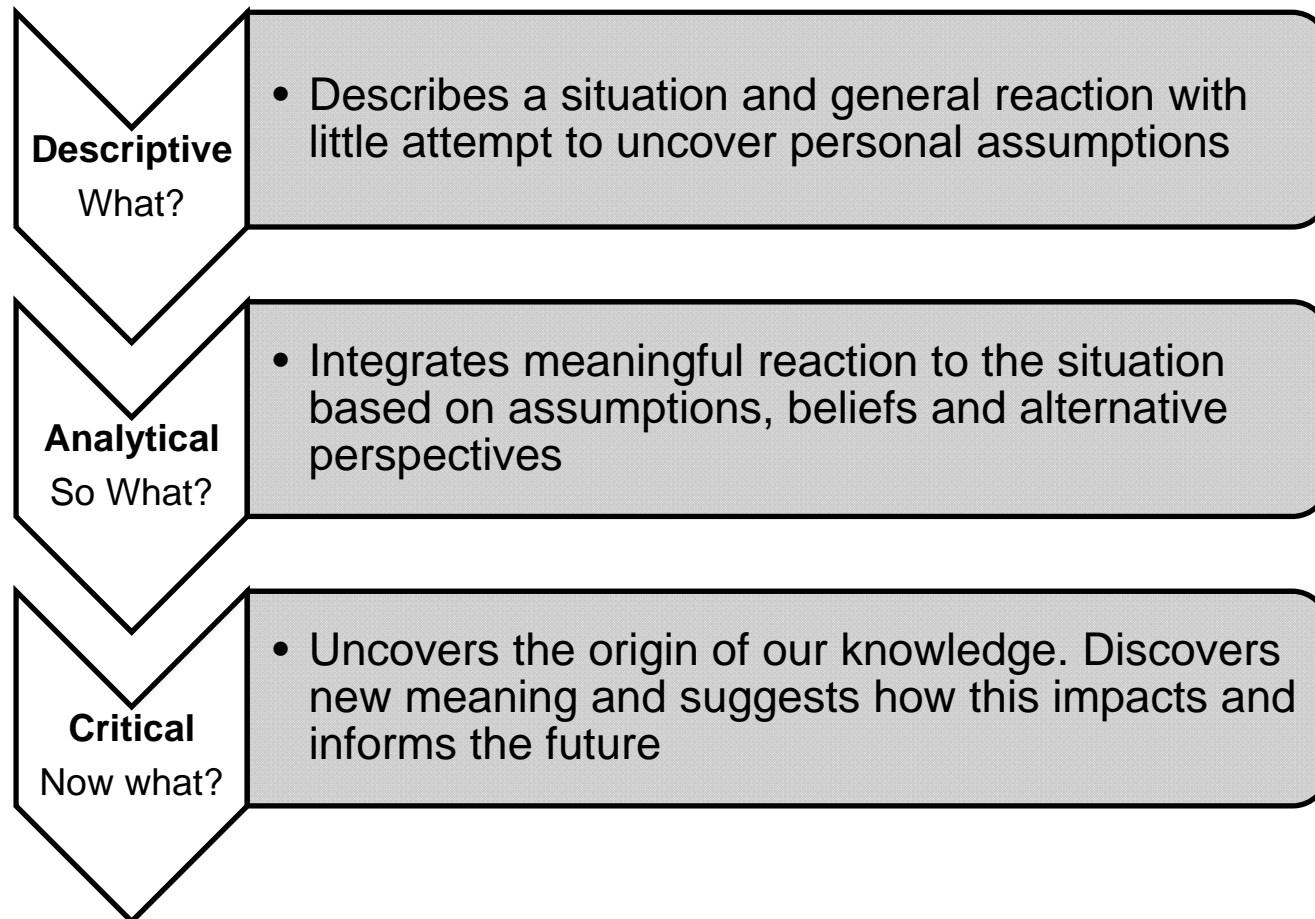
## The theory vs lived experiences

Take a minute to think of an experience – in the classroom or otherwise – from which you learned something.

- Then try to map out this personal instance of experiential learning to Kolb's cycle.

Share how the model can be applied to that experience. Is it helpful? Are there any gaps, any mismatch?

# Critical Reflection



# Levels of Reflection

Level and Scoring	Explanation of Level	Assessment of Assignment
Habitual action <i>Grade: D</i>	<ul style="list-style-type: none"> <li>Students offer answers without attempting to understand them</li> <li>Automatic response, little conscious thought</li> <li>Students exemplify this level when they follow the steps in a lab manual without any consideration of what they are doing or why</li> <li>No reflective activities</li> </ul>	<ul style="list-style-type: none"> <li>student has completed an assignment without significant thoughts (limited or no conscious)</li> <li>simple interpretation</li> <li>no evidence of concept or theory comprehension</li> <li>student has not connected class context (theories and concepts) with experiences and literature</li> <li>superficial work has been produced</li> </ul>
Understanding <i>Grade: C</i>	<ul style="list-style-type: none"> <li>Use of knowledge without appraisal</li> <li>In this case, there is an attempt to understand the topic or concept.</li> <li>Students learn concepts but they don't relate that to their lives and do not have personal reactions to them</li> <li>Theories are understood but remain on an abstract level</li> <li>Knows the "what" but not the "how"</li> </ul>	<ul style="list-style-type: none"> <li>comprehension of class concepts is evident</li> <li>only class material or theories are discussed</li> <li>student has not made a clear connection between practical or personal experience with theories; no reflection</li> </ul>
Reflection <i>Grade: B</i>	<ul style="list-style-type: none"> <li>Students understand the material, and relate that understanding to their personal experiences and/or practical applications</li> <li>Through this process students gain personal insights beyond the material</li> </ul>	<ul style="list-style-type: none"> <li>clear connection between theoretical context and experience(s)</li> <li>higher levels of discussion of the relationship between concrete experiences and class content</li> <li>greater insight overall; goes beyond understanding of the class material</li> <li>Evidence of application of theory</li> </ul>
Critical reflection <i>Grade: A</i>	<ul style="list-style-type: none"> <li>At this stage, the student has a transformative experience</li> <li>Through reflection students reveal underlying beliefs and assumptions, question them, and are able to form new perspectives.</li> <li>This type of reflection <u>occurs gradually over time</u>, and usually involves a disruption of a belief system of the student, necessitating its examination and eventual re-construction.</li> <li>Critical self-reflection can foster self understanding that can facilitate the modification of one's situations (Fisher, 2003)</li> </ul>	<ul style="list-style-type: none"> <li>superior level of reflection</li> <li>prior presumptions have been recognized and critically examined</li> <li>student demonstrates perspective transformation about a particular issue, problem or concept</li> <li>Work demonstrates higher levels of consciousness</li> </ul>



# Scaffolding Goals

- ❖ Learning to Reflect
- ❖ Reflection for Action
- ❖ Reflection in Action
- ❖ Reflection on Action

Source: Coulson & Harvey (2013)

# Scaffolding Goals

## **Learning to Reflect**

- Reach shared understanding of the role of reflection
- Introduce reflective tools & diverse media
- Model reflective thinking

## **Reflection for Action**

- Clarify and contextualize reflection
- Prepare students for the learning experience
- Help students explore their beliefs, assumptions, values, expectations related to the experience they will encounter
- Provide reflective skills practice & feedback

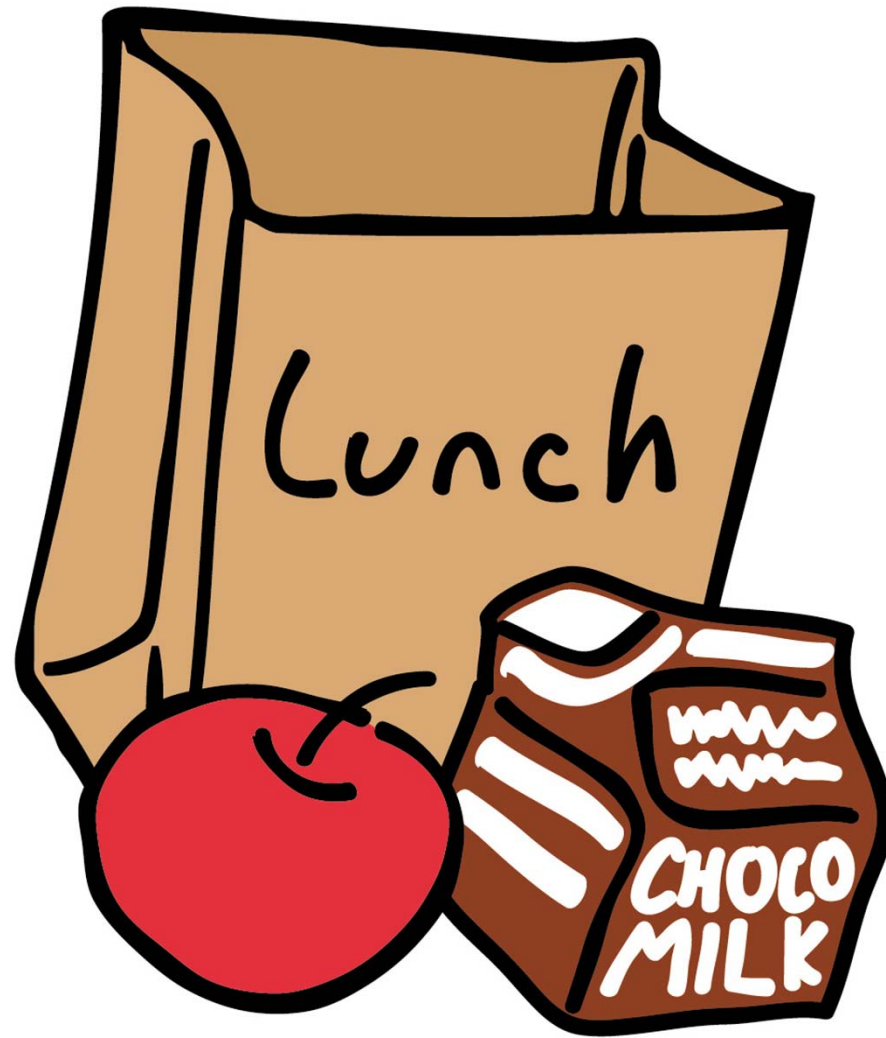
# Scaffolding Goals, Cont'd

## **Reflection in Action**

- Provide support during the experience itself
- Foster connections between theory and practice

## **Reflection on Action**

- Debrief experience, process emotions
- Develop learner capacity to synthesize learning
- Encourage application of learning to course, future work
- Provide summative assessment and feedback



**We will resume at 1 pm**

# Assessment of Reflection

- Would you assess students on their reflection and learning?  
How?
- Do you want students to work on a product? What will it look like?
  - Poster presentation with accompanying learning narrative
  - First-person narrative (journal, blog, visual narrative... )
  - Collaborative learning (development of an online community, wiki)
- Do you want to assess their reflection on action or wait later in the process to see how far they can go?

# Levels of Reflection

Level and Scoring	Explanation of Level	Assessment of Assignment
Habitual action <i>Grade: D</i>	<ul style="list-style-type: none"> <li>Students offer answers without attempting to understand them</li> <li>Automatic response, little conscious thought</li> <li>Students exemplify this level when they follow the steps in a lab manual without any consideration of what they are doing or why</li> <li>No reflective activities</li> </ul>	<ul style="list-style-type: none"> <li>student has completed an assignment without significant thoughts (limited or no conscious)</li> <li>simple interpretation</li> <li>no evidence of concept or theory comprehension</li> <li>student has not connected class context (theories and concepts) with experiences and literature</li> <li>superficial work has been produced</li> </ul>
Understanding <i>Grade: C</i>	<ul style="list-style-type: none"> <li>Use of knowledge without appraisal</li> <li>In this case, there is an attempt to understand the topic or concept.</li> <li>Students learn concepts but they don't relate that to their lives and do not have personal reactions to them</li> <li>Theories are understood but remain on an abstract level</li> <li>Knows the "what" but not the "how"</li> </ul>	<ul style="list-style-type: none"> <li>comprehension of class concepts is evident</li> <li>only class material or theories are discussed</li> <li>student has not made a clear connection between practical or personal experience with theories; no reflection</li> </ul>
Reflection <i>Grade: B</i>	<ul style="list-style-type: none"> <li>Students understand the material, and relate that understanding to their personal experiences and/or practical applications</li> <li>Through this process students gain personal insights beyond the material</li> </ul>	<ul style="list-style-type: none"> <li>clear connection between theoretical context and experience(s)</li> <li>higher levels of discussion of the relationship between concrete experiences and class content</li> <li>greater insight overall; goes beyond understanding of the class material</li> <li>Evidence of application of theory</li> </ul>
Critical reflection <i>Grade: A</i>	<ul style="list-style-type: none"> <li>At this stage, the student has a transformative experience</li> <li>Through reflection students reveal underlying beliefs and assumptions, question them, and are able to form new perspectives.</li> <li>This type of reflection <u>occurs gradually over time</u>, and usually involves a disruption of a belief system of the student, necessitating its examination and eventual re-construction.</li> <li>Critical self-reflection can foster self understanding that can facilitate the modification of one's situations (Fisher, 2003)</li> </ul>	<ul style="list-style-type: none"> <li>superior level of reflection</li> <li>prior presumptions have been recognized and critically examined</li> <li>student demonstrates perspective transformation about a particular issue, problem or concept</li> <li>Work demonstrates higher levels of consciousness</li> </ul>

# Critical Incident Questionnaire (CIQ)

The CIQ “support[s] students’ move towards reflexivity, as it creates a habit of looking back at learning and provides leaping-off points for other assignments such as portfolios that deepen the reflection.”

Hessler & Rupiper Taggart (2011: 2)

Students answer 5-6 questions at the end of each week (and keep a copy of each).

# Example of CIQ Questions

- At what moment in class / in the community did you feel most engaged with what was happening?
- At what moment in class / in the community did you feel most distanced from what was happening?
- What action that anyone (teacher, student, partner) took in class / in the community did you find most affirming and helpful?
- What material you read, gathered for a project, or discussed in class engaged your thinking most? How did it engage you?
- Which concept covered in class or in the reading for this week did you find most puzzling or confusing? What was puzzling about it?
- What connection did you make between the material you read, gathered for a project or discussed in class this week and your experience(s)?



## How will you ask students to reflect?

Look at the reflection activities. How could these or others be part of your course?

Think about the milestones of the community-or work-focused EE activity where reflection activities could be incorporated.

Go back to your Activity Planning Worksheet (column 4) as you begin to shape the reflection activities.

# Assessment of Reflective Learning

## **Provide a range of options for reflective practice**

- Artistic Creation: Students create a skit, poem, song or other artistic representation of their experience
- Scrapbook, Memory Box or Quilt: Students create pieces of memories, including pictures, quotes, skills learned, challenges overcome, etc. and piece them together
- Learning portfolios: Document allowing students to keep track of and reflect on all of their learning experiences throughout the course, program
- Other ideas: Video cast, formal presentation, poster, pamphlet, reflective essay, etc.

# Critical Incidents / Salient Identities

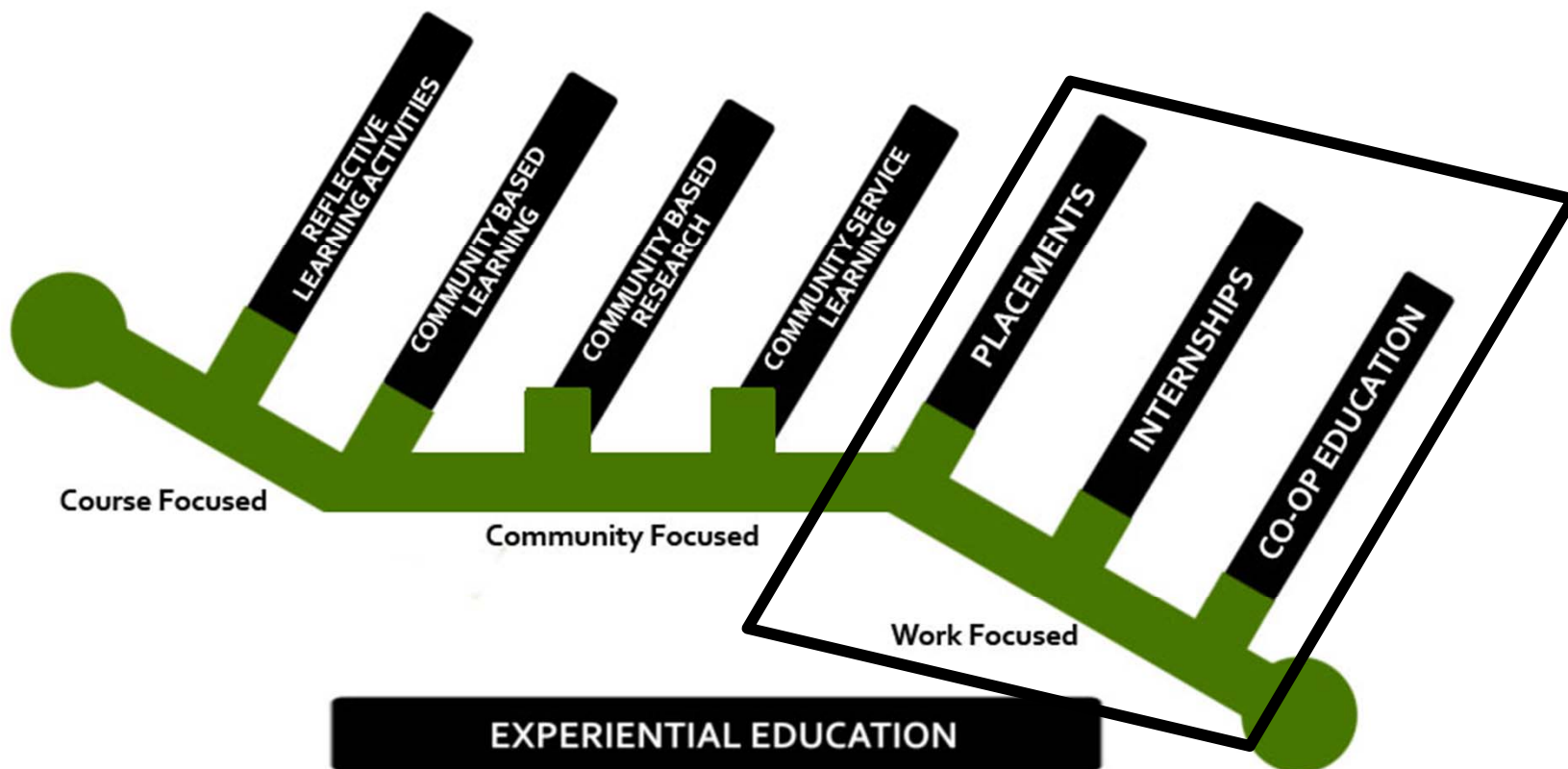
Reflection about the experience could be structured as fairly linear (recall, reflect, generalize, plan) or organized around critical moments.

- What happens if the experience does not go as planned?
  - e.g., communication breakdown, personality clash, failure of the simulation or unexpected data
- When does a student become aware of his or her identity?
  - e.g., dealing with emotions when faced with social inequality, what it means to be (like) an engineer/nurse/etc.

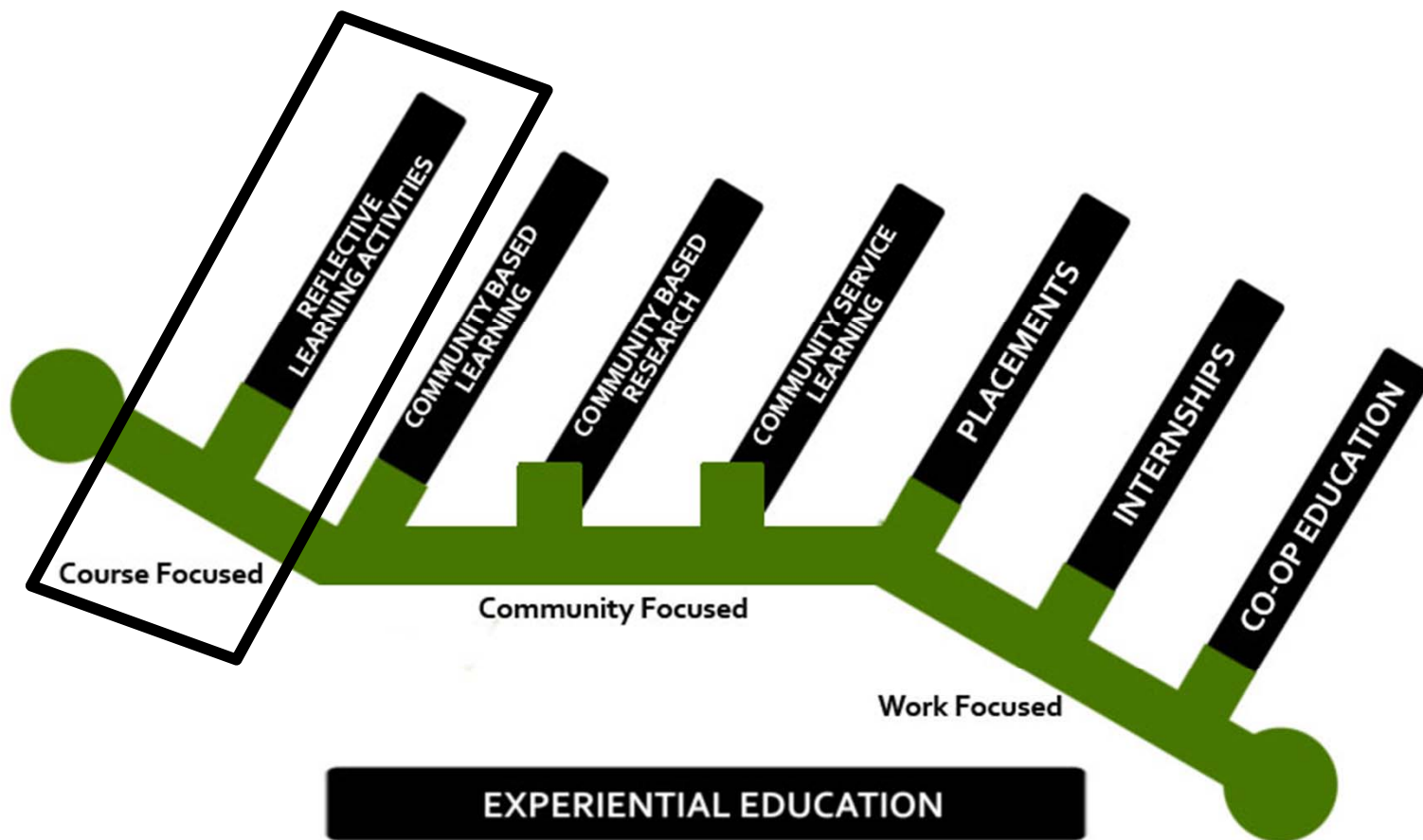
# Planning activities and assessment

- 
- Go back to your planning worksheet and try to plan one cycle of activities and assessment.

# The EE Subway Line at York



# The EE Subway Line at York



# In-Course Learning Activities

- This experiential education strategy allows students to **apply theory and course content to concrete experiences** that encourage **reflection** and **conceptualization**.
- These experiences not only encourage active learning but also include **structured reflection**, encouraging the student to refer back to the experience in an effort to make sense of it by considering relevant course material.
- These concrete experiences could take place within the classroom or be lived experiences outside the classroom brought in through observation, reflection and practical applications.

# In-Course EE explained

Nancy Davis Halifax, associate professor of Critical Disability Studies:

<https://www.youtube.com/watch?t=141&v=aVHAVikfNs0>

(1:10 to 1:30)

Rachel Gorman, assistant professor of Public Policy and Management:

<https://www.youtube.com/watch?t=87&v=HI-yG5Tx6Q8>

(0:45 to 1:35)

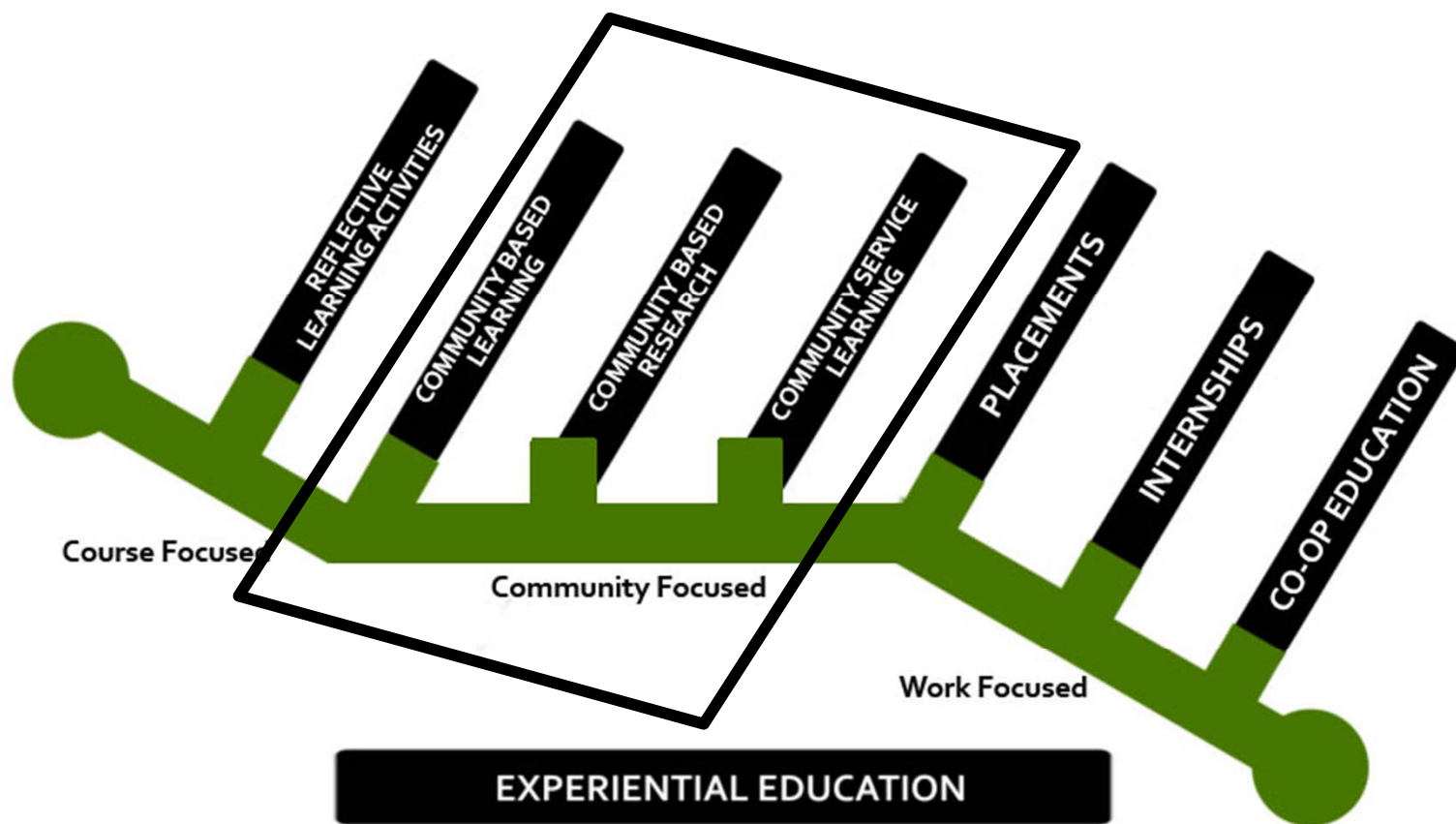
Grace Ross, assistant lecturer in the School of Nursing:

<https://www.youtube.com/watch?v=oFMfvoui41g>

(1:10 to 1:50)



# The EE Subway Line at York



# What's in it for the partner(s)?

<http://eehealth.info.yorku.ca/voices/>

- What attracted the community to this project?
- How can that inform what you tell the community partner about your idea?

# Planning Community-Focused EE

---

## What goes into it?

- Targeting potential partners
- Clarifying what you and your students can (and cannot) offer – see promotional flyer
- Ensuring quality experiences for your students AND partner(s)
- Logistical concerns (assessing risks, partnership agreement, insurance, etc.)
- Building sustainable partnerships
- ?

# Some Practicalities

- Purpose and aims – why are you doing this?
- Resources – support, materials, networks
- Logistics – parity of opportunity, timing, location, access
- Risk, Health and Safety
- Ethics
- Your readiness
- Student readiness

# Faculty EE leads

FACULTY	NAME	TITLE	E-MAIL	EXT
Education	<b>Diane Vetter</b>	Practicum Coordinator	dvetter@edu.yorku.ca	<b>88638</b>
Engineering	<b>Amy Gaukel</b>	Assistant Dean, Students	amy.gaukel@lassonde.yorku.ca	<b>55937</b>
Environmental Studies	<b>Leesa Fawcett</b>	Associate Dean	lfawcett@yorku.ca	<b>22618</b>
Fine Arts	<b>Anna Hudson</b>	Associate Dean, Partnerships, Recruitment, Alumni	ahudson@yorku.ca	<b>77348</b>
Glendon	<b>Marie Lavoie</b>	Associate Professor	lavoie@glendon.yorku.ca	<b>88373</b>
Health	<b>Susan Murtha</b>	Associate Dean, Teaching & Learning	hlthadtl@yorku.ca	<b>20227</b>
LA&PS	<b>Diane Woody</b>	Associate Dean, Teaching & Learning	adtl@yorku.ca	<b>33896</b>
Osgoode	<b>Kim Bonnar</b>	Manager, EE and Career Development	kbonnar@osgoode.yorku.ca	416-736- 5802
Schulich	<b>Markus Biehl</b>	Associate Dean, Academic	mbiehl@schulich.yorku.ca	<b>77947</b>
Science	<b>Peter Cribb</b>	Associate Dean, Students	pcribb@yorku.ca	<b>55051</b>

# EE Coordinators & YU Experience Hub

## EE Coordinators:

- Michael Ah Choon – Glendon College  
(mahchoon@glendon.yorku.ca)
- Karlene Davis – LA&PS (kkdavis@yorku.ca)
- Anda Petro – Health (apetro@yorku.ca)

## EE Manager @ YU Experience Hub:

- Kathleen Winningham (kwinning@yorku.ca)

# Resources

Faculty of Health EE Website:

<http://eehealth.info.yorku.ca/course-directors/>

Guide to reflection and activities:

[http://www.uvm.edu/~dewey/reflection\\_manual/](http://www.uvm.edu/~dewey/reflection_manual/)

Technology tools for reflection:

<https://sites.google.com/site/reflection4learning/technology-tools-for-reflection>

Contact me at [gmp@yorku.ca](mailto:gmp@yorku.ca) for individualized support!

# References

- Argyris, C & Schön, D (1978) *Organization learning: A theory of Action perspective*, Reading, Mass: Addison Wesley.
- Amulya, J. (N.D) “What is reflective practice” available at <http://www.itslifejimbutnotasweknowit.org.uk/files/whatisreflectivepractice.pdf> (accessed 19 October, 2010).
- Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.
- Kolb, D. A. (1985). *Experiential learning: Experience as the source of learning and development*. London: Prentice Hall.
- Schön, D. A. (1991). *Educating the reflective practitioner: Towards a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.
- York University (2013). *A Case for Change: Experiential Education Integration at York University*.