Experiential Learning as Transformative Education: Developing Your Pedagogy to Promote Engaged Teaching and Learning

Patrick M. Green, EdD, Executive Director,
Center for Engaged Learning, Teaching, and Scholarship
Clinical Assistant Professor, School of Education
Loyola University Chicago

LOYOLA
UNIVERSITY CHICAGO
1870
AD · MAJOREM · DEI · GLORIAM

Preparing people to lead extraordinary lives

Experiential Learning as Transformative Education: Developing Your Pedagogy to Promote Engaged Teaching and Learning

Program Description:

Research indicates that experiential learning has the potential to facilitate transformative teaching and learning in higher education.

- How do high-impact learning experiences, including undergraduate research, community-based learning, educational internships, and global immersion experiences, lead to transformative teaching and learning?

- How do you design for such experiences in and out of the classroom?

- What strategies best support high-impact learning?

In this interactive workshop, participants will have the opportunity to identify potential teaching and learning approaches, discuss the most promising practices for designing such experiences, and generate ideas to incorporate such strategies in their courses and programs.

LOYOLA
UNIVERSITY CHICAGO
AD · MAJOREM · DEI · GLORIAM
1870

Preparing people to lead extraordinary lives

My Context

Center for Engaged Learning, Teaching, & Scholarship

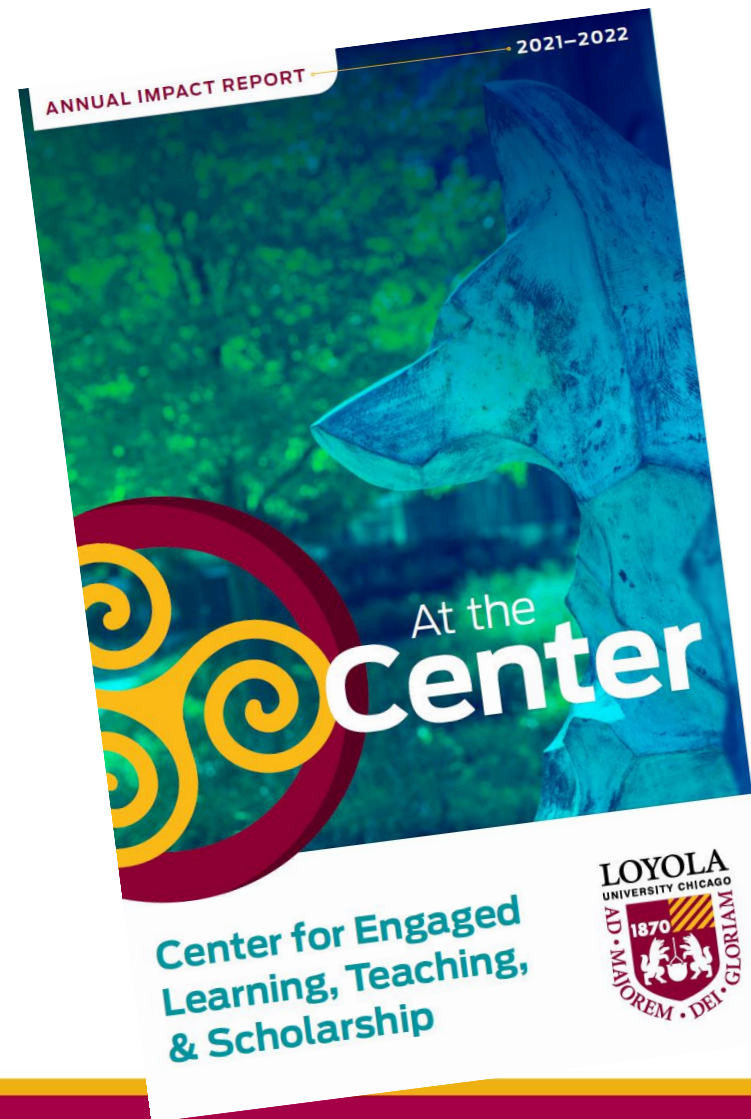# The Center for Engaged Learning, Teaching, & Scholarship (CELTS)

CELTS is a center that celebrates **community-engaged teaching and learning** by connecting faculty, students, and community partners for **high-impact learning experiences.**

LOYOLA
UNIVERSITY CHICAGO
AD · MAJOREM · DEI · GLORIAM
1870

Preparing people to lead extraordinary lives

Center for Engaged Learning, Teaching, and Scholarship (CELTS)

High-Impact Learning Programs

- Service-Learning

- Academic Internships

- Undergraduate Research

- Learning Portfolios (ePortfolios)

ANNUAL IMPACT REPORT

2021–2022

At the center

Center for Engaged Learning, Teaching, & Scholarship

LOYOLA UNIVERSITY CHICAGO
AD · MAIOREM · DEI · GLORIAM
1870

Service-Learning Courses

- **2,541** Loyola students provided over **91,000** hours of service to the Chicago community

- Over **100** faculty

- **120+** courses in over **30** different academic programs

- **800+** community partner organizations

COMMUNITY-BASED LEARNING COURSES

" The service-learning course allowed me to build strong knowledge about not only the issues in the healthcare system, but also in society. As a Loyola student, it is important to be educated on the prevailing issues that impact our community. This course has taught me to speak up and act in order to make a change."
JULIA BOROWSKA, BIOLOGY, '24

At the Center of...
Linking Community Wisdom and Classroom Learning

Service-Learning is a pedagogy and practice that provides a community-based experience integrated into traditional academic coursework. All service-learning courses involve two common elements: 1) Student engagement in a service experience that is responsive to community priorities and aligns with course outcomes; and 2) Structured opportunities for reflection embedded in the course that help students draw meaning from their community-based experiences and connect them to course content. These experiences and critical reflection become an "integrated text" for the course and assist with making learning the subject matter even more dynamic, integrated, and relevant.

Service-Learning is facilitated by the Center for Engaged Learning, Teaching, and Scholarship (CELTS) through the following hallmarks:

ENCOUNTER
The opportunity to build relationships with the residents of our communities is taken seriously. Service-learning is more than completing a task; it is about honoring and appreciating the history, knowledge, and assets of that community and its members.

ENGAGING THE MATERIAL
We want students to think critically about how their academic course material is interplaying with their service-learning and lived experiences.

COMMON GOOD
We ask students to consider their actions in the community in the context of building toward the common good.

2541 students participated

130 sections of service-learning courses across **30** departments

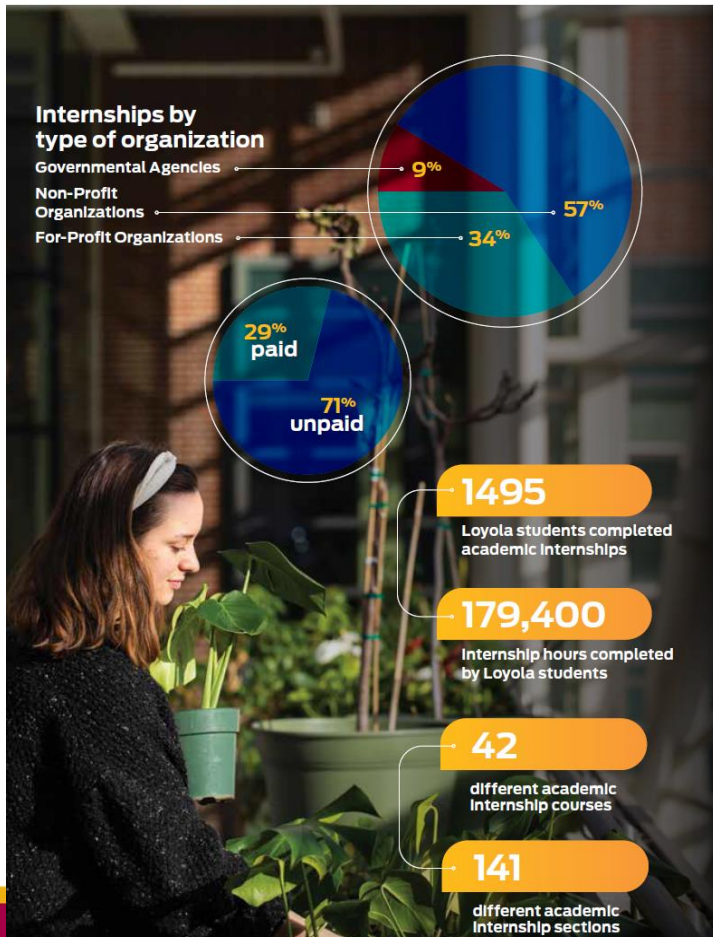**91,000 +** hours of working and learning in the community

" I have learned so much about how to be a better communicator while at Loyola and that has helped me to excel in my project. Previously, I was busy trying to help people do what I thought they needed to do, but learned that through active listening and meeting where they are and understanding their circumsta me a better leader and a better person."
ELIZABETH LANG, MANAGEMENT, '22

Academic Internships

- Over **1,495** students participated in academic internships
- **141** academic internships courses offered in **42** academic programs

ACADEMIC INTERNSHIP COURSES

Internships by type of organization
- Governmental Agencies
- Non-Profit Organizations
- For-Profit Organizations

9%
57%
34%

29% paid
71% unpaid

1495
Loyola students completed academic internships

179,400
Internship hours completed by Loyola students

42
different academic internship courses

141
different academic internship sections

> 66 Interaction with a serious, mindful, talented, intelligent student under the guidance of an excellent Internship professor/curriculum sets an exceptional example of what the internship process should look like."
>
> **INTERNSHIP SUPERVISOR KATY WAGNER**, HALF A MILLION KIDS

At the Center of...
Pre-Professional Experience and Skill Building

Academic internships at Loyola provide students with the opportunity to integrate academic knowledge with practical application in a professional setting, whether in a for-profit organization, government agency, or non-profit organization. Students benefit from dual structure and supervision, obtaining experience in the community doing meaningful work for their organization and critically reflecting on it in the classroom with their peers.

"Being able to identify the readings with very specific details within Miracle Messages was enriching and allowed me to realize the type of management style and culture I want to work in as I approach graduation and enter into the labor force."
VERONICA GARRICK, SPANISH, '22, MIRACLE MESSAGES INTERN

"During my internship, I have seen my understanding of leadership emerge in my communication. This internship has extremely helped me with learning how to speak on a professional level while also being able to speak my mind"
TIJANA NIKOLIC, PUBLIC HEALTH, '23, UNIVERSITY OF CHICAGO COMER CHILDREN'S HOSPITAL PEDIATRIC DEPT. INTERN

LOYOLA
UNIVERSITY CHICAGO
1870
AD · MAJOREM · DEI · GLORIAM

Preparing people to lead extraordinary lives

Undergraduate Research Program

- **173** Students engaged in funded research fellowships with a faculty mentor
- **661** students presented at the Undergraduate Research and Engagement Symposium

UNDERGRADUATE RESEARCH PROGRAM

"I would highly suggest this program for anyone interested in learning research and leadership skills as well as anyone who wants to make change through evidence-based practice."

SETH HAWKINS-HUISENGA, NURSING, '22
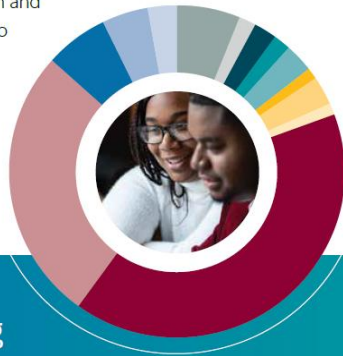
At the Center of...
Guided Mentoring and Critical Inquiry

25
majors represented

57
faculty mentors

2 New research fellowships developed and launched for 2022-23:

John Grant Fellowships for Research in Bioethics

College of Arts and Sciences Summer Research Fellowships

Undergraduate research is an integral high-impact learning experience for many students at Loyola University Chicago. Through the Loyola Undergraduate Research Opportunities Program (LUROP), Loyola students from across the University engage in mentored research with a faculty, staff, or graduate student mentor through a variety of funded fellowships. Academic year 2021-2022 demonstrated significant growth in research experiences as students returned to research settings on campus and throughout the community. Over 173 students participated in 13 different funded fellowships from summer 2021 through spring 2022. In addition, new funded fellowships were developed to create more research opportunities for Loyola

LUROP Fellowships by the numbers

- 11 | Biology Summer Research Fellowship
- 3 | Biology Research Fellowship
- 4 | Carbon Undergraduate Research Fellowsh
- 3 | School for Environmental Sustainability Fellowships
- 5 | Research Mentoring Program (RMP) Fellowships
- 2 | Rudis Scholarships in Political Science
- 5 | Women in Science Engaged in Research (WISER) Fellowships
- 2 | Hank Center Fellowship for Catholic Intellectual Heritage
- 73 | Mulcahy Scholar Fellowships
- 48 | Provost Fellowships for Undergraduate Research

"This project has been so fulfilling. I'm learning so much about this work and excited to get to the point where I can do it safely myself. Truly, nothing has lit a spark in me as much as Theatrical Intimacy in my whole life. I'm learning that I am passionate about more than just performing and creating new art in the world- helping the community I love become a safer place for everyone is just as rewarding."

MAGGIE BITTINGER, THEATRE, '22

173 Loyola students

received funded fellowships through **13**

"I have learned so much about not only the subject of my research but also about how to manage my time well. I also learned the most about data entry and how to interpret data results. This is probably the area in which I have grown the most."

DANIELLE GREGORICKA-COLBY,

LOYOLA
UNIVERSITY CHICAGO
1870
AD · MAJOREM · DEI · GLORIAM

Preparing people to lead extraordinary lives

Learning Portfolio (ePortfolio) Program

- **678** Students engaged in building an ePortfolio

- **80+ programs with** Loyola faculty and staff members used ePortfolio technology in their courses and programs

- Learning portfolios provide space for digital learning and critical reflection

LEARNING PORTFOLIO PROGRAM

> " The portfolio helped keep me organized. It also gave me opportunities to reflect on the work I had done. Instead of going from assignment to assignment, I think my courses felt more like a puzzle that I was putting together. I could visualize how one assignment connected with the next one."

DAN LAMOUREUX, HIGHER EDUCATION '23

Learning portfolios created in Digication during 2021-2022:

740 Total

678 Created by students   **62** Created by faculty

At the Center of...
Digital Learning and Critical Reflection

The goal of the Learning Portfolio Program is to provide resources and support for faculty, staff, and students so that they may receive the maximum benefits of learning portfolios. Digication is the University's official learning portfolio platform.

A learning portfolio is a digital collection of students' demonstrated knowledge, competencies, and skills represented through learning artifacts. These artifacts are evidence of student learning and growth over time. They may be writing samples, research papers, reflections, photos, videos, blogs, or presentations. Learning portfolios assist students in deepening critical reflections and integrate learning across course concepts, academic disciplines,

and co-curricular experiences. By engaging in multi-modal, digital pedagogy, students' knowledge and skills are made visible through their portfolios and experiences in unique and enriched ways.
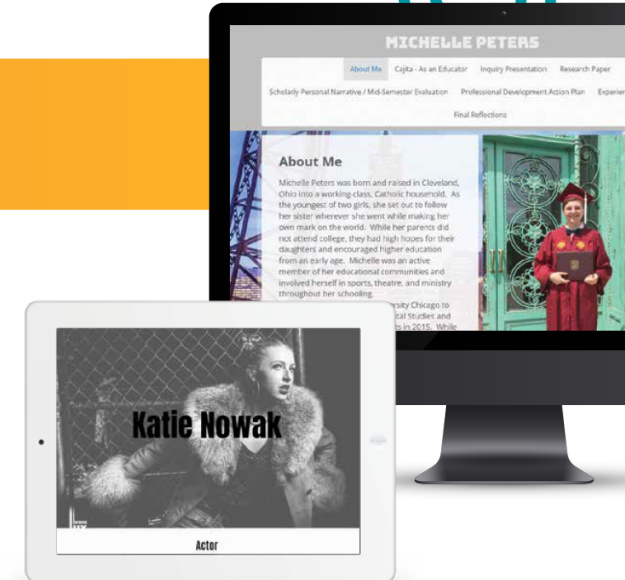
"I was given the opportunity to insert myself more fully into course content. I was able to be both educator and student in more than one capacity, leading and participating in course discussions as well as breaking out of traditional writing methods to use personal knowledge and experiences as viable truths."

MICHELLE PETERS, HIGHER EDUCATION, '23

MICHELLE PETERS
About Me | Cajita - As an Educator | Inquiry Presentation | Research Paper
Scholarly Personal Narrative / Mid-Semester Evaluation | Professional Development Action Plan | Experien
Final Reflections

About Me

Michelle Peters was born and raised in Cleveland, Ohio into a working-class, Catholic household. As the youngest of two girls, she set out to follow her sister wherever she went while making her own mark on the world. While her parents did not attend college, they had high hopes for their daughters and encouraged higher education from an early age. Michelle was an active member of her educational communities and involved herself in sports, theatre, and ministry throughout her schooling.

Katie Nowak
Actor

# Faculty Development Programs

Faculty Development Programs
Pedagogy Resources
Critical Reflection Resources
One-on-one Consultations
Experiential Learning Course Design
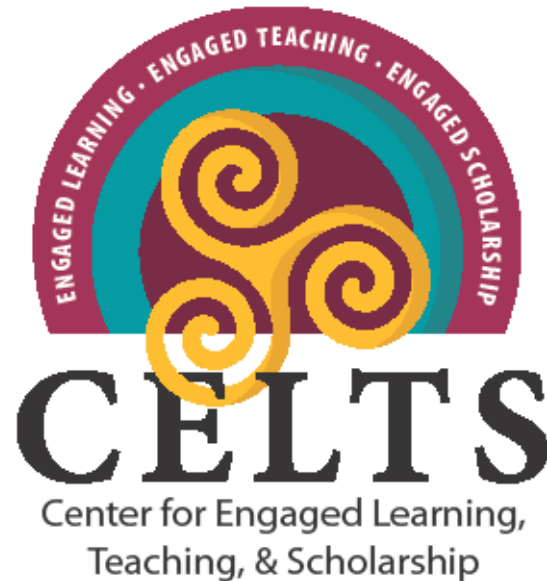
Engaged Learning University Requirement
Loyola University Chicago

A course requirement totaling three (3) credits:

- *Service-Learning*

- *Academic Internships*

- *Undergraduate Research*

- *Fieldwork*

- *Public Performance*
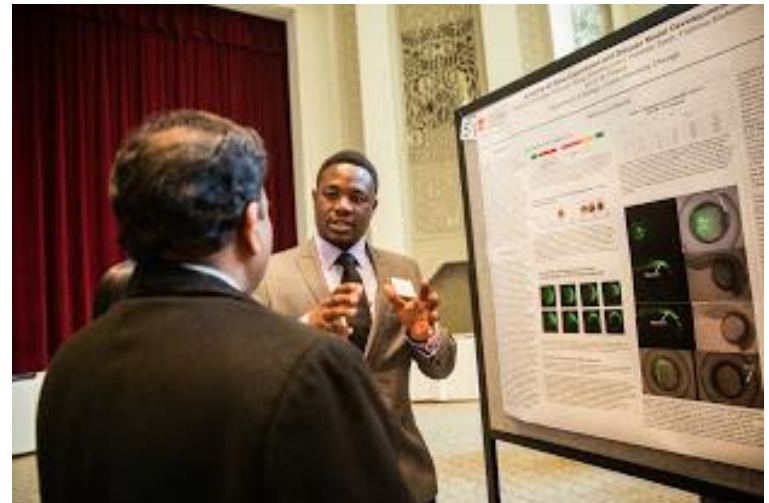
www.luc.edu/engagedlearning

High Impact Practices

- First Year Seminars and Experiences

- Common Intellectual Experiences

- Learning Communities

- Writing Intensive Courses

- Collaborative Projects

- Undergraduate Research

- Diversity/Global Learning

- Community-Based Learning/Service-Learning

- Internships

- Capstone Courses and Projects

Preparing people to lead extraordinary lives

Why are they "high impact?"

- Increases deep learning resulting in higher grades and increased ability to retain, integrate, and transfer information

- Increased student time on task

- Interaction with faculty and peers

- Increased interaction with others different than themselves

- Frequent feedback

- Applied learning

So how does this relate to

experiential learning?

Let's start with what we know about Learning . . .
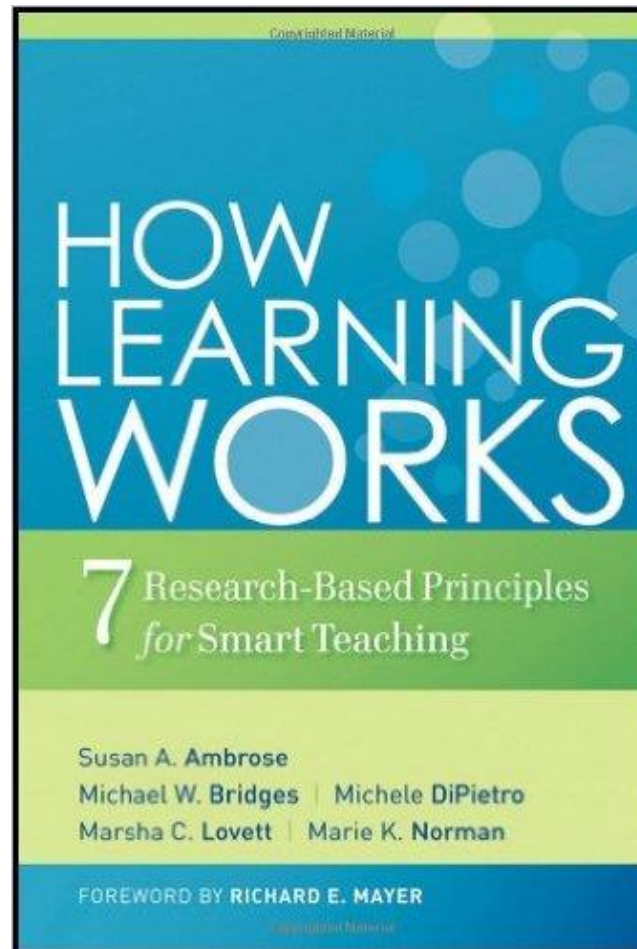
How Learning Works: 7 Research-Based Principles for Smart Teaching

Principle 1: Students' **prior knowledge** can help or hinder learning.

Principle 2: How students **organize knowledge** influences how they learn and apply what they know.

Principle 3: Students' **motivation** generates, directs, and sustains what they do to learn.

Principle 4: To develop **mastery**, students must acquire component skills, practice integrating them, and know when to apply what they have learned.

HOW LEARNING WORKS

7 Research-Based Principles *for* Smart Teaching

Susan A. Ambrose
Michael W. Bridges | Michele DiPietro
Marsha C. Lovett | Marie K. Norman

FOREWORD BY RICHARD E. MAYER
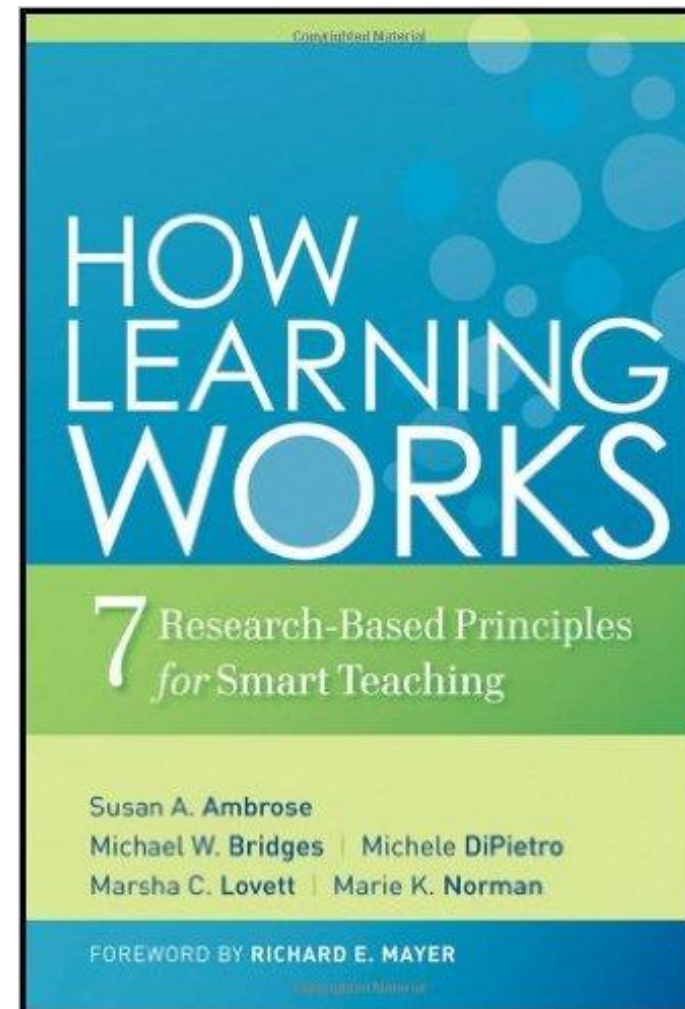
How Learning Works: 7 Research-Based Principles for Smart Teaching

Principle 5: **Goal-directed practice** coupled with **targeted feedback** are critical to learning.

Principle 6: Students' current **level of development** interacts with the social, emotional, and intellectual climate of the course to impact learning.

Principle 7: To become **self-directed learners**, students must learn to assess the demands of the task, evaluate their own knowledge and skills, plan their approach, monitor their progress, and adjust their strategies as needed.
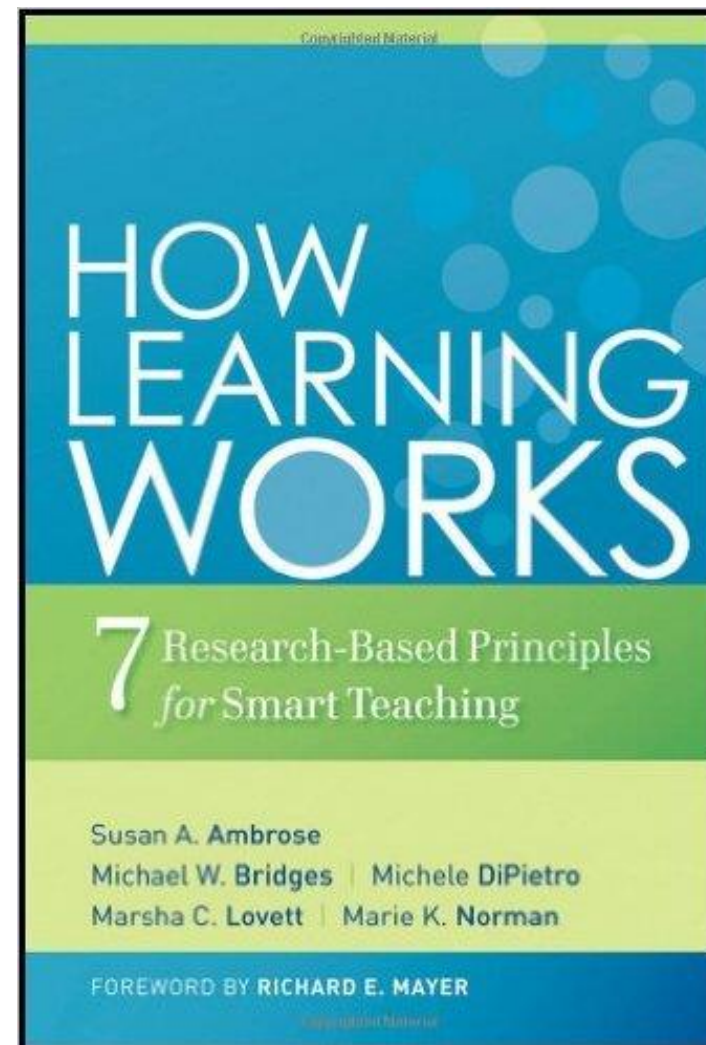
Foundations in Experiential Learning?

NSEE Eight Principles of Good Practice for All Experiential Learning Activities

www.nsee.org/8-principles

SOCIETY FOR EXPERIENTIAL EDUCATION

LOYOLA
UNIVERSITY CHICAGO
AD · MAJOREM · DEI · GLORIAM
1870

Preparing people to lead extraordinary lives

NSEE Eight Principles of Good Practice for All Experiential Learning Activities

1) **Intention:** *All parties must be clear from the outset 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.

2) **Preparedness and Planning:** *Participants must ensure that they enter the experience with sufficient foundation to support a successful experience*. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are 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.

NSEE Eight Principles of Good Practice for All Experiential Learning Activities

3) Authenticity: *The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation*. This means that is should be designed in concert with those who will be affected by or use it, or in response to a real situation.

4) 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 reflective 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*.

NSEE Eight Principles of Good Practice for All Experiential Learning Activities

5) Orientation and Training: For the full value of the experience to be accessible to both the learner and the learning facilitator(s), 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 that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work.

6) Monitoring and Continuous Improvement: *Any learning activity will be dynamic and changing*, and the parties involved all 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 and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests*. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.

NSEE Eight Principles of Good Practice for All Experiential Learning Activities

7) Assessment and 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, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.

8) Acknowledgment: Recognition of learning and impact occur throughout the *experience by way of the reflective 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. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.

National Society for Experiential Education:

www.nsee.org/8-principles

Discussion and Reflection on
NSEE 8 Principles of Good Practice

www.nsee.org/8-principles

Which of these resonate with you?

Do any of these surprise you?

LOYOLA
UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

David Kolb's Theory of Experiential Learning

- Emeritus Professor at Case Western Reserve University

- *Experiential Learning: Experience as the source of learning and development* (1984)

- Based on works of Dewey, Lewin, & Piaget

- Kolb stated "learning is the process whereby knowledge is created through the transformation of experience" (1984, p. 38).

- The theory presents a cyclical model of learning, consisting of four stages

Kolb's Experiential Learning Cycle

The Experiential Learning Cycle is featured below (Kolb, 1984):

Concrete Experience (CE)

Active Experimentation (AE)   **Reflective Observation (RO)**

Abstract Conceptualization (AC)
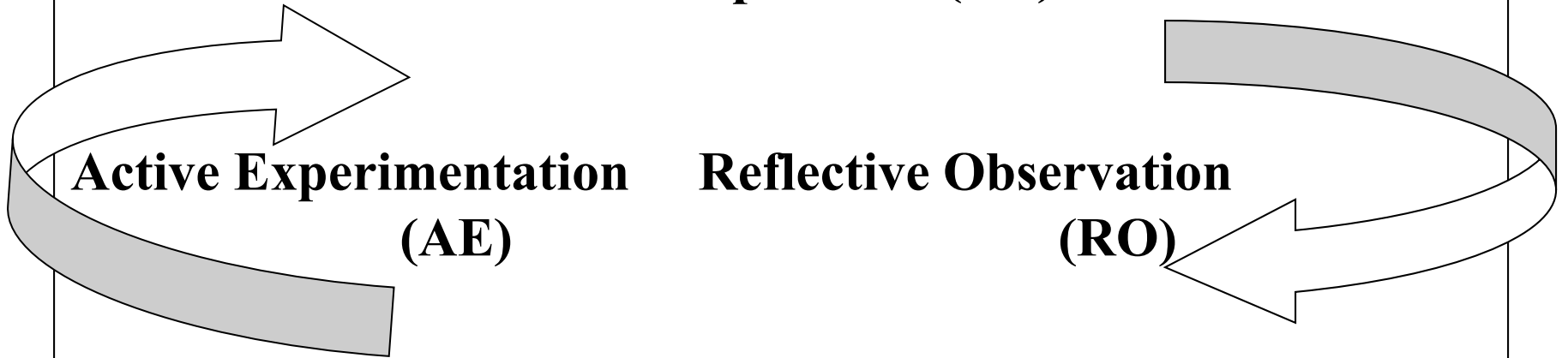
Kolb's Experiential Learning Theory

- Concrete experience (CE) forms the basis of observation and reflection (RO).

- These observations are in turn used to develop one's ideas, including generalizations and theories (AC).

- From this development of ideas, new implications for action can be discerned (AE).

ACQUIRE Knowledge (Prehension)

Concrete Experience

An experience or something that can be examined through the senses.

o Observations
o Demonstrations
o Role play
o Simulations
o Field experience / interviews

Generalizations; theoretical; ideas
o Reading
o Lectures

Abstract Conceptualization

LOYOLA
UNIVERSITY CHICAGO
AD · MAJOREM · DEI · GLORIAM
1870

Preparing people to lead extraordinary lives

PROCESS
Knowledge
(Transformation)

Active Experimentation

Applying information

o Papers
o What if scenarios
o Plans of action
o Problem solving activities

Reflection

Making meaning

o Journals
o Small group discussion
o Silence
o What;
  So what;
  Now what

Kolb's Experiential Learning Cycle

Concrete Experience
(doing / having an experience)

Reflective Observation
(reviewing / reflecting on the experience)

Abstract Conceptualisation
(concluding / learning from the experience)

Active Experimentation
(planning / trying out what you have learned)

LOYOLA
UNIVERSITY CHICAGO
1870
AD · MAJOREM · DEI · GLORIAM

Preparing people to lead extraordinary lives
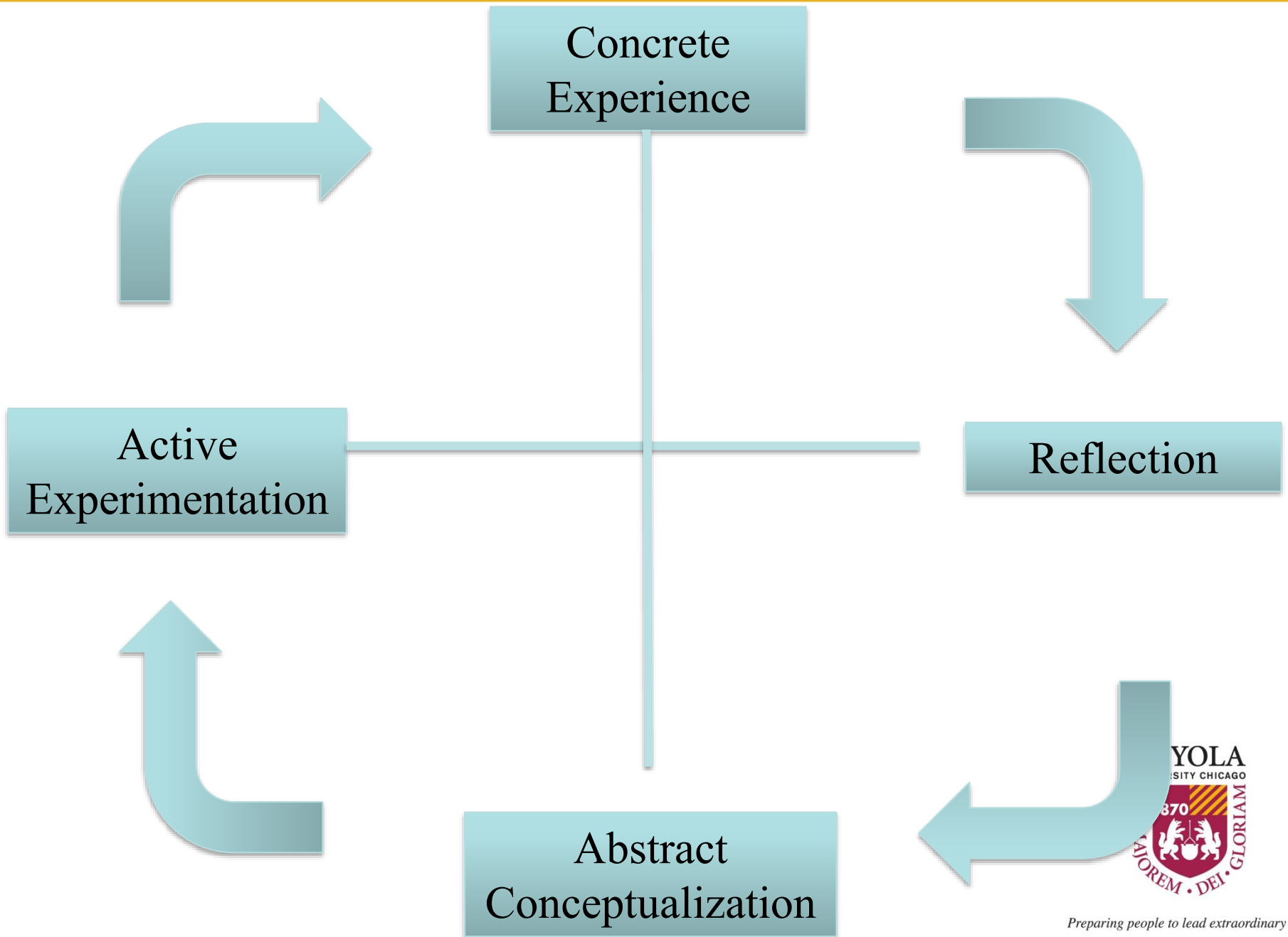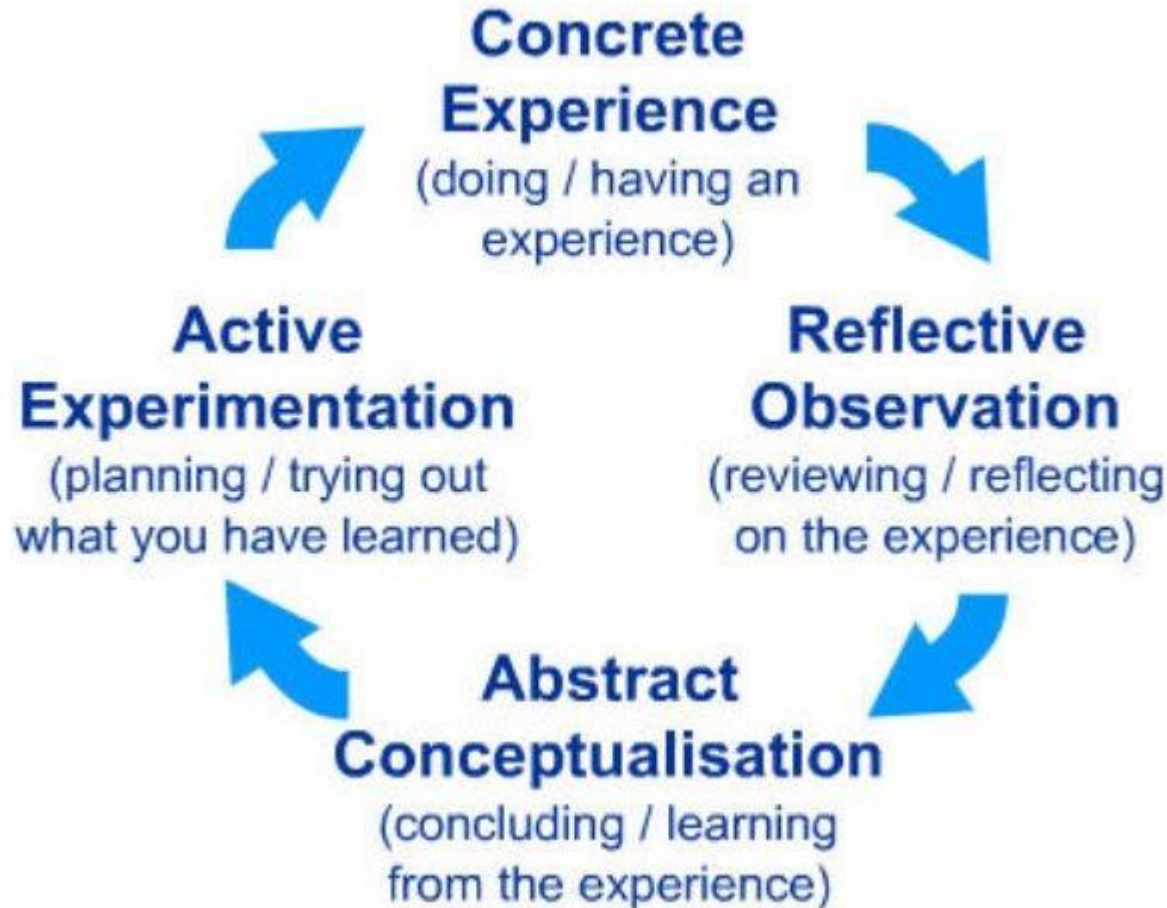
Experiential vs. Active Learning

Active Learning Strategies

Complex

Experiential Learning (site visits)

Forum Theater

Jigsaw Discussion

Inquiry Learning

Role playing

Active Review Sessions (Games or Simulations)

Interactive Lecture

Case Studies

Hands-on Technology

Groups Evaluations

Brainstorming

Peer Review

Informal Groups

Triad Groups

Large Group Discussion

Think-Pair-Share

Writing (Minute Paper)

Self-assessment

Simple

Pause for reflection

This is a spectrum of some active learning activities arranged by complexity and classroom time commitment.

Prepared by Chris O'Neal and Tershia Pinder-Grover, Center for Research on Learning and Teaching, University of Michigan

How can experiential learning lead to "transformative learning?"

- Various forms of experiential learning (study abroad, internships, service-learning, undergraduate research, etc.) force students to:

  * adapt to new situations,

  * learn new skills,

  * gain new knowledge, and

  * make meaning of the disequilibrium

Reflecting on YOUR Experience

Can you think of a form of experiential learning you participated in during your own educational journey that was impactful?

LOYOLA
UNIVERSITY CHICAGO
1870
AD · MAJOREM · DEI · GLORIAM

Preparing people to lead extraordinary lives

Specific Forms of Experiential Learning Inform our Practice

Drawing from the canon of research on *community-based learning (service-learning),* what does this form of experiential learning reveal about good practice?

Service - Learning?
Connections to the Community . . .

- Different interpretations of service-learning

- There have been over 200 definitions of service-learning identified in the research and literature

- Often combined with civic engagement, community service, and evolved into "community-based learning"

Service-Learning: Common Definitions

Bringle and Hatcher (1996) define academic service-learning as:

A course based credit-bearing educational experience in which students:

1) Participate in an organized service activity that meets community needs and

2) Reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

Distinctions among Approaches to Experiential Learning

Preparing people to lead extraordinary lives
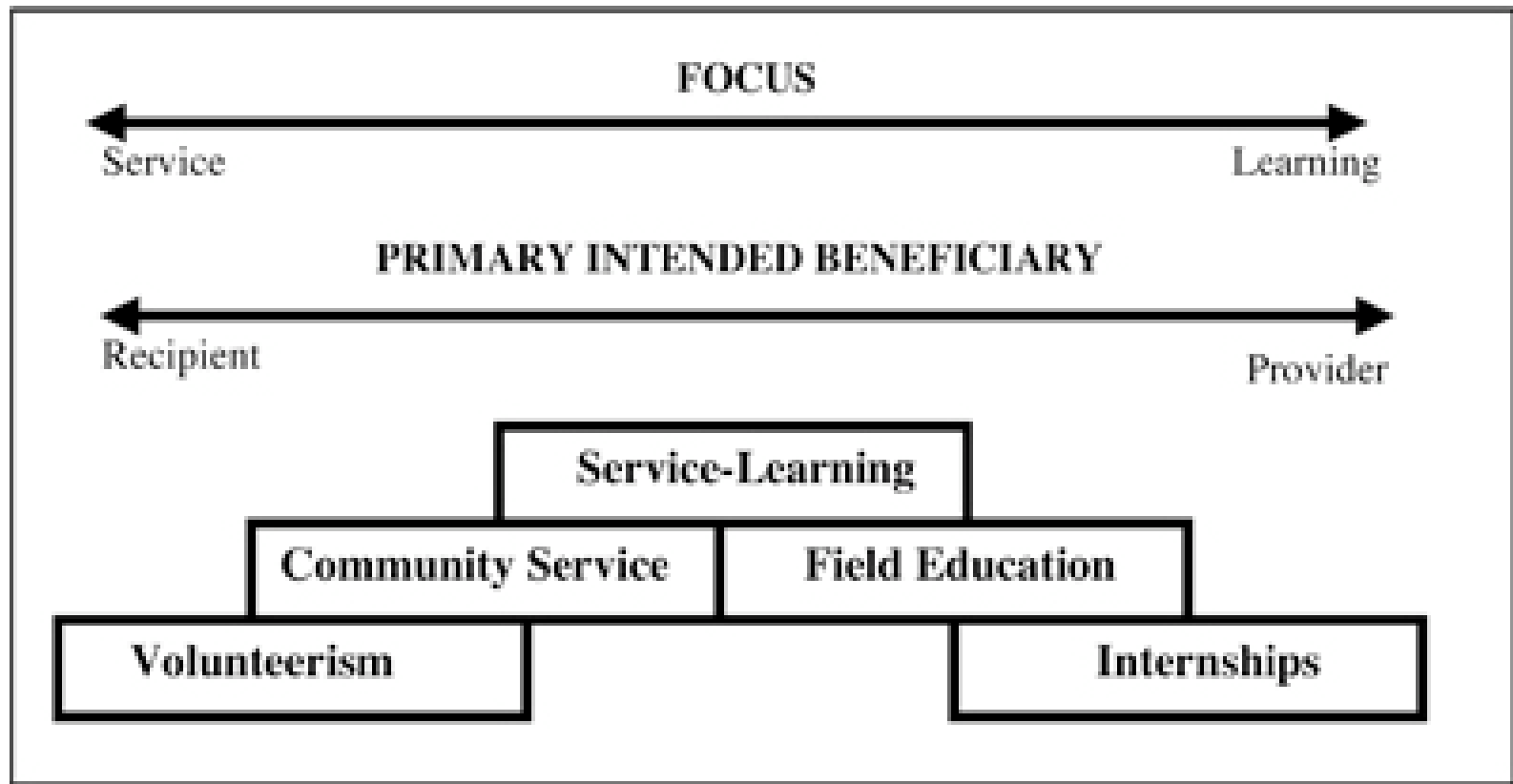
Benefits of Community-Based Learning

Learning outcomes

- Student learning
- Ability to apply what learned to real world
- Academic learning
- Demonstrated complexity of understanding, problem analysis, critical thinking and cognitive development

Career Development

- Contributes to career development

Relationship with Institution

- Stronger faculty relationships with students
- Student satisfaction with college
- Students more likely to graduate

Eyler, J.S., Giles, D.E. Jr., Stenson, C.M., and Gray, C.J. (2003).

Community-Based Learning Model
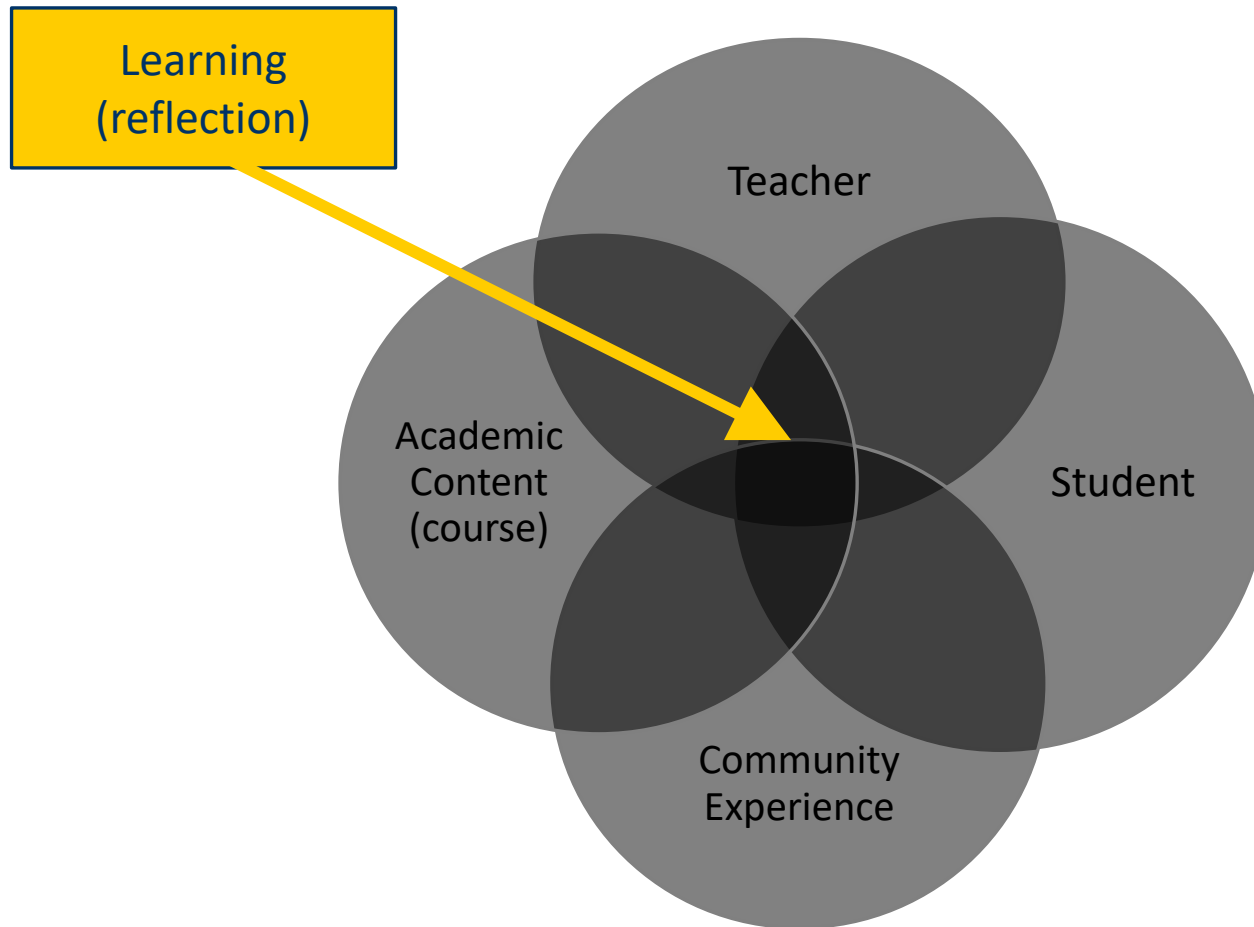
Mezirow's Transformative Learning Theory

- Jack Mezirow's Theory of Transformative Learning positions adult learning in the context of meaning-making and critical reflection upon experiences, beliefs, perspectives, and attitudes

    - Transformative learning is "a change in one's frame of reference" which is triggered by a "disorienting dilemma" (Mezirow, 1997)

Building on Mezirow's work . . .

Richard Kiely (Cornell University)

- Low dissonance vs. high dissonance
- Create "high intensity dissonance" which causes emotions and confusion for students that lead to new learning (Kiely, 2005)

Reflection as "meaning-making"

- Reflection assignments need to be
  - * pre-service,
  - * during service, and
  - * post-service;
- Research indicates reflection is on-going
- Reflection must be
  - **Continuous**, **Connected**,
  - **Challenging, & Contextualized**
    - » Eyler, Giles and Schmiede (1996). *A Practitioner's Guide to Reflection in Service Learning*. Vanderbilt University

Community-based Learning: Lived Experience as Text

- Incorporate experiences of students into the course and use "lived experience" of students as a text in course

- Reflect on "lived experience" as process and product

- What? So What? Now What? –challenge students to apply their new learning

How do you build community-based learning into your course?

There are many ways to build community-based learning in the curriculum through pedagogy!
HOW?

How do I implement community-based learning in my course?

<u>Placement model:</u>

Students choose from different sites and work 2-5 hours per week throughout semester.

<u>Presentation model:</u>

Students in certain courses take material from course and create a presentation for community members.

<u>Product model:</u>

Students work to produce tangible result for agencies (report, handbook, website, video, etc.)

<u>Project model:</u>

Working in groups, students collaborate with community members to devise and implement a project.

Types of Community-Based Learning

Heffernan and Cone (2003) provide six models :

1) "Pure" Service-Learning:

These are courses that send students out into the community to serve. These courses have as their intellectual core the idea of service to communities by students, volunteers, or engaged citizens.

EXAMPLE: EXPL 290 Seminar in Community-based Service and Leadership

Types of Community-Based Learning

2) Discipline-Based Service-Learning:

In this model, students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using course content as a basis for their analysis and understanding.

EXAMPLE: HIST 300 Human Trafficking

LOYOLA
UNIVERSITY CHICAGO
AD · MAJOREM · DEI · GLORIAM
1870

Preparing people to lead extraordinary lives

Types of Community-Based Learning

3) Problem-Based Service-Learning (PBSL):

According to this model, students (or teams of students) relate to the community much as "consultants" working for a "client." Students work with community members to understand a particular community problem or need.

EXAMPLE: MGMT 335 Microenterprise Consulting

Types of Community-Based Learning

4) Capstone Courses:

These courses are generally designed for majors and minors in a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their course work and combine it with relevant service work in the community. The goal of capstone courses is usually either exploring a new topic or synthesizing students understanding of their discipline.

EXAMPLE: SOCL 335: Urban Semester Seminar

Types of Community-Based Learning

5) Service internships:

   Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. Service internships have regular and ongoing reflective opportunities that help students analyze their new experiences using discipline-based theories.

EXAMPLE: PSYC 390 Internship in Applied Psychology

Types of Community-Based Learning

6) Undergraduate Community-Based Action Research:

In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities. Identifying a research problem with the community members, students provide research capacity and present their findings to the community organization.

EXAMPLE: *ENVS 383: Human Dimensions of Conservation*

Fundamental Concepts of Community-Based Learning

<u>Mutually Beneficial/Reciprocity:</u>

    The student and person / group being served are considered co-learners and co-educators.

    Service-Learning is not helping;

    it is working ***with*** others,

    not ***for*** others

<u>Reflection</u>

    The pedagogical principle that learning occurs as a result of experience and guided reflection

<u>Process</u>

    The learning occurs over the course of multiple experiences and through developing relationships

LOYOLA
UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

Scenarios of experiential integration

Read the following scenarios and discuss
1) where it falls in the quadrants, and
2) how it could be improved to become a more authentic experiential learning course.

Review the quadrants on the next slide:
Which quadrant is most representative of experiential learning, in which there is significant service and it is highly integrated into the course with reflection activities?

High/Low Integration & High/Low Experience

Highly Experiential

Not Integrated / Little Reflection

Well Integrated/ Reflection Embedded

I

II

IV

III

Low Level of Experience

LOYOLA
UNIVERSITY CHICAGO
1870
AD · MAJOREM · DEI · GLORIAM

Preparing people to lead extraordinary lives
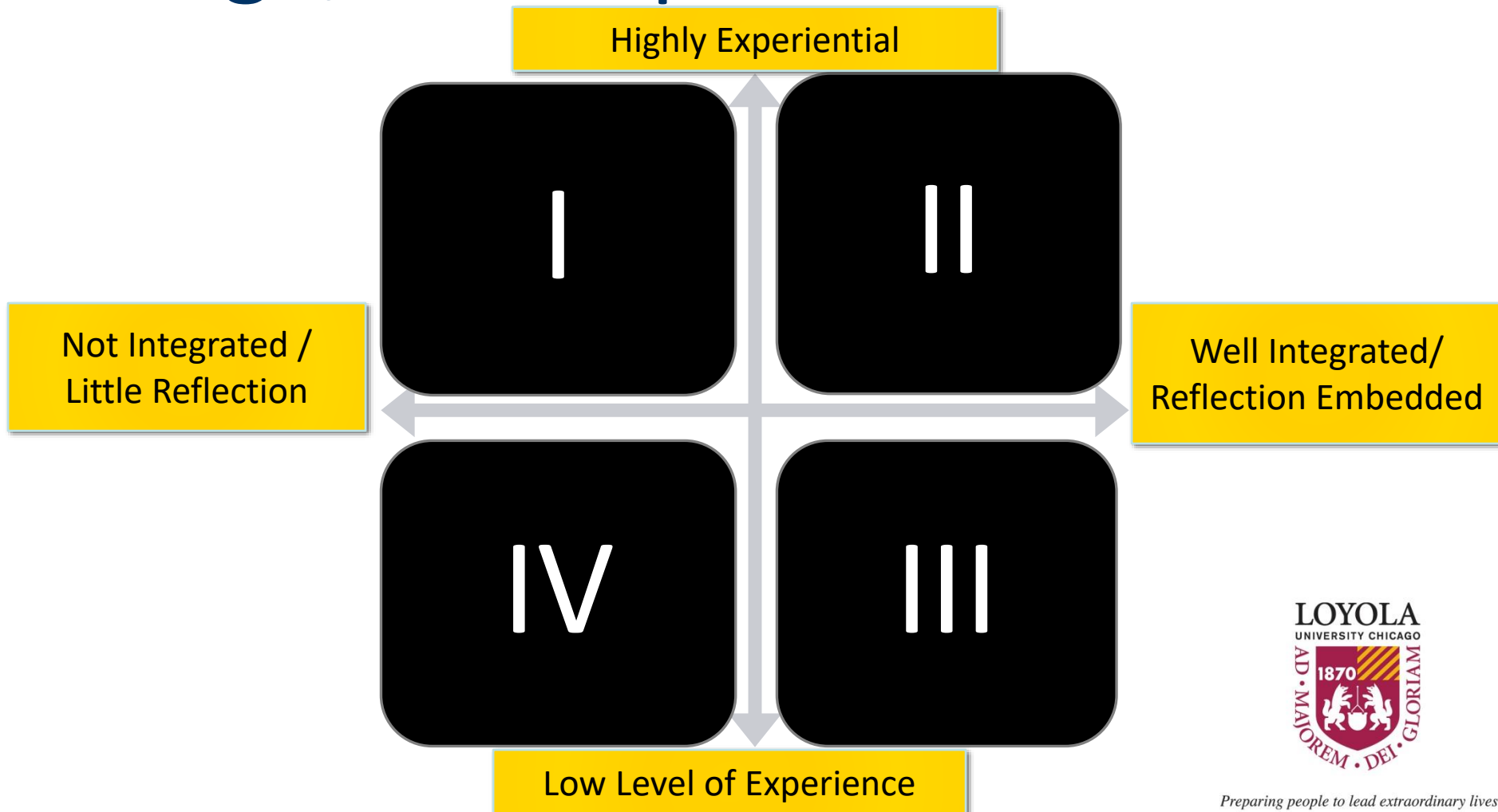
Discussion:

What do you need to do to prepare for the experiential learning portion of your course?

LOYOLA
UNIVERSITY CHICAGO
AD · MAJOREM · DEI · GLORIAM
1870

Preparing people to lead extraordinary lives

Reflection in Experiential Learning:

A Framework for Meaning - Making

LOYOLA
UNIVERSITY CHICAGO
1870
AD · MAJOREM · DEI · GLORIAM

Preparing people to lead extraordinary lives

Mezirow's Transformative Learning Theory

- Jack Mezirow's Theory of Transformative Learning positions adult learning in the context of meaning-making and critical reflection upon experiences, beliefs, perspectives, and attitudes

  - Transformative learning is "a change in one's frame of reference" which is triggered by a "disorienting dilemma" (Mezirow, 1997)

Reflection as "meaning-making"

- Reflection assignments need to be
  - * pre-service,
  - * during service, and
  - * post-service;
- Research indicates reflection is on-going
- Reflection must be
  - **Continuous**, **Connected**,
  - **Challenging, & Contextualized**
    » Eyler, Giles and Schmiede (1996). *A Practitioner's Guide to Reflection in Service Learning*. Vanderbilt University

Reflecting on Experiential Learning

What is

object-based reflection?

Object-based Reflection
(Pictures, Poem, Essay, Video, Song)

- Utilizing an external item, individuals respond to critical prompts that elicit responses and connect to an individual's positionality

- Connections may be made to experiences in the classroom or community, community-based issues, and/or challenging topics of power and privilege
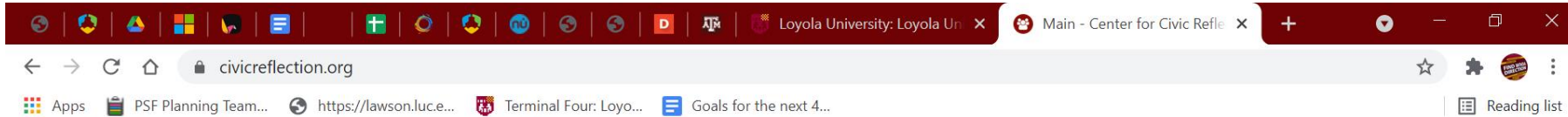
LOYOLA
UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

Civicreflection.org
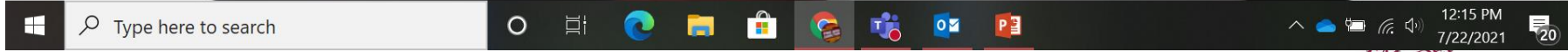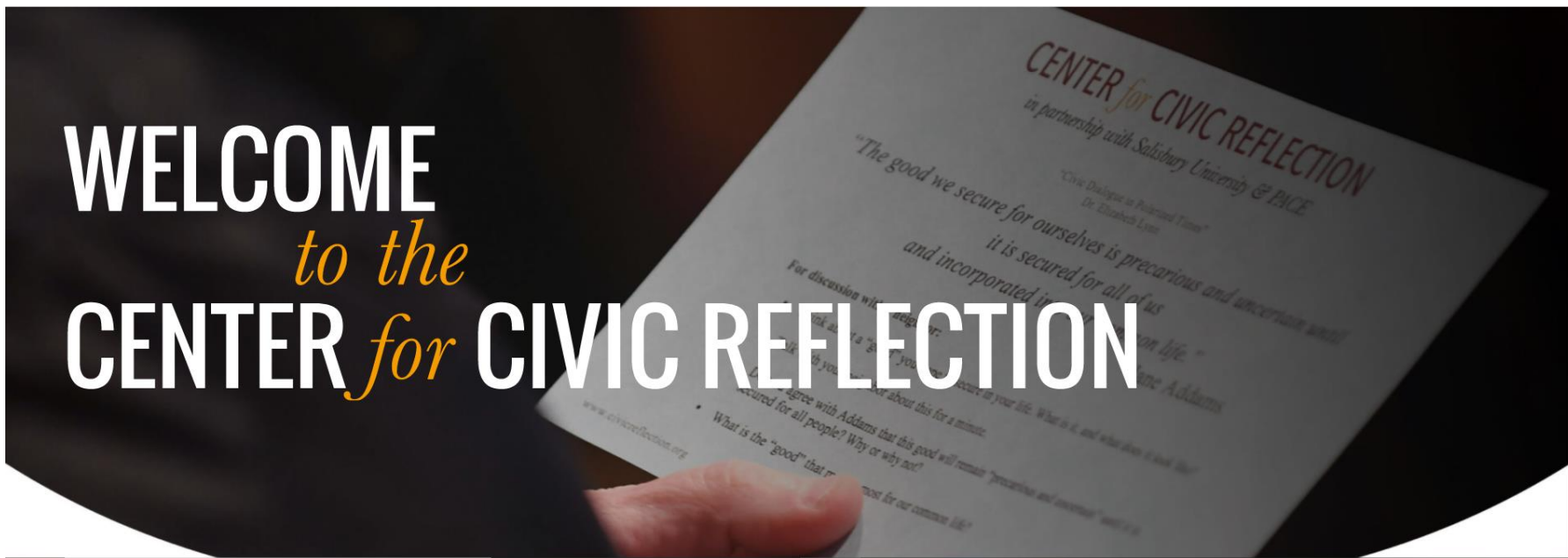
Essays / Poems

Moving from Object-based Reflection . . .
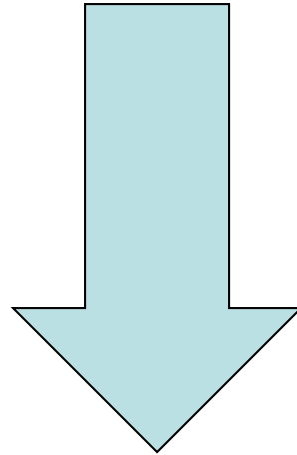
. . . to Lived-Experience Reflection

Lived Experience as "Text"

- Incorporate community-based experiences of students (direct service in the community, community project work, community-based research) into the course and use "lived experience" of students as a "text" in course

- Reflect on "lived experience" as

    process and product

- What? So What? Now What?

    o challenge students to apply their new learning

Reflection: Fostering meaning-making of service experiences

<u>Types of reflection:</u>

Journals (critical incident journals, key phrase journal, guided reflection journal, etc.)

Research papers (experiential / reflection)

Class presentation

Class discussions

Group work

Portfolios

LOYOLA
UNIVERSITY CHICAGO
1870
AD · MAJOREM · DEI · GLORIAM

Preparing people to lead extraordinary lives

Written
- Journals, letters, editorials, diagrams, personal web pages/blogs, essays, discussion board, reflective narratives, etc.

Creative Activities
- Draw, paint, sculpt, collage, write & perform music/song, dance/movement, scrapbook, comic strip or graphic novel, etc.

Oral
- Directed and non-directed discussion, read and respond, pair & share, small groups, peer interviews, poetry slam, presentation, mini-teaching session, group brainstorming, role playing, etc.

UTILIZE ALL THREE:

PowerPoint creation & presentation, electronic portfolio, digital story,

write & perform a play, create a game show, short movie, etc.

LOYOLA
UNIVERSITY CHICAGO
1870
AD · MAJOREM · DEI · GLORIAM

people to lead extraordinary lives

Moving from Reflection . . .
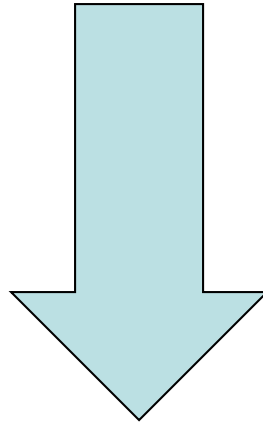
. . . To Critical Reflection

Developing Students' Reflective Skills

Why is critical reflection important?

Reflection is an essential process for transforming experiences into learning.

It allows students to integrate what they're learning outside of the classroom and in the classroom.

It enhances students' understanding of academic material, promotes civic learning, and cultivates personal growth.

Developing your Reflective Pedagogy

Kolb's Experiential Learning Theory

Concrete experience (CE) forms the basis of observation and reflection (RO). These observations are in turn used to develop one's ideas, including generalizations and theories (AC). From this development of ideas, new implications for action can be discerned (AE).

LOYOLA
UNIVERSITY CHICAGO
1870
AD · MAJOREM · DEI · GLORIAM
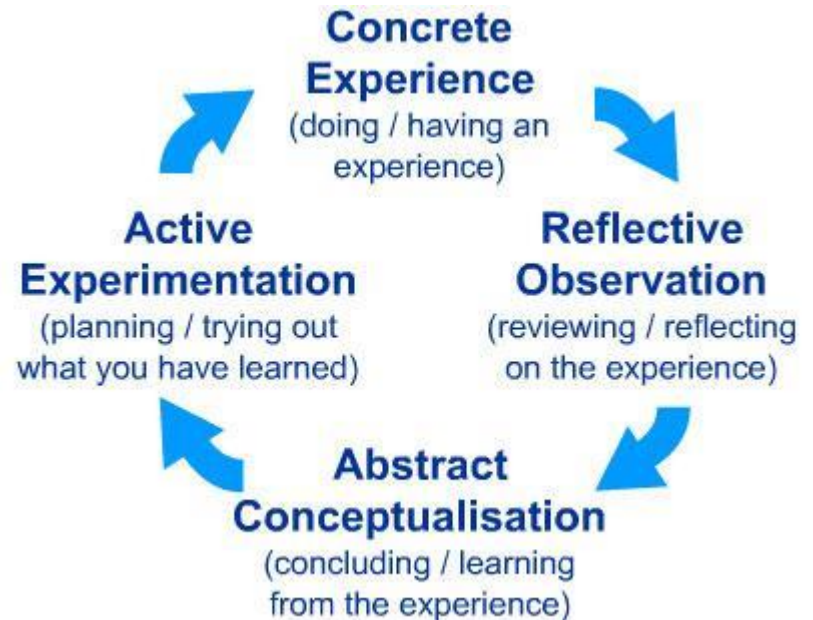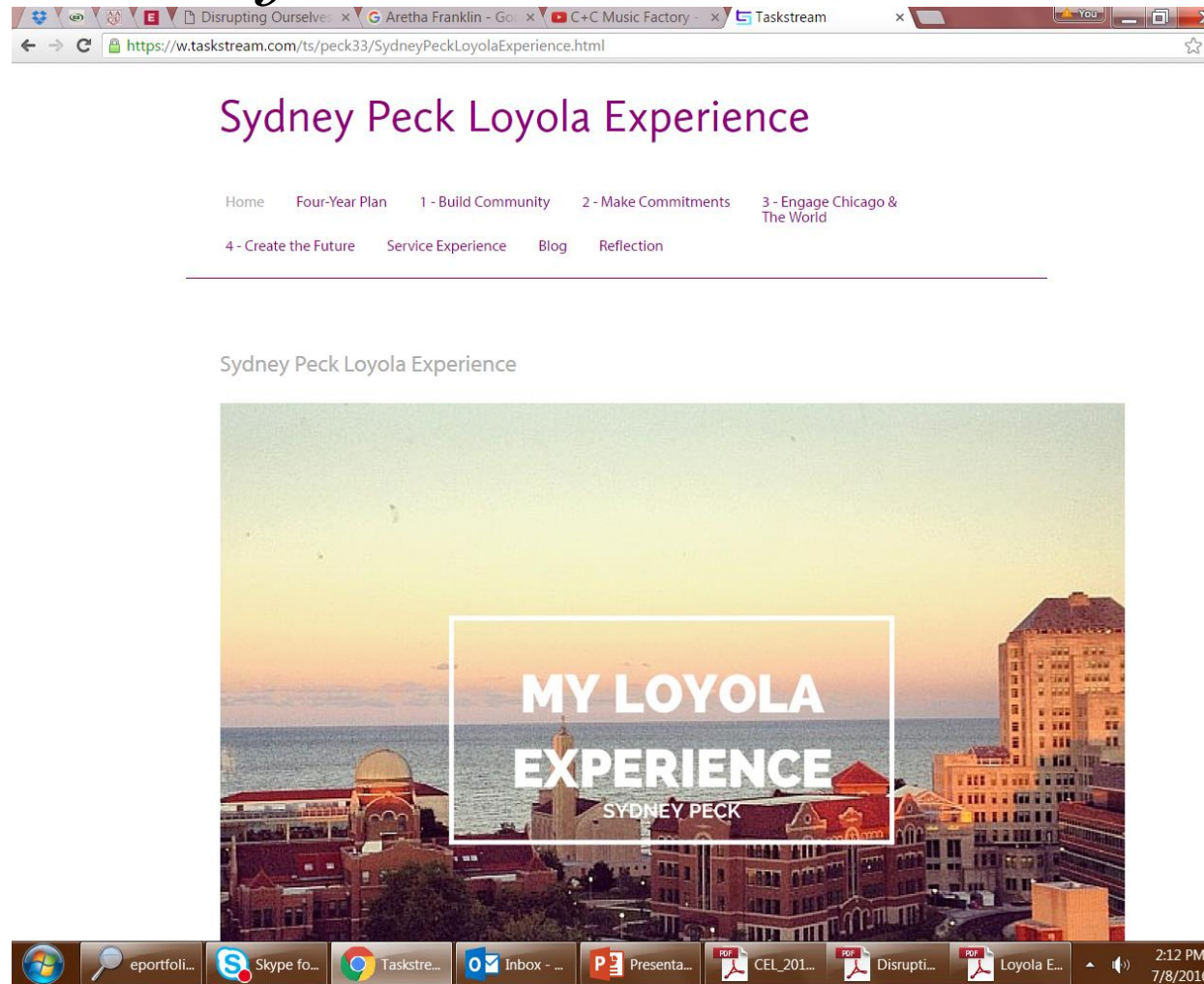
DEAL Model of Critical Reflection

DEAL Model for Critical Reflection
[Ash & Clayton, 2009; various]

ePortfolios as Critical Reflection

- ePortfolios are evidence-based tools to demonstrate your learning and experiences

- Distinguish you from other candidates in a competitive situation

- Prepares students through reflection and articulation of skill development (prepares for interview)

- Offers competitive advantage in career development

CELTS
Center for Engaged Learning, Teaching, & Scholarship

LOYOLA
UNIVERSITY CHICAGO
AD · MAJOREM · DEI · GLORIAM
1870

Preparing people to lead extraordinary lives
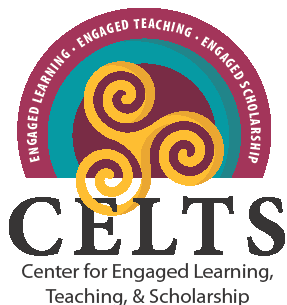
ePortfolios as the 11th High Impact Practice

What goes into your ePortfolios?

- Examples of your work (research papers, presentations, projects)

- Resume / CV

- Evidence of your leadership, student involvement

- Evidence of professional experiences

- Evidence of community service/volunteer activities

- Pictures, videos, narrated presentations, quotes, symbols, etc.

CELTS
Center for Engaged Learning, Teaching, & Scholarship

LOYOLA
UNIVERSITY CHICAGO
1870
AD · MAJOREM · DEI · GLORIAM

Preparing people to lead extraordinary lives

Examples of critical reflection assignments

Written Assignments

Personal journal

Dialogue journal

Double-entry journal

Critical incident journal

Reflective essay

Experiential research paper

Forum post

Service-learning portfolio

Personal narrative

Ethical case study

Examples of critical reflection assignments

<u>In Class Assignments</u>

Critical discussion

Instant Ethnography

Article / Film Clip discussion

Human Barometer

Re-design Activity

Examples of critical reflection assignments

<u>Multimodal Assignments</u>

Photo elicitation essay

Reflective video or vlog

"Express" project – rap, poetry, fine art, dance, literature

Cajita box ⟶

Preparing people to lead extraordinary lives

Learning Portfolio Examples

Learning Portfolio Examples

Tijana Nikolic:

https://luc.digication.com/tijana-nikolic-310-eportfolio/home-1/published

Alisha Sayani:

https://luc.digication.com/alisha-sayani-expl-390-portfolio/home

Mezirow's Transformative Learning Theory

'How Critical Reflection triggers Transformative Learning'
Jack Mezirow

To make *'meaning'* means to make sense of an experience, we make an interpretation of it. When we subsequently use this interpretation to guide decision-making or action, then making *'meaning'* becomes *'learning'*. We learn differently when we are learning to perform than when we are learning to understand what is being communicated to us. Reflection enables us to correct distortions in our beliefs and errors in problem-solving. Critical reflection involves a critique of the presuppositions on which our beliefs have been built. Learning may be defined as *'the process of making a new or revised interpretation of the meaning of an experience, which guides subsequent understanding, appreciation and action'*. What we perceive and fail to perceive, and what we think and fail to think are powerfully influenced by habits of expectation that constitute our frame of reference, that is, a set of assuptions that structure the way we interpret our experiences. It is not possible to understand the nature of adult learning or education without taking into account the cardinal role played by these habits in making meaning.

Reflective Action		*Non-Reflective Action*	
Thoughtful action➜ with reflection	Ex *post facto* reflection	Habitual ← action	**Thoughtful action** without reflection
	Content ↖	**Process** ↗	
	Presuppositions (*Critical Reflection*)		

lives
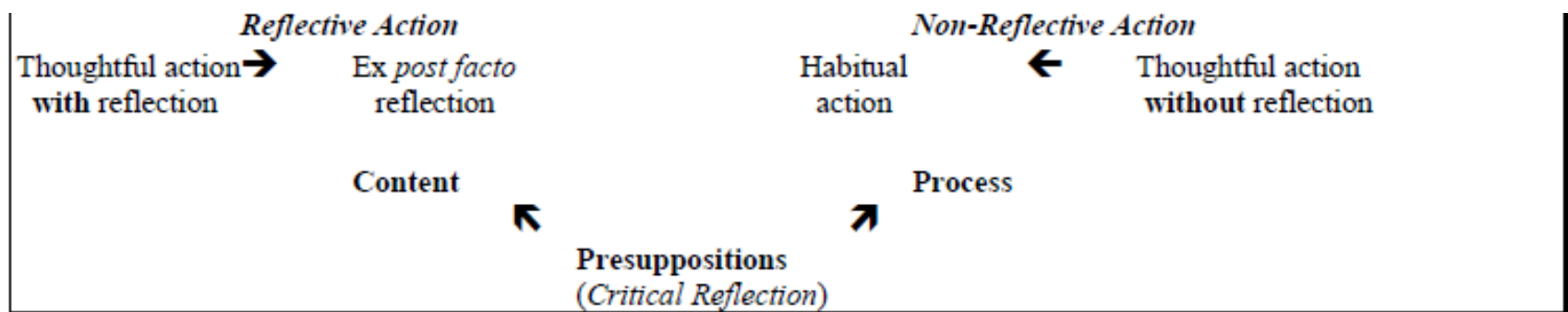
Mezirow's Transformative Learning Theory

Critical Reflection ⟹ Transformative Learning

Making Meaning (Reflecting) ✚ New Frames of Reference =

New Learning

LOYOLA
UNIVERSITY CHICAGO
1870
AD · MAJOREM · DEI · GLORIAM

Preparing people to lead extraordinary lives

Create your own critical reflection assignment

What is the reflection question(s)?

How will students reflect?

How will they share their reflection(s)?

Critical Reflection Strategies in Practice

Tips on Reflection

Scaffolding & Skills

Connect to Your Outcomes / Big Hope

"Chicago Voting Style" – Early and Often

Feelings vs. Beliefs / Values

Validate the Ambiguity

Q & A

- ***Contact information:***
  Patrick M. Green, EdD
  Executive Director,
  Center for Engaged Learning, Teaching, and Scholarship,
  Loyola University Chicago
  pgreen@luc.edu

- Visit www.luc.edu/CELTS for more information

- Visit www.luc.edu/engagedlearning for information about the Engaged Learning University Requirement