



Winterfest 2024: Learning by doing

Introduction to Experiential Learning

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**We acknowledge that
Concordia University
is located on unceded
Indigenous lands.**

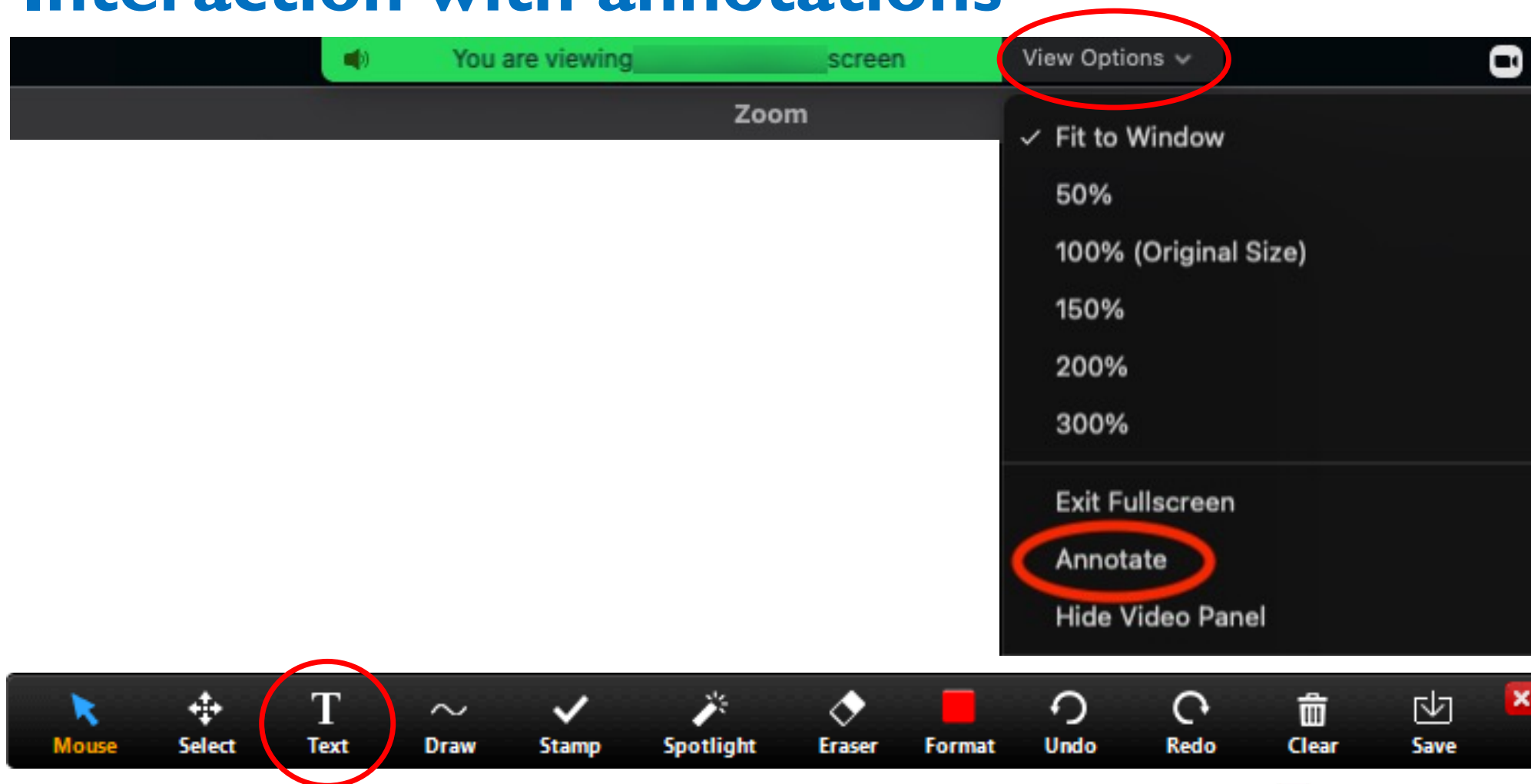
Format & tech support

- This session will be recorded through Zoom and shared on CTL / EL websites.
- Turn on closed captions with the CC button on Zoom – captions are auto-generated
- If you are experiencing any technical issues, please reach out to our online support (Emilie Albert-Toth) through Zoom private chat

Interaction in today's session

- Online: Send questions using **Chat** feature or to chat with other attendees / online facilitator. Feel free to be on/off camera. Kindly make sure you are on mute when not speaking.

Interaction with annotations



Learning by doing: Engage your students with experiential learning

The classroom experience is evolving for faculty and students. Recognizing this change, the Centre for Teaching and Learning has teamed up with the Experiential Learning Office for Winterfest 2024.

We invite the Concordia community to discover ways of incorporating "learning by doing" through hands-on activities and focused reflection that inspire student engagement and deeper learning.

Learn from faculty, students, and practitioners about experiential learning: what it is, how to integrate it, and resources available at the university.

Winterfest will take place through a variety of sessions from Monday, January 29 to Friday, February 16, 2024.

Outline

What is experiential learning

Benefits of EL

EL at Concordia

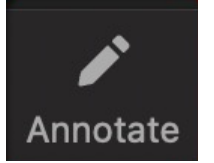
Implementing EL

Q & A

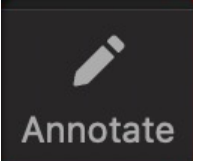
A person with dark hair, wearing a red and grey striped shirt, is focused on a task. They are using a yellow hot glue gun to attach small, light-colored rectangular pieces to a dark circular base. The workspace is cluttered with various materials: a clear plastic bottle, a keyboard, a CD/DVD, a blue plastic component, and some colorful paper scraps. The scene is lit with a cool, blue-toned light, creating a professional and creative atmosphere.

What is experiential learning

What keywords would you use to describe experiential learning?



What experience, if any, do you have using experiential learning in your classroom?



Experiential learning defined

EL is learning by doing.

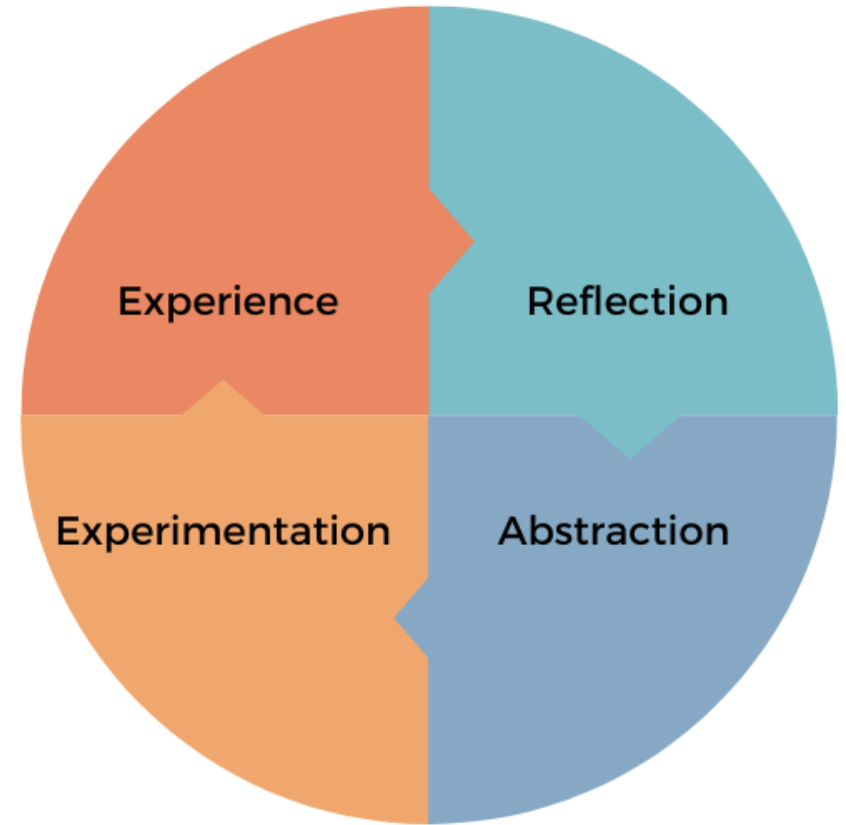
- Active, hands-on process
- Learners apply knowledge, practice skills, and engage in reflective learning.

Reflection before, during and after the experience is crucial to the learning process.

Experiential learning model

Through an EL activity, students:

- **Apply knowledge**, skills and values to an analysis of the real-world context in which they are working.
- Use the experiences to **describe the impact** on their understanding of the course material.
- **Synthesize and articulate** how the ideas and experiences provided might inform their academic or professional pursuits.



(Kolb, 1984)



Benefits of EL



Benefits of EL for students

- Active participation and increased engagement
- Development of transferable skills
- Application of learned skills and knowledge
- Experimenting in a safe space with new projects
- Reflect on their learning to assess strengths and weaknesses


Benefits of EL for faculty

- Expands learning interactions/activities
- Positive impact on teaching evaluation
- Professional development
- Alignment with contemporary educational trends
- Contribute to EL research and scholarship
- Increased student engagement



EL at Concordia

EL opportunities for students

COURSE-INTEGRATED	WORK-INTEGRATED	RESEARCH-BASED	COMMUNITY-BASED	INTERNATIONAL	STUDENT LIFE
<ul style="list-style-type: none"> Case studies Labs/clinics Exhibits/performances Capstones Industry/community projects Games/role playing Workshops Simulations 	<ul style="list-style-type: none"> Apprenticeships Clinical placements Co-ops Internships Practicums Student teaching TAing 	<ul style="list-style-type: none"> Internships Major research projects Participatory action research Research assistantships Undergraduate research projects 	<ul style="list-style-type: none"> Social action research Service learning Competitions Volunteering Internships 	<ul style="list-style-type: none"> Internships Field schools Study abroad 	<ul style="list-style-type: none"> Student societies/clubs Event organization Mentorship Workshops Volunteering Design challenges Entrepreneurship
					

Course-integrated activities

COURSE-INTEGRATED

Case studies

Labs/clinics

Exhibits/
performances

Capstones

Industry/community projects

Games/role playing

Hands-on workshops

Simulations

Practica



Top 3 course-integrated activities per faculty

- GCSE**
- Labs/clinics
 - Case studies
 - Capstones

- JMSB**
- Case studies
 - Labs/clinics
 - Real-world project/assignment

- FOFA**
- Artistic performances/exhibits
 - Labs/clinics
 - Hands-on workshops

- FAS**
- Labs/clinics
 - Case studies
 - Real-world project/assignment



Success story #1 Initiation au sous-titrage

In collaboration with the independent streaming platform TËNK, students from Christine York's translation course worked in pairs to subtitle several full-length documentaries.

Reach out to Christine to find out more.

Success story #2 Cultural Geographies of the Irish Night

Students are designing a creative exhibit to be featured in the Nuit Blanche Montreal 2024 program for Katie Young's Cultural Geographies of the Irish Night course.

Post-project, students will participate in a reflection workshop facilitated by the EL Office.

Reach out to Katie to find out more.



ECOLOGIST'S VIEW: WATER IS NOT...

Implementing EL

Implementing EL in your course

Key Questions:

- Does the course have learning objectives that EL activities can support?
- What types of experiences can support the acquisition of learning objectives and skills?
- Do you have a working knowledge of the places and people students would be working with outside the university?

Implementing EL in your course

Step 1: Designing the EL activity

- Identify learners' needs and skill levels.
- Define the activity's objectives and expectations.

Step 2: Planning for reflection

- Frequency and structure of reflection.
- Connecting reflection to course objectives.

Step 3: Assess and evaluate the EL activity

- Evaluation criteria, expectations, assessment methods, desired performance criteria

Choosing suitable activities

- How much class-time is worth dedicating to the activity, including preparing students?
 - One class: labs, case studies, and workshops
 - Multiple weeks: capstone or industry projects, practica, and exhibits
- What do you know about your students?
 - Prior knowledge or skills and degree level? Professional experience?
- What could be a small win or small part of the course that can shift toward experiential learning?

(Cantor, 1995)

February 28, 2024

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Instructor role

- Facilitate or host, give up control
- Observing, listening, sensing
- Learn/transform with students
- Guide and re-orient
 - Make the link to learning objectives
- Mediate, if necessary
- High-expectations and high-support
 - Provide meaningful resources

(Manuel, 2023; Valiente-Riedl, et al., 2022)

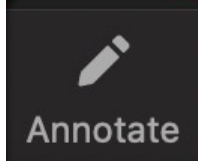


Student role

- Active and engaged
- Help-seeking, facing challenging situations
- Collaborative and supportive
- Introspective, self-evaluative

(Manuel, 2023)

What challenges or issues do you foresee with using EL in your classroom?



Challenges

Course design and implementation

- Takes time to prepare relevant resources and materials
- External collaborations take time to nurture and involve careful scheduling
- Students might go far off track
- Activities might take a significant portion of in-class time
- Creating engaging activities and helping students discover meaning

Assessment and evaluation

- Students may not be used to reflecting on their transformative learning
- Performance anxiety
- Students develop too much content to assess in a reasonable time
- Not always possible to observe or give formative feedback
- Students may be unfamiliar with peer-based assessment

Good practices

General guidelines:

- Active application of theory
- High degree of realism
- Facilitated reflection
- Identification of skills
- Connection to life after graduation

Working with external partners:

- Set the project scope
- Find the right partner
- Agree on commitments
- Prepare your students

Winterfest 2024 schedule

- **Workshop: How to integrate skill-building opportunities into your course**
 - Online, Tuesday February 7, 10-11 AM
- **Panel: Designing experiential learning assessments**
 - HyFlex, Thursday February 8, 2:00–3:30 PM

Winterfest 2024 schedule

- **Workshop: Designing authentic, experiential learning assessments**
 - In-person, Wednesday, February 14, 1:30–3:30 PM
- **Workshop: Integrating reflective learning into courses**
 - Online, Thursday February 15, 1:30–3:00 PM

Decolonizing and Indigenizing Curriculum and Pedagogy

Workshop: Indigenous Decolonization, resurgence and land-based education: Lessons from the Land

The aim of this workshop is to explore what Indigenous Decolonization, Resurgence means within the context of Land-Based education, building trusting collaborative relationships with local Indigenous communities and its implications for faculty development, curricular and pedagogical practices.

- In-person, Wednesday, February 7, 12 p.m. – 1:30 PM

We want your feedback!

Please take a few minutes to complete the form to help us improve on future events like this.





Winterfest 2024: Learning by doing

Thank you

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CONCORDIA

References

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