



EXPERIENTIAL LEARNING

6 STEP GUIDE FOR EL PRACTITIONERS AT UD



1. PREPARE

DESIGN LEARNING OUTCOMES FOR THE EXPERIENCE, LINKED TO YOUR COURSE/PROGRAM

Help students understand what you would like them to achieve through the experience. What does successful participation in the experience mean? How will you know?



2. IMMERSE

CREATE OPPORTUNITIES FOR SELF-GUIDED LEARNING AND EXPERIMENTATION

Guide and empower students to embark on a self-guided learning journey where they can experiment and test out ideas in new and diverse settings, on or off campus.



3. REFLECT

EMBED REFLECTION ACTIVITIES BEFORE, DURING, AND AFTER THE EXPERIENCE

Prompt students to make meaning of the experience and deepen their learning through guided reflection activities such as group discussions, journaling, and presentations.



4. CONNECT

MAKE CONNECTIONS AND HELP STUDENTS INTEGRATE AND SYNTHESIZE EXPERIENCES

Ask students to connect what they learned from the experience to other contexts: the course/program, their major, or personal, academic, professional, vocational goals. How do experiences build upon each other?



5. APPLY

PREPARE STUDENTS TO TAKE NEXT STEPS WITH THEIR EXPERIENTIAL KNOWLEDGE

Help them articulate how they will apply the lessons learned from the experience. Ask students to consider the "now what?" question. How can they use their experiential knowledge to make a unique impact in the world?



6. ASSESS

ANALYZE HOW AND WHAT STUDENTS LEARNED

Consult your learning outcomes for the experience and assess student learning using your own measures and/or the experiential learning rubrics from the Office of EL.

EXPERIENTIAL LEARNING ASSESSMENT



CREATE EXPERIENTIAL LEARNING OUTCOMES

What do you want students to learn and achieve through this experience? See general EL learning outcomes for suggestions.



DETERMINE HOW YOU WILL EVALUATE STUDENT LEARNING

How do you define successful learning through experience? What would indicate a student has achieved the learning outcomes of the experience? Create a rubric that maps out your criteria and definitions of successful learning versus not successful.



FIND OUT WHAT STUDENTS ALREADY KNOW

Consider a pre-assessment survey that asks students to identify what they know and what they expect to learn. This way, you can evaluate how they've grown and what they've learned as a result of the experience.



GATHER EVIDENCE OF LEARNING

Embed reflection activities throughout the experience, where you ask students to make meaning of their experience and explain what they are learning. Connect reflection prompts to your EL learning objectives.



EVALUATE HOW AND WHAT STUDENTS LEARNED

Use the reflection assignments as learning artifacts - the evidence you need to understand whether students have achieved the learning objectives. Apply your rubric to these artifacts and analyze the outcomes.



PROVIDE FEEDBACK

Provide students feedback on their assignments and artifacts of learning. This is an opportunity for them to see how they have grown and where they can improve.



USE DATA TO IMPROVE FUTURE EL EXPERIENCES

Analyze your data on how and what students learned, and how well they achieved learning outcomes, to inform the design, development, and improvement of your course, program, or departmental goals.

EL Assessment means understanding how and what students have learned as a result of participating in experiential learning, with the goal of using that information to deepen student learning and improve the experience for students.