Experiential Education

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Presentation for the Department of Psychology

May 1, 2017

"*Tentanda Via*"

Objectives for Today

Experiential Education

At York — What is the "big picture"?

In the literature — What is the evidence of the benefits of EE?

In your courses — What does EE look like for you?

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Experiential Education

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.

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EE at York- The Big Picture
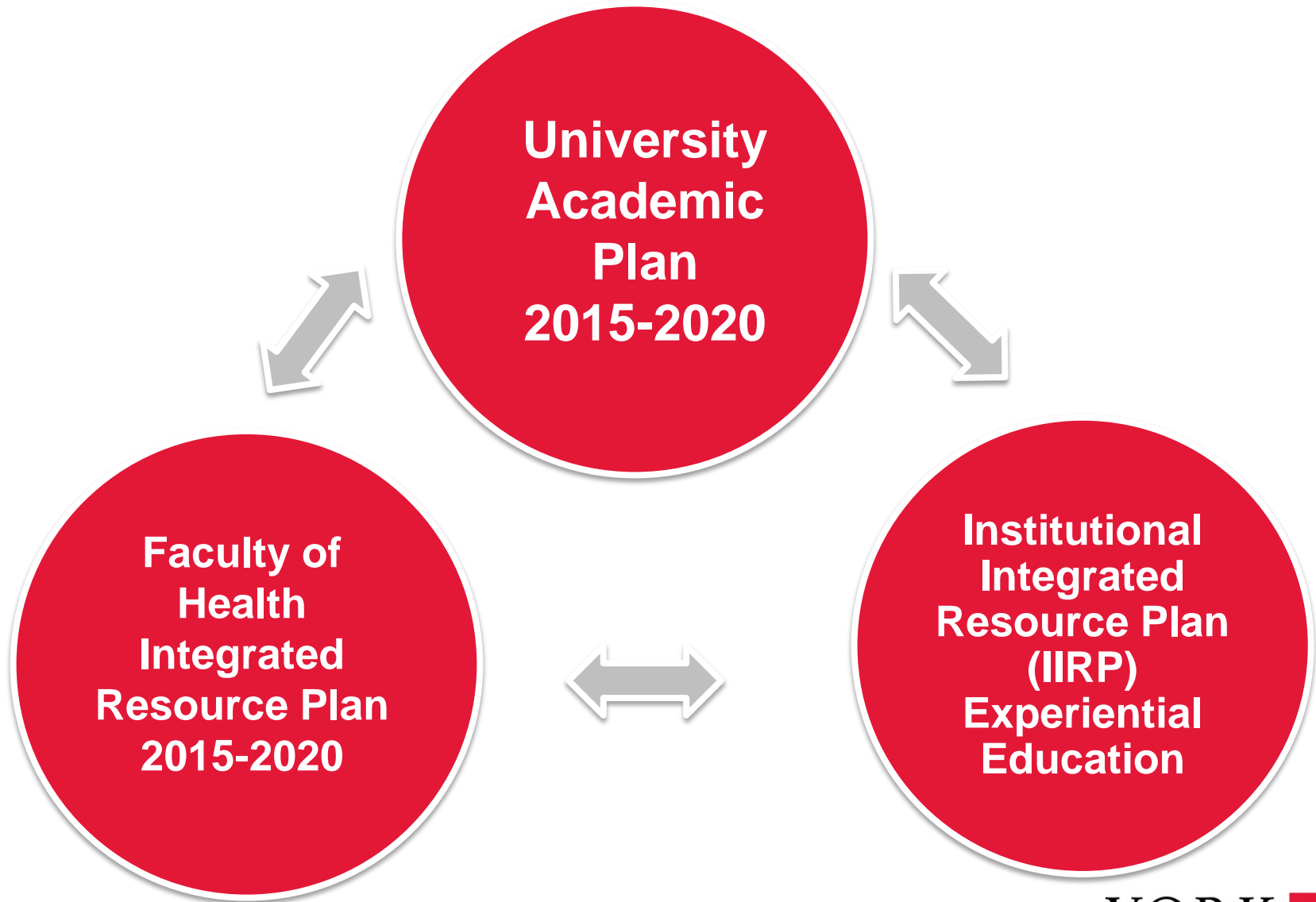
University Academic Plan 2015-2020

Priority 3- Enhanced Quality in Teaching and Student Learning

Faculties	• Incorporate to the extent possible an experiential component in every program
Faculty Members	• Provide training and support for those interested in EE
Students	• Provide timely, relevant information about courses before classes have started

(University Academic Plan 2015-2020, p.15)

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IIRP- Experiential Education Report

Recommendations

Students	• Ensure there is support for transitioning between EE strategies, persisting and succeeding
Faculty Members	• Provide support (professional development, administrative requirements, incentivizing)
Faculties	• Encourage development of hiring criteria that considers innovative teaching practices, including EE
Pan-University	• Developing a culture of "continuous improvement" for EE

(IIRP EE Report, p.3)

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IIRP- Experiential Education Report

The EE operational plan aims to:

Encourage Faculties to develop a strategic approach to embedding EE within degree programs

Create a unified approach to engaging with all EE stakeholders

Elevate the culture of teaching and learning (including EE)

(IIRP EE Report, p.3)

Faculty of Health Integrated Resource Plan

Priority 1: Promoting a High Quality Learning Experience

Objective 1.1:

Advance educational quality and delivery of teaching

- **Action:** student learning is deepened through the use of EE

Objective 1.3:

Expand and communicate experiential education and new modes of course delivery where appropriate

- **Action:** Build on existing strengths
- **Action:** Promote awareness of and interest in experiential education (EE) opportunities

(Faculty of Health IRP, p.3)

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Common Language for EE
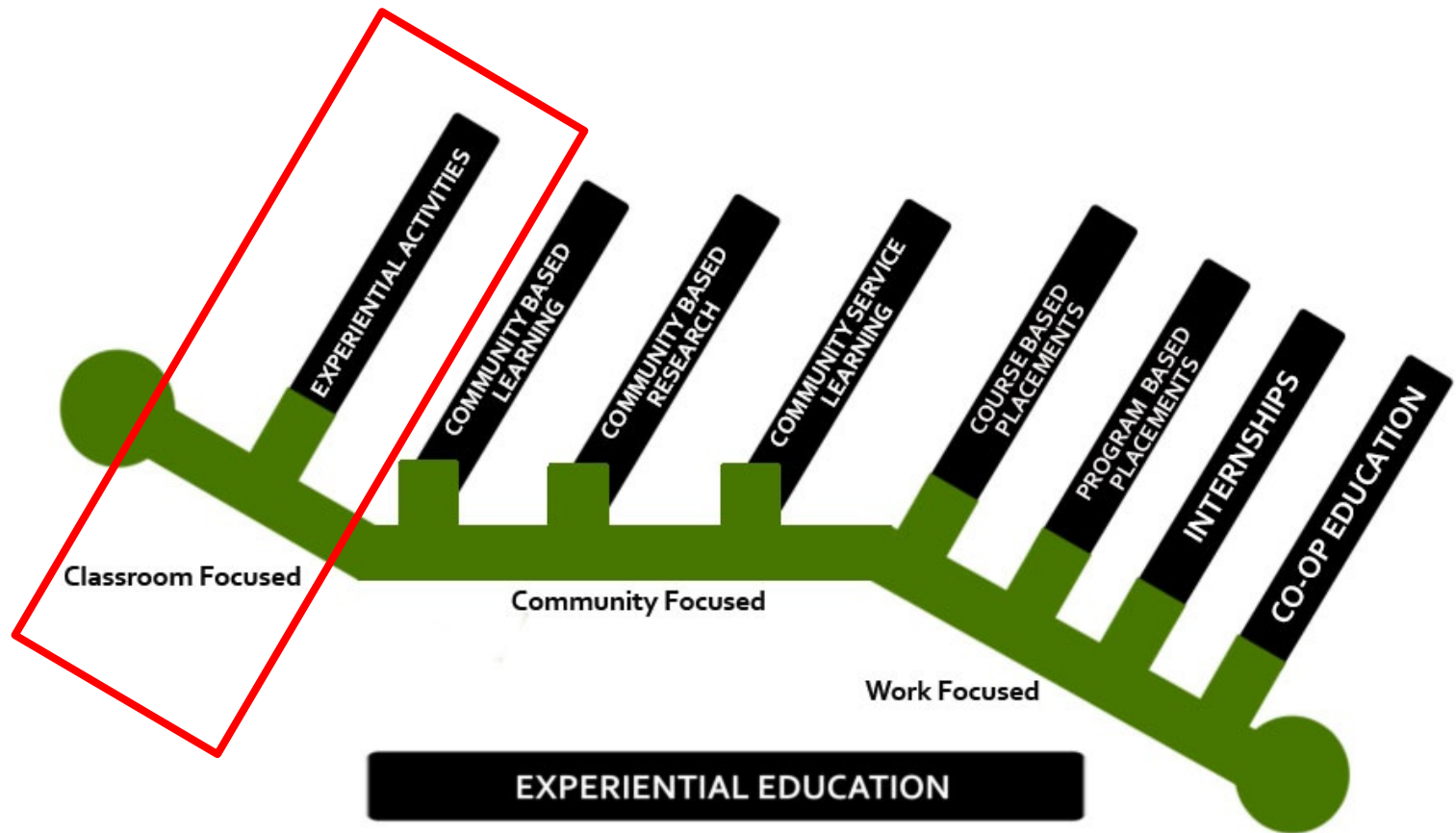
(Common Language for EE, p.1)

Classroom-Focused EE

- students **apply theory and course content to concrete experiences** that encourage reflection and conceptualization.

- 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.

- could take place **within the classroom** or **outside the classroom** through observation, reflection and practical applications

- prioritize student learning, contributing to the achievement of the course's **student learning outcomes**

EE in the Literature- Examples and Evidence

Literature Review

- Annotated bibliography and reference document

- Criteria:
  - Evidence of the benefits or effectiveness of EE
  - Examples of EE in: large classrooms and/or Psychology courses

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Excerpt from Literature Review

Overview of Article/Study	Findings
1. Psychology of Women course Impact of course content covered using active learning techniques (group discussions, simulations, demonstrations, video and discussion*) **vs.** only traditional lecture (with some aides). (Yoder, J.D. and Hochevar, C.M., 2005)	**Measure:** Performance on test **Finding:** Students scored higher on items testing materials presented using active learning.
2. Cognitive Psychology course Impact of using lecture and 30 minute computer demonstration (outside of class time) **vs**. only lecture. (Copeland, D.E., Scott, J.R., and Houska, J., 2010)	**Measure:** Performance on essay, quiz, exam **Finding:** Students who participated in the demonstration reported higher enjoyment of their learning experience (hands on; fun; learned more), but did not necessarily perform better

Challenges in Reviewing the Literature

- Measurement varied: performance on tests and assignments; self-reported learning and/or enjoyment

- Examples are not always applicable to York

- Classroom-focused EE as defined by York is best captured by examples of active learning

- Group and class discussions were referenced frequently, but reflection activities were not always mentioned directly

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EE in your Courses

What do you do in your classroom that <u>is or is not</u> captured by York's defn of EE?

What has worked well for <u>you</u>? Why?

What would you like to change or explore?

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Next steps?

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