Going Remote with EL and WIL: A Practical Approach to Outcome-Based Experiential Learning

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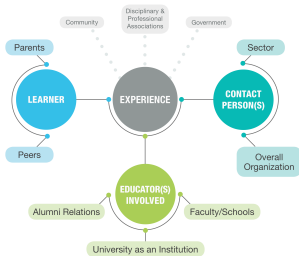
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Higher Education & Beyond
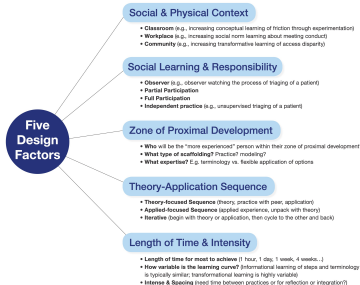
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CERIC Webinar, May 13, 2020

Higher Education & Beyond

Today's Session

Multiple Stakeholders

Intended Outcomes

Poll

Your Role, Outcomes, & Key Stakeholders

Five Design Factors in a Pandemic

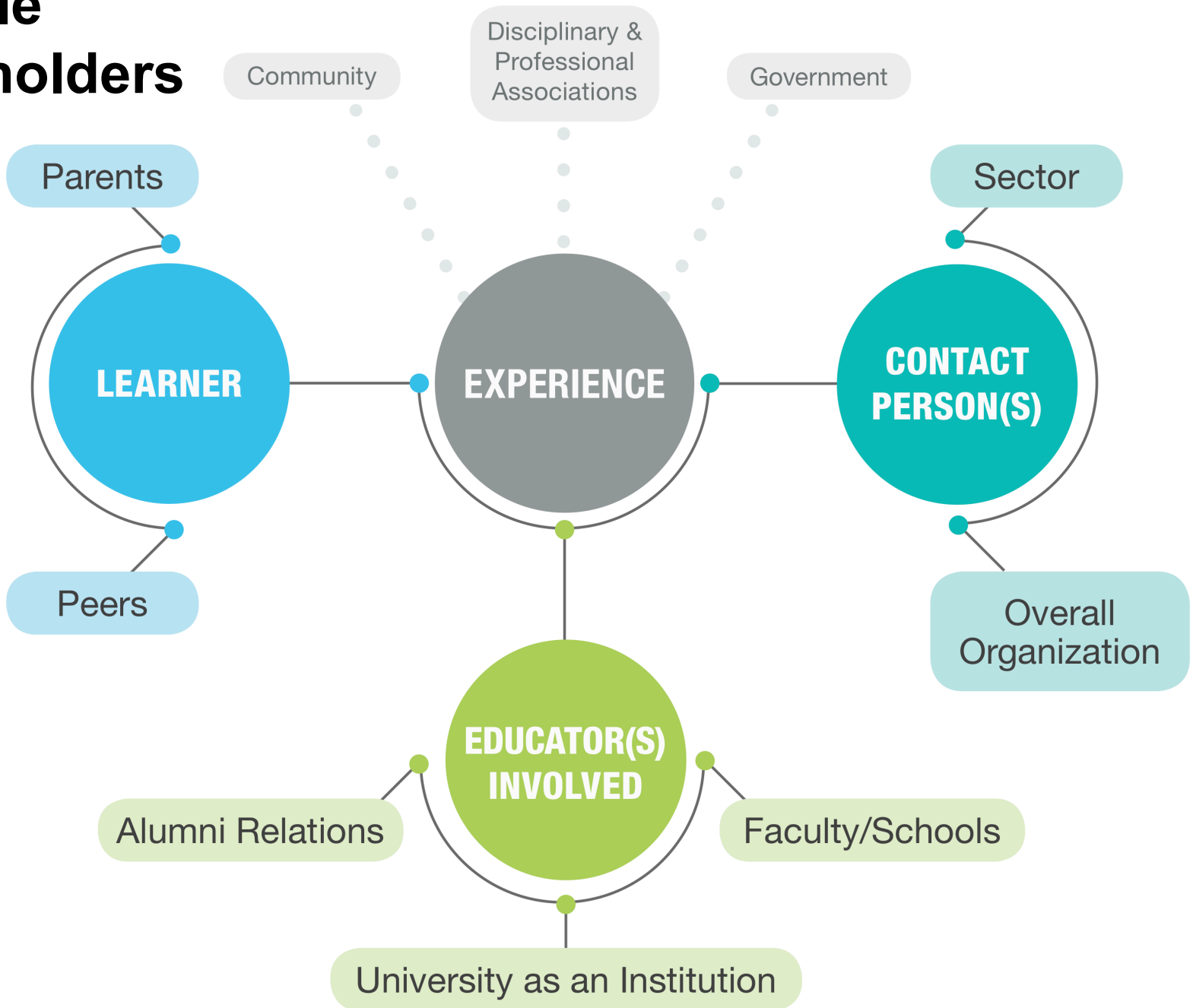Activity & Assessment Options

Identify One option

Identify an option

OBEL
(Outcome Based Experiential Learning)

✓ **Landscape** Scan of Outcomes

✓ **Literature** (Stakeholders, Design factors, Options)

✓ **Experience** with EL including our own and practitioner/educator feedback

Multiple Stakeholders

OBEL - Carolyn Hoessler & Lorraine Godden CC BY-ND

Category	Outcomes
Career Readiness	1.1. Gain experiences to meet employer expectations; competitive edge* ** 1.2. Professional network* ** 1.3. Explore career options* ** 1.4. Gain employment* ** 1.5. Gain graduate or profession[al] 1.6. Gain experience and awareness [of] context and norms* **
Technical Skills	2.1. Increase memory retention* 2.2. Apply theory to practice (--->)* ** 2.3. Align with Students learning outcomes
Adaptability through Conceptual Expertise	3.1. Integrate Theory & Practice (<--->)* ** 3.2. Shift beliefs and values* 3.3. Improve conceptual learning (<---) & program learning outcomes* ** 3.4. Employer demanded skills (critical thinking)* ** & Problem-solving CBC
Inter-personal qualities	4.1. Essential skills* & Communication, Leadership, Collaboration (teamwork, working with others), Cultural competence (cultural awareness)CBC
Growth & Integration	5.1. MetaSkills (self-directed learning)* 5.2. Lifelong Learning & "Better able to transfer"* 5.3. Self-confidence* 5.4. Personal growth (broad statement)* **
Basic Literacies	6.1. Literacies - Reading, Writing, Document use, Numeracy, Computer use/digital skills.
Relational - Student & Community	7.1. "Make a difference"* ** 7.2. Prepare to lead 7.3. Increase community involvement* 7.4. Engage with local community* 7.5. Gain understanding of complex social issues*
Relational - Institution & Student	8.1. Funding provided for student access* ** 8.2. Greater student motivation & deeper engagement in learning process* 8.3. Student engagement (and ownership)* ** 8.4. Student retention* 8.5. Supporting specific students (mature students, students with trouble learning)*
Relational - Institution & Potential students	9.1. Recruitment of high-quality students* ** 9.2. Promotion of unique learning experiences*
Relational - Faculty & Community	10.1. Future teaching/research collaborations*
Relational - Institution & Community	11.1. Evaluating & improving curriculum* 11.2. Collaborations with community or industry* 11.3. Engage alumni* 11.4. Funding from government, and donors* 11.5. Align with government priorities* 11.6. Community inform curriculum, shape sector*
Relational - Org. & Students	12.1. Benevolent employer - "Create opportunity"* 12.2. Attract new employees & board members* 12.3. Gain employees with workplace experience*
Tangible Outputs - Organization	13.1. Org. benefit from students' current knowledge, creative thinking, flexibility, fresh approaches* ** 13.2. Support org. projects lacking resources* ** 13.3. Organizations existing staff develop skills*
Tangible Outputs - Community	14.1. Community capacity growth* ** 14.2. Societal benefit of turning innovative ideas into real solutions*

Poll bit.ly/OBELmay

CBC Conference board of Canada *The Future is Social & Emotional*
* Ontario and **Nova Scotia university scans

Five Design Factors

Social & Physical Context

- **Classroom** (e.g., increasing conceptual learning of friction through experimentation)
- **Workplace** (e.g., increasing social norm learning about meeting conduct)
- **Community** (e.g., increasing transformative learning of access disparity)

Social Learning & Responsibility

- **Observer** (e.g., observer watching the process of triaging of a patient)
- **Partial Participation**
- **Full Participation**
- **Independent practice** (e.g., unsupervised triaging of a patient)
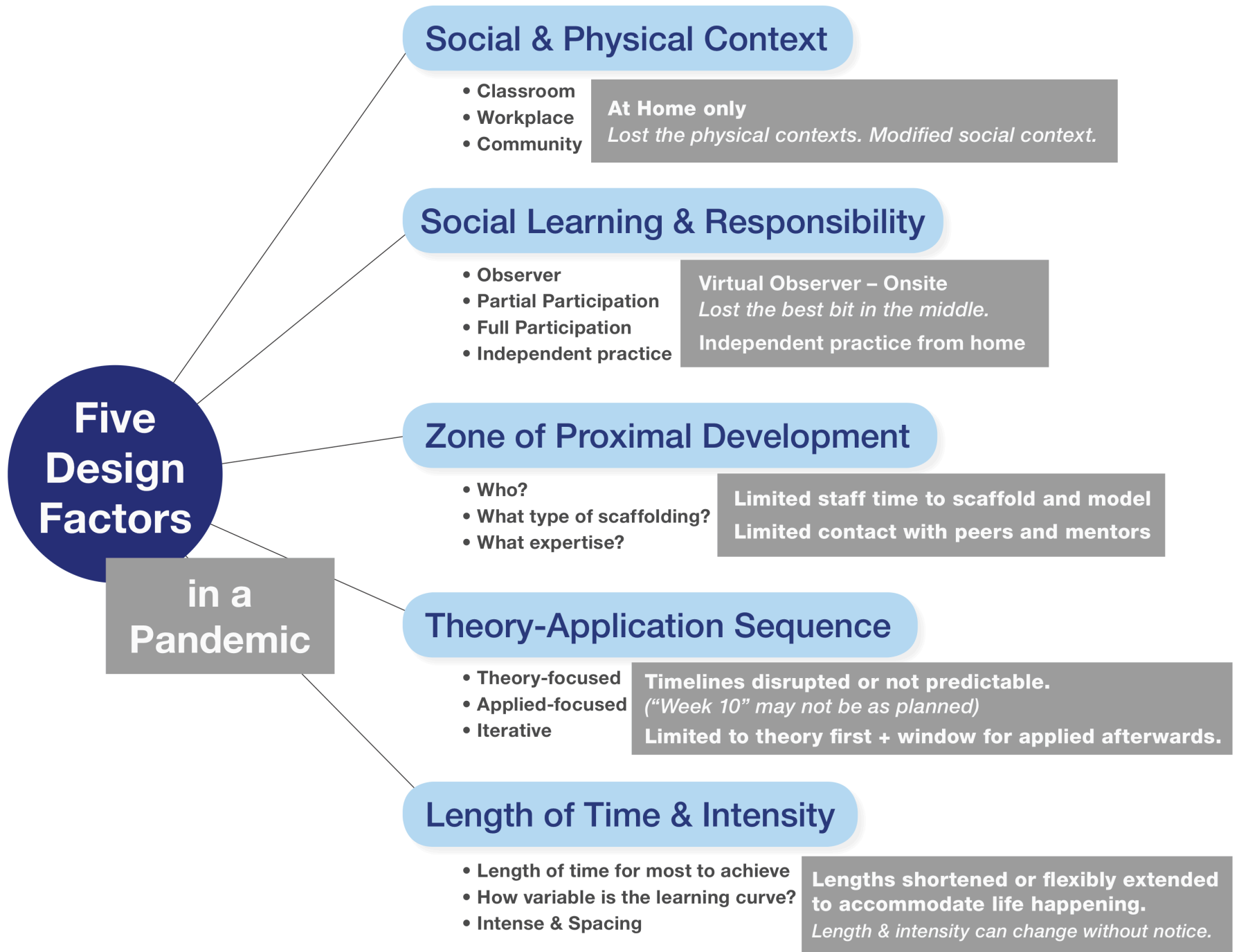
Zone of Proximal Development

- **Who** will be the "more experienced" person within their zone of proximal development?
- **What type of scaffolding?** Practice? modeling?
- **What expertise?** E.g. terminology vs. flexible application of options

Theory-Application Sequence

- **Theory-focused Sequence** (theory, practice with peer, application)
- **Applied-focused Sequence** (applied experience, unpack with theory)
- **Iterative** (begin with theory or application, then cycle to the other and back)

Length of Time & Intensity

- **Length of time for most to achieve** (1 hour, 1 day, 1 week, 4 weeks…)
- **How variable is the learning curve?** (Informational learning of steps and terminology is typically similar; transformational learning is highly variable)
- **Intense & Spacing** (need time between practices or for reflection or integration?)

Five Design Factors

in a Pandemic

Social & Physical Context

- Classroom
- Workplace
- Community

At Home only
Lost the physical contexts. Modified social context.

Social Learning & Responsibility

- Observer
- Partial Participation
- Full Participation
- Independent practice

Virtual Observer – Onsite
Lost the best bit in the middle.

Independent practice from home

Zone of Proximal Development

- Who?
- What type of scaffolding?
- What expertise?

Limited staff time to scaffold and model
Limited contact with peers and mentors

Theory-Application Sequence

- Theory-focused
- Applied-focused
- Iterative

Timelines disrupted or not predictable.
("Week 10" may not be as planned)
Limited to theory first + window for applied afterwards.

Length of Time & Intensity

- Length of time for most to achieve
- How variable is the learning curve?
- Intense & Spacing

Lengths shortened or flexibly extended to accommodate life happening.
Length & intensity can change without notice.

OPTIONS

Outcomes	Activities	Assessment
Student Career Readiness	✓ Informational or expert interviews (phone) ✓ Virtual tour or recorded interviews ✓ Key idea summaries of (past) keynotes	✓ Compare role types ✓ Identify key skills & experiences for role
Student Technical Skills (may also be Tangible Outputs)	✓ Writing or updating manuals ✓ Case-Study assignment, simulations ✓ Relevant remote work tasks (preparing packages, phone triaging, using home kits) ✓ Data analysis, desk work	✓ Daily check-in initially, hear about their process ✓ Review outcomes of the work
Adaptability through Conceptual Expertise	✓ Summarizing evidence-based practice ✓ Grant proposals	✓ Review created documents
Student Interpersonal qualities	✓ Presenting created materials ✓ Participating team meetings ✓ Maintaining confidentiality ✓ Communicating hours & work plans ✓ Time management (including well-being)	Set & provide early feedback on how to engage, ask Qs etc. ✓ Self-assessment & mentor assessment
Growth & Integration	✓ Reading a key biography about a person's growth and reflect on own growth	✓ Self-assessment & reflections
Relational outcomes (may also be Tangible Outputs)	✓ Policy or info summaries for society (blogs, podcast with expert, videos, info-graphics) ✓ Phone or supplies for isolating individuals ✓ Mentoring high school students	✓ Link to societal context ✓ Reflections on contact conversations

Identify One option (post in chat)

Constructive Alignment

Educational Theory: *Align outcomes, activities & assessment for better learning. (Biggs, 1999)*

Outcomes

Aligned
EXPERIENCE

Activities

Assessment
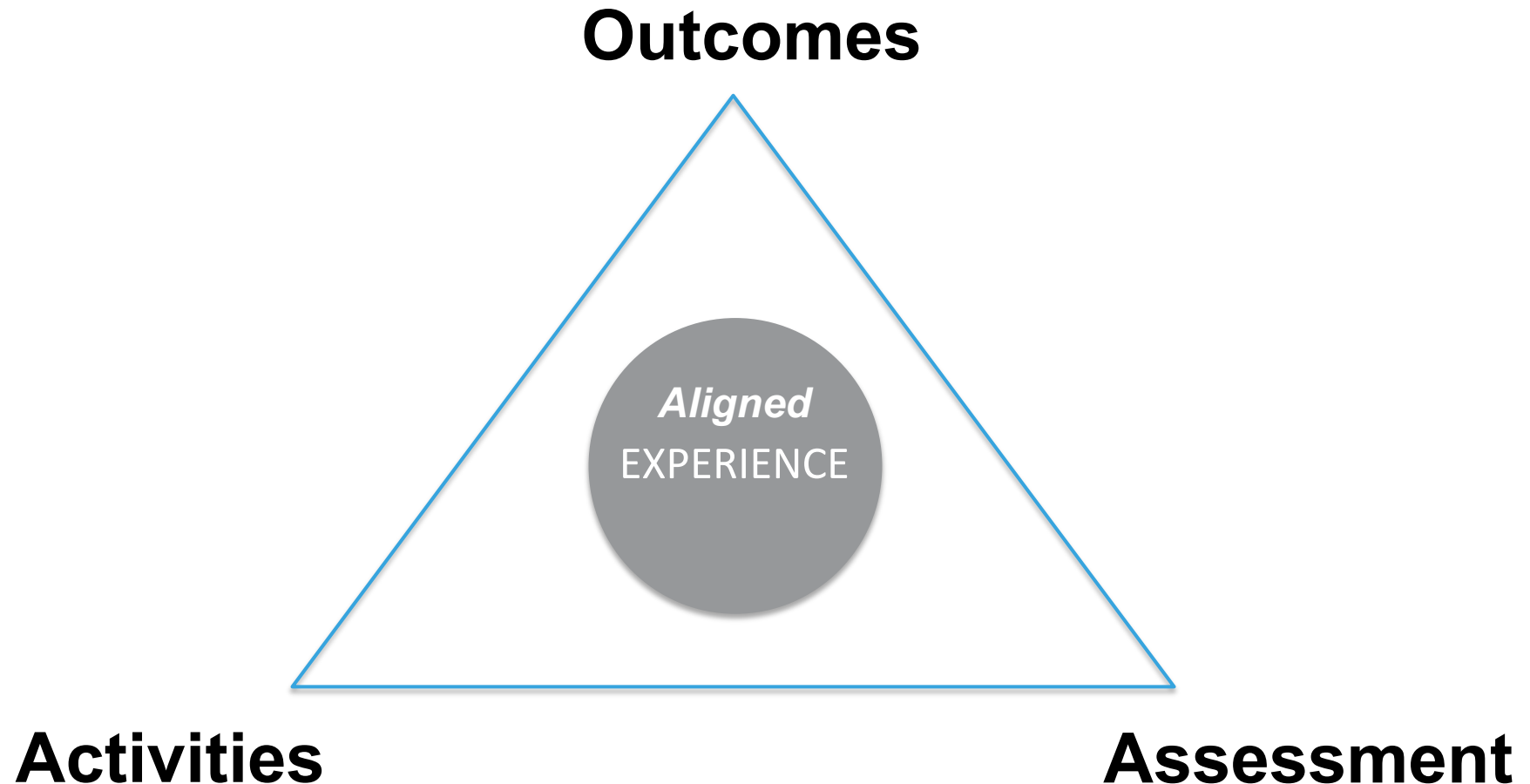
Identifying and Planning Outcomes of Experiential Learning

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You will be sent a recording, slides and a link to the OBEL webpage by CERIC.

Questions