

# Outcome-Based Experiential Learning

Let's Talk About, Design For, and Inform  
Teaching, Learning, and Career Development

Carolyn Hoessler, PhD and Lorraine Godden, PhD

**Outcome-Based Experiential Learning:**

**Let's Talk About, Design For, and Inform Teaching, Learning, and Career Development**

Copyright © 2021 Carolyn Hoessler and Lorraine Godden

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning or otherwise, without permission in writing from the publisher, except by reviewers, who may quote brief passages in a review.

ISBN 978-1-7776260-1-3 (PDF Edition)

Front cover illustration: Good Studio

Layout and cover design: Andrea MacLeod

Published by Higher Education and Beyond  
info@hedbeyond.ca

Visit [hedbeyond.ca/OBEL](http://hedbeyond.ca/OBEL)

# Outcome-Based Experiential Learning

Let's Talk About, Design For, and Inform  
Teaching, Learning, and Career Development

Carolyn Hoessler, PhD and Lorraine Godden, PhD

# Contents

<b>Acknowledgments</b> .....	<b>vii</b>
<b>What is the Outcome-Based Experiential Learning (OBEL) Framework?</b> .....	<b>1</b>
Why Does This Framework Matter?.....	2
Who Can Use This Framework?.....	2
Why Can You Trust This Framework? .....	3
What is the Next Step?.....	4
<b>How Does the OBEL Framework Distinguish Between WIL, EL, and Employment Programs?</b> .....	<b>5</b>
A Design Factor-Based Description of EL and WIL .....	6
An Outcome-Based Description of WIL, EL, and Employment Programs.....	7
WIL and EL.....	7
Employment Programs.....	7
Usefulness of OBEL for Defining Opportunities.....	8
Referring to EL and WIL opportunities.....	8
<b>Multiple Stakeholders</b> .....	<b>9</b>
ACTIVITY: Consider a specific initiative you are involved in, which initial stakeholders come to mind? .....	9
Identifying Stakeholders .....	10
Direct & Indirect Stakeholders.....	11
Students (Learners) .....	11
Educators .....	12
Contact Person .....	13
System Stakeholders .....	14
ACTIVITY: Consider a specific opportunity you are involved in. Who are your stakeholders?.....	15
ACTIVITY: Consider a larger initiative you are involved in. Who are your stakeholders? .....	15
ACTIVITY: Whose perspectives have you not yet heard from or engaged with?.....	15
<b>Outcomes</b> .....	<b>16</b>
Benefits of Identifying Stakeholder Outcomes.....	17
16 OBEL Outcome Categories .....	17
Student Outcomes.....	17
Relational .....	18
Tangible Outcomes .....	18
Outcome Deck of Cards.....	19
55 OBEL Outcomes and Quotes.....	19
Student Outcomes.....	19
Relational Outcomes .....	22
Tangible Outputs .....	25

Deeper Dive: Interpersonal Qualities, Technology Literature, Critical Thinking .....26

**Reflection & Aligned Design ..... 29**

Reflection & Integration.....29  
Aligned Design.....29  
ACTIVITY: Prior (mis)alignment .....30

**How to Get Alignment: OBEL’s Five Design Factors ..... 31**

1. Social and Physical Context .....33  
Why.....33  
Deciding on Options.....34  
Increasing Transfer (Variation and Reflection).....35  
2. Length of Time & Frequency.....35  
Why.....35  
Defined.....35  
Deciding on Options.....35  
Length of Time Required.....35  
ACTIVITY: Which Social and Physical Context is Needed?.....35  
ACTIVITY: Selecting a Length of Time and Frequency.....36  
Increasing Transfer .....36  
3. Level of Independence and Responsibility .....37  
Why.....37  
Defined.....38  
Movement from the Periphery .....38  
Deciding on Options.....40  
Aiming High.....41  
Increasing Transfer (Variation & Reflection).....41  
ACTIVITY: How Quickly Will Responsibility Increase and to What Level of Social Learning and Responsibility? .....41  
4. Degree of Scaffolding to Stretch Within Their Zone of Development.....42  
Why.....42  
Defined.....42  
Deciding on Options .....43  
Increasing Transfer (Variation and Reflection).....45  
ACTIVITY: Selecting a Degree of Scaffolding .....45  
5. Theory–Application Sequence .....46  
Why.....46  
Defined.....46  
Deciding on Options.....46  
Increasing Transfer (Variation and Reflection).....48  
ACTIVITY: Selecting a Theory & Application Sequence .....48  
Example of Five Factors Together: Still Aligned in Remote and Uncertain Times .....48  
In Pandemic or Work–From–Home–Only Scenarios.....48  
Sample OBEL Aligned Activities and Assessment.....48

**Assessment and Evaluation ..... 51**

Why We Assess and Evaluate ..... 51

Make It Good: ASPIRE! ..... 52

Creating Assessments and Evaluations..... 53

    Evaluability and Process Evaluation ..... 53

    Individual Assessment & Outcome Evaluation ..... 53

Oh Oh – How Can I Measure These Outcomes? ..... 54

    For yes/no single-observations ..... 54

    For overall synthesis (multiple-observations) ..... 54

    For Track Frequency ..... 54

    Find Established measures & Criterion-based rubrics ..... 54

    Create situated measures with experts..... 54

Yikes! ..... 55

    There is too much to measure!..... 55

    I can't measure everything all the time! Time to Level Up! ..... 55

**How We Developed the OBEL Framework ..... 56**

    Initial Landscape Scan in Ontario ..... 57

    Identifying the Design Factors ..... 58

    Initial Check on Intended User Credibility - Ontario ..... 58

    Validating and Differentiating Landscape Scan in Nova Scotia..... 58

    Check on Intended User Credibility - Nova Scotia & Pan-Canadian ..... 58

    Primary Intended User Credibility - International (CANNEXUS & CERIC Webinar) ..... 59

    Complete Pan-Canadian Scan of EL and WIL at 123 Colleges and Universities..... 59

    Initial Scan of Employment Programs ..... 59

**Templates..... 60**

**References..... 75**

**Index..... 78**

# Acknowledgments

We are grateful to the many educators, career development practitioners, employers, government representatives, scholars, and colleagues who provided feedback and engaged in discussing the iterations of OBEL.

With a multi-faceted framework that emerged from the national scan completed, the project benefited from the design and graphical talents of Andrea MacLeod, and the diligent work of research assistant, Tesla Brownlee.

We are thankful to our families who made many a dinner for us while we worked through the research and drafts.

Lastly, we are eternally inspired by and grateful for the daily work done to create EL, WIL, employment, and career development opportunities for the benefit of learners, institutions, organizations, communities, and society.





# What is the Outcome-Based Experiential Learning (OBEL) Framework?

The Outcome-Based Experiential Learning (OBEL) Framework provides a clear scaffolded process for planning, implementing, evaluating, and advocating for experiential learning (EL), work-integrated-learning (WIL) opportunities, and career development. Three components to intentionally consider when improving experiences are:

- The stakeholders influencing EL and expecting outcomes
- The intended outcomes
- The context, responsibility, timing, and other design factors of an EL opportunity

These components, when attended to, can inform a well-designed experience where outcomes, activities, and assessment are aligned for deeper learning.

Specifically, OBEL provides EL and WIL advocates, creators, and evaluators with:

- Descriptions of direct and external influential stakeholders to identify all of the people and groups influencing the outcomes, planning, and implementation of your EL and WIL opportunities.
- 55 intended outcomes across 16 categories to specify the purpose of EL and WIL opportunities and strategic directions.
- Five design factors that outline considerations for the social and physical context, level of independence and responsibility, degree of scaffolding, sequencing, and frequency and length of the experience for stakeholders to define expectations and what is possible.
- Three planning templates to align outcomes, activities, and assessments while considering the stakeholders and design factors.

# Why Does This Framework Matter?

By working through the OBEL framework and this guide you will find some elements that are already cornerstones of your practice, although perhaps implicit, ideas that are new, as well as evidence or tools that are helpful in current or future discussions.

In practice, the OBEL process has helped to:

- ✓ **Strengthen effectiveness:** While EL, at its best, forges connections between learning within classrooms and within applied settings, at its worst is busywork or disruptive, for students and employers, who may or may not sign on again. OBEL helps to align outcomes, activities, and assessments for deeper learning.
- ✓ **Distinguish initiatives:** The OBEL design factors and outcomes help to distinguish and define the focus of specific initiatives. The intended outcomes and factors of OBEL also offer an approach for distinguishing EL and WIL.
- ✓ **Focus efforts:** As institutions and governments raise questions about funding and push for shorter approaches to gain the necessary career-readiness skills (Coker et al., 2017), the specific outcomes and design factors needed for each experience to succeed can be stubbornly unclear.
- ✓ **Have Practical Conversations:** When navigating discussions to create and offer experiences, it is helpful to have a tangible language, toolkit, and relevant examples to share, point to and work through with stakeholders.
- ✓ **Adapt and be Versatile:** the templates and components of this framework guide you to identify what matters most in your context. It is not about adapting or bending but about creating, from a clearly described deck of cards and clarified insight into the game you are playing and the hand you need.

## Who Can Use This Framework?

The OBEL framework is designed to provide a practical approach to empower everyone involved to identify their outcomes and contribute to designing the experience.

- Staff working with educators and community partners can use OBEL to co-design and recruit for experiences.
- Mentors working with students planning and selecting which experiences can use OBEL to identify the students' goals and their program outcomes required for a placement, and to select relevant opportunities to apply for.
- Community members can use OBEL to identify goals (outcomes) and potential partners when redesigning a placement or seeking to offer one.
- Educational institutions seeking to define EL and WIL engage stakeholders or set institutional strategy can use OBEL to focus efforts.
- Educators seeking partners and planning opportunities can identify outcomes and design factors (contexts, length, mentorship approach, scaffolding) and level of responsibility needed to achieve those goals.

- Parents seeking to understand or ask about possible benefits can discuss specific outcomes.
- K–12 career guidance staff advising students, can describe and find synergies across specific outcomes and necessary design factors with a common framework to work through.

Even without a formal design role, people’s goals can intentionally or unintentionally shape their experience and engagement. By making everyone’s intended outcomes explicit, the experience can be designed to be more constructively aligned and thus coherent, focused, and beneficial (Biggs, 1999).

## Why Can You Trust This Framework?

OBEL’s iterative framework design was:

- ✓ **Based on a National Scan of Intended Outcomes and Uses:** We reviewed publicly available descriptions, strategic documents, and promotional materials of 123 Canadian colleges and universities, coded and analyzed to derive the outcomes and conceptual basis of the OBEL framework (Details in How Did We develop the Framework section and the Distinguish Between WIL, EL, and Employment Programs section).
- ✓ **Informed by Existing Language & Best Practice:** Our work draws on phrasing identified in policies, institutional websites, and national bodies (e.g., NACE, CERIC, CEWIL, EWO, 21st Century Skills, Human Skill Framework)
- ✓ **Informed by Theory & Literature:** Throughout we drew on relevant theories and research in the literature. Our overall approach is grounded in constructive alignment (Biggs, 1999) to shift the conversation from broad goals and approaches to specific learning outcomes allowing for collaboration, meaningful, and efficiently aligned outcome-based design, as well as literature on EL and WIL. The design factors draw on established educational research on learning. (Details in How Did We develop the Framework section and the Distinguish Between WIL, EL, and Employment Programs section.)
- ✓ **Informed by Experience:**
  - ◇ The OBEL framework has been shaped by feedback from educators, coordinators, community partners, as well as employers and scholars individually, in sessions, and at conferences including CACEE, Cannexus, and the experiential learning conference at the University of Guelph. OBEL’s outcomes and design factors have been tested and discussed without finding ones that were not ultimately already addressed; we appear to have reached saturation and user-verified utility (Patton, 2015).
  - ◇ Lorraine Godden, PhD, has taught and researched adult learning and was responsible for quality assurance of work-based learning in the adult education sector in a region of the UK. Lorraine has supported teacher candidates in their practicum placements, has assessed and evaluated adult learning, and has created and implemented a work-integrated-learning policy. Lorraine has qualified teacher status and is a Fellow of the Higher Education Society.
  - ◇ Carolyn Hoessler, PhD, has embedded EL and WIL, developed outcomes and assessments with multiple EL and WIL programs and consulted and collaborated on institutional and programmatic policy and discussions for micro-credentialing and EL.

Carolyn has taught, mentored, and hired for research skills and is also a creden-

tial evaluator with the Canadian Evaluation Society.

## What is the Next Step?

Where to start? Begin by identifying with your stakeholders the outcomes in 'Multiple Stakeholders', and then specify the five design factors in 'How to Get Alignment: OBEL's Five Design Factors' and measure outcomes in 'Assessment and Evaluation'. Each section has a description and an activity at the end to apply the OBEL framework to your initiative. See Figure 1 below.

### Invitation

We continue to meet with groups engaging in EL and WIL interested in the OBEL framework. If you would like to connect with us, email:

- carolyn@hedbeyond.ca
- lorraine@ironwoodconsulting.ca

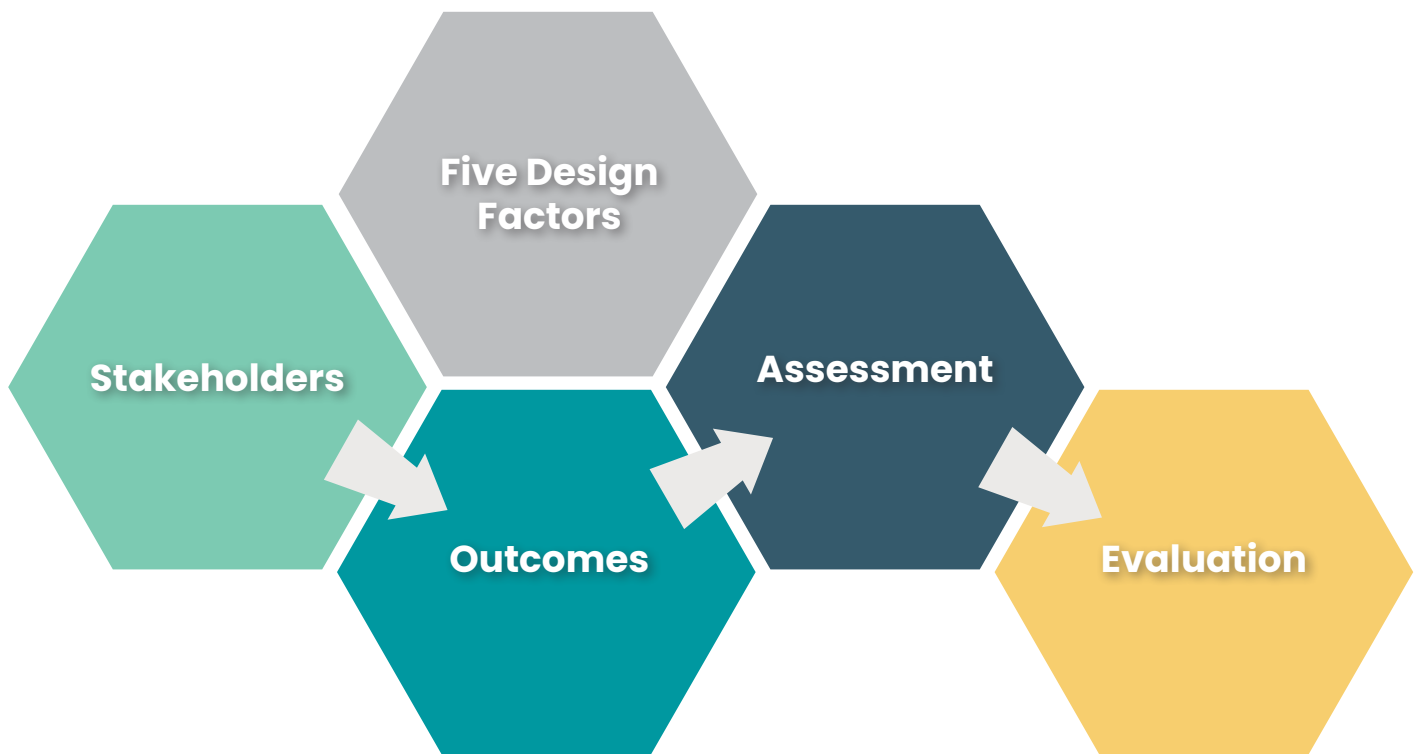


Figure 1: Framework Guide

# How Does the OBEL Framework Distinguish Between WIL, EL, and Employment Programs?

In writing, definitions of EL and WIL often appear crisply distinct and draw on growing bodies of scholarship and practice that provide descriptions of each. In this section of our framework, we share a sample of such definitions and explain how they are related to and have shaped our framework. We commence with EL, which has been defined as:

*“Experiential learning refers to the specific techniques or mechanisms that an individual can implement to acquire knowledge or meet learning goals.” (Roberts, 2012)*

*“Experiential education is a hands-on form of learning that begins with a concrete experience. After solving a problem, learners reflect on the process and can apply lessons more broadly to their lives.” (Association for Experiential Education, n.d.)*

What’s useful about Roberts’ definition is how it highlights that an individual can access specific techniques and mechanisms that will help in the acquisition of knowledge or the meeting of specific learning goals. This definition is expanded by the Association for Experiential Education (AEE) who highlights the hands-on nature and concrete experience that commence EL and the subsequent reflective processes that enable learners to apply the lessons learned. The OBEL framework includes explicit information on how to select techniques and mechanisms to align them with specific learning outcomes, and to provide guidance on making experiences concrete and inclusive of adequate reflection opportunities for students to be able to apply their learning.

There are many definitions of WIL, and we have selected two to highlight the nuances between EL and WIL. WIL has been defined as:

*“A Work-Integrated Learning (WIL) program formally integrates a student’s academic studies with work experience.” (Experiential & Work-Integrated Learning Ontario (EWO), 2021)*

*“...a model and process of curricular experiential education which formally and intentionally integrates a student’s academic studies within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization and a student. WIL can occur at the course or program level and includes the development of learning outcomes related to employability, personal agency and life-long learning.”* (Co-operative Education and Work Integrated Learning (CEWIL), 2020)

What is specific to WIL from the two definitions provided by EWO and CEWIL is the focus on the integration of work (including employment and work experience in the workplace) with students’ academic studies.

In practice, the distinction sought, as well as requested in strategic planning and funding, can be less clear.

The activities that seem clearly WIL may not be fully WIL in experience. For example, is creating a marketing plan, a lesson plan, or a schematic WIL? Is an organization sponsoring a competition and showing up as a guest judge enough? Discussions of whether classroom labs or criti-

cal papers are EL, and if they could ever be WIL, further stir muddy waters.

Distinguishing WIL and EL has often taken the approach of categorizing activities and settings. Relying on a list of activities to distinguish WIL, can be messy as a marketing plan could be WIL, EL, or just another assignment. Physical locations also do not fully distinguish, as experiences are shaped by more than the walls surrounding the experience, especially in the context of remote learning. Social context also matters, for it is the norms and processes that form a workplace. Educational contexts can also host WIL (e.g., immersive client consultations, mentorship, analyses, simulations, or applied interviews), maker spaces, practice spaces, projects (theses, research, client projects), and employment programs (workshops, practice interviews, and informational interviews).

Many people have heard the question “how is EL different from WIL?” and the same question arose in OBEL conference workshops and sessions, which compelled Lorraine and Carolyn to look more closely. The OBEL framework provides two lenses to articulate focused distinctions between WIL from other EL opportunities: the lens of design factors, and the lens of intended outcomes.

## **A Design Factor–Based Description of EL and WIL**

Viewed through the Five Design Factors, WIL and EL can be distinguished. We can consider first the social context: WIL is consistently represented as occurring within the social context of an employment environment (even when unpaid), while other EL opportunities can include instructor- or peer-focused learning contexts.

Next, when we consider the social learning and responsibility factor (Lave & Wagner, 1991), we can recognize how WIL often includes escalating responsibility. For example, with teacher candidates begin with observing a supervising teacher lead a lesson, next partial participation of leading part of a lesson, then full par-

participation of teaching a lesson, and then finally independent practice of a 75% load with full responsibility for the lessons by final practicum.

EL often, in what we have seen, focuses on a specific level and typically does not reach independent practice.

# An Outcome-Based Description of WIL, EL, and Employment Programs

Career readiness was the highest mentioned outcome category across all English/bilingual colleges and universities in Canada that mention WIL, EL, or both, and across employment programs.

## WIL and EL

The frequency of mentions of specific intended outcome categories in the national scan suggests a distinguishing pattern in priorities across WIL and EL.

Work-Integrated Learning was associated with:

- Top outcomes
  - ◊ Student's Career Readiness
  - ◊ Student's Growth & Integration
- Next outcomes
  - ◊ Student's Technical skills
  - ◊ Student's Interpersonal qualities
  - ◊ Relational Outcomes for student and community and for student and organization
  - ◊ Relational – institution & community

Experiential Learning was associated with:

- Top outcomes
  - ◊ Relational – institution & community
  - ◊ Technical skills
  - ◊ Career Readiness
- Next outcomes
  - ◊ Relational – institution & student
  - ◊ Relational – student & community
  - ◊ Better Teaching
  - ◊ Growth & integration

## Employment Programs

An early scan of employment programs found: Gaining employment (Outcome 1.4) to be consistently the top outcome and high-level goal often stated in the centre missions. Other outcomes frequently noted across employment programs included career readiness pre-employment skills for job searches, resume writing and interviews (1.7), as well as gaining experience (1.1) developing technical skills including access to funding for skills training (2.5). Employers generally could “grow your business... find the right talent and explore funding opportunities”.

For youth, the development of pre-employment skills and exploration of career options were the focus. Across newcomer programs, social connections including mentorship and networking (1.2), language and literacy (6.3) and “Canadian workplace culture” (1.6), alongside pre-employment skills (1.7) were emphasized. Programs for people with disability or individuals facing barriers to employment noted career readiness, technical skills training, and connections to placements for the person and for the employer “to give an opportunity to someone who would fit your organization”.

The priority outcomes may also differ between specific forms of EL such as thesis research projects, networking events, poster conferences, practice labs, etc.

# Usefulness of OBEL for Defining Opportunities

The OBEL framework provides the language, structural tools, and templates that can create a clear and cohesive vision for EL and WIL. By specifying intended outcomes, educators, coordinators, institutions, organizations, and supervisors can make decisions about how to achieve and assess them. We see value in the variations in EL, WIL, and employment programs, particularly when their relevant outcomes and design factors are specified.

## Referring to EL and WIL opportunities

In this guide, we refer to EL and WIL opportunities that encompass opportunities that may be EL, WIL, employment readiness, or other educational opportunities depending on the design factors and outcomes that are finally arrived at. We use EL and WIL opportunities to encompass both the labeled and not-yet labeled opportunities.



# Multiple Stakeholders

When EL and WIL opportunities create a purposeful partnership between stakeholders, something magical happens. Communities receive needed services, educational institutions strengthen learning and contribute to their communities, and students gain valuable, hands-on experience working with diverse groups of people and reflect (Jacoby, 2009; Kuh, 2008). However, EL and WIL opportunities also bring together multiple stakeholders with unique and overlapping goals, who may have divergent perceptions of value and expectations, as Hayes Sauder and colleagues (2019) found, for internships.

The intended outcomes for EL and WIL are inherently multi-sourced because each stakeholder carries with them a unique set of outcomes that they are aiming for and strive toward when planning and engaging. When not shared, these parallel outcomes can distract and compete for people's time and efforts, leading to some outcomes being unintentionally ignored. For example, let us consider Organization Alphabet who hosts project students with the intended outcome of increasing the organization's impact on their sector's outreach to seniors. Should that intended outcome be overlooked, the missed in the educator's planned assessments. Subsequently, students receive instructions that do not account for or even can undermine the organizations' goal. Similarly, Organization Alphabet might plan activities that do not fit with an educator's goals of connecting nutritional theory to practice, may miss students' goals of gaining a potential summer job, or miss leveraging student desire to make a difference by building a healthy meal plan for the seniors the organization is trying to reach. Inviting stakeholders, including students, educators, organizations, and institutions to identify intended outcomes provides the foundation for creating a complete plan where all partners are working towards the clearly identified outcome(s).

## ACTIVITY

**Consider a specific initiative you are involved in, which initial stakeholders come to mind?**

Which stakeholders are usually mentioned in planning and meetings?  
Who do you seek feedback from and check availability with?

# Identifying Stakeholders

To invite all stakeholders to contribute to a combined set of outcomes, the first step is to identify all of the direct and external stakeholders. Each stakeholder will bring their own intended outcomes, contextual awareness, and influence on the experience.

The OBEL framework provides a listing of direct, indirect, and system stakeholders for you to identify your full scope stakeholders to consider.

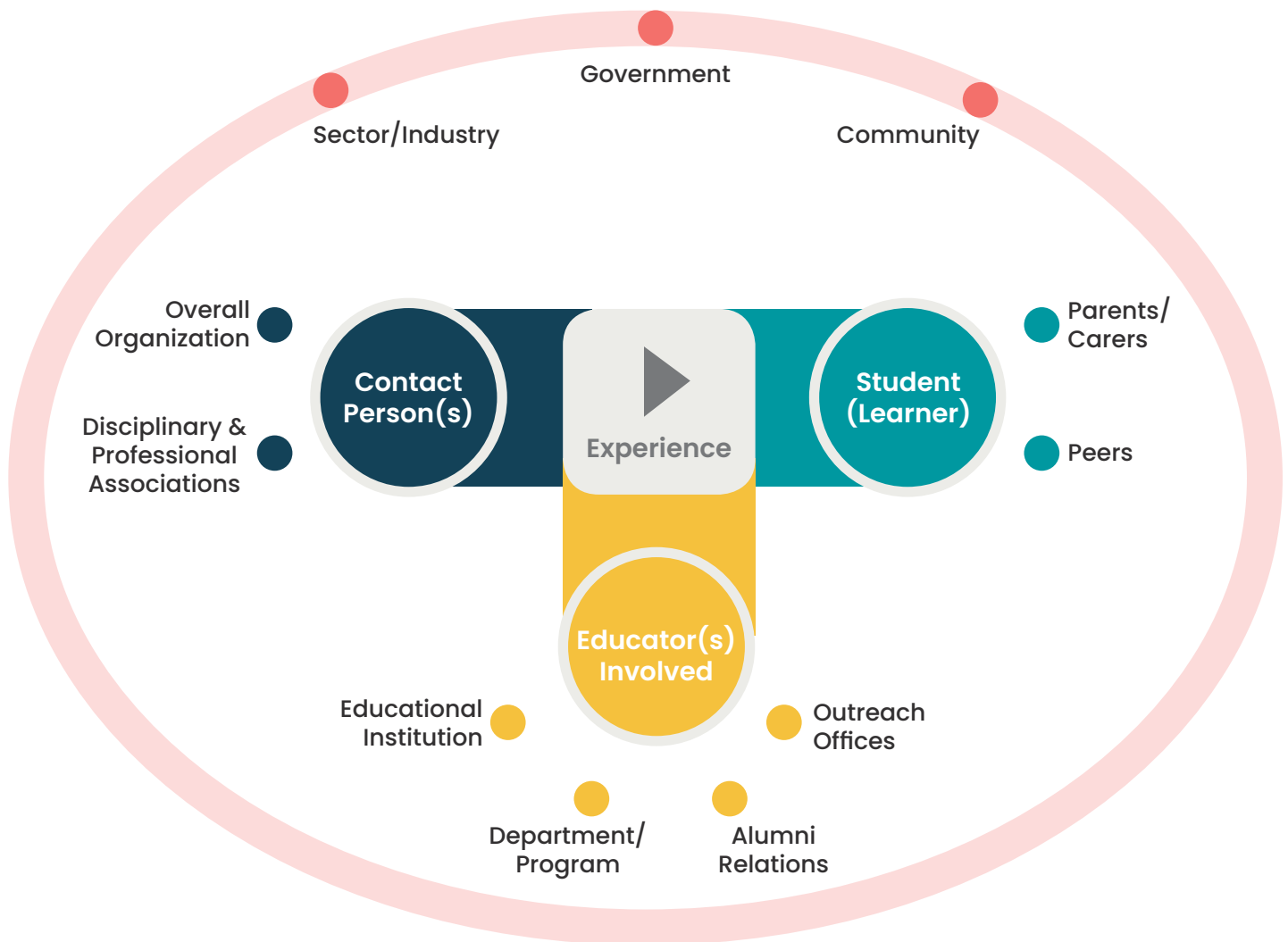


Figure 2: Identified Direct and External Stakeholders

**Direct stakeholders:** The inner set of stakeholders who are directly involved in an experience consists of the learner, educator, and organizational contact person for the context.

Surrounding the direct stakeholders are dots of meso level influences that act as indirect stakeholders for the experience, as well as an outer ring of macro system-level influences that influence expectations, behaviours, and perceptions of an experience and the world (Bronfenbrenner, 1979).

**Indirect stakeholders:** Consider how each of the three direct stakeholders has their corresponding

spheres of indirect stakeholders. The learner is influenced by parents and peers. The educator's options and supports are shaped by their institution, Faculty/School/Department, and their alumni relations or outreach office. The contact person will be influenced by the priorities and policies of their overall organization and sector.

**System stakeholders:** Surrounding all of the direct and indirect stakeholders are system-wide government, and community and disciplinary/professional association stakeholders that shape the broader local, national or international context of volunteering, placement, work, and education.

## Direct & Indirect Stakeholders

### Students (Learners)

**Students (Learners)** are people who are engaging as students, interns, apprentices, newcomers, etc. who are seeking to gain skills, knowledge, experience, awareness, and career progression, or whom others are expecting to gain these outcomes (specific learner outcomes are discussed in the outcome section), learners bring their starting capacities, prior experiences with EL, self-efficacy and belief in their own abilities (Bandura, 2001; e.g., Berdahl, Hoessler, Mulhall, & Matheson, 2020), how much they value the intended skills and knowledge (Bandura, 2001; e.g., Berdahl et al., 2020), life responsibilities and available time, etc., that can influence the expectations and engagement.

Students are influenced by:

- **Parents/Family members** who may be guiding, advising, pushing for, or funding educational opportunities. Parents are notably the biggest influence on career choices (Chambers et al., 2018). Note that not all students

have their parents involved in or affecting their education so influence varies from student to student. In addition, family members of key influence and support may be grandparents, aunts, and uncles, siblings, or other relations. These family members may even act in the role of parents. While families can share the same goals and intended outcomes, the goals of family members for students can also differ from the goals a student has for themselves. The black sheep effect may occur, where an individual differing from the goals of the group can be isolated or pressured or face violence as their pursuit of EL or WIL may be seen as rebellious, unnecessary, or unwise. Families may have or lack shared experience of EL and WIL, and as a result may offer precise advice and networks, may offer enthusiastic misaligned guidance, or lack empathy or support for first-generation students and those in a discipline or field outside of family experiences.

- **Peers** may be newish friends, long-term friends, experienced peer role models, life

partners that are co-deciding on life together, romantic or emotional connections, or cohorts within a program. A learner's goals (and options) may align with their peers, who offer them shared insights, sample letters, recommendations, awareness of opportunities, social encouragement, accompaniment in a team project or placement, or a person to check in with about the EL or WIL experience. Peers' goals may also differ leading to confusion or competing pressures, limited access to recommendations or samples, discouragement, or isolation.

## Educators

**Educators** are individual instructors or instructional teams who are responsible for creating the experience and offering it to learners. Educators have the theoretical or professional training background. They are often responsible for assessing conceptual knowledge, skill development, reflec-



tion, and growth, and report relevant grades. They include teachers, instructors, faculty members, teaching assistants or senior peer mentors, and career personnel including in institutions, newcomer centres, and community career centres. Creating EL and WIL experiences may be officially or unofficially part of their roles, and they may or may not receive accolades or benefits for engaging in EL and WIL.

Educators are externally influenced by:

- **The Educational Institution** is the organization responsible for offering educational opportunities, provides learning spaces, and employs educators. Educational institutions have their own mandates, scopes, agreements, partnerships, funding structures, policies, and support structures. They include secondary institutions, colleges, universities, institutes, and newcomer education institutions and community career centres. Within the institution, stakeholders may have specific units to also consult and engage including co-op offices, placement coordination, career centres, research offices, experiential learning offices, teaching and learning centres, placement units, or federally-funded offerings.
- **The Department/Program** is the educational unit defined by both purpose (discipline, field), and organizational structure within the institution. They often shape the specific “flavour” (focus), outcomes, and approaches of EL and WIL. They are often an entity to which learners and educators feel a strong identification, and can directly influence budgets and hiring decisions about educators.
- **Alumni relations** include alumni offices and individual alumni who provide access to trends, funding, sponsorships, mentorship and locations for opportunities that can prioritize or shape the EL and WIL experiences available.

- **Outreach offices**, where they exist at institutions, include one or more people responsible for seeking, maintaining, and tracking external partnerships and community endeavours. Depending on the institution they may be part of facilitating connections and opportunities, have priorities and requirements that educators need to abide by or be part of the promotion, evaluation, and reporting.

## Contact Person

**Contact person** is the community member, organizational staff, or professional who is providing oversight, guidance, scaffolding, modeling, formal supervision, or offering an experience within their professional or community context. The contact person is typically the contextual expert for the learning and how the experience is designed and implemented. They may engage with learners as a group (e.g., demonstration, tour, team project) or as individuals (e.g., practicum). Engaging learners may be officially or unofficially part of their roles.

Contact persons are externally influenced by:

- **Overall Organization** is a community, professional, non-profit, or for-profit entity that has its own priorities, processes, and workplace environment and culture. The organization, as an entity, encompasses policies, funding and reporting structures, agreements, partnerships, and widespread habits. They may be large multinationals, one-person entities, or every size in between. They may or may not be connected to educational institutions directly through formal agreements, funded placements, or through alumni or educator's community connections. Their formal strategic plans may or may not specify EL, WIL, or engaging learners, and they may or may not have EL or WIL in operational components such as outreach, corporate responsibility, recruitment. Strategic plans and operations

influence available time, staff, and funds, as well as policy around hosting that shape possible opportunities.

- ♦ **Large organizations** such as multinationals, school, national companies, national non-profits, and local governments may have overarching units (e.g., schools or head offices) with their own policies, divisions, resources, priorities, and responses to requests for collaboration. There may also be specific functional units within an organization, such as technology, human resources, or safety officers, whose responsibilities also affect possible approaches and outcomes, and variation in access. For example, tech access to files may be consistent across a school board or vary from school to school; or access to paid equipment may vary franchise by franchise or be consistent across the multinational company.
- ♦ **Community organizations** and initiatives can be public committees, not-for-profit, or groups that share community ecosystems. For example, Innovate Kingston, a non-profit organization founded by independent entrepreneurs, is building a community-wide ecosystem supporting business start-ups in the tech sector. Innovate Kingston has partnered with the City of Kingston, a district school board, university, college, and other local organizations on this initiative. While Pathways to Education in Kingston is a non-profit organization with federal funding for its programming providing mentorship, tutoring, and engagement with youth to increase higher school graduation rates, and has multiple teacher candidates on alternative practica (where their placements are not in K-12 schools).

- **Disciplinary and Professional Association** are the disciplinary and professional colleges, associations, and bodies that define the relevant knowledge, professional roles, and scopes of practice. Some require registration in order to practice based on legislative acts at the provincial level, for example, K-12 teachers, nurses, massage therapists, doctors, geoscientists, and engineers. Other associations where membership is not required to practice also exist (e.g., career educators and post-secondary academics have options of organizations to affiliate with). These associations provide professional standards and guidelines, may also accredit

individuals or programs, determine licensure pathways, and provide oversight of cases of abuse and fraud. Such oversight may define specific technical or interpersonal learning outcomes, may offer protection or reporting mechanisms to keep experiences safe from abuse, and may restrict what learners can do at various stages of their education or practical experience that changes the responsibility and even context design factors.

These direct and indirect stakeholders are influenced by macro-level system stakeholders of sector, government, and community discussed next.

## System Stakeholders

**Sector/Industry** is the overall culturally- and economically-interconnected professional/trades/industry context such as health care, housing, construction, resource extraction, transportation, education. Within a sector, there are multiple professional associations, multiple governments, and governmental levels, multiple requirements and progression pathways, and connected economic cycles with. The sector and industry can specify and influence: (a) available pathways (e.g., licensed engineers, red seal power mechanic) including an inability or ability to shift between designations and recognition of international education; (b) hiring and demand cycles; (c) workplace cultures, safety requirements, and welcoming of diversity norms, (d) government and funding bodies through coordinated sponsorships or lobbying, and (e) learner norms and placement funding (e.g., unpaid internships vs paid internships).

**Government** is the legislative body that sets laws, policies, and funding for the region it represents.

Within a Canadian context, policies and funding for education and employment are shaped by national, provincial/territorial, and municipal governments. Levels of government define safety policies, human resource requirements (e.g., equitable hiring practices and employment practices, minimum wage), funding and tax incentives (e.g., grants, institutional base funding and metrics, tax deductions), immigration and student visas, eligibility for paid and unpaid labour by learners, and employment and workplace compensation if injured and municipalities can determine zoning and additional bylaws.

**Community** refers to a group people with a sense of connection to a place or to each other under an informal or formal identity, shared values or goods, shared norms, and relational structure. Formalized location-based communities such as town councils, RMs, cities, neighbourhood associations, and business improvement bodies influence initiatives, funding, access to opportunities, and potential for partnerships. Informal loca-

tion-based communities may also exist in both urban and rural areas with their own leadership or decision-making. Religious, identity-based, cultural-, interest- or activity-based, and shared-experience (e.g., veteran) communities also exist with varying degrees of formal and informal structures that influence individual and collective experience, identity, and wellbeing. The community may be recognizable by or rely on organizations that host events that shape the community's context, identity, and opportunities. The level of involvement with the community varies by educational institution and organization based on mandate, partnerships, and funding.

The section that follows OBEL offers a comprehensive list of intended outcomes that coordinators, funders, educators, students, and organizational reps have found useful to consider when identifying their own desired outcomes for the EL or WIL opportunity and for specifying and communicating those outcomes to other stakeholders.

### ACTIVITY

**Consider a specific opportunity you are involved in. Who are your stakeholders?**

Review the list of stakeholders and identify who are the key stakeholders that affect the success of the opportunity and whose goals or engagement is necessary to align?

### ACTIVITY

**Consider a larger initiative you are involved in. Who are your stakeholders?**

Review the list of stakeholders and identify who are all the stakeholders who could influence your initiative whose goals need to be addressed for approval, engagement, or funding?

### ACTIVITY

**Whose perspectives have you not yet heard from or engaged with?**

When considering the first list of who typically comes to mind as stakeholders and the second list of all the stakeholders, who do you not typically hear from? How might you engage them and why (e.g., policy considerations or barrier reduction; considerations of local needs, expectations, and relationships)?

# Outcomes

The goals stakeholders have for an experience, the intended outcomes, set the cornerstone for planning. There are many noteworthy benefits of EL and WIL including success in school (Kuh, 2008), levels of workplace engagement (Gallup-Purdue Index Report, 2014), as well as develop leadership, team-working, communication, and problem-solving skills (NACE, 2016).

When there are so many potential outcomes, stakeholders can approach the opportunity from very different angles. By defining specific outcomes for the experience, the conversations among stakeholders can shift away from broad goals (“It’s good for the students”) and reliance on default approaches (“what we did last time”). Instead, specifying outcomes enables a shared vision and purpose for the experience around which activities and assessments can be designed. Learning experiences where outcomes, activities, and assessments are constructively aligned provides for more purposeful and deeper learning (Biggs, 1999).

OBEL offers a list of systemically derived intended outcomes for multiple stakeholders to consider that were identified through our research and are described.

Our two provincial and overall national scans identified 55 outcome codes (e.g., 1.2. professional networking, or 3.3. Critical thinking) based on 178 in our original scans; 242 coded quotes in the 2020 WIL and EL national scan and employment program scan. Our conversations with career and newcomer educators identified that the outcome of EL and WIL could be a way to develop basic literacies (e.g., Conference Board of Canada’s Essential Skills Framework).

To create a user-friendly list, the intended outcomes are organized into 16 outcome categories (e.g., 1. Learners’ career readiness) across three groupings: The first set is the outcomes for learners development, the second set is relational outcomes between faculty, educational institutions, communities and employers and society. The third set is tangible outcomes.



# Benefits of Identifying Stakeholder Outcomes

Identifying the outcomes stakeholders intend for an opportunity or initiative allows for those goals to be recognized, considered, and where possible addressed in the EL and WIL definition, design, and implementation. There are additional practical benefits for each stakeholder:

- **Important for learners** to see connections between EL and the rest of their program, so they can prepare for the experience appropriately, maximize time focused on the intended goals, and can communicate what they gained from the experiences to integrate learning and to access later EL, WIL, and career opportunities.
- **Important for educators** to plan the experience including specifying learning outcomes, promoting and seeking funding for the experience, preparing learners with pre-required knowledge and skills, and to structure reflection and assignments to deepen learning.
- **Important for employers/organizations** to plan experiences in their organization and identify purposes for why the students are

coming to them. Intended outcomes also can clarify the focus for the organization and specify the learners who they would like to attend (e.g., engage early in K–12 to expand the pipeline vs. network for hiring in 2 months, vs newcomers with experienced skills).

- **Important for Educational Institutions** to frame recruitment, communication, promotion, and evaluation accurately. For example, if intended outcomes include enhancing institutional reputation by promoting the relationship between the institution and an organization then the activities might have a group photo requiring pre-planning for a photographer, university leaders, and equivalent organizational leaders attendance, permissions, marketing strategy, and requires selecting an appropriate partnering organization and a photo-friendly activity.

Clear outcomes allow for good planning. Recognizing stakeholder outcomes and finding synergies across stakeholder expectations avoids unintentional surprises and frustration.

## 16 OBEL Outcome Categories

### Student Outcomes

1. **Student Career Management & Readiness** includes having sufficient career exploration and goals, awareness of implications of career decisions, ability to self-advocate, ability to network, and ability to seek, be hired, and be a good employee (e.g., CERIC Glossary).

2. **Student Learning Theory and Skills** encompasses knowledge and skills of specific procedures, terminology, techniques, and processes as well as strengthening theoretical knowledge and integrating theory and practice.

3. **Adaptability through Conceptual Expertise and Values** is the ability to critical thinking, to

adjust ideas, and to transfer skills and knowledge by recognizing key features and the principles and values behind how the concepts, processes, and steps relate and can be adapted or combined to new contexts.

4. **Interpersonal Qualities** describe the skills and ways of relating needed for interacting with and engaging meaningfully with a diverse set of people.
5. **Growth & Integration** focus on the metacognitive (thinking about thinking) skills, including reflection, lifelong learning, and integration.
6. **Basic Literacies** include reading, writing, numeracy, financial literacy, media literacy, digital and computer literacies, and information literacy (e.g., Conference Board of Canada's Essential Skills Framework)

## Relational

7. **Student & Society Relations** includes the connections and sense of belonging learners have in their community, as well as a sense of civic engagement, a strong theme in the Nova Scotia scan.
8. **Institution & Student Relations** encompasses student engagement and financial support.
9. **Institution & Potential Student Relations** focuses on the reputation and attractiveness of an institution for potential students.
10. **Institution & Faculty Relations** including recognizing, inspiring and engaging educators in improving teaching and learning experiences.
11. **Faculty & Community Relations** considers the potential for future or continued partner-

ships for research, professional connection, or education.

12. **Institution & Community Relations** is the level of connection and collaboration between an institution and community organizations or overall community. Some institutions have strong community connections to maintain and build upon, while others have a minimal or problematic history.
13. **Organization & Students Relations** focuses on the connections and reputation an organization builds with students as future employees, future board members, future colleagues, or members of their profession

## Tangible Outcomes

14. **Organization's Tangible Outputs** provide increased capacity, skillset, energy, and access to ideas or software to create new solutions, enhance programming, or provide unfunded programming.
15. **Community's Tangible Outputs** provide solutions for local challenges, deepen local awareness or documented history, further local priorities, and generate local economic and social success.
16. **Better Teaching** involves strengthening teaching excellence, innovating teaching methods, and providing mentorship and professional development to educators.

# Outcome Deck of Cards



In the templates, there is an Intended Outcomes Deck of Cards. Print and cut out (or use as a background on a virtual whiteboard) to have stakeholders select the outcomes that matter to them. Then sort the cards, selecting the top priorities and which ones work well together.

## 55 OBEL Outcomes and Quotes

### Student Outcomes

Student Outcome Category	Outcomes (Derived Codes)
<b>Student Career Management &amp; Readiness</b>	<ul style="list-style-type: none"> <li>1.1. Gain experiences to meet employer expectations (O, N, C) "Gain experiences (curricular and co-curricular) that position them to meet employer expectations"</li> <li>1.2. Professional networking (O, N, C) "Establishment of professional networks"</li> <li>1.3. Explore career options (O, N, C) "Opportunities to explore career options and/or confirm career direction."</li> <li>1.4. Gain employment (O, N, C) "The opportunities available to me through the [EL program] were essential to my transition into a full-time position at [placement] at the end of my final year."</li> <li>1.5. Gain graduate or professional school entry (O, C) "Improved likelihood of attending graduate school"</li> <li>1.6. Gain experience and awareness of workplace context and norms (O, N, C) "Gain realistic knowledge and experience of the workplace."; "A major difference between my studies and internship is the deadlines. Instead of being given a week for each stage, it could be the same day or next."</li> <li>1.7. Gain pre-employment skills for job searches, resume writing, and interviews (employment program initial scan).</li> </ul>

Student Outcome Category	Outcomes (Derived Codes)
<p style="text-align: center;"><b>Student Learning Theory and Skills</b></p>	<p>2.1. Increase memory retention (O, C) "Assists in memory retention, by building strong relationships between feelings and thinking processes."</p> <p>2.2. Integrate Theory &amp; Practice (<math>\leftrightarrow</math>)(O, N, C) "...students are making connections between learning in the classroom and learning that takes place outside the academic environment"</p> <p>2.3. Apply theory to practice (<math>\rightarrow</math>)(O, N, C) "engaging directly in workplaces and communities where they can apply their learning in real-world contexts"</p> <p>2.4. Address program learning outcomes. (O, C) "advance the learning outcomes of an academic program"</p> <p>2.5. Acquire technical and non-technical skills (O, C) "Acquire the skills (technical and non-technical) demanded by employers through curricular and co-curricular experiences" "Students learn skills related to project management, including managing a project schedule, working as a team and mitigating risks that a project may face."</p>
<p style="text-align: center;"><b>Student Adaptability Through Conceptual Expertise and values</b></p>	<p>3.1. Shift beliefs and values (O, C) "Through a process of discovery and critical reflection, the learner's assumptions, beliefs and values are changing"; "Improved attitudes toward social responsibility...Respect and tolerance for diversity and connection to others..."</p> <p>3.2. Improve conceptual learning (O, N, C) "Makes learning relatable to students: Students build on what they already know and are provided with opportunities to make connections between new concepts and existing ones.";</p> <p>3.3. Critical thinking (O, N, C; CBC) "Increases the effectiveness of learning: Students engage in critical thinking, acquire problem solving skills and engage in decision making."</p>
<p style="text-align: center;"><b>Student Interpersonal Qualities</b></p>	<p>4.1. Interpersonal skills (N, C) "Experiential education compels students to interact with others, often in unfamiliar and challenging environments. In the process it instills greater...leadership and team-building skills.; "Stronger team work, leadership and critical thinking skills."</p> <p><i>Conference Board of Canada (The Future is Social and Emotional): Communication, Leadership, Collaboration (teamwork, working with others), Cultural competence (cultural awareness) - <a href="http://www.conferenceboard.ca/e-library/abstract.aspx?did=10628">www.conferenceboard.ca/e-library/abstract.aspx?did=10628</a></i></p>

Student Outcome Category	Outcomes (Derived Codes)
<p><b>Student Growth &amp; Integration</b></p>	<p>5.1. MetaSkills (self-directed learning)(O, C) "Participation in self-directed learning opportunities."</p> <p>5.2. Lifelong Learning skills &amp; "Better able to transfer" (O, C) "experiential learning can result in "deeper" learning which means, among other things, that students are better able to transfer what they have learned in one context to another context..."</p> <p>5.3. Self-confidence (O, C) "Experiential education compels students to interact with others, often in unfamiliar and challenging environments. In the process it instills greater self-confidence, leadership and team-building skills"</p> <p>5.4. Personal growth (O, N, C) "for learning and academic, professional and personal growth for students;"</p> <p>5.5. Integration and meaning-making (O, C; CBC) "The learning transcends the textbooks by allowing students to develop skills and to seek deeper meaning in life events. Through analysis, application, problem solving, and creating the learner's practices change."</p>
<p><b>Student Basic Literacies</b></p>	<p>6.1. Numeracy, financial literacy, and financial decision-making (L)</p> <p>6.2. Media literacy, Computer Literacy, Digital literacy, information literacy, technology literacy (L)</p> <p>6.3. Reading and writing literacies (L)</p>

Table 1: Student Outcomes

O - Identified in Ontario intended outcomes scan, N - Identified in Nova Scotia intended outcomes scan, C - Canada wide sample, L - Student basic literacies were added to the reflection of national frameworks (e.g., Essential skills framework, Employment and Social Development Canada) and account for the basic skills students might be developing or, already have and be demonstrating. No college or university listed these literacies as an outcome. *CBC Conference Board of Canada (The Future is Social and Emotional: Problem-solving* [www.conferenceboard.ca/e-library/abstract.aspx?did=10628](http://www.conferenceboard.ca/e-library/abstract.aspx?did=10628))

## Relational Outcomes

Relational Outcome Category	Outcomes (Derived Codes)
<b>Student &amp; Society</b>	<p>7.1. "Make a difference" (O, N, C) "Make a difference beyond the classroom with community experiential learning ... experience in local or global communities gives students the chance to create a lasting, positive impact in the world around them while they work towards their degree."</p> <p>7.2. Prepare to lead (O, C) "To prepare themselves to lead and succeed in the 21st-century classroom"</p> <p>7.3. Increase likelihood of community involvement (O, N, C) "Increased likelihood of continuing to work/volunteer with the community."</p> <p>7.4. Engage with the local community (O, C) "A chance to explore the range of services available in the community"; "engaged with the local community"</p> <p>7.5. Gain understanding of complex social issues (O, C) "gain a deeper understanding of complex social issues"</p> <p>7.6. Civic Engagement (N, C) "Supporting students to ... be civically engaged"; "By partnering with community organizations and programs, we are able to offer our students various experiential learning opportunities, such as volunteering or service learning. Through these partnerships, we can develop and strengthen our relationships with our communities, provide space for our students to be socially responsible and civically engaged, recognize and value community partner knowledge, skills, and experience, and work together to accomplish goals that may otherwise not have been possible"; "Fostering collaboration between the university and the community"</p>
<b>Institution &amp; Student</b>	<p>8.1. Funding provided for student access (O, N, C) "The Accessing Placements Fund is a funding initiative for students doing an Experiential Learning Placement who may face financial barriers to get the most out of their for-credit learning opportunity. The Accessing Placements Fund awards students with up to \$150 to help cover related costs so that students can fully engage in their placement."</p> <p>8.2. Greater student motivation &amp; deeper engagement in the learning process (O, C) "helps to motivate learners because it involves them more deeply and extensively in the learning process: rather than being passive recipients of a 'product' that the instructor is delivering, they actively engage with the content, the instructor, their peers, and themselves in an ongoing process of meaningful discovery."</p> <p>8.3. Student engagement (and ownership) (O, N, C) "Enhanced student engagement in and ownership of program/course material"</p>

	<p>8.4. Student retention (O, N, C) "Improved student retention" "Increased interest and strengthened focus on the students' major"</p> <p>8.5. Supporting specific students (mature students, students with trouble learning) (O, C) In an exploration of who benefits most from experiential learning: "The mature learner who has been long removed from the traditional classroom and needs the motivation of contextual learning to get them back into the swing of academia" and "The learner who has trouble learning within the formal classroom, and needs an alternate learning method in order to succeed"</p>
<p><b>Institution's Reputation with Potential Students</b></p>	<p>9.1. Enrolment / recruitment of high-quality students (O, N, C) "Attract and retain high quality students; Prospective students see university as a path to preparing for their careers... and interest in building work experience during the degree is a key consideration."</p> <p>9.2. Promotion of unique learning experiences (O, C) "From Guest Speakers that will give you unique perspectives on course content, to the opportunity to interview domain experts in your field, [University] offers unique learning experiences that will reshape your perceptions of learning within a classroom setting."</p>
<p><b>Institution &amp; Faculty relations</b></p>	<p>10.1. Institution recognizing, inspiring and engaging educators in improving teaching and learning experiences. (C) "recognizing inspiring teachers"; "Recognize College personnel as our most valuable resource"</p>
<p><b>Faculty &amp; Community</b></p>	<p>11.1. Future teaching and research collaborations (O, C) "Certain forms of [EL] foster the establishment of community contacts that may be useful for future teaching and research collaborations[viii]; [EL] allows for the opportunity to achieve teaching, service and research opportunities through the teaching role."</p>
<p><b>University &amp; Community</b></p>	<p>12.1. Evaluating &amp; improving curriculum (O, C) "Gain opportunities to evaluate and improve curriculum content"</p> <p>12.2. Collaborations with community or industry (O, C) "building close relationships between motivated students and faculty and community supervisors; and develops new platforms for collaboration and access between the university and the community."; "Build and maintain positive relationships with business, government and community"</p> <p>12.3. Engage alumni (O, C) "Enhances the opportunities to reconnect and maintain relationships with alumni."</p> <p>12.4. Funding/support from government, and donors (O, C) "Potentially garners increased funding/support from government, and donors. In the case of the latter, donors can be seen as benefiting not only the University, but also the community"</p>

Relational Outcome Category	Outcomes (Derived Codes)
<b>University &amp; Community</b>	<p>12.5. Align with government priorities (O, C) "Align with government priorities"; "Potentially garners increased funding/support from government"</p> <p>12.6 Enhance institutional reputation based on collaborations (O, C) "Enhances the reputation of the University, as a result of community engagement (be it from teaching or research collaborations"</p> <p>12.7. Community as partners inform university curriculum, shape sector (O, C) "Community partners may inform curriculum (from the perspective of "what is happening on the ground"), ... Student contact helps the community partner to shape the future of the community partners' sector"</p>
<b>Organization &amp; Students (Future Employees)</b>	<p>13.1. Benevolent employer (O, C) "Create Opportunity...Play a key role by partnering with [University name] to host a student's Experiential Learning Placement"</p> <p>13.2. Organizations attract new employees and board members (O, C) "Source of potential hires, board members, and volunteers (i.e., students who have worked with a partner may become future employees)."</p> <p>13.3. Organizations gain employees with workplace experience (O, C) "Gain employees with current practical knowledge of the workplace."</p>

Table 2: Relational Outcomes



## Tangible Outputs

Tangible Outcome Category	Outcomes (Derived Codes)
<b>Organization</b>	<p>14.1. Organizations benefit from students' current knowledge, creative thinking, flexibility, fresh approaches (O, N, C) "Knowledge mobilization/exchange/transfer: (i.e., students can be seen as a source of current knowledge, students can inform community partners, and potentially challenge those in the field), ... Agencies are receptive to student curiosity, energy, initiative and motivation which can positively impact the organization. ... Students bring from their own communities, an authentic voice of issues from community to the classroom"; "Social Sciences students bring a unique skill set to the workplace: critical thinking, research, communication, problem-solving, collaboration, creativity"</p> <p>14.2. Support org. lacking resources for projects (O, N, C) "Ability to complete projects they might not otherwise due to lack of own resources, Source of support for under-serviced and under-funded agencies"</p> <p>14.3. Organizations existing staff develop mentorship skills (O C) "Staff /community partners develop as mentors to student"</p>
<b>Society</b>	<p>15.1. Community capacity growth (O, N, C) "contribute directly toward community capacity building"</p> <p>15.2. Societal benefit of turning innovative ideas into real solutions (O, C) "these projects benefit society by turning innovative ideas into real solution"</p>
<b>Better Teaching &amp; Better Learning</b>	<p>16.1. Strengthening teaching excellence, innovative teaching methods, and providing mentorship and professional development to faculty. (C) "To support the delivery of high-quality experiential learning" "Underlying the learner experience will be evidence-based pedagogical approaches that shift away from didactic approaches to 'first-person learning' that connects students to their lived experiences." and "resources to help instructors to integrate e-learning tools for creating active learning and experiential learning environments."</p>

Table 3: Tangible Outputs

# Deeper Dive: Interpersonal Qualities, Technology Literature, Critical Thinking

Called transferable skills, human skills, 21st-century skills, multi-disciplinary skills, or soft skills, this wealth of learning outcomes have been highlighted across distinct frameworks in Canada, the USA,

and internationally. When analyzed, they form consistent patterns in the types of skills one might look for that are similar to the adaptiveness, interpersonal and literacy outcomes identified.

OECD 21st Century Skills (2008)	RBC Humans Wanted (2018)	NACE	Education Design Lab's 21st Century Skills Badge (2020)	AACU's VALUE Rubrics
Critical Thinking and Problem Solving Skills	<p>Solvers: Emphasis on Management Skills and Critical Thinking (minimal probability of disruption)</p> <p>Providers: High in Analytical Skills (low probability of disruption)</p>	<p><b>Critical Thinking/Problem Solving:</b> Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.</p>	<p>Critical Thinking</p> <p>Creative Problem Solving</p>	<p>Critical Thinking; Inquiry and Analysis; Creative Thinking; Problem Solving; Global learning ("critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability.")</p>
Innovation and Creativity Skills				
Communication & Collaboration		<p><b>Oral/Written Communications</b></p> <p><b>Teamwork/Collaboration</b></p>	<p>Oral Communication</p> <p>Collaboration</p>	<p>Oral Communication; Written Communication</p> <p>Teamwork</p>
Leadership & Responsibility	<p>Facilitator: Emphasis on Emotional Intelligence (moderate probability of disruption)</p>	<p><b>Leadership:</b> Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.</p>	<p>Empathy</p>	

<b>Information, Media and Technology Skills</b> • Information Literacy • Media Literacy • ICT literacy (Information, Communications & Technology)		<b>Digital Technology:</b> individual demonstrates effective adaptability to new and emerging technologies.		Reading; Information Literacy; Quantitative Learning
Productivity & Accountability		<b>Professionalism/Work Ethic:</b> demonstrate personal accountability and effective work habits...demonstrates integrity and ethical behavior, acts responsibly		Ethical Reasoning; Civic Engagement
Flexibility & Adaptability		<b>Career Management:</b> Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.	Initiative	<b>Integrative Learning</b> - The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
Initiative & Self-Direction			Resilience	Foundations and Skills for Lifelong Learning
Social & Cross-Cultural Skills		<b>Global/Intercultural Fluency</b>	Intercultural Fluency	Intercultural Knowledge and Competence

Table 4: Synergies Across National and International Human Skills Frameworks

(Note: Terminology is in original American or European spelling, e.g., behaviour/behavior.)

We drew on:

- 21st Century Skills, OECD ([www.oecd.org/site/educeri21st/40756908.pdf](http://www.oecd.org/site/educeri21st/40756908.pdf))
- [American] National Association of Colleges and Employers (NACE) defines career readiness as “the attainment and demonstration of requisite competencies that broadly prepare ... graduates for a successful transition into the workplace. [www.nacweb.org/career-readiness/competencies/career-readiness-defined/](http://www.nacweb.org/career-readiness/competencies/career-readiness-defined/)
- RBC Future Skills – “Humans Wanted: How Canadian youth can thrive in the age of

disruption”(2018) [www.rbc.com/dms/enterprise/futurelaunch/\\_assets-custom/pdf/RBC-Future-Skills-Report-FINAL-Singles.pdf](http://www.rbc.com/dms/enterprise/futurelaunch/_assets-custom/pdf/RBC-Future-Skills-Report-FINAL-Singles.pdf)

- Education Design Lab’s 21st Century Skills Badges ([eddesignlab.org/badge-toolkit/](http://eddesignlab.org/badge-toolkit/)) that is being used by multiple institutions in the United States
- T-shaped learner, conceptualized by IDEO and used by eCampusOntario contrasts the X-Shaped (interdisciplinary depth in more than one area), T-shaped (multi-disciplinary), and disciplinary (deep knowledge in one area) learners ([www.thinkbeyond.co.nz/blog/x-shaped-learner/](http://www.thinkbeyond.co.nz/blog/x-shaped-learner/))
- Association of American Colleges & Universities (AACU) Value rubrics (2007-2009 developed) [www.aacu.org/value/rubrics](http://www.aacu.org/value/rubrics) - 16 learning outcomes: *Civic Engagement, Creative Thinking, Critical Thinking, Ethical Reasoning, Global Learning, Information Literacy, Inquiry and Analysis, Integrative Learning, Intercultural Knowledge and Competence, Foundations and Skills for Lifelong Learning, Oral Communication, Problem Solving, Quantitative Learning, Reading, Teamwork, and Written Communication.*

# Reflection & Aligned Design

Creating an EL or WIL experience that is more likely to succeed and meet its outcomes requires an aligned design that connects outcomes, activities, assessment/through consideration of appropriate contextual factors and embedding of reflection and integration into the experience.

## Reflection & Integration

AEE's (n.d.) principles of experiential learning outline key qualities including learner reflection, initiative, and relationship building, as well as natural consequences and unpredictable results. Reflection is also an important element of experiential learning according to Kolb (1984) and of transfer of learning (Leberman & Martin, 2004). Emerging evidence on wisdom (Taylor, 2010) and work on elaboration in long-term memory formation in learning (de Winstanley & Bjork, 2002) suggests the importance of an additional step of integrating reflections and experiences into existing knowledge and self.

The more experience and reflection for integration that one has across varied contexts, the more one is able to deduce and apply key principles necessary for expertise and transfer. Improving the likelihood of transfer of outcomes into future settings also requires increasing complexity of and variation in context. Lastly, it is important to remember that reflection is also a skill that needs guidance through scaffolding and increasingly independent practice. In aligned design, reflection and integration is focused to achieve the intended outcomes for the experience.

## Aligned Design

When designing activities, assessments, and evaluations for an experience, it is important to consider alignment. Alignment refers to the fit between outcomes and activities, activities and assessment, and outcomes and assessment ac-

cording to Biggs (1999).

Different outcomes align with different activities. For example, the outcome of building a professional network with physicists would need different activities and assessments than the outcomes of creating tangible outreach materials, applying graphic design skills, or implementing a new K-12 outreach program for the recycling plant. A change in outcomes usually necessitates shifts in activities, and in the details of assessments. Constraints on permitted activities based on design factors also constrain the possible outcomes.

Different outcomes and activities align with different assessment foci, types, and approaches. Reflection and integration can occur as part of the activities and then later be assessed. For example, journaling during a placement becomes the basis for an assessed report demonstrating growth and integration. Alternatively, integration can occur during assessment rather than the activity, such as when the activity focuses on analyzing plastic-bottled water and tap samples, and the assessment asks the students to compare quality

and implications for equity in society or has students identify areas to improve in their technical skills. The use of constructive alignment to design individual courses with experiential learning is already underway with published studies (e.g., Wong, 2017) and institutional advice (University of North Texas, n.d.).

Aligning outcomes, activities, and assessments to develop, measure, and achieve the intended outcomes involves expertise of the educator or contact person, as well as fit with the context and structure of the experience. The Five Design Factors, next, help to plan the context and structure for achieving alignment of outcomes, activities, and assessment.

### ACTIVITY

#### Prior (mis)alignment

Consider one experiential learning initiative or instance. How closely was the focus of the outcomes aligned with the activity and assessment? How well did the design fit with the context and structure?

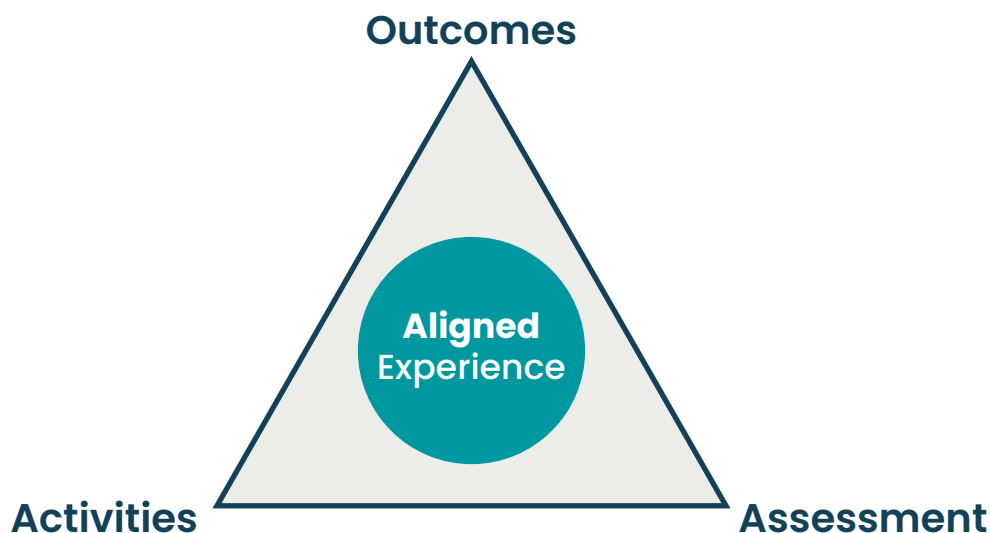
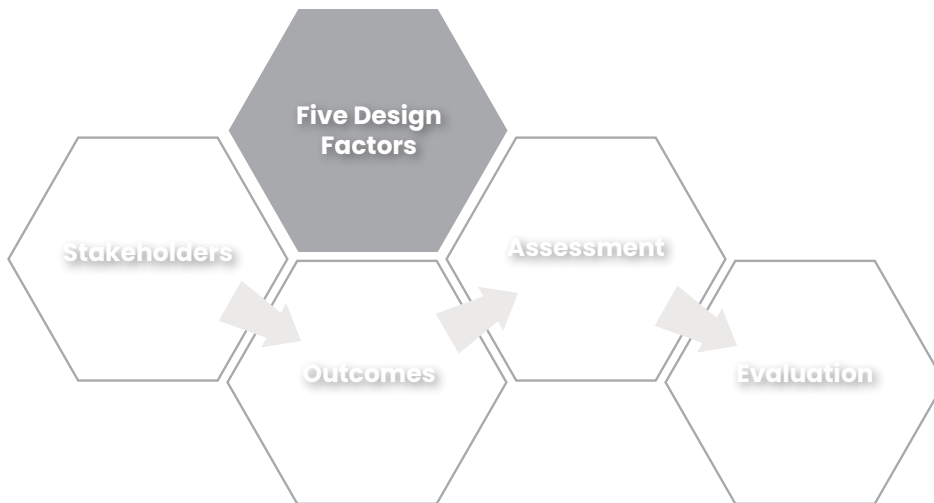


Figure 3. Aligned Outcomes, Activities, and Assessment for Better Learning

# How to Get Alignment: OBEL's Five Design Factors



To address the challenge of creating an aligned design when considering and selecting from the many activity and assessment options, Lorraine and Carolyn sought to identify key factors for designing experiences. Five design factors were identified within the literature that are relevant to EL and WIL design conversations.

The Five Design Factors are:

1. Social and physical context
2. Level of independence and responsibility
3. Degree of scaffolding to stretch within their zone of development
4. Theory-application sequence
5. Length of Time and Frequency

To start with, each of the Five Design Factors can be considered one by one to focus on the design. Then take a moment to review your notes on all five to confirm your choices and to ensure alignment across the design factors for the outcome, activity, and assessment planned. For example, when wanting students to reach partial responsibility in a shorter length of time, one needs to consider more targeted scaffolding and mentoring to succeed, a more focused and aligned outcome and assessment.

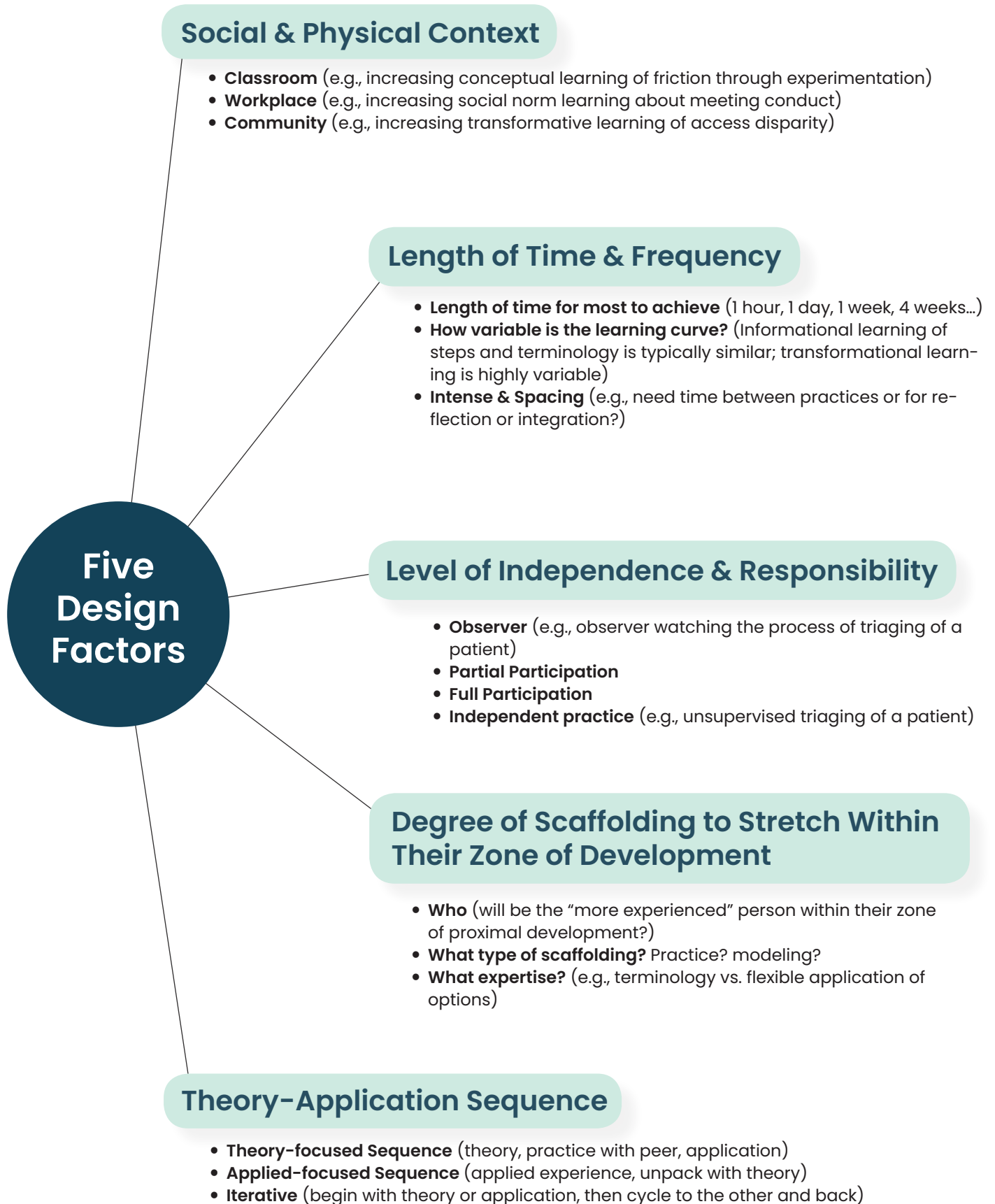


Figure 4: Five Design Factors



# 1. Social and Physical Context

## Why

There is often pressure on institutions and educators from students, parents, and other stakeholders towards specific social and physical contexts that are perceived as being the most relevant and prestigious. There may be pressures for governments and institutions to fund specific EL spaces and WIL initiatives. Relying on specific contexts alone (e.g., a placement in a prestigious law office, or in a tech accelerator) to deliver success without considering the specific intended outcomes (e.g., client interaction) and other design factors (e.g., level of responsibility), may result in a placement failing to achieve its outcomes. In addition, pressure towards specific social and physical contexts can require commutes, clothing, access to networks, and additional prerequisites that create barriers for learners and individuals who have lower economic status, family commitments, and transportation access, who require negotiating accommodations to workspaces, or who face increased risk of microaggressions. The pursuit of prestigious contexts can also add to the distance traveled to a placement, and the potential requirement of moving and housing changes or maintaining housing in more than one place (e.g., teacher candidates having to do their

practicum in other cities and towns). Social contexts are also not equally accessible or welcoming to all people as Ruth Weirich's (2016) workplace stability guide describes in terms of the hidden social rules, language norms, and the assumption of stability and attributions of instability that people face (e.g., being late to work is attributed to not being committed where it may reflect limited caregiving options or low finances for car repair). The social context also reflects the social norms, cues, expected roles and hierarchy, and the degree of interactions with colleagues with implications for opportunities to debrief, learn from and receive feedback from in the other design factors. By identifying the outcomes and evaluating the contexts, appropriate design options for physical and social contexts can be identified that reduce inequity and maximizes learning.

## Defined

The social and physical context encompasses the context(s) in which learning occurs & where that learning is transferred and applied (Thorndike & Woodworth, 1901; Perkins & Salomon, 1992). This factor recognizes that learning is situated within a specific context and community of practice, and thus embedded within a particular social

Contexts include:

- Classroom (desks, chairs)
- Campus maker or creative spaces
- Campus Labs
- Proxy Simulations (e.g., written cases)
- Immersive Simulations (e.g., video, realistic scenarios, choices throughout)
- Community organizations (frontline work)
- Supporting community organizations off the frontlines
- International immersive
- International visiting/curated experience
- Workplace on-site and in practitioner front-line contexts (e.g, front board of classroom, in a courtroom, handing out health packs)
- Workplace on-site in supporting or near-by contexts (e.g., in a lesson planning session, in a law office, preparing health packs)
- Workplace remote
- Family and traditional learning contexts
- Professional conferences
- Coffee chats or informal meetings

and physical environment” (Lave & Wagner, 1991; Wenger, 1998; Wenger, McDermott, & Snyder, 2002). The social and physical options include the many permutations of the classroom, workplace, and community settings.

### Deciding on Options

When considering context options, review the intended outcomes. Some entail a specific context

(e.g., the outcome of navigating workplace norms entails a workplace context), while other outcomes are flexible for context (e.g., applying theory to a specific instance to strengthen theoretical understanding such as identify the role of intersectionality in the inclusion and exclusion of voices in leadership) and other outcomes may be safer and more standard in a classroom or simulations (e.g., practice initial skills in pipetting or counseling).

Example Outcomes	Example Context Activity → Assessment Options
<p><b>Career:</b> Networking and building connections</p>	<p><b>National context:</b> attend a professional conference → report on answers to key questions about the profession and demonstrate follow-up from initial conversations.</p> <p><b>Informal meetings:</b> information interview → synthesize answers to key questions about the professional pathways with identified next step options summary</p>
<p><b>Technical:</b> Develop sample analysis skills</p>	<p><b>Campus lab:</b> running locally collected samples (or premade standard samples) → accuracy reports, inter-analysis comparison scores</p> <p><b>Workplace:</b> placement in a testing lab running samples → accuracy and supervisor feedback report</p>
<p><b>Interpersonal:</b> Team work-skills</p>	<p><b>Classroom:</b> navigating forming, storming, norming, and performing stages while recognizing and applying strategies for each stage in small groups over a term → self-reflections and group-self-assessments of the process</p> <p><b>Community Setting:</b> co-offer a community service with staff, placement students, and those with lived experiences → supervisor feedback report with feedback from participants, and team-members</p>

Table 5: Social and Physical Context

## Increasing Transfer (Variation and Reflection)

With the application of knowledge being contextual and the ability to adapt to new contexts is essential, it is valuable for students to learn to apply their knowledge and skills appropriately in a new situation. Within each context, transfer is influenced by the degree of variation in task, and by reflection about the context and its limitations. While repeatedly creating the same health packs, doing the casework, running the same analysis, writing the same type of report, teaching a homogeneous group of students day after day or placement after placement would allow for skills to be practiced and routinized, it does not have the variation needed for flexible expertise and transferability of the skills to be developed. Increasing the distinction between contexts or tasks

further the transfer required to be practiced and developed. Cree and Macaulay (2000) refer to far-transfer when a very distinct context and use is required, and near-transfer which occurs in a context and use that is similar to the original context in which the skill or knowledge was learned. Reflection and integrating the ability to adapt.

### ACTIVITY

#### Which Social and Physical Context is Needed?

Consider one experiential learning initiative or instance. What are the outcomes? Which social and physical context options address these outcomes? Which are feasible? How can the likelihood of transfer be increased?

## 2. Length of Time & Frequency

### Why

The length of time and frequency (or intensity), greatly influences what is possible for growth in responsibility and independence (Factor 3), and what is needed for scaffolding (Factor 4) and possible for sequencing theory and practice (Factor 5), and appropriate to the social and physical context (Factor 1).

### Defined

The intensity of an opportunity is defined by both the length of time (how much) and the frequency (how often) that a learner is within the situated context and is engaging in the learning process. One influence on the length of time required is the complexity of the learning being gained and whether it is informative (terminology or tools) or transformative (lightbulb moments shifting ways of knowing and perspectives) that requires enough time and space to be messy and find one's way through that liminality (Kegan, 2000).

Timing is also shaped by practical considerations set by the context and educational schedule.

### Deciding on Options

After selecting the outcomes, consider the type of learning expected and the length of time and frequency required.

### Length of Time Required

The complexity of the learning outcome, the nature of the learning (transformational or informational), and the other four design factors including the distance of social learning expected to be traversed (e.g., moving from observing to independent practice), the level of scaffolding, and the context all determine the necessary length of time and frequency. In turn, restricted options for length of time and frequency constrain the other design factors and the depth of learning that is possible.

Types of Learning	Length & Frequency
<p><b>Transformational learning</b> outcomes require sufficient exposure and time for processing and challenging existing worldviews such as metacognition (thinking about their own thinking), ethical thinking, development of a sense of identity, or concepts like force in physics, patient-centred care, empathy, probability, symmetry in accounting, and genres.</p>	<p>Increases in both length of time &amp; Frequency</p>
<p><b>Guided reflection and integration</b> for achieving transformative learning outcomes that do not require multiple exposures or variation (e.g., deciding when a worn spot is sufficiently problematic given other factors) still requires a longer length of time for most students to process and integrate.</p>	<p>Increases the length of time but not the frequency</p>
<p><b>Multiple exposures and variation</b> is needed for informational learning application in high variation contexts (e.g., variation in-car electronic systems) to create a flexible toolkit.</p>	<p>Increases the frequency but not the length of time</p>
<p><b>Bite-sized informational learning outcomes</b> where there is a simple series of steps, applying in routine contexts, adding new terminology to existing concepts (e.g., an initial checklist).</p>	<p>Lowers length of time and frequency</p>

Table 6: Length of Time and Frequency

### Increasing Transfer

Transferable gains in learners' informational toolkits need sufficient practice to develop the added knowledge and skills across a range of contexts. In addition, gains in transforming learners' ways of seeing, problem-solving and being need sufficient experiences with time to process and reflect to work through the liminality and to integrate these transformations into oneself or one's processes. Informational gains tend to be more linear and predictable, while transformative gains are not linear and thus less predictable (Kegan, 2000). Additional flexibility or overall time is recommended for transformative changes in ways of seeing, problem-solving and being in the world. Experiences can improve transfer by providing sufficient length and frequency for such development and

processing, as well as sufficient variations in contexts and tasks.

#### ACTIVITY

##### Selecting a Length of Time and Frequency

Consider one experiential learning initiative or instance. What lengths of time and frequencies are typical? Which outcomes are feasible to learn and able to be practiced and assessed in that time (e.g., 1 hour or 2 weeks or 3 months)? Will progression on that outcome be likely linear with a typical completion rate for most students, or nonlinear (transformative) requiring flexibility or longer experiences so more can achieve?

Example Outcomes	Example Timing: Activity & Assessment Examples
<b>Career: Networking and building connections</b>	<p><b>Low frequency, Low length of time</b> → focus on informational networking skills so practice an opening question and response that invites them to continue speaking → apply and report back.</p> <p><b>High frequency, High length of time</b> → shift to consider the experience and goals of the person one is seeking to network with and identify how to adapt one’s approach to this insight → listen and report back then apply a report back and build a personal approach that has both insight into another’s perspective and ability to vary.</p>
<b>Technical: Develop sample analysis skills</b>	<p><b>Low frequency, low length of time</b> → focus on informational skills so learn the standard series of steps → apply and write a standard report, do not adapt process based on messiness in the data just report that it has outliers.</p> <p><b>High frequency, High length of time</b> → shift to consider the types of questions and the nature of the data to screen data for requirements, consider implications based on alignment, select or reselect appropriate analyses and adapt one’s approach to this insight → report states nature of the data based on screening and type of questions articulates a rationale for analysis including limitations and deviations from usual analysis processed due to the data and then draw conclusions.</p>

Table 7: Example Outcomes: Length of Time and Frequency

### 3. Level of Independence and Responsibility

#### Why

Each EL and WIL opportunity sets a level of independence and responsibility expected by the learner. For example, observing a brewing facility on a tour offers minimal responsibility, while following a recipe as a group to create a batch would be partial participation, and asking a learner to plan, create and offer a new beer would be independent participation. For longer opportunities and scheduled sequences of

opportunities (e.g., three co-ops scheduled in an undergraduate degree program), there may be sufficient time for the learner to gain ability and integrate into the community of practice sufficiently to increase from minimal to full responsibility or even full independence. Short and one-off opportunities offer more limited gains in level of independence and typically allow for demonstrating but rarely increasing independence for most students.

Example Outcomes	Responsibility level with example activity → assessment options
<p><b>Career: Networking and building connections</b></p>	<p><b>Observation:</b> attend a conference and listen at lunch to one professional conversation → written reflection on the topics and phrasing of the questions asked. Do not include identifying information.</p> <p><b>Guided specific steps:</b> outline the steps, identify the sequenced details and apply them in a practice networking workshop with a guided unpacking and then practice time → write one to two questions you can ask someone.</p> <p>To address individual variation, clearly convey the range or set of activity (observing, guided specific steps, feedback, independent experience) when promoting.</p>

Table 8: Level of Independence and Responsibility

### Defined

Learners begin on the periphery of communities of practice (Lave & Wagner, 1991). Their learning is influenced by core active members of the existing community. Learners may share practice and ideas, but rarely reach full participation as a core active member themselves outside student-led initiatives. Setting the appropriate level of responsibility and having a shared expectation across educator, learner, and context contact for the learner's role is key. Drawing both on Lave & Wagner's (1991) work, expert-novice literature, and on Ralph and Walker's Adaptive Mentorship (2011; 2013) model we can identify that the levels of confidence and competence may lead to successful engagement at six responsibility levels (Figure 5).

### Movement from the Periphery

By specifying the starting and ending levels of responsibility, it is possible for learners, educators, and context contacts to have a shared vision of the level(s) of responsibility that the learner will experience and strive for in the experience. Calibrating the levels of responsibility that individual learners experience is helpful for learning: When too high, the responsibility can feel thrust upon them and

there can be consequences for the student, others, or the organization. When too limited, learners feel restricted and their outcomes also reduced.

Individual learners' existing level of competence and confidence in the specific task at the start of an experience may lead to different levels of responsibility expected and achieved within the same placement for different learners. Planning for flexibility across students requires specifying the range of acceptable expectations, for outcomes, assigned activities, and assessment criteria, as well as communicating it clearly or consistently. Ralph and Walker's (2011) adaptive mentorship highlights the importance of intentional communication, collaborative identification of an individual's competence and confidence for specific skill sets, and adjusting mentorship and responsibility accordingly. It is helpful for all – the learner, the context contact, and the educator – to specify and also recognize that a learner may be strong in one component but still in the early stages for another. Just because a learner does one task independently and competently does not mean they will be able to perform all of their tasks this way.



Figure 5: Six Levels of Independence and Responsibility

## Deciding on Options

Once the direct stakeholders (educator, student, and contact person; or educator and contact person) have specified an outcome, consider the starting level of responsibility and the aimed-for achieved level of responsibility. Note that when

scaling up experiences, consider where students are in their program and current levels of knowledge and expertise, and the potential for both beginners (Learner 1) and advance students (Learner 2). Learner 1 in the table below could represent students who are not majors or who have less prior experience.

### Increasing Level of Responsibility in a 10-day Placement

Learner	Days 1–4 (starting)	Days 5–7	Day 8–10 (aim)
<b>Learner 1</b>	Observing (e.g., watching a teacher prep & teach)	Guided, specific steps requested	Guided, specific steps requested
<b>Learner 2</b> – Prior experience designing summer camps	Guided, specific steps requested and monitored	Apply with feedback. Monitoring for ongoing development	Apply with feedback for ongoing development

Table 9: 10-Day Placement Increasing Responsibility Example

### Increasing Level of Responsibility in a 20-week Placement

Learner	Weeks 1–2 (starting)	Weeks 3–6	Weeks 7–8	Weeks 9–15	Weeks 16–20 (aim)
<b>Learner 1</b> – no prior lesson planning experience	Observing (e.g., watching a teacher prep & teach)	Guided specific steps requested for lesson plans	Apply with feedback (e.g., plan one lesson)	Guided specific steps requested for unit planning	Independently apply with feedback (e.g., plan one unit)
<b>Learner 2</b> – Prior experience designing summer camps and writing day plans	Guided specific steps requested	Apply with feedback to create a lesson plan	Guided specific steps + Apply with feedback to create a unit plan	Independent but nervous	Independent and cautiously confident

Table 10: 20-Week Placement Increasing Responsibility Example



Consider as an example, how Carolyn teaches qualitative research design skills. Students are required to complete a literature review to inform their research methodology decision making. Yet students in the class range from highly experienced to entirely new to research. The approach is to provide three options with a range of scaffolding. All are assessed on the same criteria of cohesiveness, quality of description, quality of rationale, and clarity in writing and scope.

In the informed methodology option, experienced (Learner 2) students can already evaluate possible methodologies, select one methodology and focus their review on informing a recommendation. In the exploration option, students (often new to research like Learner 1), explore the methodologies in their own research topic. They can start with what they know (the topic), working with a librarian on how to find needed resources, and become familiar existing methodologies, then learning how to describe and evaluate the best fit based on alignment with standpoint and research context. Students in between have the third option of a review that compares two selected methodologies and recommends one. The options are described, students self-select, and get advice and adjust their notion as needed. They apply decision-making and their reviews often inform or become their methodology chapter for their thesis or dissertation with their supervisors' permission.

### Aiming High

Set the targeted level of independence and responsibility based on the intended outcomes, design factors, required activities for that outcome, and requirements for safe practice. For outcomes that require full independence and responsibility, a multiple-experience approach often needs to be considered, particularly in roles that have high ethical, safety, and well-being implications. Long-term development to become independent practitioners is at the heart of apprenticeships,

red seal requirements, teacher practica, medical residencies, law clerkships, social work practica, and other licensure requirements.

### Increasing Transfer (Variation & Reflection)

The progression of observing, applying with guidance, applying with feedback, and then applying independently with competence across contexts occurs in nearly every skill or aptitude we seek to develop and teach. Having multiple opportunities to apply across varied contexts improves transferability (e.g., a car's access and oil requirements are not the same as a motorcycle; APA citations of a book is not the same as for a keynote).

#### ACTIVITY

##### How Quickly Will Responsibility Increase and to What Level of Social Learning and Responsibility?

Consider one experiential learning initiative or instance. Which level of social learning and responsibility is expected by the end? What is the starting level of responsibility? How quickly will responsibility increase? What is feasible?

# 4. Degree of Scaffolding to Stretch Within Their Zone of Development

## Why

As expected levels of responsibility rapidly increase, learners can find themselves outside of their capacity to learn effectively, resulting in distress or struggles to meet expectations with consequences for organizations, institutional reputation, and communities. Pushing students beyond their capacity to learn can result in rejection of the learning, rising shame, becoming overwhelmed, and shutting down. Yet they need to learn to reach required levels while providing sufficient challenge to students ready to progress! Placing students at the level of expectation where they are stretched into new skills, new contexts for applications, or new understandings, while not being beyond their capacity for learning based on self-efficacy (belief in one's abilities), existing competences already achieved, and level of

transfer is essential. This is where consideration of scaffolding and the zone of proximal development by Vygotsky (1978) helps predict and navigate and even scale up EL and WIL.

## Defined

Every learner has their zone of existing abilities that Vygotsky (1978) called the current zone of development. In their current zone, the learner's feet are firmly grounded in what they know and on which they can competently stand like walking on the earth. The learners can go beyond that current capacity into Vygotsky's zone of proximal development (ZPD), which is the zone of feasible learning. Learning within the ZPD to grow their abilities is possible via modeling, practice with guidance, and with feedback that can be their ladder to exceed the ground upon which they

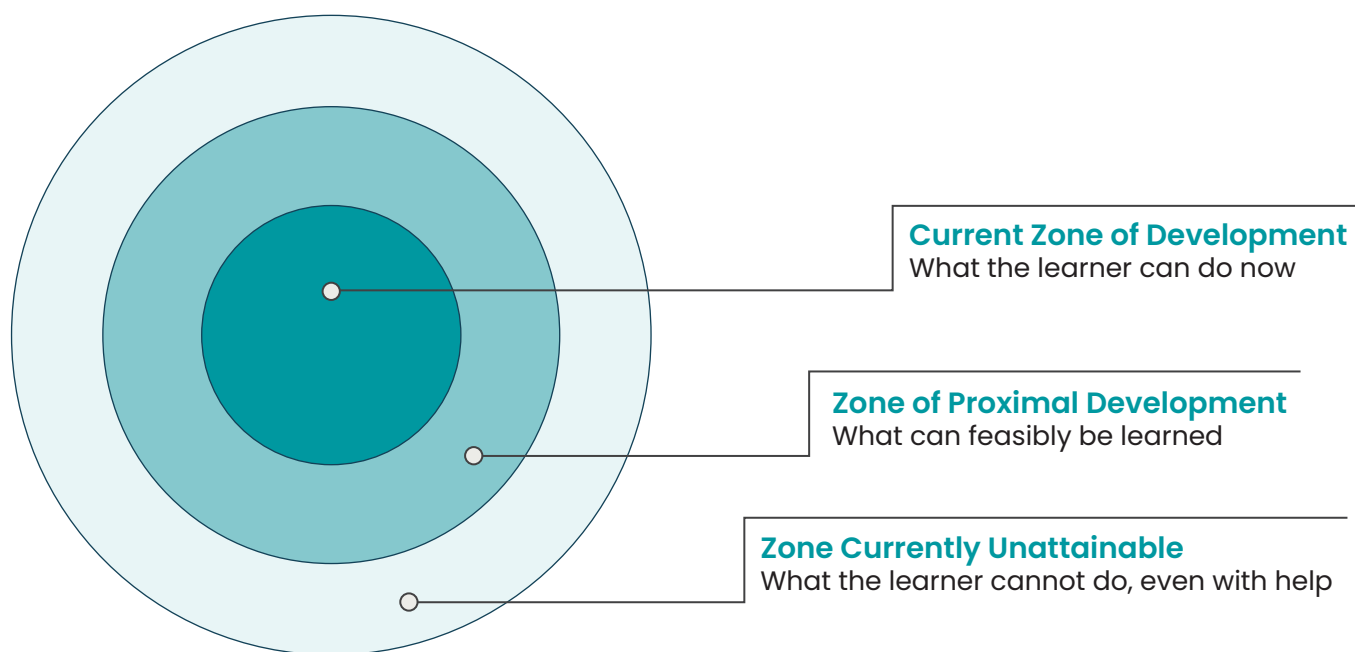


Figure 6: Zones of Development

stand and extend their reach. As learners develop their skills and efficacy (belief in their ability) they can take on more and more challenges as they expand their zone of current development, and can strive to a newly raised zone of proximal development, and learn to mountain climb.

The initial scaffolding needs to be well-positioned at their edge of students' capacity but still within their zone of development to take effect. There are two ways to further learning within the ZPD. The first is to provide intentional scaffolding by a mentor/supervisor or mastery learning paths that sequentially remove supplementary guidance and feedback as the learner progresses towards independence. The second—less resource-intensive but less controllable—method is to pair individual learners with a slightly more experienced peer who can model and mentor with feedback.

This scenario of a more experienced peer supervising a junior is common in scientific research laboratories. For example, a 3rd-year student, new to a laboratory environment, is shown basic protocols by a 4th-year student who had been instructed themselves the previous year, and who is now mentored in writing academic papers by a Masters student, who in turn, is guided by the PhD student in applying for research grants. This creates a structured version of what Lave and Wenger (1991) referred to as a community of practice. When scaling up, the intentional scaffolding can be done through the mix of peer mentorship as well as the development of training modules and practice resources that can provide immediate and automatic feedback to early learners as well as modeling and of good practice. In placements, past learners can create instructional manuals or videos to incoming students as well as plan for a network for mentors. Having a network of mentors is better than one mentor (Godden, Kutsyuruba, and Covell, 2014).

For EL and WIL opportunities consider:

- **Who** – who will be the more experienced person providing guidance? Is it one person or more?
- **Starting Level** – what level of scaffolding is the learner provided with at the start?
- **Change in level** – does the level of scaffolding change?
- **Frequency** – how often does the learner have access to the more experienced peer?
- **Protocol** – how does the learner approach and request scaffolding from the more-experienced peer, or the more-experienced peer be explicitly assigned, or the experience pairs them up and their level of peer-mentoring monitored (e.g., walking around the lab to check in on progress and access to scaffolding)? How are the scaffolded experiences provided, accessed, and monitored?

## Deciding on Options

Start with the level of responsibility and identify the level of scaffolding needed or identify the scaffolding available to inform the level of responsibility necessary in a placement.

To address frequent gaps, build-in pre-placement practice, online mastery modules (where students work through case studies to improve their decision-making), or other assessments of required starting skills. Specify, communicate expected levels of scaffolding with contacts and placement supervisors and to learners. Monitor progress to adjust scaffolding. For example, build into coursework having teacher candidates complete a sample lesson plan with modeling and feedback from the educator before a practicum where an associate teacher will expect them to design a basic plan and mentor how to adjust the plan for the learners in their specific class.

When educators revise their course or program curriculum, consider how the changes in the curriculum may impact the readiness and necessary scaffolding for experiences. Over time curriculum changes might remove a specific skill such as developing quiz questions, handwriting notes, or checking manual transmissions without informing practicum supervisors or apprenticeship supervisors about their removal. The distress of learners, the frustration of practicum supervisors can be disruptive and even relationship ending. A checklist of skills completed by the student before placements or mapping of required skills by educators or curriculum committee, can be helpful and manageable.

In roles with contextual specificity, large scale intake, and reputational risk by organizations, train-

ing on-site can be a particularly wise practice. Coordinators can work with contacts to indicate high-level concepts and skills already trained for, or even provide mastery modules online for standard training (e.g., accessibility or safety training required provincially). Contact persons or their organizations will still need to provide training on local protocol. For greater flexibility and transfer, provide an array of examples (e.g., videos with sample artifacts) as well as clarity of which variation is expected for a placement in advance so students have the opportunity to access scaffolding to develop it.

Attending to the zone of proximal development furthers well-designed learning and supports learners in developing new skills. For example, Barrett and colleagues (2019) drew on Vygotsky's

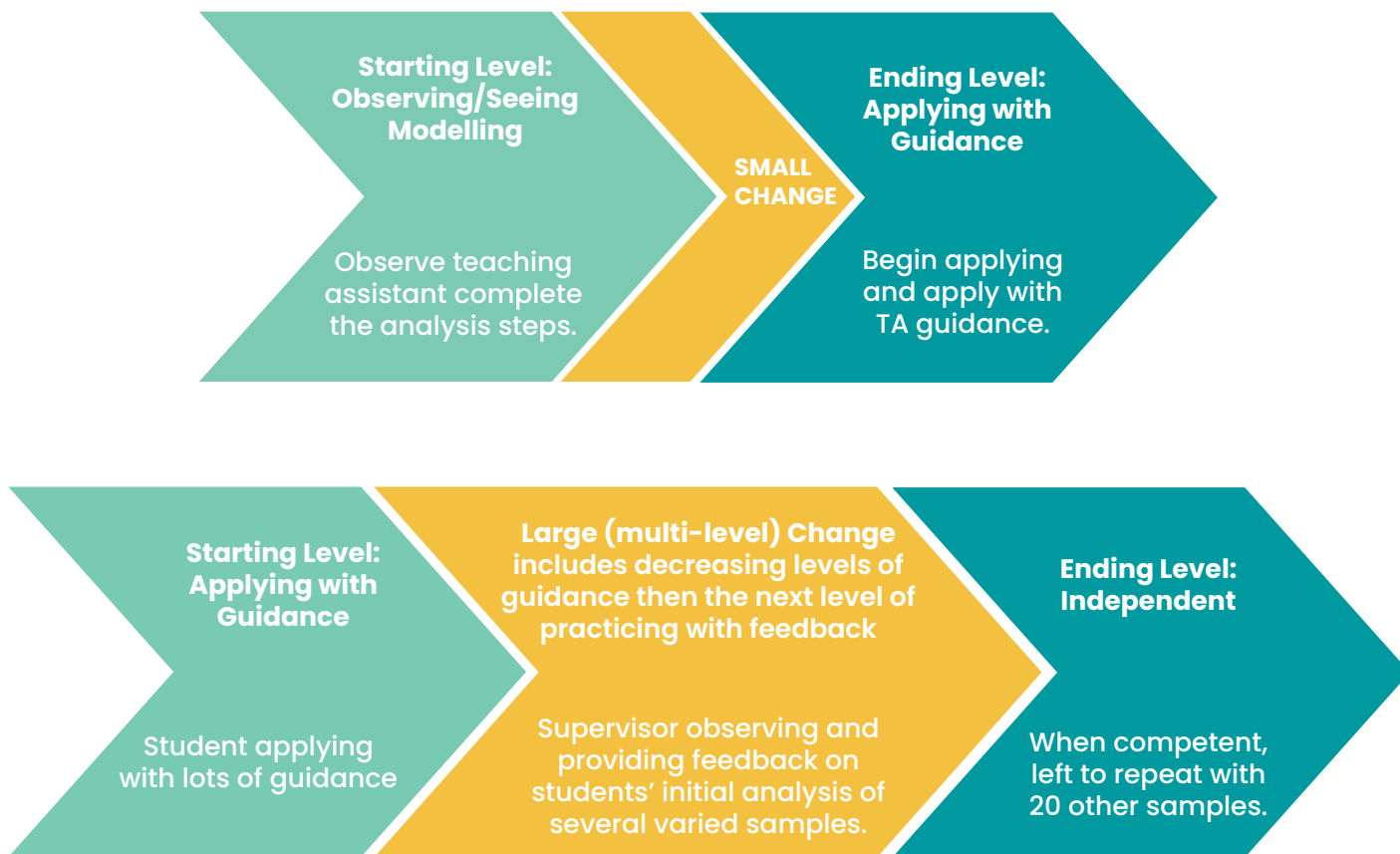


Figure 7: Degree of Scaffolding Needed for Small and Large Changes

theory of proximal development to explain the necessity of educational scaffolding to develop transdisciplinary leadership skills in a One Health program; Harland (2003) offers another published example in a problem-based learning (PBL) course in Zoology.

### Increasing Transfer (Variation and Reflection)

Transfer can be increased by providing multiple contexts or variations within each step of scaffolding. For example, analyzing several varied samples or writing resumes for various postings provides a stronger basis for more independent

flexibility later on. When scaling up include increasing factors, variation, and uncertainty.

### ACTIVITY

#### Selecting a Degree of Scaffolding

Consider one opportunity. What expertise needs scaffolding (e.g., language vs. connections vs. flexible application of process)? What variation in ability among students do you expect? What prior baseline training might be needed? Who will provide the modeling and feedback?

Example Outcomes	Example Degree of Scaffolding: Activity & Assessment Examples
<p><b>Career: Networking and building connections</b></p>	<p><b>Who: Peer + small change in level from starting level: observing/seeing modeling + Ending level: applying with guidance:</b> Experienced peer shares example questions they ask at conferences &amp; students write three questions they might ask at an upcoming local or online conference.</p> <p><b>Who: Supervisor + large change in level (starting level: practicing with feedback + Ending level: independent):</b> Practice professional conversational inquiries with a supervisor and receive feedback before attending a conference and meeting scholars or professionals.</p>
<p><b>Technical: Develop sample analysis skills</b></p>	<p><b>Who: TA + starting level: observing/seeing modeling + Ending level: applying with guidance:</b> Observe TA complete the analysis steps. Apply with TA guidance.</p> <p><b>Who: Supervisor + large change in level (starting level: practicing with feedback + Ending level: independent):</b> Supervisor observing and providing feedback on students' initial analysis of several varied samples, once competent then left to repeat with 20 other samples.</p>

Table 11: Scaffolding

# 5. Theory–Application Sequence

## Why

Every task and process involves both theory and application. The theory provides the concepts, language, standard processes, techniques, ethical considerations, informs risk assessments and responses, and drives evidence- and research-based insights into practice. The application connects the hands to the ideas and the concepts to the context, shows how to balance risks, and models current practice. For educators and mentors seeking to improve students' learning and their success in future endeavours, it is important to consider the ordering and cycles of theory and application in OBEL design.

## Defined

There are three potential sequences:

- The **theory-initiated sequence** begins with theory, then near-practice examples that are clear applications of the theory, and then application in realistic settings that require enacting the theory in more nuanced ways or seeing the complexity and trade-offs of theory in context (as seen in the 4MAT teaching model, McCarthy, 2000). For example, to learn professional networking, provide students with a conceptual model for phases in professional networking then peer-practice then an in-situ opportunity to apply their new model-informed skills in a conference.
- The **application-initiated sequence** begins with engaging in or witnessing a process in situ, that is then linked with theory to interpret, see nuances or make decisions for better future enactment. For example, students experience professional networking in situ, and then learn the theory of specific elements to interpret what happened and plan for next time.
- The **iterative sequence** alternates theory and application to name and frame through theory as well as to situate that learning in context through application, linked by reflection (Kolb, 1984) and integration (Taylor, 2010) that is embedded after each application and after each theory lesson. For example, students may observe networking, reflect on what they heard, learn about introductions and elevator pitches, integrate by drafting their own pitch in class, then apply and reflect.

The aim across all sequences is to build nuanced expertise to engage in practice and see theory in a nuanced way. The appropriate sequence varies by intended outcomes, activities, and assessments. In all three models, a tight link is required between theory and applied settings, or else theory may be dismissed or application may be seen or done as scattered/messy.

## Deciding on Options

Consider the timeline of EL or WIL experiences. For a one-and-done experience, it may be theory-driven, application-driven, or briefly iterative. Most longer educational-based EL and WIL opportunities include multiple moments and multiple outcomes, so consider the overall sequence of a program as well as within a course.

**Within a program may be iterative** where students experience cycles of theory courses → Co-op terms or practicum term followed by more theory courses. Key questions are how are these application experiences prepared for in the previous courses and integrated into a deeper understanding of theory in the later courses to leverage individual experiences to further learning.

## Sequence and Timing: Three Models

Outcome: "Establishment of professional networks"

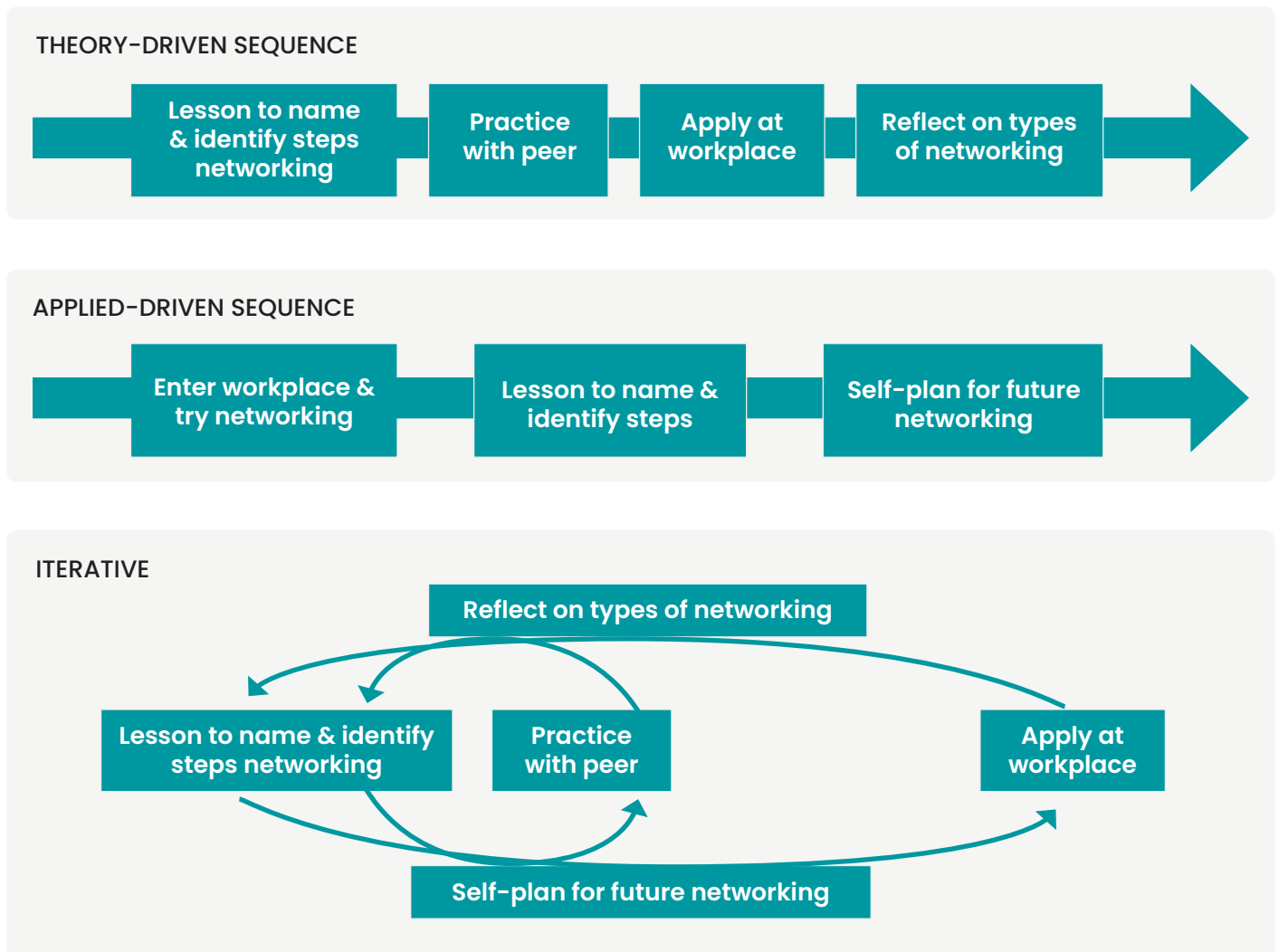


Figure 8: Sequence and Timing: Three Models

Example Outcomes	Example Sequence: Activity & Assessment Examples
<p><b>Career: Networking and building connections</b></p>	<p><b>Theory driven</b> → presentation on good networking, practice with classmates or attend a conference → written reflection on how applied what was learned in the presentation</p> <p><b>Application driven</b> → shadow a mentor networking → come to a workshop to identify top approaches and how the approach varies based on identity and level of standing in the community → identify which approaches worked for the mentor and which might work for them.</p>

Table 12: Theory-Application

**While a course may be theory than application** with students having a lecture about a concept then engaging in a simulation, on-site experience, a project or a case focused on that learning outcome.

### Increasing Transfer (Variation and Reflection)

Increasing opportunities for reflection and integration between theory and application, and intentionally linking parts of their experience would help with learning. Providing variation in contexts and examples, or opportunities for peer debriefs where contexts vary between students can also help further transfer.

#### ACTIVITY

##### Selecting a Theory & Application Sequence

Consider one experiential learning initiative or instance. What is the default (due to time, context, program) order between theory & application?

How will theory and application be linked?

What if a different sequence was implemented?

What effects on learning or logistics would there be?

## Example of Five Factors Together: Still Aligned in Remote and Uncertain Times

### In Pandemic or Work-From-Home-Only Scenarios

When learners are expected to work-from-home because on-site or on-campus options are restricted, designing EL becomes challenging as so many of the design factors are restricted. The OBEL five factors provide insight and a process for checking what options remain.

When you face a scenario that challenges EL and WIL, go factor by factor to identify which options remain. During the COVID-19 pandemic, Lorraine and Carolyn utilized the Five Design factors to identify the options that remain in the context of restricted workplaces and work-from-home-only options.

### Sample OBEL Aligned Activities and Assessment

Based on our Five Design factor review of the work-from-home scenario of the pandemic, the following design factors options were identified:

- **Context:** At home only;
- **Social Learning:** Virtual Observer or Independent practice from home;
- **Zone:** Limited contact & mentorship, min. 1;
- **Sequence:** Theory first + window for applied;
- **Length:** Short or flexible ideally.

Next sample activities and assessments feasible within these contextual factors were identified for each of the intended outcome categories.



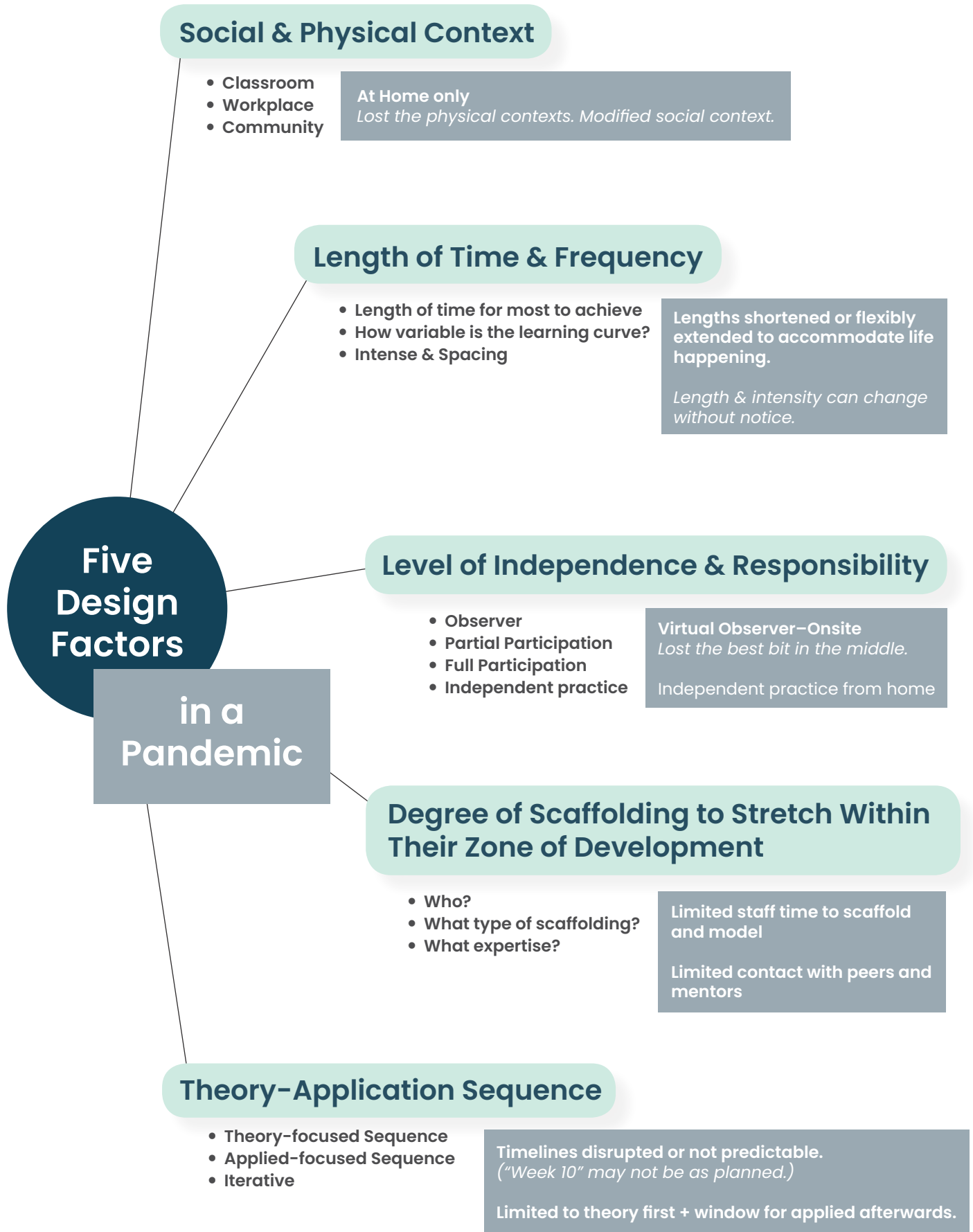
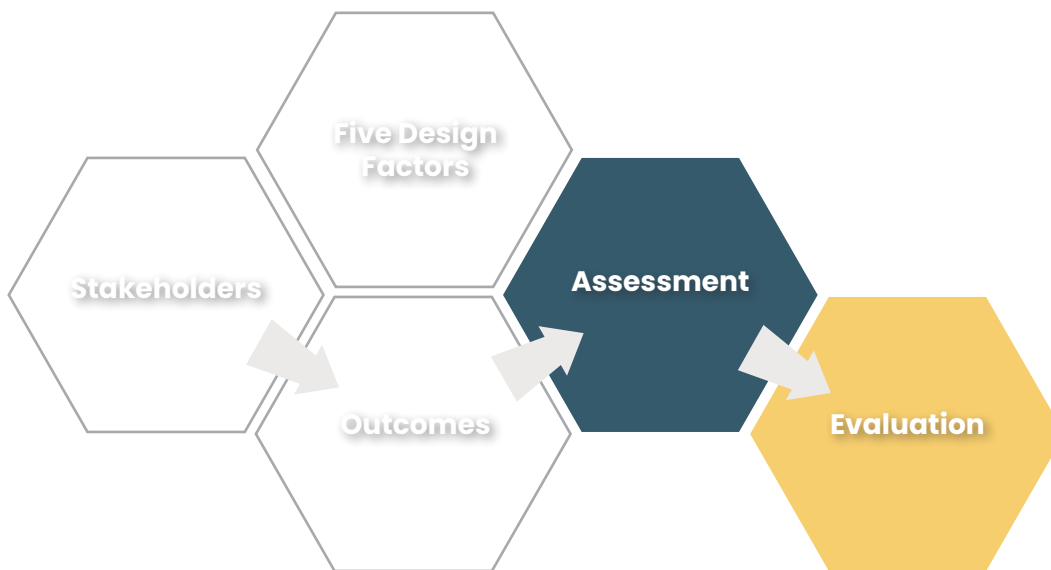


Figure 9: Five Design Factors in a Pandemic

Outcomes	Activities	Assessment
<b>Student Career Readiness</b>	<ul style="list-style-type: none"> <li>✓ Informational or expert interviews (phone)</li> <li>✓ Virtual tour or recorded interviews</li> <li>✓ Key idea summaries of (past) keynotes</li> </ul>	<ul style="list-style-type: none"> <li>✓ Compare role types</li> <li>✓ Summarize key skills &amp; experiences for the role</li> <li>✓ Create training modules for future cohorts</li> </ul>
<b>Student Technical Skills (may also be Tangible Outputs)</b>	<ul style="list-style-type: none"> <li>✓ Writing or updating manuals</li> <li>✓ Phone triaging, or basic frontline technical coaching</li> <li>✓ Relevant remote work tasks (preparing packages, using home-based software for data analysis)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Daily check-in initially, hear about their process</li> <li>✓ Review outcomes of the work including summaries, support tickets</li> </ul>
<b>Adaptability through Conceptual Expertise</b>	<ul style="list-style-type: none"> <li>✓ Summarizing evidence-based practice</li> <li>✓ Grant proposals</li> <li>✓ identifying, comparing, and summarizing emerging options or new updates to best practice.</li> <li>✓ Review created documents</li> </ul>	<ul style="list-style-type: none"> <li>✓ Review created documents</li> </ul>
<b>Student Interpersonal qualities</b>	<ul style="list-style-type: none"> <li>✓ Presenting created materials</li> <li>✓ Participating in team meetings</li> <li>✓ Maintaining confidentiality</li> <li>✓ Communicating hours &amp; work plans</li> <li>✓ Time management (including well-being)</li> <li>✓ Consulting with frontline staff and developing outreach and pre-arrival materials</li> </ul>	<ul style="list-style-type: none"> <li>✓ Set &amp; provide early feedback on how to engage</li> <li>✓ Self-assessment &amp; mentor assessment</li> <li>✓ Team feedback on collaborations or presentations.</li> </ul>
<b>Growth &amp; Integration</b>	<ul style="list-style-type: none"> <li>✓ Reading a key biography about a person's growth and reflect on own growth</li> <li>✓ Reflexive journaling about assumptions and implications of social status and background.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Self-assessment &amp; reflections</li> </ul>
<b>Relational outcomes (may also be Tangible Outputs)</b>	<ul style="list-style-type: none"> <li>✓ Policy or info summaries for outreach and society (blogs, a podcast with expert, videos, infographics)</li> <li>✓ Offer phonecalls or supplies for isolating individuals</li> <li>✓ Mentoring high school or elementary school students</li> </ul>	<ul style="list-style-type: none"> <li>✓ Metrics on update</li> <li>✓ Reflections on contact conversations</li> <li>✓ Observed session</li> </ul>

Table 12: Aligned Activities and Assessment in a Pandemic

# Assessment and Evaluation

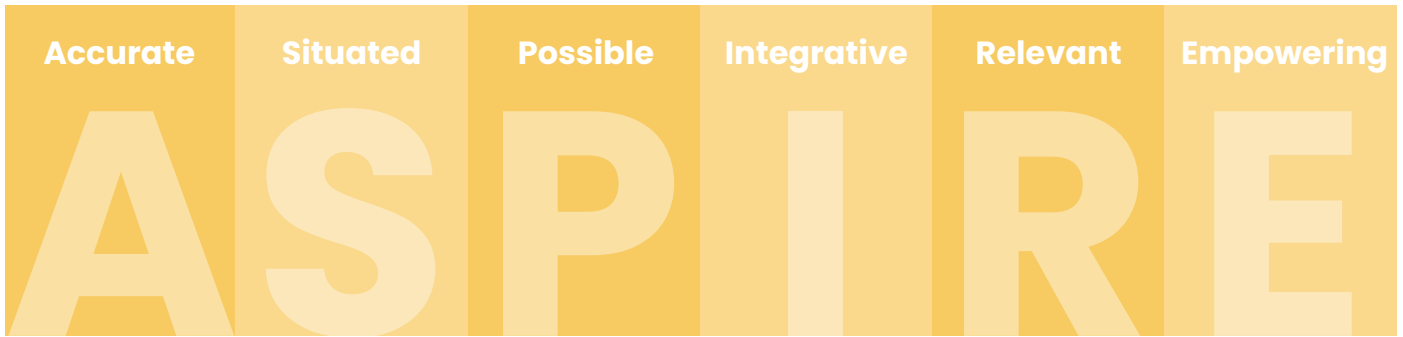


## Why We Assess and Evaluate

We **assess**, measuring each learner's outcomes, to provide formative feedback to improve their success and summative feedback to indicate their achievement. We also **evaluate** to measure and provide formative feedback on a program's or initiative's process and outcomes to better inform design and funding decisions. The aim is to feasibly and meaningfully measure where the individual's gains, and also how the program is working.

Individual assessments (e.g., supervisor mid-placement and final ratings) can be used for individual learning and grades, or aggregated for an overall program evaluation.

# Make It Good: ASPIRE!



## Accurate

- Measures what you seek to evaluate (e.g., if wanting to measure technical skills, then it provides an accurate measure of technical skills). This accuracy is formally referred to as validity.
- Evaluation tool provides consistent measures of the same result across time, raters, and contexts. This consistency is called reliability.

## Situated

- Relevant to the context of the experience.
- Connects and situates learning within the context of the experience.
- Reflects the language and outcomes of the disciplinary or professional context.

## Possible

- Who is best to observe or receive? Who is best to assess the gradation in the level of achievement? Not everyone is best situated to assess every outcome. Assessing the ability to connect practice to theory might be done by someone with a deep understanding of the theory. Assessing the ability to professionally ask for help or clarification would be the person they are expected to ask.
- Focuses forms on a specific individual/program, a specific timeframe (may require a mid-term and final form).
- Groups questions related to similar outcomes together.
- Uses established measures (e.g., AAUC's VALUE

rubrics, conceptual inventories, professional codes of conduct and standards, disciplinary observational matrices) or create with guidance and refine a measure.

## Integrative

- Guides the learners and stakeholders in integrating their learning into their next steps for the individual or the program going forward.
- Connects into their academic or professional or career readiness program in a meaningful way.

## Relevant

- Focuses on specific outcomes, and where there are many outcomes allow each assessment to focus on a specific subset in a timely way.
- Times assessment where individuals can still improve, when all can still remember what took place, and prior to the next funding cycles.

## Empowering

- Uses language that respects and engages learners to increase their own awareness, self-efficacy (belief in their own abilities), and agency through self-assessment and reflection.
- Invites organizational partners and educators to contribute to assessments and shape the program going forward.

# Creating Assessments and Evaluations

## Evaluability and Process Evaluation

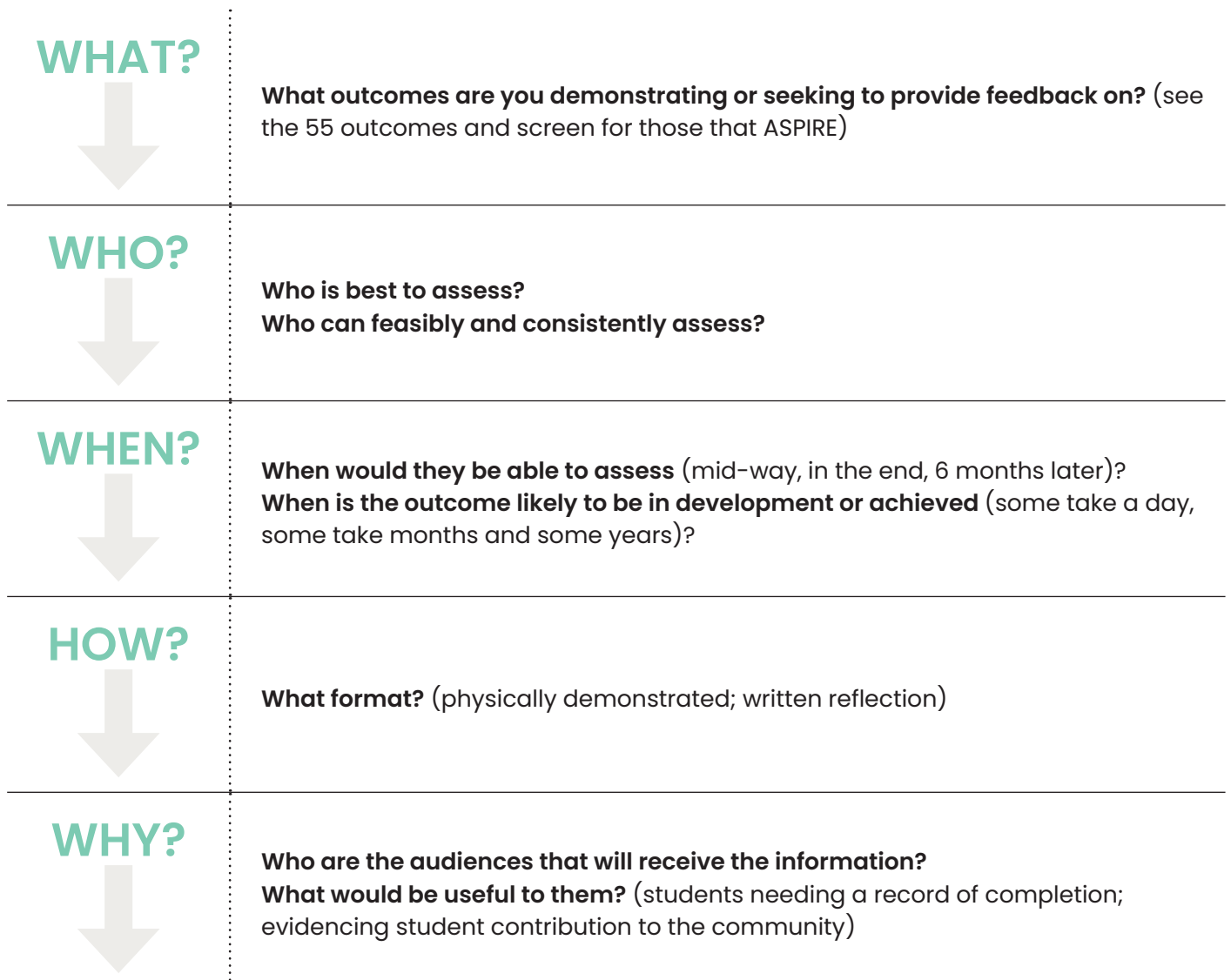
An **evaluability check** assesses if the design is aligned and has the potential to lead to the outcomes, while **process or fidelity evaluation** focuses on confirming that the outcome-based experience is implemented in a way that would align with and reasonably lead to the outcomes.

1. Identify the outcomes.
2. Design using the five design factors.
3. Check alignment so that activities and assessments would lead to outcomes.
4. Check implementation includes planned elements and is implemented as planned.

## Individual Assessment & Outcome Evaluation

OBEL design specifies outcomes then focuses assessment and evaluation on demonstrating

and communicating those gains. When designing an individual assessment or outcome evaluation plan, consider:



# Oh Oh — How Can I Measure These Outcomes?

## For yes/no single-observations

- Checklists (yes, can do; no, cannot; blank for no opportunity)
- Form with a diagram indicating where procedures properly or improperly performed
- Three-level (insufficient, sufficient, exceeds expectations) rating scale with a space to note one strength and one deficiency for qualities like thoroughness, safety check, welcoming of clients

## For overall synthesis (multiple-observations)

- **Ratings**
  - ◊ Rate demonstrated skill: beginning, developing, advanced, meeting, exceeding. Circle/highlight or comment.
  - ◊ Rate frequency of skill: always, sometimes, infrequently, never
  - ◊ Rate consistency of skill: Highly consistent, somewhat consistent, highly inconsistent.
- **Write a paragraph for each assessed outcome**
  - ◊ Students' self-assessment and self-rating for each outcome
  - ◊ Supervisor assessment with specific examples and specific suggestions for improvement for each outcome
  - ◊ Educator's assessment of theory integration, of skill performance, or reflection with specific examples and specific suggestions for improvement for each outcome

*(Note: for OBEL experiences longer than a single*

*event or hour, it is helpful to have at least two ratings and to identify next steps and implement them to improve or to provide the opportunity to clarify differences in ratings between self-assessment and other's assessments).*

## For Track Frequency

- **How often:** can be daily or weekly or by opportunity; when observable.
- **Who:** supervisor observed, recorded in a system, self-tracking

## Find Established measures & Criterion-based rubrics

- Specific field/discipline competency checklists
- Program or institutional outcomes, rubrics
- Regulatory bodies
- Accrediting bodies preparatory/practice guidelines
- Safety checklists and occupations checklist
- AACU's VALUE rubrics are a ready-made criterion-based rubric
- Research Skills Development framework

*(Note when the context or content changes, any prior validity claims need to be retested before claims of a valid measure can be made.)*

## Create situated measures with experts

- Invite a group of experienced professionals to identify key tasks they would ask a new hire to do on the first day and in the first month.
- Develop a quick checklist (yes, not satisfactory, N/A) + comment
- Measure validity and reliability with samples, pilot test and gather feedback

# Yikes!

## There is too much to measure!

After generating the initial list of outcomes, identify the top outcomes that ASPIRE! Even the largest initial outcome pile can be thinned through screening via ASPIRE. Perhaps some are not possible to assess in the context or timeline, perhaps some are less situated in the context of this experience or some do not empower. For longer experiences, it may be possible to measure more by leveling up.

## I can't measure everything all the time! Time to Level Up!

Leveling up: when there are at least two rounds of feedback and each new round of feedback adds or shifts the expectations higher. For example, across 10 lab reports, weekly checklists, or a mid-practicum feedback form and final feedback form.

When leveling up, focus on early skills in first feedback and then build. Having two or more instances of feedback provides motivation and a chance to improve. Learn to walk then run and play soccer.

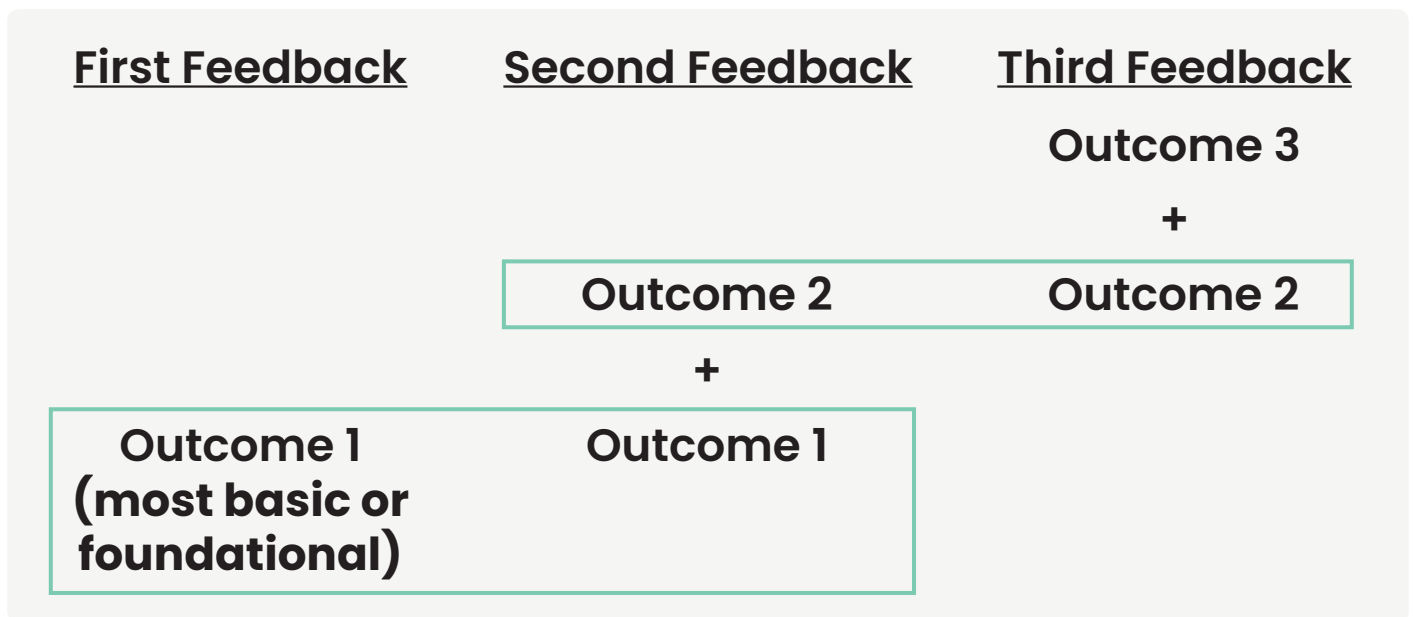


Figure 10: Leveling Up the Focus of Feedback and Assessment

# How We Developed the OBEL Framework

We sought to understand what underlies experiential learning, with the recognition that when experiential learning is well-designed it can be transformative for student learning and help build meaningful relationships between students, organizations, community, and institutions. We specifically sought to better understand and define the breadth of the intended outcomes that would need to be aligned with activities and assessment as per respected learning design practice and theory. Little did we realize that the list of intended outcomes would span so many specific outcomes. When we started, our prediction was maybe 10 or so: the final list from our initial scans of two provinces was over four times that amount that we distilled into the categories you see today. We continued to seek verification, with a comprehensive list in our final national scan that added better teaching to the list as well. What commenced as a focus on Ontario expanded to include 123 funded colleges and universities across Canada. Below are further details of our quest for identifying the intended outcomes and design factors of OBEL. Our efforts led us through multiple rounds of analysis of stated intended outcomes, literature, and credibility checks with practitioners to best ensure a comprehensive, relevant, accurate, and practical set of outcomes and factors.

The literature we drew on included:

- Learning experience design theory of constructive alignment (Biggs, 1999) and emergent use to design individual courses with experiential learning (e.g., Wong, 2017; University of North Texas, n.d.).
- Influences on and theories about how humans learn (e.g., Cree & Macaulay, 2000; Gardner, 1999; Kegan, 2000; Kuh, 2008; Lave & Wenger, 1991; McCarthy, 2002; Perkins & Salomon, 1992; Thorndike & Woodworth, 1901; Vygotsky, 1978).
- Experiential learning key qualities (Association for Experiential Education, n.d.; Kolb, 1984; Ministry of Advanced Education and Skills and Development, 2017, September)



- Reflection as key to experiential learning (Kolb, 1984; Kolb, Boyatis, & Mainemelis, 2001) and more recent studies (e.g., Miller & Maellaro, 2016), as well as related literature on emerging evidence on reflection and integration leading to wisdom (Taylor, 2010) and elaboration in long-term memory formation in learning (de Winstanley & Bjork, 2002).
- Outcomes and approaches to experiential learning (e.g., Coker, Heiser, Taylor & Book, 2017; Fede, Gorman, & Cimini, 2018; Wong, 2017) and WIL (e.g., Smigiel, Macleod, & Stephenson, 2015; Stirling, Kerr, Benwell, MacPherson, & Heron, 2016).
- Career readiness (CERIC's (n.d.) Glossary of Career Development; National Association of Colleges and Employers, 2016 definitions).
- Divergent perceptions among experiential learning stakeholders (e.g., Hayes Sauder, Mudrick, Strassle, Maitoza, Malcarne & Evans, 2019).
- The theoretical grounding and implications of the OBEL framework are further discussed along with details of the results in Godden & Hoessler (submitted).

Throughout this process, we were guided by Micheal Q. Patton's (2015) Utility-focused criteria that expect research such as OBEL to:

1. "Focus inquiry on informing action and decisions."
2. "Identify intended uses and users."
3. "Interactive engagement with intended users to enhance relevance and use."
4. "Practical orientation throughout."
5. "Relevance to real-world issues and concerns."
6. "Time finding and feedback to support use."
7. "Understandable methods and findings."
8. "Actionable findings."

9. "Credible to primary intended users."
10. "What is useful is true."
11. "Extract lessons."

## Initial Landscape Scan in Ontario

In September 2018, we conducted a landscape scan of all Ontario English-language/Bilingual Universities ( $n = 22$ ). The boundaries of our scan were provincial as education within Canada is a provincially-determined context. Consideration for transferability led to the inclusion of quotations for assessment of relevance and a description of the context.

We focused on publicly stated and available documents because they are the public face of programming and they are available to all stakeholders including students, university members, organizations, and society that may influence recruitment and more. The scan was timed at the start of the school year when most websites and available documents housed on websites are intended to be live and up-to-date. We acknowledge additional communications and event-based dissemination occurs, so the scan is not all communications and promotions. This is a study of what institutions are publicly saying are the outcomes of experiential learning for an initiative that relies heavily on organizations, students, and faculty to opt into new forms of partnerships.

The online university-by-university search was conducted with each institution's name or website and the keyword "Experiential Learning" through a Google search engine and as needed via an institutional search to identify pages about EL. All institutions websites mentioned "Experiential Learning" or "Experiential Education" (EE) on their website: EL was the most common. Due to language limitations, we could not thematically code the sole French-language Ontario university's online materials, though we note here that they also mentioned EE/EL in their strategic mandate agreement available in English.

For transferability considerations of the initial scan, the context was Ontario universities which as of September 2018 had over 400,000 undergraduate students and were experiencing increasing provincial rhetoric around accountability, work experience, and industry relevance. Audiences for institutions included future students, current students, university members, external organizations, and society. All universities have strategic mandate agreements with the Ontario provincial government.

The resulting landscape scan identified 103 online pages mentioning experiential learning that were inductively coded for EL theory cited, structure and staffing of EL support, stated intended outcomes, and audience, with new codes inductively created throughout this process. The stated outcomes included all “benefits” and reasons to engage listed on the websites, with a few outcomes with cited research or direct quotes from students who experienced EL. Together, those are referred to as the intended outcomes identified. Where individual course calendar descriptions were identified in the search because of a heading, they were not included in this scan as any outcomes in these descriptions were framed as being outcomes of the course, not specifically or necessarily EL.

### **Identifying the Design Factors**

In considering the alignment needed for the intended outcomes, we reviewed literature within educational theory, testing the transferability to our own experiences and in experiential learning guidance. We distilled literature on learning, based on implications for experiential learning, to identify five design factors that would influence the design of activities and assessments. We then considered the instances in experience and literature, specifically where they worked and where they struggled, and we checked the utility of the design factors in explaining success, in explaining failures, and for planning.

### **Initial Check on Intended User Credibility – Ontario**

After this initial scan and identification of five design factors, we brought the findings to the University of Guelph’s Perspectives on Experiential Learning Conference in May 2019 for stakeholder feedback and validation as part of Patton’s (2015) Utility-focused criteria. During our session with over 30 people, we heard that the outcomes and factors resonated and felt credible and useful.

### **Validating and Differentiating Landscape Scan in Nova Scotia**

We repeated the from-the-ground-up process of inductive coding of intended outcomes for five universities in Nova Scotia, by searching for EL content on institutional websites, selecting EL outcome quotes, and grouping them. The resulting comparison of codes and categories reflect both a strong similarity and thus transferability, yet also regional differences with a greater focus on student learning outcomes in Ontario than in Nova Scotia. This difference may reflect the over 10 years of Undergraduate Degree Level Expectations in Ontario and specified learning outcomes for all degree programs. In addition, Nova Scotia had a unique focus on community and board engagement and Nova Scotia had relationships between students and the community, but not a stated focus on institutional improvement or institutional relationships with the community beyond future students. This allowed us to consider a near-complete set of intended learning outcomes, and to bring this set to a pan-Canadian community for feedback.

### **Check on Intended User Credibility – Nova Scotia & Pan-Canadian**

We sought to validate the emerging OBEL framework and confirm outcomes in Nova Scotia, as well as intended users from across the country at the Canadian Association of Career Educators & Employers (CACEE) Annual Conference in May

2019. We again heard that the outcomes and factors resonated and felt credible and useful with the over 20 people there. The difference in focus on community and board engagement also resonated with individuals in Nova Scotia.

### **Primary Intended User Credibility – International (CANNEXUS & CERIC Webinar)**

In January 2020, we sought additional feedback from multiple stakeholders. Over 70 people attended our CANNEXUS session where they worked in small groups or pairs through the template to identify stakeholders, intended outcomes, and factors for an EL initiative or EL in general. When we asked if any outcomes were missing based on their experience, only one person noted an outcome they have seen that was not on our list, namely identifying talent to have a pipeline for industry. During the subsequent conversation, this pipeline outcome seemed to encompass outcome 10.6. “Attract new employees and board members” and 2.1 “Acquire employer-demanded skills”. We heard from many during the workshop how the outcomes illuminated current conversations and named key outcomes that they worked with.

In May 2020, we applied our five design factors to identify the limitations and possibilities for EL within the COVID-19 pandemic, and presented this approach to an international community. Our CERIC webinar “Going remote with experiential learning and work-integrated learning: A practical outcome-based approach” had over 2040 registrants with over 1024 attending in real-time. We value the feedback we received across these opportunities and the conversations since. The questions of ‘what about WIL?’ and ‘what about colleges?’ arose.

### **Complete Pan-Canadian Scan of EL and WIL at 123 Colleges and Universities**

In Summer 2020, we hired a research assistant

to complete an independent search, scan, and analysis of Canadian Colleges and university websites to look for both EL and WIL. Both EL and WIL language was used in the search to identify if there were differences in outcomes presented on the pages as well as to ensure that we were not missing intended outcomes that were unique to WIL in earlier scans. We utilized a national association list of 123 colleges & universities. The initial search included the institutional name and “experiential learning” or “work-integrated-learning” or WIL or EL, and where none were found a site-specific search of the institution was used. From the web pages, specific quotes and information were copied into the spreadsheet. The research assistant was shown the outcomes and previous sample quotes were then independently coded. Once a page or two was found, further searches did not occur for the institution. Quotes were coded by the broad categories and reviewed afterward to refine the outcomes listed in this guide. Two additional outcome categories were found: better teaching and faculty & institution relations. The career readiness outcome category was expanded to include the outcome of initial career success/starting salaries.

### **Initial Scan of Employment Programs**







Lastly, we did an initial scan of provincially and federally funded employment programs in four provinces. This initial scan echoed earlier work and confirmed existing outcomes as well as identifying “1.7 Pre-employment skills for job searches, resume writing, and interviews”.

Emergent patterns across specific learner groups are noted in the Distinguishing EL, WIL, and Employment Programs section.

We would be interested in continuing a provincial or national scan and collaboration.

# Templates

## Outcome Deck of Cards

<p>STUDENT OUTCOMES</p>  <p><b>Student Career Management &amp; Readiness</b></p> <p>1.1 Gain experiences to meet employer expectations</p>	<p>STUDENT OUTCOMES</p>  <p><b>Student Career Management &amp; Readiness</b></p> <p>1.2 Professional networking</p>	<p>STUDENT OUTCOMES</p>  <p><b>Student Career Management &amp; Readiness</b></p> <p>1.3 Explore career options</p>
<p>STUDENT OUTCOMES</p>  <p><b>Student Career Management &amp; Readiness</b></p> <p>1.4 Gain employment</p>	<p>STUDENT OUTCOMES</p>  <p><b>Student Career Management &amp; Readiness</b></p> <p>1.5 Gain graduate or professional school entry</p>	<p>STUDENT OUTCOMES</p>  <p><b>Student Career Management &amp; Readiness</b></p> <p>1.6 Gain experience and awareness of workplace context and norms</p>

STUDENT OUTCOMES



**Student Career & Management & Readiness**

1.7 Gain pre-employment skills for job searches, resume writing, and interviews.

STUDENT OUTCOMES



**Student Learning Theory and Skills**

2.1 Increase memory retention

STUDENT OUTCOMES



**Student Learning Theory and Skills**

2.2 Integrate Theory & Practice

STUDENT OUTCOMES



**Student Learning Theory and Skills**

2.3 Apply theory to practice

STUDENT OUTCOMES



**Student Learning Theory and Skills**

2.4 Address program learning outcomes

STUDENT OUTCOMES



**Student Learning Theory and Skills**

2.5 Acquire technical and non-technical skills

STUDENT OUTCOMES



**Student Adaptability  
Through Conceptual  
Expertise and Values**

3.1 Shift beliefs and values

STUDENT OUTCOMES



**Student Adaptability  
Through Conceptual  
Expertise and Values**

3.2 Improve conceptual learning

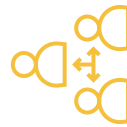
STUDENT OUTCOMES



**Student Adaptability  
Through Conceptual  
Expertise and Values**

3.3 Critical thinking

STUDENT OUTCOMES



**Student  
Interpersonal  
Qualities**

4.1 Interpersonal skills

STUDENT OUTCOMES



**Student Growth &  
Integration**

5.1 MetaSkills (self-directed learning)

STUDENT OUTCOMES



**Student Growth &  
Integration**

5.2 Lifelong Learning skills & "Better able to transfer"

STUDENT OUTCOMES



**Student Growth & Integration**

5.3 Self-confidence

STUDENT OUTCOMES



**Student Growth & Integration**

5.4 Personal growth

STUDENT OUTCOMES



**Student Growth & Integration**

5.5 Integration and meaning-making

STUDENT OUTCOMES



**Student Basic Literacies**

6.1 Numeracy, financial literacy, and financial decision-making

STUDENT OUTCOMES



**Student Basic Literacies**

6.2 Media literacy, Computer Literacy, Digital literacy, information literacy, technology literacy

STUDENT OUTCOMES



**Student Basic Literacies**

6.3 Reading and writing literacies

RELATIONAL OUTCOMES



**Student & Society**

7.1 "Make a difference"

RELATIONAL OUTCOMES



**Student & Society**

7.2 Prepare to lead

RELATIONAL OUTCOMES



**Student & Society**

7.3 Increase likelihood of community involvement

RELATIONAL OUTCOMES



**Student & Society**

7.4 Engage with the local community

RELATIONAL OUTCOMES



**Student & Society**

7.5 Gain understanding of complex social issues

RELATIONAL OUTCOMES



**Student & Society**

7.6 Civic Engagement



RELATIONAL OUTCOMES



**Institution & Student**

8.1 Funding provided for student access

RELATIONAL OUTCOMES



**Institution & Student**

8.2 Greater student motivation & deeper engagement in the learning process

RELATIONAL OUTCOMES



**Institution & Student**

8.3 Student engagement (and ownership)

RELATIONAL OUTCOMES



**Institution & Student**

8.4 Student retention

RELATIONAL OUTCOMES



**Institution & Student**

8.5 Supporting specific students (mature students, students with trouble learning)

RELATIONAL OUTCOMES



**Institution's Reputation with Potential Students**

9.1 Enrolment / recruitment of high-quality students

RELATIONAL OUTCOMES



**Institution's  
Reputation with  
Potential Students**

9.2 Promotion of unique  
learning experiences

RELATIONAL OUTCOMES



**Institution & Faculty  
Relations**

10.1 Institution  
recognizing, inspiring  
and engaging  
educators in improving  
teaching and learning  
experiences

RELATIONAL OUTCOMES



**Faculty &  
Community**

11.1 Future teaching and  
research collaborations

RELATIONAL OUTCOMES



**University &  
Community**

12.1 Evaluating &  
improving curriculum

RELATIONAL OUTCOMES



**University &  
Community**

12.2 Collaborations with  
community or industry

RELATIONAL OUTCOMES



**University &  
Community**

12.3 Engage alumni

RELATIONAL OUTCOMES



**University & Community**

12.4 Funding/support from government, and donors

RELATIONAL OUTCOMES



**University & Community**

12.5 Align with government priorities

RELATIONAL OUTCOMES



**University & Community**

12.6 Enhance institutional reputation based on collaborations

RELATIONAL OUTCOMES



**University & Community**

12.7 Community as partners inform university curriculum, shape sector

RELATIONAL OUTCOMES



**Organization & Students (Future Students) Employees**

13.1 Benevolent employer

RELATIONAL OUTCOMES



**Organization & Students (Future Students) Employees**

13.2 Organization attract new employees and board members

**RELATIONAL OUTCOMES**



**Organization & Students (Future Employees)**

13.3 Organizations gain employees with workplace experience

**TANGIBLE OUTCOMES**



**Organization**

14.1 Organizations benefit from students' current knowledge, creative thinking, flexibility, fresh approaches

**TANGIBLE OUTCOMES**



**Organization**

14.2 Support org. lacking resources for projects

**TANGIBLE OUTCOMES**



**Organization**

14.3 Organizations existing staff develop mentorship skills

**TANGIBLE OUTCOMES**



**Society**

15.1 Community capacity growth

**TANGIBLE OUTCOMES**



**Society**

15.2 Societal benefit of turning innovative ideas into real solutions

TANGIBLE OUTCOMES



**Better Teaching & Better Learning**

16.1 Strengthening teaching excellence, innovative teaching methods, and providing mentorship and professional development to faculty

TANGIBLE OUTCOMES

RELATIONAL OUTCOMES

STUDENT OUTCOMES

# OBEL Template 1: Outcome and Stakeholders

Stakeholders for the opportunity:

*Identify Potential or Known Outcomes of Stakeholders*

Learner Gains	Stakeholders with this outcome	
	Known	Potentially
<p><b>1. Student Career Management &amp; Readiness</b> includes having sufficient career exploration and goals, awareness of implications of career decisions, ability to self-advocate, ability to network, and ability to seek, be hired, and be a good employee (e.g., CERIC Glossary).</p>		
<p><b>2. Student Learning theory and skills</b> encompasses knowledge and skills of specific procedures, terminology, techniques, and processes (e.g., disciplinary accreditation competencies), as well as strengthening theoretical knowledge and integrating theory and practice.</p>		
<p><b>3. Adaptability through Conceptual Expertise and values</b> is the ability to critical thinking, to adjust ideas, and to transfer skills by knowing the principles and values behind how the concepts, processes, and steps relate and can be shortcutted or combined, and how decisions are made.</p>		
<p><b>4. Interpersonal qualities</b> describe the skills and ways of relating needed for interacting with and engaging meaningfully with a diverse set of people.</p>		
<p><b>5. Growth &amp; Integration</b> focus on the metacognitive (thinking about thinking) skills of reflection, lifelong learning, and integration.</p>		
<p><b>6. Basic Literacies</b> include reading, writing, numeracy, financial literacy, media literacy, digital and computer literacies, and information literacy (e.g., Conference Board of Canada's Essential Skills Framework).</p>		

**Stakeholders with this outcome**

Relational Outcomes	Known	Potentially
<p><b>7. Student &amp; Society relations</b> includes the connection and sense of belonging learners have in their community, as well as a sense of civic engagement. It should be noted that civic engagement was a strong theme in the Nova Scotia scan but not in the Ontario scan.</p>		
<p><b>8. Institution &amp; Student relations</b> encompasses student engagement and financial support.</p>		
<p><b>9. Institution &amp; Potential student relations</b> focuses on the reputation and attractiveness of an institution with potential students.</p>		
<p><b>10. Institution &amp; Faculty relations</b> including recognizing, inspiring and engaging educators in improving teaching and learning experiences.</p>		
<p><b>11. Faculty &amp; Community relations</b> consider the potential for future or continued partnerships for research, professional connection, or education.</p>		
<p><b>12. Institution &amp; Community relations</b> is the level of connection and collaboration between an institution and community stakeholders as individuals and as an overall community. Some institutions have strong community connections to maintain and build upon, while others have a minimal or problematic history.</p>		
<p><b>13. Organization &amp; Students relations</b> focuses on the connection and reputation an organization builds with students as future employees, future board members, future colleagues, or members of their profession.</p>		

Tangible Outcomes	Stakeholders with this outcome	
	Known	Potentially
<p><b>14. Organization’s Tangible outputs</b> provide increased capacity, skillset, energy, and access to ideas or software to make new solutions, enhanced or unfunded programming, and applications possible.</p>		
<p><b>15. Community’s Tangible Outputs</b> provide solutions for local challenges, deepens local awareness or documented history, furthers local priorities and local economic and social success.</p>		
<p><b>16. Better Teaching</b> involves strengthening teaching excellence, innovative teaching methods, and providing mentorship and professional development to faculty.</p>		

**REFLECTION:**

What did you discover during this activity?



# OBEL Template 2: Five Design Factors & an Aligned Activity

**Initiative/Opportunity:**

**Outcome(s)** (see Template 1):

**Typical/Default activities:**

<b>Design Factor</b>	<b>Ideal for the Outcome</b>	<b>&gt; Constraints/ Requirements</b>	<b>&gt; What is feasible?</b>
<b>Social &amp; Physical Context</b>			
<b>Length of Time &amp; Frequency</b>			
<b>Level of Independence &amp; Responsibility</b>			
<b>Degree of Scaffolding</b>			
<b>Theory-Application Sequence</b>			

## REFLECTION:

What did you discover during this activity?

# OBEL Template 3: Overall Aligned Plan

<p><b>Opportunity:</b></p> <p><i>Stakeholders:</i></p>	<p><i>Outcomes</i></p> <p><b>Known Outcomes:</b></p> <p><b>Potential Outcomes:</b></p>	<p><i>Design Factors</i></p> <p><b>Social and physical context:</b></p> <p><b>Level of Responsibility:</b></p> <p><b>Level of Scaffolding:</b></p> <p><b>Sequence:</b></p> <p><b>Level of time, frequency:</b></p>
<p><i>Activity/Activities</i></p> <p><b>Initial ideas:</b></p> <p><b>Revised (considering alignment):</b></p>	<p><i>Assessment</i></p> <p><b>Initial ideas:</b></p> <p><b>Revised (considering alignment):</b></p>	
<p><i>Evaluation</i></p>		
<p><b>Check for alignment:</b> (By whom, when, how)</p> <p><b>Check for implementation:</b> (By whom, when, how)</p>	<p><b>Outcome(s) to evaluate:</b> (By whom, when, how)</p>	

## REFLECTION:

What did you discover during this activity?

# References

- Association for Experiential Education. (n.d.). *What is experiential learning?* Retrieved from <https://www.aee.org/what-is-ee>
- Barrett, M.J., Alphonsus, K., Harmin, M., Epp, T., Hoessler, C., McIntyre, D., Reeder, B., & Singh, B. (2019). Learning for Transdisciplinary Leadership: Why Skilled Scholars Coming Together is Not Enough. *BioScience*, *biz072*, <https://doi.org/10.1093/biosci/biz072>
- Bass, R. (2012). Disrupting ourselves: the problem of learning in higher education. *EDUCAUSE Review*, *47*(2), 23–33.
- Berdahl, L., Hoessler, C., Mulhall, S., & Matheson, K. (2020). Teaching critical thinking in political science: A case study. *Journal of Political Science Education*, DOI: [10.1080/15512169.2020.1744158](https://doi.org/10.1080/15512169.2020.1744158)
- Biggs, J. B. (1999). What the student does: teaching for enhanced learning. *Higher Education Research and Development*, *18*(1), 57–75. doi: [10.1080/0729436990180105](https://doi.org/10.1080/0729436990180105)
- Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard Press.
- Chambers, N., Kashefpakdel, E., Rehill, J., & Percy, C. (2018). Exploring the career aspirations of primary school children from around the world: Drawing the future. London, UK: Education and Employers.
- Coker, J. S., Heiser, E., Taylor, L., & Book, C. (2017). Impacts of experiential learning depth and breadth on student outcomes. *Journal of Experiential Education*, *40*(1), 5–23. doi: [10.1177/1053825916678265](https://doi.org/10.1177/1053825916678265)
- Cooperative Education and Work-Integrated Learning Canada (CEWIL Canada). (2020). *What is work-integrated learning?* Retrieved from <https://redstoneagency.imiscloud.com/CEWIL/About%20Us/Work-Integrated-Learning/CEWIL/About-Us/Work-Integrated-Learning.aspx?hkey=ed772be2-00d0-46cd-a5b8-873000a18b41>
- Cree, V. E., Macaulay, C. (2000). *Transfer of learning in professional and vocational education*. Routledge, London: Psychology Press.
- Fede, J. H., Gorman, K. S., & Cimini, M. E. (2018). Student employment as a model for experiential learning. *Journal of Experiential Education*, *41*(1), 107–124. doi: [10.1177/1053825917747902](https://doi.org/10.1177/1053825917747902)
- de Winstanley, P.A., & Bjork, R. (2002). Successful lecturing: Presenting information in ways that engage effective processing. *New Directions for Teaching and Learning*, *89*, 19 – 31. doi: [10.1002/tl.44](https://doi.org/10.1002/tl.44)
- Experiential & Work-Integrated Learning Ontario. (n.d.). *What is a work-integrated learning program*. Retrieved from <https://www.ewo.ca/site/home>
- Gallup-Purdue. (2014). *Great jobs great lives: The 2014 Gallup-Purdue index report*.
- Gardner, H. (1999). *The disciplined mind: What all students should understand*. New York, NY: Simon & Schuster.
- Godden, L., Kutsyuruba, B., & Covell, L. (2014). Collaborative application of the Adaptive Mentorship© model: The professional and personal

- growth within a research triad. *International Journal of Mentoring and Coaching in Education*, 3(2), 125–140.
- Harland, T. 2003. Vygotsky's zone of proximal development and problem-based learning: Linking a theoretical concept with practice through action research. *Teaching in Higher Education* 8, 263–272.
- Hayes Sauder, M., Mudrick, M., Strassle, C. G., Maitoza, R., Malcarne, B. & Evans, B. (2019). What did you expect? Divergent perceptions among internship stakeholders. *Journal of Experiential Education*, OnlineFirst, 1–16. Doi: 10.1177/1053825918818589
- Hoessler, C., Godden, L., & Hoessler, B. (2015), Widening our evaluative lenses of formal, facilitated, and spontaneous academic development. *International Journal for Academic Development*, 20(3), 224–237. doi: 10.1080/1360144X.2015.1048515
- Isaak, J., Devine, M., Gervich, C., & Gottscall, R. (2018). Are we experienced? Reflections on the SUNY Experiential learning mandate. *Journal of Experiential Education*, 41(1), 23–38. doi: 10.1177/1053825917740377
- Kegan, R. (2000). What “form” transforms?: A constructive-developmental approach to transformative learning. In J. Mezirow (Ed.) & Associates, *Learning as transformation* (pp. 3–34). San Francisco: Jossey-Bass.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and Development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.
- Kolb, D. A., Boyatis, R. E., & Mainemelis, C. (2001). Experiential learning theory: Previous research and new directions. In R. J. Sternberg & L. F. Zhang (Eds.), *Perspectives on cognitive, learning, and thinking styles* (pp. 227–248). Mahwah, NJ: Lawrence Erlbaum.
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges & Universities
- Lave, J., & Wenger, E. (1991). *Situated learning: legitimate peripheral participation*. New York: Cambridge University Press.
- Leberman, S. I. & Martin, A. J. (2004). Enhancing transfer of learning through post-course reflection. *Journal of Adventure Education & Outdoor Learning*, 4(2), 173–184. doi: 10.1080/14729670485200521
- Miller, R. J., & Maellaro, R. (2016). Getting to the root of the problem in experiential learning: Using problem solving and collective reflection to improve learning outcomes. *Journal of Management Education*, 40(2), 170–193. doi: 10.1177/1052562915623822
- Ministry of Advanced Education and Skills and Development. (2017, September). *MAESD's guiding principles for experiential learning*.
- McCarthy, B. (2002). *About Teaching: 4MAT in the Classroom*. Wauconda, IL: About Learning
- National Association of Colleges and Employers. (2016). *Career readiness defined*. Retrieved from <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>
- Pace, D. (2017). *The Decoding the Disciplines Paradigm: Seven Steps to Increased Student Learning*. Bloomington, Indianapolis: Indiana University Press.

- Patton, M. Q. (2015). *Qualitative research & evaluation methods: integrating theory and practice*. Thousand Oaks, California: SAGE Publications, Inc.
- Perkins, D. N., Salomon, G. (1992). Transfer of Learning. *Contribution to the international encyclopedia of education (2nd ed)*. Oxford, England: Pergamon Press.
- Ricke, A. (2018). Finding the right fit: Helping students apply theory to service-learning contexts. *Journal of Experiential Education*, 41(1), 8-22. doi: 10.1177/1053825917750407
- Roberts, J. W. (2012). Beyond learning by doing: theoretical currents in experiential education. New York: Routledge.
- Roberts, J. (2018). From the editor: The possibilities and limitations of experiential learning research in higher education. *Journal of Experiential Education*, 41(1), 3-7. doi: 10.1177/1053825917751457
- Smigiel, H., Macleod, C., & Stephenson, H. (2015). *Managing competing demands in the delivery of work-integrated-learning: An institutional case study*. Netherlands: Springer.
- Stirling, A., Kerr, G., Benwell, J., MacPherson, E., & Heron, A. (2016). *A practical guide for work-integrated-learning: Effective practices to enhance the educational quality of structured work experiences offered through colleges and universities*. Toronto, ON: Higher Education Quality Council of Ontario.
- Taylor, C. (2010). The experiential process of acquiring wisdom: How wise individuals report learning life lessons. Unpublished thesis. Queen's University. Retrieved from: <https://qspace.library.queensu.ca/handle/1974/6055>
- Thorndike, E. L., & Woodworth, R. S. (1901) "The influence of improvement in one mental function upon the efficiency of other functions", *Psychological Review* 8: Part I, pp. 247-261. doi:10.1037/h0074898; Part II, pp. 384-395. doi:10.1037/h0071280; Part III, pp. 553-564. doi: 10.1037/h0071363
- University of North Texas (n.d.). Designing experiential learning for your Course. Retrieved from: <https://teachingcommons.unt.edu/teaching-essentials/engaged-learning/designing-experiential-learning-your-course>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wenger, E. (1998). *Communities of practice: Learning meaning, and identity*. Cambridge University Press.
- Wenger, E., McDermott, R., & Snyder, W. M. (2002). *Cultivating communities of practice*. Harvard Business School Press.
- Wong, K. (2017). Experiential learning: A case of business skills development education in higher education. *The Hong Kong Polytechnic University*, 44, 241 - 243.

# Index

## A

activities 1, 2, 6, 9, 16, 17, 29, 30, 38, 40, 46, 48, 53, 57, 59  
agency 6, 52  
alumni 11, 12, 13, 23  
assessment 1, 29, 30, 31, 38, 43, 50, 52, 53, 54, 57, 58

## C

career management 17, 19, 27, 63  
career readiness 7, 16, 27, 52, 60  
community 2, 3, 7, 11, 12, 13, 14, 15, 18, 22, 23, 24, 25, 33, 34, 37, 38, 43, 47, 57, 59, 60  
critical thinking 18, 20, 25, 65

## D

design 1, 2, 3, 4, 6, 8, 14, 17, 29, 30, 31, 33, 35, 40, 43, 46, 48, 51, 53, 57, 59, 60

## E

educators 2, 8, 9, 10, 12, 13, 14, 16, 17, 18, 23, 33, 38, 44, 46, 52  
EL 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 23, 29, 31, 33, 37, 42, 43, 44, 46, 48, 58, 59, 60  
evaluation 4, 51, 52, 53  
experiential learning 1, 3, 12, 21, 22, 23, 25, 29, 30, 35, 36, 40, 45, 48, 57, 58, 59, 60, 65, 66, 67

## G

government 11, 14, 23, 24, 59  
growth 12, 21, 25, 27, 35, 50

## I

institutional 1, 2, 3, 4, 14, 16, 17, 24, 30, 42, 58, 59, 60, 67  
institutions 2, 3, 8, 9, 12, 13, 16, 18, 28, 33, 57, 58, 59  
integration 6, 7, 17, 18, 29, 30, 35, 36, 37, 46, 48, 54, 58  
interpersonal skills 20

## L

life-long learning 6

## O

organizations 8, 9, 13, 14, 15, 17, 22, 33, 42, 44, 57, 58, 59  
outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 26, 28, 29, 30, 33, 34, 35, 36, 38, 40, 46, 50, 51, 52, 53, 55, 57, 58, 59, 60, 65, 66

## P

partnerships 12, 13, 15, 18, 22, 58  
planning 1, 2, 6, 9, 16, 17, 33, 41, 45, 59

## R

reflection 5, 12, 17, 18, 20, 21, 29, 35, 36, 38, 39, 45, 46, 47, 48, 52, 53, 54, 58, 66

## S

skills 2, 4, 7, 11, 12, 16, 17, 18, 20, 21, 22, 25, 26, 27, 30, 34, 35, 37, 39, 40, 41, 42, 43, 44, 45, 46, 50, 52, 55, 60, 67  
students 2, 3, 5, 6, 9, 10, 11, 14, 16, 18, 20, 21, 22, 23, 24, 25, 30, 31, 33, 34, 35, 36, 37, 38, 40, 42, 43, 44, 45, 46, 48, 50, 53, 57, 58, 59, 65, 67

## W

WIL 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 29, 31, 33, 37, 42, 43, 44, 46, 48, 58, 60  
work-integrated-learning 1, 4, 60, 67

# Outcome-based design (OBEL) for experiential learning, work-integrated learning, and career programming is a practical evidence-informed guide for stakeholders and coordinators.

By focusing on the intended outcomes of stakeholders, OBEL offers flexibility in activities, synergies between outcomes, and alignment with assessment and evaluation. For coordinators and educators faced with shifting contexts and priorities, OBEL offers approaches for communicating goals, defining program types, and focusing on design decisions. Integrating theory and practical approaches, this guide aims to keep programming feasible and scaleable with practical considerations throughout.

- The OBEL framework has been shaped by years of research and feedback from educators, coordinators, community partners, as well as employers and scholars.
- 55 potential outcomes identified in a national scan across 123 Canadian colleges and universities and an initial scan of employment programs across four provinces offer a quick reference to specify goals, engage stakeholders, differentiate programming, and communicate with partners and funders.
- Descriptions of direct and external influential stakeholders ensure consideration of all people and groups influencing the outcomes, planning, and implementation of your EL, WIL, and career development opportunities.
- Five design factors outline specific considerations for the social and physical context, level of independence and responsibility, degree of scaffolding, theory-application sequencing, and frequency and length of the experience for stakeholders to define expectations and what is possible.
- Three planning templates and practical examples provide realistic and relevant alignment of outcomes, activities, and assessments while considering the stakeholders and design factors.
- Student-centered approach focuses on learner experience and learner gains alongside relational outcomes and tangible benefits to achieving these outcomes through aligned activities and assessments.
- Guidance and approaches to feasible assessment and evaluation are also provided.
- Finally, after years of reliance on activities that may or may not be EL or WIL, OBEL offers a clearer distinction by focusing on the intended outcomes and social contextual factors.

