Faculty Guidebook

EXPERIENTIAL & SERVICE-LEARNING

2023
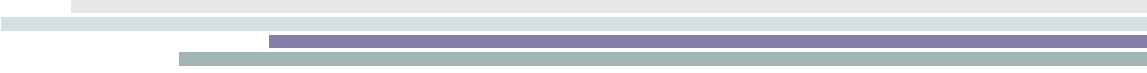
TEXAS A&M UNIVERSITY-SAN ANTONIO

Mays Center for Experiential Learning and Community Engagement

For a digital version, please follow this QR code or go to http://bit.ly/EL-Faculty-Guide

Table of Contents

1. Introduction

Experiential education is a pathway for Texas A&M University-San Antonio faculty and staff to support and nurture career ready and community minded students. The Mays Center for Experiential Learning and Community Engagement offers support for faculty to develop and implement High Impact Practices that nurture critical thinking, thoughtful engagement, and a rich learning experience. This guide is a practical handbook that outlines key definitions, the Kolb Experiential Learning Cycle, and offers practical check lists and advice for developing and teaching an experiential or service-learning class.

Experiential and service-learning courses combine learning objectives with hands-on experiences. These experiences help students develop their skills, knowledge, and values. The courses expand the student experience beyond the traditional academic setting

The Mays Center supports a variety of experiential learning courses. These courses have intentional projects, partnerships, or service components that can also connect students to local businesses and non-profits. Although many experiential and service-learning work with community partners, that is not the only way students can experience hands-on application of course materials; simulations, research, art, and other approaches can have community engaged, experiential learning components, too.

Benefits for Students

- Experiential learning reinforces course content
- Exposure to community organizations and businesses
- Experience in professional environments and relationships
- For service-learning, students can earn hours towards the President's Volunteer Service Award
- Experience working on teams, project management, and applying critical thinking to real-world problems

Benefits for Community Partners

- Our partners—businesses and non-profit organizations—have an opportunity to serve as co-educators for students
- Partners have the opportunity to build relationships with future professionals, all while gaining fresh perspectives and new ideas
- Partners see students in a practical, applied setting and build connections with potential future volunteers, interns, or recruitment candidates

Benefits for Faculty

- Course designation in Banner for faculty teaching courses
- Access to on-campus coordinator and consulting for design, implementation, and sustaining course
- Access to on-campus coordinator to support and facilitate community relationships and project logistics
- When available, access to funds to support experiential learning and service-learning course materials and other expenses
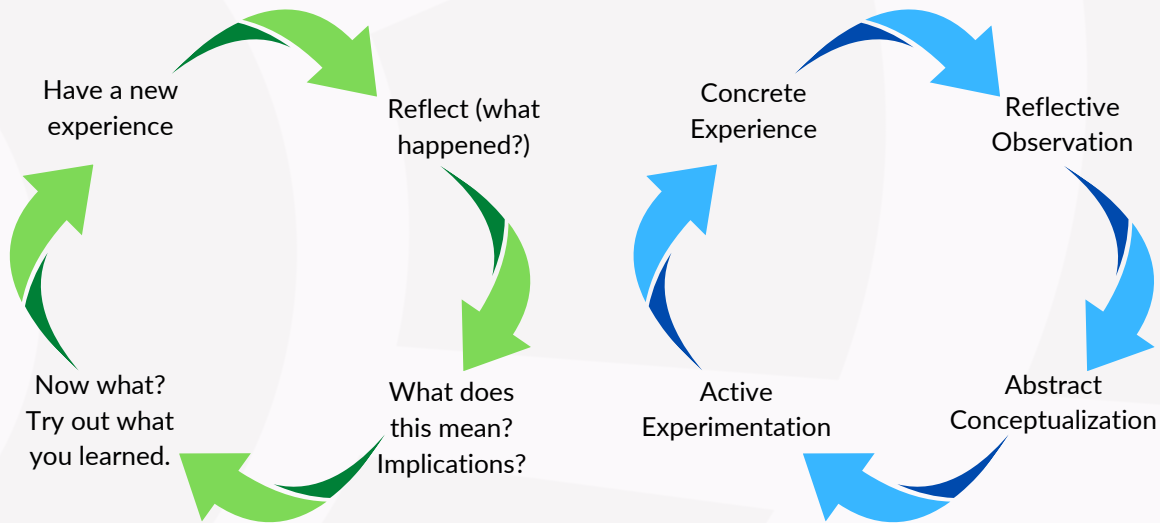
2. WHAT IS THE KOLB EXPERIENTIAL LEARNING CYCLE?

The Kolb Experiential Learning Cycle has four basic steps. In a class setting students will need to have a clear guide and learning objectives to lead them through this learning cycle. The four steps are:

- Concrete Experience – personal involvement, hands on experience, where student has some agency.
- Reflective Observation – reflecting upon the experience; identifying individual meaning, recalling experience and
- Abstract Conceptualization – Draw conclusions, create concepts, ideas, beliefs
- Active Experimentation – Test and apply in a practical setting.

Have a new experience

Reflect (what happened?)

Now what? Try out what you learned.

What does this mean? Implications?

Concrete Experience

Reflective Observation

Active Experimentation

Abstract Conceptualization

You can start the Kolb Experiential Learning Cycle on any step and then you will repeat the steps throughout the course. This repetition and iteration is where you and students build, grow, and explore new ideas and content.

3. Before You Begin

Whether you are converting an existing course into experiential or service-learning or developing a brand new course, consider the following steps:

1. What is the learning objective?
2. How can a curated experience enhance student learning?
3. Where and how can you find this experience for your students?
   a. Do you want to connect with simulation software, an organization, create a customized experience, or create through the arts?
4. What contexts do students have that shape their learning needs?
5. If you want to partner with an outside organization or individual, what contexts inform their relationship with your students and course?

Experiential Learning can take many forms; adapting an existing course to incorporate experiential learning will result in a fundamental shift of the course – Experiential Learning will replace at least 20% of the work that students would typically do. For information on course designation, please review information on the Mays Center website.

An Important Note:

If a course is expected to have two hours of work outside of class time for every one credit, then it is reasonable that a 3 credit course would require 3 hours of class plus 6 hours outside of class every week. Asynchronous classes may expect a total of 9 hours per week. Creating an experiential component does not mean adding more hours of work to a student load, they still only receive and schedule for a 3 credit load. Remember, students are required to take between 12 and 18 credits per semester to remain full time – that is a minimum of between 36 hours and 54 hours spent in class and studying for class. We also know that our students may take more than the minimum of time on classes and many also work, are caregivers, commute, and have co-curricular involvement.

4. STEPS TO CREATING AN EXPERIENTIAL OR SERVICE-LEARNING COURSE

STEP 1

Imagine the possibilities for rich learning

Identify a course that you want to strengthen with an experience or develop a new course based on an experience you think will be rich, effective and engaged student learning.

STEP 2

Define the connections between the experience and the learning objectives

Identify clear connections between the learning objectives and the experience. What reflection will best support student learning and critical thinking? Begin to sketch how you will assess and evaluate student progress, the experience design, and the course more broadly.

STEP 3

Create a plan to meet the students' learning needs

Adapt the syllabus so that the estimated hours of work per week remain within the fair and standard range. As you create your new syllabus, consider the following:

- How much time are students expected to spend on this class? (Consider the minimum and maximum)
- How do issues of experiences, resources, and cultural capital impact the course? Will the syllabus, experience, and lesson plans be implemneted with high impact across experiences and identities such as:
    - First generation students
    - Working class students
    - Transportation access
    - Age
    - Race
    - Gender
    - Sexuality
    - Ethnicity
    - Students who are also caregivers
    - Military affiliated
    - Trauma and mental health impacted
    - Physical ability
    - Hidden disability
    - Major
    - Student Classification (1st year v. 4th year)
    - Other identities and experiences

- A successful experiential course will include:
  - Ideally courses would include weekly reflection, but at least three intentional reflection points to support students synthesizing and analyzing the hands-on experience to make strong learning connections to traditional materials that are also part of the course. Consider including weekly, brief pauses for reflection, too.
  - Clear instructions for students describing the experience, time commitment, responsibilities, and learning objectives connected to the experience.
  - Clear instructions on the expectations for reflection connected to their experience.
  - Clear expectations for any external partners that will function as co-educators. External partners should have realistic expectations and boundaries for the work that the students will do with them, an understanding that they will be functioning as co-educators with strong communication, and clarification on expectations for giving students and instructors continuous feedback.
  - Integration of the Kolb Experiential Learning Cycle: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation.

STEP 4

Lay the Groundwork (with an external partner)

Create connections and set the ground work for collaborating with an external partner. This may begin earlier depending on the relationships you have with partners outside of the university. During this phase, you may also connect with the Mays Center for support connecting with organizations, creating documentation and guidance for the partnerships, or other facilitation. Take into consideration cost, accessibility, time, organizational capacity, and context.

Identify Resources (no external partner)

If you are not working with an external partner, you will still have to coordinate activities, equipment, software, space, or other resources required for your student's experience. Take time to identify the appropriate resources, seek out advice and guidance on the implementation of this type of project, or test the equipment/software or other resources that students will be using. Take into consideration cost, accessibility, time, and contexts for you and your students.

STEP 5
Plan the Logistics

Plan the details of your semester. This must happen several months in advance if you are working with an external partner to complete things such as: a Mutual Expectations Agreement, any waivers or forms required for students, assessment and evaluation, submit your course for designation (due before the finalization of the next semester course schedule). On campus offices to consider connecting with include: The Mays Center for Experiential Learning and Community Engagement, Compliance Officers, Department Chairs, and Deans.

STEP 6
Continuously Assess

Your syllabus is designed, your partnership solidified and students are enrolled, congratulations! A vital step is ensuring that assessment is built into your semester plan. Implement a pre-assessment or survey your class early on to understand their contexts and be prepared to adapt for the semester. Use reflection sessions to informally assess your students' progress and experience. Implement formal assessment points to evaluate progress, partnerships, and the general state of the class. If you have an end of semester assessment, add questions about the experiential or service-learning component. Is the experience actually facilitating learning? Are students making connections between class-based learning and experience-based learning?

STEP 7
Adjust and Adapt

Each semester will bring its unique contexts. A bus line to campus may get cut, a pandemic may break-out, a new law may alter your students' quality of life. You may get an infusion of funding, students may get access to more financial aid, new organizations may reach out to you. As with any course, some adjustments and adaptations may need to be made on the fly. Consider the following when those moments arise:

- Are the learning objectives being met?
- What is the priority outcome for the course?
- What is nice to have but unnecessary to meet course objectives? (i.e. What can you cut?)
- How can students equitably experience this class?
- What are the implications of the course format for partners, students, and everyone involved?
- How can I acknowledge and celebrate the work students accomplish?

STEP 8

Acknowledge and Celebrate!

Make notes for the next semester, save your templates as you make them, and assess what works and doesn't work. This is the time to enter reminders in your calendar to maximize using all of the lessons learned this go around.

Complete your assessments and evaluations, but don't stop there! Share the results with your stakeholders, they may have more feedback and will definitely feel appreciation and acknowledgment if you share your findings with them.

Celebrate! Implementing an experiential or service-learning course is no small feat. Celebrate your work, the work of your students, and your partners. Consider sharing it to the university newsletter. Document your work in your teaching portfolio, update your records, and share with your chairs. Texas A&M-San Antonio is seeking Carnegie Community Engagement Classification, if you are working with a partner, this is important data. Importantly, you are also contributing to the larger university goals and standing. Celebrate this and the great work you and your students are doing. With contributions like yours, students are having richer learning experiences and are better prepared for their postgraduate lives.

Where did these Eight Steps come from?

These are inspired by the SEE 8 Principles of Experiential Education

- *Intention*
- *Preparedness and Planning*
- *Authenticity*
- *Reflection*

- *Orientation and Training*
- *Monitoring & Continuous Improvement*
- *Assessment and Evaluation*
- *Acknowledgment*

https://www.nsee.org/8-principles

5. DIG DEEPER: KEY PRACTICES FOR SUCCESSFUL IMPLEMENTATION

Practice 1: Apply your teaching philosophy and pedagogy

Consider you own teaching philosophy and pedagogical approach. How does this fit with experiential learning? Where can you get creative? Where will you have to adapt? Be authentic to your teaching philosophy while integrating new perspectives on experiential learning. Your students, your community partners, and even you will notice the difference.
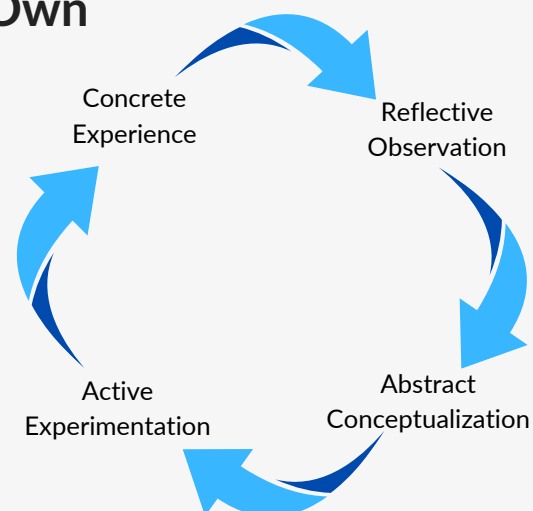
Practice 2: Learn to Love Reflection

Reflection is the key to Experiential Learning. The term may evoke dissonance for some and spark joy in others; however, reflection varies wildly depending on the instructor, course content, and students. Consider reflection to be a moment to debrief, describe, and analyze. Just like creating a writing practice, reflection will take practice and discipline.

- Reflection is an intentional moment to connect the experience to the class content,
- Allows for instructors to check in and see where students are. Are they meeting the expected milestones? Are they doing something unexpected? What can be adjusted, removed, reinforced, or replicated in the future?
- Allows for students to analyze, synthesize, and begin to conceptualize the next steps. This solidifies what they learn, reinforcing the ideas and experiences for the long term.
- Without reflection, the link between experiences and traditional learning is not made. Reflection allows students to practice critical thinking and connect knowledge across their professional, personal, and academic experience.
- Once you make reflection your own, integrate it into assignments, lesson plans, and part of your discussion repertoire.

Practice 3: Make Reflection Your Own

Reflection will vary depending on the course plan, syllabus, and planned experience. Adapt reflection to fit your course materials, your students, and your teaching style! There are different types of reflection and different modes of reflection. All reflection requires feedback, ideally in community - more details in section 5.4 How to Give Feedback and Why.

Concrete Experience

Reflective Observation

Abstract Conceptualization

Active Experimentation

Reflective Observation, involves not only recalling the experience, but taking time to analyze and contemplate the experience while communicating with others, or "in community". A key scholar that has defined Reflective Thinking for the experiential learning community is, John Dewey. He describes the value of reflective thinking as a multi-step process that elevates rote memory recall into Reflection, an act of thinking and processing that leads to new knowledge and learning[2].

Types of Reflection

Reflection can serve different purposes. The list below are some major categories that you can consider as you design reflection for your class. These categories can be blended, applied independently, or adapted to your course context and needs.

- Connect with the experience: This is the most general and universal form of reflection where you can ask what happened? Nuanced questions can support critical thinking about process, context, interactions, and how experiences feel.
- Reflection to build community: This form of reflection when done in a community context allows for connections among the students. Great modes of reflection to build community include sensory, expression, and affect-focus. This can also pair easily with general reflection on experience depending on your comfort in facilitating dialogue and feedback.
- Understand community context: Reflections that intentionally connect the experience to the social, organizational, or context within which an experience occurs can expand the thinking for students. This can include for service-learning understanding why a need for this service exists, how organizations and individuals relate to each other, and how students fit in the larger context.
- Reciprocity Focus: similar to understanding community context, this reflection can also pull intentionally on academic or course-based context encouraging reflection on the experience and how students, the organization, and the target audience benefit and impact each other.
- Linking to student lives: Including specific questions to help students reflect, compare, contrast, and relate their experiences with their personal, academic, extra-curricular, professional, and other experiences.
- Celebrate, Play, and Create: Inspiring creative and critical thinking can sometimes mean infusing atypical experiences to your reflections. This can be through creativity, play, or simpler modes such as gratitude and appreciation.
- Metacognitive Reflection: Build self-awareness about student learning by creating reflection opportunities for students where they can observe and recognize their own learning process. Examine an experience and ask about the logic used, moment of learning, decision-making, and guide students as they explore how they learned from their hands-on experience.
- Other themes: Professional growth, civic engagement, technical processes, creation of knowledge, identify problems, problem-solving, wicked problems, personal growth, reinforce learning, social and interpersonal understanding.

Modes of Reflection

The *how* of reflection can be challenging. Much like the blank page in writing, deciding how to facilitate student reflection can be daunting. Consider your teaching philosophy, the course learning goals, explore the categories above, and then consider the modes available to your class. The modes below can be blended, adapted, and are just some starting points on how you can implement reflection in your courses.

Written Reflection

Written reflections will need clear prompts for students. Incorporating written reflection with feedback from peers can set the tone for critical thinking and a sense of community. Repeating or offering different approaches to reflection can reinforce the process. Ask specific questions and explain the purpose of reflection. For example: a vague prompt will say "Write a blog post reflection." A strong prompt will say, "Write a blog post for a general audience that describes your experience, what was confusing, what was helpful, and how you will adjust what you do next time."

- Written reflections can be submitted as assignments
  � This requires feedback from the instructor
- Written Reflections can be posted to community boards/for peer review
  ➡Feedback can come from peers and/or instructor (in community!)
- Written reflections that are submitted as assignments can take on many forms besides the "reflection essay"
  - Newspaper Headlines and Articles
  - Blog Posts
  - Editorials
  - ePortfolios
  - Science Journal/Memo Writing
  - Essay Prompts
  - Hypothetical Cover Letters, Fellowship Applications, Resumés
  - Essays - Get creative, "What do you want to remember in 10 years? 5 years?"
  - Rose, Bud, Thorn (Something Good, something in development, something to avoid)

Written work doesn't always have to happen alone! Set aside time during class for students to work on this, have students write on paper or on Google Slides. It's okay to share these reflections – let students know ahead of time if these will be shared.

Here are some examples of group-based written reflection activities:

- Have students work in pairs or groups to write a reflection together.
- Students can share their pre-written reflections in class and give written comments and feedback to each other.
- "Passing Notes" Individuals write reflection on a large index card or paper, then responses get passed around the class (like hot potato/musical chairs), students add to the reflection, the paper (or Google Slide) is shuffled again, then the third student synthesizes the previous two reflections. Follow with discussion.
- Adapt the [Classroom Critical Incident Questionnaire](#) (CIQ). This can be a mini-reflection that you do every class. On an index card (or a Google Form link shared and completed during class): CIQ has 5 questions.
- Any written reflection can be shared and combined with class discussion/verbal activities.

Digital Reflection

Online classes with some adaptations can still use the written and oral forms of reflection above. Message boards, blogging, and video based meetings allow for interaction and reflection based in the digital realm. However, hybrid or asynchronous interactions will require more creativity. Always consider the classic approaches to reflection then imagine how your teaching mode can be expanded to include reflection. Some examples are below.

- Student Vlogs (Youtube and Flipgric) - Using thoughtful reflection prompts, students can share videos and get feedback from the instructor and peers.
- [Flipgrid](#) is a video based platform where you can create a private group for your students, provide feedback, and create prompts. This is like a message board but allows students to easily create and edit videos of themselves as main posts or replies. Instructors can also easily respond through a video.
- Podcasts – a podcast can be a project through which students practice reflection and can also be an experience for some courses.
- PhotoVoice and inspired projects – photo voice is a great option for activities that require students spend time in the community. Learn more about the origins and story of [PhotoVoice](#), which "promotes ethical use of photography for social change."
- If you have other ideas for digital, especially asynchronous, reflection, please share with the Mays Center and we will update this guide!

Active and Creative Reflection Activities

Reflection doesn't have to get stale. Students know "think, pair, share," for example. If you want to invigorate the classroom with new or creative approaches to reflection, try something new. The ideas below are inspired by classroom discussion techniques, community organizing, and activities you might see at a team retreat.

- Fishbowl – Divide class into two concentric circles. The smaller, inner circle (2-4 people) has a reflection conversation and the outer circle observes. Then, outer circle comments, makes connections, gives feedback.
- Power Analysis – Draw two major issues related to the experience on two axes (For example, Literacy and Social Power), draw the actors, institutions, individuals and describe what they observed, what connections made, maybe begin to examine what possibilities can follow. Ask students how what they saw in their experience informs what they see in the larger landscape of issues, individuals, and context that inform literacy. Best for service-learning, but can also be used in experiential courses.
- Beach Ball Prompts – Beach ball has various reflection questions, gets tossed around room and students answer question under their right thumb.
- Gallery Walk – after a drawing-based activity (like drawing a storyboard of experience), have students post drawings, review others work, discuss.
- Storyboard – Draw the experience on a 4-panel storyboard. Suggest that students highlight the most memorable, pivotal, or important moments. Prompt them to illustrate the change from when they started to when they completed the experience.
- Re-creation Theater – Have groups discuss their experience then act out a significant moment.
- Continuum of Experience –students move in the room and the instructor asks questions about their experience that occur on a continuum. Fun—Work, New Experience—Very familiar, Very Confident—Very Unsure. Have students discuss why they moved to that location. For virtual, have students put their names on a whiteboard or Jamboard.
- Concept Mapping – Students brainstorm on a chalkboard or on a digital whiteboard. Start with 1-word reactions to experience then follow up with themes as needed (ex: Reactions, Highlights, Connect to Class, Connect to Career, Confidence, Confusion, Celebration)

Some Help Formulating Questions and Prompts

Finding a great activity can spur creative reflection in students, but the questions you ask are vital! These are some options to start your toolbox:

- DEAL: Describe, Examine, & Articulate Learning
- ORID Questions: Objective, Reflective, Interpretive, Decisional
- CIQ: Classroom Critical Incident Questionnaire (Brookfield)
- Backward, Inward, Outward, Forward (40 Reflection Questions)

Successful reflection will depend on your class needs, the experience or project, and even the context of what is happening in the world. Be open to thinking creatively, being flexible, and challenging your students (and yourself)! Whether you teach chemistry or literature, there is room to consider how we learn, why we learn, and the impact & practice of your field.

How to give feedback and why

Each time reflection happens *with* feedback, you are developing the student's practice to reflect, incorporate other's feedback, and giving them motivation and evidence of the value of reflection. As instructors, we model how to give feedback in the class. Be intentional and explicit about how to give feedback. Set aside time to explain how to give constructive and generative feedback and remind students regularly.

Each classroom will have its own set of norms and rules for how to give feedback. Empower student by having them generate their own set of community rules and standards. After they set standards, offer examples and templates for how to give feedback and participate in discussions. Write it down. Put it in the syllabus. Have physical handouts. Persistent and handy access to these examples will help normalize the practice.

Actions you can take:

- Create student generated community rules
- Share a list of sentence starters. These can be a variety of I statements (I Observed, I felt, I appreciated, I learned, I heard…)
- Share a list of questions students can fall back on when they don't know how to respond or give feedback. Could you expand? Have you considered…? How can we connect this to…. ?
- Or define what feedback can be: Restate, summarize, synthesize, analyze, critique (healthy critique), praise, clarification, bridge, reframe, contextualize.
- Check out Stephen Brookfield's "Roles and Moves" for a list of ways students can interact in discussion (pp 12-13).
- Consider other methods of developing in class engagement and conversation, try an improv exercise, "Yes, and…"

6. NOTES ON WORKING WITH PARTNERS

Working with a community or university partner can look very different depending on your goals and needs. From an initial consultation with the Mays Center to a deep collaboration with a community partner on a long-term service-learning commitment, working with partners requires communication, clear goals, and coordination.

Forming and sustaining relationships is a personal and context-driven process. Below are some factors to consider as you embark on intentional partnerships for experiential and service-learning.

- How will you sustain this partnership? Is it sustainable?
  - Are you looking for a long-term partnership or a short-term project partner?
  - What existing or future connections and contexts will shape this partnership? Consider the university as a whole, your department, and students as their potential employees.
  - How will you collaborate on decision-making and forming agreements?
  - What formal processes do you need? These can be agreements, legal, or policy considerations. What requirements or system policies do you need to be aware of and/or follow?
  - How will you ensure that the relationship continues over time?
    - Will there be tracking of students and partner interactions?
    - Share with your department and the Mays Center when you form a partnership for a course – there may be other partnerships with this organization in place already.
    - Consider how time intensive your partnership is – both your time and the time of your partner.
  - Consider the pros and cons. Are there any ongoing costs or opportunities?
    - Are there costs to students? Can these be equitably distributed?
    - Is there funding? Is this an opportunity to collaborate on a grant application?
    - Will this contribute towards the accreditation of any programs?
    - Are there required documents or identification partners require (e.g. government-issued IDs, health coverage, etc.)? Will this impact your students' access?
- In the class consider:
  - How will you talk to students about the partnership?
  - How will you model sustainable partnerships?
  - What contexts, values, issues, and privileges need to be considered?
  - Consider the experience of the students, the partners, and any clients or community that is involved in the experience.
  - Have a backup for students who cannot access the activity with your partner: this may be physical accessibility, background checks, Dreamer Status, or others.

- General Responsibilities:
  - What responsibility do you have with the partnership?
    - As a representative of the university?
    - As an instructor?
    - As a community member?
  - What ethical or moral issues may come up for you, your students, or your partners?
  - Are you being intentional about each student having a relevant experience? If you are not being intentional, you may be inadvertently exclusionary.
  - Have you acknowledged the implicit bias that you, your students, and your partners bring to the table? Remember, you may encounter vulnerable populations among your students, too, not just with partners and their target communities.
- Check-In and Keep in Touch:
  - Check-in consistently during an active partnership.
  - At the end of a semester or project – Send thank you notes!
  - Make note of important dates for the partner and send notes.
  - Do formal assessments and surveys during the semester.
  - If you see a resource or relevant event that may interest your partner, pass the information along.

Building relationships and partnerships for your courses can be a fulfilling experience. Bring joy and gratitude for the time and energy you and your partners will bring to the experience. Remember to follow up with thank you notes, evaluate and asses partnerships, and check in with partners regularly—not just when you need to plan the next activity.

7. HOW TO CELEBRATE AND SHARE — AND WHY!

Experiential education is hard work. It takes emotional labor, social capital, financial resources, intellectual creativity, and time. Celebrate your work and the work of students and partners! Celebration also helps ensure that the next semester goes just a little bit more smoothly. Consider how you can embody the Kolb Learning Cycle and reflect on your experience.

All of the resources that go into making an experiential or service-learning course successful come not just from you, but from your colleagues, mentors, partners, and students. Celebrate, document, and share the experience to show validation for their work, to reinforce existing connections, and to build new connections.

Your specific intellectual work, time, and energy are the key that make experiential education work. Document this work. Tell your chair, add it to your CV – even if it isn't a publication, it is labor that you should record, learn from, and celebrate. You are building skills, networks, and most importantly, you are supporting students through a high-impact practice.

Celebrate students! Document their work through the semester with photographs, quotes, mementos, videos. This is important because it will:
- Help build energy for other students.
- Motivate and energize your community partners.
- Demonstrate effectiveness and inspire supporters and funders.
- Provide evidence and support for future implementation of your course.
- Create space for reflection and adjustments for future courses.

Ideas for sharing your work
- If you have a community partner, write a short blurb for them to share with their network.
- Consider contributing an article for the university newsletter (The Growler), the student newspaper (The Mesquite), or the student magazine (El Espejo). You can also share to Points of Pride, your department newsletter, alumni newsletters, or student listservs.
- Consider writing an article about your experience in your field or in the journal for Experiential Learning and Teaching in Higher Education, talk to Elisa Avila in the Mays Center to learn more.
- Send thank you notes or letters to your partners.
- Add student voice and testimonials to future syllabi or project descriptions or on your website.
- Share at department meetings, faculty senate, or program meetings.
- Share with the Mays Center which can share out through their marketing team. We love to hear about your courses!

8. EVALUATE AND ASSESS

Built into this guide are various steps for assessment. Throughout your work, you can do a personal assessment by using the Kolb Experiential Learning Cycle. Set time aside to reflect on the progress of your course, document your new ideas and knowledge, and plan and schedule reminders for yourself.

Formal evaluation and assessment can be shaped by your field or you can ask for support from the Mays Center. Evaluating and assessing the impact, outcomes, and process of your experiential and service-learning courses can support sustainable and successful implementation. If many instructors teach the same course, for example, evaluation can ensure that the intended experience is actually occurring over time, instructors and students are appropriately supported and monitor the relationship with your community partner.

Evaluation and assessment will vary depending on each course but are important processes to integrate into your course plans. Consider making data collection and analysis built into the experience, grades, and your own semester plan so that you and students get to see the evaluation results and impacts.

9. SUMMARY

Each experiential or service-learning course will develop in a unique way based on your teaching philosophy, style, course content, and partners. This guide will support your journey as you examine the various facets and possibilities of implementing an experiential learning course.

Remember to come back to your "why", make the work meaningful for students and your partners, and reflect regularly on how things are going. Experiential learning is not limited to the classroom, and intentionally learning from our practice as educators can only strengthen our work and improve the experiences for our students, communities, and fields. If you ever have questions or curiosities about experiential or service-learning, the Mays Center is here to support your work! Happy teaching!

10. RESOURCES

40 Reflection Questions from Edutopia

Critical Incident Questionnaire — Stephen D. Brookfield

DEAL: Describe, Examine, and Articulate Learning | University of Puget Sound

FlipGrid

How to Integrate Experiential Learning Into Your Course, Center for Teaching Excellence FLC Developed Resources Experiential Learning Integration

How to Integrate Experiential Learning Into Your Course, Miami University

Improv in the Classroom, Beau Golwitzer, September 23, 2018. Faculty Focus. Higher Ed Teaching Strategies, Magna Publications

Liberating Structures: Including and Unleashing Everyone

PhotoVoice

Stephen Brookfield's "Roles and Moves"

The Elective Classification for Community Engagement

The ORID Method (Objective, Reflective, Interpretive and Decisional) - Extension Practice

Ready to get started?

- Attend a faculty workshop. The Mays Center hosts at least three experiential learning workshops each semester.
- Submit a course for designation. Calls for applications go out during the first full month of each semester.
- Introduce yourself and consult with the Mays Center on your ideas and dreams for implementing experiential learning with your students.
- Have the experiential and service-learning coordinator present and answer questions at your next program meeting.
- Share your enthusiasm for experiential education with colleagues!

Have questions or want to learn more?
Reach out to us!
Elisa Avila
Experiential and Service-Learning Coordinator
elisa.avila@tamusa.edu
(210) 784-1436
http://www.tamusa.edu/mays

Connect with the Mays Center
tamusa.edu/mays | mays@tamusa.edu
Science and Technology Building, Ste 111

@TAMUSAMays