

Conceptual Framework for Experiential Learning

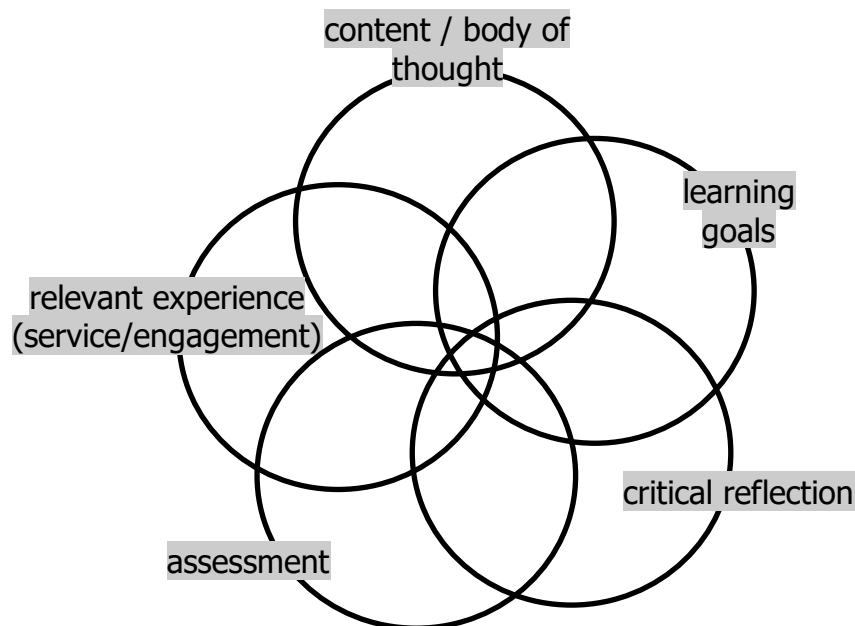
"Experience is the best teacher - Or is it?" (Conrad & Hedin)

"We had the experience but missed the meaning" [Eliot, T. S. (1943) The Four Quartets]

Framework for Experiential Learning (modified from IUPUI)

1. Learning goals/objectives
2. Content/body of thought (related to learning goals/objectives)
3. Experience/activity (related to the content and learning goals/objectives)
4. Critical reflection (on the experience and the content, oriented toward the learning goals/objectives)
5. Assessment (at least of the learning, including as generated through critical reflection on the experience and content)

Components (integrated)



All teach, all learn, all serve, all are served

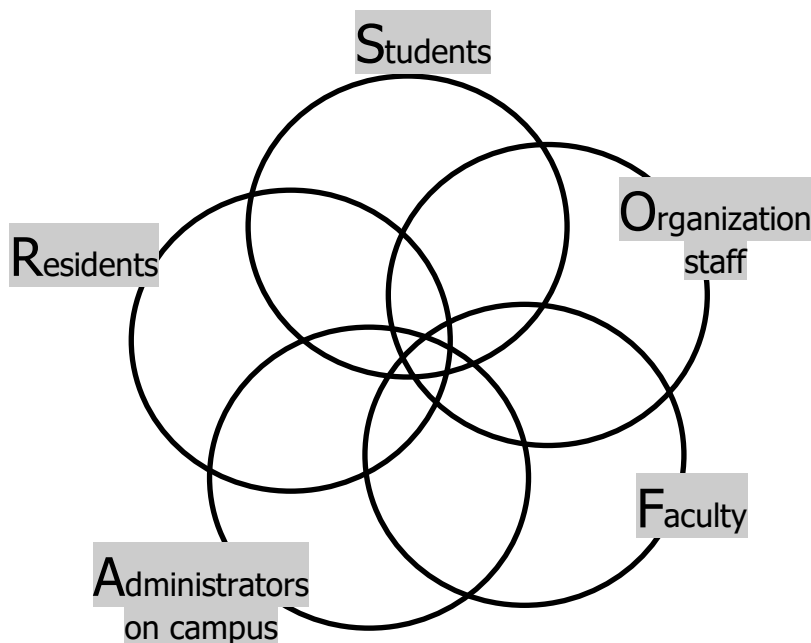
[Founding father of SL, Bob Sigmon, 1979]

“It all comes down to one motto: ‘Everyone a learner, everyone a teacher, everyone a leader.’ That’s it. That’s the radical view of the world that changes how community works and shuffles the balance of power. ... It’s just that easy and just that hard.... When we remember this, great things happen. When we forget, we all lose.”

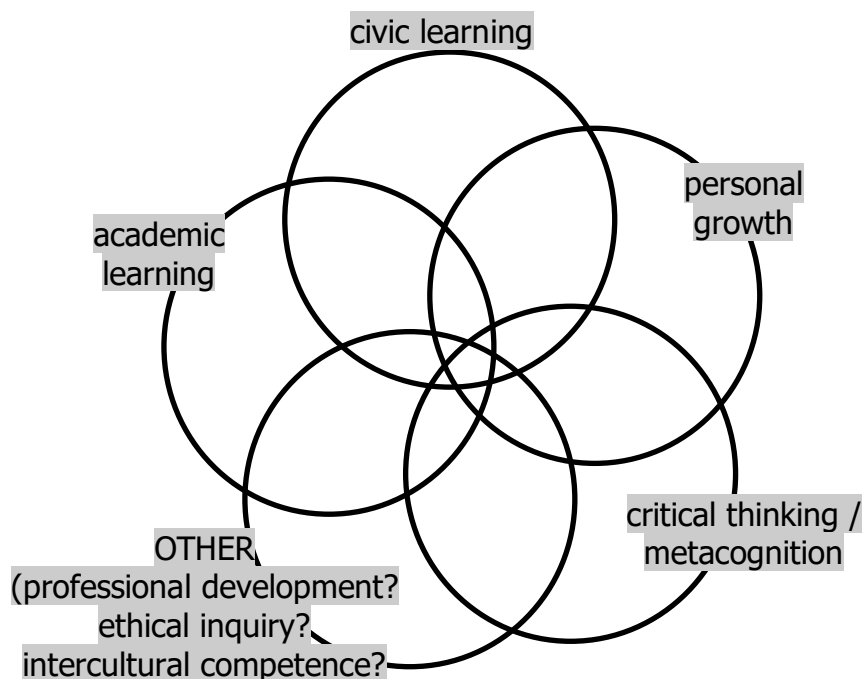
[SL community partner Amy Mondloch, 2009]

“Reciprocity is the recognition, respect, and valuing of the knowledge, perspective, and resources that each partner contributes to the collaboration.” (UNC Greensboro)

Partners (co-creators)



Learning Goal Categories (intentional)



- *personal growth* (e.g., self-awareness, self-efficacy, identity development, spirituality, leadership development, moral development; see Brandenberger, 2013 for an overview)
- *intercultural competence* (e.g., respect, curiosity, sociolinguistic awareness, listening, empathy, ethnorelative perspective; see Deardorff & Edwards, 2013 for an overview)
- *civic learning* (e.g., communication, collaboration, public problem solving, knowledge of community history and public processes, organizational analysis; see Battistoni, 2013 for an overview)
- *academic learning* (e.g., knowledge and application of concepts and theories, thinking from disciplinary/interdisciplinary perspectives; see Jameson, Clayton, & Ash, 2013 for an overview)
- *cognitive skills* (e.g., critical thinking, intellectual development, metacognition, transfer; see Fitch, Steinke, & Hudson, 2013 for an overview).

[Synthesized from Clayton, Bringle, & Hatcher, 2013]

EXAMPLE Description of a CEL Experience
[NOTE: Excerpted from a first draft DEAL essay; edited to remove potential identifiers]

Where do you see the presence or absence of things we want to learn about?

We arrived at [the community organization] early and so we waited in the van for it to be opened. Shortly after, we brought inside the main house of the sanctuary and introduced to volunteer coordinator, [name]. Here, we filled out one more liability waiver, were given more history of [the community organization], and made jokes about being mauled by tigers.... [Name] explained the rules of the sanctuary and remind us that all the animals are still wild animals and are unpredictable, like meat, and are stronger than us. We were told to always keep an arms distance away from the fences.

After we finished the brief orientation, ... we gathered tools, ladders, gloves, and a fence cutter in the back of a truck As we made our way to our worksite, the truck passed some other animals' enclosures and we got our first look at the tigers; running up to their fences [as we drove by].

At the enclosure, [name] explained that the tiger that used to live in this died recently of complications due to old age, like many of the animals there that don't contend with the same threats they would in the wild. The two new tigers were from a group of four rescued from someone's backyard in [state] ...

Then we got to work on extending the chain-link fence. [name] demonstrated how to use the tool to attach the light extension fencing onto the already established fence with hog rings. Two of us climbed up on ladders with one holding the bundled fencing behind and the other clipping the fences together. The rest of us were on the ground holding and securing the ladders and handing up tools to our co-workers. Once this was done, [we were] shown how to remove branches from the pieces of fence being added ... After this, we rolled out the fence extension pieces to check for integrity before attaching them. ... Then, I got up on the ladder to help hold the fencing and install hog rings myself. After nearly 3 hours of work, we completed about 20 feet of fence extension.

At noon it was time to go on a tour around the sanctuary. ... On our tour, we saw six of the ten tigers there. They all have names, just like the rest of the animals at [the community organization], such as [name] and [name]. As we walked around to view these 400-700 pound cats, we learned about how most of them were taken from people who had them as pets and could no longer care for them.

Our tour guide also described to us their curiosity with humans and demonstrated their stalking behavior with a tiger that [she said] finds her particularly fascinating. Right when the tiger heard her voice, he ran up to the fence and rubbed against it. Then, he would crouch down as she slowly walked further along the fence and then ran, when she did this the tiger went from intently watching her to jumping up and sprinted after her. ...