Queen's University

Experiential Learning Faculty Toolkit

Queen's University | STUDENT AFFAIRS
EXPERIENTIAL LEARNING HUB

Welcome!

Are you creating or expanding Experiential Learning (EL) opportunities for Queen's students? Are you wondering how you can do this effectively and efficiently? The EL Faculty Toolkit consists of resources, tools, and templates that will help you design and implement high-impact experiential learning opportunities in a time-effective manner. To help ensure that your experiential learning courses and programs are accessible for all Queen's students, including those from underrepresented and equity-deserving groups, this toolkit has embedded considerations related to Indigeneity-Equity, Diversity, Inclusivity, Anti-Racism and Accessibility (I-EDIAA) throughout. In this most recent edition of the toolkit, we have also added a new section that will provide instructors and course developers with an overview of the types of I-EDIAA related barriers that may prevent students from diverse backgrounds accessing your courses and programs, along with some new ideas for how you can diversify your reflective practice to engage diverse ways of knowing and learning from experience. Many of the tools included in this compilation are also available as stand-alone documents that can be downloaded from our website. www.queensu.ca/experientiallearninghub/faculty/faculty-toolkit.

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Introduction

What is Experiential Learning?

Experiential Learning is an interdisciplinary, educational philosophy and practice that promotes academic learning outcomes, student career development and critical thinking. By participating in intentionally designed, authentic learning experiences and guided reflection, EL opportunities help students to further develop a wide range of knowledge, skills and values while inspiring them to make meaningful choices about their career path.[1]

Experiential Learning at Queen's

While Queen's offers students a wide range of EL, both curricular and co-curricular, there is also interest from students, prospective students, faculty, program coordinators, and government in expanding EL. In 2015 an Experiential Learning Working Group (ELWG) was created by the Provost's Advisory Committee on Teaching and Learning (PACTL) to recommend strategies to facilitate the development and growth of self-sustaining, curricular, and co-curricular experiential learning opportunities for undergraduate and graduate students.

It was found that experiential learning activities, both curricular and co-curricular, at Queen's have value for students and the institution and several steps and actions, if taken, would facilitate their growth and development at Queen's. The Experiential Learning Hub was established in 2016 as an outcome of the ELWG Report and has been supporting cross-institutional planning and delivery, facilitating relationships with community and employer partners, and developing centralized materials and tools to support the efficient and effective design and delivery of experiential learning.

The Experiential Learning Cycle

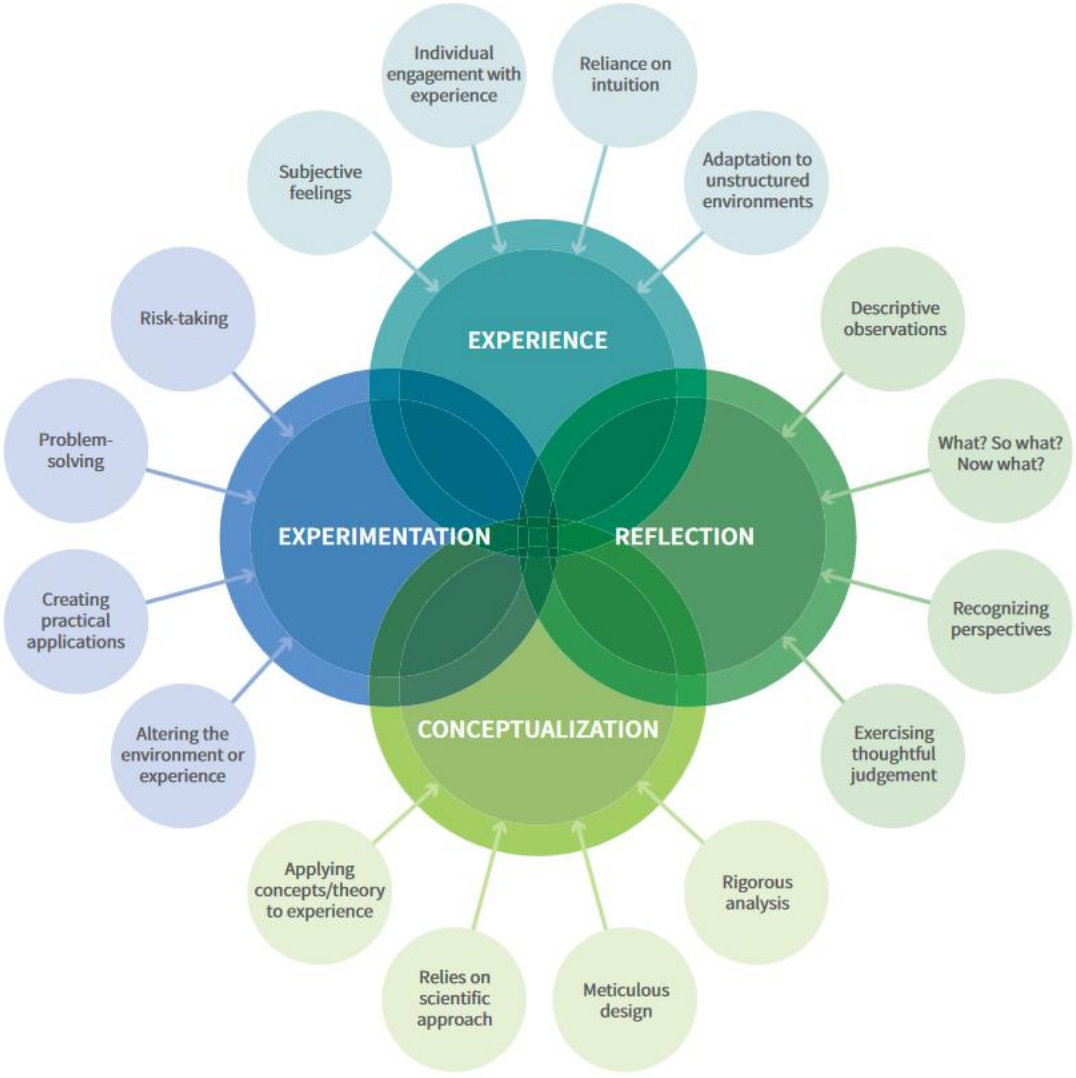
The most used framework for guiding the design of experiential learning activities is Kolb's[2] Experiential Learning Cycle.

As outlined in the diagram below, students will have an intentionally designed, concrete experience on which they will reflect and from which they will draw conclusions and generalizations. Students will then apply this learning in future situations. Kolb's model has been used to effectively design structured and meaningful experiential learning opportunities across North American post-secondary education, however it is important to note that students have diverse approaches to learning and may have individual and cultural preferences for how

[1] https://www.eltoolkit.ca/designing-experiential-learning-opportunities/defining-el-frameworks-and-typologies

[2] Kolb. D. A. and Fry, R. (1984). Experiential Learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall

and when to engage in reflective practice[3]. These differences in preferences mean that some students may experience Kolb's EL stages simultaneously, while others may skip a stage, or jump from one to another and back again. As such, we encourage instructors and designers to consider the impact of the emotional, sociocultural, and spiritual factors that may affect how and when students prefer to engage in the reflective learning process[4].



[3] Seaman, J. (2008). Experience, reflect, critique: The end of the "learning cycles" era. Journal of Experiential Education, 31(1), 3-18.

[4] Jordi, R. (2011). Reframing the concept of reflection: Consciousness, experiential learning, and reflective learning practices. Adult education quarterly, 61(2), 181-197.

To learn more about the specific I-EDIAA considerations that will help you design an inclusive EL experience during each phase of the EL cycle, please see our I-EDIAA Considerations for Planning and Implementing Experiential Learning section along with the guiding questions in the EL Logistical Planning Chart and EL Curriculum Design Chart.

Interested in learning more about experiential learning theory and pedagogy?

Check out these resources:

Resource	Source	URL
Experiential Learning Toolkit (online)	Niagara College Canada	www.eltoolkit.ca
A Practical Guide for Work-integrated Learning	Higher Education Quality Council of Ontario	www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf
Advancing Equitable & Inclusive Experiential Learning Opportunities: A Five-Stage Framework for Change	Experiential Learning and Outreach Support Office, Faculty of Arts & Science, University of Toronto	https://www.artsci.utoronto.ca/faculty-staff/experiential-learning/supports-resources/edia-framework

Experiential Learning Program and Course Design

Core Principles of EL Course Design

- Intentional design of authentic experiences that align with course learning outcomes
- Alignment between course learning outcomes and professional skill development
- Program and course design reflects consideration of barriers to EL for students from underrepresented and equity-deserving groups and incorporates principles of I-EDIAA at all stages of the EL cycle
- Opportunities for students to set personal learning goals in alignment with course learning outcomes
- Engagement with host organization in design of EL experience
- Instructor as facilitator
- Opportunities for individual and guided reflection on experience; options provided for how students will engage in reflective process
- Assessment and feedback; flexible options for how students will demonstrate what they have learned through the experience

What's the difference between active learning strategies and experiential learning?

Active learning strategies are those where students are actively participating in classroom activities such as discussions, labs, role-playing and group work. Active learning strategies help students construct meaning and take responsibility for their own learning. Experiential learning is different from active learning because it requires the design of an experience located within an intentional learning cycle that involves reflection, conceptualization and experimentation that leads to the achievement of learning outcomes.

What are the components to consider in EL design and delivery?

Experiential learning activities are complex to manage.

The lists below provide an overview of the many curriculum design and logistical planning components that should be considered and can be supported by the EL Hub or other campus resources when designing and delivering experiential learning.

Curriculum Design

- Learning outcomes
- Intentional design

- I-EDIAA considerations
- Theory and practice
- Embedded skill development
- Pre-departure training
- Guided reflection and critical analysis
- Debriefing and articulating the experience
- Assessment and evaluation

Logistical Planning and Risk Management

- Strategic alignment
- I-EDIAA considerations
- Accessibility and accommodation
- Host organization outreach and partnerships
- EL agreements
- Health and safety
- Employment standards
- Forms of pay and funding
- OCASP
- Work permits

Types of Experiential Learning at Queen's

Queen's facilitates experiential learning opportunities in many dynamic and innovative ways. The ELWG categorizes types of experiential learning at Queen's as follows:

Curricular-based mandatory work-integrated internships (continuous 12-16 month, paid) in a 5- year undergraduate degree stream with "with Professional Internship" degree title i.e. QUIP
Curricular-based mandatory practicums in clinical/institutional/workplace settings related to professional practice requirements e.g. Nursing, Occupational Therapy.
Work-integrated internship opportunities a. **Mandatory**, curricular-based, course-specific, mandatory opportunities, e.g. Master of Public Health, Master of Art Conservation b. **Optional**, curricular-based, course-specific, optional work-integrated opportunities, e.g. Global Development Studies Work Study, Film 395 Internship, Mitacs internships, Graduate Research Assistantships.
Experiential learning project opportunities a. **Mandatory**, curricular-based, course-specific, experiential learning projects e.g. Health Studies 415: Program Design and Evaluation, Masters and Doctoral Thesis Research. b. **Optional**, curricular-based, course-specific, experiential learning projects e.g. APSC 400 Technology, Engineering, and Management.
Co-curricular experiential learning opportunities, e.g. student government positions, peer programs, student club positions.
Co-curricular experiential learning work programs, e.g. SWEP and Work Study.

The EL Hub Consultation Process

If you are developing new EL or thinking about making changes to an existing EL activity, we recommend that all faculty or staff book a consultation with the EL Hub early in the planning process. Through the consultation process we will:

To request a consultation, please email us at el.hub@queensu.ca

- help you effectively use and/or modify the planning tools and EL resources in this toolkit to support the specific form of EL you are designing – saving time and helping you plot out your workplan.
- connect you with examples and other instructors (as relevant) to facilitate sharing of knowledge across faculties to avoid redundancies in program development and administration.
- help you identify I-EDIAA considerations relevant to your form of EL and discuss ways to decrease barriers and create more accessible and inclusive forms of EL.
- make referrals to risk management experts on campus.

Stage and Steps	EL Hub Tools and Resources
Initial Consultation During the consultation we will: • review program/course goals and learning objectives • use logistical and curriculum planning charts to design an Experiential Learning opportunity that aligns with learning objectives and addresses potential I-EDIAA considerations • initiate the risk management process by referring you to centralized EL risk assessment questionnaires that will be filled out by the instructor and reviewed by risk management experts on campus, • discuss elements of the EL experience the EL Hub can support through customized workshop delivery • schedule follow-up consultations as necessary	• EL Logistical Planning Chart • EL Curriculum Design Chart • I-EDIAA Considerations for Planning and Implementing Experiential Learning • EL Risk Assessment Questionnaire

Stage and Steps	EL Hub Tools and Resources
Faculty Approval Process As you work on your course/program design and submit proposals through your faculty's approval process, you can: • book a follow-up consultation with the EL Hub to discuss any outstanding or new issues/questions that arise • inform the EL Hub when your program is approved and any modifications that were requested • submit request to EL Hub for customized workshops	• EL Reflective Rubrics • EL Learning Plan • Student-Host Supervisor Agreements • Sample Performance Evaluation Form

Implementation
 	
Once your course or program begins, we suggest you:
• inform the EL Hub of when the course/program will begin
• follow up on recommendations from EL risk management experts who reviewed your Risk Assessment Questionnaire to ensure all logistical and risk management plans are up to date (e.g. health and safety forms; affiliation agreements; OCASP)
• set up tracking system for host organization requirements and risk management requirements
• book a follow-up consultation with the EL Hub if you have questions about:
  ○ host organization outreach and partnership development
  ○ host organization needs or requirements
  ○ logistical or pedagogical issues that may arise during the EL experience
  ○ I-EDIAA considerations
  ○ responding to incidents
	• EL Forms and Documentation Tracking Chart
	• Strategies for Guiding Student Reflection

I-EDIAA Considerations for Planning and Implementing Experiential Learning

The way that Experiential Learning (EL) is designed and implemented plays a critical role in ensuring that our diverse student population benefits from this high-impact teaching practice that leads to increased engagement in curricular learning as well as improved employment outcomes. Research[5] tells us that students from equity-deserving communities have not had equitable access to opportunities that help build work experience and may face significant barriers during the various phases of an experiential learning or work-integrated learning course or program.

This document provides an overview of I-EDIAA considerations to support EL course developers and facilitators as they explore the ways in which they can increase access to these opportunities for equity-deserving students, as well as how to structure the experience to create meaningful and inclusive student engagement with the learning opportunity.

Barriers to Participation or Positive Engagement in Experiential Learning

Equity-deserving students may face systemic, institutional, and individual at all stages of an experiential learning opportunity. Barriers may be related to financial means, familial commitments, visible and invisible disabilities, geographic mobility, language barriers, lack of professional networks, and systemic discrimination, such as stereotypes, biases, and racism. These barriers can result in a lack of awareness about opportunities, a hesitancy to apply or enroll in an EL course, feelings of not belonging during an experience, misalignment of expectations and outcomes, and potentially negative experiences such as harassment or microaggressions[6].

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[5] Cukier, W., Campbell, M., McNamara, L. (2018). Ensuring Equitable Access to Work-Integrated Learning in Ontario. Diversity Institute, University of Ryerson.; R. A. Malatest & Associates Ltd.

R. A. Malatest & Associates Ltd. (2018). Barriers to Work-integrated Learning Opportunities. Toronto: Higher Education Quality Council of Ontario

[6] MacKay, G., Goldman, A., Hameed, S., Moed, D., & Lowes, V. (2022). *Advancing Equitable and Inclusive Experiential Learning Opportunities: A Five-Stage Framework for Change.* Experiential Learning and Outreach Support Office, Faculty of Arts & Science, University of Toronto.

An example of the experiences and barriers that students may encounter when accessing EL Programs. Diagram courtesy of University of Toronto.[7]

For a fulsome review of strategies that can be implemented to address I-EDIAA related barriers to experiential learning, the EL Hub has integrated detailed and specific I-EDIAA considerations and suggestions throughout the tools and resources found in the EL Faculty Toolkit. The following is an at-a-glance list of some of the potential barriers to creating and delivering inclusive and accessible experiential learning opportunities at each stage of an EL experience:

Course Design, Promotion, and Host Organization Outreach

- Course pre-requisites and application processes, such as GPA requirements, having to apply multiple semesters in advance of a course start-date, medical testing, vulnerable sector checks
- Lack of clarity around process for requesting accommodations

[7] MacKay, G., Goldman, A., Hameed, S., Moed, D., & Lowes, V. (2022). *Advancing Equitable and Inclusive Experiential Learning Opportunities: A Five-Stage Framework for Change.* Experiential Learning and Outreach Support Office, Faculty of Arts & Science, University of Toronto.

- Costs associated with the experience and access to funding
- Lack of flexibility in terms of timing and/or length of experience, location of experience (i.e. remote vs on-site options)
- Course/program promotion that is narrow in scope and may not reach diverse audiences
- Limited opportunities for students to express accommodation or travel needs that may be required due to their intersecting identities
- Lack of host organization commitment to I-EDIAA in their mission, vision, and values
- Limited range of host organizations; may not reflect students' varying needs and interests[8] (e.g. location, sectors, missions, values, accessible sites)
- Host organization inability to support equity-deserving students and create, accessible, inclusive and welcoming environments

Before the Experience

- Limited job search training provided within the structure of the EL course/program
- Students' lack of access to professional networks when asked to find their own EL opportunities/placements
- Host organization bias in screening and interview processes and/or inability to provide accommodations
- Insufficient pre-departure trainings and risk management processes; students going into EL settings unaware of:
    - their workplace rights and responsibilities;
    - how to disclose or request accommodation;
    - how to recognize and report sexual violence (including sexual harassment), harassment, discrimination, health and safety concerns;
    - strategies for successful integration into a new workplace;
    - who to contact in they are experiencing any challenges or uncertainties during the experience;
    - how academic considerations will be applied if they are unable to complete their EL opportunity.

During the Experience

- Lack of opportunities for anonymous student feedback on the experience
- Limited communication or check-ins between instructor and host organization supervisors
- Host organizations being unaware of who to contact in case of concerns

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[8] MacKay, G., Goldman, A., Hameed, S., Moed, D., & Lowes, V. (2022). *Advancing Equitable and Inclusive Experiential Learning Opportunities: A Five-Stage Framework for Change.* Experiential Learning and Outreach Support Office, Faculty of Arts & Science, University of Toronto.

- Lack of protocols for responding to critical incidents, including (but not limited to) harassment, discrimination, sexual violence, injury or discontent with the experience
- Limited opportunities for students to engage in guided reflection with their instructor and/or peers
- Lack of built-in time for students to learn about the organization's policies, procedures, and values.

After the Experience

- Limited opportunities for debriefing and reflecting on the experience
- Reflective learning activities and assessments that do not account for diverse preferences for personal reflection
- Limited opportunities for students to make connections between the EL opportunity and their skill and career development
- Lack of mechanisms to evaluate the impact of the experience on students and host organization

Example Resources for Students:

- Online I-EDIAA Modules[9] for Underrepresented Students: Queen's has developed a set of online micro-modules to support underrepresented students access internships and work-integrated learning opportunities. The links to these resources, found in the Instructor Guide[10], can be embedded into onQ courses or shared via email. These 30-minute modules can be completed as a whole or completed individually based on your student's needs and interests.
    - Module 1 Assessing Employer Commitment to Equity and Inclusion
    - Module 2 Navigating Disclosure
    - Module 3 Requesting Accommodation
    - Module 4 Know Your Rights: Understanding Your Rights as a Work-integrated Learning Student in the Workplace
    - Module 5 Microaggressions
    - Module 6 Conflict Resolution and Challenging Conversations
    - Module 7 Understanding and Responding to Discrimination, Harassment, and Sexual Violence in the Workplace

[9] https://www.queensu.ca/experientiallearninghub/faculty/i-ediaa-modules
[10] https://www.queensu.ca/experientiallearninghub/sites/qelhwww/files/uploaded_files/I-EDIAA/VLS Internship - Instructor Guide (Queen's).pdf

- Queen's Career Services Disclosure & Accommodation Tipsheet[11]

Resources for Instructors and Program Coordinators

- University of Toronto, Faculty of Arts and Science, Advancing Equitable & Inclusive Experiential Learning Opportunities: A Five-Stage Framework for Change[12]
- 10 Ways to Make Fieldwork more Inclusive and Accessible[13]
- Safety and Belonging in the Field[14]

Resources for EL Host Organizations:

- Queen's Employing Student Talent Guide[15]
- EDI in WIL Guide, Business + Higher Education Roundtable[16]
- Onboarding New Interns: A Checklist for Partner Organization, Queen's EL Hub[17]
- Best Practices for Indigeneity, Equity, Diversity, Inclusion, Accessibility & Anti-Racism in Student Recruiting with Queen's University[18]

[11] https://careers.queensu.ca/sites/carswww/files/uploaded_files/TipSheets/Disclosure %26 Accommodation Tipsheet 2021.pdf
[12] https://www.artsci.utoronto.ca/faculty-staff/experiential-learning/supports-resources/edia-framework
[13] https://www.cultivate-project.com/images/10 Ways To EN version.pdf
[14] https://eartharxiv.org/repository/view/2607/
[15] https://careers.queensu.ca/employers-recruiters/employing-student-talent
[16] https://bher.ca/equity-diversity-and-inclusion-strategies-wil
[17] https://www.queensu.ca/experientiallearninghub/community-employer-partners/tools-templates
[18] https://careers.queensu.ca/employers-recruiters/equity-diversity-inclusion-and-indigeneity

Risk Management in Experiential Learning

From the Office of the Vice-Principal Finance and Administration

For many people, thinking about risk management is like deciding if they would take a shortcut down a dark alley at night. They are concerned about what might be lurking within and could cause harm, thus forcing a decision to either take a risk by using the shortcut or avoid it altogether by pursuing a longer route. Fortunately, risk management does not have to be alarming or burdensome. When practiced correctly, it can be an efficient and effective process within experiential learning opportunities.

Risk is defined as the potential for positive or negative outcomes. The definition is broad and therefore serves to bolster existing opportunities by increasing resiliency and reducing uncertainty. As educational experiences move beyond the traditional classroom environment, students are exposed to a wide variety of hazards, and universities are subject to increased scrutiny regarding their own legal liability. This fact only heightens the need for a tried and tested risk management process within.

The desired outcome of risk management in experiential learning is to provide opportunities that are safe, robust, and satisfying for all parties involved. Ultimately, this effort encompasses a diverse group of stakeholders including students, faculty, staff, community partners and others.

The Risk Management Cycle

To promote a safe environment within an experiential learning opportunity, stakeholders are empowered to address a number of risk-related questions:

- What can go wrong?
- How likely is it to occur?
- What are the consequences if it does occur?
- How can the hazard's likelihood of occurrence and severity of impact be eliminated or reduced?

Fortunately, these questions can be consolidated into a four-phase framework: identifying risk, assessing risk, managing risk, and monitoring risk. These four phases comprise the risk management cycle in experiential learning.

Identify Risks – What can go wrong?

It is important to note that different experiential learning activities will require different answers to this question. To simplify the process, consider the following categories:

Transportation – are students required to travel? Is the method of transportation provided by the university, community partner, or personal travel?

Location – will students work or travel in locations considered high-crime or high-risk? Does the physical location present additional risks? (i.e. dangerous worksite).

Project Activities – will students use power equipment or dangerous tools/chemicals? If so, who is responsible for providing orientation, safety training and personal protective equipment to students?

*Intellectual Property - w*ho will have the ownership of the work output, if applicable? (i.e. research publications?)

Special Populations – will students interact with high-risk or marginalized populations? (e.g. minors, elderly, homeless, prisoners, persons with mental or physical impairments etc.)

Community Partners – is this a new partner to the university? If not new, what has been the experience with this partner? Are there any external factors to consider such as the partner's reputation or industry standards?

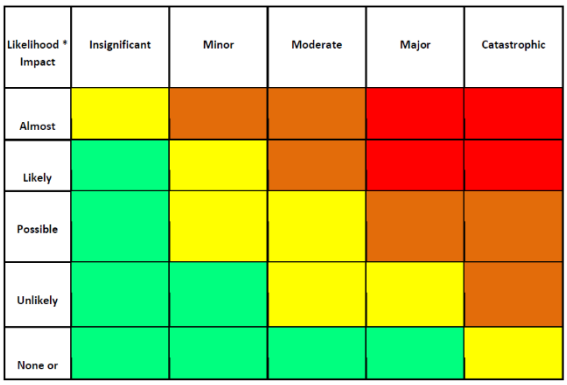
External Factors – consideration for any other unique or pan organizational risks to be considered (e.g. pandemic conditions)

While the above represents an example of factors to consider, it is impossible to devise a "one size fits all" strategy that can address vastly different experiences simultaneously and comprehensively. Therefore, each experiential learning activity must be reviewed independently to identify unique risks.

Assess Risks – How likely is it to occur? What are the consequences if it does occur?

The next step takes identified risks and ranks them based on their perceived likelihood of occurrence and severity of impact resulting in a list of prioritized risks. Defining risk priorities enables faculty, staff and students to make informed decisions about how to effectively address those risks.

In the context of experiential learning, the assessment process can require an approach that is more qualitative and subjective than quantitative and objective. For example, it may be possible that no student has ever been injured in a fieldwork course that requires outdoor foot travel/hiking. However, it is reasonable to predict a slip and fall during the activity is possible or even probable. The assumption might not be scientifically measurable but is something that should be considered in this phase.



One commonly used tool to assist the risk prioritization process is a risk map. Risk maps are helpful because they visually illustrate where an identified risk falls along an established risk continuum. The completed risk map classifies hazards into high, medium or lower risk categories.

Some risks may not be placed onto a risk map as they are related to certain policies and procedures that may impact whether a student can participate in the experiential learning. The Off-Campus Activity Safety Policy (OCASP)[19] applies to all members of the Queen's community involved in university-sanctioned activities that take place off campus. Experiential learning activities are sanctioned by the university so they fall under the purview of the Policy. The Policy establishes a framework for planning, risk-assessment, preparation and support of all off-campus activities and it defines the responsibilities of those involved in these activities.

Manage Risks – How can the hazard's likelihood of occurrence and severity of impact be eliminated or reduced?

Managing risks will help students enjoy a rich, rewarding experience while providing the university greater protections against liability. This is where practical, actionable strategies can be implemented to promote safety and resilience. Managing risks can be done in concert with community partners and risk management options consist of the following strategies.

Treat – the process of selecting and implementing measures to modify the risk, making an unwanted event less likely, or softening the effects if it does occur. Examples include pre-program or on-site orientation/training and an overview of the learning site (location, scope of work, safety procedures, transportation, background checks etc). Another risk treatment is redesign of a risky activity. For example, can risky fieldwork be conducted in a less hazardous location? Contract/Agreements with community partners can also provide legalese protection

[19] https://www.queensu.ca/risk/safety/OCASP

to the university through the appropriate language and clauses (i.e. indemnity, roles and responsibilities, insurance).

Transfer – a strategy where the burden of bearing a loss is shifted from one party to another. This can be accomplished by purchasing insurance which protects the university if a covered lawsuit is brought. Insurance related information and queries can be directed to the university insurance office[20]. Another example is liability waivers which serve to inform participants of the nature of an activity, the inherent risks with the activity and the potential consequences if those risks materialize.

Terminate – if all other risk management treatments have been exhausted and the burden of institutional liability is too great, complete termination of the activity may be necessary. For example, if sudden political unrest or an armed conflict springs up, it may be prudent to cancel all travel to the affected area.

Tolerate – it is impossible to eliminate all risks that may accompany an experiential learning program. Upon implementation of risk management strategies, we must consider the need to tolerate residual risk that remains in the learning opportunity. It may be necessary to accept a certain threshold of risk to complete the program.

Monitor Risks

The last component of the risk management cycle is to continually gauge the effectiveness of the risk controls and adjust them as needed. It is important to obtain feedback from students and faculty throughout learning opportunities to evaluate how risk management controls are working. These individuals have unique perspectives that may validate the mitigation strategies or reveal unexpected hazards.

It is impossible to guarantee that any experience will be free from interruptions, uncertainty, or harm. This is true of traditional classroom settings as well as experiential learning contexts. Therefore, as we identify avenues for students to engage with real-world problems and meet needs in the larger community, we endeavor to incorporate risk management best practices into experiential learning by proactively identifying, assessing, managing, and monitoring the risks present in these opportunities.

[20] http://www.queensu.ca/irm

Research as Experiential Learning

From the Office of the Vice-Principal Research

An experiential learning activity can be defined, in part, as an activity where the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning. Research is defined, in the university's Research Administration Policy[21], as including among other things "a studious investigation or experimentation aimed at the discovery or interpretation of knowledge; the systematic collection or revision of knowledge or accepted theories in the light of new facts, or practical application of such new or revised theories". Since there is significant overlap between research and experiential learning activities, at Queen's research activities are considered one type of experiential learning activity.

Is the EL activity research?

The distinction between research and other types of experiential learning activities is important and will come down to the reasons for engaging in the activity. Key questions to ask include:

- Is the student aiming to publish or otherwise publicly disclose the results of the activity in academic journals, at academic conferences, in poster competitions or at public presentations?
- Is the student being assessed by Queen's and, if yes, does the research output including any of the results or data, produced from their activities, form the basis for this assessment?
- Is the student intending to use any of the results, including data, produced from their activities for a graduate thesis or dissertation, or for future academic research?

If the activity being undertaken by the student is being evaluated i) on the basis that the student completed the activity, ii) with regard to learning outcomes, often based on skills demonstrated, but iii) without regard to the content of the student's work output, and iv) the student is not interested in publishing any results generated from the activity, the EL activity is likely not research. If the answer to one or more of the above questions is yes, then the EL activity can be considered research.

The source of funding for an experiential learning activity may also help to determine if it is research. Here are a few examples:

- The Natural Sciences and Engineering Research Council (NSERC) Alliance grant program will provide funding and facilitate experiential learning interactions between industry

[21] https://www.queensu.ca/secretariat/policies/research-policies/research-administration-policy

and students. Those interactions are primarily for research purposes and NSERC mandates[22] that the results of the students' activities cannot be kept secret (i.e., results must be publicly disseminated) and that researchers must retain the right to use the results of the activity for future research and teaching.

The NSERC Collaborative Research and Training Experience (CREATE) program facilitates training and mentoring of students. While this program does not have the same mandates as the Alliance program, NSERC includes in eligible costs dissemination activities including publications authored or co-authored by CREATE trainees, suggesting that academic publications and presentations are encouraged if not required

Mitacs, mostly through its Accelerate internship program, while not specifically requiring publication, will generally only fund projects where there is a clear connection between a graduate student's thesis activities and the internship activities. These student interns also stand to benefit from the opportunity to include the results of their internship activities in their theses as well as other academic publications and presentations.

If the EL activity is research, what else needs to be considered?

Where there is an expectation on the part of the student or the faculty member that the activity in question will be treated as research, even in part, it is necessary to clearly communicate this to the external organizations with whom the student will be engaging and to ensure that there is a shared understanding and appropriate documentation in place with these organizations. Possible considerations include:

Intellectual property (IP): IP terms dictate who has the right to use a student's work product, including data, which could interfere with students' ability to publish if that right falls exclusively to the external organization.

Research agreements: These provide documentation of the rights and obligations of Queen's and the students on the one hand and external organizations on the other in relation to a research activity. Items covered include, expected deliverables, confidentiality, publication rights, payment terms, IP terms, liability for injuries and damages arising from the research activities.

Ethics review: Where research involves human subject participants or uses data collected from human subjects, research ethics board approval may be required to conduct the research.

Environmental Health & Safety (EH&S): Depending on the nature of the research, additional considerations may need to involve EH&S, such as bio-safety, export control, controlled goods, radioactive materials, and off-campus work.

[22] https://www.nserc-crsng.gc.ca/NSERC-CRSNG/policies-politiques/ip-pi_eng.asp

If my EL activity is research, who offers support?

The EL Hub will refer you to various units within the Vice-Principal Research portfolio that provide support for research activities. The Research Contracts Unit can offer support with documentation. The Research Ethics Office can provide guidance, and where required approvals, to ensure that research involving human subjects or their data meets all necessary compliance measures for such research. The Centre for Advanced Computing also provide support for secure data storage and access solutions for research being conducted at Queen's.

NOTES

Tools and Resources to Support Experiential Learning

The following section includes resources, tools, and templates that will help you design and implement high-impact experiential learning opportunities in a time-effective manner. Each tool stands alone for usability and can be downloaded from our website at https://www.queensu.ca/experientiallearninghub/faculty/faculty-toolkit

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Logistical Planning Chart

Use this chart to help scope the feasibility and resources required for new or evolving experiential learning programs and courses, including:

- alignment of learning outcomes with a specific form of experiential learning
- options related to administration of the program, including risk management considerations
- information to assess the viability of the program based on both student and employer interest and capacity
- addressing potential I-EDIAA related barriers to creating inclusive and engaging EL opportunities

Some of the points may require further consultation with risk management experts on campus to determine next steps. The EL Hub will review the information provided in this chart and, if needed, send you and those experts an EL Referral Form, summarizing pertinent information related to your EL activity.

Question	Response
Strategic Alignment	
For what strategic objectives is the Faculty/School or Department interested in this program (e.g. recruitment, retention, graduate outcomes, quality of the student learning experience, improve employment outcomes)?	
In what ways does the EL experience help you meet I-EDIAA goals within your Faculty, department and/or program? • At what point in the program development will you consult with a diverse array of stakeholders to help you assess potential I-EDIAA barriers and solutions?	

Question	Response
Form of EL	
What form of EL best supports learning and overall program objectives (internship, practicum, experiential learning project, etc.)? • Do the course/program learning outcomes require that students secure individualized opportunities with host organizations? • Are group projects or multiple students working with one host organization a viable option? • How will you ensure that your EL activity creates opportunities for you to engage with host organizations who represent a broad range of student identities and circumstances?[23] • How will you accommodate students with unique needs or barriers?	
For credit or non-credit? • If for credit, is there a course available or will it need to be created?	
What is the length of the EL activity? • Can you build in flexibility in the length and time frame of the EL activity to make the EL opportunity more inclusive and accessible?	
What is the year and term of the EL activity during the academic program?	
Will the EL activity be embedded into the program, or will it add to the program's length? • Would increasing the program's length alter the accessibility of your program to equity-deserving students?	

[23] MacKay, G., Goldman, A., Hameed, S., Moed, D., & Lowes, V. (2022). *Advancing Equitable and Inclusive Experiential Learning Opportunities: A Five-Stage Framework for Change.* Experiential Learning and Outreach Support Office, Faculty of Arts & Science, University of Toronto.

Question	Response
Form of EL	
Will the EL activity be required or optional? • If required, how will you apply Academic Consideration in the event a student cannot complete the opportunity?	
Will international students be eligible for the form of EL you are designing?	
Will there be an application/interview process for students wishing to enrol in the course/program? If so, • What qualities will you be looking for? • How will you create opportunities for students to share how their intersecting identities might impact their engagement with the experience? • How will students be invited to disclose accommodations they might require before, during, or after the experience?	

Question	Response
Student Supports	
If required, who is responsible for ensuring an opportunity is secured? If students: • How far in advance of the course/program start date does a student need to start searching for a position? • What resources will you provide to students to support their search? • What internal partnerships (e.g. Career Services) are available to students to support them in finding a suitable EL opportunity? • What additional supports will you provide for students who do not have personal or professional networks that can be leveraged for potential opportunities? • What types of instructions and/or criteria will you provide students who are exploring potential opportunities? • How will the position be vetted? How will you build in flexible and inclusive criteria that will allow for a diverse range of host organizations? • At what point in the student's search will you be available to liaise with a potential host organization a student has connected with? • When does the position need to be confirmed? • If students are being interviewed by host organizations, how will you prepare them for the cultural context of the hiring process? (e.g. industry or location-specific interview norms)	
What happens if a student plans to enrol in this course, but is unable to secure a position? • How does this impact their degree and course planning?	

Question	Response
Student Supports	
What types of pre-experience activities or training will be provided? • (see list of general recommended topics and supports) • Will it be in class or out? • What subject-specific topics will be covered? • Who will provide/facilitate the activities or trainings? • Would the students or host organization benefit from having the host organization be involved in pre-departure trainings specific to the populations your students may be engaging with? • Are there workshops the EL Hub can facilitate (e.g. Integrating into a New Workplace; Principles of Community Engagement; Completing an EL Learning Plan; Mid-Experience Reflection; Post-Experience Debrief)?	
For online courses: • What additional supports might be required to support students searching for placements (i.e. OnQ course page or website created before course start date to facilitate document sharing, pre-departure training etc.)? • Will opportunities for EL be the same for students in international locations? • Are EL requirements for hours and placement locations flexible enough to accommodate full-time work schedules and/or additional responsibilities?	
What procedures and communications need to be created regarding inclusivity/accessibility? • Are there any other accessibility considerations?	
How will requirements for hours spent at a host organization or working on a project be tracked and verified?	

Question	Response
Student Supports	
What types of resources will you provide that explain who a student should contact in case of an incident during their EL opportunity (e.g. sexual violence, including sexual harassment; physical injury; travel restrictions; conflict in the workplace)?	

Question	Response
Targets	
What is the target for the number of students in the course or program?	
What is the target for the number of students to secure an EL activity each year?	
Host Organization Outreach and Relationship Building (if applicable)	
What types of host organizations might offer relevant opportunities? • How will you ensure potential host organizations represent the diversity of student identities and interests enrolled in your course or program? • How will you attempt to engage with a variety of host organizations across employment sectors (i.e. government, not-for-profit, for-profit)	
Impact on Host Organization: • What role will the host organization play in the design and delivery of the EL opportunity? • How will the host organization benefit from hosting or working with the student(s)and engaging with your course or program? • What type of expertise and value do you and your students bring to the host organization or community partners?	

Question	Response
Host Organization Outreach and Relationship Building (if applicable)	
If staff or faculty member are sourcing opportunities: • How will you assess the availability of opportunities? • How far in advance of the course/program start date will outreach begin? • What tools/resources are required? • What criteria are you using to assess host organization suitability, including accessibility, health and safety, and an inclusive and welcoming work environment? • Do the criteria you are using allow for a diverse range of potential host organizations that reflect the intersecting identities of your students? • Do host organizations have transparent I-EDIAA policies or statements? • Are there existing relationships with these organizations, or will new relationships be created? Are there colleagues on campus that are operating similar programs or working with similar host organizations? Have you reached out to collaborate your approach to host organization outreach?	
How are you ensuring host organizations are clear about their role, including nature of work given to student, amount of time in workplace, supervision and assessment of student performance, and any formal documentation they need to submit?	
Will the EL activity be paid? • If so, will the host organization be paying the student directly? Is there funding or wage subsidy being offered to employers or host organizations? • Who will be distributing the funds and/or subsidy? • Have you investigated funding rules and regulations? (e.g. tax credits, federal wage subsidy programs)	

Host Agreements	PARTNER RESPONSIBLE: University Secretariat and Legal Counsel; usec.contracts@queensu.ca
Are you aware of any existing agreements between Queen's and the host organizations you are engaging with?	
Have you factored in the time it might take to develop new Experiential Learning Agreements with new host organizations (1-4 months)?	
How will you ensure that experiential learning agreements and other personal or confidential information collected by Queen's is kept private and confidential?	

Risk Management	PARTNERS RESPONSIBLE: Department of Environmental Health and Safety, ehssa@queensu.ca Office of Insurance and Risk Management, insurance@queensu.ca University Secretariat and Legal Counsel, usec.contracts@queensu.ca

Considering the answers to the following questions will help you prepare your responses to questions posed in the EL Risk Management Questionnaire; once the questionnaire has been completed, representatives from Risk Management partners on campus will reach out and advise of next steps:
• Where will the EL activity take place?
  ○ On-campus?
  ○ At a site or with a host organization off-campus (local/national/international)?
  ○ Does the location present any specific risks?
  ○ Are there transportation requirements to/from and as part of the day-to-day specifics of the EL activity?
  ○ Does the location present any specific risks?
• Will the student be paid?
  ○ If yes, what form of payment? (i.e. payroll, honorarium, wage subsidy)
  ○ Who is issuing the payment?
• What risks to student safety are inherent in the EL activity?
• Does the EL activity involve any special/marginalized populations?
• Are there any known risks/concerns with the community partner?
• Does the EL activity involve any potentially harmful substances, machinery, activities or facilities requiring proper training? If so, who is providing the training?	

Risk Management	PARTNERS RESPONSIBLE: Department of Environmental Health and Safety, ehssa@queensu.ca Office of Insurance and Risk Management, insurance@queensu.ca University Secretariat and Legal Counsel, usec.contracts@queensu.ca
After Completing the EL Risk Management Questionnaire: • Have you addressed all relevant risk management considerations (health & safety, insurance coverage, formalized agreement, OCASP)? • If the EL activity includes a host organization, is the host aware of their responsibilities?	

Research	PARTNER RESPONSIBLE: Research Contracts Unit, Vice-Principal Research, researchcontracts@queensu.ca
Is the EL activity research? Will the results be publicly disseminated in the form of a thesis, academic publication, public presentation or other public disclosures? • If so, have you connected with the Research Contracts Unit (Vice-Principal Research) about any agreements that might be required?	
How will intellectual property, ethics review, and non-disclosure issues be addressed (especially for research-related positions)? • Have you had discussions with the host organization about who will own or have intellectual property rights to the student's work output from the EL activity?	
Does the EL activity involve research of human participants/data/biologics? If so, have you connected with the Research Ethics Office about an ethics review?	
Is the student expected to be able to publish or otherwise use the results of their work from the EL activity?	

Experiential Learning Curriculum Design Chart

As you begin the process of planning your Experiential Learning (EL) curriculum, there are several factors to consider. Below is a list of questions that may help to generate ideas and help you consider how to create inclusive, accessible, and meaningful EL opportunities. The EL Hub recommends that this chart be used together with the "Experiential Learning Logistical Planning Chart".

Question	Response
Learning Outcomes	
What is the purpose of the EL component and how does it support program or course learning objectives?	
What form of EL will best suit your learning objectives (internship, experiential learning project, individual vs group experience.)? • How will your chosen form of EL be inclusive and accessible to students with diverse identities and lived experiences?	
Would it be beneficial to communicate with industry employers and associations to get their input on the content and intended outcomes they believe will best serve students beginning their professional careers?	
Have you identified learning outcomes that also speak to transferable workplace skills (see Queen's Skills Cards[24])	
How will you reinforce learning objectives through assignments and activities?	
How will learning outcomes be communicated to students and host organizations? Who is responsible for this communication?	

[24] https://careers.queensu.ca/resources/queens-skills-cards

Question	Response
Experiential Learning Curriculum Design	
In what ways will you integrate theory and practice? How will the EL activity expand on and support the theory and research that is foundational to the program?	
What topics will you cover before the experience begins?	
What reflection activities best suit the style of the course and the needs of your students? • How will you model or guide reflective practice for your students? • How can you create flexible and/or diverse ways for students to engage in reflective practice? • What will be your approach to providing instructor or peer feedback on reflection?	
How will you create opportunities for students to experiment with new knowledge in the EL setting?	

Question	Response
Evaluation	
What tools and mechanisms will be used for evaluating student performance? Will the student/s be assessed by a supervisor at the host organization? • If yes, does the Faculty/Department have a policy for the assessment and evaluation of experiential learning activities that take place under the supervision of a host organization? • What alternative assessments could be substituted for a supervisor's assessment if the student is unable to complete the EL opportunity OR if the student experiences any form of conflict with their supervisor?	
Have you developed a rubric for the EL component? Have you developed a rubric to assess reflection?	
If the course involves an employer partner, will the employer have a role to play in monitoring progress and providing evaluation? If so, what weight will be assigned to employer evaluation?	
If group work is involved how will work be assigned, monitored and evaluated?	

Question	Response
Resources	
What resources are required to ensure a successful EL program (administrative oversight, student evaluation and monitoring, employer outreach, materials, debriefing time and rooms booked)?	
Have you finalized approvals and scheduling with administrators and partners?	
What support/materials for students will be provided? For example: an internship manual to help students connect with their intended learning outcomes, develop workplace literacy, and make the most of their experience.	
If the course involves an internship where most of the student's time is in the workplace, it may be important to have more frequent monitoring to ensure the students are coping. Has this been addressed?	
What support for host site supervisors will be provided? For example: a supervisor guide to ensure partner organizations are aware of their role in the process, provide tips for successful coaching and evaluation, and summarize risk management responsibilities.	
Are all the Faculty and Teaching Assistants involved in the course clear on learning outcomes and the details of their participation?	
If an employer is involved in evaluation, who monitors this and communicates with the partner? Over what time period?	

Question	Response
Course/Program Evaluation	
What steps will you use to evaluate the success of the course or program; including student achievement of intended learning outcomes and the impact on your host organization and/or community partners?	

NOTES

Learning Plan: Guide & Sample

What is a learning plan in the context of Experiential Learning?

A learning plan, or learning contract, is an individualized document that allows each student to document their personal learning outcomes for an experiential learning opportunity. The learning plan encourages students to make connections between course learning outcomes, personal learning goals and the tasks performed during the experience.

Why use a learning plan when facilitating Experiential Learning?

A learning plan acts as an important tool for tracking learning outcomes specific to the experiential learning opportunity. When developed in partnership between students, faculty and site supervisors (when applicable), the learning plan ensures that everyone involved in the experiential learning opportunity is clear on what the student is expected to learn, how they will learn it, and how achievement of those specific learning outcomes will be assessed. Learning plans also improve student engagement by increasing ownership of their own learning, enhancing self-directed learning skills and creating a starting place for reflective conversations. The Learning Plan also provides an important opportunity for students to consider potential personal or structural/systemic challenges they may face during the EL opportunity and to think about strategies for mitigating those challenges[25].

What makes an effective learning plan?

- Learning outcomes that are clear, measurable, and realistic
- Specific tasks and strategies that will be used to achieve the learning outcomes
- Methods and timeframes for assessment of the identified learning outcomes
- Opportunities for feedback (from instructor/supervisor to students, between students, and from student to instructor/supervisor)
- Ability to make ongoing modifications of tasks and plans in relation to the changing context of the experience and available resources

Who plays what roles when developing and implementing learning plans?

Instructor

- Assist students in determining which course/program-level learning outcomes are to be achieved through the experience
- Guide students in making connections between personal learning goals and program/course learning outcomes

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[25] MacKay, G., Goldman, A., Hameed, S., Moed, D., & Lowes, V. (2022). *Advancing Equitable and Inclusive Experiential Learning Opportunities: A Five-Stage Framework for Change.* Experiential Learning and Outreach Support Office, Faculty of Arts & Science, University of Toronto.

- Use feedback and coaching to guide them towards writing clear, measurable and realistic learning outcomes on the learning plan
- Assist students in determining the best methods for assessing achievement of learning outcomes (i.e. supervisor/instructor feedback; peer feedback during discussions; class assignments; performance evaluations)
- Schedule time for students to share and reflect upon their learning plan with peers, instructors and/or site supervisors before, during and after the experience

Student

- Write learning outcomes that reflect course/program-level learning outcomes that align with personal learning goals
- Discuss the various activities/tasks to be performed during the experiential learning opportunity with faculty and/or site supervisors to ensure learning outcomes align with performance expectations during the experience
- Identify how the learning outcome will be assessed and any resources or additional supports required

Site Supervisor (if applicable)

- Schedule time to review the learning plan with the student at the beginning of the experience
- Ensure the identified learning outcomes align with the student's role
- Contribute to the development of the learning plan by identifying key tasks or activities that create opportunities for the student to achieve the identified learning outcomes
- Make suggestions for ways that student can assess achievement of learning outcomes
- Schedule time with the student to discuss and reflect upon student learning/performance in relation to the identified learning outcomes

References

Ash, S.L. & Clayton, P.H. (2009). Generating, deepening, and documenting learning: the power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1, 25-48.

Biggs, J. (1996). Enhancing teaching through constructive alignment. *Higher Education*, 32(3), 347-364. 10.1007/BF00138871

Boyle, P., & Trevitt, C. (1997). Enhancing the quality of student learning through the use of subject learning plans. *Higher Education Research and Development*, 16(3), 293-308. 10.1080/0729436970160304

Higher Education Quality Council of Ontario. (2016). *A practical guide for work-integrated learning* (pp. 1–192). Government of Ontario. Retrieved from http://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf

Sample Learning Plan

Applicable Course Learning Outcomes (LO): What do I intend to learn?	Rationale: Why is this learning outcome important?	Learning Activities/Tasks: How will I best learn this? Which learning activities/tasks during the experience will help me meet this learning outcome?	Assessment Criteria: How will my learning be assessed? How will I know that I've achieved my learning outcome?	Support/ Resources Required: What additional resources or supports are there?
TIP: Write learning outcomes that are clear, measurable, and realistic; ensure learning outcomes reflect student's personal learning goals while also being connected to the course/program level learning outcomes.	TIP: Encourage students to draw connections between learning objectives and career, values, long-term goals	TIP: Include specific tasks that will be used to achieve the learning outcomes	TIP: Include method and timeframe for self, peer and/or instructor/supervisor assessment	TIP: Encourage students to draw connections between learning objectives and career, values, long-term goals
LO: 1				
LO: 2				
LO: 3				
LO: 4				

Adapted from Higher Education Quality Council of Ontario. (2016) *A Practical Guide for Work Integrated Learning*.

NOTES

Student-Host Supervisor Agreement

The following agreement can be used to outline the responsibilities of the student and the host supervisor during an experiential learning opportunity with a host organization. Generally, the student and host supervisor would complete this form together during their first meeting and return to the Faculty/Staff member coordinating the experience.

Student Name:

Student Number:

Student Contact Information (phone and email):

Course:

Faculty Member Name:

Faculty Member Contact Information (phone and email):

Term:

Name of Host Organization:

Name of Supervisor:

Supervisor Contact Information (phone and email):

Dates of Placement:

Days/Hours at Placement:

Student's Emergency Contact:

1. Learning Objectives: Please list applicable course learning objectives

2. Onboarding: Please list any onboarding documents/requirements the student must complete at the start of the placement/opportunity.

3. Below is a list of workplace s kills based on the Queen's Skills Cards[26]. Use these skills to identify key skills the student will develop based on placement-specific tasks.

[26] https://careers.queensu.ca/resources/queens-skills-cards

Skills List

• **Collaboration** (Accountability, Navigating Group Dynamics, Project Management, Teamwork)	• **Communication** (Creative Expression, Marketing, Oral Communication, Writing)
• **Connection** (Community Building, Empathy, Interpersonal Skills, Networking)	• **Engaged Citizenship** (Advocacy, Civic Participation, Community Engagement, Global Perspective)
• **Growth Mindset** (Adaptability, Initiative, Resilience, Self-Improvement)	• **Inclusivity and Intercultural Competence** (Actively Anti-Oppressive, Fostering Inclusion, Indigenous Cultural Awareness, Intercultural Skills)
• **Knowledge** (Financial Literacy, Indigenous Ways of Knowing, Research, Teaching and Facilitating)	• **Leadership** (Mentoring, Coaching, and Advising, Persuasion, Supervision and Leading, Understanding Leadership Styles)
• **Professionalism** (Attention to Detail, Customer Service, Organization and Time Management, Utilizing Technology)	• **Self-Awareness** (Ethics and Integrity, Identity Development, Maintaining Health and Wellness, Self-Management)
• **Thinking** (Analysis and Synthesis, Creativity Critical Thinking, Problem Solving)	• **Other** (Add additional job specific or industry specific professional skills)

To learn more about the skills listed in the chart above, visit the Queen's Skills Cards[27] website. The website includes definitions, examples, and an interactive digital skills assessment tool.

Complete the chart below by choosing 2-5 skills that you will develop in your role and record the related tasks and projects that will help you develop those skills.

Professional/Course-Specific Skill	Related Task/Project
1.	
2.	
3.	
4.	
5.	

[27] https://careers.queensu.ca/queens-skills-cards-educators

STUDENT-SUPERVISOR AGREEMENT

Student Agrees to:

- Fulfill the assigned tasks by, producing high quality work
- Work within the agreed-upon framework for the placement/opportunity
- Be reliable and trustworthy, meeting expectations and deadlines to the best of one's ability
- Report any difficulties or concerns in a timely manner to the supervisor and, when appropriate,
- In the event of illness or injury, the Student will contact the Supervisor and the Faculty member, and will advise him/her of the situation so that further appropriate action can be taken to resolve the situation

Supervisor Agrees to:

- Create an inclusive and welcoming environment free of harassment and discrimination
- Provide training to assist the intern in fulfilling responsibilities
- Supervisor and mentor the student through the duration of the placement/opportunity or find a suitable replacement if necessary and notify the student and faculty member
- Provide ongoing feedback to the student
- When applicable, provide adequate work-space, support and supplies to enable the student to function effectively in their role
- Complete the performance assessment at the end of the placement/opportunity
- Notify the course instructor if they have any questions or concerns

Student Signature:

Date:

Supervisor Signature:

Date:

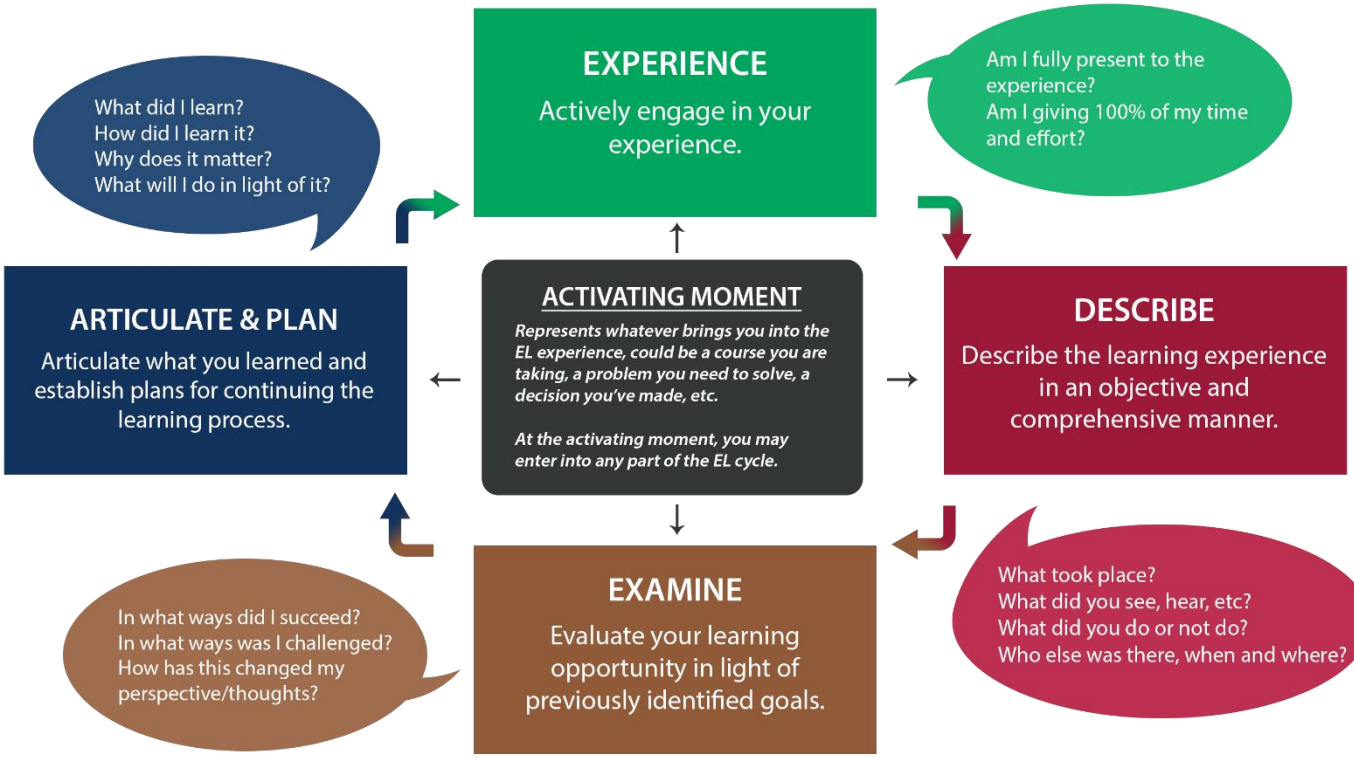
Faculty Member Signature:

Date:

NOTES

DEAL Model for Critical Reflection: Intro & Questions

The DEAL model was developed by Dr. Sarah L. Ash of North Carolina State University and Dr. Patti H. Clayton of PHC Ventures/Indiana University-Purdue University Indianapolis[28]. Their work on reflective practice in the context of applied and experiential learning has been widely adopted across North American post-secondary institutions as a guiding framework for critical reflection.



To begin…

DESCRIBE

Objectively DESCRIBE your experience by choosing 2 or 3 key experiences to focus the reflection on. Consider successes or challenges in relation to the learning goals you set out at the beginning of your experience.

- What were the most significant or reflection-worthy experiences?
- Where was I?
- Who else was there?
- When did this experience take place?

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[28] This document is adapted from Duke Trinity College of Arts and Science, Service Learning website, 2019: https://servicelearning.duke.edu/sites/servicelearning.duke.edu/files/file-attachments/deal-reflection-questions.original.pdf and PHC Ventures, Patti H. Clayton, 2013. https://curricularengagement.com

- What was said?
- What did I/others do?
- Why were we there?

EXAMINE

Now we can EXAMINE those experiences through three different lenses.

Examine Experience from a Personal Perspective

- How did this experience make me feel (positively and/or negatively)?
    - How did I handle my emotional reactions?
    - Do I believe I should have felt differently than I did?
- What assumptions or expectations did I bring to the situation (including my assumptions about other persons involved) and how did they affect my actions?
    - To what extent did they prove true?
    - If they did not prove true, why was there a discrepancy?
- How have past experiences influenced the way I acted or responded to this situation?
    - Am I comfortable with the influence past experiences has on me?
- What personal strengths / weaknesses of mine did the situation reveal?
    - In what ways did they affect the situation, positively and negatively?
    - What might I do to build on strengths/ overcome weaknesses?
- Why did I, or did I not, have trouble working/interacting with other people?
    - What might I do differently next time to minimize such difficulties?
- What personal skills did I draw on in handling this situation?
    - What personal skills would I like to have had in order to have handled it better and how might I develop them?
- How did this situation reveal my own attitudes or biases, toward other people, toward the organization in question, etc.?
    - Do I need to make any changes?

Examine Experience from a Civic Perspective

- What was I / someone else trying to accomplish?
    - In taking the actions I / they did, was the focus on symptoms of problems or causes of problems? Was the focus (symptom or cause) appropriate to the situation?

    - How might I / they focus more on underlying causes in the future?
- What roles did each person / group / organization involved in the situation play and why?
    - What alternative roles could each have played?
- Did I / other individuals act unilaterally or collaboratively and why?
    - Should I / they have worked with others in a different way?
- Did I reinforce or challenge an assumption or social system by the way I acted?
    - How does this experience highlight the relationship between and larger systems?
- How else could I have handled the situation? Identify both the paths of least resistance and the paths of greater resistance.
    - Why did I / others follow the path I / they did?
- What agendas did I and others bring to the situation? Are these agendas appropriate?
    - Are they understandable?
    - Are they shared?
    - How are these agendas related to larger social or cultural issues?
- In what ways did power differentials emerge in this experience?
    - What are the sources of power in this situation and who benefits and is harmed?
    - In what ways might any dependencies be eliminated?
- What privilege did I/others bring to this situation?
    - What are the sources of such privilege? How am I, or others, disempowered by lack of privilege?
- How did leadership emerge in this situation, on my part and/or on the part of others?
    - What is in the interest of the common good in this situation?
    - In what ways is the individual good (mine or that of other people) linked to and/or contrary to the common good? What trade-offs between them are involved?
- In what way did any other trade-offs (long-term / short-term; justice / efficiency; etc.) emerge in this situation? Were the trade-offs made appropriate or inappropriate and why?
- What changes does this experience suggest are needed: within my group, within the organization, within our society more generally?
    - How can these changes be accomplished: with individual action or collective action / working within the system or challenging the system / etc.?
- How does this experience help me to better understand the organization's vision, mission, and goals?

    - What does it reveal to me about the relationship between the organization and those it serves?
    - What does it suggest about how this relationship might be improved?

Examine Experience from an Academic Perspective

- What specific academic material is relevant to this experience?
    - Explain the concept, theory, etc. clearly and concisely so that someone unfamiliar with the material could understand it
- How did the material emerge in the experience? When did I see it or note its absence?
    - How did I or should I or someone else use it?
- What academic (e.g. disciplinary, intellectual, professional) skills did I use/should I have used?
    - In what ways did I/others think from the perspective of a particular discipline and with what results?
    - How was I able to apply a skill, perspective, or concept related to the academic material?
- How does this experience enhance my knowledge of a specific reading, theory, or concept?
    - Does it challenge or reinforce my prior understanding?
- In what specific ways are my understanding of the material or skill and the experience the same and in what specific ways are they different?
- What are the possible reasons for the difference(s) or inadequacies?
    - e.g. bias, assumptions, lack of information on my part or on the part of the author/instructor/community?
    - What questions should I ask to put myself in a better position to judge the adequacy of the material?
- Based on analysis of the experience in light of the course material, is the material (or my prior understanding of the material) adequate?

ARTICULATE

Finally, we want to work towards ARTICULATING what we've LEARNED.

"I learned that" …

- Express an important learning, not just a statement of fact
- Provide a clear and correct explanation of the concept(s) in question so that someone not in the experience could understand it.

- Explain your enhanced understanding of the concept(s), as a result of reflection on the experience
- Express in general terms, not just in the context of the experience (so that the learning can be applied more broadly to other experiences)

“I learned this when” ….

- Connect the learning to specific activities that gave rise to it, making clear what happened in the context of that experience so that someone who wasn’t there could understand it.

“This learning matters because” …

- Consider how the learning has value, both in terms of this situation and in broader terms, such as other organizations, communities, activities, issues, professional goals, courses, etc.

“In light of this learning” …

- Set specific and assessable goals; consider the benefits and challenges involved in fulfilling them
- Tie back clearly to the original learning statement.

Future directions…

- In what ways will I use this learning, what goals shall I set in accordance with what I have learned in order to improve myself and/or the quality of my learning and/or the quality of my future?

Designing Reflection: Intro & Questions

Below is a list of elements to consider when designing reflection activities. By incorporating these principles into the design of reflection activities, you can help to ensure reflection components encourage critical thinking and support learning objectives. These principles and questions suggest additional content students can explore to enrich their reflection.

1. Design Connections Between Theory & Practice

Design course reflection activities that encourage students to make connections between academic learning and professional experience.

Students may experience a tension between theory and practice. This is a good thing because it encourages your students to think critically about both learning spaces (classroom and workplace). As a curriculum developer you can develop exercises that challenge your students to develop new perspectives on coursework informed by their experience in the professional sphere.

Sample Reflection Questions:

1. What aspects of the experiential learning (EL) activity relate to classroom instruction?
2. In what ways did your academic studies prepare you for the field?
3. In what ways did classroom theory differ from what you experienced in the professional sphere?
4. In what ways could your knowledge of course material be applied in the workplace to improve processes or other aspects of work?

2. Draw Connections to Broader Social Issues

Students tend to be more engaged with learning when it has personal relevance to them (their career, prior experience, interests), and when they see connections with larger social issues (ecology, sustainable development, financial ethics). Reflection activities can encourage your students to draw connections between their experience in the professional sphere and broad social issues.

Sample Reflection Questions:

1. What aspects of the EL activity relate to broader social issues which interest you?
2. Have you learned anything during your EL activity that has reshaped your opinion or understanding of a larger social issue?
3. What knowledge or skills that you have learned in the classroom could help you make a positive change in the world?
4. Describe how your EL activity changed the way you would approach a future project in your field (infrastructure project for a civil engineer; development project for a global development studies student, etc.)

5. Has your experience in the professional sphere changed your feelings about what type of company or work you plan to be involved with in the future? If so, explain how.

3. Encourage Self-Assessment

Depending on your course learning objectives it may not be enough for students to reflect on 'how they felt' during an experience. This is an important first step in reflection but it may not go far enough towards enhancing the learning experience and achieving learning outcomes. Reflection activities can be designed to encourage your students to examine their role in the EL activity, its impact on how they perceive themselves, their future role in the profession, and their role in the wider world.

Sample Reflection Questions:

1. Would you participate in this experience again? Why or why not?
2. If you could change one thing about your role in this experience what would it be?
3. Name one thing you will do differently in your next professional experience?
4. What have you learned about yourself (strengths, interests, career goals) as a result of this experience? How has this informed your future professional, academic or personal goals?

Self-assessment reflection activities are also useful in helping students to question their assumptions about the world, the profession and their place in both. Throughout the experiential learning process, learners can be prompted to pose questions, experiment, solve problems, and construct meaning.

Sample Reflection Questions:

1. How did your experience change the way you look at global development?
2. Through the experience did you become aware of any personal assumptions or biases that you previously held? Why did your perception change?
3. Has the experience changed the way you would approach future development efforts? What in particular would you change about your approach?
4. During your EL activity did you utilize perspectives and skills from disciplines other than your own to achieve a goal or complete a project? How might you use interdisciplinary knowledge in the future?
5. Based on your recent experience in the field, what areas of academic specialization would benefit you the most in future professional work? Are there areas of study you need to focus on? If so, how will you accomplish this?

4. Link Back to Course Learning Objectives

Learning outcomes are usually provided to Queen's students at the beginning of a course in order to encourage students to take ownership over their learning experience, to help shape

the experience, and also to encourage the development of metacognitive skills. Reflection exercises can be utilized to encourage your students to connect the EL activity with course learning objectives.

Sample Reflection Questions:

1. Describe the internship in reference to course or program learning objectives. Use specific examples to explain what you learned during your experience. Why is this knowledge important to you?
2. If you were the course designer, what learning objective(s) would you add to the course description? Explain why you think the learning objective(s) should be added and what benefit you believe it would provide to future students.

5. Encourage the Development of Workplace Skills

If the EL activity is in a workplace, curriculum developers may want to identify the development of transferable workplace skills as part of the program's learning objectives. For many students this will be the first chance they have to experience a professional environment, and it is an invaluable opportunity for them to learn about the skills and knowledge they are gaining through classroom and co-curricular activities transfer into the workplace. Networking, leadership, business communication, and expectations around quality and consistency of work output are all potential areas for learning.

Reflection activities can help students identify, frame, and refine the skills they may be learning in the experiential learning environment. What is more, structured reflection activities can help students become more adept at communicating what they have learned - a vital skill for job interviews.

Sample Reflection Activities:

1. Would you describe the project you worked on as a collaborative effort with contributions from many parties, or was it accomplished mainly through individual work? Do you think this was the best way to achieve the results? Why?
2. Have you noticed or experienced communication challenges among team members during your current project? Why do you think this is happening? Is there anything you can do to improve the quality of communication on the team?
3. Looking back on your EL activity, was there someone you worked with closely or admired at the organization? What do you believe are that person's core qualities or strengths? How do these qualities help this individual succeed in his work?
4. What have you learned about professional communication in the workplace? How would you communicate differently in a similar environment in the future?
5. Did you receive any feedback about communication or other transferable skills that changed the way you approached relationships with people in the office? If so, describe how.

6. What networking techniques helped you develop relationships with other employees during the internship? What advice would you give to another student who might consider an internship at the company in the future?

6. Link to Future Behaviour

Reflection questions can encourage your students to take action to improve their workplace experience and then apply it to future professional contexts. Both reflection questions below are copied from guideline number five above. These examples include a question that prompts the student to apply what they have learned to future professional behaviour.

Sample Reflection Questions:

1. What have you learned about professional communication in the workplace? How would you communicate differently in a similar environment in the future?
2. What networking techniques helped you develop relationships with other employees during the internship? What advice would you give to another student who might consider an internship at the same company in the future?

Experiential Learning Assessment Rubric: Guide & Sample

Below is a list of actions, behaviours and skills students may demonstrate during each phase of the Experiential Learning Cycle.

1. **Concrete Experience**

   During the concrete experiences, learners:

   - Engage with experience by interacting with others and/or their environment
   - Observe differences or similarities between the practical situation that is being experienced and what they perceive to be an ideal experience based on theoretical learning
   - Carry out acts of problem solving in the practical setting
   - Draw on prior knowledge to make judgements and decisions in the moment
   - Question their own prior knowledge, theoretical learning and/or the ideas and opinions of others

2. **Reflective Observation**

   After the concrete experience, learners:

   - Work individually or in groups to recount events and objectively describe what they observed during the experience
   - Reprocess events and activities to share them in a logical way with others
   - Recognize perspectives other than their own
   - Identify and describe differences or similarities between the practical situation that is being experienced and what they perceive to be an ideal experience based on theoretical learning
   - Respond to prompts from instructors and peers by elaborating on their description of events
   - Analyze events and form thoughtful judgements
   - Consider how their presence may have influenced the activities or actions they observed during the experience

3. **Abstract Conceptualization**

   After engaging in reflective observation, learners:

   - Apply logic, theory and concepts to the experience
   - Demonstrate increased awareness of the complexity of issues and situations
   - Apply and adapt skills and/or knowledge learned during the experience to enhance their comprehension of academic concepts and theories

- Respond to external prompts to draw connections between theory and practice
- Consider the implication of events and activities observed during the experience for themselves and others
- Consider and design solutions to problems or situations observed

4. **Active Experimentation**

   After analyzing and conceptualizing the experience, learners:

   - Create practical applications to solve the issues identified during the concrete experience
   - When possible, re-enter the experience to experiment with their solutions
   - Create plans for how to implement solutions or make personal changes in the future based on insights drawn from the experience
   - Reflect on the insights gained from participating in the experiential learning cycle

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Experiential Learning Assessment Rubric

Phase	Criteria	Advanced	Accomplished	Developing
Concrete Experience	Engaging with planned activities and the learning environment	Actively engages with and interacts with others and the planned activities and/or environment	Interacts with others and is engaged in the planned activities and/or environment	When prompted, Interacts with others and/or the planned activities and environment
	Recognizing and solving problems if/when they arise during the experience	Explores or solves complex problems as they arise. Uses problem solving strategies where appropriate and reflects on problems to build a future self-schema for problem solving	Recognizes some problems as they arise and uses problem solving strategies when necessary	Follows instructions and observes problems if/when they arise.
	Using prior knowledge to make decisions during the experience	Draws on prior knowledge to confidently make judgements and decisions in the moment; student begins to question their prior knowledge, theoretical learning and/or the ideas and opinions of others	Activates and then demonstrates the use of prior knowledge to make judgements and decisions in the moment, when necessary.	Makes basic decisions during the experience; student avoids making decisions that require drawing on previous knowledge or using personal judgement
Reflective Observation	Describing events	Reprocesses and reflects on events by objectively describing what they observed during the experience in a logical manner, giving consideration to how their presence in the situation may have influenced the activities or actions they observed	Recounts events by objectively describing what they observed during the experience in a logical manner	Student works individually or in a group to recount events and objectively describe what they observed during the experience
	Recognizing and describing personal biases and multiple perspectives	Recognizes and elaborates on their own biases and perspectives as well as the perspectives of others who were involved in the experience	Recognizes and elaborates on own biases and perspectives when describing their experience	Acknowledges own biases and perspectives when prompted by instructor or peers

Phase	Criteria	Advanced	Accomplished	Developing
Abstract Conceptualization	Making connections between the practical experience and academic theory or concepts	Draws conclusions by connecting examples from the concrete experience to theory/concepts from multiple fields of study or perspectives	Makes connected between the concrete experience and theory/concepts from more than one field of study or perspective	When prompted, makes connections between the concrete experience and theory/concepts from fields of study directly related to the experience
	Understanding the complexity of issues and situations	Demonstrates holistic understanding of complex factors contributing to problems or issues observed during the concrete experience	Demonstrates understanding of multiple factors contributing to problems or issues observed during the concrete experience	Demonstrates increased awareness of the complexity of issues and situations
	Identifying and analyzing the implication of events and activities on self and others	Analyzes the immediate and long-term implication of events and activities observed during the experience for themselves and others	Understands the immediate implication of events and activities observed during the experience for themselves and others	When prompted, recognizes the immediate implication of events and activities observed during the experience for themselves and others
Active Experimentation	Solving problems	Creates innovative applications to solve issues or problems identified during the concrete experience	Designs practical applications to solve issues or problems identified during the concrete experience	Assesses and evaluates proposed solutions to the problems or issues encountered during the experience
	Reflecting on learning and making plans for the future	Evaluates the complex contextual factors that contributed to their learning through the experiential learning cycle and makes plans that create opportunities to apply learning in diverse contexts	Identifies the complex contextual factors that contributed to their learning through the experiential learning cycle and makes plans to apply learning in the future	Describes learning that occurred by participating in the experiential learning cycle

DEAL Model in Short: Questions & Rubric

Ash & Clayton's (2009) DEAL Model for Critical Reflection is frequently cited as a guiding theoretical framework for strategic engagement in the reflective process. The framework describes reflection as a three-step process:

Description

Description of learning experiences in an objective and comprehensive manner

Guiding Questions:

- What took place?
- When and where did the experience in question take place?
- Who was and was not present?
- What did you and other do/not do?
- What did you see, hear, etc.?

Examination

Examination of learning opportunities in light of previously identified goals or expected outcomes of learning

Guiding Questions:

- In what ways did you succeed or do well?
- In what ways were you challenged?
- How did this experience make you feel?
- How was your perspective/thoughts changed in light of your experience?

Articulation of Learning

Acknowledges the learning experience that occurred and establishes goals for future action in the learning process

Guiding Questions:

- What did you learn?
- How did you learn it?
- Why does it matter?
- What will I do in light of it?

Criteria	Advanced	Accomplished	Developing
Describes experience in an objective and detailed manner	Describes the experience in an objective manner, with detailed reference to the events and activities they observed, including the actions of others. Pays particular attention to who was and was not present, what others did and did not do, yet avoids interpreting those actions. Describes their personal roles and responsibilities, and how they contributed to the outcome of events.	Describes the experience with detailed references to the events and activities they observed, including the actions of others. Describes their personal roles and responsibilities and how they contributed to the outcome of events.	Describes the experience with reference to the events and activities they observed, as well as their personal roles and responsibilities
Examines experience in light of specific learning goals or objectives	Examines which internal (i.e. personal characteristics) and external factors (i.e. peers, instructors, environment) were most significant to achieving learning goals and evaluates which factors posted the great challenges in light of achieving specific learning goals.	Examines internal (i.e. personal characteristics) and external factors (i.e. peers, instructors, environment) that contributed to achieving their learning goals. Identifies challenges in light of achieving specific learning goals.	Examines the ways in which they succeeded or did well in the experience, and what challenges they faced.
Articulates learning, including goals for future action that can be taken forward into the next experience	Articulates how their prior theoretical knowledge or skills were expanded, challenged or developed as a result of the experience and sets specific short and long term goals for applying learning in the future. Considers the benefits and challenges associated with fulfilling these goals.	Articulates what theoretical knowledge or skills they gained as a result of the experience and sets specific short and long term goals for applying learning in the future.	Articulates what situations, tasks, or activities contributed to their learning during the experience and sets goals for applying learning in the future.

Adapted from: Ash, S.L. & Clayton, P.H. (2009) Generating, deepening, and documenting learning: the power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, *I*, 25-48.

Sample Assessment of Student Placement Performance

Placement Host Supervisor Instructions

After completing the student-host supervisor agreement, where you identified key skills the student will develop through placement-specific tasks, please complete this Assessment of Student Placement Performance. Please schedule a formal meeting to discuss your feedback with the student.

Overall Assessment

1. Did the student complete the minimum hour requirement? Yes / No
   - Please indicate the number of placement hours completed: _____

2. Indicate this student's top three strengths:
   -
   -
   -

3. Indicate three areas in which this student could improve:
   -
   -
   -

4. The four categories for placement performance assessment and the component criteria that you will consider in each category are outlined below. For each component of each category, select the number that best represents the student's performance.

Not applicable N.A.	**Excellent 5 marks**	**Very good 4 marks**	**Good 3 marks**	**Below average 2 marks**	**Poor 1 or 0 marks**
	Student is very proficient, highly skilled and motivated; performance can be improved only slightly	Student's skill in this area is well developed, with some room for improvement	Performance is satisfactory; student is capable in this area, has a positive attitude, and self-improvement is evident	Level of competency is below that required; greater effort and/or training is needed	Level of competency is very low; attitude and motivation for improvement are not exhibited.

CATEGORY 1 – RESPONSIBILITY FOR OWN LEARNING

Rate your student on each item below by selecting the number that corresponds to the assessment scale. Please include comments and examples to support your assessment.

	N.A.	**Excellent**	**Very good**	**Good**	**Below average**	**Poor**
Motivation and enthusiasm	N.A.	5	4	3	2	1
Motivation and eagerness to learn and to optimize the learning experience; Interest and enthusiasm in approaching work tasks; Degree to which the student takes responsibility for his/her learning objectives.						
Work habits	N.A.	5	4	3	2	1
Reliability in preparing for and completing tasks; Regularity of attendance and punctuality; Diligence in following instructions; Adherence to good safety practices, and appropriateness of appearance and presentation; Responsibility in meeting commitments made to the mentor and placement organization.						
Initiative / Self-starting ability	N.A.	5	4	3	2	1
Initiative to accept responsibility, to seek new challenges, assignments and projects, to increase his/her level of knowledge and skill, and to assume ownership of his/her role in the workplace; Initiative in ongoing communication and collaboration with mentor (e.g., initiating placement performance evaluation(s) in a timely and effective manner).						
Openness to suggestions/criticism	N.A.	5	4	3	2	1
Student's ability to learn from others, to accept suggestions and criticism positively, and to modify behaviour in response to feedback.						
General comments regarding student's taking responsibility for his/her own learning:						

Total for "Responsibility for Own Learning": _____ /20

CATEGORY 2 – COMPETENCE IN PLACEMENT ACTIVITIES

Rate your student on each item below by selecting the number that corresponds to the assessment scale. Please include comments and examples to support your assessment.

	N.A.	**Excellent**	**Very good**	**Good**	**Below average**	**Poor**
Knowledge base	N.A.	5	4	3	2	1
Degree to which student demonstrates and uses relevant knowledge and skills in completing placement activities; Student's understanding of his/her duties and role in his/her placement position.						
Organization and planning	N.A.	5	4	3	2	1
Degree of organization and planning for placement activities; Ability to manage time on tasks and complete work in a timely manner.						
Communication skills	N.A.	5	4	3	2	1
Ability to communicate information and ideas in both writing and speaking in a manner that is clear, grammatically correct and appropriate to the audience; Ability to express own ideas and opinions openly using language that demonstrates respect for people and their differences; Ability to listen to others' ideas and opinions with an open mind.						
Quality of work	N.A.	5	4	3	2	1
Quality and effectiveness of student's performance in carrying out assigned tasks.						
General comments regarding student's competence in placement activities:						

Total for "Competence in Placement Activities": _____ /20

CATEGORY 3 – CRITICAL THINKING

Rate your student on each item below by selecting the number that corresponds to the assessment scale. Please include comments and examples to support your assessment.

	N.A.	**Excellent**	**Very good**	**Good**	**Below average**	**Poor**
Creativity	N.A.	5	4	3	2	1
Level of creativity and innovation as demonstrated; Ability to seek new and better ways of doing things.						
Adaptability	N.A.	5	4	3	2	1
Ability to learn from the placement experience, to react to unexpected circumstances, to be open to new ideas and to appreciate, accept and learn from differences in the experiences of others.						
Self-evaluation	N.A.	5	4	3	2	1
Ability to accurately assess his/her own level of effectiveness and competence in practice and to identify strengths and learning needs.						
Application of ideas	N.A.	5	4	3	2	1
Student's ability to analyze work situations, make appropriate decisions and act on them; Degree to which the student can evaluate and make constructive suggestions regarding work and your organization.						
General comments regarding student's judgement and critical thinking skills						

Total for "Critical Thinking": _____ /20

CATEGORY 4 – RELATIONS IN THE WORKPLACE

Rate your student on each item below by selecting the number that corresponds to the assessment scale. Please include comments and examples to support your assessment.

	N.A.	**Excellent**	**Very good**	**Good**	**Below average**	**Poor**
Interpersonal and intercultural skills	N.A.	5	4	3	2	1
Degree to which student has effective and positive relationships with personnel at all levels of your organization, such that interactions are productive and sensitive to the needs of others; Degree to which student shows consideration and respect to others and maintains purposeful working relationships that respect diversity (of culture, beliefs, sexual orientation etc.); Ability of student to cooperate and work effectively with others.						
Understanding of Workplace	N.A.	5	4	3	2	1
Student's effort to increase his/her knowledge of the organization, its mission, policies, rules and regulations in relation to the work performed; Degree to which student understands priorities and can determine what shall be done, by whom, where or how.						
General comments regarding student's relations in the workplace						

Total for "Relations in the Workplace": _____ /20

OVERALL SCORE

Category	**Mark**
Responsibility for Own Learning	/20
Competence in Placement Activities	/20
Critical Thinking	/20
Relations in the Workplace	/20
TOTAL	/80

___

This Sample Assessment tool was replicated, with minor adjustments, from: Higher Education Quality Council of Ontario. (2016). *A practical guide for work-integrated learning* (pp. 45-50). Government of Ontario.

NOTES

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