

Scaffolding Experiential Education Symposium

Monday, August 26th, 2024 | 9:00 AM to 4:00 PM

Location: UBC Liu Institute for Global Issues



THE UNIVERSITY OF BRITISH COLUMBIA

Office of Regional & International Community Engagement

Faculty of Arts

Discussing Experiences of EE Instructors: Facilitators, Barriers, & Directions

Presenters:

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Scaffolding Experiential
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First-Year Experiential Education Project

Dr. Katherine Lyon (she/her)
Associate Professor of Teaching,
Department of Sociology

The image shows the cover of a report titled "Scaffolding Experiential Education Symposium" and "First-Year Experiential Education Project". The cover features a light yellow background with abstract geometric shapes in orange, blue, and red. The text is as follows:

Scaffolding Experiential Education Symposium

First-Year Experiential Education Project

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Session Structure

Introduction

Katherine Lyon, UBC Sociology

Institutional barriers and facilitators to experiential education (EE) in large courses

Tamara Baldwin, UBC ORICE

Small group discussion: Overcoming barriers and fostering facilitators

Scaffolding: How can lower-level EE prepare students for upper-level EE?

Lorenia Salgado-Leos, UBC Hispanic Studies

Small group discussion: Scaffolding EE across year levels

Wrap up

Barriers, Facilitators, & Next Steps

Tamara Baldwin (she/her)

Director of the Office of Regional and
International Community Engagement



"How important is this (or would this be) for you in order to do experiential education in your large courses?"

- Institutional acknowledgment of **workload** involved (e.g. in promotion/tenure/contract renewal)
- Financial **compensation** (e.g., experiential education labor tied to course load allocations)
- **Additional time** to dedicate to experiential education design, implementation and/or assessment
- **Additional teaching assistants** and/or academic assistants the **first time** the course is offered with experiential education
- Additional **teaching assistants** and/or academic assistants **each time** the course is offered with experiential education
- **Financial support** to purchase experiential education **technologies** (e.g. 3D glasses)
- **Teaching centres, institutional offices, on campus support** (e.g. ORICE, CCEL, CTLT, Arts ISIT, UBC Emerging Media)
- **Long-term funding** for experiential education activities (e.g., field trips)
- **Support network** of experiential education educators
- **Equity considerations** (e.g., support to address experiential education inequity concerns and burdens, and how various intersections impact experiential education implementation, particularly for those from marginalized groups and contingent faculty)

"How important is this (or would this be) for you in order to do experiential education in your large courses?"

Institutional acknowledgment of workload involved (e.g. in promotion/tenure/contract renewal)

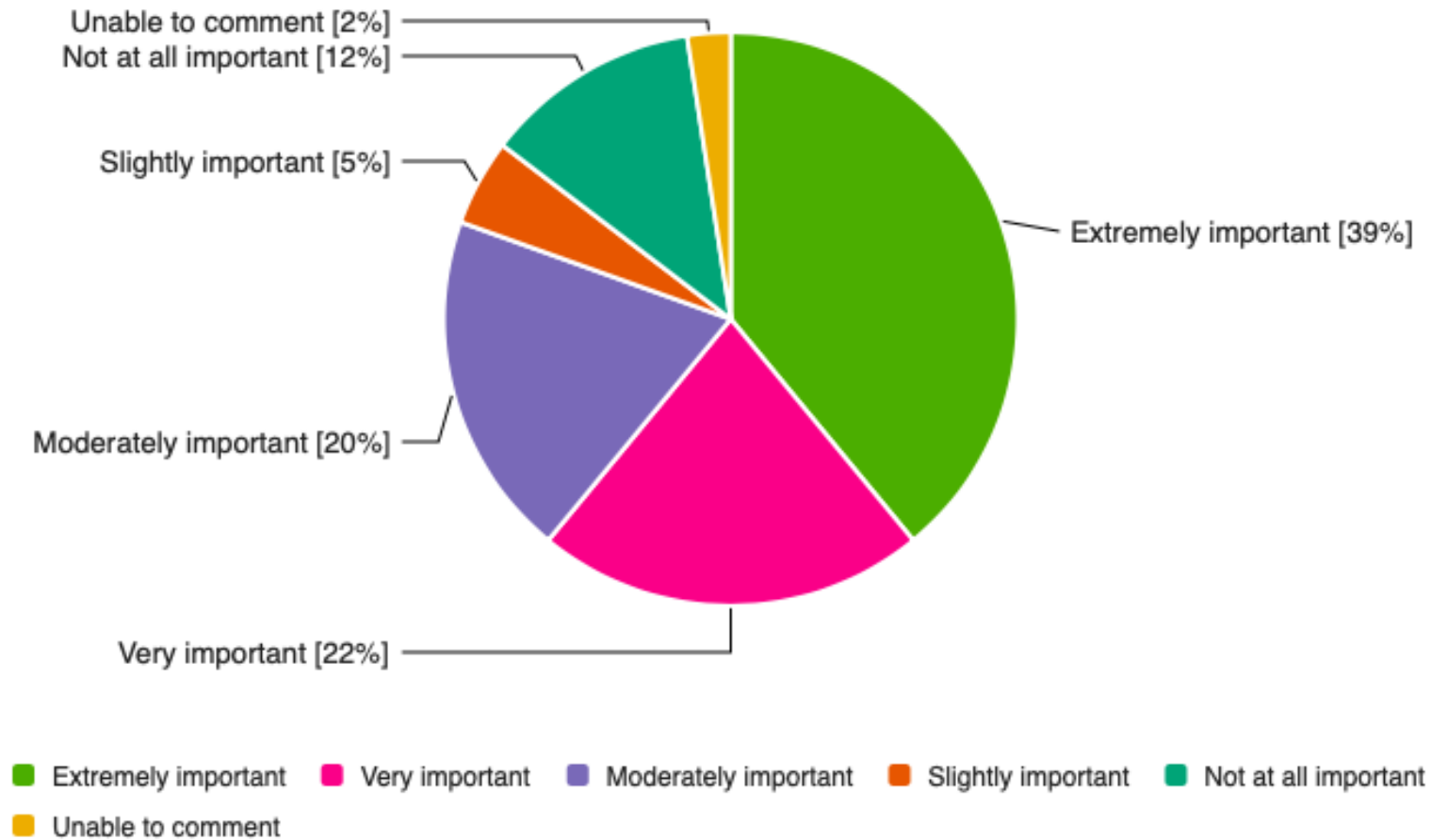


Fig. 1 Retrieved from the "Experiential Education in Large Classes Survey" 2024, Question 2.1

Small Group Discussion: Overcoming barriers and fostering facilitators

Tamara Baldwin (she/her)

Director of the Office of Regional and International Community Engagement

The poster features a light yellow background with abstract geometric shapes in orange, blue, and red. The text is centered and uses a mix of bold and regular fonts. The UBC logo is positioned in the bottom left corner of the poster area.

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**Small group discussion:
Overcoming barriers and fostering
facilitators**

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Small group discussion:

Overcoming barriers to experiential ed. in large, lower-level courses

Q1: Which barriers that instructors identified resonated the most with you?

Q2: What additional barriers might exist?

Q3: Pick one barrier and brainstorm ways to address it at the course, department, faculty, and/or university levels.

Report discussion highlights back to large group

Scaffolding: How can lower-level EE prepare students for upper-level EE?

Lorenia Salgado-Leos (she/her)
PhD Candidate, Hispanic Studies

Scaffolding Experiential Education Symposium

Scaffolding: How can lower-level EE prepare students for upper-level EE?

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Scaffolding: How can lower-level EE prepare students for upper-level EE?

Scaffolding Experiential Education

Scaffolding: How can lower-level EE prepare students for upper-level EE?

FYEE supporting the transition from high school to post-secondary:

An instructor mentions how EE “is a really important [part in] bridging time for students coming...into university [by] developing the skills that they're going to need to...excel and prosper...[T]he importance of [EE] for students who are in [first year]... [is] thinking...what knowledge are they bringing, what expectations they have, helping them transition...from high school to university and then from [first year] into second year.”

Scaffolding: How can lower-level EE prepare students for upper-level EE?

FYEE as Introduction to Disciplinary Ways of Knowing and Being:

One instructor stated that first year experiential education could serve as a way to: "...introduce [first-year students] to the discipline, [by introducing] them to...critical thinking, [and] academic integrity...in being an active, independent learner, taking responsibility for their own learning and their own scheduling and timetable and assignments."

Scaffolding: How can lower-level EE prepare students for upper-level EE?

First-year scaffolding for upper-year EE:

“If students don't have a base to start from, [EE is] going to be really slow [in upper year courses].”

A language instructor explains what EE scaffolding looks in their discipline: “In first-year we can do small collaborative projects...and moving on in year two to projects that can be more complex or longer or maybe more individual now that they have more language tools. In year three, technically it is the time to go abroad for an immersive study abroad experience in the targeted language. So somewhere in the [specific language] world before coming back in a year ...being stronger for finishing the program with more success [in their fourth year].”

Scaffolding: How can lower-level EE prepare students for upper-level EE?

Examples of EE in Large Lower-Level Courses

Scaffolding: How can lower-level EE prepare students for upper-level EE?

“Could you please specify the types of experiential education activities that you have incorporated in large courses? (Select all that apply)”

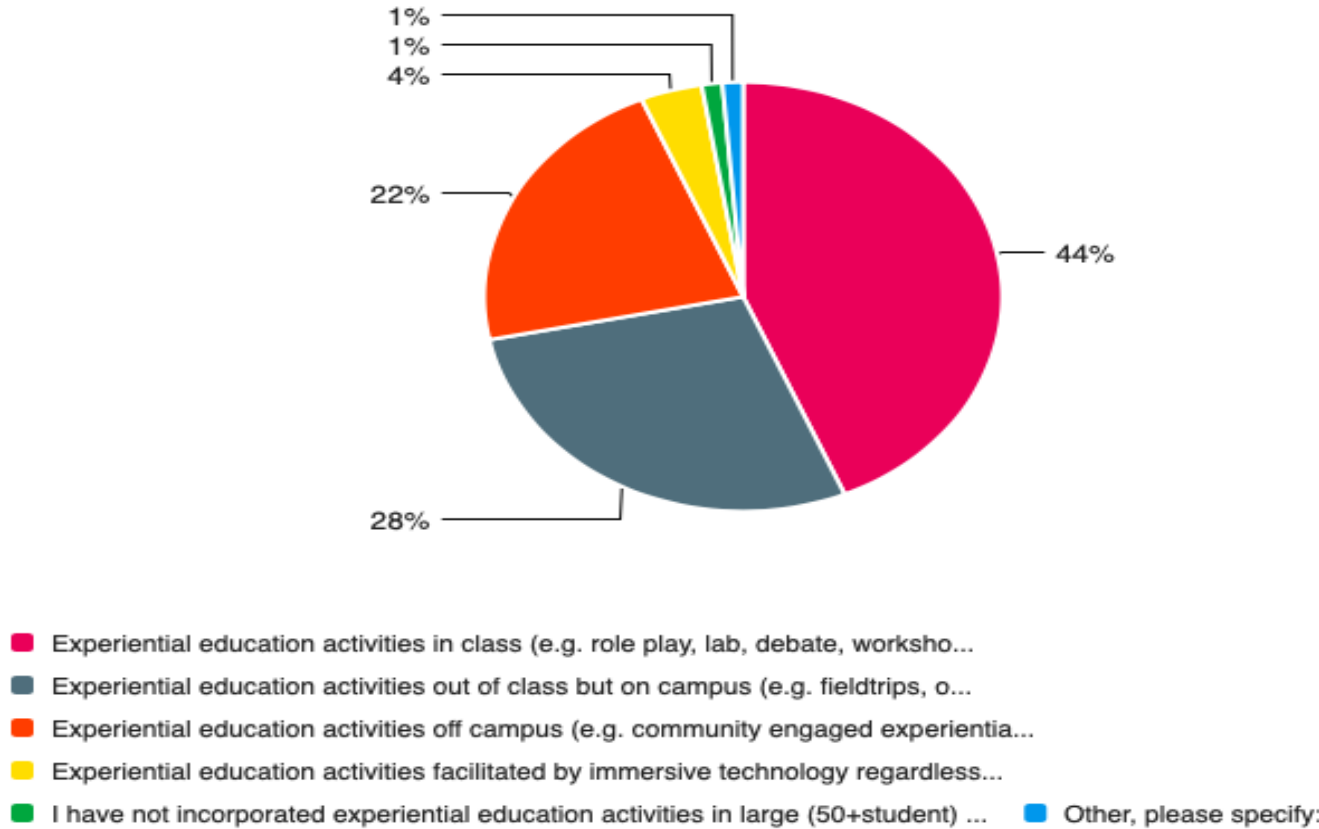


Fig. 2 Retrieved from the “Experiential Education in Large Classes Survey” 2024, Question 5

Examples of EE in Large Lower-Level Courses

- 1. Hands-on bitesize learning: Classroom-based approaches**
- 2. Hands-off bitesize learning: In the students' immediate environment**
- 3. Stepping Stones: FYEE through community-partner collaboration**

Examples of EE in Large Lower-Level Courses

1. Hands-on bitesize learning: Classroom-based approaches

One instructor notes:

“Experiential learning right away in a first-year course can ... be very simple. But then it increases in complexity throughout years two, three and four. So [it means] immersing them in projects right away and in their first year.”

Examples of EE in Large Lower-Level Courses

2. Hands-off bitesize learning: In the students' immediate environment

A history instructor notes: "My definition of [EE] is like taking them into the field. So like going to archives, interviewing people, analyzing historic sites. You let the narrative present the historic site versus, you know, what's in a book."



Similarly, another professor explains that through walking tours of the city: "Rather than sitting in the lecture room and talking - through political economy, [students] get to go out and listen to the story of how these spaces changed over time and then see the concept... come alive."

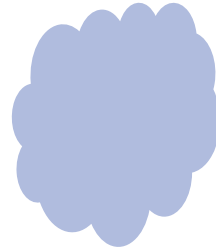


A faculty member highlights that: "More recently, I have created augmented reality walking tours that students can do in groups on their smartphones [in the neighborhood]... that sort of addresses the barriers of experiential learning in a large class."

Examples of EE in Large Lower-Level Courses

3. Stepping Stones: Community-partner collaboration in lower-level EE

One faculty describes how: “[introductory] courses are designed where you get three hours of lecture a week and... one hour of discussion groups. So...students...can either opt to do the discussion where they write a research paper or they can do a community-[engaged] learning option, in which case they work for one to two hours at a [local] community organization.”



For this instructor, making CEL optional was a key strategy for tailoring the experience to FY students because, as they explain: “[it’s] not fair to a community partner to force them to take in a student who doesn't want to be there.... And [it is important] to make sure that students have support so that they feel secure.”

Scaffolding: How can lower-level EE prepare students for upper-level EE?

Exploring Taxonomies and Frameworks for Experiential Education

Small group discussion: Scaffolding EE across year levels

Tamara Baldwin (she/her)

Director of the Office of Regional
and International Community
Engagement



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**Small group discussion: Scaffolding
EE across year levels**

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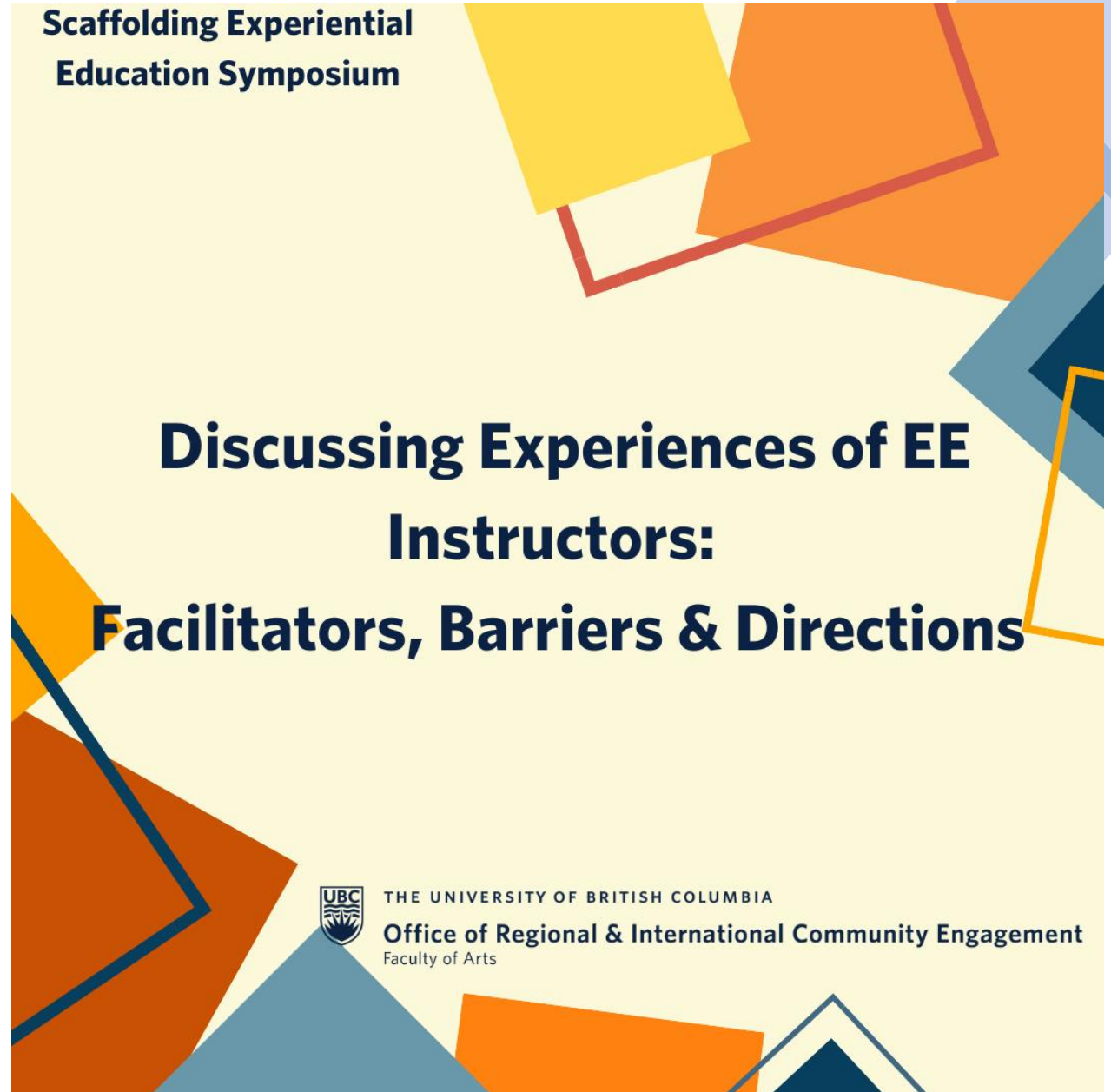
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Small group discussion: First and second-year EE skills

1. What does/could first- and second-year experiential education look like in your discipline(s)? Try to be specific!
2. What experiential education (EE) skills would you want students to develop in first- and second-year courses to prepare them for third- and fourth-year EE?


Report discussion highlights back to large group

Wrap up



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Thank you!

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Fig. 3 Retrieved and adapted from Bloom’s Taxonomy (Revised): “Remember, Understand, Apply, Analyze, Evaluate, Create”

Fig. 4 Retrieved and adapted from Fink’s “Taxonomy of Significant Learning Outcomes” (2013)

Fig. 5 Retrieved and adapted from Wiggins and McTighe’s “Backward Design”

Fig. 6 Retrieved from “Universal Design for Learning Guidelines” Version 2.2. CAST