



Foundations of Experiential Learning

Workbook

This module is an introduction to experiential learning (EL): what it is, designing and embedding it into a course or program, and developing meaningful EL assessments.

This workbook accompanies the online learning module developed by the Taylor Institute for Teaching and Learning at the University of Calgary. You can use this workbook to record your reflections and write down concrete actions you can take to implement EL into your teaching and learning practice.





Lesson 1

Planning an Experiential Learning Activity

Reflect on This

Think about a time when you were a learner. Can you describe an experience, intentional or not, that you had which had a profound impact on you? What made it profound and meaningful? Was it intentionally designed or incidental in its nature? What did you learn from it?



Your Turn

Which of the above competencies are important for your students to acquire in your course or program? Your EL activity or component does not have to include all of these competencies but having a few in mind before as you think about what type of EL activity to include in a class or program will help with the design and assessment stage.

Next, what type of EL activity might help amplify those competencies? Are there ones you are particularly drawn to or ones that feel accessible for you to adopt at this point? List a few options before starting the next section where you will concretely design and intentionally embed an EL Activity into a course or program keeping in mind the unique EL Cycle.



Lesson 2

Designing and Embedding Experiential Learning

Reflect on This

What surprised you the most about planning an EL Activity? Did anything feel familiar? What might be some of the challenges you experience as you adopt an EL activity in your course or program?



Your Turn

Let's take those brainstorming concepts from Lesson 1 and turn them into a concrete activity for your course or program.

Course title and number (if known): _____

Write 1 - 5 learning outcomes:	
What will students do or experience? <i>EL activity</i>	



Lesson 3

Assessing Experiential Learning

Reflect on This

Think about the 8 authentic assessment principles that could inform your assessment practice. What two or three principles resonate with you and why do you think they resonate? Is there anything about authentic assessment that you find challenging?



Your Turn

Look at two or three of these [sample rubrics](#).

Then answer the following questions:

What do you like about the functionality of the rubrics you viewed?

What do you dislike about the complexity or simplicity of the rubrics you viewed?

Which one could best serve as a template or exemplar for what you could use in your context?

What would you change or adapt about the example you selected?