

Table of Contents

Experiential Learning Definition	2
Experiential Learning Values and Principles	3
Experiential Learning Competency Areas	5
Checklist of Minimum Standards for Experiential Learning	6
Rubric for Assessing Experiential Learning Experiences	7
Required Attributes	7
Optional Attributes	9
Resources and Suggested Readings	11
Campus Trainings and Support	11

Experiential Learning Definition

Experiential learning at OSU occurs when educators purposefully engage learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. At OSU, experiential learning falls into the following categories: internship, service-learning, study abroad, research, and applied leadership experiences.

Definition adapted from the [Association for Experiential Education](#).

Experiential and Research-Based Learning at Oregon State University

At OSU, experiential learning is an essential strategy for building a more inclusive community, equalizing student success and retention of all learners, career readiness, preparing students for social responsibility and fulfilling [Strategic Plan 4.0](#) goal 2 ([transformative education that is accessible to all learners](#)).

Experiential learning augments traditional classroom settings and activities by creating the opportunity to activate of higher thinking processes, integrate and apply knowledge, deepen reflection, and further engagement with faculty and communities* both regionally and abroad. When experiential learning meets these standards, the literature is unambiguous about the positive effects on student success and learning, as well as higher retention and graduation rates for underrepresented populations.

*Communities can and should include personal, professional, and academic communities.

Experiential and Research-Based Learning Values and Principles

These values and principles exist to add depth, rigor, and consistency to experiential learning at OSU as well as aid in refining the practice of experiential learning. These values and principles are to define the spirit with which practitioners and educators approach experiential learning.

- 1) **Authenticity:** The experience allows knowledge and skill development that is valuable in real world contexts. Trust, integrity, and transparency guide all aspects of the experience between instructors, faculty, staff, students, and external collaborators. Any partnership honors the stakeholders' expertise, experience, and identities. Collaborators are accountable to each other and included in the design, facilitation, and evaluation of initiatives to the fullest extent possible.
- 2) **Intentionality:** Be intentional with all phases: purpose, outcomes, and process. This means that all collaborators are clear from the onset about why the experience is the chosen approach to achieve the desired outcomes. The experience, goals, and outcomes are developed based on the needs and preferences identified by the educational program, industry, and/or community partners. Learners are prepared with important background information about each other and the environment in which the experience will occur.
- 3) **Ethical and Respectful:** Anticipate and take steps to ensure the physical and emotional wellbeing and safety of all participants. Seek out and comply with any special safety concerns or liability requirements of any host or field site and university. Model respect for diversity, broadly and inclusively defined, in all elements of the initiative. Actively challenge any biases, stereotypes, and assumptions related to the experiential learning initiative and include reflection on students' identity and relationship or positionality to the project. Engage in the experience with cultural humility and a listening and learning mind, heart, and attitude. Align to the [Office of Institutional Diversity's Competencies](#) as fully as possible. View experiential learning as a valuable learning opportunity that expands understanding, perspectives, and compassion.
- 4) **Reflection:** Reflection is an essential tool for meaning making, adjusting the experience, and measuring outcomes. Reflection is what often transforms something from an experience to experiential learning through learners making connections to their lived experiences, theories, and coursework. Multiple opportunities and modes for reflection are incorporated.
- 5) **Iterative:** Experiential learning is dynamic and changing. The planning cycle must be responsive to this fact in order to ensure closure, sustainability, and continued improvements for the experience. Include opportunities to gather and document evaluative feedback including successes, challenges, and opportunities for growth from student participants and collaborators to inform and guide future projects. Recognize and celebrate the learning and impact of the experience with all partners.

Values and principles were adapted from the [Haas Center for Public Service at Stanford University](#) and the [National Society for Experiential Education's Eight Principles of Good Practice for All Experiential Learning Activities](#)

[Experiential and Research-Based Learning Competency Areas](#)

Experiential and research-based learning must be designed intentionally to achieve certain outcomes and competencies for students. Experiential learning is a learning modality that is ideal for developing career readiness and leadership skills for students. Educators and practitioners are encouraged to [use one or all of the competency-based resources and standards shared below](#) in developing the outcomes, curriculum, training, orientation, assignments, activities, and reflections associated with the experiential learning. These resources are critical to reference in creating and assessing learning outcomes.

Mentorship is highly encouraged in experiential learning to support students in maximizing their learning and development.

Mentorship is a professional, working alliance in which individuals work together over time to support the personal and professional growth, development, and success of the relational partners through the provision of career and psychosocial support. Mentorship includes career support functions (e.g. career guidance, skill development, sponsorship) and psychosocial functions (e.g. emotional support or role modeling) aimed at mentee talent development. Mentorship complements other developmental processes like teaching or coaching and is essential to holistic development of professionals (from [The Science of Effective Mentorship in STEMM by The National Academies of Sciences, Engineering, and Medicine, 2019](#)).

1) [National Association of Colleges and Employers \(NACE\) Career Readiness Competencies](#)

- a) NACE is used to understand and reflect on applicability and transferable skills from an experience to students' careers. Learn more about NACE competencies.

2) [Association of American Colleges & Universities \(AAC&U\) Learning Outcomes and Value Rubrics](#)

- a) AAC&U Learning Outcomes and VALUE Rubrics are used to assess aspects of a liberal education. Liberal education is an approach to undergraduate education that promotes integration of learning across the curriculum and co-curriculum, and between academic and experiential learning, in order to develop learning outcomes that are essential for work, social responsibility, and life. These are resources helpful for greater depth and isolating any one of these topical areas or skills. These resources allow practitioners to dig deeper, develop learning outcomes aligned with high impact practices, and assess how well one is doing in any one of these areas.

3) [Office of Institutional Diversity's Competencies and Guidance for Diversity, Equity, and Inclusion Learning](#)

- a) The Office of Institutional Diversity provides guidance for diversity, equity, and inclusion learning and can support educators in increasing the depth and integration of social justice education within experiential learning. This is especially important for any global or cross-cultural experiential learning activities.

[Review more information on all three of these competency-based resources and standards.](#)

Checklist of Minimum Standards for Experiential and Research-Based Learning

All experiences must include the following and achieve “Good” in the rubric below to meet experiential learning standards at OSU:

- Intentionality of Learning
 - The activity must have learning outcomes that are specific and directly connected to the experiential activity.
- Relevancy of Student Learning
 - Explicit connections are made between the learning experience and students’ lives, community contexts, and/or professional contexts.
- Education, Orientation, and Skills Training
 - Formal training or orientation is provided to the student before the experience that includes some of the following: technical skills needed, activity specific information, and considerations for cultural context and the safety and wellbeing of the student.
- Reflection (meaning making)
 - Critical, structured reflection occurs at least twice (pre and post experience), is documented, and makes connections between the experiential activity and the learning outcomes, students’ lives, and community or professional contexts.
- Utilization of Experiential Learning Approach (thinking, doing, observing, feeling)
 - Experience incorporates concrete experience, reflective observation, abstract conceptualization, and active experimentation - thinking, doing, observing, feeling - and makes connections between these parts of the experiential learning cycle.
- Evaluation
 - Assessment of learning outcomes occurs and evaluative feedback from project collaborators is collected.

Rubric for Assessing Experiential and Research-Based Learning Experiences

Values and Principles Alignment

_____ Authenticity _____ Intentional _____ Ethical and Respectful _____ Reflection _____ Iterative

Curricular Alignment (Check One)

_____ Co-curricular _____ Curricular (credit-bearing)

Duration (Check One)

_____ One Day _____ Multi-day _____ Week(s) _____ One Term (10 weeks) _____ Terms to Year(s)

Required Attributes

All Experiences Must Achieve Good or Higher to Meet OSU Standards for Experiential Learning

	Excellent	Good	Underdeveloped/Emerging
Intentionality of Learning <i>Utilize the Experiential Learning Competency Resources in creating learning outcomes.</i>	Learning outcomes are brief, clear, and specific and directly connected to the experiential activity. Collaborators are engaged in their development. Skills and knowledge attainment are explicitly connected to experience. Learning outcomes complement and align with those of students' academic programs, majors, and/or the Baccalaureate Core. The experience should develop career readiness and leadership skills	Learning outcomes are connected to the experience. Collaborators are engaged in their development. Skills and knowledge attainment are explicitly stated. Learning outcomes complement and align with those of students' academic programs, majors, and/or the Baccalaureate Core.	Learning outcomes are vaguely stated or loosely connected to the experience. Collaborators are not engaged in their development. Skills and knowledge attainment are implied or loosely connected to the experience. Learning outcomes do not complement or align with those of students' academic programs, majors, and/or the Baccalaureate Core.
Relevancy of Student Learning	Explicit and robust connections are made between the learning	Some connections are made between the learning experience	Vague connections are made between the learning experience

	experience and students' lives, community contexts, and/or professional contexts. The benefits of participation are made clear to students.	and students' lives, community contexts, and/or professional contexts.	and students' lives, community contexts, and/or professional contexts.
Education, Orientation, and Skills Training	Formal and comprehensive training or orientation is provided to the student before the experience that includes all of the following: technical skills needed, activity specific information, and the attitudes, skills, and knowledge needed to engage effectively, safely, respectfully, and in culturally responsive and relevant ways.	Semi-structured training or orientation is provided to the student before the experience that includes some of the following: technical skills needed, activity specific information, and the attitudes, skills, and knowledge needed to engage effectively, safely, respectfully, and in culturally responsive and relevant ways.	Informal training or orientation is provided to the student before or during the experience that includes some of the following: technical skills needed, activity specific information, and the attitudes, skills, and knowledge needed to engage effectively, safely, respectfully, and in culturally responsive and relevant ways.
Reflection (meaning making)	The experience incorporates and documents structured critical reflection (meaning making) before, during, and after the experience that involves multiple modes and types of reflective activities (written, verbal, artistic, etc.). Reflective activities make connections between the experiential activity and the learning outcomes, students' lives, and community or professional contexts. Collaborators and partners are included in reflection whenever possible.	The experience includes and documents at least two structured critical reflective activities before and after the experience. This may include more than one mode or type of reflective activity. The reflective activity makes connections between the experiential activity and the learning outcomes, students' lives, and community or professional contexts. Collaborators and partners are included in reflection whenever possible.	An informal reflective activity is incorporated that occurs before, during, or after the experience. The reflective activity makes some connections between the experiential activity and the learning outcomes, students' lives, or community or professional contexts.
Utilization of Experiential Learning Approach - (thinking, doing, observing, feeling)	Experience incorporates concrete experience, reflective observation, abstract conceptualization, and active	Experience incorporates three parts of experiential learning cycle: concrete experience, reflective observation, abstract	Experience incorporates one or two parts of experiential learning cycle: concrete experience, reflective observation, abstract

	experimentation - thinking, doing, observing, feeling - and makes connections between these parts of the experiential learning cycle.	conceptualization, or active experimentation - thinking, doing, observing, feeling.	conceptualization, or active experimentation - thinking, doing, observing, feeling.
Evaluation <i>Utilize AAC&U Value Rubrics, if applicable, to assess learning outcomes.</i>	Comprehensive (direct and indirect) assessment of all learning outcomes. Qualitative and quantitative data collected. Satisfaction and evaluative feedback is collected from all project collaborators.	Assessment (direct or indirect) of more than one learning outcome. Satisfaction and evaluative feedback is collected from some project collaborators.	Assessments (direct or indirect) of at least one of the learning outcomes. Satisfaction and evaluative feedback is not collected from any project collaborators.

Optional Attributes				
	Excellent	Good	Underdeveloped/Emerging	Not Applicable
Student Engagement	Student voice is evident throughout the identification and design of the learning experience.	Students and/or partners make suggestions that help identify and design the experience.	The learning experience is designed exclusively without student or partner input.	
Mentorship <i>Mentorship is a professional, working alliance in which individuals work together over time to support the personal and professional growth, development, and success of the relational partners through the provision of career and psychosocial support.</i>	Students receive regular and ongoing (weekly or bi-weekly during the experience) mentorship and advising from instructor, faculty, or community or industry partner. Mentorship is centered on student learning and growth including feedback and iterative goal setting.	Students receive more than one meeting (individually or as a group) for mentorship and advising from instructor, faculty, or community or industry partner.	Students receive one meeting (individually or as a group) for mentorship and advising from instructor, faculty, or community or industry partner.	
Shared Benefits	The experience results in mutual and significant benefits to the student, university, and the partners.	There is some imbalance of benefits realized by the student, university, and the partners.	Either the student, the university, or the partner receives significant benefits, but benefits to	

			the others are minimal or unclear.	
External Collaborator Voice	Community organizations or industry partners are an active partner in all phases of the experience, from design of the experience, development learning outcomes, delivery, and evaluation. The partnership is reciprocal and mutually beneficial. Trust, integrity, and transparency is evidenced throughout work with collaborators.	Community organizations or industry partners are engaged in either the selection, design, or evaluation of the learning experience.	There is no active engagement of the community organizations or industry partners in the process.	
Program Orientation: Leadership Development/Career Readiness	The program is developed with several specific career readiness and/or leadership development outcomes and skill building in mind. Leadership here is an understanding of self, values, strengths, identities and capacity to influence a change process.	The program is developed with some specific career readiness and/or leadership development outcomes and skill building in mind.	The program is not developed with any specific career readiness and/or leadership development outcomes and skill building in mind.	

Resources and Suggested Readings

- ❖ [AAC&U Essential learning outcomes](#)
- ❖ [AAC&U Value Rubrics organized by learning outcome](#)
- ❖ 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.
- ❖ [Association of American Colleges & Universities: Liberal Education and America's Promise \(LEAP\)](#)
- ❖ [Association for Experiential Education](#)
 - [What is experiential education? and the principles of practice](#)
- ❖ Chavez, A. F. & Guido-DiBrito, F. (1999). Racial and ethnic identity development. *New Directions for Adult and Continuing Education*, 84, 39-47.
- ❖ hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
- ❖ Jarvis, P. (2003). Experiential learning. In P. Jarvis, J. Holford, & C. Griffin (Eds.), *The theory and practice of learning* (pp. 46-58). Routledge.
- ❖ Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.
- ❖ [Koritz, A., Schadewald, P., & Hubert, H. \(2016\). Civic professionalism: A pathway to practical wisdom for the liberal arts \(White paper\). Imagining America: Artists and Scholars in Public Life.](#)
- ❖ [National Association of Colleges and Employers Career Readiness Defined](#)
- ❖ National Leadership Council for Liberal Education & America's Promise. (2007). *College learning for the new global century*. Washington, DC: Association of American Colleges and Universities
- ❖ [National Society for Experiential Education](#)
 - [Eight Principles of Good Practice for All Experiential Learning Activities](#)
- ❖ Rendón, L.I. (2009). *Sentipensante (sensing/thinking) pedagogy: Educating for wholeness, social justice, and liberation*. Sterling Virginia: Stylus Publishing.

Campus Trainings and Support

- ❖ [Center for Teaching & Learning](#)
 - The Center for Teaching and Learning (CTL) provides a forum for discussions and hands-on, interactive activities on teaching and learning within a land-grant university and beyond. CTL offers learning opportunities based on current research and best practices for effective professional development.
- ❖ [Office of Institutional Diversity - Guidance for Diversity, Equity, and Inclusion Learning](#)
- ❖ [Social Justice Education Initiative](#)
 - The Social Justice Education Initiative (SJEI) consists of an interactive, workshop-based curriculum that invites all OSU faculty and staff members (including GTAs and GRAs) to begin, or continue, their learning regarding diversity, equity, inclusion and social justice.