Embedding Experiential Learning in Module Curriculum

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Background

- Innovative teaching emergency response due to Covid- 19.

- How to develop sustainable / authentic experiences for students.

- Need to update our curriculum to new skills/opportunities based on students' perspectives.

Outline

- Overview of **Experiential Learning** (EL) pedagogical principles;

- Present UEA process on embedding EL in the curriculum (EEL);

- Propose UK-MUC collaborations to develop innovative solutions for EEL.

Experiential learning

As part of a **within-course** learning experience, experiential learning can support students' attribute development and promote Graduate Success.

- Experiential learning is a 'high impact' activity on graduate outcomes *(see Section 4.1, [Employability: A review of the literature 2016-21](#), Advance HE for a summary of recent evidence).*
- Boost students' degree performance and their future prospect (e. g. CASSIE 2019, Smith et al 2018, Jones et al. 2015, Jones and Higson 2011).
- Can **close gaps** in achievement for BME students (under-represented in UK HE) and poorer-performing students.
- **Easy to scale up** comparing to placement (short time).

Experiential learning

- UEA currently delivers EL opportunities within some courses but is at module level and data is not routinely collected.

- A project to strategically embed EL across courses is underway. **Current phase (1) is scoping current practice** and collecting data on current practice, which will be assessed for research and impact.

Research questions

Are **specific student groups** (subject of study, demographic etc.) more or less likely to have the **opportunity** undertake EL at UEA and/or to choose to do so? Does this differ for different types of experiential learning?

Do module **marks differ for modules** with or without embedded EL for comparable students? Does this differ for different types of EL?

Do **outcomes for students** who engage with different amounts or types of EL differ and is this differential for different student demographics? Does this differ for different student demographics?

PHASE 1 SCOPE

FACTORS	Category type
Demographics	Inclusivity splits
	School and Faculty
	Entry year
Engagement in EL	Volume
	Progression
	Type
Types of EL	Clusters
	Learning type
	Employability type
	External involvement

Outcome measures

Participation	Module enrolment
Performance	Module marks
Outcomes	Graduate outcomes

Our approach on EL

- **Embedded** within courses to give students opportunity and capacity to engage.
- **Inclusive** to offer opportunities to students who wouldn't otherwise have opportunity to gain experience outside of their course.
- **Flexible** to suit students with different needs/interests, and respond to employer needs.
- **Scalable** to have significant reach and impact across the university.
- **Prepare** graduates for a changing world of work through **self-reflection** and a sense of life-long and life-wide learning, with blurring of discipline boundaries and graduate destinations.

UEA – EEL UNIVERSITY AUDIT at course level

A Project dissertation - Process of discovery, synthesis and/or application for solving a problem in an original way.

B Campus entrepreneurship/incubators. Students cultivate and/or manage a business, social enterprise or creative idea.

C Case studies - Apply learning to real-life scenarios by working through complex, ambiguous real-world problems.

D Field experience - short-term field trips, fieldwork and observational activities, workplace visits.

E Industry/community projects - Students work on a project developed through collaboration with a community partner.

F Interactive simulations - Students engage with academic content through content-specific simulations, demonstrations.

G Internships - work assignments part of academic programs to expand knowledge and skills in a work environment.

H Internationalisation at home – purposeful integration of international and intercultural dimensions.

I Labs - Provides hands-on application of course concepts in a controlled environment.

J Performance-based learning - Involves an individual or team-produced artistic performance, exhibit or display.

K Practical or placements - Opportunity to apply theories and concepts to a supervised practice-related environment.

L Service learning - Integrates community service into a credit-bearing course with an explicit educational framework that includes student reflection on the experience

M Sharing of lived experience by guest speakers

ROAD MAP for Developing a partnership on EL

1. Audit on experiential learning in a program/school at program level;
2. Pilot EL in few courses/projects based on Phase 1 Scope;
3. Compare learning outcomes in course with EL vs. course with no EL.
4. Scale up a model for EL across years

+

5. Develop an interdisciplinary model

6. Foster a global citizen experience

7. Address in EL global challenges (health inequalities, Climate challenges, poverty)
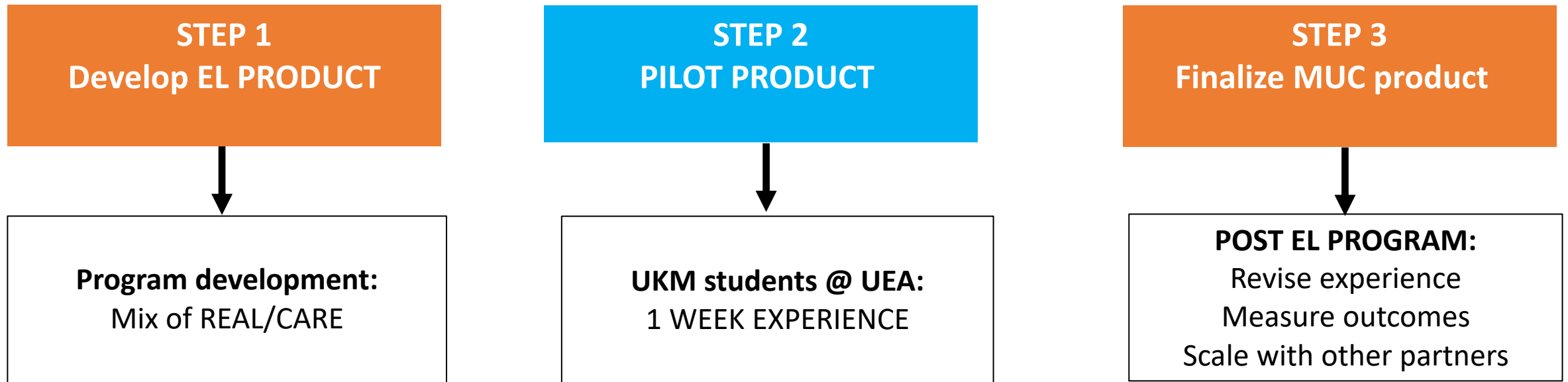
MAP a FRAMEWORK : EXCEL !

REAL	IDEAL	CARE	POISE
Project dissertation	Field experience	Community project	Incubators
Interactive simulation	Industry project	Service learning	Performance based learning
Internship	Internship	Internship	
Labs	Placement		
Guest speakers			
Case studies	Case studies	Case studies	Case studies
Internationalization at home	Internationalization at home	Internationalization at home	Internationalization at home

RESEARCH INFUSE EL

INDUSTRY DRIVEN EL

COMMUNITY RESILENCE

PERSONALISED EL

REAL
IDEAL
CARE
POISE

MINISTRY OF HIGHER EDUCATION
JPT DEPARTMENT OF HIGHER EDUCATION

EXCEL

EXPERIENTIAL LEARNING AND COMPETENCY-BASED EDUCATION LANDSCAPE

REAL - IDEAL - CARE - POISE

Pilot a mini EL PROGRAM : May 2023 UEA/UKM

STEP 1	STEP 2	STEP 3
Develop EL PRODUCT	**PILOT PRODUCT**	**Finalize MUC product**

Program development:	**UKM students @ UEA:**	**POST EL PROGRAM:**
Mix of REAL/CARE	1 WEEK EXPERIENCE	Revise experience
		Measure outcomes
		Scale with other partners

Based on a Catalyst grant project awarded to UEA and UKM: Possible partners in Health sciences, Computer sciences, Art & Languages.

FUTURE DIRECTIONS FOR EEL INITIATIVE

- Develop a model of EL fellowships in the Consortium.

- Multi-weeks experiences in two universities around projects/professions.

- Plan for this to be a reciprocal EL for UK students.

- Specific skills across fields (data analyses/communication reports).

- Create a community of MUC Alumni for long-term collaborations.

- Track benefits of the EL fellowship program.

UK●MUC
UK Malaysia University Consortium

THANKS FOR YOUR ATTENTION
Terima Kasih