

Experiential Education at UBC Okanagan: Scope and Action Plan (DRAFT)

Purpose

This document provides:

- Background on the work completed across both campuses in support of an Experiential Education (EE) strategy
- A summary of the UBC system-wide EE framework proposed by the EE Roundtable
- A proposed Okanagan approach including phases and timelines

The purpose of this document is to:

- Re-ignite and build upon the bodies of work that have been completed related to Experiential Education (EE) at UBC
- Commit to a shared approach for the Okanagan campus across academic and non-academic portfolios

Strategic Alignment

UBC's Experiential Education Roundtable Proposal (2022) states, "UBC's Strategic Plan is clear about the commitment to build our capacity to offer a diversity of experiential learning opportunities to our students. Experiential learning is referred to in five of the Plan's 20 strategies" (p.6):

Strategy	Theme	Excerpt from Strategic Plan
13	Practical Learning	"Expand experiential, work-integrated, and extended learning opportunities"
14	Interdisciplinary Learning	"Facilitate the development of integrative, problem-focused learning"
16	Public Relevance	Support "community-based and action research projects, and learning initiatives that place...students in community settings"
19	Global Networks	Support "opportunities for students to study abroad through Go Global and other initiatives"
20	Coordinated Engagement	"Increase support for students, faculty, and staff working with and in the community"

University of British Columbia (2022), p.6.

Background

A desire to implement some form of an Experiential Education strategy at UBC dates back to 2011/12 with the commitment in UBC's previous strategic plan (Place & Promise) to provide students with at least two Enriched Educational Experiences during their course of study. From 2018-2020 significant effort was invested independently across both campuses to define and create a shared understanding of Experiential Learning (Okanagan) and Experiential Education (Vancouver), including identification of challenges and barriers to advancing this work. With the rise of the COVID-19 pandemic, this work was put on hold but has re-ignited in the form of a cross campus Experiential Education Roundtable, intended to build upon the good work to date across both campuses. In addition, in 2021 the Okanagan

campus created a goal of having all students participate in two high impact practices by the time they graduate. One common challenge to advancing this work has been creating a shared understanding and taxonomy that captures the spirit of the work and is specific enough to resonate at UBC but also flexible enough to accommodate unique and innovative forms of practice. Additional complexity is added by the use of different terms in previous UBC reports and the wider literature to refer to activities within the scope of the characteristics of this type of work. These include: Experiential Learning, High Impact Practices, Practical Learning, Enriched Educational Experiences, Work Integrated Learning. The broad reach of this topic requires the support and leadership from the campus' academic and non-academic portfolios.

Timeline of Experiential Education Initiatives at UBC

2011-12	<p>Vancouver Campus: Enriched Educational Experiences</p> <ul style="list-style-type: none"> ○ Place & Promise commits the university to providing students with at least 2 Enriched Educational Experiences during their course of study ○ Office of VPS + Office of the Provost commission report to determine how to fulfill commitment & position educational enrichment practices as a key element of curriculum design, faculty teaching, student development & student learning expectations (extensive consultation with teaching & learning community) ○ Report outlined challenges for expansion and student participation in E3's ○ University-wide support for expansion & enhancement of E3's at UBC ○ Characteristics & qualities of E3's defined ○ Framework for action in capacity building; student engagement; recognition; assessment; resource development <p>Sens, A., & Fryer, M., (2012). <i>Enriched Educational Experiences at UBC: A Framework for Dialogue and Action</i>. University of British Columbia.</p>
2018-19	<p>Okanagan Campus: Experiential Learning (EL) Task Force</p> <ul style="list-style-type: none"> ○ Extensive campus-wide consultation ○ Developed working definition of Experiential Learning for Okanagan campus ○ Identified themes around barriers to offering EL, threats to expanding EL, and opportunities associated with EL ○ Recommendations & next steps articulated <p>University of British Columbia (2019). <i>Experiential Learning at UBC Okanagan: Task Force Report</i>.</p>
2018-20	<p>Vancouver Campus: Experiential Education (EE)</p> <ul style="list-style-type: none"> ○ two-year project to explore ways that UBCV can enhance EE ○ Campus needs analysis & research study looked at existing practices & challenges related to EE at UBCV ○ Identified need for shared language in order to advance EE <p>Grain, K., & Gerhard, G., (2020). <i>Experiential Education at UBC Vancouver: Summary of Research and Recommendations</i>. University of British Columbia.</p>
2020-21	<p>Okanagan and Vancouver Campuses: Indigenous Students and Work-Integrated Learning (WIL) at UBC</p> <ul style="list-style-type: none"> ○ Research study funded by Ministry of Advanced Education exploring levels of Indigenous student engagement in Co-op/WIL opportunities across UBC campuses

	<ul style="list-style-type: none"> ○ Identified of key challenges to accessing opportunities and provided recommendations for supports ○ Complementary WIL student Info Guides developed for each campus <p>Doyle, J. & Traplin, J., (2021). <i>Identifying Challenges, Creating Opportunities: Indigenous Students and Work-Integrated Learning at UBC</i>. University of British Columbia</p>
2021	<p>Okanagan Campus</p> <ul style="list-style-type: none"> ○ Goal to have all students participate in two high impact practices by the time they graduate
2021-22	<p>Okanagan and Vancouver Campuses: Experiential Education Roundtable</p> <ul style="list-style-type: none"> ○ Defined five clusters of experiential education ○ Defined five characteristics of EE <p>Proposed Actions:</p> <ul style="list-style-type: none"> ○ Consultation on clusters and characteristics of EE, and projects ○ Formally constitute EE Roundtable: Consideration of alignment/integration into formal academic governance structures on both campuses ○ Initiate two short term projects <ul style="list-style-type: none"> ○ 2022-23 Addressing barriers to EE access for students <ul style="list-style-type: none"> ▪ Work towards removing barriers for students, with a view especially to Indigenous and other equity-seeking groups ▪ Identify lead and members from Roundtable to contribute ▪ Develop a project charter with timeline and deliverables, including resource needs ○ 2023-24 Navigating Experiential Education at UBC (NEE@UBC) <ul style="list-style-type: none"> ▪ Develop a central clearing house for experiential education information & activities for students, linking to existing information currently online under a single top level UBC domain: experientialeducation.ubc.ca ▪ Identify lead and members from the Roundtable to contribute ▪ Develop a project charter with timeline and deliverables, including a resource ask ○ Initiate one longer term project <ul style="list-style-type: none"> ○ Mid 2023 begin to develop a five-year plan/strategy for thinking about how to continue to advance and evolve experiential education at UBC. <p>University of British Columbia (2022). <i>Experiential Education Roundtable Proposal</i>.</p>

Elements of a System Wide Framework

To address the challenge of a shared understanding and taxonomy, the EE Roundtable has proposed a system wide framework for considering and advancing this work under the heading of ‘Experiential Education’ across both campuses that is intended to be specific enough to resonate at UBC, but also inclusive, and flexible enough to accommodate unique and innovative forms of EE (University of British Columbia, 2022, p.2).

The framework outlined in the proposal includes the following 3 elements:

Definition of Experiential Education:

The Association for Experiential Education (AEE) defines experiential education as a philosophy and methodology in which “educators purposefully engage with 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” (p.3).

Key Characteristics of Experiential Education at UBC:

- 1) the role of educators;
- 2) the direct experience or engagement by learners;
- 3) an intentional and purposeful approach to teaching and learning through experiences;
- 4) critical reflection by learners; and
- 5) relational opportunities for engagement and accountability (p. 4).

Clusters of Experiential Education activity:

To meet the challenge of how to organize EE activities which are complex, innovative and can sometimes overlap, the EE Roundtable Proposal identifies the following clusters of activity, noting “any terminology will have limitations; some EE experiences may, for example, straddle more than one category. Others may not quite fit any of the categories. Thus, we acknowledge that these clusters are not and cannot be cleanly delineated, instead that they offer some important understandings as we think through ways to develop a shared understanding of EE at the broad institutional level” (p.4).

Clusters of Experiential Education at UBC		
Applied Research Experiences	A form of EE wherein students are engaged in experience-based research in order to solve a particular problem or gather valuable data. The research is guided by or otherwise collaboratively developed with faculty input, and may involve a partner organization, community, and/or company.	Examples include: consulting projects; design projects; community-based research, field work, public scholarship.
Classroom Based and Developmental Pedagogies	A form of EE wherein experiences are an integral part of a credit-based course; their purpose is to allow students to practice and engage directly with course concepts, skills, and values to understand them more deeply.	Examples include: case studies, labs, simulations, project-based group work, debates, rehearsals, entrepreneurial activity.
Community Engaged Learning	A form of learning wherein students gain valuable experience working in community, with community members and leaders, or through community informed lenses and practices. Community engaged learning situates community members as teachers, leaders, experts, and facilitators.	Examples include: Service-learning, civic learning, justice-learning, public scholarship, facilitated volunteer placements.
Land and Place Based Learning	Land and place-based learning broadly includes pedagogies that involve deep intentional, reflective, historical, spiritual, and/or physical engagement with the situated place where students are learning. Land and place can include wilderness areas, but also engagement with urban and architectural understandings of place, and Indigenous knowledges that are inextricably intertwined with the land, as well as immersive experiences.	Examples include: Adventure based learning, treaty education, outdoor and environmental education, field trips, international exchanges.
Work Integrated Education	Work-Integrated Education (WIE) refers to Work-Integrated Learning programs that contain a substantial and meaningful workplace experience with intentional	Examples include: Co-operative Education, Work Learn/Work Study, Internships, Practicums, Clinical Education.

	links to the students' degree experience. The workplace or practice setting is the primary site of learning.	
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Proposed Okanagan Approach

The spirit of the EE framework is flexible and inclusive enough to encompass both experiential learning and high impact practices (HIP) – both of which have been socialized on the Okanagan campus (see Appendix B). Building on the momentum of the EE Roundtable recommendations and utilizing familiar institutional terminology, in addition to strong partnerships between the Provost and AVPS Offices, dedicated human and financial resources, and a campus wide commitment to providing students with two high impact practices by the time they graduate, positions the Okanagan campus very well to execute a unique approach within a system wide EE framework.

Preliminary findings from the 2022 Undergraduate Experience Survey (UES) show 40% of Okanagan respondents don't know how to participate in Experiential Learning and 34% didn't know they were eligible to participate. In addition, the 2020 National Survey of Student Engagement (NSSE) shows 45% of first year students have participated in one HIP, but only 50% of senior students have participated in two or more HIP's.

Characteristics of a UBC graduate

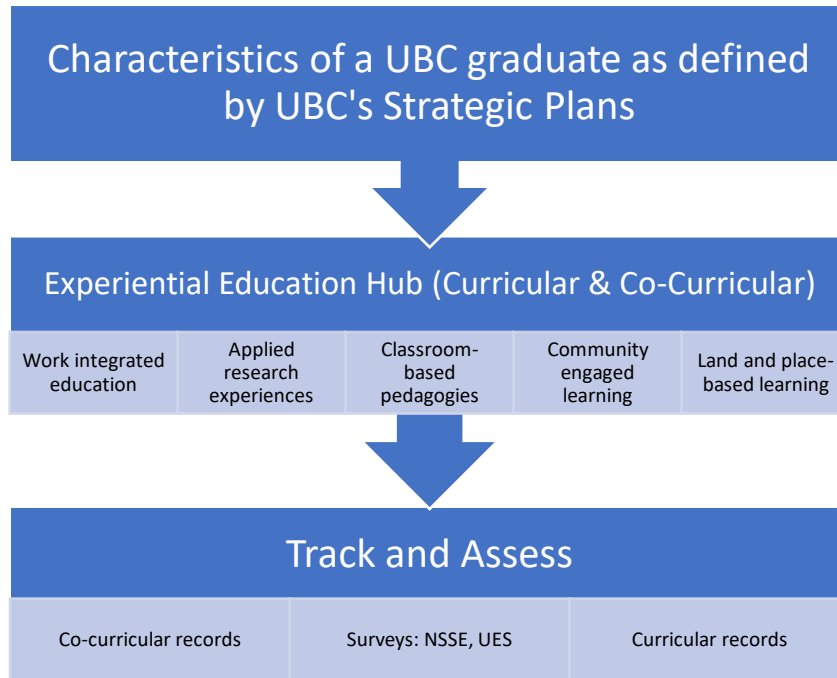
UBC's strategic plans identify aspirational characteristics for UBC graduates (i.e., global citizens, self-directed learners etc.). By identifying how various EE opportunities contribute to the development of these characteristics, students will be in a position to select EE opportunities based on their goals and interests, and the Okanagan campus will be in a position to showcase and celebrate this learning.

Centralized EE Hub (curricular & co-curricular)

Developing a centralized EE Hub will not only provide students with increased visibility and pathways to participation, it will also provide community members with a central point of contact and clear pathway to engage with UBC students, faculty and staff with tools and resources to expand curricular and co-curricular EE offerings.

Track & Assess

Student participation in EE opportunities will be tracked and assessed via curricular and co-curricular records and student surveys such as the UES and NSSE. The NSSE in particular provides important benchmarking against other U15 institutions for student involvement in high impact practices.



Phases of Development

Each of the following phases of development will incorporate recommendations from previous reports (noted in Appendix A). Prior to executing the phases outlined below, consultation will be required to:

1. gain input and feedback on the vision and approach for the Okanagan campus, and
2. identify and align with related projects and strategic documents

<p>Phase 1 Increase awareness & pathways to participation in EE opportunities for students</p>	<p>Leads: AVP Students; Provost's Office/Learning Services</p> <p>Examples of initiatives in this phase:</p> <ul style="list-style-type: none"> • Program plans • Hub (web presence, inventory of existing opportunities, pathways to participation, resources to support students, etc.)
<p>Phase 2 Build capacity to expand EE opportunities across teaching & learning</p>	<p>Leads: Faculty, CTL, Provost's Office, AVP Students</p> <p>The Experiential Learning at UBC Okanagan: Task Force Report, Sept. 2019 identifies a number of barriers to offering EL (scheduling, physical and instructional). This phase intends to address these barriers in partnership with CTL and faculty.</p> <p>Examples of initiatives in this phase:</p> <ul style="list-style-type: none"> • Develop resources to support faculty and staff in offering EE programming

	<ul style="list-style-type: none"> • Identify and further develop outcome assessment measures
<p>Phase 3 Engage community partners</p>	<p>Leads: AVP Students (including Career Development), Provost's Office/Learning Services, Alumni & Development, Co-op</p> <p>Examples of initiatives in this phase:</p> <ul style="list-style-type: none"> • Formalize community contact points and interface • Establish pathways for community to engage students in off campus EE/HIP opportunities

Works Cited

Doyle, J. & Traplin, J., (2021). *Identifying Challenges, Creating Opportunities: Indigenous Students and Work-Integrated Learning at UBC*. University of British Columbia

Grain, K., & Gerhard, G., (2020). *Experiential Education at UBC Vancouver: Summary of Research and Recommendations*. University of British Columbia.

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<https://provost.ok.ubc.ca/initiatives/student-academic-success/experiential-learning/>

APPENDIX A

Consolidated Recommendations

The chart below includes 10 recommendations from the UBC Okanagan Experiential Learning Task Force (2019) report combined with three initial recommendations from the UBC Experiential Education Roundtable Proposal (2022).

Updates and comments on the recommendations are provided in the status/comment column.

Consolidated Recommendations		
	Recommendations from Experiential Education Task Force UBC Okanagan (2019)	Status/ Comment
1	Formally adopt, through Senate, the first paragraph of the Task Force's operational definition of experiential learning campus-wide,	Operational definition informed the UBC Working Group Definition of EE (2022) that is moving forward for Senate approval (Vancouver campus).
2	Examine the established categories for experiential education developed by the University of Victoria drawing upon the Comparative Matrix of Co-operative Education with Other Forms of Work-Integrated Education and Work-Integrated Learning (Appendix E) and other Canadian institutional classifications for reference as needed, to establish an EL typology for UBC Okanagan	Clusters of Experiential Education typology identified and proposed by UBC Experiential Education Roundtable (2022)
3	Create and share a comprehensive EL resource package to support faculty and staff members with planning, implementation and assessment of EL inside and outside the classroom. The recently published, Creative Commons-licensed Experiential Learning Toolkit (https://www.eltoolkit.ca) may serve as a good starting point.	Suggested lead: Centre for Teaching and Learning This would correspond with Phase 2 as outlined below.
4	Increase curriculum design and pedagogical support for implementing program/discipline- aligned EL.	Suggested lead, Provost's Office This corresponds with phase 2 outlined below.
5	Establish a centrally positioned EL Service Hub to coordinate experiential activities at UBC Okanagan, connecting the units engaged in supporting EL (CTL, Career Services, Co-Op, Community Service Learning, Go Global, Work Study, and faculty-based placement and practicum coordinators). The hub will serve as both an internal (directing faculty, staff and students to the resources they need) and external connection point for those interested in offering, enhancing, or accessing EL opportunities	Suggested lead: Provost's Office and AVP Students Hub model outlined in phase 1 below.
6	Demonstrate institutional recognition and support of this pedagogy by recognizing EL leaders in the academy (faculty, staff, students, community contributors). This can be done through awards, ceremonies, and/or publications.	Suggested lead: Provost's Office and AVP Students This would correspond with phase 2
7	Implement a formal mechanism for recognizing learning associated with EL. Consider a Comprehensive Learning Record that captures the curricular and co-curricular learning experiences of students.	Suggested lead: Provost or designate in partnership with AVP Students, engaging Enrolment Services & Senate as needed and required. Preliminary considerations of a co-curricular record are underway.
8	Create data definitions based on the agreed upon EL classification that can be used as attributes in association with credit and non-credit EL learning opportunities (learning activities).	Suggested lead: OPAIR Dependent on outcomes of the inventory, Workday, and co-curricular record
9	Implement the attributes at the course and section level in the Student Information System. Separate tracking may be needed for co-curricular.	
10	Develop EL participation reports based on course enrolments and types of EL. Over time, develop impact measures to include in the reports (will require alumni engagement).	Suggested Lead: OPAIR Use existing indicators UES and NSSE and explore additional

		indicators of participation as part of phase 2
Recommendations from Experiential Education Roundtable Proposal (2022)		
1	Engagement on this approach to Experiential Education with various groups	Develop unique consultation process on the Okanagan campus mindful of inter-related programs: Co-curricular record, Program plans, Badgr and HUB concept
2	Formally constitute the Experiential Education Roundtable	Nominate UBC Okanagan representatives <ul style="list-style-type: none"> Establish sub-working group on Okanagan campus
3	Two projects: <ul style="list-style-type: none"> Addressing barriers to Experiential Education access Navigating Experiential Education at UBC 	Both projects align with UBC Okanagan priorities: <ul style="list-style-type: none"> Addressing barriers will be supported by detailed inventory Navigating EE opportunities through a centralized Hub resource centre model