



Experiential Education Breakout Session



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What is Experiential Project-based Learning?

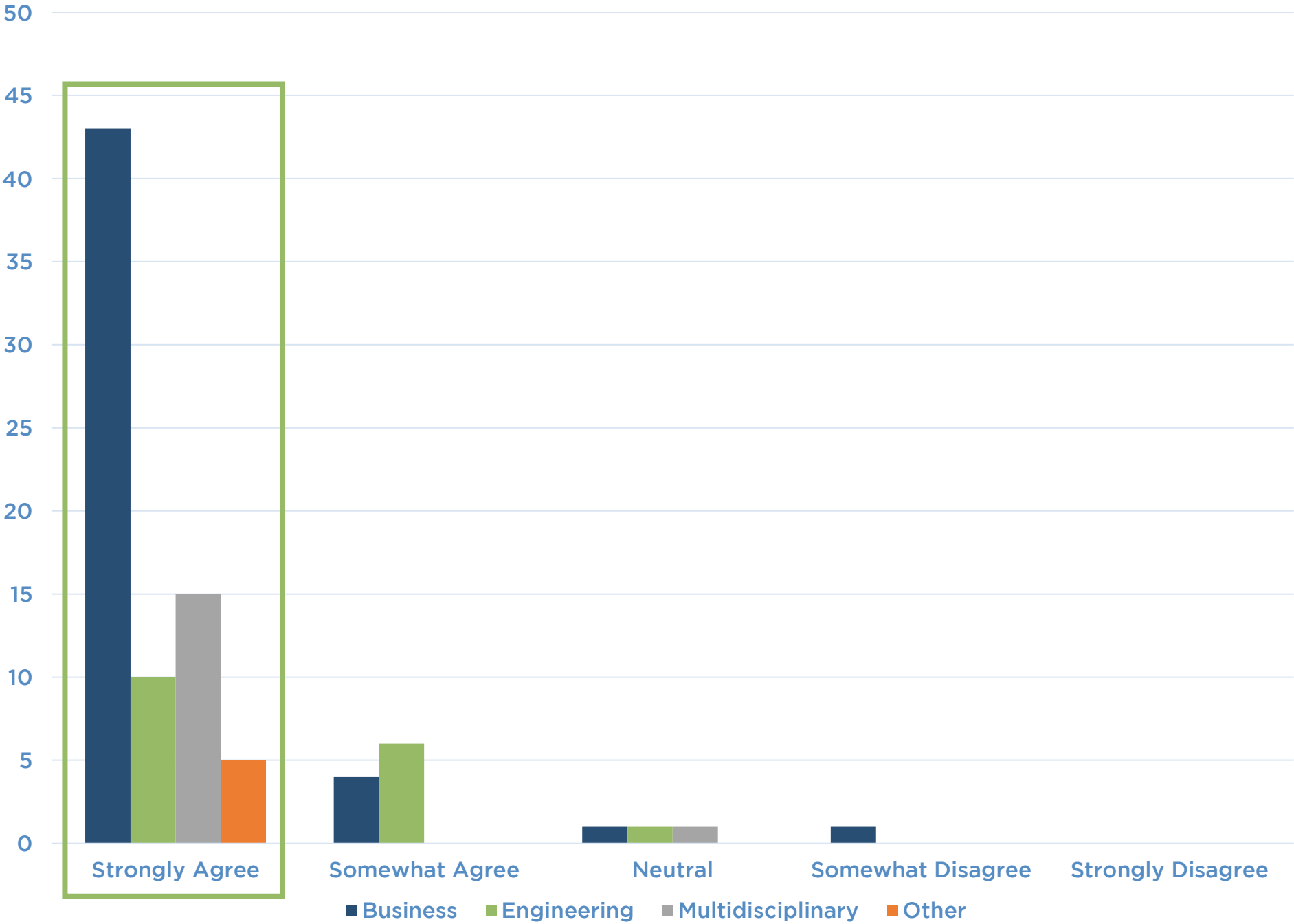
Real-world problem solving in a supportive learning environment.

- Team-based
- Real project from an employer
- Faculty and/or mentor oversight and support
- Not work for hire
- Not a canned project or case study



Experiential Project-based Learning is Critical to Business Education

In general, you believe industry projects in the classroom are growing in importance



How strongly do you feel industry projects help with their first job?

2.8/3 Weighted Average



n: 87

Experiential PBL at UNC Charlotte

The Engineering school has a Senior Design project that every engineering senior must complete (with most projects being industry funded/supported).

ABET (engineering accreditor) *requires* EE “capstone” projects while business schools often run EE projects as a differentiator, to improve student career outcomes and offer value to their employer communities.

CCI is building something similar.



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Key Decisions Points

For-credit?

Required?

Monetize?

Multidisciplinary?

Community,
Industry or Both?



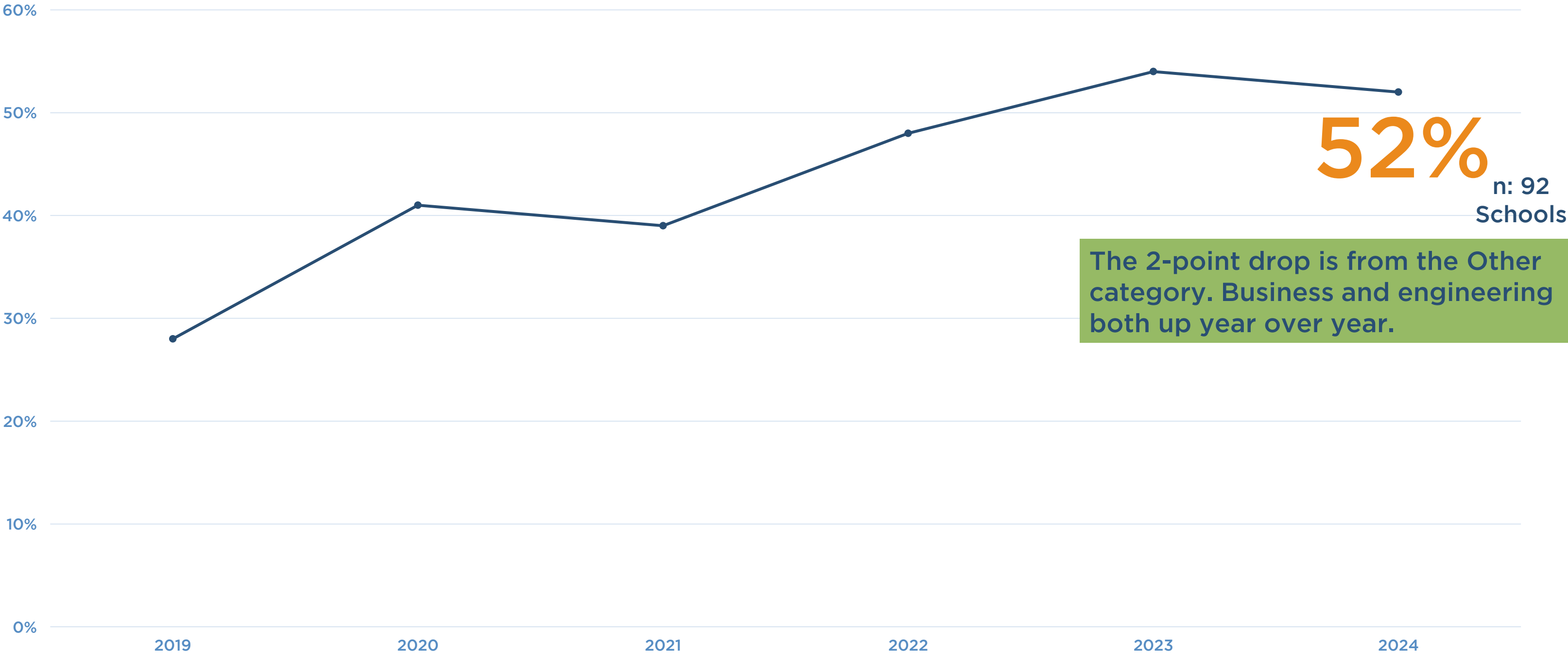
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Project Sources, Ranked by Prevalence

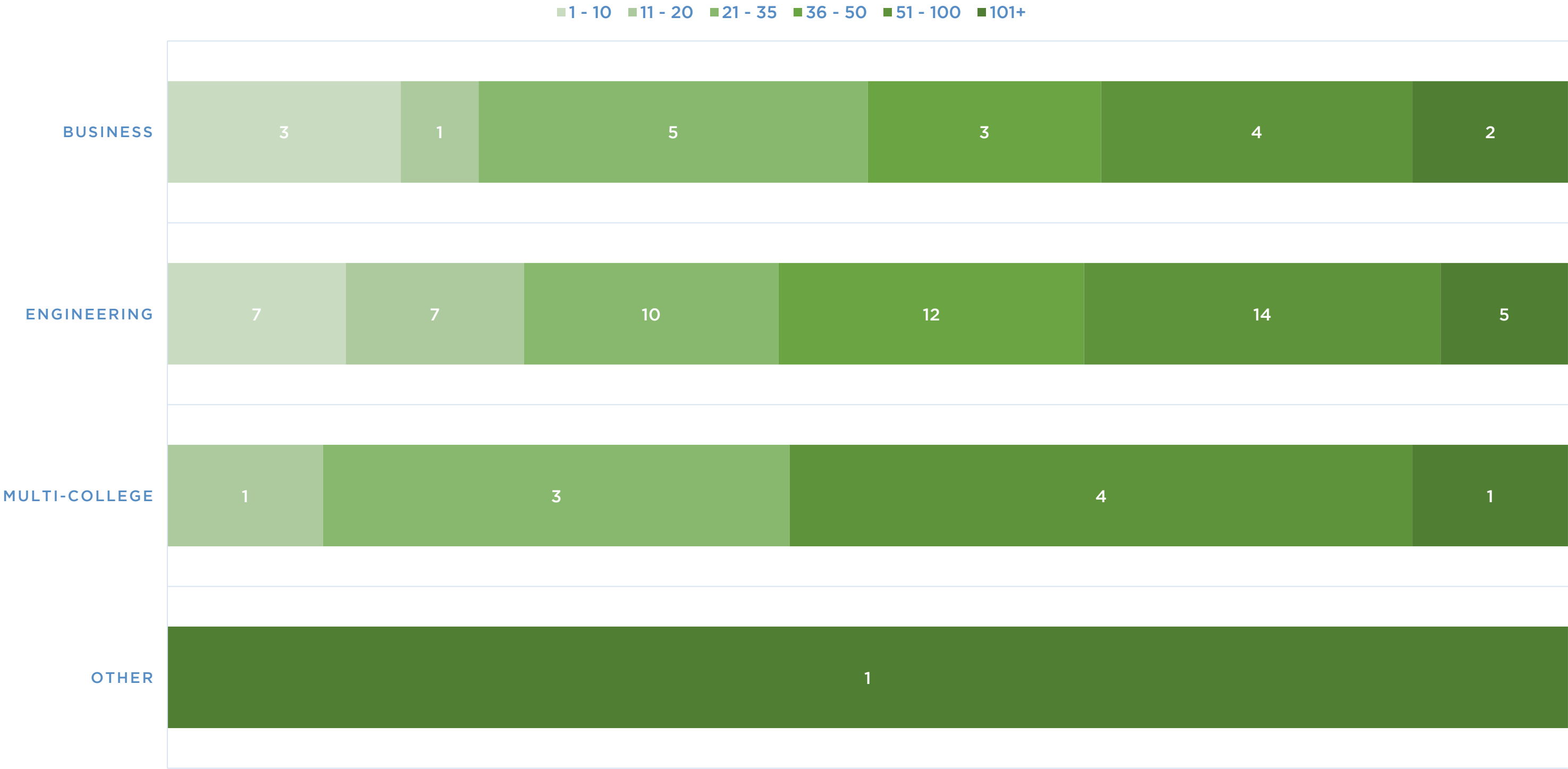
- 1: Alumni **+1, Year over Year**
- 2: Office of experiential **+1**
- 3: Faculty Referred **-2**
- 4: Unsolicited inbound **(-)**
- 5: Career Office **+1**
- 6: Student referred **-1**
- 7: Third party project-sourcing service **(-)**

n: 81 Schools

Formal Director or Office of Experiential Trendline



Annual Project Count Within your College (not university-wide) By Discipline



Experiential Learning Continuum

Level **1**: Instructors individually incorporating EL projects into courses. Ad-hoc.

Outcome: rich project experiences for students and clients are possible, but this level is difficult to leverage into school reputational gain, student recruiting or enhanced employer relationships. Sustainability is at risk and any instructor teaching under this system is taking the project relationships and records with them if they leave.



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Experiential Learning Continuum

Level **2**: Designated role for “owning” Experiential Learning projects and cataloging of project activity across school.

Outcome: Enhanced consistency for both students and project clients. Sustainable beyond individual instructors, project monetization becomes possible. There is a stake in the ground to begin building institutional reputation on for Experiential Learning.



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Experiential Learning Continuum

Level **3**: Dedicated Office of Experiential Learning and tie-in with school offices like Career, Advancement, Corporate Relations (or similar) for institutional project recruitment. Required EL project participation for all grads. Complete archive of all project activity.

Outcome: Further enhanced consistency for both students and project clients made possible by a wider effort to recruit projects, resulting in higher quality projects. Deeply rooted EL identity that can be leveraged with employers, and this can be a centerpiece for student recruitment. Fully sustainable.



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Experiential Learning Innovations

Selected responses from business programs



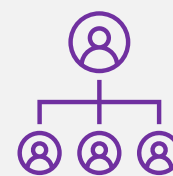
We are looking to implement an Experiential Learning component into a first-year business course, to ensure students have exposure to EL from year 1 and have access to a number of EL projects throughout their undergrad.



We are creating an applied learning course for returning adult students to take the place of an internship experience that is required for our traditional aged students.



We are starting to implement Entrepreneurial Work-Integrated Learning. We are also piloting a Career Readiness Passport as a requirement to graduate



I love that we use MBA students to lead Undergraduate student consulting teams. MBAs are in a course "Leading & Managing Project Teams"

Your biggest challenges?

Selected responses from business programs



Achieving buy-in.



Recruiting the correct mix of projects to align with project requirements.



There is no support from administration.



Our program is growing so fast, (39-150 students in 3 years) it's difficult to keep up with sourcing leads, some sponsors cannot pay the fee, we may have a verbal commit but documentation requirements between organization & uni legal doesn't always work.

What advice would you give?

Selected responses from business programs



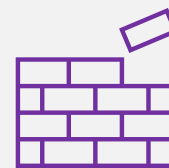
If not a dedicated office, at least one individual dedicated to managing experiential projects. This is important not only to manage the details, but also the expectations on all sides of the project – faculty, students and partner org to ensure cohesion.



Remain flexible so as to match scope/nature of projects to needs of companies and competencies of students; which requires paying a lot of attention to the needs of both companies and students.



Establish a faculty figurehead to influence other faculty. This is a heavy lift for staff alone.



Have support infrastructure.