Experiential Learning and the Assurance of Learning Challenge

A workshop for decision makers with a direct impact on experiential program design, management, delivery and evaluation.

Ft. Lauderdale, Florida | January 22, 2019

Facilitators:

Michellana Jester, MIT Sloan School of Management
mjester@mit.edu

Kerry Laufer, Tuck School of Business at Dartmouth
kerry.l.laufer@tuck.dartmouth.edu

Shannon McKeen, UNC Kenan-Flagler Business School
Shannon_mckeen@kenan-flagler.unc.edu

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Plan for the day
Discussion topics and activities

Morning
• Defining our terms
• Why assurance of learning?
• Introduction to AoL standards
• Panel: Assurance of learning challenges and opportunities

Afternoon
• Operationalizing the standards
• Small group activity
• Discussion: Key insights
• Concluding thoughts
• Evaluation and feedback
Let’s start with some context
Who we are, what we’ve been up to

MBA LEPE
ASSURANCE OF LEARNING WORKING GROUP

Kerry Laufer
Director and Faculty Advisor, OnSite Global Consulting, TuckGO

Michellana Jester
Lecturer and Faculty Course Lead, MIT Sloan

Shannon McKeen
Faculty Advisor, UNC Kenan-Flagler
A lot has happened in 4 years
A bit about our journey

2016
Survey of 100 schools
Common approaches and evidence of practices that demonstrate an understanding of how students learn from experience, but no standards
Growing interest in AoL

2017
Survey provides update on peer school trends and approaches
Introduction of standards at LEPE Conference at Darden
LEPE schools provide feedback on standards

2018
BizEd Article
Survey assesses status of implementation of 6 AoL standards across LEPE schools
Results presented to LEPE schools at Tepper

2019
Forthcoming:
Assurance of Learning Standards and Scaling Strategies to Enable Expansion of Experiential Learning Courses in Management Education

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We have EL & AoL experience in audience

Are you personally involved in EL

- Yes, 76%
- No, 24%

Describe your role in AoL

- Experiential Learning: 4
- Assurance of Learning: 13
- Other: 3

Source: Pre-workshop survey of attendees, January 2019
Your institutions have embraced EL

Best description EL types at your institution

- Single Session: 71%
- Multi-Session: 71%
- Project-Based: 94%

Prevalence of EL at your institution

- Prevalent: 65%
- Growing: 35%
- Emerging: 0%

Source: Pre-workshop survey of attendees, January 2019
Sample of challenges faced

- Complexity of applying AoL at course level
- Client scope creep in project-based courses
- Ensuring a consistent learning experience across project teams
- Harmonizing across disparate EL activities

Source: Pre-workshop survey of attendees, January 2019
Sample of challenges faced

- Evaluation; data collection; what to assess; how to assess
- Fitting in with institution’s data collection and evaluation methods
- Scaling - every semester is different
- Setting expectations for and of students

Source: Pre-workshop survey of attendees, January 2019
Your expectations/questions

Our primary focus today

• Applying or modifying assessment tools designed for content-based, face-to-face learning to experiential learning and/or other delivery methods
• Best practices in applying standards
• Learning what to assess and how
• Scaling EL

Opportunities to discuss with colleagues

• Implementing some aspect of EL in all courses
• Benchmarking; trends
• How to integrate EL into an already packed curriculum
• Applying EL in different disciplines (e.g., consulting, investment funds, global)

Source: Pre-workshop survey of attendees, January 2019
Find your connections

1. Introduce yourself to others at your table.
2. Identify as many things as possible that everyone at your table has in common.
3. Stretch your thinking and be creative.
4. Table with the most number and most creative connections wins!
Definitions

Experiential Learning and the Assurance of Learning Challenge
Experiential Learning
Must be designed to promote student learning and development

Experiential Education

A philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to:

• Increase knowledge
• Develop skills
• Clarify values
• Develop people’s capacity to contribute to their communities

- Association for Experiential Education
  http://www.aee.org/

Experiential Learning

A cycle of learning that consists of concrete experience, reflective observation, abstract conceptualization, and active experimentation.

In management education - Any learning that supports students in applying their knowledge and conceptual understanding to real-world problems or situations (Wurdinger & Carlson, 2010).

As a pedagogy - requires students to actively and iteratively apply and reflect on the concepts, knowledge, and skills acquired in their course of study.

David Kolb, 1984

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## Project-based EL is “different”

<table>
<thead>
<tr>
<th></th>
<th>Lecture/readings</th>
<th>Case</th>
<th>Simulation/Exercise</th>
<th>Project-based</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Instructor created; research driven</td>
<td>Often third party author; based on “real” situation</td>
<td>Often third party created; meant to mimic reality to provide opportunity for feedback</td>
<td>Real world, created by process, instructors are guides</td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td>Very controllable, few variables at play, consistent experience</td>
<td>Controllable, deeper discussions possible</td>
<td>Controlled environment</td>
<td>High variability</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>Outcomes more certain, easy to measure with quizzes and tests</td>
<td>Lessons from case outlined in teaching notes, measured by discussion or write ups.</td>
<td>Objectives clear, measured by results or performance</td>
<td>Outcomes less certain more difficult to measure</td>
</tr>
<tr>
<td><strong>Customization</strong></td>
<td>Expected outcomes generally agreed to be same for all</td>
<td>Expected outcomes generally agreed to be same for all</td>
<td>Expected outcomes generally agreed to be same for all</td>
<td>Outcomes can be very different depending on the individual learning goals of the student, their role in the project, their interests and other factors</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Established assessment tools are deemed generally sufficient/acceptable (tests, exams, papers, etc)</td>
<td>Established assessment tools are deemed generally sufficient/acceptable (tests, exams, papers, etc)</td>
<td>Established assessment tools are deemed generally sufficient/acceptable (tests, exams, papers, etc)</td>
<td>Established assessment tools borrowed from the classroom may not be sufficient</td>
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</table>
# EL Conceptual Framework
## Abbreviated version

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<tbody>
<tr>
<td>Learning Design</td>
<td>Role play, simulation</td>
<td>Multi-session, trip</td>
<td>Project</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Understand content</td>
<td>Use knowledge; practice skills</td>
<td>Contextual utilization of knowledge and skills</td>
</tr>
<tr>
<td>Size/Scope</td>
<td>One to many; flexible</td>
<td>Few to many; scalable</td>
<td>“few” teams of 4 – 6; hard to scale</td>
</tr>
<tr>
<td>Specificity of Learning</td>
<td>Knowledge and skills</td>
<td>Practice and limited application</td>
<td>Integrated application</td>
</tr>
<tr>
<td>Duration</td>
<td>&lt; 3 class periods</td>
<td>&gt; 3 class periods, &lt; 10 days</td>
<td>&gt;= ½ semester</td>
</tr>
<tr>
<td>Delivery Frequency Options</td>
<td>Multiple times a semester</td>
<td>1 -2 times a semester</td>
<td>1-2 times a year</td>
</tr>
<tr>
<td>Types of learning</td>
<td>Cognitive</td>
<td>Cognitive and Behavioral</td>
<td>Cognitive, Behavioral and Affective</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Instructor led</td>
<td>Instructor-aided</td>
<td>Student-centered</td>
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</tbody>
</table>
Why Assurance of Learning? Why Now?
Experiential Learning and the Assurance of Learning Challenge
“Experience is a funny thing. In any given experience, some people learn valuable lessons. Other people, in that same experience, learn nothing or even the wrong lessons.”

- DeRue et al., 2015
Summary of Key Observations

1. AACSB attention to assurance of learning increased; important to understand how our EL efforts fit into our schools’ broader processes and understand what we can do at the course level.

2. Experiential learning outcomes can be short-lived if not intentionally and individually pursued.

3. By identifying and applying some standards, LEPE can influence how AoL is applied to experiential learning courses at our schools and assist AACSB’s efforts to improve learning outcomes for all students.
Interest in AoL has grown as EL has grown

Requirement:
AACSB Standard 8, 2013 (Curricula Management and Assurance of Learning) - “The school uses well-documented, systemic processes for determining and revising degree program learning goals; designing, delivering and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.”

Challenges:
• Experiential learning is “best conceived as a process, not in terms of outcomes (Kolb, 1984)”
• Experiential learning outcomes cannot be precisely orchestrated with so many variables in play.
• Established processes and rubrics for measuring learning may not be sufficient
• Gaps between intention and execution

Percent mentions of AOL in opportunities for improvement

Source: LEPE+ 2016 survey

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**Assurance of Learning steps**

1. Define learning goals and outcomes at the degree/program level
2. Align curriculum with goals
3. Identify instruments and assessment measures
4. Collect, analyze and disseminate assessment data
5. Use assessment data to improve teaching, learning and student experience

**Translation**

1. What do we want students to learn?
2. How will they learn it?
3. How will we know they have (or not)?
4. What will we do if they haven’t?
Everyone struggles with AoL

This presents opportunities for EL, despite ongoing challenges

Three Common Problems
(General)

1. Individual student performance (not group performance) needs to be assessed.
2. Assessing leadership skills
3. How to use data to improve student learning.

Opportunity: EL already aligned with MBA school missions and common program-level learning goals

Opportunities for project-based experiential learning

- Improve student learning
- Better integration with school’s broader learning goals
- Greater alignment with leadership curriculum specifically
- Establish credibility and grow

Overlap: Common Program Learning Goals & LEPE School Course Learning Objectives

- Communication skills
- Ethics
- Critical thinking
- Decision-making
- Problem solving
- Ability to integrate across business disciplines
- Global perspective
- Team skills

“The primary source of Learning to lead, to the extent that leadership can be learned, is experience”

Source: Demystifying Assurance of Learning. Martell, 2015 (AACSB Blog)

Source: AACSB Assurance of Learning Standards: An Interpretation (Revised May 2013) and LEPE+ Survey 2016
But we need to address ongoing challenges

Ongoing challenges for EL

• Experiential learning outcomes hard to measure with so many variables in play.

• Established processes and rubrics for measuring learning may not be sufficient

• Gaps between aspiration/intention and execution

Set some standards
Encourage implementation
Monitor our progress
The Standards
Experiential Learning and the Assurance of Learning Challenge
AoL Standards for Project-Based EL Courses in MBA Programs

1. Tailor learning outcomes to the individual
2. Create opportunities for reflection
3. Provide timely and relevant feedback to teams and individuals
4. Acknowledge and incorporate the role of emotions
5. Evaluate in three domains: cognitive, affective and behavioral
6. Close the loop
### AoL Standards for Project-Based EL Courses in MBA Programs

<table>
<thead>
<tr>
<th>1-Tailor Learning objectives</th>
<th>2-Create reflection opportunities</th>
<th>3-Provide timely and relevant feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Four (max) core learning objectives</td>
<td>• Required reflection assignments and activities for individuals.</td>
<td>• At least twice during the project</td>
</tr>
<tr>
<td>• Customize two</td>
<td>• Include 360-degree instruments for all students</td>
<td>• Directed to team and to individuals, tied to course-level and individual learning objectives</td>
</tr>
<tr>
<td>• Students share with teammates and program</td>
<td>• Reflection is structured/focused</td>
<td>• Faculty advisors should model good practice; requires training and support</td>
</tr>
<tr>
<td>• Feedback and assessment tailored to match individualized plan.</td>
<td>• Faculty and staff trained to design and facilitate reflection</td>
<td></td>
</tr>
</tbody>
</table>

**Definitions**

**Why AoL?**

**Standards**

**Panel**

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# AoL Standards for Project-Based EL Courses in MBA Programs

### 4-Use emotions
- Negative and positive emotions can be mined to catalyze learning
- Strongest performers understand and manage emotions and use as input for learning
- Faculty and staff should be trained to capitalize on emotions for feedback and coaching

### 5-Evaluate in 3 domains
- Advancement and integration of domains can be promoted through EL
- Every learning objective should be directly associated with one of these three domains
- Faculty and staff need orientation and feedback delivery training in all three domains.

### 6-Close the loop
- Gap between intention and execution
- Hardest step, because each project is unique
- “Post mortem” at end identify successes and opportunities for improvement
- Focus on what we can learn from data
- Responsibility should be prioritized and assigned; include longitudinal results
Standards In Context

Early Stage: Student Engagement

- Tailor Learning Outcomes

Mid Stage: Project In Progress

- Create Opportunities for Reflection
- Provide Feedback Early and Often
- Role of Emotion

Final Stage: Assessing the Work

- Evaluate 3 Domains of Learning
- Close the Loop
Panel Discussion
Experiential Learning and the Assurance of Learning Challenge
Meet our panelists

Jeff Biegenek
Executive Director, MBA Roundtable
Moderator

Sandra Kenny
Executive Director, Eller Graduate School of Business Consulting, University of Arizona

Phil Miller
Asst. Dean MBA & MS programs, Carlson School of Mgmt., University of Minnesota

Bryan Andriano
Executive Director, Global & Experiential Education, George Washington University

Jordan Novak
Director of Product Design & Development, Capsim Management Simulations

Definitions  Why AoL?  Standards  Panel
Looking ahead...
Discussion topics and activities

**Morning**
- Defining our terms
- Why assurance of learning?
- Introduction to AoL standards
- Panel: Assurance of learning challenges and opportunities

**Afternoon**
- Operationalizing the standards
- Small group activity
- Discussion: Key insights
- Concluding thoughts
- Evaluation and feedback
Operationalizing the Standards
Experiential Learning and the Assurance of Learning Challenge
“... for the things we have to learn, before we can do them, we learn by doing them.”

Aristotle

*The Nichomachean Ethics*
AoL Standards for Project-Based EL Courses in MBA Programs

1. Tailor learning outcomes to the individual
2. Create opportunities for reflection
3. Provide timely and relevant feedback to teams and individuals
4. Acknowledge and incorporate the role of emotions
5. Evaluate in three domains: cognitive, affective and behavioral
6. Close the loop
In this group, standards are being applied

Among 17 respondents

- Close the loop: 10
- Evaluating in 3 Domains: 1
- Role of Emotions: 3
- Feedback: 8
- Reflection: 10
- Tailored Learning: 4

Source: Pre-workshop survey of attendees, January 2019
Tailor learning outcomes to the individual

Create opportunities for reflection

Provide timely and relevant feedback to teams and individuals

Acknowledge and incorporate the role of emotions

Evaluate in three domains: cognitive, affective and behavioral

Close the loop
Experiential Learning Standards

Early Stage: Student Engagement
- Tailor Learning Outcomes

Mid Stage: Project In Progress
- Create Opportunities for Reflection
- Provide Feedback Early and Often
- Role of Emotion

Final Stage: Assessing the Work
- Evaluate 3 Domains of Learning
- Close the Loop
## Tailored Outcomes

Real, not perfunctory

<table>
<thead>
<tr>
<th>Link with elsewhere in degree program</th>
<th>Revisit frequently</th>
<th>Delivery at team and individual levels</th>
<th>Leverage technology to scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Wisconsin &amp; Career Development Plan</td>
<td>Incorporate within team charter, roles, learning objectives</td>
<td>Individualized sessions with project leader or faculty advisor to check in on progress</td>
<td>Online tools in use for incorporating objectives in feedback tools</td>
</tr>
<tr>
<td>University of Arizona Business Consulting &amp; Business Communications</td>
<td>Make dynamic and public</td>
<td>University of North Carolina-- objectives as part of mid-point feedback session</td>
<td>Both home grown and off the shelf</td>
</tr>
<tr>
<td></td>
<td>Tailor peer feedback</td>
<td></td>
<td>Decreased reliance on manual processes</td>
</tr>
</tbody>
</table>
Reflection

“Not just stapled on at the end...”

<table>
<thead>
<tr>
<th>Start at the beginning</th>
<th>Reflection and feedback are intertwined</th>
<th>Delivery at team and individual levels</th>
<th>The challenge of grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop ‘comfort’ with reflection among students (and faculty)</td>
<td>Feedback prompts to trigger team and individual reflection of performance</td>
<td>MIT – team and individual reflection framed within three stages of project work</td>
<td>Balancing need for formal assessment and allowing for personal development/growth</td>
</tr>
<tr>
<td>UCLA: student reflection at 3 phases of the project</td>
<td>Mitigate blind spots</td>
<td>Haas - experiments with creative prompts (YouTube, visual explorer cards)</td>
<td>Faculty feedback to support of deeper reflection</td>
</tr>
<tr>
<td>University of Arizona: “premortem” exercise</td>
<td>Need for integrated process as opposed to episodic deliverables</td>
<td>Alternative methods include papers, journals, video, blog, small &amp; large group debrief, etc.</td>
<td>Haas - moved away from reflection assessments; reintroduced narrative component for context</td>
</tr>
</tbody>
</table>
Feedback

Fundamentals are in place at most institutions

Clear infrastructure and process in place

Vision and role clarity
“This is what we do, how we do it, when, and why”
Person responsible to oversee/execute

Frequency and timeliness

For most, at least two – midpoint and end; some do more
Formal feedback at key point but informally throughout

Delivery at team and individual levels

Individualized feedback reports by email
Mandated 1:1 and team sessions
Pulse checks increasingly used (weekly/bi-weekly)

Leverage technology to address scale

Online tools in use for collecting and sharing feedback
Both home grown and off the shelf
Notable decrease in reliance on manual processes
## Role of Emotion

### Making the invisible more visible

<table>
<thead>
<tr>
<th>Emotion is essential to learning</th>
<th>It’s embedded &amp; we manage it</th>
<th>But, we’re reluctant to move it from the margins</th>
<th>And along the spectrum of users, there are challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increases the strength of memories and help recall</td>
<td>Decision making with incomplete information and high ambiguity can generate tension</td>
<td>Emotion perceived as irrational; a lack of discipline and rigor</td>
<td>Resource constraints (time, money, people)</td>
</tr>
<tr>
<td>One of the three learning dimension (cognition and environment) which interacts and shapes our learning</td>
<td>Tools used to assist include high-tech (GlobeSmart; Global Mindset Inventory) and low tech (reflection, team meetings, etc)</td>
<td>Culture/environment may discourage expression of emotion</td>
<td>Student resistance</td>
</tr>
<tr>
<td>Plutchik’s Wheel of Emotions</td>
<td></td>
<td>Faculty advisors may be reluctant to address as a teachable moment</td>
<td>Structural/design elements</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lack of faculty awareness, appreciation, interest</td>
</tr>
</tbody>
</table>
# Evaluating Using 3 Learning Domains

**Cognitive, Affective and Behavioral assessment to improve learning outcomes**

<table>
<thead>
<tr>
<th>The 3 domain framework is about learning improvement</th>
<th>These domains tend to be already embedded in our work</th>
<th>The domains are interrelated</th>
<th>There are several key challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>To assess the thinking, feeling, doing aspects of learning</td>
<td>Cognitive (understand) written reports, presentations</td>
<td>Domains reinforce each other and help with sense making</td>
<td>Resource constraints (time, money, people)</td>
</tr>
<tr>
<td>May help students identify weaknesses and opportunities for improvement</td>
<td>Behavioral (perform) – client/team engagement</td>
<td>Cognitive and behavioral are perceived as the easiest to evaluate.</td>
<td>Identifying tools to measure domain effectiveness</td>
</tr>
<tr>
<td>Also knowledge skills and attitude (KSA)</td>
<td>Affective (motivate)- class participation, reflection</td>
<td>The role of emotion is linked to the learning domains.</td>
<td>Attention and engagement of students and faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ability to scale</td>
</tr>
</tbody>
</table>
## Closing the Loop

Pockets of innovation exist but more infrastructure and standardization needed

<table>
<thead>
<tr>
<th>It’s complicated and key stakeholder involvement varies</th>
<th>Don’t know how or don’t have time</th>
<th>Resistance and concern</th>
<th>Develop a CTL infrastructure*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools struggle to implement a comprehensive AoL process – specifically CTL – across programs</td>
<td>Lack of skill, expertise and/or resources</td>
<td>Faculty resistance; concerns about another form of evaluation</td>
<td>• Identify student learning weaknesses</td>
</tr>
<tr>
<td>MBA-program level CTL processes and conversations vary</td>
<td>Unclear who should drive the process</td>
<td>Administration concerns about another formal hurdle</td>
<td>• Generate ideas for course interventions/changes</td>
</tr>
<tr>
<td></td>
<td>Often takes a back seat to more pressing priorities</td>
<td></td>
<td>• Evaluate ideas and decide on interventions</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Determine roles of faculty coaches/mentors, etc. and where they fit into this process</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Address identified weaknesses</td>
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*Adapted from Rexeisen and Garrison, 2013

Closing the Loop

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CLOSING THE LOOP
Mapping Experiential Learning Standards to AoL

Assurance of Learning Steps

1. Define learning goals and outcomes at the degree/program level
2. Align curriculum with goals
3. Identify instruments and assessment measures
4. Collect, analyze and disseminate assessment data
5. Use assessment data to improve teaching, learning and student experience

Experiential Learning Standards

• Tailor Learning Outcomes
• Create Opportunities for Reflection
• Provide Feedback Early and Often
• Role of Emotion
• Evaluate 3 Domains of Learning
• Close the Loop

What do we want our students to learn in our EL program?

In what way will we provide opportunities for our students to learn these things? How will they (how will we) know if they have learned these things?

What will we do if they have not learned these things?
Small Group Work
Experiential Learning and the Assurance of Learning Challenge
Advancing the Experiential Learning and AoL Challenge Conversation

1. What is your reaction to the material presented?
2. What do we have right?
3. What have we missed?
4. What are your suggestions?
Advancing the Conversation: Reflections and Insights

1. What did you learn from your conversation?
2. What was surprising?
3. In what way did the discussion shed light on the six standards discussed today? In what way did the discussion generate more questions for you?
Concluding Thoughts
Experiential Learning and the Assurance of Learning Challenge
What comes next
Our wish list is long

- Evangelize and refine standards
- Develop toolkit/templates
- Longitudinal study (multi-school effort)
- Scaling Experiential learning
- Other MBA Leaders in Experiential Project-Based Education (LEPE) Working groups:
  - Faculty Advisor expectations
  - Best practices in NDA’s
  - Personality/Work style assessments
## Program Learning Goals with AoL Standards

<table>
<thead>
<tr>
<th>MBA Degree Program Learning Goals</th>
<th>EXL Early Stage: Tailor Learning Outcomes</th>
<th>EXL Mid-Stage: Reflection Feedback (Role of Emotion)</th>
<th>EXL Final Stage: Evaluating 3 Domains Close the Loop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Thinking &amp; Leadership</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td></td>
<td>Demonstrates leadership skills</td>
<td></td>
<td></td>
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<tr>
<td>Global Perspective &amp; Cultural Diversity</td>
<td>2</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Ethics &amp; Social Responsibility</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Understands ethical consequences of actions</td>
<td></td>
<td>Demonstrates ethical behavior</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Rigorous, sound analysis &amp; decision making</td>
<td></td>
<td>Applied business knowledge</td>
</tr>
<tr>
<td>Effective Oral &amp; Written Communication</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Effective writing</td>
<td>Effective oral communication</td>
<td>Effective business communication</td>
</tr>
</tbody>
</table>

**Expected level of engagement to reach learning objective:**

- **Strong**= 3
- **Moderate**=2
- **Probable**=1
“Anything that we have to learn to do we learn by the actual doing of it... We become just by doing just acts, temperate by doing temperate ones, brave by doing brave ones.”

Aristotle,
Niconachaen Ethics, Book II
Thank you!
Experiential Learning and the Assurance of Learning Challenge
References

Surveys:

Experiential Learning and the Assurance of Learning Challenge pre-conference survey. Contact Jeff Bieganek at jeff@mbaroundtable.org

LEPE 2018, Contact Shannon McKeen at Shannon_mckeen@kenan-flagler.unc.edu.

LEPE 2017 (Leaders in Experiential Project-Based Education), Contact Shannon McKeen at Shannon_mckeen@kenan-flagler.unc.edu.


Professional Associations:

Association for Experiential Education
https://www.aee.org/

National Society for Experiential Education
https://www.nsee.org/8-principles/
References (cont.)

Articles and online resources:


References (cont.)

Articles and online resources (cont.):


Appendix – Additional Resources
Experiential Learning and the Assurance of Learning Challenge
Kolb’s Cycle of Learning

**Concrete Experience:** Full and unbiased involvement in learning experience

**Reflective Observation:** Contemplation on one’s experiences from various perspectives

**Abstract Conceptualization:** Idea formulation and integration

**Active Experiment:** Incorporation of new ideas into action


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Kolb’s Experiential Learning Model

Concrete experience [1]

Testing in new situations [4]

Observation and reflection [2]

Forming abstract concepts [3]

Note the use of concrete, ‘here-and-now’ experience to test ideas; and use of feedback to change practices and theories (Kolb, 1984). Kolb joins with Dewey to emphasize the developmental nature of learning and with Piaget for an appreciation of cognitive development. He named his model to emphasize the link between Dewey, Lewin, and Piaget; and to stress the role experience plays in learning.


Dale’s Cone of Experience

Cone of Experience

People generally remember

10% of what they Read

20% of what they Hear

30% of what they See

50% of what they See and Hear

Watch demonstration

Watch moving pictures

Watch still pictures

View exhibit

Learners are able to (Learning Outcomes):

Define
Describe
List
Explain

Demonstrate
Apply
Practice

Analyse
Design
Create
Evaluate

Direct Purposeful Experience -- Go through the real experience

Model or Simulate a Real Experience

Role-play a situation

Participate in a hands-on workshop

70% of what they Say and Write

50% of what they See and Hear

30% of what they See

20% of what they Hear

10% of what they Read

NSEE’s Eight Principles of Good Practice
For All Experiential Learning Activities

1. Intention
2. Preparedness and Planning
3. Authenticity
4. Reflection
5. Orientation and Training
6. Monitoring and Continuous Improvement
7. Assessment and Evaluation
8. Acknowledgment

National Society for Experiential Education
https://www.nsee.org/8-principles://

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Why should we care?

The Future of Learning: 4 Key Trends

1. The unbundling of education
2. Personalization through technology
3. Continuous education
4. Creativity orientation

$L \geq C$

Learning must be equal to or faster than the rate of change.
Survey data and research in support of standards
Experiential Learning and the Assurance of Learning Challenge
Learning objectives are numerous, paradoxical, and often not individualized.

Source LEPE+ 2016 survey n = 70

Source LEPE + 2017 survey n=61
Feedback from different sources collected and shared mid-course and at conclusion is common

<table>
<thead>
<tr>
<th>Statement</th>
<th>Formal part of program</th>
<th>Not formally part of program</th>
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</thead>
<tbody>
<tr>
<td>Team receives feedback at the end of the course</td>
<td>41</td>
<td>8</td>
</tr>
<tr>
<td>Learning objectives are established and mid-course assessment</td>
<td>39</td>
<td>13</td>
</tr>
<tr>
<td>Final assessment tied to team learning</td>
<td>37</td>
<td>15</td>
</tr>
<tr>
<td>Team receives feedback mid-course from individual learning</td>
<td>37</td>
<td>11</td>
</tr>
<tr>
<td>Individuals receive feedback at the end of the course</td>
<td>33</td>
<td>20</td>
</tr>
<tr>
<td>Individuals receive feedback mid-course</td>
<td>28</td>
<td>23</td>
</tr>
<tr>
<td>Mid-course assessment(s) tied to individual learning</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Mid-course assessment(s) tied to team learning</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>Individual learning objects are established</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Source: LEPE+ Survey 2017; n=62</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do you have resources to apply individualized learning objectives?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Maybe</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>38</td>
<td>38</td>
<td>24</td>
</tr>
</tbody>
</table>

Source: LEPE + 2017 Survey; n = 65

“Experiences differ immensely because of variables in projects. Therefore, assessments [and learning objectives] must be designed to support…… individual development”
- Clements & Cord (2013)

Individual student performance (not group performance) needs to be assessed.
- Martell (2015)
Reflection is most critical factor for learning from experience

The most critical factor for achieving powerful learning outcome from experiential learning program is the inclusion of opportunities for feedback and reflection.

- Eyler, 2009

Reflection on and learning from both individual and collective work experience thus forms the very basis for successful action learning, where participating individuals can develop their self-awareness and capacity to manage both themselves and others more effectively.

- Gabrielsson et al, 2009

Reflection “enable[s] people to more systematically analyze their developmental experiences, identify behavior changes that would improve performance, and regulate emotions that might interfere with experiential learning.”

- AACSB AOL guidelines
Feedback from different sources collected and shared mid-course and at conclusion is common

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<tr>
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<td>15</td>
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<tr>
<td>Team receives feedback mid-course from the instructor</td>
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</tr>
<tr>
<td>Individual learning objectives are established</td>
<td>14</td>
<td>48</td>
</tr>
</tbody>
</table>

Source: LEPE+ Survey 2017; n=62
More emphasis needed on feedback quality and frequency vs. compliance/completion

• Constructive, actionable, and timely peer and client feedback is valued by students
• Feedback should be continuous, non-intrusive, and integrated into instruction
• Both individual and team performance and outcomes must be assessed
Emotions can facilitate or impede learning and should be leveraged

- Experiential learning pushes students out of comfort zones and learning can be rooted in emotions
- Frustration, anger, resentment or joy, relief, fulfillment can be mined to catalyze learning

Perhaps the most common expression of strong emotions...occurs around areas of conflict...Differences among students regarding how to proceed with a group project, often lead to feelings of anger or frustration.  
-Dirkx, 2008

...the experience gained from action, is, to a large extent, embedded in emotion both positive and negative.  
-Gibson, 2006

No two adults perceive the world in the same way. And adults decide what occurs for them in a learning event.  
-Vella, 2002

...far more neural fibers project from the brain’s emotional center into the logical/rational centers than the reverse, so emotion is often a more powerful determinant of our behavior than our brain’s logical/rational process.  
-Sylvester, 1994

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Closing the loop is a challenge

Gap between intention and execution

- Collect data on how to improve: 84%
- Use data to make improvements: 56%

Source: LEPE+ 2016 Survey; n = 42