

Template for Developing and Incorporating Experiential Education

1. Analysis Phase (understanding the big picture and identifying the important elements of your course)	
Questions	Comments
What are the aims of your course?	
What do you want your students to know or be able to do when they have finished the experiential learning (eg key learning outcomes – knowledge, skills and attitudes)?	
What are you building on from your existing course format? ie, what are the current strategies? How do these need to change?	
Why do you want to do this (pragmatic, altruistic, social consciousness) and how does it help the student's learning on this course?	
Do you plan to use in class, community-based or a hybrid?	
What are the risks and ethical considerations?	
What are the practical considerations (time, transport, accessibility, etc.)?	
2. Design Phase (identifying learning activities, assessment plans, and key components for your course)	
EE involves developing challenging and engaging learning activities that occur within and outside the classroom. Taking onto consideration the 4 elements of EE, what types of learning activities will you design and why? How will you ask the students to evidence their participation and learning?	
Concrete Experience	
Reflection	
Abstract Conceptualization	
Active Experimentation	

What means will you use to assess these learning activities?	Formative	Summative
What are your expectations for student participation within and outside of the classroom? How will you configure and schedule the percent of time between the F2F and the time-out of class elements of your course?		
3. Development Phase (creating the learning activities, assessment plan, and content for your course)		
What existing content can be used? What needs to be adapted or created?		
What existing resources can you use for your EE element/course (e.g. existing handouts, digital learning objects, exams)?		
What new learning activities/assessments and/or content will you need to develop for your course? Media?		
If students will be working in groups, how will the work be assigned/divided?		
Are any components to be negotiated with the student or partner?		
4. Implementation Phase (actual course delivery – “where the rubber hits the road”		
Have you contacted the appropriate administrators and partners about scheduling and approving the format of your course?		
Do all involved (partners, students, TAs) understand their obligations and your expectations? What are your plans for guidance or orientation?		
When students are involved in time-out of class activities, they frequently have problems scheduling their work and managing their time. What plans do you have to help students address these issues?		
Students sometimes have difficulty with their EE activities/relationships. What proactive steps can you take to assist students to become familiar with		

<p>the EE requirements? If students need help with technology in your course, how will you provide support?</p>	
<p>How will you use your course outline/syllabus to communicate the learning outcomes, activities, assessment plan, schedule and key content topics to your students? Who else needs to know?</p>	
<p>5. Evaluation Phase (determining the effectiveness of the blended learning course and disseminating the results)</p>	
<p>What kind of methods are you planning in order to evaluate your EE project for effectiveness and ways to improve the course in future?(e.g. midterm evaluations, peer-observation and feedback, journal, evaluations of student learning, student ratings of instruction)?</p>	
<p>Assuming evaluation activities yield information to suggest your EE learning course should continue, what measures will you and your faculty or department take to ensure the continuation and improvement of the course? How will you share what you have learnt with others in your faculty?</p>	