Integrated Learning: Experiential Education at the University of Toronto | Speaker and Workshop Series

CTSI and the Office of the Vice Provost Innovations in Undergraduate Education
November 2, 2017
Key principle:

Experiential and community-engaged learning when done well are:
- high impact teaching practices
- that provide rich opportunities for situated, social construction of meaning
- important for transferable skill development.
2016 Highly Skilled Workforce Expert Panel Report
• Recc. 3.2 “Expand EL by ensuring that every student has at least...one opportunity by the end of post-secondary education”

2016-17 Taskforce on Quality Indicators
• Developed policy statement, definition and guidelines for EL

Strategic Mandate Agreements 2 & 3
• Establish high-impact practices as benchmark indicators
• Possibility of using EL participation as future indicator
MAESD Definition of EL

What counts as an experiential learning activity?
For an experience to count, it must check these six boxes:

1. The student is in a workplace or simulated workplace.
2. The student is exposed to authentic demands that improve their employability, interpersonal skills, and transition to the workforce.
3. The experience is structured with purposeful and meaningful activities.
4. The student applies university or college program knowledge and/or essential employability skills.
5. The experience includes student self-assessment and evaluation of the student’s performance and learning outcomes by the employer and/or university/college.
6. The experience counts towards course credit or credential completion OR is formally recognized by the college or university as meeting the five criteria above.

Impact of MAESD Definition

Limited to experiences in ‘real’ or simulated workplaces
• Many of our research-based courses do not count
• International courses/study abroad do not count

Counts non-credit bearing experiences that are formally recognized by the institution
• Need a mechanism to approve and validate non-curricular experiences

Focus on quantity, not quality
• Capacity building = more opportunities
• The bar is low or unclear as to depth and quality
UofT Response

Funding
• UF -- $1m/year for 3 years
• Career Ready Fund -- MAESD providing ~$875k/year for 2 years

Experiential Learning Resource Development and Groups
• Develop supporting resources for increased activities

Centre for Community Partnership
• Reformulation of mission and hiring of a new Director

Experiential Learning Workshop Series
• Work-integrated learning, undergraduate research, community-engaged learning, international
Integrated Learning Experiences (ILEs): experiential, work-integrated, and community-engaged learning that integrate disciplinary outcomes with community engagement and competency development.
1. **Work-Integrated** Learning  Nov. 2, 2017

2. **Research Based** Learning  Feb. 21, 2018

In the works:

3. **Community-Engaged** Learning

4. **International** Experiential Learning

5. **Entrepreneurship** Learning