

P3- Closing the Gap – Experiential Education for All University of Iowa Students

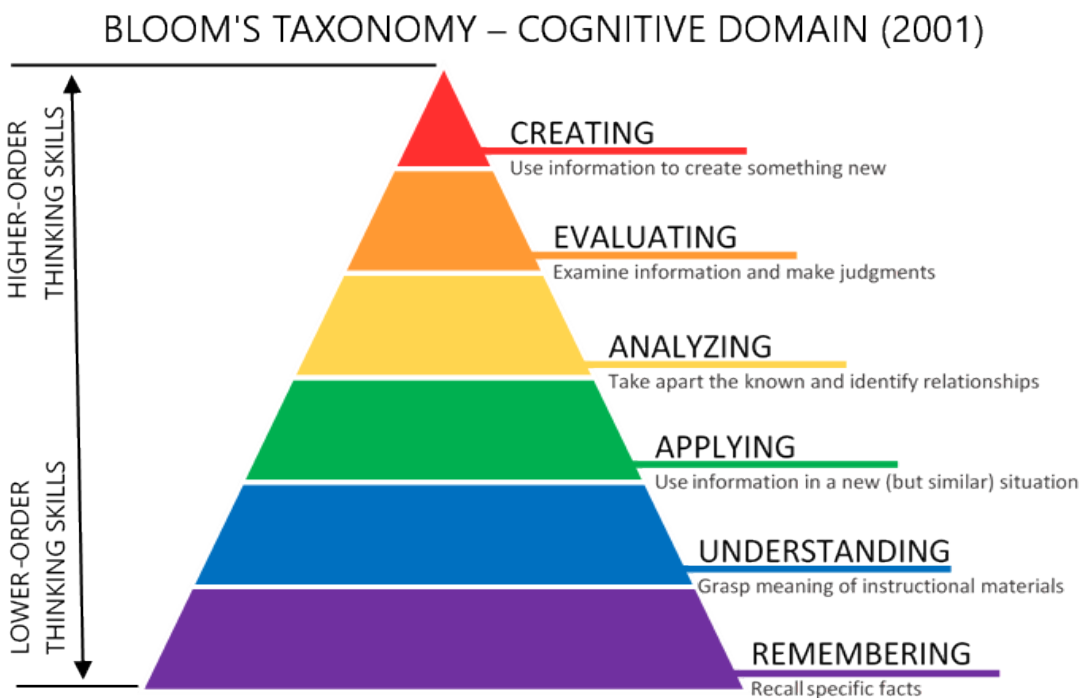
Experiential Education Course Design Resources

Experiential Education Cycle

Experiential education helps students to bridge classroom study and life in the world and to transform inert knowledge into knowledge-in-use (Eyler, 2009). An experiential course design includes a cycle of framing, application, reflection, and synthesis that facilitate an integrated learning experience for the students (Roberts, 2016). You are advised to incorporate all four components of the experiential learning cycle in designing your experiential courses. The Pomerantz Career Center can help you examine how you have considered the cycle in your course planning process.

You can also use the backward course design framework to develop an integrated course context. This framework helps you align your learning goals and objectives with the assessment strategies and activities you plan to use in your course. One significant aspect of backward course design is using specific and measurable learning objectives developed based on learning taxonomies. Given the process of experiential courses, you can use Bloom's Taxonomy (Figure 1) to better articulate your learning objectives at each stage of the cycle (see Table 1). The Center for Teaching is a resource that will support you in examining the alignment of your course components and the way they nurture the experiential education cycle.

Figure 1: Bloom's Taxonomy, Cognitive Domain



Adapted from [Information Technology University of Florida](#)

Experiential Learning Cycle	Description	Example Activities and Assignments	Learning level on the Taxonomy
Framing	Exposure to content that helps scaffold or frame the experience.	Reading, lectures, videos, short activities, summarizing prior knowledge, connecting to field's or student's values, skills/competencies, or content.	Remembering, Understanding, Applying
Application/Concrete Experience	Direct experience, immersive, real-world problem solving, and/or learning by doing -- often in indeterminate situations where every student's outcome may not be the same or may not be able to be prescribed.	Case studies, simulations, community engagement, internships or other work-based learning, research, study abroad, language or culture exchange, service, project-based learning, design thinking based learning, consulting, field observations, inquiry-based learning, etc.	Understanding, Applying, Analyzing
Reflection	Helping the student process the experience. In this stage, the instructor provides prompts to try to take the learning deeper than only 'doing'.	Pair-shares, small or large group discussions, office hour 1:1's, ICON discussion boards, quick writes, reflective journals, essays, blogs or multimedia, etc.	Understanding, Analyzing, Evaluation
Synthesis	Support in connecting theory to practice to be able to apply skills or knowledge in new contexts. Prompts are typically asking students to connect what they learned to other real-world situations, how it connects to the academic content of the course or prior courses, and/or how they would articulate what they learned and what skills they gained to others (not excluding potential opportunities for internships, graduate assistantships, research jobs, full-time employment, volunteering, or scholarship applications).	Projects, essays, oral tests, speeches, demonstrations, posters, blogs/multimedia, mock interviews, independent research proposals, pitch competitions, course of action recommendations, policy briefs, etc.	Analyzing, Evaluating, Creating

References:

Eyler, J. (2009). The power of experiential education. *Liberal education*, 95(4), 24-31.

Roberts, J. (2016). Defining Experiential Education. In *Experiential education in the college context: What it is, how it works, and why it matters*. p. 21-40. New York, New York. Taylor & Francis Group. (A copy of the chapter or book is available at the Career Center for those who want to go more in depth. Contact: jennifer-noyce@uiowa.edu).

Experiential Learning Cycle	Your Activities and Assignments	Experiential Learning Objective(s)
Framing		
Application/Concrete Experience		
Reflection		
Synthesis		