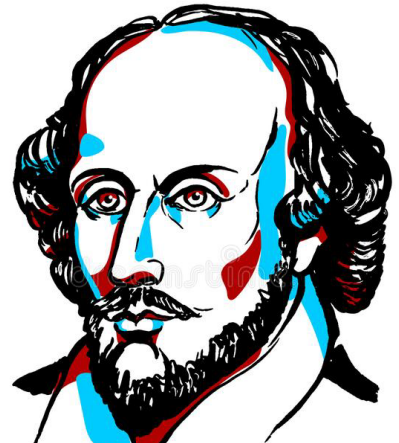# Experiential Learning in Humanities

- What counts as experiential learning
- What makes experiential learning outcomes distinct
- Assessing Experiential Learning
- Funding Strategies

Snapshot of Experiential Education in Humanities

- International Study Programs
- Internships
- Mentored Research
- Alternative Experiences
- Conventional Classroom?

Presuppositions

- Participation is not an outcome

- Experiential Learning is a Literacy

- Experiential learning is an *outcome* of an Experiential *Education*

Sporadic vs Systematic

"Experiential education involves a broader and more *systematic pedagogical process*. Education, properly conceived, involves important questions about the structure and function of knowledge, the ethical imperatives of such knowledge, and the purposes to which learning ought to adhere."

- "It is not simply about how we learn experientially but rather how we create such moments *through* the systematic processes of experiential education."

- "Secondary experience is reflective experience where the experience ceases to be isolated and becomes integrated into greater wholes."

- "Thinking makes it so . . ." In other words, a specific kind of curriculum.

H+ Faculty Fellows Program
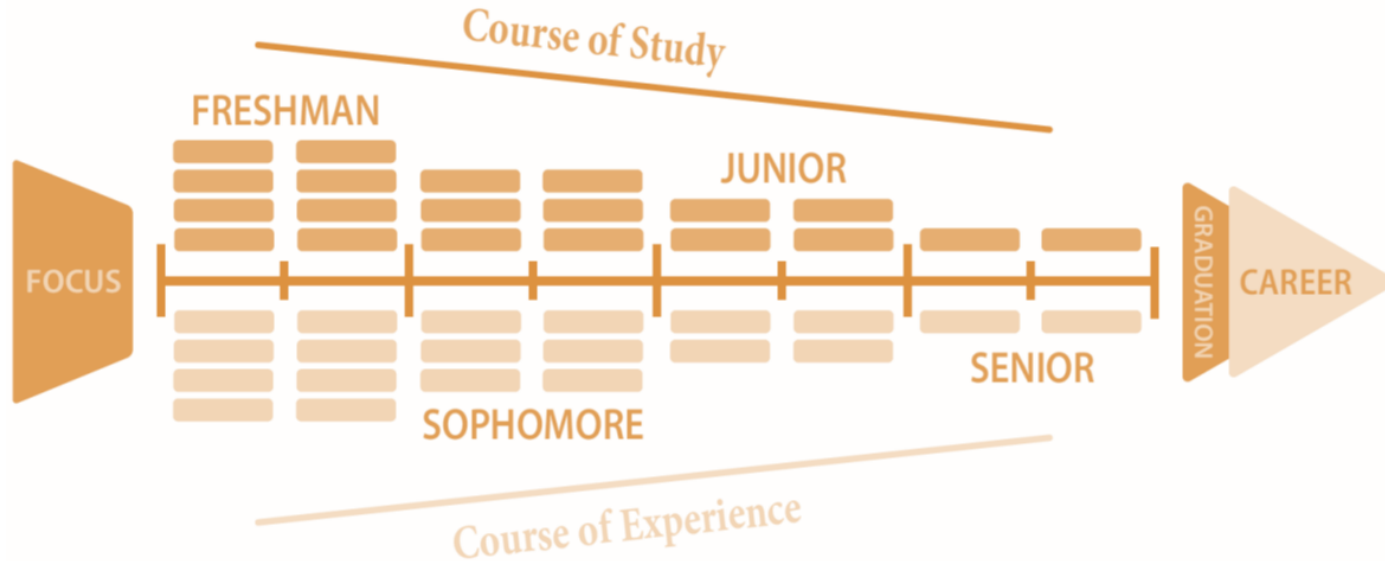
How do we promote readiness?

Competencies ➕ ExL Literacy 🟰 Readiness/ Lifelong Learning

The Formula

Competencies + ExL Literacy = Readiness

Humanities Competencies

- Communication
- Information Literacy
- Cultural Navigation

Experiential Learning Cycle

Intention — Integration — Experience — Reflection

Core Challenge

"Metacognative skills tend to fall outside the content area of most courses, and consequently they are often neglected in instruction."

Core Benefit

"The benefits include not only intellectual habits that are valuable across disciplines…but also more flexible and usable discipline specific knowledge."

Challenge vs Benefit

Challenge:
Integration

Benefit:
Flexible, usable knowledge

Reflection: the ability to intentionally reflect upon experiences to curate experiential memories, increasing the likelihood that memorable experiences become meaningful and even transformative

○ **Integration**: the ability to make connections between experiential memories and aspects of one's identity, and to foresee the ways in which past experiences will influence future experiential choices

○ **Pattern recognition**: the ability to identify similarities among experiences and to make abstract conclusions based upon those similarities

○ **Storytelling**: the ability to articulate a narrative to oneself and to others about the ways in which an experience or set of experiences shaped one's decisions, ambitions, or identity

○ **Metacognition**: the ability to understand one's own meaning-making processes as well as broader cultural processes for constructing meaning

French 321: Description de lieu

Assignment description: Choose a place. In the present tense, write a description of the place that evokes all five senses: sight, smell, sound, taste & touch.

H+ Competencies:

➤ Communication: What is the dominant impression of this place I want to leave the reader with? How do I vary syntactic structure to create a more engaging description?

➤ Information Literacy: Which resources are appropriate? How can I use those resources to improve lexical and grammatical accuracy?

➤ Cultural Navigation: What is the appropriate register for this assignment? Is this a different register than the one I most often used on my mission?

Excerpt: 200 words

Instructor feedback helps student to turn in better final version.

Students must extrapolate principles to apply to the rest of the essay.

In-class activity: Inventory—three columns: nouns, adjectives & verbs

Do your nouns and adjectives agree?	Do your verbs agree with the subjects of your sentences?	Is your vocabulary varied? Or do you see the same word repeated multiple times in the same paragraph?

FRENCH 321: DESCRIPTION DE LIEU

	MOYEN	BIEN	TRÈS BIEN
GRAMMAIRE	compréhension bloquée à cause de fautes de grammaire; structures de base	quelques fautes de grammaire, mais sens des phrases clair; structures plus complexes	aucun schéma de fautes de grammaire; structures sophistiquées
20	14-16	17-18	19-20
VOCABULAIRE	vocabulaire inapproprié pour le contexte; clichés; verbes plats; anglicismes	vocabulaire approprié mais pas très riche	vocabulaire évocateur, riche et approprié
20	14-16	17-18	19-20
SYNTAXE & STYLE	syntaxe non-variée; manque de clarté à cause de la structure syntaxique	syntaxe assez variée; phrases claires mais pas forcément engageantes	phrases évocatrices; forme exemplifie fond
20	14-16	17-18	19-20
FONCTION: NARRATION AU PRÉSENT	communication de faits simples; phrases vaguement reliées	discours cohérent sous forme de paragraphe; bonne maîtrise des structures les plus fréquemment utilisées	rapport entre les phrases uniformément clair; excellente maîtrise des structures
20	14-16	17-18	19-20
SUJET: DESCRIPTION DE LIEU	description plate et générique – ça peut être n'importe où; un seul sens domine (comme la vue, par exemple)	lieu identifiable; évocation de plusieurs sens, mais pas d'impression dominante	lieu identifiable; impression dominante; tous les sens évoqués
20	14-16	17-18	19-20

Total: _____ — Fautes élémentaires: _____ = Note finale: _____

Commentaires:

How do you translate the portable and durable value of your Humanities studies?

Humanities Competencies in the Disciplines

COMMUNICATION - Articulate and write coherent explanations and arguments with attention to the implications of language.

INFORMATION LITERACY - Locate credible information, identify patterns, and narrate their connections to relevant contexts.

CULTURAL NAVIGATION - Observe and interpret the nuances of another culture through its language, history, traditions, and practices.

What makes an internship professionalizing?

How do you demonstrate the professional value of an internship experience?

THE PROFESSIONAL COMPETENCIES

- **Establish Expectations:** create positive first impressions and lay the groundwork for strong working relationships

- **Manage a Project:** effectively initiate and complete a project

- **Navigate Cultural Diversity:** apply cultural literacy (including an acquired language, when applicable) to interact more effectively and appropriately across various professional contexts

- **Develop Successful Professional Relationships:** work toward building a professional network

- **Contribute to Effective Teams:** practice building and contributing to strong and successful teams

- **Communicate Effectively:** practice effective communication in a professional environment

- **Make Sense of Data:** practice research and analysis to meet a professional objective

■ If a tree falls in the forest, . . .

. . . and our students can't provide an evidence-based narrative of the value of their experience, have they learned?

The pedagogy that makes learning measurable, equips our students to learn on their own.

Alyssa Istook (Linguistics/Elementary Ed)

--Online tools for Student Engagement & Comprehension

I can identify needs and carry out a long-term project to effectively meet those needs. I can also demonstrate flexibility and adjust the project as needs change or unexpected challenges arise, while still meeting deadlines.

Remote Internship

Ryder Seamons (Chinese, English)

Chinese Law Internship

The remoteness of this internship posed a distinct challenge. Because all of my interactions with the firm were virtual, I had a hard time understanding the company culture.

*Without any face-to-face interaction, how would I **develop professional relationships**? Though this challenge would make my specific goal of building a network more difficult, I set a goal to develop meaningful relationships with a select few lawyers. My cohort leader and I came up with a few simple plans to allow my vision to become a reality. First, I would be proactive in my conversations with my supervisor. I scheduled a phone call with him every Friday morning, giving me a chance to build a personal connection and learn the secrets to his success—he became both a friend and a mentor.*

Student Job

- Lila Rice Norton (English/Translation & Localization)
- Ecclesiastical Review Team
  Macedonian *Book of Mormon*

Going in, I figured I'd get a better idea of what the Book of Mormon really means and how it works linguistically. But what has had an even bigger impact on me throughout this process is having to work so closely with other members of the translation team and being able to build relationships and work with them in all areas of their lives in order to complete this task.

Mentored Research Outcomes

Mentoring Outcomes

Mentored research should involve a more substantive faculty/student interaction than traditional research assistantships.

Specify what students will be able to do because of their involvement in the project.

Provide details of the mentoring process, including how you will organize student work and how you will train, monitor, and advise their ongoing efforts.

Funded proposals will demonstrate a clear commitment to consistent and sustained mentoring with particular attention to core humanities competencies,
 including communication, information literacy, and cultural navigation.

Student participants will be asked to provide their own mentoring outcomes reports at the end of the grant period.

Why Experiential Writing? ▾   Plan Your Course ▾   Program Ideas and Resources ▾   Experience Journal   About   Contact   Blog

Plan Your Course Now

Discover and implement core principles of experiential writing that will help your students develop the habits of lifelong learners. Whatever your background or specific program needs, these concepts will give you the tools to cultivate a culture of reflective writing and active learning in your classroom.

More

Experiential Learning Funding

For Students

- Centralized
- Direct-to-student
- Need-based
- Student-initiated mentoring grants
- Student-initiated alternative professional experience

For faculty

- Mentored Experience Grants
  - Project-based
  - Budget-based
  - Short-term, 1-yr, 3-yr