



BYU Experiential Learning Framework

DEFINITION

Experiential learning is a process of learning through experience and reflection¹ and occurs outside the formal classroom.² At BYU, experiential learning meets³ the university Mission & Aims⁴ when it is characterized by four foundational principles which create “inspiring learning.”⁵

1. **Inspiration:** Inspiration is more than broadening one’s horizons or lifting one’s spirits...“we mean ‘inspiring’ in a thick and theologically ambitious sense”⁶ where “learning leads to revelation.”⁷ Inspiring learning requires faith both by the student and by the faculty member.⁸ Learners are invited to actively engage the inspiration of the Holy Spirit.⁹
2. **Intention:** We establish learning outcomes or define a problem to be solved and seek to incorporate spiritual goals.¹⁰ “We design opportunities for students to honor the first great commandment, and help students understand how the first commandment encompasses, orders, and amplifies the second.”¹¹
3. **Integration:** We make the experience considerably more meaningful¹² by ensuring key features of high impact practices¹³ are utilized as avenues to foster and apply learning from their discipline.
4. **Reflection:** We ensure there is adequate opportunity for reflection.¹⁴ Learners are invited to reflect on the revelatory spiritual impact of their experiences¹⁵ and to consider how their learning can be applied in their future.

APPLICATION

Key features¹⁶ of high impact practices operationalize the BYU experiential learning definitions:

Inspiration

- a. The opportunity provides learning that leads to revelation.

Intention

- b. Clear learning outcomes are identified or a problem to be solved is clearly defined.

Integration

- c. Opportunity for quality mentoring in the experience.
- d. Frequent, timely, and constructive feedback is provided.
- e. Opportunity to apply learning from their discipline in a real-world setting.
- f. Opportunity for a public demonstration of competence.
- g. Investment of a significant amount of concentrated effort over time.
- h. Opportunity to interact with faculty, peers, and others about substantive matters.
- i. Opportunity to engage with people and circumstances that differed from what is familiar.

Reflection

- j. Periodic, structured opportunities to reflect and integrate learning.

¹ Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. New Jersey: Prentice-Hall.

² Worthen, K.J. (2016). *Inspiring learning*. BYU University Conference. <https://speeches.byu.edu/talks/kevin-j-worthen/inspiring-learning>

³ Reese, C.S. (2023). *Quick to observe*. BYU University Conference. <https://speeches.byu.edu/talks/c-shane-reese/quick-to-observe/>

⁴ *Mission & Aims of BYU*. <https://aims.byu.edu/>

⁵ Worthen, K.J. (2016).

⁶ Collings, J. (2023). *Gifts of light*. BYU University Conference. <https://speeches.byu.edu/talks/justin-collings/gifts-of-light/?M=V>

⁷ Worthen, K.J. (2016).

⁸ *Ibid.*

⁹ Moroni 10:5

¹⁰ Collings, J. (2023).

¹¹ *Ibid.*

¹² *Ibid.*

¹³ Kuh, G. D. (2012). High-impact educational practices: What they are, who has access to them, and why they matter. *Peer Review*, 14(3), 29-30.

¹⁴ Worthen, K.J. (2016).

¹⁵ Collings, J. (2023).

¹⁶ Kuh, G. D. (2012).



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HIGH IMPACT PRACTICES

BYU recognizes six broad categories of high impact practices in experiential learning.

- 1. Culminating Learning Experience:** students increase and/or demonstrate mastery of knowledge, skills, and dispositions.
 - Professionalizing experience
 - Capstone/Project-based learning
 - Competition (competing)
 - Conference/Symposium/Workshop
 - Creative activity (performing)
 - Festival (performing)
 - Portfolio
 - Public performance (e.g., final show)
 - Recital
 - Senior project or thesis
- 2. Field Study/Field Work:** A faculty-led, academic study or work opportunity in a real-world setting.
- 3. Internship:** Structured learning that takes place in a professional setting.
 - Clinical
 - Off-campus internship
 - On-campus internship
 - International internship
 - Practicum
 - Student Teaching
- 4. Research:** Faculty directed study of a subject which seeks to discover new information or reach new understanding; or application of a discipline to develop new practices, processes, policies, resources, or tools.
 - Conference (presenting)
 - Mentored practice or product
 - Mentored research
 - Publishing
- 5. Study Abroad-Study Away:** A faculty-led, academic study experience where students are exposed to different cultures, people, and environments.
- 6. Campus Engagement:** A co-curricular, campus-based experience:
 - BYUSA
 - Club leadership
 - Service Learning
 - Student employment
 - Teaching assistantships



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STUDENT PROGRAM EVALUATION

Thinking about (name of the experience):

1. Briefly describe what you did and the result of your experience (e.g., the findings of your research or the impact of your work). **TEXT BOX**
2. Please list the BYU faculty/staff member(s) with whom you had the most interaction throughout your experience. **TEXT BOX**
3. I had clear learning outcomes or a clearly defined problem to be solved. **2-Yes 1-No 0-Unsure**
4. I had an opportunity to demonstrate my work publicly. **2-Yes 1-No 0-N/A**
5. How often did the following occur in your experience?
5-Very Often 4- Often 3-Sometimes 2-Seldom 1-Never 0-N/A
 - a. I received timely feedback from my mentor.
 - b. I received meaningful feedback from my mentor.
 - c. I had real-world opportunities to apply learning from my discipline.
 - d. I had opportunities to reflect and integrate my learning.
 - e. I interacted with others on important matters.
 - f. I engaged with people, circumstances, or environments that differed from what is familiar to me.
6. My experience led to personal inspiration or revelation.
5-Strongly Agree 4-Agree 3-Neutral 2-Disagree 1-Strongly Disagree 0-N/A
7. Please describe what personal inspiration or revelation came from this experience, providing examples you feel comfortable sharing. **TEXT BOX**
8. Did you complete this experience for academic credit? **Y/N**
 - a. If **Y**: For what course(s) did you register for credit?
9. Please estimate the **total** number of hours you spent on this experience. **SLIDER**
<20 hours | 20-50 hours | 51-100 hours | 101-300 hours | 301-600 hours | 600+ hours (40 hrs/wk for one semester)
10. How would you rate your experience overall?
5-Very Satisfied; 4-Satisfied; 3-Neutral; 2-Unsatisfied; 1-Very Unsatisfied.
11. Please describe your reasoning for your overall rating of this experience. **TEXT BOX**

Survey participants' personally identifiable information will be confidential for this survey. When the results of this survey are reported, the responses will be aggregated to anonymize the data. In the rare event that a participant's response to an open-ended question reports harassment, discrimination, unequal treatment, or potential harm to any individual or to the campus generally, the university may follow-up with the survey participant in accordance with university policies. For more information, please see our data privacy statement at [Data Privacy Policy](#)