



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 developed a high-quality mentoring relationship with my faculty or staff mentor.
5-Strongly Agree 4-Agree 3-Neither Agree nor Disagree 2-Disagree 1-Strongly Disagree 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. I had an opportunity to demonstrate my work publicly. **2-Yes 1-No 0-N/A**
7. My experience led to personal inspiration or revelation.
5-Strongly Agree 4-Agree 3-Neutral 2-Disagree 1-Strongly Disagree 0-N/A
8. Please describe what personal inspiration or revelation came from this experience, providing examples you feel comfortable sharing. **TEXT BOX**
9. Did you complete this experience for academic credit? **Y/N**
 - a. If **Y**: For what course(s) did you register for credit?
10. 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)
11. How would you rate your experience overall?
5-Very Satisfied; 4-Satisfied; 3-Neutral; 2-Unsatisfied; 1-Very Unsatisfied.
12. Please describe your reasoning for your overall rating of this experience. **TEXT BOX**

Survey participants' personally identifiable information is confidential. 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.