



A Guide to Experiential Learning at BYU

What is Experiential Learning (ExL)?

- A process of *learning through experience and reflection* which *occurs outside the formal classroom*.¹
- At BYU, four foundational principles inform learning outcomes which elevate good or great experiences to inspiring, experiential learning: *Intention, Integration, Reflection, and Inspiration*.

What is Inspiring Learning?

- “The term ‘inspiring learning’ describes learning that inspires [and]...leads to inspiration or revelation.² This happens both in the classroom **and** in learning opportunities outside the classroom.
- Inspiring learning is enhanced by the quality of relationships developed with students.³

When creating an inspiring, experiential learning opportunity, use the BYU Experiential Learning framework as a guide.

BYU Experiential Learning Framework	
Intention	Integration
<ul style="list-style-type: none"> ○ What are the key learning outcomes for this experience? Or what is the problem to be solved? ○ Who is the primary mentor for the student (you, another colleague)? ○ How will you guide students to seek and/or recognize inspiration in this experience? 	<ul style="list-style-type: none"> ○ Which of the key features of high impact practices⁴ will be utilized to foster and apply discipline learning? <ol style="list-style-type: none"> 1. Quality mentoring in the experience. 2. Frequent, timely, and constructive feedback. 3. Application of learning in a real-world setting. 4. Public demonstration of competence. 5. Investment of a significant amount of effort over time. 6. Engagement with faculty, peers and/or others about substantive matters. 7. Engagement with people and circumstances that differ from what is familiar.
Reflection	Inspiration
<ul style="list-style-type: none"> ○ When or how will students reflect about their learning in this experience? ○ How will you support student reflection on the inspiring or spiritual impact of their experiences? 	<p>Inspiring learning is more than broadening one’s horizons or lifting one’s spirits...”we mean ‘inspiring’ in a thick and theologically ambitious sense” where “learning leads to revelation.”⁵</p> <ul style="list-style-type: none"> ○ How can you and your students actively engage the inspiration of the Holy Spirit in this experience?

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 Ibid.

⁴ 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.

⁵ Collings, J. (2023). *Gifts of light*. BYU University Conference. <https://speeches.byu.edu/talks/justin-collings/gifts-of-light/?M=V>

Faculty/Staff ExL Planning Guide

Create the Experience

- Design the experience, project, or problem to be solved; consider the experience you want to create for your students.
 - Identify the primary mentor for the students.
 - Utilize the **BYU Experiential Learning Framework** found at experience.byu.edu to
 - Ensure the experience meets the requirements for an acceptable experience.
 - Determine the type of experience you will lead (Campus Engagement, Culminating Learning Experience, Field Study/Field Work, Internship, Research, Study Abroad)
 - Determine which high impact practices you will **integrate** into the experience (see pg.1 of this document).
- Estimate budget needs for the experience. Check with your department about available funding.
- For educational support units:
 - Estimate the number of hours needed for the experience; recommended minimum 20 hours/semester.
 - Will the hours be in addition to scheduled hours? If yes, estimate additional hours per week needed.
 - Include start and end dates.
 - Obtain unit leader approval.

Facilitate the Experience

- Select student participants.
- Provide a description of the experience and a list of student participants to your unit's Experiential Learning manager.
- Establish the **Intention**: Communicate learning outcomes or goals to students at the beginning of the experience.
- Mentor student participants periodically during the experience.

Close the Experience

- Help students identify their learning by **reflecting** on changes in their knowledge, skills, or abilities. Help students see where they were, what they experienced, and where they are now.
- Help students recognize the **inspiration** they received during the experience.
- Remind students to complete the Student Program Evaluation*. Students will receive three reminder e-mails with a link to their personal evaluation.
- Review feedback collected in the Student Program Evaluations.

*Student participants will receive a Student Program Evaluation at the conclusion of the experience. The evaluation questions may provide insights into the dimensions of the experience you are creating. The evaluation questions can be found on page 3 of the **BYU Experiential Learning Framework**. For experiences which may span multiple semesters, you may structure learning to occur in segments, e.g. Fall, Winter, Spring, Summer.

Where to turn for support?

- Your department and/or college colleagues.
- Experiential Learning & Internships**: We provide campus-wide support for experiential learning through:
 - Consultation in the creation of experiences with Center for Teaching and Learning Consultants.
 - Reporting of experiences via the Experiential Learning Management System (ELMS), including the collection and disbursement of student program evaluations.
 - Sharing insights from the data collected and best practices of inspiring experiences.
 - Execution of legal agreements for experiences with individuals or organizations outside of BYU.
 - Application approvals and student registration for domestic internships for academic credit.
 - **Website: experience.byu.edu**
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