

<b>Benchmark</b>	<b>Advanced (4)</b>	<b>Mastery (3)</b>	<b>Basic (2)</b>	<b>Developing (1)</b>
<i>The proposed curriculum... Includes purposeful experiences that enable experience to become knowledge.</i>	Defines the relationship between each experiential learning activity and the knowledge, skills, and dispositions needed for entry-level professional careers and graduate study.	Clearly addresses the purpose of experiential learning activities in relation to field of study, entry-level professional careers, or graduate education.	Incorporates experiential learning activities that are apparently relevant to the field of study but provides little supporting explanation.	Incorporates experiential learning activities that are not apparently relevant to the field of study.
<i>Provides a sufficient foundation for experiential activities and a clear plan for progress and completion.</i>	Includes mandatory and ongoing preparatory experiences that ensure participants are prepared for and capable of completing the program.	Includes mandatory preparatory experiences that are regular, predictable, and accessible to all program students.	Includes preparatory experiences that are optional or irregularly delivered.	Includes no relevant preparatory or professional development experiences.
<i>Includes experiences with real world context.</i>	Defines real world application of experiences and incorporates input from program advisory council or relevant external authorities.	Defines real world application or usefulness for all experiential activities.	Includes experiences that appear to be useful in a real world context but provides little supporting explanation.	Includes experiences with no apparent real world context or association to an applied setting.
<i>Requires learners and instructors to reflect meaningfully upon assumptions, the learning experience, and outcomes.</i>	Requires learners and program faculty to engage in ongoing reflection prior to, during, and at the conclusion of the experience.	Requires ongoing reflection that engages learners in identifying expectations, weighing outcomes, and recognizing the implications of an experience.	Incorporates meaningful reflection, but only at the conclusion of the experience.	Requires no meaningful reflection as part of the learning experience.
<i>Provides orientation and training for all participating students, faculty, and organizational partners.</i>	Includes mandatory and ongoing orientation and training exercises for all participating students, faculty, and organizational partners.	Incorporates orientation programming and ongoing training for participating students and faculty.	Includes a brief orientation program, session, or class for participating students.	Includes no orientation or training components for participating parties.
<i>Incorporates monitoring and continuous improvement to encourage a rich and affirmative learning experience.</i>	Is flexible and incorporates monitoring as part of a feedback loop to improve the learning experience.	Includes opportunities for feedback by students, faculty, and organizational partners.	Includes opportunities for feedback, but only by students and faculty.	Is inflexible or offers no apparent opportunity for feedback by students, faculty, or organizational partners.

<i>Incorporates data-driven assessment and evaluation processes.</i>	Incorporates systematic data collection and assessment to evaluate, develop, and refine the learning experience and its intended outcomes.	Incorporates systematic documentation of outcomes and processes, but only for the purpose of reporting results.	Incorporates irregular documentation of outcomes and processes.	Includes no apparent assessment or evaluation processes.
<i>Ensures proper acknowledgment of the accomplishments of students, faculty, and other participants.</i>	Provides an opportunity to celebrate the individual, organizational, and community impact of the learning experience.	Provides for the ongoing recognition of participation by students, faculty, and organizational partners.	Provides for the recognition of student accomplishments at the conclusion of the experience.	Includes no apparent process for acknowledging participation or accomplishment.

\*Adapted from the "Eight Principles of Good Practice for All Experiential Learning Activities," National Society for Experiential Education, accessed 30 April 2017, <http://www.nsee.org/8-principles>.

## **Eight Principles of Good Practice for All Experiential Learning Activities**

**Intention:** All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.

**Preparedness and Planning:** Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.

**Authenticity:** The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.

**Reflection:** Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

**Orientation and Training:** For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work.

**Monitoring and Continuous Improvement:** Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.

**Assessment and Evaluation:** Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific learning goals and quality objectives identified during the planning stages of

the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.

**Acknowledgment:** Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.