



**EXPERIENCE LEARNING**

# **EXPERIENCE LEARNING AND THE VOLUNTEER EXPERIENCE ADVISING MODEL: FACULTY PERSPECTIVES AND RESOURCES**

**THURSDAY, SEPTEMBER 7<sup>TH</sup> , 2017**

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# Session Agenda

- I. Purpose & Learning Outcomes
- II. Overview of the Experience Learning Course Designation Requirements
- III. Faculty Panel
- IV. Newly Created Website Resource

# Purpose & Learning Outcomes

# Purpose of Today's Session

- The purpose of today's session is to further develop each advisors' understanding of the Experience Learning portion of the Volunteer Experience advising model.
- We will accomplish this in 2 ways.
  1. By sharing faculty perspectives on Experience Learning courses and experiences that they have redesigned.
  2. By demonstrating the tools available for advisors on the Experience Learning website.

# Learning Outcomes

1. Academic Advisors will be better able to articulate the parameters and benefits of Experience Learning courses.
2. Academic Advisors will become familiar with the tools available to them through the Office of Experience Learning, and in particular through its website.

**3 Fellowship experiences** provide tuition or aid to support the training of students for a period of time. They are usually made by educational institutions, corporations, or foundations to assist individuals pursuing a course of study or research.

**4 Field work experiences** allow students to explore and apply content learned in the classroom in a specific field experience away from the classroom. Fieldwork experiences bridge educational experiences with outside communities that can range from neighborhoods and schools to anthropological dig sites and laboratory settings.

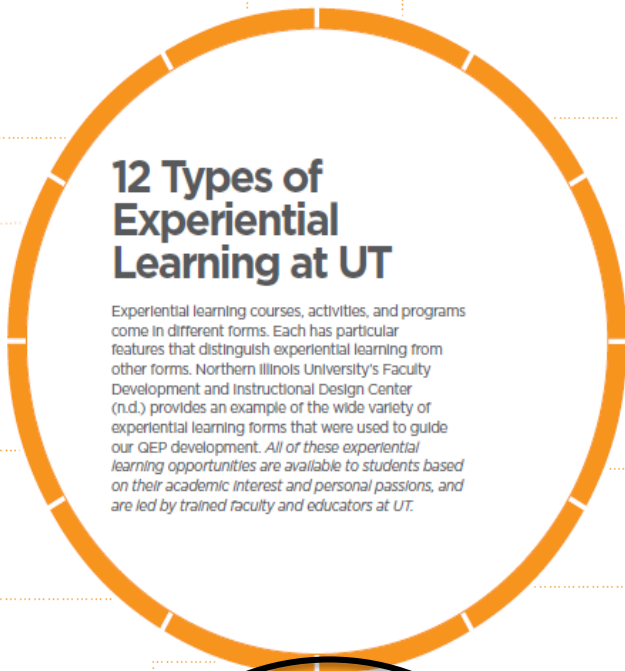
**5 Internship experiences** are job-related and provide students and job changers with an opportunity to test the waters in a career field and also gain some valuable work experience. Internships can be for credit or not for credit, paid or unpaid.

**6 Practicum experiences** are often a required component of a course of study and place students in a supervised and often paid situation. Students develop competencies and apply previously studied theory and content, such as school library media students working in a high school library or marketing majors working in a marketing research firm.

**7 Service-learning experiences** are distinguished by being mutually beneficial for both student and community. Service-learning is growing rapidly and is considered a part of experiential education by its very nature of learning, performing a job within the community, and serious reflection by the student. Service-learning involves tackling some of society's most complex issues such as homelessness, poverty, lack of quality education, pollution, etc. One of the goals of service-learning is to help students become aware of these issues and to develop good citizenship through learning how to help address these problems.

**1 Apprenticeship experiences** provide students with an opportunity to try out a job, usually with an experienced professional in the field to act as a mentor.

**2 Clinical experiences** are hands-on experiences of a predetermined duration directly tied to an area of study, such as nursing students participating in a hospital-based experience or child development and teacher education students participating in day care and classroom settings.



## 12 Types of Experiential Learning at UT

Experiential learning courses, activities, and programs come in different forms. Each has particular features that distinguish experiential learning from other forms. Northern Illinois University's Faculty Development and Instructional Design Center (n.d.) provides an example of the wide variety of experiential learning forms that were used to guide our QEP development. *All of these experiential learning opportunities are available to students based on their academic interest and personal passions, and are led by trained faculty and educators at UT.*

**12 Volunteer experiences** allow students to serve in a community primarily because they choose to do so. Many serve through a nonprofit organization—sometimes referred to as formal volunteering—but a significant number serve less formally, either individually or as part of a group. Because these informal volunteers are much harder to identify, they may not be included in research and statistics on volunteering.

**11 Undergraduate research opportunities** across all disciplines are increasingly common. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

**10 Study abroad experiences** offer students a unique opportunity to learn in another culture, within the security of a host family and a host institution carefully chosen to allow the transfer of credit to a student's degree program.

**8 Simulations and gaming/role-playing** aim to imitate a system, entity, phenomenon, or process. They attempt to represent or predict aspects of the behavior of the problem or issue being studied. Simulation can allow experiments to be conducted within a field situation to show the real behaviors and outcomes of possible conditions. But simulations cannot simply be regarded as a homogeneous collection of approaches. While overlaps between activities exist (Yorke & Hollinshead, 1981), previous studies have identified three specific types of simulation-based learning: role play, gaming, and computer simulation (Feinstein et al., 2002; Hsu, 1989). Each type is different in its composition and utility (Lean et al., 2006).

**9 Student teaching experiences** provide student candidates with an opportunity to put into practice the knowledge and skills they have been developing in the preparation program. Student teaching typically involves an on-site experience in a partner school with opportunities for formal and informal candidate reflection on their teaching experience.

**Get in touch**  
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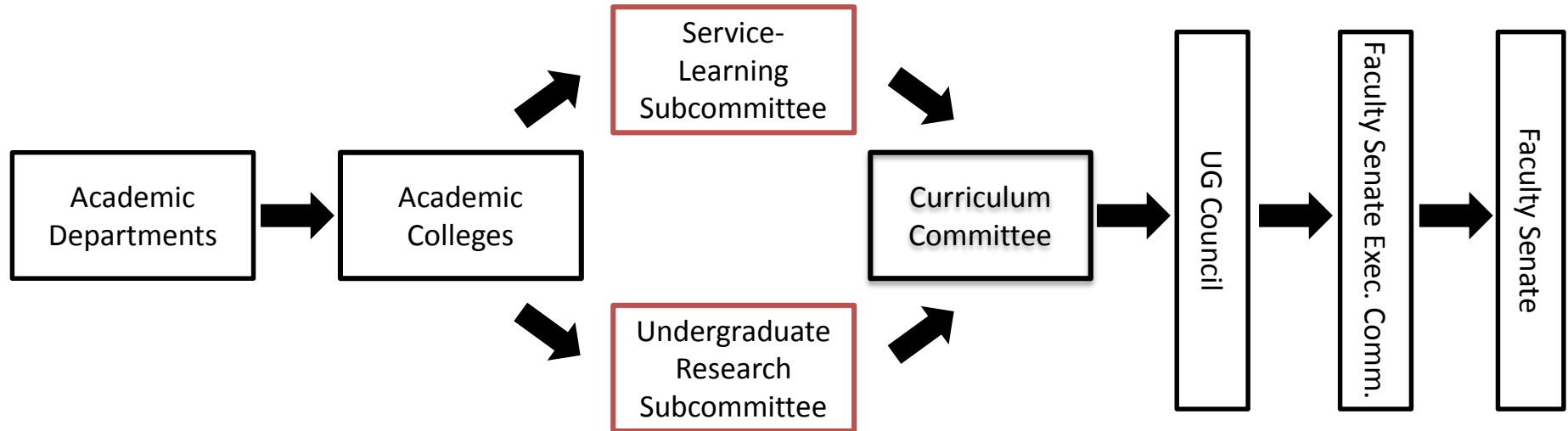
# Overview of Experience Learning Course Designations

# Course Designations

- There are 2 fully approved Experience Learning Course Designations.
  - An “S” or service-learning designation.
  - An “R” or undergraduate research designation.
- The “S” designation is led by the Office of Service-Learning.
- The “R” designation is led by the Office of Undergraduate Research.
- There is a review and approval process for all courses seeking to carry a designation.
- These designations are intended to support our students.



# Committee Structure



## Membership in the S-L and UR Advisory Groups:

- Director of respective type of EL chairs the subcommittee
- Director of Experience Learning
- 2-3 content experts (non-faculty optional)
- 1-2 representatives of the UG Council
- All chosen in consult with UG Council Chair

# Experience Learning Courses

## The “S” Designation

- Mrs. Kelly Ellenburg is the Director of the Office of Service-Learning.
- There are currently 10 “S” designated courses.
- For more information:  
<http://servicelearning.utk.edu/s-designation/>

## The “R” Designation

- Dr. Marisa Moazen is the Executive Director of the Offices of Undergraduate Research and Office of Community Engagement.
- There are currently 6 “R” designated courses.
- For more information:  
<http://ugresearch.utk.edu/faculty/r-designation/>

# Faculty Panel

# Experience Learning Faculty Fellows

- Dr. Matthew Pamental, Philosophy
  - Course Redesign - PHIL 255: Sustainability Ethics
- Dr. Lisa Parker, Modern Foreign Languages & Literature
  - Course Redesign – SPAN 346: Language and Culture of the Hispanic Business World
- Dr. Cindy Welch, School of Information Sciences
  - Course Redesign – INSC 573: Programming for Children & Young Adults
- Dr. Margaret Keneman, Modern Foreign Languages & Literature
  - Course Redesign: French 218: Honors Intermediate French II

# Experience Learning Faculty Fellows Webpage

For a full listing of our Experience Learning  
Faculty Fellows visit:

<http://experiencelearning.utk.edu/faculty-fellows/>

# Experience Learning Resources

# New Website Resource

- “Find an Experience Learning Opportunity”
- Webpage Features:
  - Full listing of S & R Designated Courses
  - Banner fed tool for identifying when each course is being offered
  - Full listing of this year’s redesigned courses including when they are scheduled to debut
  - “Additional Resources” highlighting campus offices

# “Find an Opportunity”

The “Find an Opportunity” webpage seeks to provide students with the information they need to find an Experience Learning opportunity on our campus.

<http://experiencelearning.utk.edu/find-an-opportunity/>



# Available EL Resources for Academic Advisors

- S Designation Information
  - <http://servicelearning.utk.edu/s-designation/>
- R Designation Information
  - <http://ugresearch.utk.edu/faculty/r-designation/>
- The EL “Find an Opportunity” webpage
  - <http://experiencelearning.utk.edu/find-an-opportunity/>
- EL Student Maps - Campus map through the lens of EL
- EL Resource Guide - Available in print and electronic format



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# Questions?



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