

Analyzing Experiential Learning (EL) and Creating Communities of Practice through Reflection Activities and Digital Storytelling in the EL Lab

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University of Dayton students are often engaged in many high-impact experiential learning activities throughout their college journeys, oftentimes simultaneously.

- Research
- Community-Engaged Learning
- Education Abroad
- Leadership Positions
- Project-Based Learning
- Co-ops
- Internships
- Student Employment
- Campus Ministry/Vocation Immersions

- What is the meaning, impact, and value of EL for students?
- How do students make connections between EL and other personal, academic, and professional experiences and goals?
- How can we help students articulate a compelling, holistic, integrative narrative of their EL experiences?

An Educational Anthropologist Interviews Students



Tim Londoff Informal Questions

HD

Apr 17, 2018 10:49 AM

Edit ▼



1 view



Yasir Albusaidi Informal Questions

HD

Apr 17, 2018 10:28 AM

Edit ▼



4 views



Erin Peiffer Informal Questions

HD

Apr 17, 2018 9:15 AM

Edit ▼



2 views



Saidee Purcell informal Questions

HD

Apr 16, 2018 9:09 AM

Edit ▼



3 views



What does EL mean to students?

- Understanding the student (emic) perspective
- Listening and asking thoughtful questions
- Building rapport and trust
- Documenting stories and reflections about learning
- Analyzing stories to understand patterns and differences

The Experiential Learning Lab



Experiential Learning Lab

- July 2017 - ongoing
- Monthly 3 hour workshop
- 45 student participants from diverse majors
- Facilitated by Director of EL and OEL student employees: Digital Media Producer, Peer Advisor, and Research Assistant

Office of Experiential Learning: udayton.edu/el

Experiential Learning Lab



Friday, March 23, 2018

2:30-6pm @ Roesch Library 501

How will you use your UD experiences to make a positive impact in the world?

During this workshop you'll discuss your UD experience with a diverse group of students and you'll learn how to craft your own unique digital story (video resume, vlog, podcast, or website) to share with family, friends, future employers, grad schools, and more.

Dinner, Snacks, and Complimentary Business Cards Provided!
Questions? Email: oel@udayton.edu



Experiential Learning Lab: Qualitative Research

- Student Researcher/Co-PI
- 35 students - 18 male/17 female, 2 international
- 144 EL Experiences
- Avg. ~4 memorable EL experiences per student
- Data: Integrated Stories of Realizations (ISORs), Visual EL Maps, Transcripts of Video-Recorded Semi-Structured Interviews and Group Conversations

Experiential Learning Lab: Qualitative Research

1	group	Code (first column allyson, 2nd column Karen)	Lexi Babovac	Thuy Tran	Dylan Narkon	Beau Landry	Clare Gallagher	Devon Dubiel		
60		3 future application/career prep		x "creates a chance to practice my English, supporting me to achieve good academic results"	x	x "failure"	x "gave me skills that will help me in the future" "I know that if I do make it there I'll want to get involved in another local non profit to help the community."	x	x	x
61		3 perseverance		x "never stop challenge myself from new experiences because I know it would be something else that I could learn after that which I could not even think of."	x	x	x	x		
62		3 overcoming challenges		x was shy at first	x		x	x		
63		3 passion	x "passion of giving back to others"			x "cannot wait to see where the next three years of this program takes these refugees."	x "passion of writing and journalism" "passion for helping others and making a difference"	x	x "My passion is to continuously grow in my knowledge and awareness of diverse cultures different from my own."	x

EL Lab: Findings

- Agency (self-guided learning), Awareness of Community/Others, Reflection and Growth
- Want to make a positive impact on the world
- Had rarely been asked to reflect on their EL experiences holistically
- Desire to dig deeper into their experiences



EL Lab: Findings

- Increased confidence & expanded “EL repertoire”
- Trust and relationships with diverse peers
- Educate each other about EL opportunities
- Students find personal meaning in EL in many different ways

Limitations

- Reflections did not explore impact of identity, race, ethnicity, gender
- Limited time to discuss & challenge students’ biases etc.
- Participants not representative nor inclusive of all student populations
- Often, reflections do **not connect classroom learning & EL: why?**



The Lab as a Model for EL Reflection



- Curiosity, analysis, examination, and creative documentation of learning experiences
- Teaching students to investigate their own and others' experiences (student-led interviews)
- Being open to unexpected findings, insights that may challenge our assumptions about education & EL

Other OEL Media & Digital Storytelling Projects

- Podcast/YouTube Series: “A Closer Look”
- EL Mini-Documentaries/ Video Features
- Faculty Voices Series
- Vox Pop Series



Ep. 3: Environmental Sustainability

Corey Kuminecz discusses how he connects his Biology major and human rights minor to create an environmental impact. Click here to listen: [A Closer Look Episode 3](#)

[CLICK HERE FOR BLOG](#) →



Ep. 4: Handling Disagreement in Conversations

Devon Dubiel discusses the importance of cultural knowledge and awareness. Click here to listen: [A Closer Look Episode 4](#)

[CLICK HERE FOR BLOG](#) →

Reflection, Digital Storytelling, & Building Communities of Practice

- Communities of Practice (Jean Lave): learning as a socially organized, co-constructed activity - “problematizing learning”
- Student communities of practice: come together to analyze, discuss, learn from their own/each other’s experience

Reflection, Digital Storytelling, & Building Communities of Practice

- Student stories used to build faculty and staff communities of practice; workshops, panels
- Faculty & staff more likely to listen to student voices
- Result: Integration of Lab Model with Programs on Campus (OLR, CIP, SoE)



Some Concluding Thoughts

- Provide spaces for students to define, challenge, and redefine what EL means in authentic ways
- Rather than imposing our own definitions/views of what the impact of EL should be according to (sometimes arbitrary) institutional norms and values
- Developing as reflective practitioners who are responsive to the lived experiences of our students, as well as our own assumptions/biases
- View EL as a part of our culture of schooling; subject to constant change and analysis