Transformative Experiential Learning (TEL):
A Social Justice Model of Leadership and Professional Development For Students

AAC&U Roundtable, January 28, 2017

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TEL MODEL:

HIGHLIGHTS

- The popular and largely accepted conceptions of professional development are static, outdated, and largely come to reinforce the status quo.
- What's missing from this skeletal model of professional development for college students is everything else that comes along with being a working professional-citizen in a complex, multicultural, global society.
- Most specifically, what is missing from our popular notions of professional development (PD) in higher education are diversity and social justice competencies that, when consciously coupled with PD, can broaden student perspectives, expand worldviews, and tear-away at the various unjust paradigms of justice.
- Professional development must be infused with elements of social justice education, and vice versa. There can be a dialectical tension between the two concepts, to be sure, but in the United States of America, in 2016 – we, the educators, professionals, and practitioners should not accept one without the other.
- We seek to interactively explore this tension: professional development and social justice. A model of work-integrated learning (WIL) called Transformative Experiential Learning (TEL) will be introduced that embraces this dialectic and provides a solution to the outdated notions of professional development for college students across majors and colleges.