“THE EXPERIENTIAL LEARNING LIFE CYCLE FOR GLOBAL LEARNING”

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AAC&U
Global Citizenship for Campus, Community, and Careers: Crossing Borders and Boundaries
October 17-19, 2019
When internships go beyond simply job preparation and pre-professional training to ones that promote deep learning and personal growth, they are considered a “High Impact Practice.” (Kuh, 2008).

**Presentation Overview**

- Description of the collaborative process and aims at Middlebury
- Review of the research on internships as a high impact practice and the role of reflection
- Overview of the Experiential Learning Life Cycle.
- Strategies for each stage of the cycle
- Our Resource and Reflection Hub
- Exercise: Reflection questions and VALUE Rubric competencies
before we begin...

Think of one activity, program, or approach you or your institution uses to support the development of intercultural competence and/or global learning.
Middlebury

Vermont Campus: Undergrad and Summer Language Schools...

California Campus: MIIS...
Through a commitment to immersive learning, we prepare students to lead engaged, consequential, and creative lives, contribute to their communities, and address the world’s most challenging problems.

Middlebury Mission Statement
Intercultural Competence Specialization

Intercultural communication is essential for professionals seeking domestic and international careers.

Throughout all of our programs, we emphasize intercultural competence—facilitating students’ cultivation of dispositions that contribute to effective communication between individuals and groups of diverse linguistic and cultural backgrounds.

The Intercultural Competence (ICC) specialization helps develop essential knowledge, skills, and attitudes to expertly lead and train multicultural teams, sensitively interact with diverse stakeholders, and create effective ICC assessments and training materials.
Each year more than half of the junior class at Middlebury College studies abroad in more than 40 countries at more than 90 different programs and universities.

**Middlebury Schools Abroad**

Middlebury has Schools Abroad at more than 40 universities in Argentina, Brazil, Cameroon, Chile, China, France, Germany, India, Italy, Jordan, Morocco, Russia, Spain, Uruguay, and the United Kingdom. All college undergraduates are eligible.
Before You Go

- Decision-Making Resources
- Course Information Database

Attend an informational meeting

You can sit in on a debrief session with students who have returned from studying abroad, or attend an info session for students preparing to go abroad. Both will give you a good sense of the overall experience. See our Events Page for a schedule of upcoming meetings.

Not sure how to get started?

See our Guide for Getting Started, which includes questions to ask yourself as you are deciding what and where to study abroad, as well as an explanation of different types of programs.

Diversity, Identity, and Inclusion

Students who study abroad are as diverse as the destinations and languages they choose. No matter who you are or how you identify, we have the resources and support to make your experience the best it can be.

Explore our Course Database

Use our course information database to find information on courses taken abroad (both at Middlebury Schools Abroad and externally sponsored programs) and their applicability to Middlebury majors and academic distributions.

Other Resources

- Read evaluations from past study abroad students.
- Review the Study Abroad Guidelines and Pre-Departure Handbook.
- Explore program and university options.
- Meet with an advisor in International Programs.

Helpful Pre-Departure Links

- Center for Disease Control
- Embassy and consulates contact information
- Foreign exchange rates/Currency Converter
- Travel insurance information
- International Student Identity Cards
- Lonely Planet Guidebooks
- Passports
- Students Abroad: Go From Here
400 - 500
Summer “Experiences”
Service-Learning
Social Impact
Research Assistantships
Independent Research
Internships
What’s the learning?

How’s the water?

What water?
**EXPERIENTIAL LEARNING CYCLE AT MIDDLEBURY**

- **Internships, Cohort Programming**
  - (5th days, site visits, etc.)

- **Pre-Immersion Training**
  - Post-workshop

- **Integration with liberal arts learning**
  - (academics, new internship, etc.)

- **Reflection via Blog, e.g.**
  - (Pre-, During, Post-)

- **Concrete Experience**
  - (doing / having an experience)

- **Active Experimentation**
  - (planning / trying out what you have learned)

- **Reflective Observation**
  - (reviewing / reflecting on the experience)

- **Abstract Conceptualisation**
  - (concluding / learning from the experience)
KOLB'S EXPERIENTIAL LEARNING THEORY (KOLB, 1984)

**Experiential Learning:**

“the process whereby knowledge is created through the transformation of experience.”
Experiential learning is the process of learning through experience and reflection.
REFLECTION VS reflection: META-REFLECTION

- Being conscious of, and able to describe own development and learning trajectory;
- Grasping exactly how one’s own thinking about the world has changed over the course of their experience;
- Setting the stage for being able to step into the future and plan future actions accordingly;
- Linking thought with action by exploring, understanding, and questioning policies, laws, trends, and theories;
- Considering, but not necessarily changing one’s own attitudes, beliefs, assumptions, privileges, prejudices, and stereotypes.
1. Intention: Knowing why choosing experience as the teaching tool, and what knowledge is expected to be applied, demonstrated, or result from the experience.

2. Preparation and Planning: Sufficient foundation to support the experience throughout, aligned with the intentions, as goals, objectives, and activities are defined and implemented.

3. Authenticity: Has real world context and/or be useful and meaningful. Designed with affected partner or response to a real situation.

4. Reflection: The element that transforms the experience into learning. Integral to all phases.

5. Orientation and Training: Provide sufficient background, context, skill development to set the project and students up for success.

6. Monitoring and Continuous Improvement: Feedback loop to manage the dynamic and changing process.

7. Assessment and Evaluation: Systematic documentation of outcomes and processes with regard to initial intentions and quality outcomes.

8. Acknowledgement: Culminating documentation and celebration of learning and impact.
Middlebury’s Experiential Learning Lifecycle

**Lifecycle Elements:**

- Pre-Departure
  - Preflection
  - Training

- During:
  - Ongoing Experiential Curriculum
  - Reflection

- Post:
  - Meaningful Reflection
  - Translating Their Experience
  - Evaluations and debrief

**Curricular Foci:**

- Ethics of Community Engagement
- Intercultural Competence
- Global Learning
- Pre-professional Skills
- Intentionality
- Applying liberal arts learning in “real world” context
- Personal Growth, Wellness, and Safety
Types of preflection and post-reflection required

● Preflection essay with funding application - why, what where; learning goals; what skills, connection to liberal arts learning, connection to aspirations?

● Mid-experience postcard or blog post

● Final evaluation, donor thank you letter, photos
  ○ Evaluation questions tied to NACE competencies
  ○ Learning, connections to academics/liberal arts learning, insights, connection to aspirations/time at Middlebury
EXAMPLES OF TYPES OF TRAINING WE CURRENTLY OFFER

- Workshop for First Years receiving “Explore Grants”
- Social Impact/international programs/projects - one day training followed by ongoing peer reflection
- Deep dive training – Japan Summer Service-Learning (focus on “during” reflection and facilitation)
- Domestic cohort Privilege & Poverty summer internships – domestic, still reaches the AAC&U competencies
- Post-experience oratory/storytelling workshop - Pitch Yourself: How a story from your internship can help land your next adventure
International Cohort and Social Impact Pre-Immersion Training
April 27, 2019
After this training, participants will...

1. Understand and be able to negotiate their roles as an intern, researcher or volunteer
2. Determine culturally-appropriate strategies for handling new situations in a personal and contextually relevant manner
3. Identify the 6 pillars of Social Impact Learning and how they relate to their upcoming experience
4. Understand the ethics of engagement through multiple lenses
5. Explore common challenges and build your personal toolkit for problem-solving
6. Practice appropriate reflection tools which they will use throughout the experience and following their experience
Facilitated Programs - such as the Japan Summer Service-Learning Program...

- Facilitated cohort model
- Orientation: goal-setting, team-building, exploration of culture and intercultural perspectives and communication; principles of service-learning
- Facilitated learning about, with and from the community
- Reciprocity as a core principle
- Facilitated reflection: written, spoken, and drawn
- Integrated and extended when return to campus
Experiential Learning Lifecycle

at Middlebury

Prepare, Connect, Reflect

RESOURCES

REFLECTIONS
What is the Experiential Learning Lifecycle Hub?

• This connection space is intended for use by Middlebury students engaging in domestic or international experiential learning opportunities such as research, service-learning, internships, and self-directed projects.

• It serves as:
  • a resource hub to support student growth and learning,
  • a reflection space
    • for processing student experience before, during, and after, and
    • for integrating what students learned into their academic life and future plans.
Experiential Learning Lifecycle at Middlebury

**RESOURCES**
Access training materials and information to help you process your experiential learning opportunity.

**REFLECTIONS**
Read and respond to written reflections created by students like you working through this experience.

**REACH OUT**
Not sure where to begin? Send us a note and we'll be glad to provide you with guidance through this site and your experience.
Goals of the site

- Students are prepared
- Problem-solve in the field, 24/7
- Participate in a community of learning
  - support the development of reflective practice
  - give students practice to develop habits of reflective practice
- Encourage students to relate their experience to their academic and career aspirations/goals
- Collaborate with academic courses and faculty-led programming
- House our resources in a common location
Sample Reflection Posts

**Pre-Departure**: What will your role be in your upcoming experience? What is the environment that you will be entering? What are your goals/fears?

**During**: What you have noticed about your positionality -- that is how your race, gender, class, age affects how you view yourself, how you view others, how you view yourself in relation to others?

**Post-Experience**: What advice would you give a student about to begin their own experience?
A few views of the Experiential Learning Lifecycle Hub
Experiential Learning Resources

In this section you will find a variety of articles, posts, videos, and other resources that will support you through the entire life cycle of your learning experience. The resources in “Getting Ready” will help you prepare for your experience. “Being and Doing” aims to support you during your immersion. “The Learning” provides additional sources that can help you reflect on and deepen your learning, as well as be intentional in developing skills along the way. And “Bringing It Back to Middlebury” provides tips on how to connect your experience to your academics, your life on campus, and planning for your future.
Knowing the culture of the community you are entering

In this section, you will find resources that will help you thrive during your experience. The first two sections provide critical perspectives for cultivating cultural awareness, humility, and an asset-based approach for students preparing to work in community development, with an NGO or NPO, or in any service-learning role. The Wellness and Safety section contains advice on how to navigate and acclimate to your new environment while staying safe, healthy, and productive.

 Ethics

- Helping Fixing or Serving?
  Helping, fixing, and serving represent three different ways of seeing life. When you help, you see life as weak. When you fix, you see life as broken. When you serve, you see life as whole. Fixing and helping may be the work of the ego, and service the work of the soul.

- To Hell With Good Intentions

- What's Wrong With Volunteer Travel?

- The Empathic Civilization

- The Danger of a Single Story

- Six Pillars of Social Impact Learning

- Co-creating a Code of Ethics

- Scenarios and Ethical Dilemmas
PARTICIPANT REFLECTIONS

Welcome to our participant reflection space. Here, you can access and respond to journal entries (or reflections) written by past and present Middlebury students who have participated in internships, research, independent projects and experiential learning opportunities. Scroll below to read and respond to recent posts, or choose a prompt to inspire your own writing based on where you are in your experience lifecycle: pre-departure, during experience or post-experience.

WHY REFLECT?

Reflection is the process of thinking about our experiences and attributing meaning to them. It is the key to learning new things and increasing understanding. It is a means for people to recall their service or international experience, connect it to their lives, and analyze the issues they are looking at within a wider context.

THE FOUR C'S OF MEANINGFUL REFLECTION

Challenging

provokes deep critical thinking in order to develop alternate explanations and questions to initial perception and observations
ANALYTICS:

- 324 individual students users
- 250 reflective posts
- 80 interactive comments
- Sub-group required to post multiple times, others required to do at least one post
Where in the world are our interns?
Student quotes from Focus Group on 10/16/2019

“Revolutionary”

“Exceeded my expectations”

“Reflection space complemented our group reflection during experience.”
Some Next Steps

- Tags for reading through posts
- Password protected closed groups for faculty led programs
- Training modules
- Better navigability based on focus group feedback
- Develop more prompts and align them with the VALUE Rubrics
1. Think of your program (the one we asked you to think of when we started).

1. What skill or characteristic on the Inter cultural Knowledge and Competence VALUE Rubric does it currently support?

1. What are some prompts that would support and help develop that competency towards the next level of proficiency? Use the worksheet to record the prompt and the competency it addresses.

1. Choose to discuss with another person or table, or NOT.
Based on what you just brainstormed and shared, what would be one take away you will bring back home?