

Guide to Experiential and Community Engaged Education at McMaster University

Part 1: Guide Overview and Introduction to Concepts

Resources in this series:

**Part 1: Guide Overview and
Introduction to Concepts**

Part 2: Essentials of EE and
Principles of Community
Engagement

Part 3: Reflection as a necessary
component of EE

Part 4: Adapting EE for the
online context

Created by the **Ad Hoc Experiential
Learning and Community
Engagement Working Group**,
led by
Dr. Kim Dej, Acting Vice-Provost
and
Professor Sheila Sammon,
Director, Office of Community
Engagement

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- Professor Sheila Sammon and Assistant Professor Jenny Vengris for their feedback
- Dr. Kim Dej for her support
- Jacob Krone for technological support

Overview: An Introduction to This Series

Details and resource links are
available in this series

The Ad Hoc Experiential Learning and Community Engagement Working Group, representing all six Faculties met during the spring of 2020 to identify key questions and resources to support faculty as they add Experiential Education courses and course components or adapt EE for the online context.

We have developed a series of guides that present information and resources based on McMaster's expertise, scholarly research and resources from other Canadian institutions.

While designed to be read sequentially, this series can be easily accessed according to the most relevant portions based on needs.

Getting Started: Context and Recommendations

As you consider adding an Experiential Education/ Community Engagement component or course, the Ad Hoc Experiential Learning and Community Engagement Working Group recommends:

- Aligning goals and intended learning outcomes/ objectives to the Experiential Learning component
- Reviewing essentials of Experiential Education and McMaster's Community Engagement Principles
- Strengthening best practices
- Devising alternatives when necessary
- Having conversations with colleagues, students and community partners as adaptations are made
- Consult with OCE, MacPherson, and your Faculty's Experiential Education resource

You are encouraged to use this guide to help you work through these changes.

Overview: Parts of the Guide

As you consider adding an Experiential Education/ Community Engagement component or course, keep students' intended learning outcomes in mind. How will EE help to support these outcomes? How can EE offered online continue to support students in these intended learning outcomes?

Part 1

**Guide Overview
and Introduction
to Concepts**

You are
here

Part 2

**Essentials of EE
and Community
Engagement**

- Assessing goals, reviewing principles and asking questions

Part 3

**Reflection as a
necessary
component of EE**

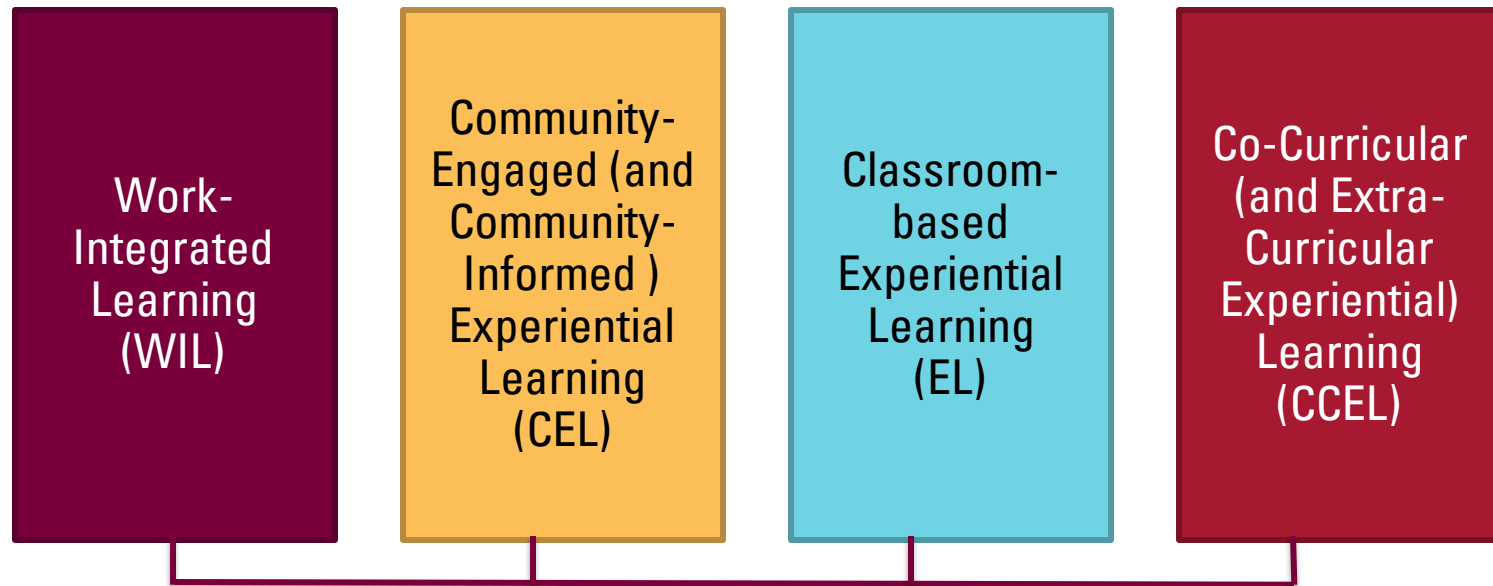
- Exploring the role of reflections and how to assess them

Part 4

**Adapting EE for
the online
context**

- Considering alternatives and discovering options

Experiential Education advances program and/or course-based learning outcomes through application of theory and academic content to authentic experiences, either within the classroom, community, or workplace. There are four broad categories of experiential education which are interrelated.



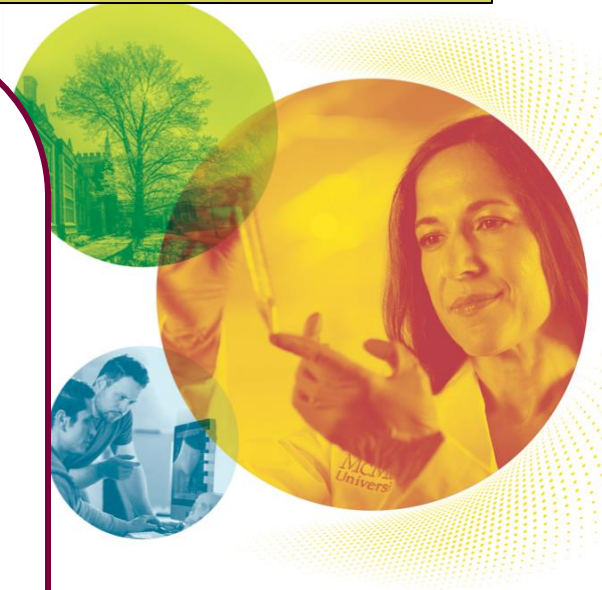
Experiential Education takes place within a classroom, community, or workplace. The objective of the course or course component will determine the location of the learning.

Experiential Education at McMaster...

- advances program and/or course-based learning outcomes through application of theory and academic content to authentic experiences, either within the classroom, the community, or the workplace. Educators purposefully engage with learners in focused reflection in order to deepen their knowledge, develop skills, and clarify values.

Experiential Learning occurs as a result of student reflection including critical analysis and the synthesis of experience and academic content.

*This McMaster-Adopted Definition is adapted from Carleton University and Association for Experiential Education



Application
and
Reflection
are key!

Community Engagement at McMaster...



- **Values** the expert knowledge and passion that members of the community (both local and global) have about their communities and issues affecting them.
- **Fosters** ongoing collaboration between University and Community Partners on how to better understand and consider the issues identified as priorities by local and global communities.
- **Performs** research, teaching and service with community members and partners for the public good within the local or global community.

Relationships
and
Reciprocity
are key!

Guide to Experiential and Community- Engaged Education at McMaster University

Part 2:

Essentials of EE and Principles of Community Engagement

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Experiential Education and Community Engagement at McMaster

What are they? How do they work?



Experiential Education at McMaster...

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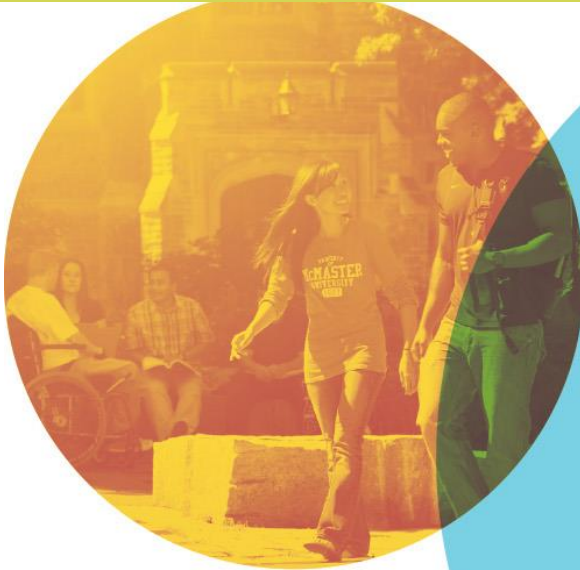
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McMaster's Community Engagement Principles

McMaster co-developed the Principles of Community Engagement in consultation with community partners – beginning with "Relationships Build Community," out of which the other principles radiate: "Reciprocity," "Equity," "Continuity," "Openness to Learning," and "Commitment to Act."



For more information see [McMaster's CEToolkit](#)

Experiential Education Applied

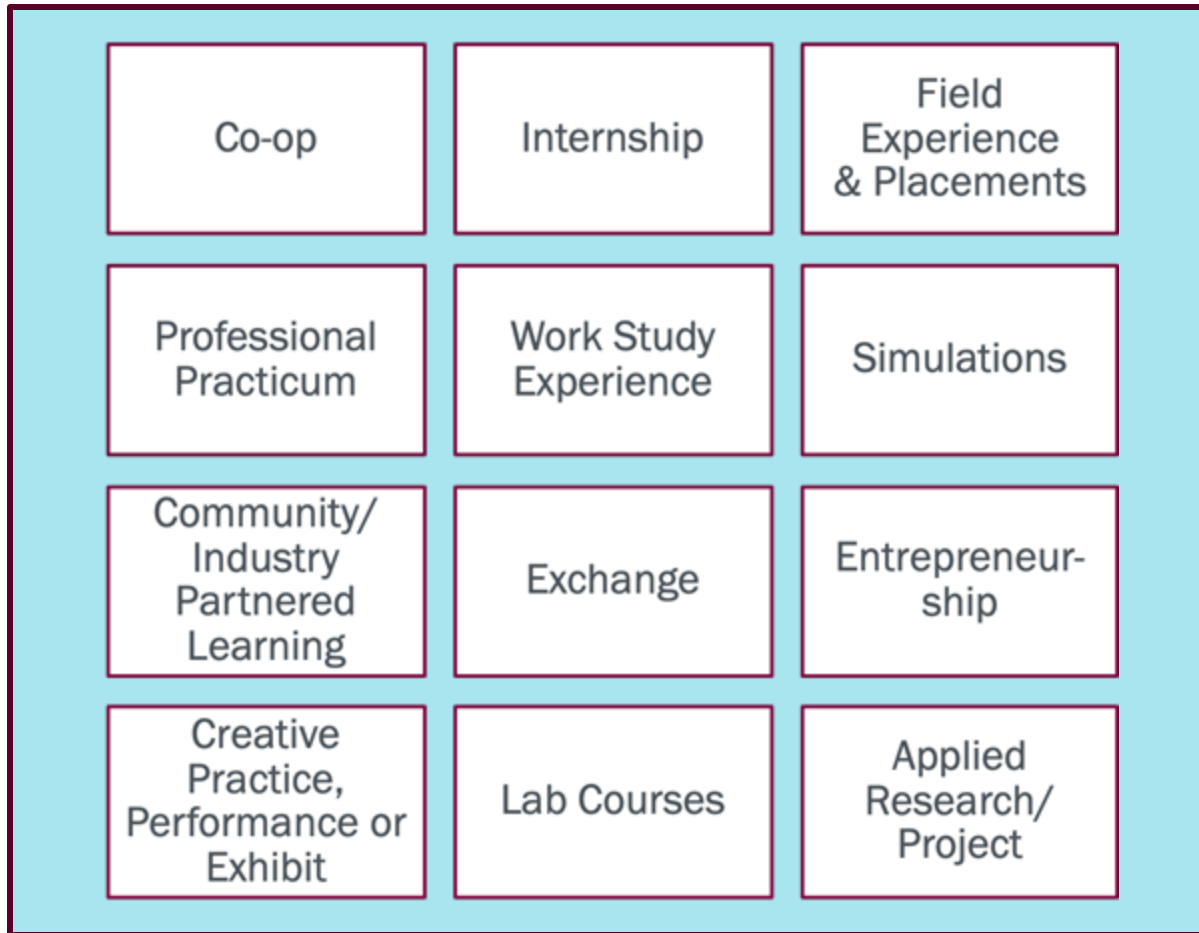


Experiential Education can...

- apply course concepts and disciplinary knowledge to real-world situations and issues which enhances understanding.
- provide students with hands-on learning as an effective means for cementing course knowledge.
- through application and reflection, lead students to deepening their critical thinking: analyzing, evaluating, synthesizing and proposing solutions and ideas.
- by engaging with the community, help students see issues from multiple perspectives, become more aware of their own unconscious bias and develop complex problem-solving skills.
- support and contribute to the needs and goals of the community.

McMaster's Experiential Education Typologies

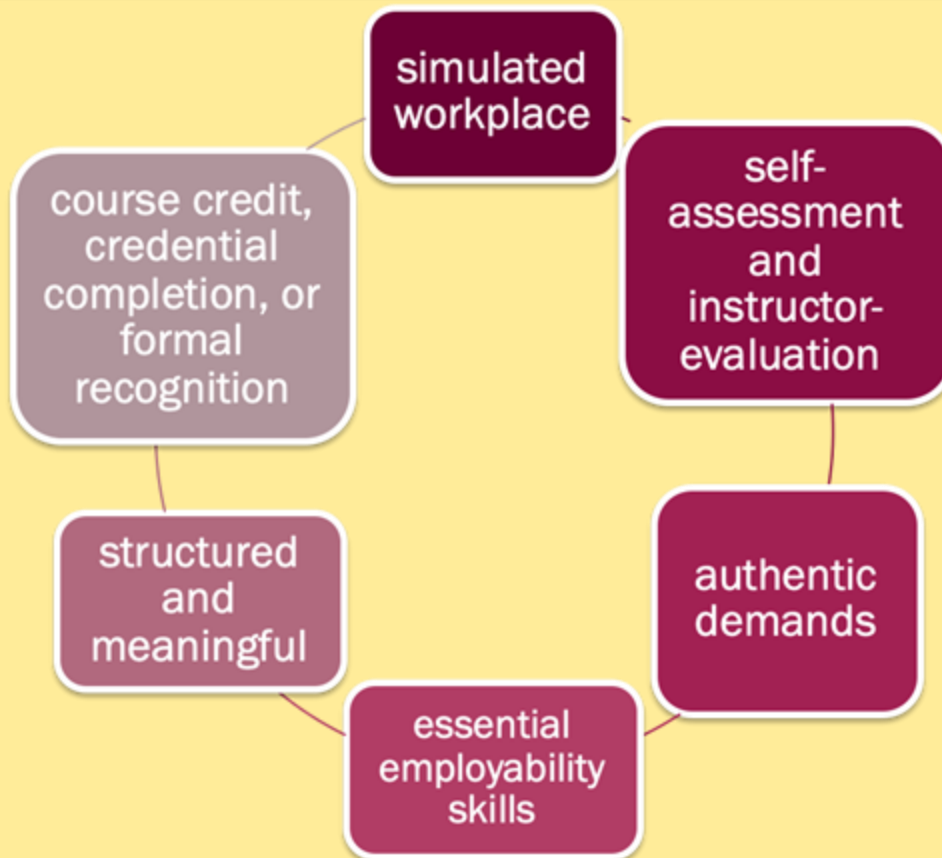
The wide variety of EE typologies at McMaster provides exciting opportunities for teaching and learning. While instructional goals may differ, the typologies share a focus on hands-on application, real-world issues, and engaging with others.



Our learning community includes a variety of experiential opportunities, both inside and outside the classroom.

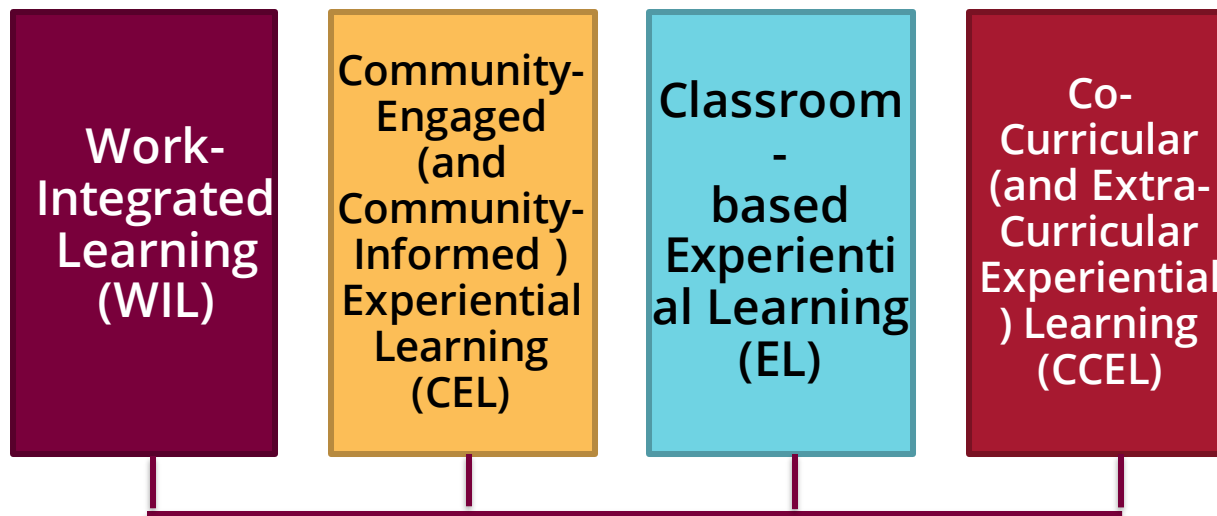
Ministry Criteria for EE

McMaster developed the EE Typologies in response to the Ontario Ministry of Training, Colleges and Universities (MTCU), which identified six EE Criteria that must be met in order for an activity to be considered EE by the Ministry for the purpose of Strategic Mandate Agreement 3: The focus of each of these criteria is on students having a work-integrated or career-ready experiential learning experience.



Categories of Experiential Education

Experiential education advances program and/or course-based learning outcomes through application of theory and disciplinary content to authentic experiences, either within the classroom, community, or workplace. Although it is helpful to consider four broad categories for offering experiential education to our students, it is important to recognize that these are not discrete categories and are interrelated. For example some community engaged learning could be considered work integrated.



Approaches to Experiential Education

Exposure	Enhances or extends classroom learning	<i>e.g., guest speaker, demonstration, video, article/story, field trip</i>
Application	Integrates knowledge into action; develops skills Most often classroom-based	<i>e.g., case study, role play, lab, community project, model building</i>
Simulation	Integrates knowledge without risk; considers real-world problems	<i>e.g., model UN, online archives or art, interview a simulated patient or simulated client, business plan</i>
Service	Assisting the community with an initiative or project that they design	<i>e.g., needs assessment; mentoring/tutoring youth, developing an assistive device</i>
Community Engagement	Working in partnership based on a relationship and shared goals	<i>e.g., internship, capstone/practicum, co-op, placements/ field experience, public performances, applied research</i>

The experience of EE can take many forms. Consider learning outcomes, disciplinary practices, and student readiness when planning your course/component.



Aligning Goals and Outcomes

How do we do this for students,
instructors, and community
partners?

Key Components: Feedback, Assessment, and Reflection

- **Feedback and assessment**--provided by instructors and community partners--can help facilitate student learning.
- **Reflection models** provide structures to advance the student learning process in order to meet course goals/outcomes (Refer to Part 3 of the Resource Series for further information).
- **Learning happens:**
 - when knowledge changes because of the experience
 - when an experience challenges preconceived expectations
 - when students interact with peers and/or with the community or workplace

Community Partnerships as a Meaningful Learning Opportunity



What will a CEL (Community-Engaged or Community-Informed Experiential Learning) component contribute to your course?

Students can find applying their academic knowledge to the community context rewarding and challenging. They confront new and uncomfortable ideas and learn to see the complexities of situations. Their perspectives and understanding of themselves can change dramatically as a result of these experiences.



What kinds of skills can CEL foster? What role do relationships play?

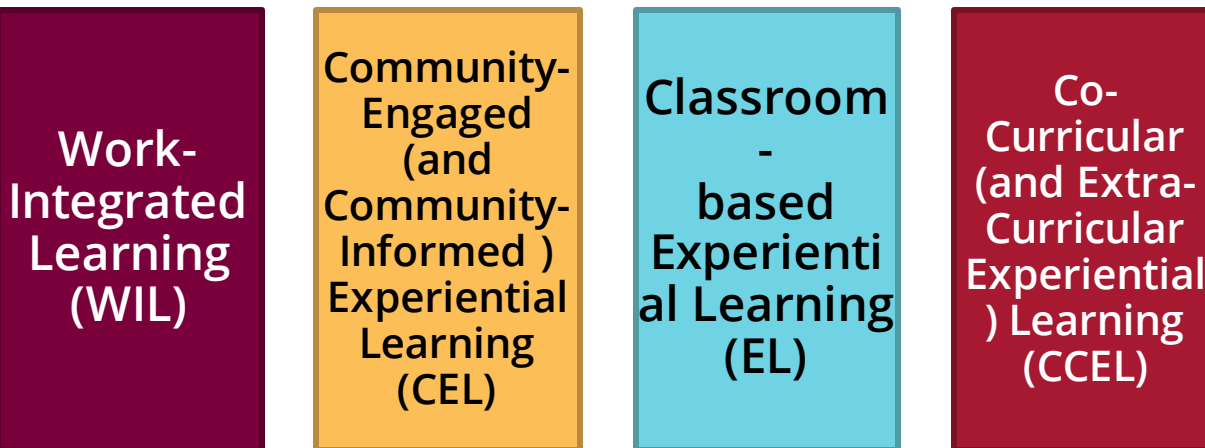
Workplace skills and competencies as well as civic participation skills can be developed on site or in the virtual environment. Building reciprocal relationships encourages strong communication and problem-solving skills and can foster equity, diversity and inclusion.

Categories Applied



Considerations for Application

After reviewing EE essentials and CE principles, consider what kind of EE experience will meet your course/component objectives. Many activities can allow students to make connections and apply knowledge in new or different situations. Disciplinary conventions and expectations may govern your choices.



Activities and EE opportunities can be a part of more than one category.

Applying disciplinary knowledge and skills to another context or group

Meaning-making through reflection and higher order thinking that leads to action

Through Experiential Education students meet course and program objectives such as:

Reconciling theory and practice through reflection

Developing professional and academic skills

On placement, simulated workplace, classroom, or virtual site

Through interaction, collaboration, and conversation

EE learning can occur

Through hands-on activities or simulations, applications, and enrichment

Through exposure to new experiences, issues, and community challenges

Additional Resources

There are many forms of support and resources through the university and online. Seek colleagues and groups who are sharing and collaborating now.

University Resources

[Office of Community Engagement and Resources](#)

[MacPherson Institute](#)

[McMaster's CE Toolkit](#)

[CE and Research Libguide](#)

[McMaster's Equity and Inclusion Office](#)

[Health, Safety, and Risk Management](#)

Higher Education

[Experiential Learning Toolkit](#) (Niagara)

[Experiential Education, Online Learning](#) (Calgary, Taylor Institute)
[EL Faculty Toolkit](#) (Queens)

[Designing EE \(ECampus Pressbook Chapter\) EE](#)

[Experiential Learning](#) (Open Textbook UBC)

[What is Experiential Learning](#) (Carleton)

[Best Practices in EL](#) (Ryerson)

[Experiential Education](#) (York)

[Experiential Learning Hub](#), (U of T)

Campus and Community Resources

The Connection
(OCE), a new tool
for connecting
university
and community
partners

See Our Future
Hamilton for
community
priorities

National Groups:

- Association for
Experiential Ed
ucation
- National
Society of EE



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Part 3: Reflection as a necessary component of EE

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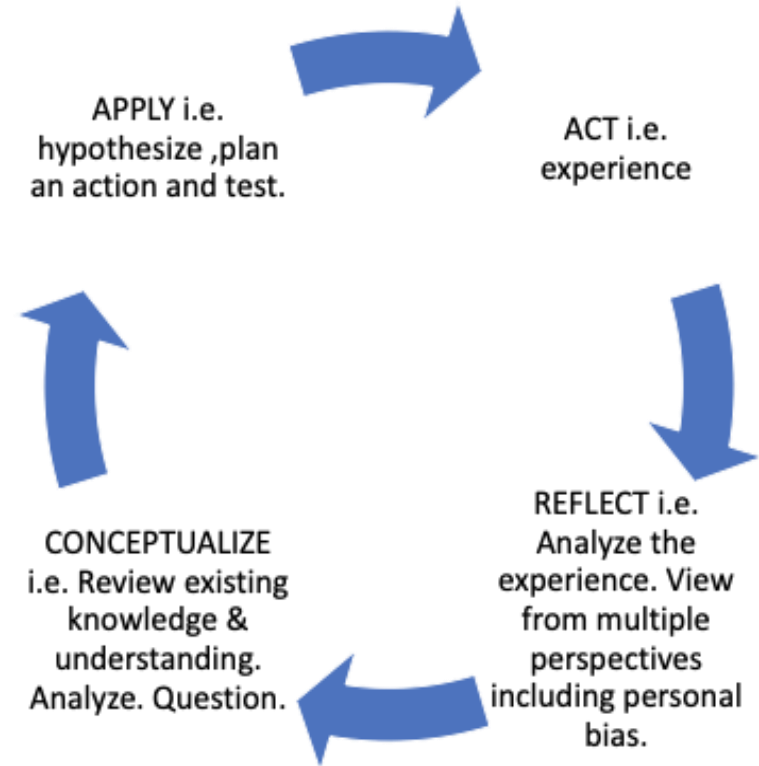
Student reflection is an integral component to any form of Experiential Education. The role of reflection is to generate learning through connecting theory to practice; deepen learning by challenging students' thinking; document learning by producing tangible expressions of new understanding gained through integrating experience and disciplinary knowledge.

-Ash & Clayton, 2009

Experiential Learning Models

Kolb's foundational model focuses on the importance of the experiential learning cycle: **Act, Reflect, Conceptualize, Apply.**

The experience itself is not sufficient for learning, but rather works with the student's knowledge base, other course materials, discussions, and reflections to support authentic learning. Although Kolb's model starts with Act, some courses and programs begin with conceptualization.



The experiential opportunity is key to the process, but all steps of the process are necessary, as the student cycles through the model continuously during a course

Why use Reflection Assignments in Experiential Learning?

The experiential opportunity is key to the process, but all steps of the process are necessary, as the student cycles through the model continuously during a course

Reflection assignments are an important part of an experiential learning opportunity. They help students make connections and develop their understanding.

Consider the learning objective of the EE activity when designing a reflection assignment.

Types of Reflection Assignments to Consider

Reflection assignments can take a variety of forms. A creative option or a collaborative discussion can lead to insight just as well as journals and portfolios.



Write an essay.



Create a video.



Create a resume entry.



Write a blog post.



Reflect on a poem.



Create a Postcard.



Class discussion.



Acting/story telling.

Reflection Models

There are several Reflection Models used in post-secondary EE. If students are unfamiliar with reflection assignments, they may need some models and coaching to use this mode effectively.

This section highlights several reflection frameworks. You may choose one to follow exclusively or incorporate the components that work best for you and your students.

REFLECTION-IN-ACTION

How do you feel, think, and act when you are in the moment?

REFLECTION-ON-ACTION

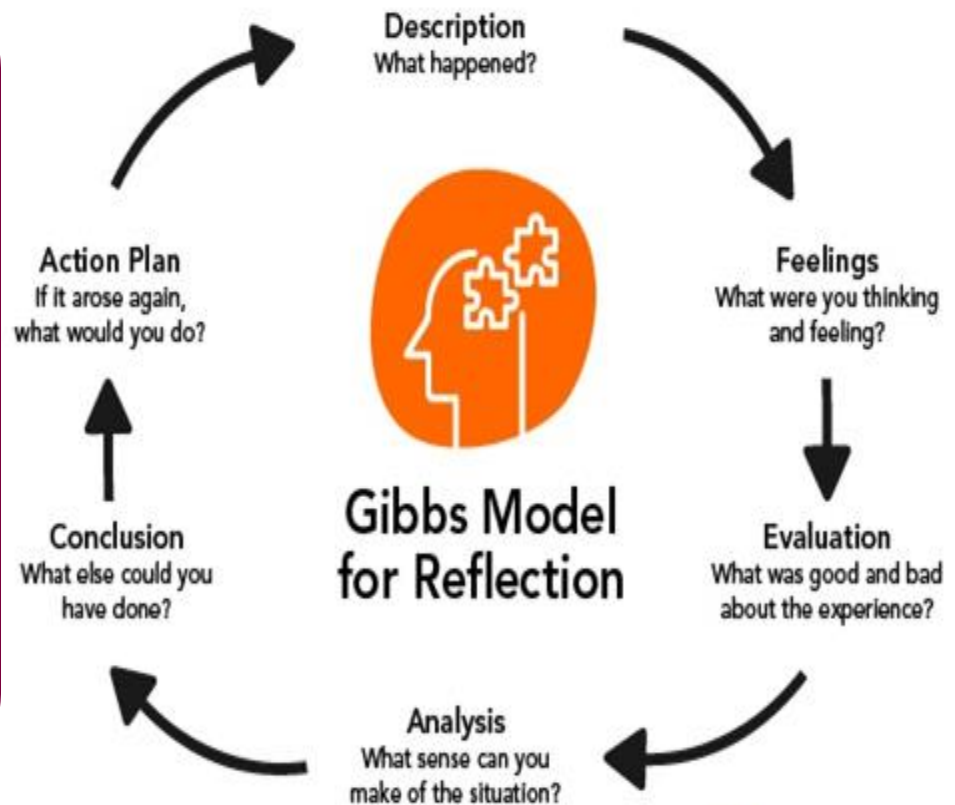
How do you feel, think, and act after you have an experience or event?

Schon's 1993 Model can kickstart a discussion on what is reflection

Gibbs Model

Gibbs (1998) outlined several steps in the reflective cycle, encouraging students to work through the process from describing an event to applying learning to future experiences.

- Reflection is key to the learning process
- Follows Kolb's experiential learning cycle:
 - **Act**
 - **Reflect**
 - **Conceptualize**
 - **Apply**



 **MOHAWK**

Gibbs Model

What? So What? Now What?

The Simplest Reflection Model

This simple but effective reflection model leads students through a short process of considering then applying their new understanding.

Now What?

Discuss what impact of this experience and your interpretations will have on future actions and thoughts.

DO IT.

Now What?

What will I do differently next time?

What?

What happened?
What were the results?

What?

Describe the nature of the experience, your role, observations and reactions.

So What?

What do these results imply?
How did I influence the outcome?

So What?

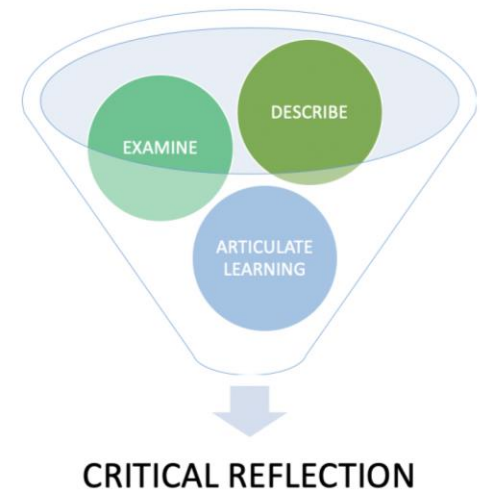
Explain the significance or relevance of the experience and your interpretations.

compiled by Andrea Corney

www.edbatista.com/2007/10/experiential.html

Ash and Clayton–Deal Model

Ash and Clayton's DEAL Model (2008) provides three steps that help align the experience with learning outcomes for the course. Like most reflection models it encourages students to look ahead. ([See Ash and Clayton, "Generating, Deepening, and Documenting Learning: The Power of Critical Reflection in Applied Learning"](#))



Description of experiences in an objective and detailed manner



Examination of those experiences in light of specific learning goals/objectives



Articulation of Learning, including goals for future action that can be taken forward to the next experience for improved practice

DEAL – Domains of Experiential Education

The DEAL model highlights several areas of skills and activity to help clarify the learning outcomes for an experiential opportunity.

Identify the domain(s) that best support the learning objective of the course or component and then focus reflection assignments on that domain.

What insights did you gain from the experience about your professional goals, skills, expertise, or power?

Which theories/concepts do you anticipate being helpful in understanding this experience?



What privilege did you and others bring to the situation?
What inequities are in the system?

What do you understand better about yourself as a result of the experience?
What assumptions were confronted or encountered?

Adapted from Ash & Clayton (2009) and Mitchell (2008)

What strengths did each person bring to the situation? What privilege did each person bring?

Ryan – The 5 R's Model

Ryan's 5 Rs Model (2013) provides an easy-to-remember reflection model that leads students toward understanding and applying their experiential learning.

- Reporting and Responding: Report what happened by identifying one impactful/critical incident. Students form personal opinions around their experience in an emotional response
- Relating: Relate incident to skills, professional experience or discipline knowledge. Students make connections between prior knowledge/skill and new experience
- Reasoning: Reflection moves towards an intellectually rigorous analysis using literature. Students connect relevant scholarly work/theories to practice
- Reconstructing: Plan for moving forward for future practice. Students integrate new knowledge, using new insights and ideas

See Ryan, "[The pedagogical balancing act: teaching reflection in higher education.](#)"

Examples of Ryan Reflection Prompts

Reporting & Responding

Choose a critical incident, an issue or incident that posed a problem or had a positive impact on your learning.

Why is it relevant?

Relating

Make a connection between the critical incident and your own skills, experience or disciplinary knowledge. How does this incident relate to what you already know? (knowledge/skills?) Explain.

Reasoning

Identify at least one key theoretical aspect of the incident and discuss.

How do professionals in this field make sense of this incident?

Restructuring

What would you do differently next time?

How will you use your new insights going forward?





Whalen – Reflective Learning Framework (RLF)

Developed at McMaster with the goal *to guide, assess, and evaluate students' higher-order learning through experiential education* in McMaster's Sustainable Future Program.

- Adapted for use in first to fourth-year SUSTAIN courses, which see students from all Faculties.
- Used with more than 2500 students in the SUSTAIN courses and used across campus in Faculties including Engineering and Business.
- Aligned with Bloom's Taxonomy and built upon work of others such as Dewey and Kolb.

- [Links to the RLF Guide, which includes an example reflection; and a video tutorial.](#)
- Whalen and Paez (2020). [Student perceptions of reflection and the acquisition of higher-order thinking skills in a university sustainability course.](#) Journal of Geography in Higher Education.
- Whalen and Paez (2019). [Development of a new framework to guide, assess, and evaluate student reflections in a university sustainability course.](#) Teaching & Learning Inquiry. 7 (1), 55-77.
- Whalen and Paez (forthcoming). Reliability of the RLF and Students' Demonstrated Higher-order Thinking Skills as Inferred from Reflections in Geography and Sustainability Courses. [See Ch2 of Whalen's Thesis.](#)

Rubric and Expectations 1

REFLECTIVE LEARNING FRAMEWORK	
	<p>TEMPORAL PROGRESSION /3</p> <ul style="list-style-type: none"> • <i>Recall</i> relevant information from memory <input type="checkbox"/> • <i>Or ganize</i> information, including the temporal progression of events <input type="checkbox"/> <input type="checkbox"/>
	<p>IMPORTANT ASPECTS OF THE EXPERIENCE /3</p> <ul style="list-style-type: none"> • <i>Differentiate</i> and distinguish important aspects of the experience <input type="checkbox"/> <input type="checkbox"/> • <i>Summarize</i> the main points and key themes <input type="checkbox"/>
	<p>CONNECTION TO ACADEMIC THEORY /3</p> <ul style="list-style-type: none"> • <i>Compare</i> concepts from theory and from experience <input type="checkbox"/> <input type="checkbox"/> • <i>Infer</i> by abstracting concepts or principles evident in both theory and practice <input type="checkbox"/>
	<p>RELATING TO OTHER CONTEXTS /6</p> <ul style="list-style-type: none"> • Provide one or more specific <i>examples</i> of the general concept or principle from another situation <input type="checkbox"/> <input type="checkbox"/> • <i>Differentiate</i> and distinguish relevant aspects relating the ideas and/or events <input type="checkbox"/> <input type="checkbox"/> • <i>Compare</i> ideas and/or events and detect similarities and/or differences <input type="checkbox"/> <input type="checkbox"/>

1/2

Rubric and Expectations 2

REFLECTIVE LEARNING FRAMEWORK



PERSONAL THOUGHTS AND FEELINGS / 6

- **Attribute** the point of view, biases, values, and/or intentions that underlie the personal thought or feeling ☒ ☒
- **Organize** the information within the reflection ☒ ☒
- **Summarize** the information, including how the particular events are relevant to one's own learning ☒ ☒



CAUSE-AND-EFFECT RELATIONSHIP / 6

- **Differentiate** and distinguish important parts of the experience ☒ ☒
- **Explain** by constructing a cause-and-effect model, including major parts in the system ☒ ☒
- **Critique** or judge the outcome of the relationship, based on personal criteria and standards ☒ ☒



OTHER POSSIBLE RESPONSES / 6

- **Differentiate** and distinguish the issue being addressed ☒ ☒
- **Generate** an alternative response that meets personal criteria ☒ ☒
- **Critique** or judge the possible outcome of the response ☒ ☒



PLANNING AND FUTURE PRACTICES / 6

- **Generate** ideas for solutions and/or for future practices ☒ ☒
- Develop a **plan** for solving the problem and/or to continue the learning process ☒ ☒
- **Check** for possible benefits and/or challenges including how challenges could be overcome ☒ ☒

2/2

Conclusions and Resources for Assessing and Evaluating Reflections

- Assessing student reflections allows you to determine to what degree the learning objectives are met. This feedback process is crucial throughout the experiential learning cycle.
- When assigning and evaluating reflection assignments, consider issues around accessibility.
- Many advocate for the use of rubrics designed by instructors that focus on the learning that is being measured.
- Due to the subjective nature of reflective writing, it can be difficult to assess. Rubrics that identify and measure the intended learning objectives may help to clarify the assignment for students and make assessment clearer for instructors
- Align your reflection assignment and assessment process with the learning objectives of the course or component.

The [Experiential Learning Toolkit](#) is an excellent resource for developing reflection assignments and assessments on all types of Experiential Education

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Introduction

EE and
CE Definitions
and
Categories



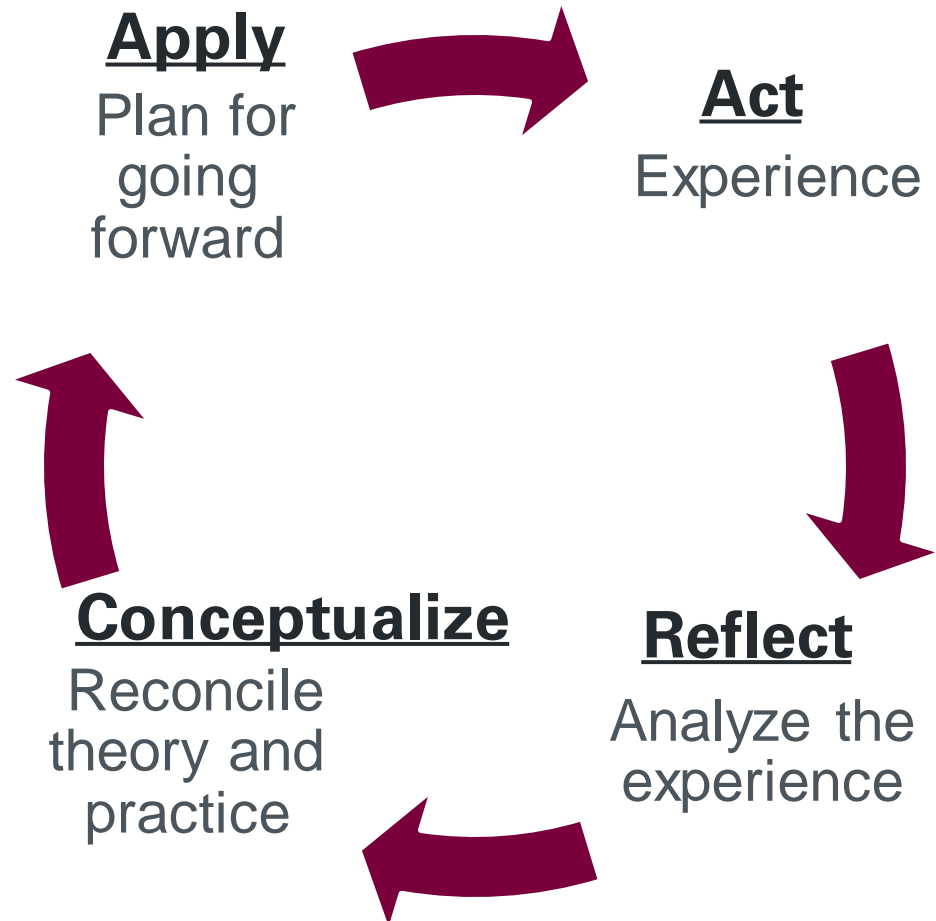
Adapting Experiential Education for the Online Context



- One of the strengths of EE is the interactions between students and members of the community (or peer groups)--it is in connecting with others that students apply and reconceptualize their knowledge and skills.
- We can reframe our changing social and physical landscape as a valuable learning opportunity for everyone. How can we capitalize on the new circumstances to meet our learning goals and allow students to adapt and thrive?

Experiential Education Learning Model

Kolb's foundational model established the importance of the experiential learning cycle that includes: Act, Reflect, Conceptualize, Apply. The experience itself is not sufficient, but rather works with the student's knowledge base, other course materials, discussions, and reflections to support authentic learning. It is possible to provide a virtual Experiential Education opportunity by keeping this learning cycle in mind as you adapt to the online context.



Experiential Education at McMaster...



- Advances program and/or course-based learning outcomes through application of theory and academic content to authentic experiences, either within the classroom, the community, or the workplace. Educators purposefully engage with learners in focused reflection in order to deepen their knowledge, develop skills, and clarify values.

Experiential Learning occurs as a result of student reflection including critical analysis and the synthesis of experience and academic content.

**Application
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Association for Experiential Education



Community Engagement at McMaster...

See the new tool for connecting university members and groups with potential community partnerships: [The Connection](#), Office of Community Engagement.

Relationships and Reciprocity are key!

- **Values** the expert knowledge and passion that members of the community (both local and global) have about their communities and issues affecting them.
- **Fosters** ongoing collaboration between University and Community Partners on how to better understand and consider the issues identified as priorities by local and global communities.
- **Performs** research, teaching and service with community members and partners for the public good within the local or global community.

Categories of Experiential Education

WIL

Work-Integrated Learning

CEL

Community-Engaged and Community-Informed Learning

EL

Classroom-Based Experiential Learning

CC
EL

Co-Curricular and Extra-Curricular
Experiential Learning

Reassessing EE



What are
your
objectives for
the EE course
or EE
component?

Applying disciplinary knowledge and skills to another context or group

Meaning-making through reflection and higher order thinking that leads to action

Through Experiential Education students meet course and program objectives such as:

Reconciling theory and practice through reflection

Developing professional and academic skills

Reassessing your goals and objectives for adapting to the online context:

Purpose

What is the **purpose** of the EE component/ course?
Is it necessary? Why and how?

Objectives

What are the student **learning objectives** or intended outcomes?
How can they be achieved virtually?

Relationships

If you have **community partners**, have their **needs/priorities** changed?
Can they still support and engage with you and your students? If not, how can you adapt your course/component objectives?

What else has changed due to the online context?

- Time? Place?
- Circumstances?
- Needs?
- Availability?
- Communication Lines?
- Student engagement?
- Health & Safety?
- Ethical issues?

- How will roles adapt (instructor, student, community partners)?
- What platform(s) will you use?
- How will you incorporate Accessibility and Universal Design?

Exploring Options



What are
some options
as you adapt
to the online
context?

EE Projects for the Online Context

Consider approaches that engage students with real world challenges that align with course goals/objectives:

WIL

- Remote Projects and Consulting
- Remote Internships and Coops
- Group Projects and Case Studies
- Virtual Field Courses
- Simulations

CEL

- Online Consultation with Partners
- Virtual Projects
- Web Conferencing, Discussion Forum
- Online Observations and Video
- Online Museums and Exhibit Tours
- Google Maps and Photo Collections

EE Projects for the Online Context

Consider approaches that engage students with real world challenges that align with course goals/objectives:

EL

- Group or Independent Projects, E-Portfolios
- Simulations, Virtual Labs and Field Trips
- Team-Based, Problem-Based and Challenge Based Learning Activities
- Project-based and Inquiry-based learning
- Remote Research

CCEL

- Online Entrepreneurship
- Virtual Workshops
- Multimedia Presentations
- Online Museums and Exhibit Tours

Aligning CEL Course Objectives to the Online Context

Adapted from UofT Center for Community Partnerships, Community-Engaged Learning in Online Spaces A Guide for Instructors

It may not be possible for student learning to occur in the community or workplace. Community and industry partners may not be available to work with your students. Consider these alternatives:

Objective: Application of Disciplinary Knowledge

Alternative: Case Study, Inquiry based Learning, Problem Based Learning, Design Sprints, Gamification, Simulation

Consider: Base activities on new community defined priorities and local responses to COVID-19

Objective: Collaboration with Community/Industry Expertise

Alternative: Virtual Guest Visits, Simulations, Assigned Reading, Online Discussion with Community Partner

Consider: Budget for honoraria, prepare students through assigned reading, [LibGuide](#)

Objective: Professional/Academic Skills Development

Alternative: Simulations, Virtual visit to location, Online discussion or interviews with field experts, partners and/or alumni

Consider: Budget for honoraria, prepare students through assigned reading, [LibGuide](#)

Don't forget to include reflection assignments in the online context!

The Simplest Reflection Model

DO IT.

Now What?

What will I do differently next time?

What?

What happened?
What were the results?

So What?

What do these results imply?
How did I influence the outcome?

Now What?

Discuss what impact of this experience and your interpretations will have on future actions and thoughts.

What?

Describe the nature of the experience, your role, observations and reactions.

So What?

Explain the significance or relevance of the experience and your interpretations.

compiled by Andrea Corney

www.edbatista.com/2007/10/experiential.html

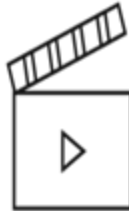


Types of Reflection Assignments to Consider for the Online Context:

(Adaptions to the online context will be necessary)



Write an essay.



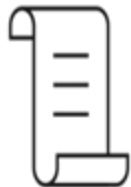
Create a video.



Create a resume entry.



Write a blog post.



Reflect on a poem.



Create a postcard.



Class discussion.



Digital Storytelling.

Conclusion

Keys to
Success and
Resources



Putting it all together!

Consider...

- What approach works best for achieving the course outcomes and objectives?
- Were there specific times and places for learning? How can you adapt these to the online context?
- Do you want your students to work individually, as a group, one-on-one, with a partner, or some/all options?
- Are community partners still available to work with you? Have their priorities changed?
- What changes are necessary so that course objectives may be met?

Keys to Successful Experiential Learning Online- Recommendations from the Ad Hoc Working Group:

Community Engagement Keys

Communication and Relationships

- Be adaptable and responsive to CP needs changing
- Minimize not increase CP workload
- Explore new needs in the community or COVID-19-specific needs as learning opportunities
- Use role-playing or other simulation activities
- The Principles of CEL still apply in the online context

Experiential Education Keys

Reflection and Assessments

- Keep communication lines open - keep in close contact with students to ensure learning and collaboration are functioning effectively
- Change the pace so that more time is spent working through conceptual and attitudinal evolutions for students
- Work incrementally and add more reflection and discussion time
- Use the time to make materials for future use (e.g., case studies, observations, lit reviews)

Online Resources

University Resources

[Office of Community Engagement and Resources](#)

[McMaster's CE Toolkit](#)

[The Connection](#) (OCE)

[MacPherson Teaching Remotely Website](#)

[CE and Research Libguide](#)

[McMaster's Equity and Inclusion Office](#)

[Health, Safety, and Risk Management](#)

[UTS](#)

Professional/ Provincial

[Experiential Learning Toolkit](#) (Niagara)

[Experiential Education, Online Learning](#) (Calgary, Taylor Institute)
[EL Faculty Toolkit](#) (Queens)

- [Designing EE \(ECampus Pressbook Chapter\) EE](#)

- [Experiential Learning](#) (Open Textbook UBC)

- [What is Experiential Learning](#) (Carleton)

[Best Practices in EL](#) (Ryerson)

[Experiential Education](#) (York)

[Experiential Learning Hub: EL 101](#) (U of T)

- [Association for Experiential Education](#)

- [National Society of EE](#)

Online Resources

University
Affairs article,
[“How
to adapt experiential
learning activities in
the time of COVID-
19”](#)

Virtual Museums,
Collections
and Online
Exhibits – see list
of resources [here](#)

See [Our Future
Hamilton](#) for
community
priorities

