Experiential Education: The Impact of Learning by Doing

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Experiential Education: The Impact of Learning by Doing

Jennifer Taymor Hart

Winston School of Education and Social Policy, Merrimack College

2024
MERRIMACK COLLEGE

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Abstract

There is a large emphasis on keeping students engaged as they learn and grow and the importance of connecting them to opportunities that provide real world applications. Experiential education is an alternative pedagogy in which the student engages with the broader community and collaborates with the educator who guides them through the experience, observations, and reflection process. This capstone project was an online professional development workshop designed for new and experienced educators. It is centered on teaching youth and young adults the relevance, components, and impact of incorporating experiential learning as part of their education. The agenda offered support, research and resources on how to work with youth to help them explore and define their beliefs so they can frame their purpose as it relates to taking action towards transformative change in their communities and society at large. A mixed method research strategy was utilized through the workshop introductions and icebreakers, activities and debriefs, and post workshop evaluation surveys. The qualitative and quantitative responses from participants were analyzed as to what they got out of the workshop. Post workshop evaluation data resulted in a high level of interest in learning more about experiential education and the positive outcomes it produces within students' academic and personal lives to further engagement and success within their community. The implications of not pursuing more training on this topic could lead to less engaged learners and unempowered educators that do not see the societal and personal benefit of becoming engaged, activists of change within their communities.
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**Experiential Education: The Impact of Learning by Doing**

In a time when students are distracted more than ever and disengaged from their community, teachers are looking for innovative ways to make meaningful connections for them. Students who participate in experiential education feel a sense of belonging and discover their civic interests towards positive change in their communities. Experiential learning is an alternative pathway and method in education and its teaching practices come in a variety of forms. Learning can happen both inside the classroom and outside directly in the community.

As stated by David A. Kolb in the Institute for Experiential Learning, “There are two goals in the experiential learning process. One is to learn the specifics of a particular subject, and the other is to learn about one’s own learning process” (2024, para. 3). The experiential learning framework provides a process that develops the whole student by deepening learning outcomes, fostering meaningful connections between curriculum content and real-world experiences, and strengthening their opportunities for future community engagement. Additionally, according to an article on differential effects of service-learning, a highly utilized form of experiential education, active reflection is often cited as a key ingredient for quality service-learning classes (Soria et al, 2019).

Educators are uniquely positioned to help students believe in themselves, explore their own success, find their values and their place within the context of broader society. In order for them to become effective leaders and consequently develop their sense of civic identity, they must engage in programming designed to aid in their civic skill development (Kermiet & Locke, 2021). Quality learning experiences happen when students are fully engaged with educators and their communities.
Experiential education is such a powerful process to learning that many teachers are not aware of or do not know how to meaningfully utilize it. There is a need now more than ever to educate, empower and connect our youth to real world experiences so we help support their growth, development, and engagement as they connect, contribute, and thrive in our society and communities.

The purpose of this capstone is to conduct a virtual workshop aimed at teachers and administrators who are dedicated to enhancing student engagement. By focusing on what experiential education means and sharing examples and best practices for incorporating components of experiential learning into their curricula; the experiential learning framework provides a process that develops the whole student by deepening learning outcomes, fostering meaningful connections between curriculum content and real-world experiences, and strengthening their opportunities for future community engagement. The focus of this study will be on the concept of experiential education and learning as a means to educate, empower and engage future student leaders committed to positive systems and social change.

**Literature Review**

There are many ways in which people learn from early childhood to high school and into adulthood. As stated in a Brookings Institute article on civic education, “There is emerging evidence suggesting a correlation between high quality civic learning programs and increased civic engagement from students (Winthrop, 2020). Experiential education is a multi-faceted educational approach in which learning by doing can raise critical consciousness. The different forms of experiential education produce positive outcomes for students' academic achievement, enhance their potential for civic engagement and boost lifelong success in connection with their communities. The theories and frameworks that surround experiential education such as sense of
community and experiential learning theories provide a foundation that guides a transformative process of learning in real world community-based settings.

*What is Experiential Education?*

Experiential education is a teaching philosophy and an umbrella term for a learning process and curriculum model that is implemented in different and unique ways into educational settings. Terms that follow and fit into the types of experiential education include service learning, volunteerism, field experiences and student-centered teaching. According to David A. Kolb, “Learning is a continuous process grounded in experience and knowledge is continuously derived from and tested out in the experiences of the learner” (Kolb, 1984, pg. 11). Kolb believed that learning is transformative when it begins with a concrete experience.

The concept of experiential education, learning by doing, has been studied over many decades and its definition is evidenced by John Dewey’s research in his theory of education (Ord, 2012). Ord provides a framework for learning by doing that is based on three assumptions that, 1) people learn best when they are personally involved in the learning experience; 2) knowledge has to be discovered by the individual if it is to have any significant meaning to them or make a difference in their behavior (Ord, 2012). Experiential education is intentional, purposeful, and meaningful and related to real-world learning experiences.

Furthermore, experiential education requires an overview of its definition. There are differences between the two terms, experiential education and experiential learning. Both terms are used interchangeably within their own contexts. Experiential learning refers to primary learning, in other words, the experience which an individual receives without the intervention of a third party which would be a school or community-based partnership. On the other hand, experiential education refers to an academic experience in which the individual is aided through
a facilitator, teacher or guide (Gama & Fernandez, 2009).

There are many variables that encompass experiential education and all that it can deliver in its practice and implementation. Many of the common characteristics that serve as key pieces to the learning process include active learning, critical thinking, discovery and reflection and real-world application. In this realm, active learning becomes engaging, intellectually, emotionally, socially, and/or physically, which produces the task of learning to be meaningful and authentic.

Theorist John Dewey believed that students should take an active role in the process of learning and collaborating through different forms of practical life experiences. According to Dewey, “Education is not an affair of ‘telling’ and being told, but an active and constructive process” (Dewey, 1916, pg. 45). He developed the beginnings of a democratic and progressive approach to education in which learning by doing and experimenting offered an alternative path to traditional instruction. His theory was built on the principles of active discovery and reflection on experiences and promoted student-centered education with teachers playing a vital role in facilitating the process.

Community is developed through shared experiences. Experiential education among youth and young adults is about engaging in the real world connected to industry, educational and non-profit partnerships that strengthen their community connections and help them find their purpose and place in society. In 1986, David McMillan and David Chavis published their review of related research that proposed the definition. It included standard criteria with a new lens on the sense of community. The definition was composed of these four elements interrelated to the experiential education process: Membership, Influence, Integration and Fulfillment of Needs and Shared Emotional Connection (McMillan & Chavis, 1986).
Benefits of Experiential Education

The methods implemented within experiential education programs offer a multitude of benefits for students, educators and institutions and community partners alike. One study indicated that 94.7% of participants who reported a high impact learning experience when participating in experiential learning while enrolled in a graduate class also reported engaging in socially responsible behavior because of that learning experience (Caulfield & Woods, 2013). This study is a display of scientific, qualitative evidence that can explain one aspect of why experiential education is important. When learners are given the time and space to experience new situations, observe and reflect back with their teachers and fellow classmates, something transformative happens. They begin to see their individual worth and also step beyond themselves into the larger context of their community. Students gain confidence and feel better prepared to pursue their future. The process of experiential education is something all emerging learners should benefit from. The outcome of this type of learning becomes personal as relationships are created and nurtured. By making time and space for reflection, addressing critical thinking moments and taking individual assessments, people are able to navigate, engage and act in areas based on real world knowledge and experience.

There is a wide range of benefits for educators that want to teach with an experiential model. Depending upon the educational context in which students the learning takes place, the technique and process can span many settings from public school, home school, no school, outdoor education, charter schools and beyond. This approach to learning also benefits community partners across many sectors. It requires a direct partnership with education to build the student experience. It shows dedication, support and commitment to advancing the education of involved students. Additionally, it emphasizes the importance of instilling practical life
experience while acquiring skills, knowledge, and values and is an investment in the future workforce.

Forms of Experiential Education

Experiential learning takes on many different forms and can be adapted to specific learning environments. Research has found the benefits for students engaged in the different types of service-learning projects helps them to develop leadership skills, strengthen their sense of belonging and cultivate personal values, and embrace self-efficacy (Eyler & Giles, 1999). Various forms of experiential education in K-12 settings include and are not limited to:

Service-learning projects foster a sense of community in K-12 students that can make a remarkable impact and be influential long term. This is evident in a study conducted that explored third graders’ participation in critical service-learning projects (Gartland, 2011). The outcome provided a sense of belonging and amplified the students' voice thereby increasing student efficacy (Gartland, 2011). A research study focuses on the centrality of relationships in civic engagement as a component of service-learning. It is about providing community partnership assessment tools to educators working with students to measure transactional and transformational experiences that deepen the purpose and quality of interactions (Clayton, et. al, 2010). Field experiences are a form of hands-on, community-based learning that can begin as early childhood and are often easily incorporated in lessons and units. In these experiences, students are able to cross various subjects with application to a real-world setting. Volunteerism, community service and service learning are other methods in which the student has a choice of partnering with a non-profit organization on a project or a program that promotes social responsibility and can promote civic involvement. These experiences encompass donating time and effort to a greater cause while serving a diverse array of community groups. Student-
centered learning generally involves reversing traditional teacher-centered learning and places students at the center of the learning process (Estes, 2004). This form of experiential education allows students to be in the middle of a collaborative learning process with fellow classmates and educators and gives them a chance to voice their perspectives. It also offers a flexible, organic process to fit individual learning styles.

**Why is Experiential Education important?**

Teaching in a traditional classroom setting can be a challenge and contribute to the achievement gap. As students emerge from elementary, adolescence and into adulthood, civic involvement and community engagement can provide meaningful social connections and positive societal change. In many cases, the process of experiential learning lends itself to students discovering and embracing what community partnerships are and what their individual space and place is in society. Experiential education programs foster connections with educators, students, and community partners, allowing for students to believe in the possibilities for their future.

One example of a promising study indicated that 94.7% of participants who reported a high impact learning experience when participating in experiential learning while enrolled in a graduate class also reported engaging in socially responsible behavior because of that learning experience. (Caulfield & Woods, 2013). This study is a display of scientific, qualitative evidence that can explain one aspect of why experiential education is important. The process of experiential education is something all emerging learners should benefit from. By making time and space for reflection, addressing critical thinking moments, and taking personal assessments, people are able to navigate, engage and act in areas based on real world knowledge and experience. Currently, in the education sectors there is a lack of professional development
opportunities for teachers and other educators on the topic of experiential education. There are
gaps to fill in offering them workshops that deepen their knowledge. Yet, administrators and
education professionals are always searching for strategies to further engage their students. There
is benefit in learning the impact of the positive outcomes that helps close the achievement gap
for students through an alternative way of learning and it can leave a lasting impact in bridging
community engagement.

**Challenges Designing and Incorporating Experiential Education**

Some of the challenge’s examined around experiential learning pedagogy raise questions
on the outcomes for students in higher education (Moore, 2010). There are other areas of
consideration in which resources are not available for educators to create and implement
programs and provide equal opportunities to learners. Additionally, lack of administrative
leadership support can be a barrier to seeing the value and benefits of this alternative educational
approach. Planning time for teachers is a constant challenge as well as securing logistics, such as
transportation for field experiences, coordination of timing, learning new technology to measure
the outcomes and securing food accommodations. Educators might experience success but take
the risk of potential failure of an experience or program or a new adventure. Also, awareness of
biases, judgments and pre-conceptions, and how these influence the learner are taken into
account. Lastly, creating solid, meaningful and measurable experiences, posing problems, setting
boundaries, all while ensuring physical and emotional safety of the students.

**Assessing the Impact of Experiential Education**

There are measurable indicators on the impact of experiential education on student
success. Experiences are chosen carefully between the educator, student and community partner.
There are personal, community-based, societal, and familial components to the learning and
allow space for assessing the reflective process. The process of reflection and debrief is a collaborative process with group and individual reflection. These observations are documented and offer meaningful evaluation about the experiences.

**Theories and Frameworks Around Experiential Education**

There are numerous theories, frameworks and key principles that provide a robust foundation of learning for experiential education models and programs. such as a sense of community and experiential learning theories. By recognizing the need for a basic, K-12 developmental framework for service learning, one of the most popular forms of experiential education, a typology model was developed. The model would provide educators with a user-friendly, effective model for program development (Terry & Bohnenberger, 2004).

**Sense of Community Theory.** Community is developed through shared experiences. Experiential education for youth and young adults is about engaging in real world opportunities with partnerships that strengthen their community connections and help them find their purpose and place in society. The sense of community theory was conceptualized in the mid-1970s by several psychologists but mainly Seymour Sarason by his belief in the psychological aspects of the concept. In 1986, David McMillan and David Chavis published their review of related research that proposed a formalized definition and standard criteria with a new lens on the sense of community theory. That definition was composed of four elements: membership, influence, integration and fulfillment of needs and shared emotional connection. The findings suggest these 3 domains are essential in understanding the experience of a sense of community. According to McMillan and Chavis, sense of community theory has four key elements: membership, influence, integration and fulfillment of needs and shared emotional connection (McMillan & Chavis, 1986), in which people go through to access a sense of belonging in their communities.
This is directly related to the definition of experiential learning which has its successful foundation based in the process of mindfulness, reflection and action-oriented education.

Sense of community theory is what individuals experience when they feel included and that they belong to a group in which the members commit to shared beliefs with one another. A study was conducted with a measurement tool called the Psychological Sense of Community Scale, which is based on 3 distinct ecological domains involving the individual, microsystems and macrosystem (Jason, et. al, 2015). The findings of these three domains are essential in understanding the experience of a sense of community.

**Experiential Learning Theory.** According to Kolb and his Cycle of Experiential Learning, “learning is the process whereby knowledge is created through the transformation of experience” (Lee, 2023, 0:40). The experiential learning process is often viewed as a four-step cycle: 1) Concrete experience, 2) Reflective observation, 3) Abstract conceptualization and 4) Active Experimentation (Nauman, 2022). Concrete experience involves direct engagement with the world for real life experiences. Reflective observation encourages students to reflect and examine experiences from different perspectives and discuss what worked well and what did not. Abstract conceptualization is where students begin to make sense of experiences by forming abstract concepts and generalizations seeking patterns and principles. Active experimentation involves the application of newly acquired knowledge and theories and test ideas by taking risks to learn from the outcomes (Lee, 2023). Each stage of Kolb’s learning cycle can overlap and still be effective in its approach. It is an important framework and serves a critical piece to the experiential education process for students and educators alike. Both Dewey and Kolb’s theories have interchangeable components that complement one another when applied to knowledge, understanding and implementation.
Capstone Project

This current capstone project encompasses the design, facilitation, presentation, and evaluation of an online workshop for educators at all professional levels. The content will focus on the implementation of experiential education models into educational systems and environments. By providing practical strategies, resources, and collaborative opportunities, the workshop aims to empower educators to enhance student engagement, deepen learning outcomes, and foster meaningful connections between curriculum content and real-world experiences. Collaborative interactive breakout sessions will occur including a reflection process that engages and promotes shared group learning. Participants will gain knowledge, skills, and confidence to integrate experiential learning principles into their teaching practice, ultimately promoting student success and holistic development. A course evaluation post workshop will allow for feedback on all of the components of the workshop.

Methodology

The research approach to the online workshop was to survey participants on each of the components of the workshop and to gauge if the workshop objectives and goals were understood and achieved. An observation rubric was developed and completed by the workshop observer.

There were numerous ways in which I conducted the quantitative data collection process. The first was by sharing with participants at the conclusion of my workshop presentation, a link to an anonymous Jamboard (digital whiteboard) survey to fill out real-time. Participants were asked three questions and had the chance to create virtual stick it notes with their answers to be shared with the group. The second tool I utilized in the data collection process was a direct link to a post workshop evaluation that was created in Google Forms. This link to the post workshop evaluation form was shared at the very end of the online workshop. Additionally, Amanda, the
workshop coordinator with Merrimack Institute of New Teacher Support (MINTS) and my co-host on the Zoom workshop sent a post workshop email to all attendees with a link to fill out the evaluation/survey, obtain their certificate, and with my contact information for further inquiries. As part of the response reporting that the Google Form provides, there are some charts and graphs offered for a broader view of the results to help further analyze the data.

The goal in collecting this primary dataset of questions was to obtain feedback and observations on how impactful the content, activities and debrief portions of the workshop were for participants. Some participants also shared their feedback post workshop via email. The purpose of this workshop was to introduce participants to experiential learning, to consider ways to incorporate it in their classrooms, and to provide tools and materials they could utilize and consider for their educational environments and communities. The purpose of this capstone is to invite educators at Merrimack, student educators in training, outside participants working with education and/or aligned with education to attend and participate in the online workshop. The workshop is designed to host and welcome new and seasoned educators with an agenda that begins with a welcome, introductions and an ice breaker. Activities are designed to prompt discussion through breakout groups. Participants are instructed to develop a pitch of an experiential education idea and what it might look like to share within educational systems. Support was provided by sharing an online toolkit with sample lessons, activities and steps to assist in developing experiential education programs and experiential learning projects including the workshop presentation. Participants debrief after each activity, discuss action plans and reflections to wrap up the workshop.

A post-workshop evaluation form created in Google Forms will be distributed via the workshop chat prior to concluding the workshop as well as in a follow up email from the MINTS
workshop coordinator, Amanda. The evaluation form covered data about the workshop activities and gathered observations on how impactful the workshop activities were and where enhancements can be made. Feedback was shared and captured from participants as part of the wrap up. The workshop will be held online via Zoom.

I partnered with Merrimack’s Institute for New Teacher Support (MINTS) and Amanda Alcox, MINTS Program Coordinator to conduct this workshop. MINTS provides a supportive community for new and early teachers currently in the field to receive guidance, resources and developmental opportunities. MINTS also matches teachers new to the field with seasoned educators committed to sharing their knowledge and experience (MINTS, 2024).

My goal was to partner with an educator and work with participants to help present an activity on the topic of experiential education and learning. Amanda and I collaborated on the audience, platform, content, interactivity and engagement and evaluation for the post workshop evaluation survey. MINTS advertised to their community members inviting new and existing educators from the region to participate. We provided a space for learning, questions and answers, discussion, examples, tools for implementation and an online survey upon completion of the workshop.

**Participants**

Participants in the workshop were educators with diverse professional backgrounds and all levels of experience ranging from K-12 across all subject areas. They were located from inside and outside of the Merrimack College community. Prior to attending this workshop, many participants had completed other workshops hosted in partnership with MINTS, so they were familiar with the MINTS workshop online format as well as the MINTS workshop coordinator, Amanda Alcox. This workshop provided continuing education credits for educators and served
as part of their professional development course needed to maintain their certifications.

The availability and promotion of the workshop is managed and executed by the MINTS workshop coordinator, Amanda Alcox. Amanda utilizes her MINTS listservs, social media via Facebook, Instagram and LinkedIn. We collaborated on the review of registrations as they came through the Google registration Form. The potential benefits of this workshop for educators is the introduction to the concept of teaching outside of a traditional classroom environment. The potential benefits for learners are to present them with opportunities to think differently, critically, connect and engage in a meaningful way with the community.

Goals and Agenda

By engaging the educator community in a virtual professional development opportunity, the online workshop aims to achieve these three goals: 1) share best practices with participants on how to identify, engage/build, implement and sustain experiential learning programs within K-12 educational settings; 2) demonstrate an innovative approach to blending traditional classroom content and real world experiences, and 3) showcase how strategic and intentional educational partnerships can enhance positive student outcomes.

Table 1

Workshop Agenda

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC/DESCRIPTION</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Min</td>
<td>Welcome</td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Icebreaker</td>
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<tr>
<td>15 Min</td>
<td>Presentation Part 1: Experiential Education - The Importance of Learning by Doing</td>
<td>YouTube video</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>TOPIC/DESCRIPTION</td>
<td>MATERIALS</td>
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<tr>
<td>--------</td>
<td>----------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>15 Min</td>
<td>Activity 1: Pitching the Experiential Education Idea</td>
<td>Presentation slide deck  Activity description and instructions slides  Set breakout rooms</td>
</tr>
<tr>
<td>10 Min</td>
<td>Recap &amp; Debrief Immediate Thoughts</td>
<td>Presentation slide deck - samples of partnership, lesson and partner agreement  Shared google link to toolkit with templates</td>
</tr>
<tr>
<td>10 Min</td>
<td>Presentation Part 2: Service, Reflection &amp; Learning</td>
<td>Presentation slide deck</td>
</tr>
<tr>
<td>20 Min</td>
<td>Activity 2: Socioemotional Reflection</td>
<td>Presentation slide deck - Activity description and instructions slides  Set breakout rooms</td>
</tr>
<tr>
<td>10 Min</td>
<td>Debrief &amp; Wrap Up Final Thoughts</td>
<td>Presentation slide deck, contact information  Jamboard link in chat for debrief questions  Link to post workshop evaluation / google form</td>
</tr>
<tr>
<td></td>
<td>Post workshop debrief with observer and facilitator</td>
<td>Observation rubric  Post workshop summary notes</td>
</tr>
</tbody>
</table>

**Materials**

Several tools were provided as part of the online workshop to enhance engagement and interactivity and discussion among participants. MINTS created a workshop flier for promotion that included the facilitator picture, bio and workshop description. The registration response form was monitored by MINTS and me via Google forms. The workshop was held on Zoom, a virtual conferencing platform. The workshop presentation was created in Canva, an online platform for visual design and included informational YouTube videos on experiential education theories and frameworks. Partnership testimonial videos were also shared as part of the presentation. During the workshop, MINTS co-hosted to assist with participants entering the Zoom room and monitor the chat feature while participants were involved in welcome and introductions. The icebreaker was conducted utilizing Mentimeter, an audience engagement platform. Workshop activities
were held in Zoom breakout rooms then participants returned to the main Zoom room for debrief and discussion. Tools and resources were shared after the activities to showcase sample lessons, activities and how to develop a community partnership for experiential education. Workshop participants were provided with a shared Google link to access those documents at any time. At the conclusion of the workshop, a Google Jamboard was shared with three questions to gauge the effectiveness of the workshop. Links to the Google evaluation form, and tools and resources were provided in the chat and MINTS sent participants follow up emails with their certificate and a reminder to fill out the post workshop survey.

**Procedure**

The facilitator partnered directly with MINTS to recruit, register, co-host and co-facilitate portions of the workshop. In the weeks leading up to the date of the workshop, MINTS and the facilitator met online a couple of times to discuss the format, flow and technical aspects of the presentation. A virtual meeting was held to do a run through to ensure all the tech pieces would run smoothly. MINTS recruited participants by sending out emails with the workshop flier to participants from their existing database. They also posted on social media to further promote the community outside of Merrimack. The workshop opened with a brief welcome and introductions in which the facilitator introduced themselves and Amanda Alcox, co-host and project coordinator with MINTS. MINTS set up the co-hosting feature in Zoom and took attendance as participants entered the Zoom workshop space. After the welcome, an icebreaker was conducted using Mentimeter in which participants were asked to define what experiential education meant to them. The facilitator shared their screen to view the Mentimeter responses as they were entered and given an opportunity to talk about their existing understanding of the term. The next phase of the workshop was the first part of the presentation which covered what, where, why,
and how of the concept of experiential education. A brief YouTube video was shared on David Kolb’s definition of experiential education. The importance of developing community partnerships was also touched on and some sample partnership documentation was shared. Activity one followed the presentation where participants separated into three different breakout rooms and were given the task of coming up with a pitch of how they might sell the idea that incorporating experiential education into their classroom environments would be beneficial. The activity questions asked, “How would you form the pitch of your experiential education idea, project, experience? What would it look like? How would you go about developing an educational partnership?” After the activity, a recap and debrief was held to discuss and share experiences and questions and answers. In addition, a YouTube video on John Dewey’s progressive education was shared. The second part of the presentation covered what experiential education in action looked like and the challenges and barriers that might exist. Activity two followed with three more breakout rooms and instructions on social emotional reflection. Each group was assigned a case study of a sample of an experiential education case study and asked to share one assumption and one belief about the project. They were then instructed to reflect and list observations that might occur during their assigned scenario. A recap and debrief followed before moving into the feedback portion of the workshop which was to answer three questions in Jamboard. The Jamboard questions were, “What was your main takeaway from today’s workshop, How will you incorporate experiential education into your curricula, What would you like to know more about?” The facilitator invited participants to fill out the post workshop evaluation survey by providing the link to the form in the chat feature for them to enter their final thoughts. Google forms processed survey responses into charts that gave an overview of
feedback. In analyzing the data there were some common themes that emerged and helped to prioritize results (see Appendix F).

Results

The research analysis included a range of main findings. The demographic layout of workshop participants were educators with diverse professional backgrounds and all levels of experience ranging from 0 to more than 30 years and covering K-12 grade levels across all subject areas. The majority were familiar with MINTS’ workshops and also worked within the Merrimack College system. There were others that participated from outside of Merrimack.

There was a total of ten participants that attended the online workshop. Six respondents completed the evaluation which consisted of nine questions. Seven questions required quantitative answers and the other two questions required qualitative responses. The main findings derived from analysis of each evaluation question are as follows grouped by each question within the post workshop survey.

Post Workshop Survey

Question one asked, “How would you rate this workshop on a scale of 1 to 5?” (1=lowest, 5=highest). Three people rated the workshop a “4”, two people rated the workshop a “5”, and one person rated the workshop a “3”. Question two was a matric set which asked participants to rate areas of the workshop based on a scale of strongly agree, agree, disagree, and strongly disagree. The first area asked if they understood the workshop objectives. Three people strongly agreed, two people agreed, and one person disagreed. The second area asked if the activities were relevant to the topic. All six people agreed with this statement. The third area asked if the icebreaker motivated them to be engaged in the workshop. One person strongly agreed, four people agreed and one person disagreed. The fourth area asked about the first
activity and whether it helped me identify best practices in developing partnerships to create curriculum for real world experiences. One person strongly agreed, five people agreed. The fifth area asked about the second activity and if it helped participants to understand the emotional process of experiential education. Two people strongly agreed, three people agreed and one person disagreed. The sixth area asked if discussions and debriefs helped people explore the idea of experiential education a bit more. All six people agreed. The seventh area asked people if they felt equipped with experiential education strategies and resources to effectively collaborate with other educators. One person strongly agreed, four people agreed and one person strongly disagreed. The eighth area stated, “I would share this workshop with my colleagues interested in the topic of experiential education.” Five people agreed, and one person disagreed. The ninth statement was, “I feel empowered about integrating experiential learning principles into my teaching practice.” One person strongly agreed, four people agreed, and one person disagreed.

Question three asked, “What aspect of today's workshop stood out to you the most or felt the most valuable to you?” Respondents indicated these areas in which they felt the workshop was most valuable: the potential of the experiential education approach, ideas, and suggestions on types of experiential learning, videos on the foundations of experiential education and the collaborative breakout sessions for the activities. Question four asked, “What is one aspect of this workshop that could be improved? Respondents indicated they wanted more time in the workshop to further explore the topic and for it to span over a series of workshops. They stated that the topic needed further elaboration on the types of experiential learning as opportunities for their students. Question five asked, “How likely are you to try and engage experiential learning in your classroom or teaching opportunities in the next five years? (very likely, somewhat likely, not very likely, not applicable).” Four people chose “somewhat likely”, and two people chose
“very likely.” Question six asked, “What might be the biggest challenge for you in implementing experiential education in your classroom / school?” Respondents indicated the biggest challenges in implementing experiential education in their school settings include lack of staff time and commitment, developing partnerships in the community and community resources, and making it meaningful for their students. Question seven asked, “How long have you been teaching?” (0-2 years, 3-5, 5-10, 10-20, 20-30, 30+). Three people have taught 10-20 years, two people have taught 5-10 years and one person taught for over 30 years. Question eight was, “What grade do you teach?” (K-3, 4-6, 7-8, 9-12). Three people taught grades K-3, two people taught grades 4-6 and one person taught grades 9-12. Question nine asked, “What subjects do you teach?” (Math, STEM, Science, Social Studies, Social Emotional Learning (SEL), Counseling, Art, English/Reading). Five people taught science, social studies, English and reading and one person taught SEL and Math.

Some of the common themes that emerged among participants included the short answer questions highlighted that many participants wanted more workshop time to have further discussion and dive deeper into the content on the topic. Challenges reported by respondents included lack of resources like funding, staff commitment, leadership buy-in and partnership development. One unexpected observation is that most respondents indicated that they teach multiple subjects in the areas of science, social studies, English and reading. Another point of interest is the same number of respondents who were somewhat likely to engage experiential learning in their classroom or teaching opportunities in the next five years have all been teaching for 10-20 years.

**Jamboard Results**

At the end of the workshop presentations, activities, recap and debriefs, participants were
asked to engage in answering three questions by posting “sticky note” answers within a Google Jamboard. Ten responses total were recorded across three questions. Participants' answers were anonymous and shared in real time by the facilitator. The first question had five responses. The question asked, “What was your main take away from today’s workshop?” Participants answered, “making connections; my main takeaway is the genuine benefits of experiential education; learning more from others; I really should try to implement more experiential learning into my curriculum especially the reflection piece; today opened up an exciting range of opportunities and possibilities but above all made it clear how important it is to learn about this method of instruction.” The second question had three responses. The question asked, “How will you incorporate experiential education into your curricula?” Participants answered, “more reflecting which is a frequently forgotten step; we currently do quarterly stem projects and I’d like to incorporate the reflection portion; and using ideas and lessons from others to possibly take into my classroom.” The third and final question had one response and asked, “What would you like to know more about?” This participant answered, “my goal is to create a big experiential learning program for elementary math students.”

**Workshop Observations**

Observation rubric ratings are listed in the following categories, “excellent, good and needs improvement.” The opening ice breaker was rated as good - participants were partially engaged with some hesitation to share. Instructions for activity 1 and 2 were rated good with no further detail on instructions and some participants needed clarification before the work. Discussion on presentation was rated as needing improvement as no time allotted for discussion to occur. Debrief allowed for meaningful sharing and participant reflection was rated as good as some participants discussed connections with less in-depth reflection.
The topic of experiential education is very broad and unfamiliar to so many that most wanted more time for deeper discussion on what it is and how it works. The length of the workshop should be longer than 90 minutes and possibly broken up into different sessions. The glitches with the functionality and design of the post workshop evaluation form were a bit of a deterrent to participants completing it. Post-Workshop primary feedback was received after the workshop via emails from two participants.

Overall, the workshop ran smoothly with help from Amanda at MINTS as my co-host on Zoom. However, there were multiple errors and functionality glitches related to failed technology albeit previous testing (both the link to Mentimeter for the icebreaker and Jamboard to capture final thoughts would not load in real-time). Additionally, there were four brief videos in the content of the presentation. Two of the videos worked and the others had minimal sound therefore were inaudible to participants. Finally, at the end of the workshop a link to the post workshop evaluation was put in the chat for participants to complete.

A couple of issues arose with the evaluation created in Google Forms. The evaluation link to the form did not function as “permission” was not granted, only Merrimack College users were able to gain access to it. Also, there was a problem in the design of the evaluation related to rating various activities. Lastly, the evaluation form initially was not anonymous, which may have been a deterrent to all participants replying. This delayed the timing in which participants could fill out the evaluation. A follow up thank you email was sent to all participants explaining the glitch and providing the link one last time to the fixed evaluation form.

**Discussion**

Based on the analysis of data responses and primary qualitative feedback from the post workshop Google survey, participants clearly indicated that in order to fully understand the
concept of experiential education, there needs to be additional training and professional development for educators. This was highlighted through the commonalities in their qualitative feedback stating their interest in more time for professional development which in turn would lead to further discourse and discovery on the topic.

Some examples of what participants enjoyed most about the workshop were stated in their responses to the question, “What aspect of today's workshop stood out to you the most or felt the most valuable to you?” They saw the most value in learning more about the types of experiential learning and the potential of the experiential education approach. In addition, they liked the content and videos shared on Kolb’s cycle of experiential learning. It was beneficial and helped them frame their own assumptions and references on how the process of experiential education could translate into their own educational environments.

There is a strong need to further explore professional development opportunities for those educators interested in being part of the development, process and evaluation of a unique pedagogy that can change the world for so many students. A study in the Journal of Experiential Education aimed to make a compelling case of why experiential educators need to use more student-centered facilitation practices (Estes, 2004). Estes also indicated that, “when student-centered techniques are used to both guide the experience, and students' subsequent reflection on experience, experiential education will be at its best. Student autonomy, critical thinking and self-reliance can be encouraged throughout the action and reflection cycle. Thus, experiential educators consciously using student-centered techniques can ensure that experiential learning is first rate by providing students with more opportunities to take meaningful roles in their own learning” (Estes, 2004, pg. 151).
Teachers and educators need to lay the groundwork of trust that is built in the beginning of the course, project, and program. Willingness to think outside of the box and challenge campus leaders and administrators on this new approach to educating students. Build new and strengthen existing community partnerships focused on enhancing student engagement, academic outcomes, and lifelong success. Sharing best practices and examples from other educational institutions with educators who do not currently have the support and resources. Based on the results of the workshop feedback, participants clearly wanted more time for inquiry and discussion on this topic.

For educators to address the challenges around implementing experiential education, it is imperative they refer back to the theoretical foundations and principles that sense of community and experiential learning provide; especially when pitching program idea(s) to educational leadership. Creating a sense of community and belonging for students will contribute to their engagement in and outside of the classroom experience. The experiential learning cycle provides the framework needed to guide, review and reflect and act on the experience in a relevant, meaningful way that produces outcomes. The connections and relationships that developed between the teacher, student and community partner are strengthened and allow for future opportunities that benefit each party involved in the process.

In summary, the workshop was successful in providing educators with an understanding and exploration of the concept of what experiential education is, what it can look like in its implementation and how it can benefit their efforts towards enhancing student engagement and making a lasting educational impact in their students’ lives. The tips and tools that they were able to take away from the workshop will be useful in their explorations and discussions with their colleagues, administrators, and community partners in education.
Limitations of the Project

Timing and support from MINTS of the project was positive, there were some limitations related to the online workshop. The number of participants registered was nearly 25 however the total number that attended was 10. This affected the number of participants engaging in discussion during the breakout room activities. Assumptions were made that participants were coming to the workshop with some prior knowledge of the concept of experiential education. 90 minutes is not enough time to cover the topic. The content of the presentation portions needed to be more robust. This can include logistical limits (space, attendees, timing, etc.), limited data, interpretations of data, etc. There is a lot of terminology when referring to experiential education and its many different forms of experiential learning. A more in-depth presentation and discussion in this area would have helped participants understand better and grasp the concept.

Implications for Future Projects

The topic of experiential education is vast in its meaning and application. Because of the wide range of approaches and breadth of the subject it requires more time and space for in-depth discussion and understanding. An in-person workshop would have been ideal with a longer timeframe or offered in a series where each workshop builds upon the previous one. This would allow for a deeper dive into the content in the presentation and would further explain and give more examples based on the foundations and principles. In-person workshop presentation and interaction would have offered a more organic process for participants in the activity breakout sessions.
References


https://eric.ed.gov/?id=EJ1062621


https://doi.org/10.1177/1053825920980786

Institute for Experiential Learning (2024). What is experiential learning?

https://experientiallearninginstitute.org/what-is-experiential-learning/


https://doi.org/10.1002/jcop.21726


https://www.youtube.com/watch?v=MMB1bRYcU8c


### Table 1

**Workshop Agenda**

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC/DESCRIPTION</th>
<th>MATERIALS</th>
</tr>
</thead>
</table>
| 10 Min | Welcome | Introductions  
Icebreaker                                       | Share presentation slide deck  
Utilize Zoom chat box  
Highlight agenda slide for brief overview of workshop components  
Mentimeter QR code /word cloud activity |
| 15 Min | Presentation Part 1:  
Experiential Education - The Importance of Learning by Doing | YouTube video  
Presentation slide deck |
| 15 Min | Activity 1: Pitching the Experiential Education Idea   | Presentation slide deck  
Activity description and instructions slides  
Set breakout rooms |
| 10 Min | Recap & Debrief  
Immediate Thoughts                                     | Presentation slide deck - samples of partnership, lesson and partner agreement  
Shared google link to toolkit with templates |
| 10 Min | Presentation Part 2:  
Service, Reflection & Learning                          | Presentation slide deck |
| 20 Min | Activity 2: Socioemotional Reflection                   | Presentation slide deck - Activity description and instructions slides  
Set breakout rooms |
| 10 Min | Debrief & Wrap Up  
Final Thoughts                                           | Presentation slide deck, contact information  
Jamboard link in chat for debrief questions  
Link to post workshop evaluation / google form |
|        | Post workshop debrief with observer and facilitator    | Observation rubric  
Post workshop summary notes |
Appendix B - Overview of Workshop Procedures

(Promotional flier, Bio, Picture, Description, Registration link)

Promotional Flier:

The Merrimack Institute for New Teacher Support (MINTS) and the M.Ed. in Community Engagement Program Present:

Learning by Doing: The Power of Experiential Education

Tuesday, Mar. 12, 2024
4:00-5:30 p.m. EST
Zoom

Quality learning experiences happen when students are fully engaged with educators and community partners. In a time when students are distracted more than ever and are disengaged from their community, teachers are looking for innovative ways to make meaningful connections for them. Why not leave the classroom? This workshop will discuss and showcase how intentional, strategic collaborations and curriculum development with partners will enhance student success. Students who participate in experiential education feel a sense of belonging and discover their civic interests toward positive change in their communities.

Jennifer Taymor Hart is a Family and Community Engagement Specialist with Galveston Independent School District in Galveston, TX. She serves as a link, broker, and connector of partnerships, programs, resources, and support services for staff, students, and their families. Previously, she was a certified prevention specialist and coalition leader with the Bay Area Council on Drugs and Alcohol mentoring youth-led prevention campaigns. Jennifer is excited to share innovative ways in which you can integrate content and local community partnerships to engage all learners in the process of experiential education.

Information and Logistics

- This session is free and open to the Merrimack community and public.
- This workshop will be held on Zoom.
- Please register to secure your spot and receive reminder emails with the Zoom information. These emails will be sent the day before and the day of the workshop.
- Certificates of participation (1.5 hours) will be provided to all attendees.
- Please email mints@merrimack.edu with any questions and concerns.
FB post/promotion of workshop:

Greetings! I am a M.Ed. student in the Community Engagement Program at Merrimack College. On **Tuesday, March 12th** I am hosting a **free, online workshop** as part of my Master’s Capstone Course. The topic is **“Learning by Doing: The Power of Experiential Education.”**

Join me in this engaging, interactive workshop designed to unpack the importance of experiential learning and empowering youth towards transformative social change. **What does it mean? What does it look like? How is it incorporated into educational settings? And how are community partnerships developed that connect students to real world learning experiences?**

This workshop is intended for both new and experienced educators within Merrimack College and the community at large. It is a professional development opportunity with continuing education credits offered.

Click here to register and feel free to share!

[https://forms.gle/8BjbxR5EsKQbMbe78](https://forms.gle/8BjbxR5EsKQbMbe78)

**Link to google registration form:**

The Winston School of Education and Social Policy (WSESP) and the Merrimack Institute for New Teacher Support (MINTS) Present: "Learning by Doing: The Power of Experiential Education" (google.com)
The Winston School of Education and Social Policy (WSESP) and the Merrimack Institute for New Teacher Support (MINTS) Present: "Learning by Doing: The Power of Experiential Education"

Thank you for your interest in attending our upcoming workshop called "Learning by Doing: The Power of Experiential Education" workshop on Tuesday, March 12, 2024 from 4:00-5:30 PM on Zoom. This workshop is part of our 2024 M.Ed. in Community Engagement (CE) series - a series where current Merrimack College CE students share their capstone workshops with educators and the public. This session will be hosted by Jennifer Taymor Hart.

Workshop Description:
Quality learning experiences happen when students are fully engaged with educators and community partners. In a time when students are distracted more than ever and are disengaged from their community, teachers are looking for innovative ways to make meaningful connections for them. Why not leave the classroom? This workshop will discuss and showcase how intentional, strategic collaborations and curriculum development with partners will enhance student success. Students who participate in experiential education feel a sense of belonging and discover their civic interests towards
positive change in their communities.

Participants will:
- Gain knowledge and understanding of the concept of experiential education and what it looks like to foster meaningful connections between curriculum content and real-world experiences with community partners.
- Take away tips and tools on how to identify and engage strategic partnerships and create lessons and activities for implementation into their teaching environments. All with a goal of growing learning opportunities for their students.

Presenter Biography:
Jennifer Taymor Hart is a Family and Community Engagement Specialist with Galveston Independent School District in Galveston, TX. She serves as a link, broker, and connector of partnerships, programs, resources and support services for staff, students, and their families. Previously, she was a certified prevention specialist and coalition leader with the Bay Area Council on Drugs and Alcohol mentoring youth-led prevention campaigns. Jennifer is excited to share innovative ways in which you can integrate content and local community partnerships to engage all learners in the process of experiential education.

This workshop is free and open to Merrimack College students, alumni, and the public. Certificates of participation (1.5 hours) will be provided to all attendees. Please register below to secure your spot and to receive reminder emails with the Zoom information.

For any questions or concerns, please contact the MINTS email at mints@merrimack.edu.

* Indicates required question
Email *

Your email

First Name *

Your answer

Last Name *

Your answer

What school district or organization are you affiliated with? *

Your answer
What grade level do you teach/work with? Or, what grade level do you hope to teach/work with in the future? *

☐ Pre-K
☐ Elementary
☐ Middle
☐ High School
☐ K-12
☐ Higher Education
☐ Other.

How did you hear about this event? *

Your answer

Is this your first time attending a MINTS sponsored workshop? *

☐ Yes
☐ No
Please tell us a little more about yourself. Select all that apply. *

☐ I am currently a Merrimack College undergraduate student.

☐ I am currently Merrimack College graduate student.

☐ I am a Merrimack College alum.

☐ I am a Merrimack College faculty member/staff member/administrator.

☐ I am a K-12 administrator.

☐ I am newly employed as a teacher/member of a local school district (1-3 years experience).

☐ I currently work as a teacher/member of a local school district (4-10 years experience).

☐ I am a seasoned educator/member of a local school district (10+ years experience).

☐ I am a retired educator.

☐ I am a partner of Merrimack College, or a partner of a local school district.

☐ Other: ________________________________

If applicable, please note any accommodation requests:

Your answer

Any additional comments:

...
A copy of your responses will be emailed to the address you provided.

[Submit]  [Clear form]

Never submit passwords through Google Forms.

reCAPTCHA
[Privacy] [Terms]

This form was created inside of Merimack College. [Report Abuse]

Google Forms
Appendix C - Icebreaker

ICEBREAKER

Instructions
1) Use your phone to scan the Mentimeter QR code

2) Arrive at the Mentimeter page and answer the following topic related question: "What do you think of when you hear the term "Experiential Education?"

3) Enter a word or a few to add to the wordcloud - share out your choice if you like!

Mentimeter slide, wordcloud results from www.mentimeter.com
LEARNING BY DOING:
THE POWER OF EXPERIENTIAL EDUCATION

Jennifer Taymor Hart
M.Ed. in Community Engagement, Candidate, Merrimack College
March 12th, 2024

Welcome & Introductions
ICEBREAKER

Instructions
1) Use your phone to scan the Mentimeter QR code

2) Arrive at the Mentimeter page and answer the following topic related question: "What do you think of when you hear the term “Experiential Education?”

3) Enter a word or a few to add to the wordcloud - share out your choice if you like!

WORKSHOP OBJECTIVES

Share best practices on how to identify, engage/build, and implement experiential learning programs within K-12 education systems.

Demonstrate an innovative approach to blending traditional classroom content and real world experiences.

Showcase how strategic and intentional educational partnerships can enhance positive student outcomes.
EXPERIENTIAL EDUCATION (EE)
THE IMPORTANCE OF LEARNING BY DOING

WHAT IS EXPERIENTIAL EDUCATION?

- real world application
- opening doors
- hands on learning
- partnerships
- civic involvement
- service learning
- middle and high school
- fun and exciting
- field experiences
- student centered projects
- hands on reflect
- community partners
- project based learning
- cross curricular
- making connections
- educational partnerships
- internship
- youth leadership
- community engagement
- opportunity
EXPERIENTIAL EDUCATION (EE) VS. EXPERIENTIAL LEARNING (EL)

**EE**
Is a PROCESS that guides structured and functional learning experiences

**EL**
Is the TECHNIQUE - learning through reflection of individual and group experience

WHY EXPERIENTIAL EDUCATION?
Flexible learning method

Builds teacher knowledge

Cross curricular

Community Embedded
EXPERIENTIAL EDUCATION IN ACTION

EXPERIENTIAL EDUCATION
WHAT DOES IT LOOK LIKE?

- Experiences are carefully chosen
- Reflections on learning
- Learner investigates, experiments, problem-solves
- Critical & analytical thinking
- Full engagement - relationship development

Source: Association for Experiential Education
Learning is...
Connected &
dynamic
Real & authentic
By doing
Active &
engaging

PARTNERSHIPS IN EDUCATION

Before you start...

1) Be intentional, beneficial, educational
   • Identify who is in your community
   • Who are your current partners?

2) Does it make sense?

3) The initial meeting
   • Organizational capacity, opportunities,
   expectations, synergy
ACTIVITY 1 (15 MINUTES): PITCHING THE EE IDEA

Instructions

1) How would you form the pitch of your experiential education idea, project, experience? What would it look like?

2) How would you go about developing an educational partnership? (Refer to 3 steps)

3) Choose a group notetaker and a couple participants to share out in debrief
LEARNING BY DOING

LET’S RECAP & DEBRIEF

SHARE YOUR EE IDEAS & PARTNERSHIP DEVELOPMENT

Example of Making the Connection:
Railroad Museum and a Health theme School?

### Powerful Learning Field Experience

<table>
<thead>
<tr>
<th>Standards/TK4</th>
<th>Grade 2: PKA</th>
<th>Grade 3: 7/8</th>
<th>Grade 4: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>4.D.1.1.1.1 Design a city to include an ice rink</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.D.1.1.1.3 Design a city to include a fun zone</td>
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</tr>
<tr>
<td></td>
<td>4.D.1.1.1.4 Design a city to include a park</td>
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</table>

### Evaluation of Experience

<table>
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<tr>
<th>Questions</th>
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<tr>
<td>What did you see?</td>
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<tr>
<td>What did you hear?</td>
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<tr>
<td>What did you do?</td>
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### Partner Mathematic Questions

<table>
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### Post Trip Activity Suggestions

<table>
<thead>
<tr>
<th>Teachers will facilitate a STEM Challenge</th>
<th>Students will design a city to include an ice rink to represent an enclosed container in our community.</th>
</tr>
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<tbody>
<tr>
<td>Students will create design and plan for their city.</td>
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</table>

### Virtual Trip

| How can you make your field experience virtual? | http://www.railroad.org/total-train/county-
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Students will take pictures of the city they created and try to recreate a virtual tour.</td>
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### Literature Connections

<table>
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</tbody>
</table>

### Follow-up Activity

| Students will create a model of their city using materials such as cardboard or clay. | Students will create a model of their city using materials such as cardboard or clay. |

---

Example of Making the Connection:
Railroad Museum and a Health theme School?

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<tbody>
<tr>
<td>Students will create design and plan for their city.</td>
<td>Students will create a design and plan for their city.</td>
</tr>
</tbody>
</table>

### Virtual Trip

| How can you make your field experience virtual? | http://www.railroad.org/total-train/county-
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will take pictures of the city they created and try to recreate a virtual tour.</td>
<td></td>
</tr>
</tbody>
</table>

### Literature Connections

<table>
<thead>
<tr>
<th>Questions</th>
<th>Grade 2: PKA</th>
<th>Grade 3: 7/8</th>
<th>Grade 4: 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you see?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did you hear?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did you do?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Follow-up Activity

| Students will create a model of their city using materials such as cardboard or clay. | Students will create a model of their city using materials such as cardboard or clay. |

---

Example of Making the Connection:
Railroad Museum and a Health theme School?
SAMPLE PARTNERSHIP AGREEMENT

Calvorton Independent School District (CISD) AP Program

Galveston Independent School District Young Cadets Program

Community Partnership Agreement - SAMPLE

Purpose of the Galveston Independent School District (GIDP) Magnet Program
The AP 2000 Magnet Core courses were established to provide quality and accessible career education for students to meet their personal and academic goals. This program promotes academic excellence and achievement standards in Science, Technology, Engineering, and Mathematics (STEM). In addition, the Magnet program will enhance self-esteem, professional development, and family engagement at the magnet schools. This agreement is entered effective August 1, 2001 through July 31, 2002.

1. CFSD agrees to:
   a. Provide a year of curriculum including blended learning plans.
   b. Provide a blended learning curriculum and support and technology resources available.
   c. Develop and maintain student records, grades, and testing.
   d. Provide the required courses for success.
   e. Commit the required number of classroom teachers that will achieve the stated learning outcomes for each student.
   f. Ensure that all required classes are taught by qualified teachers.
   g. Ensure that all required classes are taught by qualified teachers.
   h. Ensure that all required classes are taught by qualified teachers.
   i. Ensure that all required classes are taught by qualified teachers.
   j. Ensure that all required classes are taught by qualified teachers.
   k. Ensure that all required classes are taught by qualified teachers.
   l. Ensure that all required classes are taught by qualified teachers.
   m. Ensure that all required classes are taught by qualified teachers.
   n. Ensure that all required classes are taught by qualified teachers.
   o. Ensure that all required classes are taught by qualified teachers.
   p. Ensure that all required classes are taught by qualified teachers.
   q. Ensure that all required classes are taught by qualified teachers.
   r. Ensure that all required classes are taught by qualified teachers.
   s. Ensure that all required classes are taught by qualified teachers.
   t. Ensure that all required classes are taught by qualified teachers.
   u. Ensure that all required classes are taught by qualified teachers.
   v. Ensure that all required classes are taught by qualified teachers.
   w. Ensure that all required classes are taught by qualified teachers.
   x. Ensure that all required classes are taught by qualified teachers.
   y. Ensure that all required classes are taught by qualified teachers.
   z. Ensure that all required classes are taught by qualified teachers.

2. GIDP/CFSD Magnet Program agrees to:
   a. Maintain a program for at-risk students.
   b. Provide learning support for students with disabilities.
   c. Provide learning support for students with disabilities.
   d. Provide learning support for students with disabilities.
   e. Provide learning support for students with disabilities.
   f. Provide learning support for students with disabilities.
   g. Provide learning support for students with disabilities.
   h. Provide learning support for students with disabilities.
   i. Provide learning support for students with disabilities.
   j. Provide learning support for students with disabilities.
   k. Provide learning support for students with disabilities.
   l. Provide learning support for students with disabilities.
   m. Provide learning support for students with disabilities.
   n. Provide learning support for students with disabilities.
   o. Provide learning support for students with disabilities.
   p. Provide learning support for students with disabilities.
   q. Provide learning support for students with disabilities.
   r. Provide learning support for students with disabilities.
   s. Provide learning support for students with disabilities.
   t. Provide learning support for students with disabilities.
   u. Provide learning support for students with disabilities.
   v. Provide learning support for students with disabilities.
   w. Provide learning support for students with disabilities.
   x. Provide learning support for students with disabilities.
   y. Provide learning support for students with disabilities.
   z. Provide learning support for students with disabilities.

3. It is mutually agreed:
   a. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
   b. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
   c. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
   d. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
   e. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
   f. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
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   n. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
   o. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
   p. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
   q. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
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   s. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
   t. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
   u. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
   v. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
   w. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
   x. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
   y. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.
   z. That both parties will comply with the guidelines and requirements set forth by the CFSD AP 2000 Magnet Program.

Agreed:

[Signatures]

Jennifer Gates
District Magnet Community Support Liaison

[Date]

[Signature]

Assistant Director, Galveston Independent School District

Don’t Melt the Ice!
Background Reading

Heat energy is transferred (or lost) in three different ways:

1. Conduction: when objects touch each other
2. Convection: when hot air rises
3. Radiation: electromagnetic waves

Ice melts when you take it out of the freezer because the air in the room is warmer than the melting point of ice. If you want to keep the ice from melting, you have to insulate it.

Insulation stops the heat from escaping, so...
SAMPLE PARTNERSHIP MEETING AGENDA

Facilitator: Jennifer Hart               Meeting Location: Galveston Arts Center
Meeting date: Thursday 11-9-2020               Meeting start time: 10:00 AM-11:00 AM
Minutes taken by: Jennifer Hart               Please bring:

Meeting Objectives/Outcome:
Burnet Elementary STREAM Magnet Program & Galveston Arts Center (GAC) Initial Partnership Meeting

I. Attendance:
A. Signature
1. Renee Gatze: Educational Outreach Coordinator, Galveston Arts Center
2. Magpie Queen: Magnet Coordinator, Burnet Elementary STREAM
3. Jennifer Hart: District Magnet Community Liaison

II. Discussion/Discussion Item:

Overview of GAC and Burnet Elementary STREAM Program, CONT.
Keyna – reframing art as a means of expression around any topic – writing and art go hand in hand. Thoughts of story and visuals together. Some example of partnership with Parker elementary stop motion paper animation (bird hunting out of egg, butterfly blossoming).

Other ideas include puppet shows (storyboarding, development of writing). Could use the Zippy camera.

Field experiences:
Art of dilation of possible field trips for teachers and students.
Virtual field trip includes GAC’s Exhibit-Connect workshops/curriculum. Usually in April/May includes lessons, materials, activities (Keyna sent via email on 11/5/2020). Graduated more towards 3rd & 4th graders.

Virtual field trip to include visual literacy discussion around the arts. Max 5-10 people.

GAC Programs and Funding:
Not for all outreach program:
It’s a best fit
Lesson plans, materials/activities provided
Some in person and virtual
Virtual Calligraphy workshops (Keyna sent link on 11/5/2020)
Scholarship opportunities available for some programs
Funding:
GAC looks at impact and quality in all partnerships

Next Steps
Set Action Assignments below

III. Action Assignments:

<table>
<thead>
<tr>
<th>Step</th>
<th>Action Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Schedule unit design planning meetings to possibly incorporate GAC POC/presentation</td>
</tr>
<tr>
<td>2</td>
<td>Schedule of upcoming GAC exhibits</td>
</tr>
<tr>
<td>3</td>
<td>Check with Principal Rodriguez re: possible field trip dates</td>
</tr>
<tr>
<td>4</td>
<td>Schedule follow-up meeting with Burnet &amp; GAC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magpie</td>
<td>Week of 11/9</td>
</tr>
<tr>
<td>Jennifer</td>
<td>By end of November</td>
</tr>
</tbody>
</table>
PART 2: SERVICE, REFLECTION & LEARNING

Pre-experience activities -
Assess students knowledge on the subject

During the experience activities -
observations, data collections

Post-trip activities - reflection and evaluation
EXPERIENTIAL EDUCATION
HOW DOES IT WORK?

Kolb’s Cycle of Experiential Learning

Concrete Experience
- Engaging directly in an authentic situation

Concrete Experience
- Testing new ideas; honing skills in a new experience

Abstract Conceptualization
- Distilling perceptions into abstract concepts

Abstract Conceptualization
- Noticing what happened and relating to past experience and conceptual understandings

Reflective Observation
- Risk-taking and uncertainty

Reflective Observation
- Setting boundaries, supporting learners, insuring physical and emotional safety

CHALLENGES OF EE

1) Experience of success, failure, adventure, risk-taking and uncertainty

2) Awareness of biases, judgments and pre-conceptions, and how these influence the learner

3) Setting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety

4) Professional development opportunities for educators

Source: BU Center for Teaching & Learning
ACTIVITY 2 (12-15 MINUTES): SOCIOEMOTIONAL REFLECTION

Instructions

1) Each breakout group will be given a case study of a sample EE project

2) With your group, share one assumption and one belief about the project (thoughts before starting the project).

3) Reflect - in bulleted journal style, list observations that might occur during the EE project

ACTIVITY 2: SOCIOEMOTIONAL REFLECTION

Case Study 1 (Breakout Group 1): Sensory Garden
Sensory gardens, typically done at the elementary level are great at stimulating learning through the various senses. The purpose of the design is to encourage and engage learners to interact with plants, and the environment around them.

Case Study 2 (Breakout Group 2):
Community Education Walking Trail
Walking trails can be an extension of an outdoor classroom/learning space. Students in middle school can be part of creating the educational signage along the pathway. This is a wonderful way to enhance community engagement.

Case Study 3 (Breakout Group 3):
Food Bank Awareness / Volunteer Project
High school students are involved in a food security campaign that increases awareness to food access and availability. There are opportunities for learning promoting healthy eating and access and learning agriculture systems.
WRAPPING UP

Let's Debrief

https://jamboard.google.com/d/1dj4N3NyVCguGKguu8HiB0J4IovkEsZ6DqqWRfRf9TnU/viewer

Final Thoughts

Please click on evaluation link in the chat

THANK YOU!
Thank you for participating!

Jennifer Taymor Hart
M.Ed. in Community Engagement, Candidate
Merrimack College (Summer 2024)
hartjt@merrimack.edu
Appendix E - Debrief Questions & Jamboard Template

○ What was your main takeaway from today’s workshop?
○ How will you incorporate experiential education into your curricula?
○ What would you like to know more about?
Appendix F - Post Workshop Evaluations

Overall, how would you rate this workshop:

⭐⭐⭐⭐⭐

Please rate the following:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understood the workshop objectives</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The activities were relevant to the topic.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The icebreaker motivated me to be engaged in the workshop.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Activity 1 helped me identify best practices in developing partnerships to create curriculum for real world experiences.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Activity 2 helped me to understand the emotional process of experiential education.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Discussions and debriefs helped me explore the idea of experiential education a bit more.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I feel equipped with experiential education strategies and resources to effectively collaborate with other educators.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I would share this workshop with my colleagues interested in the topic of experiential education.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I feel empowered about integrating experiential learning principles into my teaching practice.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
What aspect of today’s workshop stood out to you the most or felt the most valuable to you?


What is one aspect of this workshop that could be improved?


How likely are you to try and engage experiential learning in your classroom or teaching opportunities in the next five years?

☐ Very likely
☐ Somewhat likely
☐ Not very likely
☐ Not applicable

What might be the biggest challenge for you in employed experiential education in your classroom / school?


<table>
<thead>
<tr>
<th>How long have you been teaching?</th>
<th>What grade(s) do you teach?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 0-2 years</td>
<td>☐ K-3</td>
</tr>
<tr>
<td>☐ 3-5 years</td>
<td>☐ 4-6</td>
</tr>
<tr>
<td>☐ 5-10 years</td>
<td>☐ 7-8</td>
</tr>
<tr>
<td>☐ 10-20 years</td>
<td>☐ 9-12</td>
</tr>
<tr>
<td>☐ 20-30 years</td>
<td>☐ Or do we break down each grade?</td>
</tr>
<tr>
<td>☐ 30+ years</td>
<td>☐</td>
</tr>
</tbody>
</table>
What subject(s) do you teach?

☐ Math
☐ STEM
☐ Science
☐ Social Studies
☐ Art
☐ English / Reading

Other?

Thank you for your feedback and for participating in the workshop *Learning by Doing: The Power of Experiential Education*!
### Appendix G - Observation Rubric

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Icebreaker created opportunities for participant engagement.</td>
<td>Participants fully engaged, strong willingness to share</td>
<td>Participants partially engaged, with hesitation to share</td>
<td>No engagement occurred</td>
</tr>
<tr>
<td>Instructions for Activity 1 were clear.</td>
<td>Instructions were clear to participants; they were immediately able to get to work.</td>
<td>Instructions were given with no further detail; participants needed clarification/discussion before the work.</td>
<td>Instructions were not given or provided in a way that made sense, participants needed clarification</td>
</tr>
<tr>
<td>Participants learned how to develop a partnership around a specific experiential learning idea in Activity 1.</td>
<td>All participants engaged, with in-depth discussion</td>
<td>Some participants engaged, less meaningful discussion.</td>
<td>Participants barely engaged in discussion</td>
</tr>
<tr>
<td>Discussion on Presentation Part 2 occurred.</td>
<td>Participants fully engaged, meaningful, reflective discussion.</td>
<td>Participants are partially engaged, and lack depth of discussion.</td>
<td>No discussion occurred</td>
</tr>
<tr>
<td>Instructions for Activity 2 were clear.</td>
<td>Instructions were clear to participants; they were immediately able to get to work.</td>
<td>Instructions were given with no further detail; participants needed clarification/discussion before the work.</td>
<td>Instructions were not given or provided in a way that made sense, participants needed clarification</td>
</tr>
<tr>
<td>Participants engaged in the reflection process in Activity 2.</td>
<td>All participants engaged, with in-depth discussion</td>
<td>Some participants engaged in a less meaningful discussion.</td>
<td>Participants barely engaged in discussion</td>
</tr>
<tr>
<td>Debrief allowed for meaningful sharing and participant reflection.</td>
<td>All participants discussed meaningful connections between curriculum content and real-world experiences.</td>
<td>Some participants discussed connections, less in-depth reflection</td>
<td>Participants barely shared and discussed, no reflections</td>
</tr>
</tbody>
</table>