

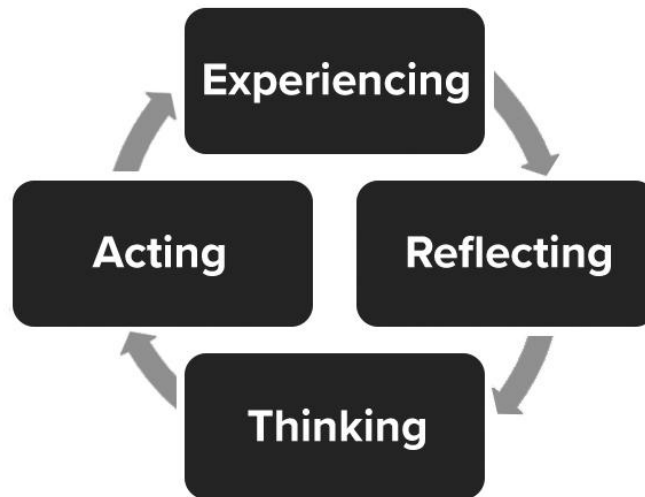
Applied/Experiential Learning Course Self-Assessment Rubric

This reflective assessment tool presents some of the key components of each stage of the applied/experiential learning cycle and the essential components of high-impact practices. As you assess your use of applied learning in your courses, consider the following primary criteria and how frequently you engage in/use/or require the behaviors identified.

This document is organized to align with the four primary phases of Kolb's Learning Cycle and the use of the essential elements of High Impact Practices.

Kolb's Learning Cycle

Kolb's Learning Cycle is a fundamental framework in experiential learning theory that actively engages the student in the learning process. The cycle includes 4 stages based upon learning as an endlessly cyclic process and that experiencing is central to learning.



Kolb's Learning Cycle

Stages of Kolb's Cycle:

- **Experiencing: Concrete Learning**
Occurs when a learner has a new experience or interprets a previous experience in a new way.
- **Reflecting: Reflective observation**
Learners consciously make connections and meaning during and after experiences.
- **Thinking: Abstract Conceptualization**
The learner adapts their thinking or constructs new ideas based on experience and reflection.
- **Acting: Active Experimentation**
The learner applies their new ideas and knowledge to real-world situations to test whether they work and see if any changes need to be made.

High Impact Practices

American Association of Colleges & Universities (AAC&U) defines High-Impact Practices (HIPs) as "techniques and designs for teaching and learning that have proven to be beneficial for student engagement and successful learning among students from many backgrounds. Through intentional program design and advanced pedagogy, these types of practices can enhance student learning and work to narrow gaps in achievement across student populations."

High Impact Practices that readily fall within the spectrum of applied learning include:

- Capstone Courses and Projects
- Collaborative Assignments and Projects
- Diversity/Global Learning
- Internships
- Service Learning, Community-Based Learning
- Undergraduate Research

Additional High Impact Practices in which applied learning could be easily integrated include:

- Common Intellectual Experiences
- First-Year Seminars and Experiences
- Learning Communities
- Writing Intensive Courses

When HIPs are implemented well, they have the following characteristics (Kuh & O'Donnell, 2013):

- Performance expectations set at appropriately high levels
- Significant investment of time and effort over an extended period of time
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are expected to and must contend with people and circumstances that differ from those with which students are familiar
- Frequent, timely, and constructive feedback
- Periodic, structured opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning through real-world applications
- Public demonstration of competence

Course Title and/or Description of Activity: _____

Course Number: _____

Semester and Year: _____

The Experiential Learning Cycle <i>Learning is an endlessly recurring cycle, not a linear process.</i>	Often	Sometimes	Never
I intentionally structure the learning process in my course using Kolb's four-stage cycle of experiencing, reflecting, thinking, and acting.			
Students enter the experience with sufficient background and foundational education to successfully navigate the experience.			
I communicate the learning outcomes of the course/experience to students prior to their engagement.			
I create opportunities to acknowledge or celebrate successes and failures made in the process of learning.			
Students have autonomy to choose or create their own experiences to meet the outcomes of the course.			
I provide a sense of closure when bringing experiential processes to an end. I help students to understand what they've accomplished over the course of the experiential activity.			

Notes:

Experiencing: Concrete Learning <i>Occurs when a learner has a new experience or interprets a previous experience in a new way.</i>	Often	Sometimes	Never
I structure learning experiences in which the student engages with the experience by interacting with others, and/or their environment.			
Students observe differences or similarities between the real-world situation that is being experienced and what they perceive to be an ideal experience based on theoretical learning.			
Students carry out acts of problem-solving in the 'real world' setting.			
Students draw on prior knowledge to make judgments and decisions in the moment.			
Students question their prior knowledge, theoretical learning, and/or the ideas and options of others.			

Notes:

Reflecting: Reflective observation <i>Learners consciously make connections and meaning during and after experiences.</i>	Often	Sometimes	Never
Students have opportunities for individual reflection and meaning-making; they process experiences and what has been learned.			
Students work in groups to recount events and objectively describe what they observed during the experience.			
Students have opportunities for public reflection and meaning-making; they share with others to process experiences and what has been learned.			
Reflection occurs in a variety of formats and is assessed either formatively or summatively.			
Reflection occurs both during and after action; adjustments or new plans are made as a result.			

Notes:

Thinking: Abstract Conceptualization <i>The learner adapts their thinking or constructs new ideas based on experience and reflection.</i>	Often	Sometimes	Never
Students can generalize the content of the course to self and world; they can see how it applies to future courses, their professional lives, and their personal lives.			
Students apply logic, theory, and concepts to the experience.			
Students demonstrate increased awareness of the complexity of issues and situations.			
Students apply and adapt skills and/or knowledge learned during the experience to enhance their comprehension of academic concepts and theories.			
Students respond to external prompts to draw connections between theory and practice.			
Students consider the implications of events and activities observed during the experience for themselves and others.			
Students consider and design solutions to problems or situations observed.			

Notes:

Acting: Active Experimentation <i>The learner applies their new ideas and knowledge to real-world situations to test whether they work and see if any changes need to be made.</i>	Often	Sometimes	Never
I intentionally create active, learner-focused experiences with students doing the bulk of the moving, thinking, talking, and decision-making.			
I act as a facilitator/resource and actively monitor and support authentic experiences.			
Students have authentic, direct learning experiences rather than only hearing about experiences; they think, act, inquire, and perform like those in the workforce.			
Students have opportunities to think and act like professionals in the discipline and therefore see how what they are learning applies to future experiences/careers.			
Students are given responsibility for their learning; they are expected to prepare, engage actively, and learn from the positive and negative consequences of their choices.			
Students create practical applications to solve the issues that were identified during the concrete experience.			
When possible, students re-enter the experience to experiment with their solutions.			
Students create plans for how to implement solutions or make personal changes in the future based on insights drawn from the experience.			
Students reflect on the insights gained from participating in the experiential learning cycle.			

Notes:

High Impact Practice Implementation Essentials <i>Consider how you apply each of the following criteria for an applied learning course or experience.</i>	Often	Sometimes	Never
Performance expectations are set at appropriately high levels.			
A significant investment of time and effort over an extended period of time is required from students.			
Students are required to interact with faculty and peers about substantive matters.			
Students are expected to and must engage with people and circumstances that differ from those with which students are familiar.			
Students receive frequent, timely, and constructive feedback throughout the experience.			
There are periodic, structured opportunities to reflect and integrate learning.			
Students are provided with opportunities to discover relevance of learning through real-world applications.			
Students conduct a public demonstration of competence at the end of the experience.			

Notes:

Reflection

Based upon your self assessment, what areas would you identify as *strengths* in your design and implementation of this applied learning course/activity?

Based upon your self assessment, what areas would you like to *focus on or improve* with your next applied learning course/activity?

What are 2 SMART goals that you can set to improve student success in your next applied learning course/experience. (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-Bound)

SMART Goal 1:

SMART Goal 2:

What are 1 or 2 areas/topics that you would like to learn more about or obtain support in? *Please reach out to the Griffon Office of Applied Learning if you would like additional support in any of these areas.*

Resources:

- [MWSU Criteria for applied learning](#)
- [Society for Experiential Education](#)
- Kolb, Alice and Kolb, David “[The experiential learning cycle](#)”, *Australian Educational Leader*, vol. 40, no. 3, 2018, pp. 8-14.
- Kolb, Alice and Kolb, David, *The Experiential Educator: Principles and Practices of Experiential Learning*, EBL Press, 2017.
- Kuh, George “High-Impact Educational Practices: What they are, who has access to them, and why they matter”, AAC&U, 2008.
- Kuh, George “[Ensuring Quality and Taking High-Impact Practices to Scale](#)”, AAC&U, 2013.