



# EXPERIENTIAL EDUCATION (EE) CODING SCHEME: A QUICK GUIDE



## ● BACKGROUND

- York University offers a broad range of EE opportunities within its courses and programs.
- Students need a way to identify these EE opportunities when they choose their courses.
- The course coding scheme in this guide represents a way of enhancing current practices so that a wide range of EE opportunities is recognized.

## ● WHY APPLY A CODE FOR EE COURSES?

Aside from helping students identify EE courses at the time of enrollment, course coding:

- Encourages advanced EE planning for Faculties, Schools, Departments, and units.
- Prompts faculty to consider whether they would like to teach an EE course at an earlier stage, when the unit makes teaching assignments, providing more time for them to determine their EE teaching needs.
- Affords EE support staff/Coordinators more time to plan and prepare appropriate documentation (e.g., placement agreements, insurance forms, etc).
- Enables schools/departments/units to systematically map EE opportunities to the curriculum.
- Facilitates institutional data collection and analysis for reporting and planning purposes.

## ● PURPOSE OF THIS GUIDE: EE COURSE CODING PROCESS

This guide provides an introduction to the various EE strategies that are embedded within courses or programs at York University. We aim to provide a systematic way of categorizing these experiences with a corresponding EE course code. Faculty members who currently incorporate EE into their courses, or who are planning to do so in the future, will have a local point of contact (e.g., EE coordinator, UPD or GPD, Chair) to inform their school/department/unit when course assignments or decisions about future course offerings are made within the unit.

To facilitate this process, for each EE type, we offer a short description based on the “Experiential Education Common Language” document found at: <http://avptl.info.yorku.ca/experiential-education/> . Note: For detailed information and definitions, please refer to the common language document.

The last section of this guide lists **next steps for the course coding process** and **EE resources** for faculty, including where to go if there are additional questions or comments.

## ○ EXPERIENTIAL EDUCATION (EE)

Experiential Education (EE) is an approach to learning that bridges theory and practice by providing students with practical experiences and the opportunity to engage in reflection on their experiences using the theoretical knowledge they have learned. It encourages critical observation, reflection, analysis, and synthesis in order to develop knowledge and skills, and to clarify values and attitudes. At York, there are three EE strategies: classroom focused, community focused and work focused. Examples of each are provided in the pages that follow.



### **CLASSROOM Focused**

Practices, activities, and/or assignments that extend, apply, and allow for the reflection on students' course-based learning through experiences and situations they may encounter inside or outside the classroom.



### **COMMUNITY Focused**

Students learn from engaging with community members and/or organizations through a specific project undertaken outside and/or inside the classroom.



### **WORK Focused**

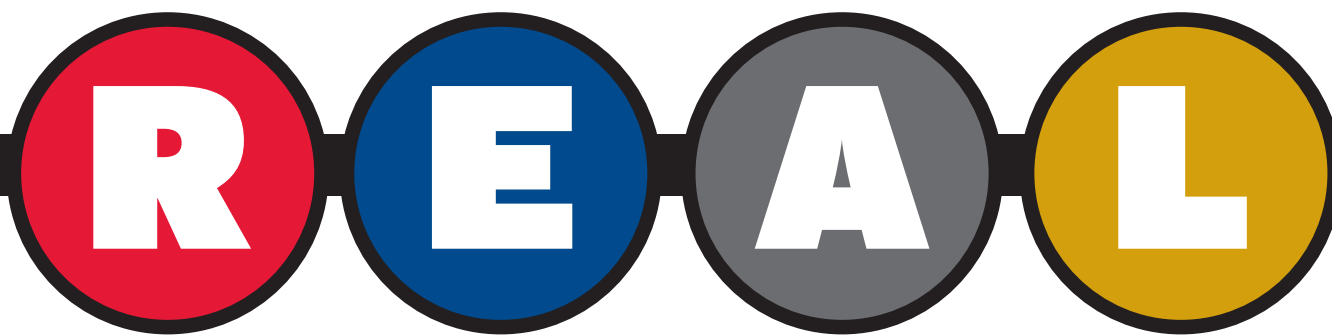
Placements, internships, and co-op opportunities that extend, apply, and allow for the reflection on students' course or program-based learning through their work in the field or with an organization such as a business, non-profit, school or agency.





# MAKING EXPERIENTIAL EDUCATION R.E.A.L.

While students will engage in many different experiences during their time at York, not all of these experiences can be defined as experiential. Experiential education in support of student learning must be R.E.A.L. This mnemonic highlights the importance of providing students with opportunities to enable them to reflect on their learning. It also signals the importance of integrating experiential opportunities in a way that explicitly supports the achievement of course or program learning outcomes, so that the learning that occurs as a result is measurable.



## STANDS FOR

### Reflection

Reflective prompts or activities are weaved in before, during and after the experience

### Experience

A purposeful and authentic experience brings new meaning to the learning process

### Assessment

The learning that takes place as a result of the EE component can be demonstrated and assessed in some way

The EE component is explicitly incorporated into the assessment plan (or grading scheme)

### Learning

The EE component is explicitly aligned with at least one course or program learning outcome

The first two elements of R.E.A.L. are necessary to enable experiences to become more "experiential" for students.

The latter two elements underscore the importance of intentionality on the part of the course director when integrating EE within a course or program, so that the emphasis is on student learning.

See the York University EE guide for more details: <https://ee-guide.info.yorku.ca/>

**The R.E.A.L. elements are integral to all EE strategies that are described in this document.**

See the pages that follow.

## CLASSROOM FOCUSED EE

Classroom focused EE typically involves experiences (**E - Experience**) that are organized and facilitated inside the classroom, where students may engage in activities that mirror or simulate real world scenarios. Students will reflect (**R - Reflection**) on these experiences through a variety of activities (see below for examples) facilitated before, during, and after the experience. Student learning is often assessed (**A - Assessment**) through these reflective activities, which should be aligned with at least one of the course or program learning outcomes (**L - Learning**).



### Classroom Focused

Code: **CLSF**

Through various classroom focused experiences and reflection activities, students apply and extend their course-based learning.

**Example:** Nursing students take the role of being either a health care provider or a patient, while performing a medical procedure. Students then reverse roles. Finally, students are asked to complete a one-minute paper to capture their thoughts on the most important thing they learned, and to consider what was most challenging during the experience.

**Note:** For a course to qualify for a **CLSF** code, course directors should clearly outline on the course syllabus how student learning is being assessed through classroom focused EE activities.

#### Examples of classroom-focused experiences

Below are some examples of experiences that can simulate or mirror real world scenarios while integrating the various knowledge and skills being taught in the course:

- Guest speakers
- Role playing
- Skits
- Case studies
- Simulations
- Studio Work
- Workshops and labs
- Interviews with professionals in a particular field
- Participation in community events
- Observations of lived experiences that correlate with topics under study
- Visits/field trips to sites that are of particular relevance to certain disciplines

#### Examples of reflective activities

Incorporating opportunities for reflection encourages students to make meaningful connections with course content and beyond. Below are some examples:

- One-Minute Papers
- Critical Incident Questionnaire (CIQ)
- Mind Maps/Concept Maps
- Poster Presentations
- Video Testimonials
- Reflective Essays
- Learning Portfolios
- Art Pieces  
(drawing, music, dance, sculpture, etc)



## COMMUNITY FOCUSED EE STRATEGIES

Community focused EE affords students with experiences (**E - Experience**) that involve community members and/or organizations. Students may be involved in a placement with a community organization or may engage with these community members directly in the classroom. Students reflect (**R - Reflection**) on their experiences and faculty assess student learning (**A - Assessment**) to indicate the extent to which the student is attaining at least one of the course learning outcomes (**L - Learning**). Below are various community focused EE strategies.



**Note:** For a course to qualify for a **COMM** code, course directors should clearly outline on the course syllabus how student learning is being assessed through community focused EE.

### Community Based Learning Code: COMM

In the classroom, students learn from connections with community members and/or organizations through a specific project.

*Example: Business students develop a marketing plan for a local area business district. AMPD students create public performances, screenings and exhibitions in a public space on or off campus, outside of class time.*

### Community Service Learning Code: COMM

Outside the classroom, students learn from interacting with community members and/or organizations.

*Examples: Education students are involved at the local library to promote literacy.*

### Community Based Research Code: COMM

As part of a course, students work with a community partner and a researcher to co-create and carry out a research project.

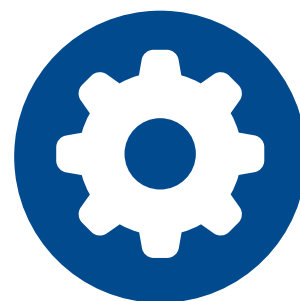
*Example: Social work and nursing students work on a research project in partnership with a community health centre that wishes to understand the social and health needs of their clientele.*





## WORK FOCUSED EE STRATEGIES

Work focused EE entails experiences (**E** - Experience) that typically are placements, internships, or co-op opportunities, where students are engaged in hands-on, supervised work in the workplace (outside the classroom). Within their course or program, students have the opportunity to reflect (**R** - Reflection) upon their experiences. Students also receive some form of assessment (**A** - Assessment) to indicate how well they have achieved their goals (often mutually agreed upon by the student, instructor, and workplace supervisor), that are aligned with at least one of the course's or program's intended learning outcomes (**L** - Learning). Below are various work focused EE strategies.



### Course Based Placements

Code: **CBP**

As a mandatory part of their **course**, students get hands-on, usually unpaid, experience in an organizational environment to develop, augment, and reflect on the knowledge and skills being learned in a course.

***Example:** An international studies student is placed at the French embassy to work on projects with the cultural service team.*

**Note:** For a course to qualify for a CBP code, course directors should clearly outline on the course syllabus how student learning is being assessed through the course based placement.

### Program Based Placements

Code: **PRAC**

As a mandatory part of their **program**, students get hands-on, usually unpaid, experience in an organizational environment to develop, augment, and reflect on the knowledge and skills being learned in their program. These experiences also can be known as field placements or practica.

***Examples:** Nursing students work at a health centre to receive practical training as a clinical placement. Social work students work at a social services agency.*

### Internships

Code: **INSP**

Through hands-on, full-time, paid, supervised work experience, students develop, augment, and reflect on the knowledge and skills being learned throughout their degree. Unlike a co-op placement, students participating in internships do not alternate work experiences with academic terms.

***Example:** A business student works in an accounting firm for an eight-month paid position after their third year of study.*

### Co-op Education

Code: **COOP**

Through hands-on, full-time, paid, supervised work experiences that alternate with academic terms, students get the opportunity to develop, augment, and reflect on the knowledge and skills being learned in their courses.

***Example:** An engineering student works at various technology companies, alternating between school for four months, and then paid work for four months.*



## NEXT STEPS & EE RESOURCES

**Note:** Internal processes for supporting EE may vary between Faculties. Please contact the EE coordinator (or equivalent) within your Faculty for details.

### If you know which EE code should be applied to your course, contact your:

- Faculty EE coordinator, and
- Undergraduate program director (UPD), or
- Graduate program director (GPD), or
- Chair

This should be done in the year prior to the course offering. They will initiate a process that will inform the Registrar's Office to code the course with an EE code.

### If you are unsure which EE code should be applied to your course, contact:

- Your Faculty EE coordinator
- Teaching Commons
- Your UPD/GPD or Chair

### If you would like to learn more about designing an EE course (i.e., pedagogical support) in terms of:

- Course Design: Incorporating EE, assessing EE – contact the Teaching Commons
- Teaching Resources for EE – contact the Teaching Commons
- Discipline specific examples of EE – contact your Faculty EE coordinator

### If you require logistical support pertaining to:

- Risk management for community focused EE courses, or experiences within the community – contact your Faculty EE coordinator, or the YU Experience Hub
- Partnership development with external organizations – contact your faculty EE coordinator, or YU Experience Hub (for placements, Internships, CO-OP).
- The implementation of EE experiences within your course (e.g., parking passes for guest speakers, etc.) – contact your Faculty EE coordinator



## CONTACTS:

### If you have additional comments or questions

If you have questions or comments, please contact your Faculty EE coordinator. A list of contacts is provided here:

<http://yuexperience.info.yorku.ca/ee-coordinators/>.

If you would like to contact the YU Experience Hub, please do so at: [yueehub@yorku.ca](mailto:yueehub@yorku.ca)

If you would like to contact the Teaching Commons, please do so at [teaching@yorku.ca](mailto:teaching@yorku.ca)

## ADDITIONAL ONLINE RESOURCES

For internal and external online resources curated by the Teaching Commons, please refer to: <https://teachingcommons.yorku.ca/resources/experiential-education/>

Digital copies of this document can be found at: <https://yuexperience.info.yorku.ca/experiential-education-course-coding-guide/>