

APPRC Forum 2021: Advancing UAP Objectives on Experiential Education

Background Materials

YORK 



Outline

- › UAP References to EE
- › York University Common Language and “Subway” Diagram
- › Ministry Definitions of EL/EE
- › Course Coding to Enable Counting EE
- › SMA3 Metrics and Reporting Results
- › Examples of “Virtual” EE and Going Remote

University Academic Plan 2020-2025

21st Century Learning: **Diversifying Whom, What, and How We Teach**

This Priority also highlights the value we place on diversity of thought. To prepare our students to live, work, and act meaningfully in the world, we will:

- continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking
- pursue inclusive excellence by decolonizing curriculum and ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews
- build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media

Finally, this Priority speaks to diversifying how we teach in an era of perpetual, universal learning. Rather than acquiring static knowledge, the hallmark of education for the future is now intellectual agility, adaptability, and knowing how to learn in any context. To meet this challenge we will:

- offer a wider range of credentials and flexible delivery options, from in-person to virtual, to expand access to learning for diverse individuals at multiple stages of their lives and careers
- attain our goal of providing every student with an experiential learning opportunity, regardless of program
- create more physical and virtual capacity for active and collaborative learning, so that students gain skills in working with others along with the joy of belonging to a learning community, wherever they are located
- encourage students to become lifelong learners with the curiosity, research and creative skills, and habits of mind to continually question and update their own knowledge
- enhance and update teaching and professional development supports for all instructors, including tenure-stream and contract faculty as well as teaching assistants.

University Academic Plan 2015-2020

Experiential education – by which we mean a variety of learning modes that involve problem-based inquiry, the application of knowledge, and involvement in career-preparation – enriches the curriculum and contributes to deep learning. (page 15)

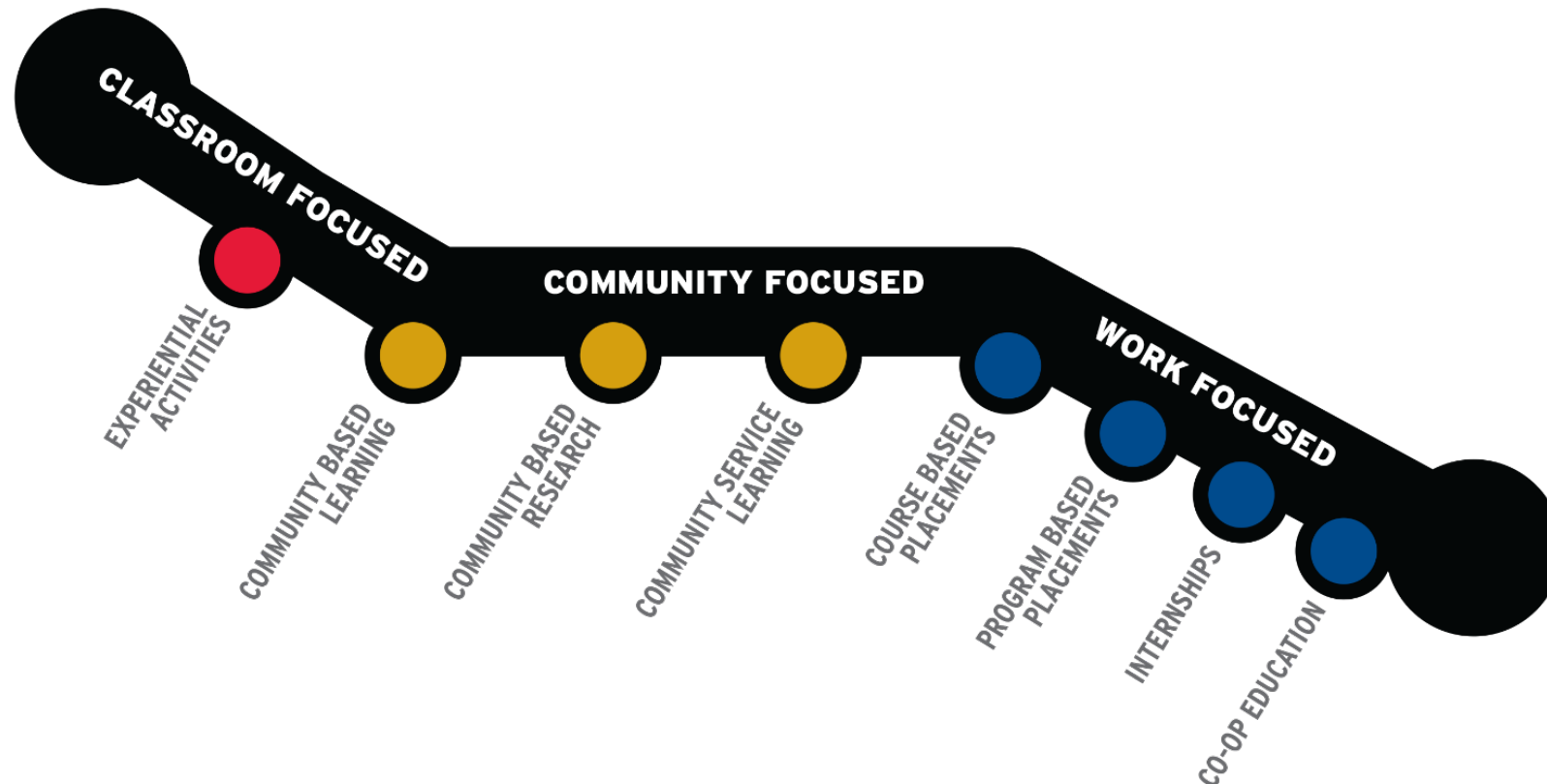
PRIORITY 3 – Enhanced Quality in Teaching and Student Learning

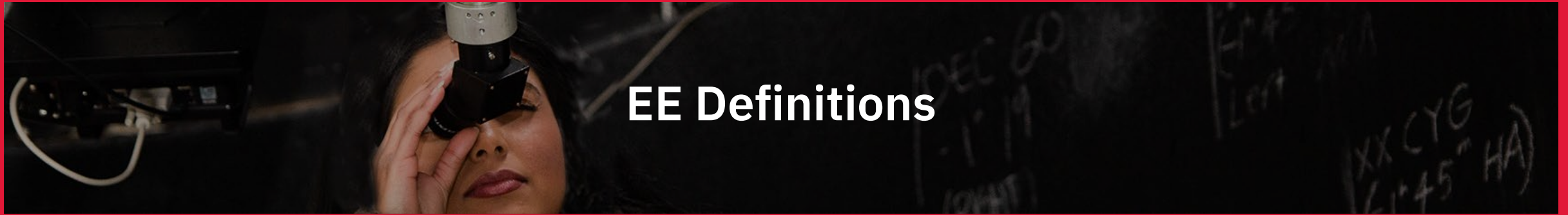
- 1.1. Increase the number of EE opportunities both internally and on campus including for example student participation in Organized Research Units
- 1.2. Develop the means by which to organize and track experiential education opportunities, problem-based inquiry and related strategies as is the case with online and blended courses (page 15)
- Provide training and support for faculty members interested in incorporating experiential education, technology enhanced learning and other pedagogical innovation (page 15)
- Outreach to our larger communities is also fundamental to York’s mission as it both suffuses and extends beyond the University’s academic programs. This priority reflects York’s mission, vision and values and represents an important component of other priorities (for example, experiential learning and community-based research). (page 18)

York University EE Common Language

Experiential Education (EE) is the application of **theory** to a concrete **experience**, either within the classroom or within the community, which advances learning outcomes and requires students to **reflect** upon their learning.

[Experiential Education Common Language document](#)





EE Definitions

CLASSROOM-FOCUSED EE

- Encourages students to apply theory & course content to in class experiences
- Key pedagogical strategies include active learning and structured reflection
- Concrete experiences can occur both inside and outside the classroom

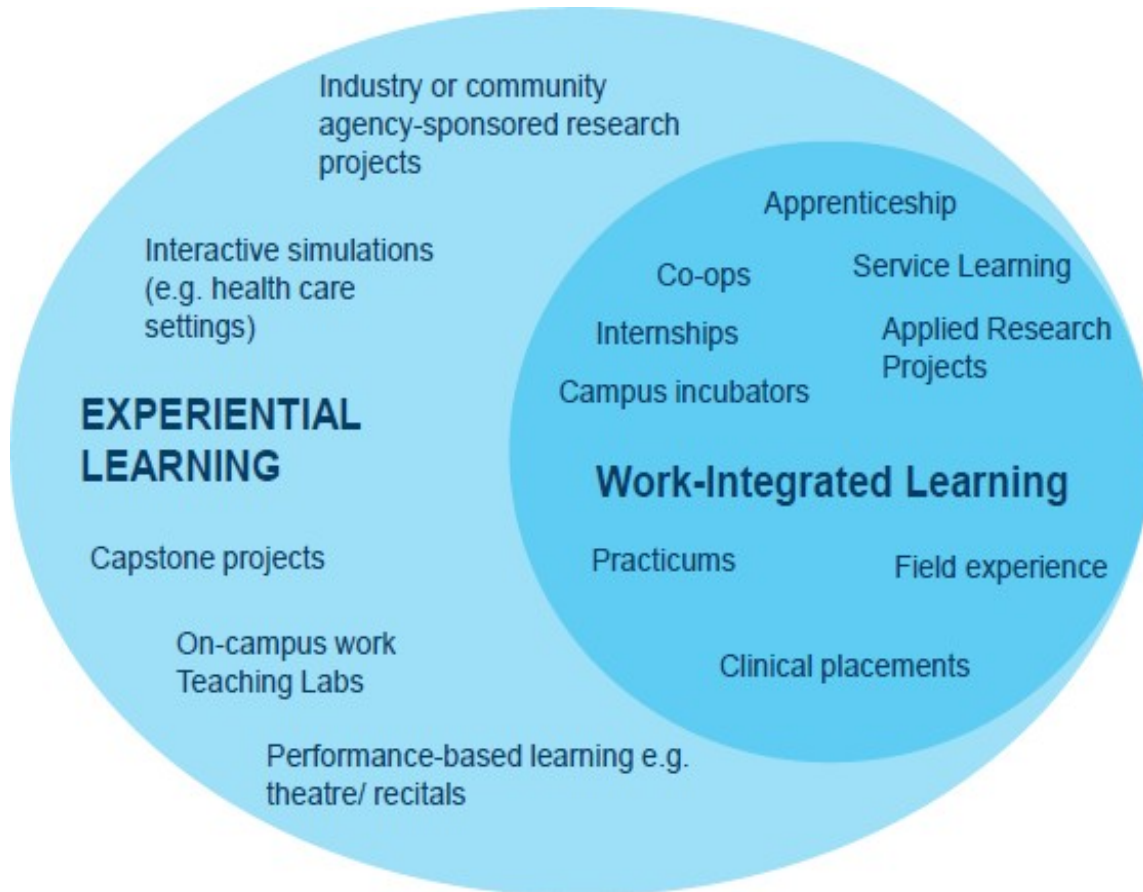
COMMUNITY-FOCUSED EE

- Students interact and collaborate with community partners
- Projects contribute to both student learning outcomes and identified community needs
- Culminating work (e.g. report, papers) are often presented to both the professor and the community partner(s)

WORK-FOCUSED EE

- Students obtain hands on work experience in an organizational setting
- Includes placements, internships, and co-op programs
- Students develop professional competencies & connect them to key concepts presented in the course

Ministry of Training, Colleges and Universities: Guiding Principles for Experiential Learning



- Experiential Learning (EL) supports students in gaining hands-on learning that helps them transition to employment
- EL addresses employers' needs for new graduates to 'hit the ground running'
- Postsecondary institutions provide many innovative student experiences that develop work and life-related skills and knowledge through a spectrum of interactive approaches

MCU's Six Criteria for Experiential Learning

MCU set a checklist of six criteria, detailing requirements of an experiential learning activity, for MCU purposes:

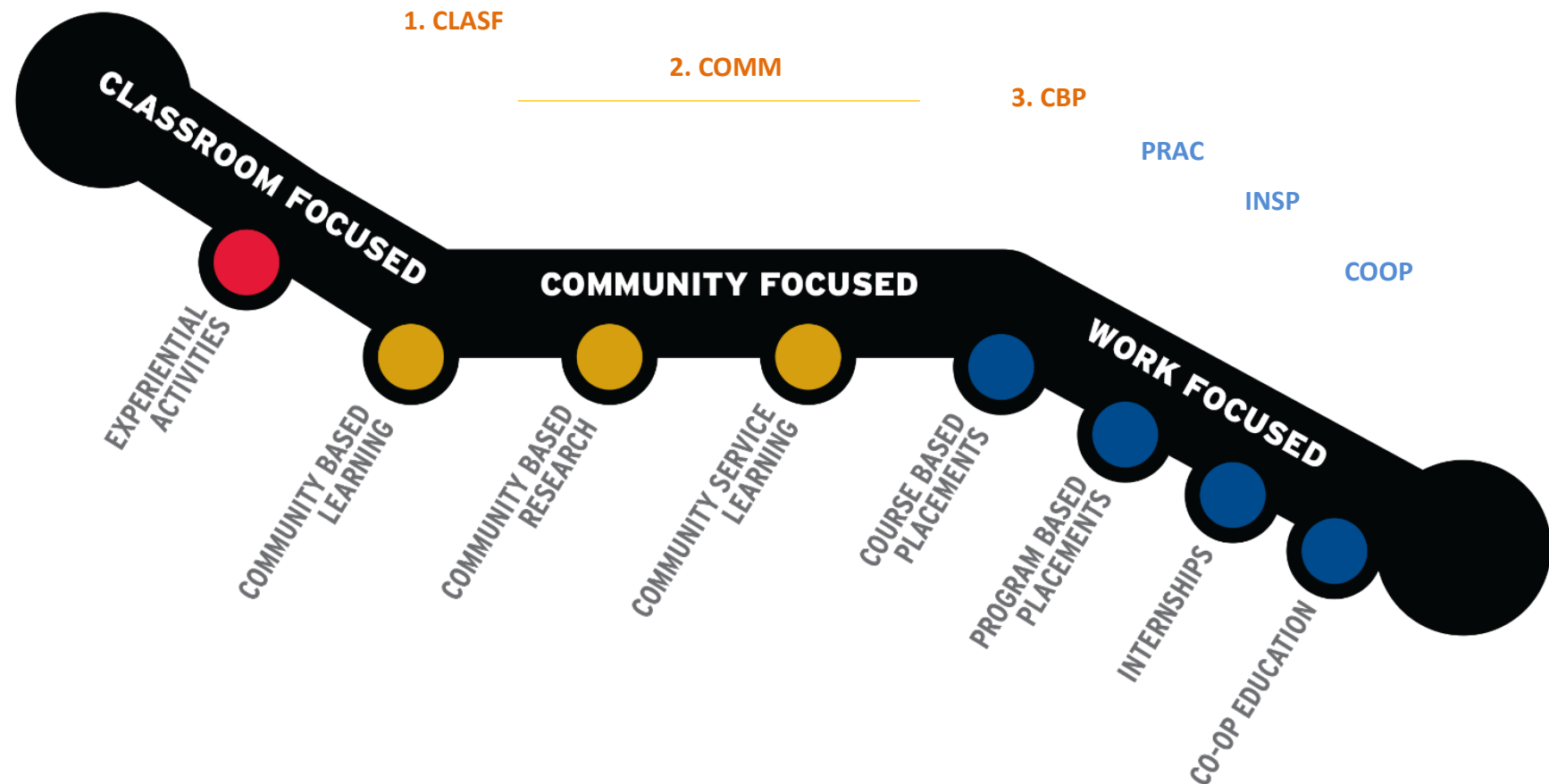
- The student is in a workplace or a simulated workplace.
- The student is exposed to authentic demands that improve their employability, interpersonal skills, and transition to the workforce.
- The experience is structured with purposeful and meaningful activities.
- The student applies university or college program knowledge and / or essential employability skills.
- The experience includes student self-assessment and evaluation of the student's performance and learning outcomes by the employer and / or the university/college.
- The experience counts towards course credit or credential completion OR is formally recognized by the college or university as meeting the five criteria above.

In addition to the six criteria, all opportunities must comply with all applicable laws and regulations, and should be accessible in inclusive environments.

Current EE Course Coding

The following three new course codes are used to track EE as described in the [Experiential Education Common Language document](#): **Classroom Focused EE (CLASF)**, **Community Focused EE strategies: Community Focused (COMM)** and **Work Focused EE strategies: Course Based Placement (CBP)**.

Course Codes for Work Focused areas: PRAC, INSP and COOP already exist.



SMA3 Metrics

Tracked to assess performance under York's funding agreement with province

Metric 1 (Year 1 Activation)	Graduate Employment Rate in a Related Field	% of bachelor or first professional degree grads employed FT who consider their jobs related to the skills they developed in their university program, 2 years post-grad
Metric 2 (Year 1 Activation)	Institutional Strength/Focus	% of enrolment in an institution's program area(s) of strength
Metric 3 (Year 1 Activation)	Graduation Rate	% of all FT first year bachelor or first professional degree students who graduated from the same institution within 7 yrs
Metric 4 (Year 1 Activation)	Community/Local Impact of Student Enrolment	Enrolment share in the population of the city/town(s) in which institution is located
Metric 5 (Year 1 Activation)	Economic Impact (Institution-specific)	Number of Start-up Ventures Supported by York University. A start-up venture is a for-profit, non-profit, or social enterprise created by a student, faculty member, alumni, or community member that obtains mentorship, education, or space from York University for a period of three months or equivalent.
Metric 6 (Year 1 Activation)	Research Funding & Capacity: Federal Tri-Agency Funding Secured	\$ and % of funding received by institution from Tri-Councils
Metric 7 (Year 2 Activation)	Experiential Learning	# and % of UG grads who participated in at least 1 course with required EL component
Metric 8 (Year 2 Activation)	Research Revenue Attracted from Private Sources	Research Revenue Attracted from Private Sources
Metric 9 (Year 2 Activation)	Graduate Employment Earnings	Median employment earnings of university grads, 2 years post graduation
Metric 10 (Year 3 Activation)	Skills and Competencies	TBD

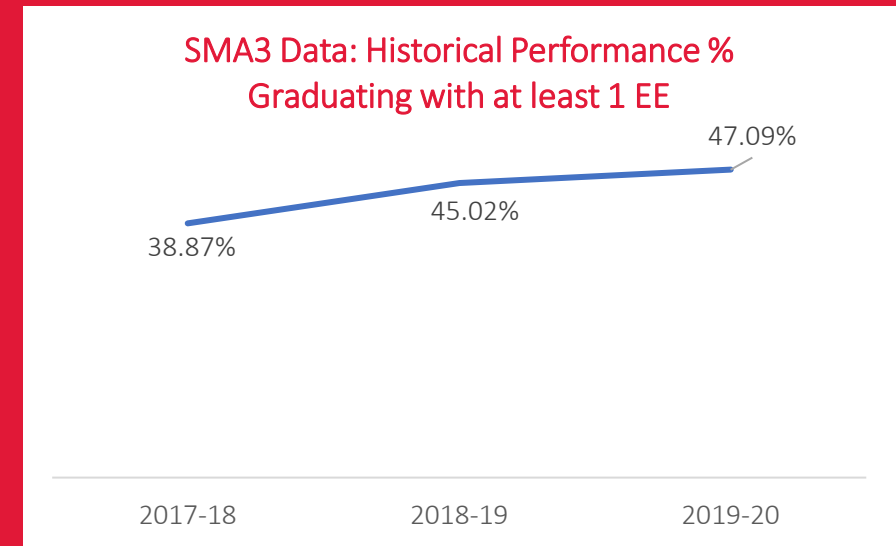
SMA3 Experiential Learning: Definition, Methods and Data

SMA3 reporting guidelines set by MCU:

- EL activity is a component of a for-credit course in an undergraduate program.
- EL activity is tracked at the individual level (i.e., an institution must be able to determine if a graduate participated in EL).
- EL activity is structured and meaningful (i.e., verified or evaluated and count towards course credit or credential completion).

York's Method:

- Identified EE courses consistently back to 2015-16 based on EE course coding developed for more recent years.
- Unique individuals graduating from UG degree(s), and who have taken at least one undergraduate EE course.



SMA3: Measuring our Progress

7. Experiential Learning

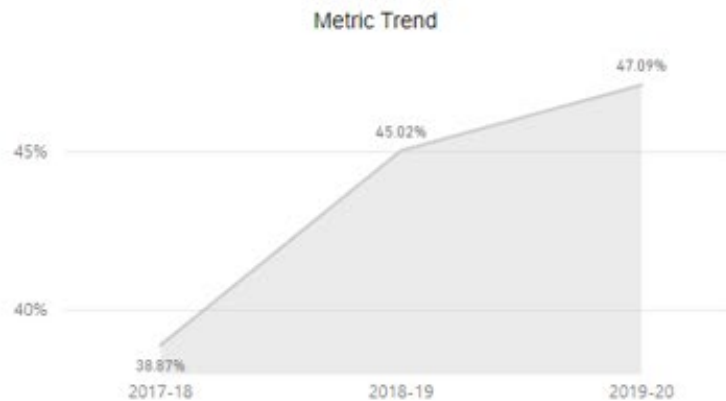
Number and proportion of graduates in undergraduate programs, who participated in at least one course with required Experiential Learning (EL) component(s).


 **15%**

 **\$15.51M**

Year	Metric Weighting	Notional Allocation	Actual Allocation	Variance	Target Achievement
2021-22	15%	\$15,507,608	\$15,507,608	\$0	114.68%
2022-23	17%	\$22,596,801			
2023-24	17%	\$27,618,312			
2024-25	17%	\$30,129,068			

YorkU preliminary projections exceeding target for year 2 evaluation



 **Metric Progress**

SMA3 Performance vs Target [Reporting Year - Slipped 1 Year]



Calculation Methodology

Count: Graduates of undergraduate programs who participated in at least one course with required experiential learning component(s).
 Proportion: Numerator - Number of graduates in undergraduate programs, who participated in at least one course with required Experiential Learning (EL) component(s) - divided by Denominator - Total number of graduates.
 Inclusions: Domestic, International, Full-Time, Part-Time, Undergraduate, Collaborative Nursing;
 Exclusions: Graduate, Online.

Notes

For SMA3 purposes, universities will report both counts and proportions. However, for performance/outcomes-based funding calculation, only proportions will be used. For the purposes of SMA3 reporting, universities should follow the following guidelines:
 - EL activity is a component of a for credit course in an undergraduate program.
 - EL activity is tracked at the individual-level (i.e., an institution must be able to determine if a graduate participated in EL).
 - EL activity is structured and meaningful (i.e., verified or evaluated and count towards course credit or credential completion).

Data Source

Institutional data

Going Remote: EE Initiatives

- In response to the pandemic, the YU Experience Hub created an online video tool for faculty to assist in their EE activities: **[Going Remote Tools:](http://www.yorku.ca/yuexperience/going-remote/)** www.yorku.ca/yuexperience/going-remote/
- Some of the inspiring examples of remote EE that have appeared in YFile over the past year:
 - LA&PS: <https://yfile.news.yorku.ca/2021/02/25/experiential-education-is-thriving-in-online-environment/>
 - Glendon: <https://yfile.news.yorku.ca/2021/01/21/glendon-students-turn-their-backyards-into-labs/>
 - Schulich: <https://yfile.news.yorku.ca/2021/02/21/schulich-partnership-with-city-of-toronto-wins-edco-award-of-excellence/>
 - Education: <https://yfile.news.yorku.ca/2020/05/28/students-co-plan-and-teach-a-mathematics-lesson-to-their-peers/>
 - Lassonde: <https://yfile.news.yorku.ca/2020/12/08/professor-draws-on-expertise-of-the-lassonde-education-innovation-studio/>
 - YUExperience Hub: <https://yfile.news.yorku.ca/2020/09/17/yu-experience-hub-helps-bring-virtual-experiential-education-to-life/>



A bird bioacoustics recorder deployment in a Glendon student's backyard