

2021 Dialogues in the Disciplines

Assessing Experiential Learning: Now and When

Agenda Friday, March 26, 2021

<p>9:30 – 9:45AM</p>	<p style="text-align: center;">Welcome and Opening Remarks <i>Craig Pepin, NEean President; Associate Dean for Assessment and Professor, Core Division; Champlain College</i></p> <p style="text-align: center;">Introduction to the Keynote Speaker <i>Jennifer Galipeau, NEean Vice President; Associate Provost; Johnson & Wales University</i></p>
<p>9:45 – 10:30AM</p>	<p style="text-align: center;">Keynote Address</p> <p style="text-align: center;"><i>Unintentional Consequences: The Case for Assessing Learning in Experiential Education</i></p> <p>Experiential Education is a powerful model of educating students in authentic situations to apply classroom learning in the real world. However, without a solid way of assessing, we often do not really know what connections between theory and practice are occurring nor how students apply or interpret their learning. As educators our goal is not only to assess but to help students develop the skill to continue to assess themselves after they leave the academy. Together we will explore the characteristics of authentic experiential education, look at the ways we can measure success of our offering, but more importantly explore how to promote and measure the effect of experience for student learning in the classroom and off campus sites.</p> <p style="text-align: center;"><i>Presented by: Donna Qualters, Ph.D., Consultant and Author</i></p>
<p>10:30 – 11:00AM</p>	<p style="text-align: center;">Q & A Session with Donna Qualters</p>
<p>11:00 – 11:15AM</p>	<p style="text-align: center;">Break</p>

11:15 – 12:15PM

Models and Practice Session 1

Assessing Skills Gained Through Internships

Employers place a significant value on internships when identifying recent college graduate hires. Internships offer students the opportunity to gain crucial practice in skills such as professionalism, communication, problem solving and collaboration. In this session, a university’s model for assessing interns for these “soft skills” will be shared. The development and use of university-approved “Experiential Education Outcomes” and the instruments used to capture quantitative and qualitative assessment data from students, sites and faculty will be shared. Insights into how findings support students individually and institutional curriculum as a whole will be discussed.

*Presented by: Sheri Young, Ed.D., Dean of Experiential Education & Career Services,
Johnson & Wales University*

12:15 – 1:30PM

Lunch Break + Optional Networking and Brainstorming Session

Grab your lunch, best examples, and lingering questions and join us for an engaging lunch discussion about leveraging evidence from Ex. Ed. to drive continuous improvement. As we dig into our lunch boxes, we’ll also dig into great conversations about using assessment from diverse Ex. Ed. models to inform continuous improvement at the course, program and institutional level. The small group format (no more than 6 per group) will help ensure ample opportunity for story-telling, struggle-sharing, and connection-building.

1:30 – 2:30PM

Models and Practice Session 2

***Connecting Assessment to Learning Objectives
for Faculty and Students***

Students at Worcester Polytechnic Institute experience project-based learning (PBL) at scale, completing multiple individual and team-based projects throughout their four-year curriculum. However, faculty often learn how to teach and trust PBL by starting small, with a single assignment designed to facilitate learning objectives not easily met with traditional pedagogies. This session will explore the unique assessment needs of course-embedded PBL at three levels: assignment, course, and university. Explored through the lens of faculty development, examples will share challenges, successes, tools and frames for making meaning from assessment data.

*Presented by: Kimberly LeChasseur, Ph.D., Research and Evaluation Associate,
Center for Project Based Learning
Worcester Polytechnic Institute*

2:30 – 3:15PM

Closing Session

Cross-Discipline Dialogues

The program will close using “crowd-sourcing” as we consider one of the symposium’s essential questions:

"What have we learned from the current pandemic and how can it inform our efforts to assess the experiential in the future?"

Attendees will be prompted to submit questions, insights and stumbling blocks throughout the day and will be used to facilitate conversations in this final symposium session.

3:15 – 3:30PM

Final Remarks and Conclusion

Speaker Biographies and Contact Information

Kimberly LeChasseur, Ph.D.

Research and Evaluation Associate, Center for Project Based Learning; Worcester Polytechnic Institute
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As a Research & Evaluation Associate at Worcester Polytechnic Institute, Dr. Kimberly LeChasseur assists faculty in clarifying, assessing, communicating, and using what they know about the processes and effects of their teaching and scholarship. Kimberly facilitates professional learning about research and evaluation through faculty learning communities, faculty coaching, and the construction of self-paced learning resources. She is most passionate about supporting faculty in exploring new ways of thinking about data as a means of storytelling and as a tool for challenging unjust educational practices. Dr. LeChasseur holds a joint position across the Morgan Teaching and Learning Center and the Center for Project-Based Learning.

Donna Qualters, Ph.D.

Consultant and Author
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Dr. Donna Qualters is a nationally recognized expert in experiential education, assessment, and faculty development. Throughout her career, she has balanced between researcher, faculty developer, and teacher. Dr. Qualters has published widely, including editing and contributing to *Experiential Education: Making the Most of Learning Outside the Classroom*, as well as numerous peer-reviewed articles at the intersection of pedagogy and assessment. She was a founding faculty member of the Martha’s Vineyard Institute on Experiential Education, sponsored by the World Association of Cooperative Education. She served as Director of the Tufts University Center for the Enhancement of Learning and Teaching, and prior to that, as Director of centers for learning and teaching at Suffolk and Northeastern Universities. Most recently, Dr. Qualters has consulted in Rwanda with a new institution based entirely on experiential education.

Sheri Young, Ed.D.

Dean of Experiential Education & Career Services, Johnson & Wales University

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Sheri Young is the dean of Experiential Education & Career Services (EE&CS) for Johnson & Wales University, (JWU). She oversees outcomes and assessment for the University's internship and other experientially-related programs, as well as sets the direction and policies for the EE&CS teams at all campuses. Young serves as an adjunct faculty member in the JWU College on Online Education, teaching graduate-level research courses and undergraduate courses in organizational behavior. Young is the past president of the Rhode Island Career Development Association and the past co-chair of the National Career Development Association's (NCDA) Awards Committee and is currently a co-chair of NCDA's research committee. She completed the National Society of Experiential Education's Experiential Education Academy and presented at numerous local, state, and national conferences on topics related to internship, career services, employer relations and international students. Young holds a Doctorate of Education from Northeastern University with a concentration in Organizational Leadership.

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