

Experiential Education

Herding Cats: Engaging Faculty in Experiential Education

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Introduction & Goals

- This morning we will.....
 - Look at faculty ideas on engaging faculty
 - Strategic Models of change/innovation
 - Planning Models and Ideas
 - Your Faculty Plan

Before this – quick review for those who weren't at
yesterday's presentation

Active and Experiential

Active learning:

“...in the context of the college classroom, active learning involves students in doing things and thinking about the things they are doing?”

-C. Bonwell

Active and Experiential

Experiential Learning:

“...learning processes and accomplishment that takes place **BEYOND** the traditional classroom and that enhances the personal and intellectual growth of the student” (1997)

“...integration of classroom learning with non classroom learning to create **NEW** knowledge, skills and enhance professional attitude in either site” (2006)

Principles of Good Practice

NSEE, 1998

1. Intention – clarity of what, how and why of the experience (learning objectives/ outcomes/ expectations)
 2. Preparedness and Planning – assurance of k/s and connection with the learning plan
 3. Authenticity – real world
 4. REFLECTION
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5. Orientation and Training – baseline knowledge for all parties and outline of the experience
 6. Monitoring and Continuous Improvement – feedback loops to all parties
 7. **ASSESSMENT AND EVALUATION**
 8. Acknowledgement – Culminating documentation and celebration of the learning
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What are some experiential education activities?

- **Cooperative Education**
 - **Internships**
 - **Study Abroad**
 - **Undergraduate Research**
 - **Community Based Research**
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- **Service Learning**

Why does popular myth refer
to faculty development or
engagement as herding
cats??

Faculty characterization

- Independent
 - Entrepreneurs
 - Loners
 - Inflexible
 - Practice with unexamined assumptions

 - Schuster & Wheeler showed loyalty of faculty
 1. Discipline
 2. Students
 3. Department
 4. University
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Change.....

- Take a minute (or five) and think about a time you've changed
 - Define the process.....
 - Define the barriers.....
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- Let's do the same but for institutions....
 - Describe your experience with changing institutions.....
 - Barriers to institutional change.....
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How Teachers Change Teaching- Research

- Faculty as professional postulants
 - Untrained teachers teach
 -the way **they** were taught
 -the way **they** learn
 - Faculty do not make systematic/data driven change
 -spur of the moment
 -unexamined assumptions
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How Teachers Change - Research

- Faculty do make changes but based on their conception of their teaching role
 - Can change if there is a match between their conception of a teacher and the offered approach
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If this is true? What needs to be in place to create engagement?

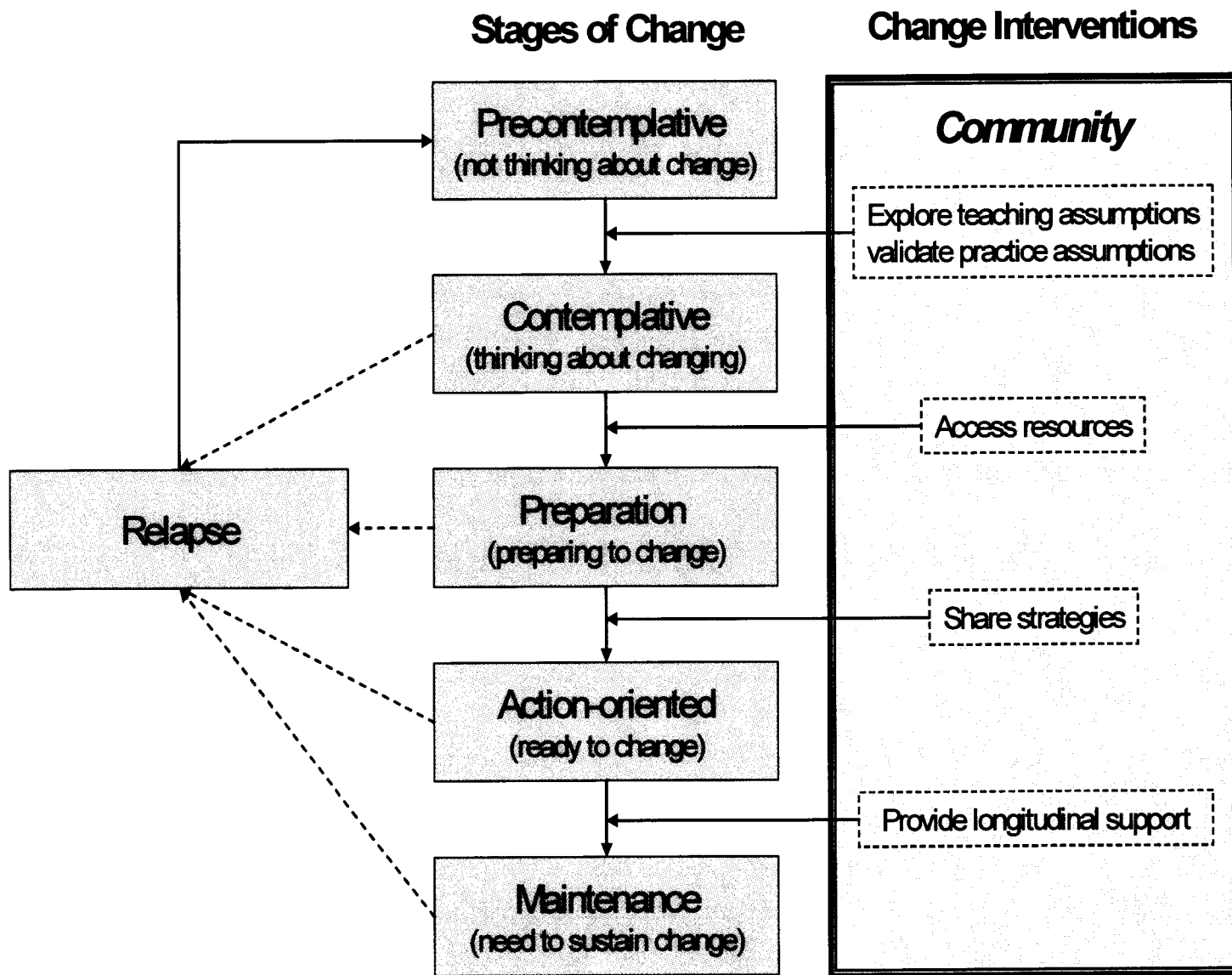
1. High level of commitment from the top
2. Shared values and a faculty sense of ownership
3. System which supports a wide variety of scholarship (SoTL)
4. Pedagogy is explicitly important from the point

of hire

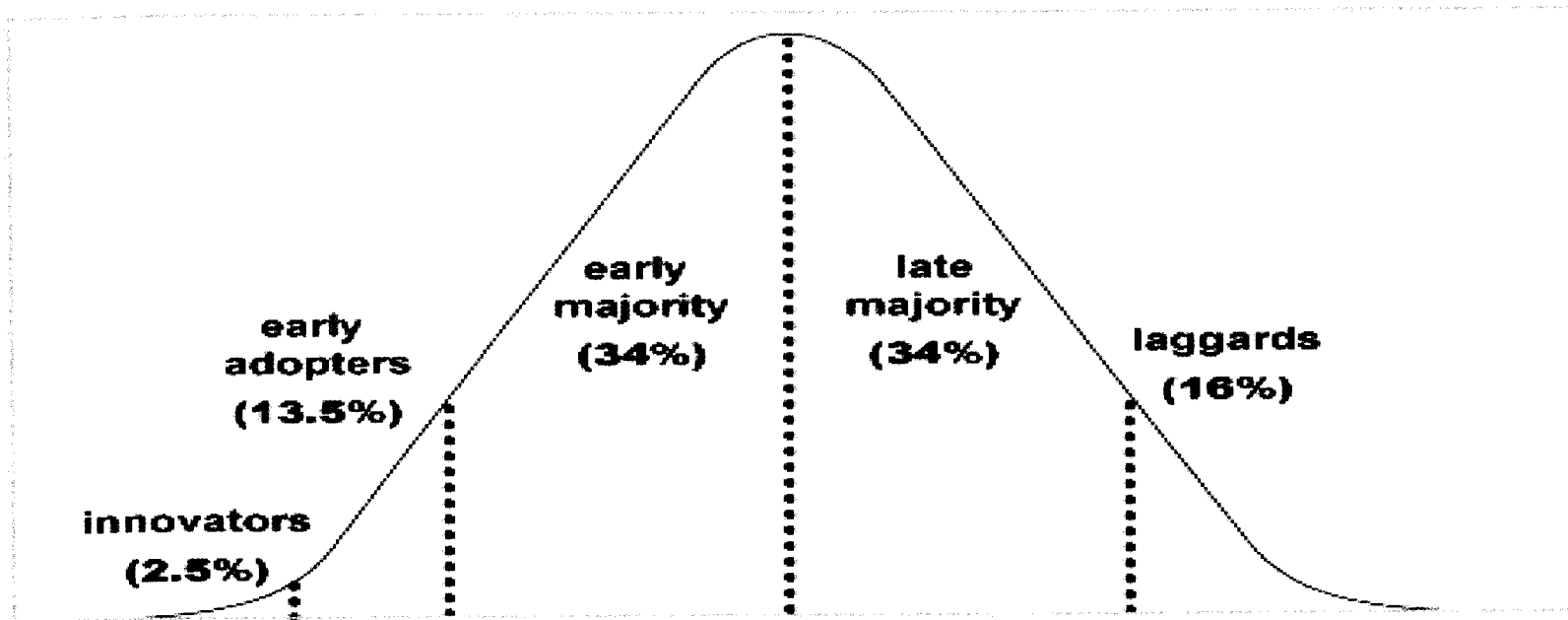
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5. Frequent interaction and collaboration among faculty around teaching
 6. Programs/venues/resources to support development
 7. Support from the department chair
 8. Connection to the change with evaluation and tenure
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Changing INDIVIDUALS!! :Stages of Change

1. Pre-contemplative – Not considering change
2. Contemplative – Ambivalent about change
3. Preparation – Planning to Act
4. Action – Ready to do something different
5. Maintenance - Continue the new behavior
6. Relapse – Old habits return



One more idea about Change: Diffusion of Innovation (Rogers)



YOUR FACULTY!

- **Innovators** – venturesome, have multiple sources of information, risk-takers, are motivated by the idea of being a change agent, flexible
 - **Early Adopters** – social leaders, visionaries – look for new ways and ideas in their field, opinion leaders, role models, respected & successful
 - **Early Majority** – deliberate, interact with peers, thoughtful, not seen as opinion leaders
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YOUR FACULTY!

- **Late Majority** – skeptics, respond to peer pressure, cautious, will adopt if the majority does
 - **Laggards** – traditional, care for old ways, critical towards new ideas, suspicious of innovation, usually accept only when the idea is mainstreamed
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SUMMING UP: Herding Cats

- Change and new ideas involve raising awareness of how we current practice and is it valid in today's world with today's students and what we know about learning
 - Change and new ideas need safe communal settings to grow and flourish
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