Name _____

Memorable Learning Experience
Worksheet

Thinking back on your learning experiences, use this worksheet to brainstorm memorable experiences in the PACE program and how they relate to the PACE Learning Outcomes.

PACE Learning Outcomes*

1. Learner Understanding—Knowledge
2. Learner Facilitation—Application
3. Learning Environments—Knowledge
4. Learning Environments—Application
5. Professional Skills—Written and Oral Communication (what will be evaluated in your comps project), research/assessment techniques, use of technology

Memorable Learning Experience	What did you learn from this experience and/or why was it important?	Learning Outcome Category	Work Sample/Artifact that would illustrate learning
Ex: Learning styles inventory	*I had never really thought that others might learn differently from myself. A real eye opener*	Learner Understanding—knowledge (1) Learner Facilitation—Application (2)	Learning style inventory results & reflection journal entry from ELP 568
Ex: prospectus for project	Writing has always been a weakness for me. Doing this assignment helped me improve my thinking and my writing	Written communication (5) Research/assessment skills (5)	Prospectus from ELP 520
Memorable Learning Experience	What did you learn from this experience and/or why was it important?	Learning Outcome Category	Work Sample/Artifact that would illustrate learning

*Please refer to the attached description of the PACE Learning Outcomes

PACE Learning Outcomes

As a result of successfully completing the program, all graduates are expected to demonstrate competence in the following areas:

- Understand foundational concepts regarding individual learners across intellectual, emotional, and cultural dimensions. **(LEARNER UNDERSTANDING—Knowledge)**
- Apply the research and theoretical concepts of epistemology, pedagogy, and performance to individual educational practice. **(LEARNER FACILITATION—Application)**
- Understand foundational concepts (historical and current) of the organizational policies and procedures, alternate learning formats, and external forces that influence learning environments. **(LEARNING ENVIRONMENTS—Knowledge)**
- Apply the research and theoretical concepts of learning environments to individual practice through the creation of equitable policies and programs, individual and group professional development, and sustainable organizational practices. **(LEARNING ENVIRONMENTS—Application)**
- Effectively use oral communication, written communication, research/assessment techniques, and technology appropriate to educational practice. (**SKILLS)**

Specific content examples by learning outcome:

LEARNER UNDERSTANDING—Knowledge	LEARNER FACILITATION—Application
● Understanding of generational differences ● Intercultural competence ● Motivational theories of/content ● Alternate learning / developmental formats ● Responsive to changing formats and needs of populations ● Cradle to career – K-20 implications ● Expertise in field to inform practice ● Emotional intelligence/interpersonal skills ● Ability to work in teams/collaboration ● Understanding class/critical theory/social justice ● Learning/learner-centered ● Empathy/care/compassion	● Competency-based/informed learning ● Experiential learning ● Do/intervention | learning | documenting ● Service-learning ● Culminating project/competence ● Scaffolding/sequencing ● Expertise in field to inform practice ● Critically use information/analysis and applications ● Application of theory to practice ● Leadership ability ● Group facilitation skills/managing meetings ● Presentation skills/delivery (e.g., technical, non-technical, know audience) ● Advising/mentoring/coaching/managing—an interactive process ● Program planning/development/interventions (individual and group) ● Course/curriculum design/professional training ● Architects of inclusive environments/communities
LEARNING ENVIRONMENTS—Knowledge	LEARNING ENVIRONMENTS—Application
● Responsive to Changing Formats and Needs of Populations ● Expertise in Field to Inform Practice ● Understanding Organizational Cultural Differences ● Advising/mentoring/coaching/managing—an interactive process ● Environmental sustainability ● Ethics/legal issues ● Systems understanding/systems effectiveness	● Environmental scanning ● Stakeholders | economy | swat analysis ● Factors of influence/forecasting expertise in field to inform practice ● Leadership ability ● Create long term/strategic plans ● Marketing/recruitment ● Program planning/development/interventions (individual and group) ● Architects of inclusive environments/communities ● Sustain/maintain inclusive environments ● Literacy of budgeting skills/fiscal planning ● Technology skills—use of, integration, management ● Management skills/organizational politics ● Ethics/legal issues ● Adult development/adult learning (e.g., multiple intelligences, learning styles)

SKILLS (specific examples)	
● Assessment/evaluation skills	● Ability to consume research

o Program/classroom/organization/individual & personal
o Evidence-informed decision-making
● Foundational contexts—historical/philosophical/cultural
● Accreditation/accountability concepts
● Literacy and research skills
    o Reading
    o Quantitative
    o Qualitative
    o Design/documentation
	● Ability to use evidence for purpose
	● Problem solving
	● Decision making
	● Critical thinking
	● Written communication
	● Oral communication
	● Reflective practice