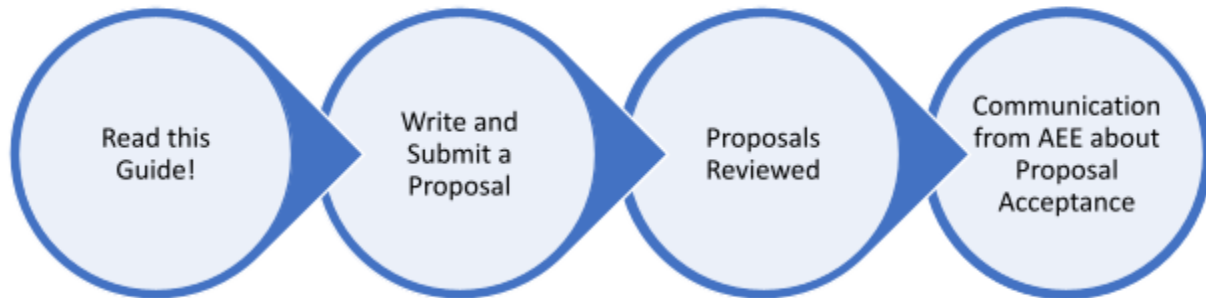




2025 Association for Experiential Education Workshop Proposal Resource Guide

Overview of the Workshop Submission Process



Purpose of this Guide

Thank you for your willingness to present and contribute your knowledge, experience, and time to the AEE community. People attend the conference for a multitude of reasons, and one of the top reasons is to learn, grow, and challenge themselves and their perspectives by attending workshops.

While we wish every workshop could be accepted, there are more proposals submitted than we have space available. This guide is intended to help prepare you and provide guidance for:

- What information to put in the proposal
- Creating a clear vision for your workshop participants and the people reviewing your submission
- Defining which sections of your proposal are published and which are only for the review process
- Providing clarity around descriptions and examples of some of the submission areas
- The Education Committee obtaining a more accurate review of your proposal

What You Will Find in this Guide

In this guide, there is a section for each of the entries in the proposal. In each section you will find the description of the section, some helpful guidance, and an example or two. Note - the examples are just that, an example. We want our presenters and workshops to be creative and innovative and recognize that this sometimes requires proposals that don't necessarily fit into a box.

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Biographical Sketch

What the JotForm Workshop Proposal asks for:	<i>65 words maximum. This will be available for conference attendees to view. Must be in narrative form. No bullet points or resumes. Begin with your first and last name.</i>
Helpful Guidance	This will be seen in the Conference Program. This section is how you want to describe yourself to the people attending your workshop. Part of this is thinking about “selling” yourself to potential attendees. • How would you want to be introduced before you give a big speech? • You may want to include where you work, educational history/degrees, what you enjoy about your work, what qualifies you to talk on this subject, etc.
Example 1	Dr. Christine Lynn Norton received her Ph.D. in Social Work from Loyola University Chicago. She has over 20 years of experience working with youth and young adults in a variety of settings including therapeutic wilderness programs. Her areas of practice and research interest and expertise are in positive youth development; innovative interventions in child and adolescent mental health; adventure therapy; outdoor behavioral healthcare; experiential education.
Example 2	Seth Wendzel grew up along the Pacific Coast between Seaside and Astoria, Oregon. He has a degree in Recreation Resource Management with a minor in Adventure Education. Since 2017, Seth has been the Experiential Education Coordinator with WSU Chelan/Douglas Counties Extension 4H, where he plans to continue building technology into outdoor pursuits.

Specific Expertise	
What the JotForm Workshop Proposal asks for:	<i>This will be seen only by reviewers and will not be available to conference attendees. Include information such as academia, degrees, certifications, life experience, facilitation, etc. that you feel qualifies you to present on this topic. (100 words maximum)</i>
Helpful Guidance	This will only be seen by the Education Committee and those reviewing your proposal. This information helps demonstrate your background and expertise as it relates to this topic. Some of the information may be duplicated from the Biographical Sketch, but should also include other background, expertise, and experience. We understand that there are more than just traditional qualifications, please include any expertise that helps you relate to the topic.
Example 1	Dr. Norton is a leading social work researcher and scholar with more than 25 experience as an experiential educator. As a long time AEE member and leader, Dr. Norton also served as an ActivatEE speaker, and has been coaching and mentoring ActivatEE speakers and coaches for almost ten years. She leads international workshops on storytelling and resilience and is currently working on a book with Eric Boggs (her co-presenter) and Michelle Cummings, leading experiential training and development specialist, on storytelling as experiential education.
Example 2	I've done two trainings with IU's First Nations Education and Cultural Center focused on Land Acknowledgements. I also teach IU's Intro to Outdoor Leadership class, where we feature an assignment (designed by my co-presenter Mitch McCune) for students to create their own Land Acknowledgement. I guide students through this process and facilitate a safe space as their LAs begin to come together. We also brought this as a project to our student staff and hosted a successful workshop that this proposal is based off of.

Would you like to share anything about your background?

This is an optional question. AEE seeks to provide a diversity of workshops presented from varied perspectives. If you feel there is any other information you would like to share regarding your personal perspective and background that was not covered in another area of the proposal, please list those things here. Some people choose to speak about their involvement within AEE or the field at large, others choose to talk more about their personal background.

Title	
What the JotForm Workshop Proposal asks for:	<i>Please capitalize each word (excluding a, an, and, the, etc.) and do not use capitals for the entire title. 15 word limit</i>
Helpful Guidance	This will be seen in the Conference Program and digital content. The title is what people see and another area that can “sell” your workshop to participants. It can be a blend of fun and catchy while accurately describing your topic.
Example 1	Humanistic Risk Management
Example 2	Swamped in the Glades: Exploring the Use of Tabletop Games in the Classroom
Example 3	But You're Wrong: Navigating Challenging Disagreements
Example 4	6 Facilitation Skills Every Teacher Should Have

Description	
What the JotForm Workshop Proposal asks for:	<i>(100 words or less): This will be available for conference attendees to view and to help them decide to attend your workshop. Summarize your workshop in narrative form. Include any previous skills or knowledge required of attendees and any content warnings.</i>
Helpful Guidance	Please note that the description you enter will be available for conference attendees to view (either printed or digital). How do you want to describe your workshop to the people attending or thinking of attending? Why is this topic important? What will attendees learn? People make the choice to attend your workshop in large part on how you describe it. Please make sure you are accurate in your description, as people will be disappointed if what is advertised is different from what the workshop provides. Content Warnings - There are a wide variety of topics that can cause unnecessary harm to people, inducing negative feelings, anxiety, or trauma. The goal of Content Warnings in this context is to allow the audience to prepare themselves, or if they choose to, avoid the topic completely. If your workshop might bring up potentially sensitive content, please consider including a warning of what that content might be.
Example 1	This workshop will introduce participants to the concept of a Land Acknowledgement (LA), address how a LA can be justly delivered, share resources on doing outside research, and will discuss the key differences between a generic LA and a personalized one, and why that matters. In breakout rooms groups will share thoughts and do research on their unique geographic areas of interest, and then return to discuss delivery methods in the classroom vs. in the field.
Example 2	Doodle & Flow is an experiential process of visual inquiry that helps you to explore questions, ideas, and feelings from a variety of different perspectives using three tools: writing, doodling, and coloring. The process teaches you to shift your mind from thinking fast to thinking slow and why both are necessary.

Example 3 (includes content warning)	This presentation will discuss a collaborative approach between US Army Alaska and Wounded Warrior Project (WWP). The program, Project Odyssey*, is a preventative behavioral health workshop for soldiers, utilizing adventure-based and experiential learning. The partnership between the non-profit and the Department of Defense has enabled soldiers to receive education and first-hand experience with managing difficult circumstances while developing healthy and sustainable coping skills. This holistic approach has increased community, friendship, and access to mental health services, while decreasing rates of soldier suicides at two Army bases in Alaska. Content warning: this workshop will discuss recent rates of Active-Duty soldier suicide.
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Goals	
What the JotForm Workshop Proposal asks for:	<i>(100 words or less) This will be seen only by reviewers and will not be available to conference attendees. Provide the learning objectives and outcomes you would like for attendees to take away.</i>
Helpful Guidance	This will only be seen by the Education Committee and those reviewing your proposal. When setting up your workshop, the Education Committee wants to understand the thought and planning that has gone into the intended outcome for the audience. What do you hope those attending will learn? What skills, knowledge, or new perspective do you want them to walk away with? This can be listed in bullet point or in narrative form, as seen from the example below
Example 1	Attendees will understand the fear processing portion of the brain and discuss how the body reacts. Attendees will learn how memory and past experience plays a role in the process. Attendees will analyze the fear response and how fear shows itself in the high adventure experience. They will also develop tools as facilitators/guides to react and prepare for it.

Example 2	• Participants will be able to identify how adventure therapy and adventure-based programming is used in a variety of settings. • Participants will be able to identify the difference between adventure therapy, therapeutic adventure, and adventure-based interventions. • Participants will be able to identify the current definition of adventure therapy and discuss if and how the current definition might change.
Example 3	1. Participants will be able to define paradigms and worldviews. 2. Participants will be able to define four specific paradigms (such as Critical Constructivism, Critical Race Theory, Feminisms, and Critical Disability Theory). 3. Participants will be able to describe how these critical paradigms can be used in practice (facilitation, teaching, and/or research).

AEE Values	
What the Workshop Proposal in JotForm says:	<i>(100 words or less) This will be seen only by reviewers and will not be available to conference attendees. AEE Values - Global Community, Adventure and Challenge, Social Justice, Natural World, Creative Play, Reflective Leadership. Please explain how this workshop correlates with one or more of these values.</i>
Helpful Guidance	This will only be seen by the Education Committee and those reviewing your proposal. AEE values were chosen by our members. These are the beliefs and principals we feel are important. The Education Committee is looking to further understand how your topic directly or tangentially relates to these values.
Example 1	Comfort zones model has become unquestioned landmark of Experiential Education. Its broad success may be due to a client base that comes primarily from privilege and affluence. As we now work toward more social justice and equity, we need to ensure we are doing effective programming for populations that are not the traditional clientele.

Example 2	It is critical that adventure educators and facilitators appreciate the unique and diverse individual that they are. It is equally important for them to learn to appreciate and support diverse participant styles. DISC offers a way of seeing diversity in a positive and healthy way; we all contribute to the team mosaic in different ways.
Example 3	An application of risk management is in addressing psychological risks, such as those leading to exclusion and inequity on the basis of gender identity including gender expression, sex, sexual orientation, nationality, citizenship status, or other characteristics. A cogent framework for managing risks—psychological and physical—gives practitioners the tools to build program-specific structures to support diversity, equity and inclusion in their experiential education organization.

Significance/Relevance	
What the JotForm Workshop Proposal asks for:	<i>(250 words or less) This will be seen only by reviewers and will not be available to conference attendees. Please explain why you feel this workshop is needed currently and if there is a significant reason you are presenting this topic. Consider social justice, biases, mental health, culture, ethics, professional standards, integrity, diversity, language, etc.</i>
Helpful Guidance	This will only be seen by the Education Committee and those reviewing your proposal. The Education Committee wants to know how this topic relates to the field of Experiential Education. Why is this topic important to your audience? How will people or EE in general benefit from this topic? What makes this topic locally, regionally, or globally important? Does the topic have contemporary significance, and if so, how? If this is a lesser-known topic, take this opportunity to describe why it is important.

Example 1	The use of adventure therapy in mental health practice has been growing steadily over the last number of years, creating a drive for greater professionalization of the Adventure Therapy field. Establishing clarity around key components of adventure therapy is an important step in this process, as well as assisting new professionals in understanding how to responsibly build the skillsets needed to be an adventure therapist. The CCAT is a new certificate program offered by AEE and this workshop is an important step in presenting it in detail to members.
Example 2	With a large part of the world still dealing with the pandemic, chances are one of the key factors in ensuring quality of online learning would be learner engagement and ability to create virtual safe spaces . The ability of an educator to enrich their lives in each of four basic dimensions: (1) being personally inviting with oneself, (2) being personally inviting with others, (3) being professionally inviting with oneself, and (4) being professionally inviting with others could be the Northstar we look to.

Format	
What the JotForm Workshop Proposal asks for:	<i>(250 words or less) This will be seen only by reviewers and will not be available to conference attendees. Provide a detailed session outline with an agenda (timeline) for how the workshop will flow. It should describe the components, how they are interactive/experiential and how you will provide the content/goals to the attendees.</i>
Helpful Guidance	This will only be seen by the Education Committee and those reviewing your proposal. As educators, we want to help people learn in a way that is most suited for them and present the information in a way that works best for a variety of audiences. This section is probably the most important section for our reviewers to best evaluate the proposal. Reviewers look at how your workshop is structured – the general flow of the workshop, how topics sequentially follow each other, how the presentation guides the attendees to achieve the goals described, and how you plan to engage and involve attendees in the material. We have increased the word limit in this section to give presenters more room to demonstrate how they will facilitate their workshop and meet goals. Are you giving time for attendees to digest what they learned?
Example 1	
Title: Engaging Refugees: The Power of Place-Based Education for Newcomer Populations Presenters will provide a brief description of the refugee resettlement and acculturation process through PowerPoint and personal stories, preceded by a participant poll to assess their knowledge and understanding of these topics. In breakout sessions, participants will map out places where newcomer populations reside in their communities and brainstorm ways to engage these groups. In a joint discussion, presenters will show videos and share stories about the REACH model and its impact on refugee families and the mainstream community in Chicago. The workshop will conclude with an interactive exercise that tests attendees' knowledge of refugee integration and best practices.	

Example 2

Title: Choosing a Filter: How Our Worldviews Impact Facilitation, Practice, and Social Justice

- **Introduction (5min)** – Intro presenter, experience, and learning outcomes
- **Worldviews Experiential Learning activity (15min)** – Examining worldviews, biases, and reflexivity statements. Attendees will be given, in small groups, a brief case study and asked how they would respond to each. Facilitator will then highlight how each case study could be viewed through a different lens.
- **Paradigm Lecture & Discussion (20min)** – Brief lecture on the four paradigms followed by facilitator led discussion. Facilitator will define and describe each paradigm: (1) Positivism, (2) Constructivism, (3) Critical Theory, and (4) Disability Theory. Next, the facilitator will provide specific examples of each paradigm as it relates to education, practice, and research.
- **Paradigms and the APIE (25min)** – In small groups, participants will explore potential impacts of each paradigm on the components of the APIE process. Attendees will be separated into 4 groups. Each group will be assigned one component of the APIE process and use their time to describe how that component may look different through each of the four paradigms discussed.
- **Social Justice (15 min)** – Brief lecture on social justice followed by facilitator led discussion. Social justice will be defined and followed by specific examples of how the paradigms can directly contribute to social justice via education, practice, and research. Attendees will be prompted to share ideas and/or examples.
- **Closing and Questions (10min)** – Remind attendees about the goals and ask questions to evaluate learning. Open for audience questions. Provide info about how to learn more about the topic.

Thank you for taking the time to read through this material and we look forward to your workshop submission!

If you have any questions, please feel free to reach out to aee.workshops@gmail.com.

Upcoming Resource Workshops:

- [How to Submit a Workshop for AEE](#) - *Wednesday, March 19th, 12pm EDT*
 - A Q&A session with previous presenters and workshop proposal reviewers.
- Finding a Co-presenter & Honing in Your Proposal - *Date & Time TBD*
 - Chat with past presenters on their journey of being co-presenters and take some time to hone in your proposal.
- Creating Effective and Engaging Workshops - *Date & Time TBD*
 - Hear from presenters on how best to use your workshop time to create an impactful workshop session from content creation to accessibility.