



**Spring 2024**

## **Reflections of Work-integrated Learning Work Group**

### **Topics and timeline**

[EL Work Group Whiteboard](#)

January 2024

#### **Experiential Learning at ASU Overview**

**Presentation:**

*What is the current state of Experiential Learning at ASU?*

*What could the future look like?*

---

February 2024

#### **Work-integrated Learning Community of Practice**

**Questions for discussion:**

*How might we create a purposeful community of practice around Work-integrated Learning at ASU?*

---

---

**Major takeaways:**

Elements needed for WIL CoP @ ASU

- Value Proposition/Standards of Practice
- Integrating involvement into faculty/staff service work
- Awards & Recognition for WIL Champions
- Communication/gathering spaces-
  - Slack channel
  - Shared Drive for best practices and research
  - Events (in-person and virtual)
  - Sample Canvas course

**Resources Discussed:**

[The Effectiveness of Communities of Practice: An Empirical Study](#) (Hemmasi, M. & Csanda, C. M., 2009)

---

March 2024

**WIL and Riipen****Questions for discussion:**

*How might we encourage more faculty/staff to get involved with WIL?*

*How does WIL improve access and opportunities for students?*

*How does Riipen support WIL efforts at ASU?*

**Major takeaways:**

- Community of Practice= more engagement with Work-integrated Learning
- Opportunity for compensation/recognition is integral to promoting more engagement
- Support for course design/redesign will increase interest
- Engaging with faculty in their spaces will increase awareness- faculty meetings, breakrooms, etc.

**Resources:**

[ASU Work-integrated Learning website](#)

---

---

April 2024

## **Student Reflection Practices and Benefit Recognition**

### **Questions for discussion:**

*What are the best practices for supporting student reflection in WIL?*

*How might faculty support students in recognizing the benefits of participating in EL?*

### **Major takeaways:**

- Courses must include reflection elements to ensure students understand the value of their experience
- Reflection elements can look different depending on course (i.e. resume reviews, industry partner panels, listening circles, LinkedIn updates, discussion boards, etc.)
- Opportunities for better reflection- courses can include “Now What?” discussions or assignments at the end of a WIL course/project
- Opportunities to build resources for faculty- sample Canvas course template, shared faculty stories, shared best practices

### **Resources:**

[Kent State University Community Engage Learning Reflective Assignment Guide](#)

[University of Guelph Experiential Learning Reflection Best Practices](#)

[ASU Experiential Learning Introduction & Reflection Modules](#)

---

May 2024

## **Final Overview and Takeaways**

### **Questions for discussion:**

*In what ways was the EL Work Group helpful?*

*How might we improve the EL Work Group for future cohorts?*

*How might we adjust to include departmental leadership in future cohorts of the EL Work Group?*

### **Major takeaways:**

- Benefits of Work Group-

- 
- Networking with other faculty/staff
  - Engaging in research and reflection
  - Broadening perspectives on WIL
  - Increased awareness of the benefits of WIL
  - Opportunities for future adaptations-
    - Included as service work
    - Additional funding & Recognition

### Pros/Ideas

Introducing resources- easy and helpful

Opportunities to publish- education conferences

Can ELI support conference funding?

Monthly community meetings/office hours

### Cons/Opportunities

More interest in learning about Elevate

## Participant Final Feedback

*I have...learned more about student reflection practices and the benefit of work-integrated learning as opposed to a more traditional classroom structure. With this knowledge, I hope to advocate for more paid opportunities for students.*

***Work-integrated learning impacts my students more specifically, as many of them are non-traditional students who are already in the process of pursuing additional applications to their careers.***

- **Jennifer Donovan**, Associate Teaching Professor, School of Mathematical and Natural Sciences

*Through engaging discussions, collaborative brainstorming, and exposure to diverse perspectives through various articles, I've gained a deeper understanding of the principles and practices of experiential learning. One key takeaway has been the recognition of the **immense value experiential learning brings to both personal and professional growth**. Whether it's through project-based assignments, internships, or*

*immersive simulations, I aim to provide faculty at CHS with opportunities to facilitate student learning, fostering creativity, critical thinking, and problem-solving skills. The ASU Experiential Learning Work Group has equipped me with the knowledge and motivation to champion experiential learning in my professional endeavors, driving innovation and excellence within my organization.”*

- **Rylie Seidl**, Experiential Learning Coordinator Sr., College of Health Solutions

*Exposing professors to the different websites was enlightening. I was not aware of the various ASU initiatives that facilitate professional development. **Creating a one-stop (or two-stop) location for all the pertinent information is incredibly useful. These include Elevate and Work-Integrated Learning...I will be incorporating this valuable information into my courses.** In addition to the EL activities I developed in the professional development course, I will include the Elevate and Work-Integrated Learning sites. What is more, **I will draw upon the EL details from our discussions and literature.***

- **Charles Ripley**, Instructor, School of Politics and Global Studies

*The ASU Experiential Learning Work Group provided me with a great **opportunity to work with other faculty outside of engineering**, a rare occurrence for me. Through these conversations, I was able to **obtain a deeper understanding of how other departments use experiential learning in their classes to help students gain additional skill sets.** Through this collaboration, I have realized additional opportunities for my students to work with non-engineering students on projects to advance their education. The main components I plan to add to my work is through additional partnerships within the EL work group and other on-campus partnerships. **I plan to promote the Elevate website to my colleagues, as well as encourage other faculty to seek guidance from the group** to investigate how they can add activities, lectures, or even projects that allow for work-integrated learning.*

- **Jared Schoepf**, Associate Teaching Professor, Ira A. Fulton Schools of Engineering