Improving Learning Outcomes Through Experiential Learning

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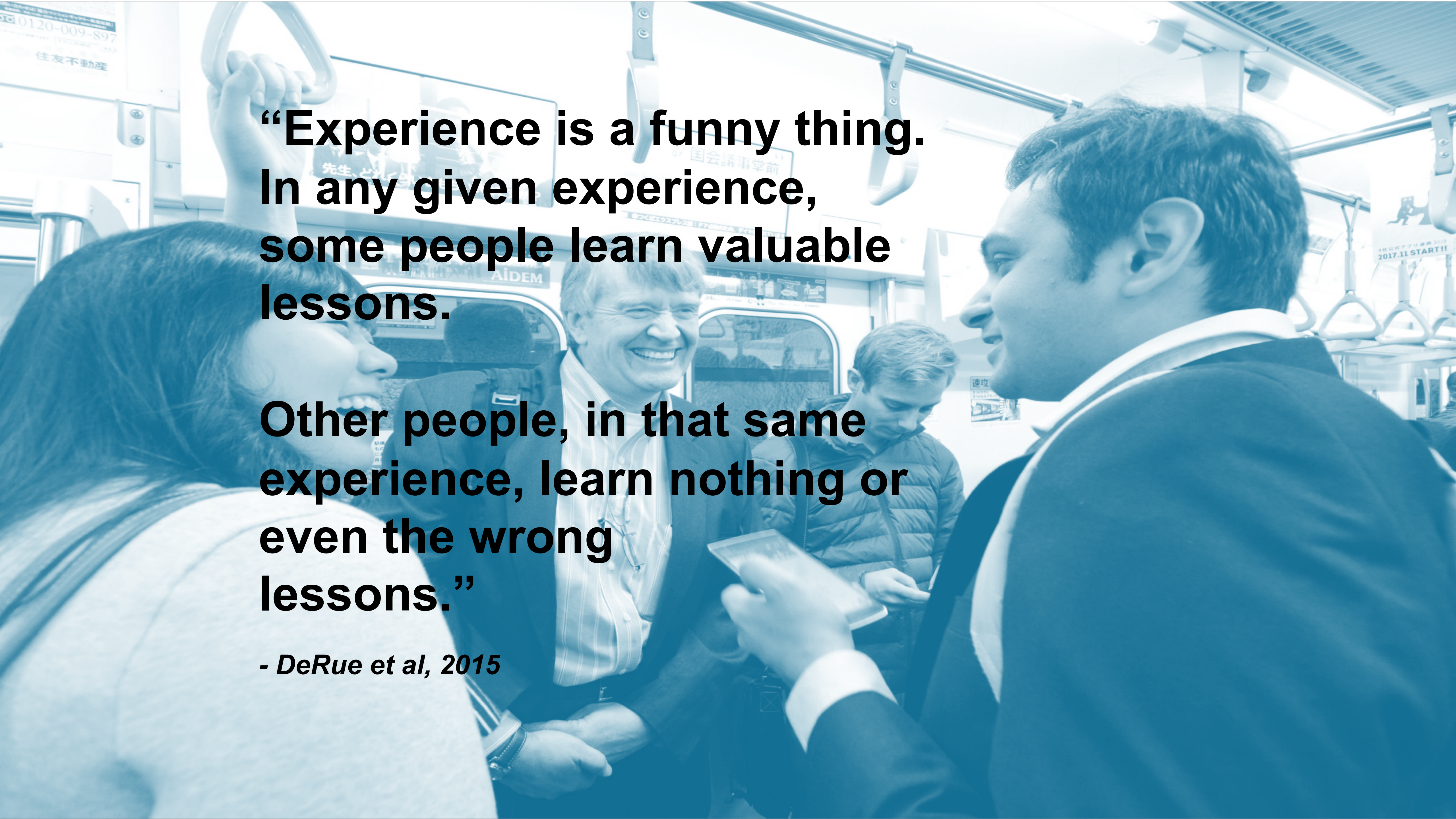

"Experience is a funny thing. In any given experience, some people learn valuable lessons.

Other people, in that same experience, learn nothing or even the wrong lessons."

- DeRue et al, 2015

Assurance of learning in experiential learning has been a hot topic and the focus of our research and practice

2016

Survey of 100 schools

Common approaches and evidence of practices that demonstrate an understanding of how students learn from experience, but no standards

Growing interest in AoL

2017

Survey provides update on peer school trends and approaches

Introduction of standards at LEPE Conference at Darden

LEPE schools provide feedback on standards

2018

Taking Measure of Experiential Learning

EXPERIENTIAL LEARNING IS A FIXTURE IN MOST B-SCHOOL CURRICULA, YET MANY SCHOOLS STRUGGLE TO MEASURE OUTCOMES IN PROJECT-BASED COURSES. A RECENT SURVEY HIGHLIGHTS STRATEGIES THAT CAN HELP STUDENTS REACH NEW LEVELS OF LEARNING.

BY KERRY LAUFER, SHANNON MCKEEN, AND MICHELLANA JESTER ILLUSTRATION BY DARIA KIRPACH • JANUARY 03, 2018

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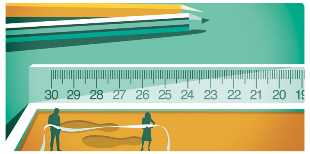

BizEd Article

Survey assesses status of implementation of 6 AoL standards across LEPE schools

Results presented to LEPE schools at Tepper

2019

TEXAS
Education Review

Assurance of Learning Standards and Scaling Strategies to Enable Expansion of Experiential Learning Courses in Management Education

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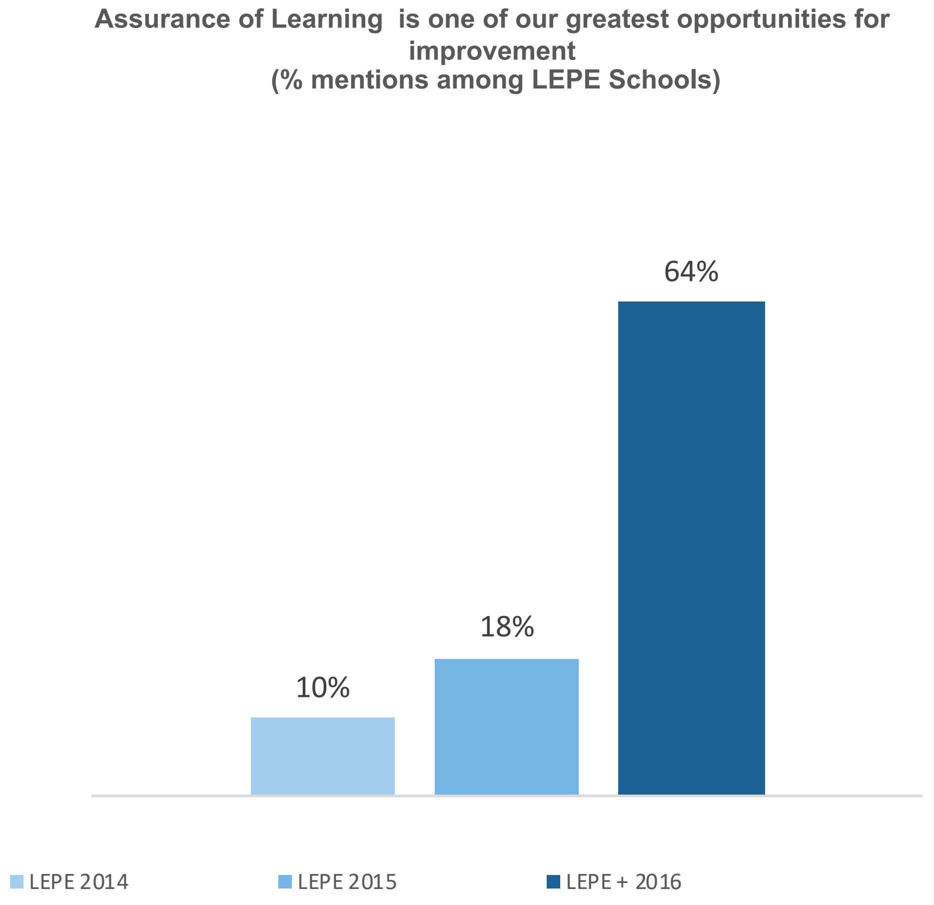
Key Observations

1. Unclear if students are learning what we intend for them to learn – Experiential learning outcomes can be difficult to measure

2. We struggle with this, but it's also an opportunity

3. Standards and tools can help

4. Implementation and tools need to be customized for your context



Source: MBA Leaders in Project-based Experiential Learning (LEPE) pre-conference surveys 2014-2016

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Experiential Learning is "different"

	Lecture/readings	Case	Simulation/Exercise	Project-Based
Content	Instructor created; research driven	Often third party author; based on "real" situation	Often third party created; meant to mimic reality to provide opportunity for feedback	Real world, created by process, instructors are guides
Control	Very controllable, few variables at play, consistent experience	Controllable, deeper discussions possible	Controlled environment	High variability
Outcomes	Outcomes more certain, easy to measure with quizes and tests	Lessons from case outlined in teaching notes, measured by discussion or write ups.	Objectives clear, measured by results or performance	Outcomes less certain, more difficult to measure; general, high-level
Customization	Expected outcomes generally agreed to be same for all	Expected outcomes generally agreed to be same for all	Expected outcomes generally agreed to be same for all	Outcomes vary; heavily dependent on the individual learning goals of the student, their role in the project, their interests, and other factors
Assessment	Established assessment tools are deemed generally sufficent/acceptable (tests, exams, papers, etc)	Established assessment tools are deemed generally sufficent/acceptable (tests, exams, papers, etc)	Established assessment tools are deemed generally sufficent/acceptable (tests, exams, papers, etc)	Established assessment tools borrowed from the classroom may not be suffcient

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To be credible, Experiential Learning needs to fit into the Assurance of Learning mandate

AACSB Standard 8 (2013)

School uses well-documented, systemic processes to:

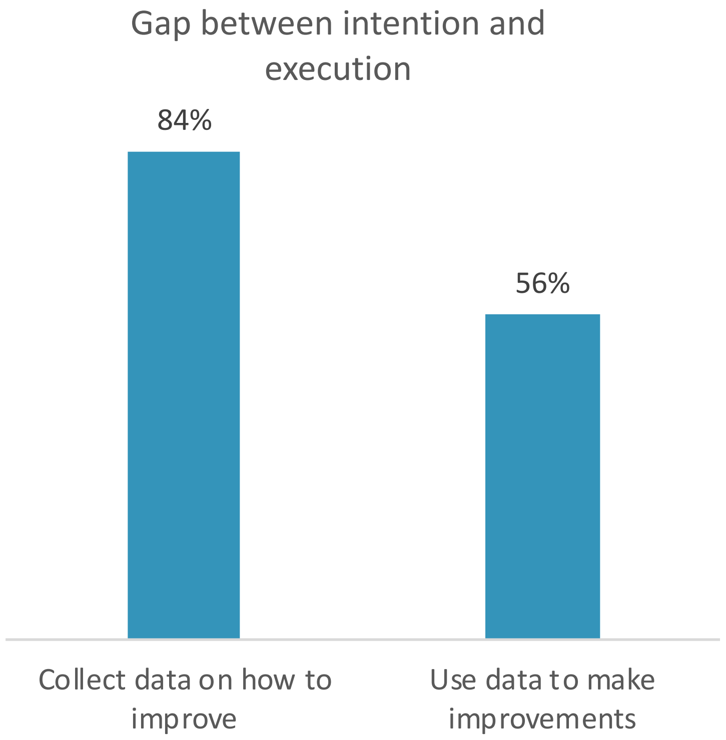
1. Determine and revise degree program learning goals
2. Design, deliver and improve curricula to achieve goals;
3. Demonstrate that goals have been met

Assurance of Learning steps

1. Define learning goals and outcomes at the degree/program level
2. Align curriculum with goals
3. Identify instruments and assessment measures
4. Collect, analyze and disseminate assessment data
5. Use assessment data to improve teaching, learning and student experience

Translation

1. What do we want students to learn?
2. How will they learn it?
3. How will we know they have (or not)?
4. What will we do if they haven't?



Source: MBA Leaders in Project-based Experiential Learning (LEPE) 2018 Survey

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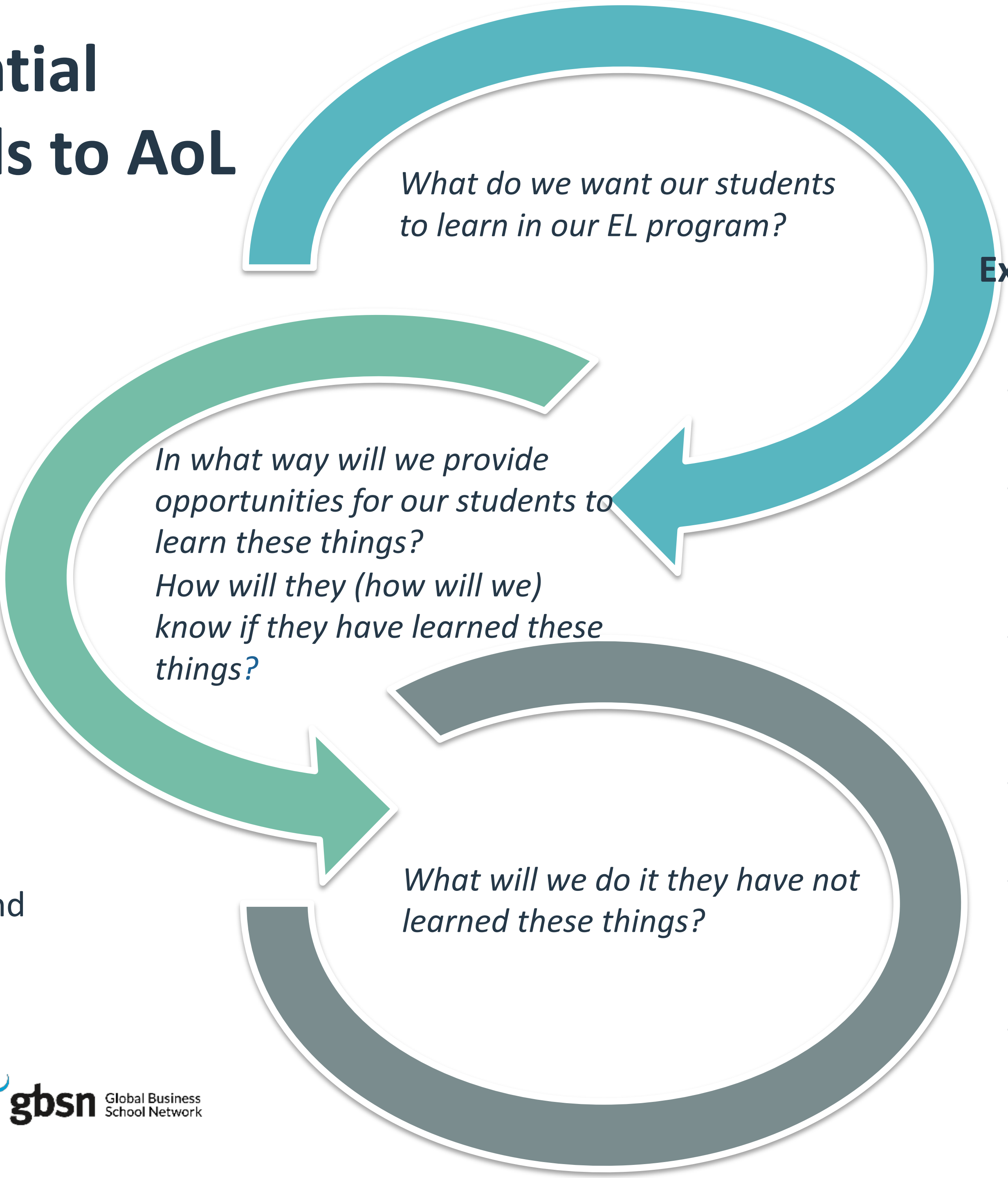
Mapping Experiential Learning Standards to AoL



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Experiential Learning Standards

- **Tailor Learning Outcomes**
- **Create Opportunities for Reflection**
- **Provide Timely and Relevant Feedback**
- **Role of Emotion**
- **Evaluate 3 Domains of Learning**
- **Close the Loop**

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AoL Standards for Project-Based EL Courses in MBA Programs

1-Tailor Learning objectives

- Establish four (max) core learning objectives
- Customize one or two
- Students share with teammates and program
- Tailor feedback and assessment to match individualized plan

2-Create reflection opportunities

- Required reflection assignments and activities for individuals.
- Reflection is structured/focused: e.g. provide reflection prompt; host facilitated sessions.
- Include 360-degree instruments for all students (something they can reflect on)
- Train faculty and staff to design and facilitate reflection

3-Provide timely and relevant feedback

- At least twice during the project
- If you collect it, you need to share it
- Directed to team and to individuals, tied to course-level and individual learning objectives
- Faculty advisors should model good practice; requires training and support
- Evaluate students on the quality of feedback they give; and how they use feedback they receive

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AoL Standards for Project-Based EL Courses in MBA Programs

4-Use emotions

- Negative and positive emotions can be mined to catalyze learning
- Strongest performers understand and manage emotions and use as input for learning
- Faculty and staff should be trained to capitalize on emotions for feedback and coaching

5-Evaluate in 3 domains

- Advancement and integration of domains can be promoted through EL
- Every learning objective should be directly associated with one of these three domains
- Faculty and staff need orientation and feedback delivery training in all three domains.

6-Close the loop

- Gap between intention and execution
- Hardest step, because each project is unique
- “Post mortem” at end identify successes and opportunities for improvement
- Focus on what we can learn from data
- Responsibility should be prioritized and assigned; include longitudinal results

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Sample Tools to Consider

Tuck OnSite Global Consulting
Course Syllabus

Fall Term 2016

Course Description and Objectives

OnSite Global Consulting is a second-year, full credit elective course where students work in teams to apply, integrate, and focus the skills they've learned at Tuck to address an organization's global business challenge or opportunity. It prepares students for international business, particularly consulting, through an immersive, hands-on experience in a challenging environment. It is one of several options students can use satisfy Tuck's global requirement (required beginning with the Class of 2017).

Project Phases

Phase 1 (At Tuck)
Oct-Nov 2016

Part time work prior to travel; workload equivalent to a mini course (8 to 10 hours each week). Majority of work occurs in the second half of the term.

Phase 2 (In Country)
Nov 29-Dec 19, 2016

Full time work for 3 weeks. May include significant in-country travel and occasional weekend and evening work. Teams present recommendations to client at end of this phase.

Wrap-Up (At Tuck)
Jan 2017

Part time work to incorporate client feedback and finalize and submit final deliverables (workload 2-4 hours per week)

Learning Outcomes

OnSite offers second-year Tuck students the opportunity to lead, plan, and execute a real-world global consulting engagement. Students working in teams will refine their consulting skills while learning how to successfully navigate different business environments. Specifically, students will:

1. Create and follow a well-structured project management process to address a client's business challenge or opportunity
2. Collect, analyze, and synthesize qualitative and quantitative data effectively, with an emphasis on interview and survey data gathered during the immersive experience
3. Develop and present actionable recommendations and implementation plans that demonstrate a deep understanding of the business challenge, the company's culture, and the business conditions and culture in which it operates or would like to operate
4. Manage and cultivate a client relationship to achieve positive project outcomes
5. Develop the aptitudes of empathy, awareness and agility necessary to successfully navigate new and different business environments
6. Demonstrate a high level of commitment, teamwork, professionalism, and work quality throughout the project, comparable to professional consultants

For questions about course requirements, contact your **Team Advisor** or **Kerry Laufer**, Director, OnSite Global Consulting
Office: Bosworth 14, Murdough Mezzanine | Phone: 6-8919
Email: kerry.l.laufer@tuck.dartmouth.edu

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Common syllabus or syllabus guidelines to communicate learning objectives and ensure consistency of experience

canvas

Curated content shared across teams via LMS

The *What? So What? What Now?* Exercise

Similar to the Bennis quotes, teams have a facilitated conversation around the questions:

What did I learn?
So what does this mean for me (personally and professionally)?
Now what am I going to do about (or with) what I learned?

Students work in their project teams or break up into groups of 2-3 with people not from their project team. After their small group discussion, have them share in plenary the themes from their reflections that were similar, that were different, and anything about the nature of their discussion that was surprising. Conclude with a discussion about what they will take forward (use immediately) from their experience.

Sample structured reflection exercises

Category	Rating (1-10) 10= highest	Explanation
Deliverable		• Answered the key question(s) • Demonstrated analytic rigor • Findings well-supported by primary and secondary research • Recommendations practical and actiona… • Professional, polished deck; free from e… • Told client something they didn't know • Met or exceeded client expectations (an…
Engagement with client		• Developed, managed and cultivated the … achieve positive outcomes • Built relationships across the client orga… relevant/appropriate) • Communicated regularly and effectively … phases of the project • Demonstrated consistent high-level of p… curiosity, commitment, and genuine inte… meetings/presentations
Teamwork/Team effectiveness		• Invested time on front end to establish t… • Clear roles/responsibilities established, … on by all • Right people in right roles • Everyone accountable • Helped each other learn and grow • Timely delivery and responsible handlin…

Grading rubrics aligned with course learning objectives

Berkeley
Haas@Work Program

WELLS FARGO

Individual Mid-Semester Feedback Results

Student: Adrien Stern

This report will give you feedback about your team's overall performance and how your teammates feel you are contributing to the team's progress on the project.

Question (1 is Strongly Agree, 5 is Strongly Disagree)	Your rating	Average Team Rating
Our team shares a common sense of purpose	2	1.8
I know what each of my teammates wants most from his or her experience on this project	2	2.3
We are making good progress in learning how to work together productively	2	1.9
We are dealing with conflicts constructively	3	2.1
We have distributed the work equitably among our team	3	2.3
We are honoring the agreements of our team charter	2	2.2
There is a high degree of trust on our team	1	1.8
We respect each other	1	1.8
Everybody's view is taken into account	2	2.0
Our team is helping me achieve my personal goals	2	1.9
Our team is productive	2	1.8
We listen to each other	1	1.9
Everyone on the team is delivering on his or her commitments	2	2.3
I am satisfied with my role on the team	1	1.8
I enjoy working with my team	1	2.0

Overall Team Score: 2.0

Exercise

…mates described you in the following ways: ideator, creative, enthusiastic, charismatic, …c, amiable, energetic, fervent, ok member, innovative, charming, proactive, helpful, …d, purposeful, sharp, & passionate

…ng

…rage Team Rating	Your Rating	Your Self Rating
8.3	10.3	15

360-degree assessments that leverage technology to facilitate gathering and sharing of feedback

Learning Objectives	Evidence	Assessment
Develop and refine consulting project management skills: 1. Working in teams, create and follow a well-structured project management process to address a client's business challenge or opportunity 2. Effectively manage and cultivate a client relationship to achieve a successful outcome 3. Collect, analyze, and synthesize qualitative and quantitative data in the context of a consulting engagement, with an emphasis on primary research (interviews, surveys, etc.) 4. Develop and effectively communicate actionable recommendations and implementation plans that demonstrate a deep understanding of the business challenge, the company's culture, and the business conditions and culture in which it operates (or would like to operate)	• Answered the key question(s) • Demonstrated analytic rigor • Findings well-supported by primary and secondary research • Developed a coherent "story" • Recommendations practical and actionable • Professional, polished deck; free from errors/typos • Told client something they didn't know • Met or exceeded client expectations (and deadlines) • Developed, managed and cultivated the client relationship to achieve positive outcomes • Built relationships across the client organization • Communicated regularly and effectively with client throughout all phases of the project • Demonstrated consistent high-level of professionalism, intellectual curiosity, commitment, and genuine interest in the assignment in all meetings/presentations	• Client deliverables: interim and final • Other course deliverables: SOW, work plans, interview guides, storyboards, etc. • Client feedback

Function effectively as a consulting team and as a team member:
1. Each individual and the team as a whole demonstrates and maintains a high level of commitment…
	• Used Phase 1 effectively, per expectations
	  ○ Established team norms, roles
	  ○ Met regularly as a team and with client; completed all requirements
	• Right people in right roles; everyone…
		• Peer/self-assessment
		• Team Advisor observation
		• …

Assessment guidelines for faculty advisors

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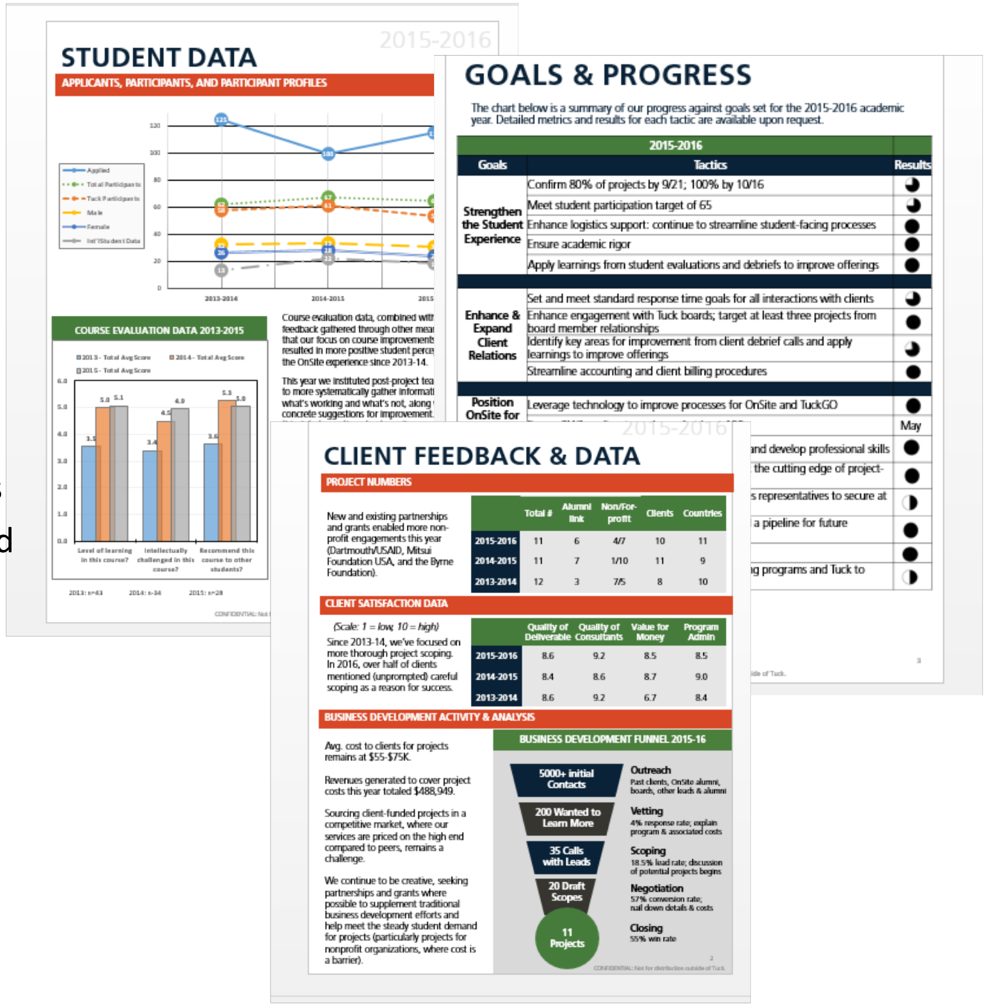
Closing the loop is one of our greatest opportunities

Recommendations:

- Set performance metrics
- Tools and rubric development to aid in assessment
- Annual reporting – longitudinal
- Incorporating lessons learned for continuous improvement

Data sources:

- Student performance relative to metrics
- Pre- and post- experience interviews and focus groups - with clients, students, faculty advisors
- Course/program evaluations
- Client feedback
- Faculty advisor feedback


STUDENT DATA 2015-2016

APPLICANTS, PARTICIPANTS, AND PARTICIPANT PROFILES

COURSE EVALUATION DATA 2013-2015

GOALS & PROGRESS

The chart below is a summary of our progress against goals set for the 2015-2016 academic year. Detailed metrics and results for each tactic are available upon request.

Goals	Tactics
Strengthen the Student Experience	Confirm 80% of projects by 9/21; 100% by 10/16
	Meet student participation target of 65
	Enhance logistics support: continue to streamline student-facing processes
	Ensure academic rigor
	Apply learnings from student evaluations and debriefs to improve offerings
Enhance & Expand Client Relations	Set and meet standard response time goals for all interactions with clients
	Enhance engagement with Tuck boards; target at least three projects from board member relationships
	Identify key areas for improvement from client debrief calls and apply learnings to improve offerings
	Streamline accounting and client billing procedures
Position OnSite for	Leverage technology to improve processes for OnSite and TuckGO

CLIENT FEEDBACK & DATA 2015-2016

PROJECT NUMBERS

New and existing partnerships and grants enabled more non-profit engagements this year (Dartmouth/USAID, Mitsui Foundation USA, and the Byrne Foundation).

	Total #	Alumni link	Non/For-profit	Clients	Countries
2015-2016	11	6	4/7	10	11
2014-2015	11	7	1/10	11	9
2013-2014	12	3	7/5	8	10

CLIENT SATISFACTION DATA

(Scale: 1 = low, 10 = high)

Since 2013-14, we've focused on more thorough project scoping. In 2016, over half of clients mentioned (unprompted) careful scoping as a reason for success.

	Quality of Deliverable	Quality of Consultants	Value for Money	Program Admin
2015-2016	8.6	9.2	8.5	8.5
2014-2015	8.4	8.6	8.7	9.0
2013-2014	8.6	9.2	6.7	8.4

BUSINESS DEVELOPMENT ACTIVITY & ANALYSIS

Avg. cost to clients for projects remains at $55-$75K.

Revenues generated to cover project costs this year totaled $488,949.

Sourcing client-funded projects in a competitive market, where our services are priced on the high end compared to peers, remains a challenge.

We continue to be creative, seeking partnerships and grants where possible to supplement traditional business development efforts and help meet the steady student demand for projects (particularly projects for nonprofit organizations, where cost is a barrier).

BUSINESS DEVELOPMENT FUNNEL 2015-16

A good closing the loop process has clear mechanisms to:

- Identify student learning weaknesses
- Generate ideas for course interventions and changes
- Evaluate ideas and decide on interventions
- Incorporate input from key stakeholders, e.g. faculty coaches/mentors,
- Introduce changes to address identified weaknesses

**Adapted from Rexeisen and Garrison, 2013*

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LIVE POLL – Share your thoughts!

Which standard do you feel you are implementing the best? Which do you want to improve?

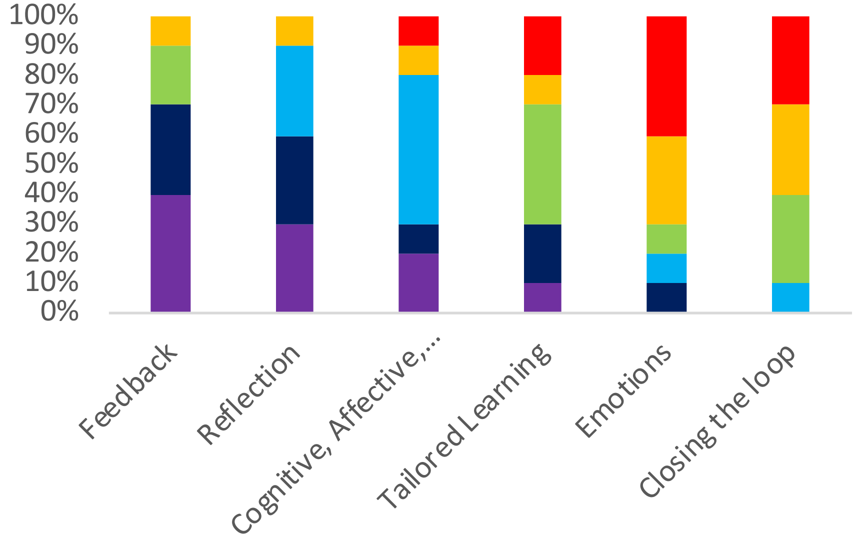
1. Go to Slido.com
2. Enter Event Code: # **GBSN1**
3. Take Poll

Experiential Learning Standards

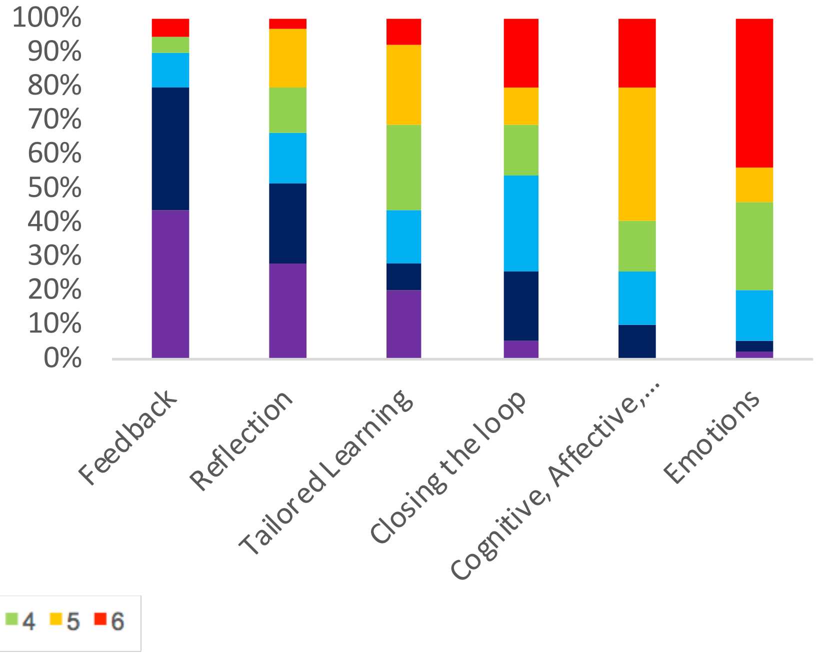
- Tailor Learning Outcomes
- Create Opportunities for Reflection
- Provide Timely and Relevant Feedback
- Role of Emotion
- Evaluate 3 Domains of Learning
- Close the Loop

Status of Implementation: non-U.S. respondents report being better at implementing 3 domains and incorporating role of emotions

International Responses*



US Responses*



*10 International responses; 39 US responses
LEPE 2018 Survey

Individual activity at your tables (10 mins)

Use the checklist (handout) to assess one of your own EL courses or programs.

1. Go to Slido.com
2. Enter Event Code: # **GBSNSURVEY**
3. Record your results – how many boxes did you tick for each standard?

Small Group Activity (20 mins)

At your tables, discuss your institution's strengths and weaknesses in relation to the Assurance of Learning (AoL) standards.

- What AoL tools or processes could you implement to improve student learning outcomes? What would be required for successful implementation?
- Discuss common opportunities and challenges. In what ways might you capitalize on opportunities and/or address challenges?
- Record ideas (*specific* and actionable) that are both feasible and have the potential for high impact.

REPORTING OUT:

- **One or two groups to report during plenary, if time.**
- **Post your team's flip chart notes and read what other groups have posted. We'll look to add to these throughout the day during breaks.**

Questions?