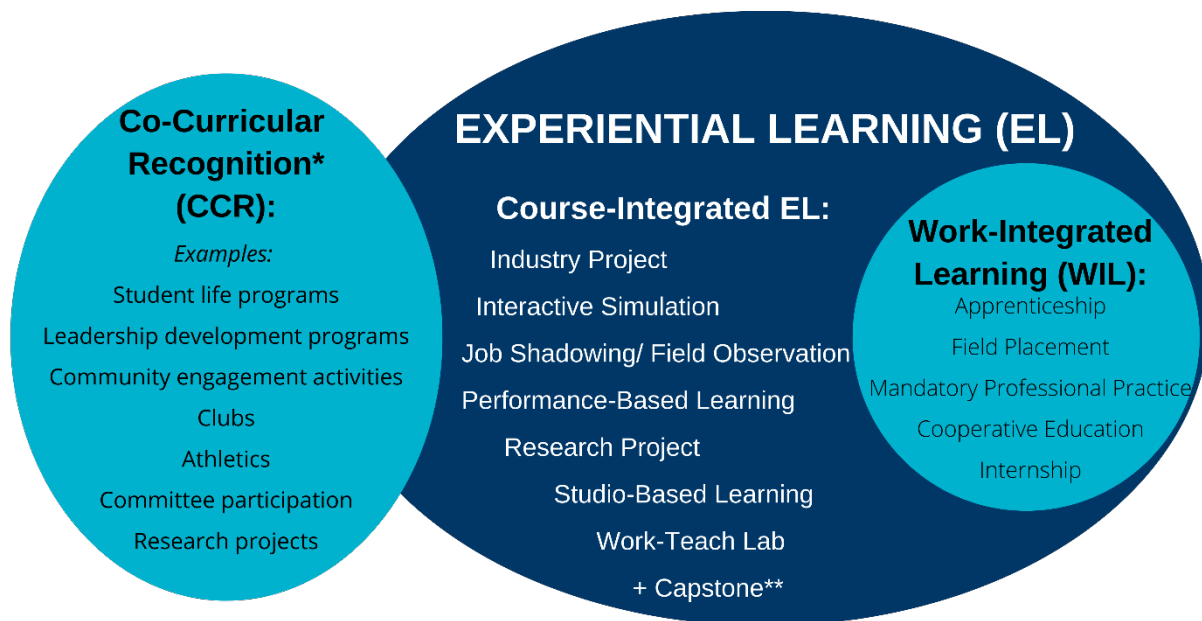


# Defining Experiential Learning at Sheridan

Experiential Learning (EL) at Sheridan refers to a variety of activities, including course-integrated experiential learning (EL), work-integrated learning (WIL), and co-curricular recognition (CCR). In each of these experiences, students engage in hands-on learning, apply their classroom learning, develop [Sheridan Career Catalysts](#), and prepare for their career.

Sheridan grounds experiential learning in the widely used theoretical framework by David Kolb (1984), who defines learning as ‘the process whereby knowledge is created through the transformation of experience’, comprised of four major areas including experience, reflection, conceptualization, and experimentation. Kolb (1984) explains that learning does not happen simply by experiencing a situation; learning is a process and students must engage in the experience. Sheridan also recognizes the indigenous roots of experiential learning and indigenous pedagogy which explains that every child is unique in their learning capacities, learning styles and knowledge bases; there is value in students learning independently by observing, listening, and participating (Battiste, 2002). Experiential Learning at Sheridan includes:



\*CCR activities may/may not meet the criteria for experiential learning

\*\*A capstone project can be part of a research project, performance-based learning, studio-based learning, or an industry project

## Defining Co-Curricular Recognition (CCR)

The National Co-Curricular Record Community of Practice (CACUSS, 2020) defines co-curricular programs as providing students “with diverse opportunities to engage in activities identified as fostering lifelong learning through personal growth and development, developing employability skills and enhancing transferable skills beyond what is recognized on the student’s academic transcript.”

Activities defined as part of Sheridan’s Co-Curricular Recognition (CCR) programming are located outside the student’s program of study and are not for academic credit. Examples of CCR include student life programs, student leadership development programs, community engagement activities, athletics, committees, and research projects. CCR activities at Sheridan may include elements of experiential learning and some are specifically defined as experiential learning activities.

## Course-Integrated Experiential Learning Definitions

Experiential Learning (EL) at Sheridan refers to a variety of activities, including course-integrated experiential learning (EL), work-integrated learning (WIL), and co-curricular recognition (CCR). In each of these experiences, students engage in hands-on learning, apply their classroom learning, develop Sheridan Career Catalysts, and prepare for their career. In addition to the specific definition for each experiential learning activity noted in the chart below, all course-integrated experiential learning opportunities at Sheridan strive to meet criteria as defined by the Ministry of Colleges and Universities (MAESD, 2017; MCU, 2020):

- ✓ In a workplace or simulated workplace.
- ✓ Includes authentic demands relevant to building career-ready skills.
- ✓ Structured with purposeful and meaningful activities.
- ✓ Applies program knowledge and/or essential employability skills.
- ✓ Includes self-assessment/reflection and verification or evaluation of the student's performance.
- ✓ Counts towards course credit or credential completion, and/or is a formal part of the curriculum.

Experiential Learning Type	Sheridan Definition
<b>Industry Project (IP)</b>	Students/faculty identify a problem or potential innovation (process, product, or service) and create an industry-related response. The result could be a marketing plan, business plan, project plan, product analysis, entrepreneurial project, prototype, recommendations and/or pitch. This may be a capstone project.
<b>Interactive Simulation (IS)</b>	Students participate in an interactive and authentic learning experience in either a simulated workplace environment or the classroom, to practice skills or concepts; with or without the use of equipment/technology. Students apply their learning to a simulated hands-on real-world experience.
<b>Job Shadowing/ Field Observation (JS)</b>	Students observe, explore and critically reflect on a workplace or employer that is representative of their academic program of study. Students consider how this experience may impact their own professional practice and thereby expand their knowledge in that area.
<b>Work-Teach Lab (LB)</b>	Students participate in activities in which laboratory work is used for teaching and learning core course concepts. In a controlled lab, shop, applied research centre, or using augmented reality or virtual reality, students use industry tools, technology, and processes to observe, measure, and/or test course concepts.
<b>Performance-Based Learning (PL)</b>	Students produce or participate in individual or team, performance-based learning activities intended for an audience. Students perceive, interpret, experiment, and adapt performances to meet the needs of the task, and to demonstrate their ability to think and reason. This may be a capstone project.
<b>Research Project with a Community or Industry Partner (RP)</b>	Students participate in a research project that includes an element of systematic inquiry, investigation, or experimentation about a research topic, or to address a research question, including applied research challenges faced by external partners. This type of research project is completed with or without an industry or community partner and may be funded. This may be a capstone project.
<b>Research Project Without a Community or Industry Partner (RW)</b>	
<b>Studio-Based Learning (SL)</b>	Students participate in an investigation and/or creative process in a studio or maker-space with resources that are reflective of the project needs. Driven by research, material exploration and strategic experimentation, students may research, design, critique, construct, reflect, refine, and/or test a prototype or final product. This may be a capstone project.
<b>Note: A Capstone Project</b> is typically the length of an academic term, integrated into the curriculum and serves as an essential cumulative component of the program. A capstone project can be part of a research project, performance-based learning, studio-based learning, or an industry project. A capstone project provides an EL experience for students under the guidance of a faculty member and is often matched with industry/ community partners to develop solutions to a real-life problem or technical challenge. The project may be completed by an individual or by a team of students (typically 3-5 students).	

## Work-Integrated Learning Definitions

Work-integrated learning (WIL) is a model and process of curricular experiential education, which purposefully and intentionally integrates a student's academic learning within a workplace or practice setting. WIL experiences include an engaged partnership between an academic institution, a host organization and a student.

WIL Type	Sheridan Definition	Attributes
<b>Apprenticeship (AP)</b>	Apprentices enroll in academic programs after securing employment with a sponsoring employer in a trade discipline that is recognized or regulated by the Ontario College of Trades. After registration the apprentice is required to spend approximately 10-15% of their time in the classroom with the remainder gaining on-the-job experience under a journey person. This process typically takes two to five years before the apprentice receives their credential in the form of a Certificate of Qualification.	<ul style="list-style-type: none"> <li>✓ Paid</li> <li>✓ Academic credit for in-class portion only</li> <li>✓ Mandatory for completion of an apprenticeship</li> <li>✓ Hours: generally, 2,000 hrs/level for three levels to completion</li> </ul>
<b>Field Placement (FP)</b>	Field placement provides students with hands-on practical experience in a workplace setting to prepare for professional or occupational fields of work. The completed hours are a requirement for program progression and for graduation, but the hours do not get used toward licence or certification. Supervision by a registered or licenced professional may or may not be compulsory.	<ul style="list-style-type: none"> <li>✓ Typically unpaid</li> <li>✓ For academic credit</li> <li>✓ Program requirement</li> <li>✓ Hours: part-time, short-term or integrated during academic terms</li> </ul>
<b>Mandatory Professional Practice (MP)</b>	Mandatory professional practice is a work arrangement where students gain experience to meet professional licensure or certification requirements. Students typically work under the supervision of a registered or licensed professional (e.g., preceptor) and usually do not have their own workload/caseload. Criteria for mandatory professional practice is provided by the regulatory body (i.e., College of Nurses of Ontario) and is often based on competency models.	<ul style="list-style-type: none"> <li>✓ Unpaid</li> <li>✓ For academic credit</li> <li>✓ Program Requirement</li> <li>✓ Hours: p/t or f/t supervised activity between or during terms</li> </ul>
<b>Cooperative Education (CE)</b>	Cooperative Education (co-op) engages students in program-related productive work that is supervised in an employment setting and typically provides remuneration. Work-term semesters alternate with academic semesters, and the number of required work-terms varies by program curriculum. Advanced diplomas typically offer three work-terms, Ontario college graduate certificates include one work-term, and degree programs can vary in length from one to three work terms. Generally, students are required to apply to co-op and must maintain minimum academic standards.	<ul style="list-style-type: none"> <li>✓ Mostly paid; occasionally unpaid/honorarium</li> <li>✓ For credit; S/U grade</li> <li>✓ Generally optional (students choose to participate &amp; must complete all work terms for co-op certificate)</li> <li>✓ Time spent in work terms vs academic study must be: 25% for programs 2 years or less; 30% for programs longer than 2 years</li> <li>✓ Hours: 360 minimum</li> </ul>
<b>Internship (degree programs only) (IN)</b>	Internship is typically a discipline-specific, supervised work-term semester. Internship occurs between academic terms, either in the middle of the program or near the end of the program, and prior to graduation. Students engage in program-related tasks in a professional industry or practice setting. The internship model at Sheridan satisfies Post-Secondary Education Quality Assessment Board (PEQAB) requirements for degree programs offered by Ontario colleges.	<ul style="list-style-type: none"> <li>✓ Compensation varies by industry and employer; may be paid, unpaid or honorarium</li> <li>✓ For credit; S/U grade</li> <li>✓ Mandatory for degrees</li> <li>✓ Can vary in length, minimum of 4 months</li> <li>✓ Hours: 420 minimum</li> </ul>

## References

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