

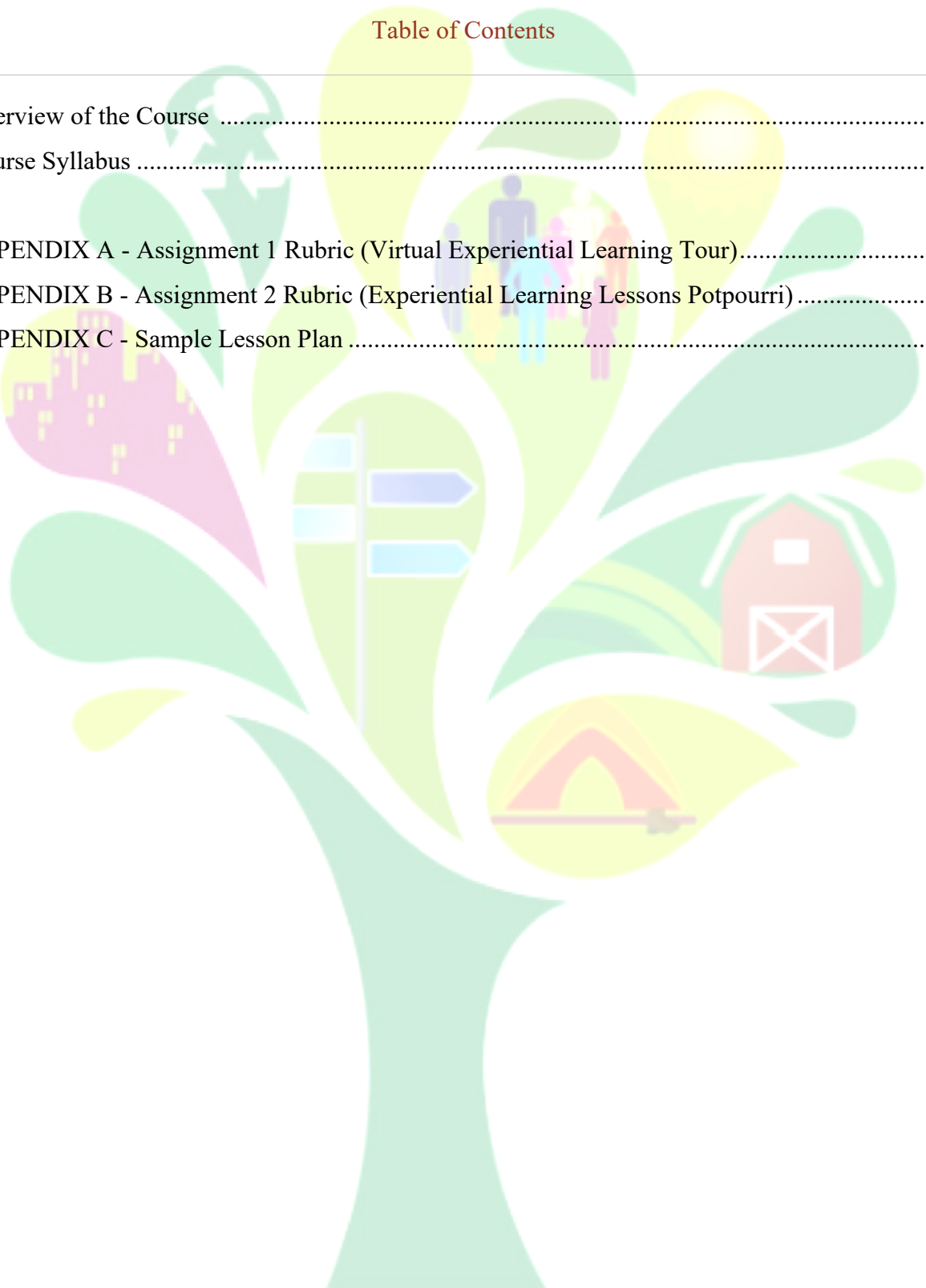


Educational Theory and Application of
Experiential Learning in AFNR Course
Handbook
(CSUS861)

M.W. Everett

Table of Contents

Overview of the Course	1
Course Syllabus	2
APPENDIX A - Assignment 1 Rubric (Virtual Experiential Learning Tour).....	12
APPENDIX B - Assignment 2 Rubric (Experiential Learning Lessons Potpourri).....	13
APPENDIX C - Sample Lesson Plan	14



Educational Theory and Application of Experiential Learning in AFNR Course Handbook (CSUS861)

Overview of the Course

Welcome to CSUS861, Educational Theory and Application of Experiential Learning in ANR! This hybrid course is self-paced, however there are structured due dates and the end date is the last day in which assignments will be accepted. This course is designed to give students a better understanding of youth leadership from a practitioner perspective. This course is also designed for you to utilize your classroom or other educational location as an environment for learning from your students about experiential learning. Therefore, as part of this course you are being asked to develop a set of experiential learning activities unique to your classroom (Assignment 2) and hopefully try them out with your students.

This course is a hybrid format. What does that mean? It means that you will spend a large sum of time working on your own via the web-based, online learning platform called D2L. Additionally, you will attend on-site class or Zoom session(s) near the end of the course (see course calendar) where you will discuss the application of your work in the context of teaching and learning. The D2L link for the course can be found at: <https://d2l.msu.edu/>. D2L is reasonably intuitive, however if you do have problems or questions, the D2L 24-hour phone line is: 517-432-6200 or Toll Free at 844-678-6200.

As previously mentioned, all of the course materials can be found on the D2L Website in the course **US23-CSUS-861-740**. When you log on to D2L if you do not see this course, then you can type in the aforementioned naming convention (**US23-CSUS-861-740**) into the “search for courses” menu. When you go into the course on D2L you will find a series of folders. These folders are separated into Modules and administrative folders.

Each of the Module folders represent one week. Within each of the modules you will find a Movie and Powerpoint file. The Powerpoint should be used as a guide for weekly objectives, readings, and assignments. Additionally, you may find different resources including readings, survey instruments, and questions to ponder. Finally, in many of the Modules you will find Blogs. These Blogs are designed to stimulate learning about your context and ask questions to assist in the reflective process.

Each of the Assignment folders includes Dropboxes for you to upload your final product. Again, this should be reasonably intuitive, however if you have questions contact D2L and they can guide you through the process. Note that all assignments must be turned in by the last day of class (**June 29th** and uploaded to D2L).

Course Syllabus

CSUS 861

Educational Theory and Application of Experiential Learning in AFNR

Hybrid, 3 Credits

INSTRUCTOR:

Dr. Michael W. Everett
Department of Community Sustainability
Michigan State University, 480 Wilson Road
140 Natural Resources Building
Telephone: 517-432-0292, Cell Phone: 517-581-5888
Email: everetm@msu.edu

OFFICE HOURS:

By Appointment

LOCATION:

Online with Zoom Session(s)

MEETING TIMES:

Online with Zoom Session(s)

COURSE DESCRIPTION:

Foundations of experiential learning. Experiential learning within the context of families, schools, organizations and communities as a function of an educational system. Application of experiential learning within formal and non-formal classroom settings.

COURSE GOALS: The outcomes of this course are to develop students' knowledge and skills of experiential learning. As such, the course builds upon current knowledge of experiential learning by participants. Students will:

- Apply appropriate theories of experiential learning from a systems perspective;
- Evaluate experiential learning opportunities;
- Evaluate instructional materials for experiential learning; and
- Plan, coordinate, and deliver instruction based on experiential learning principles in the context of learning systems.

Educational Theory and Application of Experiential Learning in ANR Student Learning Objectives

Students will be able to *Apply* key theories of experiential learning by:

- Defining experiential learning;
- Identifying important theories related to experiential learning;
- Exploring the historical foundations of experiential learning theory;
- Incorporating appropriate theories in education; and
- Applying theories in the context of teaching and learning.

Students will be able to *Evaluate* experiential learning by:

- Describing entrepreneurial opportunities in experiential learning;
- Describing scientific inquiry opportunities in experiential learning;
- Describing leadership opportunities in experiential learning; and
- Applying key factors of experiential learning to appropriate educational situations.

Students will be able to *Plan, Coordinate, and Deliver* instruction based on experiential learning principles by:

- Developing experiential artifacts that provide entrepreneurial experiential learning opportunities for students;
- Developing experiential artifacts that provide scientific inquiry experiential learning opportunities for students;
- Analyzing experiential strategies within teaching and learning from a programmatic perspective; and
- Applying experiential learning that focuses on the needs of the students, community, and systems of instruction.

MICHIGAN STATE UNIVERSITY LEARNING GOALS
CSUS861 – Educational Theory and Application of Experiential Learning in ANR

Analytical Thinking: You will learn to critically analyze complex information and problems through courses and experiences at MSU and by applying what you learn both in and out of class.

Effective Citizenship: You will learn to be an effective citizen by engaging in opportunities for involvement both inside and outside the classroom.

Effective Communication: Spartans communicate to diverse audiences using speech, writing, debate, art, music, and other media. You will learn how to communicate effectively through your interactions with peers, faculty, staff, and community members at MSU, your coursework, and your reflection on how you've changed as you progress toward graduation.

Integrated Reasoning: You will learn to make decisions through integrated reasoning by observing the example set by your fellow Spartans—faculty, professional staff, your peers and student leaders, and our 500,000 Spartan alumni—who are advancing knowledge and transforming lives in innumerable ways. MSU provides you with the space and support to make decisions learn from them and use them to inform your values.

DEPARTMENT OF COMMUNITY SUSTAINABILITY COMPETENCIES
CSUS861 – Educational Theory and Application of Experiential Learning in ANR

Critical thinking: Students will interpret, analyze and evaluate information generated by observation, experience, reflection, reasoning, and communication as a guide to formulate and defend responses to complex sustainability problems.

Civic engagement: Students will develop the knowledge, skills, values, and motivation to participate in civic life.

Leadership: Students will develop, demonstrate and evaluate leadership practices that contribute to sustainability.

Initiative and practical skills: Students will demonstrate initiative, including the ability to self-direct and solve problems individually and as participants in larger group efforts.

TEXTBOOK:

Kolb, A. Y., & Kolb, D. A. (2017). *The Experiential Educator: Principles and Practices of Experiential Learning*. Experience Based Learning Systems, Kaunakakai, HI.

STYLE MANUAL:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th edition). Washington, DC: Author.

ADDITIONAL READINGS AND RESOURCES:

Phipps, L.J., Osborne, E. W., Dyer, J. E., & Ball, A. L. (2008). *Handbook on Agricultural Education in Public Schools*. Interstate-Delmar Publishing. ISBN 13: 9781418039936, ISBN 10: 1418039934.

Mager, R. F. (1997). *Preparing Instructional Objectives (3rd Edition)*. The Center for Effective Performance, Inc., Atlanta, GA.

Timpson, W. M., Foley, J. M., Kees, N., & Waite, A. M. (2013). *147 practical tips for using experiential learning*. Atwood Publishing, Madison, WI. www.atwoodpublishing.com.

The National Council for Agricultural Education. (2016). *National Quality Program Standards For Secondary (Grades 9-12) Agricultural Education*. On Website, https://www.ffa.org/SiteCollectionDocuments/tc_national_quality_program_standards_revised.pdf.

COURSE CALENDAR AND METHODOLOGY:

The course is structured utilizing a variety of teaching methods including online modules associated to learning. This course is based in the technique of problem solving; therefore, students will need to become self-sufficient in how they solve assigned tasks and completed course outcomes. The tentative schedule is as follows:

Week #1 – Module 1 – Experiential Learning Theory (ELT), Cycle and Cognition (ONLINE – May 15 to May 20)

- Kolb and Kolb (2017) – Chapters 1 – 3
- Introductions, Information, and Syllabus Overview
- Experiential Learning – Why is it important?
- **Personal definition of experiential learning (Blog 1)**
- **Farewell to Arms (Blog 2)**
- **History of ELT a Mental Model (Blog 3)**

Week #2 – Module 2 – Spirals, Identity and Being Deliberate about EL (ONLINE – May 21 to May 27)

- Kolb and Kolb (2017) – Chapters 4 – 6
- **Feedback for learning (Blog 4)**
- **A Sustainable Learning Environment (Beard and Wilson, 2013) (Blog 5)**

Week #3 – Module 3 – Teams and Psychological Space (ONLINE – May 28 to June 3)

- Kolb and Kolb (2017) – Chapters 7 – 9
- Learning activities with an experiential twist
- **Resource for Team Norms** (Blog 6)
- **The Learning Space** (Blog 7)

Week #4 – Module 4 – Space and Reflection (ONLINE – June 4 to June 10)

- Kolb and Kolb (2017) – Chapters 10 – 12
- The Experience – Sensory and Feeling
- **The Sache** (Blog 8)
- **How do I make meetings more recursive** (Blog 9)

Week #5 – Module 5 – From Play to Deep Learning (ONLINE – June 11 to June 17)

- Kolb and Kolb (2017) – Chapters 13 – 15
- The Experience – Knowing and Being
- **The Talking Stick** (Blog 10)

Week #6 – Module 6 – Educators and Experiential Learning (In-Person JACC, June 27, 2023, 10:00 am)

- Question – How can you keep experiential learning relevant for your students in the future?
- Kolb and Kolb (2017) – Chapters 16 – 17

Week #7 – Module 7 – Creating the package for your learning setting (TBD, June 29, 2023, 10:00 am)

- **ASSIGNMENT 1 DUE (20%) – Virtual Experiential Learning Tour** (Upload YouTube link to D2L)
- **ASSIGNMENT 2 DUE (40%) – Experiential Learning Potpourri Project** (Upload to D2L)

All assignments are due on the class date defined above and below. Further, there will be NO late assignments accepted.

Course Activities and Assessments:

Class Based Online Blogs – 40% (40 Points x 10 Blogs = 400 Points)

Developed knowledge through online readings and blogging will be an important part of the learning experience. All students are expected to participate in blogging activities based on the readings and topics provided in the D2L blog. Additionally, four of your Micro-PDI Blogs are also part of your online blogging activity (See below for an explanation of Micro PDIs. Over the course of the first several Blogs (4, 6, 8, 9) you will upload your Micro-PDIs to the appropriate location. You will also be provided with a prompt on certain blogs and asked to dialogue based on the prompt and associated literature from the course.

Assignment #1 - Virtual Experiential Learning Tour (VELT) – 20% (200 Points)

For this assignment, students will take a virtual tour of a program. This may be your own program or a program that is aligned to your career goals or interests. Your tour should provide an overview of 3 experiential learning opportunities in that setting. Additionally, one example should dissect the learning in terms of the experiential learning cycle (Kolb and Kolb, 2017, p. 32). The format of your Virtual Experiential Learning Tour will be in the form of a 4- to 5- minute. Consider this as an opportunity to develop a recruitment video for your program. Final videos should be uploaded to YouTube and the link uploaded to the D2L site under the Virtual Experiential Learning Tour Dropbox. Note that these video links will be provided to course colleagues for discussion in a Zoom class setting.

Assignment #2 - Experiential Learning Potpourri (ELP) – 40% (400 Points)

Students will use the course content and their own experiences to develop an experiential learning resource. This assignment is designed for students to consider the felt needs of their program or future goals in conjunction with the tenets of experiential learning and the work of Kolb and Kolb (2017). Opportunities may include but are not limited to:

- 1) A set of experiential learning lessons (See appendix A for a sample lesson plan that may be used)
- 2) A handbook for experiential learning (e.g., activity or contest specific)
- 3) A recruitment or promotional video specific to the experiential learning context
- 4) A resource to assist with experiential learning record keeping (e.g., Ag Experience Tracker)
- 5) Resources to assist with experiential learning opportunities.

Note that this is **NOT** an exhaustive list. Feel free to dialogue with the instructor to determine an appropriate ELP project.

The ELP project should be able to answer the following questions:

- 1) How is this preparing learners?
- 2) Does the project have an experiential education framework?
- 3) Are the learning activities experiential or inquiry based?
- 4) How will the results be evaluated by the instructor?

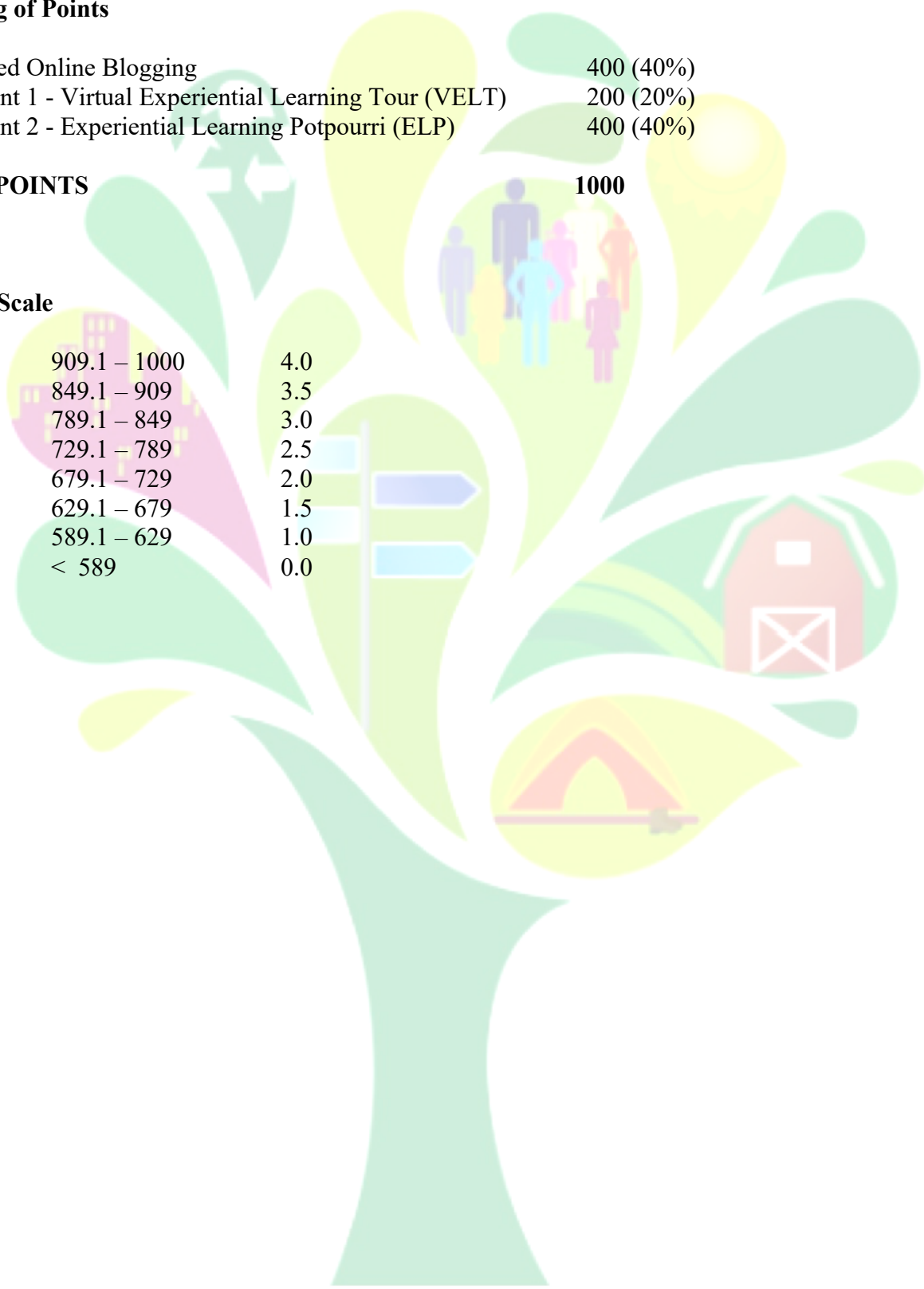
Awarding of Points

Class-based Online Blogging	400 (40%)
Assignment 1 - Virtual Experiential Learning Tour (VELT)	200 (20%)
Assignment 2 - Experiential Learning Potpourri (ELP)	400 (40%)

TOTAL POINTS **1000**

Grading Scale

909.1 – 1000	4.0
849.1 – 909	3.5
789.1 – 849	3.0
729.1 – 789	2.5
679.1 – 729	2.0
629.1 – 679	1.5
589.1 – 629	1.0
< 589	0.0



ACADEMIC MISCONDUCT:

Article 2.III.B.2 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the Department of Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

(See also <https://www.msu.edu/~ombud/academic-integrity/index.html>). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.**

ACCOMODATIONS:

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

BEREAVEMENT:

Michigan State University is committed to ensuring that the bereavement process of a student who loses a family member during a semester does not put the student at an academic disadvantage in their classes. If you require a grief absence, you should complete the “Grief Absence Request” web form no later than one week after knowledge of the circumstance. I will work with you to make appropriate accommodations so that you are not penalized due to a verified grief absence.

DROPS AND ADDS:

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is _____. The last day to drop this course with no refund and no grade reported is _____. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

COMMERCIALIZED LECTURE NOTES:

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

DISRUPTIVE BEHAVIOR:

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

E-LEARNING POLICIES:

Information technologies such as D2L and email are widely used in this class. As a result, there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or disk that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at <http://lct.msu.edu/guidelines-policies/aup/>.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- Dr. Everett will answer email about:
 - Questions arising from difficulty in understanding course content.
 - Requests for feedback about graded assignments.
 - Private issues appropriate for discussion within the teacher-student relationship.
- Dr. Everett will NOT answer email which:
 - Poses questions answered in the course information sections of the course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (CSUS861).
 - Raises an inappropriate subject.
- Dr. Everett will answer email received on a given day no later than close of work on the next workday.
- The Web site tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.
- CSUS861 - Turnitin Policy

- Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score'. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.
- Students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g. name or student number). The system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.



APPENDIX A – Assignment 1 Rubric (Virtual Experiential Learning Tour)

Objective/Criteria	Not Acceptable	Passing Grade	Inspiring	Out of
Video helps the viewer to understand the local program goals, location of program and direction for the future.	0	30	50	/50
Virtual tour provides 3 examples of experiential learning that includes an explanation of how each will help students learn in a meaningful way.	0	30	50	/50
One example should include an analysis of the experience as it relates to the Experiential Learning Cycle (Kolb and Kolb, 2017, p. 32)	0	30	50	/50
Summary of potential <i>additional</i> ways to engage students in experiential learning that is not currently being leveraged.	0	30	50	/50
Time should be 2:30 to 4:30 minutes (-20 points under or over time limit).				
Total				/200

APPENDIX B – Assignment 2 Rubric (Experiential Learning Potpourri-ELP)

	Excellent	Needs Work	Not Completed
Preparing Learners:	ELP prepared learners to meet the objectives of the experience (80 Points)	ELP lacks a focus toward preparing learners (48 Points)	Project does not reflect an experiential learning approach (0 Points)
Planning:	ELP is well thought out and appropriate planning has taken place. (80 Points)	Lack of planning exists, either within lesson planning, development of a promotional video, etc. (48 Points)	No planning of project exists. (0 Points)
Learning Activities:	Learning activities or experiences conveyed promote the typologies as defined by Beard and Wilson (2013) 80 Points)	Learning activities lack typologies as associated with Beard and Wilson (2013). (48 Points)	No learning activities exist (0 or less Points)
Evaluation:	ELP has an appropriate evaluation process that captures the objectives of the lessons to be learned. (80 Points)	ELP evaluation exists, but does not measure objectives of the project (48 Points)	No evaluations were provided (0 Points)
Creativity:	ELP is a creative artifact that has not been previously developed. ELP is “packaged” in a way that can be disseminated to other educators. Note that creativity is subjective (80 Points)	ELP lacks creativity, however, is packaged in a way that other educators will understand OR is creative, but lacks the “packaging” needed to convey information to educators (48 Points)	ELP lacked creativity and motivation for learners (0 Points)

APPENDIX C – Sample Lesson Plan (Note that students may choose any type of lesson plan. This is only an example)

Course Number
Course Title
Semester/Trimester Year
Lecture # or Date

Title of Lesson:

This should be the title – for example, “Determining Rations for Beef Cattle.” Note the action - “ing” – this is key

Situation:

It is what it is! What is the situation that you are teaching? How many students, who they are, etc.

On Board:

Notes for the students. For example: FFA meeting this week, test in this class on 1/10, etc.

Objective(s):

These are the CTE and Academic Content Standards that you will address in the lesson plan (See Mager, 1997). Writing a good lesson objective with the appropriate information is very important.

CTE Standards:

These are the CTE and Academic Content Standards that you will address in the lesson. Take a look at this Website and scroll through the appropriate CTE standards. Note that they are very broad: <http://ctenavigator.org/programs/list/442>. Also note that we will go over this as part of class.

Core Standards:

Attached is a link to the MDE Biology Document.
http://www.michigan.gov/documents/BIOMMC_168213_7.pdf. Note that this link may change based on updated standards. Additionally, Biology Standards may not be the appropriate Core Standards. Perhaps Chemistry? Social Studies? English? OR NGSS Standards as appropriate. You are the professional, you decide what is appropriate.

Materials:

Self-Explanatory – This is a list of everything needed for the success of the lesson plan.

References:

If you use books, handouts, websites, papers, etc. Put the references here.

Interest Approach:

What will you do to spark their interest? An interest approach can be many things. For example, having gourds on hand for students to work with if you are talking about specialty crops. Having a leg-hold trap in the front of the room and showing a YouTube video on trapping if that is the lesson topic of the day. Questioning students about statistics related to grain markets and why they are relevant. Think about, how will I spark a students' interest?

Student/Teacher Planning:

This includes everything you say or want to say specifically to students during the lesson. For example, if you want to teach them a specific formula, have the formula and the relevant facts included in the student/teacher planning. On occasion, I have seen this done as a two-column table. The left column will be "What students do" and the right column will be "What you say."

Problem Solution:

The best way for students to understand a topic or material is to put it in the form of a problem or a problem to be solved. So, what is the problem to be solved? We want students to learn about how grain markets fluctuate and the reason for changes in grain markets. How do we solve this problem? What do we teach students to do to help them learn more about the problem?

Applying Solutions:

How do we apply the problem-solving approach and what solutions should students come up with?

Evaluation:

How do we evaluate student understanding in the class? Often times we think of this as a traditional paper-pencil test. This is one form of assessment. Another form would be having student build a motor. The final assessment would be actually building the motor. Think broadly about ways to assess students in both formative and summative ways.