

Why Experiential Learning Matters - Presentation Content

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This presentation will be open to conversation, kind of like a panel, but not a panel. :)

Disability Education Focused

Terminology

Community Collaboration: How you can use resources in your area

Partnership:

Mutual Respect, Mutual Benefit, Reciprocity, Same philosophical lines, Trust, Open Communication

Nuts & Bolts:

DD Class: Essays, Reflection, Debrief,

TPR: Active Engagement, Volunteer Development, Training, Engagement, Debrief

Graded on Active Engagement

Benefits to OSU:

Reinforces/highlights what they are learning in the classroom

Experiential Learning

IE: Task Analysis, Self Determination, etc..

Cohort Impact

Benefits to TPR:

Volunteers with purpose, ready to learn, ready to engage, intentional

Ripple effect on other volunteers

Impact:

Qualitative - ATTID

Quantitative - Excerpts from Essays

Q&A with attendees:

From Dr. Jones, which will be what all of the above will be based on:

“The experiential nature of this project requires students to move beyond the classroom and **assimilate course content through field observations and engagement with individuals with developmental disabilities**. Case studies and concepts discussed in class come to life as students engage. This project and the carefully crafted related assignments help students comprehend core course content (e.g.,

supports and services, self-advocacy, policy, funding, inclusion, quality of life, and self-determination) and as a result students' skills and knowledge improve as evidenced in their writing.

Students also gain **valuable real world experience**. Periodically, an OK AIM visit is flagged as needing immediate attention due to poor living conditions, insufficient staffing, or abuse/neglect. In these situations, students and OK AIM staff work together to file a report with Adult Protective Services. Through this process, students learn how their advocacy and collaboration with local and state agencies can result in remarkable improvements in the quality of life for individuals with IDD. These experiences are shared in class (without identifying information) allowing students the opportunity debrief and learn from each other.

Structured reflection is fundamental to service-learning. Thus, a debriefing session is held in class after students complete their first monitoring visit. Each semester, College administrators, faculty, and community leaders serve as debriefing facilitators guiding small groups of students in reflecting on their monitoring visit experiences. While the primary purpose of the debriefing session is to aid students in developing reflective practice, I note several additional benefits. Listening to students' stories reinforces the salience of service-learning and engages administrators, faculty, and community leaders in ongoing conversations about IDD.

My teaching philosophy, techniques, and approaches **engage students in meaningful learning experiences in the hope they will become thoughtful citizens capable of solving complex human problems**. I creatively and passionately share my knowledge and make every effort to empower students to engage in opportunities outside the classroom. I guide them in thinking critically and reflecting on these experiences through writing, class discussions, constructive feedback balanced with affirmation, and an open door for one-on-one conversations. *As I listen, reflect, and adapt, I realize it is my students who are often teaching me.*"

Dr. Jennifer Jones