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Experiential Bridge Program ALCE Curriculum by Course

LDRS 1414 - Module 1 - Experiential Bridge Program (75-Minute Lesson)

Learning Objectives:

- Identify the flow of courses they will be expected to take during their time in the ALCE Department.
- Apply the Experiential Learning Model to potential experiences.

Introduction

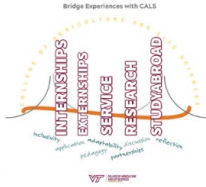


Time	Teaching Method	Content	Slides/Materials
15 Minutes	<p>Group Discussion</p> <p>Instruct students to gather at their table or with those near them. Slide 2 has the objectives/questions to allow students to become engaged as you start the class. Instruct the class to take 5 minutes to discuss these topics.</p> <p>Teaching Tip: <i>Transition to the Experiential Learning Bridge Program by emphasizing what the students have said and how Virginia Tech is taking initiatives to ensure student success by focusing on the topics they covered.</i></p>	<p>Allow students to discuss these questions amongst their group or person sitting near them for ~10 minutes.</p> <ul style="list-style-type: none"> • Discuss your current career goals and aspirations after college. • What do you think it will take to get ahead in your future career? • How can we make the most of our college experience to prepare for graduation? <p>After 5 minutes have passed, direct the discussion for the whole class.</p> <p>Sample questions to start the discussion:</p> <ul style="list-style-type: none"> • Can we have a group share what you discussed about your group's career goals and aspirations? • Did anyone have similarities in their future aspirations? • Is anyone currently doing anything to advance their Experience in college to get ahead? 	<p>Discuss the following questions among the members of your group or the person sitting next to you.</p> <ul style="list-style-type: none"> • Discuss your current career goals and aspirations after college. • What do you think it will take to get ahead in your future career? • How can we make the most of our college experience to prepare for graduation?

The Experiential Learning Bridge Program


Time	Teaching Method	Content	Slides/Materials
15 Minutes	<p>Facilitated Conversation</p> <p>While going through and explaining the purpose and foundations of the experiential bridge program, discuss the different types of</p>	<p>Bridge experiences are envisioned to integrate academic knowledge with an environment related to a student's intended career path and to bridge student development to the next step after graduation. Typical bridge experiences include internships, undergraduate research, and other site-based experiential learning.</p>	



	<p>experiences listed on the slide.</p>	<ul style="list-style-type: none"> ● Inclusivity that engages students' voices to create an accessible learning space for all audiences ● Application that generates the growth of skills through hands-on and scenario-based experiences that help to create global citizenship experiences ● Pedagogy that practices inclusivity within the classroom that allows for student-oriented decision-making, group projects, and community ● Adaptability that gives the teachers and students the space to learn from any outcome of the learning experience ● Partnerships that allow students to learn through exploratory opportunities in the campus, local, and global communities <p>Discussion that creates a space for key takeaways from the learning experience</p> <ul style="list-style-type: none"> ● Reflection that provides a discovery-based thought process about the knowledge gained from the learning experience for work/life preparedness ● Bridge experience program is transcript--able but does not count for credit. Transcript-able means the Experience must show on transcripts. 	 <p>Bridge Experiences with CALS</p> <p>INTERNSHIPS EXPERIENCES SERVICE RESEARCH STUDYABROAD</p> <p>In the College of Agriculture and Life Sciences, we hope to provide rich experiential learning opportunities to all students through undergraduate research, internships, service-learning and/or study abroad, or other collaborative problem-based or exploratory learning, in order to bridge their undergraduate education with real-world applications; therefore, we intend to enrich students' educational experiences through the following aims of experiential learning.</p>
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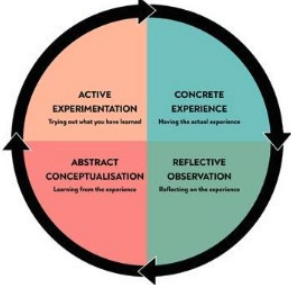
ALCE Student's Plan for their time in the Department

Time	Teaching Method	Content	Slides/Materials
10 Minutes	Direct Instruction	<ul style="list-style-type: none"> ● Year 1 	

		<ul style="list-style-type: none"> ○ Register for LDRS 1414 in the Fall semester of their first year in the Department and ALCE 3004 in the Spring semester of the same academic year. ○ Design a plan for the experiential learning bridge program requirement that the students will carry out. ● Year 2 <ul style="list-style-type: none"> ○ Enroll in ALCE 3004 in the Spring semester. ○ Provide Experiential Bridge plan for approval to your advisor ○ During the Experience, enroll in one of the Bridge options in either ALCE or LDRS. ○ Complete all university-required documentation and assignments that come with the Experience. ● Year 4 <ul style="list-style-type: none"> ○ Finalize and include the bridge reflection for the ALCE Capstone Course 	 <p>What is going to happen while you are in ALCE?</p>
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What does experiential learning look like?

Time	Teaching Method	Content	Slides/Materials
30 Minutes	<p>Group Activity</p> <p>The students will be in their groups, pairs or individually will be given the paper from the</p>	<p>Experiential Learning</p> <p>Kolb's Model of Experiential Learning (1984)</p>	

	<p>materials needed column. This paper should be cut into strips separating the term and definition.</p> <p>When students receive the papers, they will work together to match the strips of paper in the following order.</p> <p>1st: Instruct students to match the term with the definition.</p> <p>2nd: Then, have the students place the paired definitions and words in the order of how they would experience learning.</p>	<ul style="list-style-type: none"> • Concrete Experience- having the actual Experience. This is when the students are actively engaged with the work they are doing in the context in which it is occurring. • Reflective Observation – Setting aside time either or daily but no longer than weekly will give students the opportunity to understand how the Experience unfolded and what exactly occurred. These stem from emotions felt or the events that occurred. • Abstract Conceptualization – Learning from the Experience. Analyzing the Experience will allow an individual to take a role in the self-development process. Listing out goals and actionable items will help when we aim to relive the Experience. • Active Experimentation – Trying out what you have learned. This is when you can capitalize on the hopes you had as you sometimes had to talk yourself off the ledge while in that Experience. After the experiment phase, we will continue to experience new opportunities, reflect, and analyze our learning. 	<p>Kolb's Model of Experiential Learning</p>  <p>Materials needed Activity 1.1 from Instructional Support Materials</p> <p>Activity 1.1 The students will match the terms with the definitions. Print out the amount that you will need depending if you plan on having students work along or in groups.</p> <p>Concrete Experience having the actual experience. This is what the students are actively engaged with the work they are doing in the context in which it is occurring.</p> <p>Reflective Observation Setting aside time either or daily but no longer than weekly will give students the opportunity to understand how the experience unfolded and what exactly occurred. These stems from emotions felt or the events that occurred.</p> <p>Abstract Conceptualization Learning from the experience. Analyzing the experience will allow for an individual to take a role in the self-development process. Listing out goals and actionable items will help when we aim to relive the experience.</p> <p>Active Experimentation Trying out what you have learned. This is when you can capitalize on the hopes you had as you sometimes had to talk yourself off the ledge while in that experience. After the experiment phase, we will continue to experience new opportunities, reflect, and analyze our learning.</p>
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If desired, utilize the exit questions below to allow students the opportunity to reflect while also preparing them for the next session.

Exit Questions

This could be utilized as a discussion post, Google Form, or by simply requiring students to turn in index cards with their responses.

- What are your initial thoughts about learning through various experiences?
- After thinking about the bridge program, what experiences might you be interested in that could benefit your career?