Chapter: 10

Experiential learning in the U.S. higher education programs: Professors

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Abstract

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Keywords: teacher preparation, experiential learning, teacher education, service learning

The Why

The "Why?" stage is all about digging deep into motivations and the underlying purpose. This foundation is essential for setting an audience off with some background before they move into the project data, challenges, outcomes, and critical reflection topics such as "So What?" and "Now What?."

- *What inspired you to pursue this project, goal, or idea?*
- *Why does this work matter to you personally?*
- *What problem are you aiming to solve or what gap are you trying to fill?*
- *Why do you believe this is the right time to address this issue or take on this challenge?*
- *How does this align with your core values or long-term goals?*

- *What impact do you hope to have on others or on your field through this work?*
- *What experiences or past challenges have led you to this point?*
- *What initial beliefs or assumptions did you have before this experience, and why did you hold them?*
- *Why did you choose to engage in this specific experience, and what were you hoping to gain or learn?*
- *Why was this experience significant for your personal, academic, or professional growth?*
- *What motivated you to approach this learning opportunity in the way that you did?*

The What

The "What?" stage is all about setting the scene and laying out the details of the experience without interpretation or judgment. It's crucial to be as detailed and objective as possible, capturing the sequence of events, the people involved, the setting, and any actions that were taken. This foundation is essential for effective reflection, as it ensures that the analysis and learning are grounded in reality.

- *What happened?*
- *What were my initial expectations?*
- *When and where did it occur?*
- *Who was involved?*
- *What actions did I take? (What did I do?)*
- *What was the outcome?*
- *What were the trends?*
- *Were there any notable reactions or responses?*
- *What was my role in the situation?*
- *What were the immediate consequences?*
- *Were there any underlying factors contributing to the situation?*
- *What did I see/observe?*
- *What were the limitations?*
- *What were the challenges?*

Data

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Trends/Patterns

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Results

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Focus Area	No. of Studies	Framework	No. of Studies	EL Environment
Early Childhood	6	Original Work	5	PK-12
Multi-Cultural	5	Reflective Practice	3	Classroom
Literacy	3	Critical Pedagogy	2	Community
STEM	2	Experiential Theory	2	University

Table 1: Number of studies and area of focus

Limitations

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Challenges

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The So What

The "So What?" phase dives into the implications of the event, encouraging you to think critically about its impact and the lessons it offers. Here, you reflect on why the experience matters, exploring your reactions, the effectiveness of your actions, and the broader consequences. This reflection helps identify personal biases, assumptions, and areas for growth, fostering deeper understanding and personal development.

- *How did I feel during the experience?*
- *What did I notice during the experience?*
- *What surprised me?*
- *Why was this experience significant?*
- *What have I learned about myself from this situation?*
- *How did my actions or reactions contribute to the outcome?*
- *What could have been done differently?*
- *What did I like, or dislike about this experience?*
- *How did the experience relate to your coursework/course learning outcomes?*
- *How has this experience changed my perspective or understanding?*
- *What are the broader implications of this experience?*
- *What assumptions did I make?*
- *Were my assumptions challenged? (How?)*
- *What skills or knowledge did I gain or need to develop?*

The Now What

The "Now What?" phase is where reflection turns into actionable plans. It's about looking forward and deciding how the lessons learned can be applied to future situations. This may involve setting new goals, changing behaviors, or implementing strategies to avoid past mistakes. It's a commitment to personal and professional growth, ensuring that each experience, whether positive or negative, contributes to ongoing development.

- *What steps can I take to apply what I've learned?*
- *How can I avoid similar issues in the future?*
- *What new goals or objectives have emerged from this reflection?*
- *How will I change my approach or behavior going forward?*
- *What resources or support do I need to make these changes?*
- *What other work do you need to do?*
- *Who can provide feedback or guidance as I apply these lessons?*
- *What challenges might I face in implementing this learning, and how can I overcome them?*
- *How can I ensure that I continue to learn and grow from future experiences?*
- *What specific actions will I take in the short term?*

- *How will I measure the effectiveness of these changes?*
- *How can this learning be applied in the future?*
- *How can you share these learnings with others?*

Conclusion

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STYLE GUIDE

Fonts:

- Aptos 28 – Black, regular
- Aptos 20 – Blue #0070C0, bold
- Aptos 16 – Blue #0070C0, regular
- Aptos 12 – Black, regular

Chapter Number:

- Aptos 28 – Black, bold
- Left Justified
- Semicolon between "Chapter" and chapter number
- Capitalize "C" in Chapter only

Chapter Title:

- Aptos 28 – Black, regular
- Left Justified
- Semicolon between chapter title and focus area
- Capitalize first letter of first world only in chapter title and focus area

Author:

- Aptos 12 – Black, regular
- Left Justified
- Single line: First name, Last name, University, Country

Keywords:

- Aptos 12 – Black, regular
- Left Justified
- Single line: keyword, key word (no capitalizations)

Headers:

- Aptos 28 - Blue #0070C0, bold
- Left Justified
- Only use: The Why, The What, The So What, The What Now, Conclusion

Sub-Headers/Content:

- Aptos 16 – Blue #0070C0, regular
- Indent .5 from left justified
- Sub headers can be whatever is needed to pull out main points, **but must include challenges and limitations.**
- Sub headers and context can include course information as it relates to projects, but it should be brief and reference **appendix** for full course description.
- Sub header content should align left at .5 indent

Tables:

- Aptos 12 – Black, bold (titles)
- Aptos 12 – Black, regular (data)
- Rows should alternate between gray and white
- Indent .5 from left justified
- Table name should be below the table
- Table will be numbered and should always be referenced by table number in content for that section.

Bullets:

- Aptos 12 – Black, regular
- Standard dot bullet point

Spacing:

- Double space between sections
- Content sections single spaced
- Double space above and below tables
- Bullets single spaced

Language:

- Standard American English

Numbers:

- All numbers will be spelled out and if double digit will have a dash between the numbers: twenty-two

Citations:

- In text citations with link to source (MLA)
- Must be in parenthesis with all author's last names and date of publication.

Footnotes:

- TBD

Voice:

- Active
- First Person
- Conversational

Intended audience:

- University of Texas Professors and potentially shared with other college professors.

Content Sections / Word Count

- Limit to 1250 words per section

Works Cited:

- No

References:

- Yes, format and organization TBD

Redundancy Clause:

- No more than one mention of "University of Texas at Arlington"
- No Diversity policies or other policies
- No University R1 status
- Note: Information about the college will be in the introduction and should not be repeated throughout chapters.

Appendix:

- Yes, format and organization TBD

Note for Editor:

- Review each section for contradictions in overall cohesive argument.
- Review each section to ensure it is speaking to our audience.