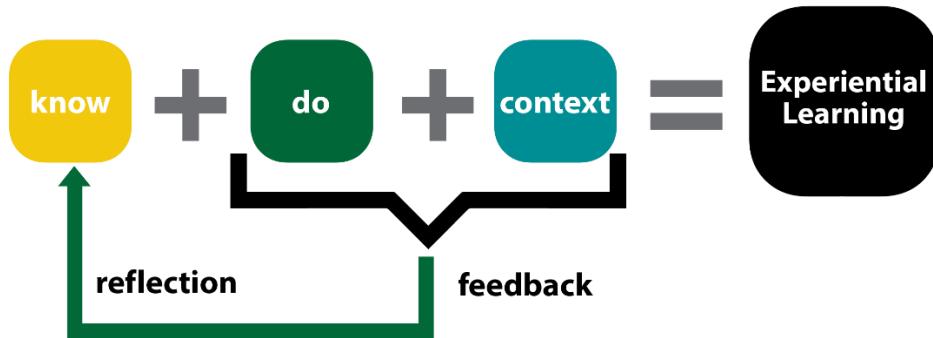


Experiential Learning (EL) Domains for Course Builders

In the 2023/2024 academic year, we asked course builders to add an attribute for courses that fit the definition of experiential learning in alignment with USask's then-new Experiential Learning Framework. Building on this, for 2024/2025 course build, we are asking you to further categorize courses with experiential learning by the domains as outlined in the Framework. This document serves as an outline for your work of identifying and categorizing courses that should be labeled experiential.

Step 1: Does the course fit the definition of EL?



Courses must still satisfy all the elements of the above definition to be considered experiential. See the checklist below for more specific criterial to determine if a course is experiential.

EL Checklist

This checklist is intended to help decide whether a learning activity is experiential. **Note that a single experiential learning activity does not mean that the course, as a whole, should be labeled experiential.** Rather, the experiential learning should be a major/substantive element of the course.

- The activity allows students to apply theoretical knowledge in a situation (simulated or real) that closely resembles contexts in which the content would typically be applied outside the classroom.
- The experience requires students to make meaningful decisions about what they should be doing. They are involved in action planning rather than simply following a prescribed process.
- There is an unpredictable element to the activity that requires students to adapt to dynamic circumstances. For example, a case study with new information introduced when students have already begun formulating solutions.
- Students receive immediate information about how well they are learning *as the learning occurs*. Feedback after the activities have concluded is insufficient for EL.

- There is an opportunity built into the activity for students to reflect on the feedback they receive, generalizing it beyond the specific context in which they received the feedback.
- Students have an opportunity to adjust their approach to the activity after receiving feedback – either adjusting how they approach a task in progress, or in another attempt at the activity.

Step 2: What is the domain of the experiential learning in this course?

Please check the table below to decide which attribute should be applied to a given course.

Remember that even if you find the activity type listed below in the examples area, it should still only be categorized as experiential learning if it also satisfies the checklist as found in step 1 above.

Domain	Community Engaged or Service	Work or Entrepreneurship	Problem, Project, or Design	Creative Practice	Research
Attribute	EXL1	EXL2	EXL3	EXL4	EXL5
Description	Engage with a community partner for a mutually beneficial curricular experience.	Simulated or actual workplace or professional context.	Investigate and solve complex and authentic question, problem, or challenge.	Engage in creative process leading to original responses and/or production.	Students actively participating in research, including developing questions, investigation, and sharing with communities beyond USask.
Examples	Community-led project, land-based Indigenous-led project, creating an openly licensed resources	Case study, skills lab, clinical simulation, internship, practicum	Creating a prototype, consultation services, design challenge with industry	Create an artifact (sculpture, improv), gallery, exhibit, performance	Undergraduate research, experimental design and interpretation, field experience, study abroad courses, taught abroad course