

Experiential Learning Course Assessment Rubric: Faculty

As you assess your own use of EL, consider the following major criteria for experiential learning. This tool presents some of the key components of each stage of the EL cycle. Please indicate if you would like additional support in any of these areas.

Do (learners are engaged in direct experiences)	Often	Sometimes	Never	Support needed
I intentionally create active, learner-focused experiences with the learners doing the bulk of the moving, thinking, talking, and decision-making				
I act as a facilitator/resource person and actively monitor and support authentic experiences				
Learners have authentic, direct learning experiences rather than only hearing about experiences; they think, act, inquire and perform like those who work in the field				
I set high expectations, and learners are given responsibility for their own learning; they are expected to prepare, engage actively, and learn from positive and negative consequences of their choices				
Learners have autonomy to choose or create their own experiences to meet the outcomes of the course				

Reflect (learners consciously make connections and meaning during and after experiences)	Often	Sometimes	Never	Support needed
Learners have opportunities for individual reflection and meaning making; they process experiences and what has been learned				



Learners have opportunities for public reflection and meaning making; they share with others to process experiences and what has been learned				
Reflection occurs in a variety of formats (individual, small group, full class, written and spoken) and is assessed either formatively or summatively				
Reflection occurs both during and after action; adjustments or new plans are made as a result				

Apply (learners extrapolate what is learned to their professional and personal lives)	Often	Sometimes	Never	Support needed
Learners have opportunities to think and act like a professional in the discipline and therefore see how what they are learning applies to future experiences/careers				
Learners can generalize the content of the course to self and world; they are able to see how it applies to future courses, their professional lives or their personal lives				
I create opportunities to acknowledge or celebrate successes and failures made in the process of learning				
I provide a sense of closure when bringing experiential processes to an end. I help students to understand what they've accomplished over the course of the experiential activity.				

Resource Links:

Glossary:

