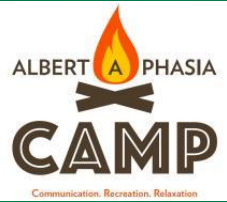


Experiential learning and the LPAA: A guide for facilitators



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Who we are

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Who are you?

1. Name
2. Institution
3. Teaching roles
4. Knowledge of LPAA and Experiential Learning Theory



Outline

1. Background (15 minutes)

- a. Introduction
 - i. Experiential Learning Theory (ELT)
 - ii. Alberta Aphasia Camp: A Case Study in Experiential Learning
- b. Outcomes Data
 - i. From Students
 - ii. From Facilitators
- c. Core Principles LPAA & ELT

2. Action Plans (20 minutes)

3. Discussion (10 minutes)



Experiential Learning Theory (ELT)

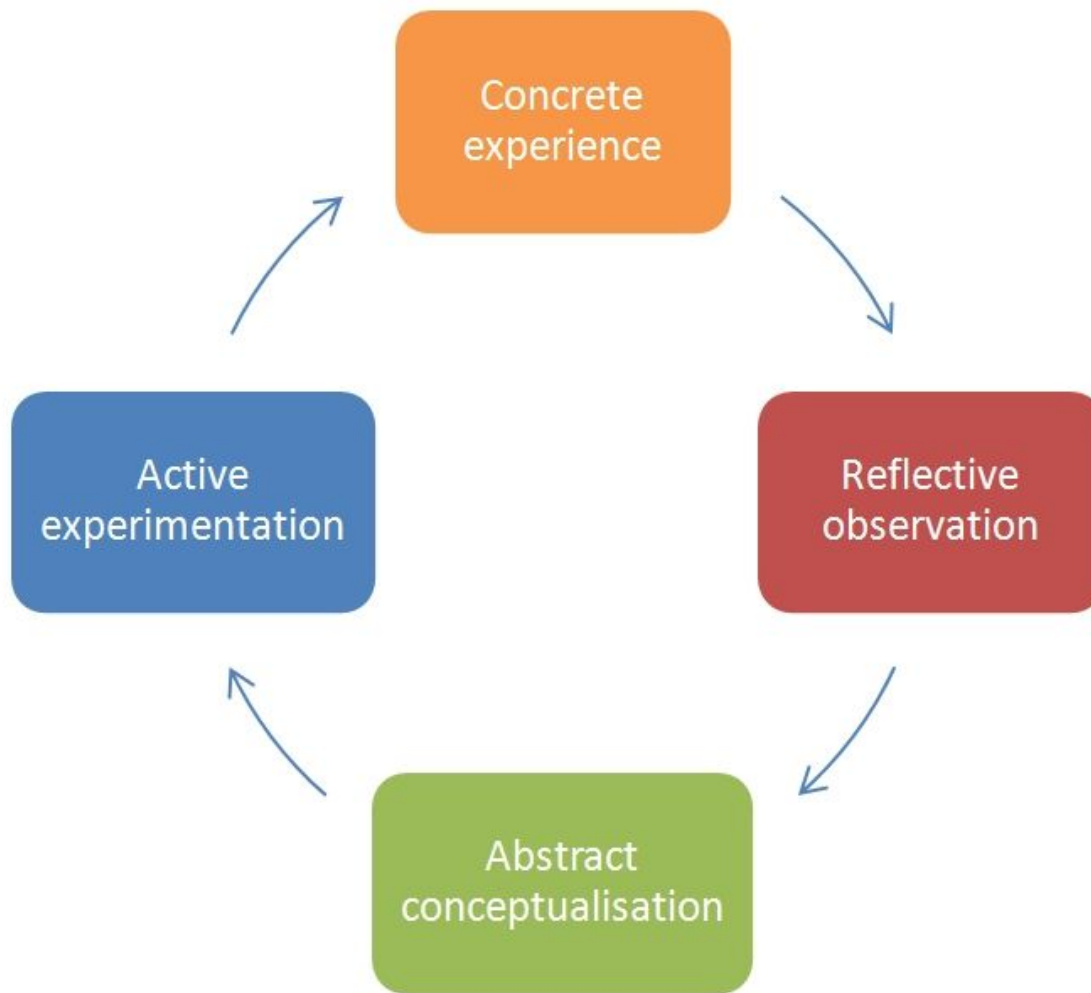


Experiential Learning

“a process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p. 38).

- Activities that bridge between classroom and career
 - Students interact with clients and each other, applying theory to practice

- Examples of experiential learning activities:
 - Role-playing
 - Simulations
 - ‘Living Labs’
 - Practica



Adapted from Kolb (1984) *Experiential Learning Theory*



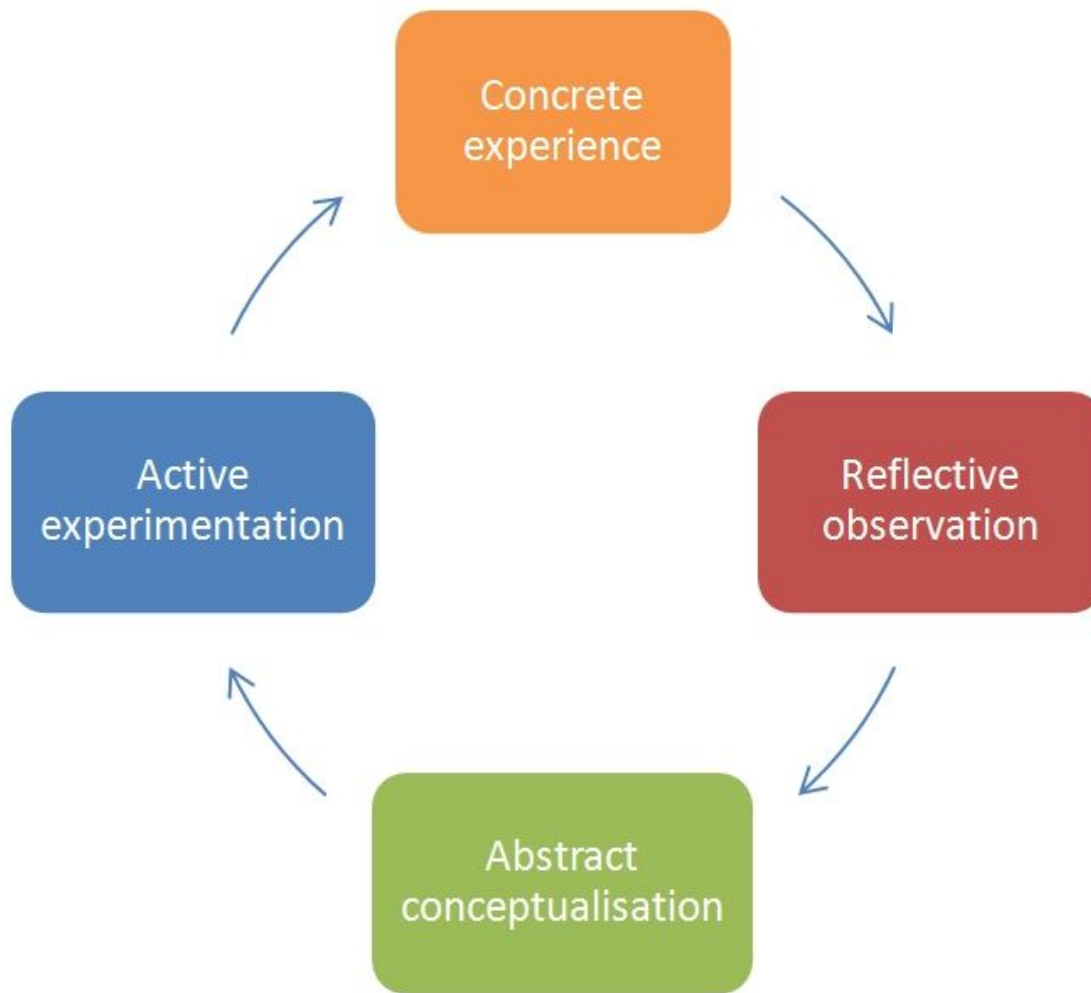
Alberta Aphasia Camp: A Case Study in Experiential Learning

- An annual weekend retreat (every September)
- Held in an outdoor, rustic camp environment
- Attended by adults with Aphasia and their family/friends
- Led by an interdisciplinary group (leaders and volunteers) from the Faculty of Rehabilitation Medicine
- Purpose: To provide an interdisciplinary training opportunity for students in the fields of SLP, PT and OT in which to experience aphasia outside of the traditional clinic environment



Student Volunteer Roles

- Participate in 3 training sessions prior to attending camp
 - Clinical knowledge
 - Goals and expectations
 - Logistics
- Work in small interdisciplinary teams to plan, organize and execute activities
 - Lead and/or facilitate activity and therapeutic sessions
 - Adapt activities to ensure safety of campers
 - Communicate using supported conversation techniques!



Adapted from Kolb (1984) *Experiential Learning Theory*

Outcomes Data





METHODS

Data Sources

1. Student Data
 - a. Reflections
 - b. Focus Groups

2. Facilitator Data
 - a. Focus Group

Analysis

Thematic content analysis





SLP Student Outcomes

Learning Outcomes

Thinking beyond disability	Developing empathy	Supporting communication
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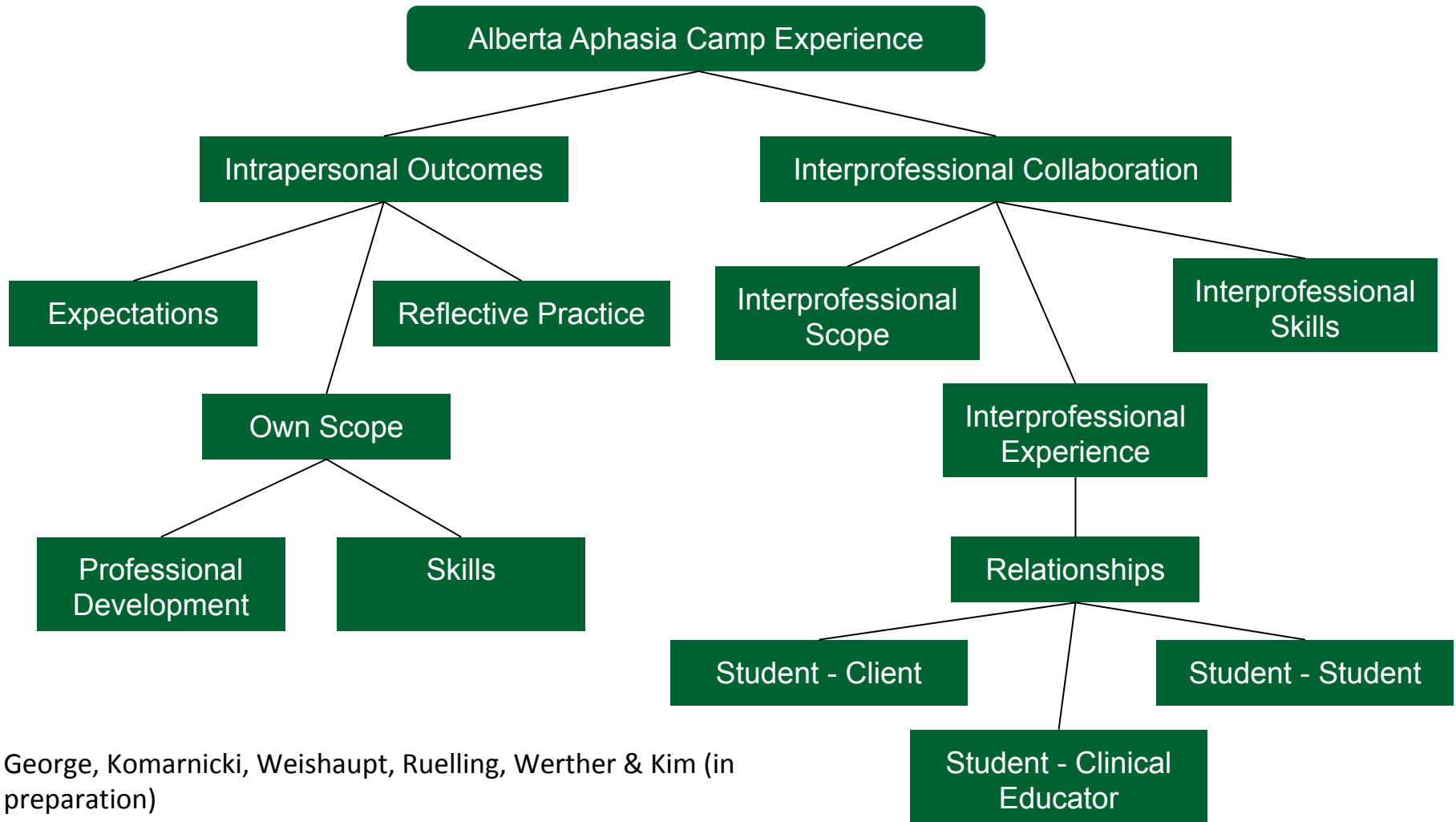


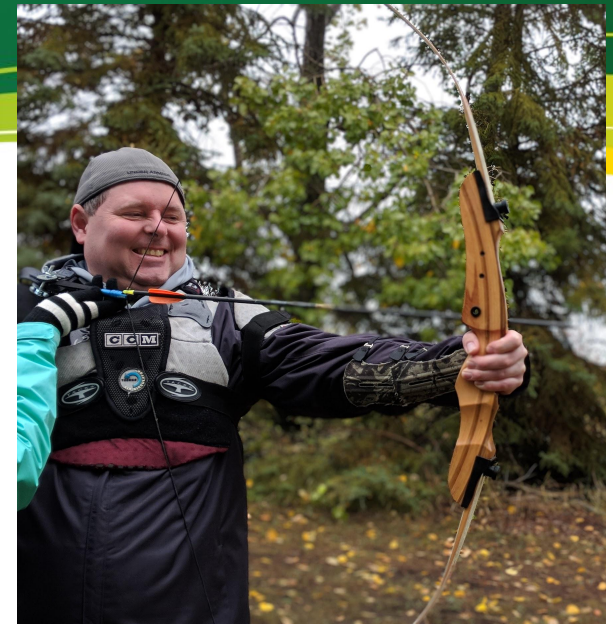
Environmental Factors

Absence of evaluation	Absence of power differential	Interdisciplinary environment
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Interprofessional Student Outcomes (SLP, PT, OT)





FACILITATOR DATA - THEMES

1. Educator Characteristics/Philosophy

- Learning as a process
- Open to feedback
- Flexible (okay with “grey”)
- **Secure in own knowledge (don’t need to ‘know it all’)**
- Trust
- **‘Guiding from the sideline’** → giving up control

2. Environment

- **Students have autonomy, ownership**
- Structure but flexibility built in
 - Students feel safe to take risks
- **Absence of evaluation**
- Flattened hierarchy
- Clear expectations

King, Werther, Ruelling, & Kim (submitted). *Journal of Interprofessional Care*

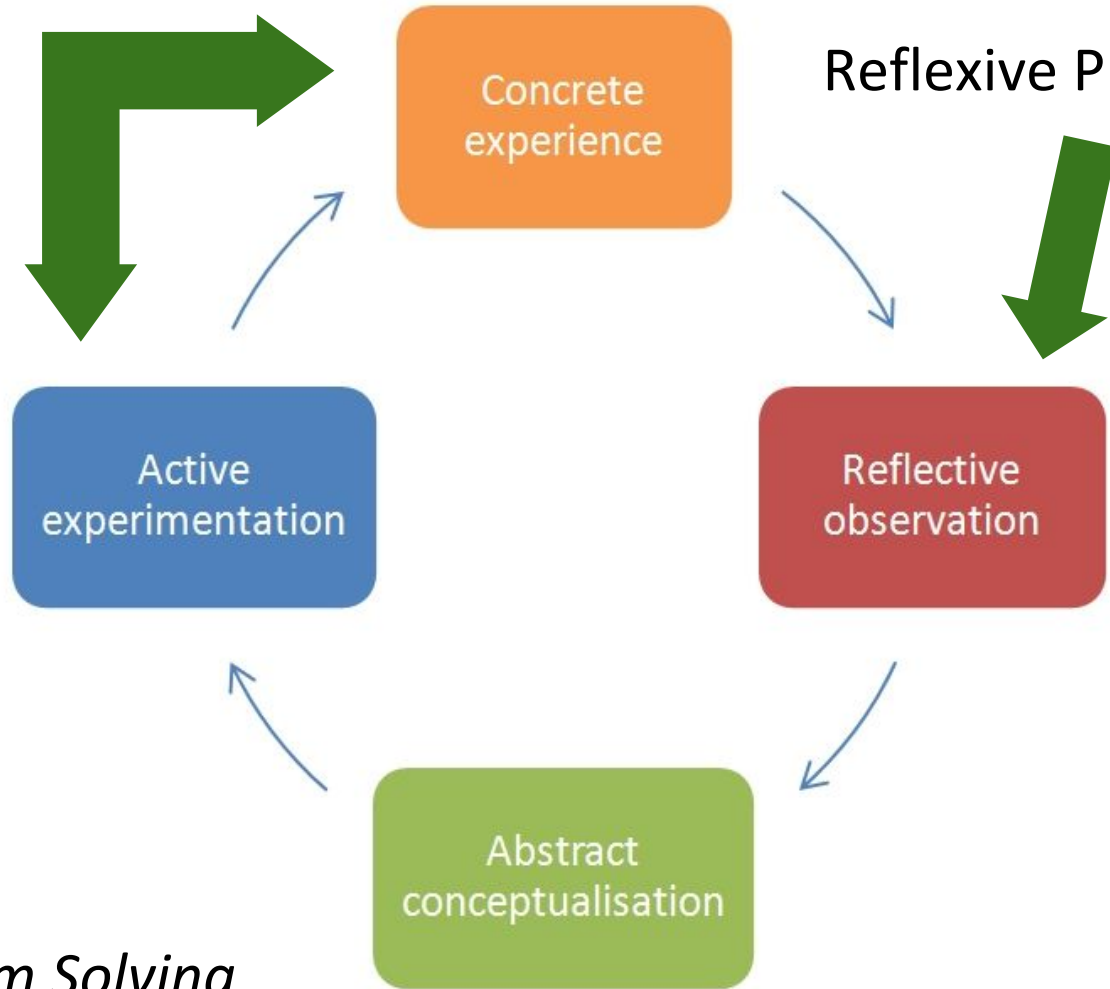
ALBERTA APHASIA CAMP - CORE CONCEPTS OF EXPERIENTIAL LEARNING

- Safe environment
- ***Student autonomy/empowerment/accountability**
- Learning by doing
- ***Reflexive practice**
 - Formal: reflection papers, journaling
 - Informal: peer feedback, dialogue etc
- ***Problem-solving** (real world problem), something that the instructor doesn't know the answer ('grey')
- Peer support

Learning by Doing

Safe Environment
Student Autonomy

Reflexive Practice



Peer Support
Real-world Problem Solving

Adapted from Kolb (1984) *Experiential Learning Theory*

What are key features that people can take to their own classroom-based activities?



Clear expectations

Create a safe learning environment

Students take ownership of their learning

Non graded exploration of material

Bring the "real world" into the class

Provide each other feedback

Collaboration

Problem solving with instructor

Action Plans





1. Find a group

2. Brainstorm an activity (20 minutes)

- a. What are the expectations of the students?
- b. What knowledge do the students have prior to this?
- c. How are they using this knowledge during the activity?
- d. How will the students reflect on it afterwards?
- e. What elements will make this a strong experiential learning opportunity?
- f. How does it link back to LPAA and ELT?

3. Discussion (10 minutes)

- a. Share your ideas

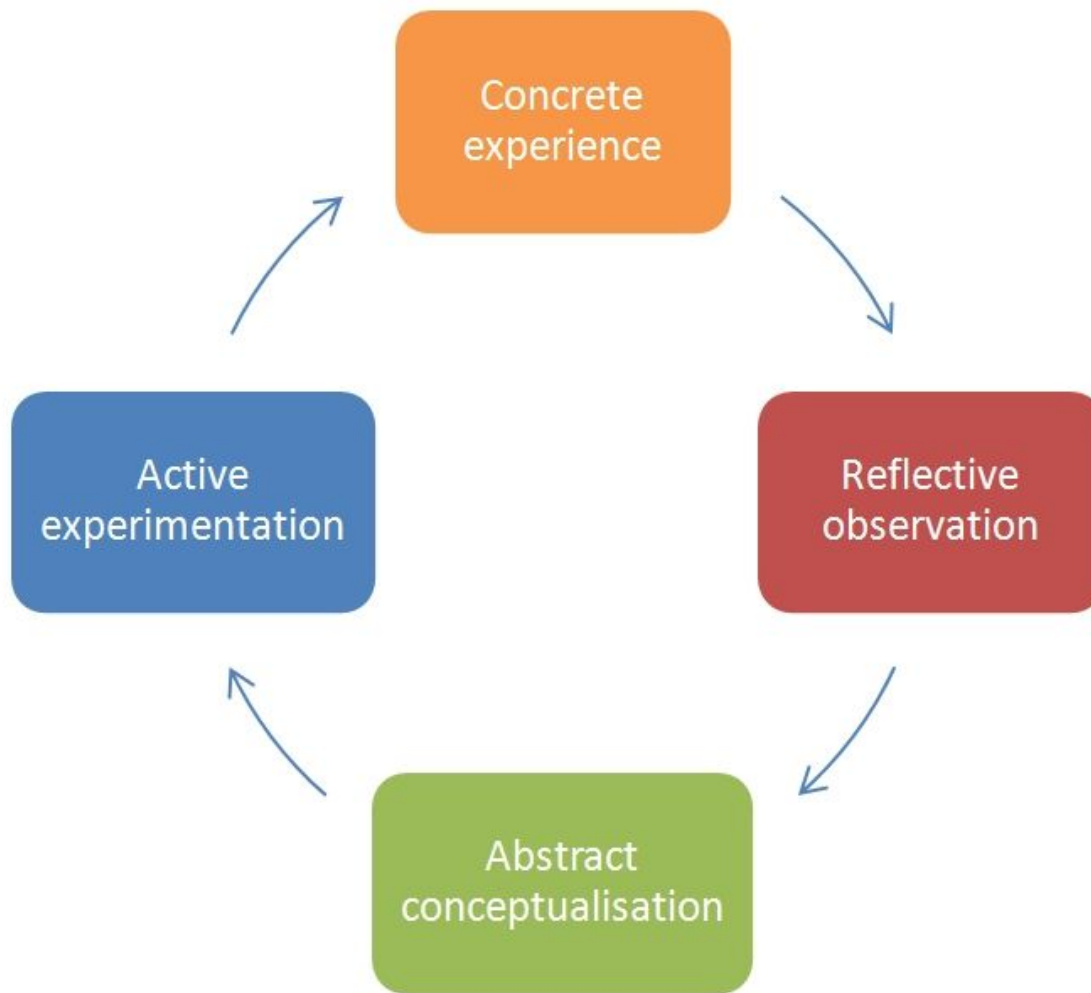


Guiding questions

- a. What is the context/environment?
 - i. Clinic? Classroom?
 - ii. Undergrad? Grad students?
- b. What are the expectations of the students?
 - i. Pre → What knowledge do the students have prior to this?
 - ii. During → What are they doing?
 - iii. Post → How will the students reflect on their learning afterwards?
- c. What elements will make this a strong experiential learning opportunity?
 - i. Consider the environment and you, the facilitator

Discussion





Adapted from Kolb (1984) *Experiential Learning Theory*

“I hear and I forget. I see and I remember. I do and I understand” - Confucius

