

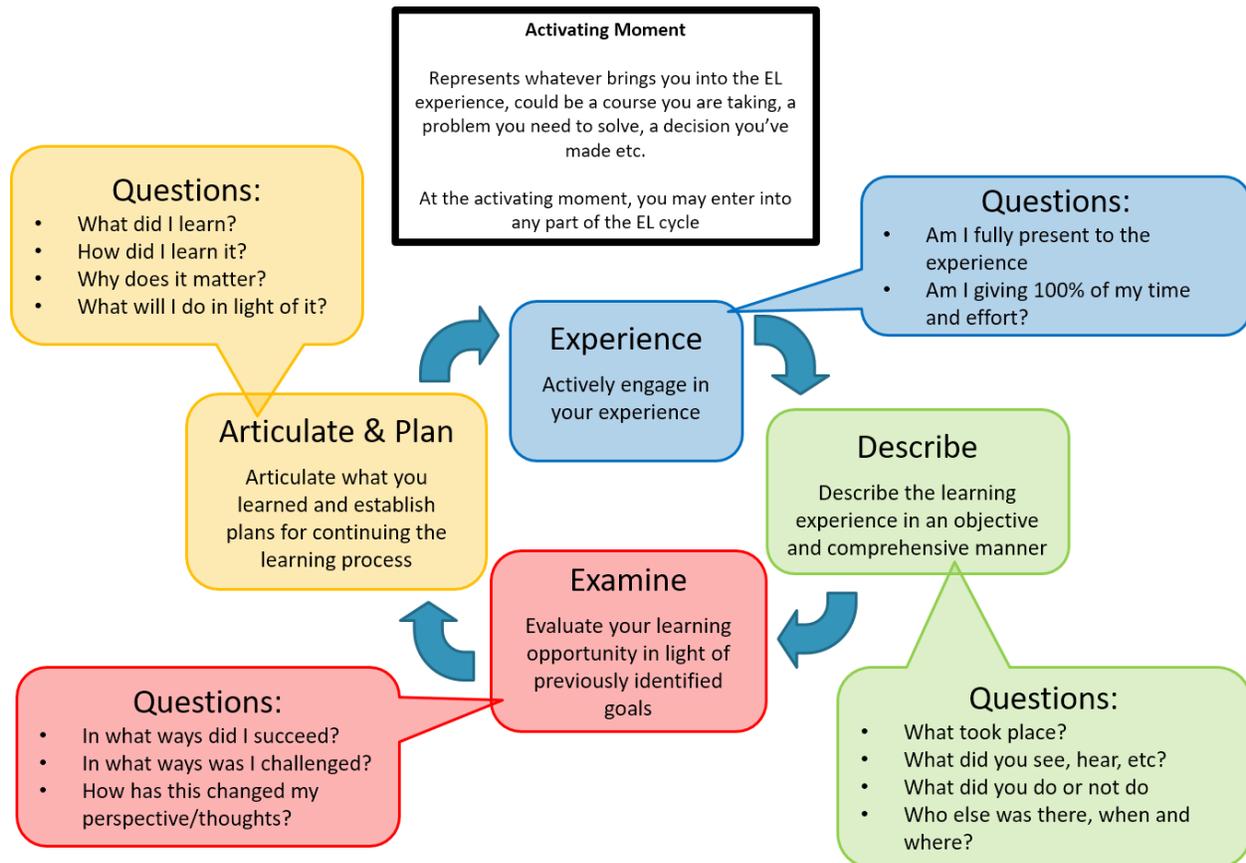
EL WrapAround: Experiential Learning and You!

1 WHAT IS EXPERIENTIAL LEARNING?

There are many definitions for experiential learning (EL), but in its simplest form, it is learning from an experience¹.

Queen's is committed to expanding Experiential Learning on campus and creating in-depth opportunities for students to develop and reflect on their skills.

Experiential Learning is an ongoing and cyclical process of engaging and reflecting. Throughout your role and even after your role, you can expect to engage in the following processes at different times:



¹ Schwartz, M. (2012). *Best Practices in Experiential Learning*. Toronto: Ryerson University, Learning and Teaching Office. Retrieved from:

<https://www.ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf>

2 WHY EXPERIENTIAL LEARNING?

We use the experiential learning framework to get the most out of an experience – in the case of an on-campus work or volunteer role, this means reflecting on the skills you are developing through your role and how you can apply those skills in the future.

Participating in experiential learning activities has the following proven positive impacts:

- Better performance** - Employees who spent 15 minutes at the end of the day reflecting about lessons learned performed 23% better after 10 days than those who did not.²
- Boosts resilience & confidence** - A study of UK commuters found those who were prompted to use their commute to think about and plan for their day were happier, more productive, and less burned out than people who didn't.²
- Explore** - career options, confirming interest (or disinterest) in a profession; explore topics and theories from course work and their relation to practice
- Build** – build knowledge, experience and skills demanded by employers; build your professional network³

3 WHAT IF I USE THIS FORM MORE THAN ONCE?

If you're using this form more than once, then you have different positions on campus. That's great! It also means that you can reflect on different skills and long-term goals. Although it's the same form and you're the same person, they are two (or more) *different* experiences.

Reflecting on each experience will help you articulate what you've learned in each role – an invaluable skill for resumes, interviews, personal statements, and overall career development!

4 ADDITIONAL SUPPORT

At Career Services, we help students explore all kinds of career questions. We work with currently registered Queen's students (and recent graduates) from first year through to PhD. We offer a comprehensive range of accessible services to support and empower students in making informed decisions about their career, further education and employment goals.

Check out Career Services workshops and tip sheets, career counselling, or Drop-In Career Advising Monday to Thursday from 1:30 to 3:30 pm.

² Porter, Jennifer. (2017). Why You Should Make Time for Self-Reflection (Even If You Hate Doing It). Harvard Business Review. Retrieved from: <https://hbr.org/2017/03/why-you-should-make-time-for-self-reflection-even-if-you-hate-doing-it>

³ Sattler, P. (2011). *Work-Integrated Learning in Ontario's Postsecondary Sector*. Toronto: Higher Education Quality Council of Ontario. Retrieved from: <http://www.heqco.ca/SiteCollectionDocuments/WIL1E.pdf>