



OHIO
UNIVERSITY

Does my course count toward the BRICKS Learning & Doing requirement?

A Guide for Seeking BRICKS Learning & Doing Designation for New & Existing Courses

This document provides guidance and support to OHIO colleges as they seek to designate a new or existing course as a Bridges: Learning & Doing (BLD) course in BRICKS. The enclosed rubric provides transparency regarding the criteria for determining whether a proposed course is eligible for this designation. This document contains:

- A. Overview of Considerations for BLD Designation
 - 1. Standard experiential learning cycle
 - 2. OHIO's experiential learning framework
 - 3. Learning outcomes of OHIO Common Goal: *Integrative Learning* (prescribed for BLD courses)
 - 4. One-credit minimum
- B. Differentiating Passive, Active, & Experiential Learning
- C. Eligibility for Auto-Conversion
- D. OCEAN Process & Additional Resources
- E. Rubric for BLD Eligibility

Please be aware that all courses approved to fulfill any BRICKS components will participate in assessment for the associated BRICKS outcomes on a regular cycle beginning with implementation of the new general education program.

For more information visit: <https://www.ohio.edu/provost/reimagining-general-education> or contact:

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A. Overview of Considerations for BLD Designation

To be approved as a BRICKS Learning & Doing course, a course's learning outcomes and activities must align with three sets of conditions: (1) cycle of experiential learning, (2) OHIO's specific experiential learning framework, and (3) the learning outcomes of *Integrative Learning*, the OHIO Common Goal mapped to BRICKS Learning & Doing.

1. **Standard Experiential Learning Cycle.** In experiential learning settings, students are guided through a cycle of prefection, action, and reflection.

Preflection: planning, information gathering, and predicting prior to taking action

Action: active experimentation and engagement in an authentic setting

Reflection: an intentional process of looking inward and backward to improve the future

2. OHIO's Experiential Learning Framework

Definition of Experiential Learning: Experiential learning is an approach to education that emphasizes engaged student learning through direct experience and reflection to increase knowledge, develop skills, and elucidate values. Experiential learning activities are intentionally designed to develop students' knowledge, skills, and attitudes through experience related to a field. Experiential learning may occur in curricular and co-curricular settings. (UCC, 2018)

Components of Experiential Learning: When done best*, experiential learning involves:

- a. *Engagement.* Student involvement in the activity is sustained and/or intensive. The experience requires a substantial investment of time and attention to foster deep learning.
- b. *Mentorship.* Student receives regular, meaningful feedback about student work from activity director or supervisor. Feedback supports student reflection and integration of learning through the activity and goal-setting for future learning.
- c. *Challenge.* Student engages in activity that pushes own boundaries beyond the familiar or explores unknown territory for the purpose of developing knowledge and skills.
- d. *Ownership:* Student exercises independent judgment in defining and/or executing the activity. Student takes ownership of the process and outcomes.
- e. *Self or Social Awareness.* Student reflects on the activity by articulating personal, civic/social, and/or academic learning. Student identifies and articulates knowledge, values, and attitudes developed through the activity. (UCC, 2018)

Experiential Learning is an umbrella term for a variety of learning environments and pedagogical approaches. Ohio University categorizes most experiential learning activities into seven types (UCC, 2020):

Community Engagement

Creative Endeavor

Internship

Leadership

Research

Study Away

Other (ex: practicum, clinical)

These categories are sometimes overlapping (ex: global community engagement, community-engaged research).

**For national standards of best practice in experiential education, see Section D. National Society for Experiential Education's Best Practices & Ethical Principles.*

3. Learning outcomes of OHIO Common Goal: *Integrative Learning*

- a. Connection to experience. Students will be able to connect relevant experience and academic knowledge.
- b. Connections to discipline. Students will be able to see and make connections across disciplines and perspectives.
- c. Transfer. Students will be able to adapt and apply skills, abilities, theories, or methodologies gained in one situation to a new situation.
- d. Integrated communication. Students will be able to complete assignment using a format, language, or visual representation in ways that enhance meaning.
- e. Reflection and self-assessment. Students will be able to demonstrate a developing sense of self as a learner and build on prior experience to respond to new and challenging contexts.

4. One-credit minimum

BLD requires a minimum of one credit hour of experiential learning. When proposing a 3-hour course, instructors should make the case that minimally one third of the course activities and assessments consist of high-impact elements that align with the above criteria and are connected to each other to create a coherent experience for the student.

B. Differentiating Passive, Active, & Experiential Learning

According to Kuh (2008), most experiential learning activities are high impact practices, meaning they catalyze deep student learning and/or personal transformation.



Passive learning is when learners receive information, often in large quantities, without the opportunity for application or quick feedback on their understanding. Retention and ability to use this learning in the future are low. This approach provides low risk, high control for instructors and low risk, low reward for students. Passive learning characterizes traditional lecture courses (Kokcharov, 2015; Verma, 2020).

Active learning occurs when learners are invited to move beyond consumption behaviors (watching, listening, reading) to engage in participatory behaviors such as discussion, demonstration, practice, and play. Active learning typically occurs in controlled classroom environments. Risk is higher for instructors as they can't predict with certainty how students will contribute. Both risk and reward are higher for students as they move into application because there is increased opportunity to be wrong or fail and increased likelihood of retention and ability to use the learning in the future. Active learning characterizes most lab courses (Kokcharov, 2015; Verma, 2020).

Experiential learning occurs when learners consume, apply, and analyze knowledge in authentic contexts. (Those contexts are described above and below.) Experiential learning often takes place with external partners; thus, risk is high for both instructors and students because of the potential impact on partners, institutional credibility, and student credibility. Many factors are outside the instructor's and the students' control; this is why adequate reflection is tremendously important. Reward is also high as this type of learning most fully engages higher order thinking, yields high retention, increases the ability to use the learning in the future, and gives context to the learning which increases student motivation to learn (Kokcharov, 2015; Verma, 2020).

C. Eligibility for Automatic Conversion

The following categories of courses are eligible for automatic conversion to the Bridges: Learning & Doing component of BRICKS.

- Internship
- Practicum
- Clinical
- Research
- Honors Thesis
- Field Studies
- Community-engaged C course
- Co-op

A list of courses identified as eligible for automatic conversion was emailed to department chairs. If your department or school (or college) has a course in one of the above categories with a non-standard course number (e.g., a thesis that is not numbered 4940H or 4950H), it may not be on the sheet. Please contact Beth Quitslund to verify eligibility before adding any courses to the sheet. *HTC courses, including theses, are intentionally excluded because students enrolled in the Honor Tutorial College are not subject to BRICKS requirements.*

To be approved for BLD, the course must be aligned with UCC-approved expectations (see A.2. above) and learning outcomes for *Integrative Learning* (A.3.). Please note that the course must include a substantive element of reflection and self-assessment as a part of the course grade.

Department chairs must **confirm or decline** the offer for automatic conversion by completing the online Excel file (shared via email) no later than **November 30, 2020**.

D. OCEAN Process & Additional Resources

- [OCEAN 2.0: BRICKS Supplemental Instructions](#) provides OCEAN submission instructions relevant to experiential learning. Please see page 4.
- [BRICKS Bridges Learning & Doing](#) is a narrated overview of the criteria for BLD designation discussed above in Section A.
- The National Society for Experiential Education (NSEE) articulates [Best Practices & Ethical Principles](#) for all activities under the umbrella of experiential learning.

E. Rubric for BLD Eligibility

[option 1]

Area of Consideration	Criteria	Strength of Evidence			ICC Comments
		<i>Strong</i>	<i>Moderate</i>	<i>Low</i>	
Experiential learning cycle	Preflection				
	Action	experiential	active	passive	
	Reflection				
OHIO's experiential framework	Engagement	experiential	active	passive	
	Mentorship				
	Challenge	experiential	active	passive	
	Ownership	experiential	active	passive	
	Self/Social awareness	experiential	active	passive	
<i>Integrative Learning</i> learning outcomes	Connection to experience				
	Connections to discipline				
	Transfer				
	Integrated communication				
	Reflection & self-assessment				
Overall		Strong	Moderate	Low	
Notes: <ol style="list-style-type: none"> 1. Bolded criteria appear more than once. The duplication conveys the criteria's magnitude of importance; score it in both places to weigh it appropriately in final decision-making. 2. The <i>Integrative Learning</i> learning outcomes are required for BLD courses. If any of these 5 learning outcomes are not present, the course will not be approved. 					

[option 2]

BRICKS: Bridges Learning & Doing Eligibility		
Are the elements of the experiential learning cycle present?		
Yes	Preflection	No
Yes	Action	No
Yes	Reflection	No
Are the components of OHIO's experiential learning framework present?		
Yes	Engagement	No
Yes	Mentorship	No
Yes	Challenge	No
Yes	Ownership	No
Yes	Self/Social Awareness	No
Are the <i>Integrative Learning</i> learning outcomes present?		
Yes	Connection to Experience	No
Yes	Connection to Discipline	No
Yes	Transfer	No
Yes	Integrated Communication	No
Yes	Reflection & Self-Assessment	No
Instructions for use: <ol style="list-style-type: none"> 1. Choose a yes or no answer for each criterion. 2. If the answer is "NO" for any criteria that is bolded in the middle column, the course should not be approved for BLD designation. 3. If the course passes the test in #2 and there is a majority of YES answers in the other categories, the course can be designated BLD. If the course passes the test in #2 but the majority of other criteria are not present, the course proposal will be returned to the department for revisions. 		