

Award for Excellence in Teaching for Experiential Learning

About the Award

Our vision at UVic is for all students to engage in hands-on, dynamic learning to achieve personal growth and career success. Experiential learning is an essential pathway to achieving this vision. The Award for Excellence in Teaching for Experiential Learning recognizes UVic educators who excel at putting students on this pathway.

Recognition

The recipient will receive \$1,000 and be formally recognized at an appropriate public forum TBD.

Eligibility

Who can be nominated?

Any faculty member¹ who has taught two or more courses at the graduate and/or undergraduate level that include components of experiential learning, currently holds a regular faculty position, and anticipate continuing in that position for the next academic year.

Who can submit a nomination?

The nomination is coordinated by the nominator(s) and the nominee. Nominations may be submitted by an UVic student (not currently enrolled in a course with the nominee) or a UVic alumnus, faculty colleague or academic administrator, or by any combination of up to three co-nominators belonging to these groups, and ideally across groups.

For those nominations that are not selected as the recipient, nominations will be held and eligible for review for a period of three years. During the three year period, nominees will be asked if they want their nomination package to stand for the upcoming deadline and will also be asked to update their nomination package as per the current guidelines.

Award Administration and Selection Process

The Office of the Vice-President Academic and Provost administers the award in collaboration with the Division of Learning and Teaching Support and Innovation (LTSI).

¹ Faculty Member is defined in Part 1, Section 2, of the [Collective Agreement](#).

Selection Committee

The Selection Committee will be composed of members of the UVic community. These members will occupy the positions below, or if unavailable, a designate will be chosen by the Chair. The committee members are:

- Chair—Executive Director, Division of Learning and Teaching Support and Innovation (or designate);
- Executive Director, Co-operative Education and Career Services (or designate);
- Director, Indigenous Academic and Community Engagement (or designate);
- One Regular Faculty Member, Artist in Residence, or Librarian or a previous recipient;
- UVic Student’s Society Chair (or designate); and,
- Graduate Student’s Society President (or designate).

Details of the committee's discussions and deliberations will be held in camera.

Experiential Learning is defined as: “a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities.” (Association for Experiential Education).

The key aspects of experiential learning include: 1) Experience (direct, hands-on involvement, meaningful and substantial, linked to curriculum), 2) Curriculum Integration (learning outcomes [competencies], assessment, reconnect experience to program), 3) Student Outcomes (skills, knowledge and attributes, capacity to contribute, and 4) Reflection (ongoing and meaningful).

Criteria

Nominations will be assessed based on evidence of excellence in the following four elements of experiential education (experience, curriculum integration, student outcomes and reflection). Provide examples of each of the following including information on implementation.

Experience (25%)

- Plans, develops and implements effective experiential learning activities within the academic curriculum: see [University of Victoria’s Experiential Mapping Project](#) for examples of experiential learning across campus.

Curriculum Integration (25%)

- Develops clear, challenging expectations and learning outcomes (competencies) for the experiential learning activities;
- Engages students in experiential learning that meaningfully connects with the curriculum and practices of the discipline beyond the classroom; and,
- Intentionally assesses experiential learning in an appropriate way and thereby promotes even deeper learning in the course.

Student Outcomes (25%)

- Increases student’s knowledge, develop skills and clarify values. See [University of Victoria Learning Outcomes](#); and,
- Develops student’s capacity to contribute positively to society.

Reflection (25%)

- Provides feedback to students that motivates and supports ongoing and meaningful reflection and application of knowledge and skills in their lives and careers; and,
- Engages in reflection on one’s teaching philosophy, strategies and experiences for the purpose of improving experiential learning and disseminating practices to other educators.

Nomination Dossier

- The dossier must be submitted as an **electronic pdf file not exceeding 20 pages**;
- Cover page, Table of Contents, and Nomination Form pages are not counted;
- Use of standard 12-point font with one-inch margins;
- Each page must be numbered;
- Please do not include URLs or materials besides those requested. The Selection Committee will not review them; and,
- Ensure that experiential learning is clearly articulated in the dossier.

Please Note: All submissions have a 20 page limit—adjust your application accordingly.

1.0—Cover Page and Table of Contents

2.0—Nomination Form

Please include all requested information.

3.0—Nominator Letter

This should be a comprehensive summary that encapsulates the dossier and relates directly to the criteria. The letter should both offer the nominator’s unique point of view on the nominee, as well as make reference to the evidence of excellence in experiential learning practices found throughout the dossier. The nomination letter will be written by a colleague, former graduate student or administrator, or can be a joint letter.

4.0—Teaching Philosophy (Written by Nominee)

In the philosophy statement, nominees explain the principles, values, and goals that guide their experiential learning practices. Included in this philosophy should be a brief narrative of the nominees’ development and reflection on their practices. Other sections of the dossier should substantiate the statements made in the philosophy. The nominator may make direct references to these sections (suggested length one to two pages).

5.0—Teaching Practices (Written by Nominee)

The nominee should describe two to three specific experiential learning practices and/or strategies that enact the philosophy and indicate their impact on learning. The nominee should provide a narrative of the practice, offer evidence of effectiveness, and describe the learning outcomes.

6.0—Evidence of Excellence in Experiential Learning

Provide requested evidence and data in sections 6.1, 6.2, and 6.3.

6.1—Two Signed Letters of Support from Former Students

Two signed letters of support from UVic students (not currently a student of the nominee) or UVic alumni. They may comment on the experiential learning activity or strategy, and its effectiveness; professional value of the course; support for learning; impact on their knowledge, skills and values; impact on the community or organization in which the learning takes place; and so on. The best letters are specific and offer concrete examples rather than adjectives of praise.

6.2—Two Signed Letters of Support from Colleagues

Two signed letters of support. For experiential learning that takes place in the community, a nominee may opt to provide a letter of support from a community member involved in the project. As with the student letters, these may comment on any of the criteria for the award. The best letters offer testimonials of the nominee's experiential learning practices in action.

6.3—Summary of Course Experience Survey

Frequency distribution of the UVic Course Experience Survey (CES) Report¹ (without comments) for two courses that include experiential learning components usually taught within the last three years (to be attached at the end of the document). It is best if the two courses have greater than 10 students (less than 10 is less persuasive and reliable). If less than 10, explain how they are significant. Contextualize the course by noting any irregularities and information, such as whether the course is required or not. See table example in **Appendix 1**.

7.0—Nominator's Summary/Conclusion (150 word limit)

The nominator(s) brings the whole dossier together (with quotes as appropriate) by providing a persuasive summation that, if successful, may potentially be used as the foundation for the award citation.

Where the dossier limit allows, nominees are welcome to provide other documents relevant to the award criteria. It is best if any additional documents are contextualized.

¹ CES reports previous to the May 2019 01 term will contain means.

Appendix 1: UVic Course Experience Survey (CES) Report

Course Title:	Course Date:
Class Size:	Response Rate:
I. Instructor's Teaching	Insert frequency distribution
1. The instructor was prepared for course sessions	
2. The instructor's explanations of concepts were clear	
3. The instructor motivated you to learn in this course	
4. The instructor was available to answer your questions or provide extra assistance as required	
5. The instructor ensured that your assignments and tests were returned within a reasonable time	
6. The instructor was helpful in providing feedback to you to improve your learning in this course	
7. The instructor demonstrated respect for students and their ideas	
8. Overall, the instructor was effective in this course	
II. Course Design	Insert frequency distribution
9. The course structure, goals and requirements were clear	
10. The materials provided for learning the course content (e.g., handouts, posted material, lab manuals) were clear	
11. The assigned work helped your understanding of the course content	
12. The course provided opportunities for you to become engaged with the course material	
13. The methods of assessment used to evaluate your learning in the course were fair	
14. The course provided relevant skills and information (e.g., to other courses, your future career, or other contexts)	
15. Overall, the course offered an effective learning experience	