

University of North Florida
Field Experience Transformational Learning Opportunities

Team Members:

Lucy Trice, Cathy O'Farrell, Mick Hallett, Connie Ellis, Rick Roberts

a. Craft a definition of your team's category of transformational learning opportunities. The definition should be congruent with the institutional definition of a transformational learning opportunity. Also whenever possible, your definition ought to be informed by appropriate literature (e.g. respective professional organization's definition).

Brief Definition

Field Experience is a structured program designed to enhance the quality and breadth of learning by giving students educationally-related work and learning experience that integrates theory learned in the classroom with practical application and skill development in a work setting, and contributes to the development of personal and professional maturity and ethics. Field Experience provides an enriched educational experience for students with established learning goals and objectives, ongoing supervision, and assessment and evaluation of their experience. Ongoing supervision is provided by an onsite work supervisor and a faculty member or coordinator from the University. The whole work term is a process of observation, naturalistic inquiry, hands-on experience, and continual learning which is reinforced through recognition and feedback. Students are encouraged to reflect on their experience in a variety of ways:

- Creative artistic expressions
- Journals
- Structured discussions among students
- Conversations with supervisors and/or clients
- Faculty conferences with students
- Assessment by student, faculty, and/or employer
- Debriefing sessions, individual and/or group
- Analysis papers
- Public presentations
- Group projects

Field Experience As A Learning Process

In keeping with the idea of Field Experience as an on-going, progressive learning process, we have come up with a few competencies with which we hope to develop in our students. The core attributes we seek to develop in our students are:

- Critical Thinking
- Problem Solving
- Teamwork
- Leadership
- Personal Motivation
- Initiative/Creativity

b. Prepare a (reasonably comprehensive) list of activities or experiences that illustrate examples of your TLO.

List is currently being updated and will be sent to group members when completed.

c. Assume the University will want to count how often students engage in your TLO activity. What criteria should be employed to determine that a given activity or experience "qualifies" or should be counted as one of your TLOs.

d. Prepare a list of recommendations that address the goal of increasing the likelihood that students will avail themselves of (or take advantage of) your TLOs. That is, from a student's perspective, what does the University administration, faculty and staff need to do to increase the frequency of TLO participation by students?

e. Prepare a list of recommendations that address the goal of increasing the likelihood that faculty and staff will make available or set the occasion for more of your TLOs. That is, from a faculty or staff perspective, what does the University leadership need to do to increase faculty and staff participation in advancing more of your TLOs?