

ABSTRACT

Experiential learning is increasingly a goal in higher education. Reflection, an important component of experiential learning, facilitates processing and understanding. We propose using the typical research paper from experimental psychology courses as an experiential learning requirement, and including a reflection component. We present data from students evaluating this project.

Higher education has placed greater emphasis on experiential learning in recent years (Roberts & Welton, 2022). Experiential learning provides students with opportunities to explore activities, interests, and projects that result in a broader self-understanding of skills, values, and the world around them (Association for Experiential Education). One component considered essential to experiential learning is reflection (Reflection Toolkit, 2018). Reflection enables students to think about what they are doing and experiencing to facilitate processing and understanding. One potential issue with reflection is the lack of students' knowledge on the specific skills that are being developed.

Experimental psychology courses center primarily around research methodology. Typically, students conduct a research project and write the results in APA style. Such a project could be used as part of an experiential learning requirement. What may be missing from the traditional project is a reflection component. We created a reflection component for such courses. Students were asked to recognize specific skills psychology students develop through the process of doing the experimental paper from the list created by Naufel et al, (2018). They were also given a more general survey on experiential learning developed by Clem, et al (2014) that looks at utility, environment, active, and relevance. F(2014) skill set.

This survey would be useful in a more challenging. A future direction for research is giving students the survey first. (Clem et al, 2014). The goal is to facilitate comprehensive research.

Survey completed for extra credit (as part of the paper process).

70 F2F and 36 OL – I treated both as experiential learning.

I think if we are going to do this we need to be understanding more how this all works. The links are not made for novice researchers.

Gick, M. L. & Holyoake, K. J. (1980). Analogical problem solving. *Cognitive Psychology*, 12, 306-355.

Fortress/Brain tumor problem –

General reflection survey – it has 4 subscales.

Clem, J. M., Mennicke, A. M., & Beasley, C. (2014). Development and validation of the experiential learning survey. *Journal of Social Work Education, 50*, 490-506.

<https://doi.org/10.1080/10437797.2014.917900>

1-5 Environment (alpha .680)

6-12 Active (alpha .854)

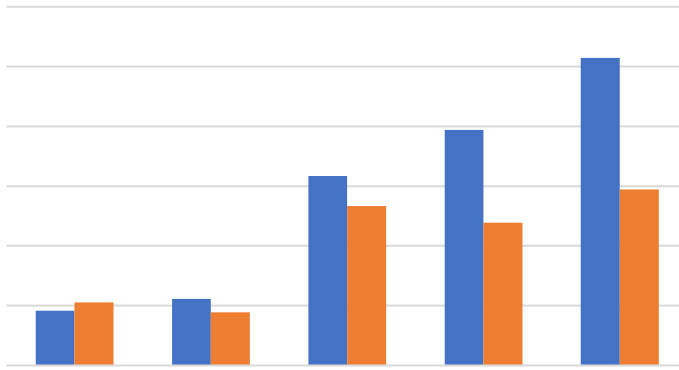
13-21 Relevance (alpha .93)

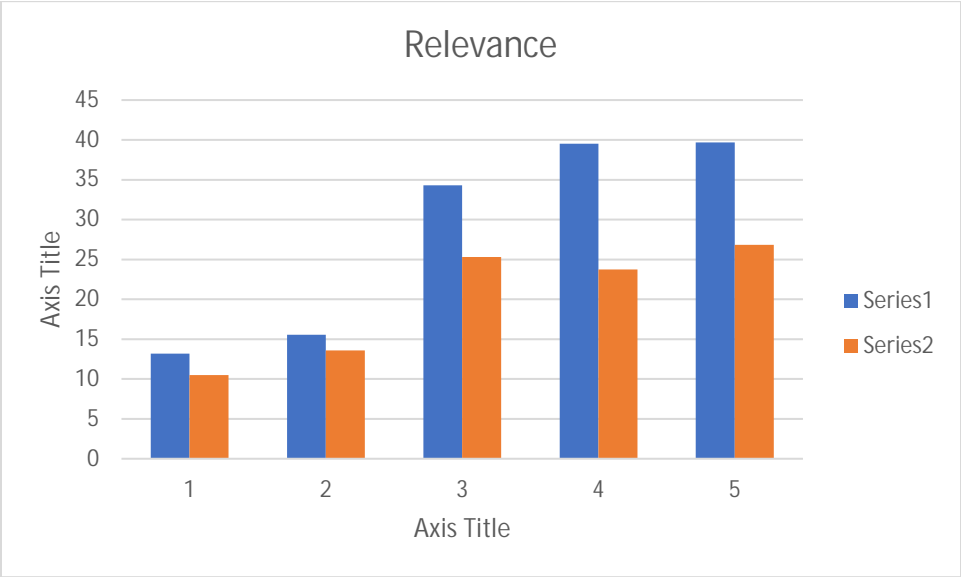
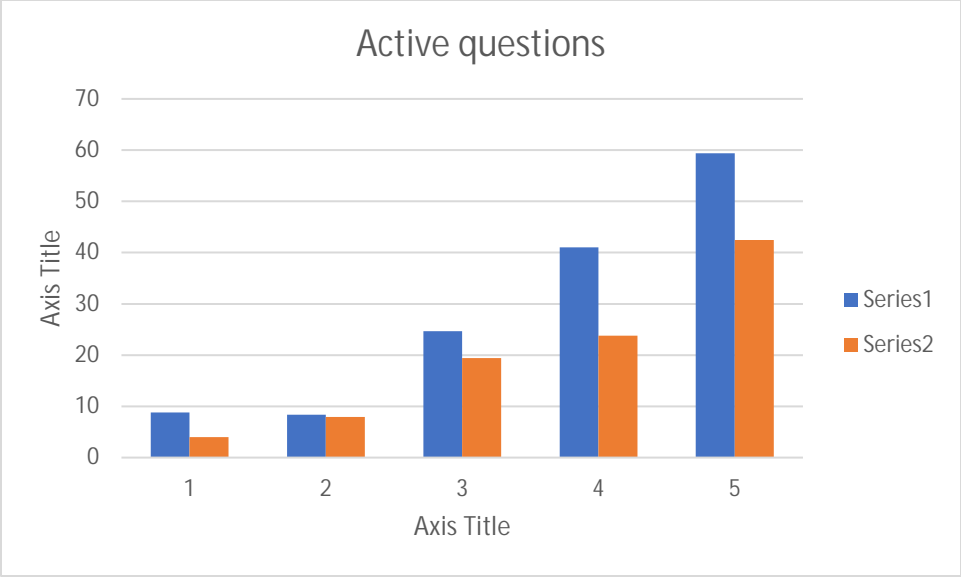
22-28 Utility (alpha .879)

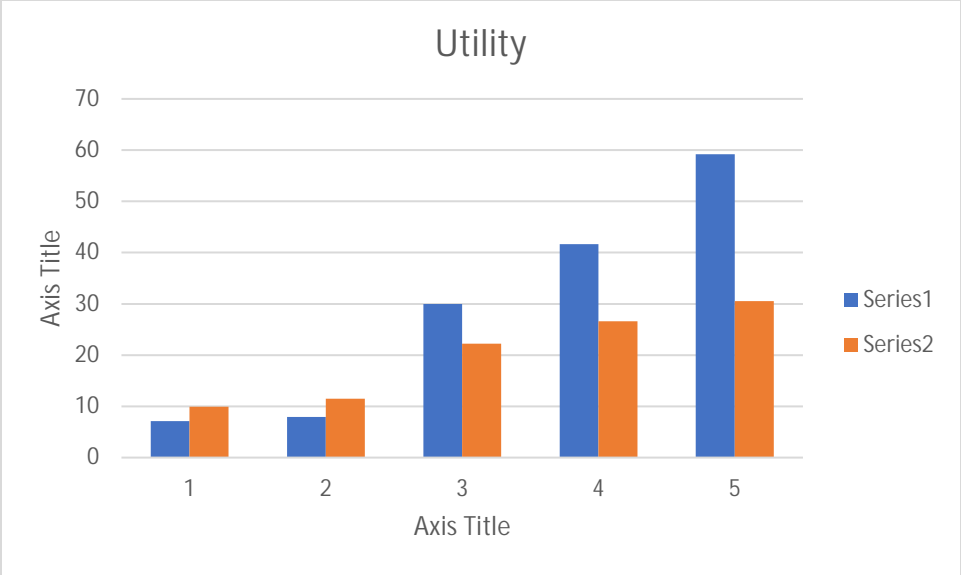
Stratified alpha .954 and final alpha .947

1. The setting where I learn helps me understand the material better.
2. I expect real-world problems to come up during this learning experience.
3. The environment I learn in does not enhance the learning experience. RS
- 4.

- 25. I can see value in this learning experience.
- 26. I believe this learning experience has prepared me for other experiences.
- 27. I doubt I will ever use this learning experience again. RS
- 28. I can see myself using this learning experience in the future.







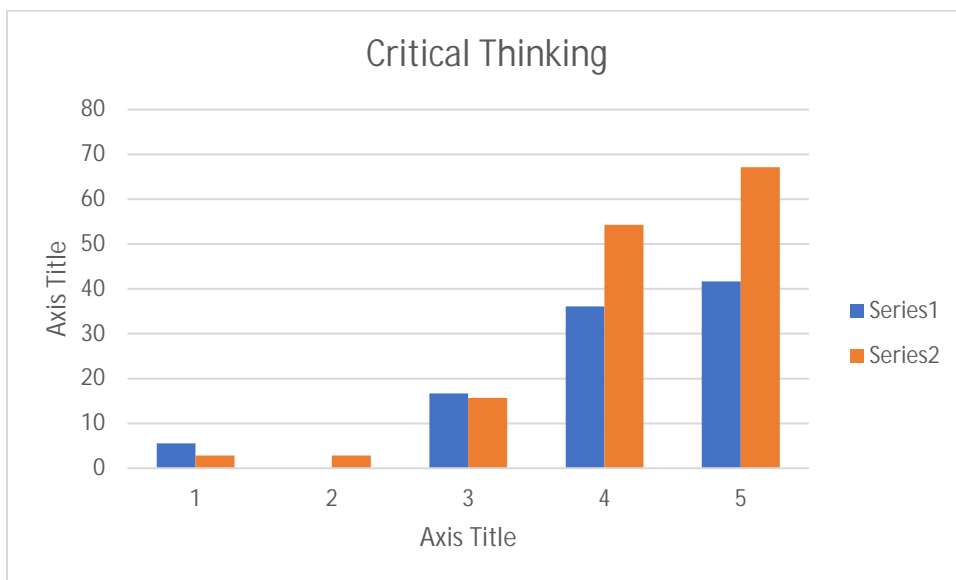
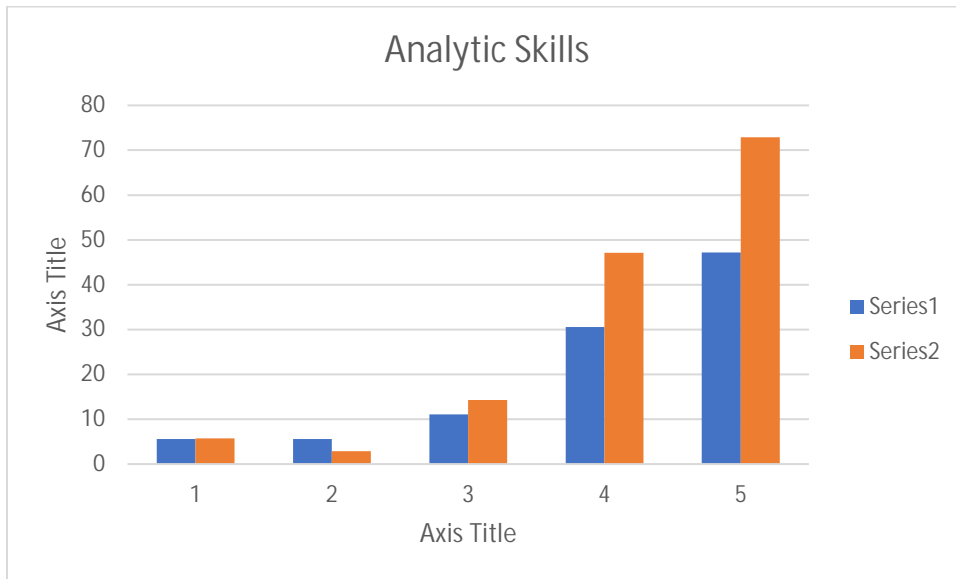
The list of skills psychology majors (students in general) develop – we need some way to maybe ensure students realize that these are skills they need to remember they developed (so some opening paragraph in our survey)

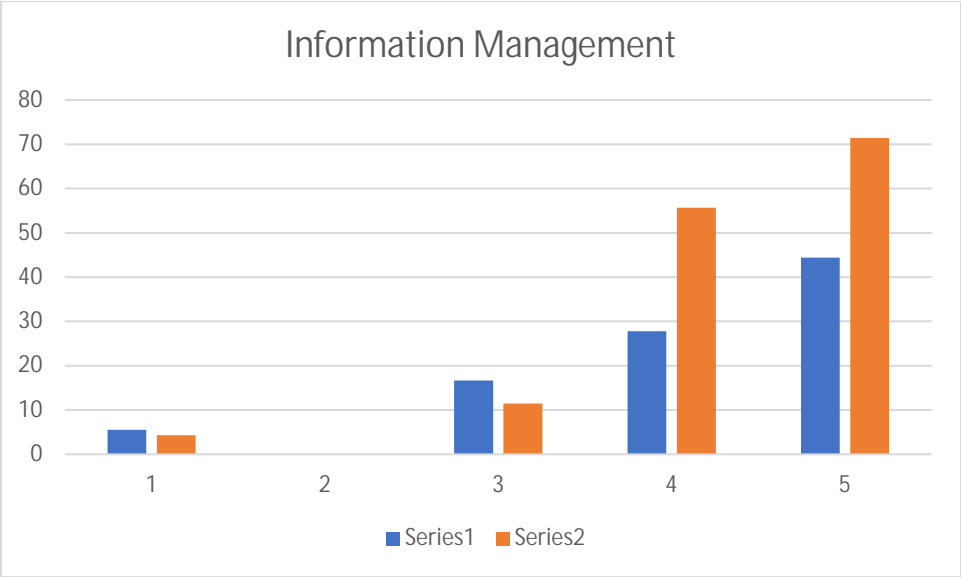
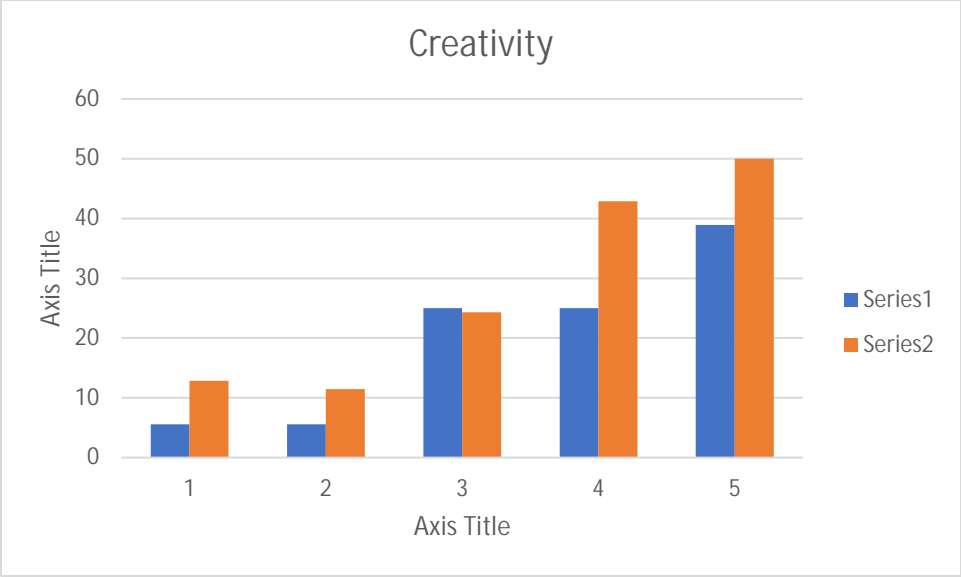
Naufel, K. Z., Appleby, D. C., Young, J., Van Kirk, J. F., Spencer, S. M., Rudmann, J., ...Richmond, A. S. (2018). The skillful psychology student: Prepared for success in the 21st century workplace. Retrieved

Service orientation: Seek ways to help people by displaying empathy; maintaining a customer, patient, or client focus; and engaging in the community.

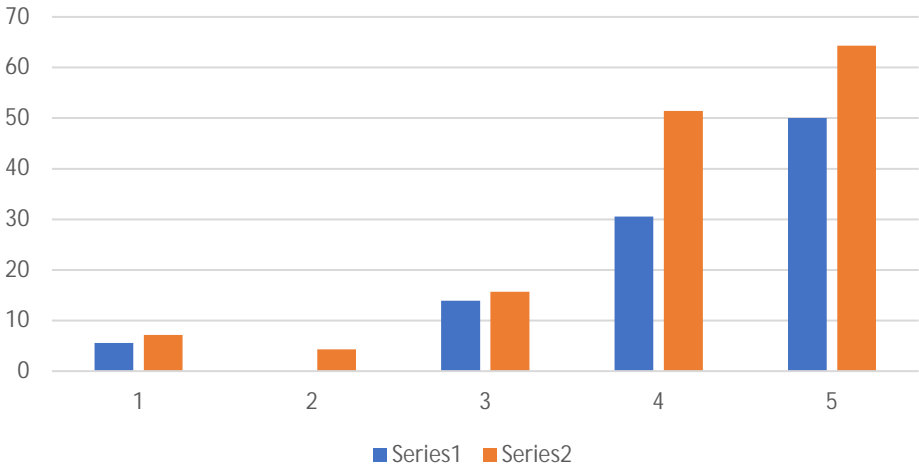
Flexibility/adaptability to new systems: Be willing and able to learn and/or adapt to new computer platforms, operating systems, and software programs.

Familiarity with hardware and software: Demonstrate competency in using various operating systems, programs, and/or coding protocols; troubleshoot technical errors; and use software applications to build and maintain websites, create web-based applications, and perform statistical analyses.





Judgment/Decision mkaing



Written Communication

