head, heart, hands and home: 
a model for meaning making 
and navigating choice

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This Session.

• introduce shared programming (*core series*).
• experiential learning activity.
• outline model used for critical reflection.
• discuss importance and significance.
• explore current and/or future applications.
Land, Food, & Community: Core Series

5 courses from 1st to 4th Year:

• LFS 100 - Introduction to Land and Food Systems (~ 300 students)
• LFS 150 - Intensive Scholarly Writing
• LFS 250 - Land, Food, & Community I (~ 300 students)
• LFS 350 - Land, Food, & Community II (~ 200 students)
• LFS 450 - Land, Food, & Community III (~ 35 - 60 students)
GOAL: To prepare students to become future professionals capable of working collaboratively to address integrative food system issues, such as food system sustainability, food security, and food sovereignty.
Intentional Scaffolding of...

1. **Content**
   - Food system sustainability, security, sovereignty

2. **Systems Thinking Competencies**
   - Thinking about systems to critical systems thinking

3. **Collaborative Learning**
   - Social Change Model of Leadership

4. **Community-Based Experiential Learning**
   - Inquiry to Engagement
Experiential Learning Activity

Is it a knot, or not?

*activity adapted from PAL, 2011
What Happened.

• How did you know if it was a knot, or not?
• How did it feel to publicly declare your opinion?
• How did your group know if it was a knot, or not?
• What processes did your group use to come to an agreement?
• What did you notice about your interactions with the group?
• What personal experiences contributed to how you interacted with this activity?
Head, Heart, Hands & Home.

(adapted and expanded from Sipos et al 2008)
What Happened.

- How did you know if it was a knot, or not? **Head**
- How did it feel to publicly declare your opinion?
- How did your group know if it was a knot, or not?
- What processes did your group use to come to an agreement?
- What did you notice about your interactions with the group?
- What personal experiences contributed to how you interacted with this activity? **Home**
Head, Heart, Hands & Home.

(adapted and expanded from Sipos et al 2008)
Head, Heart, Hands & Home.

A model/tool that addresses current challenges and brings together multiple ideas around education, learning, student development and engagement.

A model/tool built on:

- Transformational learning theory (Mezirow, 1991).
- Experiential Education (Kolb, 1984).
- Environmental (Sustainability) Education (Sipos et. al. 2008)
- Adult Education principles (Fink 2003).
- Placed-based pedagogies (Gruenewald, 2003).
- Student Development Theory of Involvement (Astin, 1984).
The Importance.

• Supports the whole student using a holistic approach (student development/student affairs).

• Engages in critical reflection to address fragmented meaning making (career education).

• Fosters self-awareness and diversity-awareness through group experiences (skill development).

• Methodology to navigate increasing pressures on student experience (higher education).

• Challenges traditional forms of reflecting and knowing (cognitive, affective, physical, place domains).
“… as in most major comprehensive research universities in North America, students’ educational experience is fragmented, discontinuous, and too often incoherent … there is little integration of classroom and out-of-class learning experiences.”

Keeling, 2010, p. 11
Applications of This Model.

Navigating Choice:
• Higher Education *(advising, degree navigation).*
• Career Development *(career exploration).*

Making Meaning:
• Significant Life Experiences
• In-Class Activities
• Group/Team Projects
Thoughts.
Comments.
Questions.
Our Information.

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