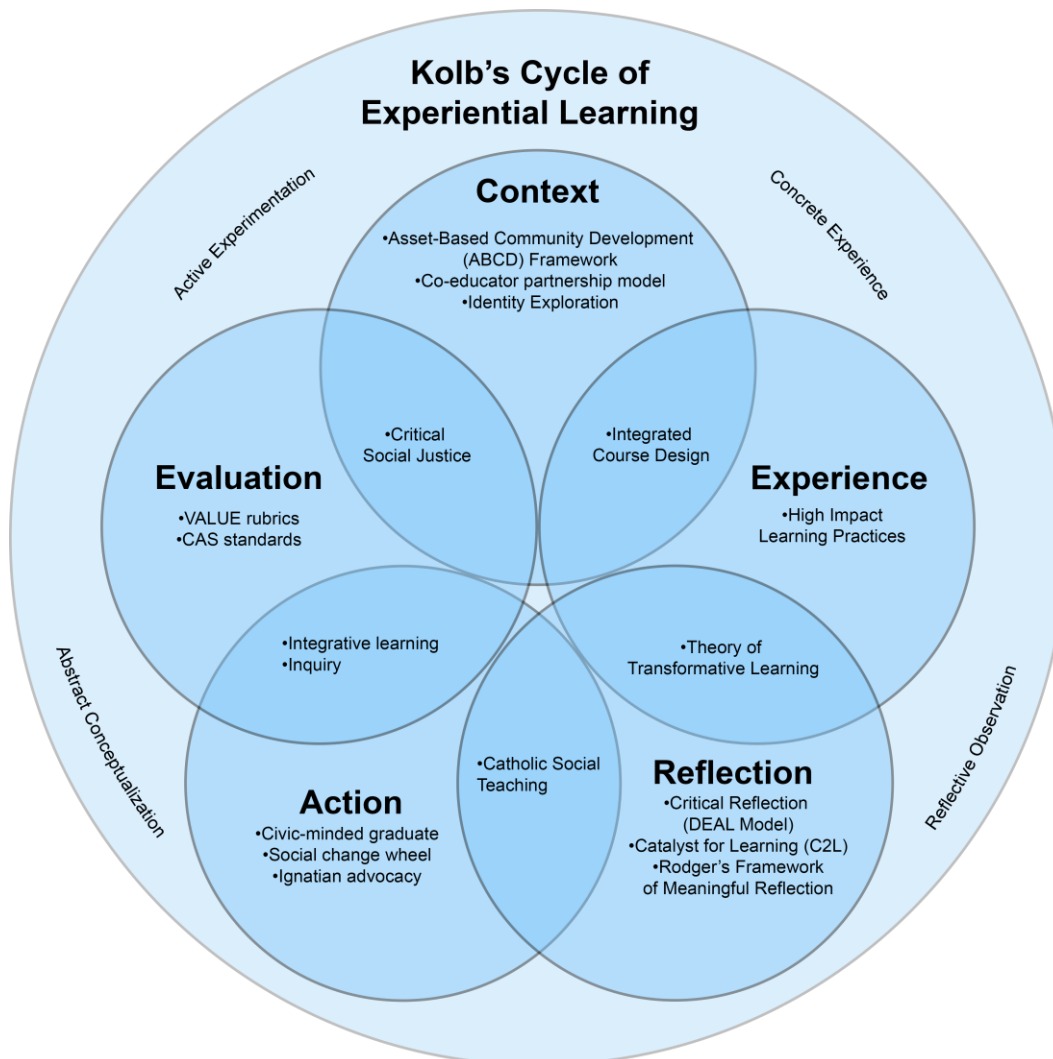


## Center for Experiential Learning Conceptual Framework

*MISSION STATEMENT: Advancing Loyola's Jesuit, Catholic mission of "expanding knowledge in the service of humanity through learning, justice, and faith," the Center for Experiential Learning is an undergraduate curriculum center that collaborates with community, staff, and faculty partners, as co-educators, to coordinate, develop support, and implement academic experiential learning for students.*

As a curriculum development center at Loyola University Chicago, the Center for Experiential Learning anchors the mission and implementation of initiatives within community-based learning literature and high-impact learning practices (Kuh, 2008). The Center for Experiential Learning establishes criteria of practice rooted in the [Ignatian Pedagogical Paradigm \(IPP\)](#), the Council for the Advancement of Standards (CAS), as well as rooted in learning theory, such as Mezirow's Theory of Transformative Learning (1997, 2001), Kolb's (1984) model of experiential learning, and Integrated Course Design (Fink, 2013). Fostering both critical service-learning experiences and critical reflection (Dewey, 1908, 1910; Mitchell, 2008; Ash & Clayton, 2009) on those experiences across the curriculum remains a hallmark of Loyola University Chicago's Center for Experiential Learning. Through interrogating issues with a social justice lens, the Center for Experiential Learning vision is to build an education the creates engaged, justice-oriented citizens through integrative learning for community impact.

**Goal: Building transformational undergraduate learning experiences at Loyola University Chicago in pursuit of the common good.**



## **CEL Conceptual Framework References and Resources**

For links to scholarly articles, resources and tools that helped shape the Center for Experiential Learning's conceptual framework, please visit the articles, websites, and resources listed or linked below:

[Ignatian Pedagogy](#): The foundation to the CEL Conceptual Framework.

[Kolb's Cycle of Experiential Learning](#)

Kolb, D. 1984 Experiential Learning: Experience as the Source of Learning and Development  
Englewood Cliffs, NJ: Prentice Hall

### **Context**

[Asset-Based Community Development](#)

[Co-Educator Partnership Model](#)

[Identity Exploration](#)

[Integrated Course Design](#)

### **Experience**

[High Impact Learning Practices](#)

[Educating for Solidarity](#)

[Critical Service-Learning](#)

[Mezirow's Theory of Transformative Learning](#)

### **Reflection**

[DEAL Model of Reflection](#)

[C2L: Catalyst for Learning ePortfolio research and resources](#)

[Rodger's Framework for Meaningful Reflection](#)

[Catholic Social Teaching](#)

### **Action**

[Social Change Wheel](#)

[Civic Minded Graduate](#)

[Ignatian Advocacy](#)

**Evaluation**

[VALUE Rubrics](#)

[CAS Standards](#)

[Critical Social Justice](#)