

PowerPoint Slides

Should I Encourage Experiential Learning During Class? How?

Presented by:

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Presenter Bio:

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Should I Encourage Experiential Learning in Class? How?

Barbara Jacoby, Ph.D.

**Why Experiential Learning
Inside the Classroom?**

- ~ Students prefer active learning
- ~ Lectures are not engaging
- ~ Boredom is a problem

Agenda

- ~ What is (& is not) experiential learning
- ~ When to use it
- ~ Examples of activities
- ~ Steps for design & implementation

What is Experiential Learning?

“... a process through which a learner constructs knowledge, skill, & value from direct experience”

--Association for Experiential Education

Faculty Roles

- ~ “Guide on the side,” not “sage on the stage.”
- ~ Guide students through process of learning; “watch them learn.”
- ~ Select learning experiences, co-create safe learning environment.

Experiential Learning is NOT:

- ~ Transferring knowledge to be regurgitated
- ~ Students teaching themselves
- ~ Lightweight, fluffy
- ~ Busy work
- ~ Experience alone
- ~ Narrowly defined professional training
- ~ Something that happens outside the classroom

**Why Experiential Learning
Inside the Classroom?**

- “ Faculty can immediately correct mistakes
- “ Good for students with busy schedules
- “ Works well for different learning styles, from abstract to concrete
- “ Fosters collaboration

**Why Experiential Learning
Inside the Classroom?**

- “ Works well in large classes
- “ Faculty can observe students in practice for direct assessment
- “ Easier to organize & control than out-of-class activities

Use Experiential Learning for:

- “ Synthesis & analysis of information to solve complex problems
- “ Application of concepts to practice in new contexts
- “ Effective communication
- “ Working collaboratively

Use Experiential Learning for:

- ~ Exercise of well-reasoned judgment
- ~ Learning how to learn
- ~ Using a discipline's knowledge to address social issues
- ~ Other outcomes that involve relating, interpreting, decision making, etc.

Experiential Learning Isn't Best for:

- ~ Transfer of knowledge
- ~ Memorization of data
- ~ Identifying, ordering, checking
- ~ When there's only 1 correct answer

Example of EL Inside the Classroom

Role Play

- ~ Students are given a situation that contains different perspectives
- ~ Individuals take on different roles & work through the situation
- ~ Works well in large classes
- ~ The same situation can be varied & repeated

Example of EL Inside the Classroom

Problem-Based Learning

- ~ Students solve complex problems that have more than 1 solution
- ~ Students work in groups
- ~ Students identify what they know, what else they need to know, & how to acquire more information
- ~ Students resolve policy, ethical issues

Example of EL Inside the Classroom

Group Projects

- ~ For hypothetical or real clients
- ~ Can be nondirect service-learning
- ~ Works well in large classes

Example of EL Inside the Classroom

Debate & Deliberation

- ~ Debate is oppositional; capitalizes on weaknesses; goal is to win
- ~ Deliberation is collaborative; seeks others' strengths; goal is ground for common action
- ~ Can lead to civic action

Critical Reflection: A Fundamental Practice of Experiential Learning

- ~ How students make meaning of knowledge & experience.
- ~ The process of analyzing, reconsidering, & questioning one's experiences within a broad context of issues & content knowledge.

Critical Reflection in Experiential Learning

- ~ What did I learn? Where did it come from? How reliable is it?
- ~ What does it mean for me?
- ~ What questions remain?
- ~ How will I use my learning in the future?

Critical Reflection in Experiential Learning

- ~ Individual or group
- ~ Many forms
- ~ Select form based on learning outcomes
- ~ Use prompts to guide students to higher levels of complex thinking

**In-Class Experiential Learning
Steps for Design & Implementation**

1. Identify learning outcomes.
2. Create a safe environment.
3. Select an activity that pushes students to their learning edge.
4. Introduce students to the concept & practice of EL; cover basic material to be used.

**In-Class Experiential Learning
Steps for Design & Implementation**

5. Engage students; provide guidance & support as needed.
6. Allow for discussion of process & result.
7. Provide structure for critical reflection.
8. Obtain students' feedback.
9. Assess learning.

**Assessment of Experiential
Learning**

- ~ Consider assessing process & product.
- ~ Use rubric(s).
- ~ Provide rubric(s) early.

**Example of Grading EL
Reflective Analysis Papers**

" 4 points = Exceptional, thoughtful critique that truly integrated course concepts & research into an analysis of the experience

" 3 points = Very good, thoughtful critique that applies course concepts & research

**Example of Grading EL
Reflective Analysis Papers**

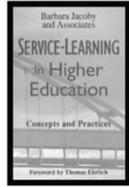
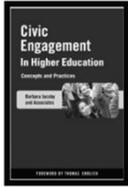
2 points = Average to below average analysis, does not thoroughly integrate course concepts & research

1 point = Completed the assignment, but did not provide a thoughtful analysis

--O'Brien, K. M., PSYC 319D, University of Maryland, 2010

Teaching is leading students into a situation in which they can only escape by thinking.

Thank you!
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