Experiential Learning

Todd Fitch and Janet Watson

CTE
How did Ferris learn?
How would you make this better…
Better?
TopHat Quiz
How Did That Go?

• What did you notice?

• What worked?

• Did the answer matter?
Why debrief?

- Clarity
- Engagement with classmates
- Create environment to disagree
- Opinions matter
- Drives home point through exploration
Designing EL from your notes

• What is the intent or main outcome to take away?
• What are common misconceptions people have?
• What is the question you want students to answer?
• Turn question into EL:
  – Debate-split class-pair/share-groups of 4
Let’s try one on….volunteers?
Defining EL’s and why they matter...
For the things we have to learn before we can do them, we learn by doing them.

- Aristotle, long time ago
EXPERIENCING
The Activity Phase

APPLYING
Planning
Effective Use
of Learning

Now
What?

GENERALIZING
Developing
Real World
Principles

So What?

PROCESSING
Discussing
Patterns and
Dynamics

What?

PUBLISHING
Sharing
Reactions and
Observations

© Todd Fitch, Janet Watson, 2015
The only source of knowledge is experience.

- Albert Einstein
• Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing".
• "Give a person a fish and they can have a meal, teach the person to catch fish and they can eat fish for a lifetime."

• I hear, and I forget
• I see, and I remember
• I do, and I understand.

—Ancient Chinese proverb
• 1) A "concrete experience" (Enfield, 2001, Kolb, 1984), where the learner is involved in an exploration, actually doing or performing an activity of some kind;

• 2) a “contemplation phase”, which is usually referred to in the literature as a reflection stage (Enfield, 2001; Kolb, 1984; Pfeiffer & Jones, 1981), whereby the learner shares reactions and observations publicly and processes the experience by discussing and analyzing; and

• 3) the "application" or "conceptualization" phase that helps the learner deepen and broaden their understanding of the concept or situation by cementing their experience through generalizations and applications (Carlson & Maxa, 1998).
Another view….

• 1) A "concrete experience"

• 2) a “contemplation phase”

• 3) the "application" or "conceptualization" phase
Why…?

• Solidifies the learning
• Builds on lessons
• Easy implementation
• Required for Millennial brain
• Provides practice for super skills
  – Communication
  – Collaboration
  – Critical Thinking
  – Creativity=innovation and invention

© Todd Fitch, Janet Watson, 2015
Flipping the Class
Desirable Difficulty

Certain level of adversity to push the cognitive process....
Made to Stick….  

• **S**implicity-stripping concept to it’s core  
• **U**nexpectedness-capture attention and hold it  
• **C**oncreteness-understand and revisit idea much later-relevance  
• **C**redibility-how do you get people to believe your idea  
• **E**motional-How do you get people to care  
• **S**tories-bringing concept to life-getting people to act
Orienting Reflex

“response to novelty”

- Physiologist Sechenov - 1850’s called it “what is it?” reflex
- Change up during course
- Start with a dilemma, question, quote, reading, current event
- Intro with quiz, debate, tophat
- Responses to events in our environment
- Heightens attention and perception
We don’t need no stinkin’ rules….

• Curiosity comes 1\textsuperscript{st}
• Embrace the mess-trial and error is good
• Practice reflection/debrief
• Questions=seeds of learning

• Intention as important as attention!
Technology

- iclicker
- TOP HAT
- Poll Everywhere
The art of ‘spontaneous’ EL

Be Spontaneous!
You go first.
The Answer

• It’s not about right answer, it’s about analytical process to get to AN answer.
• There isn’t always a right answer – especially in qualitative classes.
• Sometimes, there is a numerical answer.
• Take a position and defend it.
• It’s the time and process that counts!
Fun & Rigor?
Yes, but...