

**BerkeleyHaas**

Haas School of Business  
University of California Berkeley

# Experiential Learning

Todd Fitch

How did Ferris learn?



© Todd Fitch, 2018

**BerkeleyHaas**

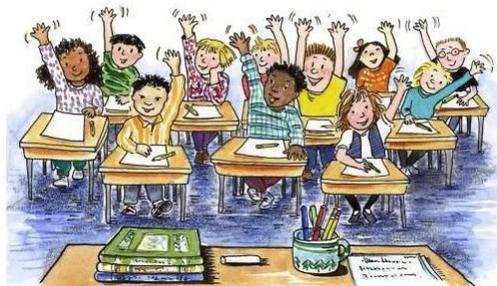
How would you make this better...



© Todd Fitch, 2018

BerkeleyHaas

Experiential Learning in Class



© Todd Fitch, 2018

BerkeleyHaas

## Quiz

What will happen to Germany's economy when (if) BREXIT actually happens?

- A. It will improve since it will take over many of Britain's former duties, such as financial clearing
- B. It will get worse because of the impact on German trade.
- C. It will stay the same.
- D. It will get worse because of lower financial transfers to the EU.
- E. None of the above

© Todd Fitch, 2018

BerkeleyHaas

## How Did That Go?

- What did you notice?
- What worked?
- Did the answer matter?

© Todd Fitch, 2018

BerkeleyHaas

## Why debrief?



- Clarity
- Engagement with classmates
- Create environment to disagree
- Opinions matter
- Drives home point through exploration

© Todd Fitch, 2018

BerkeleyHaas

## 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

© Todd Fitch, 2018

BerkeleyHaas

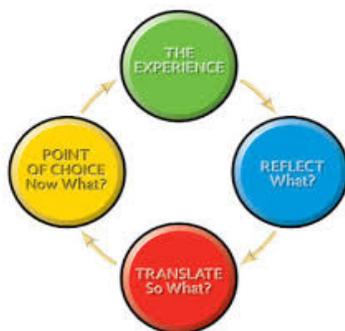
# Let's try one on....volunteers?



© Todd Fitch, 2018

BerkeleyHaas

# Defining EL's and why they matter...



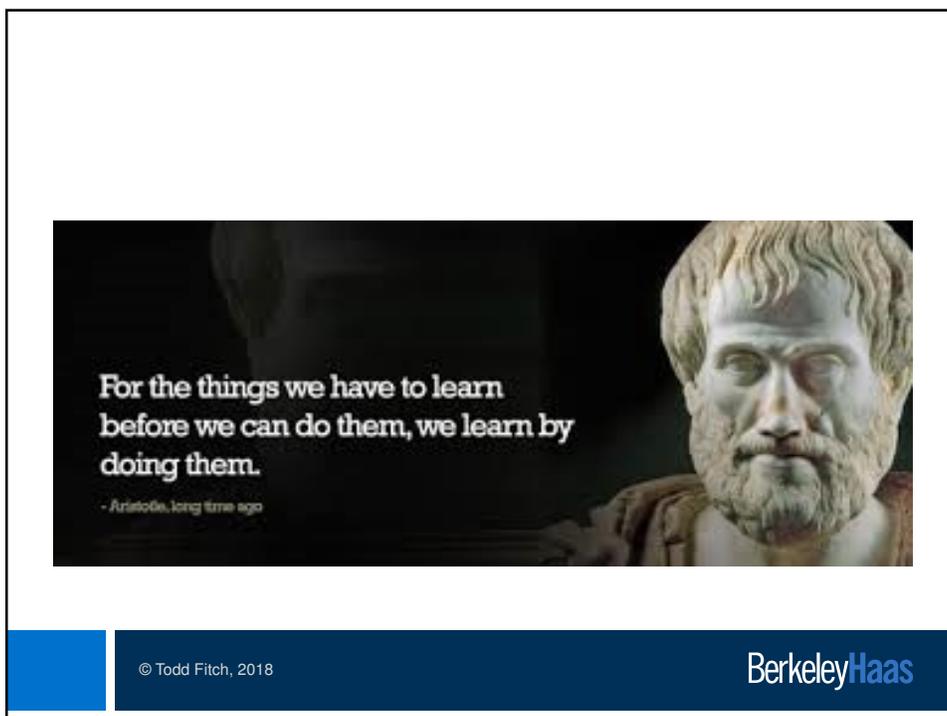
© Todd Fitch, 2018

BerkeleyHaas



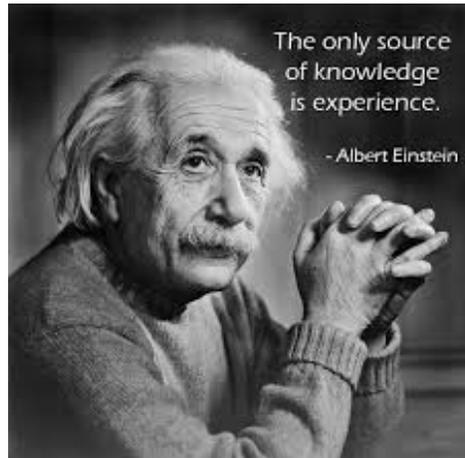
© Todd Fitch, 2018

BerkeleyHaas



© Todd Fitch, 2018

BerkeleyHaas



© Todd Fitch, 2018

BerkeleyHaas

?

- **Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing".**

© Todd Fitch, 2018

BerkeleyHaas

- 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).

© Todd Fitch, 2018

BerkeleyHaas

## Another view....

- 1) A "concrete experience"
- 2) a "contemplation phase"
- 3) the "application" or "conceptualization" phase

© Todd Fitch, 2018

BerkeleyHaas

## 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, 2018

BerkeleyHaas

## Prototyping



© Todd Fitch, 2018

BerkeleyHaas

## Flipping the Class



© Todd Fitch, 2018

BerkeleyHaas

## Desirable Difficulty

Certain level of adversity to push the cognitive process....



© Todd Fitch, 2018

BerkeleyHaas

## We don't need no stinkin' rules....

- Curiosity comes 1<sup>st</sup>
- Embrace the mess-trial and error is good
- Practice reflection/debrief
- Questions=seeds of learning
  
- Intention as important as attention!

© Todd Fitch, 2018

BerkeleyHaas

## The art of 'spontaneous' EL



© Todd Fitch, 2018

BerkeleyHaas

## The Answer

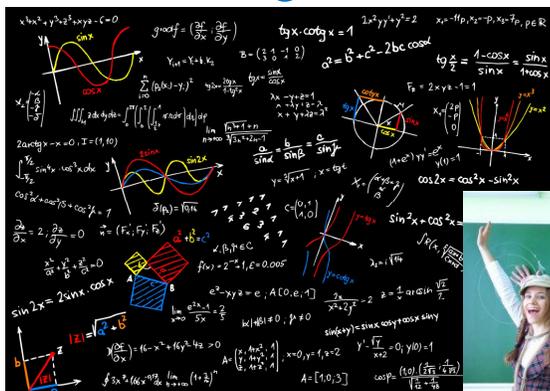


- It's not about right answer, it's about analytical process to get to AN answer.
- There isn't always a right answer – especially in qualitative classes.
- Sometimes, there is a numerical answer.
- Take a position and defend it.
- It's the time and process that counts!

© Todd Fitch, 2018

BerkeleyHaas

## Fun & Rigor?



© Todd Fitch, 2018

BerkeleyHaas



© Todd Fitch, 2018

BerkeleyHaas