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Haas School of Business
University of California Berkeley

Experiential Learning

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How did Ferris learn?

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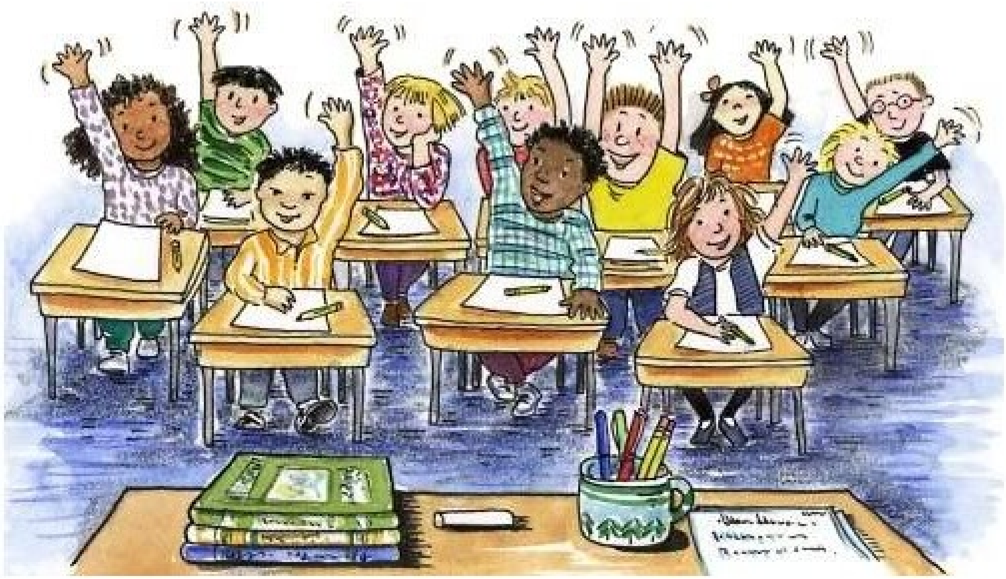
How would you make this better…

Better?

Experiential Learning in Class



TopHat Quiz

How Did That Go?

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

Why debrief?

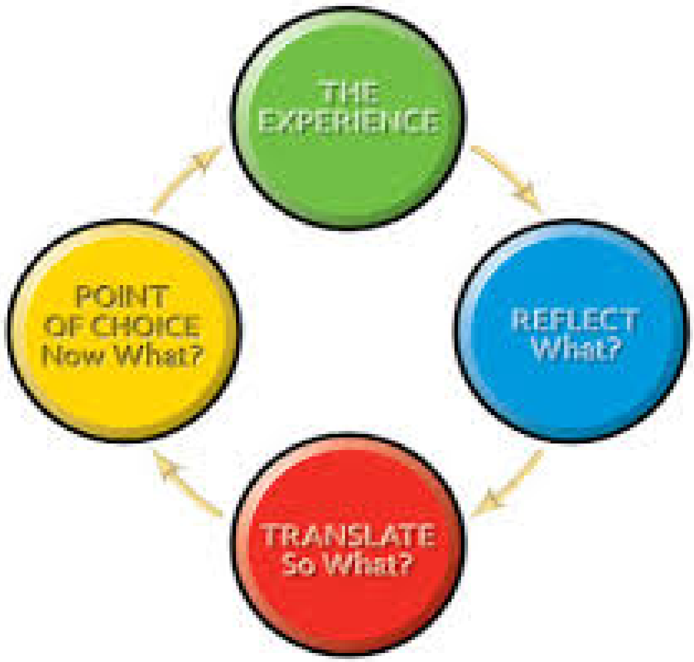
- Clarity
- Engagement with classmates
- Create environment to disagree
- Opinions matter
- Drives home point through exploration

Designing EL from your notes

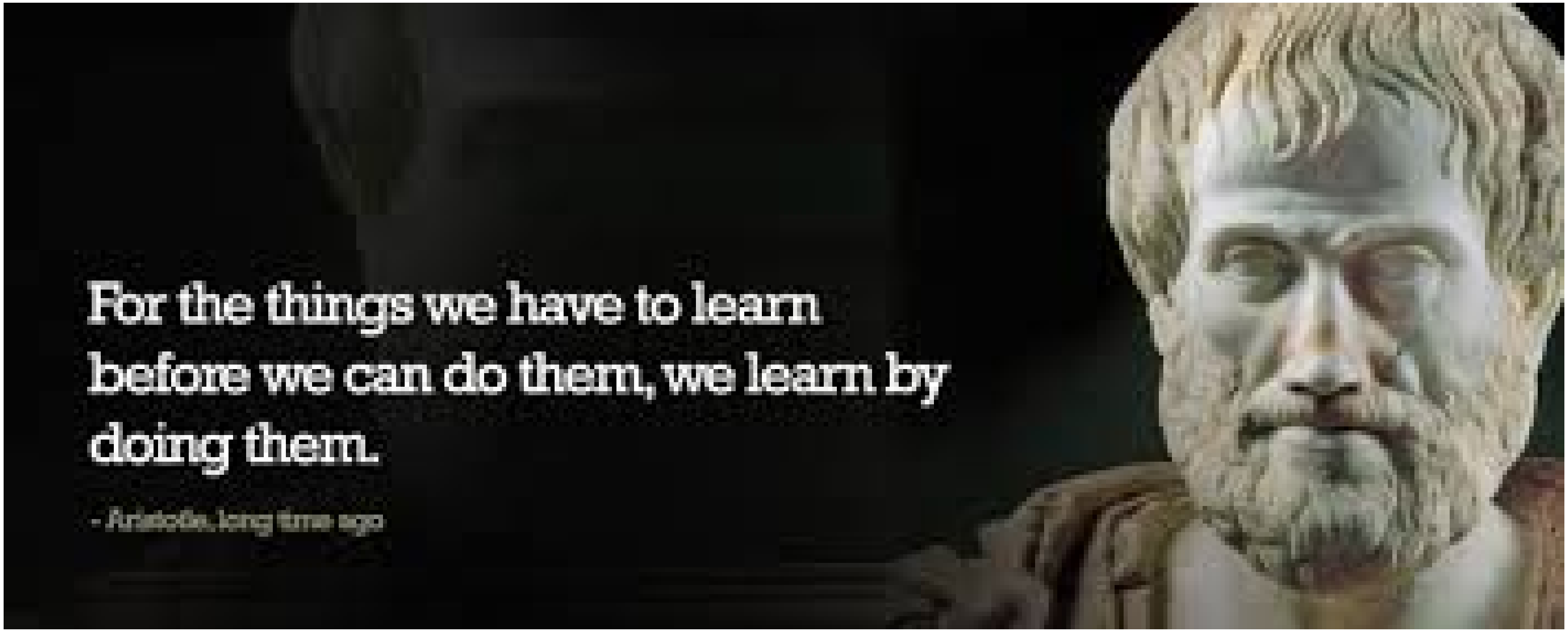
- What is the intent or main outcome to take away?
- What are common misconceptions people have?
- What is the question you want students to answer?
- Turn question into EL:
  - Debate-split class-pair/share-groups of 4

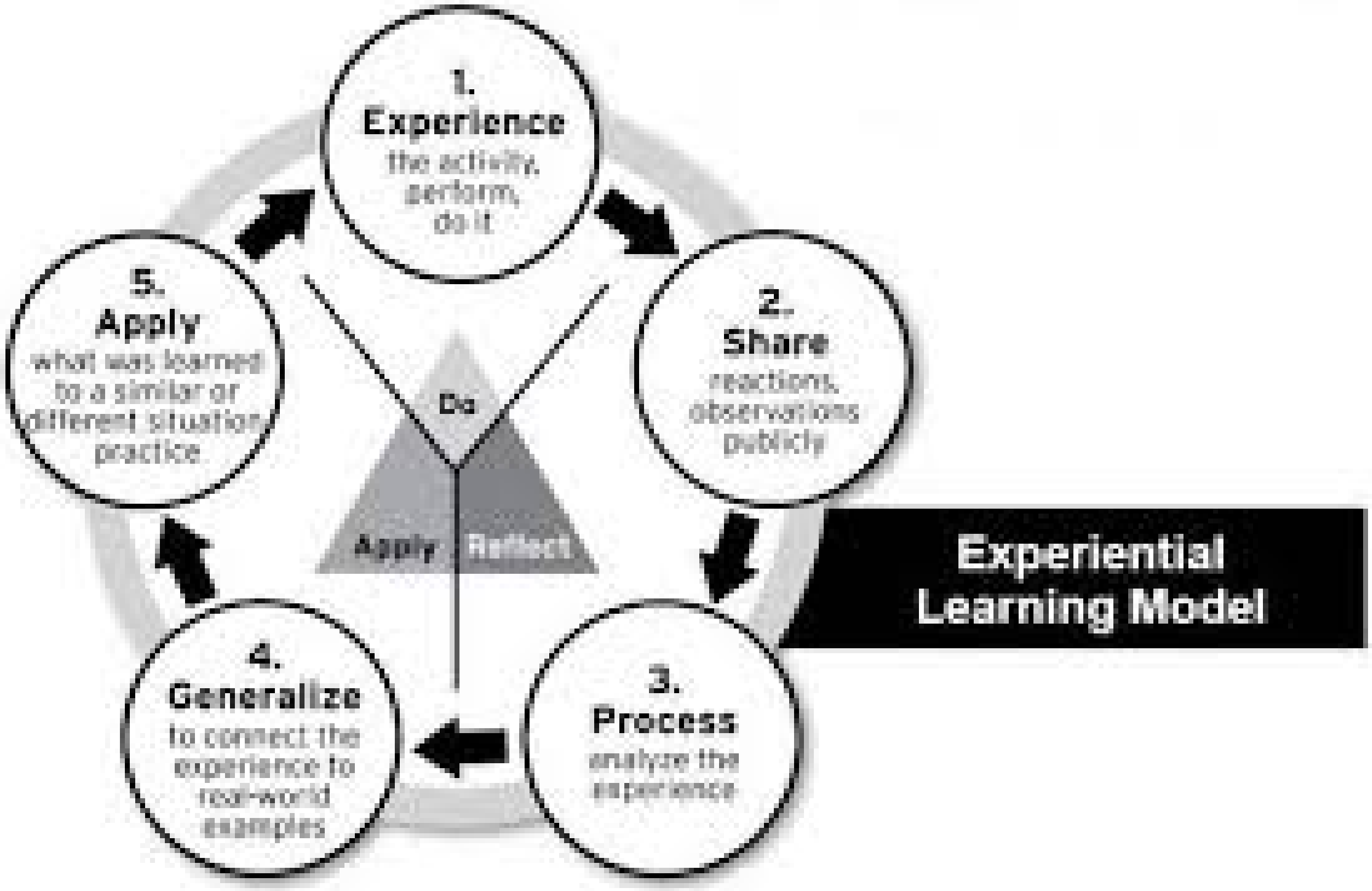
Let's try one on….volunteers?

Defining EL's and why they matter…

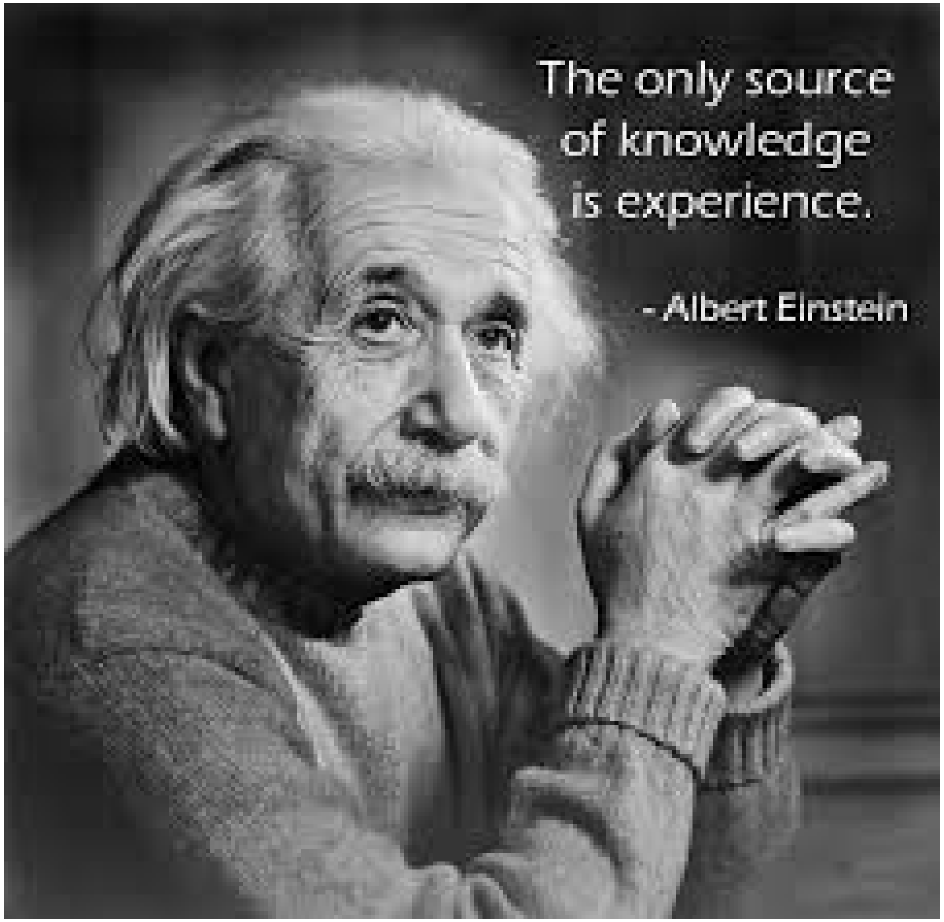



Concrete Experience: Having the experience (Feeling)
Reflective Observation: Reflecting on the experience (Watching)
Abstract Conceptualisation: Learning from the experience (Thinking)
Active Experimentation: Trying out what has been learnt (Doing)


For the things we have to learn before we can do them, we learn by doing them.
- Aristotle, long time ago


1.
Experience
the activity,
perform,
do it
2.
Share
reactions,
observations
publicly
3.
Process
analyze the
experience
4.
Generalize
to connect the
experience to
real-world
examples
5.
Apply
what was learned
to a similar or
different situation;
practice
Do
Apply
Reflect
Experiential
Learning Model

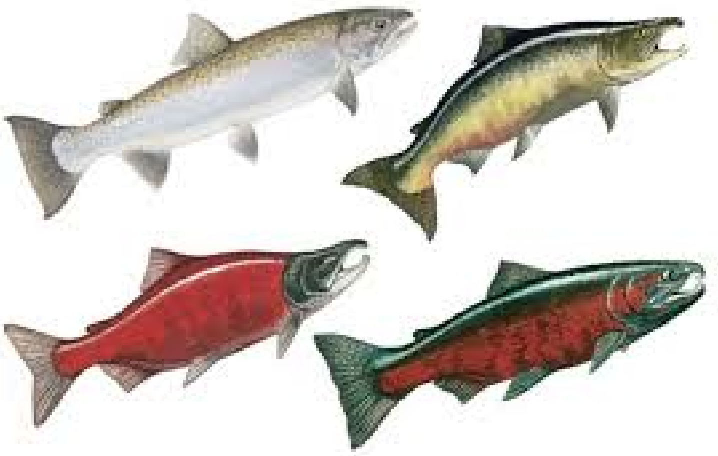

EXPERIENCING
The Activity Phase
PUBLISHING
Sharing Reactions and Observations
What?
PROCESSING
Discussing Patterns and Dynamics
So What?
GENERALIZING
Developing Real World Principles
Now What?
APPLYING
Planning Effective Use of Learning


The only source
of knowledge
is experience.
- Albert Einstein

?

- **Experiential learning is the process of learning <u>through experience</u>, 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 "**<u>concrete experience</u>" (Enfield, 2001, Kolb, 1984), where the leaner is involved in an exploration, actually doing or performing an activity of some kind;**
- **2) a "<u>contemplation phase"</u>, 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 <u>"application" or "conceptualization"</u> 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).**

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Another view….

- 1) A "**<u>concrete experience</u>”**
- **2) a “<u>contemplation phase”</u>**
- **3) the <u>"application" or "conceptualization"</u> 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

Flipping the Class

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Desirable Difficulty

Certain level of adversity to push the cognitive process….

Made to Stick….

- Simplicity-stripping concept to it's core
- Unexpectedness-capture attention and hold it
- Concreteness-understand and revisit idea much later-relevance
- Credibility-how do you get people to believe your idea
- Emotional-How do you get people to care
- Stories-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 1st
- Embrace the mess-trial and error is good
- Practice reflection/debrief
- Questions=seeds of learning

- Intention as important as attention!

Technology

i-clicker

TOP HAT

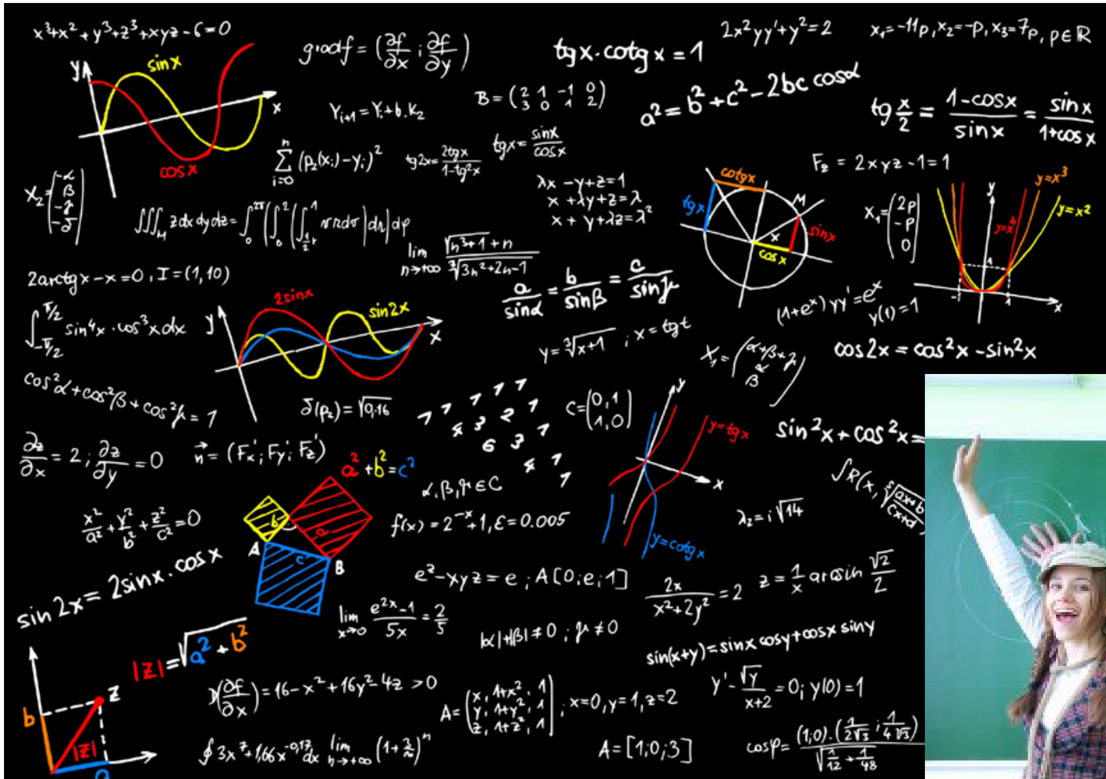
Poll Everywhere

The art of ‘spontaneous’ EL

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?


$tg\,x \cdot ctg\,x = 1$
$a^2 = b^2 + c^2 - 2bc\cos\alpha$
$tg\frac{x}{2} = \frac{1-\cos x}{\sin x} = \frac{\sin x}{1+\cos x}$
$\cos 2x = \cos^2 x - \sin^2 x$
$\sin 2x = 2\sin x \cdot \cos x$
$|z| = \sqrt{a^2 + b^2}$
$a^2 + b^2 = c^2$
$\frac{a}{\sin\alpha} = \frac{b}{\sin\beta} = \frac{c}{\sin\gamma}$
$\sin(x+y) = \sin x \cos y + \cos x \sin y$
$A = [1;0;3]$

Yes, but…