EXPERIENTIAL LEARNING

HOW TO CREATE MEANINGFUL LEARNING FOR CLASSROOM AND POST-GRADUATION SUCCESS

with David M. Grimes
SECTION 1: BACKGROUND

What is experiential learning?
Learning by doing

Learning through action, experience, discovery, and exploration
There's many learning theories based on this idea, but here's the straight-forward message...
And here’s the two fundamental questions we can ask ourselves…

1] What activity will capture my students’ attention and be meaningful to them?

2] What kind of reflective experience can I create so students can make sense of the activity?
And here’s **one more** question to find a possible implementation...

What is one topic where I told information to students that can this be changed into an experiential activity?
HOW DO YOU SEE YOUR STUDENTS?

ARE THEY MORE ACTIVE OR PASSIVE? WHAT IS OUR ROLE?

WHAT POSITIVES DO THEY BRING? LIABILITIES?
SECTION 2: ACTIVITIES

What are experiential activities?
Guide on the side rather than sage on stage
Students chase answers to questions.
The *makeup* of an experiential activity

- Do
- What happened?
- What is important?
- So
- So what?
- Now
- Now what?
Some *examples* of the basis of an experiential activity

- **PHYSICAL ACTIVITY**
- **ROLE PLAY**
- **TEACH OTHERS**
Some **examples** of the basis of an experiential activity
Some *examples* of the basis of an experiential activity

LECTURE VS DEBATE

VOCABULARY VS CHARADES

READING VS PROCEDURES
A rubric can help coordinate the instructions and tasks to the assessment.
DO YOU WANT TO FOCUS ON THE PROCESS OR THE END PRODUCT?
SECTION 3: IMPORTANCE

Why are experiential activities important?
Attract different kinds of learners
A mixture of real life experiences and classroom learning
Further topic explorations at:

StaffandFacultyTraining.com
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Thank you