



EXPERIENTIAL LEARNING

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

with David M. Grimes

ACCSC

Accrediting Commission of Career Schools and Colleges





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...

01

Plan

02

Do

03

Review

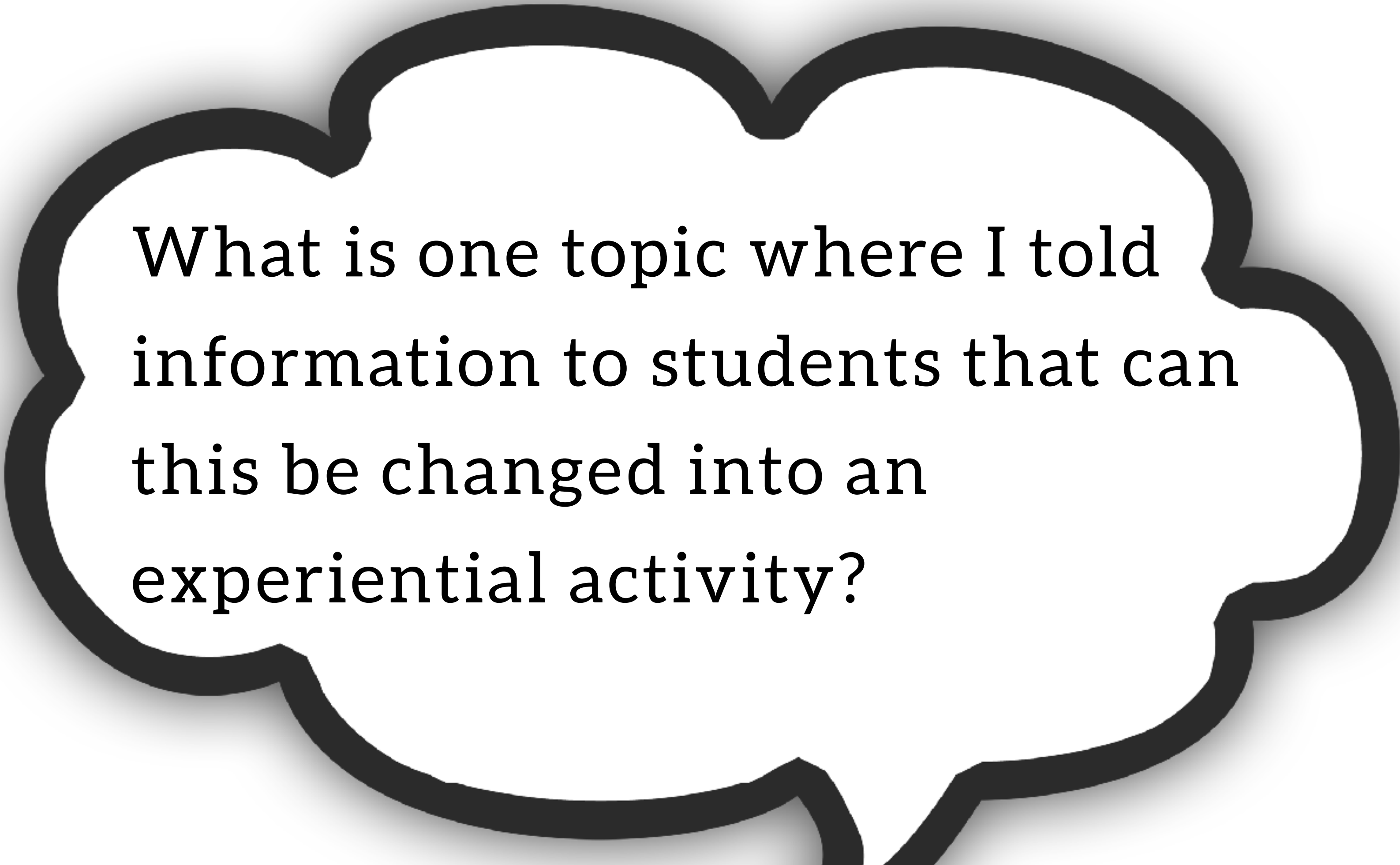
C

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?

A man with glasses and a grey t-shirt is sitting on a swing, looking down thoughtfully. The background is a blurred outdoor setting with a fence. The image has a dark, muted color palette.

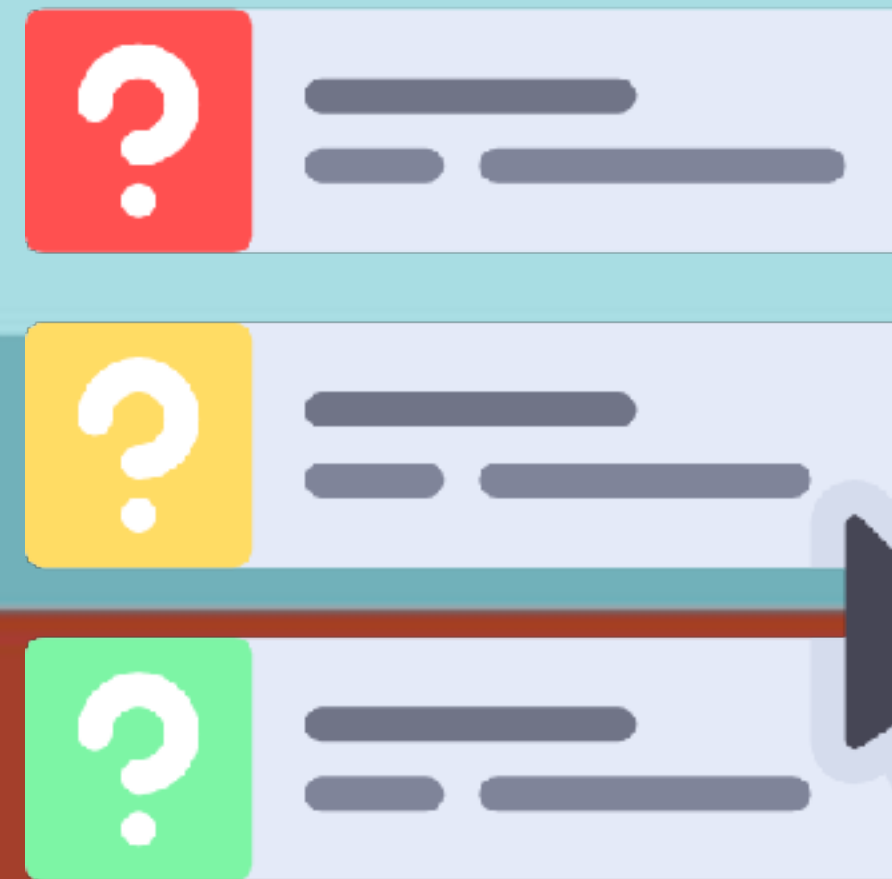
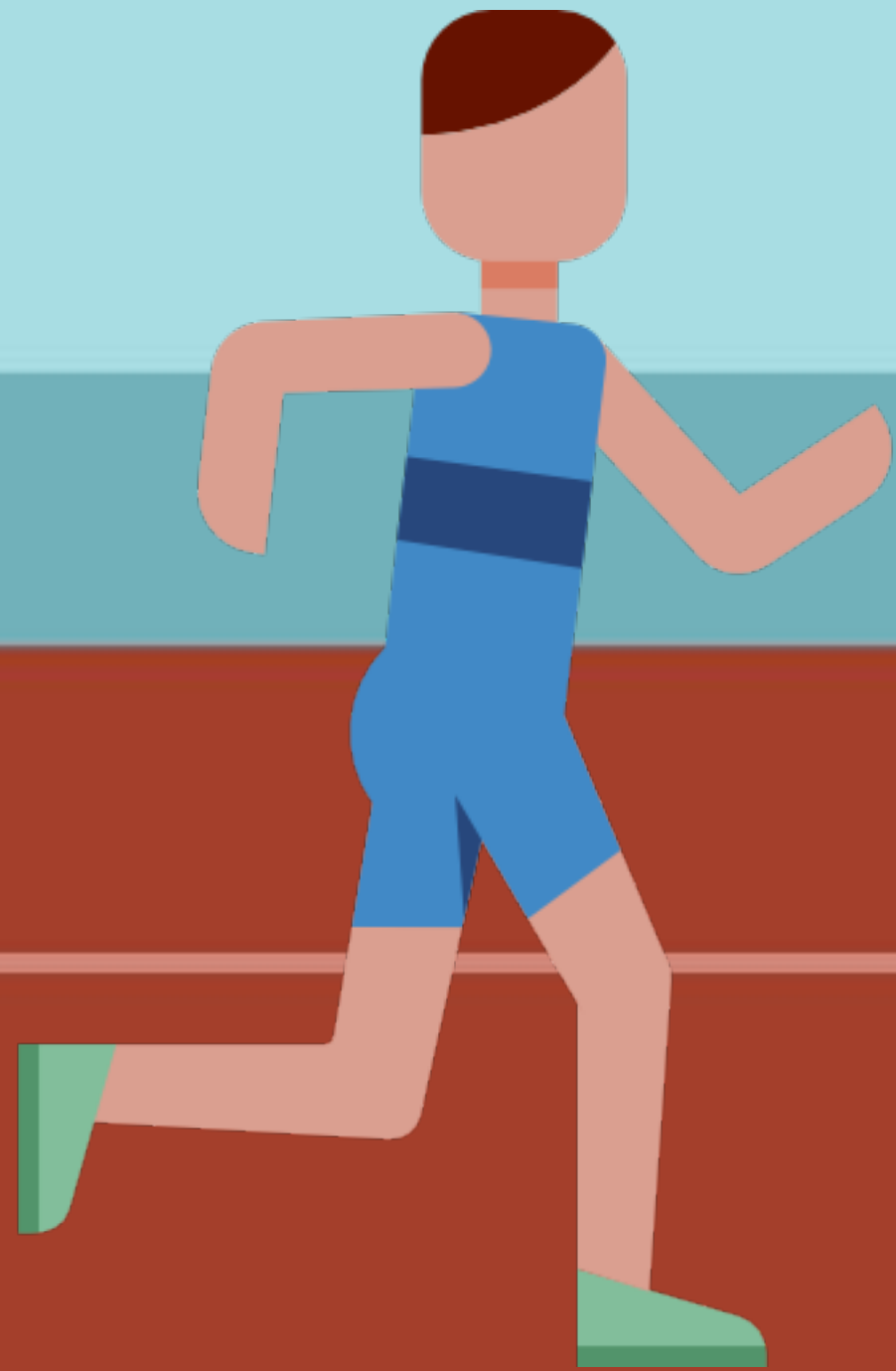
SECTION 2: ACTIVITIES

What are experiential activities?

A man with a beard, wearing a white shirt and a dark tie, is pointing at a document on a table. A woman with long dark hair, wearing a blue sweater, is looking at the document. The scene is dimly lit, suggesting an office or meeting environment. The text "Guide on the side rather than sage on stage" is overlaid in the center of the image.

Guide on the side rather
than sage on stage

Students *chase* answers to questions



The *makeup* of an experiential activity

Do

01

What happened?

02

What is important?

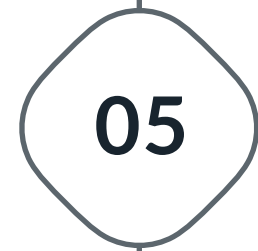
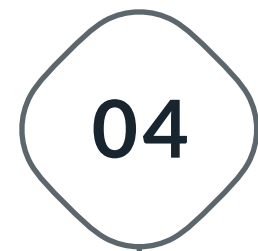
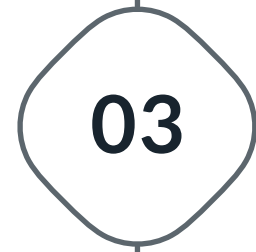
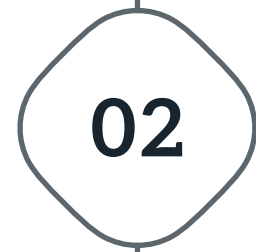
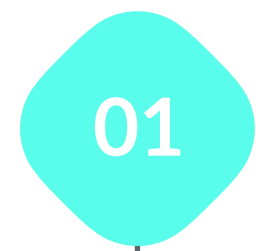
03

So what?

04

Now what?

05



Some *examples* of the basis of an experiential activity



**PHYSICAL
ACTIVITY**



**ROLE
PLAY**



**TEACH
OTHERS**

Some *examples* of
the basis of an
experiential
activity



OFFSITE VISIT



ONSITE EVENT

Some *examples* of the basis of an experiential activity



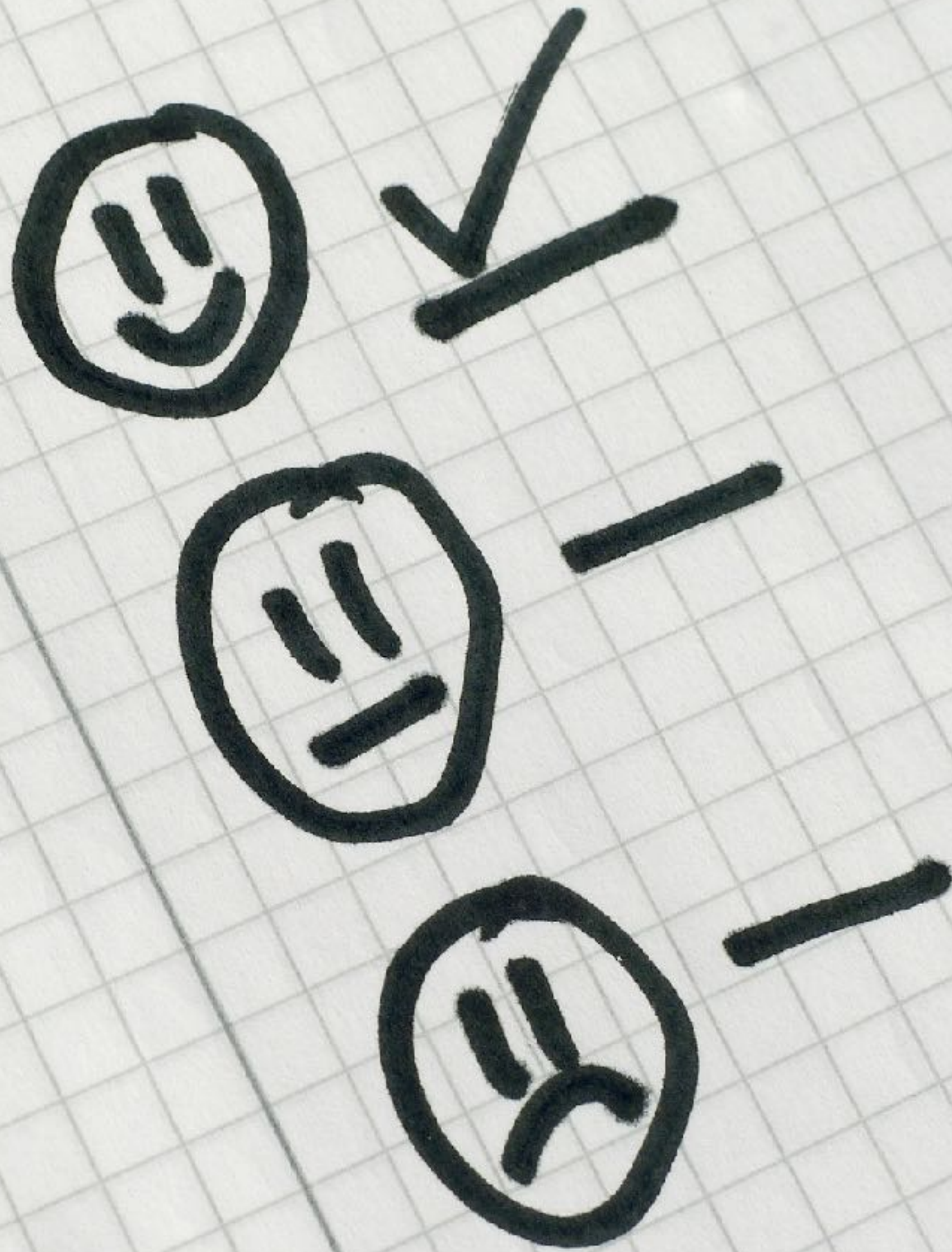
**LECTURE
VS
DEBATE**



**VOCABULARY
VS
CHARADES**



**READING
VS
PROCEDURES**



A rubric can help coordinate the instructions and tasks to the assessment.

A cup of coffee on a saucer next to an open Bible, with a dark teal overlay. The text is centered over the image.

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



The laptop screen displays a course page for "LECTURE: INDIRECT INSTRUCTION". The page includes a navigation bar with "STAFF AND FACULTY TRAINING", "HOME", "COURSES", "MY ACCOUNT", and "LOG OUT". The main content area features a video thumbnail of a man speaking, a large red "24%" progress indicator, and a green progress bar. A "Course Navigation" sidebar on the right lists the course structure, with "Lecture: Indirect Instruction" highlighted. At the bottom, there are buttons for "NEXT TOPIC" and "LEARNING ACTIVITY: IMPLEMENTING".

STAFF AND FACULTY TRAINING

HOME COURSES MY ACCOUNT LOG OUT

LECTURE: INDIRECT INSTRUCTION

24%

LEARNING PROGRESS

Course Navigation

- ▶ Introduction
- ▶ Direct Instruction
- ▼ Indirect Instruction
 - Lecture: Indirect Instruction
 - Learning Activity: Implementing Indirect Instruction Techniques
 - Journal: Indirect Instruction Ideas
 - Quiz 2: Indirect Instruction
 - Quiz 2: Indirect Instruction
- ▶ Interactive Instruction
- ▶ Independent Instruction
- ▶ Course Completion

NEXT TOPIC

LEARNING ACTIVITY: IMPLEMENTING



David Grimes

david.grimes@cyanna.com

Professional Development
Curriculum Building
Accreditation Consulting
Software Development



Thank you

ACCSC

Accrediting Commission of Career Schools and Colleges



Thx to...

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