

Experiential Learning Workshop: Level I (Beginning Level Outline)
Understanding the Experiential Learning Cycle

Goals:

- 1) To help participants improve their skills and confidence in understanding the Experiential Learning cycle.
- 2) To help participants incorporate the Experiential Learning cycle into their educational programs.

Group Size:

Six to thirty

Time Required:

1.5 to 2 hours

Materials:

1) **General Supplies:**

- a) Workshop Agenda
- b) Sign-in Sheet
- c) One shoe with laces for every pair of participants
- d) Flip Chart Paper
- e) Easel
- f) Markers
- g) Tape
- h) **Check-Off List Handout** (two per person)
- i) **Experiential Learning Workshop: Level I Post Survey**
- j) **Experiential Learning Workshop: Level I Follow-up Survey**
- k) **Power Point Presentation (optional)**
- l) Lap-Top Computer (optional)
- m) LCD Projector (optional)

2) **Understanding the Experiential Learning Cycle Packet:**

- a) **Cover Sheet**
- b) **Malcolm Knowles Quote**
- c) **Experiential Learning Cycle 5-step Model Handout**
- d) **Experiential Learning Cycle 5-step Model Definitions Handout**
- e) **Ponzio/Stanley Quote**
- f) **Experiential Learning Resources**

Physical Setting:

A room with small tables for group work and moveable chairs.

1) **Process: 20 minutes** (Power Point Slide #1)

- a) Welcome the participants and introduce the presenters.

- b) Introduce the quote from Malcolm Knowles, educator: (Power Point Slide #2)
“We will learn no matter what! Learning is as natural as rest or play. With or without books, inspiring trainers or classrooms, we will manage to learn. Educators can, however, make a difference in what people learn and how well they learn it. If we know why we are learning and if the reason fits our needs as we perceive them, we will learn quickly and deeply.”

- c) Introduce the goals for the workshop: (Power Point Slide #3)
 - i) To help participants improve their skills and confidence in understanding the Experiential Learning cycle.
 - ii) To help participants incorporate the Experiential Learning cycle into their educational programs.
- d) Explain presenters role: (Power Point Slide #4)
 - i) To provide an opportunity for you to share, think, and become involved in the Experiential Learning process.
 - ii) We believe we are responsible for 20 percent of the learning that takes place during this workshop, leaving 80 percent of the responsibility in your hands.
- e) Ask questions without providing direct answers: (Power Point Slide #5)
 - i) What do you know or wonder about experiential learning?
 - ii) Please share your thoughts and ideas on your understanding of the similarities and/or differences between “learning by doing” and Experiential Learning.
 - iii) If you have utilized the experiential learning cycle in your teachings, please share these.
- f) What Experiential Learning is **NOT**: (Power Point Slide #6)
 Make the point of what Experiential Learning is not explicit through this lecture/demonstration. The idea here is to provide participants with a baseline understanding from which to develop their own lesson later in the workshop):
 - i) Provide each participant with one copy of the Check-Off list.
 - ii) Facilitator provides a five minute lecture/demonstration on shoe tying. This lecture/demonstration should have no direct participant involvement.
 - iii) At the completion of the lecture/demonstration, ask each participant to complete their Check-Off list.
 - iv) List their findings on a flip chart and discuss.
 - v) Discuss with the participants that the Check-Off list includes components essential to Experiential Learning.

2) Building the Learning Cycle (Power Point Slide #7)

Through a 5-step process beginning with Experience, build the Experiential Learning Cycle. Through discussion and reflection, connect each step of the learning cycle with what participants do in steps three through fifteen below.

3) Experience: 25 minutes (Power Point Slide #8)

- a) Ask the participants to pair up with another person.
- b) Give the following directions:

“Place yourself in the situation of being faced with teaching another group how to tie a shoe. Your task is to work together with your partner to outline an experiential learning lesson on shoe tying. You have 10 minutes to outline and practice your lesson before presenting it to another group.” Use the components outlined on the Check-Off list to guide your lesson development.
- c) At the end of 10 minutes, give the following directions:

“Now that you have outlined your lesson and have practiced presenting it, select the group closest to you and teach them to tie a shoe using your lesson. After five to 10 minutes, switch roles.”

- 4) Reflection on Experience: “Do it!”** (Power Point Slide #9)
Perform or do an activity with little to no help from the facilitator/teacher. Examples might include: making products or models; role-playing; giving a presentation; problem-solving; playing a game.
Features of experiences include:
 - a) May be an individual or group experience, but involves doing.
 - b) Most likely will be unfamiliar to the learners – a first-time activity.
 - c) Pushes the learner beyond previous performance levels.
 - d) May be “uncomfortable” to the learner (The “Groan Zone”).
 - e) Includes the risk of failure

- 5) Share: 15 minutes** (Power Point Slide #10)
 - a) Ask each pair to record the following information about their lesson on a flip chart:
 - i) Two similarities/differences
 - ii) Two successes/failures
 - iii) Two strengths/weaknesses
 - b) Once pairs have completed this, have them share these items with the entire group.

- 6) Reflection on Sharing: “What Happened!”** (Power Point Slide #11)
Publicly share the results, reactions and observations. Get the participants to talk about their experience. Share reactions and observations. Discuss feelings generated by the experience. Let the group (or individual) talk freely and acknowledge the ideas they generate.
Examples of sharing questions:
 - a) What did you do?
 - b) What happened?
 - c) What did you see, feel, hear taste?
 - d) What was the most difficult? Easiest?

- 7) Process: 5 minutes** (Power Point Slide #12)
 - a) Using the data collected in the sharing step, lead the large group through a process of identifying:
 - i) Problems or issues that occurred.
 - ii) Identification of similar experiences you’ve had.
 - iii) Discuss how each lesson incorporated/didn’t incorporate the components outlined in the Check-Off list.

- 8) Reflection on Process: “What’s Important?”** (Power Point Slide #13)
Discussing, analyzing, reflecting, looking at the experience. Discuss how the experience was carried out. Discuss how themes, problems, and issues are brought out by the experience. Discuss how specific problems or issues were addressed. Discuss personal experiences of members. Encourage the group to look for recurring themes.
Examples of processing questions:
 - a) What problems or issues seemed to occur over and over?
 - b) What similar experience(s) have you had?

- 9) Generalize: 5 minutes** (Power Point Slide #14)

- a) Identify and discuss how the features of the shoe tying activity are reflective of lessons they deliver.
- b) Ask participants the following questions and record their responses on flip chart paper for discussion:
 - i) How does developing an Experiential Learning lesson around shoe tying connect to projects you lead?
 - ii) What did you learn about yourself through this activity?
 - iii) Why is (life skill) important in your daily life?
 - iv) How does what you learned relate to other parts of your life?

10) Reflections on Generalizing: “So What?” (Power Point Slide #15)

Connect the experience with real world examples. Find general trends or common truths in the experience. Identify “real life” principles that surfaced. List key terms that capture the learning.

Examples of generalizing questions:

- a) What did you learn about yourself through this activity?
- b) Why is (life skill) important in your daily life?
- c) How does what you learned relate to other parts of your life?

11) Apply: 15 minutes (Power Point Slide #16)

- a) With the information generated from the sharing, processing and generalizing steps, ask the groups to revisit their lessons and identify changes needed to make the lesson more closely fit the Experiential Learning cycle and model.
- b) After five minutes, ask the groups to briefly share with another group one or two changes they have made to their lessons.

12) Reflections on Application: “Now What” (Power Point Slide #17)

Apply what was learned to a similar or different situation, learn from past experiences, practice. Discuss how new learning can be applied to other situations. Discuss how issues raised can be useful in the future. Discuss how more effective behaviors can develop from the new learnings. Help each individual feel a sense of ownership for what was learned.

Example questions about applying the experience:

- a) How can you apply what you learned to a new situation?
- b) How will you act differently in the future?
- c) How could you apply life skills learned through this practice in the future?

13) Power Point Slide # 18

Through discussion and reflection, review each step of the learning cycle with what participants did in steps three through twelve above.

14) Reflection on the Process of Experiential Learning: 10 minutes

- a) Provide each participant with one copy of the Check-Off list.
- b) Ask each participant to complete their Check-Off list reflecting on the preceding activity.
- c) List their findings on the flip chart and discuss.
- d) Compare these findings with those from the demonstration activity.
- e) Distribute the Understanding the Experiential Learning Cycle packet.

15) Evaluation: 10 minutes (Power Point Slide #19)

- a) What was learned from this experience?
- b) What worked?

c) What would you change?

16) Conclude with Ponzio/Stanley quote (Power Point Slide #20)

"Experiential education is not just about doing an activity. Experience becomes learning when it is pondered and reflected upon. This is followed by determinations which are made about what to remember and utilize at a later time and in different contexts... Being a true leader is about sharing your world view with the youth you work with, as well as trying to understand their view of the world. Through collaboration of feelings during the sharing of experiences, we all expand our knowledge."

17) Questions and Answers

a) Display Experiential Learning Resources, Power Point Slide #21.

18) Post Survey

a) Distribute Experiential Learning Workshop Level I post survey

b) Display Experiential Learning Team member list, Power Point Slide #22

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