ExEL from Day One: Intentional Course Design in Experiential Learning

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Carl DeSantis Building, NSU Main Campus

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ExEL Framework

Structured, Intentional, and Authentic

Preparation, Orientation, and Training

Monitoring and Continuous Improvement

Structured Reflection and Acknowledgement
Experiential Education & Learning Initiative

Designed to enhance the undergraduate experience

Students who engage are more likely to:

- Persist through their college experience
- Graduate
- Be long-life self-directed learners
If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.

JOHN DEWEY
Agenda

- Theoretical Frameworks and Models
- Application: Case Study
- Practice: Organizing Learning Event
- Tips & Takeaways
- Q & A
From Today’s Previous Sessions: What is one takeaway?
David Kolb’s Model of Experiential Learning
David Kolb’s Model of Experiential Learning

**Learning by doing:**
- Papers
- What-if situations
- Devising plans of action
- Problem solving activities

**Learning by experiencing:**
- Interviews
- Field experiences
- Observations/demonstrations
- Role play; simulations

**Learning by thinking:**
- Reading (books, articles)
- Listening (lectures, videos)
- Programmed instruction

**Learning by reflecting:**
- Journals/Writing
- Small group or class discussion
- Silent reflection

**CONCRETE EXPERIENCE**
- Learning by experiencing

**ACTIVE EXPERIMENTATION**
- Learning by doing

**REFLECTIVE OBSERVATION**
- Learning by reflecting

**ABSTRACT CONCEPTUALIZATION**
- Learning by thinking

**ACTIVE EXPERIMENTATION** - **CONCRETE EXPERIENCE**
- Acquiring

**REFLECTIVE OBSERVATION** - **ABSTRACT CONCEPTUALIZATION**
- Processing
Promote Higher Order Thinking

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

Combining parts to make a new whole
Judging the value of information or ideas
Breaking down information into component parts
Applying the facts, rules, concepts, and ideas
Understanding what the facts mean
Recognizing and recalling facts
Retention rates: Flip your perspective
Instructional Design as backbone

- Pre-Instructional Activities
- Content Presentation
- Practice
- Assessment
- Follow-up and Transfer
At the end of this lesson (or course, or program, or other)...

Begin with the end in mind:
What do you want participants/students to **think, do, or know** afterwards?

**A.S.K.**

- Attitudes
- Skills
- Knowledge
Learning Objectives: A.S.K.

- Remember (Knowledge)
  - Sample verbs: Define, Identify, Locate, Enumerate, Reproduce

- Understand
  - Sample verbs: Explain, Describe, Summarize, Illustrate, Differentiate

- Apply
  - Sample verbs: Interpret, Chart, Develop, Employ, Teach

- Analyze
  - Sample verbs: Infer, Categorize, Prioritize, Question, Criticize

- Evaluate
  - Sample verbs: Reframe, Appraise, Recommend, Convince, Predict

- Create
  - Sample verbs: Compose, Plan, Propose, Negotiate, Simulate
Best Practices in Instructional Design: ADDIE

- Analysis
- Design
- Evaluate
- Develop
- Implement
Instructional Design as backbone

MENU

SALAD
BABY GREENS WITH TOASTED WALNUTS, GOAT CHEESE, GRILLED PEARs AND RASPBERRY VINAIGRETTE

ENTREE CHOICE
CHICKEN BREAST SAUTEED IN MARALSA WINE TOPPED WITH WILD MUSHROOMS PIPED ROASTED GARLIC MASHED POTATO WITH CREME FRAICHE BABY CARROTS WITH CRISP PEA PODS
OR
FILET MIGNON TOPPED WITH MERLOT DEMI GLACE REDUCTION SLOW ROASTED VESUVIO YUKON POTATOES PAN-SEARED ASPARAGUS WITH SHALLOTS

DESSERT
WEDDING CAKE GROOM'S CAKE VIENNESE DESSERT TABLES FRESH BREWED COFFEE AND ASSORTED TEA
Organizing Learning Experiences

Gagne’s 9 Steps of Instruction

1. Gain Attention
2. Describe Goal
3. Stimulate Prior Knowledge
4. Present Material
5. Provide Guidance
6. Elicit Performance; Practice
7. Provide Feedback
8. Assess Performance
9. Enhance Retention & Transfer

Instructional Design - Gagne’s 9 Events of Instruction: http://citt.ufl.edu/tools/gagnes-9-events-of-instruction/
Use university resources designed to support success in student pursuit of academic and career goals.
Pre-Instructional Phase

Appetizers
### Pre-Instructional Phase (Appetizers)

1. **Gain Attention**
   - Begin the lesson with a question or conflict
   - Begin the lesson with a demonstration or experiment
   - Use humor, vary media, get students involved

2. **Inform Learners of the Objectives**
   - Review course objectives that are relevant to the lesson
   - Explain how meeting the objectives is useful to the student in terms of real-world applications

3. **Stimulate Recall of Prior Learning**
   - Pre-test prior knowledge and prerequisite skills
   - Ask students to share their current perceptions of the topic
   - Create a concept map of prior knowledge
Instructional Phase

Main Course
Instructional Phase (Main Course)

4. Present the Stimulus
   • Lecture in small chunks whenever possible
   • Use a variety of media and methods in presenting information
   • Show examples and non-examples to clarify concepts

5. Provide Learner Guidance
   • Highlight important ideas, concepts, or rules
   • Use repetition
   • Provide students with learning strategies such as pneumonic memory aids

6. Elicit Student Performance
   • Allow for several practice sessions over a period of time
   • Provide role-play, case studies, or simulations

7. Provide Feedback
   • Feedback should be immediate, specific, and corrective
   • Allow additional practice opportunities after feedback is given
Post-Instructional Phase

Dessert
Post-Instructional Phase (Dessert)

8. Assess Performance
   • Provide independent activities that test student knowledge/skill acquisition

9. Enhance Retention and Transfer
   • Apply learning in real-world scenarios
   • Highlight connections with other subject areas or events
   • Alternatives to homework (SME guidance)
Think back...

• What is a successful experience you have had in Experiential Learning? What could have made the experience better?
  Consider:
  • People – roles
  • Places – spaces
  • Things – software, hardware

From here on...

• What projects/courses at your institution would you like to turn into Experiential Learning activities? What do you need to make it happen?
In a nutshell...

• What are your standards for Experiential Learning?
• What are your intended learning goals for students?
• What are some tools for:
  • Engaging students?
  • Nurturing community?
  • Leveraging resources?
  • Measuring success?
What will you do differently next time?
Thoughts, Questions?
Contact

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