

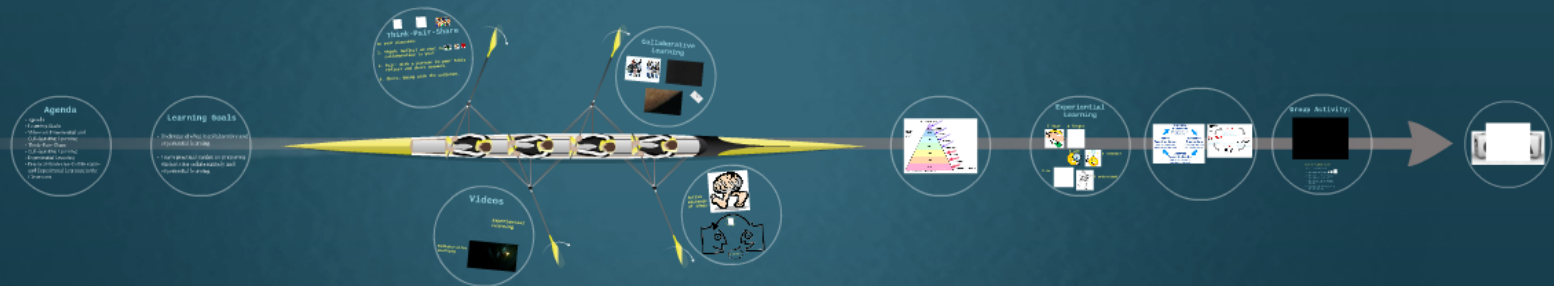
Method to my Madness:

Collaborative and Experiential Learning

Au & Associates Education Solutions

Ixchel Bennett

July 2016



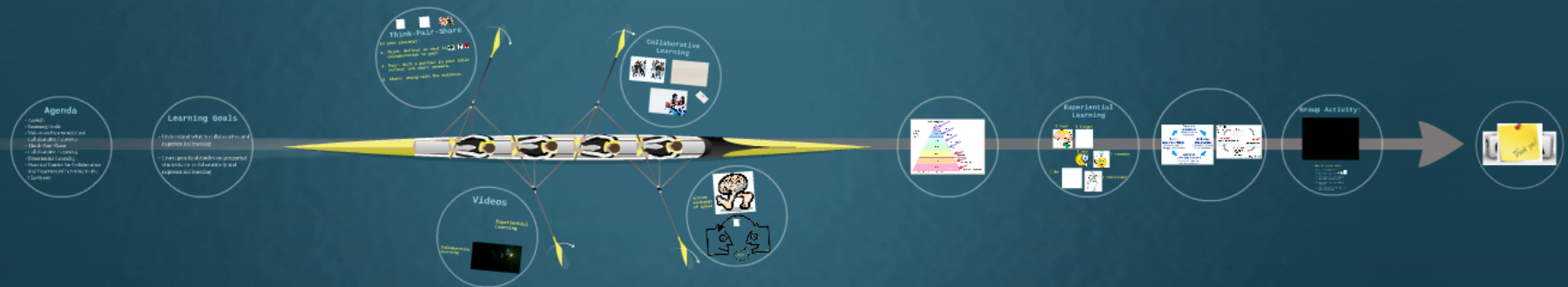
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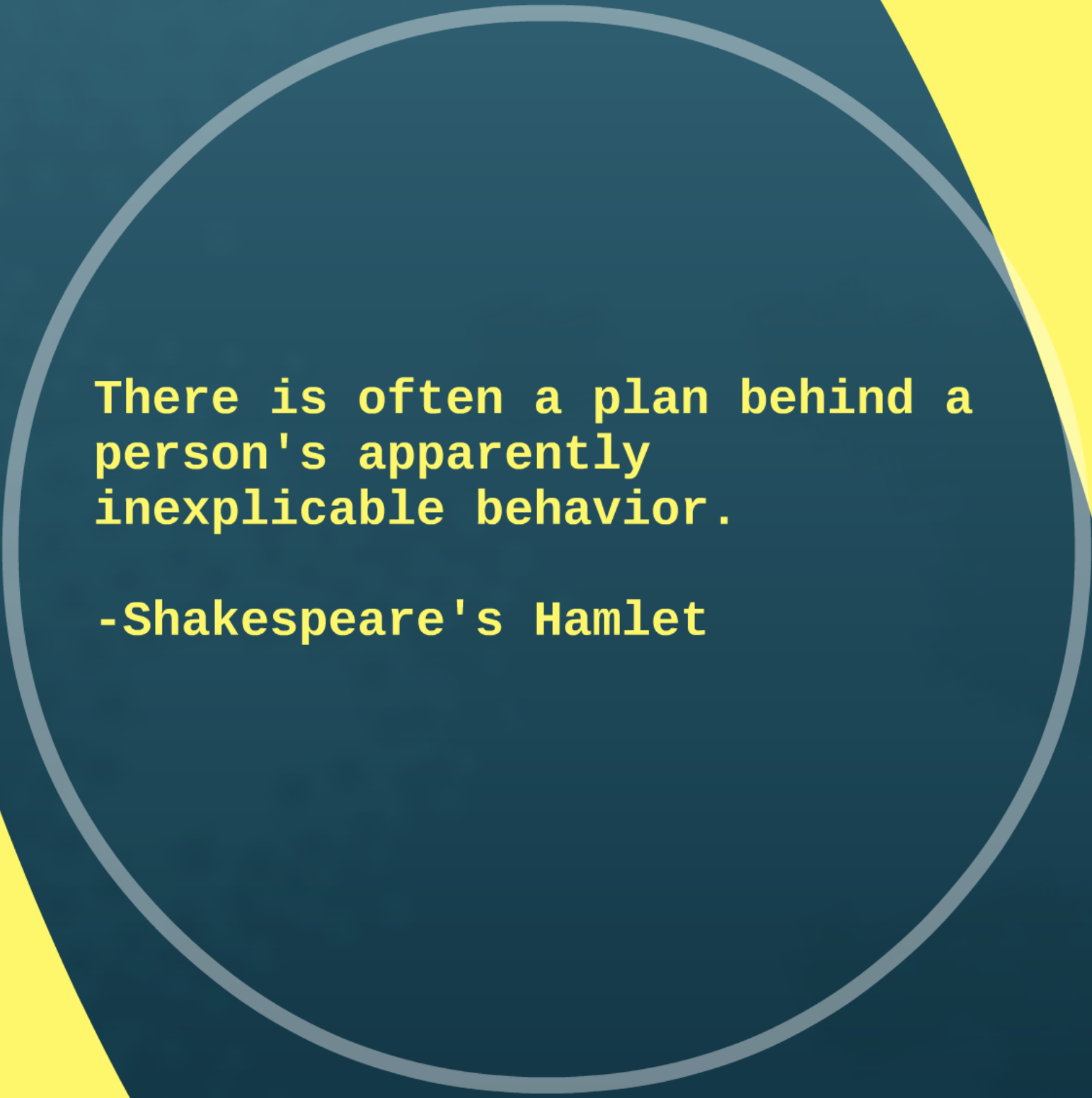
Collaborative and Experiential Learning

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There is often a plan behind a
person's apparently
inexplicable behavior.

-Shakespeare's Hamlet

Agenda

- Agenda
- Learning Goals
- Videos on Experiential and Collaborative Learning
- Think-Pair-Share
- Collaborative Learning
- Experiential Learning
- Practical Guides for Collaborative and Experiential Learning in the Classroom

Learning Goals

- Understand what is collaborative and experiential learning
- Learn practical guides on preparing students for collaboratively and experiential learning

Videos



**Experiential
Learning**

**Collaborative
Learning**



hand-drawn by MinuteVideos.com



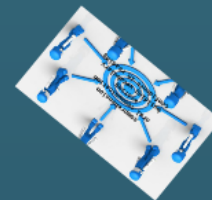


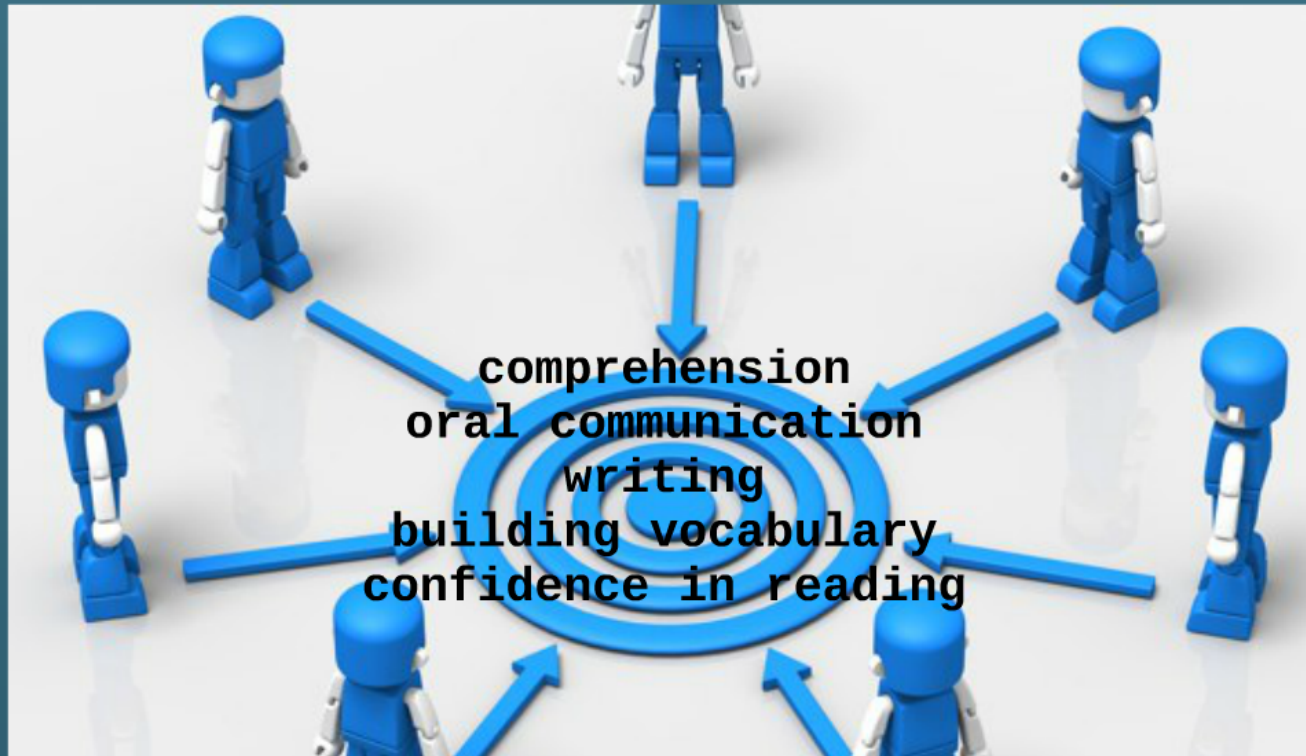
Think-Pair-Share

In your placemat:

1. Think: Reflect on what is collaboration to you?   
2. Pair: With a partner in your table reflect and share answers.
3. Share: Using with the audience.

Collaborative Learning

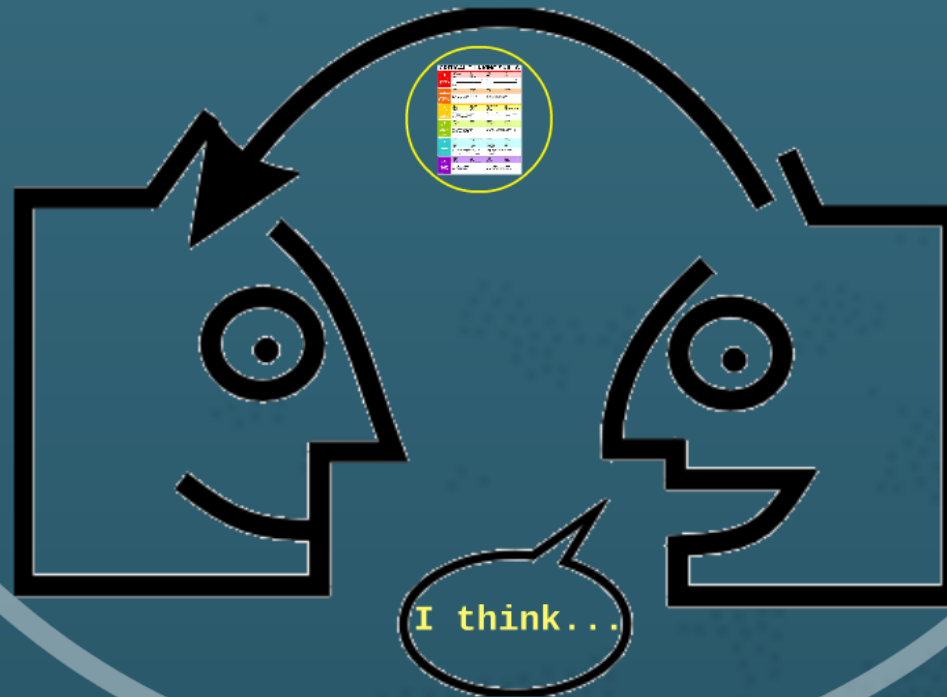
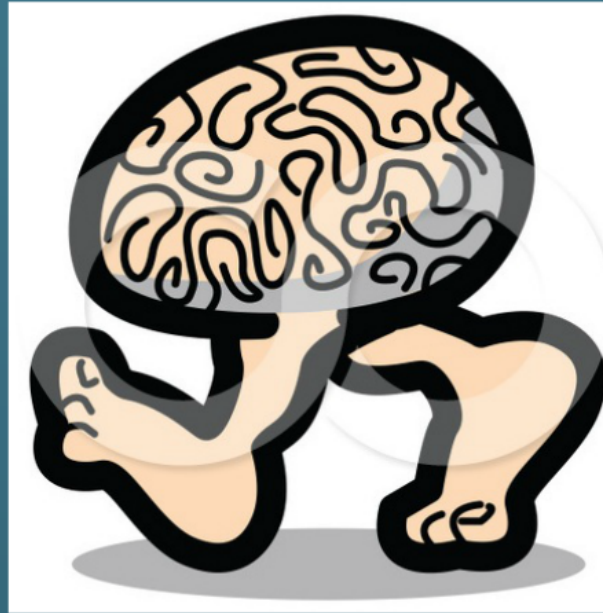






comprehension
oral communication
writing
building vocabulary
confidence in reading

Active
exchange
of ideas



CRITICAL THINKING SKILLS

1 Knowledge Identification and recall of information	define fill in the blank list identify	label locate match memorize	name recall spell	state tell underline
	Who _____? What _____? Where _____? When _____?		How _____? Describe _____? What is _____?	
2 Comprehension Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	restate retell in your own words rewrite	summarize trace translate
	Re-tell _____ in your own words. What is the main idea of _____?		What differences exist between _____? Can you write a brief outline?	
3 Application Use of facts, rules, and principles	apply compute conclude construct	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
	How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?		Do you know of another instance where _____? Could this have happened in _____?	
4 Analysis Separating a whole into component parts	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.		How does _____ compare/contrast with _____? What evidence can you present for _____?	
5 Synthesis Combining ideas to form a new whole	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?		What solutions would you suggest for _____? What might happen if you combined _____ with _____?	
6 Evaluation Developing opinions, judgements, or decisions	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
	Do you agree that _____? Explain. What do you think about _____? What is most important?		Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	

Knowledge

- define
- fill in the blank
- list
- identify

name
recall
spell

state
tell
underline

How _____?
Describe _____
What is _____?

Comprehension

convert
describe
explain

- interpret
- paraphrase
- put in order

- restate
- retell in your own words
- rewrite

- summarize
- trace
- translate

What differences exist between _____?
Can you write a brief outline?

apply
compute
conclude
construct

demonstrate
determine
draw
find out

give an example
illustrate
make
operate

- show
- solve
- state a rule or principle
- use

Do you know of another instance where _____?
Could this have happened in _____?

- analyze
- categorize
- classify
- compare

- contrast
- debate
- deduct
- determine the factors

diagram
differentiate
dissect
distinguish

examine
infer
specify

How does ____ compare/contrast with ____?
What evidence can you present for ____?

change
combine
compose
construct
create
design

- find an unusual way
- formulate
- generate
- invent
- originate
- plan

- predict
- pretend
- produce
- rearrange
- reconstruct
- reorganize

- revise
- suggest
- suppose
- visualize
- write

What solutions would you suggest for ____?
What might happen if you combined ____
with ____?

Evaluation

appraise
choose
compare
conclude

decide
defend
evaluate
give your opinion

judge
justify
prioritize
rank

rate
select
support
value

Prioritize _____ according to _____?
How would you decide about _____?
What criteria would you use to assess _____?

CRITICAL THINKING SKILLS

1

Knowledge

**Identification
and recall of
information**

define
fill in the blank
list
identify

label
locate
match
memorize

name
recall
spell

state
tell
underline

Who _____?
What _____?
Where _____?
When _____?

How _____?
Describe _____?
What is _____?

2

Comprehension

**Organization
and selection of
facts and ideas**

convert
describe
explain

interpret
paraphrase
put in order

restate
retell in your own words
rewrite

summarize
trace
translate

Re-tell _____ in your own words.
What is the main idea of _____?

What differences exist between _____?
Can you write a brief outline?

3

Application

**Use of facts,
rules,
and principles**

apply
compute
conclude
construct

demonstrate
determine
draw
find out

give an example
illustrate
make
operate

show
solve
state a rule or principle
use

How is _____ an example of _____?
How is _____ related to _____?
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Analysis

Separating
a whole into
component
parts

compare

determine the factors

distinguish

What are the parts or features of _____?
Classify _____ according to _____.
Outline/diagram/web/map _____.

How does _____ compare/contrast with _____?
What evidence can you present for _____?

5

Synthesis

Combining
ideas to form a
new whole

change
combine
compose
construct
create
design

find an unusual way
formulate
generate
invent
originate
plan

predict
pretend
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What would you predict/infer from _____?
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6

Evaluation

Developing
opinions,
judgements,
or decisions

appraise
choose
compare
conclude

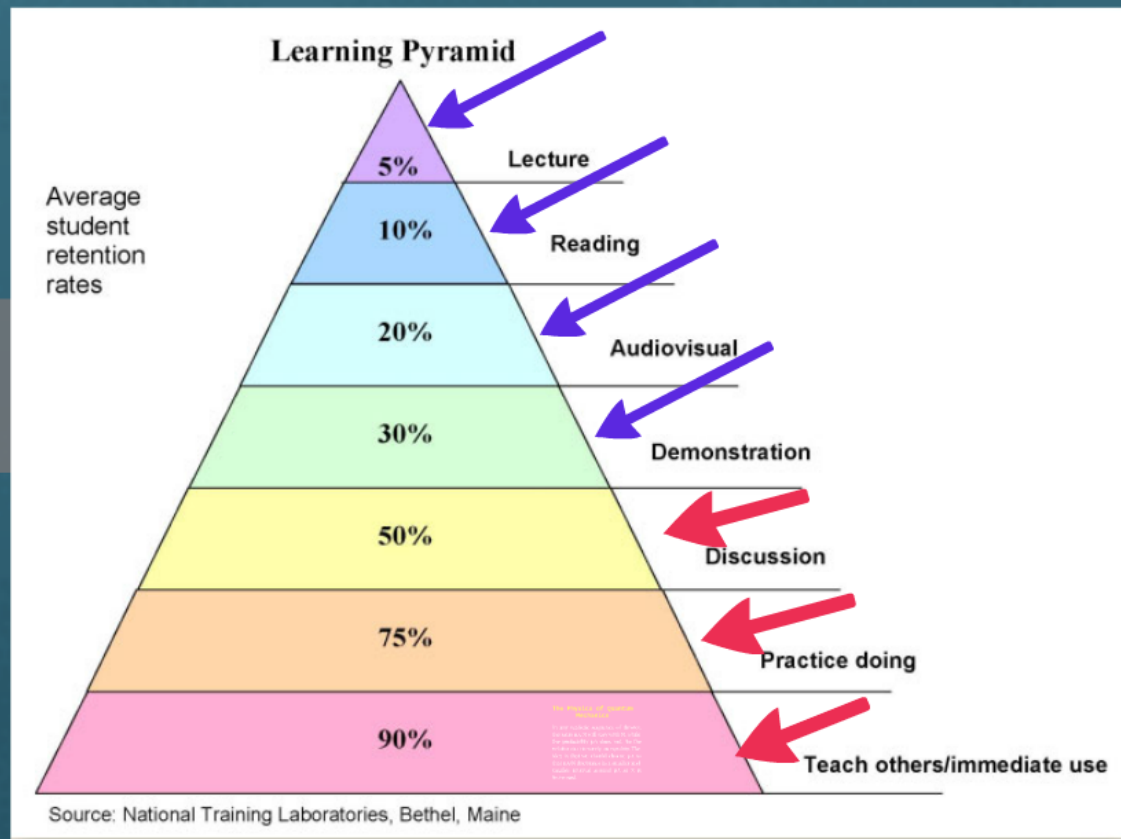
decide
defend
evaluate
give your opinion

judge
justify
prioritize
rank

rate
select
support
value

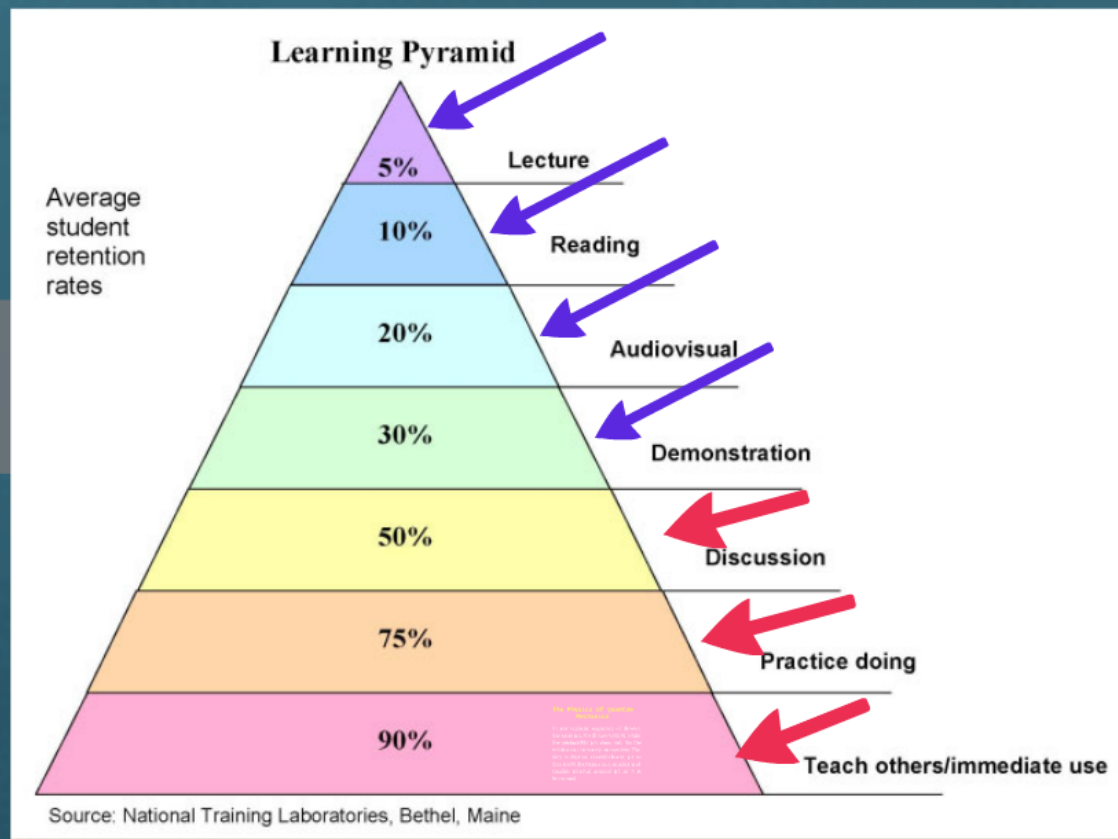
Do you agree that _____? Explain.
What do you think about _____?
What is most important?

Prioritize _____ according to _____?
How would you decide about _____?
What criteria would you use to assess _____?



The Physics of Quantum Mechanics

In any realistic sequence of throws, the ratio n_A/N will vary with N , while the probability p_A does not. So the relation (1.1) is rarely an equality. The idea is that we should choose p_A so that n_A/N fluctuates in a smaller and smaller interval around p_A as N is increased.



Experiential Learning

I hear



I forget



I see



I remember

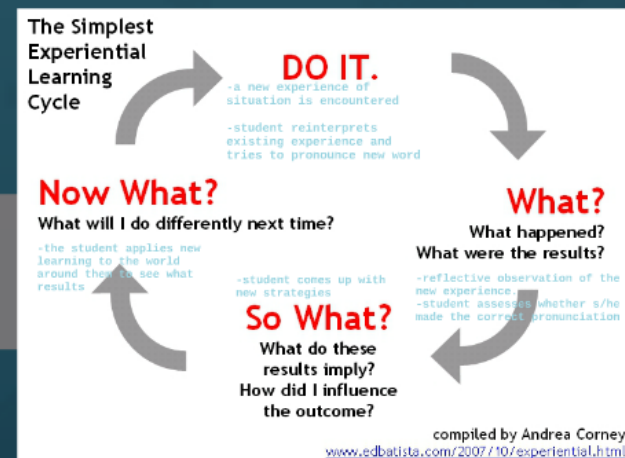
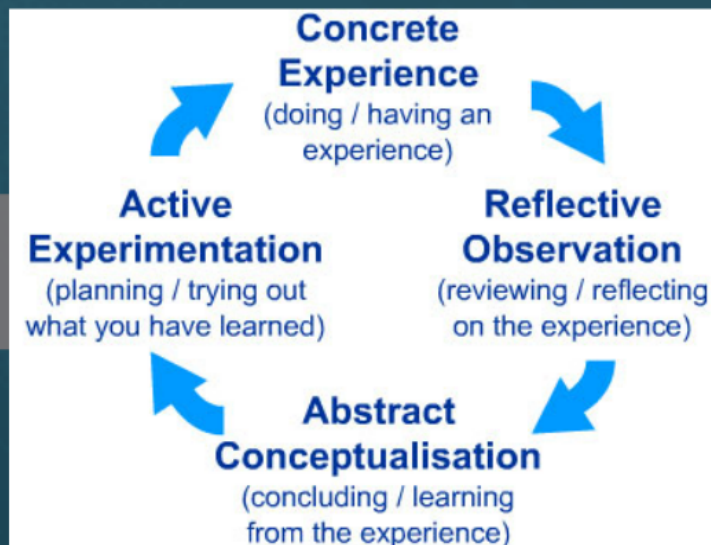


I do



I understand





Concrete Experience

(doing / having an
experience)



Active Experimentation

(planning / trying out
what you have learned)

Reflective Observation

(reviewing / reflecting
on the experience)



Abstract Conceptualisation

(concluding / learning
from the experience)



Concrete Experience

(doing / having an
experience)

Reflec

ence)



**Reflective
Observation**
(reviewing / reflecting
on the experience)

tract



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have learned)

on the experie



Abstract

Conceptualisation

(concluding / learning
from the experience)





(doing / having
experience)

Active Experimentation

(planning / trying out
what you have learned)



Abstr

The Simplest Experiential Learning Cycle

DO IT.

- a new experience of situation is encountered
- student reinterprets existing experience and tries to pronounce new word

Now What?

What will I do differently next time?

- the student applies new learning to the world around them to see what results

So What?

What do these results imply?
How did I influence the outcome?

What?

What happened?
What were the results?

- reflective observation of the new experience.
- student assesses whether s/he made the correct pronunciation

compiled by Andrea Corney

www.edbatista.com/2007/10/experiential.html



DO IT.

-a new experience of
situation is encountered

-student reinterprets
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and
ew word



What?

What happened?

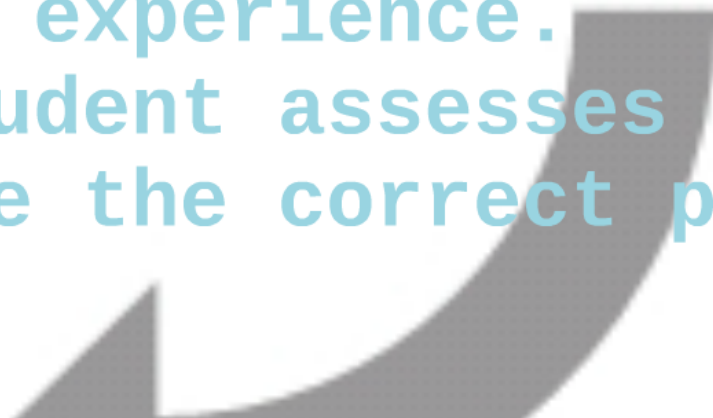
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th

-reflective observation of the new experience.

-student assesses whether s/he made the correct pronunciation

?



at

-student comes up with
new strategies

-reflect:
new expe
-student
made the

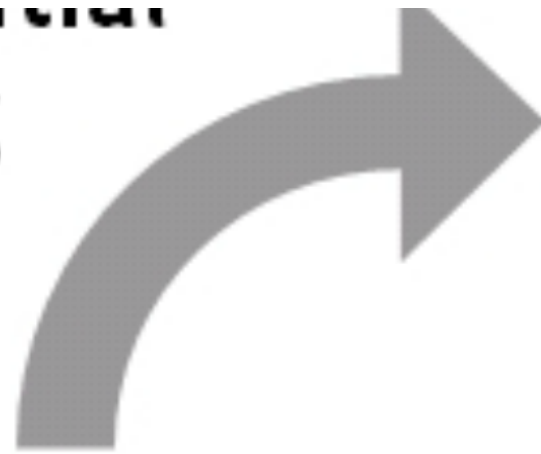
So What?

**What do these
results imply?
How did I influence
the outcome?**

comp

www.edbatista.com/20

Experiential Learning Cycle



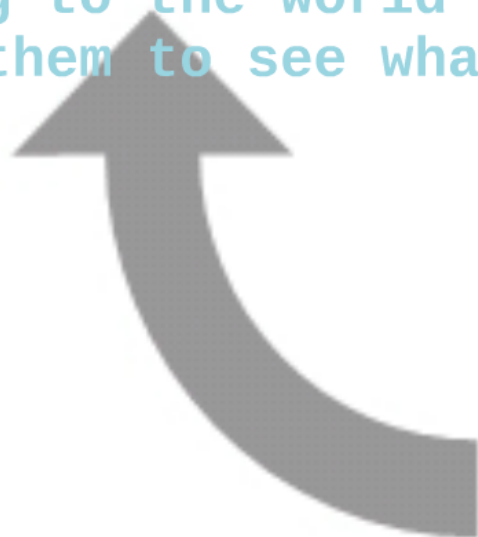
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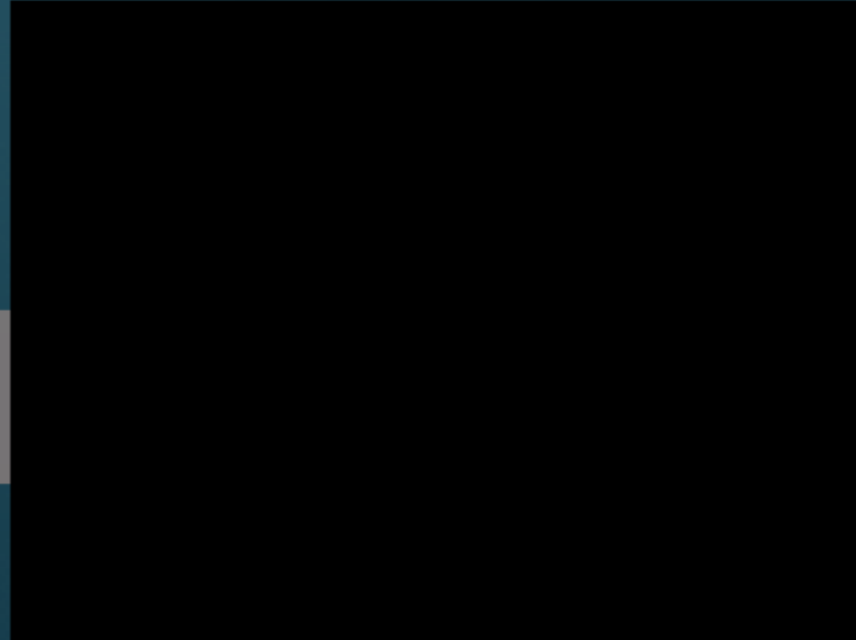


- student comes up with new strategies

So What?

What do these results imply?

Group Activity:



Now it's your turn!

1. Get into groups of 7.

2. Your group will need:   

3. Two people will be holding one paper on each side

4. One person will be holding the cup

5. Your goal is for the ball to get into the cup.



Now it's your turn!

1. Get into groups of 7.

2. Your group will need:



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5. Your goal is for the ball to get into the cup.



**What can students
learn with this type
of exercise?**

- **new vocabulary**
- **working together**
- **solving problems**
- **procedural writing**
- **it's engaging!**



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