



Need to know:

Welcome to the world of Experiential Education - Philosophy, Methods and Practice. This course provides a dynamic exploration into pedagogical methods used in experiential and outdoor education. During the course, you will encounter a variety of hands-on activities, in-depth readings, personal reflections, writing exercises, group discussions, and opportunities to have your own adventurous experiences. The more you put in, the more you get out of this course.

This course has been designed keeping in mind the many teachers and Outdoor educators who want to make moments with the learner groups more exciting, more empowering. This will help understand and apply principles of experiential learning in the classroom and in the outdoors.

Learning Outcomes:

At the end of this course, participants will have

- The ability to create safe environments while working with groups / classroom settings
- The skills required to ignite young minds through the ability to create appropriate challenges for them in and outside the classroom.
- Skills to apply principles of Experiential education in the context of group work / classroom settings.
- Skills to assess one's own ability and a personal philosophy about Experiential Education, and how to apply it in various contexts.

On the following pages are the modules the course covers, with a map.

Other details:

- The course begins on the second weekend of July and closes in March the following year, with a total of 144 contact hrs. At least one of these weekends is an over-night at an outdoors camping site.
- **Methodology:** Didactic-50% (presentations, lecture), Discussion – 25%, Activity – 25%.
- **Fees:** More details at the blog address below.
- **Eligibility:** 19 years age, and fluency in English.
- Visit the website www.vishwasparchure.com for more details.

For more information contact:

Vishwas Parchure.

9096000121.

challops@gmail.com

Safe Environments

For learning to happen, the brain must be able to eliminate possibilities of Fight and Flight responses. In that environment without threat, learners are far more capable of dealing with information in a more rational way.

- Looks at brain-body theory to do things that support what enhances learning.
- Addresses learner environments, and methods that empower individuals and groups
- What attitudes could educators have in order to help create safe environments for learners? – Invitational Education Principles.
- How can we create places that are safe socially and emotionally?
- How do we deal with difficult situations and conversations with people and oneself? How can we help groups develop means to manage conflict in a group?
- Learning to address emotion – the gateway to learning.



Understanding Learning

If we have a better understanding about learning, we are better positioned to create the environments more conducive to it.

- Learning in different environments – outdoor education.
- Kolb's Learning styles and how that can be used to understand our audience better. How different styles can be used to reach out to learners.
- Tracing the history and validity of experiential learning models – Kurt Hahn, Dewey and some contemporary approaches.
- States of learning – relationship between risk & competence, Capacity / opportunity to act – to understand learners better.
- Susun Kovalik's 9 elements that affect learning.
- 12 Brain/Mind Natural Learning Principles (Caine & Caine)

Group Work

Most learning happens not only at the individual level, but is also enhanced by being part of a group / team of likeminded learners.

- Understanding how groups develop in order to offer what works for learning.
- Differentiated learning, collaborative learning and Project-based methods and how they can be used for short and long-term interventions.
- Group development theory models – Tuckmann & Jensen, Drexler and the iDiscoveri Teamship model.
- Using activities appropriate to the stages of group development – activity hierarchy.



Activities

Creating experiences for people to learn from, and activating what we already know is at the heart of experiential methodology. Experiences can be of varied duration, and it is critical that an educator has the ability to use or create a variety of experiences to make learning more engaging and meaningful.

- Activity hierarchy – knowing when to use which activity, and how.
- Using a variety of props in creative ways
- Designing activities to deliver specific outcomes
- Making classrooms experiential.

Facilitating Learning

The value of any experience comes from the act of reflection. Creating meaning and transferring the learning back into future experiences comes from a well facilitated experience – before, during and after it.

- Understanding the value of facilitation
- A history of facilitation techniques
- Asking questions
- Reviewing in stages
- Different perspectives on facilitation
- Models in facilitation
- Role-plays and practice
- Facilitating oneself (self-reflection & Self-awareness)



Designing for outcomes

The experience, reflection, building a generalization or concept for learning, and application of that learning in life can be seen as integral parts, but their sequencing are critical to the outcomes. An experience must be designed with purpose, and a facilitator must be able to answer the question “*why am I doing what I’m doing?*” at all times. The design of an experience delivers the outcome.

- Models in designing experiences.
- Borrowing from literature, stories, and movies to design elements.
- Frameworks in design.
- Designing with specific outcomes in mind.

A Course map

Diploma in Experiential Education & Practice

