

Rich Learning Experiences and Knowledge Development: Preparing Teachers Experientially

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Who are we? Roll the Dice...

2 If you were to write a book, what would you choose as the topic?

3 If you could meet anyone past, present or future, who would you meet?

4 If you could possess one unique superpower what would it be?

5 What is something you would still like to learn?

6 If you could be the spokesperson for any product on the market, what would it be?

7 Complete the sentence: Sometimes I wish.....

8 If you could be a roadie for one band for a month, what band would you choose?

9 What is one thing you are really good at?

10 What is your favorite way to spend a rainy Sunday?

11 If you had the ability to compete in any Olympic event, which one would you choose to enter?

12 Where would you live if you could live anywhere in the United States?

Grounding Questions for Reflection

What?

What did we do?

So What?

*Why did we do it?
What was the purpose? What did we learn, for example?*

Now what?

*How will this transfer to what we do next?
What will we take with us?*

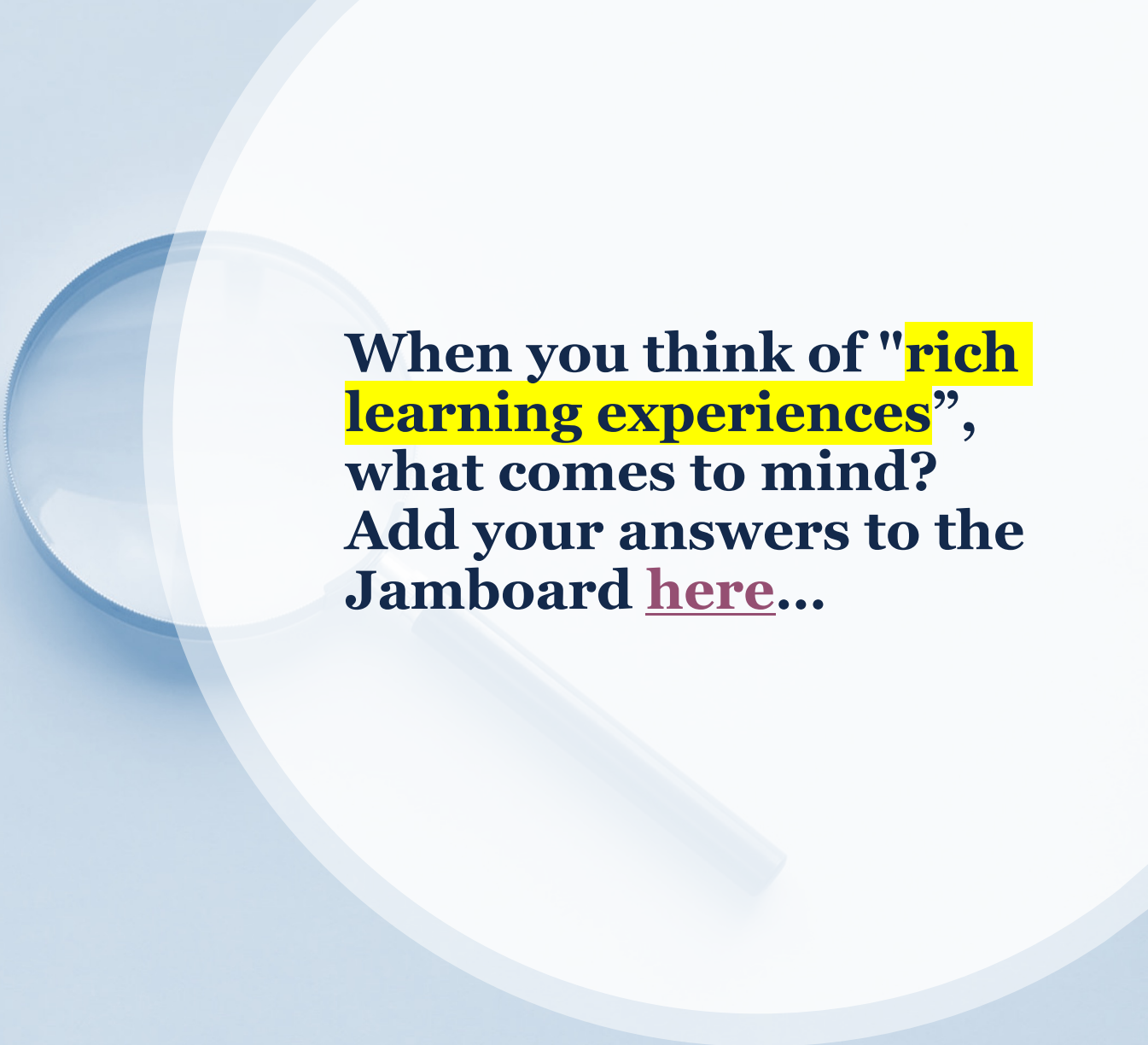
Agenda

Considerations of “rich learning experiences”

Overview of UNC’s Experiential MAT Program Model

Reflecting on your own practice: challenges and possibilities for rich learning

Discussion: small group followed by large group



When you think of "rich learning experiences", what comes to mind? Add your answers to the Jamboard [here](#)...

Elements of Rich Learning Experiences in K-12 Classrooms

"Students learn best when they are **engaged in authentic activities and collaborate with peers** to deepen their understanding and transfer of skills to different contexts and new problems. Rich learning experiences can be supported by **inquiry-based learning structures, such as projects and performance tasks, with thoughtfully interwoven opportunities for direct instruction and opportunities to practice and apply learning; meaningful tasks that build on students' prior knowledge and are individually and culturally responsive; and well-scaffolded opportunities to receive timely and helpful feedback.**"



Elements of Rich Learning Experiences in K-12 Classrooms

"...[students] actively constructing knowledge through authentic learning experiences that build on students' prior understanding and cultural funds of knowledge..."

"cultivate [students'] sense of belonging, self-efficacy, and purpose."

"provoke active learning and student agency through questioning, consideration of possibilities and alternatives, and application of knowledge."

From: <https://k12.designprinciples.org/rich-learning-experiences-and-knowledge-development>



Rich Learning Experiences in Teacher Preparation

Design Principle 3: “**Rich, experiential learning** is vital for the development of the identity and expertise of effective teachers. The quality of these experiences is vital. Preservice programs should aim to create opportunities for joyful, compelling, and authentic learning. Such experiences enable candidates to later create the same for their students. They are also essential for the development of candidates’ adaptive expertise. It is adaptive expertise that enables teachers to make in-the-moment judgments based on curriculum goals as well as knowledge of learners and their paths to learning” (*from SoLD Educator Prep Design Principles*)

Rich Learning Experiences in Teacher Preparation

Design Principle 3: “Preparation programs should not only emphasize the knowledge, skills, and dispositions teacher candidates will need **but also immerse them in rich, experiential learning opportunities within classrooms and in authentic out-of-school contexts.**”

(from SoLD Educator Prep Design Principles)

UNC MAT Program Overview

- 13-month program (summer, full year, Maymester)
- Experiential education as signature pedagogy (Shulman, 2005)
 - Weeklong Experiential Residency
 - Outward Bound
 - Durham Public Schools Hub Farm
 - Museum of Life and Science
 - Experiential touchstones every two months
 - Experiential infused coursework
 - Yearlong school-based internship
 - Opportunity for Maymester Study Abroad



Experiential Education

Goals of experiential education include providing opportunities for students to:

- experience success and failure; take risks; collaborate with others in authentic ways; pose critical questions; gain pedagogical knowledge; problem-solve, experiment, be creative, and be vulnerable, all while critically reflecting on their experiences (Bobilya et al, 2015; Scales et al, 2006). A central outcome of EE is to enable participants to develop self-efficacy and resilience.

Process includes...

- Challenging apprenticeship of observation
- Providing new experiences of teaching and learning
- Reflecting on those experiences
- Applying learning to new context (K-12 schools)

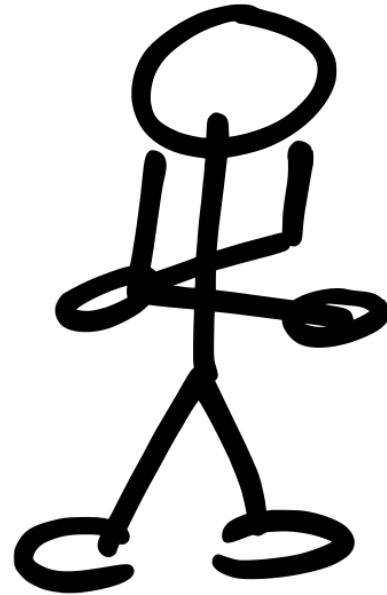
Experiential Learning as Embracing Uncertainty

It seems counterintuitive—that to prepare students for an uncertain world, we must create more uncertainty in learning. But this is precisely what we must do. I once heard a scientist talking with young students about the scientific method. She talked about how, in the popular perception of successfully “doing science,” the image is always of a white-coated researcher throwing papers in the air and shouting “Eureka!” But, in fact, the best and most consequential discoveries more often come from “What the f**k?” moments. Moments when the data make no sense. Moments when we are confused, uncertain, or getting contradictory information. **It is in these moments of uncertainty when ideas emerge urging us to go a different way, to take a risk, to reorient the map. How can we help students experience environments that incorporate uncertainty, unpredictability, unscriptedness, ambiguity, and complexity?**

-from Jay Roberts (2021). *Risky Teaching*



Arms Crossed



Grounding Questions for Reflection

What?

What did you do? How did it feel?

So What?

Why did we engage in this activity? What does it 'stand' for? What did we learn through the activity?

Now what?

How might we take what we learned here to a next experience or context?

Building Community



Direct Instruction/Planning



Doing/Creating/Building/Stretching



Doing/Creating/Building/Stretching

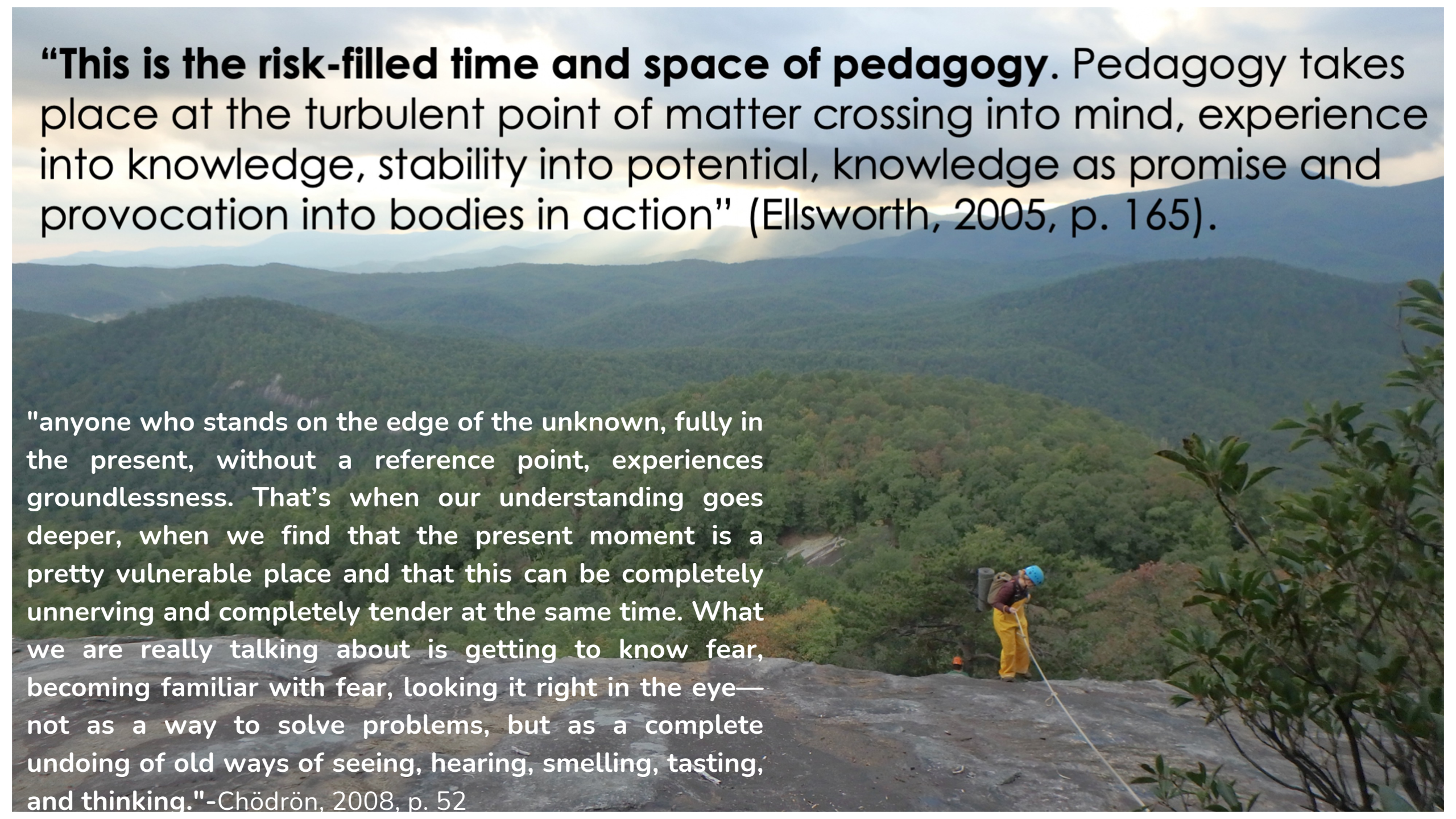


Reflecting on Experience



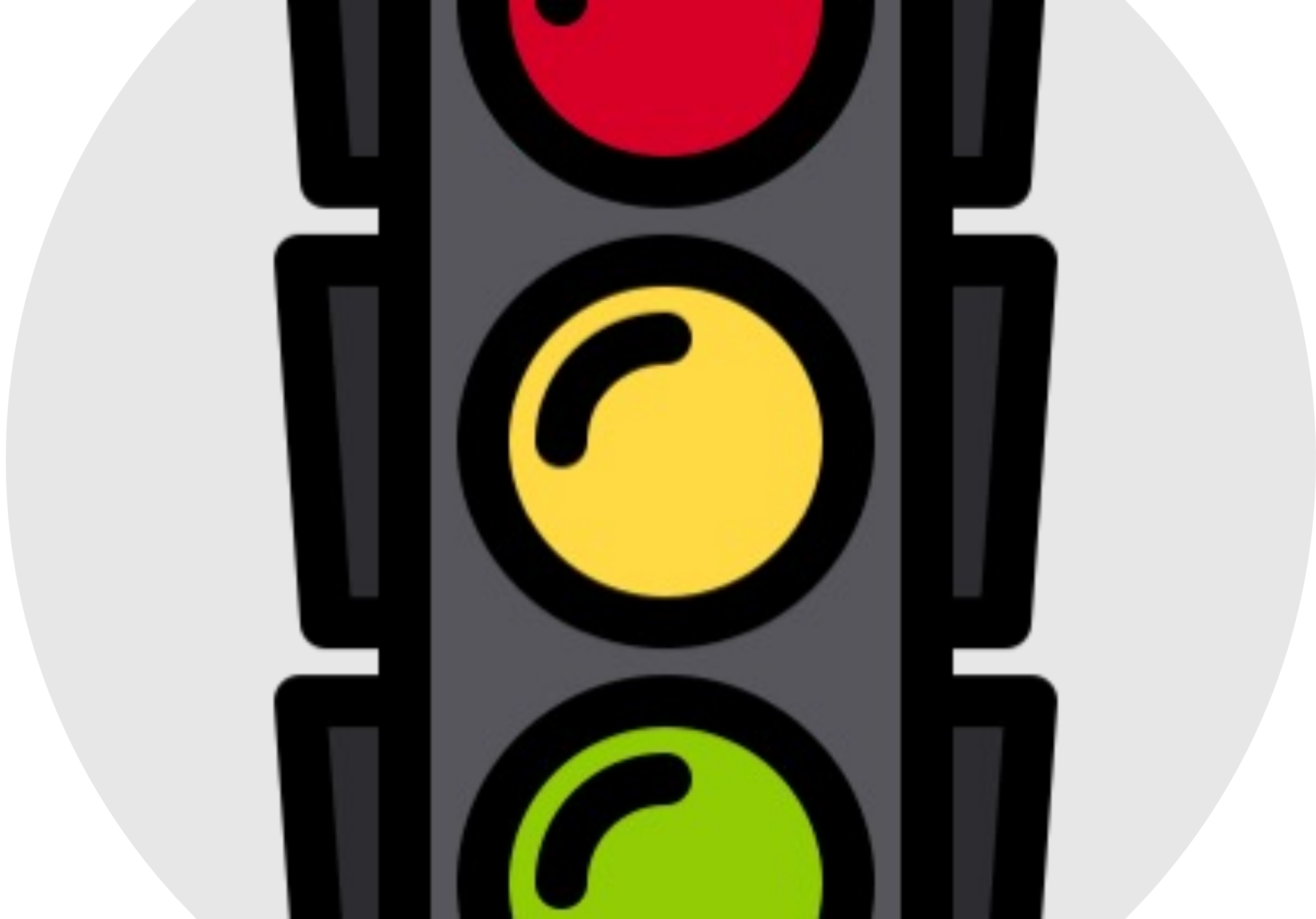
Celebrating



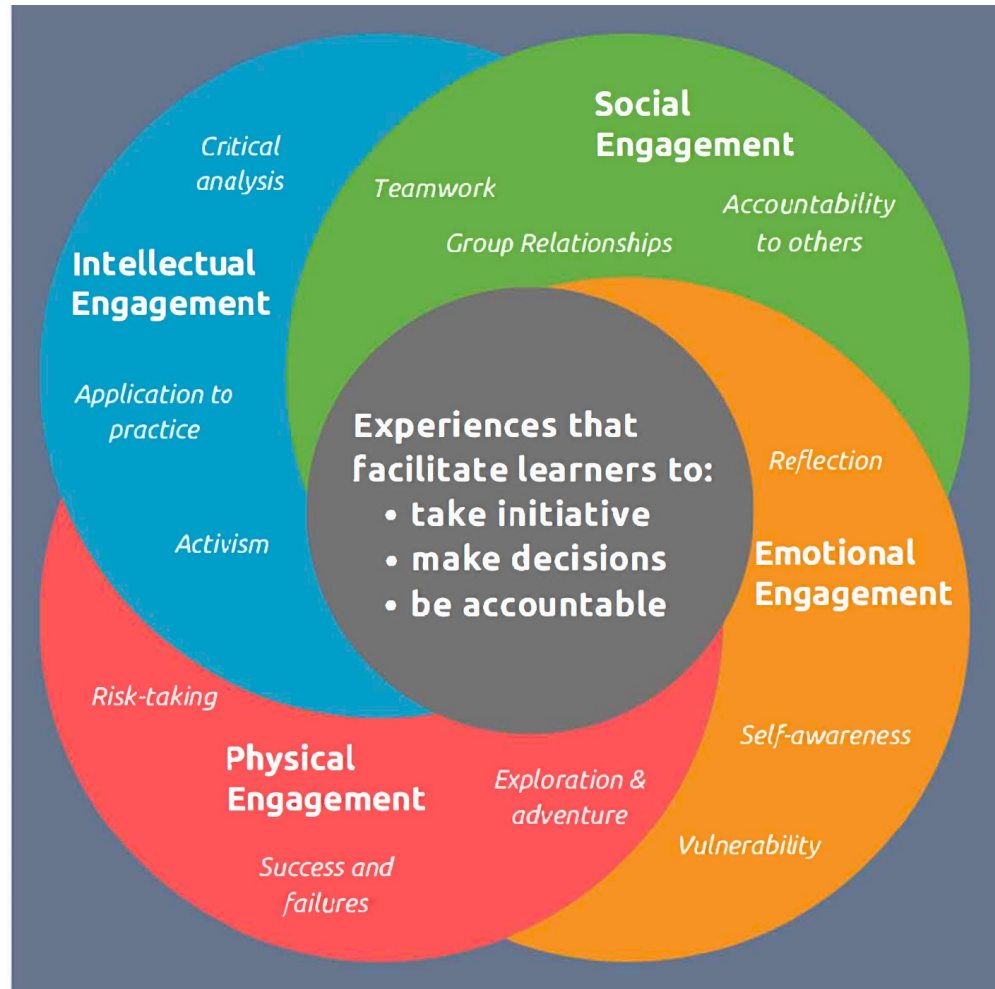
A person wearing a blue helmet and yellow pants is rappelling down a dark, rocky cliff edge. The background shows a vast, hazy mountain range with dense green forests under a cloudy sky. The text is overlaid on the top half of the image.

“This is the risk-filled time and space of pedagogy. Pedagogy takes place at the turbulent point of matter crossing into mind, experience into knowledge, stability into potential, knowledge as promise and provocation into bodies in action” (Ellsworth, 2005, p. 165).

"anyone who stands on the edge of the unknown, fully in the present, without a reference point, experiences groundlessness. That's when our understanding goes deeper, when we find that the present moment is a pretty vulnerable place and that this can be completely unnerving and completely tender at the same time. What we are really talking about is getting to know fear, becoming familiar with fear, looking it right in the eye—not as a way to solve problems, but as a complete undoing of old ways of seeing, hearing, smelling, tasting, and thinking."-Chödrön, 2008, p. 52



Framework for Experiential Education in Teacher Education (a.k.a. FEETE Model)



Papoi, Glazier, Bolick, Gulledge, 2020



Questions for Small Group Discussion

- Consider the **FEETE model**: What sorts of experiences in your teacher preparation program currently provide this sort of rich, integrate, experiential learning for your students?
- Brainstorm possible teacher learning opportunities that might provide the sort of convergence portrayed in FEETE.
 - What are the potential challenges of moving forward with these sorts of experiences?
 - What are the potential benefits?

Whole Group Sharing Out

Plus Q & A

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