ONLINE EXPERIENTIAL LEARNING

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SO ENTER THAT DAILY THOU MAYEST GROW IN KNOWLEDGE WISDOM AND LOVE
KNOWLEDGE • WISDOM • LOVE

SO ENTER THAT YOU MAY GROW IN

CONTENT KNOWLEDGE & SKILLS

PROFESSIONAL SKILLS

INTERDISCIPLINARY, COMPLEX PROBLEM-SOLVING

CRITICAL QUESTIONING

SYSTEMS THINKING

INTERCULTURAL CURiosity & LITERACY

SOCIAL & ECOLOGICAL RESPONSIBILITY

THESE OUTCOMES MAY BE ACHIEVED...
KNOWLEDGE • WISDOM • LOVE

- Internship
- Practicum
- Co-op
- Clinical
- Research
- Creative Activity
- Leadership
- Community Engagement
- Study Away

...in these often-overlapping experiential learning settings.

So enter that you may grow in
Knowledge, Wisdom, and Love
GOALS TODAY

• Learn strategies for incorporating experiential learning into online courses
• Learn to prepare students for online experiential learning
• Share resources for finding external partners and virtual opportunities for experiential learning
PREPARING STUDENTS: MANAGE PRESENCE IN THE CLASSROOM

Teaching Presence
Social Presence
Cognitive Presence

https://coi.athabascau.ca/
PREPARING STUDENTS: ENGAGE IN REFLECTION

“For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities also should be included to expand the learner’s appreciation of the context and skill requirements of her/his work.”

-NSEE’s Principles of Best Practice
A FEW APPROACHES
PAIR ACTIVE LEARNING & AUTHENTIC ASSESSMENT

ACTIVE LEARNING

AUTHENTIC ASSESSMENT

“seeks to test skills and knowledge sets in realistic situations that are relevant to future disciplinary professions”
<table>
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<tr>
<th>Goal</th>
<th>Face-to-Face</th>
<th>Online - Synchronous</th>
<th>Online Asynchronous</th>
<th>Limited or no access to internet and/or device</th>
<th>Physical Distanced Classroom</th>
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| Encourage active engagement      | Think-pair-share | Use breakout meeting rooms in online video conferencing (zoom) platforms to simulate small group discussions. | Pose an equivalent question to the asynchronous students, either in video or text, through asynchronous chat or discussion forum or wiki. Students respond in a small group discussion forum. The group reports can be shared with the larger class discussion forum. | Design and send a worksheet (paper based or word document in USB or downloadable at an internet center) to the students. The worksheet may include following prompts:  
  - talk to your family members living in the same house (spouse/kids/grandparents/etc.) about the concept under discussion and note their reactions  
  - Simplify the concept to explain it to anybody at house and note their reactions  
  - Call a friend (colleague in the class/ senior/ junior) or family member and have a brief discussion about the concept you learnt. Note reactions. Smart phone with no connection or | Set up small groups of 3-5 students. Pose a question. Could also use a zoom room or google doc to help with communication. Could send pairs out of class for easier socially distanced discussion elsewhere on campus with set return time, have discussion outside of class |
PLACE AS LEARNING LAB
AKA PLACE-BASED LEARNING

• *On location*, not in a location

• Home community as microcosm of all academic disciplines

• Household as co-learners

• Map activity: Gullah Island, Georgia (art + sociology)
  • Phase 1: Draw a basic map of this place
  • Phase 2: Add to your map the places you’ve visited – people’s homes, the creek, the grocery store. Label them according to the way they smelled, looked, tasted, felt, or made you feel.
  • Phase 3: Add the places that are relevant to your discipline. What do you know about them already? What are three questions you could ask – and answer– about these places?
  • Phase 4: Add your memories.
  • Phase 5: Add the people who’ve left an impression.
“The first time I was asked to teach online, I wasn’t very excited, I think because I was thinking about it as an online class...I failed to realize that online could mean out in the world.”

https://www.youtube.com/watch?v=pQj3DKzmSyc
EMBRACE VIRTUAL REALITY

• Bobcat Escape Room
  https://www.ohio.edu/news/2021/01/students-search-missing-bobcat-virtual-team-building-experience

• OHIO Virtual Global Experiences
  https://www.ohio.edu/goglobal/programs/types/virtual-global-experiences

• mAPP Athens
  https://www.ohio.edu/museum-complex/mappathens

• CCCE
  https://www.ohio.edu/uc/community-engagement-time-coronavirus

• Micro Internships
  Parker Dewey: https://www.parkerdewey.com/example-projects
  Riipen: https://www.riipen.com/
PROJECT-BASED LEARNING

- Community Engagement
- Creative Activity
- Internship
- Leadership
- Research
- Study Away
FOCUS ON REFLECTION

LOOKING INWARD & BACKWARD TO IMPROVE THE FUTURE

Good starting point: Universal Experience
What are some universal experiences?
Two Final Thoughts
Phases of Skill Acquisition

- Be kind to yourself– you’re going through this with your teaching while students are going through this with your content.

- It’s like driving bumper cars.
Mix & Match

♦ Maybe you embrace virtual reality while you’re building social environment but rely on place-based learning for cognitive component

♦ Maybe you use formative authentic assessments, but class time is used for lecture

♦ Maybe you...?
DISCUSSION