



BEYOND LEARNING BY DOING

THEORETICAL CURRENTS IN EXPERIENTIAL EDUCATION

JAY W. ROBERTS



Beyond Learning By Doing Theoretical Currents In Experiential Education

**Karen Warren, Loeffler TA, Denise
Mitten, Association for Experiential
Education**

Beyond Learning By Doing Theoretical Currents In Experiential Education:

Beyond Learning by Doing Jay W. Roberts, 2012 What is experiential education What are its theoretical roots Where does this approach come from Offering a fresh and distinctive take this book is about going beyond learning by doing through an exploration of its underlying theoretical currents As an increasingly popular pedagogical approach experiential education encompasses a variety of curriculum projects from outdoor and environmental education to service learning and place based education While each of these sub fields has its own history and particular approach they draw from the same progressive intellectual taproot Each in its own way evokes the power of learning by doing and direct experience in the educational process By unpacking the assumed homogeneity in these terms to reveal the underlying diversity of perspectives inherent in their usage this book allows readers to see how the approaches connect to larger conversations and histories in education and social theory placing experiential education in social and historical context Provided by publisher *Beyond Learning by Doing* Jay W. Roberts, 2012-03-22 EXPERIENTIAL EDUCATION This book brings a thoughtful and refreshing perspective on experiential education Educators interested in outdoor learning service learning and place based learning will find in Roberts analysis a critical understanding of what learning by doing means Dilafruz Williams Portland State University What is experiential education What are its theoretical roots Where does this approach come from Offering a fresh and distinctive take this book is about going beyond learning by doing through an exploration of its underlying theoretical currents As an increasingly popular pedagogical approach experiential education encompasses a variety of curriculum projects from outdoor and environmental education to service learning and place based education While each of these sub fields has its own history and particular approach they draw from the same progressive intellectual taproot Each in its own way evokes the power of learning by doing and direct experience in the educational process By unpacking the assumed homogeneity in these terms to reveal the underlying diversity of perspectives inherent in their usage this book allows readers to see how the approaches connect to larger conversations and histories in education and social theory placing experiential education in social and historical context Combining a critical philosophical approach with practical examples from the field Beyond Learning by Doing gives readers both an excellent summary of the theoretical histories of experiential education and a thesis driven argument about the current state of the field and its future possibilities and limitations Jay W Roberts is Associate Professor of Education and Environmental Studies Earlham College Provided by publisher *Beyond Learning by Doing* Jay W. Roberts, 2009 This dissertation considers several distinctive theoretical currents of experience within the intersecting fields of outdoor environmental and experiential education I argue that to date too little work has been undertaken interrogating the usage of the term experiential theoretically and philosophically This has resulted in a relatively homogeneous and simple construction of the role of experience in these particular curriculum projects As a result much of the related theoretical scholarly and popular work equates learning by doing and experiential education misrepresenting both the complexity and

the level of contestation in the theoretical history of experience in education In an attempt to begin to go beyond the taken for granted notion of learning by doing I articulate three main currents of experience evoked within these projects under the chapter headings experience and the social experience and the individual and experience and the political Each of the three currents is discussed in terms of their defining characteristics and the promises and challenges of their various constructions of experience I argue further that each of these currents is threatened by the rise of a fourth variation This current neatly combines market logics of efficiency standardization and control through a rationalization and commodification of experience in education I discuss this process under the chapter heading Experience and the Market Finally I conclude with a discussion of the implications of a more theoretically complicated and robust explication of experiential education pointing to the inherent contradictions and fundamental difficulties in defining this relatively new field Despite these flaws or perhaps because of them I call for in the words of Maxine Greene imagining how things might be otherwise in experiential education by emphasizing a notion of experience that draws from a Deweyian sense of becoming indeterminacy and democratic aspiration

Learning Transfer in Adult Education Leann M. R. Kaiser,Karen Kaminski,Jeffrey M. Foley,2013-03-20

Learning transfer is the use of skills and knowledge acquired in one situation or setting in a different environment It is fundamentally the point of education By consciously building it into our curricula syllabi and practice we can greatly enhance the likelihood that students will integrate their learning and their lives This issue examines learning transfer across the breadth of adult education The authors approach the question practically looking at techniques such as experiential or problem based learning and the use of classroom technology as well as the perspectives of brain research the effects of race and culture and the context and complications of personal change Each chapter offers practitioners a thoughtful outlook that will help them plan for and implement learning transfer in their particular area of focus This is 137th volume of the Jossey Bass quarterly report series New Directions for Adult and Continuing Education Noted for its depth of coverage it explores issues of common interest to instructors administrators counselors and policymakers in a broad range of adult and continuing education settings such as colleges and universities extension programs businesses libraries and museums

Routledge

International Handbook of Outdoor Studies Barbara Humberstone,Heather Prince,Karla A. Henderson,2015-11-19 The outdoors is a physical and ideological space in which people engage with their environment but it is also an important vehicle for learning and for leisure The Routledge Handbook of Outdoor Studies is the first book to attempt to define and survey the multi disciplinary set of approaches that constitute the broad field of outdoor studies including outdoor recreation outdoor education adventure education environmental studies physical culture studies and leisure studies It reflects upon the often haphazard development of outdoor studies as a discipline critically assesses current knowledge in outdoor studies and identifies further opportunities for future research in this area With a broader sweep than any other book yet published on the topic this handbook traces the philosophical and conceptual contours of the discipline as well as exploring key

contemporary topics and debates and identifying important issues in education and professional practice It examines the cultural social and political contexts in which people experience the outdoors including perspectives on outdoor studies from a wide range of countries providing the perfect foundation for any student researcher educator or outdoors practitioner looking to deepen their professional knowledge of the outdoors and our engagement with the world around us

Scholarship of Teaching and Learning (SoTL) in Asian Higher Education Kaur, Amrita,Noman, Mohammad,2024-12-11
The scholarship of teaching and learning SoTL plays a critical role in shaping higher education by enhancing teaching practices and improving student learning outcomes In Asia SoTL takes on unique significance due to the region's rich diversity in cultural historical and social contexts The integration of traditional values with modern educational approaches highlights the complexity and adaptability of SoTL in addressing global and local educational challenges This evolving practice not only enriches academic research but also fosters innovative methodologies that resonate with the diverse needs of educators and learners across the region Scholarship of Teaching and Learning SoTL in Asian Higher Education raises awareness about the importance of SoTL in Asia It serves as a catalyst for educators to engage with SoTL practices Covering topics such as cultural humility pedagogy and third space dynamics this book is an excellent resource for educators academic developers institutional leaders academicians policymakers and more

Adventurous Learning Simon Beames, Mike Brown,2016-01-22 Adventurous Learning interrogates the word adventure and explores how elements of authenticity agency uncertainty and mastery can be incorporated into educational practices It outlines key elements for a pedagogy of adventurous learning and provides guidelines grounded in accessible theory Teachers of all kinds can adapt these guidelines for indoor and outdoor teaching in their own culturally specific place responsive contexts without any requirement to learn a new program or buy an educational gimmick As forces of standardization and regulation continue to pervade educational systems across the globe both teaching and learning have been starved of creativity choice and real world relevance Many teachers are keen to improve their practice yet feel constrained by the institutional structures within which they work By carefully examining adventure and its role in education teachers can become better able to design and deliver engaging programmes that are underpinned by sound pedagogical principles and which have deep and enduring meaning for their students

A Research Agenda for Entrepreneurship Education Alain Fayolle,2018-06-29 This Research Agenda aims to offer a coherent and articulate view on the future of entrepreneurship education from an internationally renowned group of scholars and educators

Outdoor Leadership Bruce Martin,Mary Breunig,Mark Wagstaff,Marni Goldenberg,2024-04-30 Outdoor Leadership Third Edition With HKPropel Access introduces students to a wide variety of theories and concepts that are integral to the understanding of outdoor leadership and it demonstrates how these concepts come to life in the field Written by a team of internationally recognized authors the text introduces eight core competencies that are essential to outdoor leadership Foundational knowledge Self awareness and professional conduct Decision making and judgment

Teaching and facilitation Environmental stewardship Program management Safety and risk management Technical ability The third edition of Outdoor Leadership effectively positions students to develop the knowledge and expertise required to excel as outdoor leaders Along with updated references learning activities and chapter opening vignettes the third edition offers the following new features New content on intersectionality and the importance of universal design A look at the contribution of outdoor recreation to the economy An examination of transformative learning and updated material on interpretive programming Expanded content on the importance of protecting ecological resources The text begins with the foundations of outdoor leadership the historical and philosophical foundations of the profession and the nature of outdoor leadership as a professional practice Historical and contemporary theories of leadership and the practical application of these theories are examined facilitating a discussion of the roles that decision making and judgment play in real life The text then explores the role of teaching and facilitation in outdoor leadership Topics such as natural resource management environmental sustainability and program management including program administration safety and risk management expedition planning and program evaluation are addressed Each chapter opens with a vignette that illustrates the practical application of outdoor leadership concepts so that students recognize the importance of the material Throughout the text students are introduced to various types of organizations and agencies in which outdoor leaders work Learning activities and professional development exercises within the text encourage readers to engage in a process of self reflection and to draw connections between theory and practice Glossary flashcards and relevant forms are available via HKPropel As students progress through the text they will create a professional portfolio that demonstrates their competency and showcases their talents Outdoor Leadership Third Edition With HKPropel Access is the definitive text for developing student leadership in outdoor and adventure settings This useful resource will help aspiring outdoor leaders plan safe enjoyable and ecologically responsible expeditions acquire and showcase their leadership abilities and develop knowledge and expertise Note A code for accessing HKPropel is included with this ebook

Teaching Sustainability Wendy Petersen Boring, William

Forbes, William Forbes (Professor of geography), 2013 American colleges and universities have been relatively quick to address the challenge of sustainability in operations Ironically they have been slower to respond in regard to their core mission educating students Teaching sustainability aims to redress this shortcoming by opening doors to education for sustainability in the humanities and social sciences The essays in this collection are richly diverse They investigate ways sustainability education pushes back against traditional disciplines while it simultaneously benefits from the perspectives and skills these fields have to offer They also address big questions such as how to make education meaningful how to examine hidden assumptions underlying current curricula and how a focus on sustainability can answer critics of contemporary higher education The heart of teaching sustainability is reflection and advice on pedagogy From these richly diverse case studies important common themes emerge the symbiotic relationship between classroom and campus operations techniques for

transforming the campus itself from merely a setting to a learning laboratory and the potential of community partners for teaching sense of place An equally significant theme is the overlap between sustainability education and emerging best practice in pedagogy Essays on theory and practice individual and collaborative projects service learning and consequential activities all exemplify how sustainability and deep learning go hand and hand Like sustainability itself the volume infuses theory with practical application The contributors demonstrate the ways in which a single course can serve as a powerful change agent for an entire campus how to build bridges between faculty and administrators and even how to move forward on modest budgets The authors themselves constitute a network of advisors Publisher s description **Current Index to Journals in Education** ,1989 *The Theory of Experiential Education* Richard J. Kraft,Mitchell S. Sakofs,1985 **Beyond Four Walls** Joanna K. Paul,2006 **Experiential Learning for All** Norman Evans,1994 **Theory & Practice of Experiential Education** Karen Warren,Loeffler TA,Denise Mitten,Association for Experiential Education,2008

Experiential Learning David A. Kolb,2015 Experiential learning is a powerful and proven approach to teaching and learning that is based on one incontrovertible reality people learn best through experience Now in this extensively updated book David A Kolb offers a systematic and up to date statement of the theory of experiential learning and its modern applications to education work and adult development Experiential Learning Second Edition builds on the intellectual origins of experiential learning as defined by figures such as John Dewey Kurt Lewin Jean Piaget and L S Vygotsky while also reflecting three full decades of research and practice since the classic first edition Kolb models the underlying structures of the learning process based on the latest insights in psychology philosophy and physiology Building on his comprehensive structural model he offers an exceptionally useful typology of individual learning styles and corresponding structures of knowledge in different academic disciplines and careers Kolb also applies experiential learning to higher education and lifelong learning especially with regard to adult education This edition reviews recent applications and uses of experiential learning updates Kolb s framework to address the current organizational and educational landscape and features current examples of experiential learning both in the field and in the classroom It will be an indispensable resource for everyone who wants to promote more effective learning in higher education training organizational development lifelong learning environments and online **Making Sense of Experiential Learning** Susan Warner Weil,Ian McGill,1989 **The Gift of Experiential Learning** Carrie Taylor,Jim Taylor,2012-08 Book Summary Explore the gifts presented by Jim Stovall in his book The Ultimate Gift by using the lens of experiential learning See how to apply these gifts to everyday living by using experiential games to simulate real world situations and have fun in the process Learn how to magnify the gifts offered in this book via hands on experience to help reinforce the lessons learned

Experience and Learning Arthur W. Chickering,1977-01-01 **Experiential Education** Ron Gager,1976

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web solution observer is stationary i source train is moving towards an observer apparent frequency due to train arriving at station is ii source train is moving away from an observer apparent frequency due to train leaving station is so the number of beats $f_{\text{fin}} = 246 \text{ Hz}$ $f_{\text{fout}} = 234 \text{ Hz}$ prev page next page

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web nov 22 2021 the doppler effect is the apparent change in frequency of a wave as the source of the wave is moving toward or away from an observer or the vice versa any object that emits waves such as sound

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