

Learning and the MASA Learning Labs Supporting Leaders in Experiential Learning

March 2022: Dr. Sean Doherty and Dr. Sarah Riss



Introductions:
Handshake
Partners

- Great every person in the room sharing your name and position
- Share one thing your district is doing in the area of experiential learning.

Norms

- demonstrate respect for one another, our mutual learning, and individual contributions.
- actively participate, contribute, and take risks.
- demonstrate collegial relationships with one another. Having collegial dialogue/discussion allows for the group to push one another's thinking in a respectful manner.
- meeting will be purposeful, organized, and include adequate time for processing.
- listen with the intent to understand. Share the air space.
- accept non-closure.

purpose and why

The Learning Lab is an opportunity for district leaders to work within a small cohort of colleagues for collaborative learning, studying problems of practice and working collectively to impart change.

Collaborative Spirit

Opportunities for **students**

Learning Labs

**A Bit of
History**

**How They
Emergged in
MASA**

What is a learning lab?

The ability of a group of people to do remarkable things hinges on how well those people can pull together as a team.

How the 1st
MASA
Learning
Lab Works

Defining Experiential
Learning – What does it
mean for your learners?

Continuous
Improvement Through
Experiential Learning

What has
happened so
far?

Laclede County
C-5, Joel E.
Barber School

Knox County
School District



What did we experience?




What did we learn?

Problem of Practice

- Defining a Collective Understanding
- Thinking Partners vs. Problem Solvers
- Inquiry / Advocacy
- What data are you using?

Problem of Practice

A problem of practice is an area that educators identify as a focus on the instructional core, is directly observable is actionable and connects to a broader strategy of improvement.



The educators should assemble a network to:

- Ask relevant questions concerning the problem of practice
- Develop objectives about mending the problem of practice


Questions to Consider:

What kinds of experiential learning opportunities are student provided?

What will students be able to do as a result of these experiences?



Develop a Theory of Action




A theory of action can be thought of as a storyline that makes a vision and a strategy concrete. The theory of action provides a map that carries the vision through the organization. To apply the theory of action in a larger context, taking action is the next step after shaping and identifying the problem of practice.



Sample Agenda



model for the learning lab

- Facilitator
 - School Tour (What do you see?
/ What do you make of it?)
 - Examining the Problem of
Practice
 - Group Processing
 - Sample Agenda of Learning
Lab / Resources
- 



Group Processing Questions

- What did you see?
- What do you make of it?
- What questions do you have as they relate to experiential learning?
- What wonderings do you have that lead to growth?

Lastly, host processes and share reflections.

defined
autonomy



What are we learning
beyond the focus on
problems of
practice?



Unintended Learning



Application of
Learning Lab to
District Professional
Learning



High Quality Experiential Learning

Four Pillars
*Dr. Freeman
Hrabowski,
University of
Maryland*

High expectations –
curiosity fostered

Create a strong sense
of community among
the students

It takes researchers to
produce researchers –
kids work with experts
on important work

Faculty are involved
with the students

Four Pillars =
Empowered &
Successful Students!

Overview of
Experiential
Learning



Philosophy

Learning occurs when carefully chosen experiences are supported by reflection, critical analysis, and synthesis.

Comes from the work of John Dewey and David Kolb

What is Experiential Learning?

Learning by doing

Observing and interacting with the real world

Reflecting deeply on what has been done

Developing 21st century skills

Seen as a process and not an outcome

21st Century Skills

We want to teach these skills and give students a chance to use them

Easily done in experiential learning

Dr. Tony Wagner – Harvard Graduate School of Education

- Critical Thinking and Problem Solving
- Collaboration and Leadership
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

A Process,
Not an
Outcome

The Simplest
Experiential
Learning
Cycle

DO IT.

Now What?

What will I do differently next time?

What?

What happened?
What were the results?

So What?

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

compiled by Andrea Corney

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

Major Areas of Experiential Learning:

*What are
your
examples?*

Internships

- Also includes employment, shadowing, and mentoring

Service Learning

- Also includes community outreach

Travel

- School or personal

Sample Internships

Washington University Microbiology and Physics Lab	The Sierra Club— Grass Roots Organizing	South Broadway Art Project
Walter Ambrose Family Center – pre- school assistant	Teaching internships – math and English for middle school	Llywelyn’s - Restaurant Entrepreneurship
Pro-Rehab Physical Therapy	Pepsi – Sales and Marketing	WGHS Office Administration and WGSD Accounting
Web Design	Shaw Nature Reserve – Environmental Ecology	Broadcasting
Historical Society – Archivist	Others from your district!	

Role of the Administration

- Provide necessary resources
- Publicly support and acknowledge major donors
- Publicly support innovative practices
- Publicly support experiential learning!
 - Attend events
 - Students and staff report at BOE meeting
 - Honor the work of the students and staff
 - Consider acting as a mentor/advisor

What's Next for Learning Labs

Schedule Next Visits

Facilitators come from
the group

Share what we are doing
and learning

THANK YOU

The image features the words "THANK YOU" in a large, bold, sans-serif font. Each letter is filled with a different color and has a white outline. The letters are held up by eight different hands, each with a unique skin tone and wearing different clothing or accessories. The background is a light blue gradient. The entire graphic is centered within a white rectangular area, which is itself set against a dark green background.