



WEBINAR: EXPERIENTIAL EDUCATION

**Implementing Experiential
Education:**

Getting Faculty Involved

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Profile of an Agricultural Professional for the 21st Century

- **Leadership**
- **Values and ethics**
- **Communicator**
- **Team worker**
- **Autonomous learner**
- **Solid technical and scientific knowledge**
- **Management skills**
- **Committed to social development and environmental conservation**





So, how to prepare leaders with this profile?



It involves a great deal more than the transfer of information! Leadership requires knowledge and a host of competencies that are acquired through experience



Information is much more accessible today and most of our students are skilled in the use of information technologies



However, in many ways our educational systems and practices remain mired in the past

Formal Education



Often, formal education is what Pablo Freire referred to as the “banking model” in which the only activity offered to students is to receive and file away information. The primary duty of students is to remember and accurately recall the information provided by the instructor.



Experiential Learning
or Active and
participatory
Learning represents
a distinct focus and
seeks to unite theory
and practice



Education in agriculture is particularly well suited to an experiential approach, nevertheless many programs maintain a focus on lecture-based models emphasizing knowledge acquisition, often at the expense of the development of competencies

In moving from a “banking model” to a participatory and experiential learning model, the faculty play the most critical role.

Getting Faculty on board with Experiential Learning



Critical Step:

Clear articulation by institutional leadership
that transitioning to an experiential learning
model is a priority - **in fact a requirement**

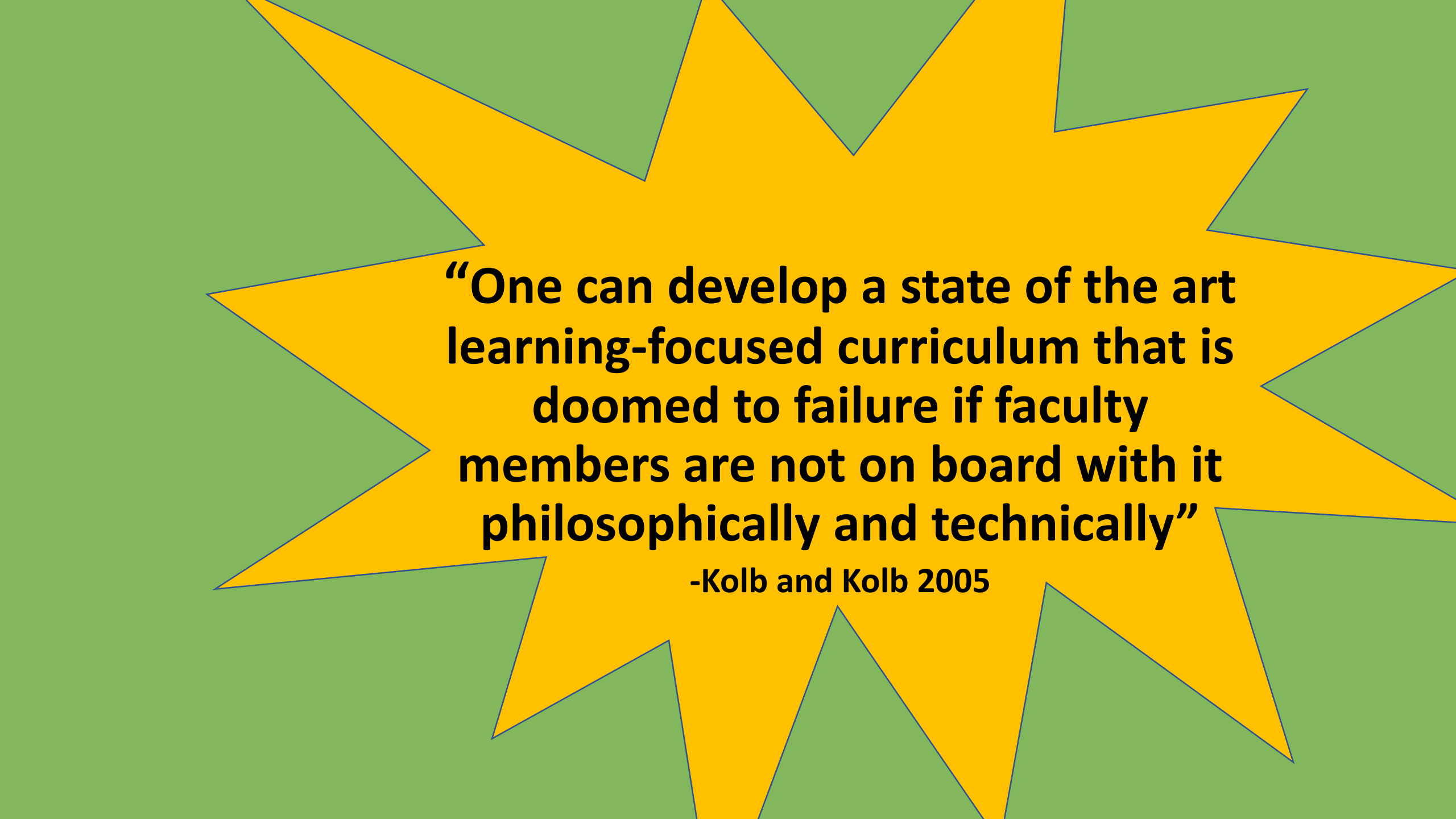
Getting Faculty on board with Experiential Learning is Key for Improving student Outcomes

Essential Step: For a transition to experiential learning to be successful, faculty must share a philosophical commitment to new ways of facilitating learning.



Challenges:

- how to manage experiential and participatory learning in large classes
- Lack of resources
- Requires more of a teachers time than simply lecturing



“One can develop a state of the art learning-focused curriculum that is doomed to failure if faculty members are not on board with it philosophically and technically”

-Kolb and Kolb 2005

Getting Faculty on board with Experiential Learning is Key for Improving student Outcomes

Provide faculty members with research that demonstrates the effectiveness of well designed experiential learning activities



Provide professional development opportunities for key faculty members to learn more about experiential learning



Getting Faculty on board with Experiential Learning

Faculty Evaluation and Promotion

Review the criteria used for evaluation and remove obstacles that prevent the implementation of experiential learning activities

Too much emphasis on administrative tasks and research publication? Lack of emphasis on effective teaching?



Additional Measures that can help faculty get on board:

- Engaging faculty in planning and oversight of an experiential learning agenda
- Developing learning goals (for both the overall program and individual courses)
- Establishing some type of quality control
- Developing peer communities of practice

**All of these require
considerable time and
effort!**



Resources:

Austin, M. J. & Zeh Rust, D., (2015). Developing an Experiential Learning Program: Milestones and Challenges. *International Journal of Teaching and Learning in Higher Education*. Number 1, 143-153.

Donovan, T., Porter R. & Steller, J., (2010). Experiencing Success: Some strategies for planning the program, *New Directions for Teaching and Learning* 2010 (124) 89-94.

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Kolb, A. Y. & Kolb, D. A., (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning and Education*. 4(2), 193-212.

National Society for Experiential Education, (1998). Eight principles of good practice for all experiential learning activities. Presented at the 1998 NSEE Annual Meeting, Norfolk, VA, USA.
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