

BEYOND LEARNING BY DOING

Theoretical Currents
in Experiential Education

Jay W. Roberts

Beyond Learning By Doing Theoretical Currents In Experiential Education

Jianjun Gao



Beyond Learning By Doing Theoretical Currents In Experiential Education:

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 *Theoretical Models of Learning and Literacy Development* Evan Ortlieb,2014-06-13 Theoretical Models of Literacy Development highlights the latest theoretical advances in reading writing and multiliteracy development New models are discussed to account for the rapidly changing literacy scene inclusive of the interdisciplinary nature of literacy and content area learning **Experiential Education in the College Context** Jay W. Roberts,2015-09-16 Experiential Education in the College Context provides college and university faculty with pedagogical approaches that engage students and support high impact learning Organized around four essential categories active learning integrated learning project based learning and community based learning this resource offers examples from across disciplines to illustrate principles and best practices for designing and implementing experiential curriculum in the college and university setting Framed by theory this book provides practical guidance on a range of experiential teaching and learning approaches including internships civic engagement project based research service learning game based learning and inquiry learning At a time when rising tuition consumer driven models and e learning have challenged the idea of traditional liberal education this book provides a compelling discussion of the purposes of higher education and the role experiential education plays in sustaining and broadening notions of democratic citizenship The Palgrave Handbook of Experiential Learning in International Business V. Taras,M. Gonzalez-Perez,2016-01-03 The Handbook of Experiential Learning In International Business is a one stop source for international managers business educators and trainers who seek to either select and use an existing experiential learning project or develop new projects and exercises of this kind **Rethinking Outdoor, Experiential and Informal Education** Tony Jeffs,Jon Ord,2017-09-14 This book seeks to bring together the two disciplines of informal and outdoor education and challenges readers to think differently about outdoor and adventure education It develops core ideas and thinking about informal education within outdoor settings and explores how its principles and practice can enhance outdoor education A wide range of contributors look in detail at the concept of change in the outdoors whilst also considering the ways in which this expanding field might exploit opportunities offered to young people and adults to engage in reflective informal education It encourages outdoor educators to experience their immediate surroundings in new and innovative ways and grasp the challenge of promoting a sustainable lifestyle Offering a fresh perspective on shifting the outdoor education agenda from that of skills acquisition and narrow learning to the social and political as well as aesthetic and philosophical opportunities embodied within the outdoor experience this book will be valuable reading for those studying or working in the field of outdoor education *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

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

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

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