



# GETTING PAST THE FEAR

Engaging in a Process Lab



# Ask yourself

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## **How do I do things?**

- How do I encourage and engage my students to think creatively, engage in problem-solving and critical thinking, as well as to develop new content?
- How do we, as guides, enable our students to engage the phases of thinking, apply the process in a variety of ways, and to get them to play, let go, and even make mistakes.
- How do I then aid with the follow through of introspection and metacognition to better understand how to problem solve in multiple situations?
- How do I include experiential learning in my own classes?

# Encouragement & Engagement

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*How do I encourage and engage my students to think creatively, engage in problem-solving and critical thinking, as well as to develop new content?*

## **Problems I often encounter with students**

- Want specific and detailed step by step directions
- Focus on minimum requirements for a project
- Focus on the grade and not on the learning outcome
- Don't know what questions to ask
- Afraid to fail or make mistakes

## Encouragement & Engagement

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**How do I get students to engage in an experiential learning experience?**



# Encouragement & Engagement

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*How do I encourage and engage my students to think creatively, engage in problem-solving and critical thinking, as well as to develop new content?*

## **Offer an opportunity to play & let go**

- Remove the project sheet crutch or provide limited information
- Refocus students on the process of creativity
- Make project low-impact or ungraded
- Teach students to formulate their own questions and take ownership of their learning
- Encourage experimentation and learning from mistakes

## Play & Let Go

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**How can I be an active learning guide & encourage collaboration & cooperation?**



# Play & Let Go

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*How do we, as guides, enable our students to engage the phases of thinking, apply the process in a variety of ways, and to get them to play, let go, and even make mistakes.*

## **Act as a facilitator**

- Show students how to use the new technology or techniques
- Guide students through the creative process
- Be intentional about the type of activity you are including in your class and its learning potential
- Encourage student to think about what they are learning
- Adopt instructional practices that engage students



## Play & Let Go

Students chose to work on a collaborative group project to create a book for the class. Some students were early adopters of the RISO printer and others were natural problem solvers and indeed became group leaders.





# Play & Let Go

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*How do we, as guides, enable our students to engage the phases of thinking, apply the process in a variety of ways, and to get them to play, let go, and even make mistakes.*

## **Say yes to active learning collaboration & cooperation**

- Establish small to medium groups
- Group work needs to be relevant to learning outcomes and course objectives
- Encourage cooperation, working towards a common goal, in place of competition

## **Why?**

- Collaboration improves learning outcomes, enhances student attitudes, and increases student retention
- Cooperative learning provides a natural environment in which to promote effective teamwork and interpersonal skills
- Teamwork promotes relationships, nurtures self-esteem, and students see they have assistance available to them



# Play & Let Go





# Play & Let Go



# Play & Let Go

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*How do we, as guides, enable our students to engage the phases of thinking, apply the process in a variety of ways, and to get them to play, let go, and even make mistakes.*

## **Why play to get past fear?**

- Play breaks the traditional lecture and gets students engaged
- Play can evolve into intentional creative thinking
- Consider alternative perspectives
- Students learn what vital questions to ask
- Experiential learning activities create connections to “real-world” experiences
- Taking risks is less costly
- Play encourages students to seek problems in order to find solutions

## Follow Through

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**How do I aid  
with follow  
through &  
self-reflection?**



# Follow Through

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*How do I then aid with the follow through of introspection and metacognition to better understand how to problem solve in multiple situations?*

## **Offer an opportunity to self-assess**

- Students assess their own performance by objectively reflecting on and critically evaluating their own development
- Get students involved with each other in discussions and working groups

## **Why?**

- Reflection on learning during and after one's experiences leads to examination, thinking critically, and to developing new ideas or revising existing ones
- Give students a leading role in their own education and to take responsibility for their own learning
- Helps students to make sense of their experience and to see the differences between it and their understanding of the topic or concept before the activity
- Students see relevance of active learning activity
- Students have a feeling of empowerment

# Inclusion

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**How do I include experiential learning in my own classes?**



# Inclusion

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*How do I include experiential learning in my own classes?*

## **Make your own determinations**

- What technology or technique do you want to introduce?
- What is the project and what elements need to be included?
- What are the project goals and intended outcomes and how do they relate to your course?
- How does this project relate to their field of study and to the “real-world”?
- How can you introduce the activity into a traditional lecture and propel students to become active in your classroom?
- What is your role as facilitator?
- How can you get students to work together?
- How are you going to be grading the project?
- How do you want students to evaluate themselves?
- How can students learn from your own mistakes?





## Inclusion

Students collaborate and obtain feedback from each other as they work on various projects throughout the semester. They feel free and safe to experiment and to try out their ideas in various ways.





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# THANK YOU!

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