



EXPERIENTIAL LEARNING

TAKING THE STUDENTS OUT OF THEIR COMFORT ZONE

MAKING THEM LEARN WITHOUT THEM REALISING IT

AGENDA

- **CONSTRUCTIONARIUM SCOTLAND - TURNING THEORY INTO PRACTICE**
- **CONCRETE IN THE CLASSROOM – VOCATIONAL LEARNING**
- **LINKS WITH EMPLOYABILITY – CSR PROJECTS**
- **PEETS YEAR 1 – PROMOTING EXCELLENCE IN EMPLOYABILITY AND TRANSVERSAL SKILLS**
- **PEETS YEAR 2 – LAHTI, FINLAND**
- **RAILWAY WORKS AND ROOFING IN THE CLASSROOM – DEVELOPING THE MODELS**
- **OCTAVIAN PROJECT – ENGAGING DISENGAGED LEARNERS**
- **HUNTER SQUARE PROJECT – CROSS CURRICULUM COLLABORATION**
- **MURCS – MASTERS IN URBAN CLIMATE AND SUSTAINABILITY (ERASMUS +)**

CONSTRUCTIONARIUM SCOTLAND





TURNING THEORY INTO PRACTICE

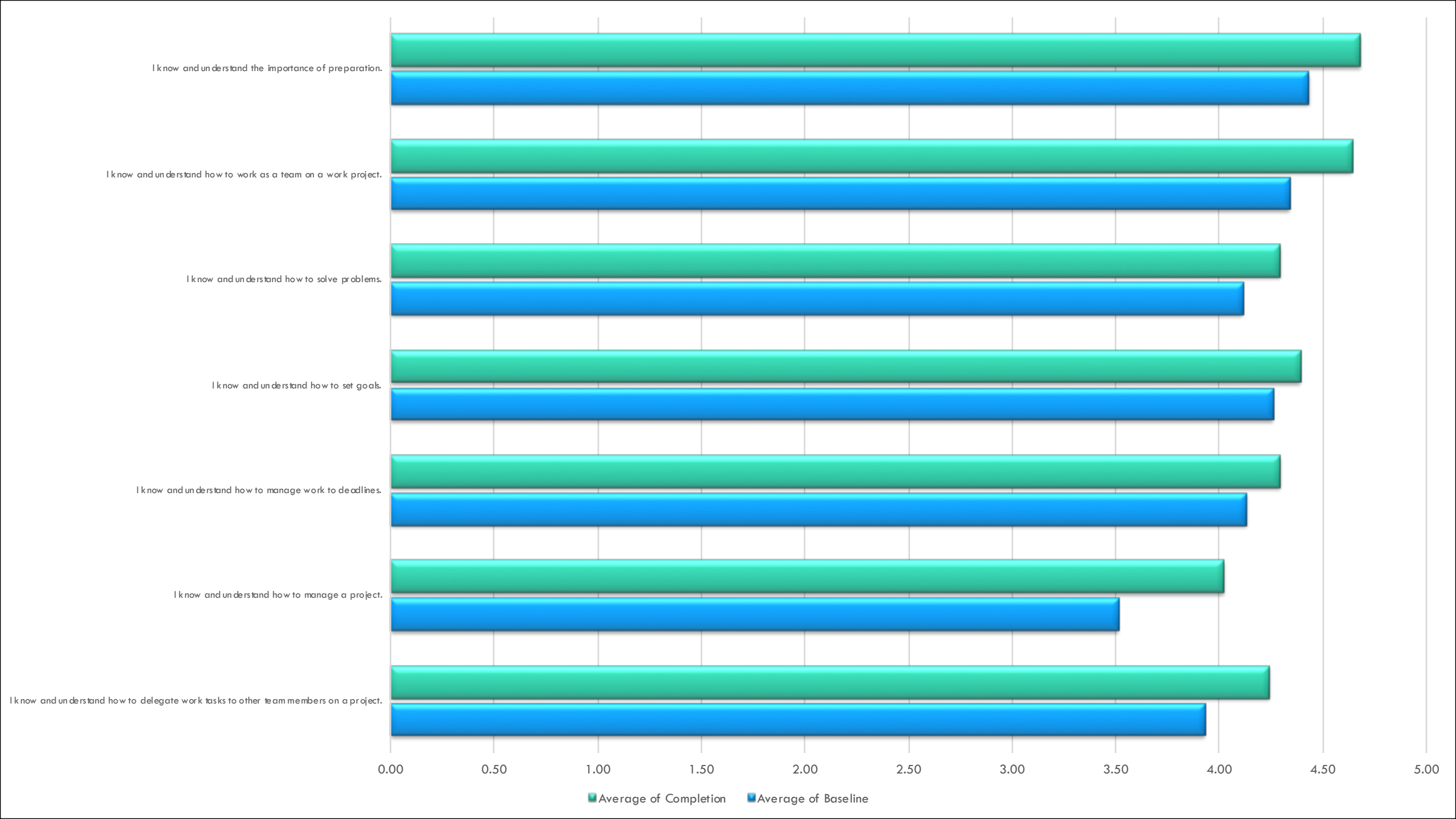
ENGAGING WITH INDUSTRY TO GAIN KNOWLEDGE THROUGH EXPERIENCE

NEW FOUND SKILLS



REPRESENTATIONS OF ICONIC STRUCTURES





ownload



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Experiential Learning Cycles



Act

Concrete Experience
Facts (What Happened?)
Theory of Action



Reflect

Reflective Observation
Feelings (What Did I Experience?)
Assess Behavior & Consequences

Apply

Active Experimentation
Futures (What Will I Do?)
Implement Revised Theory



Conceptualize

Abstract Conceptualization
Findings (Why Did This Happen?)
Revise Theory



1. David Kolb
2. Roger Greenaway
3. Chris Argyris & Donald Schon

compiled by Andrea Corney

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

CONCRETE IN THE CLASSROOM

SCQF LEVEL 5 / EQF LEVEL 3



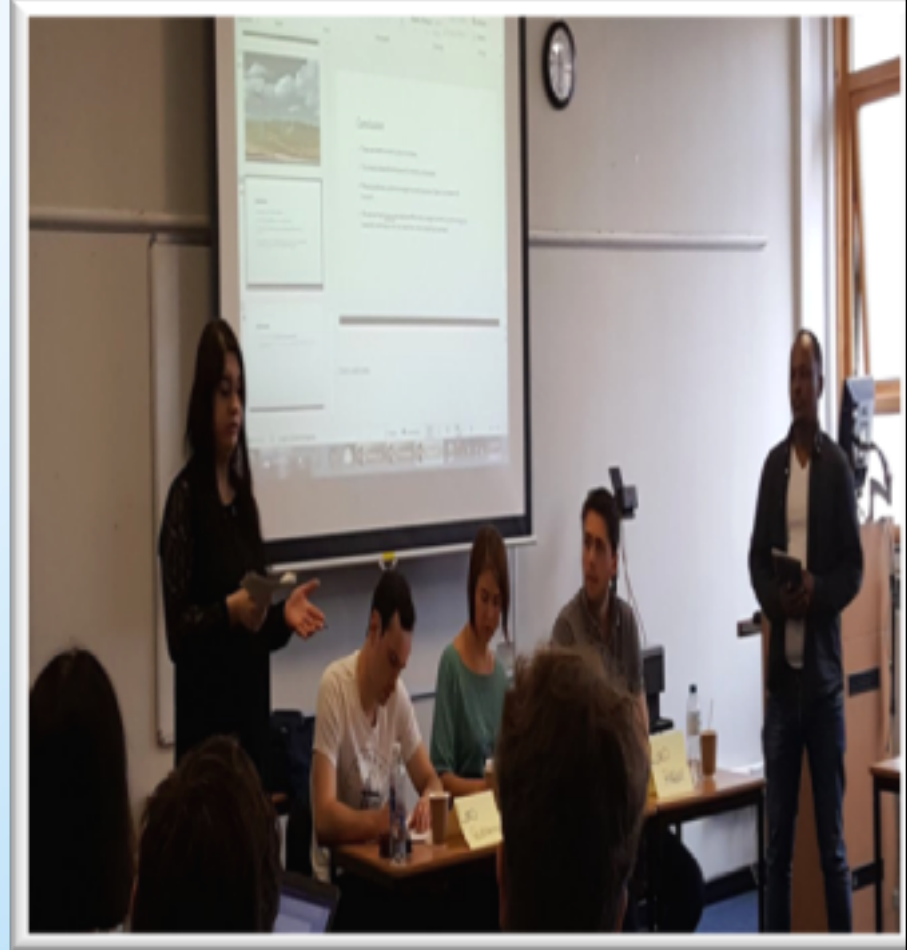
COMMUNITY SOCIAL RESPONSIBILITY



P.E.E.T.S



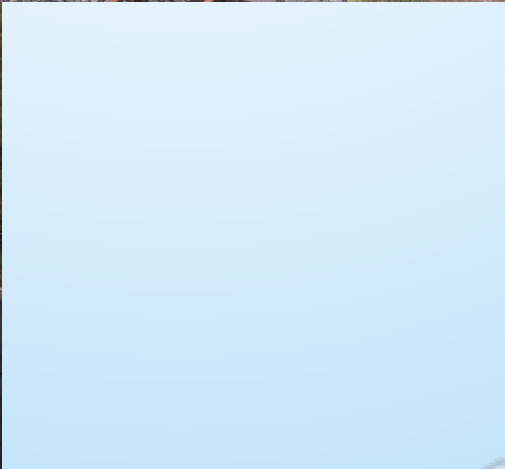
YEAR 1



YEAR 2







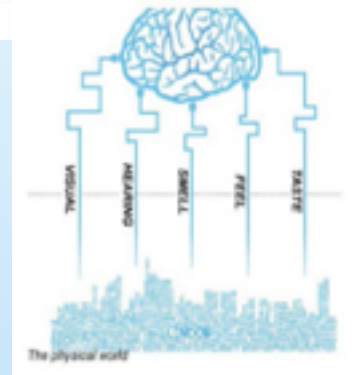
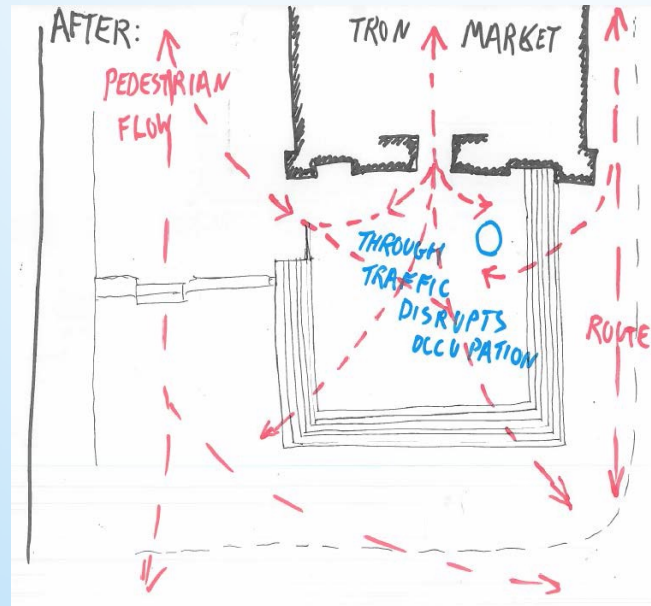
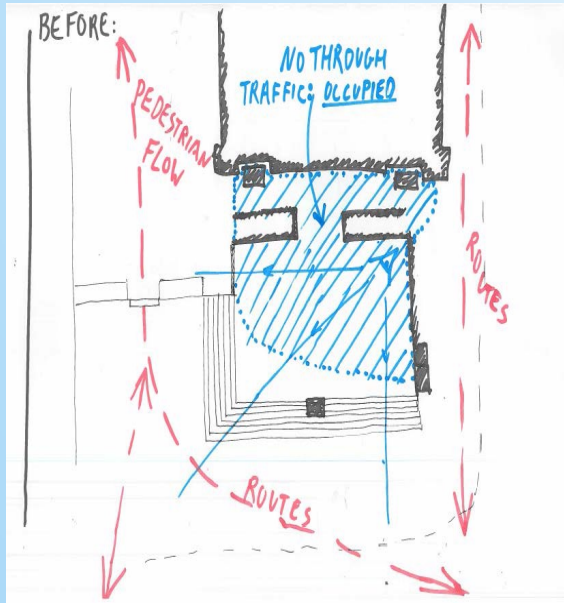
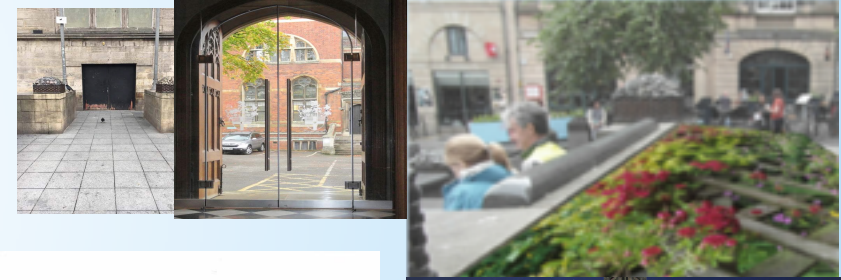
HUNTER SQUARE

Problems

- Power dynamics
- Dirty/smelly
- Hidden areas
- Redundant toilets
- Redundant phone boxes
- Anti-social behaviour
- Drug misuse

Challenges to consider

- Many of those causing problems are residents
- Ban will move the problem somewhere else
- Sanitizing city space can increase intolerance



“What attracts people most to squares, it would appear, is other people” – William H Whyte

MASTERS IN URBAN CLIMATE AND SUSTAINABILITY - STRATEGY FOR LEARNING

- TRANSVERSAL SKILLS ARE PARAMOUNT TO LIFE LONG LEARNING
- GRADUATES SHOULD HAVE GLOBAL ATTRIBUTES: PROFICIENT IN THEIR DISCIPLINES, ENTERPRISING, RESPONSIBLE, CONTEXTUALLY SENSITIVE AND CAPABLE OF FULFILLING LEADERSHIP ROLES IN DIFFERENT ORGANISATIONAL AND CULTURAL CONTEXTS
- INTERCULTURAL LEARNING AND LANGUAGE COMPETENCIES ARE SEEN AS CRUCIAL IN A GLOBAL SOCIETY
 - EMPLOYABILITY HAS TO BE THE GOAL OF EVERY LEARNER

THANK YOU FOR YOUR TIME

AND

ANY QUESTIONS