



## **Processes of Meaning Making in Experiential Learning Environments**

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The process of meaning making is fundamental to learning in experiential and interactive learning environments that bridge formal and informal learning in order to create engagement and motivation. In a R &D project on Innovative Learning designs for Energy Conservation in Middle School, we have explored a range of experiential and multimodal learning environments such as the science museum, game design, serious games and digital storytelling. Each learning environment offers a multitude of potentials for the construction of meaning, by enabling the learners to interact with and relate to artefacts in the process of meaning making. However, further knowledge of the processes of meaning making across the different semantic domains (Gee, 2003), for instance Science domain, School domain, Daily life domain, Media domain, is needed in order to design effectively for learning.

Through a series of interventions and educational design experiments, processes of meaning making were explored in four different learning environments that are multimodal (Jewitt & Kress, 2003; Kress, 2003) and experiential, involving a total of 12 school classes.

In order to explore the user experience a set of methodological tools aimed at capturing the process of meaning making was used (Gjedde & Ingemann, 2008). This included the use of special "video-glasses" worn by the user to record the user's perspective on the interactions with the artefacts and installations in the museum, as well as the route through the museum. They were also used to record interactions within the other experiential learning environments.

Based on case studies, the paper will report on the results of the project and discuss the processual visual methodology as a pathway to exploring meaning making in an interactive learning environment, and the implications for their design.