

Reflective or Descriptive Questions in Experiential Learning Course

Here is what some teacher's answers might look like? Are yours similar, different? Do let us know.

Unit 1

Imagine an alien has landed on earth and you have to explain electricity to it, how will you?



Facts about alien

It does not understand your language

It might be scared of you

You only get three chances before it

Respond to this question in the next response box

Possible Response: Given that the alien does not speak our language, is a little scared of us and does not have much time, one way to explain Electricity to it would be by taking it to a switch and turning it on (if it's dark!). This will at least get it interested in the idea. However, whether it has really understood Electricity like you or me that is a whole different matter. There are certainly other ways. What did you come up with?

Label the Photos

Task: Imagine you are putting together a photo exhibition of the following photos. Create a short description for these photos based on the video you watched before.



Write
answer to
this
question
in the
response
box

Possible Response: Some possible responses (Left to right)

- 1) Students are seen grouped together through an activity called Fire in the Mountain to work together.
- 2) The group discusses ways each student's role in modelling an airplane with their body.
- 3) Students projecting an airplane through their bodies which highlights the deep internalisation of the different parts of the plane.
- 4) Groups compare changes to the model of plane structure with keen observation and immersion in the process.

These are just one of the many possible responses.

What do you think is Experiential Learning?

Can you explain it to Ms. Daisy? You can use a diagram, words or just a mind map to do so.

Suggestions

- Use a paper or notebook to organise your thoughts.
- Discuss among friends or colleagues.
- In answering this question it will help you reflect on your own learning of this course.
- If you find yourself struggling to remember some terms or concepts, do go back and watch the experiential learning video again or read the comics.



Possible Response: From the video it seems, experiential Learning is about multisensory learning. It is about student expression and voice. This pedagogy is also about making use of resources in one's context to explore, relate and understand oneself as well as one's surroundings. Most importantly experiential learning is a joyful and reflective process with patient engagement. It also requires planning for the lesson with other teachers. Do you agree with this? What else can we say about Experiential Learning?

Unit 2

What are some ideas you observed in the video?

Make the table on a paper or notebook. In column B, write different ideas students are learning about airplanes in each activity.

	A	B
1.	Making a paper Plane	
2.	Create model of a plane	
3.	Students talk about the activity	

1. **Making a paper plane:** Proportion of plane, importance of each part in its functioning.
2. **Create a Model of a plane:** scientific principles used in flying, scientific principles and their relation with parts of the plane, possibilities of applying these principles differently in creative ways.
3. **Students talk(reflect) about the activity:** recollecting their learning and refining it with discussion among peers.

How does the activity continue?

In the earlier video students enacted a flying object while moving in the circle. In this activity, how does the game continue? When one student has enacted the flying object, which student continues next?

Suggestions

- Discuss among friends & colleagues
- Write your response on a in the response box
- For one kind of response see appendix in unit 4



Possible Response: The activity is planned in a way that when one student moves towards other students while enacting a flying object, the next student continues the game without any interruption.

How can you adapt this activity in terms of content to your own class and subject?

Suggestions

- Discuss among friends & colleagues
- Write your response in the response box below.
- For one kind of response see appendix in unit 4



Possible Response: One can let students pick up things in the class or outside the class. Depending on the objects that students collect the classification of objects can be discussed accordingly. One can also let groups decide/think of objects based on one or two categories. Since the other groups do not know these categories, they can guess the classification criteria based on objects that students of a group select and then announce to class. There are several ways one can adapt this activity? How did you adapt it?

What if in your school students do not have access to Internet or library? How can you organise this activity?

Suggestions

- Discuss among friends & colleagues
- Write your response in the response box below.
- For one kind of response see appendix in unit 4



Possible Response: One can always plan beforehand by searching for information on a topic from 4 to 5 perspectives. This can be printed for the benefit of students. Newspapers are a good source to bring to the class to divide groups and get them to do research on different sections of the newspaper based on the topic or concept that you are teaching. You can always seek help

from people around you if they have books or material to spare for your class. You will be surprised what you will find.

How can Reflection help in learning?

- What possible questions can teacher ask to reflect on thinking?
- Reflection is a skill and not easy for all students. How can you build this in your class?
- Are questions the only method of reflection?

Suggestions

- Discuss among friends & colleagues
- Write your response in response box.
- For one kind of response see appendix in unit 4

Reflection Questions: 1) What did you learn from the last activity?

2) Why did I engage you in this activity? How is this connected with our topic?

3) Did you notice (highlight a process you want them to pay attention to) e.g. Rohan's plane flew much further than that of Sharan. Why do you think?

Building Reflection: It is important to be consistent in one's teaching process to build reflection. If one continues to use reflective questions throughout the teaching process then students will notice the process of learning and build reflection over time. Be patient!

Other ways of reflection: 1. Mind maps,

2. Projects

3. Surprising questions like the Alien that you encountered in Unit 1.

4. Group discussions on a topic

There are several other ways. Can you think of more?

How far is differential learning possible through such a methodology?

Note: Differential learning is a way to develop teaching-learning processes/activities/learning aides that cater to the needs of a diverse community of learners within a classroom.

Suggestions

- Discuss among friends & colleagues
- Write your response in the response box.
- For one kind of response see appendix in unit 4



This process helps all students engage with the topic in multiple ways. This helps students with different personalities and dispositions learn from peers through interaction, express creatively and hear their peers' opinions in the class. Students also teach others which helps everyone learn better together.

Did all students succeed in creating planes? What happens when a student does not succeed, what is the role of the teacher or peers?

Suggestions

- Discuss among friends & colleagues
- Write your response in the response box.
- For one kind of response see appendix in unit 4



One could certainly notice that some students were struggling to make planes or make changes to them. This is a possibility not just in this pedagogy but in all pedagogies. However, here one can see that students are helping each other, and the teacher is taking time to explain and guide students through the process. It is important to build a classroom culture that promotes learning together rather than mere competition of individuals. In this case, the teacher plays an important role as a facilitator to develop a culture of learning and helping, planning for reflection and clarification in the lesson plan.

Which concepts can be learnt through this sequence in subjects such as Geometry, Language, Science, Arts, Crafts, Technology, History etc?

Select the subject of your choice. Can you think of concepts in that subject that can be taught through this methodology?

Suggestions

- Discuss among friends & colleagues
- Write your response in the response box.
- For one kind of response see appendix in unit 4



Use the lesson plan attached in this unit as a possible response to this question. There are however, many other ways to teach concepts through experiential learning. Why do not you try making an experiential learning lesson plan for your students?