

1. Record Nr.	UNINA9910544865003321
Titolo	Diverse pedagogical approaches to experiential learning . Volume II Multidisciplinary case studies, reflections, and strategies // Karen Lovett, editor
Pubbl/distr/stampa	Cham, Switzerland : , : Palgrave Macmillan, , [2022] ©2022
ISBN	3-030-83688-6
Descrizione fisica	1 online resource (213 pages)
Disciplina	370.117
Soggetti	Culturally relevant pedagogy Aprenentatge per experiència Estudi de casos Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- Foreword: Beyond the Answer of Experiential Learning-Raising Questions for Transformative Teaching and Learning -- References -- Acknowledgments -- Contents -- Notes on Contributors -- List of Tables -- Chapter 1: Introduction: Ongoing Deliberations on the Meaning and Value of EL -- The Office of Experiential Learning and the University of Dayton -- Community Engagement and Building Relationships Beyond the Classroom -- Fostering Entrepreneurship, Creativity, and Problem-Solving Skills -- Race, Gender, Faith, and Cross-Cultural Perspectives in Experiential Learning -- Supporting Student Development Through Mentorship and Reflection -- Lessons and Takeaways -- References -- Section I: Community Engagement: Building Relationships Beyond the Classroom -- Chapter 2: Community-Engaged Learning: Sticky Learning About the Social World -- Sticky Learning -- Learning What I Cannot Teach -- Reflection -- Stars in the Sky -- References -- Chapter 3: Desperate Times Call for Experiential Learning: The Evolution of the Community Agency Project -- Experiential Learning in Teacher Education -- Collaborative Agency Project (CAP) -- Lessons Learned from Faculty -- Lessons

Learned from Students -- References -- Chapter 4: Human Rights Education Through Experiential Learning -- Human Rights Education -- The Human Rights Center -- Human Rights Advocacy -- High-Impact Programs -- The Moral Courage Project -- The Malawi Human Rights and Development Practicum -- Abolition Ohio -- Main Takeaways -- Conclusion -- References -- Section II: Fostering Entrepreneurship, Creativity, and Problem-Solving Skills -- Chapter 5: Alumni Engagement Through Applied Creativity: A Case Study -- Introduction to IACT -- Laying the Groundwork for Alumni Engagement -- Connecting Students with Alumni -- The Ambiguity of a New Process -- The Pivot to Online.

Lessons Learned and Moving Forward -- References -- Chapter 6: An Experiential Learning Revolution: Engaging Business Students with Diverse Digital and Non-Digital Immersive Experiences with Not-for-Profit and for-Profit Organizations -- EL for Diverse Learning Styles -- Discovering Simulations as an Effective EL Approach for Business Students -- Client Projects as an Effective EL Opportunity -- Conclusion -- References -- Chapter 7: Experiential Learning in Laboratory Courses: Reflections on the Tiny Earth Curriculum -- Experiential Learning in Science Laboratory Classes? -- Biology Curriculum at the University of Dayton -- Introduction of the Tiny Earth Curriculum -- Students: The Tiny Earthlings -- Outcomes and Findings -- Personal Reflections -- References -- Section III: Race, Gender, Faith, and Cross-Cultural Perspectives in Experiential Learning -- Chapter 8: Leveraging Experiential Learning to Create Inclusive Community at Predominantly White Institutions -- Challenges Delivering a Transformational EL Experience Within Rigid Structures -- Actively Creating a Space Conducive for EL -- Leveraging EL and Collaborations to Create a More Inclusive Community -- References -- Chapter 9: 393 Guineas: A Dialogue on Experiential Learning and Feminist Theory -- Feminist Pedagogy -- Project Overview -- Feminist Dialogue -- The Feminist Classroom in the Academy -- The Project and the Goals -- To Be a Student and a Teacher in Feminist Spaces -- Feminist Failure -- References -- Chapter 10: Learning from Faith-Based Cross-Cultural Immersions -- Development Beyond Cognitive -- Immersion Programs -- Encountering Different Cultures and Approaches to Life -- Witnessing Economic Inequality, Social and Political Injustice, and Environmental Concerns -- Watching and Listening to Local Community Leaders -- Reflecting on the Experiences -- Conclusion -- References.

Section IV: Supporting Student Development Through Mentorship and Reflection -- Chapter 11: Nurturing Learning Through the Pre-clinical Music Therapy Supervision Relationship -- Music Therapy Background -- Situating Self and This Chapter -- Music Therapy Supervision -- Role of Pre-clinical Training in Music Therapy Education -- Student-Supervisor Relationship -- Different Types of Student-Supervisor Relationships -- Student and Supervisor Identities and Relational Dynamics -- Student-Supervisor-Setting Relationships -- Ecological Factors -- Therapy Participant Identities -- Role of Music and Musical Identities -- Strategies to Deepen Supervision Relationships and Learning -- Acknowledge, Validate, and Explore Different Identities and Ecologies -- Practice Healthy Communication and Honor Student Expertise -- Commit to Personal Work Outside of the Supervision Relationship -- Take Action When Supervision Is Not Working -- Adaptations to Other Disciplines and Conclusion -- References -- Chapter 12: Assigning Reflection in Experiential Learning for Professional Formation -- The Externship Course -- Formation of Professional Identity -- Explaining Reflective Practice -- Creating

Reflective Assignments -- Making the Reflective Process Tangible --  
Conclusion -- References -- Chapter 13: Encouraging Growth Through  
Experiential Education: Contributions of a Teacher Educator --  
Introduction -- Program Background -- Experiential Learning  
Framework -- Aligned, Accessible Support Strategies Add Potential  
to Students' Experience -- The Importance of Students' Intrapersonal,  
Academic, and Professional Development -- Supporting Students  
Struggling with Intrapersonal Demands -- Supporting Students  
Experiencing Academic and Professional Demands -- The Importance  
of Monitoring and Encouraging Reciprocal Relationships.  
Support Strategies to Help Students Build Reciprocal Relationships --  
Support Strategies to Help Students Connect with Field Experts --  
Applying Learning to New Challenges -- References -- Chapter 14:  
Afterword: Reflecting on Post-COVID Experiential Education  
and Learning -- Hybrid and Fully Remote Work: New Required Skills --  
Post-COVID Experiential Opportunities: Questions for Faculty  
and Administrators -- Conclusion -- References.

---