

**Whether they realize it
or not,**

**all great teachers have
one tool in common.**



Individual Activity

- **Individually, reflect on your past classroom educational experiences:**
 - Briefly describe a trivial bit of knowledge that you will never forget as a result of something the teacher did.
- **Record your notes on a 3 x 5 card.**
- **You have 5 minutes.**



Small Group Activity

- **As a group, address the following questions:**
 - What common characteristics or approaches describe the role of the teacher in causing you to remember the trivial knowledge?
- **Pick a spokesperson to brief the group's responses.**



Concrete Experience: The foundation of students' value for learning

**Ms. Ellen Bogdan and Dr. John Persyn
US Army Command and General Staff College**



What makes great teachers great?

Dan Heath worked with some of the **most effective professors** in the country:

calculus teacher

stand-up comic

biology teacher

National Teacher of the Year

economics teacher

chaplain/playwright

Heath, C. & Heath, D., *Made to Stick* (2008)



What makes great teachers great?

- Each teacher had a **unique style**,
however,
- Instructional **methodologies were almost identical.**

Heath, C. & Heath, D., *Made to Stick* (2008)



Concrete Experience

- **Sets the stage for the students' learning.**
- **Engages students on an affective or emotional level.**
- **Connects students to a past, present, or anticipated future experience; promotes reflective observation.**
- **Establishes a firm foundation on which to build abstract concepts using higher-order learning levels.**



Learning Outcomes

- **Understand how a concrete experience–**
 - heightens students' value for lesson content;
 - promotes higher-order critical thinking;
 - increases retention of learning.



Experience in Adult Learning

- **Dewey (1938):**
- **all genuine education comes through experience (although not all experiences are educative)**
- **Learning through experience requires that the experience exhibit 2 principles**
 - Continuity (connection between past, present and future)
 - Interaction (transaction between individual and environment)
- **Lindeman (1961), Knowles (1970), Mezirow (1981), Kolb (1984) and others highlight the significance of experience in adult learning**

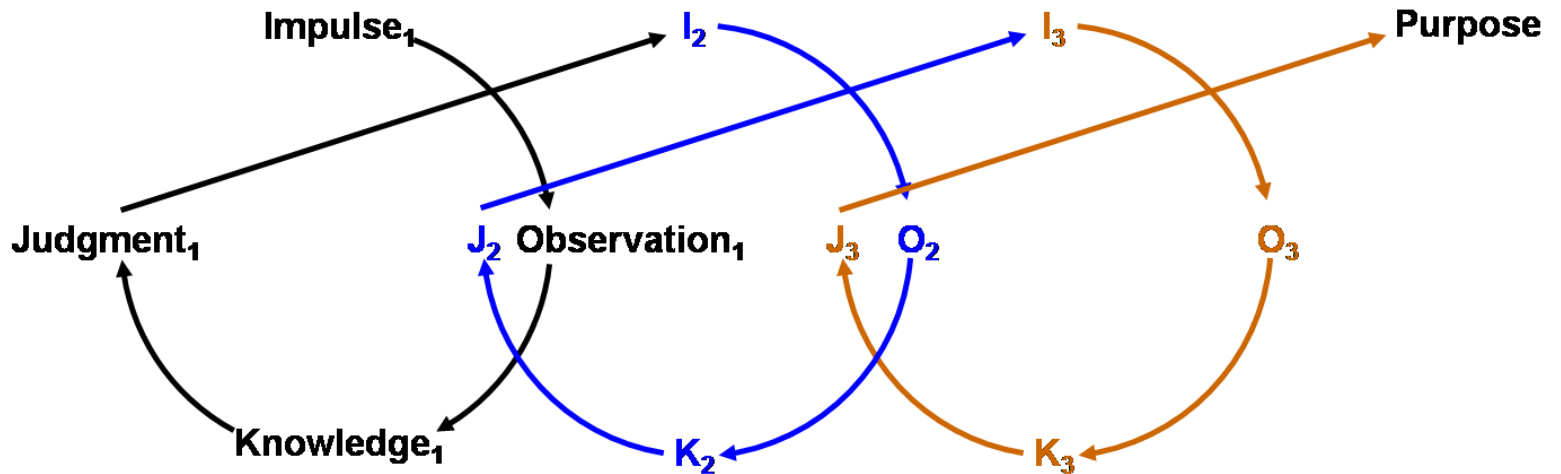


Experience in Adult Learning

- In an adult class the student's experience counts for as much as the teacher's knowledge. (Lindeman, 1961)
- Adults are what they have done. (Knowles, 1970)
- Experience strengthens our personal meaning system by refocusing or extending our expectations about how things are supposed to be. (Mezirow, 1981)
- Learning is the process where knowledge is created through the transformation of experience. (Kolb, 1984)

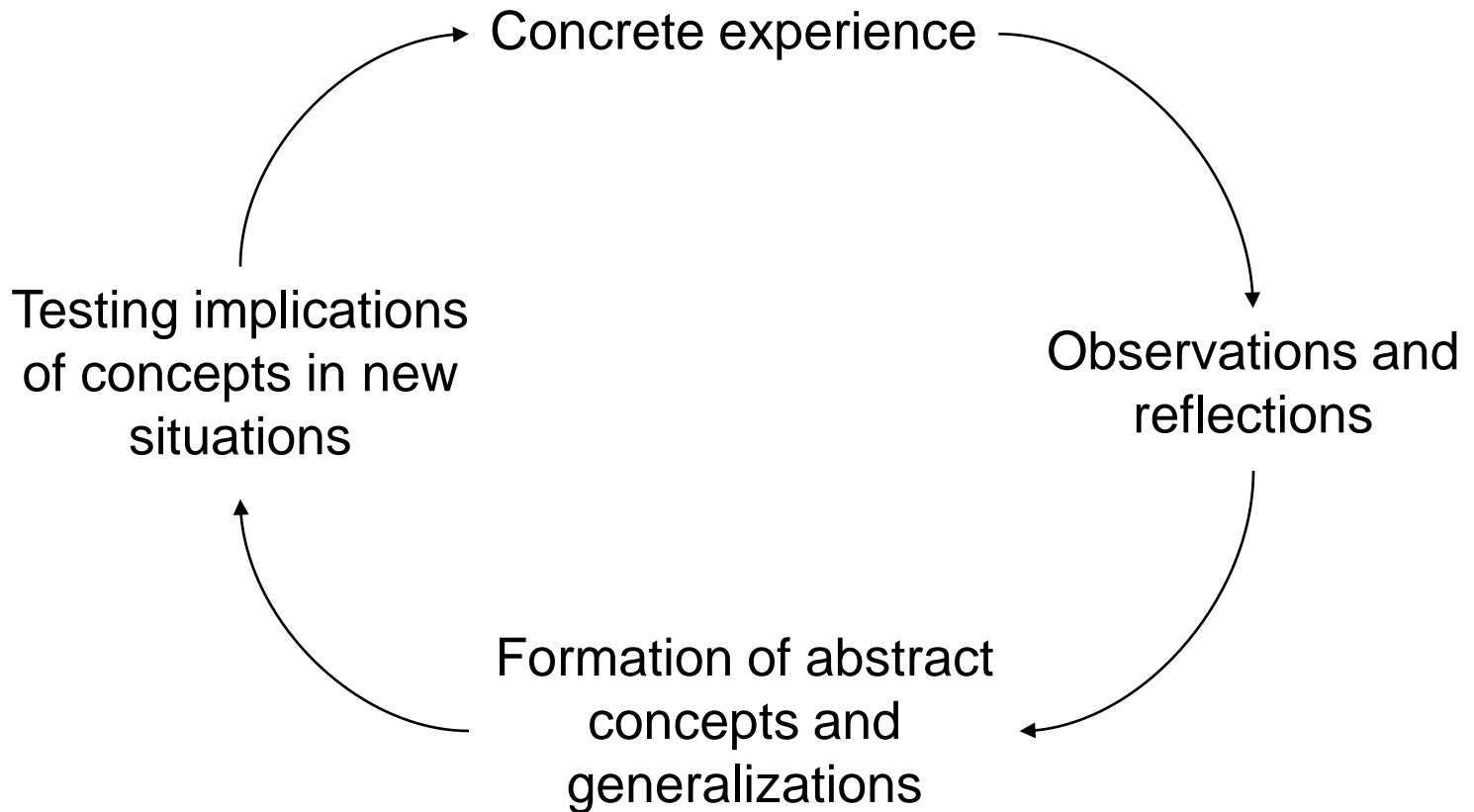


Dewey's Experiential Learning Model



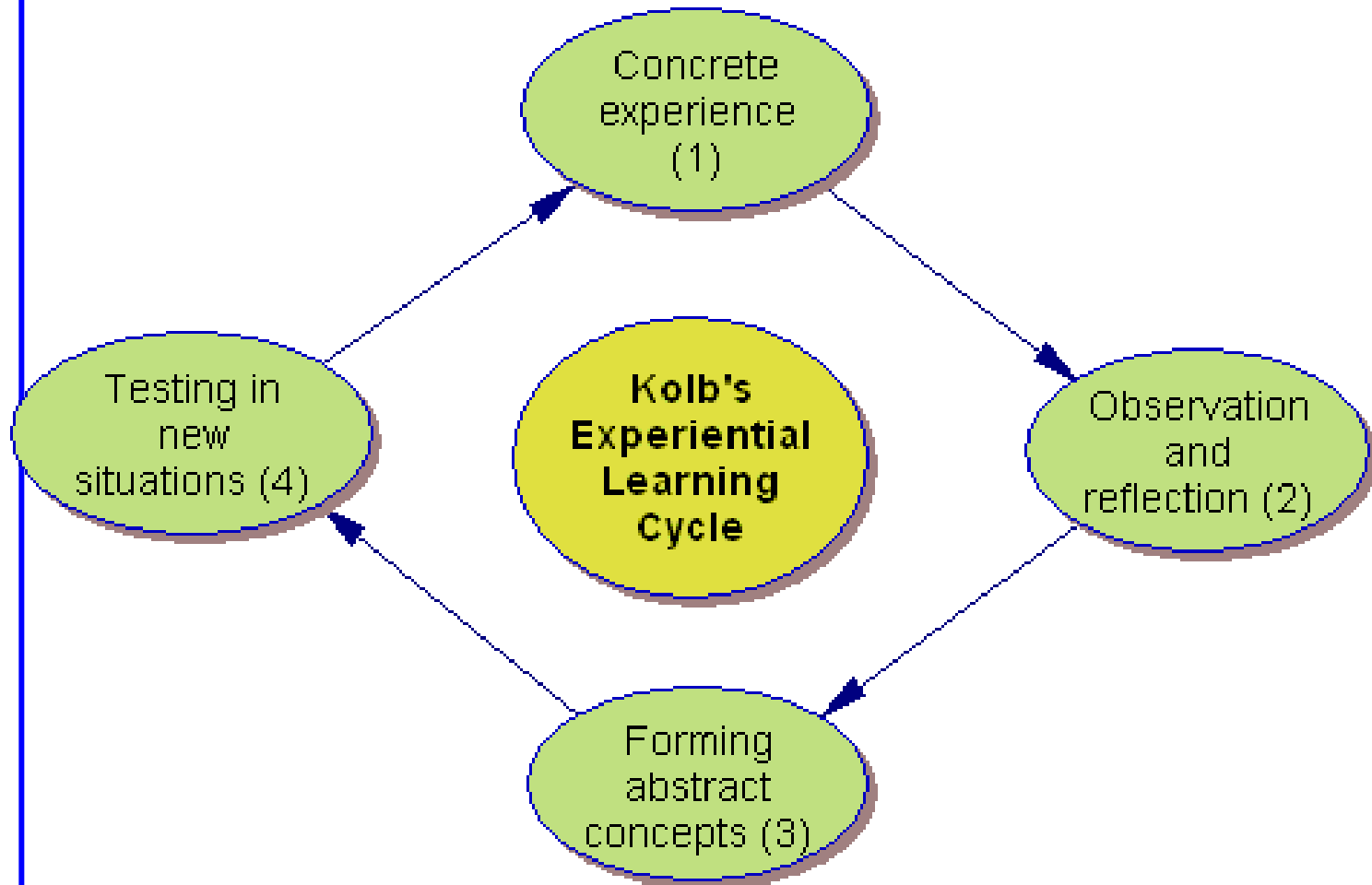


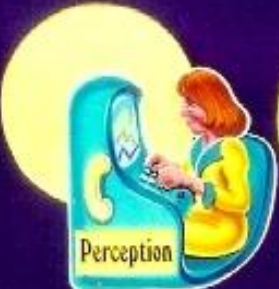
Lewin's Experiential Learning Model





Kolb's Experiential Learning Model







From Neuroscience

- **The brain physically changes as we learn**
- **These changes occur only in the parts of the brain that are used.**
- **Emotion chemicals accompany the electrical impulses associated with brain activity.**
- **Involving more senses increases brain activity.**
- **Sensing does not immediately lead to understanding.**



Group Practice

- **With your group, given a lesson that will be taught in 8-10 minutes, create a concrete experience that will—**
 - Get the students' attention;
 - Set the stage for the content to be taught;
 - Establish the students' value for the content that will be taught



Individual Practice

- **Consider a lesson that you currently teach that has been the most challenging to get students engaged**
- **Answer these questions—**
 - Am I connecting to students past experiences to help establish value for the learning?
 - Am I engaging the students' both cognitively and affectively?
 - What concrete experience could I introduce to help the learning stick?