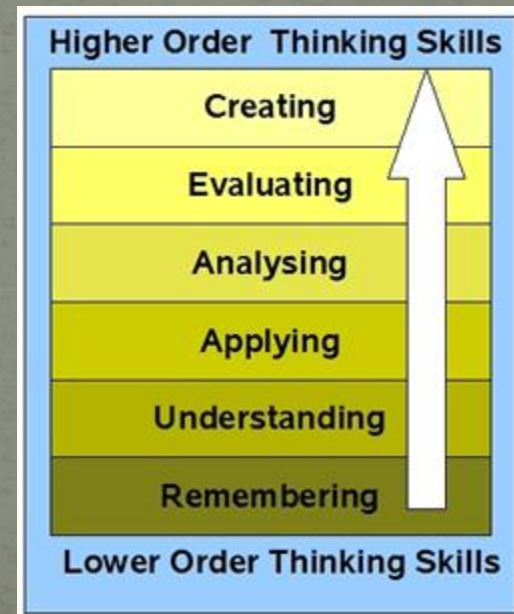


Intention, Reflection and Applied Learning at UNCW

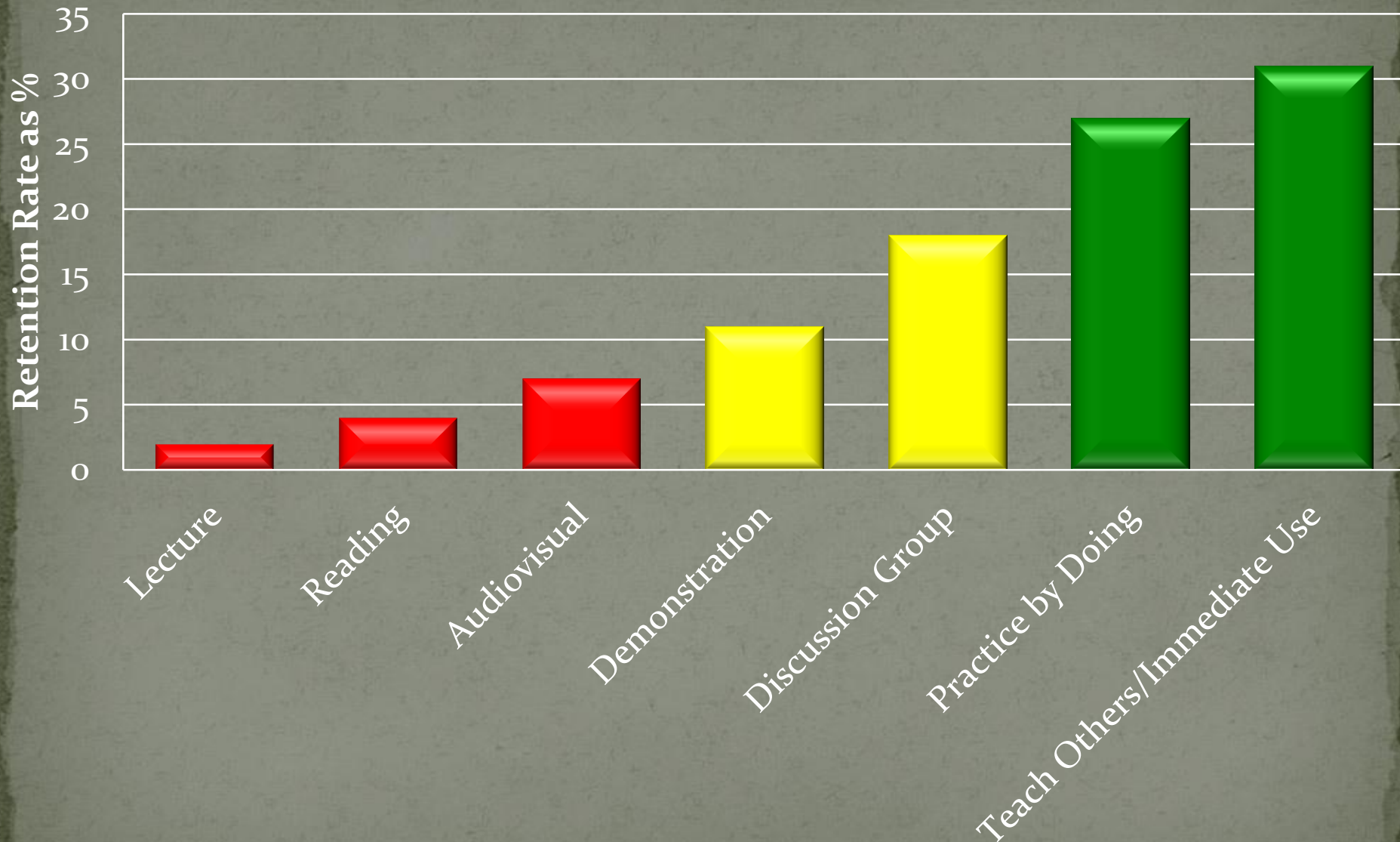
Boersma, Bruce and Reilly
September 12, 2012

Overview of Applied Learning at UNCW

- Applied Learning: What is it again? Why are we doing it?
- General shift of consciousness: Teacher-centered to student-centered.
- More comprehensive and effective approach to critical thinking, according to Bloom's (revised) taxonomy (Anderson and Bloom, 2001)



Average Retention Rates from Different Teaching Methods



(Chart modified from Elizabeth Barkley, 2010, 139)

Applied Learning Objectives

- Reinforce students' understanding that they are responsible for their learning environment
- Encourage self-directed learning
- Encourage setting of personal or group learning goals
- Foster critical thinking

Applied Learning at UNCW: The Present

- Curriculum full of opportunities and requirements:
 - DIS
 - Internships
 - Service Learning
 - Explorations Beyond the Classroom
 - Capstone
 - Project-based courses; independent work within classes

Applied Learning at UNCW: Moving Ahead

- QEP and the future of the teaching community
- Best Practices in AL: Intention and Reflection

Intention

“The purposefulness that enables experience to become knowledge, and as such, is deeper than the goals, objectives, and activities that define the experience.”

Experiential Education Focus Group
White Paper
6 January 2010

Intention Categories

- Describe: What will you do?
- Plan: How will you prepare for your project?
- Examine: How will you learn?
- Predict: What will you learn?

Reflection

“Reflection is inquiry into one’s experience. It leads with the intent of converting experience(s) into meaningful learning and “to enable better choices or actions in the future as well as enhance one’s overall effectiveness” (Rogers, 2001, p. 41).”

(Fiddler & Marienau, 2008, p. 76)

What reflection activities should do:

- link experience to learning objectives,
- be guided,
- occur regularly,
- allow feedback and assessment, and
- include the clarification of values.

(Hatcher and Bringle, 1997)

Reflection Categories: The DEAL Model

- **Description** of experiences in an objective and detailed manner;
- **Examination** of those experiences in light of specific learning goals or objectives;
- **Articulation of Learning**, including goals for future action that can then be taken forward into the next experience for improved practice and further refinement of learning.

(Ash & Clayton, 2009, p. 41)