

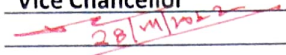


SAGE University, Bhopal

Standard Operating Procedure

Experiential Learning



Name of Approval Authority: Vice Chancellor
 Signature: 
 Date: _____

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Definition:

The term experiential learning refers to learning from experience or by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking. Experiential learning shifts the learning design from teacher centric approach, (where the teaching is largely transmissive and students may remain unmotivated) to semi structured approach that requires students to cooperate and learn from one another through direct experiences related to real world problems. Here role of teacher is to facilitate rather than direct the students' progress.

Objectives:

- Students feel ownership of their learning process and are empowered to actively engage with their teachers and peers. They are creative and resourceful with faced with challenges in their learning.
- Students feel connected to the content, their classmates, their teachers, Brandeis, their communities and the wider world.
- Students are able to apply their knowledge and skills to a wide array of contexts, both within the subject and to diverse future experiences

General Guidelines:

- Experiential Learning will be an integral part of each course in UG/PG Programs.
- There would be minimum one Experiential Learning in each Unit of course. This should be decided in the beginning of the semester by the concerned faculty.
- Experiential Learning include: Hands on learning, Case study, role play, field visit, service learning, experiential activities, internships, observation, survey, problem solving, community research, simulation, volunteering, Performance based learning.
- Faculty will be select any topic of interest for experiential learning from course (in-lines with sustainable development goals).
- Faculty and Student may work as a team for a single topic.
- Student learning will be evaluated during the activity as per its nature.
- The student participation in experiential learning will be included in internal marks assessment
- The experiential learning should comprise of the following components:
 1. Title:
 - Learning Objective/s
 - Time Required
 2. Setting the stage for learning
 - Check for prior knowledge (How do you check what learners already know?)
 - Pre- Activity Phase
 - Resources Required
 3. Implementation of Activity
 - Sparking curiosity
 - Providing the experience
 - Drawing inferences
 4. Activity steps: Conclusive phase
 - Conceptualization
 - Extended learning
 5. Learning Outcomes
 6. Learning Assessment (Through ERP)
 7. Faculty Learning and Feedback



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Format for Experiential Learning Planning (Separate Format to be filled for Experiential Learning Activity)

1. Title											
• Learning Objectives											
• Time Required											
2. Setting the Stage for Learning											
• Check for prior knowledge (How do you check what learners already know?)											
• Pre- Activity Phase											
• Resources Required											
3. Implementation of activity											
• Sparking Curiosity (How the activity will be introduced to create interest and stimulate learners' curiosity?)											
• Providing the Experience (What experiential learning strategies will be used to achieve the Learning objectives?)											
• Drawing Inferences (How and in what format learners will record/document their observations/learnings from the experiential tasks?)											
4. Activity Steps: Conclusive Phase											
• Conceptualization (How will the facilitator assimilate key aspects of learning from the inferences drawn by learners?)											
• Extended Learning (How will the facilitator provide opportunities to reflect on the experience in terms of their real-life application?)											
5. Learning Outcomes											
1.											
2.											
3.											
6. Assessment											
(How will the facilitator check and ensure that learners have constructed knowledge and learning objectives have been achieved?)											
Self-assessment students about his/her learning on the scale 1 to 5.											
Rating Scale	<table border="1"> <thead> <tr> <th>Very Low</th> <th>Low</th> <th>Average</th> <th>Good</th> <th>Very Good</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </tbody> </table>	Very Low	Low	Average	Good	Very Good	1	2	3	4	5
Very Low	Low	Average	Good	Very Good							
1	2	3	4	5							
7. Faculty Learning and Feedback											
(Post – Learning Experience): What Challenges/problems the facilitator faced while planning and implementing the experiential learning.											