

EXPERIENTIAL EDUCATION

Quality at the level of
Process, Outcome
& Context

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A

Quality at the level of
the process

The quality framework

CONTEXT
means
principles

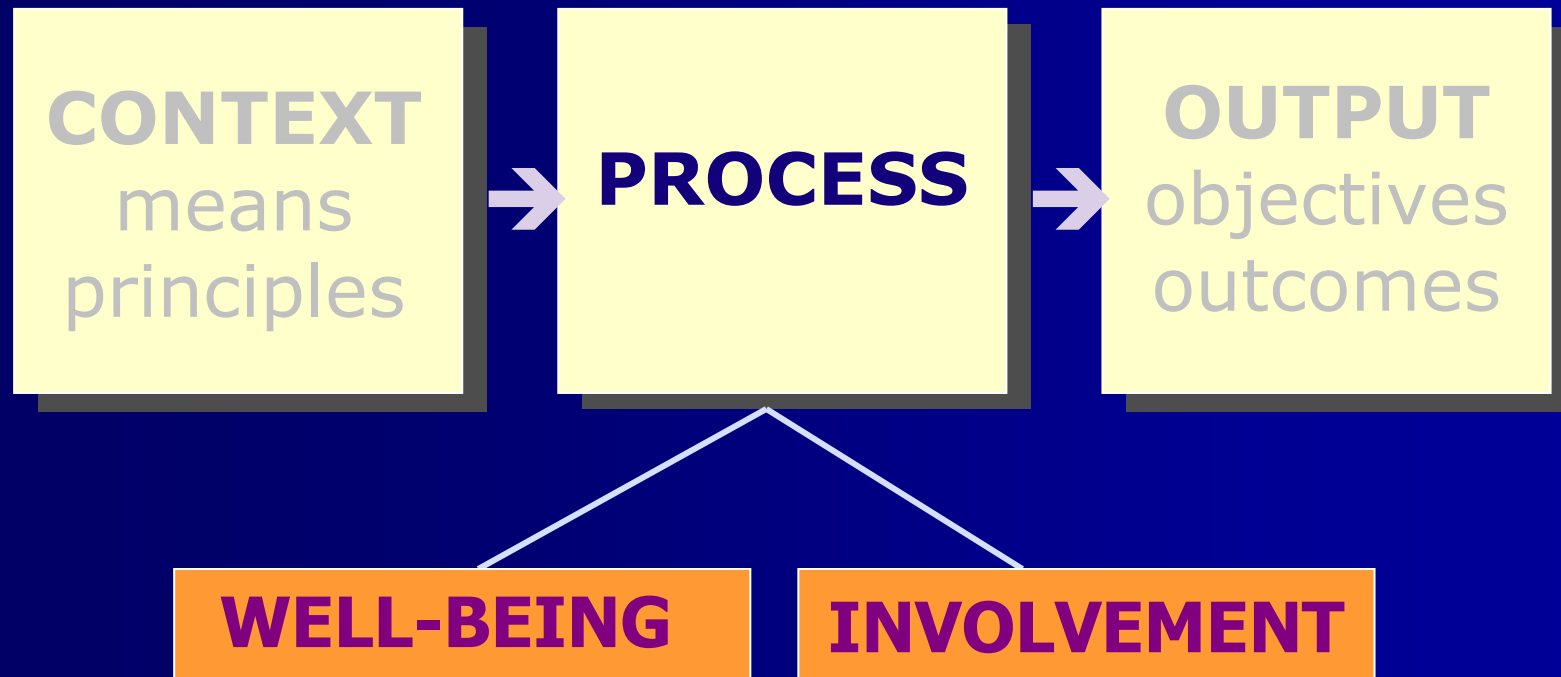


PROCESS



OUTPUT
objectives
outcomes

Quality at the level of the process



Well-being

When children...

- **feel at ease**
- **act spontaneously**
- **are open to the world and accessible**
- **express inner rest and relaxation**
- **show vitality and self-confidence**
- **are in touch with their feelings and emotions**
- **enjoy life**

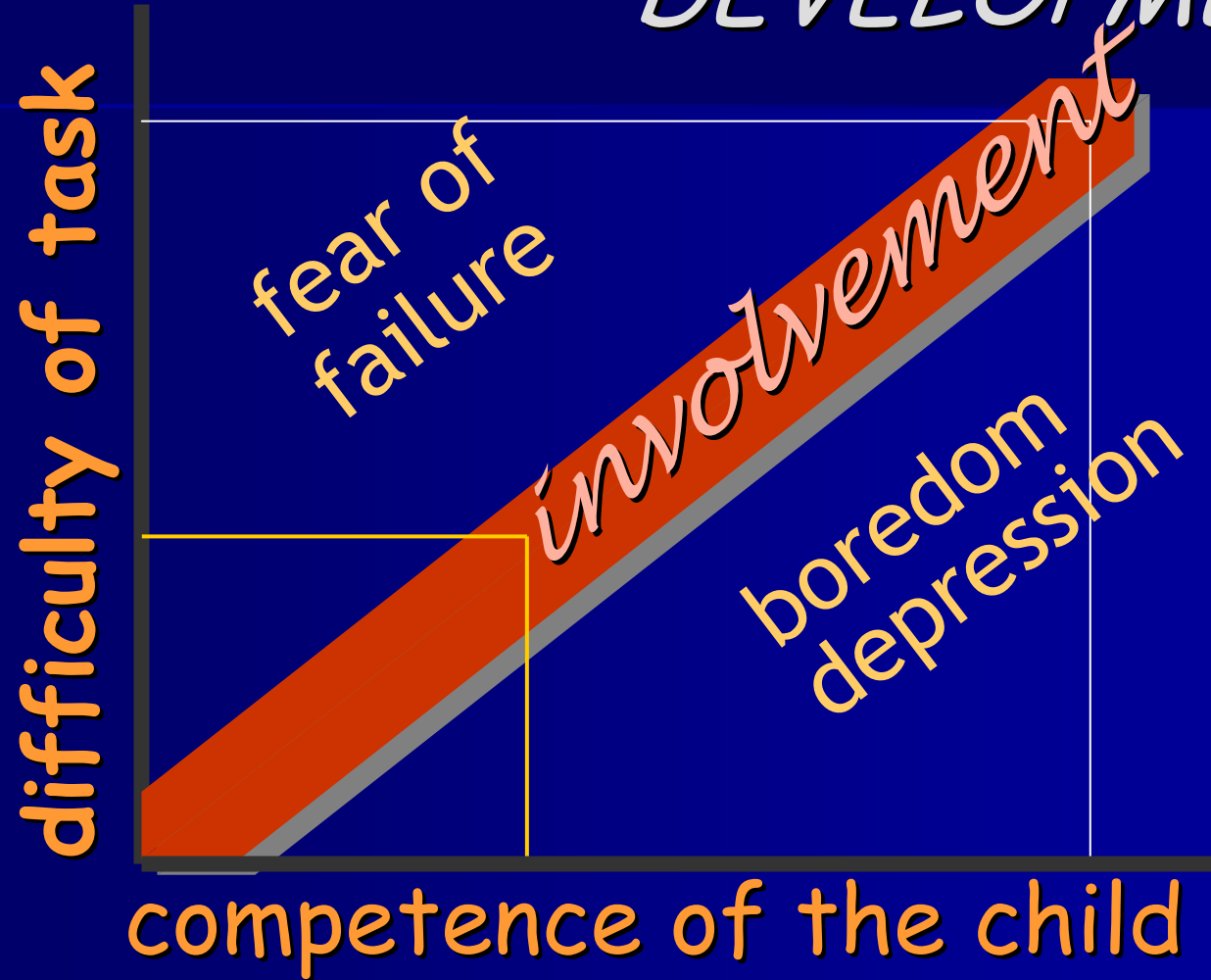
**...we know that their mental health
is secured**

Involvement

When children are...

- **concentrated and focussed**
- **interested, motivated, fascinated**
- **mentally active**
- **fully experiencing sensations and meanings**
- **enjoying the satisfaction of the exploratory drive**
- **operating at the very limits of their capabilities**

THE ZONE OF PROXIMAL DEVELOPMENT



Involvement

When children are...

- **concentrated and focussed**
- **interested, motivated, fascinated**
- **mentally active**
- **fully experiencing sensations and meanings**
- **enjoying the satisfaction of the exploratory drive**
- **operating at the very limits of their capabilities**

**...we know that deep level learning
is taking place**

The Leuven Involvement Scale

5 levels

- >1 No activity**
- >2 Interrupted activity**
- >3 Activity without intensity**
- >4 Activity with intense moments**
- >5 Continuous intense activity**

The scale for in-service training

- >1 Very boring – I stayed because it was impossible to leave**
- >3 I heard it all, but nothing really caught my attention**
- >5 I'm impressed by fascinating thoughts that carry me away**

**What can we do with
well-being & involvement?**

SCANNINGSFORMULIER BETROKKENHEID

◆SCHOOLCODE: ◆KLASCODE ◆LEERKRACHTCODE:
 ◆VAK: ◆AANTALLN
 ◆DATUM: - ◆BEGIN/EINDE INTERVAL: u. tot u.

TOELICHTING CONTEXT

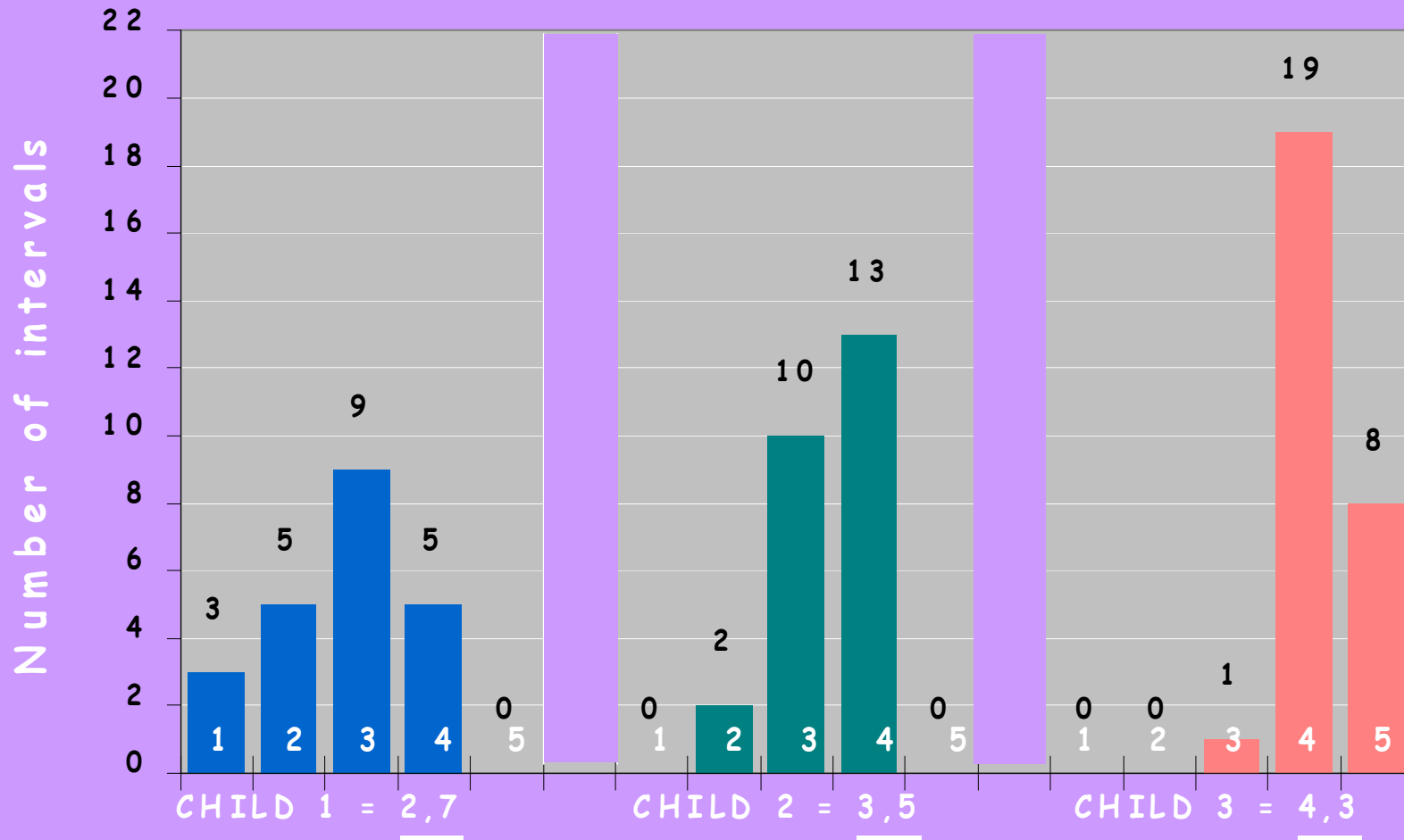
LEERLING minimaal 1'	SCORE omcirkel cijfer of tussenwaarde	TOELICHTING beschrijving van gedrag en ev. relevante contextgegevens
1	1 ♦ 2 ♦ 3 ♦ 4 ♦ 5	
2	1 ♦ 2 ♦ 3 ♦ 4 ♦ 5	
3	1 ♦ 2 ♦ 3 ♦ 4 ♦ 5	
4	1 ♦ 2 ♦ 3 ♦ 4 ♦ 5	
5	1 ♦ 2 ♦ 3 ♦ 4 ♦ 5	
6	1 ♦ 2 ♦ 3 ♦ 4 ♦ 5	
7	1 ♦ 2 ♦ 3 ♦ 4 ♦ 5	
8	1 ♦ 2 ♦ 3 ♦ 4 ♦ 5	
9	1 ♦ 2 ♦ 3 ♦ 4 ♦ 5	
10	1 ♦ 2 ♦ 3 ♦ 4 ♦ 5	
11	1 ♦ 2 ♦ 3 ♦ 4 ♦ 5	
12	1 ♦ 2 ♦ 3 ♦ 4 ♦ 5	
FREQU.	<input type="text"/>	

OMSCHRIJVING SCHAALWAARDEN

Niveau 1	GEEN ACTIVITEIT volledig afgehaakt - dromen - prullen - tijdvallend niet-functioneel gedrag
Niveau 2	VAAK ONDERBROKEN ACTIVITEIT taakgerichte momenten + afhaken - beperkte mentale activiteit
Niveau 3	+/- AANGEHOUDEN ACTIVITEIT activiteit zonder echte concentratie - oppervlakkig volgen
Niveau 4	ACTIVITEIT MET INTENSE MOMENTEN momenten van concentratie & substantiële mentale activiteit
Niveau 5	AANGEHOUDEN INTENSE ACTIVITEIT doorlopend sterk geconcentreerd - volkomen opgeslorpt

SCANNING PROCEDURE FOR INVOLVEMENT

INVOLVEMENT IN 3 CHILDREN



Scanning 'involvement': results

	< 2.9	2.9-3.2	3.3-3.6	3.7-4.0	>4.0
School 1	1	2	3	2	0
School 2	1	2	4	2	0
School 3	1	0	7	3	0
School 4	2	8	2	2	1
School 5	1	0	5	3	0
School 6	1	1	2	5	0
<u>Total</u>	7	13	23	17	1

[distribution of 61 classes in primary school]

process-oriented Self-evaluation Instrument for Care Settings (Sics)

OBSERVATION SCHEME

GROEP: <i>De Bengeltjes (18-36 maand)</i> AANTAL KINDEREN: <i>14</i>			AANTAL BEGELEIDERS: <i>2</i> DATUM: <i>08/11/2006</i> van <i>9u10</i> tot <i>9u45</i>		
NAAM KIND	OBSERVATIE	WELBEVINDEN BETROKKENHEID	NAAM KIND	OBSERVATIE	WELBEVINDEN/ BETROKKENHEID
1	<i>Aster</i>	<i>Levendig, taterend, onderzoekt fototoestel. Genietend, stralende mimiek, geregeld afgeleid</i> 4 WB 3 BT	6	<i>Korneel</i>	<i>Op fiets. Rijdt achter Ruben. Roept 'hallo', glimlacht, wuift naar bgl. Energiek, stralend. Fietst hevig.</i> 5 WB 5 BT
2	<i>Jens</i>	<i>Trekt zich recht, kijkt op, neemt blokje. Telefoneert, verwoordt. Zoekt contact met bgl. Terug naar blokje. Opgeslorpt.</i> 3 ⁺ WB 4 ⁺ BT	7	<i>Fien</i>	<i>Op mat, neemt boekje. Wrijft in ogen. Bladert. Opkijken, bladeren, afgeleid. Mimiek is neutraal.</i> 3 WB 2 BT
3	<i>Lowyck</i>	<i>Staart, bladert afwezig in boekje. Neutrale mimiek. Geeuwt. Staart. Weinig spel.</i> 3 WB 2 BT	8	<i>Seppe</i>	<i>Geconcentreerd. Stalt groenten uit. Wast ze, droogt ze af. Roert in potje. Ernstige, geconcentreerde blik.</i> 4 WB 5 BT
4	<i>Bouwe</i>	<i>Naar keuken — levendig. Fantasiespel met potjes en fruit. Lachen, tateren. Merkt observator niet op.</i> 5 WB 5 BT	9	<i>Sam</i>	<i>Spel met bgl. Telkens opnieuw deksel geven. Kijkt op als andere bgl foto neemt. Glimlacht. Ontspannen.</i> 4 WB 3 ⁺ BT
5	<i>Kato</i>	<i>Poppenhoek. Huilend. Wrijft in ogen en haar. Huilt hevig — geen activiteit.</i> 1 WB 1 BT	10	<i>Martin</i>	<i>Draait mechanisch aan wieltes van poppenwagen. Staart in ruimte. Ander kind valt over zijn benen. Geen reactie. Mimiek wat gespannen.</i> 2 ⁺ WB 1 BT

Results [1]

⇒ how much well-being?

Mean 3.61	SCORE	Number of Children	%	% L M H
Low	1 1+ 2	82 56 368	1.02 0.70 4.59	6.31
Mode- rate	2+ 3 3+	404 1568 1535	5.04 19.57 19.16	43.77
High	4 4+ 5	2800 506 692	34.95 6.32 8.64	49.91

What should we get at least?

50 % of the learners	50 % of the learners
Score 3	Score 4
Mean score = 3.5	

Results [2]

⇒ how much involvement?
























Mean 3.29	SCORE	Number of Children	%	% L M H
Low	1	290	3.62	20.52
	1+	337	4.21	
	2	1016	12.69	
Mode- rate	2+	464	5.80	39.84
	3	1382	17.26	
	3+	1343	16.78	
High	4	2170	27.11	39.64
	4+	379	4.73	
	5	624	7.80	

PROCESS ORIENTED CHILD MONITORING SYSTEM

Step 1 : Group screening for well-being and involvement

Group: 23 five year olds

Date: October

NAMES	WELL-BEING	INVOLVEMENT	COMMENTS
 Abrachim	? L M <input type="radio"/> H	? L M <input type="radio"/> H	
 Tom	? <input type="radio"/> L M H	? <input type="radio"/> L M H	
 Ben	? L <input type="radio"/> M H	? L <input type="radio"/> M H	
 Olivier	? L M <input type="radio"/> H	? L M <input type="radio"/> H	
 Daan	? <input type="radio"/> L M H	? <input type="radio"/> L M H	
 Raf	? L M <input type="radio"/> H	? L M <input type="radio"/> H	
 Jasper	? L M <input type="radio"/> H	? L M <input type="radio"/> H	
 Sebastiaan	? L M <input type="radio"/> H	? L <input type="radio"/> M H	
 Ward	? <input type="radio"/> L M H	? <input type="radio"/> L M H	
 Ruben	? L <input type="radio"/> M H	? L <input type="radio"/> M H	
 Joris	? L M <input type="radio"/> H	? L M <input type="radio"/> H	
 Stefaan	? L M <input type="radio"/> H	? L M <input type="radio"/> H	
 Frederik	? <input type="radio"/> L M H	? <input type="radio"/> L M H	
 Jelle	? L M <input type="radio"/> H	? L M <input type="radio"/> H	
 Kaat	? <input type="radio"/> L M H	? L <input type="radio"/> M H	
 Ilke	? <input type="radio"/> L M H	? L <input type="radio"/> M H	
 Els	? L M <input type="radio"/> H	? L M <input type="radio"/> H	
 Leen	? L M <input type="radio"/> H	? L M <input type="radio"/> H	
 Sara	? L M <input type="radio"/> H	? L M <input type="radio"/> H	
 Marijke	? L <input type="radio"/> M H	? L <input type="radio"/> M H	
 Eline	? L M <input type="radio"/> H	? L M <input type="radio"/> H	
 Elize	? L M <input type="radio"/> H	? L M <input type="radio"/> H	
 Mies	? <input type="radio"/> L M H	? <input type="radio"/> L M H	

PROCESS ORIENTED CHILD MONITORING SYSTEM

Step 1 : Group screening
for well-being
and
involvement

PROCESS ORIENTED CHILD MONITORING SYSTEM [POMS]

EVOLUTION OF 5 CHILDREN:
OCTOBER → FEBRUARY

October								NAMES	February											
WELL-BEING				INVOLVEMENT					CODE	CODE	WELL-BEING					INVOLVEMENT				
?	L	M	H	?	L	M	H	█	TOM	█	1	2	3	4	5	1	2	3	4	5
?	L	M	H	?	L	M	H	█	DAAN	█	1	2	3	4	5	1	2	3	4	5
?	L	M	H	?	L	M	H	█	FREDERIK	█	1	2	3	4	5	1	2	3	4	5
?	L	M	H	?	L	M	H	█	WARD	█	1	2	3	4	5	1	2	3	4	5
?	L	M	H	?	L	M	H	█	MIES	█	1	2	3	4	5	1	2	3	4	5

The Process Oriented Child Monitoring System

Practicability

- ⇒ capitalises on 'stored' information
- ⇒ easily trainable

Range

- ⇒ covering cognitive AND emotional devel.

Impact

- ⇒ immediate feedback concerning possible interventions

Validity

- ⇒ conclusive assessment of risk of stagnation

Process or product-oriented?

Name	<u>Involvement</u>	<u>Competence</u>	Comments
Bart	1 2 3 4 5	1 2 3 4 5	<i>loves maths</i>
Els	1 2 3 4 5	1 2 3 4 5	<i>gives up easily</i>
Jamal	1 2 3 4 5	1 2 3 4 5	<i>afraid to make mistakes</i>
Hans	1 2 3 4 5	1 2 3 4 5	<i>finds maths boring</i>
Daan	1 2 3 4 5	1 2 3 4 5	<i>holds on to material</i>

*Excerpt from the "Process-oriented Monitoring System"
Subject: mathematics in first grade of primary school*

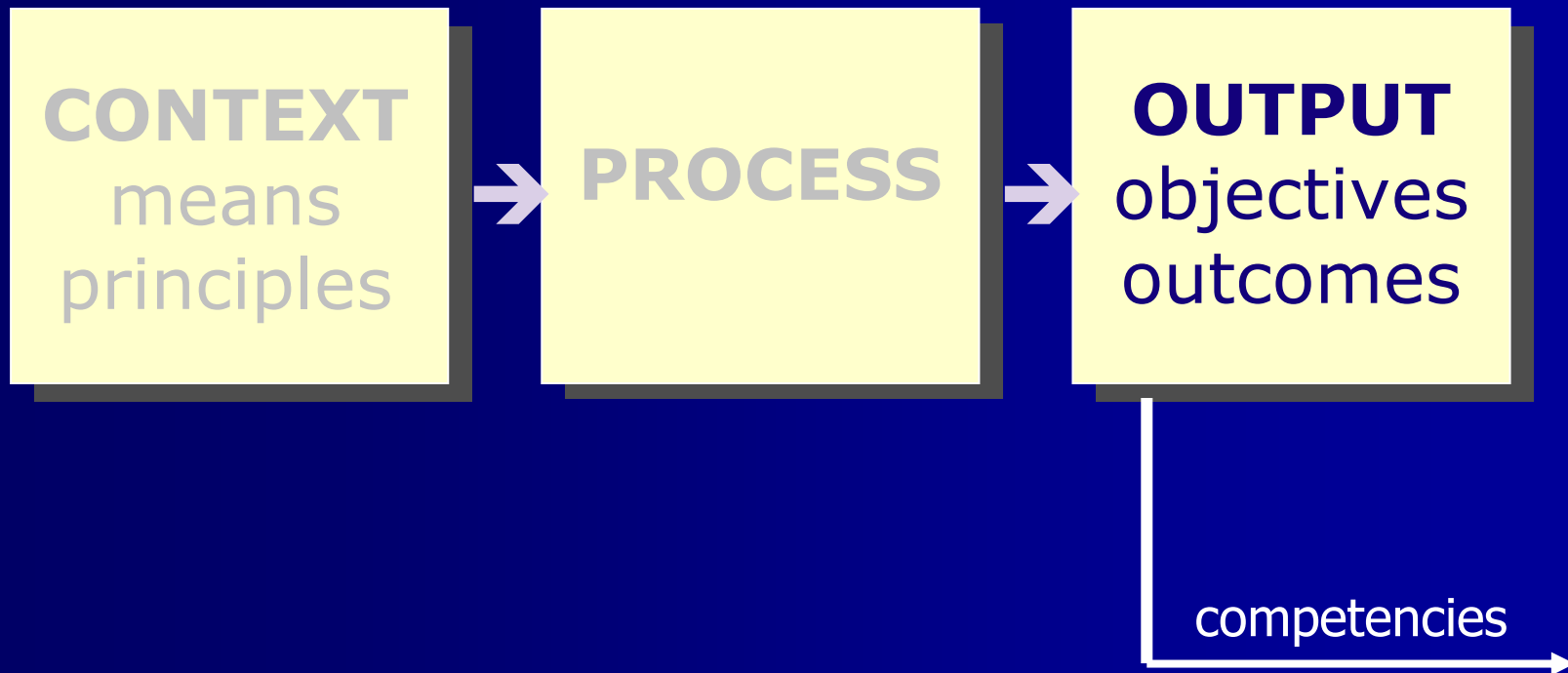
The status of the process variables

- A measure for the *POWER* of the learning environment
- Contain key information to improve quality
 - ▣ immediate feedback
 - ▣ the shortest way to interventions
 - ▣ tell who takes advantage of our efforts and who doesn't
- Stand above any educational model / innovation
- A common base for the entire educational system
 - **why not install a follow up system from 0 to 18 yrs?**

B

Quality at the level of
the output

Quality at the level of the output



EFFECTS
objectives
outcomes



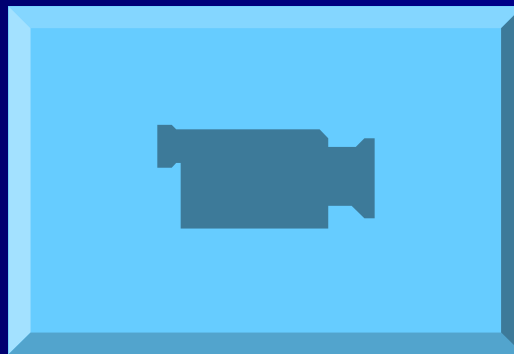
- Emotional health / self-esteem ❖**
- Exploratory drive ❖**
- Competencies & life skills ❖**
- The basic attitude of linkedness ❖**

The new paradigm: 'competency based learning'

- The output of education questioned
- Competencies are life-skills
 - ▣ not the learning is the point, but how to use it

Tackling complex situations

"Here is a parcel that has to be developed as a parking place for a supermarket. Design a layout for this section that allows a maximum of cars to be parked."



How long is the
hallway?

The new paradigm: 'competency based learning'

- The output of education questioned
- Competences are life-skills
 - ▣ not the learning is the point, but how to use it
 - ▣ from reproductive learning to problem solving & evaluation
- The concept of 'implicit learning' and 'stealth education'

Gross motor development

1

Shows excellent physical skills for his/her age, demonstrated in a broad range of situations where movement is required. It is a pleasure observing his/her movements in space: supple and graceful, purposeful and with efficacy, in an adjusted pace, rhythmical, readily reacting to changes and signals. Picks up new patterns of movement very easily.

[Process-oriented child monitoring system]

The concept of 'deep-level-learning'

- An holistic approach
 - ▣ far from a checklist of isolated skills
 - ▣ grasping the essence
 - ▣ covering all age levels
 - ▣ speaks to the imagination
 - ▣ gives a sense of direction

Developmental domains

- Gross motor development
- Fine motor development
- Expression through arts
- Expression through language
- Understanding the world of objects
 - Including technology
- Understanding the world of people
 - Including social competence
- Logical mathematical competence
- Self-organisation & entrepreneurship

Fine motor development

2

Is very skilful in handling objects and tools: is able to perform complex operations fluently and with precision. Masters a broad range of manipulations. Has an excellent co-ordination of hand and fingers, detached from the rest of the body. Easily picks up new patterns of movement.

[Process-oriented child monitoring system]

Self-organisation & entrepreneurship

3

Is able to manage him/herself well: knows what (s)he wants, can set goals, can engage into action without delay and achieve a good result. Does not give up at the first obstacle and can persist. Can step back and work strategically. Is able to exploit various possibilities and adapt to changing circumstances. Is not ruled by the surroundings, but actively determines the group's course together with others.

Developmental domains

- Gross motor development
- Fine motor development
- Expression through visual arts
- Expression through language
- Understanding the world of objects
 - Including technology
- Understanding the world of people
 - Including social competence
- Logical mathematical competence
- Self-organisation & entrepreneurship

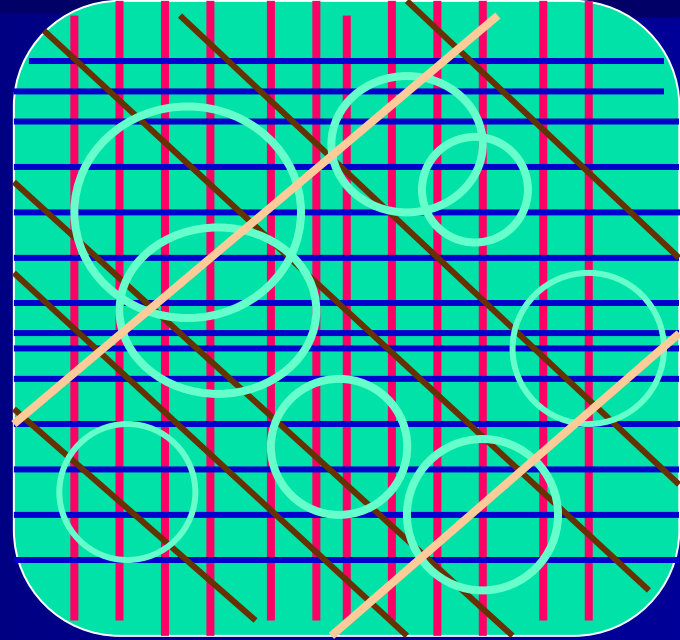
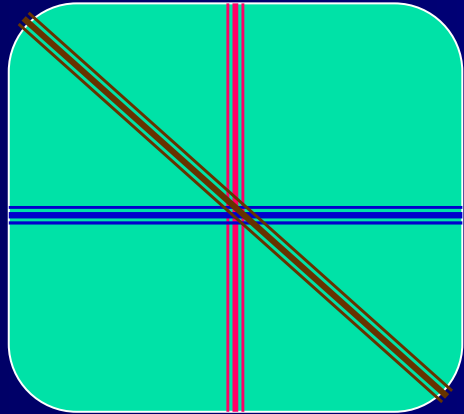
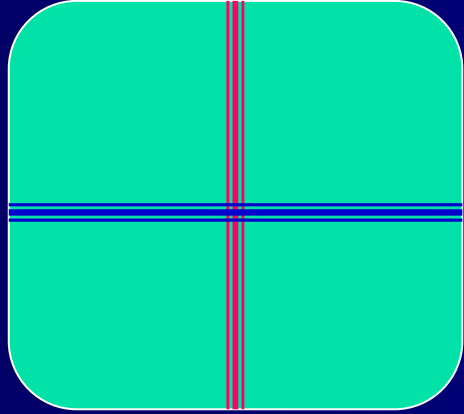
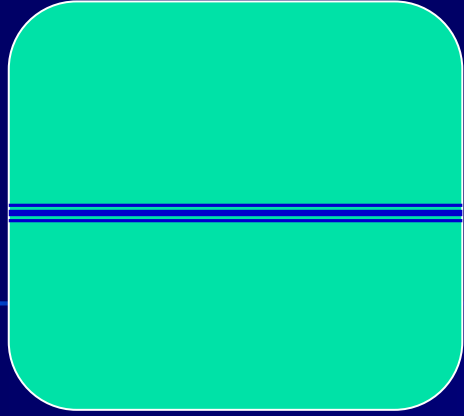
The concept of 'deep-level-learning'

- An holistic approach
- Valuing the 'intuitive intelligence'
 - ▣ a test on floating & sinking
 - ▣ results on maths at the age of 13

The concept of 'deep-level-learning'

- An holistic approach
- Valuing the 'intuitive intelligence'
- Competence is about what one makes of the world (constructivism!)
 - ▣ intuitive understanding lays the foundation
 - ▣ abstract logical thought gives speed

Mental schemes



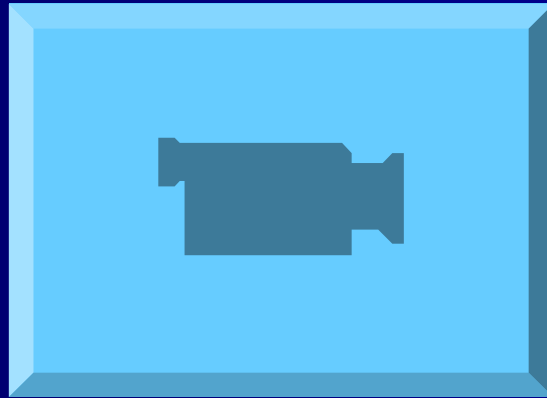
Reality

The key question

**HOW CAN WE CHANGE THE
PROGRAM INSTEAD OF ADDING
NEW FILES AGAIN AND AGAIN?**

Implications for policy

- Help the practitioners to:
 - ▣ see the core of the key domains
 - ▣ identify the cognitive load of activities
 - ▣ see the talents in children



Clay

Implications for policy

- Help the practitioners to:
 - ▣ see the core of the key domains
 - ▣ identify the cognitive load of activities
 - ▣ see the talents in children
- Give the educators feedback
 - ▣ measure where we are with regard to key competencies & dispositions

[with a sample of schools and without publication of league tables]

EFFECTS
objectives
outcomes



- Emotional health / self-esteem ❖**
- Exploratory drive ❖**
- Competencies & life skills ❖**
- The basic attitude of linkedness ❖**

Publications

- ⇒ **The Leuven Involvement Scale:
Training Pack** [Video + Manual 29 fragments]
- ⇒ **Enhancing Well-being and involvement:
The ten Action Points** [100 slides + voice over]
- ⇒ **A Box full of Feelings** [play&learn-set]
- ⇒ **Experiential Education at Work**
[Video of Julia's class + guide]
- ⇒ **The Process-Oriented Child Monitoring
System** [Manual + Forms + Interventions]
- ⇒ **Research on Experiential Education**
[Reader including 5 articles]

C

Quality at the level
of the context

Quality in education

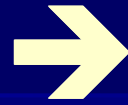
CONTEXT
means
principles



ingredients of a powerful learning environment



CONTEXT
means
principles



WELL-BEING

INVOLVEMENT



- ❖ **Ten Action Points**
- ❖ **Five Factors Enhancing Involvement**
- ❖ **Experiential Adult Style**

A powerful learning environment

The OECD meeting on ECE [Stockholm 2003]

- ▣ High Scope [1962]
- ▣ Reggio Emilia [1970]
- ▣ Te Whaariki [1996]
- ▣ Experiential Education [1976]

Basic ingredients

- ① Respect for the child

An interaction

- Lk: "Do you stay for lunch today?"
- Ll: "No, only on Thursday and Monday."
- Lk: "Yes! You've said it a hundred times but I always forget it."
- Ll: "Miss, you are really a 'forget-miss'!"
- Lk: (laughs) "Yes, you're right!"

An interaction

- Ch.: "Miss, Hannah is messing around with the christmas tree!"
- T.: Grabs Hannah, lifts her and puts her back on the floor at the side of the room.

An interaction (stimulation)

- Ch.: "I not brushed tooth."
- A.: "No, you didn't brush your teeth."
- Ch.: "The man from the tooth, says brush!"
- A.: "Yes, you're right, the dentist says that we have to brush our teeth!"

Reflections on 'respect'

- Not the same as 'sentimentality'
- A process of emancipation
 - Determined by 'images' of the other
 - ...and of oneself
- Goes along with loss of power
- And gain of quality in the relations

Basic ingredients

- ① Respect of the child
- ② Communication, a positive group climate

Group climate : level 5

- *The atmosphere is relaxed, cheerful, cosy*
- *Most of the children take pleasure in what they do*
- *Children and teacher have a lively and content expression on their faces*
- *Children dare to experiment, to give answers, to take initiative and to make mistakes*
- *Children are spontaneous: they ask questions, express what they feel and think*
- *There is a natural, unforced quietness when required*
- *Humor is never far away: children and adult have fun telling jokes or phantasizing*

Nanette Smith, on the BBC-series "Teaching Today":

"We've only used the **Box Full of Feelings** for seven weeks, already we've seen a big, significant difference. (-)

It's certain, we can sense a general feeling of protectiveness, awareness, friendship and empathy in the children, which wasn't there before."

Basic ingredients

- ① Respect of the child
- ② Communication, a positive group climate
- ③ A rich environment

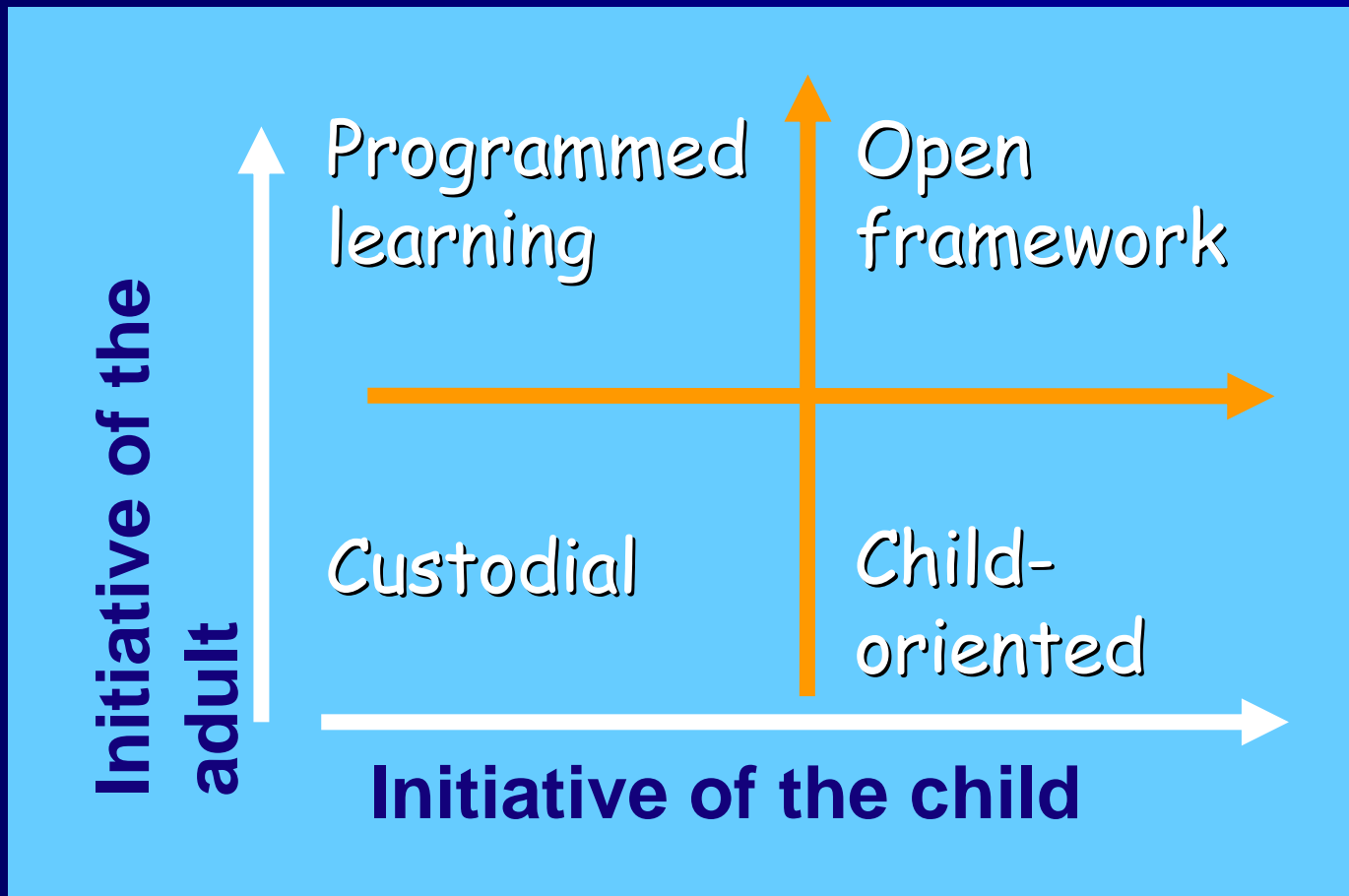
A rich environment: density!

- How broad is the range of experiences?
 - ▣ From sensoric to abstract
 - ▣ From individual to social
 - ▣ From 'taking in' to 'creating'
- How much is still open to exploration?
 - ▣ Depth, surprise, adventure, serendipity

Basic ingredients

- ① Respect of the child
- ② Communication, a positive group climate
- ③ A rich environment
- ④ An open framework-approach

The 'open framework' approach



How to get it in place?

- A circular process
 - Who is programming who?
 - Who is learning most?
- Give room for child initiative

GIVE ROOM FOR CHILD INITIATIVE

- freedom to choose: what, when, how frequently...
- fit into daily routine [2/3 of the time]
- supported by flexible rules
- a learning process for child & adult

[ACTION POINT 6]

How to get it in place?

- A circular process
 - Who is programming who?
 - Who is learning most?
- Give room for child initiative and do not
- Offer activities that meet observed Interests [Action point 4]

OBSERVE CHILDREN & OFFER ACTIVITIES THAT MEET THEIR INTERESTS

- rich environment as starting point
- identify what is really meaningful
- find activities that match these interests
- let one activity grow out of the other
- have more than one project at the time

[ACTION POINT 4]

Contract work

A type of organisation in which for each pupil a *set of tasks* is compiled, which is *formally* drawn up in a contract letter. Within the week's schedule, the pupils dispose of a certain amount of time (*the contract work period*) during which they can implement the contract more or less *independently*.

The pupils themselves determine the *duration* and *order* of the various tasks.

Basic ingredients

- ① Respect of the child
- ② Communication, a positive group climate
- ③ A rich environment
- ④ An open framework-approach
- ⑤ Representation: 'impression-expression' cycle

■ *The concept of representation*

Perceptions
and
actions

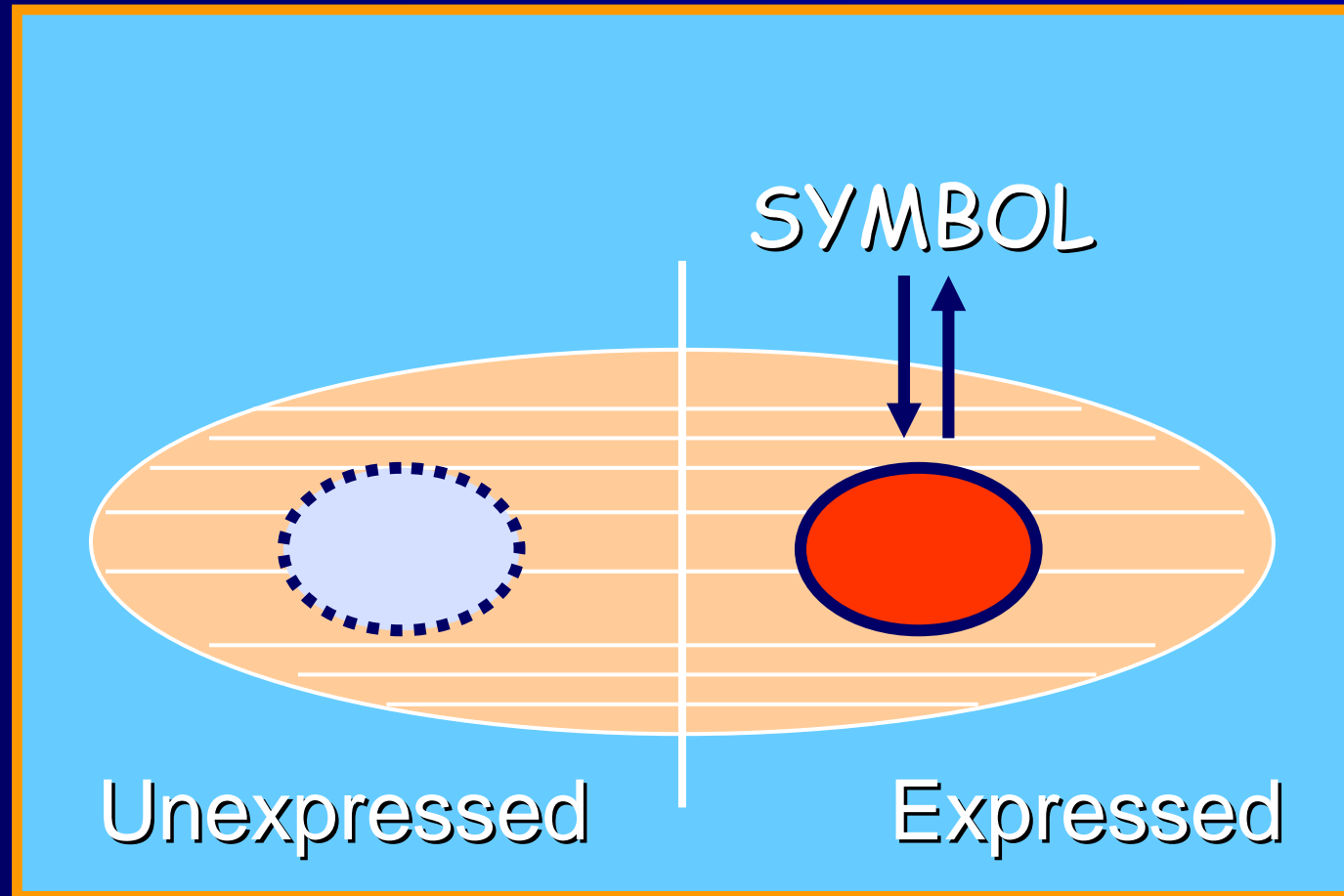
**Mental
representation**

Symbols
and
signs

Understanding

Expression

- *To express is to impress (Gendlin)*



Basic ingredients

- ① Respect of the child
- ② Communication, a positive group climate
- ③ A rich environment
- ④ An open framework-approach
- ⑤ Representation: 'impression-expression' cycle
- ⑥ Observation, observation, observation...

EXPERIENTIAL EDUCATION



is about synergy...