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Learning beyond the Classroom

In college, students attend class for approximately fourteen hours a week. This leaves students with lots of time for themselves. During this time students should be finding ways to expand their knowledge and get involved in the school. Students have many resources outside the classroom that helps them in their development through college and prepare them for their future.We do a lot of our learning outside of classrooms through many different experiences. Learning outside the classroom can occur through networking in clubs, work study jobs, becoming a tutor and meeting with your professor during office hours.

The first way that a student can get involved outside the classroom and get a better experience at West Chester University is to join clubs. There are hundreds of clubs here at West Chester University that students can get involved in. For nutrition, one of the clubs available is The Student Dietetics Program. In this club, students are given the opportunity to participate outside of the classroom in nutrition conferences, become active in the community by advocating the importance of nutrition and lastly,

learn how to apply the information learned in the classroom to an external environment. Percy highlights the importance of learning outside of the classroom in his article, *The Loss of the Creature.* A Student must experience things to learn, and when joining clubs through their major they are able to apply their work outside the classroom. Percy says, “The thing is recovered from familiarity by means of an exercise in familiarity. Our complex friend stands behind his fellow tourists at the Bright Angel Lodge and sees the canyon through them and their predicament, their picture taking and busy disregard” (Percy 1). If they don't go out and experience it themselves, then they will not participate in any learning. Students are constantly just listening to their teachers experience and not going out and experiencing it themselves. Percy referencing the person seeing the grand canyon behind their friend relates to joining clubs, because if the students are only learning from their teacher then they are “standing behind them." They have the ability to gain their own experience through joining clubs and seeing a new perspective of nutrition beyond the classroom.

Along with this, getting a work study job greatly improves a students learning outside of the classroom in many ways. Like clubs, getting a work study job builds a student’s experience. Percy mentions, “It is only the rarest student who knows that the sonnet must be salvaged from the package” (Percy Pg 4).

Become a tutor body paragraph

One of the best ways a student can learn is by meeting with a professor. A student can go to every class and never receive the learning they do in a one on one

meeting with their professor. This meeting switches the roles of the learning process and allows for the student to be a leader while the professor watches and guides when necessary. The image of the professor being an expert is only disorienting the student's chance to learn. The students, in order to learn, need professors "to share their experiences", instead of working as experts who "certify their experience as genuine" (Percy 3). Instead of students who look back to their professor to justify their own internal learning,. students need to learn in their own way and then believe that their learning is just without the approval of an "expert" professor. In office hours, the student is given the opportunity to be their own expert and justify their own learning. Learning is something that needs to happen within the students. The professor cannot learn information and just give it to the students; the students need to experience the learning process on their own in order to truly grasp their own knowledge of the information. In office hours, however, the student can ask specific questions about class in order to aid them in their own internal learning process. These questions will be chosen from the student's mind. Each question is guiding the student in their own way, through their own path of thinking, rather than through the technique of learning the professor used when teaching himself the same information.