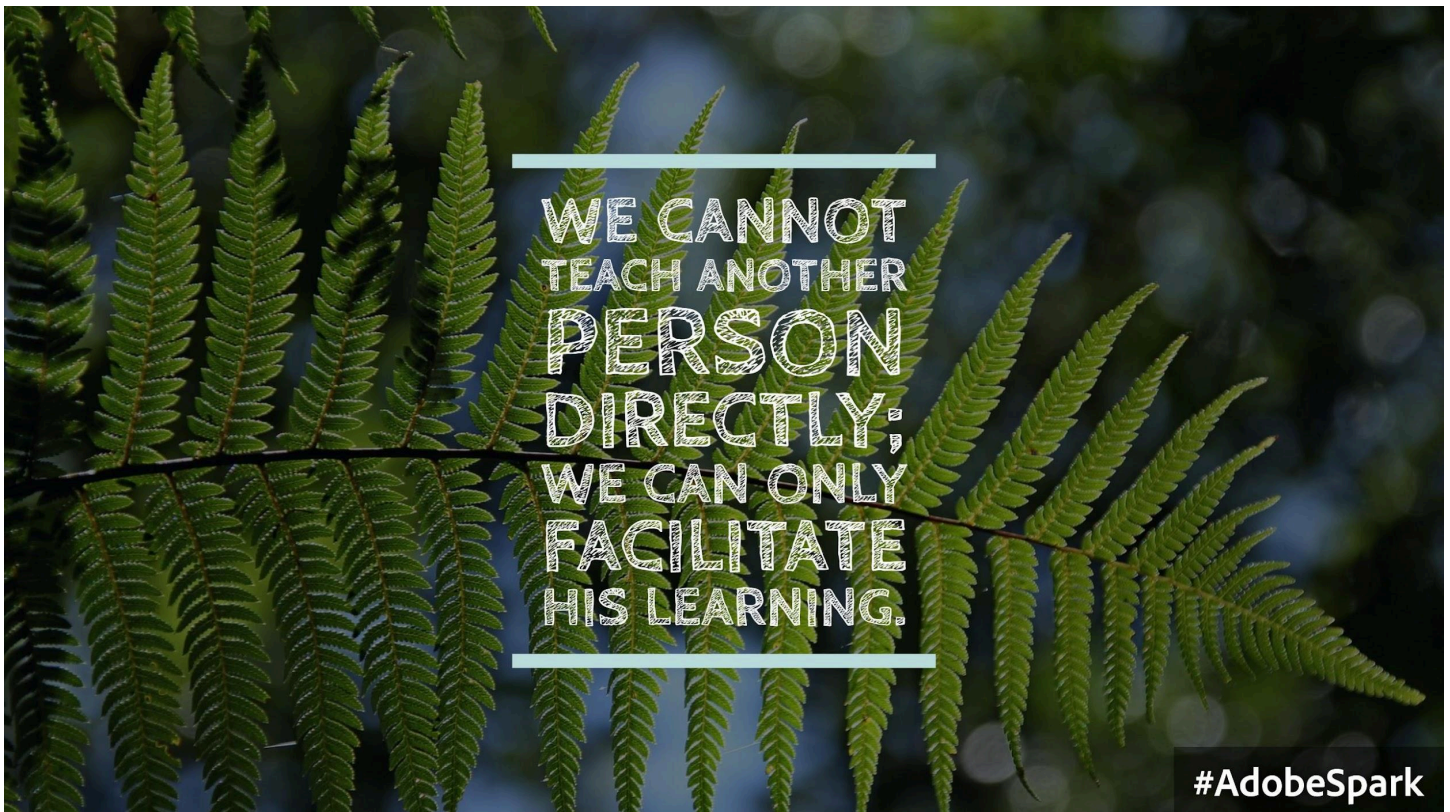


Learning Theories

Experiential Learning

The learning theory that seemed most relevant to my own teaching was [Experiential Learning \(Carl Rogers\)](#). In this theory, the focus is not on delivering academic knowledge or content, but instead is on the practical application of knowledge. As this was my first year teaching Communications Technology, I have learned over the course of the year that experiential learning should be my primary focus in the classroom. Reading the description of this theory was like reading my own goals and aspirations for teaching Comm Tech, many of which were only developed through significant reflection over the course of the year. (NB - this year I took part in an amazing, integrated PD experience called Cohort 21, during which I developed an action plan that reads much like the Experiential Learning theory. [You can read my blog post about my Action Plan here.](#))



- Carl Rogers

Source: <http://infed.org/mobi/carl-rogers-core-conditions-and-education/>

Some of the things that resonated most strongly with me were these:

- 1) The teacher is a facilitator of learning, not imparter of knowledge/content. Setting a positive climate, making resources available, and coaching the learner through the learning process are key. Not standing and delivering.
- 2) Student participation is at the heart. Student choice - in what they learn, how they learn it, and how they show it - is at the centre of my shift in my classroom.
- 3) "Practical, social, personal or research problems" are the focus of learning experiences. An introduction this year to the theory of [Design Thinking](#) and its applications in education--not just for shaping our own professional development plans, but also for structuring learning--has been instrumental in my newfound interest in shifting the way I teach.

Implications of Experiential Learning for supporting student success with technology

The role of the teacher: The aspect of the teacher's role that can be really enhanced with technology is the responsibility for "organizing and making available learning resources". First, there are limitless resources available online to which the teacher can direct students. The quality of resources is increasing constantly, and the quantity is as well. The challenges lies in the teacher's ability to locate and curate the best possible resources for students. (For this, I believe that developing a strong PLN, both physical and virtual, is key.) Second, technology provides a platform for students to access these resources through the use of a class website or online learning portals. Having a user-friendly way for students to access the resources available will make the process much more enjoyable and profitable for students.

Student participation: Technology allows teachers to structure courses differently. Content acquisition is not the focus for students; rather, they are focused on applying skills and knowledge in practical situations. They must be active learners and participate fully in the process. Technology provides platforms and ways for teachers to track, manage, and support students as they determine the nature and the direction of their learning. The collaborative tools and apps available allow a teacher to follow along on each students' journey and keep track of what they are doing, so that student choice does not become unmanageable.