Experiential Learning in the Library

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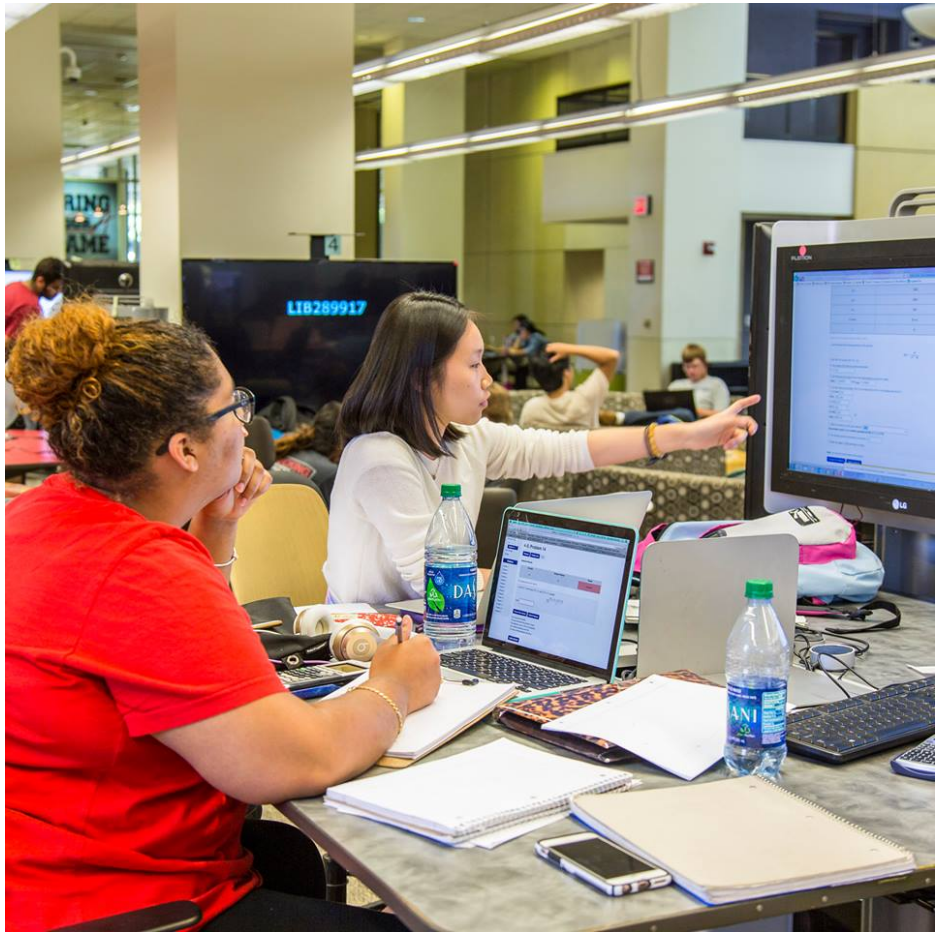
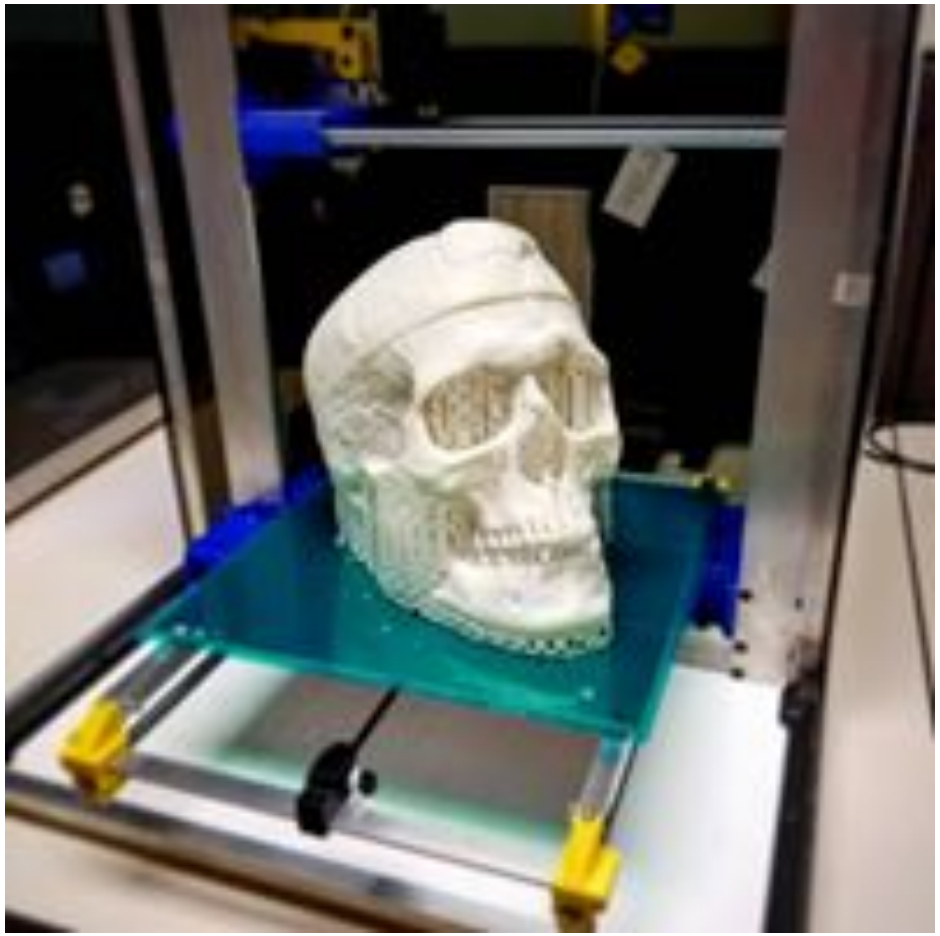
Library Learning Experiences





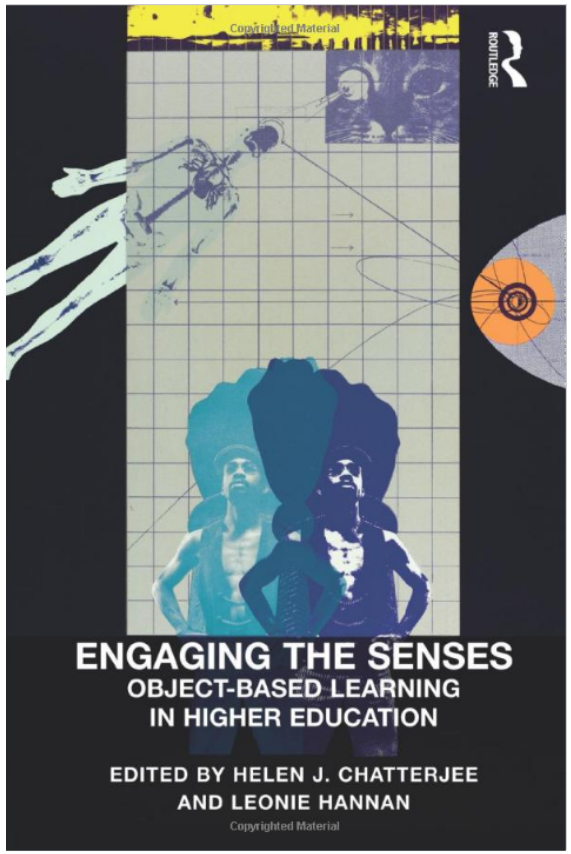
Library Learning Experiences

Experiential Learning in the Library

- Overview of Experiential Learning
  - Pedagogical background
  - Sensory based
- "Engaging the Senses"
  - Object-based Learning
  - Enriching Education and Adding Value
  - Learning Environments
- Real World Objects
- Getting Involved

Sources

Engaging the Senses



Real World Objects

ELSEVIER

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Real World Objects: Conceptual Framework and University Library Consortium Study

Jessica Simpson

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https://doi.org/10.1016/j.acalib.2019.05.003

Abstract

Expanding libraries' repertoire of relevant materials is one of the most important areas of concern for librarians. Incorporation of objects into library collections is an ongoing practice for which librarians remain under-equipped. Having a common language to discuss less conventional library materials across specialization areas helps libraries provide patrons with access to valuable informational objects. In order to provide access and preservation for objects, libraries need a conceptual framework, which is developed here. An observational case study was conducted to inform the reader of the current landscape of objects in libraries by sampling the websites and catalogs of a university consortium utilizing definitions established in the framework. The qualitative data from this study will be presented in a table after the framework is explored. This paper has implications for informational objects in every academic subject area, as well as for ongoing services in makerspaces and media centers.

Overview of Experiential Learning

- Pedagogical background
- Sensory based

Overview of Experiential Learning

- Hein (1998) –
  - Passive and incremental learning

  vs.
  - active and reconstructive

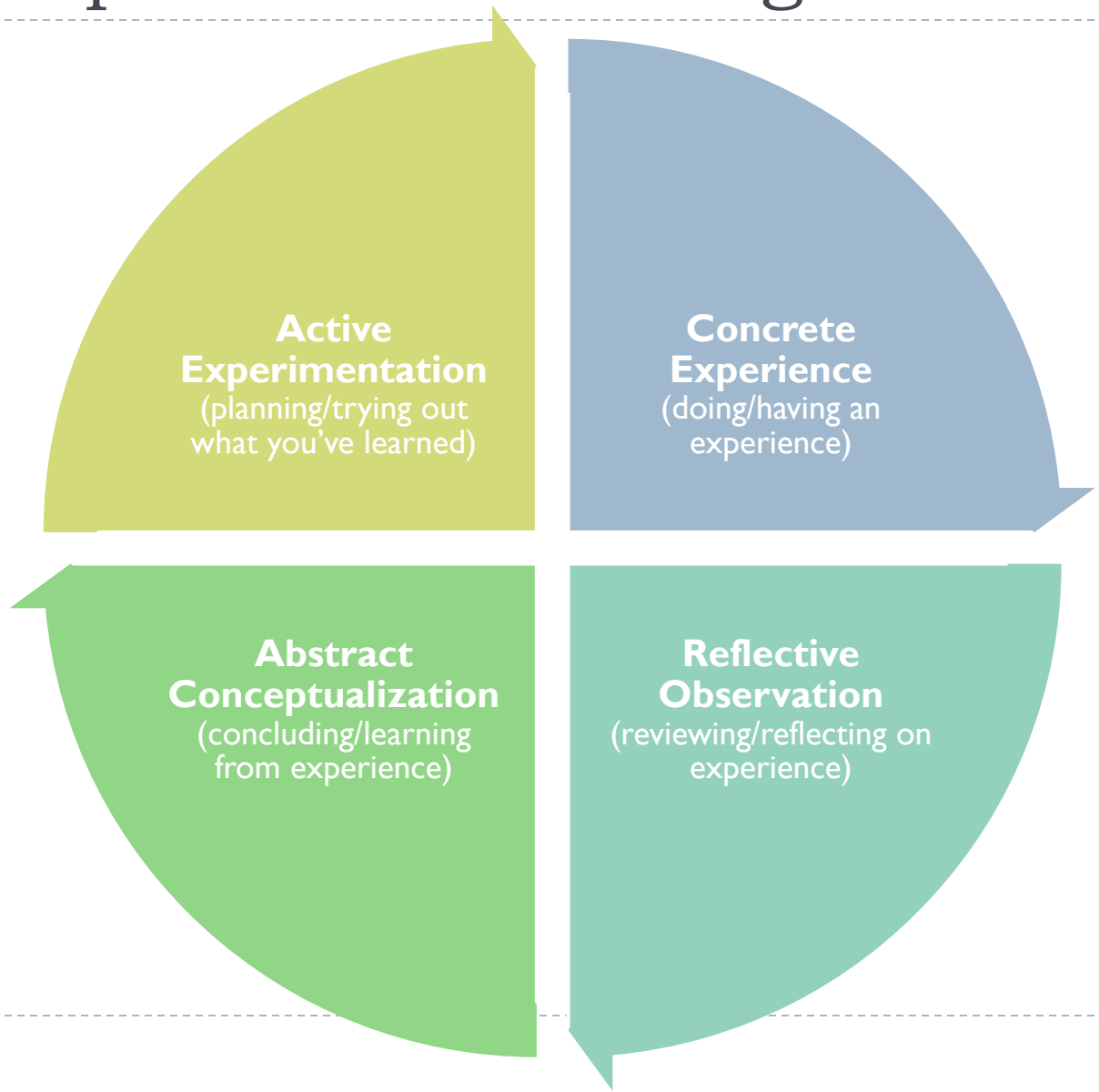
Diadactic, Expository

Stimulus-Response

Experiential & Discovery Learning

Constructivism

Overview of Experiential Learning



David Kolb's Experiential-Learning Cycle

Overview of Experiential Learning

Vygotsky (1978) –

Higher cognitive functions arise through practical activity in a social environment

Learning is social

Overview of Experiential Learning

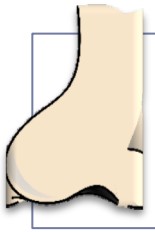
- Multisensory – objects are used to engage various senses and create interactive and experiential learning
  - Philosophical and developmental psychology - Dewey & Piaget
  - Kolb (1984) advocates that you must go through a cycle of learning by being actively involved in experiencing aspects of the world, after which the learner must reflect on the experience, use analytical skills to develop overarching concepts and undertake additional problem solving in order to apply the new knowledge gained.
- Object-based Learning

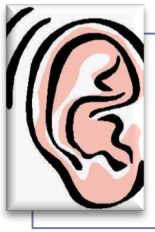
Overview of Experiential Learning

- Mathews (1998) –
- Somatic or "embodied" learning
- Sensory learning
- "somatosensation"


Touch


Vision


Smell


Hearing


Taste

Overview of Experiential Learning

“Engaging the Senses”
by Chatterjee and Hannan

- Object-based Learning
- Enriching Education and Adding Value
- Learning Environments

Object-Based Learning

- Engaging the Senses: Object-based learning is a critical component of experiential learning

Object-Based Learning

- Scott G Paris coined the term "object-based learning" 2002
- The transaction between the object and the view enables meaning construction

Object-Based Learning

- "Objects transmit meaning" (Hardie, Engaging the Senses, 2015)
- Objects…
  - ground abstract experiences,
  - engage complex and critical and reflective consideration,
  - arouse curiosity and engage emotionally,
  - enable recall,
  - deepen student learning.

Object-Based Learning

- Sharp, Thompson, Chatterjee & Hannan, 2015 – research at University College London
  - OBL was beneficial across a range of disciplines
  - Seeing and touching objects led to high levels of engagement
  - OBL enhanced knowledge and understanding
  - OBL simulated experience of fieldwork and future employment
  - Novices acquire large amounts of info quickly

Enriching Education and Adding Value

- Goal of Education:
  - Seek knowledge and explore independently
  - Moving beyond simply imparting knowledge (Cheun-On Tam, "Engaging the Senses", 2015)

Enriching Education and Adding Value

- Digital ≠ Better learning
- Sketching and hand drawing for engineering, industrial technology, and science had better testing results on tests that CAD design (Sorby, 1999)
  - Mental Rotation Test (MRT)
  - Mental Cutting Test (MCT
  - Perdue Spatial Visualization Test: Rotation (PSVT:R)

Enriching Education and Adding Value

- Identity and efficacy in community
- STEM for girls and women
- Ethnic disparity

Learning Environments

- Library collections
  - Technology
  - Anatomy and models, breadboards, robots, measurement tools, nursing tools, geological samples, etc (Simpson, 2019)
  - Poor management of non-technology
  - Poor integration

Learning Environments

- Museums
  - Curation
  - Vast Collections
  - Standards of Practice
  - “Paradigm sanctions against touch” (Judy Willcocks, Engaging the Senses, 2015)

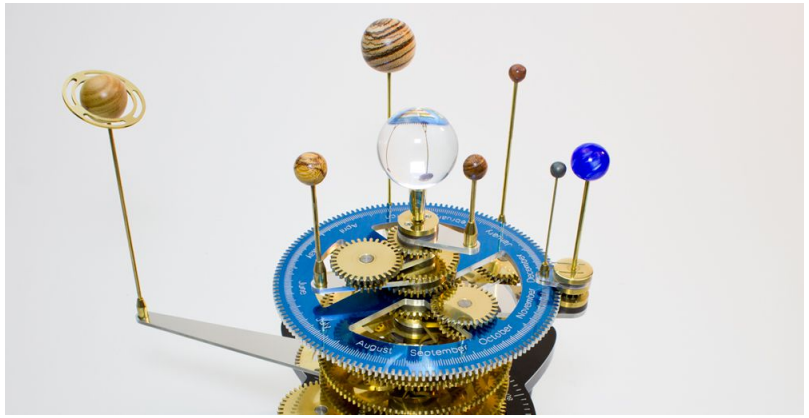
Learning Environments

- Makerspaces
  - Technology
  - Interactives
  - Focus on Making
  - Disconnect from Library conversations
  - Slow integration

Real World Objects

- Implementive
- Substantive

Real World Objects



University of Delaware
Orrery

University of Hawaii
Dinosaur

Geological Sample
University of Texas Austin

Substantive

(Simpson, 2019)

Real World Objects

University of Texas
Arlington
Telepresence Robot

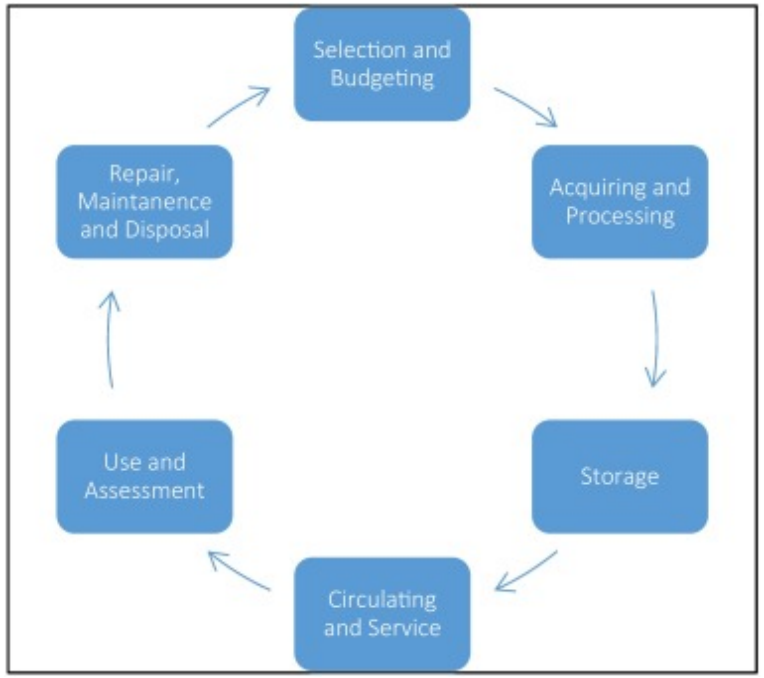
Texas Tech
VR Headset

Claremont Colleges
Google Glass

Implementive

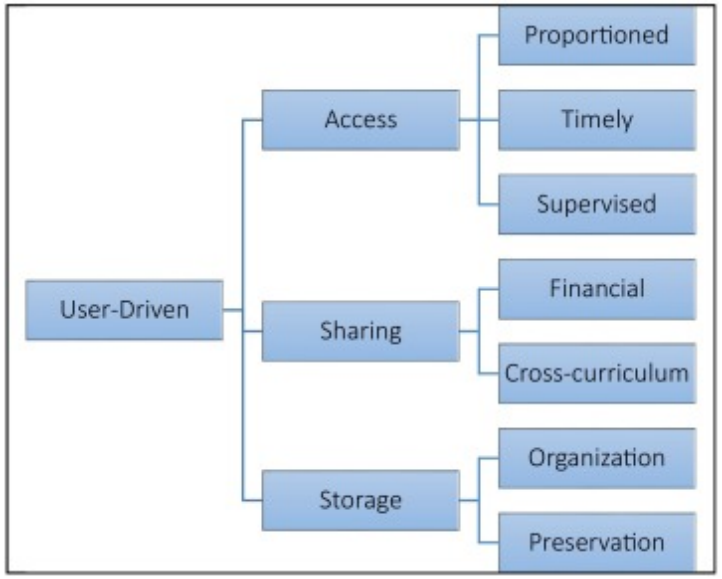
(Simpson, 2019)

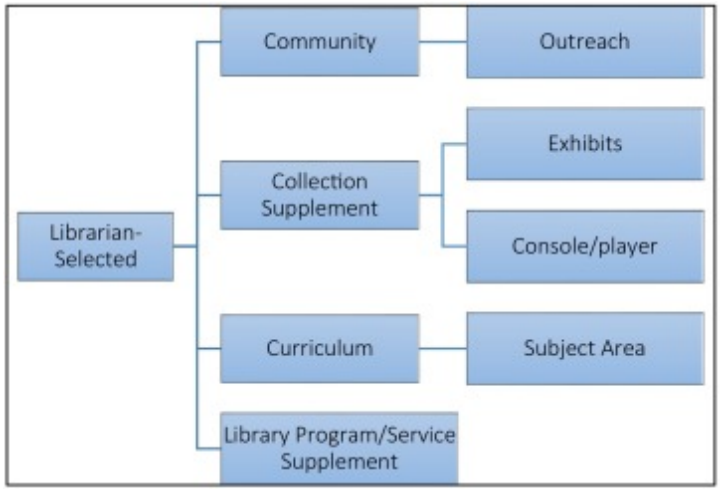
Real World Objects



Object Lifecycle

(Simpson, 2019)





Real World Objects

User-driven

and

Librarian-selected

(Simpson, 2019)

Getting Involved

Thank you!

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