



Designing Experiential Learning in Immersion Classrooms

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About me

- French teacher at all boys' Catholic High School in Chicago (9-12)
- Started French program at Codman Academy Charter School in Dorchester, MA (9-12)
- Expeditionary Learning School Designer, Mid-Atlantic Region (PK-12)
- Differentiation Coach for Chicago Public Schools, (K-8)
- Education professor at Bowling Green State University (MCE, AYA, WL, Career Tech/Work Force, Math, Science, EIEC)
- USA Swim Coach

In this session...

Participants will:

- ~ understand Expeditionary Learning design allows immersion teachers to develop students' communicative and cultural proficiency through experiential, content-based learning
- ~ examine learning expeditions during a Gallery Walk and experience a mini-lesson on the components of an in-depth investigation
- ~ be able to design an in-depth investigation for students that promotes communicative and cultural proficiency

Silent Gallery Walk

For 10 minutes, circulate in the room, examining the learning expeditions and in-depth investigations. Examine at least 2.

Use your recording form and the following reflection protocol to note your thoughts and questions:

= connections you have to these plans

+ = positive comments you have about these plans

? = questions you have about these plans

With 1-2 partners, share...

- one of your connections #
- one of your positive comments +
- one of your questions ?

Debrief

What were your connections?

What were your positive comments? What did you notice?

What were your questions? What did you question?

What did you wonder?

Evolution of Outward Bound to EL Education

Outward Bound, Europe, 1913

Salem School, Germany, 1920

Gordonstoun School, Scotland, 1934

Outward Bound, Wales, 1941

Atlantic College, England, 1962



Outward Bound USA, 1961

The Colorado Outward Bound School,

Colorado, U.S.A., 1961



Expeditionary Learning Outward Bound, 1992

Harvard University, Massachusetts, U.S.A., 1988



Expeditionary Learning Education, 2015

Two Learning Expeditions

While watching the video clips and viewing the student work, note your thoughts about the important terms in the Notecatcher

Interdistrict School for Arts and Communication (ISAAC), New London, CT(6th grade)

<https://eleducation.org/resources/community-faces-humanizing-the-immigrant-label-a-better-world-project>

Crew/Morning meeting

<https://eleducation.org/resources/elementary-crew>

Bilingual student work—various grades

https://modelsofexcellence.eleducation.org/search?search_api_views_fulltext=bilingual

Mini-lesson on EL terms

Next to your thoughts about the various Expeditionary Learning terms, record the descriptions for each term that I provide you.

Use a different colored pen/font if you have one.

Learning expedition

Long-term study of a compelling topic that lasts five/six weeks to one year that immerses students in original research, higher-level and critical thinking to learn about issues in the past and present of cultural diversity, equity, and social justice

(Burke, 2017; ELOB, 2011; EL Education, 2018)

In-depth investigation

Part of a learning expedition, lasts one to three weeks; students investigate narrowed sub-topics of a learning expedition during three to five planned learning experiences

(Burke, 2017; ELOB, 2011; EL Education, 2018)

Case study

Similar to an in-depth investigation; however, students investigate relevant people, places, institutions, or events from the past or present just as professional historians, mathematicians, scientists, and writers would

(Burke, 2017; ELOB, 2011; EL Education, 2018)

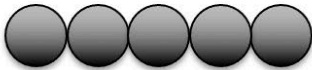
Learning experience

Part of an in-depth investigation or case study, lasts two to four days; students engage in focused classroom workshops, onsite and/or virtual fieldwork, student-centered group work, visits from experts, and service to relevant community members

(Burke, 2017; ELOB, 2011; EL Education, 2018)

LEARNING EXPEDITION

6 weeks to one year



3-5 LEARNING EXPERIENCES

2-4 days each

Project, product, performance

Teachers design **projects** for in-depth investigations and learning expeditions that include “classroom lessons, discussions, labs, work sessions, student research, and fieldwork.” **Projects** teach content and skills in an interdisciplinary way.

Products and **performances** are modeled after “professional-world formats rather than artificial scholastic formats.”

Example: Students create an exhibit for a local museum instead of a poster only for the classroom. Authentic audiences view these products and performances.

Time is provided for multiple drafts or rehearsals in the classroom and feedback is given by teacher, experts, fieldwork partners, and classmates during critique workshops using specific protocols.

Fieldwork & Experts

Fieldwork:

Students are active learners during on-site or virtual visits to experience and research information related to the in-depth investigation or case study; students are prepared for fieldwork before the visit and debrief the experience afterwards (Burke, 2017; ELOB, 2011; EL Education, 2018).

Experts:

Professionals from a particular discipline, or community members with firsthand knowledge of the topic being studied. Experts collaborate with students on projects, teach them skills from their field, and critique their work using professional standards (ELOB, 2011, p.23; EL Education, 2018)

Service

Students learn they can improve their local, national, global community better.

Service learning **goes beyond charitable volunteer work** to include projects that address important academic skills (e.g., beyond collecting clothing for the homeless, it may involve creating a guide to free city services that can be distributed at homeless shelters).

Service learning is not an afterthought or add-on. It is an extension of the ethic of kindness and service that permeates the school. Students and teachers regularly discuss the ways they can contribute to a better world. As such, service learning is a prime vehicle to **teach and take action centered on social justice**.

(ELOB, 2011, p. 24; EL Education, 2018)

Culminating event

Student exhibition of learning, with formal presentations and performances, from learning expeditions and/or in-depth investigations or case studies to authentic audiences such as families, community members, experts, and school partners

(Burke, 2017; ELOB, 2011; EL Education, 2018)

Crew/morning meeting

Crew is both a “tradition” and a “structure.” The idea comes from Outward Bound’s founder Kurt Hahn’s quote, “We are a crew, not passengers, strengthened by acts of consequential service to others.”

“All members of a school community work together as a team, to pitch in, to help others.”

Time dedicated for Crew allows students and faculty and staff to reflect on everyone’s learning and growth. It makes time to build meaningful relationships with a smaller group of people. The Crew leader can guide reflection about academic progress and character development.

It is “an engine for equity and inclusion, a place where all students feel they belong and can succeed.”

EL Education (2018)

Questions/clarifications



Planning template for IDI (in-depth investigation)

- ✓ Compelling Topic
- ✓ Learning Goals
- ✓ Guiding Questions
- ✓ Anchor Text/s
- ✓ Culminating/Summative Project
- ✓ Ongoing/Formative Assessment
- ✓ Fieldwork/Experts
- ✓ Service
- ✓ Resources
- ✓ Integrating Disciplines

Choosing compelling topics

- Controversy in local, national, or global community
- Look at news headlines, Twitter feeds, online/TV news
- Capture students' attention, sparking curiosity, empathy, advocacy, and lively conversation

A compelling, relevant topic helps students develop their skills more deeply as readers and writers as they engage with increasingly complex text. The best topics teach the standards through real-world issues, original research, primary source documents, and the opportunity to engage with the community. They lend themselves to the creation of authentic tasks and products (Berger et al., 2014).

"Once you find a topic that your kids really care about that is supported with great texts, your kids will work very hard, they will read deeper, they will question each other, they will push themselves, they will push each other, and they will be completely invested in this content." (EL teacher)



Start Planning!

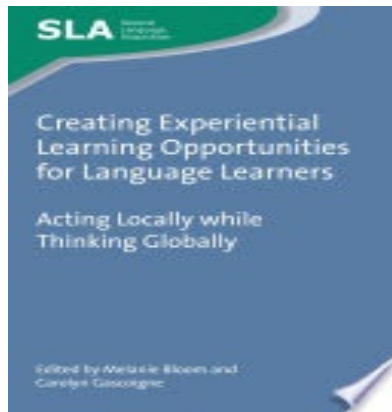
Thank you for coming!

Brigid Burke

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My book chapter in Bloom & Gascoigne
(2017)



More on Expeditionary Learning design

<https://eleducation.org/>

