Dimensions of Experiential Learning

A framework for facilitating a discussion of Experiential Learning among AIM members

- Our engineering education is challenged

- Many members of AIM have adopted one or several means of Experiential Learning

- Can we improve our knowledge sharing?

- We need a framework for a more fruitful discussion

A first version of a framework

Situational factors

Traditions and formats

Individual preferences

No single best solution

Levels of application area

An engineering program

A semester

A course

A lab exercise

An Experiential Learning Activity

Learning objectives

Awareness & understanding

Apply by improvement

Apply by innovating

Social skills

What does it take?

Needed effort to develop

Needed effort to run

How to overcome barriers

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Different learning objectives

- **Awareness and understanding**
  - Experiencing a dynamic world of supply chains
  - Practicing analysis and diagnosis in a complex world
  - Problem definition in practice

- **Application – through design of a solution**
  - Improvement
  - Develop innovative solutions
  - Integrating different perspectives

- **Implementation and operations**
  - Planning an implementation process

- **Development of social skills**
  - Working in teams
  - Discussing with industry people

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Use of the framework

- A check list for discussion of each presentation at AIM meetings
  - To position a case of experiential learning
  - To convey personal experiences of what it takes
  - To discuss alternative experiential learning means

- Incorporating other experiences outside AIM
  - Franklin W. Olin College of Engineering
  - Games presented at IFIP Workshops on Games

- Joint program for developing innovative means of experiential learning in industrial management

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