

WORKSHOP

How to Deliver Experiential Education Without Leaving the Classroom

Nick Brown^a, Bryann Avendano-Uribe^b, Spyros Schismenos^a and Ricardo Bello-Mendoza^b
RMIT University^a The University of Canterbury^b
Corresponding Facilitator's Email: nick.brown@rmit.edu.au

In Person Workshop

OVERVIEW OF WORKSHOP

Experiential education allows students to learn by doing, getting hands on and apply knowledge sets and skillsets. However, the delivery can be challenging, especially for topics such as Humanitarian Engineering which see engagement with marginalised and potentially vulnerable communities. Simulation Exercises (SimEx) have been used to prepare humanitarian workers for deployment. Simulations are a safe place for learning where failure and reflection are part of the process.

This workshop provides participants with the opportunity to explore the development and delivery of experiential learning in the university classroom setting drawing on the experiences of the facilitators in serious games, simulation exercises, tabletop exercises, and immersive case studies. Case studies will be focussed on humanitarian engineering education from Australia and New Zealand.

ACTIVITIES

Participants will receive a short introduction to experiential learning, with examples of teaching Humanitarian Engineering through simulations, experiential education, role-playing games, and immersive scenarios. This introduction will cover the educational context, highlighting how hands-on projects and community engagement can enhance learning outcomes. From the New Zealand context, participants will learn the importance of culturally sensitive approaches and participatory methods in engineering education present in current humanitarian engineering courses at The University of Canterbury.

Following this introduction, participants will engage in and then debrief from a short scenario to understand first-hand the benefits of simulation exercises. This scenario will be based on activities being run at RMIT University. The participants will then use this experience in a collaborative design session to develop project ideas and potentially design their own simulation to address a learning outcome in their own teaching.

TARGET AUDIENCE

All welcome, no previous experience required.

OUTCOMES

Participants should leave with valuable ideas and practical skills to enhance their experiential teaching practices. This will be captured in a one-page plan for a class with insights from the workshop.

KEYWORDS

Experiential Learning; Scenario-Based Teaching; Gamification

PRESENTERS' BACKGROUNDS

Nick Brown is an experienced workshop facilitator and has been delivering experiential learning in humanitarian engineering for nine years. Bryann Avendano-Uribe is a Humanitarian Engineer specialising in community engagement and participatory modelling and delivers simulations in New Zealand. Spyros Schismenos is a Humanitarian Engineer and the inventor of multiple-board games relating to engineering with people.