Plan a Learning Lab for Your Campus

Neil Leary & Lindsey Lyons
Center for Sustainability Education, Dickinson College
Agenda

- 2:50  Introduction
- 3:10  Small group conversations
- 3:30  Reports from small groups
- 3:40  Individual work
- 3:50  One-on-One work
- 4:00  Wrap up
- 4:10  Close
Workshop Goals

• Discover at least one example of a learning lab about which I must learn more

• Meet at least one person with whom I will communicate following the workshop

• Gain insights into good practices for the design and implementation of learning labs

• Develop an outline for a new or revised learning lab that I will implement on my campus.
Characteristics of learning labs

- **Experiential**: Students learn through direct experience.

- **Problem-based**: Students engage in learning about an authentic problem, exploring, testing solutions.

- **Place-based**: Problems are examined and understood within the context of a specific place.

- **Systems-based**: Students are challenged to apply systems thinking.

- **Action oriented**: Develops students as change agents.
Examples of good practices (1)

- **Purpose**: Purposes are clearly stated and communicated.

- **Learning goals**: Purposes include student learning outcomes.

- **Self-directed learning**: Projects promote self-directed learning by students.

- **Teamwork**: Students work in teams, develop skills for teamwork.

- **Shared learning**: Projects engage participants in co-learning.

- **Stakeholders**: Stakeholders are engaged in meaningful ways.
Examples of good practices (2)

• **Meet stakeholder needs**: Projects meet needs of one or more stakeholders.

• **Build social fabric**: The project builds and nurtures relationships for sustainable communities.

• **Communication**: Outcomes and lessons are communicated to participants and wider community.

• **Assessment**: Assessment is embedded in projects and programs.

• **Institutional support**: Good institutional support provided.
Examples of approaches

- Service learning and community-based research courses
- Course projects
- Co-curricular projects
- Research projects
- Internships
- Service
- Student initiated projects
- Residential experiences
- Buildings and campuses that teach
Small Group Conversations (20 mins)

• Go to a table with a living lab context that interests you
  – Courses & research for credit
  – Co-curricular programs
  – Student initiated projects

• Select a facilitator; select a reporter

• Discuss questions on page 2 of agenda

• Report back 1 goal and 1 good practice
Individual & 1-on-1 Work

• Develop an outline for a new or revised learning lab (10 mins)
• Work in pairs – share outlines, give constructive feedback (10 mins)
• Send your outline after the conference to lysnsli@dickinson.edu

Elements you might include in outline:
• Purposes, expected outcomes
• Student learning goals
• Description of what & how
• Stakeholders
• Available support, resources
• Challenges, obstacles
• Assessment
Wrap up

What is one thing that you will take away from this workshop and implement on your campus?
Follow up
Reporters – email your notes
All – email your outline
lyonsli@dickinson.edu