



Head, Heart and Hands

Experiential Learning for Intercultural Development

ROBERTSON CENTER FOR INTERCULTURAL
LEADERSHIP

Mindful Engagement with the World



About CIL



| Learning Outcomes

After the workshop you will:

1. Understand Kolb's experiential learning cycle and how it engages three learning domains (cognitive, affective, and behavioral).
2. Appreciate experiential learning and how it can be used to facilitate intercultural development.
3. Have ways to apply experiential learning to advance intercultural development.

Tell me something about this



| The D-I-E Model

DESCRIBE: Observable facts; what you are experiencing through the senses

INTERPRET (or Analyze): What you think about what you are experiencing

EVALUATE: How you feel about what you think about what you see/experience; +/- value judgement

| From D-I-E to DIVE

DESCRIBE: Observable facts; what you are experiencing through the senses

INTERPRET (or Analyze): What you think about what you are experiencing

VERIFY: Finding someone or something who can verify (or un-verify) the validity of your interpretation

EVALUATE: How you feel about what you think about what you see/experience; +/- value judgement



| From DIVE to DIVER

DESCRIBE: Observable facts; what you are experiencing through the senses

INTERPRET (or Analyze): What you think about what you are experiencing

VERIFY: Finding someone or something who can verify (or un-verify) the validity of your interpretation

EVALUATE: How you feel about what you think about what you see/experience; +/- value judgement

RE-EVALUATE: In light of everything, how might your evaluation (+/-) change?



| DIVER this image



| DIVER Dialogue

At your tables, complete the following:

1. DIVER the image at your table by following the handout (on your own).
2. Group leaders: facilitate discussion in your group. Make sure everyone agrees upon the description (observable facts) before moving on to sharing individual interpretations and evaluations (and values!).
3. At the end of the discussion, reevaluate based on all of the interpretations you heard from the group, any verifications, etc.

DIVER



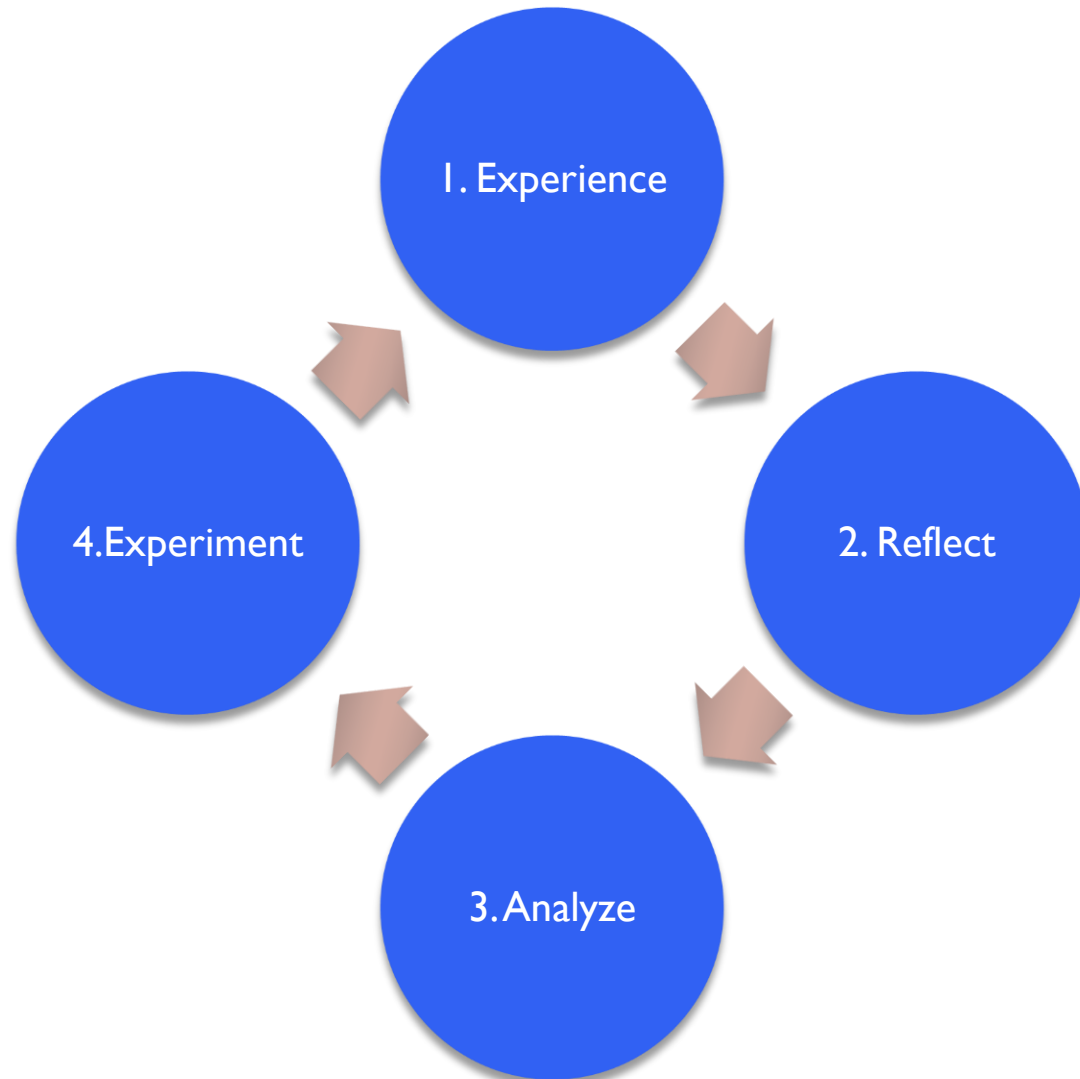
Bloom's Taxonomy

1. Cognitive — Thinking (Knowledge/head)
2. Affective — Feeling (Attitude/heart)
3. Behavioral — Doing (Skills/hands)

Educational institutions tend to excel at #1.

Deep learning and intercultural development require all three.

Kolb's Cycle of Experiential Learning



| Step 2: Reflection

Debriefing questions

- What was the experience like for you? How did it feel?
- What happened? (process and outcomes)



2. Reflect

Step 3: Analyzing

Debriefing questions

- What did you learn?
- How does it relate/apply to the real world?



Step 4: Experimenting

- Send out to DIVER in the world! Global or local
- Structure reflection assignment about how they applied what they learned

A blue circle with a white border, containing the text '4.Experiment'.

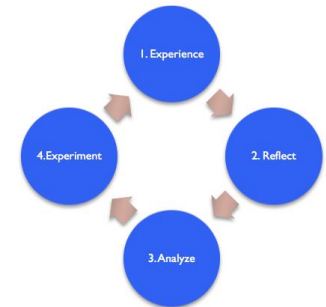
4.Experiment

Sample DIVES at International House Berkeley

- Tenderloin in SF (power, privilege, and systems of inequity)
- Chinatown in Oakland and SF
- Fruitvale in Oakland (home of the Chicano movement)
- Local festivals: Dia de los Muertos, Diwali, Chinese New Year
- Post-election dialogue: Democrats and Republicans

Developing Strategies

1. How might you use the DIVER tool in your work?
2. How can you enhance intercultural learning in the cognitive, affective, and behavioral domains by applying experiential learning in your work?





THANK YOU!

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