

Presentation Strategies and the Learning Circle

Direct or Concrete Experience (*Experiencing*)

Activities that involve the learner in the experience either physically or emotionally. Hands-on, uses the senses, engages the learner affectively. May have to be vicarious experience. "Here and now" data.

- Recalling past experience
- Role play (scripted)
- Demonstration/Modeling
- Field Observation
- Case studies
- Videos
- Debates by "experts"
- Reenactments
- Interviews
- Self-tests
- Stories
- Guest speakers
- Poetry, art, photos, music
- Imagery Work
- Simulations/Games
- Brainstorming

Reflective Observations on Experience (*Reflecting*)

Activities that require the learner to step back and look at experience, get perspectives of others, make connections to other experiences.

- Structured small group discussions (pairs, triads, or larger)
- Reflective papers or journals
- Rhetorical questions
- Asking learners how they react to a session
- Asking learners to make connections to other learning, own experience
- Asking learners to discuss class session with other people
- Having learners formulate questions individually or in pairs

Abstract Conceptualization (*Thinking in Abstractions or Principles*)

Information from authoritative sources. Using research and specialized knowledge from the law and other disciplines to develop principles. "There and then" data.

- Legislation, regulations, rules, cases
- Checklists, procedures, chronologies
- Law reviews, journal articles
- Lectures by experts
- Documentary videos
- Legal analyses
- Forms, charts, documents, flowcharts
- Statistical analyses

Active Experimentation (*Applying*)

Opportunities for the learners to try out principles or theories in problem-solving.

- Role play (unscripted)
- Individual and group projects
- Video-taping of practice session
- Hypothetical or "What if" situations
- Devising plans of action
- Problem-solving activities
- Debates by the learners
- Pro-bono or clinic work

What's worth showing up for?

Which of these strategies can be delivered successfully online?

Which of these strategies is delivered more successfully face-to-face?

Which strategies can be combined in **blended learning** for optimal results?

Adapted from Claxton, C.S., and P. H. Murrell. 1992. Education for development: Principles and practices in judicial education: JERITT monograph three. East Lansing, MI: Judicial Education Reference, Information and Technical Transfer Project.