

## TEACHING AROUND THE CIRCLE: PRESENTATION STRATEGIES

Below are some learning activities that involve the participants in each mode of learning. There is overlap—one activity can include more than one way of learning.

### **Direct or Concrete Experience – *Experiencing, feeling***

Activities which involve the learner in the experience physically and/or emotionally. Hands-on, using the senses, engaging the learner's emotions. Might have to be vicarious experience or recalled experience.

- Recalling past experience
- Role play
- Demonstration/Modeling
- Observation
- Case study
- Film
- Debate by “experts”
- Re-enactment
- Interview
- Self-assessment
- Story
- Guest speaker
- Poetry, artwork, photographs
- Imagining
- Simulation/Game
- Field observation

### **Reflective Observations on Experience – *Reflecting, observing***

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

- Reflective paper
- Journal
- Copying notes
- Socratic dialogue
- Formulating questions
- Structured small group discussion
- Asking learners how they react to a session
- Making connections to other knowledge
- Asking learners to discuss the class session with other people

### **Abstract Conceptualization – *Theorizing, thinking in abstractions or principles***

Reviewing information from authoritative sources. Using research and specialized knowledge from the law and other disciplines to develop principles.

- Lecture
- Film (instructional)
- Forms, charts, documents
- Develop lists, guides...
- Quizzes
- Print (benchbooks, journal articles...)
- Quotes and information from experts
- Authoritative guidelines (checklists, rules, procedural steps, chronologies, etc.)
- Set objectives

### **Active Experimentation – *Applying, testing, experimenting***

Opportunities for the learner to try out principles or theories in problem-solving. Applying what they learned from the other phases of the learning circle.

- Role play
- Individual and group projects
- Problem-solving activity
- Simulations
- Debate by the learners
- Case Studies
- Hypothetical and “what if” situations
- Devising a plan of action
- Mindful practice & coached practice
- Videotaping of practice sessions
- Teaching what they’ve learned

Adapted from Pat Murrell and Kathy Story, Leadership Institute in Judicial Education, Center for the Study of Higher Education, University of Memphis (from Claxton, C.S., and P.H. Murrell, 1992. Education for Development: Principles and practices in judicial education: JERITT Monograph Three)