

LEARNING IN WIL:

DESIGN CONSIDERATIONS

The results of learning in WIL are very personal.

WIL Practitioners must strive to be aware of their biases, judgments and pre-conceptions.

They also need to respect that the learning outcomes will be different for each learner.

CURRICULAR GOALS

Throughout the learning process, the learner is actively engaged in:

- posing questions
- investigating
- experimenting
- being curious
- identifying problems
- testing solutions
- assuming responsibility
- being creative
- constructing meaning

WAYS OF LEARNING

Learners are engaged:

- intellectually
- emotionally
- socially
- soulfully and/or
- physically

The design must incorporate many possible outcomes and events, and understanding how to turn them into spontaneous opportunities for learning.

Relevant information often arrives just in time, from multiple sources.

Opportunities are nurtured for learners and educators to explore and examine their own values and beliefs more than simply learn facts and gain knowledge.

The WIL Practitioner and learner may experience success, failure, mistakes, adventure, risk-taking and uncertainty, because the experiences (and their natural outcomes) cannot totally be predicted due to emergent outcomes.

