

Based on: Steinaker, N.W. & Bell, M.R. (1979) *The Experiential Taxonomy: a new approach to teaching and learning*, London: Academic Press
My Teaching Their Learning: Experiential Taxonomy. Belfast: Queens University
 [Online: www.qub.ac.uk/elearning/public/mttl/Introduction/ExperientialTaxonomy Accessed 27 March 20012]

Steinaker and Bell's Experiential Taxonomy locates within the constructivist view of learning. It provides a generic and progressional framework for planning teaching and evaluating learning from an experiential perspective.

Exercise:

For a topic or an item of knowledge or skill that you teach, reflect how students' learning is structured according to this sequence.

	The student...	The teacher is...
Exposure The student becomes conscious of the experience.	...observes closely a new and previously unlearned skill or activity. ...shows a clear understanding of what was happening.	...motivator, <i>demonstrating the skill or activity, giving a full and clear explanation of what they are doing and why.</i>
Participation The student decides whether or not or how to take part.	...participates in a previously observed skill or activity under supervision ...performs an activity with prompting and or guidance in its performance. ...describes activities they might undertake using words like 'recognise' and 'contribute' to reflect various forms of participation. ...students retain their clear understanding of the task and must be able to relate this to their developing knowledge base.	...catalyst, <i>providing help, support or further clarification of the task and perceiving a student's lack of competence as a learning need rather than a 'fault'.</i>
Identification The student becomes involved in the experience both emotionally and intellectually.	...performs a skill or activity under supervision, though some guidance in some aspects may be required. ...clearly demonstrates their understanding of the activities they are undertaking and applies their developing knowledge and skills to the activities in hand. ...is developing an ability to recognise and operate within their own limitations.	...moderator, <i>providing appropriate supervision to ensure that students are safe and effective, and encouraging students' to articulate any 'lack of confidence'.</i>
Internalisation The student takes ownership of the learning from the experience	...performs a skill or activity under supervision with minimal or no guidance. ...is safe, confident and effective in all of their skills and performances. ...demonstrates the key aspects of the skill or activity and makes a direct application to practice. ...offers a rationale for their actions that draws on their knowledge base and is both coherent and consistent with current subject standards.	...sustainer, <i>maintaining oversight of, and retaining overall responsibility for the students performance.</i>
Dissemination The student shares with others what has been learned	...analyses situations and critiques underpinning knowledge. ...expresses their knowledge and understanding of their professional discipline in such a way that it enhances the knowledge and understanding of their colleagues.	...chair, <i>observing students' actions that influenced for the better their own learning or the learning of other students.</i>