A Case of Experiential Learning and Archaeology: The Voyage of the Charles W. Morgan

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While rooted in history, the 38th Voyage was not a reenactment, but an opportunity to add to the Morgan’s story with contemporary perspectives. The 38th Voyagers sailed aboard one voyage leg (one night plus the following day) and worked alongside Museum staff, examining every aspect of the journey to better understand the past experiences of those who sailed this ship and others like her.

http://www.mysticseaport.org/38thvoyage/voyagers/
http://www.mysticseaport.org/38thvoyage/itinerary/
What is Experiential Learning?


![Diagram of experiential learning cycle]

**Concrete Experience**
- Laboratories
- Observations
- Primary text reading
- Simulations/games
- Field work
- Trigger films
- Readings
- Problem sets
- Examples

**Active Experimentation**
- Simulations
- Case study
- Laboratory
- Field work
- Projects
- Homework

**Reflective Observation**
- Logs
- Journals
- Discussion
- Brainstorming
- Thought questions
- Rhetorical questions

**Abstract Conceptualization**
- Lecture
- Papers
- Model building
- Projects
- Analogies

*Figure 2. Instructional activities that may support different aspects of the learning cycle.*
Three Questions

How does one translate their experiential learning into the classroom?

How does one use experiential learning to develop questions relevant to archaeological research?

How does one find opportunities to expose themselves to experiential learning that will benefit archaeological or historical sites and topics?