

THE ROLE OF THE TEACHER IN THE EXPERIENTIAL LEARNING PROCESS

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Abstract

Experiential learning (EL) is simply learning by doing. We all learned to walk or talk, not by being shown or told, but by practicing and reflecting on our technique. As a result, trainers and facilitators can implement this method in a wide variety of situations with people from all walks of life. The experiential learning process promotes performance improvement, learning and development. In this article, the researcher specifies the role of the teacher in the process of experiential learning and the implementation of experiential learning in schools. In the process of experiential learning, the role of the teacher is very important. Here, the teacher is not just a guide, but plays the role of an encourager, facilitator and advocate for the students as a scaffolding. The teacher facilitates student interaction with hands-on and hands-on experiences. ie Self-directed educational activities. Here, the teacher adapts to the needs of the students and gives the freedom to create knowledge for themselves. Experiential learning is one of the best methods to teach students how things happen in the practical environment of the new world. Develops a unique thinking sense to grasp concepts easily. it provides opportunities to apply data and ideas to a real-world situation, helping them develop new skill.

INTRODUCTION

A narrower definition would be “learning by reflecting what you do.” Experiential learning is an active learning process in which students “learn by doing” and reflect on their experiences. The general concept of experiential was written by Aristotle around 350 BC. Nicomachu’s ethics "what we ought to learn before we do it, we learn by doing it". As a distinct educational approach, however, experiential learning is much more recent. Beginning in the 1970’s David A. Kolb drew heavily on the work of John Dewey, Kurt Lewin, and Jean Piaget to contribute to the development of modern experiential learning theory.

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COMPONENTS OF EXPERIENTIAL LEARNING

The key components of experiential learning are:

Placement:

A broader term used to describe experiential learning activities, often encompassing other terms such as co- education, service-learning or field experiences. It is often a credible and independent activity in a student's area of interest, unrelated to theoretical research. It is usually assessed by faculty and supervised by a non- faculty employer. Students are able to collaborate with hands-on professionals, complete projects, participate in public events, interview and observe members and staff.

Service Learning:

This term is used to indicate an optional or required extracurricular experience/project or individual meritorious experience of community service associated with a course. The location could be the wider community outside the university or a community embedded in co-curricular activities. In these experiences, students participate in organized service activities that meet identified community needs, gain a better understanding of course content, a broader understanding of the discipline and an enhanced sense of civic responsibility.

Cooperative Education:

Students alternate between work and study, you will typically study for a few weeks and work off-campus for a few weeks. Alternatively, collaborative learning can occur when students attend part-time class at the same time. And work part-time inconsecutive grades in a deliberately planned and coordinated manner. Students receive dual training academic credit if their experiences meet credit criteria (i.e., faculty supervision, reflective elements, proof of learning). The purpose of these programmes is to develop student's professional skills and knowledge.

Clinical Training:

This is a more specifically defined internship experience in which the student gains learned didactic and experiential training, under the supervision of a recognized practitioner, most commonly in the medical and legal fields. Practice your skills. It is often a separate creditable course associated with related theory courses, or an experience culminating after a series of theory courses.

Teaching Students:

This experience is unique to students in pre-vocational and pre-vocational teacher education who have the required and valued experience in supervised instruction.

Internship:

This form of experiential learning is a related form of internship that provides practical experience and theoretical research in a work environment (paid or unpaid), usually including supervised experience as a part of vocational education.

Community-Based Research:

Faculty and students work with local organizations to conduct research that meets specific community needs. Students gain direct experience in the research process.

Field-work:

Supervised student research or practice outside of an educational institution and in direct contact with the person, natural phenomenon, or other entity under study. Field-work is especially common in fields such as anthropology, archaeology, sociology, social work, geo sciences, and environmental studies.

MEANING OF EXPERIENTIAL LEARNING IN SCHOOLS

Change is a part of today's world. We are all dealing with changes in our daily lives, both privately and professionally. So it is very noticeable that each generation expects change. And the impact of change is heavily focused on children. The social environment is constantly changing, and changes can also be seen in the way children are raised. In traditional classrooms, teachers focused on nature. Students in those days were passive listeners. Many changes have been made to the knowledge acquisition phase.

In the modern world of navigation, children are becoming more active. You can take initiative and make independent decisions. Unlike traditional classrooms, experiential learning helps students take risks and express their thoughts and ideas. They were able to handle the situations in a manageable way. In this word technology, they express their ideas in many different ways. Experiential learning gives them many opportunities. They had novel ideas and it is very helpful to create a curriculum to get their ideas. Student's experimental learning techniques are very useful textbook development. It is a process of learning through experience or learning through practice. It teaches us how experiences can emphasize

learning. Students acquire knowledge by performing tasks that generate new experiences. The experiential learning process includes both hands-on activities and self-assessment.

According to Grennon Brooks and Brooka, the learners, not teachers, control their learning. Learners also have to demonstrate their knowledge in different ways every day. Technology plays a key role in the experiential learning process. Technology tools such as tablets, audio clips, smart boards video clip help students generate ideas on their experiences. Also, learners make connections based on past experiences from different perspectives.

TEACHER'S ROLE IN EXPERIENTIAL LEARNING PROCESS

In the experiential learning process, the role of the teacher is very important. Here, teachers are not a mere guides, but act as encouragers, facilitators and advocates for students, facilitating learner interactions in hands-on and self-directed learning activities. Here teachers adapt to the needs of their students and give them the freedom to build their own knowledge. The key roles of teachers in experiential learning process are:

Observer:

Teacher observation is very important in the experiential learning process. Teacher's gather information and make sense of what is happening in the classroom environment. Teachers should carefully monitor student activity and correct the mistakes if necessary.

To Accommodate Individual Differences:

In the experiential learning process, teachers should consider each individual as unique. They differ in their abilities tendencies and attitudes. They have their own strength and weakness. There are talented students, average students and slow learners in a class room. Teachers should consider them equally and respond their needs.

Selects the Appropriate Experiences to Meet the Needs of the Students:

The role of teacher in experiential learning is very important. They are supporters in the background. Setting problems, setting boundaries, supporting learners, providing appropriate resources, ensuring physical and emotional safety, and facilitating the learning process.

Recognize and Encourage Spontaneous Opportunities for Learning:

Participate, experiment and find solutions to challenging situations. It helps learners understand the connections between one context and another, between theory and the experience, and encourages this repeated testing.

Stimulating Academic Research:

Well-designed, directed, and evaluated experiential learning programmes foster interdisciplinary learning, civic engagement, career development, cultural awareness, leadership skills, and other professional and intellectual skills. By promoting it, you can stimulate academic research. This is a way of making discoveries and experimenting with firsthand knowledge, rather than listening or reading about the experiences of others.

Reflection:

It is central to the educational process. There are plenty of opportunities for experimentation. Teachers are just moderators here.

Critical & Creative Thinking:

The teacher's role in experiential learning on the intellectual side of the students is very important. Engage students in intellectual games. A good presenter can understand their emotional, social and physical level very well. Designed learning experiences, including opportunities to learn from natural outcomes, mistakes, and successes.

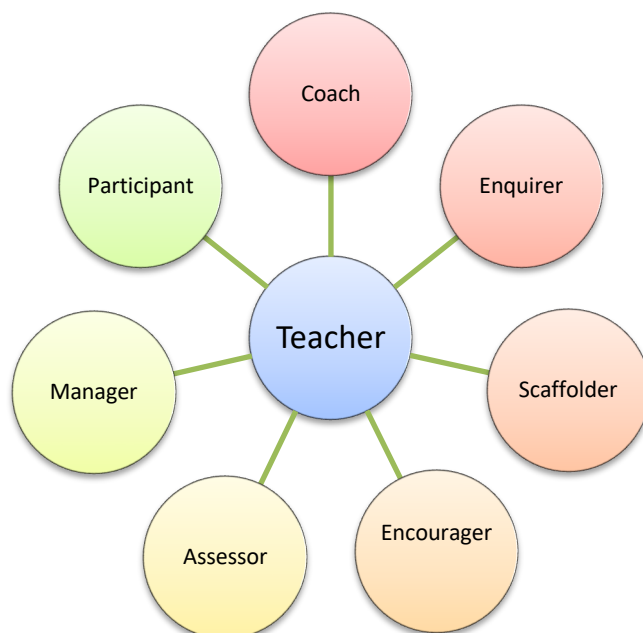
Better Understanding of the Course Materials:

Teachers try to fully understand and communicate each method. Therefore, they choose hands-on classes that include experimental methods. Children learn by completing real-life situations and tasks. In this way they can gain their own experiences and better understand the content of the course. It is a process of learning through experience or learning through practice. It teaches us how experience can emphasize learning. Students acquire knowledge by performing tasks that generate a new experience. The experiential learning process includes both hands-on activities and self-assessment.

Enrolling Learners in Schools and Programmes:

Good facilitators only enroll students in variety of curricular programmes based on experiential learning styles and actively encourage students to retain knowledge and materials. Instead, you can present activities that help internalize the content. Some of the examples are crafts and encourage you to creatively solve problems and ask questions.

PROFESSIONAL QUALITIES OF A TEACHER IN EXPERIENTIAL LEARNING PROCESS



The Manager:

Teachers take full responsibility for, what their students do, say and how they say to entire class. Although the primary focus in the classroom is on the student, the role of the teacher is very important. Teachers can have the gift of teaching and inspiring through their knowledge and skills. The teacher should integrate class activities and encourage students to do things in an independent way. As a manager, they treat their students like their own children

Scaffolder:

Here the teacher should have received the quality of scaffolding. Teachers must stand behind children as steadfast supporters.

Facilitator:

The teacher encourages student participation and makes suggestions on how students should proceed with the activity. Teachers should help students only when opportunities arise. Students sometimes get lose or don't know how to proceed. Teachers can be motivating in this regard, but they always have supportive effect.

The Assessor:

Feedback and corrections are organized and implemented. There are different ways to grade learners. The reviewer role gives teachers the opportunity to correct learners. Teacher can use different assessment techniques like formative assessment and summative assessment.

The Participant:

In this experiential learning process, the students do all the activities independently. But here the teachers need to improve the class atmosphere when they participate in the activities. However, the teacher risks dominating the activity when conducting it. Here teachers can bring the class to life. Taking a step back and not being the centre of attention allows teachers to interact with learners without being overwhelmed. Teachers need to maintain the quality of relationship building.

The Coach:

Teachers acts as coaches in student participation in project work and self study. Teachers provide advice and guidance, helping students clarify ideas and limit assignments. This role is a great way to give students individualized attention. Here the teacher had to maintain her qualities as a leader. Thus, the teacher had to develop qualities such as higher order thinking ability, effective communication skills and empathy.

CONCLUSION

Experiential learning allows students to gain real world experience while also exposing students to challenges that will help them grow. Here teachers encourage students to engage in first-hand experience and focused reflection to expand their knowledge, develop their skills, articulate their values, and build their competencies. Experiential learning develops children's confidence and leadership. They perform task through critical analysis. And students' creativity will grow and implement their skills. In this way experiential learning process gives a new vision to our educational system.

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