

Meaning of Learning Experience

A Learning Experience includes all the activities that learners engage in while learning something new.

A well-designed Learning Experience is characterized by engaging activities that optimize learners' learning both in time and effectiveness.

Some of the Activities which could enhance the Learning Experience of the learners could be:

- ✓ instructor-led teaching
- ✓ interactions with the instructor and/or other students
- ✓ reading
- ✓ visiting a website
- ✓ taking a quiz
- ✓ working on an assignment
- ✓ working in a team on a project
- ✓ an out – of – class activity like a field trip
- ✓ designing a model
- ✓ viewing a movie that is thematic
- ✓ illustrating an abstract idea using representational objects
- ✓ role plays or other dramatization activities

Dale's Cone of Experiences

Edgar Dale was an American Educationist who was a Professor of Education at the Ohio State University.

He was born on April 27, 1900 and passed away on March 8, 1985

He developed the famous Cone of Experiences.

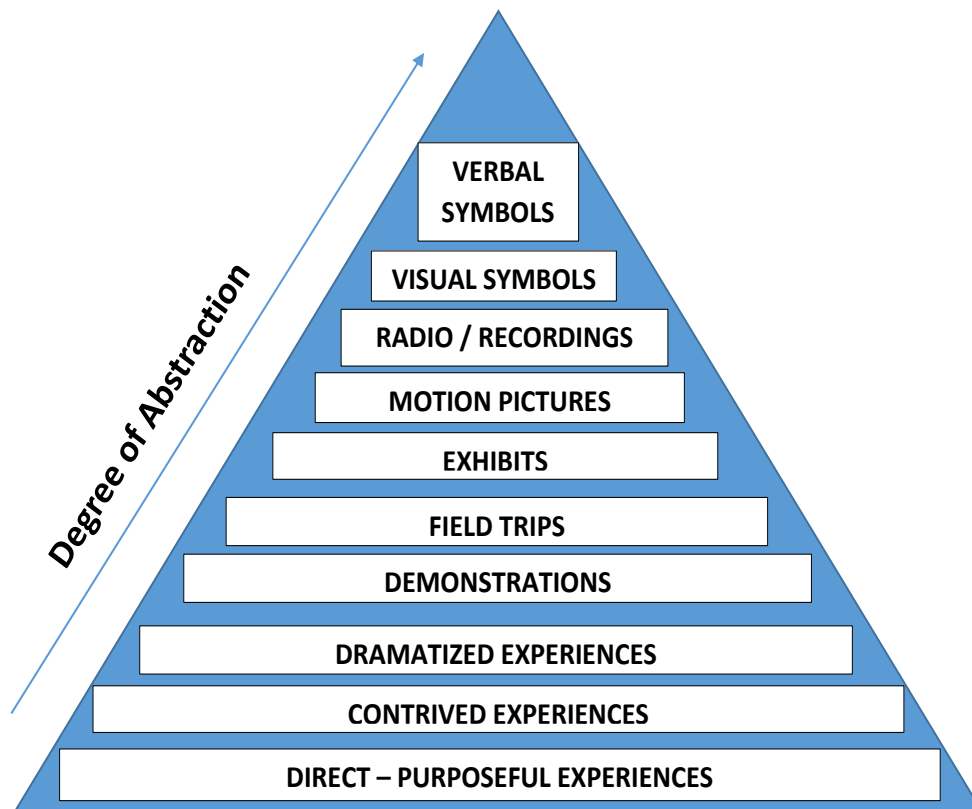
He made several contributions to audio and visual instruction, including a methodology for analyzing the content of motion pictures.

The organizing principle of the Cone was a progression from the most concrete experiences (at the bottom of the cone) to the most abstract experiences (at the top of the cone)

Dale's own claims for this classification system were modest and qualified.

He advised against viewing the categories as rigid, inflexible divisions.

He insisted that the classification should not be regarded as any sort of "hierarchy or rank order".



Direct purposeful experiences:

These are real experiences, first hand experiences. Such experiences form the basis of all learning and therefore make up the foundation of our learning. These are the experiences that our senses bring to us because of which we construct ideas, concepts and this gives meaning and order to our lives.

For e.g. interaction with real objects, situations, phenomena, practice teaching lessons.

Contrived experiences:

When real experiences cannot be used or are too difficult to be shown or used we make use of contrived experiences.

The word contrived means made up experiences or also called edited copies of reality and are used as a substitute for the real thing.

These experiences are so designed that they closely resemble the real experience.

Very often in subjects like history, geography, or science it becomes difficult to expose students at all times to direct experiences. So, contrived experiences can be used in such cases.

For example, while teaching a unit on transportation it is not possible to bring to the classroom the actual ships, containers, trucks, trains and cargo aircrafts. Similarly in geography it is not possible for us to bring the polar regions to the class or for that matter in history it is not possible to bring to the class the battles of the past. The keywords to remember for contrived experiences is '**Editing of Reality**'

Dramatized experiences and role plays:

The act of imagining ourselves (acting out) in a situation and performing a role is sometimes very close to the reality of the situation.

For e.g. Peer Teaching which takes place in a simulated environment. Here, there is a difference between those who are watching and those who are actually participating. So we can say that those who are participating (acting), experience a more concrete experience vis-à-vis those who are watching (observing).

Demonstrations:

A demonstration is a visualized explanation of an important fact, idea, or process. It shows how certain things are done.

In simple words a demonstration means to show clearly so as to enable understanding.

Demonstration involves showing by reason or proof, explaining or making clear by use of examples or experiments.

Some examples of Demonstrations are given below.

In Science, Carbon dioxide turning lime water milky can be demonstrated

In History / Geography, reading a map can be demonstrated

Field trips:

Field trips fall into the category of experiential education made famous by John Dewey, who said, "Education is life itself."

Field trips are conducted primarily for the purpose of experiencing something that cannot be encountered inside the classroom.

Here students are brought close to reality.

Field trips help students to build their kinesthetic learning.

Students get excited about learning new processes or things or events.

Field trips can be focused on almost any subject. For example, in life sciences field trips can be used to discover the ecological relationships within a local park, lake, or river. In History, as a field trip, students can visit local landmarks, old settlements or heritage structures that have been preserved.

Exhibits:

Exhibits are displays to be seen by students / people.

They may be made of wood, clay or any other suitable material.

They may consist of working models, or may be models that include sensory experiences where people can touch and even manipulate them.

Classroom projects, science exhibits, museums exhibits and artefacts etc. would be examples for exhibits.

Motion pictures and television:

Motion pictures and television helps to bring reality into the classroom as both sound and motion are involved.

Motion pictures can reconstruct reality of the past so very well that we can feel that we are there e.g. films on Mahatma Gandhi.

They bring immediate interaction with events from around the world. there is emphasis on personalities and they are organized. Overall it takes a viewer into the motion picture to experience the feeling.

Still pictures/Radio/Recordings:

These are visual and auditory devices.

Still pictures lack the sound and motion as seen in motion pictures and television.

Similarly the radio broadcast is informative but lacks the visual component.

Visual symbols:

Even though they are visual, they are highly abstract.

Consider examples such as graphs and charts, sketches, maps, cartoons, notations, symbols, diagrams, chalkboard, whiteboards. These examples are abstract.

Hence students find it extremely difficult to analyze the content in such materials.

Verbal symbols:

This level is concerned with written words and spoken words.

Words can be used to describe real objects, ideas, principles, formulae, etc.

Examples are discussion, explanation, lectures, etc.