

Hello students.

Welcome to the Learning Resources lecture.

My name is Subodh Haldankar.

I'm an Assistant Professor at Nirmala Institute of Education.

This lecture is for the First Year students of the B.Ed. course and the Semester IV (Four) students of the integrated course. We're doing unit **ONE** that is **Educational Communication** and I'm going to cover Module #11 that is Meaning of Learning Experiences - Dale's Cone of Experiences.

The outline of this module.

In this module you will learn about the Meaning of Learning Experiences and you will also learn about Dale's cone of Experiences.

Learning outcomes:

At the end of this module you will be able to understand the concept of Learning Experiences and you will be able to understand Dale's Cone of Experiences.

Now let us understand what is the meaning of a 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 as given below that is,

- Instructor-led teaching
- Interactions with the instructor and all the 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.

After having understood what we mean by learning experiences, let us try and understand what is Dale's Cone of Experiences.

Now Dale's Cone of Experiences was proposed by Edgar Dale. Edgar Dale was an American educationist who was a Professor of Education at the Ohio State University. He was born on April 27th, 1900 and passed away on March 8th 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 i.e. 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.

This is how the Dale's Cone of Experiences looks like. So if you see over here at the bottom of the cone you will see the experiences which are listed are concrete experiences, whereas towards the top of the cone you will see abstract experiences.

So if you look at the degree of abstraction over here, this is as you move upwards towards the top. The degree of abstraction increases. So you start with concrete experiences at the bottom, and then as you move upwards, the abstract experiences increase.

So let us try and understand each of these experiences. So the first one which is at the bottom. If you see over here;

Direct Purposeful Experiences: Now 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, an order to our lives. For example, interaction with real objects, situations, phenomena. Practice teaching lessons. These can be all categorized as direct, purposeful experiences.

The next one is **Contrived Experiences**. So when real experiences cannot be used or are too difficult to be shown or used, we make use of contrived experiences. So these are used only if it is not possible for us to get the real experiences in the class. The word contrived means made up experiences or also called edited copies of reality and 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 instance, while teaching a unit on transportation, it is not possible to bring to the classroom the actual ships or containers or 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. So in this case, we use the contrived experience. Now the key words to remember for contrived experiences is editing of reality. So it is the reality which is edited. So it is not the reality though, but it is an edited form of reality.

The next type of experiences are dramatised experiences and role plays. Now 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 example, 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 or acting, experience a more concrete experience vis-a-vis those who are watching or observing.

Next is 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 demonstration are given below. In science, carbon dioxide turning lime water milky can be demonstrated. In history or geography, reading a map can be demonstrated. So these are some of the examples for demonstrations.

The next type of experiences will be 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 and 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.

Next is Exhibits. Exhibits are displayed to be seen by students or people. These displays which are seen by students or people are called exhibits and they may be made of wood, clay or any other suitable material. They may consist of working models or maybe 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. Now in this, Motion pictures and television will help you to understand how you can go closer to reality because motion pictures and television helps to bring reality into the classroom as both sound and motion are involved. Motion pictures can reconstruct the reality of the past so very well that we can feel that we are there. For instance, 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 feelings.

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.

Then we have verbal symbols. This level is concerned with written words and spoken words. Words can be used to describe real objects, ideas, principles, formula, etc. Examples are discussion, explanation, lectures, etc.

These are the references which are also given in the syllabus. You can always have a look at these references for any additional information that you might need.

Thank you.