

Extra resources from CBSE Experiential Learning Handbook

Link: http://cbseacademic.nic.in/web_material/Manuals/ExperientialLearning.pdf

COMMON PHRASES IN EXPERIENTIAL LEARNING:

Before beginning the preparation of a lesson plan, teachers must be aware of the following phrases and their meanings for a better and clearer understanding of the lesson plan:

PHRASE	MEANING
Checking prior knowledge	<i>How do you check what learners already know?</i>
Sparking curiosity	<i>How will the lesson be introduced to create interest and stimulate learners' curiosity?</i>
Providing the experience	<i>What experiential learning strategies will be used to achieve the lesson objectives?</i>
Drawing inferences	<i>How and in what format will the learners record/document their observations/learnings from the experiential tasks?</i>
Conceptualization	<i>How will the facilitator assimilate key aspects of learning from the inferences drawn by learners?</i>
Connecting to real life	<i>How will the lesson be linked to real life incidents/situations/processes/systems to make learning meaningful?</i>
Extended learning	<i>How will the facilitator provide opportunities to reflect on the experience in terms of their real-life application?</i>
Assessment	<i>How will the facilitator check and ensure that learners have constructed knowledge and learning objectives have been achieved?</i>

My Own Learning (Post-Lesson Reflection):	<i>What challenges /problems were faced by the facilitator while planning and implementing the lesson plan?</i>
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INFOGRAPHIC TEXT

MAKING THE EXPERIENTIAL LEARNING MODULE PURPOSEFUL/MEANINGFUL AND RELATED TO THE CHILD'S CONTEXT: A STEP BY STEP APPROACH:

STEPS	DESCRIPTION	IN BRIEF
1.	Analyse the needs of your students and their prior knowledge	Are they exposed to the given topic in real life? In any form? Do they have a mature understanding of the real-life experience? Can they link it to conceptual understanding? The prior knowledge can be gleaned through activities in several ways: through quizzes, tests, role plays, drawings, freeze frames, words and sentences. Please see exemplars in the next chapter.
2.	Plan and identify the experiential activity that you will take up for a given topic/concept. Plan out the primary and secondary experiences.	Make lesson plans. Plan a student-centric, hands on activity that must have some relevance to the life of the students. They must be able to relate to it. The best experience is when a student/group of students are able to create something at the end of the experiential activity. That leads to an <i>Aha</i> moment, and is joyful learning. Youngsters are prone to boredom if the task at hand is not challenging enough. The activity that you plan is therefore a test of your skills to engage the students in the learning process. You can always take help of various examples on the internet, or any e-resources you may have access to. Everything need not be originally created by you. Check if the activity meets the requirements of the learning objectives of the students and their cognitive development goals. Most importantly, be

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		sure that the activity allows the learner to experience fully the concept for which it is meant. The primary experience is nothing but the activity that you have planned for the students to experience the concept. The secondary experience is deeper; it is what emerges from the primary experience in the form of reflection, further enquiry, application of information in real life, etc. both experiences are a necessary part of the EL methodology. The secondary experiences must be collected in the portfolio by the students.
3.	Select type of experiential learning strategy that you will adopt—classroom-based learning or field-based experience.	Classroom based learning can take multiple forms –group work, role play, presentations, games, case studies, demonstrations, etc. Field based experience – visits, interviews, interactions, practical, etc. It is also possible to have a combination of classroom activities, a field visit or any other form of external experience and/or a project work. The sky is the limit here.
4.	Plan in advance: Once you have mapped activities to the existing curriculum/ syllabi and are clear about the learning outcomes, combine these to form your pedagogical plan for the semester or for the year.	Planning in advance is always advantageous. It not only helps the teacher in time management, it often helps the subject teachers to get together for an inter-disciplinary module. Whatever the child reads in her books or does as a part of co-curricular or even extra-curricular activity must have a direct relation to the experiential activity that you undertake. If a student is not able to relate to your inter-disciplinary module, there will be no learning for him/her. You in turn must be clear about the expected learning outcomes from these experiences.

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5.	Prefer an Art integrated activity if possible	Arts Integrated Learning is a creative and constructivist teaching-learning approach through which students demonstrate their understanding of a concept through various art forms. Arts integration signifies exploration of academic content (ideas, concepts, prior knowledge) and skill sets to be acquired by a student through the lens of various forms of Arts.
6.	Time it	Please refer to the CBSE guidelines on Art Integrated Education for more details. Have a time schedule in mind for undertaking the activity and for understanding the key concepts. Time management is of the essence in EL. The activity must be challenging, yet it must be such that it is completed within the time limit you set while keeping the pace of all learners in mind.
7.	Explain what your expectations are from the students to them	Set the ground rules about how the class will proceed. Also show them your assessment rubric or ask them to put it in their portfolio or tell them how this activity shall lead to another related project, etc.
8.	Ensure availability of resources required for the activity, if any.	Some experiences may require certain resources, particularly if the activity is Art based. Plan it out in advance. However, even many art-based experiential activities may not require any extra resources, such as activities based on music, dance, theater, role play, story-telling, etc.
9.	Flexible seating arrangements	This may appear simplistic, but it really is the cornerstone for getting students involved in the experience at hand. Classroom based experiences are particularly better imbibed through group work. It requires the desks and chairs to be moved around for the group to be comfortable.

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		Try and form the groups objectively in consultation with the students and explain to them the need to work in cooperation and team spirit. Initiate them into the system of brainstorming, prioritizing and time management. Most often even learning in a typical classroom situation is imbibed better if the seating arrangement is circular, rather than in rows where the tag of front and back benchers gets entrenched. Students can even go outside in lobby areas or corridors or other open spaces in the school.
10.	The classroom environment is important	Facilitators should use the walls for the displays, put up colourful work, use the floor space when possible to sit on the floor in or outside the class and draw/paint or scribble on it with crayons or erasable markers.
11.	Familiarize students with group dynamics as a life skill	It is important to include energizers and ice- breakers to create trust amongst them. The micro- climate of the classroom is important too. Children perform better in relaxed environment. In a relaxed environment, students will understand better how a group works and how each person in a group can have a role, such as, the presenter, the designer, the timekeeper, the criticizer, etc.
12.	Daily objects must be used for learning	This interaction and use of daily objects such as class stationery, leaves, stones, toys etc., allow children to express their emotions as they can also be used as metaphors (Beard & Wilson, 2013) Piaget has emphasised the importance of using concrete objects and physical and sensory interaction with the environment as a basis of constructing one's understanding during childhood. (Piaget & Inhelder,

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		1969). Use of objects is now validated in neuro- sciences as leading to better memory and recall.(Markant, Ruggeri, Gureckis, & Xu, 2016).
13.	Use of the body and senses enhance learning	Many educationists such as Montessori, Dewey and Kolb consider bodily action as important in knowledge construction. This has been extensively studied by embodied cognition researchers. Recent research in the field of neuro-sciences also shows the importance of using the body and the senses physical movements that enhance spatial memory (Delafield-Butt & Adie, 2016). However, these physical actions or bodily movements must be purposeful and meaningful (Mavilidi, Okely, Chandler, & Paas, 2016). Then they can lead to positive emotions.
14.	Use positive emotions for joyful learning	There is a great deal of empirical evidence in favour of using positive emotions such as joy and humour in education (Boler, 1999; Hardiman, 2003; Staus & Falk, 2017; Sylwester, 1994). This can lead to greater well-being for children (Czikszentmihalyi & Larson, 1984). Joyful classrooms are not only for the child but also for the teacher!
15.	Allow mistakes	Students must make mistakes. Allow them to. That itself is a learning experience. Do not tag them as "slow learners", "problematic", "stupid", etc. Guide them gently, but allow them to arrive at solutions on their own or in the group.
16.	Experiential learning is incomplete without reflection	After the activity, your lesson plan must give sufficient time for reflection. Reflection can be individual, in pairs or groups.

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		Reflection can be self-driven through further research, teacher-driven through quizzing or explaining of concepts, class-driven through curiosity questions, inter group based through presentations by each group followed by discussions, etc. again, the sky is the limit.
17.	Levels of reflection	There can be basic level or there can be a deeper level of reflection. At the basic level activities such as group discussions, class discussions, feedback, reflective writing, concept maps, peer evaluation, etc can be utilized. For a deeper reflective process, activities that can be used include: reflecting on a subject by relating it to concepts/ideas drawn from different disciplines, or by relating it from different viewpoints (different institutions, experts, age groups, etc), different emotions, etc., getting another group to criticize your understanding, etc.
18.	Concept map as a tool for reflection	A concept map is a graphic representation of the understanding of a concept by a learner. It begins by putting the main idea or concept in the center of the map in a box/circle, and then the related ideas keep branching out from there with the help of arrows. This is an excellent tool for reflection. When students/groups of students draw a concept map as a reflection on their experience, the teacher can easily see the various stages of understanding, the differences in thinking, etc reflected in these maps.
19.	Peer evaluation as a tool for reflection	Here students or groups of students evaluate each other by reflecting on the processes undergone and the understanding reached, and write or discuss

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		their evaluation with a constructive approach rather than a critical one.
20.	Teacher's role	The teacher's role should be that of a facilitator and a resource person in this process of learning. The learner must take the lead to learn, while the teacher gently guides. The teacher is a participating observer who takes on the role of ensuring student empowerment. In fact, the most important role of a teacher in an EL class is that of a cheer leader.
21.	Assessment of the EL experience	Every learner in an EL class might take away a different set of learnings. This makes assessment a little complicated process. To prepare an assessment rubric for any EL activity, it is essential for the teacher to be clear about the why, what and how of the assessment at hand. The rubric must include among others the assessment of the process undertaken by the student for the activity, assessment of the experience, and assessment of the reflection done by the student. The process assessment can include assessing of the learner's knowledge and skills and also her ability to relate it to her real-life experiences. The assessment of experience can include observations by the teacher on how the experience transforms the learning process in the student. The assessment of reflection can focus on how the child hones the knowledge acquired by her and how she connects her conceptual understanding with

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		related concepts in other disciplines. These are only suggestive methods. It is really up to the teacher to adapt/adopt/or create an assessment rubric for each activity separately.
22.	Importance of portfolio in EL	Portfolio is an important aspect of reflective writing. Reflective writing can simply be thoughts on the process and experience, or a list of for-the-motion and against-the-motion ideas. Sometimes students create quizzes for their class mates or even questionnaires for further survey through reflective writing. One excellent method of reflective writing is an analysis of a newspaper article related to the concept being taught through EL. Self-evaluation or a short assignment or a quick subjective test is also a form of reflective writing.