

OBJECTIVES OF EXPERIENTIAL LEARNING

The main objective of experiential learning is not simply learn a skill through practice, but also to think critically about the practice and improve upon it.

The various objectives of Experiential Learning can be put as under:

1.General Objectives

- (1) To apply knowledge and theory to real world experiences.
- (ii) To design a learning experience that include the possibility to learn from natural consequences, mistakes and successes.
- (iii) To make opportunities for debriefing and consolidation of ideas and skills through feedback, reflection and application of ideas, skills, to new situations.
- (iv) To provide safe and productive environment for learning.
- (v) To build upon a foundation of interdisciplinary and constructivist learning.
- (vi) To provide learning outside one's perceived comfort- zones. Learning is enhanced when Students are given the opportunity to operate outside of their own perceived comfort zones. This is true for both-physical as well as social environment.
- (vii) To relate experiential learning to education for sustainable future.

2. Objectives Related to Students:

- i) To provide students to take initiative, make decisions and be accountable for the results.
- ii) To inculcate among students the qualities to reflect, critical analysis and synthesis.
- iii) To take ownership of your own lifelong learning.
- iv) To increase personal development through a sense of personal efficiency, personal identity and moral development.
- v) To increase academic learning by promoting critical thinking and problem solving skills through real world experiences.
- vi) To increase leadership skills, communication skills and interpersonal skills to work well with others.

- vii) To increase civil responsibilities by reducing stereotypes and facilitating cultural understanding and a sense of social responsibility, while promoting commitment to continued community development.
- viii) To increase career development through exploration of career interests, improves employability through application of skills in the real world and offer networking for increasing job opportunities

3. Objectives Related to Faculty Members tor (Teachers)

- i) To promote student engagement with the subject matter by engaging a variety of learning styles, strengthening faculty students relationships and improving the process and product of assignments and exams.
- ii) To provide education for citizenship to students by providing social responsibilities through collaboration with others in diverse setting and through civic knowledge and participation.
- iii) To enhance their professional development through networking opportunities within other institutions, providing new avenues for research, increasing awareness of current societal issues etc.
- iv) To emphasize on holistic teaching.

4. Objectives Related to Institutions and Community:

- (i) To improve student retention by engaging students talents and energies, creating a campus-wide engagement and providing a substantial human resource.
- (ii) To improve community outcomes by meeting the need of the agency, through increasing human resources to institution resources, more informed involved citizens and new ideas and energy.

In this way, experiential learning helps to achieve many objectives and purpose of students, teachers and community etc. conserving their studies and social set-up.

PRINCIPLES OF EXPERIENTIAL LEARNING

Association for Experiential Education (2011) has given the following list of principles of experiential learning

1. **Carefully Chosen Experiences:** Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
2. **Structured Experiences:** Experiences are structured to require the students to take initiative, make decisions and be accountable for result .
3. **Active Engagement:** Throughout the experiential learning process, the student is actively engaged in posing questions, investigating, experiencing, being curious, solving problems, assuming responsibilities, being creative and constructing meaning.
4. **Total Involvement:** Students are engaged intellectually, emotionally, socially, soulfully and physically. This involvement produces a perception that the task is authentic.
5. **Results as Basis for Future Learning:** The results of the learning are personal and form the basis for future experience and learning.
6. **Development of Relationships:** Relationships are developed and nurtured, student to self, student to others and student to the world at large.
7. **Outcomes are not Predicted:** The teacher and student may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of the experience cannot totally be predicted.
8. **Opportunities are Nurtured:** Opportunities are nurtured for students and instructors to explore and examine their own values.

9. **Encouragement to Spontaneous Learning:** The instructor recognizes and encourages spontaneous opportunities for learning.
10. **Design of Learning Experience:** The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.
11. **Instructor/Teacher's Role:** The instructor's primary role includes setting suitable experiences, posing problems, setting boundaries, supporting students, ensuring physical and emotional safety and facilitating the learning process.
12. **Teachers Awareness:** Teachers strive to be aware of their biases, judgments and pre-conceptions and how these influence the student,

Pedagogical Principles of Experiential Learning

1. **Active Learning:** Students are fully engaged, mentally, physically and emotionally, in the active process of learning, instead of passively receiving content, students are co-constructing knowledge with their teacher and peers. They are actively testing thinking, challenging, hypothesizing, interpreting and reflecting on their course material.
- 2 **Relevancy:** Students understand the content as relevant to their own lives. Assessment is formative-it is used to support the learning process and guide changes to teaching strategies.
3. **Experience for Future Use:** Every experience a student has, had up to this point influences how they learn to this current moment. Students develop reflective skills that enable them to transfer their learning into future opportunity
4. **Authenticity** Students understand their motivations for taking a course and learning the content can articulate connections among their learning experiences. The course provides a meaning experience within the context of the student's goal or outlook.

