



Exploring the Experiential Learning Cycle Application: Case study of University of Makassar and Samarkand State Institute of Foreign Language

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Abstract

This essay makes an effort to tackle the idea of experiential learning and goes into great detail about how the project-based learning technique is being used. Experiential learning is the name given to learning based on experience. We conducted qualitative research within the context of this study utilizing the in-depth interviewing technique. Our goal was to document the opinions, perceptions, sentiments, and attitudes of the 113 students who took part in the experiment. "International research partnership's findings demonstrated the significant influence of experiential learning acquisition, social skill development, student attitudes, also promoting cultural and traditional values. The unique of this study that illustrates experiential learning in the classroom and analyzes the project's teaching strategy in conjunction with other experiential/energetic educational approaches.

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Keywords: experiential learning, teaching, activity, technique, perception.

Introduction

Humans evolved through first-hand experience prior to learning from books and formal education. They mastered the art of learning by doing, learning from their failures, which became an essential component of

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how they learnt, developed, and progressed. For instance, they learnt how to strengthen the shaft or sharpen the point of a spear if it broke while trying to kill an animal (Kolb, 1984), gradually developing the experiential learning model to create numerous ways to learn experientially (Manolis, Burns, Assudani, & Chinta, 2013). Learning thus became the process by which experience was transformed into knowledge. This transformation of experiential knowledge in higher education worked towards mentoring students through the ongoing adaptation and giving them the most engaging learning settings (Gomez-Lanier, 2017). Learning from failures also became one of the most important steps in the trial-and-error process, which required several attempts to gain experience. Since this process comprised a cycle of planning, thinking, testing, and reflecting, it took longer to complete and necessitated that students left the classroom to test out their notions in various settings.

The most succinct explanation of experiential learning was provided by Kolb (1984) in his extremely influential paradigm. According to his experiential learning theory (ELT), learning is "the process by which knowledge is created through the transformation of experience." (Kolb, 1984). There are various other definitions. According to Smart and Csapo (2007), experiential learning, forces students to remember both what they hear and what they do. Students gain a deeper, more profound grasp of course topics and how they work in the real world through experiential courses, which provide them the chance to explore ideas firsthand. Experiential learning intensifies the course material's emotional content. This happens both when students are actively working to solve the activities' challenges and when they are analyzing, discussing, and reflecting on their own personal reactions (Kolb & Kolb, 2017). One must try multiple times at trial and error in order to learn via experience, and one of the most crucial elements in the procedure is learning from mistakes. Since this process involves cycle of planning, thinking, testing, and reflecting, it not only takes more time to complete but also could necessitate that students leave the classroom to test out their concepts in various settings.

Figure 1 shows a combination of active experimentation (AE) and practical/ concrete experience (CE). What makes the Experiencing style unique is the capacity to derive meaning from a deep engagement in experience. It focuses on concrete experience (CE) while balancing active experimentation (AE) and reflective observation (RO). The Imagining style is characterized by the capacity to imagine possibilities through observation and reflection on experiences. It combines the techniques of learning known as concrete experience (CE) and reflective observation (RO). The Reflecting style is defined by the capacity to connect knowledge and experience through in-depth contemplation. It draws on reflective observation (RO) while balancing concrete experience (CE) and abstract conceptualization (AC) (Guan, 2018).

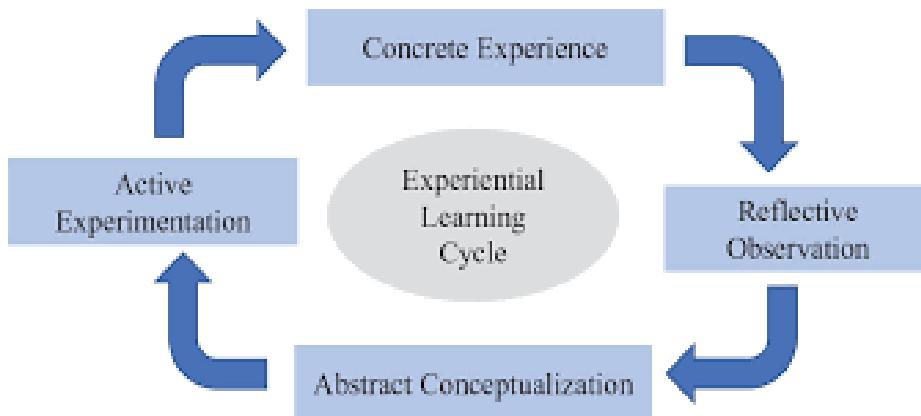


Figure 1. (Kolb, 1984) *The Experiential Learning Cycle.*

The ELT highlights how people can learn more deeply by cooperating with one another, as well as the various experiences and learning styles that people have in relation to the four quadrants, positioning various vocations and careers accordingly. While organizational and business professionals are framed in the fourth and first quadrants of "active experimentation" and "concrete experience" (see Figure 1), scientists might be positioned in the second and third quadrants of "reflective observation" and "abstract conceptualization." (Kolb, 1984). The ELT also emphasizes the diverse experiences and learning preferences that people have in regard to the four quadrants, situating various vocations and careers accordingly. It also emphasizes how people may learn more profoundly by working together. While organizational and business professionals are positioned fourth and first quadrants of in Figure 1 "active experimentation" and "concrete experience" respectively, scientists may be situated in the second and third quadrants of "reflective observation" and "abstract conceptualization." (Kolb, 1984). These four phases of Kolb's experiential learning theory (ELT) closely reflect those of Korthagen's (2017) ALACT model, named after its five phases: Action, Looking back, Awareness of essential aspects, Creating alternative methods of action and Trial. Both theories individually have their typical flaws; however, combining knowledge restructuring theories and experiential learning theories is a significant step forward.

According to the ELT, each learning quadrant requires a different set of cognitions: concrete experiences are understood through our senses (feeling), reflection requires observation (viewing, listening), abstract conceptualization requires thinking, and active experimentation requires doing. This chooses when to encourage individual introspection, group discussion, or the inclusion of theoretical information or real-world examples. However, the ELT has drawn criticism, finding it crucial for organizational learning, sustainable development, and educational research (Loeber, Van Mierlo, Grin, & Leeuwis, 2007). The idea of learning, which addresses the testing of hypotheses, is an area where the ELT falls short (Argyris, 1977). It also neglects to account for defense mechanisms and unconscious learning processes that may hinder higher order learning. But what distinguishes the ELT is its emphasis on a range of interconnected but individual learning experiences (concrete encounters, observation and reflection, conceptualization, and action), all of which must be addressed for a complete understanding and which call for a diversity of learning contexts. Following the ELT's learning quadrants may offer insights into the learning activities that are most suitable at which stages of the experiment process as well as how to facilitate comprehensive learning experiences for participants with various backgrounds, learning preferences, and levels of involvement.

The ELT can also be useful for structuring group learning processes, particularly if the group contains people who represent the four quadrants, despite its emphasis on individual learning. For instance, when bridging the gap between academic knowledge and the practical expertise of practitioners (and vice versa), or, using the ELT structure, when bridging the gap between the second and third quadrants, which are primarily dominated by academics, and the first and fourth, which are primarily dominated by practitioners. As a result, the ELT has been successfully applied as a framework for group learning and as the foundation for experiencing urban planning case studies in a variety of settings. Although it may represent a lifetime of personal improvement, this learning process mostly focuses on smaller learning sessions. More information in this area may help in the successful facilitation of and contribution to scholarly inquiry on the idea.

The ELT also emphasizes how distinct cognitions are required for each learning quadrant: tangible experiences are understood through our senses (feeling), reflection necessitates observation (viewing, listening), abstract conceptualization necessitates thinking and active experimentation necessitates doing. Depending on the (educational) circumstances and the learner's traits or learning preferences, these cognitions should be supported differently. This chooses when to encourage individual introspection, group discussion, or the inclusion of theoretical information or real-world examples. (Beukers & Bertolini, 2021)

An interesting thing about Kolb's theories, in the context of this study, is that Kolb recommends evaluation of the processes and the outcome of the ELT by the institutionalized educational system or through a supervised experiential learning. This could be a system or unit within the college or granting empowerment to the administrators and providing resources for developing experiential learning activities. They could adopt any initiating style to act on their own initiative in response to events and circumstances. In these colleges, in their early stages of formal instructions, young students are different from adults as they try things repeatedly until they succeed. Experiential learning offers them a type of instruction that helps them develop their critical thinking and problem-solving skills and support the characteristics of vocational colleges (Payne & Costas, 2021). For instance, a course on teaching that focused on both theoretical understandings and abstractions as well as individual experience and practical application in a trial-and-error setting. Critical thinking is one of the most essential skills needed in the complex environment of the 21st century; hence, it is essential for students to develop these skills (Yuliani, Kusumah, & Dahlani, 2021).

Kolb's ELT served as the driving force for this study, which was built on the four-part cycle of concrete experience, reflection, conceptualization, and experimentation. According to Fewster-Thuente and Batteson (2018), students today do not want to learn in a static setting where knowledge is passively supplied to them, hence this issue was chosen to lead the study. The purpose of the current study, therefore, was to comprehend how educators interpret the definition of a "concrete experience" in order to solve this worry. In a sincere effort to investigate experiential learning, a systematic literature evaluation of empirical studies on the topic was carried out (Morris, 2020). For several decades, experiential learning activities have been used with the hope of improving student learning. There hasn't been a concrete study that demonstrates their total efficacy, though. This study further demonstrated that the experiential learning strategy enabled by mobile technology can successfully increase students' group efficacy, serving as a useful guide for those wishing to create efficient authentic activities in a group learning setting.

This study is set up as follows. Section 2 expands on the connection between experimenting, learning, and transformative ability with the help of past studies. These studies suggest a technique for learning about transitions through experimenting with the use of a literature review on significant findings from transition research. This study aimed to propose extending these conclusions with knowledge from the experiential learning theory (ELT), which Kolb (1984) introduced to the field of educational research. It also aimed at discussing a research strategy for applying this idea of an experimentation-based learning

technique for transitions (Beukers & Bertolini, 2021). The next sections make clear what experiential learning is, how it came to be, and why it is important. It is premised not to downplay alternative theories about the connection between experience and learning (Fenwick, 2001) or other factors that may have an impact on the field of experiential education. (e.g., Smith, Knapp, Seaman, and Pace (2011)).

Literature Review

According to Kolb (1984), there are two conflicting methods for absorbing knowledge (concrete experience versus abstract conception) and to process it (reflective observation versus active experimentation). Kolb believes that each learning style is an incomplete way of processing information and that learning styles are a collection of preferred ways of ingesting and changing knowledge. The learner must successfully navigate each of the cycle's four stages in order for learning to be meaningful, or learning that completely transforms one's understanding. Unrealized learning, according to Kolb, is an experience that is not reflected upon, consistent with Lewis and Williams (1994). Similarly, power dynamics, social position, gender, and cultural dominance, as well as institutional, social, and psychodynamic aspects of learning have been noted to be ignored (Kayes, 2002).

The antecedents of Kolb's ELT can be traced in early humanist theories. As a result of exposure to concrete experience, Kolb (1984) produced a more modern theory of it that engaged students in an iterative cycle focused on reflection, theory development, and knowledge application (experimentation). The theoretical underpinning of ELT provided an appropriate lens for assessing the simulations' efficacy in promoting students' science learning, reflective thinking, and abstract conceptualization (theory-building), which provided emphasis on knowledge creation that resulted from reflection on and during experience and recognition of the importance of learning processes rather than just behavioral outcomes (Kolb, 1984).

In a recursive process that is responsive to the learning setting and what is being taught, they are depicted diagrammatically as a cycle in which a learner touches experiencing, reflecting, thinking, and doing (Kolb & Kolb, 2017). Concrete experience, in the words of Enns (1993), "provide exposure to the subject matter. Personal, direct involvement in activities (often arouse[s] initial reactions, intuitive impressions, and affective responses" (p. Students use reflective observation to watch and assess events in order to make sense of their experience. To support this, Enns comments on the advantages of working in groups, highlighting the significance of conversation and debate for "sharing and brainstorming." (Falloon, 2019)

The body, ideas, feelings, and actions are all involved in the experiential learning process since learning is dependent on the experience and reflection on what has been learnt (Kolb & Kolb, 2017). Therefore, the learning process should incorporate both theoretical knowledge and practical experience in experiential learning. According to (Kolb & Kolb, 2009), the best learning process is obvious from both the process and the results.

However, the introduction of theoretical knowledge is frequently perceived as an issue in Kolb's (1984) learning cycle, and the learning that results does not go beyond reflection on one's own experiences. Connecting it to more information, comprehension (conceptualizing this reflection in theoretical concepts or abstract models), and knowledge extension (using the conceptualization in interactive experiments in an external setting), for example (Kayes, 2002; Kolb, 1984). This allows for the divergence, assimilation, convergence, and accommodation of information learned from concrete experience, resulting in the emergence of new concrete experiences in contexts that differ in terms of time, place, size, participant groups, institutional environment, among other things. In light of the fact that experiential learning is transformative and experiences get richer, broader, and deeper with each consecutive loop, the process is sometimes referred to as a learning spiral (Kolb & Kolb, 2009).

Learning strategies that have been employed recently to challenge students to solve real-world problems or to construct knowledge in information-rich learning environments include discovery learning, problem-based learning, inquiry learning, experiential learning, and constructivism (Chen, Wang, Grotzer, & Dede, 2018). According to (Cheng, Hwang, & Chen, 2019), the environment in which the educational process takes place, student motivation to participate actively in the learning process, and the learning content all interact during the learning process. He thinks that internal transformations and the emergence of new meanings in his life are the sources of learning. The following provides the rationale for adopting Kolb's theoretical framework to support the study design. Kolb's ELT, in particular, offers a solid and well-regarded teaching approach to the subject that calls for students to apply the knowledge they have acquired through techniques like simulation. Students should have the chance to practice new skills since they are frequently forced to watch rather than participate in activities. (Fewster-Thuente & Batteson, 2018).

Experiential learning refers to the application of students' knowledge and experience in the educational process, where they build life skills and form a positive attitude toward life. It is founded on the idea of "learning to do" and relates to the notion of "learning to do". An active learning strategy called experiential

learning enables students to use, analyze, and learn from their experiences. The students themselves are at the center of the experiential learning process, and learning efficacy depends on "how to learn" and "how to think." 2019 (Voukelatou). Experiential learning is the process of using students' knowledge and experience in the classroom so they can develop life skills and a good outlook on life. It is based on the notion of "learning to do" and is related to that idea.

Experiential learning is a form of active learning that enables students to use, reflect on, and learn from their experiences. Students themselves are at the heart of the experiential learning process, and learning efficacy is based on "how to learn" and "how to think." 2019 (Voukelatou). Introduction Various pedagogical approaches have been put forth to improve student learning and inspire learner motivation. Experiential learning is one of them because it enables students to think critically about their knowledge and develop a deeper understanding of it. Another strategy is to make use of information and communication technology (ICT). Studies have looked at how each of these can enhance students' learning in numerous ways. To improve students' learning experiences, more attention must be paid to how ICT adoption works with experiential learning.

With the intention of increasing students' learning motivation and experience in studying general education in order to close this gap, this research will offer a suggested pedagogical strategy in experiential learning without adopting ICT (Chiu, 2019). Kolb and Kolb (2017) provide more clarity on the definition of experience learning through the assertions made by the experiential learning theory. One of these assertions is that rather than in terms of outcomes, learning is best viewed as a process. Learning is always being redone. To learn, conflicts between dialectically opposing world adaptation types must be resolved. Learning is a comprehensive process of world adaptability. Synergistic interactions between a person and their environment lead to learning. Knowledge is created through the process of learning. Kolb references philosopher John Dewey, who is regarded as one of the "foremost exponents" the use of experience for learning (Austin & Rust, 2015).

Method

- ***Research design***

This study sought to investigate how experiential learning is used and perceived. To learn more about how foreign faculty view experiential learning and whether they believe that this teaching strategy helped students develop life skills like critical thinking, problem solving, creativity, communication, and collaboration, a fifteen question survey was created. Following the qualitative research technique, which can help in the development of new concepts and theories, an assessment of the methodology's effectiveness was carried out once the project's execution was finished. One of the most crucial methods in qualitative research is the in-depth interview. In relation to the goals and purposes of this research, it was deemed to be the best tool. The qualitative approach makes an effort to gather and evaluate data on people, places, things, behaviors, experiences, thoughts, feelings, and views of the participants as well as to comprehend the social effects they have had. The researcher had the chance to investigate and elaborate in depth about a social or educational problem through in-depth interviews with students. In relation to the goals and purposes of this research, it was thought that this tool was the best choice. The qualitative approach seeks to understand the social influences participants have been exposed to as well as people, places, objects, behaviors, experiences, thoughts, feelings, and viewpoints of participants detailed outcome (Voukelatou, 2019). The intervention in experiential learning raised the grade of the students who received it (Bradford Jr, 2016).

The approach of content analysis was used to analyze the interview data. It was crucial for the university to make the best use of its resources, participate in educational endeavors that seek to benefit others, expand one's horizons when learning something new, describe a real-world issue in detail, feel confident in one's capacity to come up with a logical, consistent approach to the issue at hand, consider any potential ethical issues, draw conclusions from the circumstance, and identify and apply information. deliberate reflection on the lessons learnt from the issue, reflection on the lessons learned from the learning experiences, one of the extended family.

- ***Sampling and participants***

The participants were pre-professional students in the sixth semester of the Samarkand Institute who were all majoring in the English Faculty II. In this essay, teachers, students at the Samarkand State Institute of Foreign Language, and students at Muhammadiyah University of Makassar who took part in the sixth and second full years of the programs were examined for their experiences and results. Professional researchers who were also their teachers as well as research assistants also participated in the study. An expert in language technology handled the technical concerns to overcome cultural barriers and

develop mutual understanding. Experiential learning is based on the observation that people are more likely to try things they think they can succeed at and less likely to try things they think are beyond their skills if they have self-efficacy. Hence, it makes sense to assume that self-efficacy influenced a person's decisions and the activities they chose to engage in. Personal experience is the most significant component impacting self-efficacy, according to [Manolis, Burns, Assudani, and Chinta \(2013\)](#).

- ***Procedure***

This study's methodology involved conducting in-depth interviews as part of qualitative research. An effort was made to investigate students' opinions, perception, beliefs, and attitudes regarding their involvement in the experiential teaching approach through the use of in-depth interviews. An effort was made to capture the unique characteristics of each place, which is necessary for the findings to be comparable with the application of the experiential learning-based technique and their generalization to a broader population. It was also attempted to extend the research to a team coordinator/trainer who oversaw the project and explored his own perspectives, perceptions of feelings, and attitudes based on his experiential experience.

The study refrained from adopting traditional teaching methods to the teacher-centered teaching model. It was more important to compare the results with the efficacy of experiential active learning methods at the level of knowledge, skills, and attitudes. This was done to emphasize the value of the project-based teaching approach in the context of the student-centered teaching model so that a future study can be built on it and expanded to include more target groups. Students had the option to make more remarks to the survey and project when completing the online questionnaires. These, along with the outcomes of the plenary discussion at the project's conclusion, show that the participants experienced a generally favorable learning effect ([Kiraly & Massey, 2019](#)).

Results

Taking the creative approach in both teaching and learning, the experiential learning model requires the development of learner-teacher interactions in four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. The first two stages of the cycle include grasping an experience, while the last two are focused on altering an experience. Students who participate in the projects' implementation have the chance to put their prior knowledge to use and pick up social and fundamental skills that will improve their ability to fit in with others. According to this study, the chosen simulations successfully reinforced the young students' procedural understanding of constructing simple circuits and conveyed functional knowledge of what various circuit components perform. They also gave the students contexts in which to practice reflective thinking, which a large majority of them used to develop preliminary, generalized conceptual concepts about how stages functioned and the characteristics of an active learning circle.

It was also evident in this study that ideas which students learn through simulations may not always be true, particularly when they introduce more abstract ideas. Students' basic information was gathered, and the study's findings supported experiential learning by the pupils. They believe it is important for universities to use their resources for the benefit of society, they like to investigate more than usual when studying something new that intrigues them, and they participate in academic activities and events that serve others. Students list many potential ethical concerns that could be involved in addressing a real-world problem related to this course, and this study introduced more than one way to address real-world problem(s) related to this course. Students are confident in their ability to develop a logical, consistent approach to address a real-world problem related to this course. I said that I value and pay attention to other people's ideas.

One can envision a four-stage cycle of experiential learning, where the first two stages allow participants to observe, evaluate, and reflect on what they have practiced, and the third and final stage necessitates critical reflection so that participants can consciously connect their experiences to theory or previous experiences. A student's understanding grows with each spiral of experiential learning, which views learning as a continual process in which theory and practice are theorized and re-conceived. Opportunities for experiential learning are beneficial for student recruitment, retention, and completion rates. Additionally, it raises the percentage of students likely to enroll in postgraduate programs just after receiving their undergraduate degree. ([Bartle, 2015](#))

Experiential learning, which emphasizes connection, cooperation, and ongoing critical reflection, can help students build their higher-level graduate traits, such as those are recognized as the most important workforce abilities for the coming years. Experiential learning, if transformed into a theory of psychological operations, results in the application into organizational behavior and progressive educational reforms ([Seaman, Brown, & Quay, 2017](#)) as shown in Figure 2.

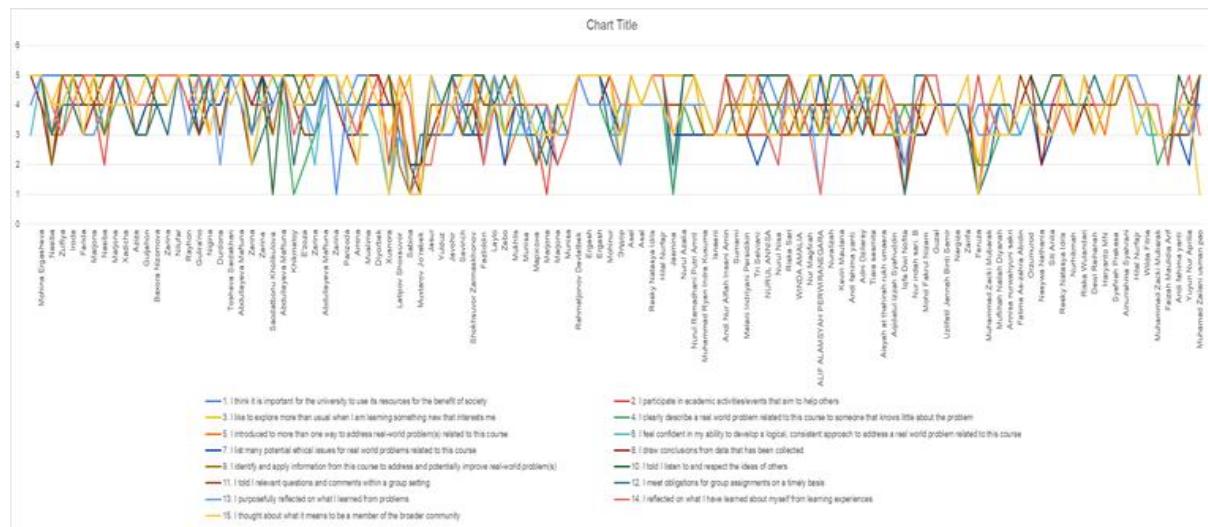


Figure 2. The Result of Experiential Learning Application

Table 1. Result of the questionnaire

Mean	4.16	3.91	4.32	3.52	3.74	3.79	3.65	3.82	3.78	4.30	3.79	3.84	3.82	4.05	3.86
Median	4	4	4	3	4	4	4	4	4	5	4	4	4	4	4
Modus	5	4	5	3	4	3	3	4	4	5	4	4	4	5	5
Variance	0.91	0.91	0.65	0.89	0.79	0.87	0.88	0.87	0.86	0.92	0.86	1.01	0.89	1.11	1.08
SD	0.95	0.95	0.81	0.95	0.89	0.94	0.94	0.93	0.93	0.96	0.93	1.00	0.95	1.05	1.04

Table 1 demonstrates that the mean score is higher average point about 3.89%, which can support the experiential learning style system, the median receives 4%, which demonstrates the moment when students are eager to reflect their reflective learning, while the modus is 4.13%, which is high interpretation, and the average result is in 0.90 average point of view of students experiential learning, and the final average data for SD is 0.95 of the teachers who were involved in the study.

Additionally, the findings revealed that teachers did not use reflective practices, which would have allowed them to draw lessons from their own experiences. Previous research by many academics demonstrated that instructors appear to participate in formally created professional development events in a variety of circumstances (Kablan & Kaya, 2014). The findings from qualitative studies revealed that the teachers had limited assimilation and converging style preferences, with diverging and accommodating preferences. The other observation appears to be at odds with a study by Kablan and Kaya (2014), where about half of the participants preferred the assimilation learning technique.

Discussion

The data shown that percentage of participant perception on learning 4.16% compared to the value percentage is higher 0.95 %, experiential educators have made extensive use of the learning cycle, learning type, and learning environment in higher education. This research examined the most recent studies on these three concepts and highlighted some standout instances from many disciplinary contexts where experiential learning is applicable in higher education (Kolb & Kolb, 2017). According to the in-depth findings of the interview, trends influencing education include student-centered, experiential learning, technology, and inquiry-based learning combined with kindness and empathy.

A student who actively engages in the learning process and is supported by experience, analysis, and reflections is said to be engaging in experiential learning. It can also be characterized as applied creativity, a method of learning that aids in identifying the needs for skill and knowledge adaptation and putting those adjustments into practice to enhance and maximum performance. The goal of the assessment used in this course is to give students opportunity for hands-on learning. According to Kolb's model (Figure 1), four stages of experiential learning are concrete experience, reflective observation, abstract conceptualization, and active experimentation. The four phases are thought to be necessary for learning to occur. If the student follows the logical order, they can enter the cycle at any point.

It is evident that the most crucial needs for future employment are experiential learning coupled with creative thinking. A group of crucial abilities known as creativity permits divergent thinking and allows the brain to produce novel notions, ideas, and approaches to issues. The development of creativity skills can be accomplished in a variety of ways, including readings, interactive discussions, brainstorming, exercises, experiments, team-based projects, etc. This enables them to determine the best solution, innovative product

design, and the best approach to adapt and accept new technologies. It also helps students examine real problems that are present in real life situation. Developing creative thinking as a cognitive process makes it possible to be innovative, which improves learning and leads to innovation. With experiential learning, the focus is on the students.

This educational strategy does not equip pupils with the skills and information necessary to survive in a continuously changing environment. Critical thinking and lifelong learning are two qualities that learners must acquire (Pherson-Geyser, de Villiers, & Kavai, 2020). With this strategy, students can use their understanding of added value to learn new skills that will help them create and offer creative solutions to challenges in the real world. Such participation, which is backed by the active efforts of students, enables them to gain experience through doing and learning from it, stimulating the brain and fostering the development of critical thinking and creative problem-solving skills.

Team-based project also contributes to the development of employability individual skill and group levels. Such a strategy serves as the cornerstone of experiential learning, which strives to carry out practical projects and experiments, test and troubleshoot, collect and analyze data, evaluate results, and reflect on or watch creative behavior that are abstracted from the learning fresh experience. The development of new thinking skills and the enhancement of the learning process are both facilitated by the creative behaviors. Additionally, this directly affects the growth of professional abilities and helps achieve the standard of innovative learning, allowing the realization of new ideas through processes, functions, services, or goods with added value (Habib, Nagata, & Watanabe, 2021). The development of reflective practices allows participants to absorb what they have learned so they may not only recollect acquired material but also create meaning, grasp how learned components relate to one another, and develop practical strategies based on taught concepts. (Van Wart et al., 2020).

Conclusion

Past research studies have shown the rise of experiential learning in higher education due to the adoption of methods like service learning by teachers. Although there may be a greater understanding of the variety and benefits of experiential learning, this research indicated that the utilization of experiential approaches in higher education is still very low. Even while many academics claim to practice collaborative learning, it is still unclear how often they actually do so and what exactly they mean when they say they do. Lectures continue to be the predominant method. It is suspected that this only indicates that students are required to present on various themes in small groups. Although this strategy is not intrinsically flawed, there are a variety of other approaches that might be used to improve student learning and engagement, from 97% of respondents agreed that these approaches had advantages in terms of enhancing the development of life skills, despite the barriers to experiential learning that were also noted (class times, classroom structure, too many students in the class, insufficient time, difficulty covering the entire curriculum, and faculty resistance). Experience-based education.

Five major themes emerged from the analysis: learners are engaged and active participants; knowledge is situated in time and space; learners are exposed to novel experiences that involve risk; learning requires inquiry to particular real-world problems; and critical reflection serves as a mediator of meaningful learning (Morris, 2020). Using information from our undergraduate management students and our own teacher observations, we provided the results of empirical research on Kolb's experiential learning model. The experience takes the form of a situation where bodies, emotions, and ideas all move and develop next to one another. Teachers utilize this space to practice maintaining control and staying in the present while taking intellectual and physical risks. The study also explored the concept of experience in experiential learning and suggested that teachers require a certain level of "experiential expertise" in order to draw from both embodied felt sense and what they have accomplished in their own careers to serve as role models for the process of converting experience into knowledge, which is at the core of Kolb's theory.

The study suggested substantial linkages between phenomenology and theories of space in light of these findings as a way to comprehend the complexity and variety of teaching and learning technique. Based on our study of potential moderators, we use these findings to discuss areas for future research that need to be investigated and to offer suggestions for the most effective use of experiential learning pedagogies (Burch et al., 2019). Teacher-student, student-teacher, and student-student interactions are examples of multidirectional interactions. In a lecturer-centered engagement, the students are the subject and the lecturer has the most influence over what is learned in the classroom while being non-dictatorial. One kind of educational interaction is that which takes place between the teacher and the learner. In other words, teacher and student interaction occurs inside a bond for educational and teaching goals. The lecturer's use of classroom interaction to teach students how to read during the first semester of English language classes at Samarkand State Institute has positive effects on their experiential learning. This conclusion is supported by the average reading score earned by students in the good category or who have met the learning completion criterion.

The study found that one of its limits was the time and location requirements for the interviews with 20 students, which had an impact on the dynamics of the team that worked on the project. Future research is deemed important to determine "how much" and "how" the experiential project methodology affects the students' connections with one another and with their teacher. Even if the current study involved a lot of students, this is still true. The study also highlights the pattern of multi-directional interaction that is centered on the teacher and the characteristics of teacher learning that are fun and always provide opportunities for students to express ideas or initiatives.

Using this as a premise, and in order to give students the chance to voice their thoughts or initiatives, researchers advise teachers to design effective classroom interactions using multidirectional interaction patterns in each lesson. The study also recommended that all reading instruction in the lower grades be engaging for the pupils and not monotonous. Since students seek enjoyment to support their learning outcome, teachers must adhere to the notion of relaxing while teaching and learning process and periodically incorporate activities that do not depart from the subject matter. Researchers encourage other researchers to expand on this study's findings or conduct additional research since there are numerous other methods besides experiential learning for analyzing learning interactions among the circle of concrete experience and reflective observation to have active experimentation.

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