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NPTEL ONLINE CERTIFICATION COURSE

LEADERSHIP AND TEAM EFFECTIVENESS

LECTURE – 48

Experiential Learning

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DEPARTMENT OF MANAGEMENT STUDIES

Contents

Experiential Learning

- Experiential learning means involving or based on experience and observation.
- Experiential learning is the process of learning through experience, and is more narrowly defined as "learning through reflection on doing".
- Experiential learning activities can include, but are not limited to, hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research and studio performances.

https://www.bu.edu/ctl/guides/experiential-learning/

Image Source-https://experientiallearninginstitute.org/wp-content/uploads/2020/11/IFEL-Learning-Cycle3-300x300.png

Importance of Experiential Learning

1. Experiential learning fosters development of self and organization.
2. It gains in knowledge and skill, breadth and depth of understanding which ultimately results in increased self confidence and esteem.
3. It brings about change in behavior and better understanding of attitude of people.
4. It brings about perfection in the performance of job.
5. It helps employee gained in status and enables individuals to move into more prestigious social roles and better rewarded jobs.
6. It helps employees learn and develop and they become more demanding of changes at work and further development

Importance of Experiential Learning(Cont.)

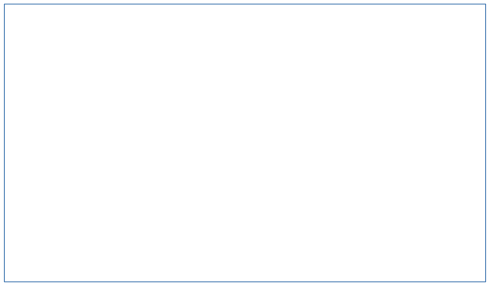
7. It provides competitive advantage for survival and progress.
8. It facilitates organizational change and development.
9. It helps in maintaining better relations with suppliers and customers and dealers.
10. It helps in meeting challenges faced by the organization.
11. It helps in adopting new technology.

https://www.yourarticlelibrary.com/human-resource-development/experiential-learning-meaning-and-importance/60238

Experiential Learning Examples

There are many ways that experiential learning is used every day. Some examples include:

- Going to the zoo to learn about animals through observation, instead of reading about them.
- Growing a garden to learn about photosynthesis instead of watching a movie about it.
- Hoping on a bicycle to try and learn to ride, instead of listening to your parent explain the concept.



https://www.wgu.edu/blog/experiential-learning-theory2006.html#close

Principles of experiential learning

- Experiential learning stands in contrast to prominent theories of learning which underpin most traditional educational methods, like behavioralizm and implicit learning.
- EL brings a different theoretical perspective, as we will see in the following principles.

Focus on the learning *process* rather than *outcomes*

- Behavioral conceptualizations of learning suggest you can measure the effectiveness of learning by the number of facts or habits a person has learned in response to stimulus questions or conditions.
- These elements of thought – or ideas – are fixed, and the goal is acquiring more of them. EL suggests that ideas are not fixed; rather, they form and re-form through experience.

Principles of experiential learning(Cont.)

The process of learning is grounded in experience

- Implementing, testing, evaluating and refining ideas exclusively with reference to familiar experiences does not present an opportunity for learning, because experience must violate expectation to hold value. As a result, education involves refining and modifying old ideas as well as implanting new ones, and experience is the vehicle through which this process can take place.

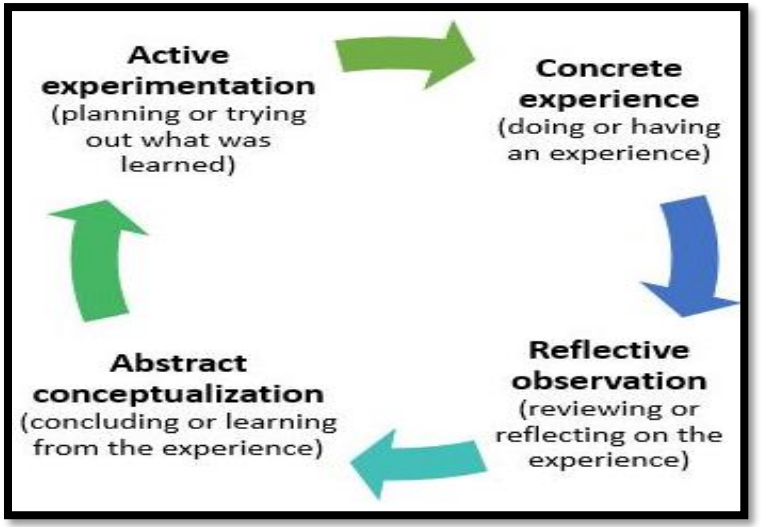
Learning is a transactional process

- With the transaction taking place between the environment and the learner. The resulting experience and knowledge is applicable in wider contexts, due to the fact that the knowledge is the result of testing and refining theories, rather than learning by rote.

https://www.experientiallearning.org/about-mta/what-is-experiential-learning/

Kolb's Experiential Learning Theory & Learning Styles

- There are two parts to Kolb's Experiential Learning Theory. The **first** is that learning follows a four-stage cycle, as outlined below. Kolb believed that, ideally, learners progressed through the stages to complete a cycle, and, as a result, transformed their experiences into knowledge.



- The **second** part to Kolb's Theory focused on learning styles, or the cognitive processes that occurred in order for acquire knowledge.

https://educationaltechnology.net/wp-content/uploads/2020/12/Kolb-stages.jpg

Cont.

- Kolb's Learning Cycle is based on the Jean Piaget's focus on the fact that learners create knowledge through interactions with the environment.

1. Concrete Experience:

- This can either be a completely new experience or a reimagined experience that already happened. In a concrete experience, each learner engages in an activity or task. Kolb believed that the key to learning is involvement.

2. Reflective Observation:

- This stage in the learning cycle allows the learner to ask questions and discuss the experience with others. Communication at this stage is vital, as it allows the learner to identify any discrepancies between their understanding and the experience itself.

Cont.

3. Abstract Conceptualization

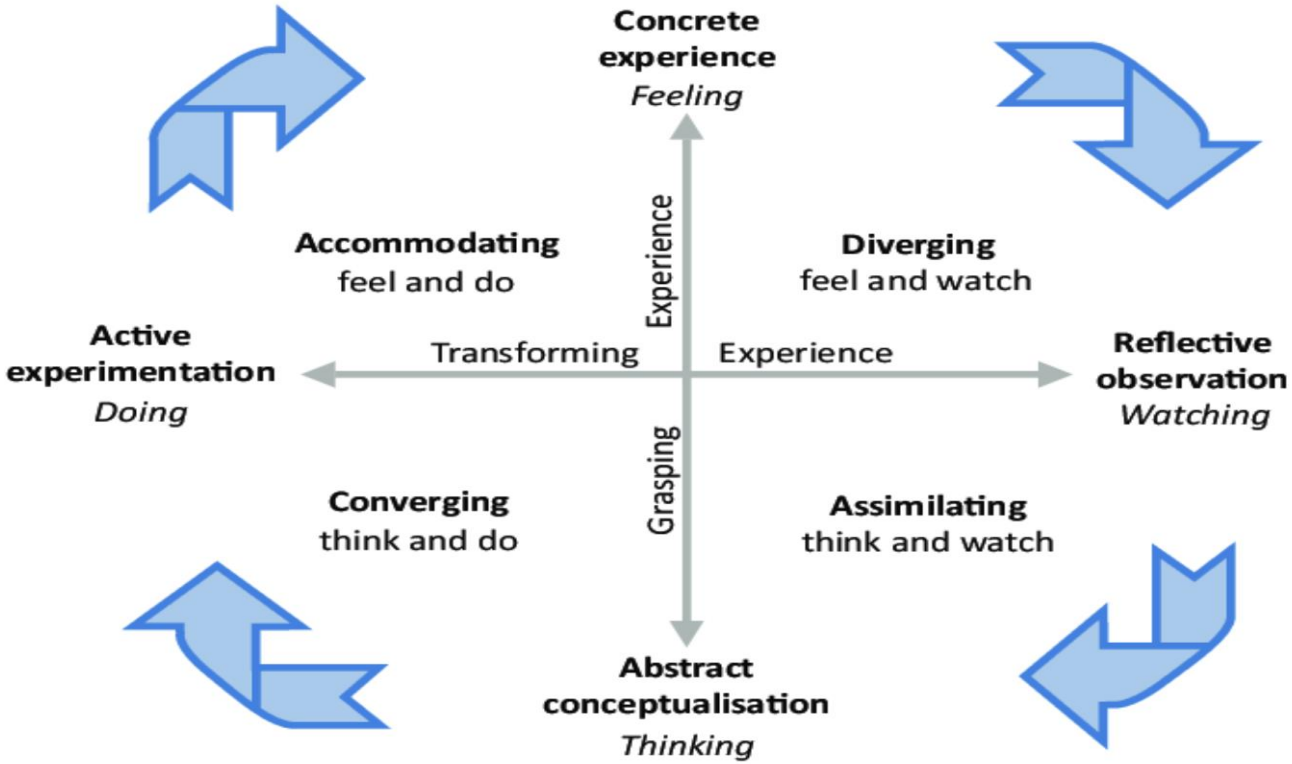
- The learner attempts to draw conclusions of the experience by reflecting on their prior knowledge, using ideas with which they are familiar or discussing possible theories with peers. The learner moves from reflective observation to abstract conceptualization when they begin to classify concepts and form conclusions on the events that occurred.

4. Active Experimentation:

- This stage in the cycle is the testing stage. Learners return to participating in a task, this time with the goal of applying their conclusions to new experiences. They are able to make predictions, analyze tasks, and make plans for the acquired knowledge in the future.

https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/

Kolb's Learning Styles



https://educationaltechnology.net/wp-content/uploads/2020/12/kolb-learning.png

Cont.

1. **Diverging (concrete experience/reflective observation)**

- This learning style takes an original and creative approach. Rather than examining concrete experiences by the actions taken, individuals tend to assess them from various perspectives.

2. Converging (abstract conceptualization/active experimentation)

- This learning style highlights problem solving as an approach to learning.
- Individuals who prefer this learning style are able to make decisions and apply their ideas to new experiences. Unlike Divergers, they tend to avoid people and perceptions, choosing instead to find technical solutions.

Cont.

3. Assimilating (abstract conceptualization/reflective observation)

- This learning style emphasizes reasoning. Individuals who demonstrate this learning style are able to review the facts and assess the experience as a whole.

4. Accommodating (concrete experience/active experimentation)

- This learning style is adaptable and intuitive. These individuals use trial and error to guide their experiences, preferring to discover the answers for themselves. They are able to alter their path based on the circumstance and generally have good people skills.

https://educationaltechnology.net/kolbs-experiential-learning-theory-learning-styles/

How Can Online Learning Help with Experiential Learning?

Here are just a few ways learning technologies can help us learn from experience and reflection.

1. Experiential Learning Activities

Simulate concrete experiences! Online learning provides an awesome platform for recreating real-world tasks, all within the safety of virtual reality. These experiences can take many forms within online training, such as learning games or game-based learning.

https://www.growthengineering.co.uk/wp-content/uploads/2020/12/Learner_Image_2_450x336px.jpg

Cont.

2. Provide Opportunities for Reflection- Provide ample opportunity within the training for reflection. Following a piece of learning or simulated experience, you could include open-ended quiz questions that invite learners to consider and evaluate their experience.

3. Experiment- Don't forget to give learners the chance to try, try again! Through simulated experiences, reflective questions and social learning, everyone will be eager to try out their new skills.

4. Learn From Each Other through Social Learning

Another important factor in the reflective observation stage of experiential learning is observing and learning from the experiences of others.

https://www.growthengineering.co.uk/what-is-experiential-learning/

How Corporate Companies use Experiential Learning

Here are some activities and approaches that you can consider when tailoring your own experiential learning initiatives:

1. Simulations: This experiential training technique uses electronic, mechanical or software-based activities to simulate a real-world situation to which a learner must react.

2. Case Studies: These are great examples of experiential learning that are based on real-life instances, situations that have transpired in the past.

Cont.

3. Role Playing: These are experiential training activities designed to help employees appreciate specific work situations from perspectives different than their own.

4. Sensitivity Training: One highly effective experiential training strategy to enhance employee self-awareness and confidence is sensitivity training.

5. Gaming: Experiential learning games are a popular way to help employees learn by doing. The games can be organized in a way that individuals and groups play with each other, by either collaborating or competing, like in the real world.

6. On Job Training (OJT): Of all the experiential learning strategies out there, OJT is probably the one that offers the most realistic training experience.

https://www.outlife.in/experiential-learning.html

Conventional learning Vs Experience learning

Conventional learning	Experience learning
Targeted Training – Targeted	Theoretical Learning – Very Practical
Solved in its frame	Open and flexible
For the needs of the organization	For personal growth
Knowledge transfers	Knowledge usually develops
Examples: conferences, presentations, etc	Examples: hobbies, passions, etc

https://www.academiaerp.com/blog/experiential-learning-vs-conventional-learning-which-works-better-and-why/

Is Experiential learning the future of learning?

- There are eight reasons why experiential learning is the future of learning.

1. Experiential Learning Accelerates Learning
2. Experiential Learning Provides a Safe Learning Environment
3. Experiential Learning Bridges the Gap Between Theory and Practice
4. Experiential Learning Produces Demonstrable Mindset Changes
5. Experiential Learning Increases Engagement Levels
6. Experiential Learning Provides Accurate Assessment Results
7. Experiential Learning Enables Personalized Learning
8. Experiential Learning Delivers Exceptional Return on Investment (RoI)

https://www.knolskape.com/experiential-learning-vs-traditional-learning-methodologies/

Case Study: Increasing Employability of Indian Engineering Graduates through Experiential Learning Programs and Competitive Programming

Background, Motivation and Objective

With regard to engineering, there have been serious concerns about the employability of Indian graduates. There are alarming statistics in a NASSCOM report, which estimates that, of the 3 million joining the IT workforce, only twenty five percent of graduates with engineering background are employable. The figures are grave in the context of graduates from sciences and humanities, which is less than fifteen percent. Aspiring Minds has been administering a computer-based test called AMCAT to lakhs of students in 650+ engineering institutions measure employability of technical graduates.

This considers parameters like Business Communication & English, Logical & Numerical skills, analytical & problem-resolution skills and coding. The results are a revelation, 47% of graduates cannot be employed in any domain or sector of the knowledge economy.

Case Study : Cont.

17.91%, 3.67% and 40.57% are the employability figures for software services, software products and BPO. Only 3.84% graduates are start-up ready and 6.56% are design job ready and the same trend for other core engineering jobs. There is an urgent need to improve employability of our engineering graduates. This calls for lateral thinking and out-of-the-box initiatives such as experiential learning programs and competitive programming; implementations of which we explore in a top-ranking private university as a case study.

Statement of Contribution/Methods

The case study of implementation of initiatives in experiential learning programs and competitive programming in a private university is highlighted. An Experiential learning program titled Live-in-Labs as part of the curriculum is explored.

This program is student-centric, learner-centric, participatory and hands-on and they provide students an avenue to apply their acquired engineering knowledge, concepts and skills and deploy on a real-time basis in India's villages.

Case Study : Cont.

It's Course Outcomes (CO) such as human-centered design concepts to document observations and user experiences, user-needs assessment and prioritization are enlisted. A very strong mapping to several Program Outcomes (PO) is observed unlike various regular courses in curriculum. Structured competitive programming initiative in which students compete with others in a contest environment in parameters such as program correctness, execution time, and development time is yet another effort towards student-centered learning. Platforms such as CodeChef, HackerRank and contests such International Collegiate Programming Contest (ICPC), which is considered as the Olympics of Collegiate Programming with annual participation of 50,000 students in 2000+ universities in 100+ countries are efforts in this direction. Competitive Programming initiative's learning objectives also spans several POs.

Results, Discussion and Conclusions.

Strong mapping of COs to POs inherent in the experiential learning programs improves the employability as also the progression and prospects of the students.

Case Study : Cont.

Live-in-Labs® program exposes students to pressing issues confronted by village communities in India, through experiential learning opportunities, in order to apply theoretical concepts into application & deployment, by the devising of innovative technology remedies, and facilitation of crucial and collaborative problem-resolution capabilities of the students participating in the program. The participation of several students from foreign universities also enriches learning, collaboration and diversity. Every Live-in-Labs project results in a student paper published in reputed journals and conferences. It also improves student progression in terms of higher studies and high-paying jobs.

Competitive programming dramatically improves student skills and capabilities in problem solving, coding, team work, innovation and creativity. It is also observed that code geeks from competitive programming initiatives are invariably the ones to secure the highest paying jobs in dream companies like Google, Amazon and Facebook.

Research Paper

Journal of Management Development
Vol. 32 No. 3, 2013
pp. 295-308

0262-1711
DOI 10.1108/02621711311318283

Experiential learning: inspiring the business leaders of tomorrow

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Carole Parkes
Aston Business School, Aston University, Birmingham, UK

Purpose

The complex challenges of sustainable development and the need to embed these issues effectively into the education of future business leaders has never been more urgent. The purpose of this paper is to discuss different approaches taken by two UK signatories to the UN Principles for Responsible Management Education (PRME).

Research Paper

Design/methodology/approach

The two approaches examined are: MSc Entrepreneurship students opting for placements with social enterprises; and MBA students undertaking workshops using “live” case studies. A content analysis of the experiences of students from their written reflective narratives is presented. This is supplemented by reflections of the facilitators and tutors.

Findings

The analysis reveals that the opportunity to work with social entrepreneurs and/or “responsible” business professionals provides the business students with inspirational role models and positive social learning opportunities.

Research Paper

Research limitations/implications

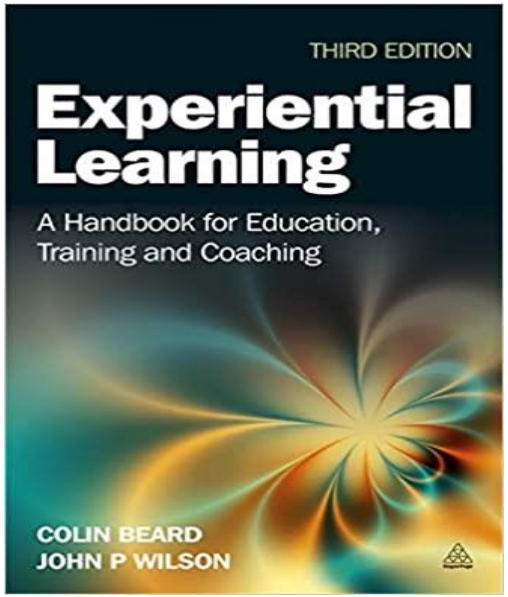
This paper suggests that experiential learning is an effective way of integrating ethics, responsibility and sustainability into the curriculum but the research draws on the experience of two schools. Further research is important to explore these findings in other contexts.

Practical implications

This paper suggests that experiential learning is an effective way of integrating ethics, responsibility and sustainability into the curriculum but the research draws on the experience of two schools. Further research is important to explore these findings in other contexts.

BOOK RECOMMENDATION

Experiential Learning

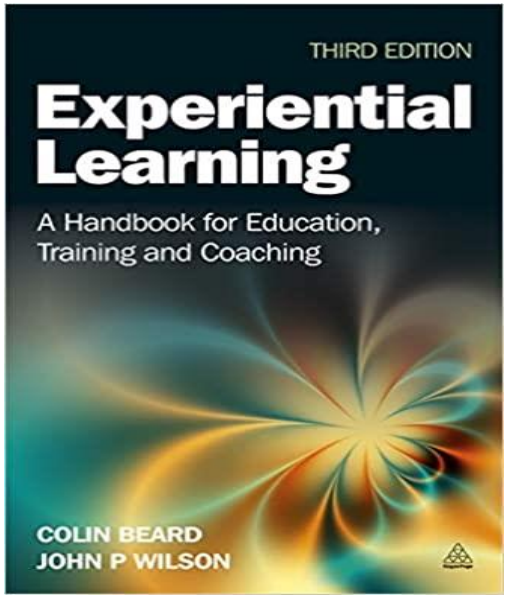


ASIN : 0749448970
Authors: **Colin Beard, John P Wilson**
Publisher: Kogan Page Ltd; 3rd edition
Language: English
Paperback: 320 Pages
ISBN-10 : 0749467657
ISBN-13 : 978-0749467654

https://www.amazon.com/Experiential-Learning-Handbook-Education-Training/dp/0749467657

BOOK RECOMMENDATION

It presents a simple model the Learning Combination Lock, which illustrates the wide range of factors that can be altered to enhance the learning experience. The theory is brought to life with hundreds of examples from around the world and covers issues such as experience and intelligence facilitation, good practice and ethics learning environments experiential learning activities working with the senses and emotions.
Experiential Learning offers the skills that can be successfully applied to a variety of settings including management education, corporate training, team-building, youth-development work, counselling and therapy, schools and higher education and special-needs training.



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Thank You