

Integrating ICT in Establishment of Experiential Teaching and Learning Environments

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Abstract: Learning of places and people can strongly influence the experience. Learning is breaking out of the traditional venues metaphorically and literally. In experiential learning sensory intelligence plays an important role. ICT is one of the best mean of catering experiential learning. All experiences, we gained have an emotional fast response. This paper is based in Integrating ICT in establishment of experiential teaching and learning environments. Primary school teachers who took part in the study have enough knowledge and abilities to utilise various ICT tools in primary education, and they perceive the value of ICT tools in the organisation of experiential teaching and learning in a school.

Key words: ICT, Experiential teaching, Experiential learning.

I. INTRODUCTION

Experience is the child of thought, and thought is the child of action – we cannot learn men from books. Benjamin, BIsraeli, 1826.

Learning is breaking out of the traditional venues metaphorically and literally. Thus, learning experience is related to and dependent on the environmental features. The degree to which a learning activity is real and extent to which the reality is manipulated by the educators will be the key consideration for design and delivery of planned experiential learning. In experiential learning sensory intelligence plays an important role. Our senses are pivotal in communicating relationship between our inner and outer world experiences. All experiences, we gained have an emotional fast response. In any learning experience emotions can act as the gate keeper, the emotions are fast wired to the brain as part of our 'fast system' mode of thinking (Kahnemen, 2011).

Experiential learning is a learning approach in which experience is the most valuable resource. Learning by doing occurs when students generate their own knowledge, skills, talents, and values based on their own and others direct experience. Experiential learning reacts to all of the important features of today's teaching-learning environment. Other relevant teaching-learning techniques include collaborative teaching-learning, reflective, constructive, evidence-based, and problem-based learning (Sharlanova, 2004).

Many researchers (Moon, 2005; Preeti, 2014; et al.) have examined the relevance and characteristics of experiential education, pointing out that experiential teaching-learning is beneficial in many ways for all participants in the teaching-learning process. Furthermore, in today's information society, when information is readily available via information communication technologies (ICT) and there is adequate virtual and physical mobility, etc., learners of all ages have varying levels of knowledge and experience in each topic.

According to Stoican & Stefanescu (2016), integrating ICT means (personal computers and training computer programmes, educational computer games, tablet computers, education gadgets developed for it; smartphones; cameras and video cameras; voice recorders and music centres; interactive boards) into a variety of activities in a school is necessary to facilitate the educational process.

According to scientific study, children in the education of whom an interactive board was used acquire information better and their learning motivation is substantially higher than those in the education of whom such interactive methods were not employed (Bajto & Kaaiova, 2016).

Experiential learning, which emphasises a person's limitless potential opportunities and treats them as a whole, encompasses all three dimensions of teaching-learning: cognitive (i.e. perceptual), effective (emotional), and social (behavioural), and is thus a prerequisite for teaching/learning success (Kolb et al., 2001).

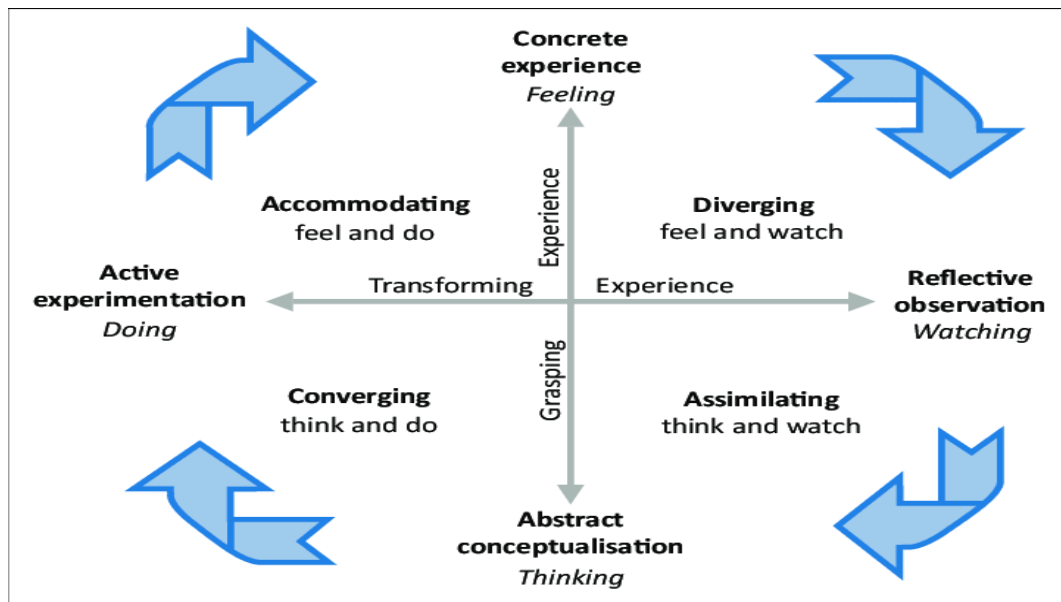


Figure 1 Kolb's cycle of experiential learning (Source:

<https://www.google.com/search?q=kolb+cycle+of+experiential+learning&rlz>)

Figure 1 is showing the cycle of experiential learning which tells us about the feeling, thinking, watching and doing the experiences to achieve learning.

Primary school teachers create settings in a group for a child's experiential growth and coordinate the process of their development in order to accomplish the anticipated educational results of the group of children and each kid individually. ICT helps to create a new learning environment with a variety of information sources and communication tools in which it is simple to develop critical thinking skills, integrate topics from various fields, use active teaching methods, highlight and develop a child's individual abilities, and teach to work independently and in groups (Dudzinski et al., 2010; Brazdeikis, 2009).

Various educational techniques have been presented to improve students' learning and motivate them to learn. Experiential learning is one of them. Through experience, students may acquire deeper understandings and perspectives on information. Adoption of information and communication technologies is another method (ICT).

Dewey (1938) established a contemporary theory of experiential learning. "A process through which a student develops knowledge, skills, and value from direct experiences," according to Experiential Learning (Jacobs, 1999, p. 51).

The "live" method and the "classroom-confined" approach are two main ways to using experience learning in education (Georgiou, Zahn, & Meira, 2008, p. 808).

II. METHODOLOGY OF STUDY

The goal is to look at how primary school instructors handle modern primary education and training. Also their handling of the quality standards and the use of ICT. This is a continuation

of qualitative research. The research technique is a semistructured interview. Random sampling method was used by the investigators.

Population

Participants of the research were primary school teachers of Primary Schools of district Nawanshahr, Punjab, who have systematically used various ICT means for teaching and learning for more than 6 years and who have indicated during the previous stage of the research that they have been systematically using ICT in their work seeking to integrate educational content and motivate pupils to learn.

Sample

A sample of hundred (100) primary school teachers was selected randomly from various primary schools of district Nawanshahr, Punjab.

It was critical to investigate and understand what primary school teachers felt about the establishment of experiential teaching and learning environments, their own experiences, and the ICT potential they saw in such settings.

The research instrument

Questionnaire was used as the research tool to collect the information. Questions were put to the subjects during interview by the investigators.

III. RESEARCH RESULTS AND THEIR DISCUSSION

All of the interviewees stressed the significance of hands-on learning in primary school. When presenting and justifying their responses, primary school instructors frequently used words like 'important,' 'essential and beneficial,' 'today, one will not be able to interest in any other manner,' 'significant,' and so on. Informants acknowledged the value of practical teaching and learning.

Challenges experienced by teachers incorporating experiential learning activities

- It is difficult to integrate the activities in the syllabus.
- It is difficult in managing students while carrying activities based on field experiences.
- There is lack of expertise to design activities based on experiential learning.
- There is lack of interest in the students.
- Curriculum is not designed in such a way so that a teacher can easily design activities.

Other problems related with ICT faced by teachers in applying ICT in Classroom Teaching

- Aware and practice need to teacher because covid -19 most of teacher lack of knowledge of technology.
- Unstable internet connection in classrooms
- Lack of practice and facilities
- Low speed internet
- Lack of proper facilities
- The major barriers are - 1. Lack of software 2. Lack of sufficient training 3. Lack of learning equipment tools and resources 4. Time Limitation 5. Lack of confidence 6. Teacher's reluctance to new technology .
- Overall, the key issues and challenges found to be significant in using ICT tools by teachers were: limited accessibility and network connection, limited technical support, lack of effective training, limited time and lack of teachers' competency.
- Sometime technical issue
- More developed curriculum need to be there
- Lack of ict infrastructure cause less experimental experience to pupils.
- Lack of expertise
- Lack of resources
- There is lack of interest in students for experimental learning
- Network
- Lack of facilities
- Lack of material and teachers training program for proper representation of subject matter.
- High cost of installing, operating, maintaining ICT system.

Teachers in the study, on the other hand, highlighted that not all subjects educational material could be transmitted by experience teaching, and that not all topics are appropriate for it; consequently, informants believe that using just experiential teaching and learning is insufficient.

Primary school instructors have identified three key components of experiential teaching and learning in a primary school (subcategories) based on their experience arranging it: independence while learning, group activity, and understanding of pupils' experiences.

IV. CONCLUSION

The summaries of primary school teachers' experiences in organising experiential teaching and learning allow us to conclude that, while teachers recognise the importance of the following teaching, they are not fully aware of the meaning of experiential teaching and learning, and they lack competence in organising comprehensive experiential teaching, including its stages. Participants in the study mentioned a lack of ICT resources, a lack of possibilities to interact cohesively through exchanging professional experience with coworkers, and a lack of desire. All of the aforementioned issues have been recognised as the most prevalent roadblocks to implementing experiential learning in a primary school. All of the aforementioned issues have been recognised as the most prevalent roadblocks to implementing experiential learning in a primary school. Primary school teachers who took part in the study have enough knowledge and abilities to utilise various ICT tools in primary education, and they perceive the value of ICT tools in the organisation of experiential teaching and learning in a school.

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