

A Study of Incorporating Experiential Learning in Online Classes: Perception of Students at School Level

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Abstract:

The pandemic situation across the world necessitated the researcher to conduct a study that deals with experiential learning in online mode. The situation necessitated to introduce a platform where students experience real life situation in online classes. In this study researcher conducted experiential learning in online classes for economics students at secondary schools of south Delhi. Hundred Students (fifty from each section) were introduced to experiential learning on the topic 'poverty' in class 11 of economics. Students after attending the class had given a self-developed questionnaire to give their opinion of experiential learning in online class. Findings from students shows that student perceived experiential learning to be interesting and engaging (62.7%), Students perceived experiential learning in online classes to be effective (66.7%), students perceived experiential learning to be helpful in future life (71.3%). This concludes that experiential learning was engaging for students and developed their interest as well.

Keywords: Experiential Learning, E-learning, Economics, Students

Introduction:

The situation across the world is in favor of online learning as there is pandemic situation in every part of the world. The enrollment of students to online learning has increased to a great extent in India. The schools at all level i.e. at primary, secondary and senior secondary level is supporting online platform for learning. Greater flexibility and student interest in the learning process has contributed to an increase in demand for online courses at all level in learning process (Carver, King, Hannum, & Fowler, 2007; Drake et al., 2010). The term experiential or e-learning, refers to the possibility of bringing together everyday experience and communication technologies (Beard et al., 2007; Carver et al., 2007; Murphrey, 2010; Riedel et al., 2007; Trevitte & Eskow, 2007). Kolb (1984) states that for the learner to be efficient in gaining knowledge or skill, he or she has to fully follow in four main stages: (i) Concrete experience (ii) Reflective observation (iii) abstract conceptualization and (iv) Active Experimentation. For Kolb (1984), in an efficient learning process, students deals with the continuum i.e. concrete experience and abstract conceptualization, and between observation and action. Concrete experience is nothing but interaction with the direct concrete world, where a learner deals with feelings, meanings, texture and emotional impulses. A learner after having experienced the concrete experiences is able to reflect upon them from different perspectives so as to form an initial theory in a stage Kolb (1984) calls abstract conceptualization. Experiential learning deals with students' self-reliance by building

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