

## Creating supportive learning environment in the class room through experience based approach and-8 Es

<sup>1</sup> R Sivakamasundari, <sup>2</sup>Dr. N Devaki

<sup>1</sup> Ph.D Scholar, Dept. of Education, Gandhigram Rural Institute - Deemed University, Gandhigram, Dindigul district, India

<sup>2</sup> Assistant Professor in Education, Gandhigram Rural Institute - Deemed University, Gandhigram, Dindigul district, India

### Abstract

Learning is a continuous and an everlasting process. It begins from the womb of a mother and goes unto his last. Hence, the teachers-mentors who are capable of producing life-long learners, from where the society gets its leaders in science, arts and various other fields, have the chief role to play in producing the human resources of 21<sup>st</sup> century. Besides producing the human resources, the natural resources of our mother earth are to be preserved and protected. Apart from life skills, literacy and numeracy environmental literacy skill is to be developed, to sustain the environment. Though it is stated that mother is the first teacher, RTE-2009 has raised the level of teachers as the first parent. As most of our institutions are having first generation children, the Destiny of student's future could be determined only in a Democratic class room. Apart from, learn to learn, the changed strategy is learn, unlearn and relearn. It is the time to change the pedagogy and the role of the teacher from facilitator to co-learner, one among the students. The challenge for a teacher educator, for teaching in a competitive and diverse atmosphere, having the egalitarian outlook, is to provide rich, safe, open learning, and inviting environs to experience and construct their own knowledge and wisdom which are necessary attributes of a well-developed personality.

**Keywords:** Engage, Enquire, Experience, Enjoy, Explore, Express, Empower and Extend.

### Introduction

In one sentence one can utter that Learner- centric and Learner- friendly class room is the supportive class room for all level of students to learn in a safe, open and inviting environ. In such environ they could not be discriminated as brilliant, average, below average, as in the traditional class room. The teacher has to start his job of teaching from where the learner is?

Every student is unique, intelligent, has innate potentiality and creativity. The role of the teacher is to provide creative space and opportunity to get direct experiences in different modalities for the different level of students to learn in their own pace to construct their own knowledge and wisdom to attain the desired learning outcome, which are necessary attributes of a well-developed personality

### Learner- centric Democratic class room

Having participatory or active learning supportive learning environment could be provided easily. In participatory learning, the accent is on learning to learn, meaningful engagement and empowering the learner. Here the emphasis shifts from content to process. To master the aim of learning, each and every teacher is to be made to participate and involve in all the A to Z process of education in one way or other, that is from curriculum, syllabus, text book, pedagogical process, training, computer training, ICT training, workshop, orientation seminars, conferences enrichment activities, examination to evaluation and so on. In turn this would make the teachers to dedicate themselves in their profession with passion, commitment and ownership, which in turn equip the teacher with egalitarian outlook, to provide Learner -centric supportive democratic learning environs for different levels of learners including slow-Bloomers.

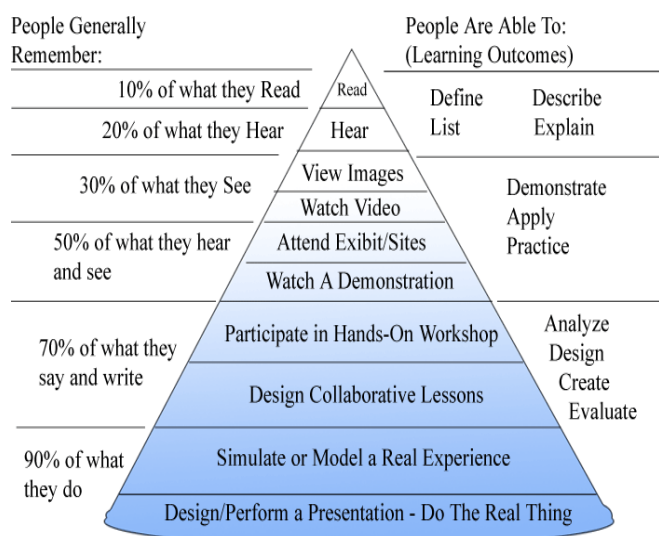
### Active learning Democratic class room needs a structure and an atmosphere

It is mandatory to have Nature walk daily for all children, to observe their own environ to get direct learning experiences to think and act before entering into the class room. (1<sup>st</sup> period) Having discussion about their observation in peers and in small groups participatory learning, supportive learning environment could be attained easily by 8-Es (Engage, Enquire, Enjoy, Experience, Explore Express Empower And Expand). In participatory or active learning class room, there is no competition. The structure of the class room should not be in row and column but in small groups. Such seating favours discussion and peer learning. As mentioned in NCF-2005, the voices of every learner could be heard, in any one of the Learning processes. In such environ every student has an opportunity to participate directly and actively in the learning process to get direct experience rather than a silent participant. Learning is sparkle that could happen at any time. Here there is a chance for the shift from delivery of matter to transferring of knowledge (from traditional mode to active learning mode). Later in small group or in peers, there is space for them to discuss, clarify, question, understand and consolidate and self-appraise. In such supportive democratic learning environs there is a chance for gradation from information to knowledge, skill attitude and change in behavior, which is the ultimate goal of education.

### Dale's cone of experience

EDGAR DALE's cone of core experience concept was introduced in his book Audio visual aids in teaching. As an educationist, he introduced the cone of experience as a visual aid to get direct experiences through five senses (listening, touching, seeing, etc.), which are the gate way of knowledge. He used them to explain the interconnections of the various

types of audio-visual material as well as the learner’s level of assimilation in the teaching learning process. According to him the following are the different modes of experiences that could be attained by adopting his model appropriately.



Dale’s Cone of Experience

**Role of the teacher to practice Dale’s cone of core experiences for participatory learning class room-transaction**

The pictorial representation of Dale’s cone of experience vividly explains, why and how to incorporate 8-E in teaching learning process to become a globally competent teacher to act as mentors, to produce participatory life- long learners.

- Student learning depends primarily on what the students do rather than what the teacher does. For that the student has to do a range of activities to learn everything rather than listen. Doing activities in various mode could make them to reflect and enable active learning, even in silent listening. Hence the teacher as a co-learner should strive to create a creative space and environment in which the student could be an intelligent participant in knowledge creation to restructure the new information with their prior- knowledge into new knowledge about the content and context (constructivism). The collaboration of the student in peers, small groups and in large group absolutely enable each student to explore and construct new framework of knowledge that could be reflected in new situations. As reinforcement activities, or in any one of the learning processes, (introduction, reading, consolidation, revision, enrichment assessment, remedial-measure) it is mandatory for each teacher as a mentor to integrate visual aids, demonstrations, etc., for his class presentations apart from higher order thinking skill activities to get the direct experiences of different mode, to attain the desired learning outcomes.

How the activities could be?

- The activities should initiate the learning process.
- It should not be mechanical.
- It should be joyful as well as meaningful.

- It should kindle student’s thinking with challenge.
- It should link the local environ and later on extend to global dimensions.

**Different modes of experiences**

According to Dale, following are the different modes of experiences that could be attained, by mastering his model.

- ✓ Real experiences.
- ✓ Contrived experiences.
- ✓ Dramatic participation.
- ✓ Demonstration.
- ✓ Field trips.
- ✓ Exhibition.
- ✓ Motion pictures.
- ✓ Still pictures.
- ✓ Radio recording.
- ✓ Visual symbols
- ✓ Verbal symbols

**Globally competent teacher to provide supportive learning environment**

As a close follower of Dale’ model and by mastering it any teacher who teaches with respect to context apart from content can become a globally competent teacher and can provide supportive learning environs for all level of learners to learn joyfully and meaningfully. But the teacher as a mentor should be familiarized to integrate and relate the content to the context and to the life situation as well as with the global dimension. As the aim of learning –learn to learn has a shift to learn, unlearn and relearn, the teacher should be a co –learner and one among students. The teaching-learning process should be extended to outdoor as field trips, historic place visit, and doing projects. In such learning strategies the students can acquire and develop volunteer experiences which lead to authentic learning, demonstration of learning or project- based learning, planning of the process, working collaboratively and with peers, variety of job oriented skills, work habits and so on. Apart from that, it also gives the environmental awareness to the students to sustain their own environment.

It is mandatory to create creative learning structures in which

- Student learning depends primarily on what the students do rather than what the teacher does.
- Creative Class space is for learning by doing some things
- The doing, can be seen as meaningful, can be applied in other contexts.
- Active direct participation is more important than measurable results.
- Good citizen is more important than performance

This mode of-8E class room transaction by mastering the Dale’s cone of experience enables the students to acquire meaningful learning through enthusiastic engagement, enquiry, enjoyable experiences, explorative expressions and expansion of knowledge. It develops essential skills like communication skill, collaborative learning skill, analytical skill, problem solving skill, decision making skill, leadership quality which is the ultimate goal of education. This is the preliminary step where students learn to say-‘ I CAN INSTEAD OF CAN I?’, which builds confidence in students to meet challenges without fear and shy to seek out for new opportunities. This in-turn leads the students to choose the field with passion according to their taste and talent.

### Conclusion

Any globally competent teacher as a mentor, can provide supportive learning environs for all level of learners to learn joyfully and meaningfully to construct his own knowledge by mastering the model of the educationist DALE, the philosophy of Democracy, constructivist approach (Analysis, synthesis and assessment), and by having egalitarian outlook. It easily builds confidence in students to meet challenges without fear and shy to seek out for new opportunities. This in-turn leads the students to get quality education with illuminating minds to choose the field with passion according to their taste and talent to compete in this 21<sup>st</sup> century of competitive world.

### References

1. Anderson GJ. Effects of classroom social climate on individual learning. American educational research journal. 1970, 135-152.
2. Dale E. The cone of experience. Classic writings on instructional technology 1996; 1:169.
3. Ely DP, Plomp T. Classic writings on instructional technology Libraries Unlimited, 1996, 1.
4. Deivam M. Teaching of Computer Science. Germany: Lambert Academic Publishing, 2016.
5. Doyle R, Krasny M. Participatory rural appraisal as an approach to environmental education in urban community gardens. Environmental Education Research. 2003; 9(1):91-115.
6. Gray A. Constructivist teaching and learning. SSTA Research Centre Report, 1997, 97-07.
7. Janiak A, Rudek R. Experience-based approach to scheduling problems with the learning effect. IEEE Transactions on Systems, Man, and Cybernetics-Part A: Systems and Humans. 2009; 39(2):344-357.
8. Jain PS, Dholakia RH. Feasibility of implementation of right to education Act. Economic and Political weekly, 2009, 38-43.
9. Masters K. Edgar Dale's Pyramid of Learning in medical education: A literature review. Medical teacher 2013; 35(11):e1584-e1593.
10. Roth EJ, Barreto P, Sherritt L, Palfrey JS, Risko W, Knight JR. A new, experiential curriculum in child advocacy for pediatric residents. Ambulatory Pediatrics. 2004; 4(5):418-423.
11. Rose D. Democratising the classroom: literacy pedagogy for the new generation. Journal of Education. 2005; 37(1):131-168.
12. Squire K. Video Games and Learning: Teaching and Participatory Culture in the Digital Age. Technology, Education--Connections (the TEC Series). Teachers College Press. 1234 Amsterdam Avenue, New York, NY, 2011, 10027.
13. Estrella M. Learning from change: Issues and experiences in participatory monitoring and evaluation. IDRC, 2000.