

Exploring Teacher's proficiency with Experiential Learning: An Overview

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Abstract: Learning is a scientific process of transforming knowledge into practice leading to change in behavior. It is for this reason, the process of Learning encompasses not only cognitive, but also other social/emotional aspects. It is the responsibility of the teacher to exhibit professionalism and facilitate learning through a conducive learning environment.

The current ethnographic research is to explore the impact of Experiential Learning Methodology in influencing the teacher's proficiency to improve the learning process in classroom. The Teacher's Proficiency Model (TPM) was developed, considering four criteria for evaluation; Students' Engagement, Teachers' Motivation, Student-Teacher Relationship and Students' Performance. Each criterion was understood for its Quality Process, Operational Definition, Relevance, Data & Information, TPM (Teacher's Proficiency Model) cycle and Way Forward. The TPM cycle was defined with clearly identified four stages; Initial, Adequate, Proficient and Excellent.

The current research contributes to education management by empirically testing the Teacher's proficiency Model (TPM) for establishing the learning grounds and impacting student's performance.

Keywords: Experiential Learning, School education, Teacher's proficiency, Students' engagement, Teachers' motivation, Student-teacher relationship, students' performance

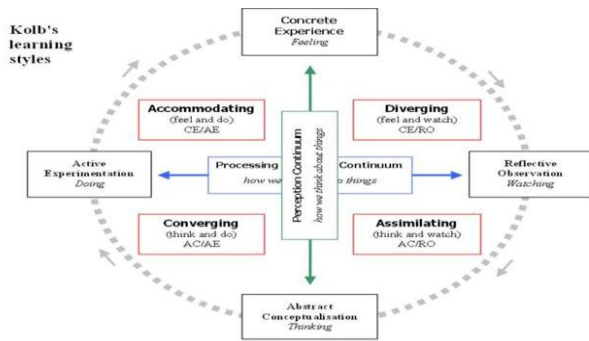
I. INTRODUCTION

Learning is the elemental purpose of any school and everything else, including and not restricted to, curriculum, pedagogy, teacher education, infra structure and learning resources function under proactive leadership to support and accomplish the same. Educational psychology, neuropsychology, experimental psychology discusses processes that cater to learning.

Pursuant, the important questions are; what is Learning? How do we achieve the desired Learning? In the simplest of the words it may be understood as a procedure that leads to acquiring new knowledge, understanding, skills, values, attitudes, which successively result in some impact on the behavior. It is "a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning", Ambrose et al, 2010,p.3. Psychologists and educationalists have specified their views on the identified question. To quote a few; Gestalt says "The basis of learning is to gain knowledge after observing the

whole structure. Responding towards the entire situation is learning." According to Woodworth, "The process of acquiring new knowledge and new responses is the process of learning." G.D Boaz (1984), states learning as a process, "by which the individuals acquires various habits, knowledge, and attitudes that are necessary to meet the demands of life, in general." In the words of S.E Skinner, "Learning is the process of progressive behavior adoption." This endorses the fact that learning is much more beyond memorizing and retaining information. If learning has to lead to change, it is must that it involves understanding of concepts, relating the concepts, identifying the connections between concepts, constructing new knowledge upon prior knowledge, be able to think critically and transfer knowledge to real life context.

In continuation, Experiential learning Theory is understood as an innovative practice to enrich the learning experience. Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38). David Kolb's work is mostly based on learners' internal cognitive processes. The model relies on the prior related works of 20th century (i.e., John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire, Carl Rogers and others), which had previously highlighted the key role of experience in the process of human learning (Armstrong & Mahmud, 2008). He identifies four learning styles; diverging, assimilating, and converging, accommodating, which are understood with four staged learning cycle; Concrete Experience (Feeling), Reflective Observation (Watching), Abstract Conceptualization (Thinking) and Active Experimentation (Doing). A typical presentation of Kolb's two continuums is that the east-west axis is called the Processing Continuum (how we approach a task), and the north-south axis is called the Perception Continuum (our emotional response, or how we think or feel about it).



Research suggests how experiential learning has enabled classrooms with meaningful desired learning experiences. The purpose of the current paper is to explore experiential learning as a pedagogy tool to differentiate the proficiency of a teacher by analyzing the impact on students’ engagement, teachers’ motivation, student-teacher relationship and students’ performance. The Teachers’ Proficiency Model (TPM), developed contributes to education management by empirically testing the significance of experiential learning deployed in classrooms.

II. RESEARCH METHODOLOGY

The nature of the present study is qualitative and as a guiding plan to achieve the study objectives, ethnographic approach was used. The tools used were written, oral and observatory. For written data, a set of open and close ended questionnaire was prepared. The tool was submitted to the panel of experts from educational fields and post three rounds of brainstorming and discussion with the eminent educationalists, mutually agreed amendments were made to finalize the set of open and close ended questionnaire. The finalized set of questionnaire post amendments, was considered to have content and conceptual validity. The oral unstructured interviews and observations were used as the important supportive data collecting tool to ensure no perception was left unnoticed and unattended. Also, it gave the flexibility to adapt and meet the requirement to capture the perceptions. The data was carefully noted as observations and later interpreted with expert opinion for any conclusions.

Sampling

Keeping into consideration the nature of the data required to be captured, following criteria was considered for sampling:

Parameters	Status
Type of Sampling	Purposive
Tools	Oral Unstructured interviews, Observations, Questionnaire
Number of teachers	10
Number of students	448
Number of Schools	5
Subjects Taught	Science and Mathematics
Teachers distribution	2 Science and 2 Mathematics

(according to subjects)	teachers from each school
Professional Qualification of Teachers (minimum)	B.Ed
Teaching Experience	5 to 8
Classes taught	6 to 8
Class strength	40 to 45
School Governance	State Board
Age	Not Applicable
Economic Status	Not Applicable
Social Status	Not Applicable
Gender	Not Applicable

Teacher’s Proficiency Model (TPM) with Experiential Learning was developed using systematically designed stages. The stages are discussed as under;

- Literature Review
- Model Development
- Model Application

III. LITERATURE REVIEW

Literature to understand the impact of Experiential Learning as a tool for Learning- Teaching methodology in classrooms was reviewed. Research endorses the fact how intellectual and personal development might arise due to experience-based learning, Deeley (2010). The studies show, considering some potentially negative effects, which are subject to varied factors, in a broader aspect, the experiential learning approach has proved effective in improving students’ overall performance. School is a living community that prepares students for active citizenship, Dewey (1916), and experiential learning acts as a catalyst in the process. Tervalon and Muray-Garcia’s (1998) concept of cultural humility captures the kind of active engagement and lifelong self-evaluation required of a critical stance. Sara Gartland’s article, *Exploring Elementary Student Perceptions of Experiential Learning within Critical Service-Learning*, examines how critical service-learning not only supports greater self-efficacy in elementary aged students but also elevates a sense of community within the classroom.

Experiential learning has been persistent over ages, supporting the fact how experiential education has helped individuals to expose their inner compass. Ricks, Meerts-Brandma, and Sibthorp’s article, *Experiential Education and Self-Authorship: An Examination of Students in Immersion High Schools*, finds how the students in a study realize their own unheard voices and identified the potential to prompt towards self-authorship.

Burke (2013, p.260), “by implementing professional development in schools that is experiential in nature, teachers can integrate innovative instruction such as differentiation, constructivist theory, discovery learning, inquiry-based learning, simulations, critical thinking, problem solving, technology-based learning, and performance-based

assessment through demonstration, observation, collaboration, fieldwork, and reflection”.

Various research work undertaken with different hypothesis are evident how Experiential Learning has redefined the learning process in classrooms in specific contexts.

IV. MODEL DEVELOPMENT

Identifying Criteria

This process was carried out in three steps. Firstly, schools from different governance (Central, State, Private, International) were contacted. A list of 43 volunteers, with strong academic background and preferred experience in school education, was prepared. The divergent professional experience of the selected volunteers assured contribution that was holistic by nature. A session of unstructured interviews with each helped to get the first draft of criteria to be considered for the present study. A list of 11 criteria were identified. In the second step, a brainstorming session with the shortlisted 14 volunteers was conducted virtually. The relevance of each identified criterion was evaluated. Finally, four criteria were finalized which were considered to have relevance and validity for evaluating the impact of Experiential Learning as tool for improving Teacher’s proficiency. The four identified criteria were; Students’ Engagement, Teachers’ Motivation, Student-Teacher Relationship and Students’ Performance.

Criteria Description

Each of the four criteria were described and understood in terms of its; Quality Process, Operational Definition, relevance, Teacher’s Proficiency Model (TPM) Cycle (Initial, Adequate, Proficient, Excellent), Data & Information, Way Forward. The first draft was shared with a panel of 14 volunteers. Post the feedback and suggestions, necessary changes were made and the model framework was finalized for application in the identified sample schools.

Preparation of Questionnaire

Questionnaire was prepared for teachers and students to collect data and information for further analysis and interpretation. Each statement was given a choice of three responses: Yes, No and Not Sure/ Don’t know. The respondents had to make their most appropriate choice. The draft of questionnaire was shared with a panel of 14 voluntaries for content validity. For written questionnaire, each item was discussed with the teachers and students to assure no misleading interpretation of words/terms used in the question. The relevance of each was item was clearly shared. The teachers and students were given appropriate time to read and understand the items and ask for any doubts before they commenced writing.

Preparation of Scoring guidelines

Scoring guidelines were prepared to share the results of the data analysis with the teachers and the senior management of the schools.

Preparation of observatory checklist

Observatory checklist was prepared to ensure no data was left uncaptured. The same was also shared with panel of 14 volunteers for content validity.

The framework of TPM had direct structure validation and was further implemented for structure-oriented behavior validation.

Model Applicability

Identifying the State government schools & Sample

State government schools were contacted with the briefing of the purpose of current study. Five state government schools were selected considering the proximity, accessibility and requirement of the sample. Four teachers; two of Science and two of Mathematics, from classes 6 to 8 from each school were selected through purposive sampling technique.

Preliminary sample school visit

A two day visit to school was hosted. The first school visit included; oral unstructured interviews with teachers and their classroom observations. A circle time with the sample teachers was facilitated to understand and answer the concerns and expectations of the teachers. Students from the sample classrooms were also visited. Data was captured through classroom observations, oral unstructured interactions and questionnaire.

Sharing of results – Preliminary sample school visit

The data captured through oral unstructured interviews with teachers and their classroom observations was analyzed. The results were shared with the sample teachers and management during the second day of the visit.

Orientation of sample teachers

A period of three days was taken to orient the sample teachers about the current study and understanding of the Experiential learning methodology. The orientation process included audio/ video presentations along with workshop to get a clear vision and expectation from the current study.

Preparation of sample teachers

Post an understanding of Experiential Learning as a proficiency improving tool for teachers, the teachers prepared the lesson plans based on Experiential Learning. These lesson plans were shared with professionals well versed with experiential learning. The lesson plans were prepared keeping into consideration one semester of the schools. Before implementing the plan, as a part of pre-implementation, the teachers were asked to conduct three classes with lesson plans based on experiential learning. These classes were observed by the professionals. The feedback was shared with the sample teachers post each experiential learning equipped class for clarifications and better understanding.

Getting Started

Once the professionals gave acceptance to the sample teachers about their readiness to implement experiential learning in their classrooms, the second visit was made to the sample schools. The details as in, time table, dates, professional resources for one semester were finalized and shared with the management and the teachers for the study.

Implementation

The sample teachers implemented the experiential learning classrooms. The data from each classroom was collected through classroom observations. The performance-based data was also collected through records and observations. The collected data was professionally analyzed and interpreted. Periodic reports were generated and shared with the teachers and the management. Anticipating the sensitivity of the process and for the free flow of ideas, the test was administered in an environment free from any obstacle and distraction. Also, assuring the research ethics, all types of collected data was under privacy.

Sharing of results

Post one semester, detailed report on the four identified criteria were generated and shared. The report was further analyzed and interpreted to understand the learning trends with experiential learning.

Teacher’s Proficiency Model (TPM) with Experiential Learning

1. Students’ Engagement	
Quality Process	The students are interested in classroom lessons. They were found to be engaged, thinking, questioning and reflecting rather than being passive listeners in the classroom.
Operational Definition	A classroom typically constitutes of three elements: teacher, student and the environment. A teacher delivers knowledge, student receives and the environment facilitates the transmission of knowledge from the teacher to the student. One of the important factors, on which the effectiveness with which this transmission of knowledge encounters depends on the readiness of the student. The readiness of the student to receive knowledge opens way to participate in the learning teaching process and thus endorses engagement for learning.
Relevance	Classrooms are spaces designed to facilitate the process of learning teaching with meaningful outcomes. Irrespective of the profound competency and high-profile caliber of the teacher, no meaningful learning can ever take place without students’ engagement. It is for this reason, setting grounds for students’ engagement becomes the foremost necessity for a learning classroom, and rest everything follows. There are and may be different types of pedagogical methods deployed in the classrooms, but eventually all should converge to assure students’ engagement. An engaged learner can only be directed towards thinking, questioning, reflecting and therefore learning.
Data and	Classroom observation, Unstructured oral interviews,

Information	Questionnaire
Teachers’ Proficiency Model (TPM) Cycle	
Stage	Description
Initial	1.The students were found not interested in the classroom lessons. 2.The students were not able to think, question, reflect on the topic taught
Adequate	1.A few students were found interested in the classroom lessons. 2. A few students were able to think, question, reflect on the topic taught.
Proficient	1.Most of the students were found interested in the classroom lessons. 2.Most of students were able to think, question, reflect on the topic taught.
Excellent	1.Almost all students were found interested in the classroom lessons. 2.Almost all students were able to think, question, reflect on the topic taught.
Way Forward:	
2. Teachers’ Motivation	
Quality Process	The teachers are found to be motivated to take up dynamic challenges, engage in ongoing learning for continuous improvement and enhancement of their learning teaching skills.
Operational Definition	The term motivation has a wide horizon in educational psychology. In context to the present research model the perception of Dornyei and Ushioda (2011) emphasizing on two aspects for exploring teachers’ motivation, namely, the motivation to teach and the motivation to sustain themselves as a teacher, are best applicable.
Relevance	Teachers are considered to be units responsible for transferring knowledge to the learners. The effectiveness with which the task may be accomplished depends on the perception a teacher may carry. The behavior towards set goals lead to variation in effort and energy. The measure of initialization and persistence demonstrated by the teacher in accomplishing the task of learning teaching in the classroom is the result of teachers’ motivation. A teachers’ motivation is must to ensure continuous improved performance in classroom. It determines the consequences of learning.
Data and Information	Classroom observation, Unstructured oral interviews, Questionnaire
Teachers’ Proficiency Model (TPM) Cycle	
Stage	Description
Initial	1.The teacher was found not interested in taking up new challenges to adapt for professional growth
Adequate	2.The teacher was interested in taking up new challenges to adapt for professional growth, but with apprehensions
Proficient	3.The teacher was interested in taking up new challenges to adapt for professional growth, with focus on expectations and achievements.

Excellent	4.The teacher took self-initiatives to take up new challenges to adapt for professional growth and move beyond self-achievement.
Way Forward:	
3. Student- Teacher Relationship	
Quality Process	The teacher mentors and create learning experiences that facilitates multiple perspectives, acceptance and emotionally enabled classrooms.
Operational Definition	Learning is not a one-way process, it involves participation from both students and the teachers. On one hand where students are learners, teachers also learn through reflections to keep up with the growing challenges. The teachers being the mentors, bear the responsibility of building conducive learning environment that nurtures an effective learning environment where both learn and grow with each other. This quality process evaluates the quality of the relationship exhibited by the student and the teacher and also its impact in terms of behavioral learning outcome.
Relevance	Research has established the relevance of learning environment achieving the learning goals. The students and the teachers being the two active participants, have the major role in the process. Good communication, mutual respect, acknowledgement and appreciation are the key factors driving the positive everlasting powerful relationship.
Data and Information	Classroom observation, Unstructured oral interviews, Questionnaire
Teachers' Proficiency Model (TPM) Cycle	
Stage	Description
Initial	1.The communication between the students and the teacher did not support ethical background to exhibit mutual respect in and out of classrooms. 2. The teacher did not acknowledge and/or appreciated students for their efforts and /or achievements
Adequate	1.The communication between the students and teacher supported ethical background occasionally to exhibit mutual respect in and out of classrooms. 2. The teacher acknowledged and/or appreciated students for their efforts and /or achievements occasionally.
Proficient	1.The communication between the students and teachers supported ethical background most of the time to exhibit mutual respect in and out of classrooms. 2. The teachers acknowledged and/or appreciated students for their efforts and /or achievements most of the time.
Excellent	1.The communication between the students and teachers supported ethical background as a practice to exhibit mutual respect in and out of classrooms. 2. The teachers acknowledged and/or appreciated students for their efforts and /or achievements as a practice.
Way Forward:	
4. Students' Performance	
Quality Process	The students exhibit cognitive and behavioral improvement in their performance. Students are

	allowed to synthesize complex knowledge and skills.
Operational Definition	A students' performance is broadly comprehended as a measure of their learning. Richard Gross states, Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes and preferences. The types of learning are various as categorized by educationalists and psychologists. In context to the present research paper, this quality process evaluates the student performance in terms of the progression and transformation in cognitive aspects.
Relevance	Cognitive achievement is one of the core desired outcome of learning in the classroom. All the pedagogical strategies are aimed to achieve and optimize the same. Research has established substantial evidence to support Experiential Learning as an approach to channelize the learning process in the effective manner.
Data and Information	Assessment records, observations, Questionnaire
Teachers' Proficiency Model (TPM) Cycle	
Stage	Description
Initial	1.The students did not exhibit any improvement in their cognitive achievements. 2.The behavioral transformation in students in context to their attitude towards learning was not evident.
Adequate	1.The students exhibit marginal improvement in their cognitive achievements. 2.The behavioral transformation in students in context to their attitude towards learning was marginally evident.
Proficient	1.The students exhibit good improvement in their cognitive achievements. 2.The behavioral transformation in students in context to their attitude towards learning was evident.
Excellent	1.The students exhibit exceptional improvement in their cognitive achievements. 2.The behavioral transformation in students in context to their attitude towards learning was prominently evident.
Way Forward:	

V. DATA ANALYSIS

The data collected through oral unstructured interviews and observations were considered for finally drawing conclusions. The nature of the study being qualitative, the process of drawing conclusions was done followed by intense analysis and interpretation of data collected through all three modes, thus applying the holistic approach for appropriate diagnosis.

Findings

The data captured through observations, oral unstructured interviews and questionnaire from the sample were analyzed for further interpretations. The findings under four identified quality criteria were further understood and analyzed for each of the seven mentioned quality parameters.

Students' Engagement					
Quality Process: The students are interested in classroom lessons. They were found to be engaged, thinking, questioning and reflecting rather than being passive listeners in the classroom.					
Quality Parameters		Initial	Adequate	Proficient	Excellent
1. Student's Interest.	Pre-Implementation	✓			
	Post Implementation			✓	
2. Thinking, Questioning, Reflecting on the topic taught.	Pre-Implementation	✓			
	Post Implementation		✓		
Teachers' Motivation					
Quality Process: The teachers are found to be motivated to take up dynamic challenges, engage in ongoing learning for continuous improvement and enhancement of their learning teaching skills.					
Quality Parameter		Initial	Adequate	Proficient	Excellent
1. Interest in taking up new challenges to adapt for professional growth.	Pre-Implementation	✓			
	Post Implementation		✓		
Student- Teacher Relationship					
Quality Process: The teacher mentors and create learning experiences that facilitates multiple perspectives, acceptance and emotionally enabled classrooms					
Quality Parameters		Initial	Adequate	Proficient	Excellent
1. Ethical communication to exhibit mutual respect in and out of classrooms.	Pre-Implementation		✓		
	Post Implementation			✓	
2. Acknowledgement and/or appreciation.	Pre Implementation		✓		
	Post Implementation		✓		
Students' Performance					
Quality Process: The students exhibit cognitive improvement in their performance. Students are allowed to synthesize complex knowledge and skills.					
Quality Parameter		Initial	Adequate	Proficient	Excellent
1. Cognitive achievements.	Pre-Implementation		✓		
	Post Implementation			✓	
2. Behavioral transformation in students in context to their attitude towards learning.	Pre-Implementation	✓			
	Post Implementation			✓	

Key Reflections:

Students' Engagement

- There was a significant improvement observed in the students' interest in classroom.
- Though students' attendance was not one of the identified criteria for observation, but during the classroom observations it was found that the rate of attendance in the classroom improved subsequently.

- The students found the topic interesting, and students were observed to be asking questions.
- The trend of asking questions and reflecting on topic taught was not very prominent, but definitely it was the starting of a new phase. It became more evident when, in one interesting case, during recesses, the researcher observed a few students rushing to their teacher with a flower to show the ovary they could cut open from a flower in the garden.

Teachers' Motivation

- The initial phase of experiential learning implementation in classrooms started with apprehensions and concerns. Teachers were found to be compatible with their teaching styles and were found to be not very open for new challenge and learning opportunity.
- Post the orientation session of three days, the teachers were found to be prepared to new learning opportunity.
- Post the Experiential Learning implementation, the apprehensions and concerns of the teachers were addressed to some extent. The acceptance was evident from the fact, that these teachers were observed to have shared their classroom experience with colleagues.

Student-Teacher Relationship

- The students were found to be not very comfortable accessing their teachers, at the same time the teachers too maintained a level of distance in their behavior.
- Though the relationship between the students and the teachers was observed to be not very compatible, but was found to be within the boundaries of ethical behavior.
- Implementation of Experiential Learning showed an improvement in the mutual sharing and reflections between the students and the teachers.
- The teachers were found to be not very friendly in acknowledging and appreciating the students.

Students' Performance

- The academic performance of the students showed improvement.
- The change in students' behavior in context to classroom learning was clearly evident.
- Students' performance in context to readiness for learning and scores was found to be very encouraging.

VI. DISCUSSION

As a matter of fact, though the Experiential Learning theory was developed by David Kolb in 1971 with his learning styles inventory, but the practice of experiential learning has deep historical and philosophical roots in human society. John Dewey (1859-1952), explained the relationship between experience and learning in his book, *Experience and Education* (1938). Kurt Hahn (1886-1974) contributed to experiential education as a practitioner worldwide. Also, the work of theorist Kurt Lewin (1890-1947), Jean Piaget (1896-

1980), Paulo Freire (1921-1997) provide a theoretical grounding for experiential education.

Experiential learning concept with a social pedagogic tradition typically finds its presence in the early childhood education. The students at this stage are engaged with play-based methodologies and therefore find Experiential learning very much connected. However, there have been research to draw evidence that this association is not restricted to early childhood education. Experiential Learning is more beyond a theory or a concept, it's a philosophy to be adapted and displayed to bring about the transformation at the behavioral level. Studies have supported this fact. Burke (2013, p.260), underlines that, "by implementing professional development in schools that is experiential in nature, teachers can integrate innovative instruction such as differentiation, constructivist theory, discovery learning, inquiry – based learning, simulations, critical thinking, problem solving, technology-based learning, and performance-based assessment through demonstration, observation, collaboration, fieldwork and reflections". In a study conducted to evaluate efficacy of Didactic vs Experiential learning on resident doctors, (Anju Saraswat, MD, Edward P Dominguez, MD, FACS, William D Watson II, MD, FACS, Jennifer Moreland, PhD, John O Elliott, PhD, MPH, John A Bach, MD, FACS Riverside Methodist Hospital, Columbus, OH), the findings suggest, simulation based education helps highlight deficits in critical teaching and also provide residents insight on their clinical deductive skills and patient management. There stands no controversial opinion when it comes to believing in Experiential learning as a philosophy leading to lifelong learning. The educational community has been increasingly focusing and struggling toward preparing their future graduates to be as 'work ready' as they can be (Baldwin, 2015).

Schools are the units constructed to facilitate desired education. According to Dewey, "the main purpose of school discipline is the cultivation in the pupils of the social attitudes, interests and habits, and ideal of conduct through the conjoint activities of the school which has been organized as a community". Schools indulge in the process of learning to fulfill the purpose. "Learning is the relatively permanent change in a person's knowledge or behaviour due to experience", Robert Gagne. Since Plato and Socrates, the manner in which each understood and interpreted learning was unique, and therefore the horizon of the concept is so widespread that touching upon the concept in itself is a Hercules job. Getting into the details about the philosophies of education and the interpretation of learning is not within the scope of this research paper. The researcher believes, irrespective of the variations, one perspective that remains constant is that learning leads to transformation of behavior. And if that holds true, it cannot be an act of isolation. Learning is facilitated by the teacher, learner and the environment. It can be viewed under three heads; Socratic conversation, Didactic or lecture Teaching and Experiential

Learning. The purpose of Socratic conversation was to facilitate learning through interpretive and analytic engagements. It believed in personalized learning experience by developing and practicing communication skills through summarizing, analyzing, synthesizing, comparing, contrasting, defending and challenging ideas and perceptions. The didactic teaching on the other hand, introduces and organizes new information through lecture, reading for content, demonstration, and the utilization of the most current multimedia methods and tools. Though both the methodologies find its relevance in specific contexts, the Experiential Learning is seen as an interdisciplinary approach that allows students to apply classroom knowledge in a self-reliant way that leads to life-long learning. Students are allowed to reconsider, research and construct a quality academic work involving several academic disciplines and thus build upon experience. Though, disapprovals of the so-called experience-based learning arise for both empirical and theoretical reasons (Kayes, 2002), schools provide opportunities of Experiential learning through Internships, Field based research learning, community service, faculty led trips, and many more.

The current research work, undertaken with the purpose of exploring Experiential Learning as a tool for enhancing teacher's proficiency by impacting the students' engagement, Teachers' motivation, student-teacher relationship and the students' performance, established grounds for positive correlation. Henceforth, endorsing the fact that students under innovative teaching methods tend attain superior performance and show a positive impact in the class, while they enjoy the learning experience, (Chapman, Schetzle and Wahlers (2016).

VII. CONCLUSION

Experiential Learning is the "process that takes place beyond the traditional classroom and that enhances the personal and intellectual growth of the student. Such education can occur in a wide variety of settings, but it usually takes on a learn-by-doing aspect that engages the student directly in the subject, work or service involved", Katula and Threnhauser (1999, p. 240).

Pursuant, there could be nothing better than this poem by Loris Malaguzzi, that could describe the purpose and the perspective of the current research paper.

The child is made of one hundred.

*The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.*

A hundred.

*Always a hundred
ways of listening
of marveling, of loving*

*a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds
to dream.*

*The child has
a hundred languages
(and a hundred hundred hundred more)
but they steal ninety-nine.
The school and the culture
separate the head from the body.
They tell the child:
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and at Christmas.*

*They tell the child:
to discover the world already there
and of the hundred
they steal ninety-nine.*

*They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things
that do not belong together.*

*And thus they tell the child
that the hundred is not there.
The child says:
No way. The hundred is there.*

*- Loris Malaguzzi
Founder of the Reggio Emilia Approach*

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