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Experiential Teaching Approach - Ways of Design and Execution

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Abstract

The personal, professional and social success is given the ability to make connections and rapid transfers between disciplines to solve arising problems. In this way, the concrete problems of life that must be done every day, have an integrated character and can not be solved but only resorting to knowledge, skills, skills that are not strictly within the context of an object of study. At this point, the goals are formulated as framework and specific skills and they have key competences as a starting point. Didactic approach proposes as a way of realization the experiential approach, that can be considered a flexible approach to adapt to situations and new needs appeared in the socio-economic and cultural field, characteristic for the educational context of the millennium.

Keywords: *experiential field, learning experience, experiential design.*

1. Introduction

It is obviously necessary development of that metaphorically city (Păun, 2002, p. 19) or methodological framework for the integration of the educational content of tomorrow expected since 1988, "indicating the main educations or components of the compulsory education for 10 or 12 years that should be represented in school schedules ... in terms of relevance to all content sources and future demands it constitutes a minimum and not optimal" (Văideanu, 1988, p. 191).

Fierce development from the last two decades of the education system in Romania by generating cross-thematic content highlights three sources of revitalizing the educational approach: socio-cultural, environmental and economic (Costea, 2009, pp. 36-37):

- contents of socio-cultural education on local and universal themes, such as: human rights, peace and security of the humans, gender equality, cultural diversity, intercultural education, health education and quality of life,

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education for leisure, good governance (transparency, freedom of expression, participation in policy), national heritage and local history;

- contents of environmental education (in and for the environment) objectives of environmental protection in the development process, environmental conservation, protection and enhancement of the environment become the development goals; education for the regeneration of the natural environment; education for recycled and used again materials;

- contents of education and technical and vocational training by skills and pro-attitudes (to understand the real world for self and for others; to possess general knowledge and to specialize in a given field, continue to learn and to pursue education for lifelong in a learners society); skills and abilities (working alone or in teams with others with integrity and honor, by honesty, punctuality and responsibility; to adapt to changing circumstances; to know and understand the problems and difficulties, to apply creative and critical thinking to find solutions, to solve conflicts without recourse to violence); ethical approach to development social sustainability.

Adapting to this framework involves going beyond the traditional model and approaching the student-centered model that provides skills training and people able to learn throughout life. This approach to learning brings a new vision of the world, surpassing the disciplinary recipe and includes:

- a student- needs centered education;
- stimulation and valuing specific intelligences;
- a learning centered on skills, attitudes, values;
- modern learning and assessment strategies, more efficient, which succeed to create the connection between science and practice;
 - working in a team, effective communication, responsibility, critical and complex thinking;
 - the student participates actively in their own development;
 - a strong flexible working time, hour and lesson projects and blocks of time (block shedulling).

2. A Theoretical Basis of the Theme

2.1. The centered on skills curricular approach in preschool and primary

The training the student profile has a transdisciplinary character, being expressed by seven generic categories that are customized through sets of skills, attitudes and values. Descriptors of the training profiles in relation

to generic skills, with different levels of achievement for each level of education (primary, secondary) are (Costea, 2009, pp. 18-21):

- exploration and exploitation of non-formal / informal ways of communication in a variety of situations;
- exploring ways of knowledge resulting from social experience to solve the problems;
- active and responsible participation in social life;
- effective use of the tools necessary for lifelong education;
- internalization of a value system to guide attitudes and behaviors;
- manifestation of creativity and innovative spirit;
- organize personal life and career evolution.

The role of knowledge has been reconsidered in the contemporary pedagogy; is not longer valued the knowledge itself and isolated, but integrated into comprehensive structures, along with the skills and abilities, structures called *skills / acquisitions*.

The curriculum focused on skills involves "translating" the studied topics in relevant, positive, desirable and constructive learning and training experiences.

The curriculum focused on skills better meet the requirements of contemporary professional and social labor market, through building approaches and teaching influences from the perspective of the pupils acquisition of some integrated skills, which respond in an applied way and in a pragmatic way to the social requirements in terms of easily assessable final purchases.

From this perspective, the curriculum has been restructured for optimum connection to the curricular finalities. They were introduced curricular areas and experiential areas as curriculum structures that define the forming of skills.

The curricular areas were selected according to the finalities of education, taking into account the importance of various cultural fields that structure the human personality and the connections between these areas. They remain the same throughout the duration of compulsory schooling and high school, but their share is variable in the curricular cycles and over the years of study.

The experiential teaching areas are pedagogical instruments by which is carried out the individualization of education and learning. The experiential areas transcend boundaries between traditional disciplines aimed at the overall development of the child in the areas of mental development and motor thereof (the physical, health and personal hygiene, the language and communication, socio-emotional, cognitive domain, the skills and

attitudes to learning) without reaching the overlapping of them (Păiși-Lăzărescu, Tudor, Stan, 2009).

Curriculum for Early Education include five experiential areas (Early Education Curriculum for children from birth to 6 /7, 2008):

- Language and communication domain (verbal and written communication, communication in foreign language/ regional)
- Sciences domain (mathematics, understanding nature)
- People and Society Domain (man, human way of life, interpersonal relations, relations with the social environment, technology)
- Aesthetic and creative domain (emotional and intellectual skills, appreciation of beauty)
- Psychomotor domain (coordination and control body movements, general mobility, stamina, motor skills and handling finesse, anatomy elements of knowledge and human physiology)

2.2. The learning and training experience - experiential design element

Is a component of the curriculum, which refers to the personalized way of internalization the learning situation to the personal experience generated by a learning situation, experience that can objectify in changes of the cognitive, affective and psychomotor structures.

It is more than a personal reaction to a learning situation; in the same learning situation the learners have different learning experiences, configured and shaped by their personality traits. The components of the learning experience is knowledge, traits, abilities, personality traits. They are influenced by:

- the relevance of the learning situation for each student;
- the volume of purchases of each student;
- affective-motivational elements present in each learning situation;
- aspects of temperament and personality.

The learning situation is the entire context involving students actions, and the learning experience is the result of the act of learning. (Niculescu, 2010) A learning situation generates diverse learning experiences, depending on how each student relates to the learning situation in which is involved, depending on his personality. Also, a learning situation causes/ generate different learning experiences at the same student, depending on the time in which they participate/ act in the learning situation, knowing that a student has different results at different times. Learning experiences will be achieved by organizing training methods, means and resources of learning (*which is developing the strategic options*) (Tudor, 2015, p. 43)

2.3. Designing an experiential teaching design

An experiential design is based on student needs, especially the need to create a suitable environment in which students acquire and build their personal values that would be useful in the context of their own development. *"The focus of curricula must be the student, not matter and that when one speaks of curriculum content must understand that it is not wanting in the subjects taught, but goals in terms of skills, ways to act or generally know the student"*. (D'Hainaut, 1981, p. 95)

The didactic design of the educational uses as classification criteria the complexity of mental operations involved by each category of educational objectives.

If we consider the cognitive domain taxonomy, comprising 6 behavioral classes, the elements of an experiential design would need to identify with the 6 operations (Tudor, 2014, pp. 73-75):

Knowledge - refers to the situations requiring the student only to recall from memory and display specific information, methods, procedures, classifications, theories et al.

Understanding – targets objectives aimed at seeking "translation", "extrapolate" and "interpretation" of knowledge by students.

- **"translation"**, that is to say the expression of information, previously stored, in another language;

- **the extrapolation of information**, ie removal of the knowledge they have been assimilated and expanding to another frame;

- **the interpretation of information**, is exposing her in a summary manner, presenting her own words, her comment by highlighting its logical relations with other information etc.).

Application - refers to the use of abstractions (rules, formulas etc.) beyond the context in which they were originally acquired to obtain new informations about facts or particular situations.

Analysis – includes objectives that targets the identification of the premises from which they started the design of a particular product; identifying the elements of a whole ("elemental analysis"); identification of logical and causal relations ("relations analysis"); capturing the principles on which work or is constructed a product category ("analysis principles").

Summary - involving objectives aimed at training the creative abilities of students:

- restructuring some ideas, presenting them in a different order, surprising new logical correlations, based on which personal conclusions are drawn, all leading to developing a personal work (composition, essay, essay, technical, etc.);

- developing a personal research project on a phenomena, a personal action plan in a field.

Assessment - includes the objectives that require students to formulate personal judgments and arguments about a creative reference to precision, logic, consistency, coherence, rigor ("assessment by reference to internal criteria") and efficiency, fitness for purpose or conformity with a model ("assessment by reference to external criteria")

If we consider the affective domain taxonomy, the elements of an experiential design are the following (Tudor, 2014, pp. 76-78):

Responsiveness involves "aware" and implies the acceptance by the student of the fact that a certain attitude, belief, feeling worth to others, even to themselves, it is possible not to have any emotional resonance. Another meaning of receptivity is "available for receiving" implies tolerance by a student of the situations he encounters that value, without in any way to avoid them, though not produce pleasure.

The reaction involves:

- student takes the decision to initiate himself in the questioned domain, although for now, personally, do not give satisfaction entirely;
- the student gets to live feelings of satisfaction from certain aspects of a field value, although most other issues continue to remain indifferent;
- a certain value field produce satisfaction in all its aspects.

Valuing includes:

- the student merely expressing preference to others to a certain value;
- the student can try to convince the personal standards of assessment. This process of transformation of other people's values in his own values is a process of introspection;
- the student can try to convince others of the satisfactions that value area provides and to draw them to an activity consistent with the values which characterize it.

Organization refers to the need to order a values system that adheres to rank them, to establish the most dominant and stable in relation to others. Involves a systematic study, attempt to deepen theoretical willingness to submit to this end a lengthy effort.

Characterization - aimed at targeting objectives that aim to help the individual to be able to shape and to express a personal view on a particular universe value. Assume personal and appropriate assessments, based on a profound knowledge, a restructuring of all the values he believes in, so that the values field acquires a dominant position and expresses the essential aspects of the orientation of the individual's personality.

3. Discussion and Conclusions

The conclusion after analyzing models of curriculum design is that there is no an universally valid model, but there are models that can be adapted to the discipline, the study theme, the target group, to the style of the teacher, to the educational situation. Given the diversity of paradigms and models derived from them is necessary the cohabitation of several theories derived from models covering different segments of educational activities.

The full and harmonious training of the autonomous and creative personality means addressing reality through a globalized approach, in which the theme is left investigated by means of various sciences, disappearing borders tooth various categories of activities.

"The central role of curriculum in the educational systems in the world is to flexible study programs, to allow passage from the old paradigm in education - student to adapt to school, to a modern paradigm - school to adapt to student" (Bocoș, 2012, p. 27)

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