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# Experiential Learning and Education

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## Introduction

Learning is an essential part of each person's life. Delivering knowledge to young people is often complicated, especially when it comes to disaffected and disengaged 14-19-year-old young people who have got disappointed in education. Special programmes have to be developed for such young people, the programmes that would take into account the needs of each student and make learning interesting for him/her. This is how the necessity in experiential learning has emerged. Basically, experiential education involves a "holistic process, which combines experience, perception, cognition and behavior, and aims to encompass emotions, imagination and physical being, as well as intellect" (Martin, Franc & Zoukova 2004, p. 12). Experiential and outdoor learning embrace a number of practices facilitating the students' comprehension of information (Petrina 2007). The focus of this paper is the impact of the experiential learning on the education of the disaffected and disengaged 14-19-year-old young people, as well as delivering of vocational qualifications and awards through visit and outdoor education proposed to these young people.

## Teaching Context

The teaching context may include anything from the surrounding environment. For instance, in outdoor learning, sensory stimulators can be used; these stimulators may include "light and dark, noise and silence, shelter and exposure, calm and energized, food and hunger, loneliness and gregariousness, solitude and crowded, hot and cold air, wet and dry" (Beard & Wilson 2005, p. 162). Interaction with the environment is the basis of teaching disaffected and disengaged 14-19-year-olds. Real-life experiences will also facilitate the delivering of vocational qualifications and make the students more prepared for their future job roles.

## Rationale for Research

This research is going to deal with the effect of the experiential education on the academic achievements of 14-19-year-old young people. Firstly, the literature used for the research will be discussed in order to explain the focus of the research. This will be followed by the description of the research methodology with the discussion of the primary data collected for the research. Finally, the findings of the research will be presented and analysed.

## Literature Review

Exploring the chosen aspect of the problem is extremely vital. The matter is that the 14-19 year old stage is a critical one. Cooper (2000) states that, at this age, most of the young people need different environment for learning, the environment which can motivate them. Experiential learning is exactly what such students need because it is able to evoke their interest in vocational qualifications:

If more qualifications are seen as portable across the boundaries between types of job and types of learning programme, they may be seen by people as more desirable. Motivation to learn for qualification may be higher if the key stakeholders (learners, employers and learning providers) are involved in the management of general education. (Coles, Werquin & Organisation for Economic Co-operation and Development 2007, p. 147)

# Examples Of Experiential Learning Papers

**Stein, David, Glazer, Hilda  
R., Wanstreet, Constance**



## Examples Of Experiential Learning Papers:

**Collected Papers. Volume XI** Florentin Smarandache, 2022-08-01 This eleventh volume of Collected Papers includes 90 papers comprising 988 pages on Physics Artificial Intelligence Health Issues Decision Making Economics Statistics written between 2001 2022 by the author alone or in collaboration with the following 84 co authors alphabetically ordered from 19 countries Abhijit Saha Abu Su an Jack Allen Shahbaz Ali Ali Safaa Sadiq Aliya Fahmi Atiqa Fakhar Atiqa Firdous Sukanto Bhattacharya Robert N Boyd Victor Chang Victor Christianto V Christy Dao The Son Debjit Dutta Azeddine Elhassouny Fazal Ghani Fazli Amin Anirudha Ghosha Nasruddin Hassan Hoang Viet Long Jhulaneswar Baidya Jin Kim Jun Ye Darjan Karaba evi Vasilios N Katsikis Ieva Meidut Kavaliauskien F Kaymarm Nour Eldeen M Khalifa Madad Khan Qaisar Khan M Khoshnevisan Kifayat Ullah Volodymyr Krasnoholovets Mukesh Kumar Le Hoang Son Luong Thi Hong Lan Tahir Mahmood Mahmoud Ismail Mohamed Abdel Basset Siti Nurul Fitriah Mohamad Mohamed Loey Mai Mohamed K Mohana Kalyan Mondal Muhammad Gulfam Muhammad Khalid Mahmood Muhammad Jamil Muhammad Yaqub Khan Muhammad Riaz Nguyen Dinh Hoa Cu Nguyen Giap Nguyen Tho Thong Peide Liu Pham Huy Thong Gabrijela Popovi Surapati Pramanik Dmitri Rabounski Roslan Hasni Rumi Roy Tapan Kumar Roy Said Broumi Saleem Abdullah Muzafer Sara evi Ganeshsree Selvachandran Shariful Alam Shyamal Dalapati Housila P Singh R Singh Rajesh Singh Predrag S Stanimirovi Kasan Susilo Dragi a Stanujki Alexandra andru Ovidiu Ilie andru Zenonas Turskis Yunita Umniyati Alptekin Uluta Maikel Yelandi Leyva V zquez Binyamin Yusoff Edmundas Kazimieras Zavadskas Zhao Loon Wang *Papers Presented at the ... Meeting American Chemical Society.*

Division of Polymer Chemistry, 1986 **Introduction to Education (Minor Course), " Paper Code: EDNMIN-101-4**  
KHRITISH SWARGIARY, 2025-05-13 As the author of Introduction to Education Minor Course Paper Code EDNMIN 101 4 I am delighted to present this textbook meticulously crafted for students embarking on their B A 1st Semester journey at Bodoland University In an era where education is recognized not merely as the transmission of knowledge but as a transformative force this book serves as a foundational guide to understanding its intrinsic nature pervasive functions and profound impact My primary objective in authoring this text was to align seamlessly with the course objectives to cultivate a deep understanding of the meaning aims objectives and functions of education to acquaint learners with the pivotal role of schools within society and to illuminate various aspects of curriculum the correlation of studies and different forms of discipline Through sixty carefully structured lectures designed to facilitate a comprehensive grasp of the subject this book endeavours to empower students with the basic aims and fundamental concepts of education enabling them to apply theoretical knowledge to real world educational scenarios and develop critical thinking skills essential for evaluating educational policies practices and research It is my sincere hope that this volume will not only serve as a robust academic resource but also ignite a passion for lifelong learning and contribute to the development of enlightened citizens capable of contributing meaningfully to both national progress and international harmony **New Meanings for Marketing in a**

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**Routledge International Handbook of Social Work Education** Imogen Taylor, Marion Bogo, Michelle Lefevre, Barbara Teater, 2016-03-31 The Routledge International Handbook of Social Work Education provides an authoritative overview of current understanding through coverage of key debates exploring the state of play in particular social work education fields and reflecting on where the future might be taking us The overall aim of the Handbook is to further develop pedagogic research and scholarship for social work education Drawing on medical education as an exemplar the contributors view social work education as a specialism and a field of expertise that counts in the same way as research programmes in more traditional areas of social work practice The chapters are concerned with the theory and practice of social work education at all levels they are accessible conceptually clear research based where appropriate critically reflective and ethically underpinned The Handbook is organised into seven sections that reflect the proposed themes and sub themes covering Social work education in context the western drivers Emerging and re emerging social work education The scholarship of learning and teaching New insights into field education New directions in learning and teaching Future challenges in social work education This handbook presents a contribution to the process of exchange and dialogue which is essential to global social work education It brings together professional knowledge and lived experience both universal and local and will be an essential reference for social work educators researchers students and professionals

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