

Applying the Experiential Learning Model of John Dewey and David Kolb to Design Experiential Activities for Elementary Pupils

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Abstract

The experiential activity is a compulsory educational activity in primary school which aims at implementing the innovation targets of general education and pays much attention to ability development. Experiential activity is held through 3 forms: under-flag activities, chairman activities and educational activities under subject. This article clarifies the process of acquiring knowledge and forming learners' abilities in experiential education of academic theories and experiential studying according to the experiential studying model made by John Dewey and David Kolb. And then proposes experiential activity organization for primary schools' pupils in proportion to organization forms of experiential activities in primary schools. The experiential activity organization procedure designed covers 8 steps. Each step in procedure clearly shows the roles of the teacher in organizing, leading, and controlling the educational process in harmony with the learning process of the learner. This procedure is applied to designing and organizing the experiential activity organization for primary schools' pupils suitably to contents, properties and targets of general education program.

Keywords: *Experimental learning, process designing, organization of experiential activities, elementary pupils.*

Introduction

The goal of the new general education program is attaching the great importance of the competency development of pupils. In which, the experiential activity at primary schools is compulsory with the goal of "Forming qualities, habits, and life skills,... through collective activities, clubs, participation in study projects, social, volunteering, and labour activities, ... With their own experience, each pupil is a participant and also designer and the organizer of activities for themselves, thereby discovering, adjusting themselves, and adjusting the

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organization of activities, organizing the life to work with a plan and responsibility and "the content of the activity focuses on more personal development, life skills, relationship skills with friends, teachers and family members". [1]. Thanks to experiential activities, pupils can have practical contact, exploit their existing experiences, and apply knowledge and skills learned from other subjects for the assigned tasks or solve problems in life for all ages. However, conducting experimental activities to suit each content, nature, and goal is a problem that has also attracted the attention of many researchers. In this article, the author will clarify the process of acquiring learners' knowledge through experience, thereby proposing the process and applying the process in organizing experiential activities for elementary pupils.

Experiential Activities at Primary Schools

Objectives: Experimental activities make pupils have positive habits in daily life, industriousness; having responsibilities of a pupil at home, at school and locally; self-assessment and self-regulation; creating cultural communication and behaviours; conscious of team cooperation and problem-solving capacity [2].

Contents of experiential activities at primary schools include Self-oriented activities such as training oneself to have a sense of self-service and responsibility in life; social-oriented activities such as participating in social activities, promoting the tradition of the school and community; activities towards nature, activities to explore and preserve the natural landscapes such as exploring the natural beauty and environmental protection, vocational counselling activities, activities seeking jobs, understanding the meaning and characteristics of jobs [2].

Forms of organizing experiential activities at primary schools:

+ Activities at the assembly: The implementation of the activities at the assembly will be divided into two parts: The first part: Rituals and school administration. The second part: The classes take turns undertaking the organization or performance of educational activities.

+ Class meeting: The class meeting will be implemented as follows: The first part: class administration (including a summary of activities in the week of the class, rewards, remind and preparations for activities of the following week and months...). The second part: teams take turns to undertaking organization or performance of educational activities.

+ Educational activities by topics: Performed regularly by week in the forms such as Club activities, organization of games, forums, interactive stage, sightseeing, picnics,

contests/competition, exchange activities, campaign activities, humanitarian activities, volunteer activities, public labour, collective activities [2][3].

The Theoretical Basis for Designing the Organizational Process of Experiential Activities

Some learning theories are the basis for the organization of experiential activities in education.

Behavioural Theory

The behavioural theory with its origins was the classical conditioning theory in the late nineteenth century when physiologist Ivan Pavlov studied the response of animals to external stimulus. Basing on the results of this research, teachers can apply it at the classroom by creating a positive learning environment to help pupils overcome their anxiety or fear with starting a new lesson and situation comfortably, funny and attractively, leaving pupils a feeling of excitement and joy at the beginning of the lesson. Conversely, if teachers make students pressured and anxious, they will fear their studies [4].

After Pavlov, psychologist Edward Thorndike studied the relationship between animal behaviour and environmental conditions, especially the relationship between behaviour and the factors affecting maintaining behaviour. He emphasized the importance of experience in the process of reinforcing or degrading the stimulus-response link to maintain behaviours. He believed that the stimulus bringing pleasures (rewarded, benefited) which are repeated would be strengthened or imprinted in mind, while the responses that do not bring pleasure will be weakened or eliminated; thus, in the process of organizing educational activities, to learners to form behaviours by practical experience activities, teachers need to consider in choosing a stimulus factor suitable for the desired behaviour. In addition, the educators also need to carefully consider the rewards to motivate and reinforce the behaviour after the behaviour has been formed.[5]

John Watson, an American psychologist, studied human and animal behaviour basing on Pavlov's classical condition theory. He extended the role of responding, including emotional responses, and he demonstrated the principle of generalizing respond in humans through experiments involving 11 infants who were afraid of white rats, then they also afraid of white mouse-like objects like white rabbits, white fur-toys and cotton, so the fear in general. He said that human behaviour and animal behaviour are different as the human has the world of words. Thus, factors stimulate humans much more. For him, the thought is just an activity of

the language machine. The man is "social existence," because only in the social environment does the man stimulate each other to make language and development. In addition, he also said that the level of success of people depends on their experience and in the teaching process, learners are passive, not actively involved in the learning process. Watson's theory has a great influence on education [6].

Skinner was the first to develop the operant conditioning theory and proved it by the manipulative behavioural theory's experience from Pavlov and Thorndike's behavioural ideas. Skinner also created an idea of "behavioural technology" and became the basis of his social behaviour theory. He said that overcoming the maze depends on the initial stimulus previously asserted by Pavlov and Watson and depends on the maze. Behaviour is formed in a specific environment and is influenced by factors of that environment, so in the teaching process, teachers need to arrange the stimulating factors into the reinforcing maze. These are also important processes in the development of behavioural theory. Operant conditioning is behaviour reinforcement by reward or punishment. Reward aims for increasing and maintaining the desired behaviour while punishing for reducing the undesirable behaviour [7].

Bloom classifies levels of behavioural expression in three cognitive, emotional, and psychological areas that turn Learning into observable behaviours, each of which is a set of behaviours classified by the complexity and sophistication in that area. Bloom's classification of behavioural levels in the domain of perception (this is the most common factor) is as follows:

Table 1

Bloom's Cognitive Levels [8]

No.	Level	Behaviour
1	Knowledge	Present, Repeat, Describe, List
2	Comprehension	Explain, Distinguish, Generalize, Give Example, Compare
3	Application	Apply, Transfer, Organize
4	Analysis	Analyze, Explain, Compare, Chart, Differentiate, Systemize
5	Synthesis	Setup, Synthesize, Build, Design, Propose
6	Evaluation	Evaluate, Distinguish, and Resolve

Bloom's behavioural level classification, specifically in the cognitive, has been used in making teaching plans. Teachers make statements about the goals that learners need to achieve and analyze those goals into learner behaviours to assess different goal achievement levels. Steps making teaching plans:

- + Step 1: Determine the necessity of the curriculum

- + Step 2: Determine the teaching goals
- + Step 3: Determine the characteristics of learners
- + Step 4: List the exact learning results
- + Step 5: Classify learning results according to Bloom's classification
- + Step 6: Break the learning content into small tasks
- + Step 7: Carefully execute the sequence of these small tasks
- + Step 8: Provide opportunities for the learners to have more practical opportunities to increase the teacher's stimulus to the pupil's responses.
- + Step 9: Ensure learners have the opportunity to give feedback
- + Step 10: Observe and evaluate each pupil's changing behaviour
- + Step 11: Provide opportunities for learners to respond regularly
- + Step 12: Reinforce the right behaviour by a reward
- + Step 13: Evaluate the effectiveness of the recently-conducted teaching program
- + Step 14: Modify and improve the curriculum.

[9]

In the teaching process, the role of the teacher is shown in generating stimuli and arranging the stimuli so that the learners respond to those stimuli according to the teacher's prediction and form the desired actions. Gagné and Medsker proposed a 9-step teaching program that guides the teachers' actions to correspond to the pupil's responses [10].

Table 2

Teacher's Instruction and Learner's Respond

No.	Teacher's instruction	Learner's respond
1	Gain attention of the pupils	Participation
2	Inform pupils of objectives	See study tasks
3	Stimulate experience of the pupil of problems	Stimulate memory
4	Emphasize important content	Recognize important things in the lesson
5	Present study structure	Acknowledge assignments and link learning assignments
6	Encourage pupils	Present and perform knowledge of lessons
7	Provide feedback to pupil	Be aware of study satisfaction
8	Assess the performance of pupil	Consolidate learning contents
9	Enhance retention and remind of next activities	Overview of the lesson

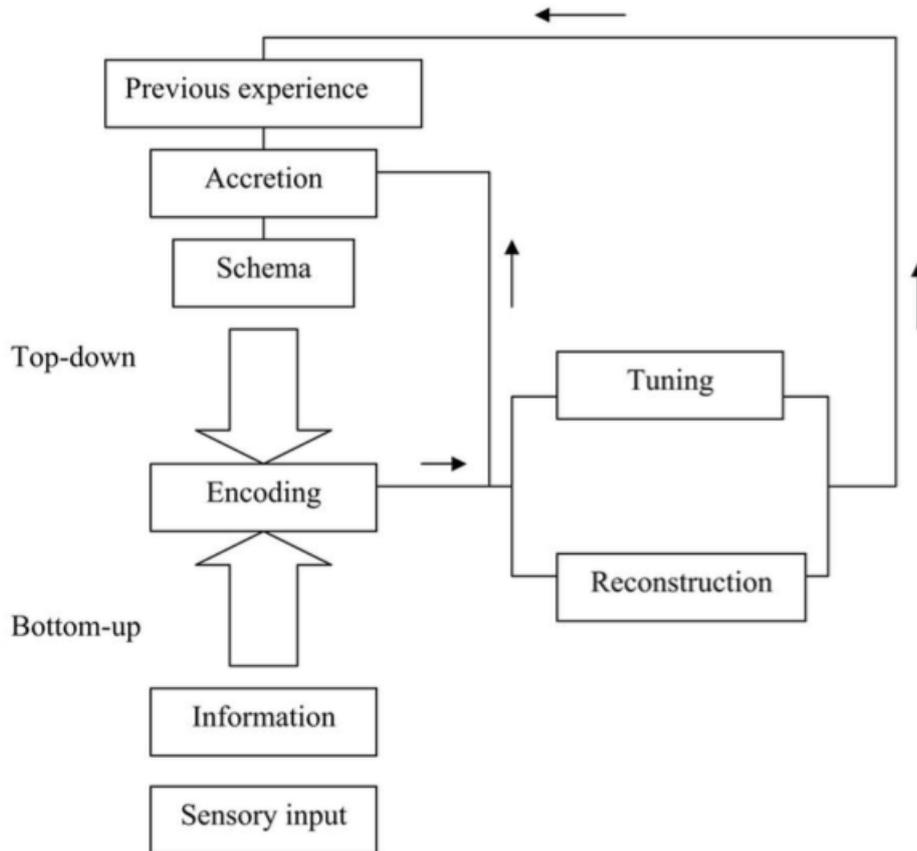
Cognitive Theory

The cognitive theory involves studies of the neurological process such as sensation, perception of attention, coding, and memory that have not mentioned by behavioural researchers.

+ Sensation: The process reflects each property, the appearance of things, and phenomenon affecting the human senses. All things and phenomena around us are all reflected by the brain, thanks to the sensations. However, our brains are only able to reflect each of the physical properties of things thanks to the sensations, while the properties of things and phenomena are due to a very complex system of sensory organs that can contact stimuli from outside; each stimulus relates to an object or phenomenon [11]. Basing on the role of sensations in the cognitive process shows that when designing teaching activities, the learner and teacher need to pay attention to the appropriate amount and type of information.

+ Perception: Reflecting completely the superficial properties of things and phenomena which are directly affecting the senses. Perception is a process because it has a beginning, a course, and an end. The perception is divided into three categories: Spatial perception (helping people see the size, shape, distance, direction of the object), perception of time (perception of time is a reflection of length, speed, and continuity of the phenomena), and movement perception (reflecting changes in the position of things in the space). Awareness begins with the senses and selective concentration. Therefore, how can we focus on one stimulus, avoid overloaded information, and not be attracted by other information. This is a topic that should be developed by educators [12].

+ Coding: Consciousness, after engaging in the stimuli, needs to be encoding by organizing it in a schematic form. Many argue that learning is the process of coding experiences. The diagram is developed from the previous experience in which information about the problem can be re-arranged. The experience coding and flowchart creating involve two elements of information, from bottom to top, and from top to bottom are according to the following diagram:



H1: Experience coding process [9]

+ memory is a condition for people to accumulate their own life experience and use them better in daily life and activities [13]. To activate the active memory, the teacher should note:

- Tell learners what information is most important.
- Begin to have an overview of what is about to be learned.
- Expected results of the lesson.
- Create conditions for learners to respond through practice.
- Create opportunities for learners to apply existing knowledge.
- Encourage showing the reaction and responses of pupils.
- Link difficult content to more meaningful content.
- Use visual images to present problems.
- Use mind mapping techniques.
- Learners need to understand studied issues by making diagrams and use their assumptions.
- Present contents from simple to complex.

[9]

Constructivist Theory

The constructivist theory is developed from the cognitive theory. The constructivist theory also refers to the learners' cognitive process. The basic constructivist theory is the theory of the learning style of learners.

Piaget assumes that active participation in the environment of learners helps in developing the cognitive. He also said that children's play has a very important role in developing cognitive because this is the time when children actively explore the world. Piaget does not attach importance to the result, but he attaches the importance of producing it. He argues that teachers should not interfere with this process by handling alternatively or imposing ready-made solutions because children will accept that knowledge rather than their own [14]. Thus, teachers need to pay attention to the principles when organizing teaching and learning activities:

- Improve interest and curiosity about the natural world of pupils
- Provide materials for pupils to manipulate and work
- Use verbs to show the level of awareness in the Bloom scale
- Encourage self-control and initiative rights of learners
- Provide opportunities for classroom discussion to give pupils a chance to explore the problem
- Attract pupils in experiencing activities with conflicting cognitive liability

[9]

Bruner applied Piaget's ideas on active learning to form his guiding principles and discovery learning theory. He argued that humans have three manifestations of intellectual skills that represent all human manifestations of the world in which they live. Expression of the stimulus is through words and symbols, symbols are a much higher level of representations of an idea, and representations are inferences of children through words. Symbols are the key to their learning and cognitive development. He developed a spiral-based teaching model in which topics are repeated but at increasingly advanced levels [15].

Vygotsky said that school is a cultural tool to provide knowledge or science than experiential knowledge and unstructured knowledge acquired naturally. He affirmed the role of teachers in educating pupils; teachers provide knowledge and guide learners in the learning process [16]. With teacher's support, learners can achieve much better results than they did without support. To do this, teachers need to pay attention to:

- Provide time for pupils to build relationships with each other

- Allow pupils to respond to orient lessons and identify teaching methods corresponding to the content
- Exploit pupils' experiences on issues before sharing individual pupils' understanding of the issues.
- Encourage pupils to engage in dialogue with teachers and friends
- Look for answers of pupils through the questions of teachers
- Wait for a response after asking a question
- Model the behaviour and skills needing to be achieved by pupils [9]

Experimental Learning

Learning theories have researched and pointed out the importance of understanding the process leading to awareness and skill formation for learners in participating in educational activities. Since then, it will serve as a basis for effective educational activities. In which, most of the learning theories show that experiential learning brings high efficiency to education. Ideas of some scientists on experience play a very important role in the educational as follows:

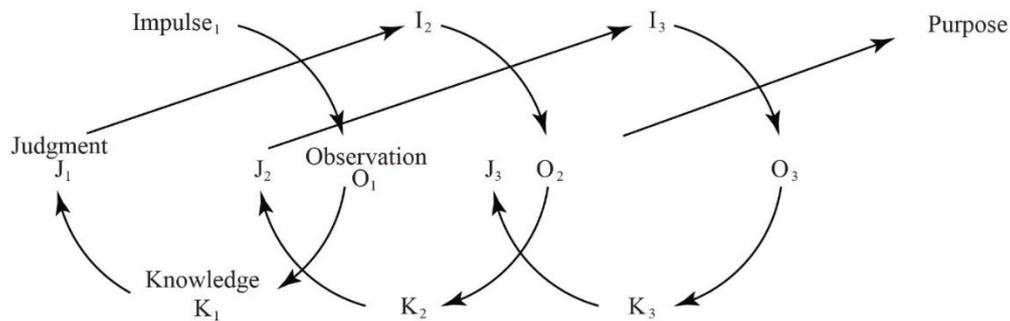
According to Kolb: Learning is a process that knowledge is created through the transformation of experience. Learning, Mezirow argues that using previous understandings to explain a new or an understanding is adjusted when participating in the experience as a direction for future action. Beard and Wilson believe that learning is forming a sense of active participation between the inside of the person and the outside world of the environment. Besides, Boud, Cohen, and Walker consider the nature of learning and experience: Experience is the foundation and motivation for learning; thus, learners actively build their experience; Learning is a comprehensive process that is socially and culturally built; Learning is influenced by social contexts [9].

From the relationship between learning and experience, the scientists researched four theories of experiential learning as follows:

Reasonable experiential Learning:

Reflection is, according to Dewey, a logical process that begins with experiencing a problem. He emphasizes that conscious reflection is an important part of experiential learning. In other words, he argues that educational activity does not happen until observation and judgment have taken place. In other words, education is characterized by observations from experience, reflecting on that experience and then forming concepts basing on reflections and pre-existing

knowledge. Dewey also points out that each following experience is based on the experience, thus indicating that experiential learning occurs as follows [17][18].



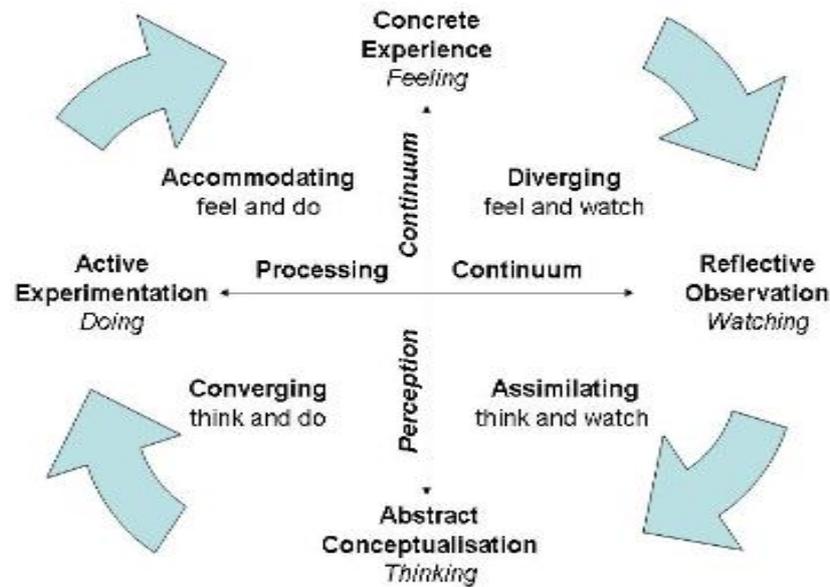
H2. Experiential teaching model of Dewey [18]

The process shows that the next experience is based on the experience and so on in a spiral shape; the following experience is based on the previous experience. Each experience begins with the previous experience, reflecting on the experience, the situation, and forming concepts and knowledge to draw the next experience.

Reflective experiential Learning:

According to Donald Schon, skills and knowledge come from the coherent integration of personal actions. The reflection is important, he argues, for discovering knowledge and proposing methods to do so. He divides the reflection into two categories: Reflection in action (reflection occurs at the same time as action, learning occurring from this reflection recognizes the previous skills), reflection is based on action (this reflection can be used to clarify and learn lessons for more progressive actions in the future) [19].

Experiential learning by cycles: In 1984, David Kolb, an American educational theorist, basing on the studies of Dewey, Lewin, Piaget, Lev Vygotsky and other researchers on experience and experiential learning, researched and published a work on experiential learning. He listed the characteristics of experiential learning and identified stages in experiential learning. For Kolb, "Learning is a process in which knowledge is created through the transformation of experience" [18][20]. The process has four steps as follows:



H2. Learning cycle through the experience of Kolb

(<http://www.nwlink.com/~donclark/hrd/styles/kolb.html>)

Step 1: Learners participate in an activity in a specific context or context that learners immediately find effective.

Step 2: Learners find out the nature of the situation that the activity has just brought.

Step 3: Infer about the relationship between the action and the outcome and predicting the results of different actions.

Step 4: Learners apply the relationship between action and outcome to solve new or different situations.

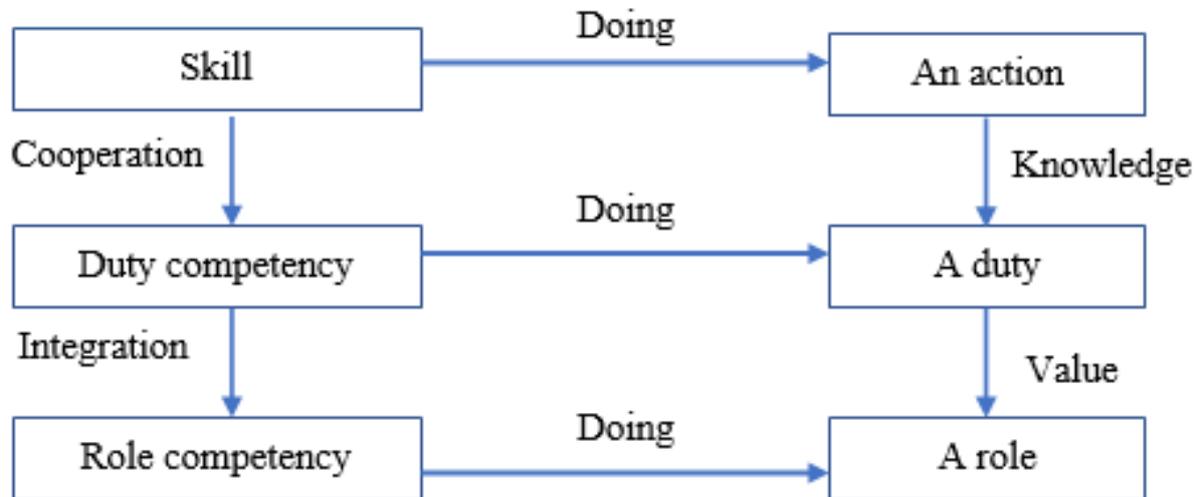
Transformative experiential Learning: Jack Mezirow focuses on the reflection process occurring with changes in beliefs, attitudes, and emotional responses, including acquired knowledge and skills. He argues that experience is based on the constructivism of the previous experiences [21].

Educational Meaning of Experiential Learning

Experimental learning is typical of the change of the learner-centred education process; teachers are the subject organizing educational activities to participate in the experience as part of learning. Teachers need to create conditions to provide students with experience [9]. In which skills and competencies are conceived as follows:

- Skills: The ability to perform a specific activity
- Ability to perform tasks: Can perform a complex task that requires integration of knowledge, skills, and attitudes.

- Ability to perform roles: This can perform an effective role in a certain context, requiring a wide range of duties and capacities.
- To see the relationship between skills and role competencies, a group of authors, including Anne Jordan, Orison Carlile, Annetta Stack, give the role competency model as follows:



H5. Role Competency Model [9]

In addition, Bloom and his colleagues propose a classification of the level of competency development that students can achieve in three different areas of cognition, skills, and emotions as follows:

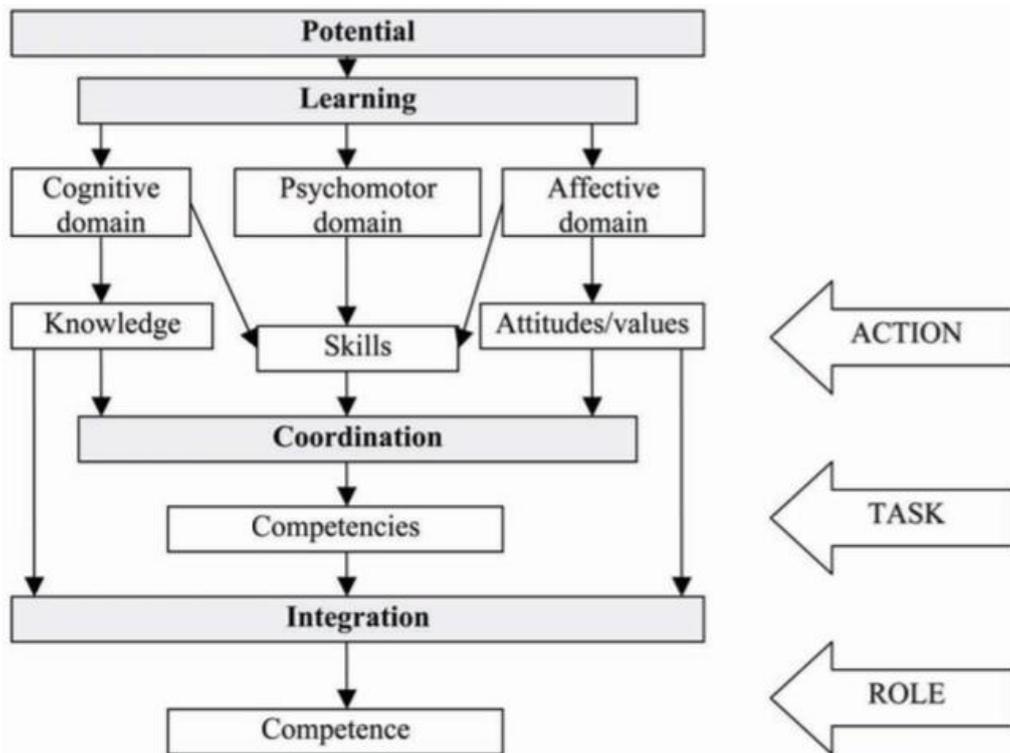
Table 3

Level of Competency Development [9]

No.	Cognition	Skills	Emotions
1	Knowledge	Action orientation	Acceptance: Note
2	Comprehension	Instructed feedback	Respond: Interest
3	Application	Action performance	Evaluation: Value perception
4	Analysis	Automatic implementation	Organization: Value generalization
5	Synthesis	Skill application	Generalization: Approved
6	Evaluation	Proficiency	

The experiential learning process is formed from the combination of the role-building process and the competency development of pupils from a latent through learning satisfying four cognitive areas, skills, and emotion then forming knowledge, skills and attitudes; these three

factors work together to form the ability to perform the task according to the following diagram:



H6: From the potential competency to role competency [9]

The diagram shows that to learning to be taken place, and pupils can perceive, have mind movement and emotion to develop them into knowledge, skills, and attitudes for learners, teachers are required to provide the experience and help learners handle it.

The diagram also indicates that the potential ability within pupils acquired by learning can form a role competency. It can be seen that this is a process of organizing teaching through experience effectively, and life skills education can be applied for pupils because life skills are a capacity to help pupils perform tasks in life.

Applying the Process of Organizing Experiential Activities to Design Experiential Activities at Primary Schools

The process of Organizing Experience Activities

Experience Classification

There are two types of offered experience: primary experience and secondary experience [9].

Primary Experience

+ Learners get fact experience, completely by context.

+ Some primary experiences such as field trips to museums, zoos, production facilities, visiting farms, participating in farming, solving situations in the life faced by learners....,

Secondary experience.

+ Learners participate in the experience in experimental situations through the means of teaching.

+ Some secondary experience activities include audio data, video, computer simulation and virtual reality about behaviours and situations in life.

Handling Experience

Learners handle the experience through the different experiences organized by teachers. Pupils discover many things from experiential learning in the following ways:

Learning Basing on Requirements

+ learning is driven by the necessity of solving a problem or forcing the learner to be aware of the situation of a problem to be solved. Finding tools and information to solve problems, learners are asked to recreate experiences in the past, and learners will participate in new experiences [9].

+ Some methods of organizing experiential activities so that learners study basing on requirements such as the discussion method, argument method, role-play method, brainstorming method, teamwork, project-based teaching method, and storytelling, ...

Problem-based Learning

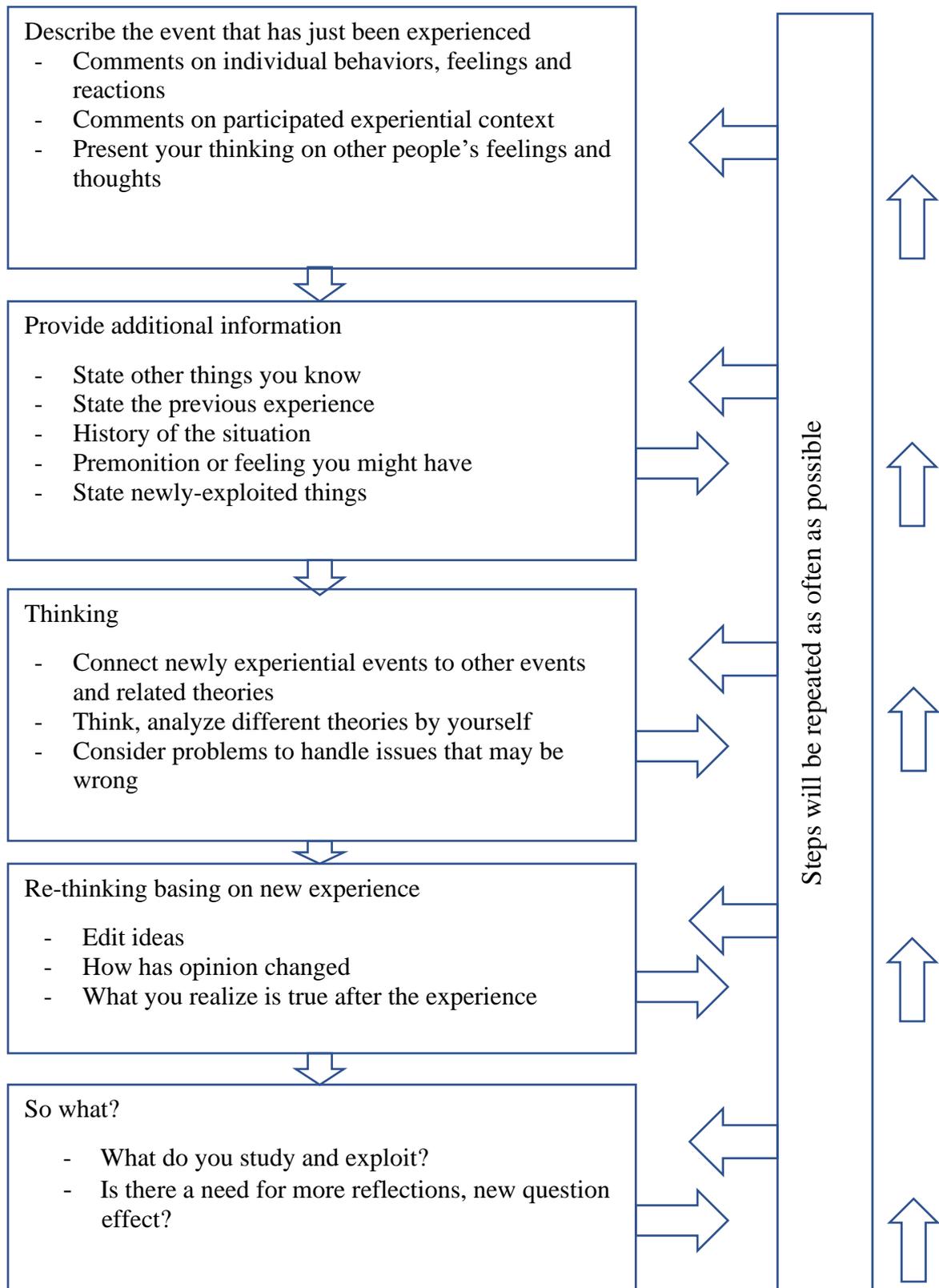
+ Is a systematic and advanced question-answering form that forces pupils to be responsible for the discovery, identify learning problems, research documents, and present problem-solving solutions [23-25]. To help pupils deal with the experience, teachers need to follow the sequence, defining the goals pupils need to achieve, designing complex and realistic problems for pupils to achieve their goals. Pupils solve problems through innovation to find the problem to be solved, find out suitable research, learn ways to solve the problem, divide tasks by themselves to come up with solutions, present the solution, discuss its value, and draw the lessons. Although pupil may feel abandoned at first, this is not so. Teachers monitor all of these stages and, if it is necessary, they can have supplement or adaptation of issues to ensure that the pupils achieve the desired results [9].

+ Some methods of organizing experiential activities for learners to study based on problems such as case learning method, typical case study method, problem-solving teaching method, question and answer method, discussion, teamwork, debate, brainstorming, learning game

method, role-playing methods, poetry and rhythms, imitations, songs and dances, and storytelling, ...

Reflecting Experience

+ Is a way to handle the experience to learn from and improve doings in the future. Learners must participate in a reflection process after being engaged in the experiential activity. Scientists, including Dewey, Schön, Kolb, and Mezirow, have suggested several ways to organize teaching activities to create favourable conditions for pupils to reflect on experiences. Dewey encourages teachers to present problems to attract learners' reflection; Schön requires that learning tasks of pupils need to be disclosed so that they can be analyzed, reflected and shared; Kolb encourages an ongoing cycle of testing and reflection Mezirow asks learners to consider the happening transformation. Teachers choose suitable methods and ways to implement scientists' proposals in the reflection model [9].



H7: Reflective model [22]

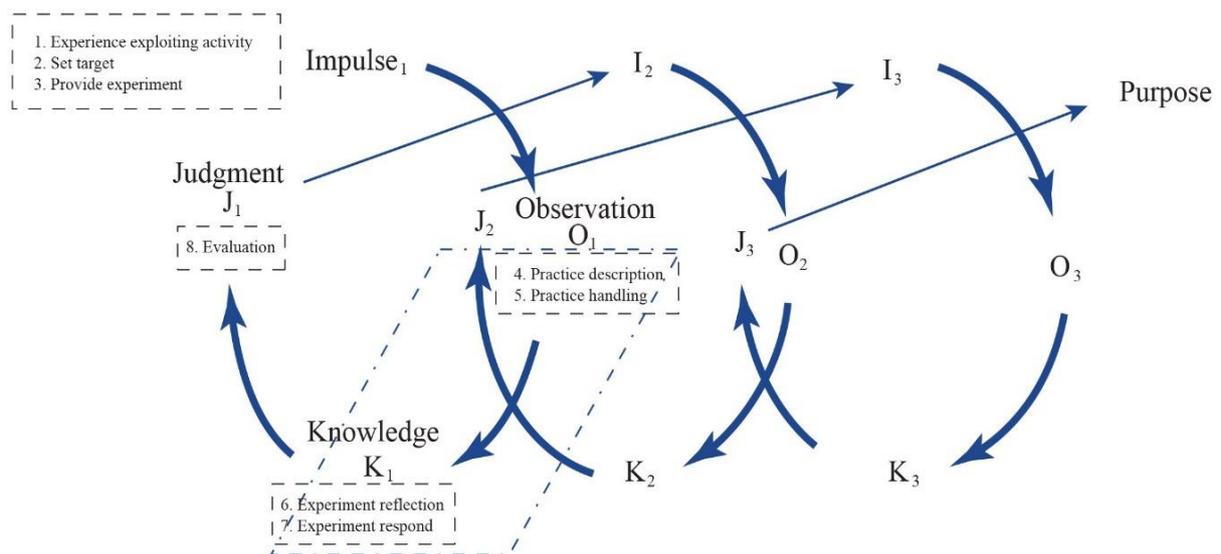
+ Some methods of organizing experiential activities so that learners can reflect new experiences with old experiences such as question and answer method, discussion, teamwork, debate, brainstorming, learning game method, play as a character, ...

The Process of Organizing Experience Activities

The competency formation diagram of the authors Anne Jordan, Orison Carlile & Annetta Stack (H5) shows that each pupil has such potential competency. First of all, teachers need to organize educational activities to exploit this competency. Then basing on the level of behavioural expression, the teacher chooses the level of expression correctly as expected to set goals for educational activities. They are basing on the process of coding experience of learners (H1). The diagram of the change from potential competency to duty capacity and capacity to perform a role (H6) to design educational activities for pupils to have knowledge, skills, and attitudes thanks to the formation of perception, movement mind, and emotions from the learning process. Besides, experiential learning models clearly show the process of forming the perception of participants in the experience. For example, the experiential learning model of Kolb (H3) has four steps (Pupils participate in a specific situation; finding out the nature of the situation is to make learners aware of the problem of the situation; thinking about the relationship between actions and results and predicting the results of different actions, and learners apply it to solve new or different situations). The experiential learning model of Dewey (H2) has four steps to form a piece of new knowledge, skill, and attitude (participation and watching the experience of pupils aim to help students aware of what happened, draw concepts, apply to new situations to reflect, reassess newly-formed concepts, then continue to participate in new experiences). The experience model of Normal and Jordan (H4) is improved from the experiential learning model of Kolb, pupils form knowledge, skills, and attitudes in 5 steps (participating in the experience in activities - or doing situations related to education skills, sharing experiences by describing what happened when participating in experiential activities, handling experiences to determine what is most important and necessary. When dealing with the problem of the activity being engaged, this experience helps pupils aware of the problem that is happening, then generalize from experience and relate it to their daily lives, and apply them to a new situation).

Kolb's experiential learning model is the foundation and suitable in processing experience from observing experience, giving problem-solving theory to positive experiment to form a new experience. According to Dewey's learning model, after pupils have acquired theory, drawn lessons from solving problems during the implementation of the experience, they will continue to participate in the new experience and help pupils have many skills to handle life

problems. According to a group of authors, including Anne Jordan, Orison Carlile & Annetta Stack, to the pupil to have many opportunities to participate in the experience, teachers must provide the experience for the pupils and create chances for the pupils to process the experience and also give opportunities for the pupils to think, draw arguments about handling experiences that have just happened. From the existing bases of the learning experience of the pupils and the process of forming the duty competency, role capacity, the researcher proposes the process of organizing experiential activities to educate living skills for pupils as follows:



H7. The Process of Organizing Experiential Activities

The process shows that to organize experiential activities; teachers should organize educational activities according to the following steps:

- Step 1: Organizing activities to exploit pupils' experiences on skills which will be formed. The exploitation of pupils' experiences can be used with questionnaires, questions and answers, and mini-games...
- Step 2: Basing on pupils' experience and requirements of knowledge, and skills that learners need to achieve to choose the level of behaviour on the Bloom scale.
- Step 3: Teacher provides experience for students through forms of organizing educational activities.
- Step 4: Teachers organize educational activities and create conditions for learners to describe what happened in the process of participating in the experience.
- Step 5: Organize educational activities, create conditions for pupils to handle the experience by themselves thanks to the problem description of the experience in step 5.

- Step 6: Organize educational activities to create conditions for pupils to think of ways to process the experience and obtain results.
- Step 7: Organize educational activities so that pupils can show the knowledge they have learned after participating in the experience, think and draw out the necessary knowledge and skills to solve the experienced situation.

The process of organizing the experiential activities is handled in a spiral shape. Each spiral cycle consists of 8 steps, and the pupils' experiences will be gradually increased in a spiral pattern until having enough experience to perform a task. In educating the life skills for the pupils, the main task is a life skill; each step has a certain meaning in helping learners discover knowledge by themselves but under the leadership and organization of the teachers. At each step, the teacher will apply relevant theories in designing educational activities such as experiential organization, active teaching methods, educational methods, and objective development by verbs of achieved levels according to the Bloom cognitive scale to assess students by each skill easily.

Applying the process of experiential activities to design experiential activities for elementary pupils

Applying the process of organizing experiential activities in designing experiential activities by theme, "Love your family and value women."

Purposes

Introduce family members: name, age, job,...

Make a speech, do jobs and make products to show your love for family members and loved women.

<i>Step</i>	<i>Teacher's activities</i>	<i>Pupil activities</i>	<i>Purposes</i>
1. Exploit experience	- Allow pupils to introduce themselves and their family members	- Pupils answer by their ability	Survey pupils' experience on ways of introduction and introduction
2. Announce purpose	- Introduce family members: name, age and job,...	Listen to and remember	Understand yourself and your family members. Representation skills
3. Provide experience	Allow pupils to watch videos showing other pupils to introduce themselves and their family members	Pupils observe and draw out ways and words used to introduce	Survey pupils' experience on skills of handling problems
4. Describe what happens when participating in	The questionnaire helps students describe what happened in the video.	- Observe each stage and answer the questions so that	Share your understanding after participating in the

the experience	<ul style="list-style-type: none"> - How is your introduction shape? - How do you salute? - How do you say hello? - You introduce whom in the family? - What do you use sentences to introduce? 	pupils remember and describe what was observed.	experience
5. Create conditions for pupils to handle the experience	Organize a forum by each group so that pupils can introduce themselves and their family...	Pupils reintroduced themselves at groups according to what was observed and described in the video	Introduce yourself and family members
6. Think about ways to handle the experience	Allow pupils to comment on each other's form, self-introduction sentences.	Think yourself and draw lessons for yourself	Evaluate and formulate theories about introduction on yourself and your family
7. Implement learned experience	Organize a contest on introducing yourself and your family for all participants	Introduce yourself and your family	Understand your family members. Representation skills
8. Evaluate pupils' feedback	Evaluate the performance of pupils with words of encouragement and rewards	Listen to and remember	Reinforce pupils' correct behaviour from speech to presentation

At the end of step 8, pupils' knowledge and skills on using sentences in introduction and shapes when participating in presentations have formed. This will be the first experience for the next activity to help pupils form the second goal of "Making a speech, doing jobs, and making products that show love for family members and the loved women." So on for the next goals in the next experience activities to be organized.

Conclusion

The change of the general education program towards forming the competency for learners is the organization of experiential activities. This is consistent with scientists' research on the knowledge forming process for learners through an experience such as behavioural theory, cognitive theory, constructivism theory, thereby showing the teachers' role in organizing educational activities. However, to promote the role of the teachers and the nature of the experiential learning process, teachers are required to have certain competencies in designing

experiential activities for pupils. To do this, a clear experiential organization process should be implemented. The article is based on the scientific basis to design the process and design elementary pupils' experiential activities. The study, however, can be more academic to demonstrate the effectiveness of the process practically by experimentally organizing the experiential activity by comparing with experiential activities not be implemented according to the model.

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