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EXPERIENTIAL LEARNING TOWARD COMPETENCY DEVELOPMENT

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Abstract

The purpose of this study is to explain the influence of experiential learning in the development of competencies among students in connecting theories and knowledge learned in the classroom to real-world situations. The sub-purpose is to clarify the relationship between experiential learning and competency development. Competencies are the knowledge, skills, abilities, and behaviors that contribute to individual and organizational performance. Knowledge is information developed or learned through experience, study, or investigation. Skill is the result of repeatedly applying knowledge or ability.

INTRODUCTION

The concept of experiential education draws together the work of several notable 20th century scholars who were valued for their theories of human learning and development (Kolb, 1984). Experiential learning is not a set of tools and techniques to provide students with a range of experiences, as it is frequently misunderstood to be. It can be used as a method of instruction to support a personalised approach to learning in a higher education context that often values the student undertaking learning in a variety of campus-based, project-based, work-integrated and community contexts. Experiential learning opportunities require students to have a personal role in the direction of their learning through active participation.

MEANING & DEFINITIONS OF EXPERIENTIAL LEARNING.

Experiential learning is a powerful way to help people identify changes required to their skills, attitudes, and behaviors, then implement those changes for better performance. It is a holistic philosophy of education based on the notion that an individual's life experiences, education, and work play a central role in their learning and understanding of new knowledge (Fry, Ketteridge & Marshall, 2009; Kolb & Kolb, 2009). It is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection to increase knowledge, develop skills, and clarify values" (Association for Experiential Education, para. 2). Experiential Learning refers to a pedagogy developed by Aristotle, a

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philosopher in the Ancient Greek Classical Period. In The Nicomachean Ethics, he famously states: "For the things we have to learn before we can do them, we learn by doing them."

CHARACTERISTICS OF EXPERIENTIAL LEARNING

- It engages with learners in direct experience
- Focused reflection to increase knowledge,
- Develop skills and clarify values
- Facilitated and guided practice
- Reflection and evaluation are all essential components of this transformative method of learning
- Responsive to contextual demands

Experiential education teaches students to examine their actions and their thought processes, and even their emotional responses. This internal reflection prepares students for the workplace and helps them make major life choices, improve their relationships, and address their emotional needs.

The principles of Experiential Learning are reflection, critical analysis and synthesis, assuming responsibility, being creative, and being curious about problem solving

Elements 1. The learner must be willing to be actively involved in the experience 2. The learner must be able to reflect on the experience 3. The learner must possess and use analytical skills to conceptualize the experience; 4. The learner must possess decision-making and problem-solving skills to use the new ideas gained from the experience.

BENEFITS OF EXPERIENTIAL LEARNING

- There is more room for creativity
- It allows you to learn from mistakes
- It encourages reflection and introspection
- It's easier to grasp difficult or abstract concepts
- It prepares you for future experiences and adult life
- Teachers observe improved attitudes toward learning
- Ability to immediately apply knowledge.
- Access to real-time coaching and feedback.
- Promotion of teamwork and communication skills.

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- Development of reflective practice habits.

Examples of Experimental Learning are shown in figure 1.

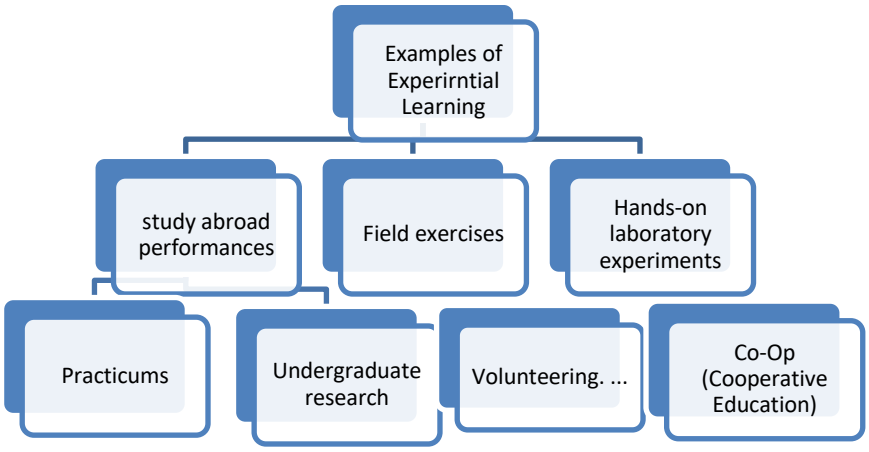

Figure 1. Examples of Experimental Learning

Experiential Learning Theory - ELT- developed by David Kolb (Kolb D., 1984), is one of the most well-known educational models. ELT defines experiential learning as the process of competency development by experiencing hands-on tasks in real-life-like situations. This process is where competency is developed through the transformation of experience. Traditional learning, on the other hand, is what is mostly approached by a lot of educational facilities that involve instructor-centered lectures. Kolb and Kolb argue that experiential learning is a process of constructing knowledge that involves a creative tension among the four learning modes. There are four key phases to the experiential learning cycle: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE) (Figure 2) (Kolb & Kolb, 2011).:

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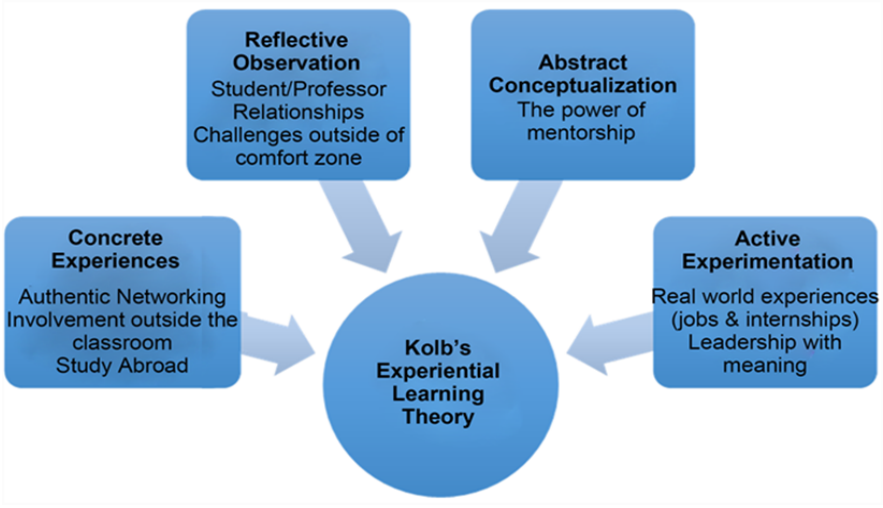

Figure 2. Phases of experiential learning cycle by David kolb(1984)

COMPETENCE DEVELOPMENT

Competence development is the process of developing one or more competencies, which happens through a learning and development process. The development of competencies takes place through various forms of learning, both in a work environment and in private life. Competence refers to the skills and characteristics that enable you to perform a job. If someone can perform a required task at a targeted level of proficiency, they are competent. To be competent, you must be able to react to a situation and follow behaviors you have found to succeed in the past. To do this, you must have a repertoire of possible actions to take and training in them. Competency grows with experience and training.

Three Principles to Follow for Competency-Based Education

1. Learning is a Positive, Inclusive Experience.
2. Students Lead Learning.
3. Professional Culture is the Foundation of School Culture.

Competency-based learning is an approach to education that focuses on the student's demonstration of desired learning outcomes as central to the learning process. It is concerned chiefly with a student's progression through the curriculum at their own pace, depth, etc.

Competency-based learning or competency-based education is a framework for teaching and assessment of learning.

The Characteristics of Competency-Based Learning: A key characteristic of this type of learning is its focus on mastery. In other learning models, students are exposed to content–

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whether skills or concepts–over time, and success is measured summatively. In a competency-based learning system, students are not allowed to continue until they have demonstrated mastery of the identified competencies (i.e., the desired learning outcomes to be demonstrated). In this way, the definition of competency-based learning is Based on organizational experiences, we can identify the following characteristics of competencies: Motives—The things a person consistently thinks about or wants and that which causes action. Motives drive, direct, or select' behavior toward certain actions or goals. Traits—-Physical characteristics and consistent responses to situations or information. Self-concept—A person's attitudes, values, or self-image. Knowledge—Information a person has in specific content areas. Skill—The ability to perform a certain physical or mental task.

Important key competencies, the steps to develop a competency-based curriculum and the benefits of competency-based training and assessment are listed in the table given below

Key competences	**Steps to develop a competency-based curriculum**	**Benefits of a Competency-Based Training and Assessment**
Communication in the mother tongue;	Development or identification of general competencies. ...	Cost effectiveness Efficiency Increased productivity
Communication in foreign languages;	Organizing competencies into specific themes. ...	Improved profitability.
Mathematical competence and basic competences in science and technology;	Establishing criteria for performance. ...	Increased customer
Digital competence;	Creating learning experiences.	satisfaction. Teamwork,
Learning to learn;	Assessing competency. ...	problem-solving,

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		result-orientation
Social and civic competences; Sense of initiative and entrepreneurship	Evaluating the effectiveness of the curriculum.	customer service communication,

Four Stages of Competence are:

Unconscious incompetence

The individual does not understand or know how to do something and does not necessarily recognize the deficit. They may deny the usefulness of the skill. The individual must recognize their incompetence, and the value of the new skill, before moving on to the next stage.

Conscious incompetence

Though the individual does not understand or know how to do something, they recognize the deficit, as well as the value of a new skill in addressing the deficit. The making of mistakes can be integral to the learning process at this stage.

Conscious competence

The individual understands or knows how to do something. However, demonstrating the skill or knowledge requires concentration.

Unconscious competence

The individual has had so much practice with a skill that it has become "second nature" and can be performed easily. As a result, the skill can be performed while executing another task. The individual may be able to teach it to others, depending upon how and when it was learned

EXPERIENTIAL LEARNING AND COMPETENCY DEVELOPMENT

In a competency-based learning model, the instructor is required to identify specific learning outcomes in terms of behavior and performance, including the appropriate criterion level to be used in evaluating achievement. Experiential learning is also an underpinning concept; competency-based learning is learner-focused and often learner-directed.

Additionally, where many traditional learning methods use summative testing, competency-based learning focuses on student mastery of individual learning outcomes Students and

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instructors can dynamically revise instruction strategies based on student performance in specific competencies.

Experiential learning is also an underpinning concept; competency-based learning is learner-focused and often learner-directed. The methodology of competency-based learning recognizes that learners tend to find some individual skills or competencies more difficult than others.

Competence is how someone will behave at work in the future, whereas experience shows what someone has done in the past. But past performance should never be considered an indication of future performance. Competencies fall into three main categories: Core, Cross-functional and Functional. All are important, but there is a hierarchy.

Benefits:

- Students can better grasp concepts. ...
- Students have the opportunity to be more creative. ...
- Students have the opportunity to reflect. ...
- Students' mistakes become valuable experiences. ...
- Teachers often observe improved attitudes toward learning.
- Creates real-world experiences
- Open more opportunities for creativity Integration of theory and practice
- Accelerates learning
- Helps in learning mistakes
- Guides students toward the future
- Promotion of communication skills

CONCLUSION

Using online tools and technologies, experiential learning encourages students to enhance their knowledge and skills, it allows students to learn using impactful methods and tactics that are impossible to do with traditional classroom studies. Experiential learning (ExL) is the process of learning through experience, and is more narrowly defined as "learning through reflection on doing". Hands-on learning can be a form of experiential learning but does not necessarily involve students reflecting on their product. Experiential learning is often used synonymously with the term "experiential education", but while experiential education is a broader philosophy of education, experiential learning considers the individual learning process. At the

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same time, a set of attitudes and values develops from the interaction of experience and inherent personality factors. The integration and coordination of these components - skills, competencies, knowledge, and attitudes - leads through a process of experiential learning to competence in a role.

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