

# **LEARNING EXPERIENCES**

**May, 2022**



# Session Outcomes

**By the end of the session, the participants should be able to:**

- a) Derive impacting learning experiences from learning outcomes in the curriculum design,
- b) Contextualize learning experiences from the curriculum design to the learning context,
- c) Relate learning experiences to leaning needs of the target learner.





# KWL

- 1. What *I know* about .....
- 2. What *I want to know* about .....



# Introduction

- A Curriculum design presents components or elements of a curriculum to be taught in a learning institution.
- The curriculum designs outlines strands, sub strands, learning outcomes, suggested learning experiences, key inquiry question(s), core competences to be developed, values and assessment rubric
- Learning experiences highlights an elaborate explanation on what is to be learnt or taught to achieve a learning outcome.



# Activity 2

## Develop Learning Experiences

Subject: Agriculture      Strand: Conserving Agricultural Environment

Sub strand: Soil Erosion Control

- By the end of the lesson, learner should be able to control soil erosion in the environment.



# Meaning of Learning experience

- Learning experiences are **activities or tasks** that the **LEARNER** should carry out in order to develop desired **knowledge, skills, values and attitudes**
- Learning experiences focus on developing the trainees **cognitive, physical and emotional domains.**
- They are **interactions** in which learning takes place.
- “Interaction between the learner and external conditions in the environment to which he/she can react.” Ralph Tyler



# Types of Learning Experiences

The experiences could be:

- **Formal:** Organized/structured, guided and intentional
- **Non-formal:** Takes place outside formal learning environments but within some kind of organizational framework. Need not follow activities in formal curriculum design.
- **Informal:** Takes place outside school and arises from the learner's involvement in activities that are **NOT** undertaken with a learning purpose in mind.
- Involuntary and an inescapable part of daily life incidental



# Learning Experiences

- Covers the **why, how, when** and **where** learning takes place
- Teacher has the responsibility to **invoke** the experience in which learning takes place.





## Activity 2

Using the curriculum design in your learning area, choose a sub strand:

Develop learning experiences that would facilitate achievement of the learning outcomes for the chosen sub strand.



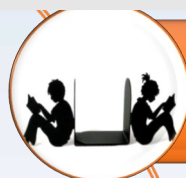
# Purpose of Learning Experiences

They enable the teacher learner to:

- acquire and apply knowledge and develop skills, values and attitudes
- acquire and apply the intended core competences
- model the core values
- self-regulate and evaluate their learning
- engage deeply in the learnt concepts
- reflect on the learning process
- interact with others during the learning process.



# Factors to consider when selecting learning experiences



Relevance to intended learning outcomes



Time available for the experience



Developmental age level

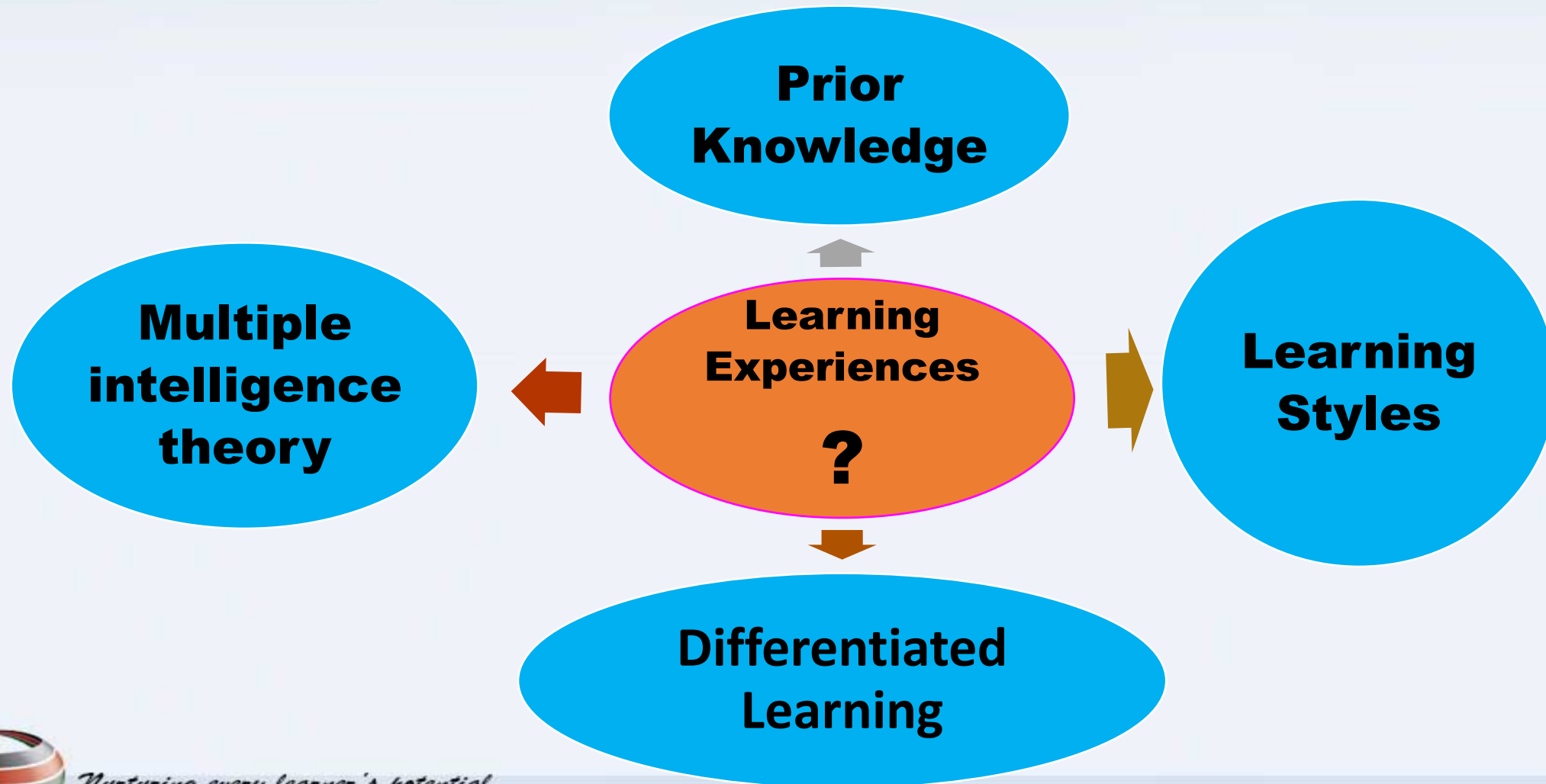


Learning resources



Safety

# What Informs Learning Choice of Experiences?





# Activity 3

Using the learning experience you developed in the previous activity:

Analyze:

How many multiple intelligences does it invoke?



Differentiated learning recognize that learners learn differently and therefore should be given an opportunity to learn:

- Varied learning experiences
- Uses of a variety of media
- Use of a variety of resources
- Learning styles
- Needs and interests
- Strengths and abilities
- Learning pace

**Learning experiences should be adapted to meet these differences.**



# Principles of Developing a Good Learning Experiences



**Validity:** to achieve given learning outcomes learners must be given opportunities to practice the specific behaviour indicated in the learning outcome.

Example;

By the end of the lesson, learner should be able to control soil erosion in the environment.

Varieties of opportunities should be provided for learners to come into contact with real contexts/situations.





## Cont'

**Value addition:** Learning Experiences puts learner first and should be purposeful

**Variety:** use of varied experiences (multisensory) to achieve the same learning outcome so long as they meet the criteria for effective learning.

**Comprehensiveness:** learning experience should adequately expose the learner to expected learning outcome.



# Principles of developing a Good Learning Experiences

- **Promotes further learning:** Learning Experiences inspire trainees to be life-long learners.
- **Effectiveness:** should enrich learning and not substitute it.
- **Fun:** Learners obtain satisfaction from carrying out the kind of experience implied by the learning outcome.



# Activity

Revisit the learning experiences you had developed earlier.

Revise the learning experience to include:

- **Core Values**
- **Core Competencies**





## **Self-Reflection**

1. I learnt.....
  2. I need to learn more about.....
  3. How I will apply what I have learnt
- Suggestions I have for improvement of the session

***Upload your responses on***  
***<https://forms.office.com/r/7nHVcLMZrt>***

***Facilitators to use this link to View Responses:***  
***<https://tinyurl.com/KWL-Facilitators>***



# THE END

