



IMPACT OF EXPERIENTIAL LEARNING ON THE PERFORMANCE OF DIVERSE GROUP OF LEARNER

Namita S. Sahare

Abstract

Dyslexia is not related to intelligence, but to the way the brain processes information. This is the reason oftentimes people with this disorder tend to better sharpen their senses, and develop higher levels of intelligence, strategic vision and creativity. The degree of difficulty a child with dyslexia has with reading, spelling, and/or speaking varies from person to person due to inherited differences in brain development, as well as the type of teaching the person receives. Each individual with dyslexia is unique, but the multisensory approach is flexible enough to serve a wide range of ages and learning differences. A multisensory approach can be valuable to many; to the dyslexic child it is essential. The expertise of the teacher is the key. Technology is used as a tool in cultivating knowledge and experience among students. The theory of diffusion of innovation seeks to explain how innovations such as the assistive technology are taken up in a population, how the students accept and use the computer-based assistive technology. The intent of this study is to provide classroom teachers with basic information about dyslexia and facilitate them to be a resource that will increase their capacity to ensure the success of the diverse group of learners in their classrooms.



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Introduction: Education has been one of the important fields where many people across the world tried to bring changes which will bring Health and contribute to human evolution. Learning is a process of building neural network. The synapse is the junction between two neurons. Communication among neurons is an electrical-chemical transmission through axon. Dendrite spines grow , change shape or shrink as we experience the world. Growth and multiple branching of the dendrites and axons is the brain's response to rich sensory input from an enriched environment. Dyslexia is a language-based learning disability. Dyslexia refers to a cluster of symptoms, which result in people having difficulties with specific language skills, particularly reading. Students with dyslexia usually experience difficulties with other language skills, such as spelling, writing, and pronouncing words. Dyslexia affects individuals throughout their lives; however, its impact can change at different stages in a person's life. It is referred to as a learning disability because dyslexia can make it very difficult for a student to succeed academically in the typical instructional environment. Research indicates that the brains of people with dyslexia are organized differently than those without the disorder, causing difficulties processing printed content into meaningful

information. At the same time, many people with the disorder are exceptionally bright and creative. They may struggle with processing information in printed form, but they often have exceptional talents and strengths in other areas—a fact borne out by the remarkable number of highly accomplished leaders in business, the arts and other fields who have dyslexia.

Need and Importance of the Study:

Treating dyslexia starts with using educational tools to enhance the ability to read. The earlier dyslexia is recognized and addressed, the better. If left untreated, the disorder may lead to a number of problems, such as low self-esteem, behaviour problems, anxiety, aggression, and withdrawal from friends, parents and teachers. The core difficulty involves word recognition and reading fluency, spelling, and writing. Some individuals with dyslexia manage to learn early reading and spelling tasks, especially with excellent instruction, but later experience their most debilitating problems when more complex language skills are required, such as grammar, understanding textbook material, and writing essays. The inability to read and understand can prevent children from reaching their potential as they grow up and can have long-term educational, social and economic consequences as they become adults.

Statement of the Study: To study the effectiveness of multisensory approach of experiential learning on the performance of diverse group of learner

Definitions of the keywords:

Multisensory approach: Multisensory instruction is a way of teaching that engages more than one sense at a time. For kids with reading issues like dyslexia, the use of sight, hearing, movement and touch can be helpful for learning.

Experiential learning: Experiential Learning is the process of consciously learning from experience in order to improve future practice.

Observation : Observation is the action or process of observing something or someone in order to gain information

Metacognition: Metacognition means 'beyond cognition'. Metacognition is thinking about thinking of students by a teacher. At the same time it is the thought process students engage in to set themselves realistic and challenging learning goals – goals which they set out to achieve through selecting appropriate cognitive learning strategies.

Dyslexia : Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive

abilities and the provision of effective classroom instruction. **Accommodations Involving diverse learner's Performance**

Diverse learner vary significantly in their ability to respond in different modes. For example, students vary in their ability to give oral presentations; participate in discussions; write letters and numbers; write paragraphs; draw objects; spell; work in noisy or cluttered settings; and read, write, or speak at a fast pace. Moreover, students vary in their ability to process information presented in visual or auditory formats.

The following accommodation involving mode of reception and expression can be used to enhance students' performance: Change response mode. For students who have difficulty with fine motor responses (such as handwriting)

- The response mode can be changed to underlining, selecting from multiple choices, sorting or marking. Students with fine motor problems can be given extra space for writing answers on worksheets or can be allowed to respond on individual chalkboards/whiteboards. Provide an outline of the lesson. An outline enables some students to follow the lesson successfully.
- Make appropriate notes. Moreover, an outline helps students to see the organization of the material and ask timely questions.

Nowadays people are more aware of this disorder and children are better diagnosed during childhood than they used to be. Indeed, many **adults with reading and writing difficulties throughout their entire lives still have never heard of dyslexia. Adults with dyslexia unaware of their disease is usually the worst-case scenario.**

DYSLEXIC WHO...STUDENT OR THE TEACHER ?

Dyslexia is a highly misunderstood condition. Delayed comprehension is also termed as Dyslexia. Delayed comprehension or lower meta-cognitive levels are a direct result of the imparting process or the quality of the imparting. See the image carefully, you will know that each one of us is dyslexic in one way or other. Being dyslexic is the most natural trait for a human being. Then why is the teaching faculty more than eager to declare a student dyslexic at the first instance of a lower performance. If the parents and the students were to evaluate the teachers on dyslexia, at least forty percent of the teachers in a school would qualify to be termed as dyslexic. The most unfortunate aspect is the quarantining of the students physically, mentally, and psychologically. Once the teachers start the process, the fellow students follow and take it to a higher level.

Meta-cognition plays an important role in self-regulation. Flavell defined metacognition as knowledge about cognition and control of cognition. It is through meta-cognitive thinking that a student becomes aware of the effort they are putting in to a task and how well they are concentrating. This might result in a student knowing what time of day or in which place they concentrate most effectively, and so plan to study at this time. Research shows, the developing brain relies upon the consistent “serve and return” interactions that happen between a young child and a teacher. When these interactions occur regularly, they provide the scaffolding that helps build “key capacities — such as the ability to plan, monitor, and regulate behavior, and adapt to changing circumstances — that enable children to respond to adversity and to thrive,” The developing brain is buffered by this feedback loop between biology and environment. But in the absence of these responsive relationships, the brain’s architecture doesn’t develop optimally. The body perceives the absence as a threat and activates a stress response that — when prolonged — leads to physiological changes that affect the brain and overall systems of physical and mental health. The stress becomes toxic, making it more difficult for children to adapt or rebound.

The traumatizing effect of being treated as a dyslexic child creates a negative resilience towards the teacher and subject she teaches. This negatively impacts the child's comprehension and meta-cognitive abilities. This intensely impacts the child's behaviour in adulthood and his career prospects. It is time the teachers are orientated and psyched to treat such students as normal students, because if this is an abnormal trait, teachers should remember that even they carry it. Dyslexia covers many types of difficulty & everyone has different abilities. Raising awareness is necessary. This research Study created a space for teachers and curative educators and professionals who work closely with school going children where we can introduce basic principles in Waldorf education with some examples from experienced teachers.

Procedure of the study:

Activities were formulated on the basis of some aspects of waldorf education . Activities were conducted by 2 teachers in two sessions:

In Morning sessions activities conducted are mainly related to build faculties like observation skills and movement. ". Our observation skills inform us about objects, events, attitudes and phenomena using one or more senses. Additionally, being able to observe and gather information about the world is important because it's the basis of communicating well.

Improving your observation skills allows you to “listen” with more than just your ears and make better decisions. It also enhances your ability to interact with others and to respond in an appropriate manner. Some martial art training was given to the students in this session.

In the afternoon session - Practical application of some of the principles discussed, are worked with.

keeping class room dynamics in mind and the children of twenty first century. In the beginning some core elements of waldorf education were discussed,

Core elements of waldorf education: Childhood is the foundation of a healthy, productive life. We honor, protect and nurture the physical, emotional, intellectual and spiritual being of the developing child.

Existence of Spirit:

We acknowledge the existence of spirit and respect all paths to understanding. Each one of us have rhythm and specific movement.

Imagination and Creativity:

We believe that imagination and creativity are fundamental. Art, music and movement are integral to our curriculum.

Community and Social Responsibility:

We value an atmosphere of social renewal and stewardship in which individuals flourish and can contribute to the greater good of all.

Independence:

We value the freedom to educate according to the needs of each child, so they may become free, independent thinkers.

Understanding of provision of ample time and space for joyful creative play and imagination was enhanced through activities. Questions-Answers about freedom and boundaries specific for that developmental stage were taken into discussion and students were asked to explore the physiology and rationale behind this.

The core elements were studied and work practically to develop certain techniques and go beyond "what" and enter the field of ‘why’ and ‘who’. In asking why do we do what we do, we enter into understanding the developing child from the indications given by rudolf steiner and studying age -appropriate physiology and in asking who, we explore what inner changes a teacher needs to be ready to make, to influence a young child’s education positively.

Running and Martial Arts as remedy for learners With slow Learning and Attention Issues

- There are lots of reasons martial arts can be a good match for kids with learning and attention issues. Here are nine potential benefits:
- **They focus on individual growth, not on team competition.** Learners with learning and attention issues struggle with the pressure of having to compete with other kids. So traditional sports may not appeal to them. But in martial arts, the focus is on self-improvement. There's no "letting down the team."
- **They offer concrete, attainable goals.** Some kids with learning and attention issues may feel like they never "win" at anything. In martial arts, kids work at their own pace. They're awarded a different colours belt every time they reach a new skill level. This can boost self-esteem and keep them motivated.
- **Routines are broken down into manageable chunks.** A technique or form in martial arts can have dozens of different movements. But kids learn gradually, repeating and adding steps as they go. They learn to anticipate which step comes next and eventually put everything together into fluid movements. All of this gives working memory a workout, but in a way that kids may find manageable.
- **They emphasize self-control and concentration.** Attention is central to martial arts. Kids must stay focused to learn and to perform. When a child's focus drifts, instructors will often ask them to take the "ready stance." This position allows them to reset and ready themselves for what's next.
- **They can help with coordination and behaviour.** The deliberate, repetitive movements of martial arts can help kids develop a better feel for their body in space, which can be useful to kids who struggle with motor skills. This may also help some kids understand the power of the mind over the body. Good martial arts instructors have clear rules and constantly reinforce them. They also emphasize good behavior in and out of class.
- **They can provide a safe outlet for excess energy.** Contrary to what some might expect, martial arts don't encourage violent behavior. In fact, instructors often emphasize that fighting is a last resort. At the same time, kicking and karate chopping can allow kids to work out frustration or anger, while also practicing self-control.

- **The environment is accepting and communal.** Respect is a core value in martial arts. Students are expected to show it for their instructor and their peers. Negativity is generally not tolerated in class, and students are encouraged to support each other.
- Running track might not seem like a logical choice for kids who have trouble with motor skills. But while track may be challenging, it's also a skill booster for kids with movement issues. There's no real time pressure, either. While there are team events, track is more an individual sport. Kids can improve at their own pace.

Teacher's contribution to enhance student's Self learning habit

Explaining what self learning is. Why it is important. Teacher help learners understand what self-regulated learning is. Explain to your students what self-regulation is and how it can develop them into better learners. Help them to see its value, so they commit to the extra thinking and planning the process needs. Show learners what they are aiming for. Model what an appropriate and challenging goal looks like, so learners can understand the kind of goals they need to set for themselves. You could provide an example of student work and together with your learners analyse it so they understand what makes it effective. Help them to think about what they need to do to produce work of that standard.

Rating scales as Evaluation tools used in research study

Evaluation of teaching plan to cater the diverse needs of students.

Rating Scale 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Criteria	1	2	3	4	5
1	Selection of the unit & Inclusion of sub units					
2	Aim of the teaching plan					
3	Consideration of Short term objectives and Long term Objectives					
4	Consideration of appropriate multisensory learning experiences.					
5	Introduction -Interesting/story-based/revival of previous knowledge					
6	Presentation based on blended learning/ experiential learning.					
7	Selection and Use of proper teaching aids and ICT gazettes					
8	Liberty given to student with diverse needs					
9	Expected responses from the students					
10	Assessment and Evaluation strategies					
	Total Marks - 50					

Implementation of advanced pedagogy in school for the students with diverse need.

Teacher is expected to conduct a lesson by using advanced pedagogy like experiential learning for the students with diverse need.

Rating Scale : 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

No	Criteria	1	2	3	4	5
1	Selection of the unit for Advanced Pedagogy					
2	Exploration of Learning Resources					
3	Selection of Advanced Pedagogy/ method					
4	Lesson Plan as per the Advanced Pedagogy					
5	Execution of Advanced Pedagogy Lesson					
6	Selection and use of Gadgets/ Activities					
7	Special Arrangements for execution of Lesson					
8	Development of Evaluation tool					
9	Assessment and Evaluation					
10	Introspection and Reflections					
	Total marks -50					

Discussion: This is where study of the health promoting aspect of waldorf education was done. In today's world where we are encountering increasing numbers of attention disorders, addictions, mental illnesses in youth, we have this immediate responsibility of looking at alternative education which prevents / counters these illness pictures. Teachers in this course get to explore this aspect of healing. It confirms that understanding these theoretical perspectives and technology will provide the opportunity for dyslexic learners not only to be able to read but also to have a better future through education.

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