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Editorial

Experiential leaning: A new incline in nursing education-A review article

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1. Intruduction

Nursing education is a profession that is planned and carried out in a thoughtful and methodical manner through instruction and discipline. Nursing education comprises specific training programs for working nurses as well as post secondary education programs like bachelor's and master's degrees. The beliefs and viewpoints that healthcare practitioners should have in order to improve patient and facility outcomes are another focus of nursing education.¹

Education is a beacon that points humanity in the proper way as it progresses. The goal of education is to develop a student's reasoning skills, general knowledge, and sense of independence. While innovation is the process of constructive thinking, organizing knowledge, abilities, and attitude into new, creative, and rational ideas, critical thinking is the important component in delivering safe, competent and skillful nursing practice.

Bachelor's and master's degree programs in nursing as well as specific training courses for working nurse are all included in post secondary nursing education. In order to improve patient and facility outcomes, nursing education also emphasizes the values and attitudes that health care practitioners should have.

Education is a beacon that directs people toward the right path for development. Literacy, critical thinking, general knowledge, and a sense of independence are all skills that

should be developed in students as part of their education. While critical thinking is a necessary part of delivering safe, competent, and skillful nursing practice, innovation is the process of constructive thinking, organizing information, talents, and attitude into new, creative, and logical ideas. For nurses to be prepared to work in a variety of contexts, innovation in nursing education is necessary.²

1.1. Experiential learning can be defined as:

1. Integrates concentrated contemplation with first-hand experience.
2. Expands on prior learning and experience.
3. Necessitates active participation in the development of meaning.
4. Encourages cooperation and the sharing of opinions.
5. Can be in-class or course-focused, community- or work-focused.

2. Experiential Learning Theory

2.1. Kolb's experiential learning theory

David Kolb became well-known for his contributions to the experiential learning theory, or ELT. Kolb published this paradigm in 1984, taking cues from a number of eminent theorists like Kurt Lewin, Jean Piaget, and John Dewey. Active exploration, abstract conceptualization, reflective observation, and concrete learning are the four stages of the experiential learning theory. The first two stages of the cycle

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are about taking in an experience, while the final two are about changing an event. According to Kolb, as the learner progresses through the cycle, it will become clear whether or not they are actually learning anything.^{3,4}

3. Experiential Learning Model

"Do Reflect Decide" is the fundamental cycle of experience learning.

Kolb's Experiential Learning Cycle



Fig. 1:

Kolb's Experiential Learning Theory presents a cycle of four elements.

1. Concrete Experience
2. Reflective Observation
3. Abstract Conceptualization
4. Active Experimentation

Kolb described two different ways of grasping experience:

1. Concrete Experience
2. Abstract Conceptualization

He also identified two ways of transforming experience:

1. Reflective Observation
2. Active Experimentation

Experiential Learning Cycle: Four Stages

3.1. Concrete experience

The practical experiences from which we learn are referred to as concrete experience. Here, we take risks, confront challenges, and push ourselves past our comfort zones. Any encounter from our personal or professional lives could qualify as one of these. We only learn from our achievements or failures via experience.

3.2. Reflective observation

After that, we must ponder in order to draw lessons from our past.

The 'reflective observation' stage of the experiential learning cycle is all about reflection on the experiences, which encompass both action and feelings. We think back on the experiences at this point. We have the opportunity to consider what went well and what could be improved. Additionally, it's a time for everyone to learn from one another and consider how it might have been done differently.

3.3. Abstract conceptualization

We can choose what we can do differently the next time once we have determined the defining elements of an experience. This is the time to strategize and come up with success-oriented steps.

3.4. Active exploration

We get to explore with our concepts at the active experimentation stage of the learning cycle. It's time to test out our strategy in the real world.^{5,6}

4. For Nursing Students, the Benefits of Experimental Learning Include

4.1. The capacity to instantly put information to use

Experiential learning gives students the chance to use what they've learned to address problems in the real world. Learners can experiment and modify their practice to get the greatest results by testing their comprehension of the underlying principles, methods, and procedures.

4.2. Having access to coaching and feedback in real-time

Practice and focused coaching based on what is seen during practice are necessary for achieving expertise. Every experiential learning activity should be followed by a debriefing session where participants get advice and support from subject matter experts and other team members.

4.3. Encouragement of communication and teamwork

The majority of medical mistakes are caused by a lack of teamwork and communication. We should study and practice in teams because patient care is given by a team.

4.4. Establishing reflective practice practices

The person who can self-monitor the success of his strategy, foresee consequences, and create backup plans is the gold standard in education. These persons are frequently referred to as "experts." They are experts because they have more

experiences and coaching than a non-expert and because they regularly apply specific thinking disciplines. The transition from a novice to an expert can be sped up by experiential learning.

4.5. *Accomplishment are obvious*

Because of the feedback loop generated by problem-solving, receiving feedback, and practicing again, learners can advance and recognize their advancement in as little as an hour. In a traditional classroom, students frequently don't know whether they are on the right track until they sit for an exam and receive their score.

The syllabus distributed to nursing students on the first day of class comprised the outcome objectives and integration recommendations.

4.6. *Implications of experiential learning for educators.*

Learning experiences can be created in accordance with the selected learning style when participants' (and your instructors') learning preferences are known.

1. Teachers can create learning experiences that are emotionally compelling, immersive, and more closely related to real world applications by using both Kolb's learning styles and the experiential learning model.
2. Teachers must make sure that the experiential learning activities are planned and = executed in such a way that each student has the opportunity to participate in the way that best matches their preferred learning methods.
3. Combining learning styles with the learning cycle enables educators to tailor more specialized learning sessions for the participants, supporting participants to learn more effectively and efficiently.
4. Teachers can create learning activities that relate to the learning intervention in accordance with Kolb's four stages, taking into account how participants process information.
5. By offering several learning opportunities, we boost the likelihood that the learner will properly assimilate the material and assist them acquire insights that would otherwise be beyond their capacity if the learning had taken place in a different style. To create a well rounded learning experience in a real world setting, activities and learning experiences should be designed in a way that builds upon each step of the experiential learning cycle and takes the participants through the entire process in sequence.⁷

4.7. *Strategies used in nursing as an experiential learning*

1. Project based Learning
2. Case based learning

3. Inquiry based learning
4. Clinical experience
5. Pros and cons Grid
6. Cross-age peer tutoring
7. Student teaching
8. Study abroad
9. Making mnemonic
10. Field trip activities
11. In service learning
12. Volunteering
13. Fishbowl
14. Apprenticeship
15. Prodigy
16. Fellowships
17. Internship
18. Practicums
19. Undergraduate research
20. Simulations and gaming /role playing
21. Cooperative (work or community based) learning
22. Laboratory ,workshop or studio work
23. Student Generated test questions.

4.8. *Application areas of experiential learning*

1. Team Building
2. Team bonding
3. Trust building
4. Collaboration
5. Communication
6. Motivating teams
7. Assertiveness
8. Decision making
9. Innovation
10. Strategic thinking
11. Creativity
12. Customer Focus
13. Confidence building
14. Conflict management
15. Management development
16. Leadership development programs
17. Coaching
18. Mentoring
19. Stress management
20. Emotional intelligence⁷

5. Conclusion

The increasingly complex role of a nurse requires a much higher level of critical thinking and clinical judgment skills than in the past. Opportunities to provide critical thinking experiences in clinical settings are challenged by various factors, including limited clinical facilities and a shortage of nurse faculty. Alternative methods to provide critical thinking experiences in undergraduate nursing education are required. Kolb's theory of experiential

learning theory is discussed as the foundation for the development of an alternative strategy that uses moderate-fidelity manikins. The strategy involved scenario-based performance of selected nursing skills in order to evaluate critical thinking and theory-clinical correlation.

6. Source of Funding

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7. Conflict of Interest

None.

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