

SREE VIDYANIKETHAN COLLEGE OF NURSING

Report on Faculty Enrichment Program Report

Faculty Enrichment Program has organized on 22nd March, 2025 with the theme "Application of Experiential Learning in Nursing" at Sree Vidyanikethan college of Nursing, Tirupati by Mrs. Meena K, Assistant professor under the leadership of Dr. Prathima P, Principal Sree Vidyanikethan College of Nursing. The aim of the programme was to understand the concept of Experiential Learning in Nursing.



SREE VIDYANIKETHAN
College of Nursing

FACULTY DEVELOPMENT PROGRAM

APPLICATION OF EXPERIENTIAL LEARNING IN NURSING

22 MARCH 2025 3:00 PM-4:00 PM

Organized by
SNA UNIT,
Sree Vidyanikethan College of Nursing

Speaker
Mrs. K. Meena
Assistant professor,
Sree Vidyanikethan College of Nursing

SVCN Seminar Hall

Mrs. Meena K initiated the programme with brief introduction and cycle of Experiential Learning. Explained about Kolb's continuums, learning styles. Described about the benefits of Experiential Learning for employees and Educational Institutions. Discussed about the challenges in implementing the learning cycle.

The faculty Enrichment Program was initially started with the introduction and the cycle of learning which includes active experimentation, concrete experience, reflective observation and abstract conceptualization. Then it was followed by Kolb's continuums which includes, feeling vs. thinking, watching vs. doing, followed by the learning styles, Diverging, Assimilating, Converging and Accommodating.

The topic was continued with the benefits of the employees-holistic learning experience, improved skill application, personalized learning and job satisfaction along with the benefits for educational institutions were also discussed like-increased student engagement, tailored teaching approaches. Finally the challenges-risk of false conclusions, overlooking implicit learning, difficulty with novel experiences, potential for mental laziness, inflexibility in the learning process and dogmatic thinking.



At the end of the presentation and the session was open for group discussion.

Finally, feedback was collected from all the faculty members and reported that they were benefited with the current Faculty Enrichment Program



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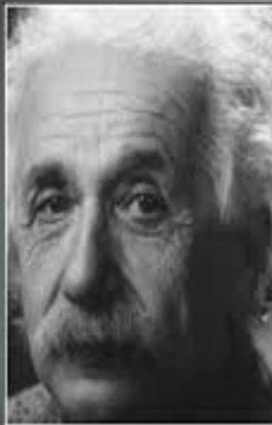
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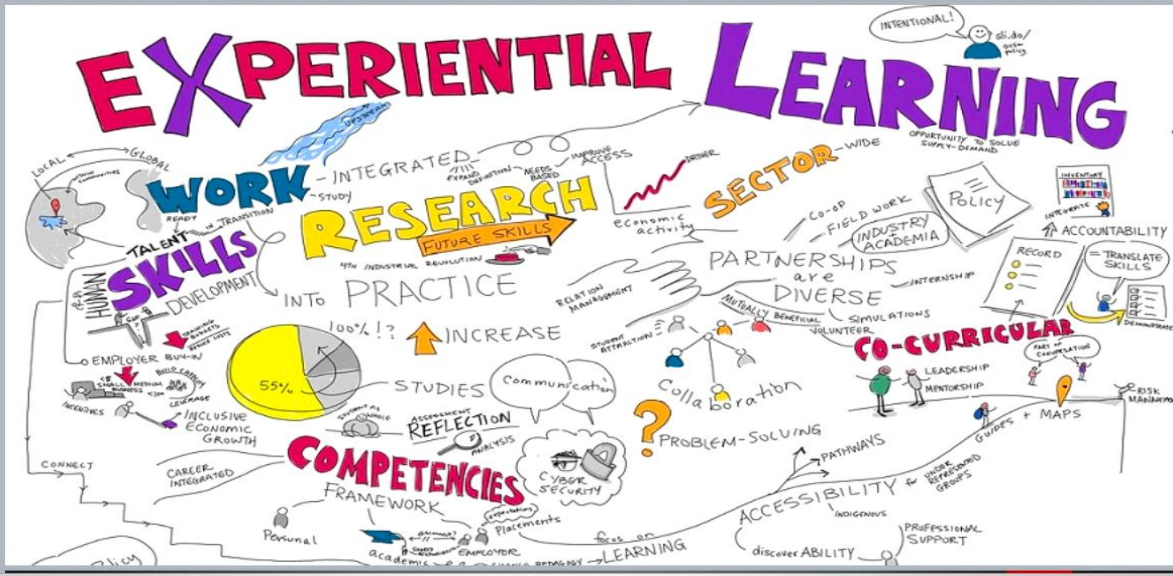
SVCN Seminar Hall



The only source of knowledge is
experience.

— Albert Einstein —

AZ QUOTES



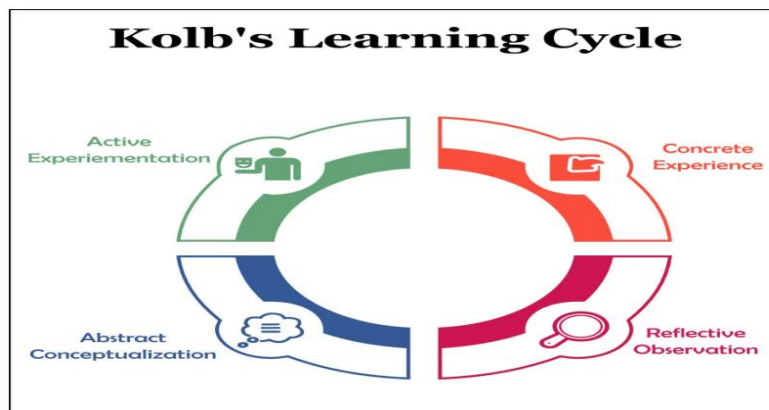
Experiential learning

Experiential learning is an engaged learning process whereby students “learn by doing” and by reflecting on the experience. Experiential learning activities can include, hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research and studio performances.

Some examples

- Internships and Volunteer Work
- Simulations and Role-Playing
- Group Projects and Collaborative Activities
- Service Learning
- Experiments and Labs
- Case Studies
- Gamification

Experiential Learning Cycle



Stage 1: Concrete Experience (Feeling)

- The first stage of Kolb's learning cycle involves engaging directly in a new experience or situation. This is the 'feeling' phase, where learners fully immerse themselves in an activity without any preconceived notions. The goal is to create an experience that resonates personally with the learners.

Stage 2: Reflective Observation (Observing)

- In this second stage of experiential learning, learners step back from the experience to reflect on it. This 'watching' or 'observing' phase is about actions and outcomes, creating space for introspection and evaluation. Learners analyse the experience from multiple perspectives, considering their reactions and those of others.

Stage 3: Abstract Conceptualisation (Thinking)

- In the third stage, learners take their reflections and process them into new ideas or concepts. This is the 'thinking' phase, where lessons are extracted from experiences and reflections, leading to the development of new strategies or theories. It's about applying critical thinking and problem-solving skills to understand the experience on a deeper level.

Stage 4: Active Experimentation (Doing)

- The final stage of Kolb's learning cycle involves applying the concepts learned in the previous stages to new situations. This is the 'doing' phase, where learners test the theories they've developed through active experimentation and take actions based on the insights they've gained.

Kolb's Continuums

The Perception Continuum: 'Feeling' vs. 'Thinking'

- The Perception Continuum focuses on how learners prefer to take in new experiences, visualised as a sliding scale. On one end is Concrete Experience, where individuals prefer 'feeling' the experience. These learners are hands-on, engaging directly with the situation to learn from its practical aspects.
- On the opposite end is Abstract Conceptualisation, which represents the 'thinking' side of the scale. Here, learners prefer to step back, analyse, and reflect on their experiences, processing the information thoughtfully before drawing conclusions.