

Education Experience Development in Higher Education

Lu Dan

School of Public Finance and
Management, Yunnan University of
Finance and Economics, Kunming,
China

yufejennyludan@126.com

Wang Yadi

Viterbi Graduate and Professional
Programs, University of Southern
California, Los Angeles, U.S.A
yadiwang@usc.edu

Duan Jingyan

School of International Business,
Yunnan University of Finance and
Economics, Kunming, China
20025859@qq.com

Abstract—Education Experience is a relatively new education pedagogy that focuses on student capability and mental wellness. Its goal is to change the traditional lecturer-centered pedagogy into student-centered one. Education Experience concentrates on student overall development by purposefully creating a comprehensive experiencing environment. Students will be able to proactively involve in experience mode of study and achieve overall improvement. The significant advantage of this Education Experience is inspiring student's self-motivation, which help them to become a proactive self-developer from a passive one being lectured. This paper is theoretically based on a standard education classification in China to further review the characteristics, research value and stages and strategies of Education Experience.

Keywords—Higher Education; Education Experience; Development

I. CLASSIFICATION OF EDUCATION

To discuss Education Experience, the first door should be knocked is Education Classification. Due to various advancement level, cultural traditions, education systems in different countries, it always brings in intense discussion and some compliance to reach a mutual agreement on education classification. Thus educators in different countries find it not fully committed or fully applicable in their own country's education environment. Educators normally will make changes and flexibilities of the international standards. Chinese educators have proposed several classifications based on

education particulars and research purpose, please see the typical three as below:

One classification is based on the education function and adaptability of the economics. In regards to its attributes, education can be classified as citizen education vs. non-citizen education; school education vs. society education; for-degree education vs. non-degree education; In terms of levels, it can be graduate education; college education; K-12 education and kindergarten education; In terms of delivery methods, it can be on-campus and online/remote education.

Secondly, there are classifications that are based on the design, demand management. In terms of financial aspect, there are public vs. private schools; in terms of ownership, it can be national government vs. local managing education, education department vs. non-education department overseeing schools; in terms of location, it can be urban, rural and country side schools; In terms of professions and majors, it can be comprehensive, engineering, agricultural, medical, athletic, minority or normal schools.

Thirdly, there are classifications that are based on education planning and pedagogy. In terms of levels, there are graduate education; college education; K-12 education and kindergarten education. In terms of types, it can be knowledge vs. vocational education; in terms of majors, there are numerous classifications such as philosophy, law, education, literature, history, geography, engineering, economics, business, medicine and so forth.

The third one discussed above is the fundamental classification. This type can also provide valuable feedback on education outcomes and basic materials for education adaptability research. The classification also can be easily source back and group with the whole education system and frames.

II. EDUCATION EXPERIENCE FROM MULTIPLE PERSPECTIVES

A. Education Perspective

Education Experience is “retrospective”, “self-approval”, “self-motivation” education activity. The practice methods are “self-experience” and “motivation-experience”, which includes inspiring student thinking about life, value system, and social skills. It not only conveys knowledge itself and value system reflection beyond it, but also integrates student’s personal life experience, current situation and future goals. Education Experience is including Dewey’s “Hands-on Inquiry Based Learning” which means to learn from real life experience, activity and environment .

B. Philosophy Perspective

From the philosophy perspective, the educational experience refers to the individual’s thinking activity in the real educational practice and environment, which has the function of making meaning construction and having clarity and value generation [1]. It is from the Dualism, characterized by “moral reason” and going beyond “intellectual” moral education. Education Experience is also trying to restructure the traditional “lecturing” and “knowledge-experience separated” education model.

C. Psychological Perspective

From the perspective of psychology, Education Experience is indeed when educators create an experiencing atmosphere with pre-designed goals and contents to influence students to develop themselves by self-motivated learning. Thus, in the book of Education Experience Practice by Wu, he defines it as “experience in the process of education, it refers to the educational activities that encourage students’ experience” [2].

D. Economics Perspective

As defined in the book Economy Experience, there are four components of the economy: entertainment experience, education experience, escape experience and aestheticism [3]. Education experience is one of the four aspects, as it is similar to when customers learning new things when making a purchase. As it is known, when the customer tend to be proactively absorb rather than passively facing new items, they would learn new knowledge. Of course, universities are the commonly seen places providing education experience, some guest information reception and museums are also important education facilities. Suppose this is one sales marketing area, sales person should start to think about engaging customer’s experience. For example, how to motivate customer’s interest in the proposed frame or ideas? In regards to education, how to engage students in the process of the concept you are trying to communicate? Can you find better ways to have students learn and memorize effectively? In one word, what are other elements can be added to assist customers to enjoy, learn, do and experience? Thus, from the angle of economic experience, college education is a stage in educating highly intellectual persons. With the instruction of professional experts and educators and assistance of education equipment, students are able to participate and benefit from designed activities. Furthermore, students are able to integrate textbook knowledge and experience leaning as the high level coordination between “know” and “act”.

III. VALUE OF EDUCATION EXPERIENCE

A. The Subject Role of Students

Creation Subject Freedom: Education Experience is a self-motivated activity, which fundamental principles are freedom and creation. Students are “discovers” who dive in the experience of indirect human activities and making new discoveries. This provides opportunities of improving self-confidence, self-appreciation and comprehensive developments.

Self-discipline Subject Role: Education Experience is a self-motivated activity, specifically meaning students choose, judge, and learn by themselves. In the emotional education experience of different contexts, student’s moral improvements

and humanity development would circulate and become a self-recognition, which further becomes the ability of self-discipline, self-education and self-development.

Emotion Education Subject Role: Education experience with particular themes, educators plan a special and customized education context by certain strategies in order to enlighten emotions and feelings, develop personalities and develop non-intellectual skillsets from motivations and demands.

Aesthetic Subject Role: Education Experience is an emotional self-motivated activity, which also a reflection from student's knowledge and emotions. In the process, majority of student's physiological linguistic and visualized contents have direct and objective related images. These are normally vague in images rather than logical accurate; linguistic metaphor rather than scientific description; difficulty in explicitly rather than recognition definition. The direct visualization of the Education Experience has irreplaceable value in developing student's feelings, recognition, imagination and so forth. Thus students are not only technic subject but also spirit and aesthetic subject.

Action Subject Role: Education Experience is a combination of knowledge, emotion and wisdom. During the process of gathering from outside to inside of an individual will eventually show as actions guided from inside intelligence. In the meantime, education experience can be practiced through actual activities so that student's knowledge, emotion and wisdom are being improved at the same time. This is the best method of educating an action subject.

B.Educating beyond the Meaning of Life

The object of Education Experience is knowledge and psychological learning when getting more and more experience. It is the subjective reflection on experience. It is truly a type of life activity, individual's understanding, intake, reflection and thinking in present. It is an experience with life thoughts. "In the word of experience, all of the objectives are lives with meanings and emotions" [4].

Education experience is an activated knowledge experience. It is the connecting platform for internal mind and external objectives. In the opportunities when "mind meets objects" and

"travel with objects", students learn in the blend, conflict, and mix by understanding, imagination, emotion transition and so forth. Thus, it activated static knowledge and embraced new meanings for stronger and deeper life energy.

Education experience is an introverted personalized experience knowledge. In other pedagogy, the focus is more on knowledge transfer and shared communications. However, education experience concentrates directly on individual's intake in mind based on personal experience and thus inspire education outcomes in depth.

C.Improve Liberal Education

There is a limit on liberal education if it is only practiced as lecturing and teaching. It is necessary to involve students in the process as experiencing and participating, which will leave them a strong impression and long-term memory. As said by Maslow "It is the experience that people can know unordinary meanings from ordinary life; that people feel getting close to the ultimate truth, nature of the world, and mystery of life. It is just like open that curtain that covering the knowledge, ... and just like stepping into the heaven on earth, making miracles and achieving the perfection [5].

D.Student Development

Education experience is different from the method, which makes teacher as the center in the class and educates only through language and text, when student's learning is much affected by the teacher in the classroom. However, education experience gives much freedom to students to discover their own interest, things they care and find their own goals and directions to be experienced. Students are fully committed into their hobbies and study. Thus, the subject role, action ability, emotions and attitudes are fully developed into student's personality, who have the combination of knowledge and actions in social practices proactively.

E.Quality of Higher Education

The evaluation of the quality of higher education has always been a hot-discussed topic. College students are the main participants and beneficiary of higher education, students have the very appropriate position to make the judgment. The same as customers have the greatest power in criticizing products. The concept of seeing students as clients in the

university has already caught a lot attention, which further confirms the evaluating role of students. Although this concept is not accepted by a lot of people, students as who invest a good amount of money and effort, students are calling to have and make use of their customer rights. Students have the most and direct contact with teacher. No others in the education system have better experience.

IV. THE DEVELOPMENT OF EDUCATION EXPERIENCE

A.Motivation Aspiration

The subject of education experience is student, however the designer is teacher. So before student's experience, teacher should have a launching experience study, which is the first stage of the experience. The main role of teacher is to provide case studies to motivate student's individual need, motivation and provide various options for them to choose. In this stage, the choice of case materials is critical, which should be closely attached to study objects, close to student life, motivation and contains new knowledge.

B.Individual Experience

Student's experience stage is also known as student's practice stage. In this stage, individuals have their own understanding, abstraction, and conceptualization of the happenings. In this stage, teachers will observe the cognitive trend and guide students about methods in learning and experiencing because learning varies from one to one, which is actually the true and valuable aspect. Different individual experience is the nature and goal of education experience.

C.Experience Internalization

The stage of internalization is the process to summarize and conceptualize of all the experience therefore to develop student's value system and actions. This is a critical stage. Internalization refers to transfer all outside objects into internal subjective cognition and knowledge. It is also saying to digest all one see, feel, learn of the environment as student's actions and values. In this stage, teachers can organize students discuss, debate and inspire each other. Communication help individuals to review self-recognitions and further internalize learnings. In the communication, teachers should discover and catch

innovations and lead students into deeper understanding and experience.

D.Assessment

Assessment means the feedback and evaluation on outcomes from previous stages. Learners can develop those into new experience. This stage can be circulated with improvement each time until reaching the goals. This stage determines the direction and value of the experience. The assessment stage also can be implanted throughout the experience. Educators should have the mindset of evaluation all of time, based on experience to choose the proper opportunity to organize discussion. Educators can also guide students to do summarize and prove of their learning and emotions. In the stage, educators should always keep in mind of students' variety and diversity as well as unity. Educators would have an open mind to students' different understandings and emotions from the same objectives to prepare a comfortable space for student's reflection and internalization. Admittedly, the stages of education experience are not limited to the above four, it can always been upgraded and enriched by education practices.

V. EDUCATION EXPERIENCE METHODS

There are many types of education experience, thus many ways to practice. In summary it can be the following ones:

A.Normal Learning Experience

Normal learning refers to education in the system as in schools. This is when teachers set the goal, plan and steps of the study. Learners are mostly accepting knowledge by using textbooks [6]. This is the most common across countries. It is characterized by group location, system knowledge and clear study goals.

B.Unordinary Learning Experience

Unordinary learning refers to study activities out of the education system. To be specific, there are: pre-school family education and trainings after school study, for example, position training, adult education, online school, self-study and so forth. It is not mandatory for learners and it is self-motivated.

C.Self-study Experience

Self-study usually refers to learners choose to study for their own future goals for career or personal interests. From study goal, plan, contents timeline to methods, it's all chosen by the person. The whole freedom is self-study's main feature.

D.Program Study Experience

Based on learner's need, educators would create or choose various programs in different contexts. Students will learn knowledge and skills from an actual situation, such as museum visit, study abroad, visiting study, trip and role playing.

REFERENCES

- [1] [1]Li, J. (2009). Moral Education Function in "Education Experience" Application in Teacher Training. *Educational Review* (3), 83-85.
- [2] [2]Wu, X. (2004). Education Experience Practice. *Modern Education Science* (4):22-25.
- [3] [3]Dew & R. Velamuri (2002). *Work is Theatre & Every Business a Stage*. China machine Press. 2002:37-44.
- [4] [4]Tong, B. (1993). *Modern Psychology*. China Social Sciences Press. 1993:54-55.
- [5] [5]Abraham H Maslow(1987). *Human Potential and Value*. Huaxia Press. 1987:367.
- [6] [6]Pan F. & Tang Yu.(1999). A new understanding of the significance of activities and experiences in learning. *Shanghai Research in Education*(6):1-3.