Library Progress International
Vol.44, No.2s, Jul-Dec 2024: P.2022-2026

Print version ISSN 0970 1052
Online version ISSN 2320 317X

Original Article

Available online at www.bpasjournals.com

A Model of Integrated Experiential Learning for Teacher Professional Programme to Enhance Skills and Potentials of Thaksin University Students

Thaniya Yaodum, Natcha Mahapoonyanont* Nuchanat Jaidamrong

Faculty of Education, Thaksin University, Songkhla Campus, Thailand
*Corresponding author: natcha.m@hotmail.com

How to cite this article: Thaniya Yaodum, Natcha Mahapoonyanont, Nuchanat Jaidamrong (2024) A Model of Integrated Experiential Learning for Teacher Professional Programme to Enhance Skills and Potentials of Thaksin University Students. *Library Progress International,* 44(2s), 2022-2026

ABSTRACT

This study focuses on 1) creating a comprehensive experiential learning model for educational purposes, 2) examining the outcomes of teaching subjects following the implementation of this integrated experiential learning model, and 3) assessing the satisfaction levels of stakeholders when applying the integrated experiential learning model in practical contexts. This study seeks to explore ways in which the teaching profession contributes to maintaining academic success. The population for this study comprised students from Thaksin University in the academic year 2023. Thirty students from the Faculty of Education at Thaksin University, all enrolled in the course 0308240 Measurement, Evaluation, and Educational Quality Assurance during the first semester of the academic year 2023, comprised the sample group.

The findings indicated that:

The integrated experiential learning model comprises three key components: the first component focuses on the principles and objectives that underpin the teaching and learning framework; the second component addresses the processes involved in teaching and learning; and the third component outlines the conditions necessary for the model's application, which includes factors that facilitate learning and supportive elements.

The application of the integrated experiential learning model to assess teachers' academic achievement revealed a significant increase in post-study compared to pre-study, with results reaching the .01 level of significance.

The learning management received the highest satisfaction from students, as indicated by the integrated experiential learning model (M = 4.56).
Individuals in the field of education maintain their scholarly accomplishments.

Keywords : Experiential learning, Experiential learning integration model , higher education students , training kit

Introduction

Experiential Learning Overview

Experiential learning focuses on the learner's active engagement in a process of reflection and action to generate new knowledge and behavior. Learners recognize problems, reflect on past experiences, and adapt to new situations through practical actions. This process emphasizes developing knowledge, skills, and attitudes through direct experience, leading to behavioral changes and new attitudes. Kolb's four-stage learning cycle is often referenced: direct experience, observation and reflection, abstract conceptualization, and experimentation

(Kolb & Kolb, 2009; Audet & Marcotte, 2018). This form of learning is critical for personal and professional development and has significantly influenced fields such as management studies.

Course Overview: Measurement, Evaluation, and Quality Assurance of Education (0308240)

This course is a compulsory subject designed to provide students with the knowledge and skills related to educational measurement, evaluation, and quality assurance. The course covers key concepts such as designing measurement tools, evaluating learning outcomes, applying assessment results for learner development, and aligning these processes with educational quality assurance principles.

The course's primary objectives include enabling students to:

1. Understand concepts and methods of measuring learning outcomes.
2. Select and design appropriate evaluation tools.
3. Assess the quality of these tools and apply assessment results to improve learning management.
4. Explain the principles and legal aspects of educational quality assurance.
5. Develop projects and plans related to educational quality assurance and apply these results to improve the quality of education management.

Integration of Experiential Learning

Experiential learning is integrated into this course to ensure that students apply theoretical knowledge in real-world contexts. The teaching method involves active learning, encouraging students to engage in tasks that reflect actual work situations. This method emphasizes "learning by doing" and continuous interaction between learners and teachers, promoting a network of shared knowledge. Effective communication and active participation are key to synthesizing learning experiences.

By aligning the goals of experiential learning with the course content, students of Thaksin University are better equipped to develop competencies and innovate learning management strategies. This approach allows for real-world problem-solving, preparing students for professional challenges while enhancing the efficiency and effectiveness of teaching and research.

The purpose of the study

1. The aim is to establish a structure that integrates experiential learning into the real-world situations of the teaching profession.

2. The aim is to scrutinize the academic achievements of educators who have utilized the integrated learning model, which is grounded in real-world experiences (Experiential Learning).

3. The aim is to assess the satisfaction levels of stakeholders who use the Experiential Learning integration model in the teaching profession.

4. The aim is to explore how academic success endures in the teaching profession.

Literature Review

Experiential Learning: A Comprehensive Overview

Introduction and origins

Experiential learning traces its origins back to the 1930s, most notably in the work of John Dewey (1974), who introduced the concept in his book Experience and Education (1938). This work was instrumental in promoting the connection between learning and real-life experiences, especially in work situations. By the 1960s, the use of field experiences as a part of higher education had gained significant traction, marking a shift toward more practical and applied learning methods (Suthirat, 2011).

Defining experiential learning

Experiential learning is a learner-centered process where individuals think and act to effect change and create new knowledge. It starts with problem recognition, followed by solution generation and adaptation to the learning process to navigate new situations. This form of learning involves reflecting on prior experiences to generate new knowledge, skills, and attitudes. The process, which emphasizes learning from experience, leads to behavioral changes and the development of new attitudes.

David Kolb's experiential learning theory outlines a four-stage cycle:

1. Concrete Experience: Engaging directly in an activity.
2. Reflective Observation: observing and reflecting on the experience.
3. Abstract conceptualization involves developing theories or ideas based on reflection.
4. Active Experimentation: Testing these theories in new situations (Kolb & Kolb, 2009; Audet & Marcotte, 2018).

This model aligns with the thoughts of Dewey, Kurt Lewin, and Jean Piaget, who all contributed to the understanding of learning through action and reflection.

Key Components of Experiential Learning

Many scholars have provided definitions and descriptions of experiential learning. For instance:
The Royal Institute (2012) describes experiential learning as a four-step process involving experience, reflection, concept creation, and practical application.
Tumthong (2013) emphasizes that experiential learning offers learners opportunities to develop their own skills, attitudes, and values through active engagement and reflection on personal experiences.

Overall, experiential learning is defined as the creation of knowledge through previous experiences, stimulating reflection, and ultimately forming new knowledge and competencies.

The purpose of Experiential Learning

The primary aim of experiential learning is to help learners become aware of real-life phenomena. This process involves engaging with field experiences that connect learning, thinking, and action. Experiential learning is synonymous with "learning by doing," which focuses on students creating knowledge from their prior experiences. This type of learning has five key characteristics:
1. Learning from personal experience.
2. Continuous engagement in challenging, dynamic activities.
3. Interaction between learners and teachers.
4. Building a broad knowledge network through interaction
5. The utilization of various communication methods, including speaking, writing, role-playing, and drawing, fosters the analysis and synthesis of learning.

Theories and concepts in Experiential Learning

Dewey’s Experiential Learning Model
Dewey's model integrates experience with reasoning and conceptual thinking. He believed that learning comes from actual practice, with the process consisting of three main stages:
1. Impulse: Generating ideas or inspiration.
2. Reflection: reviewing and concluding knowledge.
3. Judgment: Applying knowledge to new situations (Dewey, 1997; Dewey, 2005).

Lewin’s Perspective on Experiential Learning

Kurt Lewin further developed Dewey's concepts, proposing a four-stage learning cycle:
1. Concrete Experience
2. Observation and reflection
3. Formation of Abstract Concepts
4. Testing in new situations

Lewin emphasized the importance of group learning, where individuals reflect on shared experiences, which leads to effective behavior changes.

Kolb's Learning Model

Kolb's (1984) experiential learning theory underscores the value of problem-solving, reflection, and self-directed learning. He identified four key learning styles:

1. Divergent: emphasizes creativity and imagination.
2. Assimilators: They concentrate on abstract principles and theoretical analysis.
3. Convergent: This group favors the practical application of abstract concepts.
4. Accommodators: They value hands-on experimentation and adaptability (Kolb, Rubin & Osland, 1991).

Kolb's learning cycle integrates learning from concrete experiences, reflection, conceptualization, and experimentation. He suggests that effective learning involves engaging with all stages of the cycle, although individuals may emphasize different stages based on their learning preferences (Kolb, 2005).

Honey and Mumford's Learning Styles

Honey and Mumford (1992) expanded upon Kolb's theory, emphasizing that learners need to engage with real-life situations to acquire knowledge. They identified four learning styles:

1. Activists are learners who prefer new experiences and group activities.
2. Reflector: Learners who like to observe, think, and analyze.
3. Theorist: Learners who focus on logic, theories, and concepts.
4. Pragmatist: Learners who seek practical applications of knowledge.

They created a revised learning cycle, building upon Kolb's framework, to facilitate practical learning and reflection (Honey & Mumford, 2000).

Experiential Learning in Practice

Various fields, including nursing and business, have applied experiential learning in practice to enhance learning outcomes. For instance, Sueapumi et al. (2017) advocated for experiential learning in nursing education, stressing that hands-on practice and reflection are critical for developing necessary skills in real-world scenarios.

Principles of Edgar Dale's Learning Model

Edgar Dale's (1969) Cone of Experience suggests that learners retain more information when they engage in active learning experiences. His principles emphasize the importance of active participation in learning, demonstrating that learners remember 90% of what they do compared to only 10% of what they read.

Experiential learning, as described by Dewey, Kolb, Lewin, and others, is a dynamic process of learning through experience. It connects action, reflection, conceptualization, and experimentation, allowing learners to develop new knowledge, skills, and attitudes. Various fields have widely applied this learning model, which fosters a deeper understanding and practical application of knowledge through active engagement and reflection.

Research Framework

The objective of the experiential learning management model of the teaching profession is to enhance the students' capabilities and potential at Thaksin University. This will be accomplished by utilizing the learning model concept developed by Kolb & Kolb (2006) and integrating it with the teaching missions of higher education institutions in the areas of teaching, research, and academic services. The following is the outline of the research framework:

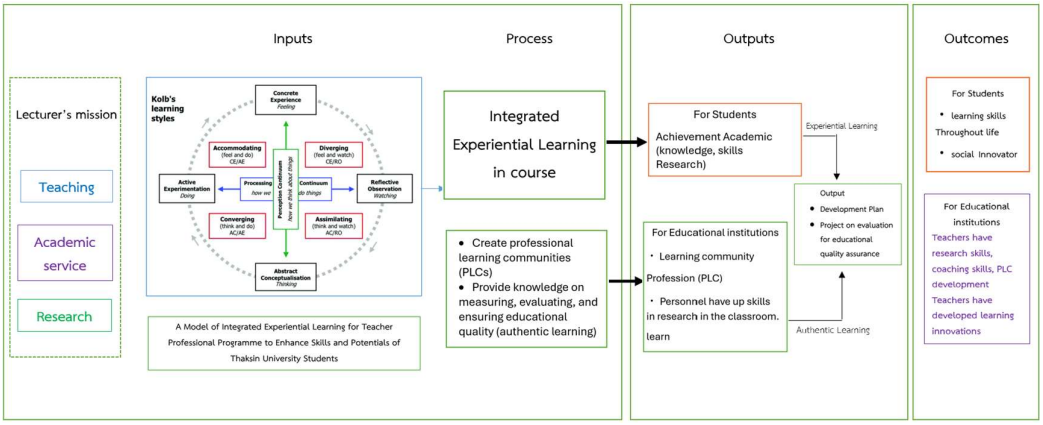

Figure 1. *Research Framework*

Methodology

Step 1: Analyzing External Factors

This step emphasizes the necessity of creating an integrated experiential learning model for teaching professions to augment the competence and potential of Thaksin University students. The researcher employed the Focus Group Technique, collecting insights from 5 higher education instructors and 5 student representatives, resulting in a total of 10 participants. This established a basis for comprehending the necessity of such a model, and the focus group examined critical elements pertaining to instruction, learning, and student development.

Investigative Instruments

Focus groups will use these questions to gather qualitative information about the need for experiential learning models.

Step 2: Formulation of the Integrated Experiential Learning Model

This phase entailed the formulation and creation of a conceptual framework for the incorporation of experiential learning within educational professions. We separated the procedure into three stages:

Phase One: Model Definition

The researcher worked with pedagogical experts in higher education and reviewed relevant literature to create a model that aims to improve student competence and potential.

Phase Two: Draft Formulation

We created a model draft and included research instruments, such as a training kit, to promote the development of a growth mindset. We evaluated the model's appropriateness and consistency.

Phase 3: Model Assessment

We assessed the model using Khaemmani's (2013) experiential learning indicators, which include the provision of structured learning experiences, reflection on those experiences, formulation of hypotheses based on the experiences, and application of concepts in novel contexts. Moreover, we highlighted the importance of follow-up evaluations and student-teacher interactions to facilitate ongoing learning.

Investigative Instruments

This is a preliminary version of the comprehensive experiential learning framework.

We use assessment forms to assess the integration and efficacy of the model.

This is a guide designed to facilitate the integration of experiential learning.

Step 3: Evaluation of the Experiential Learning Integration Model

This phase executed the developed model with students from the Faculty of Education at Thaksin University during the 2023 academic year, specifically in the course 0308240 Measurement, Evaluation, and Quality Assurance of Education. We conducted the trial in a single classroom and implemented the following procedures:

1. Preliminary Assessment Achievement Test: A foundational assessment to evaluate students' current knowledge base.

2. Partnership with Educational Institutions: Schools served as venues for experiential learning.

3. Explanation of Guidelines: We disseminated guidelines to students, educators, and institutions to facilitate a clear comprehension of the model and its objectives.

4. Learning Management Execution: The first semester of 2023 saw the implementation of the integrated model.

5. Post-Learning Achievement Evaluation: We measured academic performance after the implementation.

6. Quality Assessment: Educators, mentors, and qualified personnel assessed students' projects and development plans pertaining to educational quality assurance.

7. Contentment Assessment: We evaluated the student's satisfaction with the management of experiential learning.

8. Persistence Measurement: Two weeks after the program's completion, we assessed the retention of academic performance.

9. Open House Activity: We established a venue for students to showcase their learning outcomes and share their experiences with educators.

Investigative Instruments

we have implemented an experiential learning model for professional education.

We conducted an assessment post-study to evaluate knowledge retention and progression.

Step 4: Recapitulation and Integration

In this concluding phase, the researcher integrated the quantitative and qualitative data obtained from the trial to formulate policy recommendations for Thaksin University. The researcher derived these recommendations from students' real-world experiences in educational institutions, emphasizing the role of experiential learning in enhancing student competence and potential.

Investigative Instruments

1. Interview Forms: Collected perspectives on learning management through the experiential learning model.

2. Overview of Development Initiatives and Projects: The focus is on the assurance of educational quality.

3. Learning Lesson Extraction: Derive essential insights from successful student projects.

4. Synthesis of Recommendations: We highlighted reflective observation and abstract conceptualization as essential elements for future course integration.

The establishment of the integrated experiential learning model at Thaksin University provides a holistic method for improving student competence by merging practical experience with reflective and theoretical learning to promote personal and professional development.

Findings

1. Survey Results on the Need for an Integrated Experiential Learning Model

This study aimed to assess the need for an integrated experiential learning model for teaching professions to enhance the skills and potential of Thaksin University students. The research employed a focus group technique involving five higher education professionals and five student representatives.

Key Findings:

1. Understanding Student Needs: Experiential learning, as emphasized by Wiggins and McTighe (2005), prioritizes learning through experience and practice, enabling students to gain knowledge in real-world contexts.

2. Main Objectives of Experiential Learning:

- Learning through Practice: Engaging students in real-world situations.
- Experience-Based Knowledge Creation: Encouraging observation, reflection, and analysis.
- Developing Critical Thinking and Problem-Solving Skills: Cultivating skills essential for life and work.
- Personalized Learning: Tailoring learning experiences to individual needs and interests.
- Teamwork and Communication: Promoting collaboration and communication skills.

3. Improvement of Content and Activities: The integration of experiential learning should reflect current situations, make use of technology, and provide continuous feedback and reflection opportunities. This model encourages flexibility and personalization in learning, ensuring learners can apply their knowledge in various contexts.

4. Variety of Activities: Engaging students in diverse problem-solving tasks, encouraging reflection, and using technology to create realistic learning environments foster a comprehensive learning experience.

Assessment Methods:

1. Observation and Evaluation: Teachers can assess students' work and performance through direct observation in real-life contexts.

2. Feedback and Reflection: Offering continuous feedback through portfolios, journals, and peer evaluations helps students critically reflect on their learning experiences.

2. Development of an Integrated Experiential Learning Model

The research team developed an experiential learning integration model by reviewing the literature and consulting with higher education teaching experts. The model is based on Kolb's (1984) experiential learning theory, which emphasizes learning through action, reflection, and experimentation.

Key Components of the Experiential Learning Model:

1. Principles and Objectives:

The model follows Kolb's four-step learning cycle:

- Concrete Experience: Gaining practical, hands-on experience.
- Reflective Observation: Reflecting on and analyzing experiences.
- Abstract Conceptualization: Developing theories and concepts based on reflection.
- Active Experimentation: Testing theories and applying knowledge in new contexts.

2. Process of Learning:

- Real-Life Application: The model ensures that students apply learned concepts to real-world situations, which improves their problem-solving skills (Schön, 1983).

- Collaboration: Encouraging teamwork helps students develop communication and adaptability (Lewin, 1951).

- Reflection: Continuous reflection on experiences fosters deeper understanding and encourages lifelong learning (Dewey, 1938).

3. Draft Model for Experiential Learning Integration:

The draft model incorporates Joyce, Weil, and Calhoun's (2009) framework, which includes three components: principles, teaching processes, and conditions for implementation. The model's goal is to develop students' knowledge, skills, and attitudes by integrating real-world experiences into their learning.

Implementation of the Experiential Learning Process:

1. Concrete Experience: Students engage in new or simulated experiences.

2. Reflective Observation: Students reflect on these experiences through observation, questioning, and analysis.

3. Abstract Conceptualization: The reflective process helps students form new theories or concepts.

4. Active Experimentation: Students apply these concepts to new situations, creating an ongoing learning cycle that enhances their skills and adaptability.

Supporting Factors for Implementation:

1. Group Learning: Subgrouping students into small groups facilitates collaborative learning.

2. Flexible Time Management: The model allows for flexibility in scheduling learning activities, promoting adaptability.

The integrated experiential learning model developed in this study emphasizes practical application, reflection, and continuous improvement. By fostering real-world problem-solving, teamwork, and adaptability, the model aims to enhance Thaksin University students' competence and potential. The model's focus on experience-based learning ensures that students can apply theoretical knowledge in practical contexts, which is essential for professional success.

3. Evaluation of the Suitability and Consistency of the Experiential Learning Integration Model

The evaluation of the experiential learning integration model, aimed at promoting the competence and potential of students in the teaching profession at Thaksin University, was based on Thitsanat Khaemmani's (2013) concept of learning indicators. The evaluation measured both the appropriateness and consistency of the model across various aspects, as shown in Table 4.1.

Table 1: Results of the Evaluation of the Appropriateness and Consistency of the Experiential Learning Integration Model for the Teaching Profession to Promote Competence and Potential of Thaksin University Students

Evaluation Issues	**Evaluation Results**	**Meaning**
	M	SD
1. Learning experiences are provided in the subject matter for students to experience for themselves.	4.67	0.47

2. There is reflection and discussion about what was experienced or happened in the learning situation.	4.67	0.47
3. Concepts, principles, and hypotheses are developed from students' experiences.	5.00	0.00
4. Students present a summary of concepts, principles, and hypotheses that they have developed and tested or applied in new situations.	4.67	0.47
5. Opportunities are provided for learners to exchange experimental results and apply their knowledge to expand their learning or modify their ideas, principles, and hypotheses as appropriate.	5.00	0.00
6. Measurement and evaluation are conducted using self-assessment of learning outcomes in conjunction with teacher evaluations.	4.67	0.47

The evaluation of the experiential learning integration model demonstrates that it is highly suitable and consistent in promoting the competence and potential of Thaksin University students in the teaching profession. All aspects evaluated received high or perfect ratings, indicating the model's strong alignment with effective teaching and learning strategies.

4. Results of the Experiential Learning Integration Model for Teacher Professional Course at Thaksin University

Knowledge Measurement Before and After Study

The results of the experiment using the Experiential Learning Integration Model for the Teacher Professional Course aimed at promoting the competence and potential of students at Thaksin University were assessed by measuring knowledge related to educational measurement, estimation, and quality assurance before and after implementing the model. The key findings are presented in Table 2.

Table 2: Knowledge Measurement Results Before and After Using the Experiential Learning Integration Model

Knowledge Measurement	M	SD	t-value	p
Before Study	22.77	3.48	40.196	.000
After Study	48.77	3.48		

The results show that after using the Experiential Learning Model, students' knowledge significantly increased compared to before, with a significance level of .01.

Student Satisfaction with the Learning Model

The satisfaction of students with the learning management under the Experiential Learning Integration Model was evaluated and is summarized in Table 4.3.

Table 3: Student Satisfaction Results

Satisfaction Item	M	SD	Meaning
Learning activities provide standard learning experiences.	4.60	0.50	Most
Satisfaction with the Experiential Learning process and activities.	4.57	0.50	Most
Understanding of the content and objectives of Experiential Learning activities.	4.53	0.51	Most

Competence in problem-solving and analytical thinking.	4.57	0.50	Most
Confidence in teaching careers through Experiential Learning activities.	4.53	0.51	Most
Ability to communicate and work with others.	4.60	0.50	Most
Success in learning through Experiential Learning activities.	4.57	0.50	Most
Impact on the development of practical knowledge and skills.	4.53	0.51	Most
Overall Satisfaction	4.56	0.50	Most

The data indicates that students' satisfaction with the experiential learning approach was at the highest level (M = 4.56), indicating that the model effectively promoted competence and potential development.

Retention of Academic Achievement

The persistence of academic achievement in the teaching profession after the implementation of the experiential learning model was measured two weeks after the study. The findings are shown in Table 4

Table 4: Academic Achievement Retention

Achievement Measurement	M	SD	t-value	p
After Study	48.77	3.48	.661	.514
After Two Weeks of Study	48.33	3.18		

The results demonstrate that there was no statistically significant difference in academic achievement between the post-study measurement and the two-week follow-up, indicating that the students retained their academic performance over this period.

In conclusion, the application of the Experiential Learning Integration Model in the Teacher Professional Course at Thaksin University significantly enhanced students' knowledge and yielded high satisfaction levels. While academic achievement retention over two weeks showed no significant change, the model demonstrated its effectiveness in promoting long-term learning outcomes.

5. Results of the Synthesis of the Experiential Learning Integration Model for the Teacher Professional Course at Thaksin University

1. Interview Results: Student Satisfaction and Outcomes

The interviews with students revealed the following insights regarding their satisfaction with the Experiential Learning Integration Model and its impact on their competence and potential:

1. Student Satisfaction with the Experiential Learning Process:

All students expressed satisfaction with the experiential learning process, highlighting its relevance to their future careers. Comments included:

- "I am satisfied because it helps me gain real-world experience useful for my career."

- "The experiential learning allows for personal growth and practical experience."

- "This course provided valuable skills and understanding that boost confidence for real-life applications."

2. Value of Learning Experience Gained:

Students noted that the experiential learning method provided them with valuable skills directly applicable in real situations. They emphasized that:

- Practicing real-world skills helped them develop problem-solving abilities.

- The opportunity to apply knowledge gained during the course increased their confidence in handling real situations effectively.

3. Impact on Skills Development and Analytical Thinking:

Students acknowledged that applying what they learned during the course significantly enhanced their analytical thinking and skill development. Repeated responses reflected the idea that:

- "Practicing what I learned has improved my skills and analytical thinking."

- Students felt a stronger ability to handle complex situations and work collaboratively.

4. Increased Enjoyment and Interest in Learning:

The use of experiential learning methods contributed to higher levels of engagement and enjoyment among students. Statements included:

- "Learning was more enjoyable and interesting because of the hands-on experiences."

- "The confidence gained from experiential learning made the subject more engaging."

5. Application to Daily Life and Work:

Students consistently reported that the skills and knowledge they acquired through experiential learning were directly applicable in their personal lives and professional work:

- "The knowledge gained from this course has been useful in solving real-life problems effectively."

- "Experiential learning has increased my confidence in applying my skills to everyday challenges."

2. Learning Debriefing and Academic Success

Experiential learning emphasizes real-world applications, actions, and collaboration. The key outcomes for students included:

1. Learning from Real-life Experiences:

Students benefitted from firsthand experiences, such as working with real people and navigating real challenges, leading to deeper understanding and retention of knowledge.

2. Practical Application and Problem Solving:

Learning through action, rather than passive information intake, helped students practice skills essential to their future careers. Activities designed around problem-solving enhanced their ability to think critically and work effectively with others.

3. Collaboration and Skill Development:

Experiential learning encouraged collaboration, allowing students to learn from their peers and improve communication, teamwork, and reflection skills.

4. Extended Learning Period:

Experiential learning extended beyond the classroom, allowing for continuous learning, personal growth, and adaptation over time. This resulted in sustained student satisfaction and skill development.

3. Recommendations for Course Integration

To improve the integration of experiential learning, the focus should be on Reflective Observation and Abstract Conceptualization, ensuring that students reflect on their experiences and derive theoretical insights from them. Key recommendations include:

1. Establish a Baseline of Student Experiences:

Gather data on students' experiences in activities such as collaboration, problem-solving, and understanding content to track their progress.

2. Create Opportunities for Real-World Experience:

Organize projects or activities that allow students to practice in real-world settings, reinforcing theoretical learning with practical application.

3. Facilitate Reflective Observation:

Design course elements that provide space for students to reflect on and analyze their experiences. Methods such as journal writing, group discussions, or hypothesis boards can be effective tools.

4. Promote Reflection and Conceptualization:

Encourage students to reflect on how their experiences influence their learning and development, and help them present the resulting knowledge systematically.

5. Link Theoretical Concepts to Experience:

Emphasize the connection between experiential learning and theoretical principles. Students should be encouraged to apply these concepts to real-life situations.

6. In-depth Study and Application of Theories:

Create assignments or projects that push students to explore and analyze theories related to their experiences through research, report writing, or seminars.

7. Expanding Knowledge and Application:

Guide students in formulating action plans to apply the knowledge they've acquired in real-world contexts, fostering long-term growth and professional competence.

8. Effective Assessment Tools:

Develop tools to evaluate experiential learning outcomes, such as satisfaction surveys or assessments based on activities, to continuously improve the learning process.

9. Promote Group Learning and Knowledge Exchange:

Facilitate collaboration between students, encouraging them to share their insights and experiences during and after the course to enrich their learning process.

By following these steps, experiential learning can be effectively integrated into the curriculum, promoting students' skills and potential, and making learning more relevant and impactful for their future careers.

Discussion

The results of the study emphasize the growing demand for an integrated experiential learning model that promotes the competence and potential of students at Thaksin University, particularly in teaching professions. The findings align with existing literature that highlights the significance of experiential learning in enhancing practical skills, critical thinking, and real-world problem-solving abilities (Wiggins & McTighe, 2005). Focus group discussions with higher education professionals and students confirmed the need for such a model. Both groups recognized that experiential learning models allow students to engage with real-world situations, reinforcing knowledge through practical application, reflection, and conceptualization. The experiential learning

model developed in this study, based on Kolb's (1984) four-stage learning cycle, emphasizes the critical role of reflection and experimentation in deepening students' understanding of theoretical content and enhancing their adaptability in professional settings.

Key Findings and Their Implications

1. Addressing Student Needs

The study's findings confirmed that experiential learning models provide a personalized learning experience, addressing individual student needs. By allowing students to engage in real-world scenarios and encouraging reflection and analysis, the model fosters critical thinking and problem-solving skills. This is in line with Wiggins and McTighe's (2005) assertion that experiential learning is most effective when it allows students to learn through practice and observation, thereby connecting theoretical knowledge with practical application. Additionally, the model's promotion of teamwork and communication skills reflects Lewin's (1951) focus on collaboration as a vital component of the learning process.

2. Enhancement of content and activities.

The study highlighted the importance of continuously updating the content and activities within the experiential learning model to reflect real-world situations. By incorporating technology and diverse problem-solving tasks, the model ensures that students can engage in realistic learning environments. Such an approach not only enhances student engagement but also promotes flexibility and personalized learning pathways. Peer evaluations, portfolios, and reflection journals, among other varied assessment methods, continuously reinforce learning through feedback and self-assessment (Schön, 1983).

3. The suitability and consistency of the model

The evaluation of the experiential learning integration model demonstrated its high appropriateness and consistency in promoting student competence and potential at Thaksin University. The results, which revealed high satisfaction levels among students, suggest that the model aligns well with Khaemmani's (2013) concept of learning indicators, focusing on practical application, reflection, and continuous feedback. The positive evaluation outcomes reflect that experiential learning fosters deeper understanding and long-term retention of knowledge. The statistical results from the study, particularly in terms of knowledge acquisition before and after implementing the experiential learning model, provide strong evidence of the model's effectiveness. The significant increase in knowledge after the application of the model, as shown by the t-value and p-value in Table 2, demonstrates the model's ability to enhance student learning outcomes. This finding aligns with Kolb's (1984) theory, which emphasizes learning through direct experience, reflection, and experimentation.

4. Student satisfaction and academic success

High levels of student satisfaction, as indicated in Table 3, underscore the success of the experiential learning model in fostering engagement, understanding, and practical skill development. Students reported that they enjoyed learning more through hands-on experiences and felt more confident in their abilities to apply theoretical knowledge in real-world contexts. This mirrors Dewey's (1938) philosophy that experiential learning bridges the gap between classroom learning and practical application, making learning more meaningful and relevant. The retention of academic achievement over a two-week period, as evidenced by the results in Table 4, further validates the model's effectiveness in promoting long-term learning. The experiential learning model supports sustained knowledge retention, a critical factor for professional success (Kolb, 1984), despite no significant decline in academic performance after two weeks.

5 Recommendations for Course Integration

The recommendations for integrating experiential learning into teaching professions emphasize the importance of reflective observation and abstract conceptualization. This ensures that students not only experience learning but also reflect on and conceptualize their experiences. Schön (1983) advocates for such reflective practice as a way to deepen understanding and encourage lifelong learning. By incorporating structured opportunities for reflection,

such as journal writing and group discussions, the model helps students to critically analyze their experiences and form new theoretical insights.
Furthermore, the recommendation to facilitate collaboration among students aligns with Lewin's (1951) emphasis on group learning. This approach promotes the exchange of knowledge and fosters a collaborative learning environment where students can learn from each other's experiences. It is through these reflective and collaborative processes that students can refine their skills and apply knowledge in new and dynamic contexts.

The findings from this study provide strong support for the implementation of an integrated experiential learning model in the Teacher Professional Course at Thaksin University. By focusing on real-world application, reflection, and collaboration, the model successfully enhances students' competence and potential, preparing them for professional challenges. The results align with the broader literature on experiential learning, particularly Kolb's (1984) theory and its emphasis on action and reflection as critical components of effective learning. The high levels of student satisfaction and the significant improvement in knowledge and skills suggest that the model is not only suitable but also highly effective in promoting long-term learning outcomes.

In conclusion, experiential learning remains a vital pedagogical approach for developing the skills necessary for professional success. As this study demonstrates, integrating such models into university curricula can lead to substantial gains in student learning, engagement, and satisfaction.

Conclusion

The integrated experiential learning model developed for the teaching profession at Thaksin University proved highly effective in enhancing students' competence and potential. Grounded in experiential learning theories, particularly Kolb (1984) and Dewey (1938), the model emphasizes real-world application, reflection, and collaboration, all of which are critical for meaningful learning. The model's structure, which follows Kolb's four-stage learning cycle, allows students to gain practical experience, reflect on their actions, and apply knowledge in diverse contexts.
Evaluation results indicated a significant improvement in students' knowledge, skills, and analytical thinking, with high satisfaction levels reflecting the model's success. Students reported that experiential learning not only deepened their understanding but also increased their confidence in applying theoretical concepts to real-life situations. The retention of knowledge over time further supports the model's effectiveness in fostering long-term academic success.
Additionally, the focus on reflection and teamwork enhanced communication skills and critical thinking, key components of professional development. The integration of practical experiences and reflective practices created a dynamic learning environment that prepared students for the demands of their future teaching careers.
In conclusion, the experiential learning model successfully promotes both academic and practical skills, making it a valuable approach for preparing students for real-world challenges. Its effectiveness in promoting sustained learning and professional competence highlights its potential for broader implementation in higher education.

Acknowledgement

We would like to extend our sincere gratitude to Thaksin University for all of their support, funding (contract TSU66 RT1002), and resources, which have been instrumental in making this work possible.

References

- Audet, J., & Marcotte, G. (2018). Student trade missions: An experiential learning opportunity. *American Journal of Business Education*, *11*(1), 1-14.
- Dale, E. (1969). *Audiovisual methods in teaching*. Holt, Rinehart, and Winston.
- Dewey, J. (1938). *Experience and education*. Macmillan.
- Dewey, J. (1974). *John Dewey on education: Selected writings*. University of Chicago Press.
- Dewey, J. (1997). My pedagogic creed. In D. J. Flinders & S. J. Thornton (Eds.), *The curriculum studies reader* (pp. 17-23). Routledge.
- Dewey, J. (2005). *How we think, experience and education* (2nd ed.). People's Education Press.

- Honey, P., & Mumford, A. (2000). *The learning styles helper's guide*. Peter Honey Publications Ltd.
- Khaemmani, T. (2013). *Learning and teaching theories and models*. Chulalongkorn University Press.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.
- Kolb, A. Y., & Kolb, D. A. (2005). The Kolb learning style inventory-version 3.1 2005 technical specifications. Boston, MA: Hay Resource Direct.
- Kolb, A. Y., & Kolb, D. A. (2006). Learning styles and learning spaces: A review of the multidisciplinary application of experiential learning theory in higher education. In R. R. Sims & S. J. Sims (Eds.), *Learning styles and learning: A key to meeting the accountability demands in education* (pp. 45-91). Nova Science Publishers.
- Kolb, A. Y., & Kolb, D. A. (2009). Experiential learning theory: A dynamic, holistic approach to management learning, education and development. In S. J. Armstrong & C. V. Fukami (Eds.), *The SAGE handbook of management learning, education and development* (pp. 42-68). SAGE.
- Kolb, D. A., Rubin, I. M., & Osland, J. M. (1991). *Organizational behavior: An experiential approach* (5th ed.). Prentice-Hall.
- Lewin, K. (1951). *Field theory in social science*. Harper & Row.
- Royal Institute. (2012). *Encyclopedia of educational terms (Royal Institute edition)*. Royal Institute of Thailand.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
- Suthirat, C. (2011). *80 innovations in learning management that focus on learners* (4th ed.). Danex Intercorporation.
- Thumthong, B. (2013). *Theory of learning management model development*. S Printing Thai Factory.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Association for Supervision and Curriculum Development.
- Sueaphumi, N., Naksrisangk, W., & Singhasem, P. (2017). Experiential learning management in nursing. *Ministry of Public Health Nursing Journal*, *27*(1), 12-21.