The application of experiential learning in history teaching in high school

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Abstract. The aim of this study is to analyze and examine the current situation and shortcomings of the application of experiential learning in high school history teaching and the possible improvement measures. In fact, promoting the implementation of experiential learning in high school history teaching is of great significance in eliminating students' unfamiliarity with history, developing historical skills, and improving the practicality of history learning. Despite the fact that experiential learning has been the subject of extensive research, it has been rarely applied in the traditional course syllabus, especially in the classroom teaching of the subject. This paper provides an in-depth look at how experiential learning can be further utilized effectively in the high school history classroom from both the teacher and student perspectives. The introduction part explains the background of research related to experiential learning and the significance of the research. In the first main body part, I explore the definition of experiential learning in high schools, the current status of its application, and the specific disciplines in which it is applied. The second main body part analyzes the shortcomings of experiential learning in its current application. The third part then analyzes possible solutions to the above flaws and dilemmas. Overall, this study will inform how experiential learning can be further applied in the 21st-century secondary history classroom and provide teachers with a reference for evaluating experiential learning. Each section is explained and accordingly, possible improvements are listed based on the effectiveness of the measures discussed.

Keywords: Experiential learning, high school history teaching, formal class teaching, teaching experience.

1. Introduction

A century ago, reformer John Dewey theorized about moving student classrooms away from "traditional classroom instruction," arguing that students needed to "prove" the usefulness of their lectures and readings by applying the knowledge to real-life situations [1].In the 21st century, experiential learning has been further defined by Zehait Gross and Suzanne D. Rutland in their book Informal Experiential Education, a new theoretical construct with the help of creative pedagogy, give students new opportunities for participation and experiences [2]. Unlike classroom subjects where memories tend to fade quickly after a final exam or paper, Colin Beard and John Wilson suggest that, where memories often fade soon after the final exam or essay, real-life experiences "result in powerful, life-impacting learning." A deeper, more nuanced understanding of the subject matter, increased student engagement, and increased enthusiasm are all possible outcomes of experiential learning, according to previous studies, in this case, assist students in bridging the gap between academic knowledge and its practical application, and assist students in developing academic self-confidence [3]." Experiential learning is often used in college programs such as community service, internships, and career development, but the experiential learning methodology is not a match for the "lecture format" that dominates high school teaching, especially in the liberal arts, as Eyler noted, "field-based pedagogies struggled to gain legitimacy [3]." Therefore, focusing on how to rationalize the use of experiential learning in the humanities will help teachers to further reflect on the feasibility and expansion of experiential teaching in history courses, thus helping to build a more diverse and practical curriculum. Overall, this study reviews the current situation, Current drawbacks or deficiencies, and educational attainment of the application of experiential learning in history teaching in high school. Finally, the article summarizes the above and gives conclusions.

2. Current Situation of Experiential Learning in History Class in High School

2.1. Current Situation and Definition of Experiential Learning in High School

Experiential learning can be defined as "a process through which a learner constructs information, abilities, and significance from project experiences" [4]. The learner who experiences what David Kolb (1984) called "the transformation of experience" [5] is the one being discussed. In this case, teachers are depicted as coaches in this situation, and they are largely separated from their roles as interpreters of reality, purveyors of truth, and mediators between pupils and the outside world. They must trust that students can derive relevant and meaningful conclusions from their own experiences. High school is the intermediate stage of education, the process of optimization. In elementary school, children are learning some conditioning; that is, they are more inclined to respond with action than with imagination. In high school, students are learning to learn; that is, they begin to reflect on their behavior.

As "learning by doing," which is not education but only a set of standardized, predetermined social contexts, experiential learning is not just "learning by doing." Not unlike high school classroom instruction in which teaching academic knowledge of a subject is the primary purpose of instruction, experiential learning is usually practiced in extracurricular Experiential learning is usually practiced in extracurricular classroom explorations, such as field trips, internships, and after-class projects. For example, researchers Lindsey Peterson, Joseph Witt, and Carolyn Huntington showed participants how the global village Simulations allow them to experience the scarcity and inequality of the planet, thereby engaging and solving global problems [6]. Moreover, in "Past and Present: An Exploratory Study of Educational Heritage Tourism," researchers designed a tour of Poland to EXPERIENTIAL LEARNING IN MICROECONOMICS 5 allow participants to experience Polish history and the Holocaust, including formal lectures, walking tours, and meetings with celebrities [7].

Experiential teaching in high school is often utilized to assess high school students' academic dispositions and skill motivation in order to discover suitable college majors and propensity schools for this side of college. Teachers can better teach experientially by analyzing the high level of student engagement in practical motivation [8]. By exploring five motivations for experiential learning: study abroad, research, internships, service learning, and leadership experiences, most motivations include worldview, career development, and academic learning. Additionally, learning from experience in the classroom is often reflected in the use of a reflective observational lens that is "student-centered," such as providing an example of a different approach to assessing learning outcomes than traditional exams, journal writing, reflective essays and video reports [9].

2.2. Specific Application Subjects of Experiential Learning in High School

Experiential teaching and learning have been added to the teaching of social sciences as well as language courses in the classroom, such as in the field of economics, where Galizzi uses a multi-modal learner approach to bring classical economic concepts to life through discussion and role-playing exercises. In the classroom, students were asked to take on the role of "factory workers" on an assembly line at the Museum of the Industrial Revolution, bringing Smith's description of the tack factory to life. Recent research has shown that this experimental approach leads to better learning in terms of higher test scores [9]. In addition, Nick Otten, a teacher of English at Parkway South High School in St. Louis County, Missouri, designed writing to music to show students how art can manipulate their responses by asking students to listen to music while writing anything on a piece of paper and Students were asked to write anything on paper while listening to music and to create something that would help them realize that people listen to music to find the "meaning" in the music while learning English. Project-based learning will improve attitudes and retention of concepts in social studies [10]. By engaging students in scenario-based simulations, educators stimulate students through knowledge creation.

3. Current Drawback in the Application of Experiential Learning in History Teaching in High School

3.1. Experiential Learning is Highly Personal and Time-consuming.

However, the use of experiential learning in history classroom settings has yet to be evaluated, possibly due to the lack of experimental validity among each student with various personality style or learning favou r[11]. Zehavit Gross, Suzanne D. Rutland mentions an example: A teacher teaching about the causes of World War I begins by asking high school students to give an example of an argument with their parents in their own lives and to analyze the causes of such a conflict. In most cases, the students come up with some reason. This discussion was based on the student's life experiences and helped them to understand the complex causes of World War I. The students were also asked to explain the causes of WWI in their own lives. However, it is difficult to empathize with the students because their individual identities and even cultural backgrounds are not quite the same. Drawing on students' own personal experiences creates this complexity and cannot be understood by all in a short period of time, resulting in historical events that may be difficult for students to understand.

Even more disturbing than the discovery that experiential education "personalizes" only a modest improvement over the very personal and traumatic themes that are often mentioned in the study of history, such as sexuality, violence, and crime, is the fact that it opens the door for students to learn about and mimic "sin". Grauerholz and Copenhaver note: "children are truly put at risk if we urge them to think about the links between their personal lives and the world around them [12]."

Moreover, reflections on implementing experiential learning in a course often note that successful implementation of experiential learning requires a great deal of planning and reflection. The organization of an experiential class requires very careful time planning and sufficient time for reflection, yet a 50- to one-hour class is usually only enough time for students to engage in adequate practice. Improving the educational effectiveness of experiential education involves establishing clear expectations for assignments from the outset, teaching the required observation and interviewing skills, selecting readings that encourage reflection and theoretical connections, and revising exercises based on student evaluations, but these steps take time.

3.2. Students Are Disoriented and Feel Uneasy without the Teacher as Their Guide.

In addition, according to Roger W. Spencer and Donald F. vanEynde, it is observed that some students appeared a bit unnerved by the temporary loss of an omniscient presence who typically guides during each moment of a class period [13]. According to Roger W. Spencer and Donald F. vanEynde, it is found that some students appear to be a bit uneasy due to the temporary loss of the omniscient presence that usually guides students at every moment in the history classroom. According to Steve Chapman, Pam McPhee, and Bill Proudma, to a large extent, educators are no longer conduits for pupils to the outside world, carriers of truth, and reality interpreters. They should have faith that students can draw accurate inferences from their own experiences. However, this also poses the problem that in the history classroom, students, who are often accustomed to relying on the teacher to dominate the classroom and to trusting the conclusions of others about the lives of others, lose the "sense of security" that used to exist when experiential teaching was implemented, and, even when provided with historical background and theory, students still worry about whether they are not confusing the identities of the "communists" and the "liberalists" Identity.

3.3. The Effectiveness of Experiential Learning Is Difficult to Assess

Moreover, the ineffectiveness of experiential learning is often emphasized, with John Dewey stating: "The idea that experience is the only true source of education does not imply that all experience is equally or effectively instructional. Additionally, he saw experience as a "moving force" that needed to be assessed and regulated."

In fact, experiential learning is ineffective when it involves students simulating real-life scenarios and "experiencing" something rather than "experiencing, reflecting on, and improving"something.In addition, experiential learning in the history classroom relies heavily on long-term implementation and reflection. For example, when using role play games where students take on the roles of different historical figures and consider how a historical event develops step by step and how different roles, revolutions, and political parties move forward, students often need to spend a great deal of time on the event to understand their own identities, to consider their role motivations, and to understand the context of the historical event, and this may even require additional academic research and reading on the part of the student, as their academic and research skills are developed step by step. academic and research skills are developed step by step, it is difficult for teachers to assess students' learning effectiveness and skill development in a short period of time, which leads to the implementation of experiential learning cannot help teachers to fully understand students' learning "attributes" in a short period of time, resulting in timeliness assessments that are difficult to give in a timely manner.

4. Improvement Approaches for Applying Experiential Learning in High School History Teaching

4.1. Clarify Teaching Objectives and Assessment Methods

In order to address the time-consuming nature of experiential learning, a clear pedagogical statement needs to be made, which includes both student objectives and teacher objectives, and the purpose and duration of each session in the use of experiential learning needs to be clearly defined, e.g., a mock courtroom session for students to experience the negotiation of the Treaty of Versailles, 30 minutes. In addition, when designing clear sessions, the activities need to be organized in a stepwise manner, i.e., understanding the content - analyzing the content - applying the content - and reflecting on the content. In this case, teachers were able to see how the interactions and activities they developed could guide students step-by-step to the final goal without derailing instruction.

In addition, teachers' lesson plans should include opportunities for students to apply their knowledge in real-world The link. This can be accomplished through project-based assessments in which students are tasked with researching and presenting a specific historical topic. By applying their understanding of history to a meaningful context, students are able to develop higher-level thinking skills and a deeper understanding of the subject.

4.2. Provide a Balanced Curriculum in the Classroom

The use of experiential learning in high school history teaching is also necessary to incorporate different teaching methods in order to improve the balance of the classroom. Each pedagogy has its own strengths and weaknesses and has different effects on students. By combining pedagogies. For their students, teachers can design more thorough and efficient learning environments. For example, lectures are effective in directly transferring knowledge, but they often limit opportunities for students to learn independently. By combining lectures with real-world inquiry, students can both improve their self-management skills and gain knowledge directly from the lecture. This combination allows students to learn independently and develop their own understanding, whilst also receiving guidance from the teacher.

Combining pedagogical approaches also facilitates school design and collaboration between teachers. When schools use an integrated combined approach, teachers from different disciplines are more likely to work together to create interdisciplinary learning opportunities for students. This ensures that students' knowledge and skills are enhanced together as they are able to make connections between different subjects and apply their learning to different contexts.

An example of combining pedagogies in the teaching of high school history is the integration of experiential learning with computational thinking. Experiential learning, such as inquiry-based learning and learning by doing, allows students to explore and inquire on their own, fostering a spirit

of inquiry and a long-term understanding of knowledge. Computational thinking, on the other hand, combines experimental and learning-by-doing to improve students' problem-solving skills, mastery of logical transformations, and technical language. By combining these pedagogies, students can gain a deeper understanding of history, while also improving their problem-solving and logical thinking skills.

In conclusion, combining different pedagogical approaches is essential to providing a balanced classroom program. This approach allows teachers to take advantage of the strengths of different pedagogies while minimizing their weaknesses. It also promotes collaboration among teachers and provides students with interdisciplinary learning opportunities. By combining experiential learning and computational thinking, students can deepen their understanding of history and improve their problem-solving skills.

4.3. Change the Role of Teachers and the Relationship between Teachers and Students

The application of experiential learning in high school history teaching has several improvements in terms of changing the role of the teacher and the teacher-student relationship.

First, teachers should shift from being the primary source of knowledge to being facilitators of learning. Teachers should encourage students to actively participate in the study of historical materials through hands-on activities and discussion exercises, rather than simply lecturing or leaving learning to self-gather information. This enables them to actively engage in the learning process and gain a greater comprehension of historical ideas and events.

Second, the relationship between teachers and students should become more collaborative and interactive. Teachers' ought to promote an atmosphere in where learners feel free to express their opinions, raise questions, and engage in conversation with one another. Reflective sessions are essential, but the teacher is the macro-director of the session, throwing out questions rather than simply helping students analyze the problem, which not only encourages active learning but also helps students develop important communication and critical thinking skills.

In addition, teachers should incorporate real-world experiences and resources into their history programs. This can include field trips to historical sites, bringing in guest speakers, or using primary sources and artifacts. By bringing history to life and relating it to students' own experiences, teachers can make the subject more engaging and relevant. It is important to note that teachers need to avoid overly subjective or polarizing personal epiphanies and encourage pupils to consider their own reflections "for the discussion."

Experiential learning can be used effectively in teaching high school history by changing the role of the teacher and fostering collaborative and interactive relationships between teachers and students. This approach not only improves students' understanding of and engagement with the subject matter but also prepares them for critical thinking and problem-solving in the real world.

5. Conclusion

Overall, the paper explores the current situation of experiential learning in history class in terms of definition as well as the usual application in social sciences and language classes. Moreover, it is found that experiential learning contains several drawbacks of teaching history: Experiential learning is highly personal and time-consuming, Students are disoriented and feel uneasy without the teacher as their guide as well and the effectiveness of experiential learning is difficult to assess. Based on the previous solution, the solution can be taken as follows: clarify teaching objectives and assessment methods, provide a balanced curriculum in the classroom, and change the role of teachers and the relationship between teachers and students. In general, this study reviews the current situation of experiential learning application in high school history teaching, the existing defects or deficiencies, and the educational effects. The research conclusion of this paper will help teachers to further think about the feasibility and scalability of experiential teaching in the history curriculum, reflect on the relationship between students and teachers, and help to build a more diversified and practical

curriculum. It is expected that this paper will help educators and professionals to further explore how experiential learning can be effectively utilized in history classroom instruction and provide possible references to appropriate measures to enhance student learning and the teacher's teaching experience.

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