Experiential Learning Style Models on Implementation of Pre-Primary School Social Studies Curriculum: Systematic Review of Related Literature

ABSTRACT

Experiential learning model (ELM) is characterised as a four stage cyclical process of concrete experiences, reflective observation, abstract conceptualization and active experimentation for driving learning into practice. The four-stage cycle of ELM creates an immediate experience providing opportunities for learners to develop knowledge, skills, and values from direct experience as foundation for observations and reflections. The observations and reflections are assimilated and refined into abstract concepts producing new implications for actions which when tested effectively, create new experiences for learners from formative years through lifetime. Through experiential learning, variety of concepts integrates from extremely theoretical ones to simplicity of learning by doing for accelerated learning. Since ELM is a four- stage cycle, learning styles of each individual are component of the four fundamental learning models. In instances where appropriate learning styles are adopted, concrete experiences with abstract concepts are developedfor learners to experience enthusiasm for continued learning. However, a mismatch between teaching and learning styles may lead to detrimental effects on acquisition of new knowledge.The purpose of this review was to analyse available literatureon ELM to identify usefulness, strength, weaknesses and implications for teaching and learning of pre-primary social studies. Data were sourced through primary and secondary sources. Secondary data were sourced from journal articles, research projects, texts, internet searches, and libraries.Experiential learning models are founded on concept that an individual's experiences play an essential role in learning and appreciation of new knowledge. The review establishedthat experiential learning practices aid indeveloping learners' preferred learning styles which in turn strengthen acquisition of new knowledge by doing, discovering, reflecting and applying. For effective teaching and learning to take place, the reviewrecommendscurriculum developers to incorporate use of experiential learning style models in teachingpre-primary social studies curriculum (SSC).

Key ~~W~~words:Experiential Learning Model; Pre- Primary School; SocialStudies Curriculum.

1. INTRODUCTION

Experiential learning models draws on the work of prominent 20th century scholars including;Dewey[1](~~1938~~); reflective thought and action, Piaget (1976); constructivism and Jung (1969); development from specialization to integration who gave experience a fundamental role in theories of human learning and development. Throughout the experiential learning process, acquisition of skills and construction of knowledge by the learner is a direct result of experience. Based on this view, Kolb (1984), expanded on the workings of Dewey (1967)by focusing on learning asa multi-dimensional process which begins with concrete experience, to observation and reflection, formation of abstract concepts and active experimentation.Thefour stages in ELM are associated with distinct learning styles with each

Formatted: Highlight
Formatted: Right
Formatted: Highlight
Formatted: Font: Not Bold, Italic, Highlight
Formatted: Font: Not Bold, Italic, Highlight
Formatted: Font: Italic, Highlight
Formatted: Font: Italic
Formatted: Highlight
Comment [NA1]: The sources used in the text are indicated as follows: Dewey (1938), etc. Must be: [1]. . .
Formatted: Highlight
Formatted: Highlight
Formatted: Highlight

learner having preferred learning approaches. In supporting this view, Gilbert and Magulod (2018) study on learning styles points out that recognizing that learners differ in preferred learning stylesraises awareness of alternative approaches appropriate for meeting individuals' favourite learning styles.Learners should not be locked into any one particular learning style which fails to meet varied demands of knowledge construction, (Odundo & Ganira, 2017). This suggests that when social studies instruction is supported by experience, coupled with effective teaching and learning styles, the learning environment changes completely as the teachertakes on the position of leader of group activities and not a facilitator of knowledge.

In a study on moving towards a humanistic social studies and history curricula, Berg and Shaw (2014) notesthat though teachers of SSC have acquiredbasic knowledge to convey to learners, majority are not conversant with various learning styles developed to improve teaching and learning and are thereby, still constrained by conventional methods. As a consequence, Morris (2020) indicated thatlearning suffers when a mismatch occurs between the style of the learner and the approach of the teacher. To address this concern, teachers should continually discoverappropriate learning styles which accommodate needs of learners in creating new knowledge through experience.In a study on learning style myth is thriving in higher education, Newton and Miah (2017) established thatteachers who identify individual learning stylesassist learners in constructing meaning in a unique way, by incorporating cognitive, emotional, and physical aspects of learning. In so doing, Ganira (2022) study on adopting STEAM development strategies showed that learners find ways of adapting to information presented in preferredstyles which match individual's way of learning.Since ELM provides a rationale for a variety of learning styles,if adopted effectively in SSC there are high chances of learnersdeepening knowledge through concrete experiences, reflective observation, abstract conceptualization and active experimentation.By implication, effective experiential learning is achieved when a learner goes through the whole cycle to transform capabilities into new knowledge.

Several countries have invested in educational policies which support experiential learning for enhancing cognitive processes and new mind set. The Ontario Ministry of Education, (2014) policy framework in Canada reaffirms commitment to provide learners with educational experiences and opportunities forstrengthening engagement and motivation for learning that are foundational. The curriculum provides new experiential learning opportunities for learnersfrom Kindergarten to Grade 12, and enabling thosein secondary schools to earn credit for experiential learning. As indicated by Elwick and White (2022),educators in Australia have adopted an experiential learning environment for

inspiringlearners to co-construct understanding collaboratively through exploring own hypotheses. Ideally, Biermeier (2015) posits thatsuccess in ELM approach in Italy is anchored on the work of early childhood professionals of Reggio Emilia where learners and professionals alike pose problems, ask questions, make suggestions and add complexity to tasks. The approach also allows educators to provideinformation, materials and assistance needed to enable learners consolidatelearning and move to the next level of understanding. This according to Odundo, Ganira and Kinyua (2018) is based on the premise thatexperiential learners reason out own views and defendopinions on choices made as independent citizens.

In spearheading experiential learning experiences in all tiers of learning, the National Policy oneducation for Nigeria (2013) recommends activity-based and hand-on competences for promoting team work and communication skills. With growing revelation onthe powerful role of knowledge and experience, focus on education reform emphasizes learning through reconstruction of experience as compared to rote learning. Additionally,instruction methods are learner-centred, anchored on participation in project-based activities, by making connections between different ideas and areas of knowledge facilitated by the teacher through coaching. In Kenya, provision of quality education is emphasized in National policy curriculum reforms by Ministry of Education, Science and Technology (MOEST, 2015).This policy emphasizes on pedagogical approaches that support creativity, innovation, critical thinking and sustainable development focusing on teacher quality for effective implementation and acquisition of competencies that include life skills.In support of 21st centaury skills, Kenya Institute of Curriculum Development acknowledged competency based curriculum adaptive to changing needs of the learner, the teacher and the society (KICD, 2017). In instances wherelearning activities and environments are chosen appropriately, learners acquire are likely to apply knowledge, skills and attitudes to situations forencountering everyday life challenges. This policy is in line with Kolb's, (1984) experiential learning style models which emphasizes learning by doing for stimulating creativity, innovativeness and new knowledge.

Formatted: Line spacing: 1.5 lines

1.1 Concrete Eexperiences and Social StudiesCeurriculum

Concrete experiences are anchored on the understanding that a learner engages in an activity or task within the environment for transforming skills into new knowledge. In using concrete experiences, Kolb and Kolb (2017)suggests that learnt concepts are analysed and applied in

varied circumstanceswhich is fundamental for abstract thought processes.At the concrete stage, class activities engage the learner personally where learning relies on open mindedness and adaptability rather than a systematic approach to situation or problem withemphasis on feeling rather than thinking. The teacher should therefore use social studies as the foundation for activity based learningby modelling each concept with concrete materials that promote learning and retention of knowledge. Concrete materials when used appropriately areespecially helpful since learners see and feel the attributes of the objects in use. In a study on Instructor strategies to aid implementation of active learning; Nguyen, Borrego, Finelli, et *al*. (2021)noted that instructional activities that support development of concrete experiences involve learners in doing things and thinking about what they are doing to support learning.The role of the teacher is to provide tasks that are learner-centred and hands on to help learners in thinking critically, reflecting upon the learning process and solving problems relevant to daily lives. This should be done by letting the learners inquire a problem and then find the solution through experimentation. According toKolb (2015), learning begins at the concrete experiential or 'feeling' stage wherelearners get involved in new experiences that lead to problem solving, discussionand debates. Since Social studies is a problem solving discipline, if implemented appropriately, learners are likely to develop effective skills for productive problem solving and decision making given that at this stage they are operating at a concrete level. In similar vein, Ganira (2022) study oneducation for sustainable development pedagogyestablished that when teachers provide an effective class climate, adequate resources and appropriate learning and teaching styles, learners to experience new knowledge for sharpening skills in problem solving.

Corsi, (2014), studiedeffects of concrete manipulative on acquisition and retention of new knowledge by third grade special education students in New York. Findings revealed that concrete manipulative were more effective than traditional lecture style. This implies that teachers should align appropriate teaching and learning styles to activities that give opportunities to all learners to learn in ways that bestsuits them. By providing concrete experiences,teachers enable learners in developing thinking skills and in clarifying informal ideas about social studies, hence posting higher chances of retaining new knowledge. Further, Ganira, Odundo, Gatumu and Muasya (2019)affirms that in social studies, learners who use concrete materials develop precise and comprehensive mental representations and motivation for enhanced learning. This is premised on the position that concrete approach of teaching assists learners in connecting ideas to gain a deep understanding of the concepts for retaining new information.

1.2 **Reflective Oobservation and Social Studies**

Reflectiveobservation allows learners to define problems, formulate hypotheses and compare observations,analyse and draw conclusions from an experience,(Gibbs,1988). Therefore, effectivelearning occurs as a result of patience, objectivity, careful judgement and observation.As observed byGanira (2022) in a study on the position of social studies curriculum, reflective observation allows the learner to extract relevant cognitive and emotional features of the experience which reinforces and clarifies concepts and relationships. The learner is therefore concerned with how things happen by attempting to see them from different perspectives and relying on one's thoughts, feelings and judgement.In a study towards a dialogic theory of how children learn to think, Wegerif, (2011) observed that learners who demonstrate a wide range of reflective learning are creative, critical thinkers and exhibit meta-cognitiveskills effective for acquisition of new knowledge. Therole of the teacher is todevelop appropriate mete-cognitive skills through use of effective instructional techniques such as essays, observation reports, questions and discussions and balancing teaching styles to accommodate different learning styles. Further, Kaplan, Silver, Lavaque-Manty andMeizlish, (2013), in a study onusing reflection and meta-cognition to improve student learning indicated thatlearners who engage in reflective learning appreciate the world around, collect and organize information which allow conceptualisation of problems more effectively.For learners to acquire new knowledge,the teacher should lead through guided questions that generate information about experiences that build on reflective observations.

Schön, (1983), in his book " The Reflective Practitioner" notes that a competent reflective learner repeatedly reflects on experience and is capable of reflecting-in-action, continually learning from experience to the benefit of future actions.For reflective learning to be achieved, teachers should familiarise themselves with appropriate pedagogiessuch as; discussion, interviews, questioning and to explore how such practicescompel social studies curriculum processes. In concurrence with this assertion, indoctoral dissertation in Nova South Eastern UniversityMontra (2016) pointed out that if reflection is not part of social studies instruction, then learners may revert to factual memorization and recitation with little relevance of applying knowledge to daily life. By reflecting on success in the class, the teacher needs to create a learning environment where learners can develop appropriate skills forthoughtful observation that aid in acquisition of new knowledge.

In a study on reflective approach to teaching history and social studies curricula in the United States, Berg and Shaw, (2014), recommends for new pedagogical models for reviving an

ailing social studies program in the preschool system. Appropriate instructionalstrategies allow learners to give feedbackand design challenging learning events that create connections and expansion of knowledge. Further,Sifuniso (2015) examined the implementation of reflective teaching in primary schools in Zambia. Findings revealed that although teachers are aware of the relevance of reflective teaching, they experience difficulties in practicing the same in classes due to limited time, curriculum needs, and class size. Thusin instances where reflective practices are adequately adopted learners are likely to transform practice and experience to bring the best in social studies curriculum.

1.3 Abstract Conceptualization and Social Sstudies

Abstract conceptualization involves making sense of what has happened and interpreting events and understanding the relationships between them Kolb (1984). In suchcircumstances,learners who actively engage with what they are studying tend to make comparisons between what they have done and what they already know. During this stage, Kolb (2015) furtherasserts that the learner may draw upon theory from textbooks for framing and explaining events or any other knowledge developed earlier for integrating observations into logically sound theories. To achieve abstract conceptualization, the learner has to make connections between experience and individual observations. In support of this view,Fullan, and Langworthy, (2014),in their book; How new pedagogies find deep learning, concluded that comprehending and perceiving concepts is an abstract way isanessentialability supporting conceptualization of new relationships to the object of study.In social studies, learners could be working with concepts such as 'our county' for developing capacity to appreciate patriotism. In this regard, learners tend toanalyse and grasp the concept more concretely if supported with appropriate instructional resources and methods that suits preferred learning styles.

Comment [NA2]: In the text, do not use the first person "our".

Learnerswith broad knowledge gained form experience have enhanced organized knowledge structures, with stronger linkages among domain related concepts, Kolb, and Yeganeh, (2013). Such experiences allowlearners to conceptualize problems efficiently and effectively focusing on relevant principles.Zolghadri, Shirazi, Taghinezhad, Shayan, Veysi, and Afshar (2015) ina study in Iranon the role of learning styles components on learner performance in Mathematicsfound highperformance for learners exposed to concrete experience and abstract conceptualization.Such experiences boostappropriatesuggestions in school consultations and can be used in designing appropriate strategies by considering effective learning styles.

1.4 Active Eexperimentation and Ssocial Sstudies Ceurriculum

The last stage in ELM is active experimentation (learning by action) emphasising on practical applications in real life situations. Thus, Chesimet, Anditi and Ng'eno (2017) notes that learners at active experimentation use theories to solve problems and make decision in the best way that suits knowledge acquisition. Making appropriate decisionsrequire learner-centred instructional techniques thatinclude fieldwork, projects, games and dramatization. As a result,learning is achieved when individual progresses through all the four stages of ELM supported with effective learning styles. Throughout the experiential learning processKolb and Kolb (2009) in their work on the learning way indicated that the learning styles employed enable learners toactively engagein posing questions, investigating, experimenting, being curious, solving problemsand assuming responsibility.How much an individual learns is determined by compatibility of the learners' learning style and of the teaching style of the teacher during the instructional process.Hence the more compatible the learning style of the learner and the teaching style of the teacher, the better acquisition of knowledge. However, Kafadar and Tay (2014) in a study onlearning strategies and learning styles used by students in social studiesasserted that learners perceive social studies as dull, boring and not relevant to daily life. This could imply that the gap between the learning style and active experimentation stems from the instructional methods adopted.Therefore social studies need to be rejuvenated and aligned with appropriate teaching and learning styles that match learners' needs.

Yorks, and Nicolaides (2013) in a study on action inquiry points out that through active experimentation, learners transfer previous learning to new contexts; master new concepts, principles, skills and are able to articulate how they developed this mastery. In agreeing with this contention, a study on study on stakeholders' support for social studies curriculum by Ganira, Odundo, Gatumu, and Muasya (2020) affirmed that an inclusiveclassserves as a setting for active experimentationthrough embedded activities including; case and problem-based studies, guided inquiry, simulations, experiments, or art projects.If adopted effectively,active experimentation allows learners to develop opportunities for applying knowledge and conceptual understanding to real-world problems or situations.Eventually, such skills create self-directed and life-long individuals who embrace responsibility in learning. When adopted effectively, active experimentation allowslearners to develop enthusiasm for feeling, watching, thinking, and doing which in turn enhances effective learning.

Almroth, (2015) in a case study onimportance of laboratory exercises in biology teaching in ecotoxicology by revealed that the explicit reflective laboratory design facilitates effective student participation. The processes of natural science research included posing hypotheses and determining appropriate variables.Data collection, analyses, and presentation of conclusions both written and oral, was preferred and more successful.Further findings showed that learners gained a deeper understanding of subject matter and specific mechanisms, whose benefits were attributed to the expository design.Omondi, (2015) study on influence ofexperiential learning styles on achievement of pre-school children in sciences class in Kisumu Countyrevealed that concrete experience, reflective observation, active experimentation and abstract conceptualization influence learning achievement. In both studies evidence shows that ELM provides appropriate conditions for optimally supporting student learning.

2. THEORIES OF EXPERIENTIAL LEARNING

Formatted: Highlight

2.1 Kolb's Eexperiential Llearning Mmodel

Kolb's experiential learning theory of different stages of the cycle is associated with distinct learning styles. Since learners differ in preferred learning styles, recognizing learning according to the first stage raises learner awareness of the alternative approaches possible.Therefore, Kolb's theory is affirmed as a learning model that confirms all main aspects of active learning.According to Kolb (1975), the four stage cycle model for the experiential learning theory work together to create a complete experiential learning experience. These models include: Concrete experience, abstract conceptualization, reflective observation and active experimentation.Concrete experiences are the basis for making observations and reflections. The concrete experiences, Kolb (1999) are then assimilated and synthesized by learners into abstract concepts with implications that can be tested. In this respect, the four stages can guide teachers on how to carry out social studies practical or field work activities. Following the stages sequentially can also promote mastery of skills in social studies when appropriate learning environment is provided. Ganira and Odundo (2020)noted that learners become successful when presented with option and critical thinking situations for action that promotesustainable knowledge and skill. Hence adaptation of abstract concepts forms the basis for new experiences and repeating the experiential learning cycle.In support of this Okafor (2014) in his thesis oneffect of Kolb's 4-Stage cycle model of experiential learning affirmed that the cycle improves students' performance, enhance ability in hands-on activities and arouse interest in practical learning.Thus, in social

studies effective learning can be achievedwhen a learner progresses through a cycle of four stages.

2.1.1 Kolb learning models

According to Kolb (1984), learners develop a preference for learning in a particular way by adopting different learning styles in diverse situations. Kolb (1994) further identified four learning styles, each of which is associated with a different way of solving problems.A learner with a converging style has abstract conceptualization (AC) and active experimentation (AE) as dominant learning abilities. The learner prefers dealing with technical tasks and problems rather than with social and inters personal issues.This kind of learner prefers doing and thinking and solves or approaches the problem by using theories, principles and other data. For effective learning to be achieved, the teacher should interpret learners' reactions and responses to questions asked. The teacher should also encourage learners to engage in discussions, to solve problems or to demonstrate a skill. After learners havecomprehended aparticular topic, Odundo, Ganira and Ngaruiya(2018)indicted thatteachers should then adopt learners' preferred learning style to allocateindependent practices that strengthen skills and knowledge in that specific area.

A learner with diverging style has concrete experience (CE) and reflective observation (RO) as dominant learning abilities with preference to working in groups, listening with an open mind to different points of view and receiving personDivergent learners learn through feeling and watching.An assimilating style learner has abstract conceptualization (AC) and reflective observation (RO) as dominant learning abilities and prefer solitary learning environment. Such learners acquire knowledge by watching and thinking. As noted byMcLeod, (2017) the learner is interested in ideas and abstract concepts over people, prefer lectures and readings over practical experience and favors time to think through and analyze things.Therefore, the teacher shouldadopt several instructional strategies that accommodate such learners in relation to appropriate pedagogicalapproaches, instructional resources and feedback.A learner with an accommodating style has concrete experience (CE) and active experimentation (AE) as dominant learning abilities and learns by doing and feeling. The learner prefers working with others to get assignments done, setting goals, doing field work, and testing out different approaches to complete a project. This learner is action-oriented.

Formatted: Normal (Web), Line spacing: 1.5 lines

2.2 Gibb's Reflective Learning Cycle (1988~~).~~)

Reflective practice is the ability to replicate or imitate on one's action in order to engage in a process of continuous learning, (Bolton, 2010). Reflective thought is active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends.Gibbs (1998) discussed the use of structured debriefing to facilitate the reflection involved in Kolb's (1984) experiential learning cycle. These five applications of reflective practice provide a useful framework for thinking about the level of reflection in which social studies teachers should engage. He structured reflection on five learning experiences namely description, feelings, evaluation, conclusions, and action.Appropriate application of the five stages raises learners' awareness of alternative approaches which enables them to be flexible in meeting the varied demands of learning situations.

When learners are engaged in reflection they are thinking about how class activities meetestablished criteria through analyzing effectiveness of efforts made and planning for improvement.Cigala,Venturelli and Bassetti (2019)showed that learners benefit from engaging in reflective practice given that it fosters critical thinking and decision making skills necessary for continuous learning and improvement. In addition, Odundo, Kinyua, and Ganira, (2018) study on adopting value creating pedagogy and problem based learningpointed to the view that reflection is linked to elements that are fundamental to development of meta-cognition skills including: critical thinking, problem solving and decision making. Learners with developed meta-cognition skills have the ability to self-evaluate, judge the quality of their work based on evidence. In this regard when teachers teach meta-cognition skills, learners develop self-monitoring and self-regulation that can lead to intellectual growth and increase in academic achievement. Insocial studies, if learners are exposed to meta-cognitive skills, they tend to acquire capacity to understand own thinking processes and are able to employ vital cognitive skills to complete a given task.

Formatted: Line spacing: 1.5 lines

2.3 Schön's Reflective Theory

According to Schön (1983), reflection is the process of reviewing an experience of practice in order to describe, analyze, evaluate and inform learning about practice. By nature, reflective practice begins with a degree of self-reflection, cultivating a higher level of self-awareness or consciousness. Cigala, Venturelli and Bassetti (2019) acknowledged thatreflection is an

important stage in the learning process for learners to become conscious of beliefs and hypothesis, associations and influences imbedded in practice.In a social studies class, reflective practice assists learners in responding to problematic situations, problem framing andproblem solving in order to bring meaning and value to the subject.Schön (1983) introduced the concepts of reflection such as reflection on 'reflecting on action', after the experience, or by 'reflecting in action', during the experience. Reflecting in action is a more advanced skill while reflecting in action more likely to be used when teaching social studies. Further, Hickson (2016) in an article on becoming a critical narravist suggested thatteachers should familiarize themselves with reflective practice to better understand how they can drive educational processes. In terms of motivation and helping learners acquire clear decision making, Mailo, Odundo and Ganira (2022) advocates for reflective practice as one of the most effective ways teachers could apply in a class environment for learners to emerge as critical thinkers and problem solvers.

3. CONCEPTUAL FRAMEWORK

Formatted: Highlight

Experiential learning occurs when a learner engages in activities and puts the results to work through a change in behavior. The experience is where data is generated giving the learner a real life experience on which learning is built. The learner shares personal data and perspectives of what happened during the learning. When learners explain experiences in the learning process, they discuss commonalities of their perceptions. In this way, learners are able to give feedback based on experiences in the learning process. In instances where learners process information appropriately, generalizations arising from past experiences are made that allow application of learnt knowledge to real life situations. Thus effective learning is achieved when a learner progresses through a cycle of four stages; concrete experience, observation of and reflection on that experience, the formation of abstract concept and future situation resulting in new experiences as shown in figure 1.

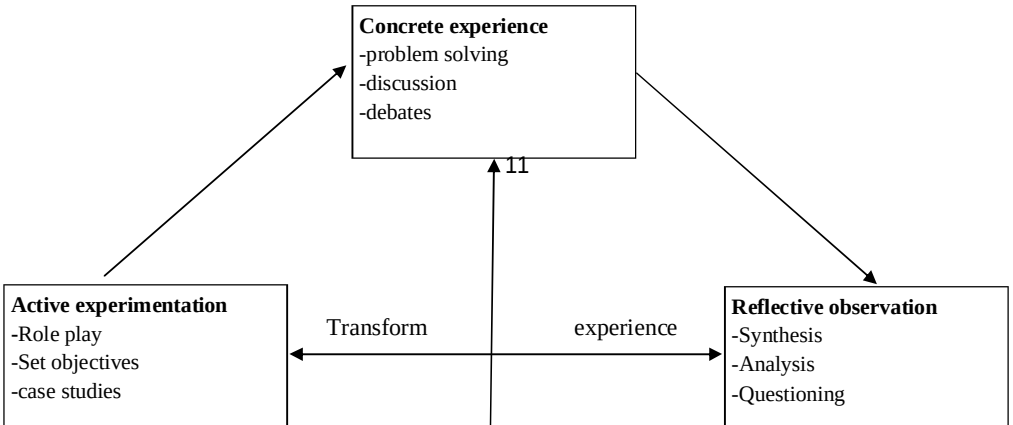

Fig.ure 1.:Perceived Framework on Implementation of experiential learning model based on Kolb (1975), Schön (1983) and Gibbs (1988).

Formatted: Font: English (United Kingdom), Highlight

Formatted: Font: Bold, English (United Kingdom), Highlight

Formatted: Font: Bold

4.STRENGTH AND WEAKNESSES OF EXPERIENTIAL LEARNING MODELS

Formatted: Indent: Left: 0"

Formatted: Highlight

According to Qualters (2010) experiential learning model is fun for learners but does not cover curriculum or encourage neither literacy nor numeracy as efficiently as chalk and talk or textbook based lessons.On the other hand, experiential learning isviewed as less accountablesince it is hard to ensure that it supports and meets curriculum standards and can often be much more complicated to assess, (Marlow & McLain, 2011).

There is not a substantial body of research that provides clear evidence about what works and where experiential education is concerned, (Jonas, 2011). As such it does not have the support that traditional methods of teaching have and despite its long history, continues to be seen as an alternative teaching method.

Experiential learning model is time consuming to plan, more work to organize, (Alkan, 2016). Thus, experiential learning methods require that teachers devote equal attention and care to the content taught and to the learning process involved in the acquisition of various knowledge and skills. As a consequence, the model requires a considerable amount of time and commitment in preparation of courses.According to Chan (2012) ELM model requires

smaller class sizes for delivery ofvarious experiential activities which calls for a holistic assessment method that adequately evaluates all facets of learning experiences.

5. IMPLICATION OF EXPERIENTIAL LEARNING MODELS IN TEACHING AND LEARNING OF PRE-PRIMARY SOCIAL STUDIES

Formatted: Highlight

In experiential learning, each learning experience is guided by unique past experience that interacts with the information and the task in a different ways.

- Experiential learning enables learners to pursue own areas of interest and work through problems as they arise in real-life situations. Since social studies are a problem solving discipline, learners who get grounded in 'real-world' activities discover and develop own skills, attitude and passions.
- According to Ganira (2022), experiential learning enables learners to connect creative portions of their brains and seek own unique and most fulfilling solution to a hands-on task. Thus there is need to endorse 21st century skills and academic content knowledge. Nurturing a broader set of skills and characters beyond core content knowledge is vital and learners merit the investment of more time in the classroom.
- By incorporating concrete experiences with abstract concepts, learners engage more regions of their brain and make true personal connections with the material, (Nicol, and Dosser 2016). In this regard, teachers need to practice reflective teaching to help learners develop reflective learning as constant reflection isvital in acquiring confidence, responsibility, reflection and innovation.
- As learners' engagement increases through experiential learning processes, learning accelerates and retention improves, (Odundo, Ganira, & Kinyua, 2018). In this view, there is need to have experiential learning at start of units to give a concrete foundation for future learning in social studies.
- Teaching in schools has focused on facts as found in textbooks and not on more critical or creative skills such as drawing conclusions, applying knowledge or creative writing. Experiential learning is personal and effectual in nature, influencing feelings and emotions and ensures high level of retention.
- The quality of a teacher resides in experiences. Formal and informal experiences contribute to content depth and profundity, content application understanding, pedagogical knowledge and use and professional interactions all resulting in a strong teacher sense of professional self.

- The transfer of social studies content understanding to learner is impacted by the depth and breadth of teacher understanding of that content.

6. CONCLUSION

Integration of experiential learning model in implementation of pre-primary school social studies encourages adoption of preferred learning style, which in turnstrengthensacquisition of knew knowledge for sustainability. Given that social studies instruction is supported by experience, coupled with effective teaching and learning styles, the learning environment changes completely when ELS is adopted as the teacher takes on the position of leader of group activities and not a facilitator of knowledge. By implication, the goal of pre-primary school social studies is achieved when a learner goes through the whole cycle of experiential learning to transform capabilities into new knowledge. Social studies curriculumare founded on concept that an individual's experiences with the immediate environment play an essential role in learning and appreciation of new knowledge which can be realized through effective adoption of experiential learning style model. This is premised on the view that experiential learning models provide learner-centered experiences by doing, discovering, reflecting and applying social studies ideals. Through such experiences learnersstrengthen communication skills and self-confidence whichstrengthen the goal of social studies in producing effective citizenry.

7. RECOMMENDATIONS

The systematic Review makes recommendation for policy, Practice and Further Research

- Policyframeworks should be developed to guide educators in taking a systematic approach to designing experiential learning activities.
- Teachers should devise activities that give opportunities to all learners to learn in ways which go well with them. The activities carried out should enablethe learner to go through the whole process of the experiential learning cycle.
- There is need to have teachers trained in experiential teaching that incorporate this method of teaching in preschools social studies
- Further research is recommended in experiential learning models to determine its effectiveness in implementation of preschool social studies curriculum.

REFERENCES

Alkan, F., (2016). Experiential Learning: Its Effects on Achievement and Scientific Process Skills. Journal of Turkish Science Education. Volume 13, (2) 15-26.

Almroth, B. C. (2015). The importance of laboratory exercises in biology teaching; case study in an ecotoxicology course. University of Gothenburg Institution for Biological and Environmental Sciences. Unpublished PhD Thesis, University of Gothenburg.

Formatted: Highlight

Formatted: Highlight

Formatted: Font: Not Bold, Highlight

Formatted: Font: Not Bold, Italic

Comment [NA3]: These references should be rearranged according to this example [Boateng R, Mbrokoh AS, Boateng L, Senyo PK, Ansong E. Determinants of elearning adoption among students of developing countries. Int. J. Inf. Learn. Technol. 2016;33(4):248–262.]

Formatted: Highlight

Berg, C., & Shaw, M. (2014). Moving Toward a Humanistic Social Studies and History Curricula: A Review of Recent Reflective Practices. Sage Publications.

Biermeier, M. A. (2015). Inspired by Reggio Emilia: Emergent curriculum in relationship-driven learning environments. *Young Children*, *70*(5), 72–73.

Bolton, Gillie, (2010). *Reflective practice: writing and professional development* (3rd ed.). Los Angeles: Sage Publications.

Chan, C.K. (2012). Assessment for community service types of experiential learning in the engineering discipline. European Journal of Engineering Education, 37(1): 29-38.

Cigala A, Venturelli E & Bassetti M. (2019). Reflective Practice: A Method to Improve Teachers' Well-Being. A Longitudinal Training in Early Childhood Education and Care Centers. *Front. Psychol*. 10:2574. doi: 10.3389/fpsyg.2019.02574

Chesimet M., C Anditi Z.O., Ng'eno, J. K. (2017). Effects of Experiential Learning Approach on Students' Mathematical Creativity among Secondary School Students of Kericho East Sub-County, Kenya. International Journal of Current Research in Multidisciplinary Studies.Vol.4, No.6: pp 1-7.

Corsi, L., (2014). The Use of Concrete Manipulative in Third Grade Special Education and Student Achievement. Unpublished Med Thesisin Science in Education. State University of New York at Fredonia, New York.

1. Dewey, J. (1938). Experience and education (New York: MacMillan).

Dewey, J. (1967). Teaching Ethics in the High School. Educational Theory, 17: 222–247.

Elwick, S., White, E.J. (2022). A paradox of age in early childhood education: A review of the literature and survey of Australian educators working with three-year-old children. *Educ Res Policy Prac* **21**, 389–406 (2022). https://doi.org/10.1007/s10671-022-09311-6

Federal Republic of Nigeria (2013). *National Policy on Education.* Nigeria: NERDC.

Fullan, M. & Langworthy, M. (2014). A Rich Seam: How new pedagogies find deep learning. Pearson: Toronto.

Ganira, K.L. (2022). Adopting STEAM Development Strategies in Early Years Education in Nairobi City County, Kenya: Implication for 21st Century Skills. International Journal of Research in STEM Education (IJRSE) .ISSN 2721-2904 (online) .Volume 4 Number 2 (2022): 135-150.

Ganira, K.L. (2022). Education for Sustainable Development Pedagogy in Pre Primary Social Studies Curriculum in Kenya. Review of Literature. VOL. 03, Issue 0 3 (010-012)2022.DOI:10.37899/journallaedusci.v3i3.662.

Ganira, K.L., & Odundo, P.A. (2020). Influence of Pedagogical Content Knowledge on Teacher Trainee Professional Competency at University of Nairobi, Kenya. American Journal of Education and Learning. ISSN 2518-6647. DOI: 10.20448/804.5.1.1.12 Vol. 5 (1) pp 1-12

Ganira, K.L.,Odundo, P.A., Gatumu, J.C., & J Muasya, N.J. (2019). Social StudiesCurriculum and Cooperation among preschool Learners in Nairobi County. Kenya. Addressing Effectiveness of Instructional Methods. American Journal of Social Sciences and Humanities. Vol. 4(1). pp 86-97.

Ganira, K.L.(2022). The Position of Social Studies Curriculum Assessment Methods in Developing Responsibility in Early Learning Centers in Nairobi, Kenya. International Journal of Elementary Education. Vol. 11, No. 4, 2022, pp. 92-100. doi: 10.11648/j.ijeedu.20221104.12.

Ganira, K.L., Odundo, P.A., Gatumu, J.C., & Muasya,N.J. (2020). Stakeholders' Support for Social Studies Curriculum and Enhancement of Responsibility among Learners in Early Years Education Centres in Nairobi City County, Kenya. Teacher Education and Curriculum Studies. Vol.5 (2) pp 30-37: ISSN: 2575-498X.

Gibbs, Graham (1988). Learning by doing: a guide to teaching and learning methods. London:

Formatted: Font: 11 pt, Highlight

Formatted: Indent: Left: 0", Hanging: 2 ch

Gilbert C. Magulod Jr (2018). Learning Styles, Study Habits and Academic Performance of Filipino University Students in Applied Science Courses: Implications For Instruction. Journal of Technology and Science Education JOTSE, 2019 – 9(2): 184-198 – Online ISSN: 2013-6374 – Print ISSN: 2014-5349 https://doi.org/10.3926/jotse.504

Hickson, H, (2016). Becoming a critical narravist: Using critical and narrative inquiry as research methodology. Sage Journals.Vol 15(3) pp 380-391.

Jonas, A. E. (2011). Practices of two experiential teachers in secondary public schools in an era of accountability. Unpublished B.Ed Thesis. Western Carolina University.

Jung, C. G. (1969). The structure of the psyche (R. F. C. Hull, Trans.). In H. Read et al. (Eds.). The collected works of C. G. Jung (Vol. 8, 2nd ed., pp. 139-158). Princeton, NJ: Princeton University Press. (Original work published 1931).

Kafadar, T., & Tay. (2014). Learning strategies and Learning styles used by students in social studies. International Journal of Academic Research Part B; 6(2), 259-269.

Kenya Institutes of Curriculum Development. (2017). Facilitator's Training Manual for Early Years Education Curriculum.

Kolb DA. (2015). *Experiential Learning: Experience as a Source of Learning and Development*. London, UK: Pearson.

Kolb, A., & Kolb, D. (2009). The learning way: Meta-cognitive aspects of experiential learning. Simulation Gaming. 40(3), 297-327.

Kolb, Alice Y. & Kolb, David A. (2017). "Experiential Learning Theory as a Guide for Experiential Educators in Higher Education," *Experiential Learning & Teaching in Higher Education*: Vol. 1: No. 1, Article 7. Available at: https://nsuworks.nova.edu/elthe/vol1/iss1/7

Kolb, D. A. (1975). The Learning Style Inventory: Technical Manual. McBer& Co, Boston, MA.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall.

Kolb, D. A. (1999). Learning Style Inventory, version 3. TRG Hay/McBer, Training Resources Group. 116 Huntington Avenue, Boston, MA 02116.

Kolb, D. A., &Yeganeh, B. (2013). Deliberate Experiential Learning: Mastering the Art of Learning from Experience. . In K. Elsbach, C. D. Kayes& A. Kayes (Eds.), Contemporary Organizational Behavior in Action (1st Edition ed.). Upper Saddle River, NJ: Pearson Ed

Margini, D. (2010). "Social Justice and Multicultural Aspects in the Reggio Emilia Experience." Innovations in Early Education: The International Reggio Exchange 17(3): 1–7.

Mailo, E. Odundo P.A, &Ganira, K.L. (2022). Policies Guiding Pedagogy and Teacher of Business Studies Competency in Kajiado County, Kenya: Instructional Skills' Policy Discourse. Global Journal of Educational Studies, 8(1), 1-15. doi: 10.5296/gjes. v8i1.

Marlow, M. P., and McLain, B., (2011). Assessing the impacts of experiential learning on teacher classroom practice. Research in Higher Education Journal. University of Colorado Denver.

McLeod, S. A. (2017). Kolb - learning styles. Retrieved from www.simplypsychology.org/learning-kolb.html.

Montra L Rogers. (2016). The Use of Reflective Practices in Appling Strategies Learned Through Professional Development in Social Studies Instruction. Doctoral Dissertation. Nova Southeastern University.

Morris, T.H (2020). Experiential learning: a systematic review and revision of Kolb's model. *Interactive Learning Environment* 28(8): 1064–1077

Newton, P.M., & Miah. M. (2017). Evidence –Based Higher Education. Is the learning style Myth important? Front. Psychol. 8:444. Doi: 10.3389/fpsyg.

Nguyen, K.A., Borrego, M., Finelli, C.J. *et al.* (2021). Instructor strategies to aid implementation of active learning: a systematic literature review. *IJ STEM Ed* **8**, 9 (2021). https://doi.org/10.1186/s40594-021-00270-7

Nicol, J. S., & Dosser, I., (2016). Understanding reflective practice: Nursing Standard.RCN Publishing Company Ltd, Vol. 30 No. 36; pg 34-40.

Odundo, P.A., Kinyua, G., &Ganira, K.L. (2018). Adopting Value Creating Pedagogy and Problem Based learning in Kenya. World Journal of Educational Research Vol.5 No. 3: pp 269-287.

Odundo, P.A., & Ganira, K.L. (2017). Teacher Position in Spurring Value Based Education in Early Learning in Nairobi County, Kenya: Addressing Support of Values in School Environment. Journal of Education and Learning; Vol. 6(3): pp 194-203.

Odundo, P.A., Ganira, K.L., & Kinyua G. (2018). Experiential Learning, Conditional Knowledge and Professional Development at University of Nairobi, Kenya- Focusing on Preparedness for Teaching Practice. International Education Studies; Vol. 11, No. 7; pp 125-135.

Odundo, P.A.,Ganira, K.L & Ngaruiya, B. (2018). Preparation and Management of Teaching Practice Process at University of Nairobi, Kenya: Appropriateness of Methods and Resource. International Journal of Learning, Teaching and Educational Research Vol 17, No. 8, pp.107-128.

Okafor NduBibian, (2014). Effect of Kolb's 4-Stage Cycle Model of Experiential Learning on Students' Performance and Interesting Vegetable Crops Production in Senior Secondary Schools in Anambra State, Nigeria.Unpublished PhD Thesis, University Of Nigeria Nsukka.

Omondi, L. A., (2015). Influence of Experiential Learning Style on Preschool Children's Achievement in Science in Kisumu Central Sub-County: Kenya. Unpublished Med Thesis in Early Childhood Education in the Department of Educational Communication and Technology, University of Nairobi.

Ontario Ministry of Education. (2014b). Excerpts from ELECT: Foundational knowledge from the 2007 publication of "Early learning for every child today: A framework for Ontario early childhood settings". Toronto:

Piaget J. (1976). Piaget's Theory. In: Inhelder B., Chipman H.H., Zwingmann C. (eds) Piaget and His School. Springer Study Edition.Springer, Berlin, Heidelberg.https://doi.org/10.1007/978-3-642-46323-5_2

Qualters, D. M. (2010). Bringing the Outside in: Assessing Experiential Education. New Directions for Teaching and Learning, (124), 55-62.

Republic Of Kenya, (2015). Ministry Of Education, Science And Technology National Education Sector Plan. Volume One: Basic Education Programme Rationale and Approach 2013 – 2018.

Schon, D. (1983). The reflective practitioner: How professionals think in action. New York City, NY: Basic books.

Sifuniso, M., (2015). An Analysis of the Implementation of Reflective Teaching Methods in Selected Primary Schools in Livingstone District of Zambia. Unpublished Med Thesis. University of Zambia, Zambia.

Wegerif, R. (2011). Towards a dialogic theory of how children learn to think. Thinking Skills and Creativity, 6(3), 179-190.

Yorks, L., & Nicolaides, A. (2013). Toward an Integral Approach for Evolving Mindsets for Generative Learning and Timely Action in the Midst of Ambiguity. *Teachers College Record*, *115*(8), 1–26. https://doi.org/10.1177/016146811311500808

Zolghadri, P., Shirazi, F., Taghinezhad, A., Shayan, N., Veysi, N., & Afshar,R., (2015). "On the Role of Learning Styles Components (Objective Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation) on Students' Mathematics Performance." American Journal of Educational Research, Vol. 3, No. 9: 1142-1148.