AJLLSE GLOBAL RESEARCH NETWORK

AMERICAN Journal of Language, Literacy and Learning in STEM Education
Volume 1, Issue 6, 2023 ISSN (E): 2993-2769

Edgar Dale's Cone of Experience to the Development of Teaching-Learning Materials: An Analytical Discussion

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Abstract: *The paper explores Edgar Dale's contribution to developing and effectively using teaching and learning materials. Edgar Dale's model, designed to represent different levels of abstraction in learning, remains an essential framework for teaching design and teaching practices. This paper emphasizes the conceptual foundation of the Cone of Experience and its influence on teaching strategies. The study examined the impact of the model on material design and student involvement and assessed its relevance in contemporary teaching. This article also discusses how the experience funnel facilitates a broader understanding of experiential learning in various educational environments.*

Keywords: *Edgar Dale, Cone of Experience, Learner Engagement, Teaching-Learning Materials, Instructional Design, Educational Psychology.*

Introduction: In modern educational systems, the design of educational materials is critical to effectively transferring knowledge. Several teaching theories and models have influenced teaching methods, including Edgar Dale's Cone of Experience, which was developed in 1946. The Cone is a visual representation of the abstraction learners face when encountering new information, from concrete experiences to abstract symbols. Over time, this model has significantly impacted teaching strategies and helps educators design materials that engage students at several cognitive levels. This article deals with the contribution of Dale's Experience to the creation and use of effective teaching materials, providing a framework for designing education that meets the different needs of learners.

Research Questions:

- How does Edgar Dale's experience contribute to designing and implementing effective teaching materials?
- What impact does experience have on increasing learners' engagement in modern education?

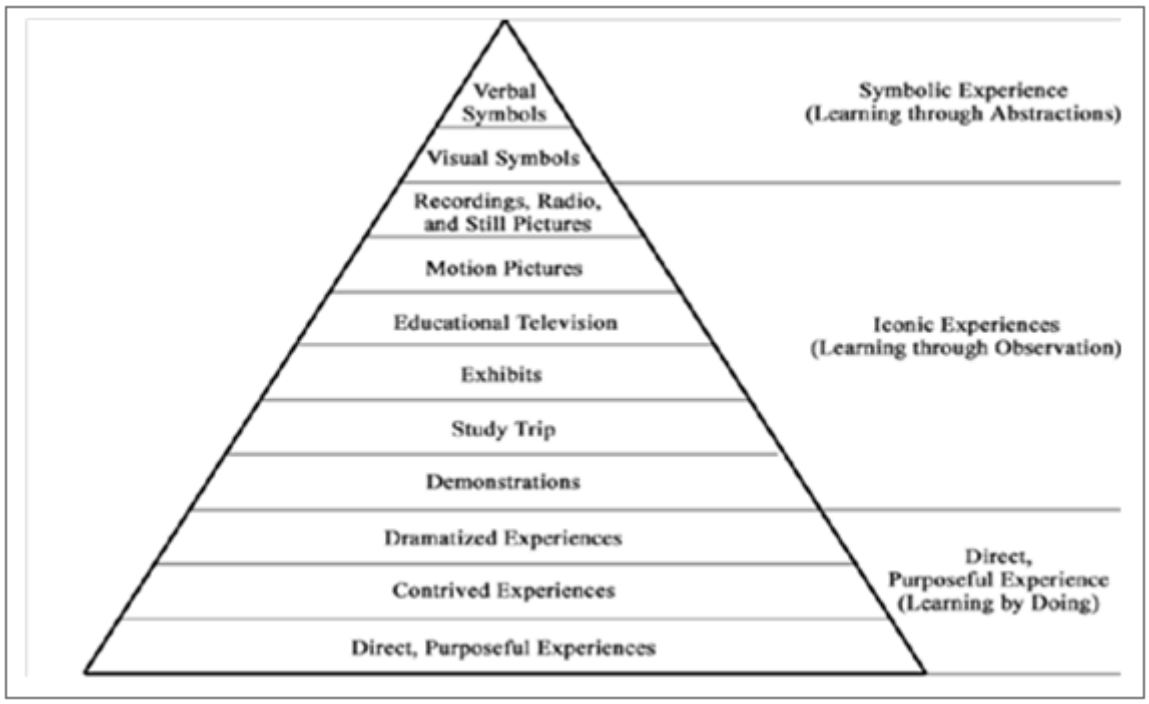
Objectives:

- To find out the theoretical and practical implications of Dale's Experience in improving teaching-learning materials.
- To assess the impact of Dale's Cone of Experience on student engagement and knowledge retention in various educational environments.
- To research how modern teaching tools such as multimedia and experiential learning methods are aligned with the principles of the experience cone to improve the learning and teaching process.

Literature Review: The Cone of Experience, introduced by Edgar Dale, is widely studied in educational psychology and teaching design. Dale (1946) states that people generally remember more from direct experiences than abstract or symbolic representations. His work was the subject of several

interpretations, with educators using it to improve teaching methods (Seels & Glasgow, 1990). Many studies have expanded Dale's work, some criticizing the oversimplification of learning processes, while others have confirmed its usefulness in practice (Smaldino, Lowther & Russell, 2008). Many researchers have also explored how this model applies to modern multimedia learning environments. For example, the study of Mayer (2009) in the theory of cognitive learning supports the idea that integrating multimedia elements such as text, images, and simulations increases learning retention. Edgar Dale's work continues to influence this field by suggesting that multimedia, placed appropriately within the context of Cone, can bridge the gap between experiential learning and symbolic abstraction.

Methodology: This paper analyzes Edgar Dale's experience in teaching materials using qualitative research methods. It examines the literature on teaching design, experiential learning, and multimedia learning, identifies recurring themes, and evaluates their evolution with technological progress. Case studies of traditional classroom environments and technology-enhanced learning environments are reviewed. Comparisons are made between conventional and modern teaching materials, emphasizing the importance of balancing abstract and practical learning methods. This paper evaluates educational results and provides insights into various educational environments.



Edgar Dale's Cone of Experience Model

Edgar Dale's concept and contribution to experience: Edgar Dale's experience has a core division of learning experiences in a continuous range from the most concrete to the most abstract. The lower level represents direct and indirect experiences, such as real objects or role-playing. As the learner moves through the Cone, the experience becomes more abstract, including images, diagrams, and ultimately, purely symbolic learning, such as words and lectures. The main contribution of Dal's model is its structured understanding of the effective use of educational aids. Promote combining active sensory learning experiences with more passive and symbolic methods. For example, in science education, educators can start with laboratory experiments (direct experience) and then move on to theoretical models (abstract representation). This multisensory approach helps students build a concrete mental model and improve their retention and understanding.

Edgar Dale's Cone of Experience Model: The Cone of Learning involves four levels: direct experience (hands-on learning), contrived experience (simulated scenarios), dramatized experience (demonstrations), verbal symbols (oral or written presentations), and abstract symbols (Symbolic Learning). Direct experiences involve hands-on activities, while contrived experiences involve

simulated scenarios. Dramatized experiences use visual aids, while verbal symbols involve written materials. Abstract symbols represent abstract learning with lower retention rates.

Discussion and Result: The experience cone, as observed in Dale's model, plays a crucial role in developing educational and learning materials, particularly for active learning facilitation. The bottom part of the Cone is directly experiential, thus emphasizing the need for interactive and practical learning to be consistent with the present methodologies, such as project-based learning and experiential education. As Cone advances, he acquires more abstract methods of instruction, such as lectures and readings. As a result, he espouses a balanced view of education. In modern days, multimedia tools such as videos, virtual reality (VR), and simulations find consonance with the opinion of Dale that visual and auditory stimulations increase the effectiveness of learning and become symbolic representations. The need to adapt content arises with every new and evolving digital learning environment. Dal's model also covers adapting to different learning styles and preferences regarding the senses through which people operate. For example, visual learners find images and diagrams a better learning mode, whereas kinesthetic learners work better by relating directly to real life. Dale's framework implies that teachers combine strategies to create artifacts to suit different learners.

Edgar Dale's Cone of Experience is a visual model illustrating the different abstract experience levels. The theoretical underpinning comes from the observation that learning experiences vary from direct, hands-on, experiential experiences to abstract and symbolic representations. The base of the Cone shows real experience, engaging several senses, and the upper part is more abstruse, like reading or listening to oral explanations. Dale's theory suggests that the more senses are involved in the learning experience, the better the content is retained and understood. From the practical point of view, the code of experience has had a long-lasting influence on how educators design learning materials.

Teachers should incorporate different materials in their teaching, from concrete tools such as models, videos, and real objects to abstract tools that include text and verbal explanations. In this respect, teachers can shift up or down the Cone and ensure that whatever material they utilize fits the developmental stages of learning and allows students to understand correctly. For example, in scientific teaching and learning, students start by doing laboratory experiments, after which all this is considered theory. Thereby, the material will be reinforced at different levels of experience.

The experience cone implies that learners will be more actively and sensually engaged in experiences, and better retention will occur. Experiences that are experienced at the bottom of cones, such as experiments and role-plays, make students interactively engage with the material and attain a more profound understanding. This level of involvement promotes consolidation and retention since learning is applied in real environments.

Research indicates that hands-on practices such as simulation, field trips, and interactive activities result in better retention than purely symbolic or abstract learning. In Dale's model classrooms, student interests are higher if the material combines concrete and abstract experiences. For example, research shows that multimedia such as video and other interactive technologies improve attention and understanding, allowing students to be even more effective in processing information. This is why the Cone provides teachers with the option of applying proper learning methods or techniques to help the needs of students maximize participation and retention, both in any classroom and in the digital learning process.

The tools, such as multimedia, augmented reality, virtual reality, and digital simulation, are very well embedded within Dale's experience. These tools are in the middle to lower layers of the Cone, bringing in rich, multisensory experiences that blend direct participation and abstract representation. Multimedia Platforms: Multimedia adds videos, sound, and interactive components to bring about experiences along the Cone by engaging learners visually, auditorily, and kinesthetically. These tools help depict abstract concepts- the structure of molecules in science or the immersion in historical events, such as virtual museum tours- about complicated subject matters. Experience-oriented learning methodologies, such as PBL or simulation, will suitably work with this kind of framework of Dale.

These approaches enable learners to engage in meaningful, practical work that simulates real life. The projects the students are given and the virtual environments they are to navigate allow them to test their theoretical learning. This makes learning even stronger. For example, business simulations, whereby learners have to make financial decisions, help them link abstract concepts-theory-with real applications-resource management. This alignment between modern tools and the Cone framework establishes that advances in educational technology can effectively utilize multisensory engagement to enhance experiential learning, thereby improving learning outcomes.

Advantages and Disadvantages of Cone of Experience Model: Dale's Cone of Experience model offers several benefits, including clarifying learning processes, facilitating active learning, accommodating diverse learning styles, and increasing engagement. It emphasizes the importance of direct, practical experiences in learning and suggests that experiential learning is more effective than abstract methods. However, the model has its drawbacks, including oversimplifying the complexity of learning processes, relying on sequential advancements from tangible to conceptual learning, lacking empirical evidence supporting specific percentages, and not considering contextual variability, which can affect the effectiveness of learning experiences. Overall, the Cone of Experience model is a valuable tool for educators to consider when designing effective lesson plans.

Educational Significance: Edgar Dal's experience of experience has a significant educational significance, as it can inform the development of comprehensive teaching and learning materials that meet students' cognitive and sensory needs. The model helps to select appropriate teaching aids for different learning objectives and ensure that the teaching is effective and enjoyable. Today's classrooms, especially with the emergence of digital tools and remote learning, challenge teachers to balance immersive, hands-on learning experiences and abstract concepts. Teachers who incorporate various levels of the Cone into their education plans can better accommodate different learning preferences, such as visual, auditory, and kinesthetic learners, thus promoting inclusion and improving educational results.

Conclusion: Edgar Dale's experience is an essential tool for Learners in developing teaching and learning processes. Its stress on multisensory and progressive learning remains relevant in modern educational approaches. Dale's paradigm has had a profound impact on teaching design, stimulating the integration of direct and abstract learning experiences and thus increasing the commitment and retention of learning. As education includes more digital and multimedia resources, the principles of experience remain essential and guide the development of effective educational materials that appeal to a wide range of learning styles.

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