



INTRODUCTION

Teaching is a process by which a more mature person shares his or her experiences to less mature ones to bring about relatively permanent change in behaviour of the later. Teaching, therefore involves an intimate contact between the one who teaches and the other to be taught. For successful teaching learning process it is important for a teacher to have an idea of what to teach? Why to teach? How to teach? When to teach? And where to teach? In an attempt to answer these questions the - subject matter field-which has been classified and systematized into study units in a text book is considered as an answer to the question of what to teach? And imparting information to bring about desirable behavioural changes in learner is an answer to the question of why to teach? The teacher's ability to answer the remaining question will differentiate between a good teacher and a mere teacher. Many researches were undertaken to seek the answer of the above mentioned questions. Edgar Dale (April 27, 1900 – March 8, 1985) was a U.S. educationist and professor of education at university who made a successful effort when he theorized that learners retain more information by what they “do” as opposed to what is “heard”, “read” or “observed”. His research led to the development of the Cone of Experience which he designed as a pyramid model in his 1946 book Audio-Visual Methods in teaching. It was merely designed as a visual aid to help explain the inter-relationships of the various types of audio-visual materials, as well as their individual ‘positions’ in the learning process which also serve fruitful in answering the question of how to teach, when and where?.

DESCRIPTION OF EDGAR DALE’ CONE OF EXPERIENCE

Dale’s Cone of Experience is a ‘pictorial device’ in pyramid form used as a visual model that is composed of eleven (11) stages further divided into three (3) levels starting from concrete experiences at the bottom of the Cone. It becomes more and more abstract as it reach the peak of the Cone .The various stages from the bottom are illustrated and described below:

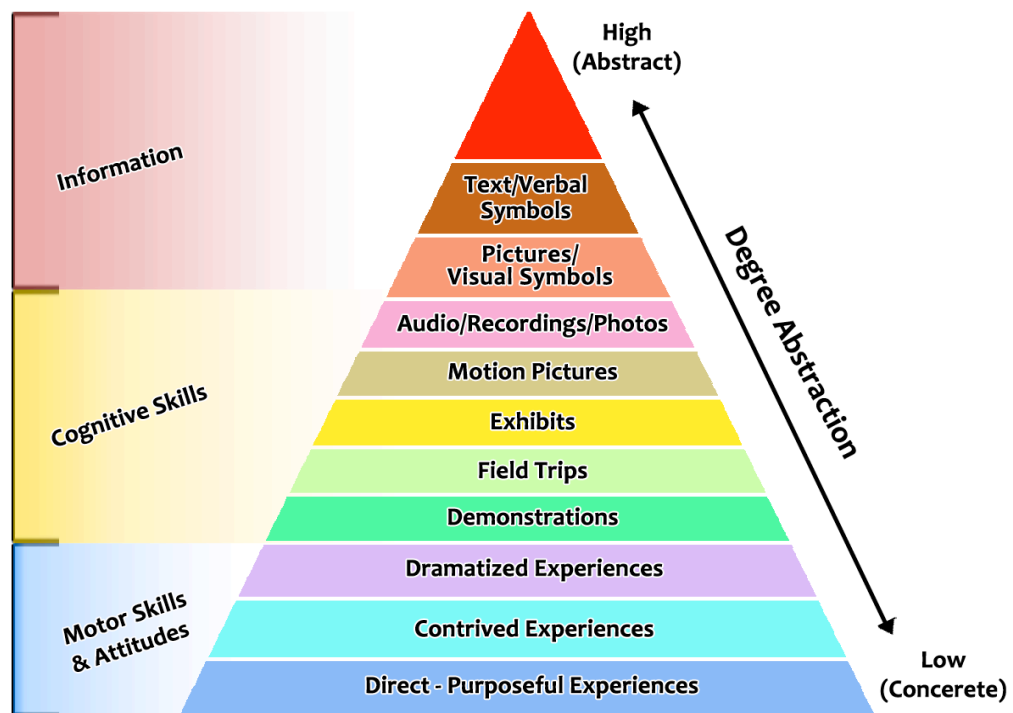


Fig: Edgar Dale's Cone of Experience

1. Direct-purposeful experiences

These are first-hand experiences which serve as the foundation of learning. In this level, more senses are used in order to build up the knowledge. Also, in this level, the learner learned by doing things by him/herself. Learning happens through actual hands-on experiences. This level explains and proves one of the principles in the selection and use of teaching strategies, the more senses that are involved in learning, the more and the better the learning will be.

2. Contrived experiences

In this level, representative models and mock-ups of reality are being used in order to provide an experience that are close to reality. This level is very practical and it makes learning experience more accessible to the learner. In this stage, it provides more concrete experiences, even if not as concrete as direct experiences, that allows visualization which fosters better understanding of the concept.

3. Dramatized experiences

In this level, learners can participate in a reconstructed experiences that could give them better understanding of the event or of a concept. Through dramatized experiences, learners become more familiar with the concept as they emerge themselves to the “as-if” situation.

4. Demonstrations

It is a visualized explanation of important fact, idea, or process through the use of pictures, drawings, film and other types of media in order to show how things are done and facilitate clear and effective learning.

5. Field trips

This level extends the learning experience through excursions and visits on the different places that are not available inside the classroom. Through this level, the learning experience will not be limited to the classroom setting but rather extended in a more complex environment.

6. The Exhibits

The level of study trips is followed by exhibits. It is somewhat a combination of some of the first levels in the Cone. Actually, exhibits are combination of several mock ups and models. Most of the time, exhibits are experiences that is “for your eyes” only but some exhibits includes sensory experiences which could be related to direct purposeful experiences. In this level, meanings and ideas are presented to the learners in a more abstract manner. This experience allows student to see the meaning and relevance of things based on the different pictures and representations presented.

7. Educational Television

It brings immediate interaction with events from around the world and edit an event to create clearer understanding than if experienced actual event first hand. It is a device that can be used by a group of learner that could enhance and extend learning experience.

8. Motion picture

It can omit unnecessary or unimportant material. It is used to slow down a fast process. viewing, hearing and seeing experience is provided. It can re-create events with simplistic drama that even slower students can grasp.

9. Audio / Recordings / Photos

These are visual or auditory devices which may be used by an individual or a group and is helpful to students who cannot deal with the motion or pace of the real event or television. eg. Magazines, listening to old radio broadcast and listening to music.

10. Pictures / Visual symbols

Refers to the use of words or printed materials which resemble the object under study. e.g. the word whale upon reading or hearing the word whale, the learner can form a mental image about it.

11. Text / Verbal symbols

They are not like the ideas or objects for which they stand. They usually do not contain visual clues to their meaning. Written words fall under this category. It may be a word for concrete object (book), an idea (freedom of speech) and scientific principle (the principle of balance).

The three levels are:

1. Enactive level- Direct experiences comprises of - direct purposeful, contrived and dramatized.
2. Iconic level-Pictorial experiences-demonstrations.
 - study trips
 - exhibits
 - Educational television
 - motion pictures
 - recordings, radio, still pictures
3. Symbolic level—highly abstract experiences
 - visual symbols
 - verbal symbols

IMPORTANCE OF DALE'S CONE OF EXPERIENCE

The Cone charts the average retention rate for various methods of teaching. The further you progress down the Cone, the greater the learning and the more information is likely to be retained. We remember:

90% of what we do

70% of what we say and write

50% of what we hear and see

30% of what we see

20% of what we hear and

10% of what we read

It also suggests that when choosing an instructional method it is important to remember that involving students in the process strengthens knowledge retention and the more sensory channels possible in interacting with a resource, the better chance that many students can learn from it.

According to Dale, the arrangement in the Cone is not based on its difficulty but rather based on abstraction and on the number of senses involved. The experiences in each stages can be mixed and are interrelated that fosters more meaningful learning.

Diagrammatic illustration is provided below:

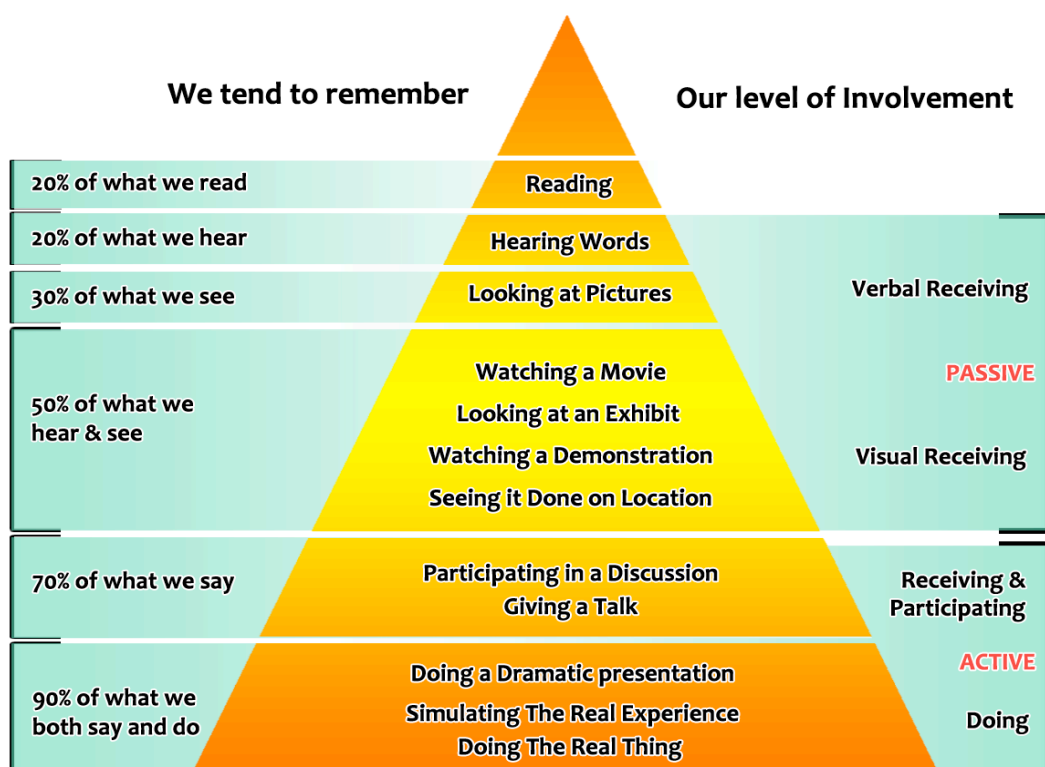


Fig: Edgar Dale's Cone of Experience

Effectiveness of Edgar Dale's Cone of Experience

Dale's Cone of Experience is a tool to help instructors make decisions about resources and activities.

The instructor can ask the following:

- Where will the student's experience with this instructional resource fit on the Cone? How far is it removed from real-life?
- What kind of learning experience do you want to provide in the classroom?
- How does this instructional resource augment the information supplied by the textbook?
- What and how many senses can students use to learn this instructional material?
- Does the instructional material enhance learning?

CONCLUSION

The contribution of Edgar Dale in creating the Cone of Experience also known as "experiential learning" is a landmark in the field of education process. The knowledge and understanding of the Cone and the ability to effectively implement it will render great service to the teacher's community in achieving the educational objectives in time.