



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

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ABSTRACT

Experiential learning model (ELM) is characterized 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 the 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 their lifetime. Through experiential learning, a variety of concepts integrates from extremely theoretical ones to the simplicity of learning by doing for accelerated learning. Since ELM is a four-stage cycle, the learning styles of each individual are components of the four fundamental learning models. In instances where appropriate learning styles are adopted, concrete experiences with abstract

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concepts are developed for learners to experience an enthusiasm for continued learning. However, a mismatch between teaching and learning styles may lead to detrimental effects on the acquisition of new knowledge. The purpose of this review was to analyze the available literature on ELM to identify its usefulness, strength, weaknesses, and implications for teaching and learning 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 the concept that an individual's experiences play an essential role in learning and appreciation of new knowledge. The review established that experiential learning practices aid in developing learners' preferred learning styles which in turn strengthen the acquisition of new knowledge by doing, discovering, reflecting, and applying. For effective teaching and learning to take place, the review recommends curriculum developers incorporate the use of experiential learning style models in teaching pre-primary social studies curriculum (SSC).

Keywords: Experiential learning model; pre-primary school; social studies curriculum.

1. INTRODUCTION

Experiential learning models draw on the work of prominent 20th-century scholars including; Dewey [1]; reflective thought and action, Piaget [2]; constructivism, and Jung [3]; development from specialization to integration who gave the experience a fundamental role in theories of human learning and development. Throughout the experiential learning process, the acquisition of skills and the construction of knowledge by the learner is a direct result of experience. Based on this view, Kolb [4], expanded on the workings of Dewey [5] by focusing on learning as a multi-dimensional process that begins with concrete experience, to observation and reflection, formation of abstract concepts, and active experimentation. The four stages in ELM are associated with distinct learning styles with each learner having preferred learning approaches. In supporting this view, Gilbert and Magulod [6] study on learning styles points out that recognizing that learners differ in preferred learning styles raises awareness of alternative approaches appropriate for meeting individuals' favorite learning styles. Learners should not be locked into any one particular learning style which fails to meet varied demands of knowledge construction, [7]. 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 teacher takes on the position of leader of group activities and not a facilitator of knowledge.

In a study on moving towards humanistic social studies and history curricula, Berg and Shaw [8] note that though teachers of SSC have acquired basic knowledge to convey to learners, the

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 [9] indicated that learning suffers when a mismatch occurs between the style of the learner and the approach of the teacher. To address this concern, teachers should continually discover appropriate learning styles which accommodate the needs of learners in creating new knowledge through experience. In a study on learning style myth thriving in higher education, Newton and Miah [10] established that teachers who identify individual learning styles assist learners in constructing meaning in a unique way, by incorporating cognitive, emotional, and physical aspects of learning. In so doing, Ganira [11] study on adopting STEAM development strategies showed that learners find ways of adapting to information presented in preferred styles that match an 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 learners deepening 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 a new mindset. The Ontario Ministry of Education, [12] policy framework in Canada reaffirms commitment to providing learners with educational experiences and opportunities for strengthening engagement and motivation for learning that are foundational. The curriculum

provides new experiential learning opportunities for learners from Kindergarten to Grade 12 and enables those in secondary schools to earn credit for experiential learning. As indicated by Elwick and White [13], educators in Australia have adopted an experiential learning environment for inspiring learners to co-construct understanding collaboratively through exploring their own hypotheses. Ideally, Biermeier [14] posits that success in the 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 provide information, materials, and assistance needed to enable learners to consolidate learning and move to the next level of understanding. This according to Odundo, Ganira, and Kinyua [15] is based on the premise that experiential learners reason out their own views and defend opinions on choices made as independent citizens.

In spearheading experiential learning experiences in all tiers of learning, the National Policy on education for Nigeria [16] recommends activity-based and hands-on competencies for promoting teamwork and communication skills. With growing revelation on the 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-centered, 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, the 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-century skills, Kenya Institute of Curriculum Development acknowledged competency-based curriculum adaptive to changing needs of the learner, the teacher and the society [17]. In instances where learning activities and environments are chosen appropriately, learners acquire are likely to apply knowledge, skills, and attitudes to situations for encountering everyday life challenges. This policy is in line with Kolb's, [4] experiential

learning style model which emphasizes learning by doing for stimulating creativity, innovativeness and new knowledge.

1.1 Concrete Experiences and Social Studies Curriculum

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 [18] suggests that learned concepts are analyzed and applied in varied circumstances which 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 a situation or problem with an emphasis on feeling rather than thinking. The teacher should therefore use social studies as the foundation for activity-based learning by modeling each concept with concrete materials that promote learning and retention of knowledge. Concrete materials when used appropriately are especially helpful since learners see and feel the attributes of the objects in use. In a study on Instructor strategies to aid the implementation of active learning; Nguyen, Borrego, Finelli, et al. [19] noted that instructional activities that support the 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-centered and hands-on to help learners in thinking critically, reflect upon the learning process and solve problems relevant to daily lives. This should be done by letting the learners inquire about a problem and then find the solution through experimentation. According to Kolb [20], learning begins at the concrete experiential or 'feeling' stage where learners get involved in new experiences that lead to problem-solving, discussion and 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 a similar vein, Ganira [21] study on education for sustainable development pedagogy established that when teachers provide an effective class climate, adequate resources, and appropriate learning and teaching styles, learners experience new knowledge for sharpening skills in problem-solving.

Corsi, [22], studied the effects of concrete manipulation on the acquisition and retention of new knowledge by third-grade special education students in New York. Findings revealed that concrete manipulatives were more effective than the 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 best suit them. By providing concrete experiences, teachers enable learners in developing thinking skills and in clarifying informal ideas about social studies, hence posing higher chances of retaining new knowledge. Further, Ganira, Odundo, Gatumu, and Muasya [23] affirm 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 a concrete approach to teaching assists learners in connecting ideas to gain a deep understanding of the concepts for retaining new information.

1.2 Reflective Observation and Social Studies

Reflective observation allows learners to define problems, formulate hypotheses and compare observations, analyze and draw conclusions from an experience, [24]. Therefore, effective learning occurs as a result of patience, objectivity, careful judgment, and observation. As observed by Ganira [25] 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 judgment. In a study of a dialogic theory of how children learn to think, Wegerif, [26] observed that learners who demonstrate a wide range of reflective learning are creative, critical thinkers and exhibit meta-cognitive skills effective for the acquisition of new knowledge. The role of the teacher is to develop appropriate meta-cognitive skills through the 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, and Meizlish, (2013), in a study on using reflection and metacognition to improve student learning indicated that learners who engage in reflective

learning appreciate the world around, collect and organize information which allow conceptualization 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, [27], in his book "The Reflective Practitioner," notes that a competent reflective learner repeatedly reflects on the 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 pedagogies such as; discussion, interviews, and questioning and explore how such practices compel social studies curriculum processes. In concurrence with this assertion, in a doctoral dissertation at Nova South Eastern University Montra [28] pointed out that if reflection is not part of social studies instruction, then learners may revert to factual memorization and recitation with little relevance to 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 for thoughtful observation that aid in the acquisition of new knowledge.

In a study on a reflective approach to teaching history and social studies curricula in the United States, Berg, and Shaw, [8] recommends new pedagogical models for reviving an ailing social studies program in the preschool system. Appropriate instructional strategies allow learners to give feedback and design challenging learning events that create connections and expansion of knowledge. Further, Sifuniso [29] 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. Thus in 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 Studies

Abstract conceptualization involves making sense of what has happened and interpreting events and understanding the relationships

between them Kolb [4]. In such circumstances, 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 [20] further asserts 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, [30], in their book; *How new pedagogies find deep learning*, concluded that comprehending and perceiving concepts in an abstract way is an essential ability supporting the conceptualization of new relationships to the object of study. In social studies, learners could be working with concepts such as 'our county' for developing the capacity to appreciate patriotism. In this regard, learners tend to analyze and grasp the concept more concretely if supported with appropriate instructional resources and methods that suit preferred learning styles.

Learners with broad knowledge gained from experience have enhanced organized knowledge structures, with stronger linkages among domain-related concepts, Kolb, and Yeganeh, [31]. Such experiences allow learners to conceptualize problems efficiently and effectively focusing on relevant principles. Zolghadri, Shirazi, Taghinezhad, Shayan, Veysi, and Afshar [32] in a study in Iran on the role of learning styles components on learner performance in Mathematics found high performance for learners exposed to concrete experience and abstract conceptualization. Such experiences boost appropriate suggestions in school consultations and can be used in designing appropriate strategies by considering effective learning styles.

1.4 Active Experimentation and Social Studies Curriculum

The last stage in ELM is active experimentation (learning by action) emphasizing practical applications in real-life situations. Thus, Chesimet, Anditi and Ng'eno [33] note that learners in active experimentation use theories to solve problems and make the decision in the best way that suits knowledge acquisition. Making appropriate decisions require learner-centered instructional techniques that include fieldwork, projects, games, and dramatization.

As a result, learning is achieved when an individual progresses through all four stages of ELM supported with effective learning styles. Throughout the experiential learning process, Kolb and Kolb [34] in their work on the learning way indicated that the learning styles employed enable learners to actively engage in posing questions, investigating, experimenting, being curious, solving problems, and assuming responsibility. How much an individual learns is determined by the compatibility of the learners' learning style and 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 [35] in a study on learning strategies and learning styles used by students in social studies asserted 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 [36] in a study on action inquiry point out that through active experimentation, learners transfer previous learning to new contexts; master new concepts, principles, and skills, and are able to articulate how they developed this mastery. In agreeing with this contention, a study on a study on stakeholders' support for social studies curriculum by Ganira, Odundo, Gatumu, and Muasya [37] affirmed that an inclusive class serves as a setting for active experimentation through 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 allows learners to develop an enthusiasm for feeling, watching, thinking, and doing which in turn enhances effective learning.

Almroth [38] in a case study on the importance of laboratory exercises in biology teaching in ecotoxicology 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 the subject matter and specific mechanisms, whose benefits were attributed to the expository design. Omondi, [39] study on the influence of experiential learning styles on the achievement of preschool children in sciences class in Kisumu County revealed 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

2.1 Kolb's Experiential Learning Model

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 [40], 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 [41] 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 fieldwork activities. Following the stages sequentially can also promote mastery of skills in social studies when an appropriate learning environment is provided. Ganira and Odundo [42] noted that learners become successful when presented with options and critical thinking situations for action that promote sustainable 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 [43] in his thesis on the effect of Kolb's 4-

Stage cycle model of experiential learning affirmed that the cycle improves students' performance, enhances ability in hands-on activities, and arouses interest in practical learning. Thus, in social studies, effective learning can be achieved when a learner progresses through a cycle of four stages.

2.1.1 Kolb learning models

According to Kolb [4], learners develop a preference for learning in a particular way by adopting different learning styles in diverse situations. Kolb [4] 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, solve problems, or demonstrate a skill. After learners have comprehended a particular topic, Odundo, Ganira, and Ngaruiya [44] indicated that teachers should then adopt learners' preferred learning styles to allocate independent 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 a preference for working in groups, listening with an open mind to different points of view, and receiving person Divergent learners learn through feeling and watching. An assimilating style learner has abstract conceptualization (AC) and reflective observation (RO) as dominant learning abilities and prefers a solitary learning environment. Such learners acquire knowledge by watching and thinking. As noted by McLeod, [45] the learner is interested in ideas and abstract concepts over people, prefers lectures and readings over practical experience, and favors time to think through and analyze things. Therefore, the teacher should adopt several instructional strategies that accommodate such learners in relation to appropriate pedagogical approaches, 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 fieldwork, and testing out different approaches to completing a project. This learner is action-oriented.

2.2 Gibb's Reflective Learning Cycle (1988) [24]

Reflective practice is the ability to replicate or imitate one's action in order to engage in a process of continuous learning, [46]. 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 [24] discussed the use of structured debriefing to facilitate the reflection involved in Kolb's [4] 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 meet established criteria by analyzing the effectiveness of efforts made and planning for improvement. Cigala, Venturelli, and Bassetti [47] 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, [48] study on adopting value-creating pedagogy and problem-based learning pointed to the view that reflection is linked to elements that are fundamental to the 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 and 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 an increase in academic achievement. In social studies, if learners are exposed to meta-cognitive skills, they tend to acquire the capacity to understand their own thinking processes and are

able to employ vital cognitive skills to complete a given task.

2.3 Schön's Reflective Theory

According to Schön [27], 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 [47] acknowledged that reflection is an important stage in the learning process for learners to become conscious of beliefs and hypotheses, associations and influences embedded in practice. In a social studies class, the reflective practice assists learners in responding to problematic situations, problem framing and problem solving in order to bring meaning and value to the subject. Schön [27] 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 on action is more likely to be used when teaching social studies. Further, Hickson [49] in an article on becoming a critical naturalist suggested that teachers 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 [50] advocate 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

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 the application of learned knowledge to real-life situations. Thus effective learning is achieved

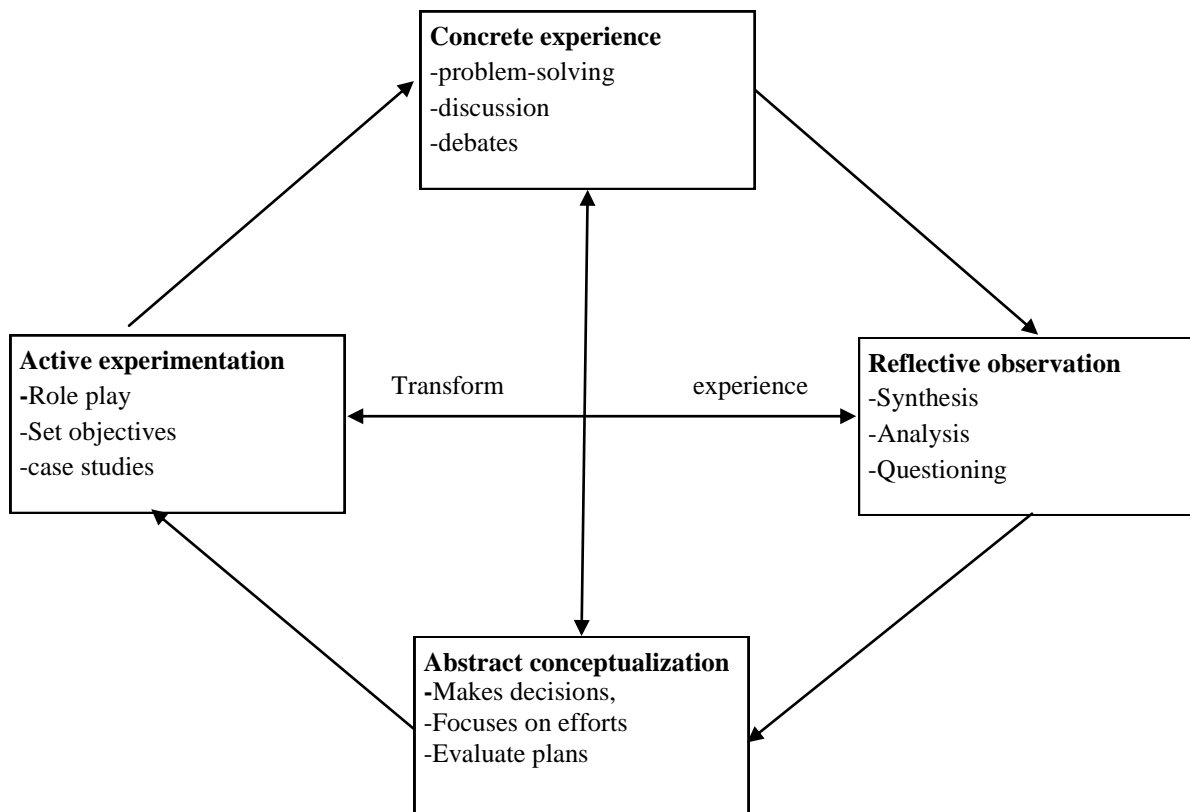


Fig. 1. Perceived Framework on Implementation of experiential learning model based on Kolb [40], Schön [27] and Gibbs [24]

when a learner progresses through a cycle of four stages; concrete experience, observation of and reflection on that experience, the formation of an abstract concept, and future situations resulting in new experiences as shown in Fig. 1.

4. STRENGTH AND WEAKNESSES OF EXPERIENTIAL LEARNING MODELS

According to Qualters [51] 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 is viewed as less accountable since it is hard to ensure that it supports and meets curriculum standards and can often be much more complicated to assess, [52].

There is not a substantial body of research that provides clear evidence about what works and where experiential education is concerned, [53]. 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.

The experiential learning model is time-consuming to plan, and more work to organize, [54]. 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 the preparation of courses. According to Chan [55] ELM model requires smaller class sizes for the delivery of various 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

In experiential learning, each learning experience is guided by a unique past experience that

interacts with the information and the task in different ways.

- Experiential learning enables learners to pursue their 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 their own skills, attitudes, and passions.
- According to Ganira [11], experiential learning enables learners to connect creative portions of their brains and seek their own unique and most fulfilling solution to a hands-on task. Thus there is a 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, [56]. In this regard, teachers need to practice reflective teaching to help learners develop reflective learning as constant reflection is vital in acquiring confidence, responsibility, reflection, and innovation.
- As learners' engagement increases through experiential learning processes, learning accelerates and retention improves, [15]. In this view, there is a need to have experiential learning at the 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 ensuring a 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 the learner is impacted

by the depth and breadth of the teacher's understanding of that content [57,58].

6. CONCLUSION

Integration of the experiential learning model in the implementation of pre-primary school social studies encourages the adoption of preferred learning style, which in turn strengthens the acquisition of new 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 curricula are founded on the 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 the effective adoption of an 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, learners strengthen communication skills and self-confidence which strengthen the goal of social studies in producing effective citizenry.

7. RECOMMENDATIONS

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

- Policy frameworks 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 enable the 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.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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