

Experiential Learning Framework for Signals and Systems: An Attempt Towards Reaching Higher Levels of Cognition.

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Abstract: In this paper, we propose an experiential learning module for the course Signals and Systems (SNS). This course is designed in the second year of the Electronics and Communication Engineering stream and challenging course as it demands a higher level of cognition skills. Experiential learning is a series of activities that allow students to be actively involved in ensuring learning. The experiential learning module enhances the problem-solving skills towards reaching higher levels of cognition, moving from the lower levels of remembering, understanding. Typically, the conventional modes are teacher-centric, visual learners and sequential learners find challenges in stimulating their cognition skills. Towards this, we design an experiential learning framework with two techniques: Concept inventory and SNS with Python to facilitate sequential learners and visual learners respectively. The challenges associated with the deployment of our framework are time and resource management. The proposed framework facilitates achieving a higher level of cognitive skills; also the introduction of the stimulating tool ensures the conceptual learning of the course beyond classroom learning.

Keywords: Cognition skills, Concept inventory, Python, Sequential learners, Visual learners

1. Introduction

Facilitation of the course content using traditional methods, i.e. chalk and talk method initiate only knowledge transfer of 100% for the creamy layer of students. The statistics reveal that 65% of the students are visual learners and the rest are sequential learners. It is the responsibility of a tutor to discover and implement different pedagogy methods to be inculcated with traditional teaching [1], [4]. Signals and Systems is one of the basic courses in the Electronics and Communication curriculum and the concepts in this course are closely associated with mathematics. This course is a prerequisite course for different core courses like DSP, Communication, VLSI, Wireless communication, etc. As a mathematically oriented subject, students found it challenging to link mathematics and Signals and Systems course concepts to solve given signal processing applications due to a lack of a higher level of cognition skills and visualization of the concepts. To improve their cognition skills Concept inventories were floated to build the competency among the learners to address problems of the course Signals and Systems. Typically, the problems are designed at different levels of Bloom's taxonomy, and

students are allowed to carry out this activity as a part of their continuous evaluation [2], [3]. The performance at different complexity levels is used to reform the structure of the further synchronous sessions. To enhance their visualization skills of signals and systems concepts a programming language called Python was introduced. This approach develops a constructive framework in students' minds to represent the concepts behind mathematics logically. This approach provides the benefits of visualization of signals and its operations to the learners along with enhancing their coding skills. We consider the employer's feedback and choose Python as a supporting language for the course Signals and Systems. Implementation assignments including signal generation and its operations are designed and evaluated as part of their continuous evaluation. Experiential learning is appreciated by experts and also by students. Authors in [10], [11] discuss "Learning by doing" activity to ensure the learning beyond the classroom teaching.

For many years KJSOMI Institute of Technology has placed prior emphasis on achieving almost all the educational outcomes demonstrated by the OBE framework. The activities introduced in the signals and systems course play a very significant role in programmatic accreditation and better assessment of learning outcomes for continual improvement. Major efforts as a facilitator are to provide a better assessment tool for enhancing the learning capability of the pupil as well as to extend the learning outcome assessment. To improve the overall assessment strategy of the course signals and systems an additional pedagogy method is introduced in this paper.

The content that is being covered fairly distributes from introducing the concept of signals, systems, and their analysis for continuous-time and discrete-time signals, its interaction with continuous-time and discrete-time systems, and related properties. Also, the students experience frequency domain existence for every time-domain representation that provides a lower level of abstraction in the form of trigonometric and exponential Fourier series, Fourier transforms, Z transforms and their applications. All these concepts are pretty challenging for a facilitator to convince the students because the course is more bent towards the conceptual analysis, contains a higher level of abstraction and a student needs to have a strong fundamental base in mathematical solving skills as well as comprehension of the meaning behind the mathematics as the students are being exposed to the frequency domain as well [7], [8]. A necessity to create a contemporary method

Experiential Learning Paper

**Constantine Stephanidis, Don
Harris, Wen-Chin Li, Dylan D.
Schmorrow, Cali M.
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Ioannou, Xiaowen Fang, Robert A.
Sottolare, Jessica Schwarz**

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A Handbook of Reflective and Experiential Learning Jennifer A. Moon, 2013-04-15 Reflective and experiential learning are now common currency in education and training and are recognized as important tools This handbook acts as an essential guide to understanding and using these techniques in educational and training contexts Experiential Learning in Philosophy Julinna Oxley, Ramona Ilea, 2015-08-27 In this volume Julinna Oxley and Ramona Ilea bring together essays that examine and defend the use of experiential learning activities to teach philosophical terms concepts arguments and practices Experiential learning emphasizes the importance of student engagement outside the traditional classroom structure Service learning studying abroad engaging in large scale collaborative projects such as creating blogs websites and videos and practically applying knowledge in a reflective creative and rigorous way are all forms of experiential learning Taken together the contributions to *Experiential Learning in Philosophy* argue that teaching philosophy is about doing philosophy with others The book is divided into two sections essays that engage in the philosophical debate about defining and implementing experiential learning and essays that describe how to integrate experiential learning into the teaching of philosophy *Experiential Learning in Philosophy* provides a timely reflection on best practices for teaching philosophical ideals and theories an examination of the evolution of the discipline of philosophy and its adoption or reclamation of active modes of learning and an anticipation of the ways in which pedagogical practices will continue to evolve in the 21st century Using Experiential Learning in the Classroom Scott D. Wurdinger, 2005-04-13 While research and common sense tells us that experiential learning is more effective than the more traditional process of information assimilation where teachers lecture test and grade high school college and university teachers continue to use paper and pencil tests as their primary grading and assessment tool Many students fail to see the relevance of these sort of tests and are bored with passive methods of learning *Using Experiential Learning in the Classroom* Practical Ideas for All Educators explains what experiential learning is why it works and how it can be used in both high school and post secondary educational settings Tools for assessing experiential learning are also provided A must have resource for high school teachers and college professors **Handbook of Experiential Learning and Management Education** Michael Reynolds, Russ Vince, 2007-11-15 While Experiential Learning EL has been an influential methods in the education and development of managers and management students it has also been one of the most misunderstood This Handbook explores current thinking on EL ideas and examples of EL in practice and the importance of EL to the future of management education *IT Through Experiential Learning* Shreekant W Shiralkar, 2016-11-18 This concise book shows you how experiential learning can be used to overcome the challenges posed in applying and delivering information technology IT to your business needs through an innovative game based approach Technology innovations and evolving business models are part of a rapid change that is forcing corporate and management professionals to learn deploy and adopt IT in new ways in order to maintain a competitive advantage Many are doing this

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Experiential Learning in Geography Jonathan E. Wessell,2021-11-01 This book provides insight into the importance and impacts that experiential learning has in geographic education by examining the experience the methods of evaluation and the encounters that students have shared about their experiences It allows the reader to gain insight into what it really takes to prepare and lead students in such experiences both domestically and internationally The book can be used as a guide to planning but also demonstrates the use of experiential learning theory throughout these experiences and especially the importance of reflection by the students on what they are experiencing The book is beneficial to students and faculty alike that are studying geography education

Improving Teaching and Learning through Experiential Learning Betty McDonald,2019-12-04 Who doesn t want to improve teaching and learning A lot of people continue to ask searching questions like Will I ever use this in real life Why waste time learning all this stuff Such questions are never ending This book provides answers to these and many other queries Repeatedly we hear sayings like No pain no gain You ll know it when you feel it You have to experience it to know about it Experience teaches and Experience is the best teacher Such commonly heard adages appear to underscore the importance of experiential learning Underpinning these aphorisms is the common theme that learning is most effective through experience This book provides the reader with the tools needed to make better use of experiences to improve teaching and learning It is divided into several parts to facilitate easy understanding Operating under the Creative Commons

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Experiential Learning for Entrepreneurship Denis Hyams-Ssekasi, Elizabeth F. Caldwell, 2018-06-30 This topical new book provides an illuminating overview of enterprise education and poses the question as to whether current establishments have adequate systems in place to prepare students for the world of work Addressing the increasing need for graduates with practical skills and expertise in the labour market this collection of insightful chapters analyses the opportunities that are available for aspiring entrepreneurs to develop enterprise skills and experience key aspects of starting and running a business whilst in a supported environment such as an educational program or incubator scheme With comprehensive discussion of higher education initiatives and empirical examples of experiential learning in the workplace this book is an important and timely read for those researching business enterprise entrepreneurship and higher education more generally

Diverse Pedagogical Approaches to Experiential Learning Karen Lovett, 2020-06-03 This edited collection offers a unique multidisciplinary perspective into the many factors that go into designing facilitating expanding and assessing experiential learning EL from the perspective of faculty and staff educators The editor and contributors bring decades of expertise with different forms of EL including community engaged learning education abroad internships and more Chapters offer case studies and reflections which highlight personal experiences and anecdotes which illuminate the realities of experiential teaching and learning Through these stories and narratives readers may better understand what doing EL entails on an everyday basis both on a local and global scale and learn how to enhance support and resources for experiential educators on college and university campuses

Career Ready Education Through Experiential Learning Northrup, Pamela, Rasmussen, Karen, Colson, Robin, 2021-03-19 Despite the promise of competency based education CBE learner centered issues related to support retention and program completion rates remain problematic In addition the infrastructure for higher education including issues related to faculty intellectual property workload and curriculum pose barriers and challenges in the design development implementation and delivery of CBE In response administrators faculty designers and developers of competency based experiences must incorporate innovative strategies that are foreign to the traditional institution A strong emphasis on retention and graduation rates must surround the student with support starting with the design and development of the CBE system There are few resources that can help prepare instructional designers advisors academic administrators and faculty to meet the many challenges of designing developing implementing and managing CBE Career Ready Education Through Experiential Learning is an essential reference book that includes strategies for design and development of competency based education CBE programs as well as administrative and delivery strategies as examples of how CBE can be implemented Through a strong theoretical framework chapters present the best practices strategies and practical tips as examples and scenarios that can be used in higher education settings While highlighting education courses programs and

lessons across various institutions and educational domains this book is ideal for higher education administrators and policy designers implementors instructional designers curriculum developers faculty public policy leaders students in curriculum and instruction and instructional technology programs along with researchers and practitioners interested in CBE and experiential learning in higher education **Social Media Tools in Experiential Internship Learning** Samuel Kai Wah Chu,2020-01-01 This book describes how a support structure can be built to enhance peer to peer and also students to lecturers communication and support It informs lecturers on how they can decide if they should adopt one or more social media tools to facilitate students learning communication and support for an internship program This book introduces a participatory design approach that can help develop a pedagogy that will make good use of social media tools on internship learning It presents a framework for experiential internship learning integrating helpful educational practices such as participatory design approach and the use of social media **The Experiential Library** Pete McDonnell,2016-09-07 The Experiential Library Transforming Academic and Research Libraries through the Power of Experiential Learning features contributions in a relatively conversational practical and how to format from various academic libraries across broad educational levels that have implemented experiential learning programs services or resources to enhance the learning and development of both students and library employees As academic libraries and academic librarians are seeking ways to transform themselves and create collaborative synergies within and without their institutions this timely book suggests exciting ways to integrate experiential learning into the library s offerings Ranging from integrated service learning and Information Literacy instruction that takes the class out of the classroom to unique experiential approaches to programming like Course Exhibits and the Human Library the book is a one stop shop for libraries looking to expand their repertoire It will also help them create connections between experiential learning and their institutions missions and contributions to student success by grounding these programs and services on a sure methodological footing Librarians and educators wishing to learn more about the connections between experiential learning experiential education and academic libraries would benefit from the advice from authors in this book Covers experiential learning for academic and research libraries Presents diverse aspects of experiential learning in academic libraries across the spectrum of educational levels Offers a one stop shop for librarians keen on bringing experiential learning to their institutions Adds to current conversations in both LIS and experiential education enabling further synergies in both disciplines **Using Experience for Learning** David Boud,Ruth Cohen,David Walker,1993-10-16 What are the key ideas that underpin learning from experience How do we learn from experience How does context and purpose influence learning How does experience impact on individual and group learning How can we help others to learn from their experience Using Experience for Learning reflects current interest in the importance of experience in informal and formal learning whether it be applied for course credit new forms of learning in the workplace or acknowledging autonomous learning outside educational institutions It also emphasizes the role of personal

experience in learning ideas are not separate from experience relationships and personal interests impact on learning and emotions have a vital part to play in intellectual learning All the contributors write themselves into their chapters giving an autobiographical account of how their experiences have influenced their learning and what has led them to their current views and practice Using Experience for Learning brings together a wide range of perspectives and conceptual frameworks with contributors from four continents and should be a valuable addition to the field of experiential learning **HCI**

International 2020 - Late Breaking Papers: Cognition, Learning and Games Constantine Stephanidis, Don Harris, Wen-Chin Li, Dylan D. Schmorrow, Cali M. Fidopiastis, Panayiotis Zaphiris, Andri Ioannou, Xiaowen Fang, Robert A. Sottolare, Jessica Schwarz, 2020-10-03 This book constitutes late breaking papers from the 22nd International Conference on Human Computer Interaction HCII 2020 which was held in July 2020 The conference was planned to take place in Copenhagen Denmark but had to change to a virtual conference mode due to the COVID 19 pandemic From a total of 6326 submissions a total of 1439 papers and 238 posters have been accepted for publication in the HCII 2020 proceedings before the conference took place In addition a total of 333 papers and 144 posters are included in the volumes of the proceedings published after the conference as Late Breaking Work papers and posters These contributions address the latest research and development efforts in the field and highlight the human aspects of design and use of computing systems **Handbook of Research on Educational Communications and Technology** David Jonassen, Michael J. Spector, Marcy Driscoll, M. David Merrill, Jeroen van Merriënboer, Marcy P. Driscoll, 2008-09-25 First Published in 2008 Sponsored by the Association of Educational Communication and Technology AECT the third edition of this groundbreaking Handbook continues the mission of its predecessors to provide up to date summaries and syntheses of recent research pertinent to the educational uses of information and communication technologies In addition to updating this new edition has been expanded from forty one to fifty six chapters organized into the following six sections foundations strategies technologies models design and development and methodological issues In response to feedback from users of the second edition the following changes have been built into this edition More Comprehensive topical coverage has been expanded from forty one to fifty six chapters and includes many more chapters on technology than in previous editions Restructured Chapters this edition features shorter chapters with introductory abstracts keyword definitions and extended bibliographies More International more than 20% of the contributing authors and one of the volume editors are non American Theoretical Focus Part 1 provides expanded cross disciplinary theoretical coverage Methodological Focus an extended methodological chapter begins with a comprehensive overview of research methods followed by lengthy separately authored sections devoted to specific methods Research and Development Focus another extended chapter with lengthy separately authored sections covers educational technology research and development in different areas of investigation e g experimental methods to determine the effectiveness of instructional designs technology based instructional interventions in research research on instructional design models

Youth Participation and Experiential Education Daniel Conrad,1982 This book is divided into three sections Each section is comprised of articles from leading experts The experts discuss the present and future impact of experimental education on adolescents The volume addresses critical theoretical issues of experimental education and its impact and value in light of major research studies The authors describe seven exemplary youth participation programs

Experiential Learning Norman Evans,2021-12-01 First published in 1992 Experiential Learning was written to explore in detail the ways in which the assessment and accreditation of prior and current experiential learning APEL was being practised in higher education further education community and voluntary provision training organisations and employment in provision for the unemployed youth training schemes and for updating and retraining The book argues that individuals can be encouraged and motivated to learn if they are enabled to develop a due sense of their own capacity to learn It looks at the background of APEL in Britain and explores its progression into a day to day concern for policy makers and providers of formal courses and training and development programmes in many sectors It also considers how APEL can be used alongside other economic and social developments to improve the organisation and the provision of opportunities for learning at the post secondary stage Experiential Learning will appeal to those with an interest in the history and theory of the assessment and accreditation of experiential learning

Proceedings of the 1997 World Marketing Congress Samsinar MD Sidin,Ajay K. Manrai,2015-06-25 This volume includes the full proceedings from the 1997 World Marketing Congress held in Kuala Lumpur Malaysia The focus of the conference and the enclosed papers is on marketing thought and practices from a global perspective This volume presents papers on various topics including marketing management marketing strategy and consumer behavior Founded in 1971 the Academy of Marketing Science is an international organization dedicated to promoting timely explorations of phenomena related to the science of marketing in theory research and practice Among its services to members and the community at large the Academy offers conferences congresses and symposia that attract delegates from around the world Presentations from these events are published in this Proceedings series which offers a comprehensive archive of volumes reflecting the evolution of the field Volumes deliver cutting edge research and insights complimenting the Academy s flagship journals the Journal of the Academy of Marketing Science JAMS and AMS Review Volumes are edited by leading scholars and practitioners across a wide range of subject areas in marketing science

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