



## From knowledge transmission to meaningful learning: Reimagining experiential learning in higher education

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### Abstract

Traditionally, higher education has been predominantly concerned with the transmission, acquisition and reproduction of disciplinary knowledge. Systematic instruction and conceptual knowledge are still important in university education, but focusing only on transmission may limit opportunities for learners to connect knowledge with experience, inquiry, reflection and application. Experiential learning is an alternative orientation where learning occurs through the interaction of experience, reflection, conceptual understanding and action. But more and more use of projects, field work, simulations, problem solving activities and other experiential practices do not necessarily result in meaningful learning. Thus, this conceptual paper focuses on how experiential learning can shift activity-based pedagogy toward meaningful learning in higher education. The paper draws upon foundational perspectives associated with Dewey, Kolb and constructivist approaches and contemporary scholarship on experiential learning and higher education pedagogy to critically examine the relationship between experience, reflection, knowledge construction and application. It suggests that for experience to be educationally meaningful, it needs to be authentic, actively engaged with, critically reflected upon, connected to prior and theoretical knowledge, applied to relevant contexts and supported through feedback. Based on this, the paper suggests an integrated framework of meaningful experiential learning that involves eight interconnected dimensions, namely authentic experience, active engagement, reflection, connection, meaning-making, application, feedback and transformation. The paper concludes that for experiential learning to be effective there needs to be a deliberate alignment of curriculum, pedagogy, assessment and learning environments. Experiential learning, then, is not simply learning-by-doing, but a systematic process in which experience is converted to understanding and understanding is converted to informed action.

**Keywords:** Experiential learning, meaningful learning, higher education, knowledge construction, reflective learning, active learning, learner-centred pedagogy

### Introduction

The development, transmission and application of knowledge have long been concerns of higher education. Traditionally universities have organised teaching through the content of disciplines, lectures, text-books, classroom explanations and examinations. Such practices still have an important role in higher education because students need conceptual foundations, disciplinary language and systematic access to accumulated knowledge. The problem, then, is not that the transmission of knowledge is in itself inappropriate, but that learning can be circumscribed when the transmission and reproduction of information are considered to be adequate indicators of educational attainment.

Contemporary higher education is situated in contexts of technological change, complex social and professional problems, interdisciplinary knowledge and changing expectations of graduate capabilities. Students are increasingly expected to do more than recall information, but to interpret evidence, solve problems, communicate ideas, work collaboratively with others, make decisions and apply knowledge in new contexts. These expectations have reinforced interest in active, learner-centred and experiential approaches to teaching and learning.

There is a long intellectual history to experiential learning. Its foundations in theory are especially found in the work of John Dewey, who connected education with active participation, inquiry and reflection through his philosophy

of experience. Later the systematic theory of experiential learning was developed by David Kolb, who defined learning as a process in which knowledge is created through transformation of experience. Kolb's model describes learning as a process involving the interaction of concrete experience, reflective observation, abstract conceptualisation and active experimentation (Dewey, 1938; Kolb, 1984) [2, 6].

However, the increasing interest in experiential learning poses an important conceptual problem. Just because an activity is happening, does not necessarily mean that meaningful learning is taking place. Students may be very active in a field visit, group project, laboratory exercise, internship or simulation, but this may lead to limited conceptual understanding unless learners are encouraged to interpret, question and connect their experiences with relevant knowledge. Studies on experiential learning have pointed to the importance of active involvement, real-world contexts, inquiry and critical reflection in turning experience into meaningful learning (Morris, 2020; Radović *et al.*, 2021) [7, 9].

This is especially true in higher education. If experiential learning is reduced to "learning through doing", then you might as well replace lectures with activities, without fundamentally changing the learning process. The resulting pedagogy may seem active but may be superficial in educational purpose. Meaningful experiential learning is about learners moving from the experience of an event or

situation to interpreting that experience, linking it to prior knowledge, building new understanding and applying that understanding to future situations.

The objective of this paper is thus to examine the contribution of experiential learning to meaningful learning in higher education. The paper has four related objectives.

- To clarify the conceptual relationship between knowledge transmission, knowledge construction and experiential learning.
- To examine the theoretical basis and essential characteristics of experiential learning.
- To identify the conditions that enable experience to become meaningful learning.
- To propose an integrative framework for meaningful experiential learning in higher education.

The paper adopts a conceptual and critical literature-based approach. It draws on key theoretical work and selected contemporary scholarship on experiential learning and reflection, active learning and higher education pedagogy. The paper integrates these perspectives to construct an integrative conceptual framework. The core argument is that experiential learning is not to be understood as simply adding practical activities to existing teaching. Rather, it is a pedagogical process by which experience is deliberately connected to reflection, conceptual understanding, application, feedback and transformation.

## **Conceptual Foundations**

### **1. Experiential Learning and the Meaning of Experience**

Experience is a basic ingredient in human learning. But learning should not be confused with experience. People constantly encounter experiences in academic, professional, social and personal contexts. Some experiences lead to a more profound understanding, others may be isolated events. The educational value of experience depends partly on the way the learner engages with and interprets the experience.

This distinction has an important basis in Dewey's philosophy. For Dewey (1938) <sup>[2]</sup>, education is closely linked to experience, but not all experience is equally educative. An experience is educative in so far as it contributes to the growth and to the formation of meaningful relations with subsequent experiences. Education, then, is not the passive accumulation of events. It is the reconstruction and reorganisation of experience.

This view challenges a straightforward reading of experiential learning. Allowing students to "do something" does not ensure that learning will take place. Learners have to reflect on what has occurred. An experience is educationally productive when it is thought about, questioned, related to other experiences, connected to existing knowledge and the resulting understanding is considered in relation to future action.

The idea was further systematised by Kolb (1984) <sup>[6]</sup> in the form of Experiential Learning Theory. He viewed learning as a process involving four modes of experience that were interrelated: concrete experience, reflective observation, abstract conceptualisation and active experimentation. The model emphasises that learning is both experience and thinking, and movement between concrete situations and conceptual understanding.

Experiential learning should thus be seen as a process rather than a specific teaching technique. Fieldwork, projects, simulations, case studies and internships can provide experiences, but it is the process of learning that involves the transformation of those experiences into knowledge.

### **2. Meaningful Learning in Higher Education**

Meaningful learning is the basis for distinguishing educationally significant experience from activity. Ausubel (2000) <sup>[1]</sup> defines meaningful learning in terms of non-arbitrary and substantive relationships between the new knowledge and relevant existing concepts in the learner's cognitive structure. Rather than merely memorising a new idea or learning it in isolation, learners need to connect it with relevant prior knowledge.

Experiential activities should be applied in higher education to help students interpret experiences within the framework of disciplinary concepts and prior knowledge. Experience may provide the context or stimulus for learning, but meaningful learning occurs when the learner reflects on the experience, connects it to prior understanding, develops or revises concepts and applies those concepts to subsequent situations. Experiential learning is valuable therefore not just because it is practical but because of the quality of meaning that is constructed from experience.

### **3. From Knowledge Transmission to Knowledge Construction**

The distinction between the transmission of knowledge and the construction of knowledge helps explain the pedagogical significance of experiential learning. In a model that is mainly transmission-based, teachers are seen as the main source of knowledge and students are mainly recipients, comprehenders, memorisers and reproducers of information. While systematic instruction remains important in establishing basic disciplinary knowledge, experiential learning expands opportunities for students to explore problems, test ideas and apply knowledge to contexts that require interpretation and judgement.

Knowledge construction should therefore not be conceived as the rejection of direct instruction. Effective higher education demands not only access to established disciplinary knowledge but also opportunities to use, question and reorganise that knowledge in meaningful contexts. Then experiential learning can complement rather than replace systematic instruction. The more productive shift is not from transmission to experience but toward systematic knowledge with meaningful experience, reflection and application. In this approach, teachers continue to play a central role as designers of learning environments, facilitators of inquiry, providers of feedback and mediators between experience and disciplinary knowledge.

## **Theoretical Foundations of Experiential Learning**

### **1. Dewey and the Educational Value of Experience**

Dewey's work provides one of the most solid philosophical foundations for experiential education. His view of education is one of continuity, interaction and of the reconstruction of experience. Learning occurs when people are involved in situations and think about the effects of their actions (Dewey, 1938) <sup>[2]</sup>. For Dewey, then, the key question is not whether students have experiences, but whether those experiences lead to further growth. An

experience is miseducative if it closes the doors to future learning possibilities, reinforces misconceptions or prevents learners from constructively confronting new situations. The principle has great significance for higher education. Educational experience should be a door opening to further inquiry. For example, a laboratory experiment should not stop when students get a result. Students should consider why the result was as it was, compare it with theory, identify possible sources of error and consider what might be investigated next.

## 2. Kolb's Experiential Learning Cycle

Kolb's (1984) <sup>[6]</sup> Experiential Learning Theory is a popular model for understanding experiential learning. The cycle is made up of Concrete experience, Reflective observation, Abstract conceptualization and Active experimentation. Kolb and Kolb (2005) <sup>[5]</sup> further extended this perspective to higher education by emphasising the relationship between experiential learning and the design of learning spaces that support active engagement, reflection and experimentation. The learner engages in an experience, reflects on the experience, develops or revises conceptual understanding and then applies that understanding in a new situation. It is not a linear process but a cyclical one. The strength of the model is its integration of experience and cognition. Learning is neither purely practical nor purely intellectual. Rather meaningful learning evolves through the transition between experience and conceptualisation.

However, later scholarship has revealed limitations and ambiguities in the interpretation and implementation of the model. Morris (2020) <sup>[7]</sup> conducted a systematic review to identify active participation, situated learning, novel experiences, inquiry and critical reflection as important characteristics of experiential learning and proposed a revised understanding of Kolb's cycle with greater emphasis on contextual richness and critical reflection. Similarly, after reviewing 31 empirical studies in teacher education, Radović *et al.* (2021) <sup>[9]</sup> identified three important pillars of experiential learning environments, namely authenticity, reflection and collaboration. Their results confirm the statement that meaningful learning by experience is dependent on the design of the learning environment and not only on the presence of practical activities.

These results suggest that educators must not consider Kolb's cycle as a mechanical sequence to add to lesson plans. Its deeper meaning lies in understanding learning as a process of transformation where experience, reflection, conceptualisation and experimentation interact.

## 3. Constructivist and Meaning-Oriented Perspectives

Constructivist views complement experiential learning by focusing on the active role of the learner in the construction of knowledge. New learning is understood in terms of existing cognitive structures and social interaction. Constructivist perspectives emphasise that learners actively construct and negotiate meaning through interaction with problems, people, ideas and contexts (Fosnot, 2013) <sup>[3]</sup>. Students do not passively receive meaning from teachers, but rather construct and negotiate meaning through engagement with problems, people, ideas and contexts. Experiential learning provides particularly rich conditions for such construction as it places learners in situations in which existing knowledge may be confirmed, challenged or reorganised. When a learner faces a situation that is not

sufficiently explainable in terms of existing concepts, it may create a demand for inquiry and conceptual development. This implies that meaningful experiential learning should intentionally create opportunities for productive uncertainty. Problems should be challenging enough to make students think, yet supportive enough to make learning possible.

## From Experience to Meaningful Learning

### 1. Experience Alone Is Not Enough

A key proposition of this paper is that experience is a necessary but not sufficient condition for meaningful experiential learning. Imagine a student teacher who watches a classroom for two hours. The student has undergone an experience. But how much we learn from that experience depends on what happens next. If the student only records what occurs in the classroom, learning may remain descriptive. The experience becomes more educationally meaningful when the student examines the teacher's method of questioning, relates observations to theories of pedagogy, discusses alternative strategies and reflects on how the experience changes their own understanding of teaching. Thus the distinction can be put this way: Activity → Experience; but Experience + Reflection + Conceptual Connection + Application → Meaningful Learning. This distinction is in line with Morris's (2020) <sup>[7]</sup> finding that critical reflection mediates meaningful learning, and with Radović *et al.*'s (2021) <sup>[9]</sup> identification of authenticity, reflection and collaboration as central characteristics of experiential learning environments.

### 2. Authenticity

Meaningful experiential learning is based on experiences that are more than the artificial completion of classroom tasks. Authenticity does not necessarily require students to leave the university. If a case, simulation or problem is of similar complexity to real situations it can present authentic intellectual challenges. Authentic learning situations expose students to uncertainty, competing perspectives, incomplete information and consequences. These conditions are different from exercises where each problem has a known answer. Authentic learning can involve real-world problems, professional tasks, community contexts, disciplinary inquiry, authentic data, simulations of professional decision-making and projects that address real needs. Radović *et al.* (2021) <sup>[9]</sup> identify authenticity as one of the basic pillars of effective experiential learning environments.

### 3. Active Engagement

Experiential learning requires cognitive as well as physical activity. A student can be physically present during a field visit without engaging deeply with the learning task. Conversely, a student can participate in an intellectually demanding simulation while remaining physically within a classroom. Active engagement therefore includes questioning, investigating, interpreting, comparing, problem-solving, decision-making, explaining, creating and evaluating. The objective is to move students from observing experiences to interrogating them. This principle also aligns with the broader literature on active learning. Prince (2004) <sup>[8]</sup>, in a review of research on active learning, found support for instructional approaches that engage students in meaningful learning activities and thinking about what they are doing.

#### 4. Reflection

Reflection is an important process and distinguishes experiential learning from activity-based learning. Reflection involves learners thinking about what has happened, why it happened, what they thought, what they learned and how their understanding should change. Reflection can be individual or shared. It may be in the form of reflective journals, learning portfolios, structured discussions, debriefing sessions, concept maps, presentations or analytical writing.

However, reflection should not just be statements such as “I enjoyed the activity” or “the field visit was interesting.” Educational reflection should facilitate student transition from description to interpretation and critical analysis. Questions such as ‘What happened?’, ‘Why did it happen?’, ‘What does it mean?’, ‘How does it relate to theory?’, ‘What did I learn?’ and ‘What will I do differently next time?’ can guide learners from description to interpretation and critical analysis.

Schön’s (1983) <sup>[10]</sup> work on reflective practice further illustrates how professionals learn through reflection on action and reflection-in-action. His work is not the same as Kolb’s experiential learning theory, but it supports the wider argument that experience is transformed into a source of professional learning through reflective engagement.

#### 5. Connection with Prior Knowledge and Theory

Meaningful learning is the process of making connections between new experience and existing knowledge. Ausubel (2000) <sup>[1]</sup> emphasises that meaningful learning depends on substantive links between new ideas and relevant existing cognitive structures.

Students may experience something but not relate it to conceptual frameworks and the experience may remain fragmented. Hence teachers have an important role in facilitating the making of connections by learners. Relevant concepts can be presented before an activity. Students can be encouraged to use those concepts during the activity. After the activity, concepts can be revisited within the framework of experience through reflection and discussion. This creates a mutual relationship: Theory guides experience → Experience tests or enriches theory → Reflection reconstructs understanding. This relationship is more fruitful educationally than separating theory and practice into different domains.

#### 6. Application and Transfer

The true test of meaningful learning is not whether students can explain what they have experienced but whether they can apply what they understand in a new context. Meaningful learning is demonstrated when students can transfer what they have learned to new contexts. Students need opportunities to ask, Can I use this principle in other places? What if the terms were different? How would I solve a similar problem? Can I apply this idea to a new situation? What are the limitations of the concept? Experiential learning, ideally, should not end with the end of an activity but should lead to more experiences.

#### Experiential Learning Practices in Higher Education

Experiential learning is complex and not all instructional methods are automatically experiential in all contexts.

- 1. Project-Based Learning:** Projects require students to apply knowledge while working toward a product, solution or result. Experiential potential is enhanced with projects that have authentic problems, student decision-making, iterative development and reflection. A project should not simply become an extended homework assignment. It becomes experiential when students are asked to make decisions, experience difficulties, revise their approaches and describe how their understanding developed.
- 2. Problem-Based Learning:** Problem-based learning involves students in situations where they need to investigate a problem, rather than be given an immediate solution. It promotes inquiry, collaboration, integration of knowledge and its application. Problem-based learning is a process whereby students learn by solving problems with facilitation, working together on complex problems and determining what they need to learn to create solutions (Hmelo-Silver, 2004) <sup>[4]</sup>. Problem-based learning is a particularly salient example of experiential and constructivist pedagogy.
- 3. Case-Based Learning:** Cases provide learners with complex situations for interpretation and decision-making. They are particularly valuable in fields where students face competing viewpoints and incomplete information. Activity on a strong case should be more than just finding the “right answer.” Students should be able to defend decisions, explore alternatives and think about the assumptions underlying their reasoning.
- 4. Field-Based Learning:** Field experiences connect academic learning to social, cultural, professional or natural environments. They can help students learn how abstract concepts work in real conditions. But field visits need to be preceded by preparation and structured reflection. Without these elements fieldwork can turn into observational rather than experiential learning.
- 5. Simulations and Role Play:** Simulations allow learners to experience complex situations in a controlled environment. They are useful especially where real situations are difficult or expensive to recreate, or ethically problematic. There is an increase in educational value if students have the opportunity to debrief the experience, analyse decisions and connect the simulation to disciplinary concepts.
- 6. Internships and Practice-Based Learning:** Internships can offer powerful opportunities for learners to experience professional practices. But exposure to work alone does not guarantee learning. Workplace experience can be transformed into learning through mentoring, supervision, structured reflection and the opportunity to link practice with academic knowledge.

7. **Service-learning:** Service learning integrates community service with academic learning and reflection. It can create opportunities for students to learn about social problems through the application of disciplinary knowledge. It is an experience of reciprocal engagement and critical reflection and not simply using communities as sites for students to practise. Wurdinger and Carlson (2010) <sup>[11]</sup> also talk about active learning, problem-based learning, project-based learning, service learning and place-based education as ways to incorporate experiential learning in educational practice.

### Challenges in Moving Towards Experiential Learning

1. **The Problem of Superficial Activity:** The greatest danger is to confuse activity with learning. Universities may introduce group work, projects or field visits without altering assessment, reflection or knowledge integration. Such changes can give the appearance of innovation without creating deeper learning. This is exactly why the distinction between activity and meaningful experience is central to the present framework.
2. **Time and Curriculum Constraints:** Experiential learning generally requires more time than traditional exposition because students need time to explore, discuss, reflect, receive feedback and revise their understanding. Highly content-heavy curricula may therefore make meaningful implementation challenging.
3. **Large and Diverse Classes:** Large classes create difficulties with supervision, feedback and individual participation. Experiential learning must therefore be designed with scalable strategies such as structured peer learning, collaborative inquiry, digital portfolios and carefully designed group tasks.
4. **Teacher Readiness:** Experiential pedagogy transforms the teacher's role. Teachers need to be competent at designing learning experiences, facilitating discussion, managing uncertainty, providing feedback and assessing complex learning. Professional development is therefore an institutional imperative, not an add-on.
5. **Assessment:** Traditional examinations may reward recall more easily than reflection, application and transfer. If assessment is entirely transmission-based, students may understandably focus on memorisation even when teachers introduce experiential activities. Assessment should therefore be aligned with experiential learning using such mechanisms as portfolios, project assessment, reflective writing, presentations, performance tasks, problem-solving, authentic assessment and formative feedback.
6. **Unequal Access to Experiences:** Not all students have equal access to resources, technology, travel opportunities or professional networks. Thus,

experiential learning should not assume that every student is able to participate in resource-intensive experiences. Universities are well positioned to offer inclusive alternatives and to develop experiences that are educationally meaningful without unnecessary economic or technological barriers.

7. **The Risk of Over-Romanticising:** Experience is not always better than explicit teaching. Sometimes students need clear explanations, demonstrations, modelling and disciplinary guidance before they are able to interpret complex experiences effectively. Thus, experiential learning should supplement, not supplant, direct instruction. The most effective approach is one in which explicit teaching provides conceptual foundations, experience provides context, reflection provides interpretation and application consolidates understanding.

### A Framework for Meaningful Experiential Learning

The above discussion suggests that meaningful experiential learning can be conceptualised as an interconnected process rather than as a single instructional technique. The proposed framework has eight dimensions.

1. **Authentic Experience:** The learning process starts with an educationally relevant experience. It may be a real-world problem, a professional task, a field situation, a simulation, a project or a disciplinary investigation.
2. **Active Engagement:** Learners must engage intellectually and practically. Rather than just watch, they should investigate, question, decide, collaborate and solve problems.
3. **Reflection:** Learners study the experience and recognise trends, assumptions, difficulties and consequences.
4. **Connection:** The experience is linked to prior knowledge, disciplinary concepts, theories and other learning experiences.
5. **Meaning-Making:** Learners construct or reconstruct understanding through reflection and connection. They move from describing what happened to explaining its significance.
6. **Application:** The emerging understanding is used by the learners to solve a problem, make a decision, produce something or respond to another situation.
7. **Feedback and Reassessment:** Feedback from teachers, peers, evidence or the consequences of action allows learners to assess their understanding and revise it.
8. **Transformation:** The end result is not merely the completion of an activity but a change in understanding, ability, point of view or capacity for future action.

Fig 1 synthesises the relationships among these eight dimensions, presenting meaningful experiential learning as a cyclical process, not a one-time instructional activity.

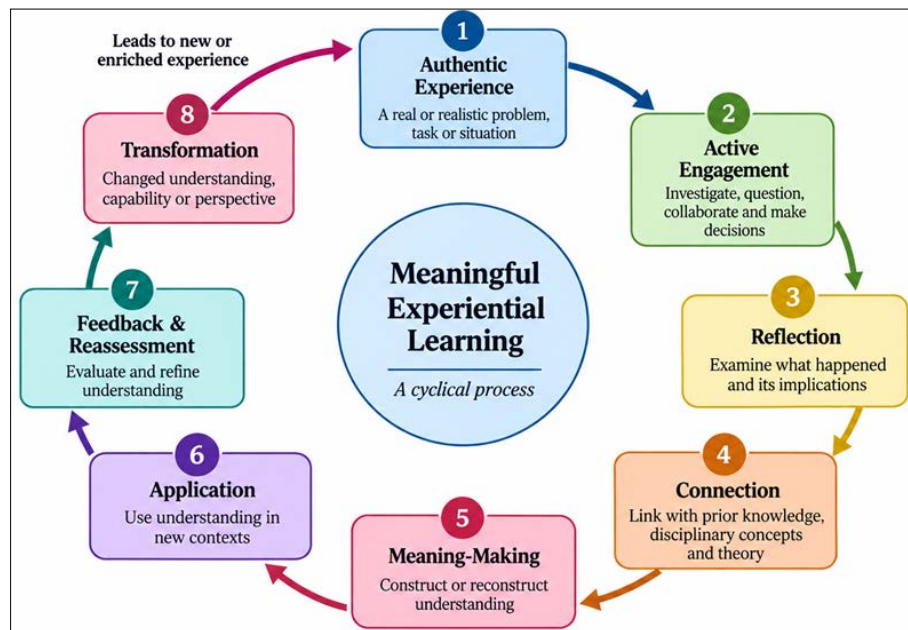


Fig 1: Integrative framework for meaningful experiential learning

## 9. The Role of the Teacher within the Framework

The framework does not diminish the significance of teachers. Instead, it redefines their pedagogical role. The teacher is a designer of purposeful learning experiences, a facilitator of inquiry and participation, an interpreter of connections between experience and disciplinary knowledge, a questioner of deeper analysis, a feedback provider who identifies misconceptions and supports improvement, an assessor who evaluates learning processes as well as outcomes, and a reflective practitioner who continually evaluates the effectiveness of learning environments. Thus, experiential learning is not a movement from teacher-centred to teacherless education. It is a shift toward a more sophisticated relationship between teacher guidance and learner agency.

### Implications for Higher Education

- 1. Implications of Curriculum Design:** Curriculum should be designed to afford students opportunities to move between conceptual knowledge and experience. Practical activities should not be seen as peripheral to 'real' academic learning. Courses should be designed to integrate experience and application, where appropriate.
- 2. Pedagogical Implications:** Teachers should select experiential approaches that align with learning objectives, not activities that appear to be innovative. The key question should be: What kind of experience will enable students to construct the intended understanding? This changes the focus from teaching technique to educational purpose.
- 3. Implications for Assessment:** Assessment should be mindful of interpretation, application, creation and reflection. In the case of students who are evaluated solely on the basis of recall-based tests, experiential learning may not be part of the formal curriculum.
- 4. Implications for Faculty Development:** Institutions must support teachers' expertise in experiential pedagogy, assessment, facilitation and reflective

practice. Faculty development needs to evolve from training in individual teaching technologies to broader pedagogical design capabilities.

- 5. Implications for Learning Contexts:** Experiential learning requires environments that support inquiry, collaboration, experimentation and revision. Learning spaces could be physical classrooms, laboratories, digital spaces, community spaces and professional settings when they are intentionally designed for these purposes.
- 6. Student Implications:** Students also have to realise that experiential learning requires active responsibility. They are not only players in activities planned by teachers. They are expected to ask questions, reflect, challenge assumptions, seek feedback and take responsibility for developing understanding.

### Discussion

The shift from transmission of knowledge to meaningful learning should not be understood as a simple replacement of one pedagogical model by the other. Higher education cannot dispense with systematic knowledge. Students need concepts, theories, disciplinary traditions and accumulated scholarship to make sense of experiences. Experience without conceptual guidance can be fractured; theory without opportunity for application can remain abstract. Integration is therefore the more productive educational goal. Experiential learning can bridge knowledge and action, but only when experiences are intentionally designed and intellectually processed. Therefore, the phrase 'learning through doing,' although a useful starting point, is not sufficient to describe experiential learning. The literature suggests that meaningful experiential learning involves active participation, authentic contexts, inquiry and reflection. Morris (2020) <sup>[7]</sup> emphasises the importance of contextual richness, active participation, inquiry and critical reflection. Radović *et al.* (2021) <sup>[9]</sup> identified authenticity, reflection and collaboration as important characteristics of experiential learning environments. The proposed

framework extends these insights by focusing on the relationships between experience, prior knowledge, meaning-making, application, feedback and transformation. This distinction has a practical significance. Consider two students participating in the same field experience. One observes and takes notes, while the other analyses the experience using relevant theory, identifies contradictions, considers alternative explanations, reflects on previous assumptions and suggests how the learning might influence future practice. Both students have gone through the same event, but their learning processes are very different. Thus, meaningful experiential learning is not merely grounded in the kind of activity. It is contingent upon the quality of the pedagogical design around that activity.

The framework also stresses the importance of feedback and transformation. Reflection is not the end of experiential learning. Reflection must lead to action, and action should then give rise to more learning. This means that experiential learning is inherently developmental and iterative. Institutionally, this view challenges the separation of theory and practice in higher education. Curriculum, teaching, assessment and learning environments should be developed as inter-related components. The educational value of experiential learning is greatest when these components reinforce one another.

## Conclusion

Higher education should move from knowledge transfer to meaningful learning. Experience can help make this shift happen. But just experience is not enough. Meaningful learning requires authentic experience along with engagement and reflection, connection and meaning-making, application, feedback and transformation.

The framework presented here considers these eight dimensions as a recursive process with transformed understanding leading to the next experience. It also considers teachers as designers, facilitators, guides and assessors and not just as passive information providers. The purpose of experiential pedagogy is thus not merely to engender activity, but to enable deep, transferable understanding and intelligent use of knowledge in new situations.

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