International Journal of Education and Practice
2023 Vol. 11, No. 3, pp. 462-472
ISSN(e): 2310-3868
ISSN(p): 2311-6897
DOI: 10.18488/61.v11i3.3404

Investigation of primary teachers' perspectives on experiential learning for Vietnamese students

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Article History
Received: 13 March 2023
Revised: 17 May 2023
Accepted: 26 June 2023
Published: 21 July 2023

Keywords
Education
Experiential learning
Perspectives
Primary students
Primary teachers.

ABSTRACT

The change of education in the world can benefit from applying experiential learning activities in primary education. Experiential learning prioritizes active engagement and reflection in the learning process and has been shown to improve student engagement, motivation, and critical thinking skills. This approach to learning is effective in helping students better understand and retain information, while also developing practical skills that will be useful in their future academic and professional pursuits. The main purpose of this paper is to evaluate the primary teachers' perspectives on experiential activities in primary education. A survey questionnaire about experiential activity in education was distributed and explained to primary teachers. The survey was completed by 543 primary teachers working in 6 localities in the Northern region in Vietnam. The main finding was that primary teachers have a positive perspective on the benefits of experiential learning activities for their students. Experiential learning activities enhance student engagement, promote deeper learning and critical thinking skills, and create a positive attitude towards learning. By using experiential activity in primary education, teachers can help their students become more engaged, independent, and effective learners. By embracing experiential learning, we can ensure that students are well-equipped to thrive in the ever-changing world of the 21st century.

Contribution/Originality: This study contributes to the theory that teachers can help students become more engaged, independent, and effective learners by using experiential activity in primary education. Moreover, teachers who embrace experiential learning can ensure that their students are well-equipped to flourish in the world of the twenty-first century.

1. INTRODUCTION

In recent years, there has been a growing interest in developing new teaching methods that align with the changing needs of society. One of these methods is experiential learning, which emphasizes the use of real-world experiences to enhance students' learning outcomes. This approach has gained popularity in education systems

around the world, leading to several recent developments and evaluations. One significant development in education has been the integration of technology in the classroom. The use of digital tools such as online simulations, virtual reality, and interactive whiteboards has allowed for a more immersive and engaging learning experience (Mucundanyi & Woodley, 2021). Moreover, these tools can be used to facilitate experiential learning activities, such as virtual field trips and collaborative problem-solving tasks. Another recent development in education is the increased focus on social and emotional learning (SEL). SEL involves developing students' abilities to manage their emotions, build positive relationships, and make responsible decisions (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

Experiential activities—exercises and tasks that are intentionally designed to promote personal and social growth among a group of peers (Seaman, Beightol, Shirilla, & Crawford, 2010) —are viewed as a promising method for achieving outcomes in nonformal settings (Kees, 2003). These activities can range from outdoor adventure programs to team-building exercises and are often used in educational, therapeutic, and corporate settings. Experiential learning has become an increasingly popular approach to education and professional development. According to Kolb (1984), experiential learning is "the process whereby knowledge is created through the transformation of experience." It is a hands-on, activity-based learning method that allows individuals to learn by doing and reflecting on their experiences.

Experiential learning is an effective technique of education because it allows students to actively participate in their own education by putting what they are learning into context and encouraging them to assess and reflect on the subject they are being taught (Boggu & Sundarsingh, 2019). In addition, students who take an experiential learning course supplemented with meaningful academic activities have an increase in their intrinsic motivation to learn (Helle, Tynjälä, Olkinuora, & Lonka, 2007), and they are afforded greater autonomy and flexibility in how they approach and solve challenges in their coursework (Svinicki & Wilbert, 2014). In experiential learning, students are encouraged to take an active role in their education by constructing their own knowledge and improving existing courses (Ayob, Majid, Hussain, & Mustaffa, 2012). According to Kolb (2014), experiential learning comprises four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. This strategy highlights the significance of active participation and reflection in the learning process. When applied to primary education, experiential learning can have a significant impact on students' academic and personal development. One of the main benefits of experiential learning in primary education is that it promotes deeper understanding of the material. Research has shown that when students engage in hands-on activities, they are more likely to remember what they have learned and apply it in real-world situations (Kolb, 1984). Experiential learning can also enhance students' critical thinking skills by providing opportunities for problem-solving and reflection (Savery & Duffy, 1995). One of the most effective ways to apply experiential learning in primary education is through field trips. Field trips allow students to experience learning outside of the classroom and apply knowledge in real-world settings. For example, a visit to a local museum can help students develop a deeper understanding of history and culture, while a trip to a nature reserve can enhance their understanding of the environment and conservation.

According to a study by Falk and Dierking (2000) , museum visits can enhance learning outcomes for primary students through experiential learning. By actively engaging with the exhibits, students are able to make connections to their own lives and experiences, which can help them retain information and develop a better understanding of the content. Experiential activity in primary education is also characterized by a focus on skill-building. Students are encouraged to develop practical skills that will be useful in their future academic and professional pursuits. For example, a science experiment might teach students the scientific method, while a field trip might teach them map-reading and navigation skills.

As Kolb (2014) notes, "experiential learning emphasizes the importance of developing practical skills and knowledge that can be applied in real-world situations". Another experiential learning activity for primary students

is a hands-on science experiment. By allowing students to participate in experiments, they are able to see the principles and concepts they are learning about in action. This type of activity can also foster a sense of curiosity and creativity in students, encouraging them to explore and ask questions about the world around them. Hands-on activities were effective in improving primary students' attitudes, interests and motivation towards science (Holstermann, Grube, & Bögeholz, 2010; Middleton, 1995; Thompson & Soyibo, 2002; Vogt, Upmeier zu Belzen, Schröer, & Hoek, 1999). By actively participating in experiments, students were able to see the relevance and applicability of science in their lives, which increased their interest and engagement in the subject. According to Kuh, Kinzie, Schuh, and Whitt (2011), experiential learning provides students with opportunities to apply theoretical concepts to real-world situations, which increases their motivation and interest in the subject matter. By engaging students in hands-on experiences, teachers can foster a deeper understanding of the subject matter and encourage students to take an active role in their own learning.

Although experiential learning has been shown to be an effective teaching approach in primary education, many teachers face barriers in implementing it in their classrooms. Understanding these barriers is critical to addressing them and promoting the widespread use of experiential activities in primary education. One of the main challenges that teachers face when implementing experiential activities is the lack of time and resources. According to research by Dymoke and Harrison (2008), teachers often struggle to find the time and resources to plan and prepare for experiential activities. This can be particularly challenging for teachers who are already overburdened with administrative tasks and teaching responsibilities. Moreover, research suggests that some teachers may face resistance from students when attempting to implement experiential activities. Students may be unfamiliar with experiential activities or may prefer more traditional forms of learning, which can make it challenging for teachers to engage all students effectively (Kolb, 2014). Additionally, students may have different learning styles or preferences, which can make it challenging for teachers to design experiential activities that are accessible to all students. Designing experiential activities for primary education requires careful consideration of several criteria. The first criterion for designing experiential activities for primary education is to ensure that they are age appropriate. Piaget's theory of cognitive development suggests that children go through different stages of development, and activities should be designed accordingly. For example, in the preoperational stage (ages 2-7), children have egocentric thinking and may have difficulty understanding abstract concepts. Therefore, activities for this age group should be concrete and hands-on (Piaget & Cook, 1952). Vygotsky's sociocultural theory emphasizes the role of social interaction in children's learning and development. Therefore, activities should be designed to promote social interaction and collaboration among children (Vygotsky & Cole, 1978). When children are interested in a topic, they are more motivated to learn and are more likely to remember what they have learned (Harackiewicz, Barron, Tauer, Carter, & Elliot, 2000). Therefore, experiential activities for students should be designed to be fun, engaging, and interactive.

The second criterion for designing experiential activities for primary education is to ensure that they align with the curriculum. Experiential activities should be designed to complement the academic content being taught in the classroom. In their book "Experiential Learning: A Handbook for Education, Training and Coaching", Wilson and Beard (2013) emphasize the importance of aligning experiential activities with the curriculum, stating that "an experiential learning activity must be planned, prepared, and delivered in a way that is appropriate to the learning objectives and the level of the learners" (Wilson & Beard, 2013). By aligning experiential activities with the curriculum, students are more likely to retain the information and see its relevance to their lives.

The third criterion for designing experiential activities for primary education is to ensure that they promote student-centered learning. According to a meta-analysis of 51 studies on experiential learning, student-centered learning enhances students' motivation, engagement, and satisfaction with the learning process (Helle, Tynjälä, & Olkinuora, 2006). When students are given more control over their learning, they are more likely to feel invested in the process and to be intrinsically motivated to learn. In addition, student-centered learning can lead to deeper and

more meaningful learning outcomes. When students are allowed to explore and discover for themselves, they are more likely to retain the information and be able to apply it in new contexts (Council, 2000). This is because they are building their own mental models of how the world works, rather than simply memorizing facts.

The fourth criterion for designing experiential activities for primary education is to ensure that they promote creativity and critical thinking. A study conducted by Hennessey and Amabile (2010) found that creativity can be nurtured through various educational interventions that involve experiential learning. The researchers argue that "creative thinking skills can be taught and developed, and that specific strategies and interventions can enhance creativity in a wide range of domains" (p. 122). This study highlights the importance of incorporating experiential learning activities that encourage creativity in primary education. A review of literature by Furtak, Seidel, Iverson, and Briggs (2012) found that experiential learning activities can promote deeper learning and understanding in primary students. The authors argue that "hands-on, inquiry-based activities can facilitate students' engagement, help them connect new information to prior knowledge, and promote their ability to transfer learning to new contexts" (p. 6). This review suggests that experiential learning activities that promote creativity and critical thinking can be an effective way to engage primary students and facilitate deeper learning.

This approach recognizes that students' emotional well-being is essential to their academic success and can be integrated with experiential learning activities to enhance students' social and emotional development. The recent developments and evaluations of education systems highlight the importance of integrating experiential learning activities in teaching practices. By using real-world experiences and technology to enhance student learning, and integrating SEL principles, educators can create more engaging and effective learning environments that better prepare students for the challenges of the future. The topic of experiential learning in primary education is not novel. To our knowledge, however, very few Vietnamese studies have focused on this topic. In light of that research gap, we conducted this study to investigate the perspectives of Vietnam's primary educators on experiential activities. The research begins with a survey of the empirical literature pertaining to experiential learning in the learning process. In the second section, a research methodology is introduced, followed by the results and discussion. The final section is the conclusion.

2. METHOD

2.1. Participant and Procedure

The findings surveyed 543 primary teachers working in 6 localities in the Northern region: Hanoi Capital, Vinh Phuc City, Ninh Binh City, Cao Bang City, Lao Cai City and Bac Giang City. The average tenure of teachers was nearly 11 years.

Table 1. Demographic variables (N-543)

Variable	Item	N	%
Qualification	Intermediate degree	23	4.2
	Associate degree	168	30.9
	Bachelor's degree	341	62.8
	Post-graduate education	11	2.1
Working tenure	Under 5 years	177	32.6
	5-10 years	173	31.9
	11-15 years	41	7.6
	16-20 years	48	8.8
	21-25 years	65	12.0
	Above 25 years	39	7.1
Working conditions	Working at a school with difficult facilities and socio-economic conditions	225	41.4
	Working at a school with favorable facilities and socio-economic conditions	318	58.6

Table 1 shows that the teachers participating in the survey are mainly qualified with a bachelor's degree (62.8%) or an Associate Degree (30.9%). The primary teachers with Intermediate Degree and Post-graduate Education accounted for 4.2% and 2.1%, respectively. Teachers' teaching experience ranges from 1 year to 35 years, with a mean of 10.69 years. It was found that 41.4% of teachers work in places with difficult facilities and socio-economic conditions, and 58.6% of teachers work at schools with favorable facilities and socio-economic conditions. Thus, the majority of teachers participating in the survey have professional qualifications that met standards, while most teachers had less than 10 years of teaching experience.

The number of teachers participating in the survey working in a place with favorable facilities and socio-economic conditions is more than the number of teachers working in a place with difficult facilities and economic conditions-difficult society. From April 2021 to April 2022, an entire year was devoted to the collection of data. All participants had submitted informed consent, and anonymity and confidentiality rules were conveyed to them; while the information sheet outlined their obligations and right to withdraw from the study.

2.2. Instrument

The data was collected through a questionnaire set on the Google Form. A total of 543 questionnaires were collected with complete answers. Each questionnaire consisted of two parts: the first part dealt with the demographic information of the survey respondents, while the second part contained a few survey questions. The survey questions dealt with (i) primary teachers' perspectives on appropriate subjects to design experiential activities with choices measured on Likert scale with 3 levels: disagree, agree, strongly agree and were scored from 1 to 3, respectively; (ii) primary teachers' perspectives on characteristics of experiential activity in subject related activities with measured on Likert scale with 3 levels; (iii) primary teachers' criteria for effective design of experiential activities in the subject with options measured on a Likert scale of 5 levels: never, rarely, occasionally, often, very often, and were scored from 1 to 5, respectively; and (iv) design form of experiential activities in the subject according to constructivism theory with options measured on a Likert scale of 5 levels.

3. RESULT

The mean score of primary teachers' perspectives on appropriate subjects to design experiential activities are presented in Table 2. The mean score for all nine subjects is 2.20 (SD = 0.554). Among the nine appropriate subjects to design experiential activities, the top five subjects that have the highest average points are as below: Natural and Social subject/Science/History and Geography (M = 2.57, SD = 0.521), Ethics (M = 2.42, SD = 0.550), Fine art (M = 2.29, SD = 0.574), Technology (M = 2.21, SD = 0.581), and Literature (M = 2.14, SD = 0.508).

Table 2. Primary teachers' perspectives on appropriate subjects to design experiential activities (N-543)

Subjects	Not appropriate		Appropriate		Very appropriate		M	SD
	N	%	N	%	N	%		
1. Math	79	14.5	386	71.1	78	14.4	2.00	0.538
2. Literature	37	6.8	392	72.2	114	21.0	2.14	0.508
3. Natural and social subject/science/history and geography	7	1.3	221	40.7	315	58.0	2.57	0.521
4. Technology	46	8.5	335	61.7	162	29.8	2.21	0.581
5. Ethics	16	2.9	284	52.3	243	44.8	2.42	0.550
6. Physical education	63	11.6	352	64.8	128	23.6	2.12	0.581
7. Music	60	11.1	370	68.1	113	20.8	2.10	0.556
8. Fine art	33	6.1	317	58.4	193	35.5	2.29	0.574
9. Computer science	98	18.0	360	66.3	85	15.7	1.98	0.581
Total							2.20	0.554

The mean score of Primary teachers' perspectives on characteristics of experiential activity in subjects are presented in Table 3. The mean score for all mentioned twelve statements was 2.29 (SD = 0.504). Among the primary teachers' perspectives on characteristics of experiential activity in subjects, the top five indicators that have the highest average points are as below: Experiential activities are practice and make students feel happy and comfortable (M = 2.43, SD = 0.510), Experiential activities can stimulate students' interest and curiosity, encourage students to actively participate during the activity (M = 2.40, SD = 0.502), Experiential activities will develop new, meaningful and applicable knowledge, skills into students' everyday life (M = 2.37, SD = 0.494), Experiential activities includes practical activities, experiments, problem solving, investigation, etc. by hand-foot combined with senses and thinking (M = 2.34, SD = 0.488), and Students connect with existing experiences and apply the knowledge of the subject to carry out experiential activities (M = 2.32, SD = 0.485).

Table 3. Primary teachers' perspectives on characteristics of experiential activity in subjects (N-543).

Item	Disagree		Agree		Totally agree		M	SD
	N	%	N	%	N	%		
1. Experiential activities will develop new, meaningful, and applicable knowledge and skills into students' everyday life	3	0.6	337	62.1	203	37.4	2.37	0.494
2. Experiential activities will complement the knowledge, skills related to the subject / lesson *	6	1.1	378	69.6	159	29.3	2.28	0.474
3. Experiential activities are practice and make students feel happy and comfortable *	4	0.7	303	55.8	236	43.5	2.43	0.510
4. Experiential activities can stimulate students' interest and curiosity, encourage students to actively participate during the activity	3	0.6	319	58.7	221	40.7	2.40	0.502
5. Experiential activities include hands-on activities based on tools, teaching equipment and materials *	78	14.4	356	65.6	109	20.0	2.06	0.585
6. Experiential activities are carried out in locations outside the classroom *	30	5.5	362	66.7	151	27.8	2.22	0.533
7. Experiential activities includes practical activities, experiments, problem solving, investigation, etc. by hand-foot combined with senses and thinking	4	0.7	353	65.0	186	34.3	2.34	0.488
8. Students connect with existing experiences and apply the knowledge of the subject to carry out experiential activities	5	0.9	361	66.5	177	32.6	2.32	0.485
9. Experiential activities can take place in the classroom, what matters is how to organize, guide students to work	9	1.7	366	67.4	168	30.9	2.29	0.491
10. The end of the experiential activity can evoke or stimulate the students' curiosity to discover the next experiential activity	5	0.9	365	67.2	173	31.9	2.31	0.482
11. Experiential activities require students to make physical products according to samples or instructions *	34	6.3	387	71.3	122	22.5	2.16	0.511
12. Experiential activities give students the opportunity to practice repeatedly, try and make mistakes (Learning through mistakes)	10	1.8	371	68.3	162	29.8	2.28	0.489
Total							2.29	0.504

Note: *Primary teachers have misunderstood the characteristics of the experiential activity in the subject when they agreed or totally agreed with these statements.

The mean score of primary teachers' criteria for effective design of experiential activities in the subject are presented in Table 4. The mean score for all nine criteria for effective design of experiential activities was 4.03 (SD = 0.608). Among the criteria for effective design of experiential activities in the subject, the top five indicators that have the highest average points are as below: Experiential activities generate positive emotions in students: happy,

interest, curiosity, positivity, initiative to explore and desire to learn more related issues (M = 4.15, SD = 0.609), Objectives of experiential activities are associated with the goals of learning activities and lessons (M = 4.13, SD = 0.601), There are specific instructions, and suggestions for students to perform learning tasks (M = 4.06, SD = 0.509), There are specific methods and tools to evaluate the completion of learning tasks and the process of performing experiential activities (M = 4.06, SD = 0.578), and Experiential activities create the development of knowledge, skills, emotions for students (M = 4.03, SD = 0.620).

Table 4. Primary teachers' criteria for effective design of experiential activities in the subject (N-543)

Item	M	SD
1. Objectives of experiential activities are associated with the goals of learning activities and lessons.	4.13	0.601
2. Experiential activities create the development of knowledge, skills, emotions for students.	4.03	0.620
3. Students have to perform manual manipulation, combined with the use of senses and thinking, analysis to form new knowledge with the support of teachers and other students.	4.00	0.633
4. Challenging learning tasks are built on students' prior knowledge, with connections to related activities or lessons.	3.84	0.705
5. Experiential activities generate positive emotions in students: happy, interest, curiosity, positivity, initiative to explore and desire to learn more related issues.	4.15	0.609
6. There are specific instructions, and suggestions for students to perform learning tasks.	4.06	0.579
7. There are specific methods and tools to evaluate the completion of learning tasks and the process of performing experiential activities.	4.06	0.578
8. Students create learning products that meet the quality criteria required by the tasks.	3.99	0.584
9. Experiential activities balance between physical activity and mental activity.	3.99	0.563
Total	4.03	0.608

The mean score of Design form of experiential activities in the subject according to constructivism theory are presented in Table 5**.** The mean score for four Design form of experiential activities in the subject was 3.80 (SD = 0.675).

Table 5. Design form of experiential activities in the subject according to constructivism theory (N-543).

Item	M	SD
1. Experiential activities are designed to be a complete and appropriate lesson.	3.71	0.730
2. Design a topic or lesson and then select a few activities that have the advantage of organizing experiential activities.	3.88	0.621
3. Incorporate a topic or lesson in an experiential activity (Educational activity)	3.90	0.615
4. Design a topic or experience lesson, performed in classroom clubs or private lessons	3.71	0.732
Total	3.80	0.675

Among Design form of experiential activities in the subject according to constructivism theory, the indicator which has the highest score is Incorporate a topic or lesson in an experiential activity (educational activity) (M = 3.90, SD = 0.615) and the indicators which have the lowest score is Experiential activities are designed to be a complete and appropriate lesson (M = 3.71, SD = 0.730) and Design a topic or experience lesson, performed in classroom clubs or private lessons (M = 3.71, SD = 0.732).

4. DISCUSSION

The findings in this study showed that Natural and Social subjects/Science/History and Geography, Ethics, Fine art, Technology, and Literature were appropriate subjects to design experiential activities. Natural and social sciences are considered important subjects to design experiential activities for primary students because they provide opportunities for hands-on learning and exploration. One of the key aspects of designing successful experiential activities is choosing appropriate subjects that align with the students' developmental level and learning objectives. Science education is one of the most appropriate subjects for designing experiential activity in primary education. Science education provides students with opportunities to explore and investigate the natural

world through experiments and observations. According to Monk and Dillon (1995), experiential learning in science can help students develop a deeper understanding of scientific concepts and improve their critical thinking skills. By conducting hands-on activities, students can develop skills such as problem-solving, collaboration, and scientific inquiry. Besides, Eshach and Fried (2005) indicated that hands-on activities in science education allow students to engage with the subject matter and develop a deeper understanding of scientific concepts. For example, primary students can participate in experiments to learn about the properties of water, the behavior of magnets, or the effects of light on plants. By engaging in these types of activities, students can experience the scientific process firsthand and learn how to think critically and logically.

Technology is another subject that can benefit from experiential learning activities. According to Spector, Merrill, Elen, and Bishop (2014), technology education should focus on providing students with hands-on experiences with technology tools and applications. For example, primary students can participate in a coding activity to learn about basic coding concepts and create their own programs. Finally, literature is an important subject to design experiential activities for primary students because it allows them to develop reading and writing skills while exploring different cultures and perspectives. According to Pressley and Allington (2014), literature education should focus on providing students with authentic reading experiences and opportunities for reflection and discussion. Experiential activities in literature education, such as reading aloud and creating book reviews, can help students develop a love of reading and enhance their comprehension skills. For example, primary students can participate in a reading circle to discuss a book they have read and share their thoughts and opinions.

Table 2 displays the teachers' perspectives on design experiential activities; Table 3 presents teachers' perspectives on experiential activity characteristics; and Table 4 displays the teachers' perspectives on the criteria for the effective design of experiential activities. A common perspective of primary school teachers about experiential activity in primary education was that it made students feel happy and comfortable; it stimulated students' interest and curiosity; it encouraged students to actively participate during the activity; and it developed new, meaningful, and applicable knowledge, skills into students' everyday life. The primary teachers opined that these experiential activities should go beyond practical activities, experiments, problem solving events, and investigations. They felt that activities should involve hand and foot as well as students' senses and thinking, and students should connect with existing experiences and apply the knowledge of the subject to carry out experiential activities. Teachers felt that one key characteristic of experiential activities for primary students was that they should be engaging and interactive. This means that students should be actively involved in the learning process, rather than simply passively receiving information. Students who took an experiential learning course supplemented with meaningful academic activities experienced an increase in their intrinsic motivation to learn (Helle et al., 2007), and they afforded greater autonomy and flexibility in how they approach and solve challenges in their coursework (Svinicki & Wilbert, 2014).

The results in Table 2 demonstrate that cycle of teacher perspectives on experiential activities emphasizes the importance of active participation in the learning process and suggests that experiential activities should be designed to encourage students to investigate, experiment, and reflect on their experiences. The experiential activities of elementary students should be inclusive and accessible to all students. This necessitates activities that are adaptable to the requirements and abilities of a variety of students and designed to accommodate a variety of learning styles. According to Gardner's theory of multiple intelligences (Gardner, 2011), individuals possess a variety of intelligences or learning approaches, including linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal. In order to ensure that all students are able to participate and engage in the learning process, teachers must have a knowledge of how experiential activities can accommodate a variety of learning styles.

Table 3 demonstrates that teachers' perspectives on experiential activities and criteria adopted for implementing experiential activities were generating positive emotions in students such as happiness, interest,

curiosity, positivity, initiative to explore and desire to learn more related issues. This also included specific instructions and suggestions for students to perform learning tasks, including specific methods and tools to evaluate the completion of learning tasks. Teachers also state that in order to enhance engagement and learning, experiential activities should be matched to the developmental level and interests of primary pupils. According to Lombardi and Oblinger (2007), experiential learning activities are most effective when they are "designed to fit the natural development of children's thinking and reasoning abilities." This means that teachers must be attuned to the specific needs and interests of their students and must choose activities that are developmentally appropriate and engaging. Furthermore, primary teachers' points of view on experiential activities in Table 4 reveal that it is important to design activities that are accessible to all children, regardless of their skills or backgrounds. Making accommodations for students with disabilities or ensuring that materials and activities are culturally relevant and inclusive are examples of this. Teachers should motivate students by providing them with information, suggestions, and relevant learning experiences in order to create a learning environment in which they can engage in constructive but challenging learning activities that facilitate students' interaction with course materials (Anwar & Qadir, 2017) and display their enthusiasm for learning. Teachers can increase their students' enthusiasm and engagement with the topic by having them actively participate in hands-on learning activities (Zelechoski, Riggs Romaine, & Wolbransky, 2017). In practice, this means that teachers must take care to design activities that are inclusive and accessible to all students.

Several limitations in this study could be mentioned. This is a cross-sectional study on primary teachers' perspective of appropriate subjects, characteristics, criteria for implementing and design form for experiential activity in primary education. Therefore, the research capture data at a single point in time and cannot establish a causal relationship between the experiential activity and its outcomes. It is possible that other factors could be contributing to the observed results. The findings of a cross-sectional study may not be generalizable to other populations or contexts, as the study is limited to a specific group of primary teachers in a particular setting. Finally, cross-sectional study cannot control for all potential confounding variables that may affect the outcomes.

5. CONCLUSION

In conclusion, the use of experiential activities in primary education has proven to be a highly effective approach for enhancing students' learning experiences. By providing opportunities for hands-on and interactive learning, students can actively engage with the material and develop a deeper understanding of the concepts being taught. Primary teachers in this study indicated that Natural and Social subject/Science/History and Geography, Ethics, Fine art, Technology, and Literature were appropriate subjects to design experiential activities. By designing experiential activities that align with these subjects, teachers can help their students develop a range of skills and a deeper understanding of the world around them. In addition, experiential activities can foster a love of learning and promote a sense of curiosity and exploration among students. It is recommended that educators incorporate more experiential activities into their curriculum, as this can help to create a more dynamic and engaging learning environment. By encouraging students to learn through exploration, experimentation, and discovery, we can equip them with the skills and knowledge needed to succeed in the 21st century.

Funding: This research is supported by the Vietnam Ministry of Education and Training and Hanoi Pedagogical University 2 (Grant number: B.2021-SP2-03).
Institutional Review Board Statement: The Ethical Committee of the by the Vietnam Ministry of Education and Training and Hanoi Pedagogical University 2, Vietnam has granted approval for this study on 31 December 2020 (Ref. No. B.2021-SP2-03).
Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.
Competing Interests: The authors declare that they have no competing interests.
Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

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