CURRICULUM & TEACHING STUDIES | REVIEW ARTICLE

Infield education: Enhancing adult learners’ affective domain for transformative learning endorsement

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Abstract: The most influential element in any educational system is to develop high-quality learners to effectively participate in their community. The body of research ascertains that Experiential Learning (EL) develops the learners’ transferable skills such as communication, responsibility, and social skills. Therefore, there is a push in adult education towards impeding Experiential Learning as a required approach in curricula. More recently, the awareness of one’s community issues becomes increasingly important for ensuring the stability and sustainability of each community development. Hence, Infield Learning Education is a vital study approach in the vein of adult education for more knowledge seekers creation. This article provides a review of the literature to investigate the impact of students’ learned knowledge transference from classrooms to their experiential learning contexts. It is not a simple process of application but a recontextualization of the previously learned knowledge in the incorporation of Problem, Project-Based Learning, and Work-Based Learning. With Infield Education, there is an excellent convergence between the world of work and academic knowledge. The integration of Infield Education in the curriculum could increase learners’ awareness by involving the societal issues influencing those learners’ lifestyles. The article addresses the importance of Infield Education with endorsing adult learners’ Affective Domain to accelerate Transformative Learning with their selected discipline.

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Mr. Zaky is an international scholar. Mr. Zaky’s diverse teaching capacities throughout his career have provided him with the ability to work effectively with diverse linguistic learners. Throughout his career, Mr. Zaky has remained passionate about education, first as a middle and high school teacher, and then as a university instructor. He has several scholarly publications in peer-reviewed journals and several scholarly presentations at national and international conferences. He is an active member of several organizations associated with adult education and TESOL. His research interests include using technology to enhance Teacher Reflection, Action Research, Reflective Teaching, Educational Technology, Assessment and evaluation, Professional development for diversity, Culturally Responsive Pedagogy, and Language Teachers’ Identity.

PUBLIC INTEREST STATEMENT

This article investigates the importance of impeding Experiential Learning in schools’ curricula. The article raises a strong argument in the field of Adult Education regarding the importance of Experiential Learning to enhance students’ Affective Learning Domain for more transformation in their learning — the author shares some classroom practice tips that guide educators for more productive out-of-class practice.
1. Introduction

Delivering students to a related field of their specialty is considered the lion’s share of school effective teaching. Infield Education is an essential aspect within the university level during the recent time (Van der Wende, 2010). The awareness of societal issues is becoming increasingly important for ensuring sustainability in each society. Ringness (1975) reported that each individual’s outcomes would be varied as there might be differences in each one’s background and experiences. Infield Education can be used as a tool to coast students’ outcomes in addition to enhancing teachers’ abilities towards independence, self-esteem, locus of control, and self-efficacy (Rickinson, 2004). Infield Education introduced an instructional approach through which teachers could celebrate their students’ control of the learning process (Student-Centered), avoiding the teacher’s control of the learning progression of those students.

There are many institutional factors which could influence the Infield Education such as social responsibility, citizen participation, and textbook selection that could alter the progression of out-of class activities in any educational system (Bradley, Sharp, Bradley, & Riley, 2017). Infield education aims to provide students with a variety of opportunities to learn in different settings; therefore, a different context can be a tool for raising their awareness and self-regulation (Uzun & Keles, 2012). Stern, Powell, and Ardoin (2008) proposed that implementing infield education could improve students’ academic scores. Black (2013) investigated the issues accompanying both planning and delivering out-of class education. His research addressed the high value of free integration with students’ physical and social lives. Out of class experiences may improve students’ interaction and sensitivity of their environment and societies (Palmberg & Kuru, 2000). Thence, factors such as social responsibility, citizen participation, and used contents’ selection could have the lion’s share with creating influential out-of class activities.

Learning out of a classroom setting is an opportunity for both educators and their students. Therefore, teachers ought to formulate their in-class activities and curricular segments in a way that secures the student’s transition in the field. Teachers provide their students with contextualized opportunities to extend their classroom-based learning activities (Brody, 2005). The educational experiences could enhance students’ appreciation of their society (Krupa, 2000). According to Rickinson et al. (2004), students’ experience in the fieldwork can have a positive impact on their long-term memories. Out-of class-based programs could improve students’ critical thinking skills and burgeon their abilities to use these skills with higher thinking levels (Ernst & Monroe, 2004/2006). Using out-of class activities is a valuable complement to a typical classroom (Blumstein & Saylan, 2007). Increasing students’ knowledge of other learning contexts establishes a solid foundation for understanding their society (National Science Teachers Association [NSTA], 2003). Experiencing Infield Education offers pertinent contexts for the integration of content knowledge for better understanding and application of classroom knowledge (Fägerstam, 2014).

It is tractable for students to discover their infield academic abilities rather than in knowledgeable class capacities (Bruce, 2010). Both the In-Context and Experiential Learning are highly powerful ways to engage students and attract them to the active learning process (Chen & Chou, 2015). Infield Learning emphasizes students- centered inquiry (Shih, Chuang, & Hwang, 2010). In this vein, educators should be effective communicators in their contexts (Kohn, 2000). They could have some barriers to Infield Learning, such as fear, concern, confidence, and requirements of the school curriculum (Rickinson, 2003). To that extent, the challenge is to teach students...
that they are essential members of their community (Keene & Blumstein, 2010), yet educators could meet this challenge with practicing teaching quality. Educators who are specialized in specific content areas can play a crucial part in shaping a sustainable Infield Education future for students of all ages (Bradley et al., 2017). Therefore, teachers should have an acceptable level of infield education literacy that enables them to conduct it effectively.

1.1. Experiential learning in a new era

Dewey (2010) raised the issue of Experiential Learning importance. He defined it as an essential, comprehensive, and meaningful learning experience for students. He proposed that achieving deep learning needs to be grounded in experience and related to active learners’ reflection as a way for more cooperative education. Conversely, Chen and Chou (2015) addressed that increase value of students’ scores of standardized exams negatively influences the role of teachers and educators in classrooms. Therefore, class time, utilized activities, and the deliverance of these activities will be controlled by the teacher (Teacher-Centered). Thence, teachers increasingly focus on lower-level facts and skill acquisition within their instructional models through teacher-centered classrooms. Therefore, the curriculum becomes narrower (Berliner, 2011). The curriculum change focus causes a lack of Student-centered and Experiential Learning integration in the subject matter in a way that could decrease learners’ engagement in their community (Erskine, 2014).

School-Based Learning opportunities for participating actively in outside classroom activities are fewer due to Test-Based Accountability. To this end, learning from textbooks and interactive discussions are not ample to develop this level of in-depth conceptual knowledge understanding (Barlow, 2015). It is highly demanded to use Infield Education as a real-life field context. The process of scaffolding learning from class to the field and then back to class greatly influences students’ long-term learning (Barlow, 2015). It is a way to support students who have difficulties with traditional school tasks (Breunig et al., 2008). Up to this point, students could enhance their learning trajectory through their learning lived experience.

There is a gap between higher education curricular design and industry skill expectations. That existent gap results in the creation of graduates who are ill-prepared with the employer who seeks the required skills for gainful employment (Mitchell, Skinner, & White, 2010). For example, the employers in business sectors reported that new graduates are deficient in these non-technical transferable skills. Industry employers value life-lived experience skills that are not valued by some academics (Mitchell et al., 2010). They pinpointed that this existent disparity might be attributed to extended time taken by academia to be responsively changed to meet the actual societal movement (Keller, 2008). Thence, the continuously institutional change to meet the market requirements and societal changes should be the number one priority of curriculum developers and planners.

1.2. Experiential learning and adult education

Experiential Learning in adult education contexts refers to the structured curriculum components in workplaces. As shown in figure one, Experiential Learning is a method by which a person can acquire the skills that enable him/her for better learning performance. The practice-based learning at the workplace deems a significant part of the curriculum at schools and universities these days. This teaching approach is authentic learning in terms of the way of making meaning from the used theory and developing the self-awareness of the used knowledge (Aronowitz & Giroux, 1985; Criticos, C. 1993). This effective practice should be secured by instructors’ adequate and well-planned instructions for every designed activity. Experiential Learning and Teaching (ELT) is a constructive learning model in which learning is an interaction between the learning environment and the learner. It is a process in which learners engage in integrative and personal learning and relearning cycle. Therefore, it is a structured and authentic learning experience.

Kolb (2005) defined learning as a process of transforming the experience of learners due to their knowledge exposures. In this process, learners demonstrate knowledge construction through four
different stages: Experiencing, Reflecting, Thinking, and Behaving. As a result of these four stages, learners figure out their learning style preferences. Kolb models learning as a relationship between learners and classrooms from one side and field-related activities from the other side. Based on Kolb’s ELT model (Figure 1), the first stage is the occurrence of concrete experience of knowledge in classrooms, the second stage requires the observation and reflection on the grasped knowledge to understand the experience, the third stage is making sense of the experience, and the last stage is forming hypotheses that help with testing the future experiences of the same context. In turn, the process cycle goes back to a new concrete experience from which the cycle could start. Kolb (1984) reported that learners could be continuously encircled as they continue through field learning experiences for regularly encountering real-lived experiences. Kolb considered Experiential Learning as the source of learning and development.

Experiential Learning is the actual involvement of the theory and practice within a relevant teaching and learning context. The practice is the process in which learners transfer their knowledge to a different context (Mestre, 2002). Learners experience the knowledge transference using cognitive and social approaches, so they could understand the social situation of the problem and act actively with (Tuomi-Grohn & Engestrom, 2003). This knowledge transference could not possibly occur actively without infield students’ experience. Experiential Learning is shaped by how learning occurs in the workplace. Meaningful learning requires one’s reflection on the learning experience as the experience alone is not sufficient (Schon, 1987). Through analyses and reflections, learning experience moves to a more general realm by viewing a particular event through a more general lens of theory (Brookfield, 1993). The Infield Learning experience could play a vital role in shrinking this gap by contextualizing learning opportunities at the worksite to foster individualized Students-Centered learning through the focus on the specific and general industry-relevant skills (Pascarella & Terenzini, 2005). It is essential to ask, as educators, whether or not the Experiential Learning courses enhance students’ skills development to provide those students with the tools to be able to compete in their industry.

1.3. Experiential learning curricula integration
Fägerstam (2012) ascertained that Experiential Learning integration into curricula results in a substantial improvement with both standardized test results and classroom management. To increase students’ engagement in School-Based Learning, educators ought to integrate Infield Learning experience as an Experiential Learning approach in curricula (Blad, 2014). Gallop (2013) conducted a study in which he measured the American students’ engagement in school-related
learning opportunities. He conducted his study with grades 6 to 12 students. There were 600.00 participants in this study. He stated that 45% of the participants are disengaged in school-based learning activities. Thus, utilizing the Infield Learning experience could increase those students’ emotional engagement, which is a noncognitive factor that relates to their academic achievement (Blad, 2014).

The Experiential Learning definition varies. However, the primary feature includes a structured learning experience in which learners should take the initiative, be intellectual, make decisions, and engage emotionally in the tentative learning situations. Within the Experiential Learning, students have the opportunities to reflect on and learn from their failure, success, and consequences with the guidance and support of their teachers and peers (Gass, 1993). Therefore, curricula developers and designers should consider impeding the Infield Experience throughout the entire academic year. Furthermore, they should align the various adopted activities with the curriculum objectives. However, how some institutions approach this alignment should be determined by the context in which the process is to occur. The curricula developers begin with a practical approach of going to the larger society and analyze the work tasks of people doing their jobs there. It is the way to gain more societal insights for more learning and teaching effectiveness.

The Experiential Learning opportunities such as community services, field trips, internships have a significant impact on the academic outcomes and the personal and communal skills development (Griffin, Lorenz, & Mitchell, 2010; Robles, 2012) such as the communication, responsibility, social skills, work ethic and teamwork. Most of adult education institutions aim at expanding the opportunities to enhance these skills in their curricula (Kennedy, Billett, Gherardi, & Grealish, 2015). As shown in Table 1, there are three primary stages to implement Experiential Learning in any institution: Briefing, Activity, and debriefing.

### Table 1. Experiential Learning Cycle

| The stage  | Description                                                                 |
|------------|-----------------------------------------------------------------------------|
| Briefing   | - Task explanation<br> - It is usually in the form of a given scenario.     |
| Activity   | - The physical activity (Experience the task)                                |
| Debriefing | - Group discussion<br> - Teachers challenge students with questions to promote their affective growth on the bases of individual and group level<br> - Teachers use questions such as<br>   - How did you feel when … … ?<br>   - What did you do when … … ?<br>   - What was your reaction ... ... ?<br>   - Was your solution effective ... ... ... ?<br>   - What do you need for performance improvement? |

1.4. Learners and their field experience

Students deem Infield Education a remote, frightening, and mysterious activity. The use of classroom-learned content that relevant to real-life contexts leads to active critical thinking skills development (Thornburn & Marshall, 2014). As practicing Infield Education, students experience high-level thinking skills within an experiential manner, which increases their emotional practice (Breunig et al., 2008; Scott, Boyd, & Colquhoun, 2013). Hence, students enhance their automaticity and responsibility as they cooperate and collaborate with their peers to face the challenges (Thornburn & Marshall, 2014). Therefore, the Infield Learning experience increases students’ engagement in the learning process and enhances those students’ motivation for more meaningful learning experiences. It is a tool to spur their societal awareness and community issues realization.
2. Out- of- class activities and transformative learning

Brookfield (1995) proposed that transformation is the progressive evolution of learners' understanding to meet the curriculum goals. It is a process of creating a significant change with one's belief set (Valenzuela, 2002). Transformation is a process in which teachers ought to think critically and challenge the ideas of how power and control are constructed within the curriculum implementation (Brookfield, 1995). Educators could successfully provide their students with the tools to evaluate their premises and formulate ways for more academic improvements. Consequently, educators and students could experience learning transformation. To this end, educators could enhance their students' growth mindsets for more learning progression.

Mezirow (2000) proposed four main stages for the process of transformation: First, experiencing; learners critically self-examine the assumptions and beliefs that have structured how experiences have been interpreted. Second, Critical Reflection; it is based on the following question: Where do our meaning schemes and perspectives come from? Also, how did I come up with my belief system? Third, Reflective Discourse; it is a conscious effort to find an agreement to construct a new understanding of the actual life and learning context. Fourth, action; it is the delayed, immediate, or reaffirmation of an existing pattern of knowledge.

Transformative Learning involves a profound shift with the personal premises that could be occurred during the field experience. Infield Learning experience could lead students to have a shift with their consciousness that dramatically and irreversibly alter their way of perceiving the world around (Mezirow, 2000). Through the various field activities, learners attempt to understand themselves and their relationship with their community, through which their desire could be constructed towards a more societal engagement. Thence, learners increase their sense of community.

3. Teacher’s stand and students’ transformation

The transformation process helps teachers understand their cultural position and analyze the reason of why they might find students’ behavior within the curriculum implementation stages. Accordingly, teachers should change to meet progressive change with their students’ needs and societal requirements. The teachers’ transformation leads to more democratic classrooms’ environments and communal engagement, as well. With a better understanding of themselves, teachers begin better understanding their students’ needs and curriculum goals for more community improvement.

3.1. Students’ transformation

Transformative Learning involves a structural shift in the basic facts, ideas, emotions, and actions (Mezirow, 2000). It is a shift that alters the way students can receive the world around them. Within the Transformative Learning, students reflect on their prior knowledge to determine what they already have justified with their current situations and conditions. Mezirow (1990) reports that the process of using the prior interpretation to construct a new interpretation of one’s experience to guide future action is the transition of a new vision. Learning from experience is the impetus of the transformational learning process. Students bring their cultural and historical selves to all learning experiences, which directs the learning process based on the pillar of Self-Directed Learning (Brookfield, 1995). Infield Learning experiences could provide learners with the tools to discover themselves and their communities in a way that enhances their Self-Directed Learning.

Adult learners are the primary concern of Transformative Learning. Transformative Learning is the process of transforming learners’ mentality and emotion into new approaches within the learning process (Mezirow, 2000). The heart of Transformative Learning is the learners’ evaluation of their experience (Cimen, & Yılmaz, 2016). In an adult learning context, creating meaning of the actual situation is an essential factor. Transformative learning starts with creating a dilemma (Table 2). Surprisingly, learners’ self-scrutiny and assumption evaluation create this dilemma.
The participants in the filed activity should realize that the transformative process starts with a dilemma in which they experience a new condition.

Transformative Learning is based on how individuals can make a decisive judgment and get insights by learning how they can isolate themselves from untested ways of thinking that hinder their Self-Development. The basic principle of Transformative Learning Theory is to assure changing people’s characteristics to develop different viewpoints in life and experience (Cimen, & Yulmaz, 2016). With Infield experience, learners could start comparing and contrasting their assumptions of class knowledge and their actual field knowledge. Concurringly, learners work cogently to bring these attributes together for more professional and academic development.

4. Transformative learning and affective domain
The essential element of Transformative Learning Theory is the emotional part (Neuman, 1996). The Infield Learning experience is considered a useful tool to increase students’ public awareness. Collins et al. (2008) conducted a study in Africa. He reported that the activities based on Transformative Learning Theory help develop positive behavior towards the local community. Additionally, Wynveen, Kyle, and Tarrant (2012) reported that Education-Based Transformative Learning Theory develops students’ positive behavior towards their communities. They stated that this trend of education enhances the Student-Centered Approach by using activities such as nature walk, photography, reflective notes, self-evaluation recounts, and video shows that related to the field of study. Self-Evaluation activities give students opportunities to assess themselves. Utilizing reflective thinking activities such as video recording, photography, and scenario writing can enhance this Infield Education by revealing students’ knowledge and related societal behavior with the current learning experience.

5. Infield education and affective domain
In modern psychology, the psychomotor, cognitive, and affective domains are the three main learning domains that drive learners towards the learning objectives’ realization. Affect refers to the learners’ experience of emotions and feelings. Crompton and Sellar (1981) ascertained that affect refers to both emotion and feeling that students experience during their learning progression. The affective domain is intertwined with students’ experience and includes phenomena such as interest, values, morals, attitudes, and a healthy mentality (See Figure 2). So, the behavioristic and humanistic approaches could be two crucial trends related to the affective domain.

Infield Learning programs increase students’ motivation for learning and deepen their active learning (Resource Area for Teaching, 2013). Bredderman (1983) reported that students who are struggling with inadequate social skills, low attention, and motivation could get benefits from activity-based learning and Infield Education. As shown in figure two, the Affective Learning

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### Table 2. Mezirow’s ten Transformative Learning Stages

| Stage                                                                 | Description                                                                                   |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| 1. Creating a dilemma                                               | Self-evaluation with guilty and emotion of shame (Evaluating yourself related to said topic by asking questions. For example, Do I have enough knowledge on my field topics or fears and concerns on this topic?). |
| 2. Self-evaluation with a broader aspect                           | Evaluating individual’s assumptions with a broader aspect.                                    |
| 3. Awareness in transformation process                              | Sharing thoughts on new roles, behaviors and relations.                                       |
| 4. Preparing a road map, and a plan about what to do                | Gaining knowledge and skills in order to implement plans.                                     |
| 5. Gaining knowledge and skills in order to implement plans         | Trying new roles.                                                                            |
| 6. Trying new roles                                                 | Building new roles, and self-confidence relationship between individuals.                     |
| 7. Building new roles, and self-confidence relationship between individuals | Appending new perspectives that individuals gained to their life                              |

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Domain correlates with the emotional component of the learning process and is concerned with students’ interests, attitudes, and values. The effective domain emphasizes students’ feelings, tone, acceptance, and rejection’s degree of the learning components. By the same token, learning is demonstrated by the learners’ behavior that indicates their awareness, empathy, interest, attention, responsibility, listening, and responding abilities.

According to the behavioristic approach, learners are products of genes and experiential differences. Behaviorists argue that human behavior is predetermined. However, humans react to both the inner and outer worlds. On the other hand, the humanistic approach rejects the idea that humans are pure products of genes and keeps the idea that the interaction between humans and the inner and outer world is hugely complex. According to humanists, humans are interrogative by nature and progressively interpret their feelings to understand their identities.

Consequently, self-actualization, self-determination, self-direction, and the feeling of autonomy and responsibility become the facets of human emotions that develop the capacity of understanding one’s emotion and that of others. Individuals’ outputs are different along the various learning progression stages due to the individuals’ backgrounds and experiences (Ringness, 1975). The learners’ Infield Experience is a golden tool for the humanistic approach support that saves the active learning environment.

Martin and Briggs (1986; in Bichelmeyer, Marken, Haris, Misanchuk, & Hixon, 2009) state that affective domain is a vast area that includes: concerns, motivations, attitudes, values, self-respect, self-control, curiosity, creativity, independence, group dynamics, and dreams (Figure 2). Bichelmeyer et al. (2009) state that cognitive and affective domains might be seen as two different research areas, but the neurologist Antonio Damasio stated that there is a cogent relationship between the essence of emotion and the logical thinking (1994, in Bichelmeyer et al., 2009). Martin and Briggs (1986) proposed that the educational learning is positively influenced by the interaction of the two areas: Cognitive and Affective. Infield educational activities, social interactions, and the activities that engage the five human senses could be used to construct a productive learning environment (Okur et al., 2013a; Okur-Berberoglu, Sezer, Guder, & Yalcin-Ozdilek, 2013a). Okur (2012) assured that most researchers in the field of experiential learning highly reside in the Affective Domain in the learning objectives realization. Furthermore, concepts in persons’ Affective Domain, such as pain, hurt, anxiety, and fear, tend to be much more sensory rather than analytic (Martin & Briggs, 1986 in Bichelmeyer et al., 2009; Okur-Berberoglu et al., 2013a, 2013a). Thence, the Affective Domain is deemed to be of a higher requirement in the Infield Education.

If the Affective Domain is engaged in the learning processes in adult education, the learners can accept innovation and be more open to different viewpoints to the problems of their societies and the world around them. It is the way to help learners attest to their premises as the initiated step for learning transformation. In the mainstream of Infield Education, people can be stimulated to
feel the society around them with experiences such as pain, hurt, anxiety, fear, and empathy. They can figure out better ways for more effective connections with their communities, societies, and lived-experiences (Reis & Roth, 2009).

Okur-Berberoglu et al. (2013a) conducted a qualitative study on the effectiveness of using infield adult education. Observations and interviews were collected then analyzed using the discourse analysis. The researchers concluded that utilizing Infield Education as a teaching approach enhances students’ awareness of their society. The participants use words such as love, peace, joy, and happiness to describe their experience as practicing Infield Education. However, Kasapoglu and Turan (2008) stated that learners are varied as using Infield Education due to the positive and negative behavioral attitude during their practice. This is due to the different used concepts within the Affective Domain, such as motivation, self-concept, curiosity, and anxiety. Thence, educators should define what the effective utilization of experiential learning experience in their out-of-class activities and design cogent instructions for implementation.

6. Tips for effective teaching (the theory of practice)

6.1. Tip# 1: forming the discovery teams
Teachers might provide each group member with an assignment for the activity preparation. In the same token, participants could agree internally on the roles’ distributions and inform their teacher. Thence, the teacher assures the entire group participation.

6.2. TIP #2: use the “listen and share” activity
Teachers can start by gathering their students ahead of the teaching activity and informing them to collect the data then take a turn sharing information about their findings. This activity allows students to become calm and focused.

6.3. TIP #3: have students use private journals every time the class goes out
The teachers can inform their students to use the hand-made or store-brought report folders. The student could write down their observations, measurements, sketches in the journals. They can record their observations and then conduct a comparison between in-class knowledge and these lived experiences. They could prepare their notes to be shared in the group and class, if possible.

6.4. TIP #4: clipboards are activities’ indicator and guidance
Teachers should provide their students with guided information ahead of their out of class activity. Each participant should carry this clipboard as a reminder of the broader task principles. Teachers can provide guided questions, as well.

6.5. TIP #5: keep the internal group uniform
Teachers should ensure that all group members could identify themselves quickly and be close to each other for more safety and confidence. Using the same group uniform increases group belonging while being in the field.

6.6. TIP #6: you are the leader—be a role model
Teachers should walk the talk with their practice. It could be beneficial to model the activity to avoid any confusion. Students are excellent observers of their teachers. So, it is highly necessary to lead by example.

6.7. TIP #7: use the consistent reminders of the activity boundaries
Teachers should keep their students in the activities’ framework all the practice time. Therefore, keeping a progressive alert of the activities limitations and goals keep students more focused on their tasks. Teachers could use available institutional technologies for more follow-up and supervision.
7. Concepts of effective learning

- The new learning should be based on and related to experience. Educators should find out their students’ current understanding, and then they can progress from there. That can be done by raising some questions or even conducting a short online survey.
- Educators ought to use the proper language within their instructional setting. Also, students should be provided with a variety of communication methods such as oral and written ones among themselves to grasp the raised concepts in their way for more effective practice.
- Provide students with the freedom to learn through experience.
- Educators should keep a sense of wonder (cool, neat, great ...) into their guidance for more students’ motivation. Also, the instructional environment should be supportive while providing feedback.
- There is a need for a high expectation of achievement.
- Educators could utilize the concept maps as a useful visual tool to help students interact effectively throughout their infield activity. It is used as a framework for raising students’ observation quality.

8. Conclusion

Utilizing experiential learning in education is valuable for students and teachers as it keeps the dynamic development in classroom and curriculum implementation. The affective domain increasingly influences students’ classroom engagement and communal awareness. Researchers reported that Infield Education’s embedding in learning processes has positive impacts on decreasing the achievement gaps and increasing the standardized tests’ scores. To this point, utilizing Infield Education enhances learners’ affect that influences their Transformative Learning.

The reasons for this stand are based on Ringness’s studies regards the adult learners’ resistance to change of their feelings and attitudes. Without the Affective domain engagement in the learning processes, learners would not experience the innovation of various viewpoints to solve their societal problems. In terms of Infield education, learners would be stimulated to feel (experience the pain, hurt, anxiety, fear, and empathy), then they might enjoy a better and stronger relationship with their community and lived- experiences. Infield experience could be a tool for triggering more learning experiences in adult education contexts to close the gap between academia and industry.

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