

## LEARNING PLAN

**APPROXIMATE LENGTH OF LESSON:** 1 Hour

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### OBJECTIVES

At the end of the lesson, at least 85% of the students should be able to:

- Familiarize with Dale's Cone of Experience and provide classroom processes or practices that exemplify each stratum of the Cone of Experience.
- Provide examples of the various instructional materials appropriate for given instructional contexts.

### SUBJECT MATTER

LESSON	21 <sup>ST</sup> CENTURY SKILLS
<ul style="list-style-type: none"><li>• <b>Theories and Principles in the Use and Design of Technology-Driven Lessons: Edgar Dale's Cone of Experience</b></li></ul>	<ul style="list-style-type: none"><li>• Critical Thinking</li><li>• Communication and Collaboration</li><li>• Creativity and Innovation</li><li>• Information and Media Literacy</li><li>• Self-direction and Lifelong Learning</li></ul>
CONCEPTS	VALUES
<ul style="list-style-type: none"><li>• <b>Technology Integration in Teaching-Learning Process:</b> Teachers' integration of technology depends on their beliefs about how people learn and how to approach instruction. Educators need to provide learning experiences that achieve defined outcomes. The module aims to acquaint the reader with various theories and learning principles, including Dale's Cone of Experience.  <b>Edgar Dale's Cone of Experience:</b><ul style="list-style-type: none"><li>○ It is a <b>visual analogy</b> that shows a <b>continuum of learning</b>.</li><li>○ It presents <b>bands of experience</b> that are not strictly defined as mutually exclusive, but rather <b>overlap and blend</b> into one another.</li><li>○ The Cone illustrates that the <b>nature of involvement is more active if it is at the bottom</b> (more direct learning experience).</li><li>○ It emphasizes the <b>amount of immediate sensory participation</b> involved, rather than just</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Educators gain a strong understanding of how people learn and how to approach instruction, which is essential for effectively integrating technology into the teaching-learning process.</li><li>• Teachers acquire the ability to provide learning experiences that are more likely to achieve defined outcomes; further supported by considering the Eight M's of Teaching, each element contributing to ensuring effective instruction.</li><li>• Emphasizes using learning principles and theories as a basis for the selection of instructional materials appropriate for given instructional contexts, as Dale's Cone of Experience relates well with various instructional media.</li></ul>

the difficulty of the experience or degree of abstraction.


- The Cone is not meant to be a rigid, inflexible pattern, nor does it imply that teaching and learning must always move systematically from the base to the pinnacle. Instead, learning should begin with the kind of experience most appropriate to the needs and abilities of the particular learning situation.
- **The Bands of Experience:** These are the different levels of experience arranged from most concrete (base) to most abstract (pinnacle):
  - **Direct purposeful experiences:** These are the foundation of experiencing learning, using the senses, and leading to meaningful knowledge and understanding.
  - **Contrived experiences:** These include representations such as models, miniatures, or mock-ups, which can go beyond the learners' grasp and provide substitutes for real experiences.
  - **Dramatized experiences:** These involve students actively participating in a reconstructed experience through role-playing or dramatization.
  - **Demonstrations:** These show how things are done or how to execute a process, providing an appropriate way of making the learning experience meaningful.
  - **Study trips:** Actual visits to locations to observe a situation or case that may not be available in the classroom.
  - **Exhibits:** Displays of models, pictures, artifacts, or posters that provide information or a message. Exhibits encourage manipulation and interaction.
  - **Television and motion pictures:** Two-dimensional representations of reality that allow learners to experience situations communicated through mediated tools, providing a feeling of realism.
  - **Still pictures, Recordings, Radio:** Audio-recorded materials or information broadcast through radio, along with still pictures or images.

- Highlights that the arrangement of experiences emphasizes the amount of immediate sensory participation involved, asserting that the more senses involved, the better the learning will take place.
- Promotes the value of beginning instruction with the kind of experience most appropriate to the needs and abilities of the particular learning situation, rather than always moving systematically from the base to the pinnacle.
- Provides valuable insight, particularly for young learners, recommending a progression from the Enactive to Iconic and then to Symbolic for a gradual unfolding of understanding, preventing a rush to immediate abstraction.
- Identifies crucial pitfalls to avoid when using the Cone, which include: using only one medium in isolation, moving to abstract concepts without an adequate foundation of concrete experience, and getting stuck solely in concrete experiences, which can inadvertently hamper the development of students' higher-order thinking skills.
- Prompt teachers to ask critical questions about instructional resources and student experiences, such as: where a student's experience with a resource fits in the cone, what kind of learning experience to choose, how to enrich existing materials, what instructional materials to use, and how many senses students will employ

- **Visual symbols:** More abstract representations like charts, graphs, or flow charts.
- **Verbal symbols:** The most abstract category, representing concepts that may not look like the object or concept they represent (e.g., words, codes, formulae).
- **The Eight M's of Teaching:** Elements considered in effective instruction, which include:
  - Milieu - the learning environment.
  - Matter - the content of learning.
  - Method - teaching and learning activities.
  - Material - the resources of learning.
  - Media - communication system. (Note: "media" and "material" are elements of the Cone of Experience).
  - Motivation - arousing and sustaining interest in learning.
  - Mastery - internalization of learning.
  - Measurement - evidence that learning took place.
- **Relationship to Bruner's Three-Tiered Model of Learning:** The Cone of Experience can be related to Bruner's model, which suggests learning progresses through:
  - **Enactive:** A series of actions.
  - **Iconic:** A series of illustrations or icons.
  - **Symbolic:** A series of symbols. Young learners are highly recommended to proceed from enactive to iconic and then to symbolic, moving from concrete to abstract for the gradual unfolding of understanding.
- **Principles and Pitfalls in Using the Cone:**
  - **Flexibility:** The bands are not rigid, and experiences can be mixed and interrelated.
  - **Appropriateness:** Instruction should begin with the type of experience most appropriate for the learners' needs and abilities, not necessarily always direct experience.
  - **Sensory Involvement:** The more senses involved, the better the learning experience.
  - **Avoiding Pitfalls:** Educators should avoid using only one medium in isolation, moving to abstract concepts without a concrete foundation, or getting stuck only in concrete experiences, which

<p>can hamper the development of higher-order thinking skills.</p>	
<p><b>MATERIALS</b></p>	<p><b>REFERENCES</b></p>
<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Visual aids</li> <li>• Video and PowerPoint Presentations</li> <li>• Roulette Simulator</li> <li>• Wayground Website</li> </ul>	<ul style="list-style-type: none"> <li>• Technology for Teaching and Learning 1 by Bilbao, et al.</li> </ul>

**LEARNING ACTIVITIES**

<p><b>ENGAGE</b></p>	
<p><b>"Confetti Blast Riddle Rush" (Covered Stocking Game)</b></p> <p><b>Objective:</b> To activate prior knowledge and introduce the concept of different learning experiences in a fun way.</p>  <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• 3 clean stockings</li> <li>• Confetti</li> <li>• 3 small notes with riddle questions (folded neatly)</li> <li>• A roulette wheel (digital) to randomly select pairs</li> <li>• Timer (30 seconds per riddle)</li> </ul> <p><b>Mechanics:</b></p> <ol style="list-style-type: none"> <li>1. <b>Pre-service Teacher's Setup:</b> The Pre-service Teacher will prepare three notes, each containing a riddle question related to an activity or experience. The answers will correspond to a level of Dale's Cone of Experience. The notes will be hidden within a handful of confetti inside a box.</li> <li>2. <b>Players Selection:</b> The Pre-service Teacher will spin the roulette</li> </ol>	<p><i>Remarks:</i></p>

wheel three times to select three pairs of students to participate. Each selected pair will come to the front.

3. **Stocking Up!:** For each pair, one student will put the stocking over their head and face. The other student will hold the opening of the stocking securely in place.
4. **Confetti Blowout:** On the "Go!" signal, the student with the stocking on their face will blow as hard as they can to clear the confetti and reveal the hidden note inside the box. Their partner can verbally encourage them.
5. **Riddle Reveal:** Once the confetti is mostly clear, the student can stop blowing, retrieve the note, and read the riddle aloud to their partner.
6. **Answer the Riddle:** The pair will then have 30 seconds to discuss and answer the riddle. The first pair to correctly answer the riddle will win.

#### Riddle Questions & Answers:

- **Riddle for Pair 1:** "I am where you learn by doing, truly immersed and fully seeing. Through real events, I guide your way. What kind of learning am I, would you say?"
  - **Answer:** Practice (corresponds to Direct Purposeful Experiences)
- **Riddle for Pair 2:** "I show you, step by step, it's true. No hands-on, but a perfect view. What am I called when a process is shown to you?"
  - **Answer:** Display (corresponds to Demonstrations)
- **Riddle for Pair 3:** "I'm made of lines and shapes you see, representing ideas, but not quite me. I'm a picture, graph, or diagram art. Which kind of sign plays this part?"
  - **Answer:** Icon (corresponds to Visual Symbols)

## EXPLORE

### "Cone Category Showdown!"

**Objective:** To encourage collaborative learning and a deeper understanding of the Cone's structure and examples through a game show format.

#### Materials:

- Large poster paper with a pre-drawn, blank Cone of Experience outline for each group (segments but no labels)
- Markers, colored pencils, or crayons
- Glue or tape
- Deck of "Activity Cards" (small cards with different learning activities/materials written on them). See the "Activity Card Deck and

*Remarks:*

Placement" section below for content.

- Optional: Small whiteboards or notepads for groups, buzzers or designated signals for answering.
- Scoreboard.

### **Mechanics:**

1. **Team Formation:** The Pre-service Teacher (acting as the Game Show Host) will divide the class into small groups (e.g., 4-5 students per group). Each group is a "team."
2. **Game Board Setup:** Each team receives a large blank Cone outline and a mixed deck of "Activity Cards."
3. **Round 1: Initial Placement Sprint (5 minutes):**
  - The host announces, "Teams, your first challenge is to quickly place ALL of your Activity Cards onto the section of the Cone where you think they belong! You have 5 minutes. Go!"
  - Teams work collaboratively to quickly place (tape or glue) their cards.
  - The first team to finish and confidently declare "Done!" gets a bonus point, provided their initial placements are mostly accurate.
4. **Round 2: The "Justification Jackpot" (Interactive Q&A):**
  - The host picks an "Activity Card"
  - The host reads the activity aloud and asks a designated team (From the spinning wheel) , "Team [Name], where did you place this, and why?"
  - The team must correctly identify the band of the Cone and briefly explain their reasoning.
  - If correct, they earn points (e.g., 2 points). If incorrect, another team can "steal" by giving the correct answer and justification (e.g., 1 point).
  - The host will go through several cards, ensuring each team gets multiple chances to answer.
5. **Round 3: "Mystery Category Challenge" (Bonus Round):**
  - The host describes a learning scenario or an activity type *without* naming the Cone band directly (e.g., "This learning involves seeing real-life objects displayed in an organized way, like in a museum.>").
  - The first team to signal (raise their flag) and correctly identify the Cone band (e.g., "Exhibits!") earns a point.
  - For an extra point, they must provide a *new*, unique example of that type of learning experience not already on the cards.
6. **Final Reveal & Score:**
  - Each team will briefly present their final "Cone of Experience" to

the class, walking through a few of their placements.

- The Pre-service Teacher (Host) will tally the points on the scoreboard.
- The team with the highest score is declared the "Cone Category Showdown Champions!" and receives a small acknowledgment.

### **Activity Card Deck and Placement:**

Here are examples of "Activity Cards" with their corresponding correct placement within Dale's Cone of Experience:

- **Activity Card Text:** "Conducting a science experiment to test a hypothesis"
  - **Correct Placement:** Direct, Purposeful Experiences
- **Activity Card Text:** "Building a miniature volcano that erupts with baking soda and vinegar"
  - **Correct Placement:** Contrived Experiences
- **Activity Card Text:** "Participating in a historical role-play about the Philippine Revolution"
  - **Correct Placement:** Dramatized Experiences
- **Activity Card Text:** "A teacher showing students step-by-step how to solve a complex math problem on the board"
  - **Correct Placement:** Demonstrations
- **Activity Card Text:** "Visiting the Museo de Oro in Cagayan de Oro City to see historical artifacts"
  - **Correct Placement:** Field Trips
- **Activity Card Text:** "Exploring an interactive display at a science center about human anatomy"
  - **Correct Placement:** Exhibits
- **Activity Card Text:** "Watching a documentary about marine life in the Philippines"
  - **Correct Placement:** Television and Motion Pictures
- **Activity Card Text:** "Listening to a podcast interview with a famous Filipino author"
  - **Correct Placement:** Still Pictures, Recordings, Radio
- **Activity Card Text:** "Analyzing a bar graph showing population growth in Northern Mindanao"
  - **Correct Placement:** Visual Symbols
- **Activity Card Text:** "Reading a textbook chapter about the principles of democracy"
  - **Correct Placement:** Verbal Symbols
- **Activity Card Text:** "A class debate on a current social issue"
  - **Correct Placement:** Verbal Symbols
- **Activity Card Text:** "Operating a simulated factory assembly line on a computer"

- **Correct Placement:** Contrived Experiences
- **Activity Card Text:** "Observing a live surgical procedure through a video feed"
  - **Correct Placement:** Motion Pictures
- **Activity Card Text:** "Listening to a foreign language audio lesson"
  - **Correct Placement:** Still Pictures, Recordings, Radio

## EXPLAIN

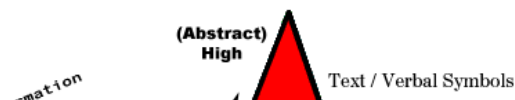
### "Unpacking the Cone"

**Objective:** To discuss Edgar Dale's Cone of Experience, its purpose, and each level, providing all essential information as outlined in Technology for Teaching and Learning 1 by Bilbao et al..

**Mechanics:** The Pre-service Teacher will lead a semi-interactive discussion, presenting the core concepts of Edgar Dale's Cone of Experience using a clear, simple approach.

1. **Introduction to Edgar Dale:** Introduce Edgar Dale (1900-1985) as a prominent figure and pioneer in the field of audio-visual materials in instruction, serving on The Ohio State University faculty from 1929 until 1970. He is the creator of the Cone of Experience.
2. **What is the Cone?** Explain that the Cone of Experience is a visual analogy, first introduced in Dale's 1946 book, "Audio-Visual Methods in Teaching." It was designed to "show the progression of learning experiences" (Dale 1969, p. 108) from the concrete to the abstract. It shows a continuum of learning, presenting bands of experience that are not strictly defined as mutually exclusive, but rather overlap and blend into one another. The Cone illustrates that the nature of involvement is more active if it is at the base, involving more sensory participation. The closer you are to the base of the Cone, the more direct the learning experience becomes.
3. **Flexibility of the Cone:** Emphasize that the Cone's bands are not a rigid pattern. Learning doesn't always have to go from bottom to top; instead, it should begin with experiences most appropriate to the learners' needs and abilities. There must be a balance between concrete and abstract experiences to cater to the needs of the learner. The more senses are involved, the better learning will take place.
4. **Journey Through the Bands:** Systematically explain each level of the Cone, starting from the most concrete (base) to the most abstract (pinnacle), providing simple examples for each:

Remarks:



- **Direct, Purposeful Experiences:** These are the foundation of learning. They involve hands-on, experiential learning where students actively "do" things and use all their senses. They are real-world experiences. Examples include performing experiments, participating in fieldwork, or real-life problem-solving.
- **Contrived Experiences:** These are simplified, edited, or simulated representations of reality when direct experience is not possible. This includes using models, miniatures, or mock-ups as substitutes for real experiences that are beyond direct grasp. For example, a flight simulator for pilots or a model of a human heart.
- **Dramatized Experiences:** These involve actively participating in reconstructed experiences through role-playing, skits, or dramatization. Students take on roles and re-create events, fostering deeper understanding and empathy.
- **Demonstrations:** This involves showing how things are done or how to execute a process. A demonstration allows students to observe a procedure or concept in action. An example is a cooking demonstration or a teacher showing how to use a specific software.
- **Study Trips (Field Trips):** These are actual visits to locations to observe situations or phenomena not readily available in the classroom. This provides direct exposure to real-world contexts, like visiting a historical site, a local factory, or a zoo.
- **Exhibits:** These are displays of models, pictures, artifacts, or posters that often encourage manipulation and interaction. Exhibits present organized information in a visual and often tactile manner, such as a science fair project or a museum display.
- **Television and Motion Pictures:** These are two-dimensional representations of reality, providing a feeling of realism. They allow learners to see and hear events unfold, even if they cannot be present physically. Examples include educational documentaries or news broadcasts.
- **Still Pictures, Recordings, Radio:** This level includes audio-recorded materials or broadcast information, along with static images. Learning relies primarily on auditory or visual input without motion, such as listening to a podcast or looking at photographs in a book.
- **Visual Symbols:** These are more abstract representations of concepts, ideas, or relationships. This includes charts, graphs, maps, diagrams, and other non-photographic visual aids. They

<p>require interpretation and understanding of abstract concepts.</p> <ul style="list-style-type: none"> <li>○ <b>Verbal Symbols:</b> This is the most abstract category, representing concepts through words, codes, or formulae. This level involves learning through spoken or written language, such as reading a textbook, listening to a lecture, or engaging in a discussion.</li> </ul> <p>5. <b>Common Misconceptions:</b> It is important to note that the Cone of Experience does not imply that one must always start at the base and move upwards. Also, it doesn't mean that more abstract experiences are less effective. The experiences in each stage can be mixed and interrelated. The optimal learning experience depends on the specific learning objective and the learners' needs.</p> <p>6. <b>Connecting to the 8 M's:</b> Briefly link the Cone to the "Material" and "Media" elements of the 8 M's of teaching, as they are crucial in providing learning experiences. These M's help educators consider the environment (Milieu), content (Matter), teaching approach (Method), resources (Material), communication channels (Media), student engagement (Motivation), deep learning (Mastery), and assessment (Measurement).</p> <p>7. <b>Relationship to Bruner's Model:</b> Briefly connects Dale's Cone to Jerome Bruner's three-tiered model of representation: Enactive (learning by doing/acting), Iconic (learning through images/illustrations), and Symbolic (learning through language/symbols). This shows how different modes of representation align with the concrete-to-abstract progression of the Cone.</p>	
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**ELABORATE**

<p><b>"Cone Charades Challenge!"</b></p> <p><b>Objective:</b> To apply understanding of Dale's Cone to real-world teaching scenarios through a fast-paced "Charades" game, promoting kinesthetic application, quick recall, and collaborative non-verbal communication.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● "Hot Seat" chair (a designated chair at the front of the classroom).</li> <li>● Pre-written cards or slips of paper, each with the name of <i>one</i> of the 11 bands of Dale's Cone of Experience.</li> <li>● Timer (e.g., 60-90 seconds per round, adjustable based on class size/engagement).</li> <li>● Scoreboard.</li> <li>● Optional: A large visual aid (whiteboard or projector) listing the 11 bands of Dale's Cone for the student in the hot seat to reference (without</li> </ul>	<p>Remarks:</p>
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definitions).

**Mechanics:**

1. **Team Formation:** The Pre-service Teacher (acting as the Game Show Host) will divide the class into two or more teams.
2. **The "Hot Seat" Setup:** One student from the first team sits in the "Hot Seat" at the front of the room, facing away from their teammates and the acting area.
3. **Cone Level Reveal (to actors):** The host will project a 'Cone Level' (e.g., 'Dramatized Experiences') on screen, but only the acting teammates will be allowed to see it—not the student in the Hot Seat.
4. **Action Clue Giving (Time Limit):**
  - On the "Go!" signal, the acting teammates must *act out* an activity or characteristic representative of the given Cone level. They should aim for actions that demonstrate the learning experience associated with that level.
  - **Crucial Rule:** Teammates *cannot* speak, make sounds that directly name the level, mouth words, or point to any written words. They must rely solely on physical actions.
  - **Example Actions:**
    - **Direct, Purposeful Experiences:** Mime conducting an experiment (mixing, pouring), planting a seed, building something with tools, or solving a puzzle hands-on.
    - **Contrived Experiences:** Mime interacting with a small model (e.g., moving a car on a map, pointing to parts of a human torso model), or using a simulator (e.g., flying a plane, driving).
    - **Dramatized Experiences:** Act out a character from a play, a historical event, or a role-playing scenario (e.g., a doctor examining a patient, or a lawyer arguing a case).
    - **Demonstrations:** Mime showing how to do something (e.g., drawing a graph, tying a knot, operating a piece of equipment, cooking a dish step-by-step).
    - **Study Trips:** Mime looking through binoculars, pointing at landmarks, walking through a museum exhibit, or taking notes while observing.
    - **Exhibits:** Mime interacting with a display (pushing buttons, looking at artifacts, reading a placard), or pointing to something on a poster board.
    - **Television and Motion Pictures:** Mime watching a screen, showing excitement or sadness at a scene, pretending to fast-forward/rewind.
    - **Still Pictures, Recordings, Radio:** Mime looking at a photograph in a book, listening intently to headphones, or

adjusting a radio dial.

- **Visual Symbols:** Mime drawing a chart, pointing to a graph, tracing a map, or using hand gestures to represent a diagram.
- **Verbal Symbols:** Mime reading a book, writing on a pad, having a quiet conversation (no sound), or gesturing as if giving a lecture.

5. **Guessing:** The student in the "Hot Seat" watches the charades and guesses the Cone level. They can make multiple guesses within the time limit.
6. **Scoring:**
  - If the student in the "Hot Seat" correctly identifies the Cone level within the time limit, their team earns points (e.g., 5 points).
  - No points are awarded if the guess is incorrect or if the time runs out.
7. **Rotation:** After the turn (whether correct or not), a new student from the next team takes the "Hot Seat," and the game continues. Each team gets an equal number of turns.
8. **Winning:** The team with the most points at the end of all rounds wins the "Cone Charades Challenge!"

#### **Input (Cone Levels for Acting) and Answer (Correct Cone Level to Guess):**

The input for the acting teammates will be any of the 11 bands of Dale's Cone of Experience. The student in the hot seat must then guess this exact Cone level.

Here are the possible inputs and their corresponding correct answers:

- **Input (for actors):** Direct, Purposeful Experiences
  - **Answer (for Hot Seat):** Direct, Purposeful Experiences
- **Input (for actors):** Contrived Experiences
  - **Answer (for Hot Seat):** Contrived Experiences
- **Input (for actors):** Dramatized Experiences
  - **Answer (for Hot Seat):** Dramatized Experiences
- **Input (for actors):** Demonstrations
  - **Answer (for Hot Seat):** Demonstrations
- **Input (for actors):** Study Trips
  - **Answer (for Hot Seat):** Study Trips
- **Input (for actors):** Exhibits
  - **Answer (for Hot Seat):** Exhibits
- **Input (for actors):** Television and Motion Pictures
  - **Answer (for Hot Seat):** Television and Motion Pictures
- **Input (for actors):** Still Pictures, Recordings, Radio
  - **Answer (for Hot Seat):** Still Pictures, Recordings, Radio
- **Input (for actors):** Visual Symbols

- **Answer (for Hot Seat):** Visual Symbols
- **Input (for actors):** Verbal Symbols
  - **Answer (for Hot Seat):** Verbal Symbols

## EVALUATE

**Objective:** To assess student understanding of Edgar Dale's Cone of Experience.

### Mechanics:

1. **Access Wayground:** Students will use their devices (phones, tablets, or computers) to access the Wayground website (<https://wayground.com/>).
2. **Join Game:** The Pre-service Teacher will provide a unique game code for a pre-made 10-item multiple-choice assessment on Edgar Dale's Cone of Experience.
3. **Assessment:** Students will answer the 10 multiple-choice questions individually.
4. **Review:** After the assessment, the Pre-service Teacher can review the answers with the class, discussing common errors and reinforcing key concepts.

Quiz Link: <https://wayground.com/admin/quiz/686c83718deafdc216febf10>

### Quizizz Questions and Answers (10 Questions):

Here are 10 multiple-choice questions for the "Quizizz Cone Challenge," along with their correct answers:

1. **Question:** Which statement applies correctly to Edgar Dale's Cone of Experience?
  - **A.** The closer you are to the base, the more direct the learning experience becomes.
  - **B.** The farther you are from the bottom, the more direct the learning experience becomes.
  - **C.** The closer you are to the base, indirect the learning experience becomes.
  - **D.** The farther you are from the base, direct the learning experience becomes.
  - **Correct Answer:** A
2. **Question:** Contrived experiences, demonstrations, and field trips are examples of what type of materials, according to Bruner's model, are often associated with visual representations.
  - **A.** iconic

Remarks:

- **B. enactive**
  - **C. symbolic**
  - **D. abstract**
  - **Correct Answer: A**
3. **Question:** Performing experiments is an example of which level in Dale's Cone?
- **A. real-world experiences**
  - **B. direct, purposeful experiences**
  - **C. contrived experiences**
  - **D. dramatized experiences**
  - **Correct Answer: B**
4. **Question:** As implied in the Cone of Experience, which learning approach would generally be most effective for kindergarten children?
- **A. Videos**
  - **B. Books**
  - **C. Audio recordings**
  - **D. Real-life experiences**
  - **Correct Answer: D**
5. **Question:** Which statement is NOT correct about the Cone of Experience?
- **A. The experiences in each stage can be mixed and interrelated.**
  - **B. There should be a rigid progression of experiences from bottom to top.**
  - **C. There must be a balance between concrete and abstract experiences.**
  - **D. The more senses are involved, the better learning will take place.**
  - **Correct Answer: B**
6. **Question:** Which level of the Cone of Experience is characterized by the use of models, mock-ups, or simulations to represent reality when the real thing is unavailable or impractical?
- **A. Dramatized Experiences**
  - **B. Contrived Experiences**
  - **C. Demonstrations**
  - **D. Exhibits**
  - **Correct Answer: B**
7. **Question:** Listening to a podcast about historical events falls under which category of Dale's Cone?
- **A. Visual Symbols**
  - **B. Motion Pictures**
  - **C. Still Pictures, Recordings, Radio**
  - **D. Verbal Symbols**
  - **Correct Answer: C**
8. **Question:** What does Dale's Cone suggest about learning that involves more direct participation and sensory input (found at the base of the

Cone)?

- **A.** It is less abstract and generally more effective for retention.
- **B.** It is more abstract and less memorable.
- **C.** It is primarily suitable for advanced learners.
- **D.** It focuses only on auditory learning.
- **Correct Answer: A**

9. **Question:** Which of the following is an example of learning primarily through "Visual Symbols"?

- **A.** Watching a science documentary.
- **B.** Reading a novel.
- **C.** Interpreting a bar graph showing climate data.
- **D.** Visiting a local farm.
- **Correct Answer: C**

10. **Question:** According to Edgar Dale, the Cone of Experience is a visual analogy that shows a continuum of learning from the most to the most.

- **A.** abstract, concrete
- **B.** direct, indirect
- **C.** concrete, abstract
- **D.** active, passive
- **Correct Answer: C**