



**DESIGN EXPERIENTIAL ACTIVITIES IN LOCAL CRAFT VILLAGES  
TO IMPROVE THE TRAINING QUALITY OF PRESCHOOL TEACHERS  
IN NAM DINH TEACHER'S TRAINING COLLEGE**

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**Abstract:**

Currently, the organization of experiential activities in the direction of exploiting local and regional factors are being promoted thanks to advantages such as: exploiting and preserving natural and cultural values; high feasibility; close to learners... To improve the quality of preschool teacher training, Nam Dinh teacher's training College has been strengthening the organization of experiential activities in the local craft village. In the article, the author proposed a process of designing experiential activities including 7 steps: Step 1: Select the topic of local cultural experience activities associated with the training program for preschool teachers; Step 2: Determine the objective of the activity; Step 3: Determine the content and methods, means and forms of activities; Step 4: Make a plan; Step 5: Design details of activities on paper; Step 6: Check, adjust and complete the operation program; Step 7: Evaluate process performance. The author has applied the design of experiential activities at Nghia Chau hat-making village of Nam Dinh province for students of preschool education.

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**THIẾT KẾ HOẠT ĐỘNG TRẢI NGHIỆM TẠI LÀNG NGHỀ ĐỊA PHƯƠNG NHẪM  
NÂNG CAO CHẤT LƯỢNG ĐÀO TẠO GIÁO VIÊN MẦM NON  
TẠI TRƯỜNG CAO ĐẲNG SƯ PHẠM NAM ĐỊNH**

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Thông tin bài viết	Tóm tắt
<p>Ngày nhận bài: 12/08/2022</p> <p>Ngày sửa bài: 08/09/2022</p> <p>Ngày duyệt đăng: 25/10/2022</p>	<p>Hiện nay, việc tổ chức hoạt động trải nghiệm theo hướng khai thác các yếu tố mang tính địa phương, vùng miền đang được đẩy mạnh nhờ những ưu điểm như: khai thác và bảo tồn các giá trị về thiên nhiên và văn hóa; tính khả thi cao; gần gũi với người học... Để nâng cao chất lượng đào tạo giáo viên mầm non, trường Cao đẳng Sư phạm Nam Định đã và đang tăng cường tổ chức các hoạt động trải nghiệm tại làng nghề địa phương. Trong bài viết, tác giả đã đề xuất quy trình thiết kế hoạt động trải nghiệm gồm 7 bước: Bước 1: Lựa chọn chủ đề hoạt động trải nghiệm văn hóa địa phương gắn liền với chương trình đào tạo GV mầm non; Bước 2: Xác định mục tiêu của hoạt động; Bước 3: Xác định nội dung và phương pháp, phương tiện, hình thức của hoạt động; Bước 4: Lập kế hoạch; Bước 5: Thiết kế chi tiết hoạt động trên bản giấy; Bước 6: Kiểm tra, điều chỉnh và hoàn thiện chương trình hoạt động; Bước 7: Đánh giá việc thực hiện quy trình. Tác giả đã vận dụng thiết kế hoạt động trải nghiệm tại làng nghề làm nón Nghĩ Châu của tỉnh Nam Định cho sinh viên ngành giáo dục mầm non.</p>

**Từ khóa:**

*hoạt động trải nghiệm, địa phương, giáo viên mầm non, làng nghề, đào tạo giáo viên*

**1. Introduction**

In response to the innovative requirements of the education industry, the training of preschool teachers today also changes in the direction of developing student competence. One of the methods to develop students' competencies is to organize experiential learning. The addition of local and regional elements to the organization of experiential activities is one of the effective ways to educate qualities (patriotism, compassion, hard work, honesty, responsibility) and develop qualifications (such as the capacity to organize experiential activities, the capacity to educate children in the future, etc.). Craft villages (especially traditional

craft villages) are places to preserve and promote local cultural heritages. Organizing experiential activities in local craft villages has various advantages such as time&cost-saving, utilizing and preserving local natural and cultural values, high feasibility, as well as bringing interest and motivation in learning for trainees. In response to the request to improve the quality of preschool teacher training at Nam Dinh teacher's training College, I would like to propose the process of designing experiential activities, taking an example of a traditional craft village in Nam Dinh province.

## 2. Research content

### 2.1. Experiential activities

There are many studies on experiential activity, some typical studies can be mentioned such as:

Dinh Thi Kim Thoa introduced the concept of experiential activities (in a narrow sense): this means educational activities gathered through personal know-how and creativity, connecting what has been learned in school with real-life experiences whereby knowledge gradually accumulates and gradually transforms into competence [5].

Author Nguyen Thi Lien and colleagues give the most common understanding of experiential activities: educational activities, in which the content and form of organization create conditions for trainees to participate directly and be an active subjects. A Participant can do self-planning, proactively set up actional strategies for themselves and for the group to formulate and develop qualities, ideas, attitudes, feelings, values, and life skills as well as other necessary competencies of citizens in modern society.... [3]

Author Dao Thi Anh Le in a study suggested measures to develop the capacity of organizing experiential activities for students at Nam Dinh College of Pedagogy: strengthening the design and implementation of other activities. Teaching activities in the direction of creating opportunities for students to experience real life, linking teaching with practical daily life, with local culture, activities, and labor [1].

Author Ngo Van Nam has pointed out that: In fact, children's shaping activities in preschools only stop at exposing children to and using basic shaping materials without using available materials. locally in shaping activities. Experiencing local shaping materials... helps children from a young age feel the characteristics of working, living and absorbing the local culture in the

process of personality formation... Towards innovation training preschool teachers to meet the practical requirements ... necessary for students to practice with a variety of shaping materials to have a lot of experience and use skills [4]. Therefore, organizing for students to experience craft villages can both guide students on how to organize shaping activities on a variety of materials and meet the innovative requirements of educational practice.

Thus, the characteristics of experiential activities are direct participation of the learner in each activity; demonstration of the learner's initiative in activities; cooperation and interaction in activities between learners and the environment; activities that create new values for themselves (knowledge, skills, emotions) ...[6]. Experiential activities create opportunities for students to assemble their own know-how to solve real-life tasks. Students will be able to transform their experiences into new knowledge, new understanding and new skills. Hence, their competence is improved through self-study, creativity, problem-solving, adapting to the environment, future career...

### 2.2. The process of designing experiential activities in craft villages

Through research and overview of the works of the authors [2], [3], [4], [6] and based on practice, we build the process of designing experience activities as follows:

#### Step 1: Select a topic of local cultural experiential activities associated with the preschool teacher training program

Research on experiential content must be based on the detailed content of the modules in the preschool teacher training program. Choosing a topic must closely follow the teaching content related to the local craft village. Eg:

Course name	Content related to local craft villages
Organizing experiential activities for preschool children (03 credits)	General theoretical content on experiential activities and design of experiential activities for preschool children
Aesthetic education for preschool teachers (02 credits)	Learn the aesthetic value of some works of literature, painting, sculpture, architecture, film... for preschool children
Method of getting acquainted with literature (03 credits)	Practical activities to improve understanding of literary for preschool children
Methods of scientific exploration of the surrounding environment (03 credits)	Design and organize activities for children to explore the surrounding environment and sciences
Methods of language development (03 credits)	Hands-on activities to improve understanding of activities that help children develop language
Organizational skill of festival in kindergarten (02 credits)	Building a festival scenario in kindergarten

**Step 2: Determine the goal of the activity** The goal of an activity is to anticipate the outcome of the activity. Objectives of the activities need to be clearly defined, specific and appropriate; reflect the different levels of requirements to be achieved in terms of knowledge, skills, attitudes and value orientation.

Proper goal setting will play an important role in:

- Orientation of activities, is the basis for selecting content and adjusting activities.
- The basis for evaluating performance results.
- Stimulate effective activities of teachers and students.

Depending on the topic of the local cultural experience activity, the characteristics of students, the target system will be personalized.

Once the goal is defined, the following questions should be answered:

- Which theoretical knowledge is applied to real life through this activity?
- What skills can be formed in students and at which level can be achieved after the student participates in the activity?
- What attitudes and values can be formed or changed in students after the activity?
- What competencies can be developed in students?

**Step 3: Determine the content and method, means and form of the activity**

Whether the goal can be achieved or not, depends on the full and reasonable determination of the content and form of the activity. Firstly, we need to take into consideration each topic, the identified goals, the specific circumstances of the class, the school and the student's ability to determine the appropriate content for the activities. It is necessary to list out all the contents of activities to be performed. Then, we specify the method of conducting, determine the necessary means

to conduct the operation. The last step is to select the corresponding mode of operation. An activity possibly contains different forms that perform interlaced or have a dominant/ auxiliary format.

**Step 4: Make a plan**

With careful research, selecting a goal and demining the content is not sufficient. To turn goals into reality, you must have a plan. Planning to implement the target system means finding the resources (human resources – physical material - documentation) and time, space... which are required for the completion of the goals. Costs in all respects must be determined. Furthermore, it is necessary to find the least cost option for the realization of each goal. Achieving a goal with the least cost possible is the most effective at work. That is what any manager wants and strives to achieve. The balance of the plan requires teachers to find enough resources and conditions to implement each goal. It also does not allow the concentration of resources and conditions for the realization of one goal and the abandonment of other selected objectives. Balancing the goal system with the resources and conditions for their implementation, or in other words, the balance between requirements and abilities requires teachers to master all abilities, including potentials. understanding each goal and meticulously calculating the investment for each goal according to an optimal plan.

**Step 5: Design details of activities on paper**

In this step it is necessary to define:

- How much work needs to be done?
- What are those things? What is the content of each of these?
- What is the process and time of doing those things?
- Specific tasks for groups, groups, and individuals.
- Requirements to be achieved for each job. For great coordination of all parties, a specific plan should be designed. For example:

Order	Content, progress	Time, deadline	Participant group	Responsible person	Means of implementation, cost	Location, form	Requirement to be achieved (or product)	Note
.....	.....	.....	.....	.....	.....	.....	.....	.....

**Step 6: Check, adjust and complete the program of activities** - Reviewing and re-checking the content and sequence of the tasks, the duration of each task, considering reasonability, ability to perform and the results to be achieved.

- If errors or mismatches are detected at any stage, step, or content, they need to be promptly adjusted.
- Lastly, finalizing the design of the operation program and concretizing that program in basic terms. That is the lesson plan for organizing activities.

**Step 7: Evaluate process performance**

Evaluation of student's performance during their experience in craft villages: advantages and limitations. Assessment of students' skills and attitudes after experiential educational activities in the craft village [1].

**2.3. Design of experiential activities in Nghia Chau hat-making village (Nghia Chau commune, Nghia Hung district, Nam Dinh province)**

**Step 1: Choose a theme**

Nghia Chau commune, Nghia Hung district, is located about 17 km from Nam Dinh city along the provincial road 490. This place has been famous for making traditional conical hats. The products that the workers make with the values are aesthetic, environmentally friendly, and rustic, as simple as the lifestyle of the people here. Therefore, choosing the topic “Experience in Nghia Chau conical hat-making village” will help students:

- Explore the living environment in the hat-making village.

- Practice skills such as: making domestic tools, making toys for preschool children, cooperation, and observation.

- Developing experience in organizing experiential activities.

- Foster love and respect for traditional cultural values.

### Step 2: Determine the goal of the activity

- In theory:

+ Students apply theoretical knowledge of the module *Methods of scientific discovery of the surrounding environment* to identify different types of environments in the Nghia Chau hat-making village (natural environment, social environment, man-made environment); to understand the production activities of people in the hat making village and their impact on the environment.

+ Students apply theoretical knowledge of the Module *Aesthetic Education module for preschool*

*teachers* to see the aesthetic value of handmade hats for preschool children.

+ Students apply theoretical knowledge of the module *Methods of language development* to see the role of experiential activities in helping children develop language.

About skills:

+ Practice making different tools in daily life, toys for preschool children (such as making hats or similar crafts).

+ Practice learning skills such as observing, taking notes, collecting, teamwork and creating reports...

About attitude:

+ See the value of nature and cultural heritage brought to people.

+ Increase awareness of environmental protection.

+ Raise the sense of responsibility with collective activities.

- About capacity:

+ Develop the capacity to organize extra-curricular learning sessions at kindergarten.

+ Develop self-control and self-study, communication and cooperation, problem-solving and creativity.

### Step 3: Determine the content and method, means and form of the activity

Order	Activities	Contents	Forms/Methods/Mean
1	Learn about Nghia Chau conical hat making village	- Overview of Nghia Chau commune. - History of formation and development of craft villages	- Students listen to the report, then ask questions and discuss some issues. - Students record information, take photos, record videos.
2	Learn about the production activities of the craft village	- Materials for making hats: palm leaves, pheasant leaves. - Production stages: + Dry leaves + Straighten leaves + Create conical form + Arrange the leaves on the form + Sew hat + Make edges of hat	- Listen to artist to introduce about materials and production stages of conical hats. - Ask questions and take notes
3	Practice making a product.	- Artists demonstrate some stages of the process - Students use ready-made materials to perform other stages such as forming the conical hat, stitching, and hemming of hats.	- Observe the artists modeling. - Repeat the guided steps, and design according to personal ideas.
4	Visiting craft villages	- Natural landscape, production of craft villages. - Impacts on the environment of craft villages	- Students observe, take photos and record the places visited. - Interview some members of the craft village.

**Step 4: Make a plan** Plan experiential activities by completing documents such as:

- Report to the Faculty, Training Department, Board of Directors.
- General experience schedule.

- Estimated budget.
- List of teachers and students participating in activities.
- Inform the plan of activities to students and teachers, for preparation and organization of activities

**Step 5: Design activities on paper**

Order	Progress	Time	Content	Participants	Location
1	Meeting with artisans, and introduction about Nghia Chau hat making village.	30 minutes	- Overview of Nghia Chau commune. - History of formation and development of craft villages	Presenter Students to listen to the introduction, exchange, take notes, record, take pictures...	Hall
2	Visiting the hat factory	45 minutes	- Materials for making hats: palm leaves, pheasant leaves. - Production stages: + Dry leaves + Straighten leaves + Form conical rim + Arrange the leaves on the mold + Sew hats + Borderline hats	- The artisans who are producing conical hats. - Students to visit and ask questions.	Hat factory
3	Practice making conical hat	90 minutes	- Artists model some stages - Students use ready-made materials to perform certain stages such as brimming, stitching, and hemming of hats.	Artists to model and guide Students to listen, observe, practice, record, take pictures...	Hat factory
4	Visit the Nghia Chau craft Village	90 minutes	- Natural landscape, production of craft villages. - Impacts on the environment of craft villages	Presenter Students to listen to the introduction, exchange, take notes, record, take pictures... Villagers interviewed	Craft village

**Step 6: Check, adjust and complete the program of activities**

- Review and re-check the content and sequence of the contents, the duration for each task, consider the resonance to perform and the results to be achieved.
- Correct errors or inconsistencies
- Lastly, finalize the design of the operational program and concretize that program in writing.

- After completing the experiential activity, students will evaluate according to the following cards:

- + Student evaluation sheet: for group members to evaluate each other according to the following criteria: Participation in group meetings; Participate in giving comments; Complete the team's work on time; Completing the work of the assigned team with quality; Having new, good, creative ideas to contribute to the team...

**Step 7. Store operation results**

- Students are divided into groups and each group has to write a collection and report in the form of a presentation, using the trip materials and other sources.

- + Assessment sheet for the harvest: for groups to evaluate each other according to the following criteria: Ideas to build products; Product content report; Resources (documents); Format of report

presentation; Product presentation method; Reporting time; Comment, give feedback and respond to groups.

- Teachers evaluate and grade

#### **2.4. Organizing experiential activities for students**

I conducted an experiential activity at the Nghia Chau hat making village for students of 2 Kindergarten classes K43A, B in term II. Records of experience include Report to the Faculty, Training Department, Board of Directors; General experience schedule; Estimated budget; List of teachers and students participating in activities.

The size of 2 classes is 54 students, divided into 6 groups, each group appoints a leader and secretary. Students must do the following tasks before, during and after the experience:

- Before going to experience, students need to learn about Nghia Chau hat-making village (geographical location, natural and population characteristics - Nghia Chau commune, the process of formation and development of Nghia Chau village). Students prepare equipment for experiential activities (notebooks, pens, appropriate clothes, means of photography, video recording, etc.)

- During the experience, students must comply with the regulations of the place of experience and the study group. Collect information, observe, take notes, interview, take photos, record videos, ask questions, participate and complete some stages of hat-making.

- After the experience, student groups must synthesize information to write reports and presentations using PowerPoint.

After the experiment, I distributed the student feedback form, the results were as follows:

- 50/54 (accounting for 92.6%) students know how to apply their theoretical knowledge into practice to recognize different types of environments and see the aesthetic value of handmade hats for children. preschool, see the role of experiential activities in helping children develop language.

- 54/54 (accounting for 100%) know how to make a simple toy hat.

- 54/54 (100%) students realize the value of craft villages in preserving and promoting local cultural heritage, being responsible for their profession and work.

- 51/54 students (accounting for 94.4) students know how to organize learning sessions in craft villages at Kindergarten.

I also consulted experts who are lecturers inside and outside the professional group (3 lecturers in

the specialized group, 6 lecturers directly involved in organizing experiential activities, leaders of the Department of Primary Education - Preschool). young,)

- The lecturers all agreed to organize experiential activities in the craft village to help apply theoretical knowledge into practice, practice skills in making tools and toys and develop students' capacity.

- The lecturers all noticed the enthusiasm, excitement and self-discipline of students when participating in experiential activities in the local craft village.

- The lecturers all said that it is necessary to build more craft village locations to diversify the content in the organization of experiential activities for students (art villages, culinary villages, production villages... )

At the end of the experiential activity, students will gain a lot of practical knowledge and skills to serve the education of children in the future. Besides, students are also exposed to traditional culture, fostering love for Nam Dinh land. These factors contribute to the formation of professional competence for students.

### **3. Conclusion**

Thus, through organizing experiential activities for students, I find this is a very practical activity to improve training quality, linking training with actual needs at preschools. Thereby, students will develop specific competencies such as the ability to organize experiential activities in Kindergarten, the capacity for autonomy and self-study, the capacity for communication and cooperation, ability to solve problems. and creativity. Here are a few suggestions:

- Because the location of the experience is in the province, the lecturer needs to go to the front station to understand the local situation as a basis for organizing activities.

- It is recommended to build experience routes (including many locations close to each other in the province) to exploit local factors in craft villages and in other locations.

- There should be coordination between the school and the locality, between the subject teachers, between the school and students and parents in the process of organizing the experience...

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