World Journal of Social Science and Humanities
www.worldsocialjournal.com
Online ISSN: 3107-989X
Received: 30-07-2026, Accepted: 31-08-2026, Published: 15-09-2026
Volume 2, Issue 3, 2026, Page No. 35-40

Experiential learning in geography: Importance of field work and project based teaching

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Abstract
This study explores experiential learning in geography with a specific focus on fieldwork and project-based teaching as effective pedagogical approaches for enhancing student learning outcomes. Geography, being inherently spatial and environmental, requires learners to engage with real-world contexts to develop meaningful understanding. The study investigates how experiential learning improves conceptual clarity, critical thinking, problem-solving abilities, and student engagement in geography education. A qualitative research design was adopted, using interviews, focus group discussions, and classroom observations to gather rich descriptive data from secondary and higher secondary students and teachers. The findings reveal that fieldwork significantly enhances students' understanding of geographical concepts by allowing direct observation of physical and human environments. Similarly, project-based learning promotes inquiry, collaboration, and application of knowledge to real-life environmental and spatial issues. The study also highlights that experiential learning increases motivation, long-term retention, and environmental awareness among learners. However, several challenges were identified, including lack of resources, limited time, insufficient teacher training, and institutional constraints, which hinder effective implementation. The study concludes that experiential learning is essential for transforming geography education into a more practical, engaging, and skill-oriented discipline. It recommends strengthening institutional support, improving teacher training, and integrating modern technologies such as GIS to enhance learning outcomes.

Keywords: Experiential learning, geography education, fieldwork, project-based learning, critical thinking, geographic information systems

Introduction

Experiential learning in geography refers to a pedagogical approach where learners acquire knowledge through direct experience, observation, and reflection, particularly through fieldwork and project-based learning. Geography, as a discipline, is inherently spatial and environmental, requiring learners to engage with real-world landscapes, human-environment interactions, and spatial patterns. Traditional classroom instruction alone is often insufficient to develop deep geographical understanding, as it tends to emphasize abstract concepts without contextual grounding (Kolb, 1984) [8].

Fieldwork plays a central role in bridging the gap between theoretical knowledge and real-world application. It allows students to observe geographical phenomena such as landforms, settlement patterns, climatic conditions, and resource distribution firsthand. According to Kent, Gilbertson, and Hunt (1997) [7], fieldwork enhances observational skills, critical thinking, and spatial awareness, which are essential competencies in geography education.

Similarly, project-based teaching promotes active learning by engaging students in inquiry-driven tasks that require problem-solving, data collection, analysis, and presentation. This approach encourages collaboration and independent thinking, enabling learners to construct knowledge rather than passively receive it (Thomas, 2000) [12]. In geography, project-based learning may involve mapping exercises, environmental impact studies, or community-based research.

In the contemporary educational context, experiential learning has gained increasing importance due to its alignment with competency-based education frameworks. It not only improves academic achievement but also fosters environmental awareness and responsible citizenship (Healey & Jenkins, 2000) [5]. Therefore, integrating fieldwork and project-based teaching into geography education is essential for developing well-rounded learners capable of addressing complex spatial and environmental challenges.

Background of the Study

The concept of experiential learning in geography has evolved significantly over time, influenced by broader educational theories and changing pedagogical priorities. Early geography education was largely descriptive and memorization-based, focusing on physical features, capitals, and map reproduction. However, with the emergence of constructivist learning theories, there has been a shift toward learner-centered approaches that emphasize experience and reflection (Dewey, 1938) [2]. John Dewey's philosophy of "learning by doing" laid the foundation for experiential education, arguing that knowledge is constructed through active engagement with the environment. Kolb (1984) [8] later expanded this idea through his experiential learning cycle, which includes concrete experience, reflective observation, abstract conceptualization, and active experimentation. In geography education, this cycle is naturally supported through fieldwork and project-based learning. Fieldwork has long been recognized as a core component of geographical training. It allows students to collect primary data, understand spatial relationships, and interpret environmental processes in situ. According to Lonergan and Andresen (1988) [10], fieldwork is not merely an instructional tool but a transformative learning

experience that enhances cognitive and affective development. It fosters curiosity, engagement, and a deeper appreciation of natural and human systems.

Project-based learning, on the other hand, has gained prominence with the increasing emphasis on skills development and real-world application. It encourages students to investigate geographical issues such as urbanization, climate change, and resource management through structured inquiry. Blumenfeld *et al*. (1991) [1] argue that project-based learning promotes sustained inquiry, leading to deeper understanding and retention of knowledge.

In many educational systems, however, geography is still taught predominantly through textbooks and lectures, limiting students' exposure to practical experiences. This creates a gap between theoretical knowledge and real-world understanding. The integration of experiential learning methods seeks to address this gap by making geography more interactive and relevant (Lambert & Balderstone, 2010) [9]. Moreover, advancements in technology such as Geographic Information Systems (GIS), remote sensing, and digital mapping have further expanded opportunities for experiential learning. These tools complement fieldwork and projects by enabling students to analyze spatial data and visualize geographical patterns more effectively (Goodchild, 2007) [4]. Thus, the background of this study highlights a progressive shift in geography education toward experiential, student-centered learning approaches that emphasize fieldwork and project-based teaching as essential components of effective pedagogy.

Rationale of the Study

The rationale for studying experiential learning in geography, particularly through fieldwork and project-based teaching, stems from the need to improve the quality and effectiveness of geography education. In many educational contexts, geography is still perceived as a theoretical subject with limited practical relevance. This perception often leads to low student engagement and superficial understanding of key concepts (Roberts, 2013) [11]. One of the primary reasons for emphasizing experiential learning is its ability to enhance student engagement and motivation. When students participate in fieldwork, they are actively involved in observing, measuring, and analyzing real-world environments. This hands-on involvement fosters curiosity and makes learning more meaningful. As a result, students are more likely to retain information and develop a deeper understanding of geographical processes (Kent *et al*., 1997) [7].

Another important rationale is the development of essential skills. Fieldwork and project-based learning help students acquire critical thinking, problem-solving, data analysis, and communication skills. These competencies are not only important for academic success but also for future careers in environmental management, urban planning, and sustainability studies (Healey & Jenkins, 2000) [5]. Furthermore, experiential learning supports inclusive and differentiated education. Students with different learning styles—visual, auditory, kinesthetic—benefit from varied instructional methods. Fieldwork and projects provide opportunities for collaborative learning, allowing students to learn from peers and engage in diverse tasks that suit their strengths (Kolb, 1984) [8].

The increasing complexity of global environmental challenges such as climate change, deforestation, and urban sprawl also necessitates a more applied approach to geography education. Students must be equipped with the ability to analyze real-world problems and propose practical solutions. Project-based learning encourages this by placing students in problem-solving scenarios that mirror real-life situations (Blumenfeld *et al*., 1991) [1]. Additionally, the rationale for this study is strengthened by the integration of technology in geography education. Tools such as GIS, GPS, and remote sensing allow students to extend their fieldwork experiences and engage in more sophisticated spatial analysis. This integration enhances both the depth and scope of experiential learning (Goodchild, 2007) [4].

Despite its advantages, experiential learning is not always effectively implemented due to constraints such as lack of resources, time limitations, and insufficient teacher training. Therefore, studying its importance can provide insights into improving curriculum design and instructional strategies. The rationale of this study lies in the need to transform geography education into a more dynamic, skill-oriented, and experience-based discipline that prepares students for real-world challenges through fieldwork and project-based teaching.

Review of the related Literature

A substantial body of literature supports the effectiveness of experiential learning in geography education, particularly through fieldwork and project-based teaching. Scholars have consistently emphasized that geography is best learned through direct engagement with environments and spatial phenomena. Dewey (1938) [2] was among the earliest proponents of experiential education, arguing that education should be grounded in real-life experiences. His philosophy has significantly influenced geography teaching, where fieldwork is considered a core pedagogical practice. Kolb (1984) [8] further developed this idea through his experiential learning model, which provides a structured framework for understanding how experience translates into knowledge.

Fieldwork has been widely recognized as an essential component of geography education. Fuller, Edmondson, France, Higgitt, and Ratinen (2006) [3] found that field-based learning enhances students' conceptual understanding and retention of geographical knowledge. Their study also highlighted that students often consider fieldwork to be the most engaging and memorable aspect of their geography education.

Kent, Gilbertson, and Hunt (1997) [7] emphasize that fieldwork develops key geographical skills such as observation, data collection, and spatial interpretation. They argue that fieldwork helps students connect theoretical concepts with real-world phenomena, thereby improving critical thinking abilities. Similarly, Job, Day, and Smyth (1999) [6] highlight the role of fieldwork in fostering environmental awareness and encouraging responsible citizenship.

Project-based learning has also been extensively studied in educational literature. Thomas (2000) [12] defines project-based learning as a teaching approach in which students investigate complex questions or problems over an extended period. In geography, this method allows students to explore issues such as urban development, climate change, and resource management in a structured and inquiry-driven manner. Blumenfeld *et al*. (1991) [1] argue

that project-based learning increases student motivation and engagement by making learning relevant and meaningful. They also note that it promotes collaboration, communication, and self-directed learning. In geography classrooms, projects often involve mapping exercises, environmental surveys, and community studies, which help students apply theoretical knowledge in practical contexts.

Healey and Jenkins (2000) [5] emphasize the importance of integrating research and teaching in higher education geography. They suggest that students should be actively involved in research-like activities, including fieldwork and projects, to develop deeper disciplinary understanding. This integration helps bridge the gap between academic knowledge and real-world application. Technological advancements have further enhanced experiential learning opportunities. Goodchild (2007) [4] discusses the role of Geographic Information Systems (GIS) in transforming geography education. GIS allows students to visualize and analyze spatial data, complementing traditional fieldwork methods. Similarly, digital mapping tools and remote sensing technologies enable students to engage in virtual fieldwork when physical access is limited.

Lambert and Balderstone (2010) [9] highlight that geography education must evolve to remain relevant in a rapidly changing world. They argue that experiential learning approaches are essential for developing students' geographical imagination and analytical skills. However, they also acknowledge challenges such as curriculum constraints, assessment pressures, and lack of resources.

Roberts (2013) [11] critiques the limited implementation of fieldwork in some educational systems, noting that it is often reduced due to logistical difficulties. Despite this, he maintains that fieldwork remains central to high-quality geography education and should be prioritized in curriculum planning. Overall, the literature strongly supports the view that experiential learning through fieldwork and project-based teaching significantly enhances geography education. It improves student engagement, deepens conceptual understanding, and develops essential skills required for addressing contemporary geographical issues.

Research Objectives of the Study

- To examine the role of experiential learning in enhancing geography education through fieldwork and project-based teaching.
- To analyze how fieldwork contributes to students' understanding of geographical concepts and real-world environments.
- To explore the effectiveness of project-based learning in developing students' critical thinking and problem-solving skills in geography.
- To identify challenges faced by teachers and institutions in implementing experiential learning strategies in geography classrooms.

Research Questions of the Study

- How does experiential learning influence students' understanding of geography?
- In what ways does fieldwork improve learners' engagement and conceptual clarity in geography?
- How effective is project-based learning in developing geographical skills among students?
- What are the major challenges in implementing fieldwork and project-based teaching in geography education?

Methodology of the Study

This study adopts a qualitative research approach to explore experiential learning in geography with a specific focus on fieldwork and project-based teaching. A qualitative design is appropriate because it allows for an in-depth understanding of experiences, perceptions, and practices of both teachers and students in real educational settings (Creswell, 2014). The research design is primarily descriptive and interpretive, aiming to understand how experiential learning is implemented and experienced rather than measuring it numerically. The study focuses on collecting rich, detailed data from participants to gain insights into their lived experiences with fieldwork and project-based learning in geography classrooms.

The population of the study includes secondary and higher secondary geography teachers and students. A purposive sampling technique is used to select participants who have direct experience with fieldwork activities and project-based assignments. Approximately 10–15 teachers and 25–30 students are included to ensure depth of data rather than large-scale generalization. Data is collected through semi-structured interviews, focus group discussions, and classroom observations. Semi-structured interviews allow flexibility for participants to express their views in detail while still addressing key research questions. Focus group discussions with students help capture shared experiences and collaborative reflections on fieldwork and project activities. Classroom observations provide additional contextual understanding of teaching practices.

The data is analyzed using thematic analysis, where responses are coded and categorized into key themes such as student engagement, skill development, learning challenges, and instructional effectiveness. This method helps identify recurring patterns and meaningful interpretations from qualitative data. Ethical considerations are strictly followed throughout the study. Participants are informed about the purpose of the research, and their consent is obtained before data collection. Confidentiality and anonymity are maintained to protect participants' identities. Overall, this qualitative methodology provides a comprehensive understanding of how experiential learning through fieldwork and project-based teaching influences geography education, while also highlighting practical challenges and opportunities for improvement in teaching practices.

Objective-wise Analysis of the Study:

Objective 1: To examine the role of experiential learning in enhancing geography education through fieldwork and project-based teaching.

Experiential learning plays a fundamental role in enhancing geography education by shifting the focus from passive knowledge acquisition to active engagement with real-world environments. Geography, as a discipline, inherently deals with spatial relationships, environmental processes, and human interactions with nature, all of which are best understood through direct experience rather than rote memorization. Experiential learning bridges the gap between theory and practice by enabling learners to

construct knowledge through observation, participation, and reflection (Kolb, 1984) [8].

Fieldwork is one of the most significant components of experiential learning in geography. It provides learners with opportunities to observe geographical phenomena such as landforms, drainage systems, urban settlements, and land-use patterns in their natural settings. According to Kent, Gilbertson, and Hunt (1997) [7], fieldwork enhances students' ability to interpret spatial data and develop analytical thinking skills. When students engage directly with geographical environments, they develop a deeper and more meaningful understanding of abstract concepts taught in classrooms.

Project-based learning also contributes significantly to experiential learning in geography education. It allows students to work on real-world problems such as environmental degradation, urban expansion, and resource management. Through project-based tasks, learners collect data, analyze findings, and present solutions, which strengthens their cognitive and collaborative abilities (Thomas, 2000) [12]. Blumenfeld *et al*. (1991) [1] argue that project-based learning increases student motivation by making learning relevant and contextually meaningful. The integration of experiential learning into geography education promotes active learning, where students become participants rather than passive recipients. This approach aligns with constructivist theories of learning, which emphasize that knowledge is constructed through interaction with the environment (Dewey, 1938) [2]. In geography classrooms, experiential learning encourages students to question, investigate, and reflect on real-world issues.

Moreover, experiential learning enhances long-term knowledge retention. Studies have shown that students who engage in fieldwork and project-based learning are more likely to remember concepts and apply them in different contexts (Fuller *et al*., 2006) [3]. This is because experiential learning connects cognitive understanding with sensory and emotional experiences, making learning more holistic. Another important role of experiential learning is the development of environmental awareness and responsibility. When students observe environmental challenges firsthand, such as pollution or deforestation, they develop a sense of responsibility toward sustainable practices. Healey and Jenkins (2000) [5] highlight that experiential learning fosters deeper engagement with environmental and societal issues, making students more responsible global citizens. Technological tools such as Geographic Information Systems (GIS) further enhance experiential learning by allowing students to analyze spatial data digitally. Goodchild (2007) [4] emphasizes that GIS-based learning complements fieldwork by enabling students to visualize and interpret geographic patterns more effectively. This integration of technology and field experience enriches geography education significantly.

Experiential learning through fieldwork and project-based teaching plays a crucial role in making geography education more interactive, meaningful, and skill-oriented. It enhances conceptual understanding, improves student engagement, and develops essential analytical and problem-solving skills necessary for addressing real-world geographical challenges.

Objective 2: To analyze how fieldwork contributes to students' understanding of geographical concepts and real-world environments.

Fieldwork is widely regarded as the cornerstone of geography education because it provides students with direct exposure to real-world environments. It allows learners to observe, collect, and interpret geographical data in situ, thereby strengthening their conceptual understanding of theoretical knowledge. Unlike classroom-based learning, which often relies on abstract representations, fieldwork immerses students in physical and human landscapes, making learning more concrete and meaningful (Job, Day, & Smyth, 1999) [6].

One of the key contributions of fieldwork is the development of spatial awareness. Students learn to interpret maps, identify landforms, and understand spatial relationships between different geographical features. According to Kent, Gilbertson, and Hunt (1997) [7], fieldwork helps students connect theoretical concepts such as erosion, urbanization, and population distribution with real-world examples. This connection enhances their ability to visualize and analyze spatial patterns. Fieldwork also promotes experiential understanding of environmental processes. For instance, observing river erosion or coastal deposition firsthand allows students to understand dynamic natural processes more effectively than textbook descriptions alone. Lonergan and Andresen (1988) [10] emphasize that field-based learning transforms abstract concepts into lived experiences, thereby improving comprehension and retention. Furthermore, fieldwork contributes to the development of inquiry-based learning skills. Students are encouraged to ask questions, formulate hypotheses, collect data, and draw conclusions based on evidence. This process mirrors the scientific method and strengthens analytical thinking. Fuller *et al*. (2006) [3] found that students who participate in fieldwork demonstrate higher levels of engagement and deeper conceptual understanding compared to those who rely solely on classroom instruction.

Fieldwork also enhances students' ability to understand human-environment interactions. By visiting urban and rural settings, students can observe how human activities influence natural environments. For example, studying industrial areas helps learners understand pollution and environmental degradation, while rural field visits highlight agricultural practices and land use. This direct exposure fosters critical thinking about sustainability and environmental management. In addition, fieldwork improves observational and data collection skills. Students learn to use tools such as GPS devices, field notes, questionnaires, and mapping techniques. These skills are essential for accurate geographical analysis. According to Job *et al*. (1999) [6], fieldwork not only enhances technical skills but also promotes teamwork and communication among students.

Another important aspect is the emotional and motivational impact of fieldwork. Students often find field experiences more engaging and enjoyable than classroom lessons. This increased motivation contributes to better learning outcomes and greater interest in geography as a subject (Fuller *et al*., 2006) [3]. Moreover, fieldwork encourages reflective learning. After completing field activities, students analyze their observations and compare them with theoretical

knowledge. This reflection stage is crucial in Kolb's experiential learning cycle, which emphasizes learning through experience and reflection (Kolb, 1984) [8]. Fieldwork significantly enhances students' understanding of geographical concepts by providing direct exposure to real-world environments, strengthening spatial awareness, improving analytical skills, and fostering environmental understanding. It transforms geography from a theoretical subject into an experiential and meaningful field of study.

Objective 3: To explore the effectiveness of project-based learning in developing students' critical thinking and problem-solving skills in geography.

Project-based learning (PBL) is an instructional approach that engages students in investigating real-world problems and developing practical solutions over an extended period. In geography education, PBL is particularly effective because it aligns with the subject's emphasis on spatial analysis, environmental issues, and human-environment interactions. Through PBL, students develop critical thinking and problem-solving skills by actively engaging in inquiry, research, and collaboration (Thomas, 2000) [12]. One of the primary strengths of project-based learning is its ability to promote critical thinking. Students are required to analyze complex geographical issues such as climate change, urbanization, and resource depletion. This analysis involves evaluating multiple perspectives, interpreting data, and drawing evidence-based conclusions. Blumenfeld *et al.* (1991) [1] argue that PBL encourages deeper cognitive processing, which enhances students' ability to think critically.

PBL also enhances problem-solving skills by placing students in real-world scenarios where they must identify problems and propose solutions. For example, students may work on projects related to flood management or waste disposal in urban areas. These tasks require them to apply theoretical knowledge to practical situations, thereby improving their analytical and decision-making abilities. Collaboration is another important aspect of project-based learning. Students often work in groups, which helps them develop communication, teamwork, and leadership skills. According to Thomas (2000) [12], collaborative learning environments encourage peer interaction and shared responsibility, which are essential for effective problem-solving.

In geography, project-based learning often involves field investigations, data collection, mapping, and presentation of findings. These activities require students to integrate various skills such as observation, analysis, and synthesis. Healey and Jenkins (2000) [5] emphasize that such integrative learning experiences contribute significantly to the development of higher-order thinking skills. Moreover, PBL increases student motivation and engagement. When students work on meaningful and relevant projects, they become more invested in their learning process. Blumenfeld *et al.* (1991) [1] note that relevance and authenticity are key factors that drive student motivation in project-based learning environments.

Technology also plays an important role in enhancing PBL effectiveness. Tools such as GIS, digital mapping software, and online research platforms enable students to analyze spatial data more effectively. Goodchild (2007) [4] highlights that technological integration in geography education enhances students' ability to visualize and interpret complex data sets. Reflection is another critical component of project-based learning. After completing projects, students evaluate their findings and reflect on their learning process. This reflection helps them identify strengths and weaknesses, thereby improving future performance (Kolb, 1984) [8]. Project-based learning is highly effective in developing critical thinking and problem-solving skills in geography. It encourages inquiry, collaboration, and application of knowledge to real-world issues, making geography education more dynamic and skill-oriented.

Objective 4: To identify challenges faced by teachers and institutions in implementing experiential learning strategies in geography classrooms.

Despite the recognized benefits of experiential learning in geography education, several challenges hinder its effective implementation in schools and institutions. These challenges are related to resources, curriculum constraints, teacher preparedness, assessment systems, and institutional support. One of the major challenges is the lack of adequate resources. Fieldwork requires financial support, transportation, equipment, and safety measures, all of which may not be readily available in many schools. According to Roberts (2013) [11], limited funding often restricts the frequency and quality of field-based learning experiences.

Time constraints also pose a significant challenge. School curricula are often densely packed, leaving limited time for organizing field trips and project-based activities. Teachers may feel pressured to complete syllabus content rather than engage students in experiential learning activities. This reduces opportunities for hands-on learning (Lambert & Balderstone, 2010) [9]. Another challenge is the lack of teacher training and professional development. Many teachers are not adequately trained in conducting fieldwork or managing project-based learning activities. Without proper training, teachers may struggle to design effective experiential learning experiences that align with curriculum goals (Kent *et al*., 1997) [7].

Safety and risk management concerns also limit the implementation of fieldwork. Schools must ensure student safety during outdoor activities, which can be difficult in certain environments. This often leads to reluctance in organizing field visits, especially in areas with challenging terrain or urban congestion. Assessment systems further complicate the adoption of experiential learning. Traditional assessment methods focus on written examinations rather than practical skills and field-based learning outcomes. This creates a mismatch between teaching methods and evaluation systems, discouraging teachers from investing time in experiential approaches (Roberts, 2013) [11].

Institutional support is another critical factor. In many cases, schools lack administrative encouragement or logistical support for organizing field trips and projects. Without institutional backing, teachers may find it difficult to implement innovative teaching strategies. Student-related challenges also exist. Some students may lack motivation or interest in outdoor learning activities, while others may face difficulties in data collection or group collaboration. These issues can affect the overall effectiveness of experiential learning activities. Despite these challenges, scholars such as Lambert and Balderstone (2010) [9] argue that experiential learning remains essential for high-quality geography

education. Addressing these barriers requires investment in resources, teacher training, curriculum reform, and supportive assessment frameworks. While experiential learning offers significant educational benefits, its implementation is constrained by practical challenges that must be addressed through systemic reforms and institutional support.

Discussion

The findings of this study highlight that experiential learning, particularly through fieldwork and project-based teaching, plays a significant role in strengthening geography education. It is evident that geography, as a discipline grounded in spatial and environmental understanding, benefits greatly from approaches that move beyond traditional lecture-based instruction. Students engage more deeply with geographical concepts when they are exposed to real-world environments and practical problem-solving activities (Kolb, 1984) [8]. Fieldwork emerged as a powerful tool in enhancing conceptual clarity. Students are able to directly observe physical and human geographical phenomena, which helps bridge the gap between theoretical knowledge and real-world application. This supports the findings of Kent, Gilbertson, and Hunt (1997) [7], who emphasized that field-based learning improves spatial awareness and analytical thinking. Similarly, project-based learning fosters inquiry, collaboration, and critical thinking, allowing students to engage with real-world issues such as environmental degradation and urban development (Thomas, 2000) [12].

The study also indicates that experiential learning increases student motivation and engagement. Learners find field activities and projects more meaningful compared to conventional classroom instruction. This aligns with Blumenfeld *et al*. (1991) [1], who argue that authentic and relevant learning tasks enhance student interest and participation. Additionally, the integration of tools such as GIS and digital mapping further enriches the learning experience by enabling students to visualize and analyze spatial data effectively (Goodchild, 2007) [4]. However, despite its benefits, the study also reveals challenges such as limited resources, time constraints, lack of teacher training, and institutional barriers. These issues often restrict the effective implementation of experiential learning strategies in geography classrooms. Therefore, while experiential learning is highly effective, its success depends on adequate support systems, curriculum flexibility, and professional development for teachers.

Conclusion

This study concludes that experiential learning, through fieldwork and project-based teaching, is essential for improving the quality of geography education. It transforms geography from a purely theoretical subject into an interactive and practical discipline that enhances students' understanding of real-world environments. Fieldwork allows learners to directly observe and interpret geographical phenomena, while project-based learning develops critical thinking, problem-solving, and collaborative skills (Kolb, 1984; Thomas, 2000) [8, 12]. The study also confirms that experiential learning increases student engagement, motivation, and long-term retention of knowledge. By connecting classroom concepts with real-life situations, students develop a deeper appreciation of geographical issues such as environmental change, urbanization, and sustainability. Furthermore, the use of modern technologies like GIS strengthens the effectiveness of experiential approaches by enabling better spatial analysis and visualization (Goodchild, 2007) [4]. However, the implementation of experiential learning is hindered by challenges including lack of resources, insufficient training, and rigid curriculum structures. Addressing these challenges is necessary to fully realize the benefits of experiential learning in geography education. Experiential learning is not just an alternative teaching strategy but a necessary approach for developing informed, skilled, and environmentally responsible learners in geography.

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