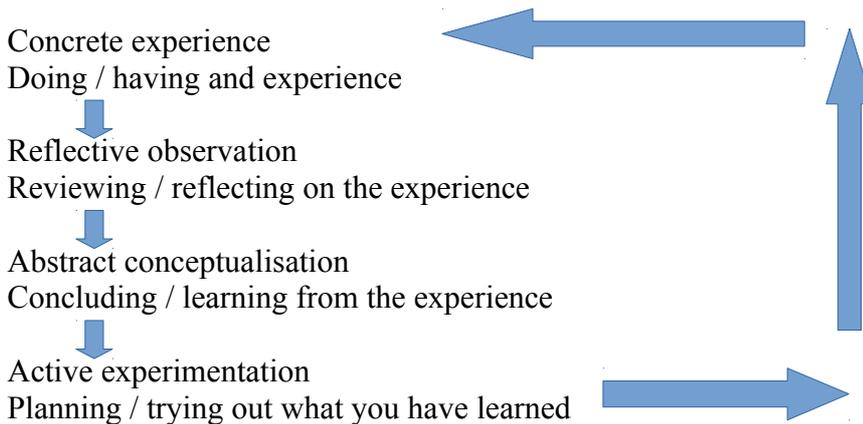


Experimental learning

Meaningful learning occurs when students are actively involved with an experience
AND
then reflect on that experience.
(Frontczak 1998)

Experiential learning cycle



Kolb 1984

Reflection: Theoretical definition

- Conscious learning to understand experience and making connections to existing knowledge
- A tool to make sense and give meaning to unstructured and complex ideas or experiences
- By focusing on the thoughts and emotions (prompted by the ideas and experiences)
- You can reflect experience (practice), content of knowledge, processes, your basic beliefs...
- Reflection is a way to increase your professional competence.

In other words...

The basic idea of reflection is:

1. To look back and analyze an experience
2. The target is to turn an experience into meaningful learning
3. Is often done through writing and/or discussions

Why reflect on your learning?

Reflection

- links up theory with practice
- allows you to control your own learning
- promotes self- and social awareness

Levels of reflection

1. Analytical reflection

- The person memorizes and describes what has happened

2. Evaluative reflection (content and process)

- The person is assessing the significance/meaning of the experience

3. Critical reflection (own fundamental principles)

- The person is critically evaluating the experience compared to his/her own fundamental values/attitudes/beliefs

Gibb's framework for reflection (1988)

Description: What happened?

Feelings: What were your reactions and feelings

Evaluation: What was good or bad about the experience?

Analysis: What sense can you make of the situation? Bring in ideas from outside the experience to help you. What was really going on?

Conclusions: (general) What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?

Conclusions: (specific) What can be concluded about your own specific, unique, personal; situation or way of working?

Personal action plans: What are you going to do differently in this type of situation next time?

*Gibbs, G. (1988/2001) "Learning by doing: a guide to teaching and learning methods".
Further Education Unit, Oxford Polytechnic: Oxford. Available at:
<http://www2.glos.ac.uk/gdn/gibbs/> (Structured debriefing in Chapter 4.3.5).*