David A. Kolb's Experiential Design Model

1. Orientation & Clarification

2. Learning Cycle

a. Experience

d. Application   b. Reflection

c. Generalization
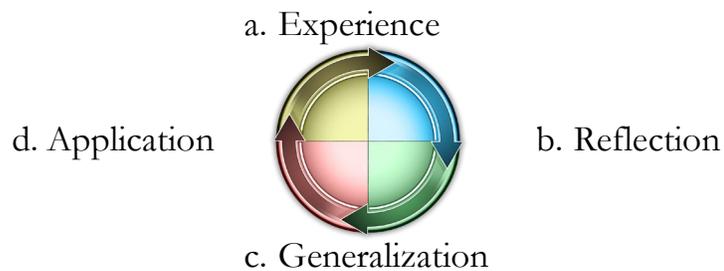
3. Evaluation of Learning Objective

4. Wrap Up

1. **Orientation & Clarification** – Set the tone for the day and make learners more comfortable. Address question such as:

   - Why am I here?
   - What is going to happen?
   - What am I going to learn?
   - Who are my peer learners?
   - How will I know that I have actually learned?

   Example of topics to cover specific to in-person face-to-face sessions:

   - Welcome
   - Introduce yourself (if the host has not done so)
   - Name cards with first name in thick black marker
   - Washroom locations
   - Fire exit procedure and exit locations
   - Place cell phones on *vibrate*. Please take calls outside.
   - Today's agenda. Mention break and lunch times.

Example of topics to cover specific to online sessions:

- Title slide/Welcome/Introduce yourself
- Partnership/Sponsor of program
- Housekeeping
- Best Practices for Participants
- Using Zoom – Participant View
- Additional Tools
- Answering Questions
- Agenda
- Learning Outcomes
- Group Introductions

2. **Learning Cycle** (sometimes called the E.R.G.A.)

   If you need to go around the Learning Cycle a few times to learn all the skills to meet the outcome, each Learning Cycle provides another skill to complete all of the outcomes.

   *Example***:** If you are learning how to write a proposal, the first Learning Cycle may be about research, the second Learning Cycle about format, and the third about writing. The learning outcome application could be writing practicing writing a modified proposal or a plan to improve in six areas – two for research, two for format, two for writing.

   Experience - A learning activity that enables learners to use what they know and learn more.

   Examples: crossword puzzle, demonstration, video, reading, small groups or pairs brainstorming answer to a question (What are the worst mistakes you can make when building a proposal?), etc.

   Reflection - Ask question(s) about what happened. Not why or how.

   Examples:
   - Was there a pattern?
   - What are the main points of X?
   - Who had a similar opinion about X? Who reacted differently?
   - Were there any surprises?
   - Draw a picture of what stands out for you
   - What items require clarification?

   Generalization - Why did that happen?

   Examples:
   - Why was X significant?
   - Prioritize the top 5 errors / best practices.
   - How do X, Y, and Z fit together? Why?
   - Why was that good / bad?
   - How can you apply these steps at work in a similar situation?

Application – Practice what is required from the learning objective.

Examples:

- Apply the new skills by rewriting or correcting an existing document, case, or other sample, according to the model or checklist
- Role-play to demonstrate the learning.
- Develop and share a customized presentation and/or handout to share the learning with your own organization.
- Record each participant demonstrating the model. Provide feedback and recording to learner.
- Develop a what-you-should-know document about the checklist or model
- Perform a task according to the model or checklist
- Use theories to make decisions, solve problems, or create documents
- Solve a puzzle
- Complete a form. Compare with facilitator or group results. Revise your work.
- Design X. Submit to learners and/or facilitator for feedback.
- Note a method you overuse and a method you want to use more. Be specific.
- Describe how could you apply X model or lesson.
- List all the different ways that the learner could proceed on the job with the new learning.
- List any additional resources the learner needs to access after training.
- Plan or schedule to use the checklist, model, or lesson.
- Each-one-teach-one (Small group presents info to the group. Facilitator adds missing info after.)
- Small group tasks standing and working at a flip chart on problem, strategy, or list
- Comparing a document to a checklist
- Complete handouts or group work, and exchange for feedback
- Place cards with steps in the correct order
- Jigsaw puzzle, crossword, or search a word puzzle - solo, pairs, or small group tasks
- True/ false or short answer quiz
- Fill in the blanks test

3. **Evaluation of Learning Objective**

   If possible, create a situation, case, or plan for learners to meet the learning outcomes. This can be challenging online as only the first two levels of evaluation, reaction and learning are typically involved.

4. **Wrap Up –** close the learning event

   - Complete the Action Plan
   - Next steps
   - Explain survey completion
   - Thank – learners, moderator, LearnSphere, sponsors, etc

Learning Cycle Sample

a. Experience

Use a Poll to have learners vote True or False on a possible proposal myth by placing a checkmark on the sheet posted at each station.

b. Reflection

Share results of class responses for the questions and provide the correct answers on slides.

Ask a question like, "Which answers surprised you the most?"

c. Generalization

Using Chat

What are the worst mistakes that people make when writing a proposal? As a group and using only your brains (no technology), chat in responses.

In a B/O room, distribute a crossword puzzle with best practices.

In groups, complete the crossword puzzle. You have eight minutes.

To debrief, show a slide with the list of best practices for learners to compare to their crossword puzzles. Review each practice, asking the entire group for examples of each practice, as you debrief.

d. Application

Review a proposal on your own in 15 minutes. Make a list of what is done well and what should change based on the best practices discussion and handout.

Debrief activity with learners.

Complete Action Plan to plan using the workshop outcomes at work.

Sources/References

[1] The Learning Pyramid http://thepeakperformancecenter.com/educational-learning/learning/principles-of-learning/learning-pyramid/

[1] 2017-11-27 The Ivey Academy https://www.ivey.uwo.ca/academy/learning-centre/2017/11/a-teaching-method-to-ensure-maximum-learning-retention/

[1] University of Minnesota. Center for Educational Innovation. https://cei.umn.edu/active-learning

[1] 2015-11, Keynote by a brain researcher at the national conference of the Canadian Society for Training and Development (now the Institute for Performance and Learning) in Toronto

[1] If you want to learn more, read Kay Peterson and David A. Kolb's book *How You Learn is How You Live.* It's an easy read and has some great research in it. Dave is awesome explaining in person, but his other books tend to be more dense, academic reading. Note: Kolb's new model has nine learning styles. Most people stick with the original four.
http://www.simplypsychology.org/learning-kolb.html

[1] Use verbs from Bloom's Taxonomy in the learning objectives https://www.fractuslearning.com/blooms-taxonomy-verbs-free-chart/

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