

Lesson Plan – Experiential Learning

School/Institution: MIIS
 Date: March 12, 2015
 Lesson Length: 45 minutes

Objectives

Content Objectives (C)	Language Objectives (L)
Students will be able to: <ul style="list-style-type: none"> • (1) Identify what Experiential Learning looks like in a classroom. • (2) Identify Experiential Learning characteristics • (3) Interpret Kolb's learning stages/cycles as a mode of Experiential Learning • (4) Interpret Kolb's learning styles as a mode of Experiential Learning • (5) Identify their own learning style • (6) Recognize educational implications of Kolb's learning stage/cycles and knowing learners learning styles 	Students will be able to: <ul style="list-style-type: none"> • (1) Describe Kolb's learning stages/cycles using <i>stage/cycle</i> terminology (Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), Active Experimentation (AE)) • (2) Describe learning styles using Kolb's <i>style</i> terminology (diverging, assimilating, converging, accommodating)

Materials

- Appendix A (cut into pieces)
- Appendix B (arrows cut into pieces)
- Whiteboard, markers, computer, projector, tape, poster paper

Procedures

Pre-Activities:	Time Frame	Objective(s) Targeted
T plays TEDx Video (below) to provide an example of what Experiential Learning looks like in the classroom (3:20-8:30) http://walkaboutprogram.com/2013/03/23/261/	5 minutes	(C1)
Pair. Share. Ss work in pairs to brainstorm ideas and then share them with the class <ul style="list-style-type: none"> • What is an <i>experience</i>? • What do you think of when you hear <i>Experiential Learning</i>? • Based on the video, what does experiential learning look like in the classroom? 	5 minutes	(C1, C2)

During Activities:	Time Frame	Objective(s) Targeted
T presents <i>experiential</i> history, a definition and characteristics of <i>experiential</i> practices on PPT	2 minutes	(C2)
T presents Kolb's experiential learning cycle on PPT. T passes out 3 cut pieces of paper (Appendix A) per group containing (a) a definition (b) a learning description and (c) an instructional activity, which describes each of Kolb's 4 stages. As T tapes arrows (Appendix B) on the board Ss: <ul style="list-style-type: none"> • Work in groups to match their definition, learning description and activity to Kolb's 4 stages. Ss tape it on the board when ready <p>T checks answers and then discusses past methods/approaches (grammar translation, audiolingual, communicative) that fit into each stage</p>	10 minutes	(C3, L1)
T presents Kolb's learning styles on PPT, clarifying the difference between kinesthetic/auditory/visual learners and Kolb's learning styles. T then assigns each group 1 learning style to research. <ul style="list-style-type: none"> • Ss write their answers on a poster the T provides for them • Ss present their findings <p>Pair. Share. T asks Ss to reflect on:</p> <ul style="list-style-type: none"> • What is your learning style? 	17 minutes	(C4, C5, L2)
T discusses implications and takeaways of Kolb's learning cycle and styles. T also provides a simpler Kolb model	1 minute	(C6)
Post Activities: Description	Time Frame	Objective(s) Targeted
Pair. Share. T tells students to pick their favorite topic and discuss with their partner <ul style="list-style-type: none"> • How would you "design an experience" that would guide students through Kolb's 4 stages? 	5 minutes	(C1, 2, 3, L1)

Assessment

- Discussion questions and presentations

References

- Association for Experiential Education. (2015). What is experiential learning? Retrieved March 4, 2015, from <http://www.aee.org/what-is-ee>
- Fuller, T. (2006). *History of experiential learning as a teaching pedagogy*.
- Hamilton, S. (1980). Experiential learning programs for youth. *American Journal of Education*, 88(2), 179 – 215.
- Kohonen, V. (1992). Experiential language learning: Second language learning as cooperative learner education. In D. Nunan (Ed.), *Collaborative language learning and teaching [Google Books Version]*. Cambridge, UK: Cambridge University Press. Retrieved from [https://books.google.com/books?hl=en&lr=&id=ByfvwiUbG1YC&oi=fnd&pg=PA14&dq=experiential+learning&ots=8sEvC0hipO&sig=2fBTK-vaaMQyH-bb82DFa6YzuOQ#v=onepage&q=experiential learning&f=false](https://books.google.com/books?hl=en&lr=&id=ByfvwiUbG1YC&oi=fnd&pg=PA14&dq=experiential+learning&ots=8sEvC0hipO&sig=2fBTK-vaaMQyH-bb82DFa6YzuOQ#v=onepage&q=experiential+learning&f=false)
- Kohonen, V., Jaatinen, R., Kaikkonen, P., & Lehtovaara, J. (2001). *Experiential learning in foreign language education*. Harlow: Longman.
- Kolb, D. (1984). *Experiential learning experience as a source of learning and development*. New Jersey: Prentice Hall.
- Kolb, D. (2015). What is experiential learning? [Video]. Retrieved from <http://learningfromexperience.com/>
- Laufenberg, D. (2013). TED talk - Experiential Learning [Video]. Retrieved from <http://walkaboutprogram.com/2013/03/23/261/>
- McLeod, S. (2013). Kolb- learning styles. Retrieved from <http://www.simplypsychology.org/learning-kolb.html#cycle>

Appendix A

Doing/having an experience

Learning by intuition, emphasized on feeling over thinking

Instructional Activity = small group discussions, videos, films, examples, stories

Concluding/Learning from the experience

Learning by thinking, using logic

Instructional Activity = lecturing and
building models

Reflecting/Reviewing experience

Learning by focusing on understanding
meaning by observation

Instructional Activity = personal journals,
reflective papers, observations, thought
questions/discussions

Trying out what you have learned

Learning by action, emphasized on getting things done

Instructional Activity = fieldwork, various projects, homework, games

Appendix B

