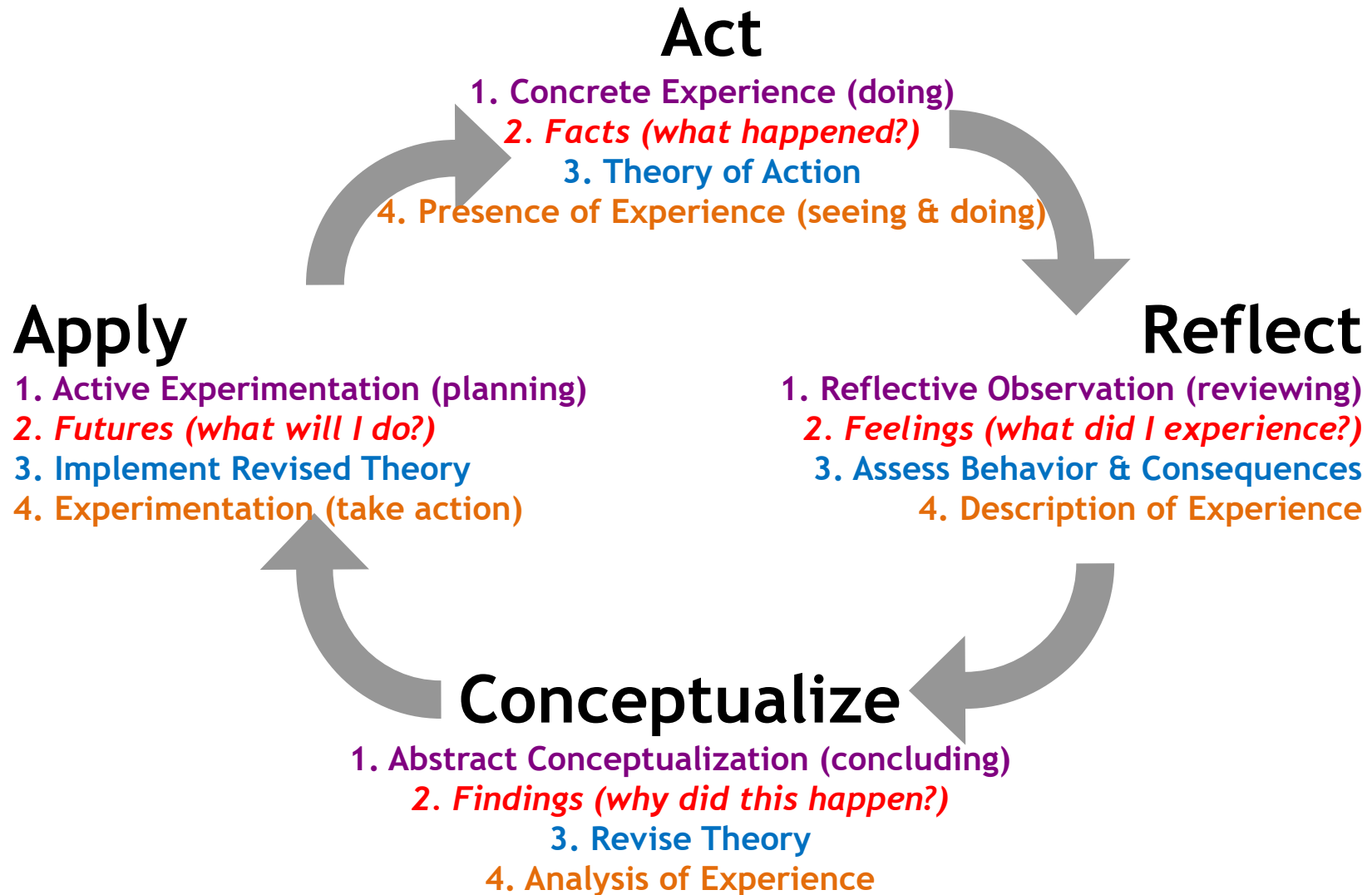# Models of Experiential Learning
&
Reflection

Compiled by Dr. M. Drysdale
St. Jerome's University/University of Waterloo
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1. Kolb, *2. Greenaway*, 3. Argyris & Schön, 4. Rogers

Act
1. Concrete Experience (doing)
2. Facts (what happened?)
3. Theory of Action
4. Presence of Experience (seeing & doing)

Reflect
1. Reflective Observation (reviewing)
2. Feelings (what did I experience?)
3. Assess Behavior & Consequences
4. Description of Experience

Apply
1. Active Experimentation (planning)
2. Futures (what will I do?)
3. Implement Revised Theory
4. Experimentation (take action)

Conceptualize
1. Abstract Conceptualization (concluding)
2. Findings (why did this happen?)
3. Revise Theory
4. Analysis of Experience

Adapted from Corney, 2007

Schön's model
In and On Action

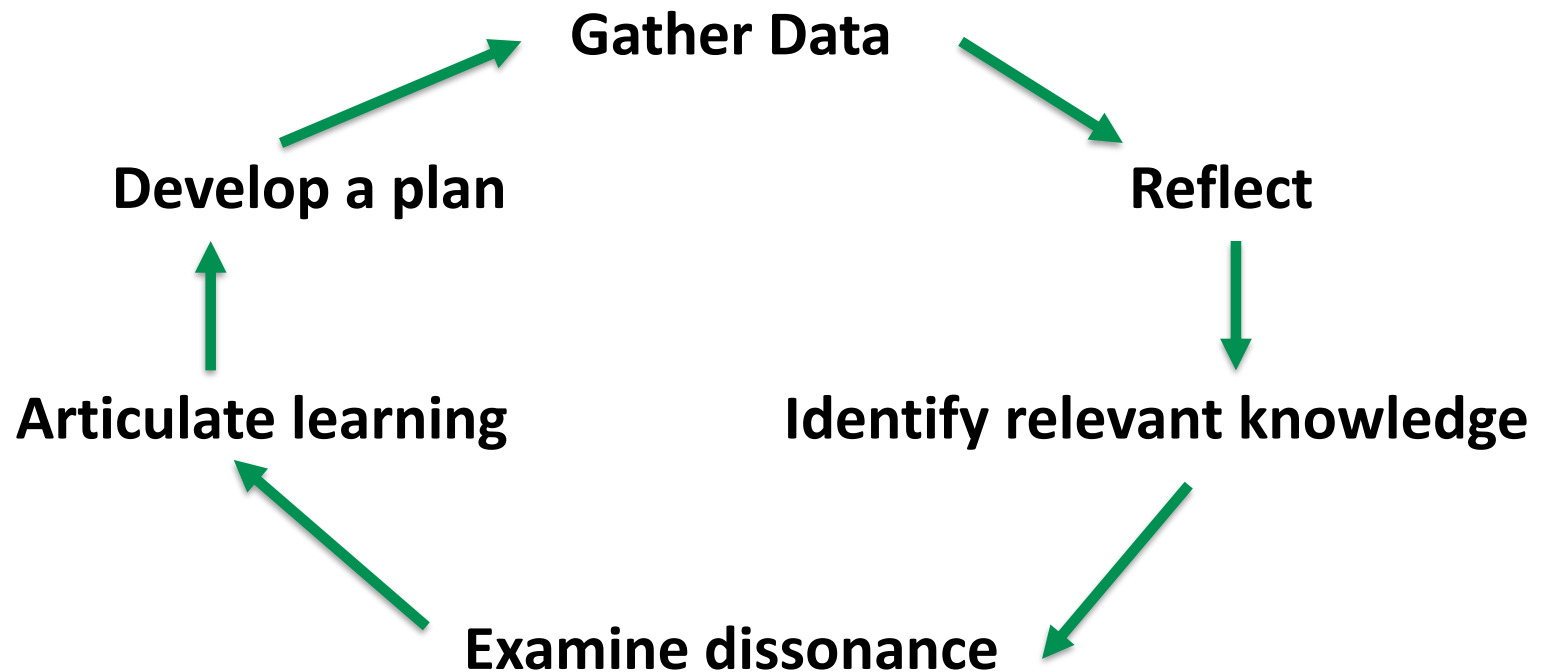| Reflection in Action	Reflection on Action
•Experiencing •Thinking on your feet •Thinking about what to do next •Acting straight away	•Thinking about something that has happened •Thinking what you would do differently next time •Taking your time

Moon's Storytelling as Reflection & 5 Stages of Learning

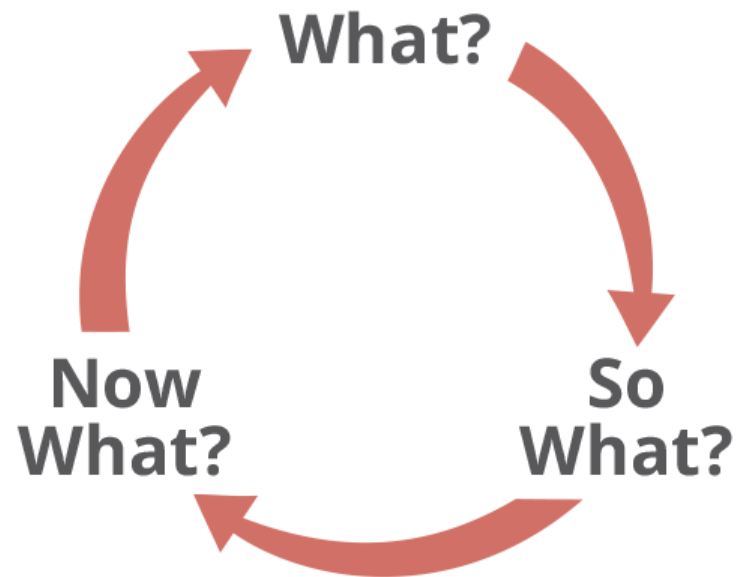|	
1: Noticing	**The student has to register the topic, event or incident as being interesting or important in some way.**
2: Making sense	**The student thinks more about what they have noticed and tries to understand it better.**
3: Making meaning	**The student starts to ask questions and to connect ideas together.**
4: Working with meaning	**The student makes links with other ideas and events. They would probably refer to literature and other research. At this point, reflection on the learning is likely to be taking place.**
5: Transformative learning	**The student has reached the point where they can formulate new ideas of their own. They know what they would do if a similar situation arose in the future.**

Kiser's Integrative Processing Model

ORID Model

– **O**bjective: Introduce questions related to the concrete experience (What did student do, observe, read? Who was involved? Etc.)

– **R**eflective: Introduce questions that address the affective experience (How did they feel? What did it remind then of? Etc.)

– **I**nterpretive: Introduce questions that address their cognitive experience (What did the experience make them think? How did their thinking change? Etc.)

– **D**ecisional: Introduce questions that affect their development (What will they do differently in the future? How did the experience affect their use of information, skills, understanding? Etc.)

Clayton's DEAL Model

- **D**escribe the event/situation/experience in specific terms. You could focus on one specific event or provide an overview of a situation. You should be as precise as possible in your description.

- **E**xamine the event/situation/experience from the perspective of academic learning, personal growth, or civic responsibility.

- **A**rticulate **L**earning by sharing what you have learned and why this is important for you (academically, personally, or for your civic responsibility). You could articulate what you might do differently in the future.

Borton's What? So What? Now What?

A quick and easy way
to reflect on a situation
after it has happened

Toole's Three-Stage Model

Stage 1: What?
- starts the reflection process through descriptive questions
- should normally be completed during planning/preparation for an experience
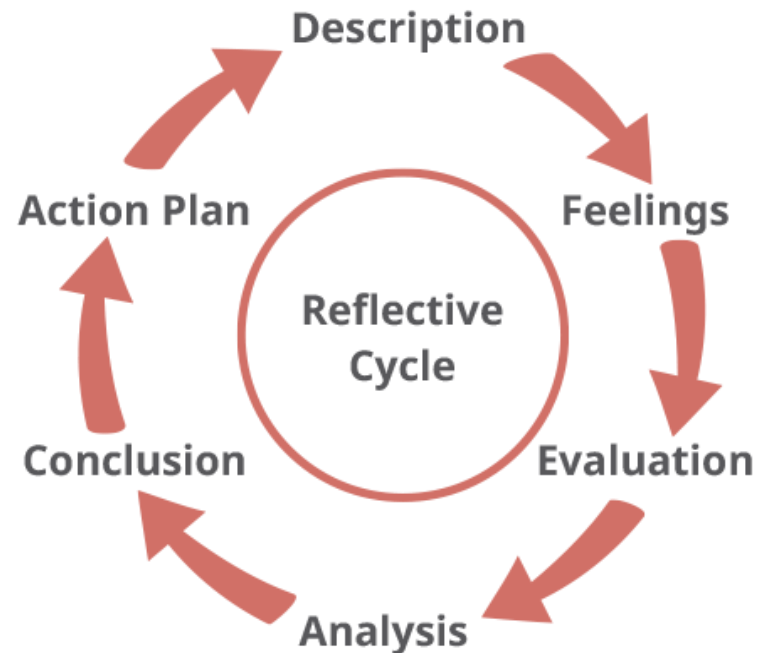
Stage 2: So what?
- requires writers to share meaningful experiences and provide observation or analysis of these experiences
- write about the actions and what significance or consequences are attached to these actions
- interpret the meaning of your experiences

Stage 3: Now What?
- writers will apply the lessons they have learned during one (or more) experiences to other situations and contexts
- they will explore new understandings about themselves and community issues

Gibb's Reflective Cycle

Six stages of reflection that should be followed in sequence

References will be made available