



**SKILL ENHANCEMENT COURSE-
EDUCATION**

**B.A PROGRAMME SEMESTER-4
PAPER: REFLECTIVE LEARNING**

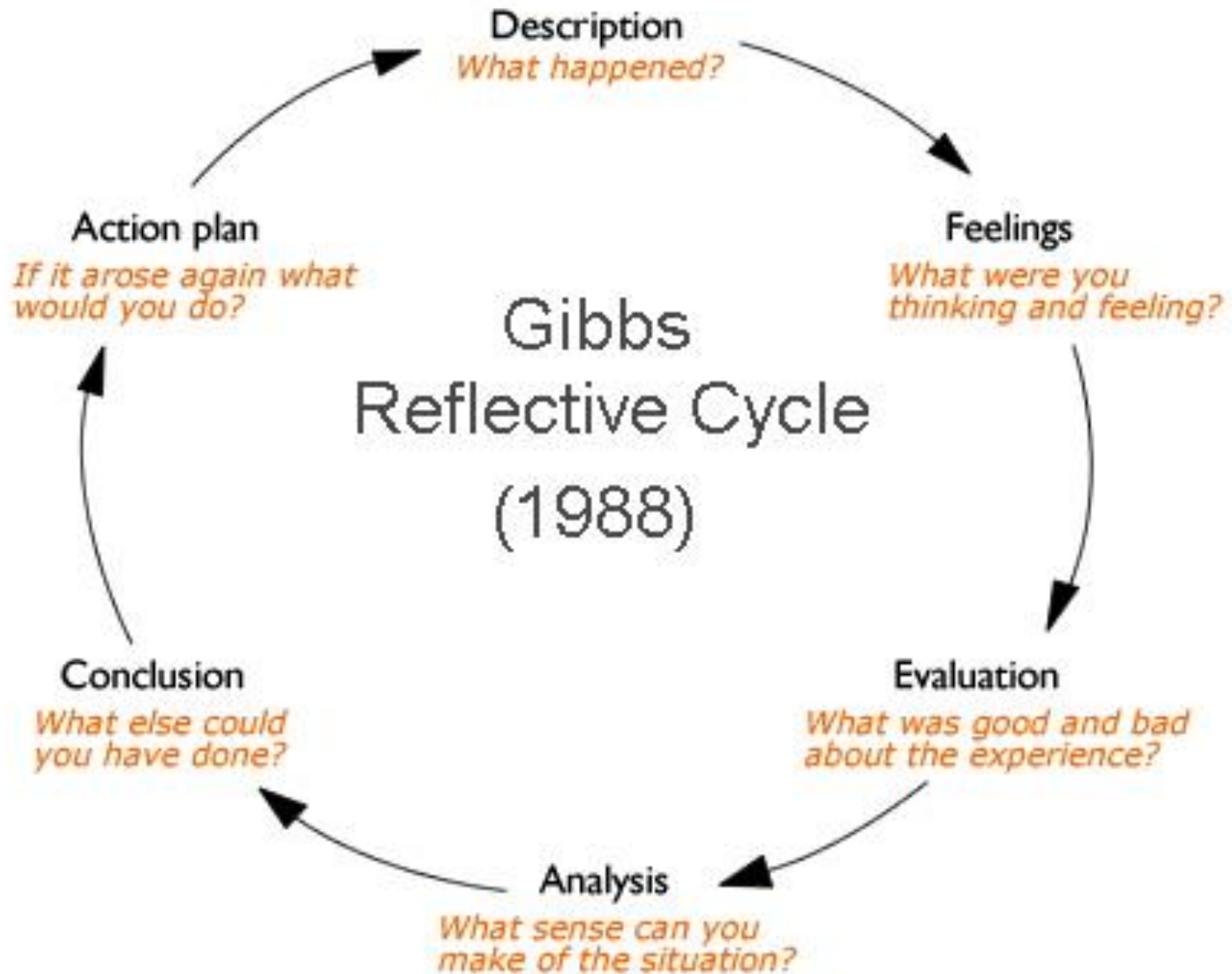
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28TH APRIL 2021

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LET'S REVISE



TODAY'S TOPIC

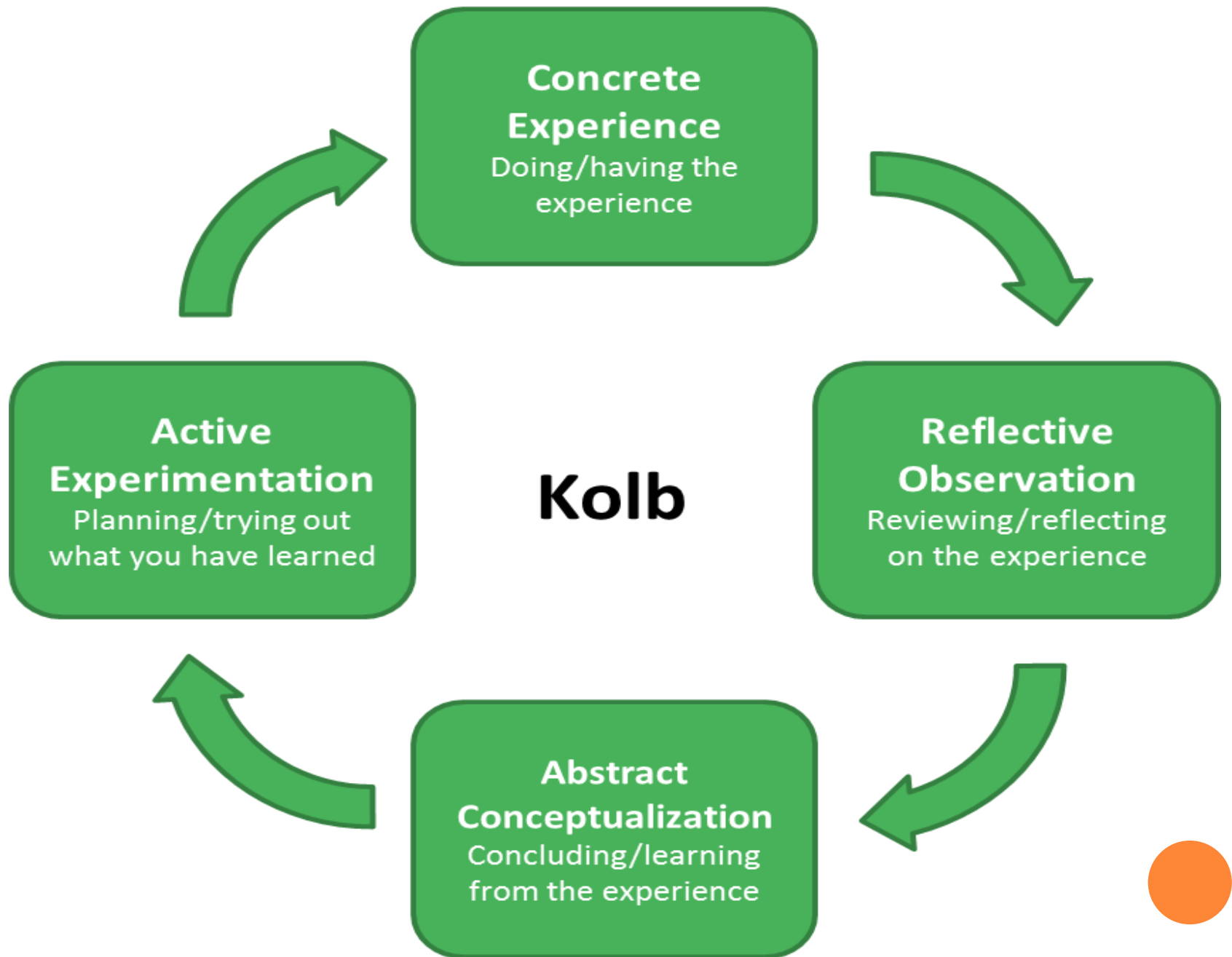
○ Kolb's Model of Reflection

David Kolb (12th Dec. 1939) is an American educational theorist.

The theory was developed in the early 1970s by Kolb and Ron Fry.

It is also called Experience learning Model (1984)





1. CONCRETE EXPERIENCE:

- Kolb's learning process cycle begins with a concrete experience.
- This can either be a completely new experience or a experience that already happened.
- In a concrete experience, each learner engages in an activity or task.
- Kolb believed that the key to learning is involvement.
- It is not enough for learners to just read about it or watch it in action.
- In order to acquire new knowledge, learners must actively engage in the task.



2. REFLECTIVE OBSERVATION:

- After engaging in the concrete experience, the learner steps back to reflect on the task.
- This stage in the learning cycle allows the learner to ask questions and discuss the experience with others.
- Communication at this stage is vital, as it allows the learner to identify any difference between their understanding and the experience itself.



3. ABSTRACT CONCEPTUALIZATION:

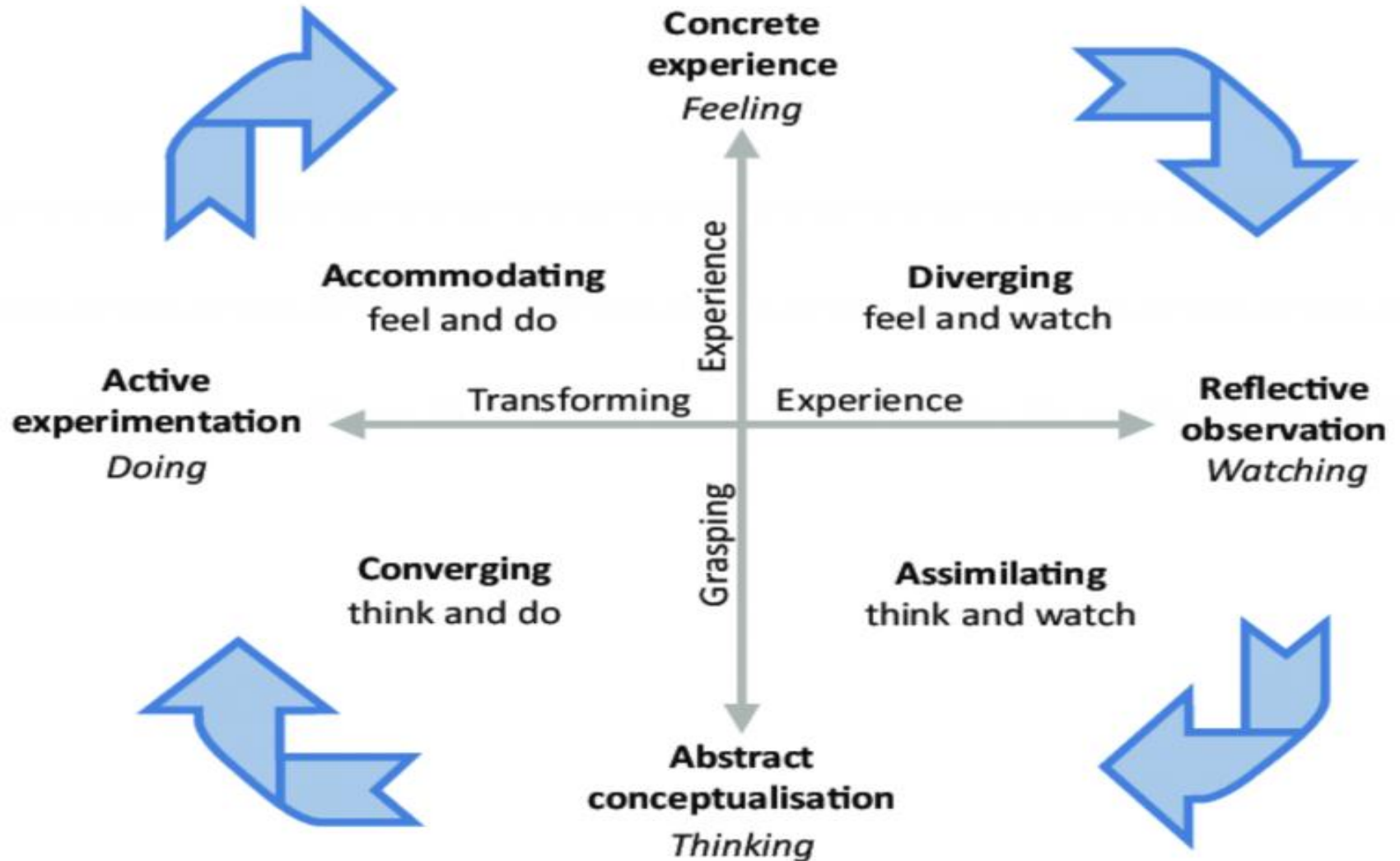
- The next step in the learning cycle is to make sense of these events.
- The learner attempts to draw conclusions of the experience by reflecting on their prior knowledge, using ideas with which they are familiar or discussing possible theories with peers.
- The learner moves from reflective observation to abstract conceptualization when they begin to classify concepts and form conclusions on the events that occurred.
- This involves interpreting the experience and making comparisons to their current understanding on the concept.
- Concepts need not be “new”; learners can analyse new information and modify their conclusions on already existing ideas.

4. ACTIVE EXPERIMENTATION:

- This stage in the cycle is the testing stage.
- Learners return to participating in a task, this time with the goal of applying their conclusions to new experiences.
- They are able to make predictions, analyse tasks, and make plans for the acquired knowledge in the future.
- By allowing learners to put their knowledge into practice and showing how it is relevant to their lives, you are ensuring that the information is retained in the future.



- Based on these four learning phases, Kolb (2015) speaks of four learning styles:-



1. DIVERGING (CONCRETE EXPERIENCE/REFLECTIVE OBSERVATION)

- This learning style takes an original and creative approach. Rather than examining concrete experiences by the actions taken, individuals tend to assess them from various perspectives. They value feelings and take an interest in others. Individuals who prefer this learning style tend to enjoy tasks such as brainstorming ideas and working collaboratively in groups.



2. ASSIMILATING (ABSTRACT CONCEPTUALIZATION/REFLECTIV E OBSERVATION)

- This learning style emphasizes reasoning. Individuals who demonstrate this learning style are able to review the facts and assess the experience as a whole. They tend to enjoy designing experiments and working on projects from start to completion.



3. CONVERGING (ABSTRACT CONCEPTUALIZATION/ACTIVE EXPERIMENTATION)

- This learning style highlights problem solving as an approach to learning. Individuals who prefer this learning style are able to make decisions and apply their ideas to new experiences. Unlike Divergers, they tend to avoid people and perceptions, choosing instead to find technical solutions.



4. ACCOMMODATING (CONCRETE EXPERIENCE/ACTIVE EXPERIMENTATION)

- This learning style is adaptable and intuitive. These individuals use trial and error to guide their experiences, preferring to discover the answers for themselves. They are able to alter their path based on the circumstance and generally have good people skills.





QUESTIONS?

COMMENTS?

CONCERNS?



FOR NEXT CLASS

- Schutz (शट्ज़) Model on Reflection

Task:

Try to compare Kolb's and Gibb's Reflective Model

