**Experiential Learning Cycle**

Two continuums of perceiving and processing information

* We perceive information through concrete experiences and abstract conceptualization.
* We process information through reflective observation and active experimentation.

Kolb argues that as learners, we have a tendency to perceive and process in a particular part of the learning cycle, but to learn best we need to expand into all quadrants of the learning cycle.

See chapter 1 & 2 in *Workshops: Designing and Facilitating Experiential Learning* for more information

**Principles of Experiential Education**

* Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
* Experiences are structured to require the learner to take initiative, make decisions and be accountable for the results.
* Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning.
* Learners are engaged intellectually, emotionally, socially, soulfully, and/or physically. This involvement produces a perception that the learning task is authentic.
* The results of the learning are personal and form the basis for future experiences and learning.

http://elearningrandomwalk.blogspot.com/2005/04/principles-of-experiential-education.html

**Principles of (Adult) Learning**

* Adults will commit to learning when the goals and objectives are **considered realistic and important to them**. Application in the 'real world' is important and relevant to the adult learner's personal and professional needs.
* **Adults want to be the origin of their own learnin**g and will resist learning activities they believe are an attack on their competence. Thus, professional development needs to give participants some control over the what, who, how, why, when, and where of their learning.
* Adult learners need to see that the professional development learning and their day-to-day activities are **related and relevant.**
* **Adult learners need direct, concrete experiences** in which they apply the learning in real work.
* **Adult learning has ego involved**. Professional development must be structured to provide support from peers and to reduce the fear of judgment during learning.
* **Adults need to receive feedback** on how they are doing and the results of their efforts. Opportunities must be built into professional development activities that allow the learner to practice the learning and receive structured, helpful feedback.
* **Adults need to participate in small-group activities** during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences.
* **Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies.** This diversity must be accommodated in the professional development planning.
* **Transfer of learning for adults is not automatic and must be facilitated**. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained.

http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te10lk12.htm