
# Northeastern University
## College *of* Professional Studies

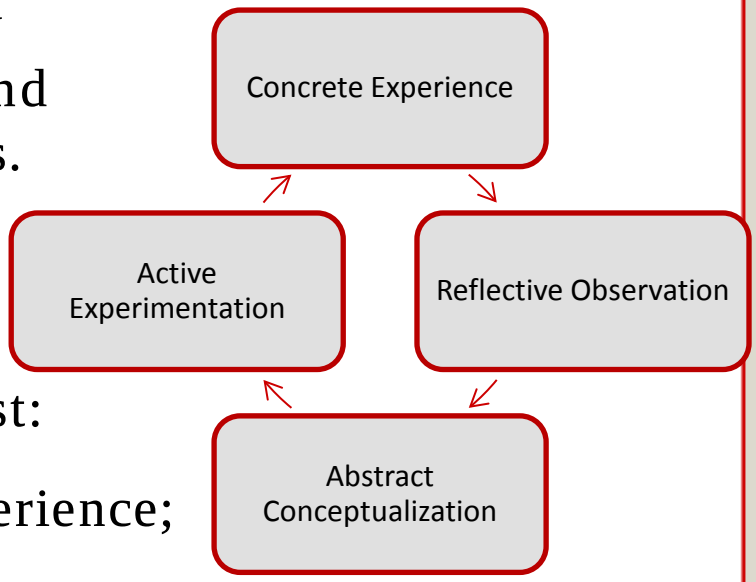
# Experiential Learning Theory

*Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.*

- Confucius circa 450 BC

# Experiential Learning Theory: David Kolb (1984)

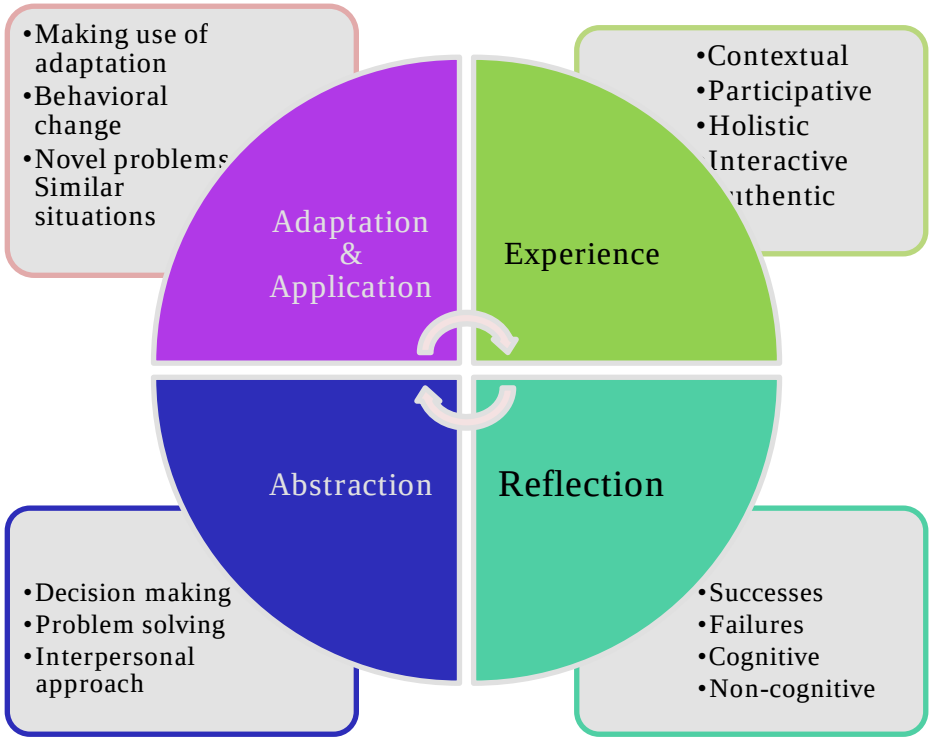
Knowledge is continuously gained through personal and environmental experiences.




In order to gain genuine knowledge from an experience the learner must:

- Be willing to be actively involved in the experience;
- Be able to reflect on the experience;
- Possess and use analytical skills to conceptualize the experience; and
- Be able to apply new ideas gained from the experience.

# Four Stages of Online Experiential Learning




1. Experience (abstract AND concrete)
    - Contextual
    - Participative
    - Holistic
    - Interactive
    - Authentic
2. Reflection
3. Abstraction
4. Adaptation and Application

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# Integrative Experiential Learning (IEL) Course

- **Integrative** – students reflect, analyze, and synthesize their learning and apply knowledge to new contexts

- **Experiential** – allows for the creation of knowledge "through the transformation of experience" (Kolb, 1984, 41) by allowing students to implement in their current work environment

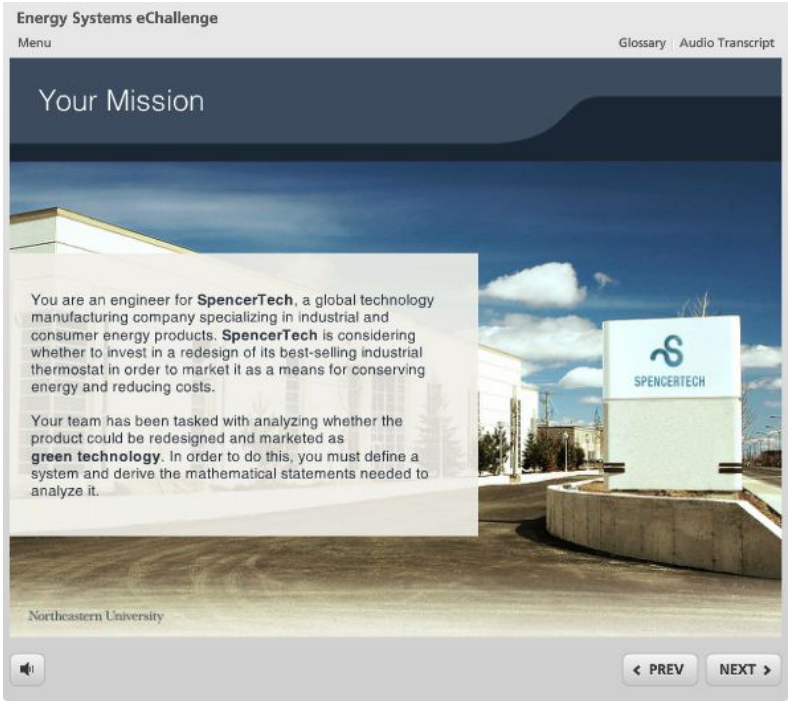
- **Learning & Learning Centered** -- engages learners in application, critical thinking, communication, and collaboration to facilitate mastery and build a set of intellectual skills critical to success in the workplace

- **Career Focused** -- positions students for career advancement by offering an expanded platform for further learning via a customized learning experience with an opportunity to engage in dialogue with and receive feedback from their peers and employers.

# IEL Course Components

- Identify personal strengths and areas for improvement in motivation, influence and negotiation skills
- Establish goals in alignment with project aspirations through reflection
- Engage workplace sponsor to identify key performance area (KPA)
- Perform academic and professional research leading to KPA recommendation(s)
- Create a pilot, project plan for implementing recommendation(s)
- Implement recommendation(s) in workplace
- Present results of project implementation in a final course report

# Energy Systems e-challenge: Designing a 'Green' Thermostat



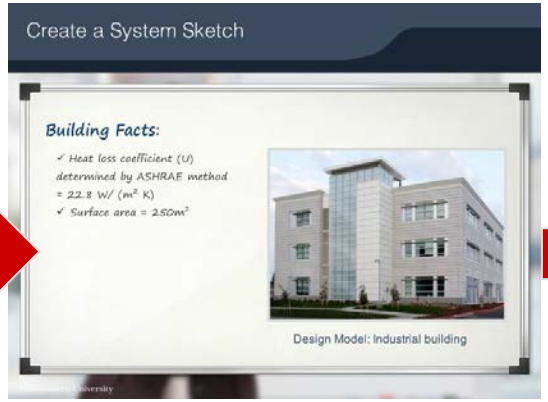


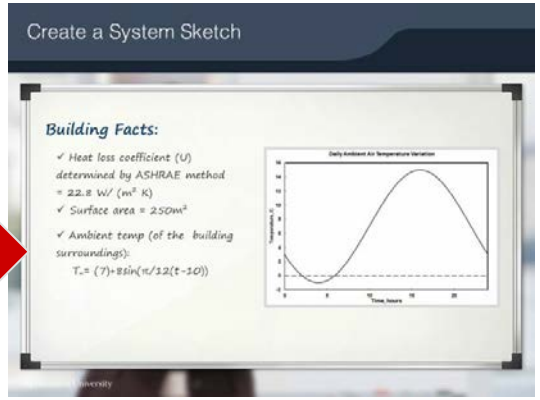
**Experience:**

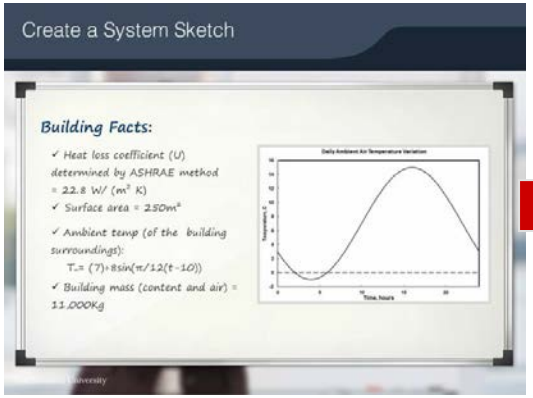
Students gain experience in defining a system and derive mathematical statements to analyze whether a product could be redesigned and marketed as *green technology*.

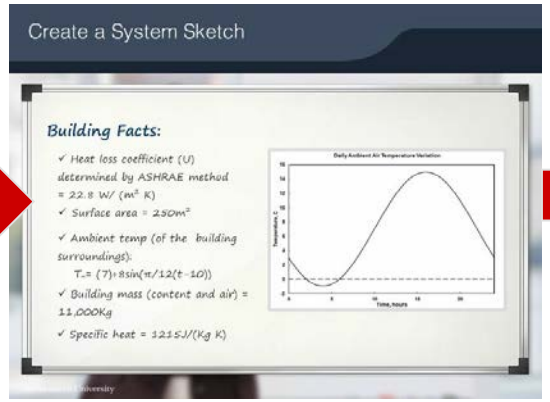
# Reflection:

Included in the activity is reflection on the decision making process.

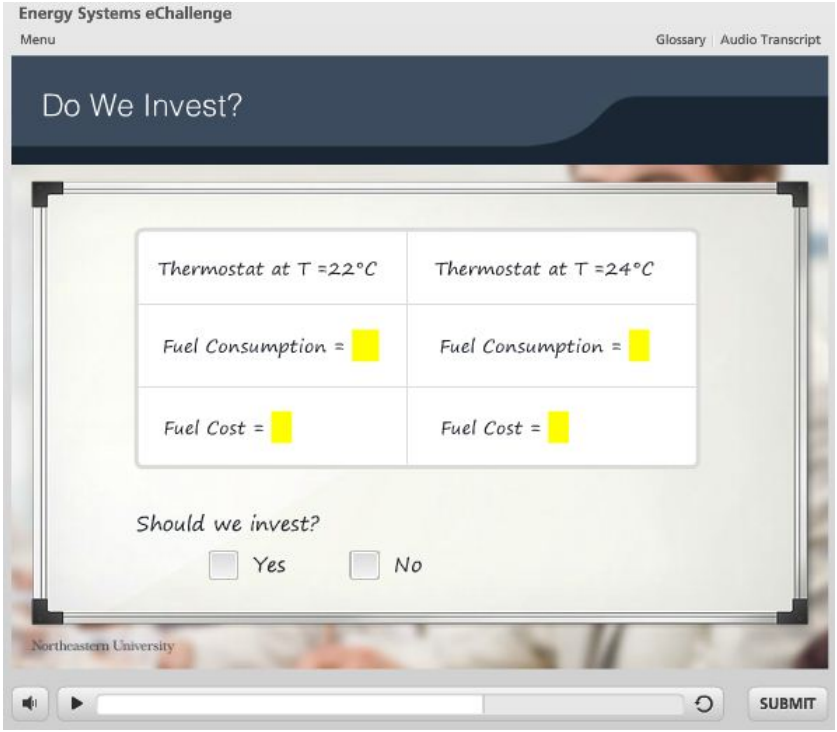



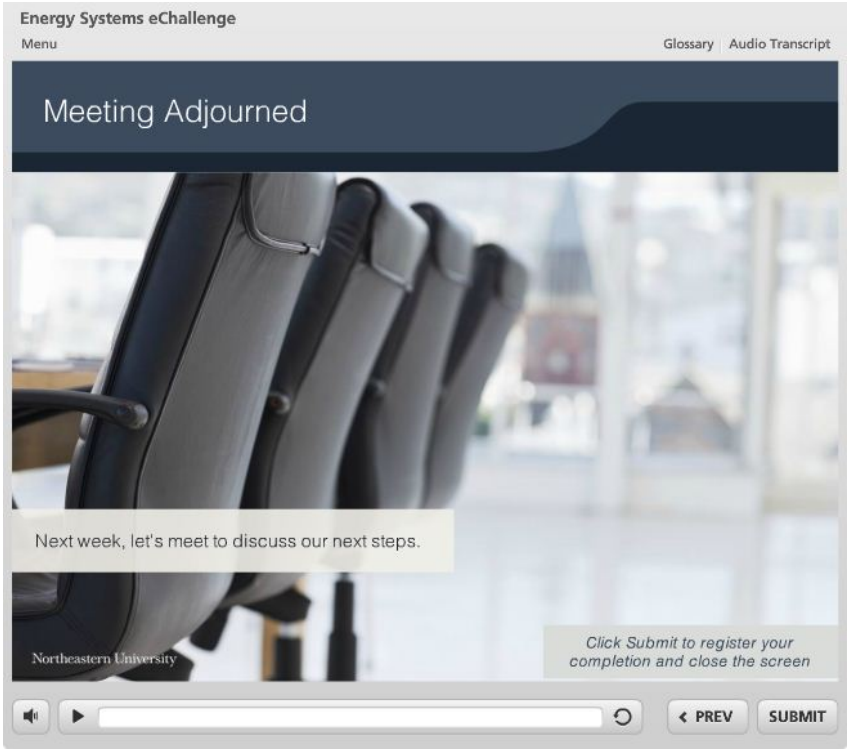



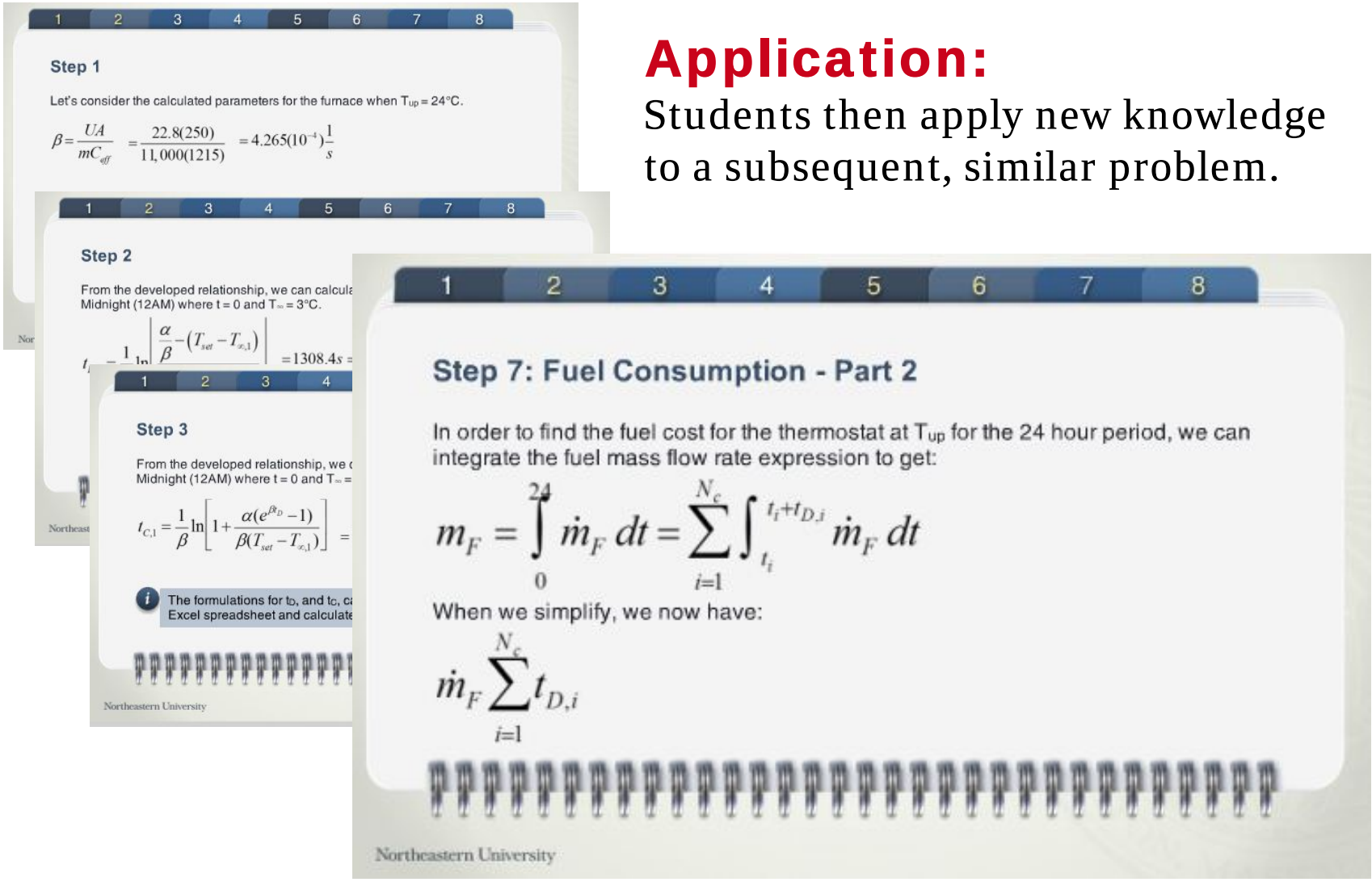




# Adaptation:

After the decision task is completed, students consider the decision making process and what they may have done differently.






## Application:

Students then apply new knowledge to a subsequent, similar problem.

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