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## Experiential Learning

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### ABSTRACT

Some of the most well-known theories include the Experiential Learning theory as per the Kolb's learning cycle. It plays a major role in the development of the modernisation of current education system is transitioning from a traditional to a individual-centered educational process.

The goal of this paper is to demonstrate the implications of these principles. The application of the advantages, problems, and procedures of Kolb's cycle are examined.

Keywords: Experiential Learning theory, Person-oriented educational process, Knowledge by doing and Kolb's learning cycle.

## 1. INTRODUCTION

Experiential learning is a process in which students "gain knowledge by doing" and reflect on their experiences. Experiential learning activities include hands-on laboratory experiments, internships, practicums, fieldwork, study abroad, undergraduate research, and studio performances, to name a few.

Experiential learning includes all of the following components:

- Critical analysis, Reflection and synthesis
- Opportunities for trainees to take the initiative, influence decisions, and be made liable for the result obtained.
- Opportunities for learners to engage cognitively, artistically, psychologically, economically, or physiologically.
- A systematic learning experience that includes the chance to learn from potential consequences, errors, and triumphs.

## 2. LITERATURE REVIEW

According to Valentina Sharlanova., In her research David Kolb uses works by Kurt Levin & John Dewey. Kolb develops "a broad theory that provides the foundation for the education method and learning as a lifelong learning process; a process founded on the theoretical paradigms of philosophy, cognitive and behavioral science," according to Zuber-Skerritt. Kolb's model can be used to describe the learning process in general, but his emphasis on reflection categorises him as learning based on experience. According to Boreham (1987), "the concept of experiential learning essentially involves learning through reflection on the event." Students are at risk of repeating the same mistakes if they do not reflect on their experiences. Kolb connects with those 4 phases the Reflexive Observation , Concrete Experience, Active Experimenting & Abstract Conceptualising.

Learning is typically defined by educational psychologists as "a change in the individual generated by experience" (Slavin, 1986, p. 104). Change can and does occur in the formal classroom as a result of educational innovations such as lectures, laboratories, discussions, recitation, and testing. On the other hand, it is equally evident that change in the individual or in behaviour may and can occur outside of the school setting, and thus learning is not limited to the school, nor to interactions with government sanctioned curricula and textbooks. It was only this century that learning in a formal school environment

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became the main mode for the majority of people in the "developed world," and it was only this century that a majority of children in the Third World had their learning codified and curricularized in the classroom.

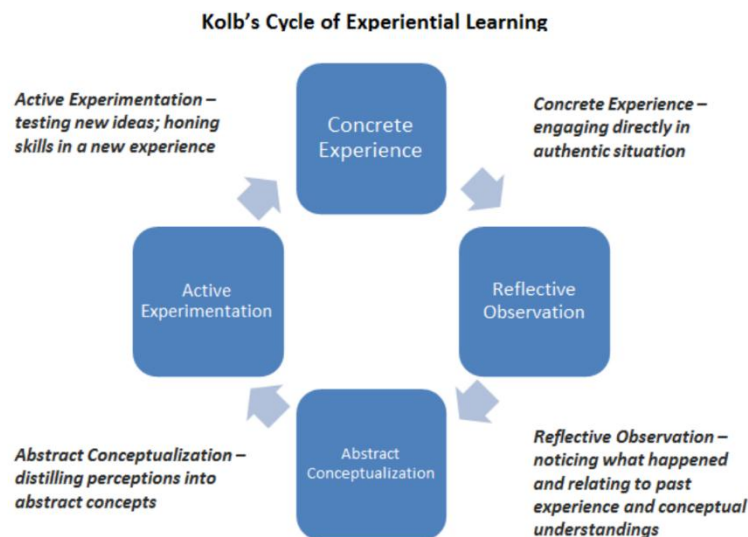
### 3.HOW DOES IT WORK?

Kolb's cycle of learning (1984) portrays the experiential learning process, which comprises the integration of:

- Concepts, facts, and information learned through formal education and prior experience are referred to as knowledge.
- The acquisition of knowledge in the "actual world" as Activity.
- Reflection is the process of analysing and synthesising information and endeavors in order to develop new knowledge.

One of the most prominent learning strategies is David Kolb's work on the cycle of experiential learning. It's a process of learning that begins with a concrete experience, which calls for reflection, review, and perspective-taking about the experience, followed by abstract thought to draw conclusions and conceptualise the experience, which then results in a decision to act, engage in active experimentation, or put what you've learned to use.

People participate in this cycle without even being aware that they are learning since it is so natural and organic. It almost always occurs naturally and continuously transforms our life. The majority of people have preferred methods of employing this learning cycle, emphasising some modes over others. The essence of Kolb's model is simply a description of the learning process, which is depicted as a four-phase cycle. The model depicts how experience is changed through reflection into ideas and concepts, which are then used for active experimenting and the selection of new experiences.



**Fig. 1 - (a) Kolb's cycle of learning (1984)**

Everybody moves through the learning cycle in their own unique way. People develop preferences for how they use the learning cycle based on their personalities, educational specialisations, professional careers, cultures, and adaptive competencies. Nine alternative strategies to move through the learning cycle according to learning styles are described in the Kolb Experiential Learning Profile (KELP). When we are under pressure or operating on automatic pilot, we naturally gravitate toward our preferred leadership style.

In contrast to other typologies that represent innate characteristics, learning styles are unique. Learning styles are ingrained patterns of thinking and acting that favour some types of learning while underutilizing others.

A framework for understanding people whose methods differ from yours is provided by learning styles. Knowing your own learning style tendencies as well as the preferred learning styles of those you interact with can promote effective communication, cooperation, and relationships.

#### **Experiencing:**

When using the Experiencing style, you are engaged, connected, warm and intuitive. You excel in teamwork and establish trusting relationships with others. You are comfortable with emotional expression.

#### **Visualizing:**

You have been very kind, compassionate, comforting, and innovative when you use the Imagining style. You exhibit self-awareness as well as empathy for others. You are at ease in unclear situations, and you enjoy assisting others, coming up with fresh ideas, and establishing a vision for the future.

**Reflecting:**

When using the Reflecting style, you are patient, careful and reserved, allowing others to take center stage. You listen with an open mind and gather information from a variety of sources. You are able to view issues from many perspectives and identify underlying problems and issues.

**Analysing:**

When using the Analysing style, you are structured, methodical and precise. You plan ahead to minimize mistakes, integrate information to get the full picture, and use critical thinking to understand situations. You are methodical as you analyse details and data.

**Acting:**

When using the Acting style, you are on time, assertive, achievement oriented and courageous. You commit to goals and objectives and find ways to accomplish them under a deadline. You are able to implement plans with limited resources.

**Initiating:**

When using the Initiating style, you are outgoing, spontaneous and able to shrug off losses or "failure" in favour of trying again. You actively seize opportunities and participate without holding back.

**Thinking:**

When using the Thinking style, you are sceptical, structured, linear and controlled. You use quantitative tools to analyse problems and frame arguments with logic. You know how to communicate ideas effectively and make independent judgments.

**Deciding:**

When using the Deciding style, you are realistic, accountable and direct. You find practical solutions to problems and set performance goals. You are able to commit to one focus.

**Balancing:**

When using the Balancing style, you identify blind spots in a situation and bridge differences between people. You are resourceful and can adapt to shifting priorities.

Some forms of experiential learning include: Internships, Service learning, Clinical education, Practicum etc.

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#### 4. STAGES IN EXPERIENTIAL LEARNING CYCLE

The cycle can be started at any time, but the phases must be completed in order. In this approach, the learning cycle gives input that serves as the foundation for a new action while also evaluating the implications of the action. The pupils must go through the cycle several times. Then it is referred to as a cycle spiral. Kolb defines research as "a spiral of action and examinations consisting of four general moments: plan, action, observation, and reflection." All steps of the learning cycle are described as follows:

**The First Stage-** Concrete Experience/Trying or Participation in "Doing" The individual, team, or organisation simply completes the assignment. They do not ponder on it at the time, but they intend to do so afterwards.

**The Second Stage-** Reflexive observation Returning to the start of the task to review what has been done and tried is part of the reflection. Listening abilities, paying attention, identifying distinctions, and applying concepts aid in the discovery of results and their dissemination to others. Adjustments, values, and beliefs all have an impact on the definition of specific outcomes. The vocabulary is vital for verbalising and discussing the experience's perception and comprehension.

**The Third Stage-** Conceptualizing throughout the abstract. The conceptualising process comprises interpreting the marked findings and comprehending the relationships between them. During this phase, changes, values, and beliefs all have an impact on how the data are interpreted. During the critical evaluation phase, questions are posed from the standpoint of prior experience, whereas during the conceptualising sequence, an attempt is made to seek solutions. Assertions and inferences are established, as well as hypotheses for future experiences. learning involves more thinking and concepts than thoughts of grasping the subjects or situations. In this stage Meticulous development and planning of concepts and theories for problem resolutions is standard procedure.

**The Fourth Stage-** active experimentation (planning)- The Experiential Learning hypothesis, as the name implies, acknowledges the importance of experience. Aside from that, it is vital for students to complete all four parts of the process and to have significant ties between them. When students fail to adequately educate for experience, fail to sufficiently reflect on experience, or fail to integrate it with the predictand elements, the model is critical to action. Two principal axes connect the erudition cycle are abstract practical and active reflexive. These axes indicate the two essential indices of the curriculum, which correspond to the two crucial learning strategies. The first half is to know how new information/experiences are seen or comprehended. The second half is to know the ways to control and transform the perception.

## 5. CONCLUSION

Experiential learning allows learners to practice and refine emergent skills, face fresh and unpredictable events that foster new learning, or learn from natural consequences, failures, and accomplishments. The learner is actively engaged in inquiring, exploring, experimenting, being intrigued, resolving issues, responsible, being artistic, and drawing inferences throughout the learning, and is confronted to make effort, make the decisions, and be accountable for results. Well-planned, supervised, and graded experiential learning programmes can stimulate intellectual queries by facilitating collaborative learning, social integration, career growth, cultural knowledge, statesmanship, and other professional and cognitive capabilities.

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