Debriefing Experiential Learning Exercises by using the Kolb Model

Stage in Kolb's Model of the learning process	Description of Kolb's stage	Questions for application of learning stage to stages in debriefing session
Concrete experience (feeling)	The students objectively describe the experience in terms of who, what, when, where, how. They also subjectively describe their feelings, perceptions, and thoughts that occurred during (not after) the experience. They tell their story. If the event is stressful, emotional or disturbing, the students can gain composure.	• Did you complete your assignment? • Were the objectives of the assignment clear? • How did you feel?
Reflective observation (watching)	At this level, the experience is viewed from different points of view that add more meaning and perspectives to the event. This approach values patience, impartiality, and considered, thoughtful judgement.	• Did you make assumptions about X, Y, Z? • What was happening for you during the exercise? • What did you observe in others? • What did the exercise mean for you and in relation to others? (clarify differences of opinion).
Abstract conceptualization (thinking)	The debriefing relates ethical concepts, theories or models from the readings and lectures to the experience in the activity. An original model or theory can be created.	• What policies/rules could you make based on your experience in this exercise? • With what variables would the rules/policies not apply? • Given such variables, what would be a better rule or policy?
Active experimentation (doing)	The students apply what has been learned in the experience of the activity to the parallel- world outside the classroom. "What if" scenarios may be explored.	• How would you change aspects of the experience for a better outcome? What new strategy would you use? • In what real world/practical work situations could this new strategy be utilized? • What situations would call for a backup or alternative strategy?

Fonte: Sims, R. R. (2002). Debriefing experiential learning exercises in ethics education. *Teaching business ethics*, 6(2), 179-197. 191p