



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals"
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GUIDING THE EXPERIENTIAL LEARNING PROCESS: SAMPLE QUESTIONS

1. EXPERIENCE: "Do it"

Independently perform or do an activity. Teacher role is to support as "the guide on the side". Examples might include: planning a garden; conducting science experiment; sewing a bag; making a video, creating a dance routine.

Features of experiences include:

- i) May be an individual or group experience
- ii) Provides opportunity to try new things
- iii) Supports freedom to experiment and make mistakes
- iv) May spark new questions and interests

2. SHARE: "What Happened"

Get the participants to talk about their experience. Share reactions and observations. Discuss feelings generated by the experience. Let the group (or individual) talk freely and acknowledge the ideas they generate.

Examples of sharing questions:

- i) What did you do/learn?
- ii) How would you describe that experience? (How did it feel? What did you see/hear/taste?)
- iii) What was the most difficult? Easiest?
- iv) What questions did this experience raise for you?

3. PROCESS: "What's Important?"

Discuss, analyze, and reflect on the experience. Discuss how the experience was carried out. Identify themes, problems, and issues that emerged during the experience. Discuss how specific problems or issues were addressed. Discuss personal experiences of members. Encourage the group to look for recurring themes.

Examples of processing questions:

- i) What things helped this be a positive experience?
- ii) What things got in the way or created challenges?
- iii) What could or would you like to do differently next time?

4. GENERALIZE: "So What?"

Connect the experience with real world examples. Find general trends or common truths in the experience. Identify "real life" principles that surfaced. List key terms that capture the learning.

Examples of generalizing questions:

- i) What did you learn about yourself through this activity?
- ii) How does what you learned relate to other parts of your life?
- iii) How will what you learned be useful to you in the future?

5. APPLY: "Now What?"

Discuss how new learning from the experience can be applied to other situations. Discuss how more effective behaviors can develop from the new learnings.

Example questions about applying the experience:

- i) Who else can benefit from what you learned?
- ii) How can this experience help address real world problems in your community?
- iii) How can you apply what you learned to a new situation?
- iv) How will you act differently in the future?