



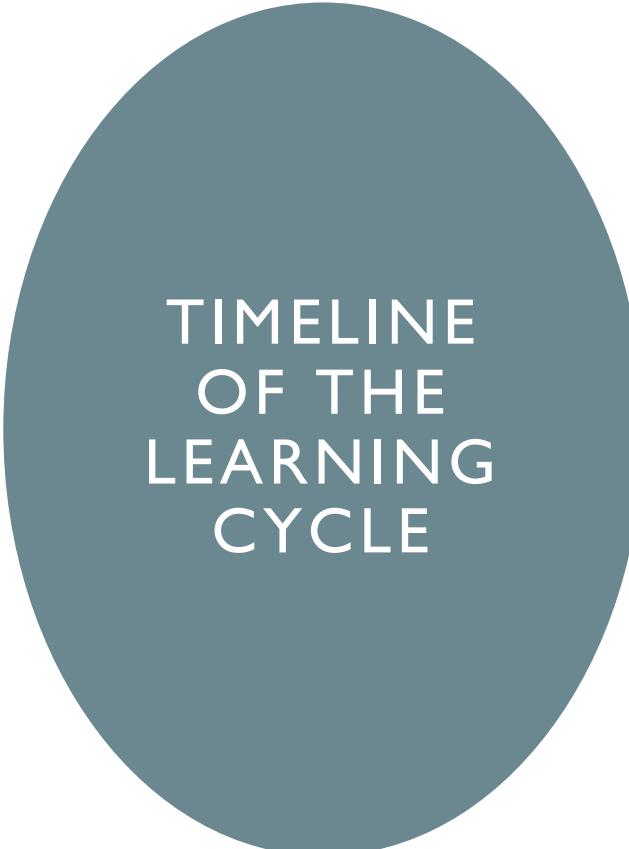
**LEARNING BY DOING IN
EDUCATION**

Learning by Doing is an experiential approach.

INTRODUCTION

Students learn actively through real tasks and reflection.

Encourages creativity, problem-solving, teamwork.



TIMELINE OF THE LEARNING CYCLE

- John Dewey (1933): Introduced five phases of reflective thought; experience and reflection as the core of learning.
- Kurt Lewin (1940s): Developed action research model – Planning → Action → Fact-finding; emphasized feedback and reflection.
- Kolb & Fry (1970s): Developed Experiential Learning Model (Concrete Experience, Reflective Observation, Abstract Conceptualization, Active Experimentation).
- Honey & Mumford (1980s): Adapted Kolb's model, introducing four learning styles – Activist, Reflector, Theorist, Pragmatist.
- 5E Instructional Model (late 1980s): Created for science education – Engage, Explore, Explain, Extend, Evaluate.
- Alistair Smith (1990s): Proposed Accelerated Learning Cycle for classrooms, focusing on engagement and reflection.
- Korthagen & Vasalos (2000s): Introduced ALACT model (Action, Looking back, Awareness, Creating alternatives, Trial) in teacher education.



Kolb's model has 4 stages:



1. Concrete Experience – doing, hands-on activity.



2. Reflective Observation – thinking about the experience.



3. Abstract Conceptualization – linking experience to theory.



4. Active Experimentation – applying knowledge in new situations.

KOLB'S
EXPERIENTIAL
LEARNING CYCLE

WHY KOLB'S MODEL BECAME INFLUENTIAL



- UNIFIED EARLIER THEORIES (DEWEY AND LEWIN) INTO A SIMPLE, TEACHABLE 4-STAGE MODEL.



- BRIDGES THEORY AND PRACTICE USED IN SCHOOLS, UNIVERSITIES, AND PROFESSIONAL TRAINING.



- INTRODUCED LEARNING STYLES FOR PERSONALIZED EDUCATION.



- WIDELY CITED AND APPLIED IN RESEARCH AND EDUCATIONAL POLICY.



- FLEXIBLE ACROSS FORMAL AND NON-FORMAL EDUCATION CONTEXTS.

EXAMPLES OF KOLB'S CYCLE IN LYCEUM

- **Concrete Experience:** Chemistry lab experiment, role-play in history.
- **Reflective Observation:** Students discuss results, compare outcomes.
- **Abstract Conceptualization:** Link findings to theory (laws of physics, historical context).
- **Active Experimentation:** Design new experiment, write creative essay applying knowledge.



Science: Lab experiments, environmental projects.



Mathematics: Real-life problem solving, data analysis projects.



History: Role-play historical debates, create timelines, visit museums.



Languages: Write blogs, stage plays, debates, peer teaching.



IT/Technology: Coding projects, robotics workshops.



Physical Education: Sports strategy analysis, team-led activities.



Arts: Hands-on workshops, exhibitions, collaborative projects.

**LEARNING BY
DOING –
PRACTICAL
METHODS**



Civic Education: Students organize a mock election.



Economics: Run a mini school enterprise project.



Biology: Field trips, biodiversity mapping.



Geography: Map-making, climate change project.



Literature: Creative writing workshops, dramatization.



Music: Compose and perform pieces collaboratively.



Environmental Science: Recycling campaigns, school garden projects.

MORE
PRACTICAL
APPLICATIONS
IN LYCEUM

CONCLUSION

- Learning by Doing engages students actively.
- Kolb's cycle ensures deeper understanding.
- Applied across subjects in General Lyceum.
- Prepares students for real-world problem-solving and lifelong learning.