Kolb’s Experiential Learning Cycle
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**Active Experimentation**  
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Drafting Your Lesson Plan: Reflective Observation  
Drafting Your Lesson Plan: Abstract Conceptualization  
Drafting Your Lesson Plan: Active Experimentation  
Lesson Plan Template 56
Introduction

- What types of active learning strategies can you identify?

- Quickly brainstorm as many types of active learning strategies as you can. What do they all have in common?
- How do you know which strategies or methods to use?

- How do you know which will help students learn the knowledge and skills intended and if they will be able to use this learning after they complete the course?
Concrete Experience

Kolb’s Experiential Learning Cycle

- Applying
- Experiencing
- Reflective Observation
- Examining
- Concrete Experience
- Abstract Generalization
- Active Experimentation
- Explaining

5
I. Learning Clips – Concrete Experience
Reflective Observation
II. Reflection on Concrete Experience

- Was there evidence of learning? Were the students engaged? If so, engaged in learning?
- How do you predict the learning experiences affected the students’ understanding and retention?
- What were the indicators of learning or not learning?

Day I Mona Lisa Clips Day I or Large Class Demo

- What strategy did she use?
- Why did she use this one?
- Was it effective? Did they learn? Were they engaged?
- What do you think were the learning outcomes she had in mind? What was the level of learning?
- Were these outcomes transparent?
- What concept did she try to make transparent? Was it?
- What role did students play? What was their attitude?
- What role did the instructor play? What role did she want to play?
- What role did content play
- Were there any principles of learning that you noticed at work in her design?

Day II or Large Class Demo

- What strategy did she use?
- Was it effective?
- What changed?
- What was the focus of their discussion?
- What did students learn? What outcomes might she have had in mind this time? Do you think they knew they were learning something?
- What was her role? How did she communicate her role change? What was their role?
<table>
<thead>
<tr>
<th>Day I</th>
<th>Day II</th>
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<tbody>
<tr>
<td>Students</td>
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</tbody>
</table>
Abstract

Generalization

Kolb's Experiential Learning Cycle

- Applying
- Experiencing
- Explaining
- Examining

Active Experimentation
Concrete Experience
Abstract Generalization
Reflective Observation
Learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it.

– Kolb (1984, p. 41)

http://www.nwlink.com/~donclark/hrd/styles/kolb.html
ACCOMMODATOR
More concerned with having actual experiences, trying things out and problem solving. Can be seen as impatient and pushy with people.

DIVERGER
Like to have time to think about a task to observe and reflect on it and then undertake the actual experience. Tend to be interested in people.

CONVERGER
Like to learn about abstract concepts and how they can apply practically to work. Not interested in people, more concerned with technical aspects.

ASSIMILATOR
More concerned with abstract concepts and tend not to be concerned with people and practical application of knowledge.

Have an Experience

Apply the Ideas

Reflect on the Experience

Develop Concepts/Ideas/Generalisations
Learning Activity Examples

**Concrete Experience**
- Laboratories
- Observations
- Primary Text Reading
- Simulations/games
- Field work

**Active Experimentation**
- Simulations
- Case Study
- Laboratory
- Field Work
- Projects

**Reflective Observation**
- Logs
- Journals
- Discussion
- Brainstorming
- Thought Questions

**Abstract Conceptualization**
- Lecture
- Papers
- Model Building
- Analogies
- Projects

Learning Styles and Disciplinary Differences

Learning style preferences, by discipline or profession

<table>
<thead>
<tr>
<th>ACCOMMODATIVE (AE/CE)</th>
<th>DIVERGENT (CE/RO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family medicine</td>
<td>Social work graduates</td>
</tr>
<tr>
<td>(Plovnick, 1975)</td>
<td>(Kruzich et al., 1986)</td>
</tr>
<tr>
<td>Family practice residents</td>
<td>Liberal/ Fine Arts/Science</td>
</tr>
<tr>
<td>(Sadler et al., 1978)</td>
<td>(Reading Brown et al., 1989)</td>
</tr>
<tr>
<td>Social work</td>
<td>English/languages/education,</td>
</tr>
<tr>
<td>(Kruzich et al., 1986)</td>
<td>philosophy/history</td>
</tr>
<tr>
<td>Practising architects</td>
<td>(Kolb, 1976, 1984)</td>
</tr>
<tr>
<td>(Newland et al., 1987)</td>
<td>Arts/Humanities (Kolb,</td>
</tr>
<tr>
<td>Business (Kolb, 1976)</td>
<td>1984)</td>
</tr>
<tr>
<td>Occupational therapy</td>
<td>Psychology (Katz, 1988)</td>
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<tr>
<td>(Katz, 1988)</td>
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<tr>
<td>Practising chemists</td>
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<tr>
<td>(Smedley, 1987)</td>
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<tr>
<td>Social work academics</td>
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<tr>
<td>(Kruzich et al., 1986)</td>
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<tr>
<td>Engineering/Business</td>
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<tr>
<td>(Reading Brown et al., 1989)</td>
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<tr>
<td>Physical sciences</td>
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<tr>
<td>(Kolb, 1984)</td>
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<tr>
<td>Mathematics/Biology/Engineering</td>
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<tr>
<td>(Katz, 1988)</td>
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<tr>
<td>CONVERGENT (AC/AE)</td>
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<table>
<thead>
<tr>
<th>DIVERGENT (CE/RO)</th>
<th>ASSIMILATIVE (RO/AC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social work graduates</td>
<td>Chemistry/Sociology/</td>
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<tr>
<td>(Kruzich et al., 1986)</td>
<td>Mathematics, Economics</td>
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<tr>
<td>Liberal/ Fine Arts/Science</td>
<td>(Kolb, 1976, 1984)</td>
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<tr>
<td>English/languages/education,</td>
<td>Social sciences (Kolb, 1984)</td>
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<td>philosophy/history</td>
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<td>(Kolb, 1976, 1984)</td>
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<td>Arts/Humanities (Kolb, 1984)</td>
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<td>Psychology (Katz, 1988)</td>
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</tbody>
</table>

### Concrete Experience (Feeling)
- Learners rely on personal involvement for understanding
- Learners rely on feelings rather than a systematic approach
- Learners rely on ability to be open-minded and adaptable
- Learners are self-directed

<table>
<thead>
<tr>
<th>Best Classroom Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work</td>
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<tr>
<td>Peer feedback</td>
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<tr>
<td>Games</td>
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<tr>
<td>Films</td>
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<tr>
<td>Field work</td>
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</tbody>
</table>

### Reflective Observation (Watching)
- Learners need to view situations from multiple perspectives
- Learners rely on their own thoughts and feelings to form opinions
- Learners exercise patience, objectivity and careful judgement but do not take action

<table>
<thead>
<tr>
<th>Best Classroom Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Journals</td>
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<tr>
<td>Discussions and questioning</td>
</tr>
<tr>
<td>Observations</td>
</tr>
</tbody>
</table>

### Abstract Conceptualization (Thinking)
- Learners like to involve logic rather than feelings to understand
- Learners like to form theories from observations and experiences
- Learners like to develop explanations and hypotheses
- Learners use rational evaluation

<table>
<thead>
<tr>
<th>Best Classroom Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making analogies</td>
</tr>
<tr>
<td>Writing papers</td>
</tr>
<tr>
<td>Building models</td>
</tr>
<tr>
<td>Reading theory</td>
</tr>
<tr>
<td>Analyzing case studies</td>
</tr>
</tbody>
</table>

### Active Experimentation (Doing)
- Learners are actively experimenting with influencing or changing situations
- Learners have a practical approach and concern for what really works, as opposed to watching a situation
- Learners value attaining goals and seeing the results of their work

<table>
<thead>
<tr>
<th>Best Classroom Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects</td>
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<tr>
<td>Self-directed assignments</td>
</tr>
<tr>
<td>Simulated experiences</td>
</tr>
<tr>
<td>Problem-solving exercises</td>
</tr>
</tbody>
</table>

[http://faculty.academyart.edu/resource/kolb.html](http://faculty.academyart.edu/resource/kolb.html)
## Seminar Guidelines: Application of Kolb’s Cycle

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Examples</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>To give the listeners first hand, personal, involvement with the topic. This involves a stimulating, provocative, exciting introduction to the topic</td>
<td>Films/video clips, Simulations or games, Reading of primary sources, Interviews</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>To assist listeners to reflect on their experience with the topic and to view the topic from many perspectives, building on the experiences of others.</td>
<td>Thoughtful questions that require individual reflection and response, Individual categorization of issues, problems, questions etc., Small group discussion of individual responses.</td>
</tr>
<tr>
<td><strong>Theory</strong></td>
<td>To provide the listener with the theoretical models, concepts, and principles that are important to understanding the topic/issue and its relationship to health care delivery systems. This section builds on and expands the two prior activities.</td>
<td>Lecture Models</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td></td>
<td>15 minutes</td>
</tr>
<tr>
<td><strong>Active Application</strong></td>
<td>To allow the listener to actively process the material presented and to apply the material to an advanced nursing practice situation.</td>
<td>Case studies with student response, Apply theory to a practice situation, Measure and graph data, Simulations</td>
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</tbody>
</table>
## Lesson Plan Form

**Date:** 11/22/11

**Course:** Intermediate Algebra  
**Topic:** How can algebra be applied to a baseball game?

<table>
<thead>
<tr>
<th>TIME</th>
<th>Session Learning Outcomes:</th>
<th>Materials to Bring</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:05</td>
<td>• Identify algebraic concepts in a baseball game.</td>
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<tr>
<td></td>
<td>• Solve algebraic problems.</td>
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<tr>
<td>8:05 – 8:20</td>
<td><strong>Readings/Assignments Due:</strong></td>
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<tr>
<td></td>
<td>• Textbook homework problems</td>
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<tr>
<td>8:20 – 8:40</td>
<td><strong>Outline: (include time allotted)</strong></td>
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<tr>
<td></td>
<td><strong>Concrete Experimentation</strong> - Watch video clip of Brewer’s game – food and drink vendors, t-shirts launched to fans, player statistics</td>
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<td>• What algebraic principles can be applied to the activities in the video?</td>
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<td>• List as many principles as you can</td>
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<td>8:40 – 9:15</td>
<td><strong>Reflective Observation</strong> - In groups of 3, determine what algebraic principles were evident in the video.</td>
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<td>• Translate what was shown in the video into algebraic equations or expressions</td>
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<td></td>
<td>• Can leave expressions and equations in terms of unknown quantities/variables</td>
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<tr>
<td>8:40 – 9:15</td>
<td><strong>Abstract Conceptualization</strong> - Summarized principles from entire class.</td>
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<td></td>
<td>• Each unique group expression/equation is written on the board.</td>
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<td></td>
<td>• With the instructor’s facilitation, the students as a whole class will determine which expressions/equations are most appropriate to what was observed in the video.</td>
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<td></td>
<td>• The instructor will lecture on the principles that were presented in the video for further student comprehension and connection from video to application. These include systems of equations, polynomial equations, inequalities, rational expressions.</td>
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<tr>
<td></td>
<td>• The instructor will take the student ideas and fill in numbers to generate five problems.</td>
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<tr>
<td>8:40 – 9:15</td>
<td><strong>Active Experimentation</strong> – Students work individually on problems.</td>
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<td></td>
<td>• Using the problems generated in the abstract conceptualization exercise, each student will work individually to solve the problems.</td>
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</table>

**Next Assignment:**
Active experimentation problems

**Notes:**
Q:
Assignments Due:

Journal Entry: Prompt – On 3/9 we will be discussing dealers and collectors of antiquities. Our focus will be on possible issues of ethic related to these activities. For you journal entry: 1) Briefly describe what an antiquities dealer does. 2) Briefly describe what an antiquities collector does. 3) How are they similar and different? 4) How might they be involved with archaeologists? 5) Do you think that there might be any ethical dilemmas involved in these activities? If not why not? And if so, what are they are why?

Learning Outcomes:
- Identify ethical dilemmas that may occur in the world of antiquities dealers and collectors
- Describe how those ethical dilemmas can affect archeology, museums, and the public
- Demonstrate an understanding of the concept of provenance
- Design interview questions to begin a conversation with a dealer, collector, archaeologist, museum worker or member of the public about his/her views
- Practice asking interview questions and listening carefully to answers

(Assignment due from above)

Outline:

Concrete experimentation - 15 minutes
- Review of definitions (ethics, collector, dealer, provenance)
- Watch 10 minutes of a documentary on antiquities dealers (The Ring) and read together three or four short articles on antiquities dealers and collectors, and museums.

Reflective observation:
- As a class brainstorm possible ethical dilemmas that could occur in the world of collectors and dealers.
- Discussion:
  - How could each dilemma affect archaeologists? Museum workers? The public?
  - What is the importance of artifact provenance?
  - Could dealers and collectors not recognize these as dilemmas? How or why?
  - What might be the view of dealers and collectors?
  - What might be the view of archaeologists and museum workers?
  - What might be the view of a regular person?

Abstract conceptualization –
- In groups of five pretend you are a team that is creating a documentary on the ethics of antiquities dealing and collecting. You want to illustrate that the issues may be black and white or may be gray. As a group you need to design five to ten questions that you will use to interview collectors, dealers, museum personnel, archaeologists, and Joe Q Public. You decide:
Which questions will be the same across the board?
Which questions will be different? Why should they be different?
♦ Try not to use the word ethics

**Active experimentation I** (In class)
- Each student takes a note card and will assume the role on the card when being interviewed.
- Students will work in pairs to practice interviewing. One student will assume the role of interviewer and ask questions to the other students who will assume the role of an antiquities dealer, antiquities collector, archaeologist, museum worker, or member of the public. The students will switch places.
- Time permitting students will change partners and conduct another set of interviews.

---

**Assignment: (Active Experimentation II)**
- Within your documentary team split up the roles. Using the questions designed by your team interview a professional in the role you have chosen. Write up the interview and make a power point slide that:
  - Describes the person (no real names). Gender, age, city of residence, place of employment, how long has he/she done this work?
  - Describes the role of the person (with specifics: i.e. What does the person do at the museum, or what archaeological specialty, region, or time period, or what does the person collect, etc.)
  - Outlines the answers to the questions
- Write a one page paper describing:
  - What you predict that persons answers to be based on his/her role
  - How the answers either fell in line with your predictions
  - Why you think the person answered that way
  - Do you think differently about this issue now? Why or why not?
  - What have you learned from this assignment?
Course: Topics in Architectural Theory: Urban & Cinematic Space: An Analogy in History & Theory

<table>
<thead>
<tr>
<th>Date:</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 3</td>
<td>Interpret (Urban) Space of Silent Films</td>
</tr>
<tr>
<td>Feb. 9</td>
<td></td>
</tr>
</tbody>
</table>

**Readings Due:**

*Thick Description: Toward an Interpretive Theory of Culture*, Clifford Geertz  
*Theory of Film: The Redemption of Physical Reality*, Siegfried Kracauer  
*The Geometry of Feeling: A Look at the Phenomenology of Architecture*, Juhani Pallasmaa

**Assignments Due:**

**Film Shot Assignment Due**  
*(For instructions, refer to scaffolded assignment handout)*

**Argumentative Paper Topic Due: Working Thesis Statement**  
*(For instructions, refer to scaffolded assignment handout)*

**One-Page Critical Reflection Due**  
*(before & after class entry)*

**Learning Outcomes:**

- Richly evaluate and interpret a film shot or scene in terms of perspectives towards the city’s architecture  
- Explain the main function(s) of cinema according to Siegfried Kracauer  
- Apply the functions of cinema to interpret films in the silent era in terms of challenges, limitations, opportunities, and innovations  
- Integrate how an architectural theorist like Pallasmaa and a philosopher like Foucault argue the relation cinematic and urban space

**Outline:**

*(9:00-10:00): Concrete experimentation:*  
*(About ten students who had picked the “silent era” for their Film Shot Assignment would present their analyses today)*

**Film Shot Assignment due at the start of this class:**

- Not just watch, but engage with your silent film choice through a critical and intentional eye  
- Choose, evaluate, and visually analyze ONE significant shot of your choice that best represents the film’s view on space  
- Visually analyze the cinematography of your film shot

**Materials**

20” by 20” graphic board: Film Shot Analysis
<table>
<thead>
<tr>
<th>Students Presentation <em>(each 5-7 min)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Present your visual analyses in class</td>
</tr>
<tr>
<td>• Apply this sessions readings in communicating your points</td>
</tr>
</tbody>
</table>

**(10:00-11:00): Reflective observation**

- Think-Pare-Share:
  - Individually, write down three key questions to ask when engaging with a film’s spatial content
  - In groups, share the significance of your questions and the possible means and methods that you can use to answer each
  - A group representative present to class three selected questions and approaches to answer them
  - Your individually written down questions and group work result will be collected

**(11:00-11:15): Abstract conceptualization**

- Mini-Lecture:
  - In our studies of the silent era, to what degree had the urban and cinematic space been interconnected?
  - What components/elements in the two realms made them interlaced?
  - How similarly or differently did architects and filmmakers at that era look at the city and built environment?

**(11:15-11:45): Active experimentation**

- Case studies, images of expressionist modern architectures that are designed in the era of silent films, will be projected on the screen.
  - Analyze the real architectural space of the projected images, and compare and contrast them with the reel cinematic space between 1910s and 1930s
  - Your two-paragraph evaluation write up will be collected

**Assignment:**
- before-and-after class critical reflection due

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
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<tbody>
<tr>
<td>Q:</td>
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</table>
**Example: Architecture**

**Course Session Planning:** Pedagogical Approach-Kolb’s Experiential Learning Design

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**Course Title:** ARCH 790: Didactics of Public Space and Urban Landscape

**Date:** Session 12: April 19

**Topic:** Theory Informing Design: An Urban Design Case Study” The “Five Points” Intersection, Milwaukee, Wisconsin

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**Assignments Due:**

**Readings Due today:**


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**Assignments Due today:**

One page summary of reading(s), each student group’s field observation reflections and graphic analyses of the urban site, to be presented on one 36 by 42 sheet attached to a card board for presentation

---

**Goals:**

*The goal is to create a learning experience based on Kolb’s four-part model, “complete cycle of experiential learning“*

**Learning Outcomes:**

*By the end of the sessions 11-13, students are able to:*

- Choose pertinent means and devices, and other materials relevant and necessary to each particular urban area, before getting out to do site visit.
- Analyze everyday encounters and personal experiences in urban landscape, systematically and through a rather pragmatic approach.
- Map out the “familiar” and “unfamiliar” landscapes critically
- Graphically communicate field notes, observation, and documentation results to architect/designer as well as non-architect/non-designer audience types
- Reflect upon site-acquired experiences from the standpoints of multiple disciplines for advanced design theorizations
- Engage in an active-creative experimentation to apply field-study outcomes to guide urban landscape revitalization strategies

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**Outline:**

*(In the previous session, April 12th, students were divided into groups of three (eight groups total) and we went on a site visit to the “Five Points” area, where MLK and*
Atkinson intersect. Each groups should have subjectively examined the urban area and its members must have thoroughly recorded their encounters with the site.

**Film Screening:** “The Social Life of Small Urban Spaces - Part 1” of the movie, as a way to stimulate the discussion on the first reading due for this session (10 min)

**Open Discussion:** (30 min)

The discussion will be around these questions:

- How should we similarly and/or differently study urban spaces compared with W. h. Whyte’s research in the 70s?
- What are the similar or different ways the (re)shape the contemporary urban landscape that can be compared with Whyte’s era…?

**Formative Assessment:** In-class activity: “group presentations” (10 min per group= 80 min)

Each group should present to the class:

- Why they picked the kind of means and tools to observe and record their on-site experiences
- The lens or perspective through which they looked at the site, for example, socio-economical, political, and historical or factors such as pedestrian-friendliness and workability, sustainability, spaces for public use, visual appeal….
- Their analyses of the problems/challenges of the urban area as well as the kinds of opportunities it has to offer the neighborhood and the city in general.
- The 36 by 42 page should be visually and literally eloquent, in other words, comprehensively understandable in the absence of the group members as well

**Mini Lecture:** (15 min)

Discussion on the second reading due for today:

- Why case studies are beneficial to urban designers?

**Small Design Workshop:** (45 min)

Each group should start developing design ideas and sketches according to their presented site analyses.

**Assignment:**

- One page summary of the next session readings.
- Each group’s final site revitalization scheme: design sketches, diagrams, plans, and other vignettes that can show why each group thinks such interventions in the site would enhance the urban space quality in a city-wide scale.

**Notes:**

Q: Think about the role(s) of designers in the communities .... How can we practice democratic urban design?
**Course:** Biology

**Date 11/7**  
**Topic:** Class Bivalva

**Assignments Due:**  
Read textbook about class Bivalva

**Learning Outcomes:**
- Demonstrate the common characteristics and life cycle of Class Bivalva
- Demonstrate the feeding pattern of Bivalva
- Be able to predict the possible consequences of Bivalva when they invade a new water environment

### Schedule of class activities:

**Concrete experiences**
- **Samples observation and one minute paper** (7 minutes): Students will be provided with Bivalva samples.

**Reflective Observation**
- They will observe them and write a one minute paper about the characteristics that the samples share together.

**Abstract conceptualization**
- **Mini-lecture** (15 minutes) on the common characteristics of Class Bivalva and their life cycle; students check their one minute paper about what characteristic they included and which they missed.
- **Video clip watching** (3 minutes): the instructor will show a video of How Lake Michigan looks like before and after the invasion of Zebra and Quagga Mussels

**Active experimentation**
- **Group discussion** (10 minutes): Students break into small groups (2-3 people) and discuss what the reason is that causes the dramatic changes of Lake Michigan;
- **Mini –lecture** (10 minutes) on the filter feeding of Bivalva including what they feed on and where the digestion takes place;
- **Clam dissection** (20-30 minutes): observe the internal organs of clams and draw and label the major organs of clams---

### Assignment:
- Write a short paper (1-2 pages) on what possible consequences could result from the invasion of Zebra and Quagga Mussels: such as food web affects, water chemistry affect and primary production affect. And discuss what you will do to recover the productivity of Lake Michigan again.

### Materials
- Instructor will bring power-point for mini-lecture, and video clips and samples for students to observe.
- Students will bring notes handout and exercise

### Notes:
- Q:
Assignments Due: Reading: Zola & Ioannidou
- KEY ASSIGNMENT: Social Studies Unit Plan of student’s choosing complete with WI state standards, learning outcomes, assessment techniques, assignments and technology required for parts of unit plans

Learning Outcomes:
- The student will be able to demonstrate the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences of subject matter meaningful for pupils.
- The student will be able to demonstrate a variety of instructional strategies, including the use of technology, to encourage students’ development of critical thinking, problem-solving, and problem solving skills.
- The student will be able to devise and plan systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Concrete experimentation (simulation) -
(Assignment due from above) homework due at the start of this class:
- Construct a unit plan in one of the fields of Social Studies (e.g. Civics, Economics, Geography, History, Psychology, Sociology, etc.).
  - In the unit plan, students should have included...
    ▪ List of generalizations and ideas (learning outcomes) students are to learn
    ▪ Wisconsin state standards they are covering (8 or 12)
    ▪ 14 days (2 weeks) worth of assignments.
    ▪ List of at least five different technological components essential to achieving the learning outcomes your hypothetical students are to learn.
    ▪ 7-14 homework assignments.
    ▪ List of necessary texts to read.
    ▪ List of necessary media incorporated.

Outline:
(3:00 – 3:30): Reflective observation
- Grouping together in groups of three,
  - Briefly describing each other’s lesson plan to group
  - Swapping/sharing & critiquing each other’s unit plans by giving the pros and cons of each lesson plan and sharing them openly.

(3:30 – 4:15): Abstract conceptualization -
- Class Discussion – Discuss process of writing a unit plan: what were the major “takeaways” students learned from writing a unit plan; how had their outlook on instruction changed? How had their view on implementing Social Studies changed by designing a unit plan?
- Discuss what they were impressed by when they read someone else’s unit plan.
- Time for students to share what they saw as their own weaknesses in their unit plans. Other students can offer solutions to those weaknesses.

(4:15- 4:50 ): Active experimentation
- Students will pair up with another student who is teaching a unit plan in a field of social studies different from their own.
- Discuss what they would add to their unit plans and why.
- Discuss what they would remove and why?
- Discuss two things they think are the most important to keep and why they are essential.
- Discuss how they can incorporate their partner’s social studies content into their unit and come up with real examples of lesson plans using other social studies curriculum.

Assignment: Nussbaum “Scaffolding”

Materials
- Pre-service teacher unit plans
- Notebooks
- Pens / Pencils

Notes:
Example Educational Leadership

KOLB CYCLE

<table>
<thead>
<tr>
<th>Date: Finale Class (3 hours)</th>
<th>Topic: Leadership Styles Simulated Hat Expo</th>
</tr>
</thead>
</table>

**Assignments Due:**

KEY ASSIGNMENT: Leadership Styles Simulated Hat Expo Project (a project culminating a series of activities to immerse in leadership types by representing them through different types of hats that symbolize the leadership types). This project is an end of the course assignment where students will create a multi-method presentation that includes:

A. A hat display for the “Hat Expo”. The simulated Hat Expo exercise will have students bring four hats for their display with titles and text on index cards on each hat that describes it. The four hats will include one hat that reflects each of the following: 1) their leadership style 2) a leader they admire 3) a leader they reject 4) Latina/o they connect to. Hats can be an actual hat, print out, or created. The display will include the handout of leader they admire and reject.

B. A speaking presentation on one leadership style (5 minutes each student plus 1 minute transition between students)

C. a handout contrasting the leader they admire and reject

D. A power point online presentation submitted to the class D2L site sharing their key learning/conclusions about Latina/o leadership and reviewing one of their peers in order to identify 3 key words that describe their peer’s learning/conclusion

**Learning outcomes:**

Students will be able to:

- summarize their learning of different organizational leadership styles/types in the US
- identify different their personal leadership style, leadership characteristics they admire and reject, and a Latina/leader they connect to
- share conclusions about Latinas/os leadership types US through analysis
- Gain an appreciation & understanding of their own personal knowledge and leadership style and that of others

10 minutes overflow margin allowed below

**CONCRETE EXPERIENCE**

0 to 80 minutes for presentations on leadership styles (12 students X 5 minutes = 60 minutes + 1 minute transition time between each presentation (12 minutes) and 8 minutes overall transition time for a total of 80 minutes)

A brief 5 minute speaking presentation highlighting on one leadership style based on student’s course readings and research
CONTINUED CONCRETE EXPERIENCE & ABSTRACT CONCEPTUALIZATION

30 minutes of class(10 minute set up display for hat expo and 20 minutes to visit displays)

A hat display for the “Hat Expo”. The simulated Hat Expo exercise will have students bring four hats for their display with titles on each hat that describe it. The four hats will include one hat that reflects each of the following: 1) their leadership styles 2) a leader they admire 3) a leader they reject 4) Latina/o they connect to. Hats can be an actual hat, print out, or created.

REFLECTIVE OBSERVATION

60 minutes of class (30 minutes small group 30 minutes large group)

1. Small group exercise on pros and cons of leaders that were admired and rejected. 15 minutes in small group and 3 minute report out to large group and 6 minute transition
   • Each student will bring a handout contrasting both a leader the student’s admire and one they reject with the pros and cons of each of the two leaders described.
   • Three groups of four students each will review their handouts and identify the key similarities, contrast, and other insights and report back to the large group.

2. Large group exercise on Latina/o leadership 5 minutes to place words on wall, 5 minutes to identify patterns, 10 minutes to discuss themes, 10 minutes to summarize and discuss conclusions

[ABSTRACT GENERALIZATION]

Students will bring a print-out of their power point on Latina/o leadership and three key words describing their peer’s power point. Each word will be printed largely on one 8.5” by 11” sheet of paper

Students will place the words on the wall with wall putty and work together to identify themes and summarize conclusions as a group.

ACTIVE EXPERIMENTATION

Students will identify their personal leadership type is an ongoing personal active experiment that will be based on leadership inventories, their continued reading, discussing, reflecting, and hat projects. This will be reflected in their Hat display described above.
### Example: Geography - Course: Geography 306: Natural Hazards

**Course Designs: Pedagogical Approach – Kolb’s Experiential Learning Design**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 16/Tu</td>
<td>Environmental Justice</td>
</tr>
</tbody>
</table>

**Assignments Due:** Student outlines; Craig Colten reading

**Learning Outcomes:** Students will be able to:
1. Define environmental justice;
2. Describe how vulnerability to hazards may be an environmental justice issue

**Outline:**
- **Concrete example (10 minutes)**
  - Watch clip from *When the Levees Broke*
  - *Students will need to take notes*
  - *Students will be reminded to view the film through the lens of the course concepts of vulnerability & mitigation*

- **Reflection (15 minutes)**
  - Individual writing
    - Who was in the video
    - Summarize the story
    - What happened to the person?
    - What happened to the community?
    - Do they identify reasons beyond the hurricane?

  **Reflection Question:**
  Think of some of the causes of vulnerability, especially as defined in the “development paradigm” of thought. List the causes (you can use the book for this). Do you see any of those causes at play here?

- **Lecture (35 minutes)**
  1. What is environmental justice?
  2. What is the development paradigm?
  (Pause) Ask if there are similarities between the two theories (ask them to refer to the reflection, if needed) Designing Features Grid?
  3. Brief history of New Orleans land use
  4. Introduction to Army Corps of Engineers and flood control in New Orleans
  (Pause) Ask how effective engineering measures alone are to control flooding Pairs?
  5. Introduction to current recovery efforts in New Orleans and the status
  (Pause) Ask if the recovery projects are equally distributed Pairs?

- **Formative assessment (10 minutes)**
  - In pairs, discuss where recovery projects in New Orleans are…and where they are not.
  - Discuss what this means for the residents in the city.
  - Assign homework and Q&A (5 minutes)

**Assessments/Assignment:**
Using the Craig Colten reading, the video clip and lecture notes, write a 1 page essay about environmental justice in New Orleans. Your question is: Do you think race play a role in the increased vulnerability of the residents of the Lower 9th Ward in New Orleans during Hurricane Katrina or the response after the hurricane? Explain.

**Assessments:** Video notes / 2 points
Hand in notes from pairs discussion

**Notes:** Test video links to make sure they work

**Students**
- Writing paper to be turned in
- Writing instrument

**Instructor**
- AV (computer/projector & internet)
- Photocopies of student outline
LESSON PLAN FORM: Kolb’s Experimental Learning Cycle Design

Date: [Blank]

Course: Topics in Geometry

Topic: Valid arguments and proof

<table>
<thead>
<tr>
<th>TIME</th>
<th>Session Learning Outcomes:</th>
<th>Materials to Bring</th>
</tr>
</thead>
</table>
| 9:00-9:20 | • Define valid argument and valid proof  
• Explain necessary characteristics of a valid proof  
• Develop a valid argument using hypothesis-conclusion statements  
• Illustrate organization of an argument  
• Critique other peoples’/students’ arguments | Movie clip
Worksheet w/discussion topics |
| 9:20-9:50 | **Concrete Experience** –  
• Watch movie/TV clip of someone making an argument/debate  
• Consider the following while watching the clip  
  1. What argument was the character/person/author making?  
  2. Outline the argument.  
  3. What facts were used? What opinion was used?  
  4. Did the other characters believe him? Why?  
• In groups,  
  1. Share argument observations (from above) | Worksheet w/discussion topics |
| **Reflective Observation** | As a class, briefly share  
  1. How group rated and described the argument  
  2. What would you change to make it valid? | |
| **Abstract Conceptualization** | In groups, discuss  
  1. Define the necessary characteristics of a valid argument based on the argument from the clip, the changes discussed during the reflective observation, and students’ | |

Readings/Assignments Due: none
| 9:50-10:20 | experiences with other arguments  
2. Compare your group’s characteristics to the argument in the movie. Does the argument share all the characteristics?  
  - As a class, (list on whiteboard)  
    1. share the groups’ characteristics of a valid argument  
    2. create one common definition of valid argument  
  - Possible mini-lecture (based on students’ prior knowledge if they’re missing any key components or have any misconceptions)  
    1. fact vs opinion  
    2. Importance of facts and opinions  
    3. Provide valid reasons (reliable sources)  
  - In groups, discuss (on worksheet)  
    1. Argument vs. proof (is there a difference?)  
    2. Develop a working definition of a “valid proof”, include the characteristics that you think are needed to make it valid  
  - As a class  
    1. share groups’ definitions of valid proof  
    2. how similar are they to valid argument  
    3. create one common definition of valid proof  
  - Mini-lecture and class discussion (based on students’ answers)  
    1. Hypothesis-conclusion  
    2. If-then statements  
    3. Format – is there one right format?  

**Active Experimentation**  
- Provide the separate frames of a cartoon  
- In groups, determine the order of a given cartoon  
  1. Can you come to an agreement? Why/why not?  
  2. Discuss the “clues” that helped you determine the order. What made it hard?  
  3. Can anyone make a valid argument for the order?  
  4. Share with class. (if time)  

| 10:20-10:45 | Next Assignment:  
Individual Homework: (more active experimentation)  
- Everyone gets their own cartoon frames to order  
- write up a valid argument – in any format OR  
- Find a *good* example of a valid argument (i.e. movie, article)  
- explain why it’s a valid argument and what could be added to increase its validity  

| Worksheet w/discussion topics | Whiteboard Markers  
| --- | ---  
|  |  
|  |  
|  |  

| 30 | cartoons  
| --- | ---  
|  |  
|  |  
|  |  

30
### LESSON PLAN FORM

**Course:** Human Relations  
**Topic:** What is a great leader?

<table>
<thead>
<tr>
<th>TIME</th>
<th>Session Learning Outcomes:</th>
<th>Materials to Bring</th>
</tr>
</thead>
</table>
| 5:00-5:10  p.m. | - Identify the various recognized leadership styles  
|            | - Examine the Five Practices of Exemplary Leadership.                                   | - Projector                                             |
|            | - Apply the Five Practices to personal experiences and real life situations.             | - Pictures of Leaders                                   |
| 5:10-5:30  p.m. | **Readings/ Assignments Due:**                                                             | - Post it notes and markers                             |
|            | - Readings on Exemplary Leadership and leadership styles.                                |                                                        |
|            | - Create definition of leadership that reflects own style.                               |                                                        |
|            | **Outline: (include time allotted)**                                                      |                                                        |
|            | **Concentrate Experimentation**                                                           | **Supplemental reading**                                |
|            | - Pictures of President Obama and Hitler are presented on the projector.                  |                                                        |
|            | - The question “What do both of these men in history have in common and different?      |                                                        |
|            | - Students write words that describe each of these leaders on post-its and then create a |                                                        |
|            |   concept map on whiteboard that clusters ideas for the framework of leadership theories.|                                                        |
|            | **Reflective Observations**                                                               |                                                        |
|            | - In groups students brainstorm one public figure that they regard as being a good, strong | **Journal**                                            |
|            |   leader. Students write down 4 things that they think makes this person a strong leader. |                                                        |
|            |   (Example: president, athlete or politician).                                            |                                                        |
|            | - In groups students brainstorm one public figure that they regard as being a bad, weak   |                                                        |
|            |   leader. Students write down 4 things that they think makes this person a weak leader.   |                                                        |
|            |   (Example: president, athlete or politician).                                            |                                                        |
|            | - Groups report their top three leadership qualities and relate it to a specific leadership |                                                        |
|            |   theory and to the five practices of exemplary leadership.                              |                                                        |
|            | - Students answer following questions in journal:                                          |                                                        |
|            |   - What attributes would you like to develop as a leader? Explain.                      |                                                        |
- What relationship do these leadership attributes have to your experiences as a student leader

**Abstract Conceptualization**

- PowerPoint presentation applies different styles of leadership encouraging students to think of their own.
- Point that leadership is learned, and everyone has the potential to be a leader is emphasized.
- It’s not about personality; it’s about developing behaviors that are part of our daily practice.
- Compares examples of bad and good leadership - impact the society?
- Provides information of how people can gain skills to become a more effective leader for personal success

**Active Experimentation**

- Students are given a scenario with a person who is an ineffective leader.
- Students identify leadership style and suggest changes so person is following five practices of exemplary leadership.

**Next Assignment:**

- Select a community leader to interview. This person should be someone that is respected and viewed as an effective and/or exemplary leader in an organization. Look at the list of questions provided and create three of your own questions you would like answered and relate to the Five Practices of Exemplary Leadership.

  - Interview Questions:
    - What does leadership mean to you?
    - What strengths do you believe you have as a leader? Weaknesses?
    - How do you suggest that a person build skills to become a great leader?

**Notes:**

This will lead to final paper that will synthesis theory, readings, case study and interview to identify what a good leader is and how they will use information to develop as a leader.
**Course:** Methods of Mathematical Physics-1

<table>
<thead>
<tr>
<th>Date: Week 10/Class 2</th>
<th><strong>Topic:</strong> Classical 2\textsuperscript{nd} order ODEs, related special orthogonal functions and their properties.</th>
</tr>
</thead>
</table>

**Assignments Due:**
- Boyce- pg 254 (Q 21), pg 241 (Q 1, 3, 5, 7, 11, 21)
- Find standard form of the equations for: Legendre, Chebeshev, Bessel, Laugerre, Simple harmonic oscillator, Hermite and determine their singular points
- 5 questions related to properties of Legendre polynomial (Group assignment)

**Learning Outcomes:**
- Identify classical 2\textsuperscript{nd} order ODEs
- Define and apply different properties (orthogonalization, normalization, recursion relation, generating functions, Rodrigues’ Formula etc.)
- Provide examples of their use in physics
- Solve expansion of potential (electrical or gravitational) problem in terms of Legendre’s polynomial and interpret physical meaning of solution

**Concrete experimentation – (Assignment due from above) - (Group work)**

*Homework due at the start of this class:*
5 questions related to properties of Legendre polynomial

Class was divided into groups of 2. Each group was assigned same questions but for different Legendre polynomials (i.e. for different values of “l”).
- For a given Legendre polynomial, integrate its square from -1 to 1
- For two different Legendre polynomials, integrate their product from -1 to 1.
- For a given value of “l”, obtain the Legendre polynomial from Rodrigues’ formula.
- For a given recursion relation (different for each group) and given Legendre polynomial to see that left and right sides of equation are equal.
- Expand the given generating function of Legendre polynomial in powers of h.

(2:00-2:15): **Reflective observation – (Group work)**

Results from each group are put on board in form of a table. Each group interprets the properties by generalizing the pattern in these results and discussing the following questions:

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whiteboard</td>
</tr>
<tr>
<td>Answer sheet</td>
</tr>
</tbody>
</table>
What will be the result if square of a Legendre polynomial is integrated from -1 to 1?

What will be the result if product of two different Legendre polynomials is integrated from -1 to 1?

Does Rodrigues’ formula give correct Legendre polynomials? Can it be used for finding any Legendre polynomial?

Are left and right sides of equation equal for different recursion relations?

What can be interpreted from the expansion of generating function of Legendre polynomial in powers of h?

[Each group writes their responses to these questions on answer sheet. After collecting answer sheets, teacher quickly goes over these questions.]

(2:15-2:55): **Abstract conceptualization- (Lecture)**

Derivations of following: (10 minutes each)

- Legendre’s equation from generating function
- Any recursion relation of Legendre polynomial
- Orthogonality and normalization of Legendre Polynomial
  - Rodrigues’ formula

Students also derive these along with the teacher and take notes.

(2:55-3:15): **Active experimentation- (Individual work)**

- Expansion of potential problem: (20 minutes)
  - Students expand the electric potential due to a single charge in terms of Legendre polynomial. (This is guided problem solving. Instructions are given on activity sheet and students provide the intermediate steps.)
  - Generalize the result for several point charges.
  - Generalize the result for continuous charge distribution.
  - Interpret physical meaning of the result for “l” = 0 and 1.

- Home work assignment: Derive the different properties for Hermite, Associated Legendre and Laguerre polynomials (by applying methods and techniques similar to those used in deriving properties of Legendre polynomials).
**Date: #12/15**

**Topic:** What is a Client conceptualization behavior treatment plan?

**Assignments Due:**
- draw by hand or create in Microsoft excel, a Client conceptualization behavior treatment plan outline
- compare and contrast 4 different Client conceptualization behavior treatment plans
- bring Client data and diagram for each behavioral unit (EO-A-B-C→ completed from #9/15)

**Learning Outcomes:**
- identify the critical components of a Client behavior conceptualization treatment plan
- identify what components (sections) of a Client behavior conceptualization treatment plan are critically necessary to have and which components (sections) are not
- identify and justify which sections you will use in your Client conceptualization behavior treatment plan based on personal preference and BACB ethical statements

**Concrete experimentation - homework due at the start of this class:**
- Compare and contrast 4 examples of Client behavior conceptualization treatment plans provided (or upon approval of the plans, gather your own examples from: your internship/agency, peers agency, mentor, conventions, literature, books, journal, etc.)
  - Categorize differences between the Client behavior conceptualization treatment plans:
    - Which components (sections) are the same and/or different
    - How is the specific wording the same and/or different
    - What information appears to be completely necessary for anyone to “see the client” after reading this plan (objective)
    - What elements are present that may be more influential (subjective)
    - What means of data collection are being used and why?
  - Identify which components (sections) you have seen (use examples from observations of and with your Clients) implemented appropriately and which have been inappropriately implemented
  - Identify which components (sections) you have seen not implemented or included in a Client behavior conceptualization treatment plan
  - Does this Client behavior conceptualization treatment plan read as if it is functionally treating the behavior intended for change?
  - What would you do differently?

**Outline:**
- **(12:00-12:20): Reflective observation**
  - In groups, discuss the 4 examples of Client behavior conceptualization treatment plan provided from the following week addressing at least the questions identified. Answer and ask these of each other.
What ethical concerns may arise?
- Were any BACB Ethical Guidelines not followed?
- Did any components (sections) occasion a response (emotional, inquisitive, etc?)

What would each of you have done differently?
- Are components (sections) agency based? If so, why?
- What about your Client is going to make this Client behavior treatment plan unique (What special features can/should be added)
  - Are these added components (sections) going to condition your Client as a social reinforcer or as an aversive stimulus to their peers?
- Are there cultural considerations that need to be addressed?

(12:20-12:40): Abstract conceptualization -
- Class discussion:
  - What are the stimulus controls that have shaped the field’s philosophy on our means of writing, creating, conceptualizing the creation of the Client behavior conceptualization treatment plan?
  - What components (sections)/elements were discussed for the longest/shortest time?
  - What would have been done differently?
  - What BACB ethical considerations need to be addressed?
  - What solutions were generated from your discussion?
  - Can we generate this as an idea to present at the ABAI convention in 2011 (our annual behavior analysis convention)?

(12:40-12:50): Active experimentation
- using Client behavior conceptualization treatment plan outline/template you had created by hand or on the computer, begin filling in or removing components (sections)
- start filling in the information for the completed Client behavior treatment plan that is due next week

Assignment:
- Design a Client behavior conceptualization treatment plan (DRAFT 1)

Readings:
- The Health Insurance Portability and Accountability Act of 1996 (HIPAA)
- state specific regulations in which you may probably work/live

Notes:
Q: 36
Course: Introduction to Psychology (Students: Mix of major and first-years)

**Date:** Spring  
**Topic:** Social Psychology: Deindividuation and Group Conformity

### Assignments Due:

- **Text Chapter 18: Social Psychology**

### Learning Outcomes:

- Define social psychology.
- Identify 2 prominent figures in social psychology.
- Describe human behavior in the presence of authority and in situations of deindividuation.
- Critique how the current justice system and/or common beliefs are different or similar to what scientific research demonstrates.
- Apply this phenomenon to your lives.

### Outline:

**Brainstorm in pairs (Reflective Observations from readings (Concrete Experience):

What is Social Psychology? What do social psychologists study?  
Do you see this in your real life anywhere?

**Introduction (Modified Lecture) (Abstract Conceptualization):**

What is Social Psychology? What do social psychologists study?  
<pause for think/pair share of other examples from text reading and reflection of how it corresponds with brainstorming>

What is deindividuation? Group conformity?  
<pause for think/pair share discussion of further real life or text reading examples>

Review of Asch and Milgram  
<pause for think/pair share of reactions to readings. Did you believe this?>

**Film Clip: Stanford Prison Experiment (Concrete Experience)**

**Film Small Group Discussion (Reflective Observation):**

Discussion:  
Guided handout  
Small groups to talk about questions.  
(critique, critically think, apply to real life examples)  
Defining features of the study, the study's results, and application. (Formative Assessment)

**Assignment Overview (Abstract Concept/Active Experimentation):**

Read through assignment.  
Ask for questions.

### Assignment (due in two class periods):

Observation Mini-Paper

3. Pedagogical Design (B):

### Materials:

- Power point
- Stanford Prison Video
- Group Handouts with Questions
- Assignment sheets

### Notes:

Q:
a. Small group collaborative/cooperative learning activity
   i. Asch study: 5 groups of 6 or 7
b. Discussion
c. Modified Lecture

Course: Introduction to Psychology (Students: First-years)

<table>
<thead>
<tr>
<th>Date: Spring</th>
<th>Topic: Social Psychology: Deindividuation and Group Conformity</th>
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</table>

Assignments Due:
Text Chapter 18: Social Psychology

Goals:
Learning Outcomes:
- Define social psychology.
- Identify 2 prominent figures in social psychology.
- Describe human behavior in the presence of authority and in situations of deindividuation.
- Critique how the current justice system and/or common beliefs are different or similar to what scientific research demonstrates.
- Apply these phenomena to your lives.

Outline:
**[1-1:25] Small Group Collaborative/cooperative learning activity (Concrete Experience):**
Asch’s Group Conformity Experiment
   - 5 groups of 6 or 7

**[1:25 – 1:40] Discussion/Reports of what happened (Reflective Observation):**
Write a small paragraph, individually, summarizing what happened. (formative assessment)
Discussion:
Guided handout
Small groups to talk about questions.
(critique, critically think, apply to real life examples)
Report back to whole class

**[1:40-1:55] Modified Lecture (Abstract Concept):**
What is Social Psychology? What do social psychologists study?
<pause for think/pair share of other examples from text reading>
What is deindividuation? Group conformity?
<pause for think/pair share discussion of further real life or text reading examples>
Quick review of Zimbardo and Milgram readings and research
<pause for think/pair share of reactions to readings. Did you believe this?>

**[2:05-2:15] Assignment Overview (Abstract Concept/Active Experimentation):**
Read through assignment.
Ask for questions.

Assignment (due next class period):
NPR/Zimbardo interview response

Materials:
Group Instructions
Individual Instructions

Group Handouts with Questions
PowerPoint
Assignment sheets

Notes:
Q:
Date: Week 7  
Topic: Socialization and Internalization

Learning Outcomes:
1. Explain the process of "socialization" and "internalization." (Bloom: Comprehension)
2. Identify ways in which individuals are socialized by the primary agents of socialization (family, school, peer groups, and the media). (Bloom: Knowledge)
3. Critique an aspect of socialization. (Bloom: Evaluation)
4. Understand the connection between your attitudes and/or behaviors and larger social forces. (Bloom: Application)

Readings/Assignments Due:
Macionis Ch. 5 "Socialization" (pp. 114-134)  
Newman & O'Brien Ch. 5 "Building Identity: Socialization" (pp. 101-127)  
Ingraham "White Weddings" Ch's 1-3 (pp. 1-122)

Outline using Kolb cycle (author inspiration: Svinicki & Dixon):

(Prepared for 75 minute class)

Concrete Experience:
Begin by showing a clip from Good Morning America that discusses a "controversial" decision made by an executive of J-Crew magazine in which her and her son are depicted on the front cover and her son is wearing bright pink nail polish on his toes. This clip is meant to provoke feelings of agreement or disagreement about the mother's decision to allow her boy to wear nail polish--some may think this is ok and others may think this is ridiculous. The point I want to drive home - our beliefs, largely due to socialization, are internalized and hard to shake. (Time allotted: about 10 minutes).

Reflective Observation:
Implement Write-Pair-Share (author/article inspiration: Susan Ledlow) by having students write responses to the following questions:

1. Thinking about the arguments being made against the mother allowing her boy to wear nail polish, explain how this is an example of socialization. Is it an example of socialization? If not, why?

2. Which agent(s) of socialization make it acceptable/unacceptable for a boy to wear nail polish?

3. Do you think it was appropriate to let the boy wear nail polish? Why or why not?

Materials to Bring
Students-Macionis textbook and notebook.
not? What, if any, is the significance of the nail polish being "neon" pink? Explain how this is related to socialization.

4. Why would it be different if a girl was being depicted playing in mud?

(Take about 7 minutes - write individually; students pair up and discuss their answers for about 8 minutes).

**Abstract Conceptualization:**
Mini-lecture about socialization and internalization (what these concepts mean, the process of both, and the primary agents involved in them) The purpose here is to get students thinking more abstractly/conceptually about the topic and to give them a framework for connecting the clip to the course material. (About 25 minutes)

Sentence completion exercise and to write a short reflection

*Socialization is...*

*Internalization is...*

**Reflection:** Write about an experience that you can remember that you feel demonstrates socialization/internalization. Choose any agent of socialization to discuss. You may or may not have internalized the attitude/belief/behavior that the agent was trying to have you internalize. You may discuss this or a time where it was internalized. Or, discuss a hypothetical example.

**Active Experimentation:**
After students complete their sentences and reflection questions, we would come together as a group to have a discussion about all of the different questions I asked them, including the write-pair-share and the reflection about their experience, for the remainder of the class period. (About 25 minutes--need about 5 to start up the ground rules and 5 minutes at the end to wrap everything up).

Establish ground rules for discussion: Students can discuss something they think or something their partner brought up during the write-pair-share. Students will be required to turn in a memo during the next class that summarizes what was discussed in order to receive full credit for the class session. I will call on one student and then the selected student must choose another student (with whom they did not pair up with) etc. until we are out of time.

**Assignment:**
**Complete DISCUSSION MEMO of topics discussed in class.**

| Notes: | Q: |
# Example Social Work

**Course:** Measurement for Social Workers

| Date: Week 6 | Topic: Measurement Design- Data collection using surveys (Kohl Cycle) |

**Assignments Due:**
Reading- Shaddish Cook and Campbell, 3 sample surveys of employee satisfaction

**Learning Outcomes:**
- Understand basics of instrument construction
- Create basic survey
- Create basic interview protocol
- Critique examples of instruments (peer & expert)

**Outline:**

The following is a general summary of how Kolb cycle is applied to the topic of survey design

**Experiencing:** Students will have read material that introduces the topic of survey construction as well as several examples of good and bad surveys. (In homework)

**Examining:** Students will discuss in a breakout groups the survey examples and discuss parts that they felt were particularly strong or weak. (in part 2 of class outline below)

**Explaining:** Students will formulate a list of things to avoid/consider/use in survey research. This will be supplemented with exposure to a more in-depth analysis of pitfalls and strong designs. (in part 3 of outline below)

**Applying:** Students will be given a series of sample research questions and must construct a questionnaire to gather that information. (in part 4)

**Prework:** Reading homework

1. Intro to class section: Housekeeping, Flow of class today, etc. (10 mins)
2. Breakout groups to discuss surveys (20 mins)
   Discussion Instructions:
   - Using the three examples of the surveys that you read for homework, please answer the following questions:
   - 1. What were the main questions the surveys were designed to answer?
   - 2. Were there any areas that you would anticipate respondents having trouble with? (question wording, response choices, instructions, etc.)
   - 3. Which survey did you think was the strongest and why?
   - 4. Which survey did you think was the weakest and why?
   - Have someone record the answers because we will come together in a large group to discuss. You have 20 minutes.
3. Large group report-out/wrap up discussion (20 mins)
   The wrap-up discussion will culminate in a list that begins to identify common pitfalls of survey research. Handout key points from Fowler, discuss any that were not brought up in class discussion.
4. Go over homework assignment. (10 mins)
   For homework, students will be asked to design a small survey based on a series of research question (see below for details). We will need to spend about 10 minutes going over the questions and making sure people understand the assignment. We will discuss student’s surveys at the beginning of the next class

**Materials**

- Students must bring in survey examples and readings
- Discussion instructions
- Fowler Handout
- Survey Design Assignment

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**Assignment:** Survey Design

A juvenile justice facility has noticed that there has been a lot of turnover (people quitting) in the last year. Imagine that the director has asked you to survey the staff when they first get hired, and then follow-up every year. She would like the questionnaire to answer the following questions:

- What are the staff’s opinions about their direct supervisors, coworkers, and leaders?
- Does the staff’s workload (hours, staff to resident ratio, etc.) contribute to turnover?
- Is there anything about demands at home that may cause some people to be more likely to quit? (Having children, a long commute)
- Is there anything about the amount of experience that may cause some people to be more likely to quit? (age, education, work experience, etc.)

✓ You will be measuring turnover by using the concept “Intent to quit”. Make sure to include the following question: “I frequently think about quitting this job” (1= strongly disagree; 7=strongly agree or a similar response pattern)
✓ Choose at least three of the above questions to be addressed in your survey.
✓ At the beginning briefly describe the sampling frame (how many, who will participate, etc.); how this will be administered; how long you think it will take respondents to fill out.
✓ Remember- survey design is an art- there will not be only one way to frame the questions. Do the best you can. Note any places you get stuck or have questions and I will be sure to address those in my individual feedback.
✓ I have posted an electronic template, or you may create your own format. Format will not be graded on the draft, but questions and response choices must be clearly identified.
✓ This is a first draft (you are required to submit a draft and will miss points if you do not turn this in). You will have an opportunity to revise after receiving my feedback.

**Notes:**

Q:

**Housekeeping:**
Everyone should have met with program staff for Measurement Plan by next week (Wk 7)
Course: Written Communication  Topic: Description Writing

<table>
<thead>
<tr>
<th>TIME</th>
<th>Session Learning Outcomes:</th>
<th>Materials to Bring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Define description writing</td>
<td>• Bring an object you own that you could sell on E-bay</td>
</tr>
<tr>
<td></td>
<td>• Compose description writing</td>
<td></td>
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<tr>
<td></td>
<td>• Demonstrate how to use description writing to fit your purpose and audience</td>
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**Readings/ Assignments Due:**

- Read pgs 126-140 on description writing in the “The Longman Writer”

**Outline:**

(7:00-7:05) Concrete Experimentation – (in class activity) Part A
- Define description writing

(7:05-7:15) Concrete Experimentation – (in class activity) Part B
- Using description writing, describe in writing the assigned object at the front of the room.
- Use writing that appeals to all five senses.

(7:15-7:35) Reflective Observation – (reflecting on Part A & B)
- In groups, discuss your definitions for description writing and your written descriptions of the assigned object. Answer the following questions:
  - What is description writing? (use your own words, not out of the text)
  - How are all five senses apparent in your descriptions of the assigned object? Provide at least two example of how each sense is used to describe the object.
  - If we were to sell the object we described, identify who we would sell it to and why.

(7:35-8:05) Abstract Conceptualization – (Use a worksheet that includes a table for each of the five senses listed. Have students fill in worksheet during this segment).
- Each group will take turns going up to the front of the room to share their definition of description writing and examples of description writing using all five senses to describe the object. Each group will also state their audience and purpose.
- As a class, discuss the different definitions and compose a final definition as a class.
- As a class, discuss the various examples of description writing to describe the object.
  - How does each example fit each sense?
  - Which descriptions are well written?
  - How could descriptions be written to be capture the audience and purpose?

(8:05-8:25) Active Experimentation – (Work Individually)

- Using the object you brought in to sell on E-Bay, complete the following steps:
  - Identify your purpose and who your audience is?
  - Compose descriptive statements that identify your object. You should have at least two statements that appeal to each of the five senses, so at least ten statements total.
  - Use these statements to complete the assignment for next week.

**Next Assignment:**
- Write a one-page, double spaced advertisement to sell your item on E-bay. Make sure your purpose and audience are identified on the top of the page.
**Weekly Learning Outcomes**  
*By the end of this session, you will be able to:*

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Weekly Learning Outcomes</th>
<th>E-reserve Reading Due</th>
<th>In class activity/ pedagogy</th>
<th>Assignment Due Sunday 5pm Day before class in Drop Box (unless otherwise noted). ALWAYS BRING DESIGNS AND ASSIGNMENTS TO CLASS</th>
<th>Handout Booklet</th>
</tr>
</thead>
</table>
| Jan 24     | **BIG IDEAS, THRESHOLD CONCEPT AND HIGHER EDUCATION** | | Pre-assessment/debrief | • Pre-assessment/debrief  
• Visual introductions (*Learning Is...*)  
• Critical Incident (*CONCRETE*)  
• Concept mapping Learning (*CONCRETE*)  
• First Day Components  
• Mona Lisa DVD clips(*CONCRETE*) | Mona Lisa First day component worksheet/ *REFLECTIVE OBSERVATION* |
|            | • Understand the purpose and format of GRAD 803  
• Identify initial definitions of learning/teaching | | *-----* | | |
| Jan. 31    | **HIGHER EDUCATION AND COURSE CONTEXT** | Furhmann & Grasha  
Barr & Tagg | Review Tables (*ABSTRACT CONCEPTUALIZATION*)  
• Break out groups-revise statement  
• Teaching Learning Philosophies | Critical Reflection (see Assignments) | Newspaper Ads  
Course Context Worksheet  
Philosophy Ex. |
|            | • Identify the key forces of change impacting higher education  
• Compare historical differences in educational values across centuries. | | *-----* | | |
| Feb 7      | **COURSE LEARNING OUTCOMES** | Lazerson (skim)  
Weimer: Intro, Ch 1, 4 | Bloom’s Taxonomy (*ABSTRACT CONCEPTUALIZATION*)  
• Syllabus Exercise (*ACTIVE EXPERIMENTATION*)  
• Develop timeline beyond Lazerson  
• Compare course contexts-Discussion: *Which of the five LCT principles would make the greatest improvement to student learning and why? Which interest you most and why?* | Critical Reflection (see Assignments)  
DESIGN 1: Course Context Worksheet (*ACTIVE EXPERIMENTATION*) | Bloom’s Taxonomy  
Course Learning Outcomes worksheet |
|            | • Articulate the role of instructor as course designer of learning processes  
• Identify the LCT framework and the five principles  
• Compare the LCT role of instructor to traditional instructor role  
• Define a LCT course learning outcome  
• Apply Bloom’s Taxonomy to levels of learning | | *-----* | | |
| Feb 14     | • Evaluate and critique course learning outcomes  
• Construct higher level learning outcomes by applying Bloom’s Taxonomy  
• Describe what student responsibility for learning means  
• Identify features of Assignment-centered Course Outline | Weimer 5  
Walvoord, *Making Assignments Worth Grading* | Pairs: Revise learning outcomes  
Reflection: My role as an instructor  
(Walvoord) Assignment-centered Course Outline (*ACTIVE EXPERIMENTATION*) | DESIGN 2: Course Learning Outcomes (Minimum 3 *ACTIVE EXPERIMENTATION*)  
Critical Reflection: My role as instructor | Course outline types  
Template course outline |
Active Experimentation

Kolb’s Experiential Learning Cycle

- Applying
- Experiencing
- Explaining
- Examining
- Active Experimentation
- Concrete Experience
- Reflective Observation
- Abstract Generalization
IV. Active Experimentation

**Kolb’s Experiential Learning Cycle**

- Applying
- Experiencing
- Explaining
- Examining

Course Session: Week ______________

Course Session Learning Outcomes: By the end of this session, students will be able to:

1. 
2. 
3. 
### Mapping Your Kolb Cycle (Brainstorm)

<table>
<thead>
<tr>
<th>1. Concrete Experience</th>
<th>3. Abstract Generalization</th>
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<table>
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<tr>
<th>2. Reflective Observation</th>
<th>4. Active Experimentation</th>
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1. **Design a Concrete Experience for your learners**
   
   In Pairs:
   
   - Select a specific class session (first day?) and write down several possible learning outcomes for this day.
Course Learning Outcomes: *Students will be able to:*
1.
2.
3.
4.

Session Learning Outcomes guide your selection of active learning strategies
1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.
2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2.

By the end of the first day of the course, students will be able to....???
Bloom’s Taxonomy

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

Write, list, label, name, state, define

Use, compute, solve
Apply, construct

Compare, contrast, categorize, separate, analyze

Hypothesize, develop

Create, design, invent

Judge, recommend
Critique, justify

Explain, summarize, describe, illustrate

Write, list, label, name, state, define

Use, compute, solve
Apply, construct

Compare, contrast, categorize, separate, analyze

Hypothesize, develop

Create, design, invent

Judge, recommend
Critique, justify
“We now understand that...to prompt learning, you’ve got to begin with the process of going from inside out. The first influence on new learning is not what teachers do pedagogically, but the learning that’s already inside the learner.”


- Describe several potential *concrete experiences* that would begin this specific course session:
2. **Design Reflective Observation**  
   *(About the Concrete Experience!)*

**Large Group Discussion:**
- How would you design “reflective observation” activities about the concrete experience?

- How would you ensure that everyone is reflecting on the concrete experience?
3. Design the Abstract Generalization learning process.
   - Review your course session learning outcomes.
   - How can you involve students in learning the abstract concepts and ideas?
   - How will you assess their learning as they learn? Which formative (low stakes assessments) could you use?

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**Learning Activity Examples**

**Concrete Experience**
- Laboratories
- Observations
- Primary Text Reading
- Simulations/games
- Field work

**Active Experimentation**
- Simulations
- Case Study
- Laboratory
- Field Work
- Projects

**Reflective Observation**
- Logs
- Journals
- Discussion
- Brainstorming
- Thought Questions

**Abstract Conceptualization**
- Lecture
- Papers
- Model Building
- Analogies
- Projects

4. Design the Active Experimentation learning process.
   - What active experimentation will help students achieve the course and session learning outcomes?
   - What will students do to synthesize, integrate, and practice their learning? Will they work alone or together?
   - Where will this take place – in class, out of class, online?
   - How will this experimentation be assessed? How will you provide feedback?

   “The key to active learning is the learning activity taking place within the student’s brain rather than the observed behavior that is a means to that cognitive work” (Mayer, 2004).
Kolb’s Experiential Learning Cycle

Concrete Experience

Active Experimentation

Reflective Observation

Abstract Conceptualization

Connie Schroeder, Ph.D.
University of Wisconsin-Milwaukee
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**Readings/Assignments Due:**

**Outline:**

Next Assignment:

Notes:

Q: