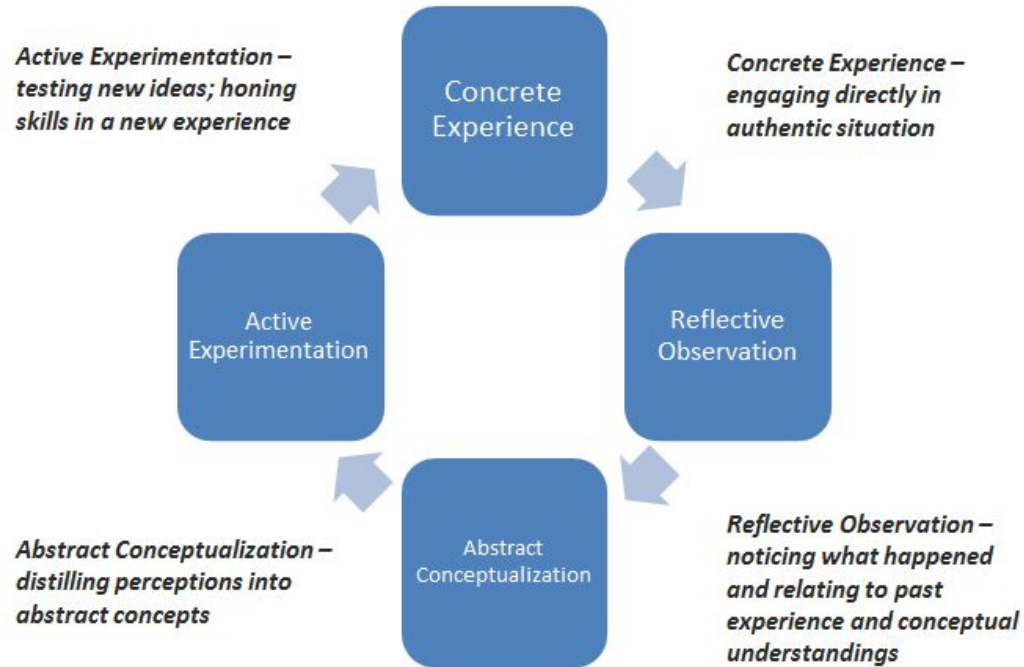


Decoding the Debrief

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Kolb's Cycle of Experiential Learning



Learning purposes of a debrief

- Catharsis
- Contextualization
- Evaluation
- Iteration
- Synthesis
- Operationalization
- Extrapolation



The Debrief Process

Reflection

- What happened?
- How did you think/feel when...?
- What are you thinking/feeling now about...?
- Who shared this experience / shares this feeling?
- What did you expect? How did it happen? Compare?
- Were there any surprises?

Analysis

- What did you notice?
- What lessons/information did you draw on?
- Why did you do what you did?
- What was your intention when...?
- Why do you think _____ happened?
- If you had this to do again, what (if anything) would you do differently?

Application

- What would happen if...?
- What would you do next?
- What is new?
- Did you change your thinking about ____? Why? How?
- How would you deal with similar situations outside the classroom?
- What do you take away from this?

Factors to consider

In the design–

- ❑ Objective of the exercise
- ❑ Curricular context of the exercise
- ❑ Complexity of the scenario
- ❑ Experience level of learners
- ❑ Logistics of the exercise

In the execution–

- ❑ Role of the facilitator
- ❑ Timing
- ❑ Structure
- ❑ Setting



Necessities

- ❑ Targeted reflection
- ❑ Universal inclusion
- ❑ Plain language
- ❑ Bring questions, not answers
- ❑ Focus on opportunities, not errors
- ❑ Listen actively, act accordingly
- ❑ **Flexibility**



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