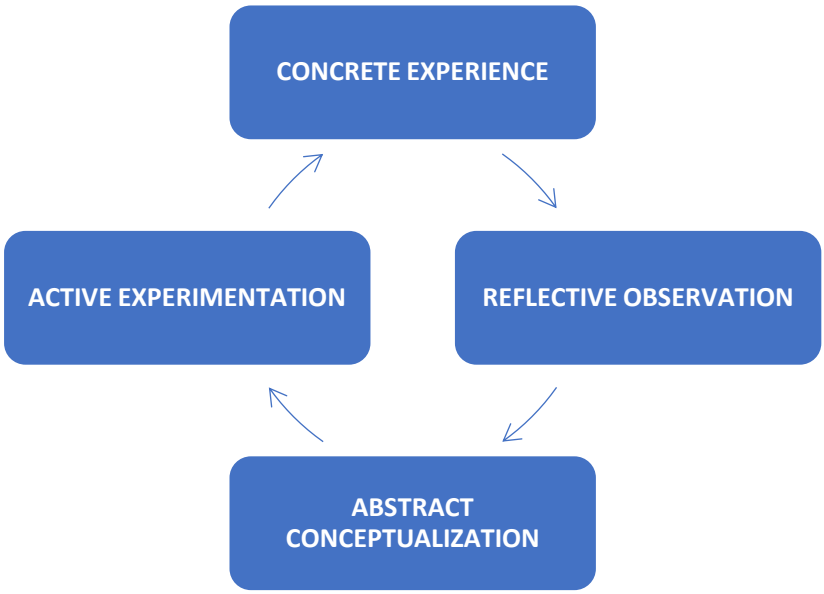
HANDOUT:

Kolb's Cycle

The use of Kolb's Cycle in educational processes brings many benefits because this method is based on active knowledge acquisition.

Kolb's Cycle consists of 4 repeating stages. One can start at any chosen stage of the cycle, but it is necessary to adhere to their sequence (i.e., always know which stage follows which).



Own study based on Van Vliet, V. (2013). David Kolb. Retrieved May 31, 2022 from Toolshero: https://www.toolshero.com/toolsheroes/david-kolb/

- **Concrete Experience** – something is happening, I am participating in something, I am observing something, some data is reaching my senses. If you don't participate in something, don't get involved, you cannot learn anything. Active participation, engagement, and self-referencing are conditions for the learning process to take place.
- **Reflective Observation** – I pay attention to what happened or is happening, I process the data flowing into my mind, I realize that I experience something. I compare it with what I have in my memory, I put it into words. If you cannot look at your experiences from the side, you won't learn anything.

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- **Abstract Conceptualization** – I connect the dots. I create concepts and theories using abstract thinking. My mind produces theories based on what I perceive. In this phase, you generate knowledge from your own experience and observation. In other words, you draw conclusions. Do you ask yourself: What is the conclusion from this? What can I learn from this?

- **Active Experimentation** – I use the general conclusions I have reached to try and apply them in practice. I ask myself: What can I do then? How can I use this in practice? What can I change?

Every exercise, every training module, as well as the entire training session, should be **summarized** by the trainer each time. At the end of the training, the trainer should ensure that all participants have a good understanding of the most important content and answer their questions. This is **particularly important** when working with neuroatypical individuals, as it allows them to **organize the newly acquired knowledge or skills** and retain the so-called **recency effect** for longer.

Recency effect

This is a **psychological phenomenon** where people better remember information they heard or saw **most recently** in a sequence—for example, at the end of a training session, presentation, or lecture. In the context of a trainer's work, the **recency effect** has practical significance for planning the training structure. Here are a few key aspects:

Key Aspects of the Recency Effect:

- **Stronger Recall of Final Content.** Training participants usually best remember:the last part of a module or training session, final conclusions and summaries, and the last exercises or examples.
- **Potential for Reinforcing Key Messages.** Therefore, trainers should place the most important information or takeaways at the end of a module and use closing summaries that consolidate the content. They should also ensure a strong closure to the training, e.g., an invitation to reflect or concrete "takeaways."

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The **recency effect** most often occurs together with the **primacy effect**—we also better remember what appeared at the beginning. The **middle part** of the training is usually the least remembered section, which is why it's beneficial to use **activating techniques** there.

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