Quiz
Four Stages of Kolb's Experiential Cycle

Quiz / Activity 1.2 – The Kolb Cycle

Answers to the Activity 1.2 quiz.

This mini quiz is designed to improve your understanding of the Kolb experiential learning cycle. For each clinical training activity below, in what stage of the learning cycle are you asking the student to engage? The stages of the cycle are: **concrete experience, reflective observation, abstract conceptualization, and active experimentation.**
Simply match the clinical training activity with the corresponding stage of the cycle.

Activity 1. You ask a student to observe a client and write an observation report.
Answer: This is the reflective observation stage. You are asking the student to report her observations. Naturally, she has to organize those observations, but without necessarily referring to existing theories to write her report.

Activity 2: You ask a student to compare his observation notes and pick out similarities and differences.
Answer: This is again the reflective observation stage. Perhaps your student has already done this assignment without your asking. In that case, you can up the level of difficulty by having him write a summary observation report, meaning writing down his observations and organizing them based on similarities and differences with the previous observations.

Activity 3: You ask a student to use her observation notes to identify the pathology associated with the symptoms she has recorded.
Answer: This is the abstract conceptualization stage, and the student needs to refer to theory.

Activity 4: You ask a student to write out a plan for the next intervention.
Answer: This is the active experimentation stage, which comprises both theoretical and practical applications.

Activity 5: You now ask your student to deliver the intervention she planned and submitted to you.
Answer: The student is in the active experimentation stage, but can move into the practical experience stage if something unexpected happens. A new cycle then begins.

Activity 6: When the student submits the intervention he wishes to provide, you ask him questions that he will answer to substantiate his choice (or approach).
Answer: You are taking the student into abstract conceptualization since you ask him to refer to theory.

Activity 7: You ask a student to intervene under the gun.
Answer: You are plunging the student into concrete experience.

Activity 8. Once an intervention is over, you ask the student to explain the theory behind the treatment you administered (e.g. the effect of heat on muscle fibres, the effect of the medication injected or the reasons for a particular procedure).
Answer: You are taking the student into abstract conceptualization.

Activity 9: You ask a student to draw up a treatment plan.
Answer: The abstract conceptualization and active experimentation stages come into play here. Preparing a treatment plan means referring to theory and applying it to a specific client. The student needs to consider the context.

Activity 10: You ask a student to identify the client's main problems in the wake of your evaluation.
Answer: This requires reflective observation. The student has to gather and categorize her observations. If you ask her to make a diagnosis, she must also move to abstract conceptualization.