

## t-ACT

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**Type:** Debriefing method / Learning cycle model

**Aim:** To help the participants understand experiential learning and use it for their own personal development and learning

**Group:** life-coaching sessions: 1-5 pax, personal development: 4-8 pax; EVS personal development planning: 10-20 pax

**Materials needed:** printed cycle or screen version

**Duration:** adaptable, 20' to 70'

**Description:**

This tool is part of the Equilibrati Method

t-ACT - The Experiential Learning Debriefing Tool

t-ACT is both an Experiential Learning model and a step by step tool for debriefing sessions in trainings. It can help even a beginner find his/her way through the intricacies of a debriefing on any subject.

t-ACT - the Experiential Debriefing Process

This model is started from Kolb's Learning cycle used in Formal Education, used widely in Non-Formal Education as well. However, the model has certain limitations:

- very abstract and difficult to comprehend by non-experts
- does not clearly cover all learning steps
- difficult to memorize
- extremely difficult to use in debriefings

For these reasons, we created a model that addresses all these shortcomings. Its name comes from the fact that all the six steps have the ACT particle inside the keyword.

The model can be briefly presented this way:

1. Fact – learning has its origins in a specific experience, a Fact of life. These happen everyday, but only a few of us are able to observe, understand, reflect, learn and better themselves through each experience.

2. REact – To each Fact or experience happening to us we REact. It's natural, it's human, and most of the times, this is where learning ends. We fail to see beyond our reactions. We just state them, or we are not even aware of them. For most people, Personal development through experiential learning is blocked here.

3. IMPact – whether we are aware of this or not, every Fact of life has an IMPact on us, an emotional imprint that most of the time we do not see. It is difficult and sometimes unnatural to ask ourselves how we felt about a specific experience. Therefore, the learning process does not happen.

4. INTERact – The next step in the learning process is to reflect, to INTERact with us, with the others, with the environment. We have to ask ourselves questions like "What do you

think are the possible solutions? What are the causes? Why this happened? What if you did something different – what could you have done differently?"

5. ABSTRact – Forward, to transform this into learning, we have to capitalize on our process by ABSTRacting what happened. We have to understand what we have learned from this, how can we become better knowing through this experience.

6. act – The final step of learning is the resolution to act. "After this experience, next time I will act differently". This is the step where we form new behaviours, decide how will we act next time in a similar situation.

### t-ACT - the Experiential Learning Process

The t-ACT cycle can be used as a very clear and simple tool for debriefings in trainings. For any fact that happened, simulated or real, simply follow these 6 questions:

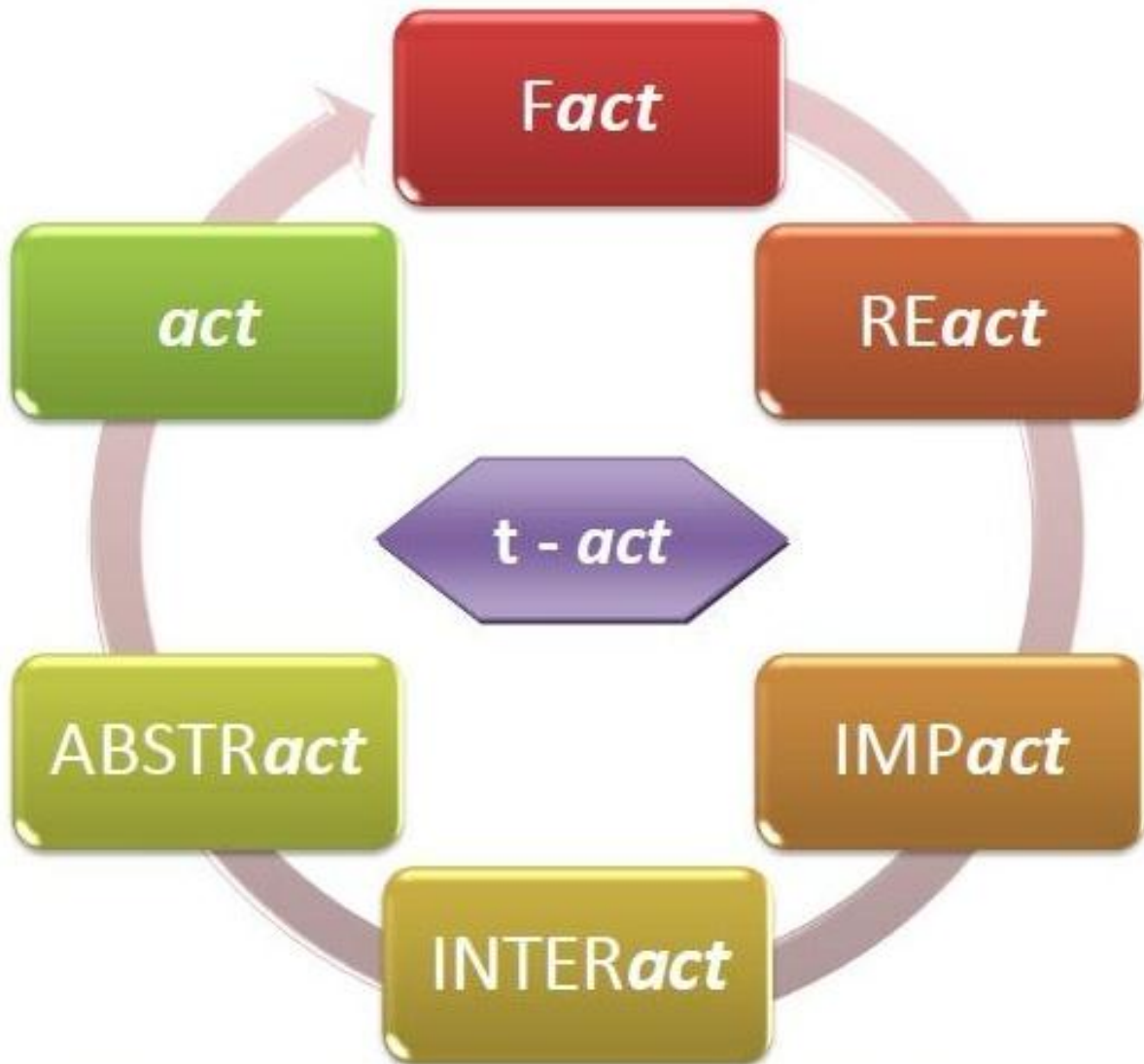
1. What happened ? what was your experience? What are the facts?
2. How did you react? What did you do in that situation?
3. How did you feel? What impact did it have on you ?
4. What do you think are the possible solutions? What are the causes? Why this happened? What if you did something different – what could you have done differently?
5. What did you learn from this? How can I better myself through this experience?
6. What will you do if this happens again?

#### VARIANT ONE:

1. Task: create a learning experience (e.g. – a 20 min basic steps dancing lesson, a conflict situation, a group task)
2. Debrief using the t-ACT tool.
3. Presenting the t-ACT learning cycle and the 6 questions:

#### VARIANT TWO:

4. Introduction: Discussion on the importance of reflection, presentation of different reflection styles.
5. Case Study: John is not answering my salute in the mornings, for several days. Typical behavior usually leads to a conflict. A t-ACT learning process will lead to mutual understanding.
6. Presenting the t-ACT learning cycle and the 6 questions:



1. What happened ? what was your experience? What are the facts?
2. How did you react? What did you do in that situation?
3. How did you feel? What impact did it have on you ?
4. What do you think are the possible solutions? What are the causes? Why this happened? What if you did something different – what could you have done differently?
5. What did you learn from this?
6. What will you do if this happens again?