

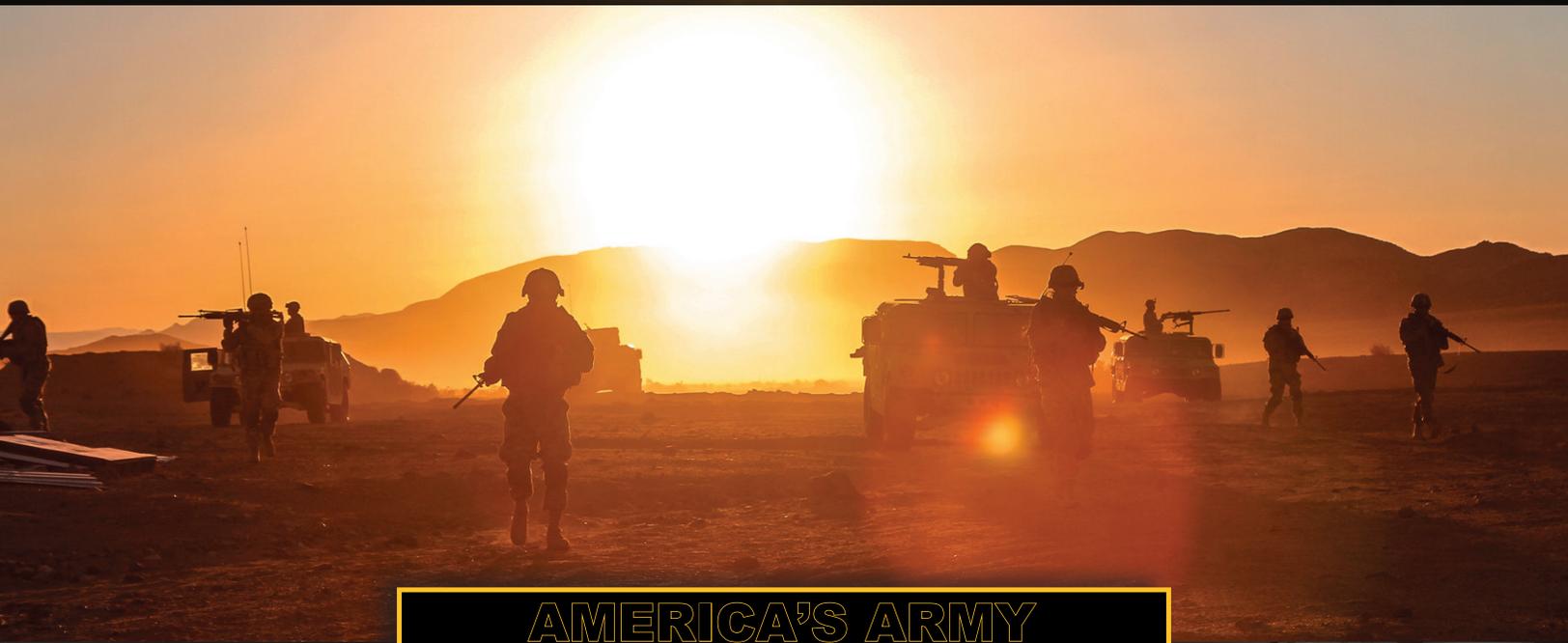


The Center for Army Profession and Ethic

Video Module

"THE SPLIT-SECOND DECISION"

FACILITATOR GUIDE

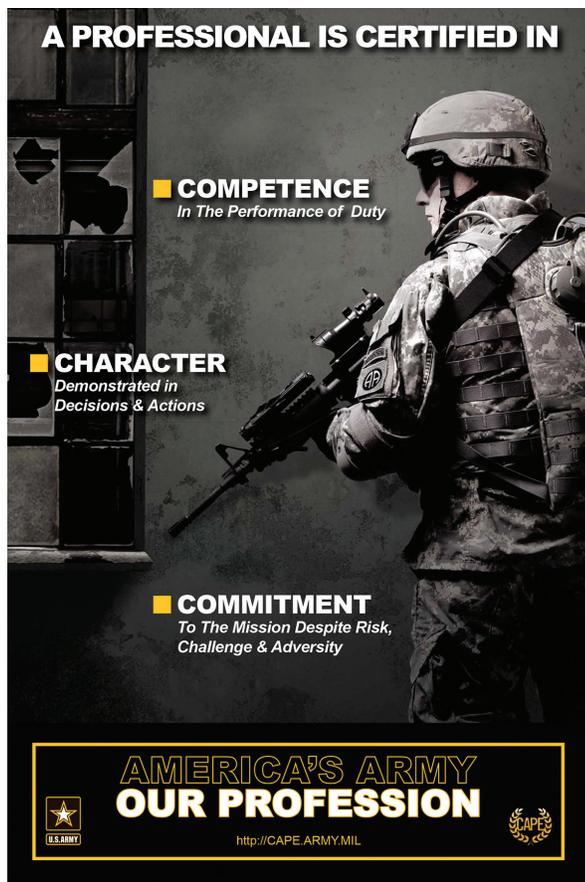


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■ History of CAPE

To reinforce the Army Profession and the Army Ethic, the Chief of Staff of the Army (CSA) established the Army Center of Excellence for the Professional Military Ethic (ACPME) at West Point, NY in May 2008. ACPME was later redesignated as the Center for the Army Profession and Ethic (CAPE) under TRADOC and CAC in August 2010. This action also expanded CAPE’s proponent mission to include the Army Profession, the Army Ethic, and character development.



The **Army Profession** is a unique vocation of experts certified in the design, generation, support, and ethical application of landpower, serving under civilian authority and entrusted to defend the Constitution and the rights and interests of the American people.

An **Army Professional** is a member of the Army Profession who meets the Army’s certification criteria of competence, character, and commitment.

Contact Information

Center for the Army Profession and Ethic
 Bldg. 621 Wilson Road
 West Point, NY 10996
 845-938-0467

<http://CAPE.ARMY.MIL>

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■ Scope

This “*The Split-Second Decision*” Facilitator Guide employs the Experiential Learning Model (ELM). It enables students to work in collaborative groups with a facilitator/instructor who engages the learners in discussion. The learning is progressive and builds on a three-tier foundation. Students investigate the topics that are then enhanced in the collaborative work group and their facilitated discussion. Facilitators/instructors/leaders guide the students as necessary to achieve the Learning Objectives.

Background

The goal of this instructional video with facilitator guide is to promote personal and professional development among Army Professionals. Unlike training to task, adult developmental theories indicate that character development must be part of a learning continuum throughout an Army Professional’s career and beyond. Explorations of important topics through critical thinking and analysis allow not only cognitive but also affective development. Although self-education and directed education can lead to comprehension of this material, the desired learning in the higher categories of the cognitive and affective domains (where development is promoted) is best performed through peer-to-peer, facilitated group, and student-to-advisor interactions and collaborations. The ELM promotes this type of development (see Army Learning Model 2015).

■ Applicability

The facilitator guide can be used by facilitators/instructors/leaders as part of a course of study in Army institutional training and education, or as part of professional development programs in units and organizations.

It is recommended that facilitators/instructors/leaders use this guide as it best fits into their course of study or professional development programs, following the learning outcomes. They are also encouraged to examine the needs of their students and integrate other related topics to meet those needs.

Character and identity are foundational for a person’s behavior, ethical reasoning, and decision-making, and critical for the ethical discretionary judgments and actions of Army Professionals. Clearly, leaders at all levels need to reemphasize development in this critical domain.



■ Suggested Delivery Method - Experiential Learning Model (ELM)

For more information, see

- TRADOC Pamphlet 350-70-7, *Appendix D: Examples of Lesson Plans*
- *Appendix C: Experiential Learning Model (ELM) Overview*

■ Terminal Learning Objective

Action

Apply concepts and principles of the Army Profession, Army Ethic, and professional identity and character development in an analysis of an Army Professional’s story.

Major Themes in this Video

Ethical Decision-Making, Character, Courage, Post Traumatic Stress, Suicide

■ Resources

- Army Doctrine Publication (ADP) 1: *The Army*, Chapter 2
- Army Doctrine Reference Publication (ADRP) 1: *The Army Profession*
- Army Doctrine Reference Publication (ADRP) 6-22; *Army Leadership*, Chapter 3
- TRADOC Pamphlet 350-70-7: *Appendix D: Examples of Lesson Plans - Conduct of Lesson: Experiential Learning Model (ELM)*
- Additional: Training Support material as designated by instructor; see materials list or use other appropriate materials as desired

■ Conduct

Concrete Experience

Facilitator Note: Precede Part 1 of “The Split-Second Decision” video with an icebreaker or introductory question or statement. An example may be “How do Army Professionals make decisions?” Then show Part 1 of “The Split-Second Decision.”

Facilitator Tool: The full transcript of the “The Split-Second Decision” is in Appendix A.

Publish and Process

Facilitator Note: Have the participants react to the Concrete Experience. Start by ensuring that they understand the scenario by having them summarize it (if required, a full transcript is in Appendix A). Provide appropriate questions to facilitate the discussion. The facilitator can use the following example questions or create ones to meet the lesson objectives.

Publish

The Publish sub-step relies on observation by asking the learners to state what happened in the Concrete Experience—just the facts. Publishing may include determining the sequence of events as well as the individuals involved in the Concrete Experience.

Summary: MG (Retired) Dollar arrived in Vietnam as a young lieutenant and quickly befriended a fellow Soldier. The Soldier who they called “Flash” was awarded the Bronze Star for Valor and was a “hero in my eyes and in the Army’s eyes,” said Dollar. But a “Split-Second Decision” made during a firefight changed the life of the young Soldier.

1. What are the facts (what happened)?
2. Who were the major contributing individuals or main individual involved in the video?
3. What factors affected MG Dollar’s thinking or actions?

4. What were the implications for MG Dollar (what did it mean/what was learned)? Explain.
5. What is your reaction to what happened?

Process

After the facts of the Concrete Experience have been established, students are then asked to Process the Concrete Experience by discussing what happened and the implications of the Concrete Experience. Note any gaps in student knowledge or lesson content that would prevent the students from reaching the Learning Objective or inhibit them from processing the Concrete Experience. Address any identified gaps during the Generate New Information step.

“The Split-Second Decision” Part 1 (0:00 to 5:12) Discussion:

As MG Dollar struggles with various situations, how is his ethical decision-making contributing to or detracting from the Army Profession’s essential characteristics? Specifically:

1. What would be the effects of his decision on “building Trust within the Army and with the American people”?
2. How did his expert knowledge (Military Expertise) play into his evaluation of the situation?
3. What may be the effects of his decision on organizational morale and Esprit de Corps?
4. How is he acting as a Steward of the Army Profession?
5. What specific behaviors/statements in the scenario show MG Dollar’s professional identity and character, and their contributions to or detractions from Honorable Service?

Additional questions:

1. MG Dollar said that Flash immediately volunteered to go into the tunnel for the baby. Knowing that it was highly likely that the tunnel was booby-trapped, did he make the right decision? Would you have risked your life to save the baby? Why or why not? Soldiers often risk their lives to save others, but are there times when the risk is too high? If so, when? Do you think the deceased bodies outside the tunnel had an effect on the decision-making process? Why or why not?



2. “As we kept hearing that baby cry, we felt we had to do something.” If it had been an injured non-combatant adult instead of a baby in the tunnel, do you think the Soldiers would have gone into the tunnel? Why or why not? In what ways did the Soldiers demonstrate the Army Values and Army Ethic?
3. The “Kit Carsons” were from the opposing forces but had surrendered and agreed to work as scouts for the American Army. Do you think the Soldiers trusted them? Why or why not? If you were in the same situation, would you Trust them? Why or why not?
4. Flash was awarded a Bronze Star for Valor and was “a hero in my eyes and in the Army’s eyes,” said Dollar. How was Flash a hero in the Army’s eyes? Although it was Flash that went into the tunnel, weren’t they all heroes for helping save the baby?
5. There was a group of Vietnamese men running away from the Soldiers and Flash fired. Why might he be firing when they were running away? The group took cover in a hedgerow where they were not plainly visible. Was it reasonable that he was firing when he could not see his target? Why or why not? He made a “split-second decision” to fire. In what ways was his decision wrong? Did this action still make him “a hero in the Army’s eyes?” Why or why not?
6. When he discovered he had accidentally shot an elderly Vietnamese man, how do you think he felt? How did the decision to fire affect Flash?

Generate New Information

Check on Knowledge

Facilitator Note: Assess any gaps in knowledge/content that would prevent reaching the Learning Objective, or inhibit the students from processing the Concrete Experience. Use the following questions to generate student responses that can then be compared to the resources. Other suggested questions can be found in Appendix B.

Questions

1. How did the actions of the individual and/or organization detract from or contribute to the five essential characteristics of the Army Profession?

(Resource: ADRP 1: Characteristics of the Army Profession, paragraphs: 1-23 through 1-29)

2. How did the actions of the individual demonstrate or show lack of competence, character, and commitment of an Army Professional?

(Resource: ADRP 1: Certification Criteria, paragraphs: 3-16 through 3-18)

3. What moral and legal obligations and aspirations from the Army Ethic can be seen in the story?

(Resource: ADRP 1: Our Obligations and Aspirations from the Army Ethic, paragraphs: 2-11 through 2-14)

4. Were discretionary judgment and ethical reasoning (ethical decision-making) exercised in the video? Give specific examples.

(Resources: ADRP 1: Discretionary Judgment, paragraphs: 1-9; 3-10 through 3-11; ADRP 6-22: Ethical Reasoning, paragraphs: 3-37 through 3-40)

5. What moral characteristics of leaders were demonstrated or ignored in the video? Give specific examples.

(Resource: ADRP 6-22: Leader Character, paragraphs: 3-1 through 3-25)

6. What moral implications occurred as a result of the actions taken in the video?

(Resource: ADRP 1: Trust, paragraphs: 2-6 through 2-10)

Present New Information

Facilitator Note: Provide new information from the reference doctrine under “Resources” and/or other additional sources needed to fill any gaps in knowledge/content that would prevent reaching the Learning Objective, or inhibits the students from processing the Concrete Experience. Facilitate a discussion of the material to improve depth and retention.

Develop

This step is characterized by a simple question to the students about how they will use the new information from the Generate New Information step. A best practice during the Develop step is to ask questions that “personalize” student responses—do not ask what others would do or even what the students think others should do, but what the students themselves would do if they were in the situation.

Facilitator Note: *The most effective approach for the Develop step is a specific open-ended question asked in the second person: “How will you use this information in the future?” or “What value does this have for you?” It is important to ensure that students are allowed appropriate time to answer this question so they can see the value of what they have learned and the relevance of the material covered. The facilitator may have to provide some examples of how the material is relevant and get some level of acknowledgement from the students.*

Additional questions about the Concrete Experience for the students to ensure relevance:

1. Do you think age and inexperience played a part in Flash’s decision-making process? Why or why not? Do you think age and inexperience played a part in his reaction to the shooting of the elderly Vietnamese man? Why or why not?
2. Because MG Dollar had witnessed Flash display acts of valor, do you think he thought less of Flash after the shooting? Why or why not?
3. Soldiers have to make split-second decisions and they have to live with those decisions. Do you think Flash was able to live with the decision he made? Why or why not?
4. When placed in high stress situations, individuals sometimes react in unexpected ways. Should pressure and lack of time to think be an excuse for a bad decision? Why or why not? Is it possible to always make the right decision? Why or why not? Have you ever made a quick decision that—if given time—you would have made a different or better decision? If so, what was the decision and how would you have acted differently if given the chance?

Facilitator Note: *To increase the relevance of the material for the students, show Part 2 of “The Split-Second Decision” video. Then facilitate a discussion using the new information combined with supplemental questions that guide the group through a rich discussion on how the new information relates to professionals, how it shapes a professional’s behavior, and ethical decision-making.*

“The Split-Second Decision” Part 2 (0:00 to 1:01) Discussion:

1. MG Dollar said, “We might make decisions that we have to live with our entire life and look back on.” If your decisions and actions are guided by the Army Ethic and Values, is it easier for you to live with the outcomes? Why or why not?
2. “I could have made a difference in his life ... if I had made contact with him.” Do you think MG Dollar struggles with the decision of not contacting Flash? Why or why not? Could he have made a difference in his life? If so, how?
3. At night, MG Dollar would talk to his Soldiers to “get to know them.” Why did he do this? Do you feel leaders that communicate with Soldiers understand their needs better? Do you think approachable leaders affect the organizational climate? Give specific examples.
4. Do you encourage fellow Soldiers to make good decisions? If so, how? Has a fellow Soldier encouraged you to make a good decision? If so, what was it?
5. What did you (the students) take away from this video?
6. How do you (the students) feel about the information presented in this video?
7. What will you (the students) do with this new information when you return to your organization?

Apply

The fifth and final step in the ELM is the Apply step where the material is actually put to the test—either through a practical exercise, some type of an assessment (such as a written product), or through real-life application of the Learning Objective. The Apply step should provide an assessment as to whether the Learning Objective was met. In the Apply step, feedback to the student is essential.

Facilitator Note: Choose an appropriate question, story, video, written vignette, exercise, picture/poster, etc., that will allow the students to apply their new knowledge and will generate discussion within small/large group settings. Choose an appropriate assessment to ascertain if the objective has been met.



Assessment Suggestion: *You may choose to replay Part 1 and evaluate students by comparing their analysis and understanding of concepts and principles during the “Publish and Process” step to their analysis and understanding after the “Generate New Information” and “Develop” steps. (See additional questions in Appendix B.)*

■ Summary

During this lesson, you used the ELM to examine a factual account of an event and assess the event using the Army Profession doctrine. The individual Soldier used his discretionary judgment and ethical reasoning to make a decision. From this learning session, you are able to derive meaning that you can apply in your career.

■ Appendix A: Video Transcription

Part I

MG Dollar: Well. I arrived in Vietnam in July 1969 as a young lieutenant. Been in active duty a year. Assigned to the “Americal” and assigned to the 1st of the 52nd Infantry after a... (00:29)

*On Screen Graphic:
Infantry Unit in Vietnam*

MG Dollar: ...booby trap killed four Soldiers and wounded about 13. (00:34)

*On Screen Graphic:
Wounded Soldier in Vietnam*

MG Dollar: And I was replacing an injured lieutenant. That was my introduction to the field and, we operated in Quang Ngai Province, which was an old Viet Minh and Vietnamese communist stronghold. Lot of booby traps at that time. Unconventional warfare... (00:53)

*On Screen Graphic:
Young Soldier in Vietnam*

MG Dollar: ...similar to what you see in Afghanistan today. We had no NCOs. The highest ranking Soldier in my platoon was a Spec 4. And so we were all just green Soldiers dealing with this very difficult environment. Another Soldier arrived, a young PVT, or a SP4 in another platoon, but we found out that we had grown up just 30 miles apart in eastern Oklahoma. So we... there became an infinity with us. We talked a lot. He liked to go out on patrol with my platoon, even though he was with another one. So we had this connection. One day our company... (01:35)

*On Screen Graphic:
Soldiers Running to
Helicopters*

MG Dollar: ...moved to the foothills. The scout helicopter was flying around... (01:40)

*On Screen Graphic:
Soldiers Disembarking From
Helicopters*

MG Dollar: ...guiding us, and they were firing upon a small hill just above us. And the company commander sent my platoon to go up to see “What was the deal?” They said that they had found enemy supply cache there. And this Soldier, who... we all had nicknames, we called him “Flash.” I think his name was Bill. I can’t remember now, he wanted to come with my platoon. (02:05)

*On Screen Graphic:
Helicopters on Landing
Approach*

MG Dollar: We went into this—what was grass hooches in an area well concealed. (02:12)

*On Screen Graphic:
Soldier Investigating Enemy
Tunnel*

MG Dollar: We could hear a baby crying down in this tunnel. They were full of man-holes and tunnels in all of these areas. And there were bodies of men and women in front. Apparently... what had happened... they uh, this woman and two men had been killed. (02:31)

MG Dollar: Immediately, Flash said that he would go down and get the baby. And we had with us, uh... what were called “Kit Carsons.” They were part of what were called a “Chieu Hoi” program... where North Vietnamese or VC Soldiers surrendered, and they agreed to become scouts for the American Army. So they knew the techniques of the enemy very well. So when we indicated we were going to go down and get this baby, this guy went ballistic. He said, “They will have it booby-trapped. This is a trap. This is just a way to get more of your Soldiers killed.” But as we kept hearing that baby cry, we felt we had to do something. So I had some Soldiers... we linked together rifle slings... (03:15)

MG Dollar: ...and hooked it around the foot of the first person. We ultimately dragged all the bodies out of the adults, but the baby was still way down in the tunnel crying. So Flash went in then and got the baby. Fortunately, it wasn’t booby-trapped. So I put him in for a Silver Star. It was downgraded to a Bronze Star for Valor. So there’s the opening. Here, Flash is a hero in my eyes and in the Army’s eyes.

Then about a month later, or a few weeks later, he was with his platoon and—as I was told the story—there was a group of Vietnamese men, young men—you seldom... you never saw military aged males—running away from them... (04:02)

MG Dollar: ...into a hedgerow and Flash fired at them, and when they got up there, they found he had killed an old man, an old Vietnamese man. (04:11)

MG Dollar: And as I understood it, this bothered him tremendously. He had a hard time dealing with that. And um... (04:24)

MG Dollar: ...after we... I had gotten home from Vietnam—I was stationed at Fort Bragg, but I went back home. Out in the country where I lived, there was a general store, and they said, “There was a

*On Screen Graphic:
Close-Up Shot of an Enemy
Tunnel*

*On Screen Graphic:
Soldier Entering Enemy
Tunnel*

*On Screen Graphic:
Soldiers in a Firefight*

*On Screen Graphic:
Soldier With Head in Hands*

*On Screen Graphic:
Soldiers Loading Into
Aircraft*

*On Screen Graphic:
Soldier in the Field*

guy in here looking for you.” And they told me and it was Flash, he said, trying to find me. And I was busy with my life. I never took the time to look him up. But a few years later, I found out he had been killed under unusual circumstances, or he died. And, um, what that left me with was the feeling that, you know... (04:57)

MG Dollar: ...maybe I could have done something for him. It’s too bad that he couldn’t live and cope with those circumstances, those decisions that he made just within a split second that changed his life forever. (05:07)

Part 2

MG Dollar: My only point is here I don’t think any of us, especially at a young age, know for sure completely, what we will do in circumstances. And we might make decisions that we have to live with our entire life and look back on. So I think an approach, a way to cope with this... (00:19)

MG Dollar: ...when I look back with Flash, maybe I could have made a difference in his life if I had been able... if I had made contact with him. As I was going into country, another 1LT said, “I made it a point to go around the night perimeter...” (00:34)

MG Dollar: We would set up perimeters “...and talk to the Soldiers.” And so I did that. I made a practice to try to talk, get to know them. So I think doing that... (00:48)

MG Dollar: ...being sensitive to if they are struggling with something and being able to talk to them. If something happens to a person of this nature, they will be living with it all their life, I think. (01:01)

*On Screen Graphic:
Soldiers Comforting Each
Other*

*On Screen Graphic:
Officers Reviewing
Documents*

*On Screen Graphic:
Close-Up of Fatigued Soldier*

■ Appendix B: General Questions for Facilitators to Support Discussions about the Army Profession, Army Ethic, and Professional Identity/Character Development

Area: Army Profession and Army Professionals

Honorable Service

1. How did the actions of the individual contribute to or detract from the Honorable Service that the Army provides to the American people?
2. Did the individual serve the interests of the American people? If yes, how?
3. Did the individual support and/or defend the Constitution and/or Nation? If yes, how?
4. Army Professionals motivate and inspire Honorable Service through ethical conduct of the Mission and in performance of duty. Did the actions of the individual and/or organization motivate or inspire Honorable Service? If yes, how? Or, did their actions violate training and standards? If yes, how?

Military Expertise

1. What examples of Military Expertise were in the video?
2. How did the individual demonstrate the Army’s expert knowledge in military-technical, moral-ethical, cultural-political, and/or human-leader development?

Stewardship of the Profession

1. Did the individual demonstrate Stewardship of the Army Profession? Why or why not?
2. What are some examples in the video of the individual stewarding or wasting the Army’s resources (material and personnel)?
3. What are some examples in the video of the individual providing professional/personal development through counseling, coaching, and/or mentoring?
4. Stewardship is the responsibility of Army Professionals to ensure the Profession maintains its five essential characteristics. How did the individual maintain the essential characteristics?

Esprit de Corps

1. Are there some examples in the video of the individual taking action to enhance Esprit de Corps? If yes, what are they?
2. Did the individual do anything to create an organizational climate that promoted Esprit de Corps? If yes, how?

Trust

1. How did the individual promote Trust between the Army and the American people?
2. How did the individual promote Trust within the Army (teamwork, leader-subordinate, peer-to-peer, etc.)?
3. Trust is based on qualities such as professional competence, character, and commitment. Did the individual display any of those qualities? If yes, what?

Army Professionals’ Competence, Character, and Commitment

1. Did the individual demonstrate his competence, character, and commitment as an Army Professional? If yes, how?
2. Did the individual demonstrate any courage in the video? If yes, how?
3. Did the individual’s character support mission accomplishment? If yes, how?
4. Did the individual support other Army Professionals in the video? If yes, how?

Area: Army Ethic

Army Values and Warrior’s Ethos/Service Ethos

1. What Army Values were shown in the video? Give specific examples.
2. Did the individual demonstrate the Army Values? If yes, how?
3. Are there any examples in the video of the individual demonstrating the Warrior Ethos/Service Ethos? If yes, what?

Why and How the Army Provides Service (Fights, Supports, Defends)

1. Were there examples of upholding the Army’s legal requirements in the video (laws, regulations, treaties, rules of engagement, etc.)? Explain.
2. Were there examples of upholding the Army’s moral/ethical requirements in the story (human rights, the Golden Rule, proper application of force – military necessity, discrimination, proportionality, avoiding unnecessary suffering, etc.)? Explain.

Ethical Decision-Making

Recognize the Conflict

1. At what point did the individual recognize the presence of a moral/ethical conflict, problem, or dilemma?

Evaluate the Options

1. What feasible alternatives were there for this situation?
2. Which was the most moral/virtuous or right thing to do?
3. What are the rules or norms that govern this situation?
4. What were possible outcomes of the event?
5. What are the competing values/beliefs/norms/rules that caused the conflict, problem, or dilemma?

Commit to a Decision

1. What responsibilities did the individual have to balance as he made the decision?
2. How did the individual choose a course of action out of the options available?

Act

1. What actions did the individual demonstrate when executing the decision?
2. What would have happened if the individual had not taken action?
3. Did the individual need courage to go ahead with the decision? If yes, why?
4. What moral/ethical adversity did the individual wrestle with in making the decision?

Area: Professional Identity and Character Development

Moral/Ethical Maturity

1. What do the individual’s actions say about his moral/professional identity?
2. Did the individual show that he understood the importance of being a “Professional Soldier?” If yes, how do you know?
3. Did the individual reason through the conflict, problem, or dilemma? If yes, how do you know?
4. Did the individual understand the situation and consequences? If yes, how do you know?

5. What dialog or behaviors showed that the individual considered who he was (identity) and what principles and values (character) he upheld in making decisions and taking action?
6. How might the individual's professional identity and character change/modify as a result of the event?

Moral/Ethical Strength

1. How might the individual's moral confidence change/modify as a result of the event?
2. How did the individual display self-discipline?
3. How did the individual display resilience?

Feedback/Reflection

1. Did the individual recognize the presence of a moral/ethical situation in this experience? If so, how did that affect his actions, behaviors, and/or decisions?
2. Did the individual make a clear decision and communicate it to his unit? How would you make decisions clear in ambiguous situations?
3. How will the individual's decision affect future decisions he may make?
4. If you were in this situation, what would you do?
5. What actions could the individual take to better prepare for moral/ethical conflicts, problems, or dilemmas?

■ Appendix C: Experiential Learning Model (ELM) Overview

Experiential learning happens when a person engages in an activity, singularly or in a group, looks back, and critically analyzes what happened during the activity. Experiential learning allows predictability about what may happen given the same or similar event. Learners draw useful insight from their analysis, and then put the result to work.

The ELM has impact, because it adds the interest and involvement of the members during an activity, and it contributes significantly to the transfer of learning. Once members see the relationship between these issues and their demonstration in the experience, the relevance of the model becomes clear.

While group interaction is important, nothing is more relevant to us than we are. Experiential learning is based on this concept. In other words, experiential learning provides a forum for self-knowledge. Regardless of the content under consideration, group members must see, hear about, and examine their own uniqueness in action. The experiential model, then, allows cognitive and affective behavioral involvement. Experiential learning combines personal experience, cognitive and affective involvement and feedback, and theoretical and conceptual material for a more complete learning event.

Concrete Experience

- Serves as a trigger of past knowledge and experience, a focusing mechanism for the module that follows, and a support for teaching new content. Connects the topic with student understanding of it and appeals to the affective domain for both motivation and internalization of the content.
- The facilitator provides written or video vignettes or other material as a prior-to-class experience or as the first experience in the class.

Publish and Process

- Starts with solicitation then reaction to the Concrete Experience to reflect knowledge and experience of the topic. Begins the reconciliation of where the learning starts with the learning outcome.
- The facilitator gets learner reaction to the Concrete Experience verbally or in writing. Learners share their reactions and discuss with other learners.

Generate New Information

- Presentation of new content through a method designed at the learner level.
- The facilitator chooses best method for content delivery. If the learner has little knowledge, this may be lecture. If the learner has more knowledge, then discussion or project-based may be the preferable delivery method(s).

Develop

- Reflective process to enhance motivation and valuing, and develop possible future uses for the content.
- The facilitator asks questions, such as: What was learned? Why is it important? What will you do with the new learning?

Apply

- Opportunity for student to demonstrate what was learned by applying the new information to a new experience or in a new way.
- Examples: Project to solve a problem, presentation for discussion, paper that synthesizes or analyzes a situation or condition, etc.