

EXPERIENTIAL LEARNING IN TENERIFE: THROUGH NATURE AND HISTORY

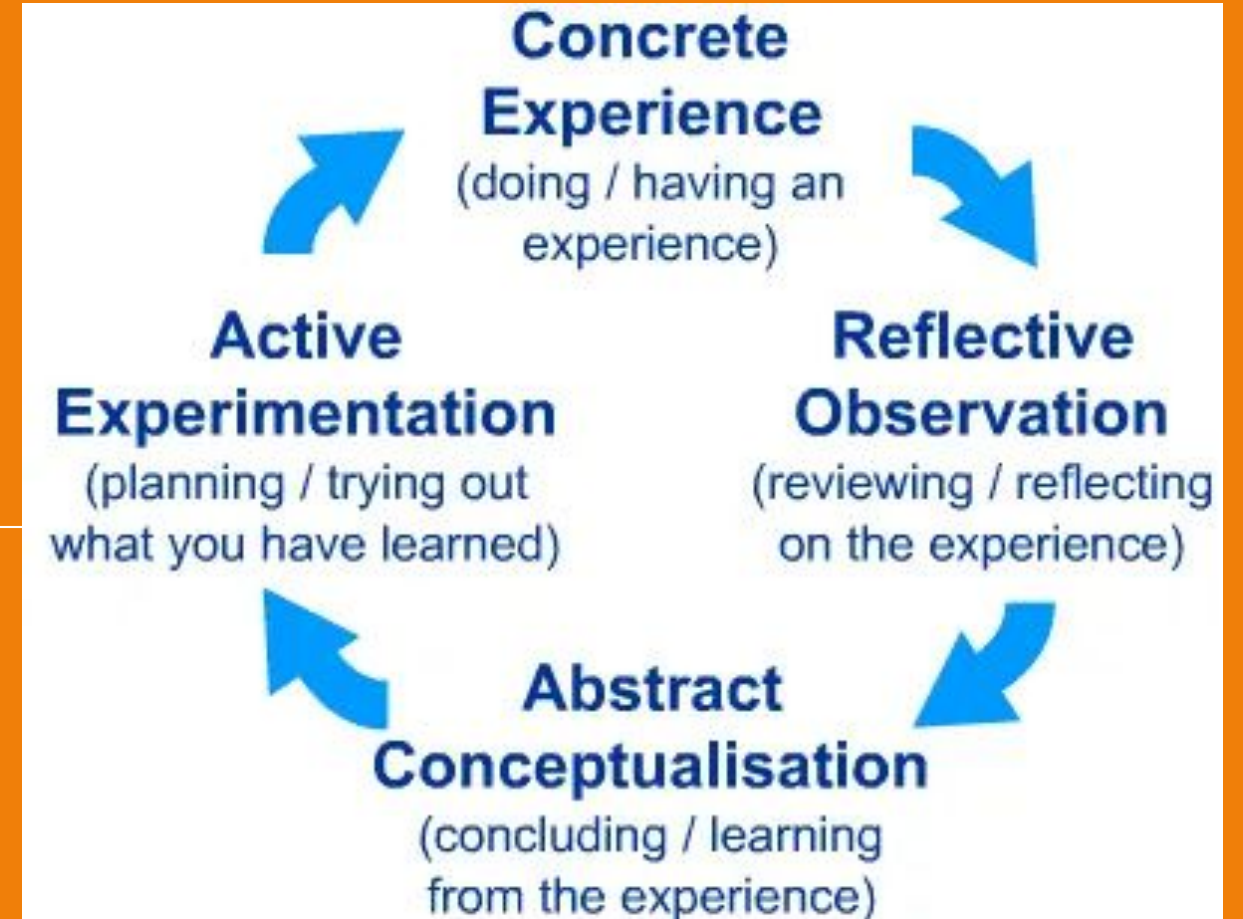
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The Cycle



THE EXPERIENTIAL LEARNING CYCLE

David Kolb's work on the experiential learning cycle is among the most influential approaches to learning. The experiential learning cycle is a four-step learning process that is applied multiple times in every interaction and experience: Experience – Reflect – Think – Act.

It's a learning process initiated by a concrete **experience**, which demands **reflection**, review and perspective-taking about the experience; then abstract **thinking** to reach conclusions and conceptualize the meaning of the experience; leading to a decision to **act**, engaging in active experimentation or trying out what you've learned.

This cycle is so natural and organic that people engage in it without being aware that they are learning. It happens almost effortlessly all the time and is constantly transforming our lives. Most people have preferences for the way they use this learning cycle, focusing on some modes more than others.



Learning from Direct Experience

Sensory

Physical

Emotional

Social

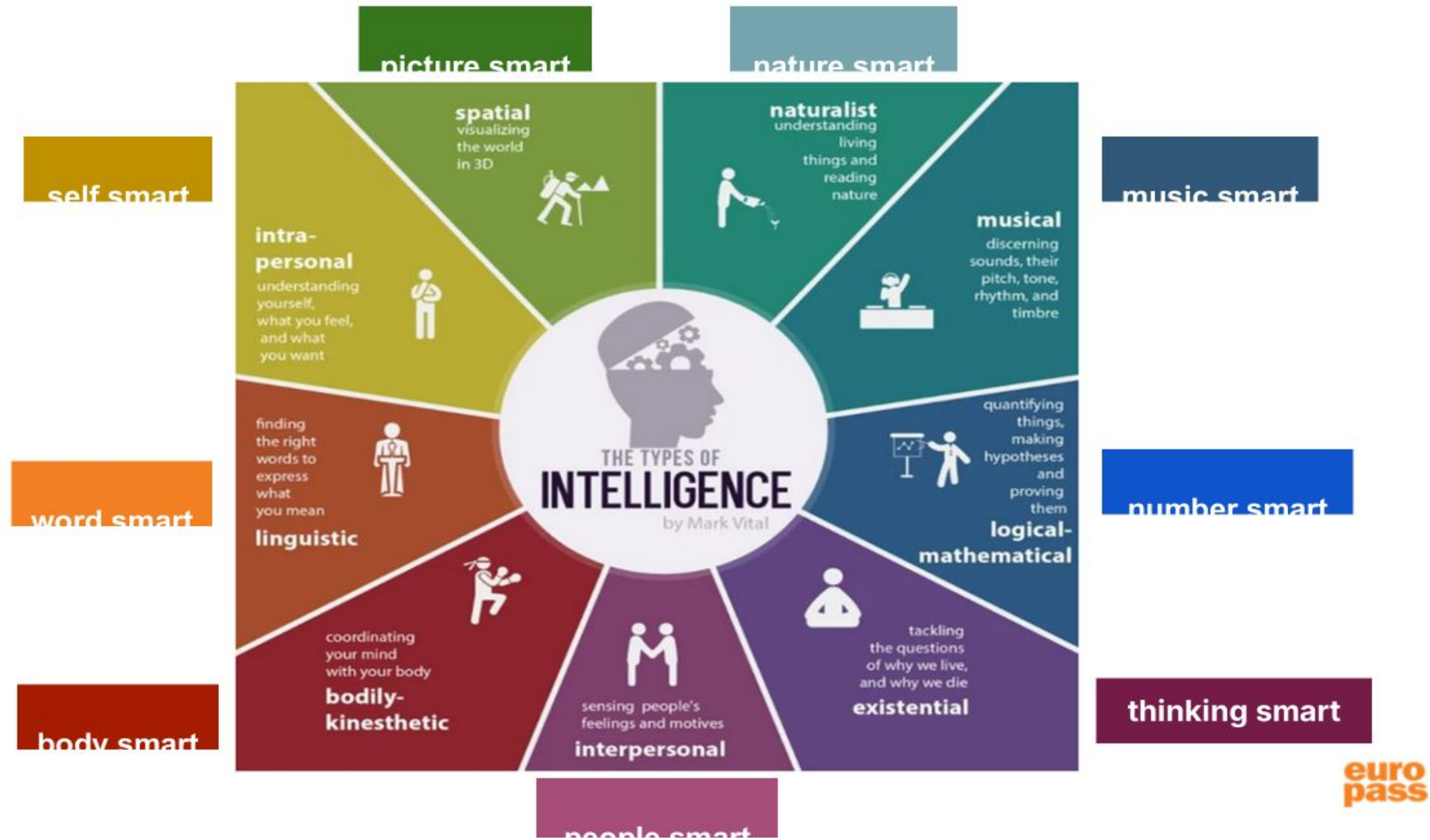
Responsibility

Failing!

"You had to be there."

"Don't knock it till you've tried it."

Direct Experience & Multiple Intelligences



Practical Applications

1. **Curriculum Design:** Schools and educators can design curricula that address multiple intelligences, ensuring a broader range of activities and assessments.
2. **Personalized Learning:** Teachers can identify students' strengths and preferences, creating more engaging and effective learning experiences.
3. **Career Guidance:** Understanding one's dominant intelligences can guide individuals in choosing careers that align with their natural abilities and interests.

What is the Direct Experience on this course?



The experience of being a student again!

This course helped educators learn about the theory of Multiple Intelligences through **guided self-exploration**, thanks to both formal and informal activities in an enjoyable and exciting program of activities. It allowed me to:

- Explore them through experiences/activities in a reflective setting;
- Discover my multiple intelligences;
- Understand their impact on my practice;
- Identify competencies to develop;
- Choose the most suitable ways for me to develop them.

I did this in an intercultural environment learning about my self, sharing my practice with my peers from around Europe, and working out how to apply this learning back in my home country.

THE COURSE

My experience

Course Location

Language Campus Academy, Calle Herradores 1, San Cristobal de La Laguna, Tenerife.

13th - 18th April 2026, timetable 9.30 - 14.00

The academy is a traditional Canarian - style building which forms part of the UNESCO world heritage centre. A five - minute walk from the Trinidad tram stop and from the pedestrian streets of the historic city centre, the academy is conveniently located near many small shops, cafes and restaurants.



Day 1

Location: Language Campus, La Laguna

- Introduction to the course and to experiential learning
- Introduction to the course, the school, and the external week activities;
- Icebreaker activities;
- Presentations of the participants' schools;
- Introduction to theories of Experiential Learning Cycle and Multiple Intelligences for enhanced learning.

Day 1: text + image = Socrative quiz, poems

13:28 82%

8 of 20



Zoom

Volcanic eruptions produce three types of material: gas, lava and fragmented debris called tephra.

☐ True

☐ False

SUBMIT ANSWER

Socrative

What comes out of a volcano?



I am a candle.

I start very big and end up as nothing.

My head is lit and I produce a flame.

I burn down slowly.

In some countries I am put on a Christmas tree.

I am old-fashioned and very fashionable.

I am a ...



My child is a metre and my baby is a centimetre.

I'm popular in Europe but my great rival is the mile.

On a motorway I can be driven (legally!) in 30 seconds.

Over to you!

In teams...

...Pick 1 type of volcanic formation from the Padlet.

...Write a poem about it - but don't describe it...

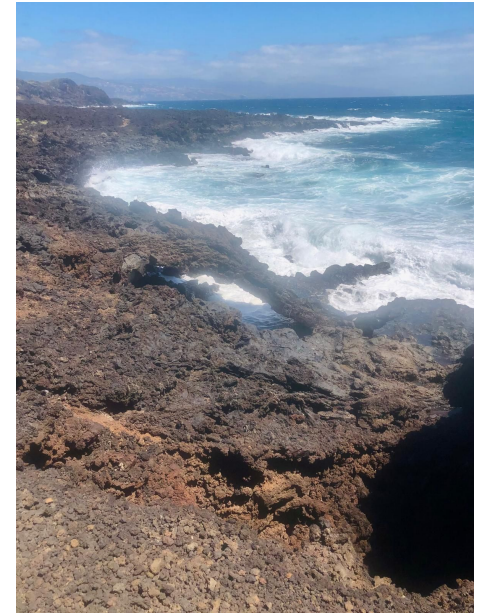
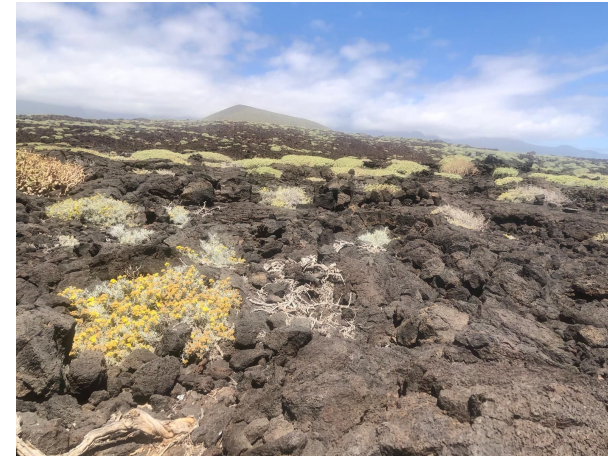
...BE it!

Day 2: Life on the Coast

Excursion to the coastal natural reserve of Malpaís de Güímar

- Excursion to the coastal nature reserve of Malpaís de Guimar;
- Exploration of the volcanic rock formations and geological history: magmatic dikes, coastal caves, lava flows;
- Learning and reflecting legends.

Day 2: audio + text + real object outdoors = Excursion



Day 3: Aboriginal people of the Canary Islands

Locations: Museum of Nature and Archeology, Santa Cruz

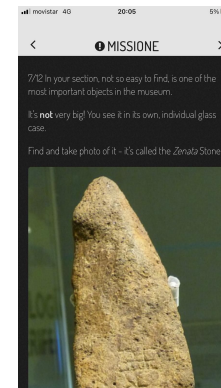
- Experiential learning at the Museum of Nature and Archeology (MUNA) in Santa Cruz de Tenerife:
- How to make a visit to a museum more productive and involving;
- Investigating the mysterious origins and fascinating culture of the aboriginal people.

Day 3: text + audio + real object = Museum

"3-stage scientific mindfulness"

Walk around. Look, really look, at what is over you, next to you, under your feet. Pick something. Ask yourself these 3 questions and take time to answer them carefully:

- What can I observe? I observe that...
- What do I wonder about it? I wonder if...
- What does it remind me of? It reminds me of...



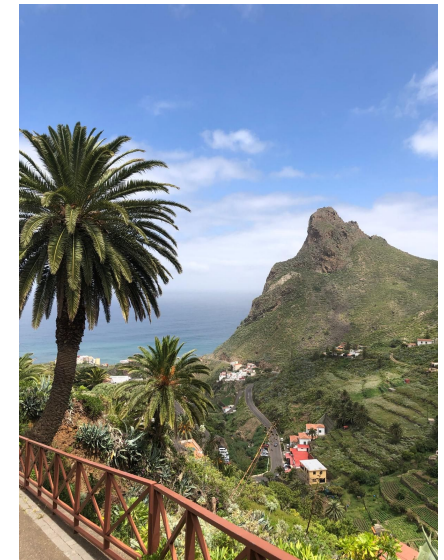
Day 4: Life in the Mountains

Excursion to the mountain range of Anaga

- Excursion to a mountain village in the Anaga region;
- Living history: Investigating regional and Canary history with involving outdoor activities
- Exploration of local history and Canary flora, both emblematic and invasive species.
- Opportunity to stay on and try typical Canary food and wine in a local restaurant.



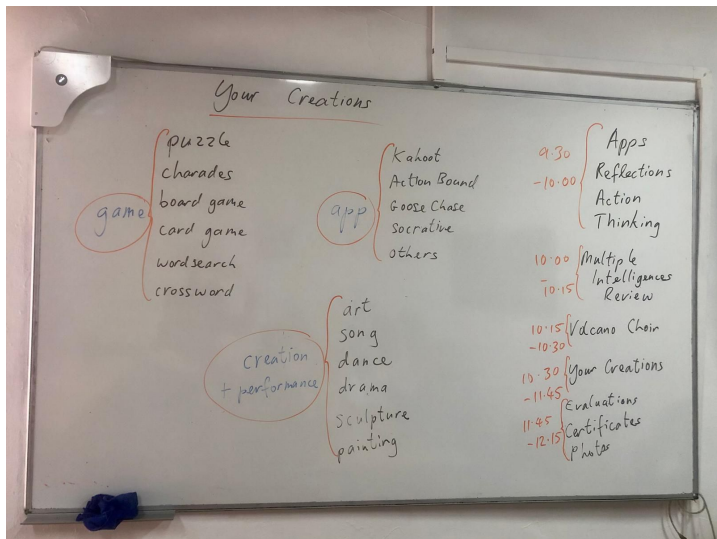
Day 4: audio + text + real object outdoors = Excursion



Day 5: Closing the cycle

Location: Language Campus, La Laguna

- Return to the experiential learning cycle;
- Personal reflection on the week's experience: think and plan next steps in participants' own contexts;
- Group expression: select and apply multiple intelligences to present participants' experience to others.



Reflection Questions

1. What happened during the experience? Did anything **surprise** me?
2. What was **easy/interesting/fun** or **difficult/boring/unpleasant**?
3. What are the most **important** things (to me) I've learnt?
4. Does the new information **connect** to what I already know?
5. Has it **changed** my attitude in any way?
6. What answers do I **still need/want**? How could I get these answers?
7. Next time, what should be **different**, to make the experience more fun/effective?
8. **How do these reflections connect to my teaching, in my school?**

Reflections: end-of-week review

The course was very informative, constructive. I was impressed by the interactivity and active participation, and especially by the way in which all participants were involved. It was truly well-structured, allowing for a spark of curiosity and a motivation to learn. The stimulation of engaging all the senses was instrumental. I appreciated the team spirit that was created among complete strangers. I appreciated the way knowledge was fostered so much that I wish we could have visited more places together (but I know we probably would have needed more time). The learning methods offered, through games and the use of apps, are inclusive, and I will be able to use them in my teaching, not only to foster new knowledge and skills, but also to create a more cohesive class. Thanks to this experience, I will be able to strengthen my teaching methods (such as the flipped classroom, role-playing, and learning by doing), applying them to an extracurricular setting as well.

Learning outcomes

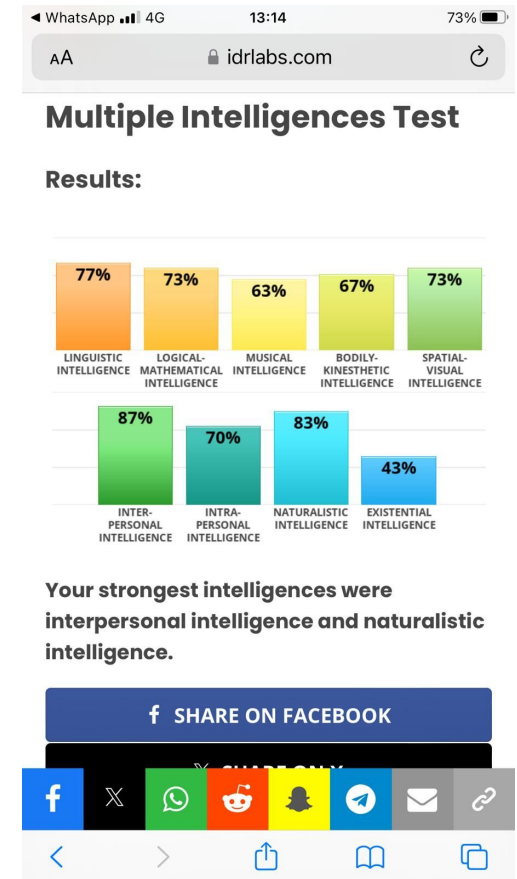
- Develop an awareness of the role multiple intelligences plays in knowledge acquisition;
- Be better equipped with the tools necessary to identify the learning niche of each of the students/learners;
- Have a better understanding of the concepts and strategies of the theory and application of Multiple Intelligences;
- Create a lesson plan incorporating this concept in a subject area of your choice;
- Take part in a peer learning environment and understand the importance of peer learning;
- Take part in an intercultural learning environment and understand the importance of intercultural learning;
- Recognize and teach a broader range of talents and skills;
- Present material in a style that engages most or all of the intelligence of your students/learners;

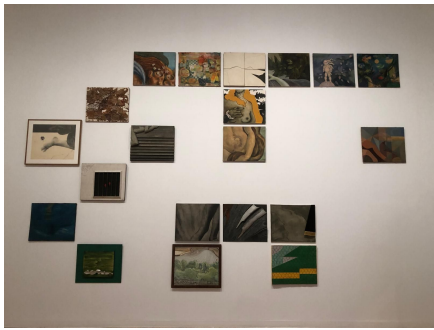
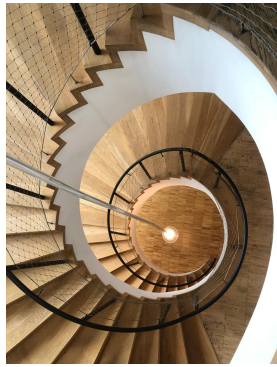
IT'S YOUR TURN !

<https://www.idrlabs.com/multiple-intelligences/test.php>

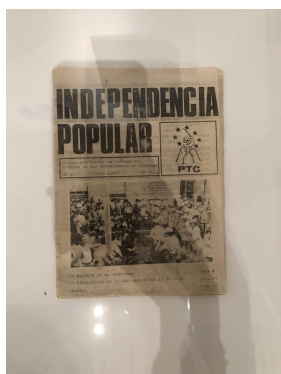
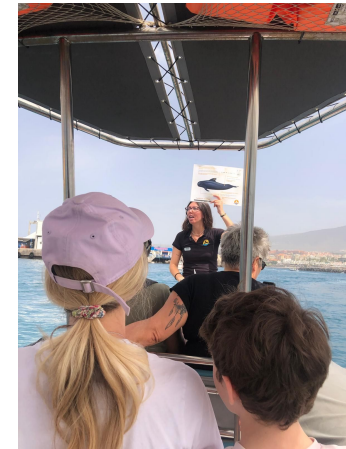
Be honest about your brain!

1. Which of these is your primary intelligence?
2. Which ones are not so strong?





MORE THEN A COURSE



WHAT A GREAT EXPERIENCE !

THANK YOU FOR YOUR ATTENTION