

## Exploring Kolb Experiential Learning and Reflection -Based on the Experience of Undergraduates' Participation in Non- Curricular Service-Learning Activities

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### Abstract

According to Kolb's experiential learning theory, students of different learning styles will experience different developmental process and reflection in the service process. Therefore, this study mainly discussed the differences in reflection of undergraduates during the service-learning process based on Kolb's experiential learning style theory. Using the methods approach of investigation utilized a questionnaire designed based on Kolb's experiential learning style theory. The survey was conducted for 119 participants from four universities in southern Taiwan, whom had participated in non- curricular service-learning activities. Results from the questionnaire survey showed that most of the undergraduates are of the converging learning style, followed by diverging, then assimilating, and finally as accommodating. With regards to research results, this study proposes recommendations for practitioners, students and future research.

Keywords: Experiential Learning, Learning Styles, Reflection, Service-Learning