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**Protocol Reference Number: 085 b**

**Developed by: National Education Institute, Slovenia**

**Title**

**A Tool for debriefing**

**Sources**

Based on: Cotton, 1990, in Meznarič, Rudolf, Kranjc (1998): Podjetno v svet zgodovine, Ljubljana: Zavod Republike Slovenije za šolstvo

**Purpose of the protocol**

Debriefing is the process of reflection on and reviewing experience in order to share and discover what we learned. It usually follows an activity, although the process can occur throughout the project. It can provide order and meaning to an experience. Usually it has 5 stages: activity, generalization, interpretation, reflection, application.

It can be done in many different strategies (structured or half-structured; discussion, in a circle, role playing, writing, diaries, questionnaire, on the blackboard, with observers or camcorders, exhibitions; individually, in pairs, in groups, or with the whole class).

**Time**

As appropriate

**Roles**

Teacher and learners; Facilitator and members of professional learning community

**Process**

**The stages of debriefing**

	<b>Purpose</b>	<b>Questions</b>
<b>Reflection</b>	Bring out feelings. Bring out of role. Encourage reflection and observation. Dissipate tension. Establish what happened.	How do you feel now? What was your strategy? What happened?
<b>Interpretation</b>	Relate outcomes to original aim. Discover the relationship between ideas and events.	What was the purpose of this decision? What was the cause of the problem? What do you think would be the effect of this decision?
<b>Generalization</b>	Draw conclusions about behavior. Generalize about work, feelings and attitudes.	What does this suggest about the way people tend to feel? What does this say about people's behavior? What conclusions can we draw?
<b>Application</b>	Consider ways of improving behavior / activity. Apply skills to learning situation(s). Link past and future learning.	What would you change if you could try again? What skills do we need to improve? How does the learning from this activity link with the rest of the course?



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### Materials

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### References

Meznarič, M., Rudolf T., Kranjc, T. (1998): Podjetno v svet zgodovine, Ljubljana: Zavod Republike Slovenije za šolstvo

Cotton, Judi (1990): Enterprise Education Experience, A manual for school-based in-service training, Durham University Business School

### Exemplification

A brief but informative introduction/rationale. It sets a useful framework for the process of conducting a debrief. This protocol contains a very useful framework offering guidance. This has the potential to be a very useful debriefing protocol.