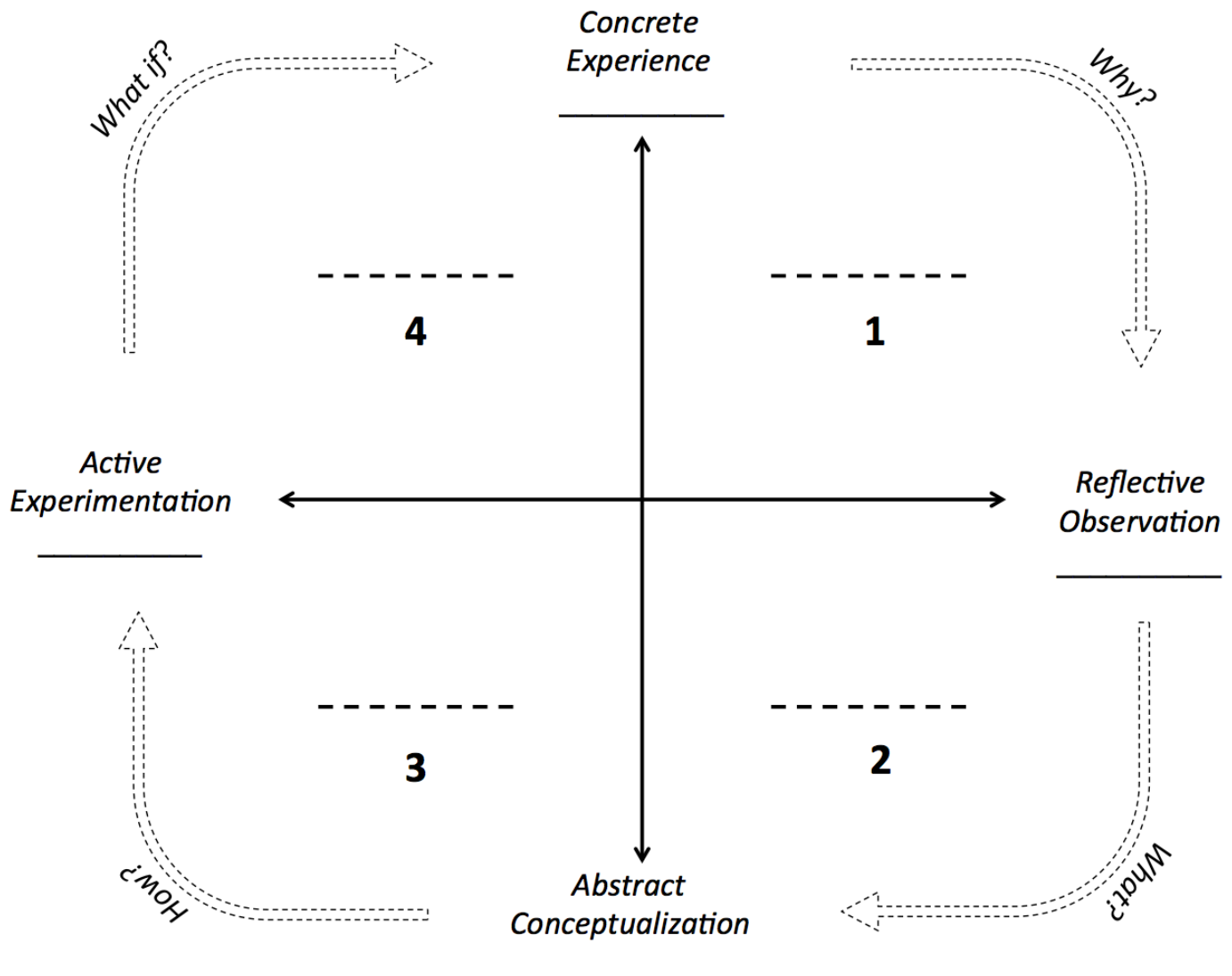**Model 1: The Kolb Cycle of Experiential Learning**

The Kolb Learning Cycle (Kolb, 1984) assumes that four processes are needed to master material. Students may prefer one type of learning to another, so it is critical to implement a variety of techniques to ensure greater cognition of course content.

Kolb identified two continuums that encompass experiential learning:
- **The processing continuum**, which considers how students approach a task
  - Do they prefer to learn by *doing* or *watching*?

- **The perception continuum**, which considers how students emotionally respond to a task
  - Do they prefer to learn by *thinking* or *feeling*?

The extremes of these continuums represent four processes required for learning to occur:
- **Concrete experience**: Students share an experience or interact with other people.
- **Reflective observation**: Students hear a concept or reflect on an observation.
- **Abstract conceptualization**: Students analyze theories to draw a conclusion.
- **Active experimentation**: Students engage a problem to put theory into practice.

1. Based on the prompt, label the Model 1 axes as *processing* and *perception* continua. Identify the extremes of these continua by filling in each solid blank space with *doing, feeling, thinking* or *watching*.

2. Depending on the situation, students can "jump in" at any point in the learning cycle, but should experience all four modes to successfully master the material. An example would be learning how to ride a bike. Consider the four steps below, and link them to one of the four processes in Model 1.

   a. *Watching someone else ride a bike*
   b. *Understanding the theory/physics of staying upright on a bike*
   c. *Jumping on the bike to see what happens*
   d. *Talking to an expert for tips or advice on the biking method*

3. Place a star on Model 1 that represents where you believe your own learning style would be found on the continuum, and write a 1-2 sentence response that validates this location to yourself.

4. Compare your response to question #3 with your group. Do you observe any trends? If so, why do you think that may be? Consider areas of expertise, pedagogical approaches, or other factors.

5. Each quadrant of the cycle represents a distinct learning style, which Honey and Mumford classified as *Activists, Pragmatists, Reflectors,* and *Theorists*. Discuss which name is most descriptive of each quadrant with your group. Label these quadrants (on the dotted line) with your consensus response.

6. Evaluate the different pedagogical approaches listed in the chart below. Which learning style(s) might benefit the most from each activity, and which approaches do you consider "active" learning?

Activity	Learning Style(s)	Active? (Y/N)	Reasoning
Traditional Lecture			
Labs or Simulations			
Exams			
Group Discussions			
Guest Speakers			
Field Trips			

7. In what ways will the *perceived role* of the instructor change to interact with students that have different learning styles? Try to define a different role for each style.

8. Outline how you could guide a student through a major topic in your field by brainstorming potential activities that would align with each of the four learning processes in the cycle. Discuss your response with the rest of your group. Be prepared to share your outline with the rest of the class.