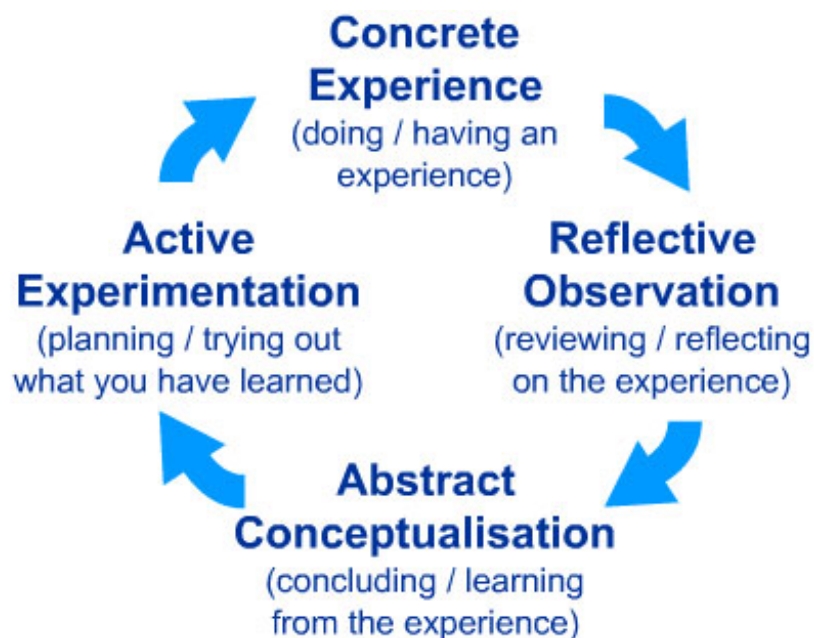


Kolb

In 1984 Kolb came up with a definitive model of how we learn. This has not yet been replaced, although there are ‘upgrades’ to the original model. Essentially, there are four stages that an individual needs to go through in order to learn something:

1. Concrete Experience – the ‘doing’ - **WHAT?**
2. Reflective Observation - this is where we come in: to facilitate the thinking/reflecting – **WHAT HAPPENED?**
3. Abstract Conceptualisation – What do we think we learnt? - **SO WHAT?**
4. Active Experimentation – How can we apply that learning (in repeating the task/elsewhere)? – **NOW WHAT?**

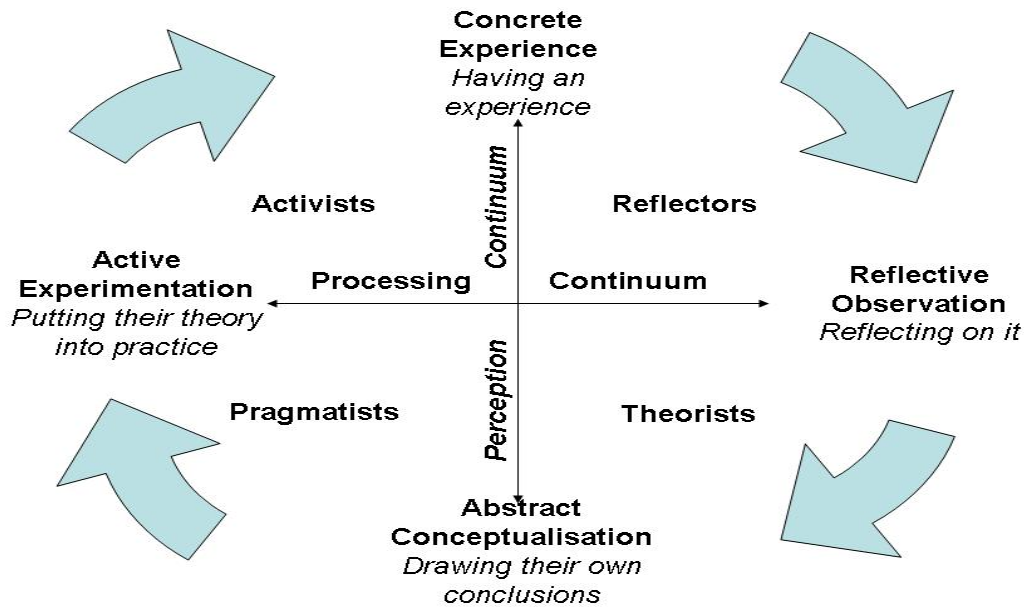


The model is often presented as ‘Plan, Do, Review, Apply’. The names don’t really matter simply pick whichever you can remember! The important thing is to use the principles to remind you how to help participants go through this process. Sometimes, you may like to explain this to a group, say on expedition where they will repeatedly undergo experiential learning. It can give them more ownership over their own learning process.

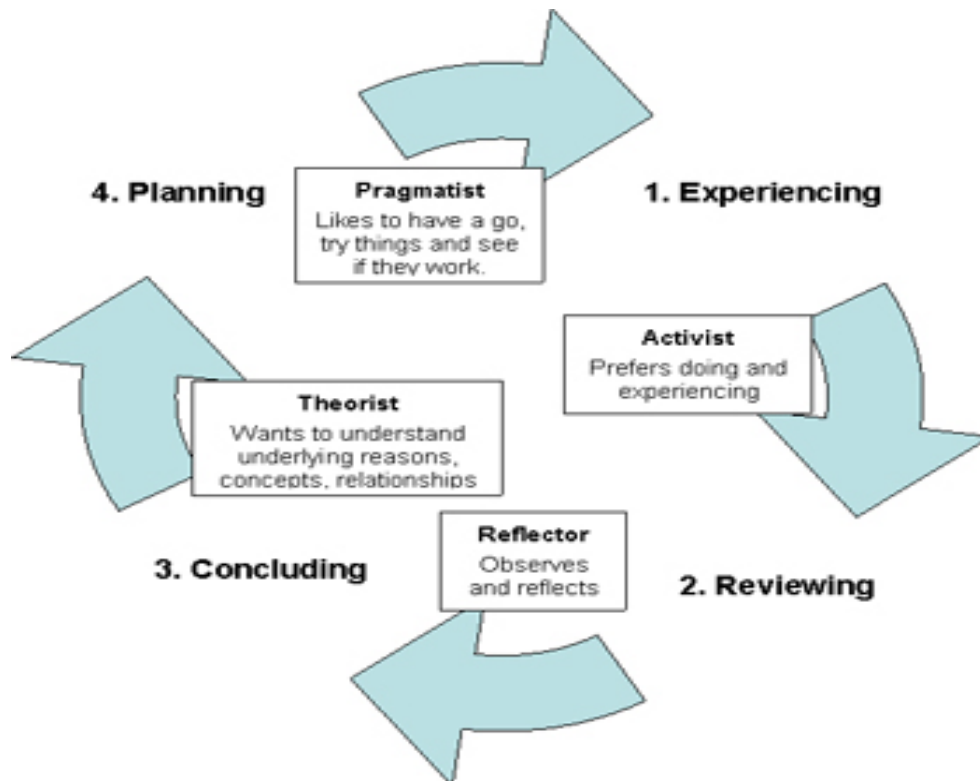
The final word on this is don’t always assume you start at the ‘planning’ stage (as in ‘Plan, Do, Review, Apply’). Although they may look like they are plotting something, since when did babies learn to walk by planning it?

Honey & Mumford

Following on from Kolb, Honey and Mumford (1986) designed a learning process that encompassed Kolb's model, but now incorporating learning styles:



H&M said that the four stages in the learning process would suit different people, thus:



Again, we can see that different people will engage with the learning process in a different way. Some individuals will naturally be more inclined towards one of the four styles, e.g., planning, or doing, etc.