

Kolb: Characteristics of the Four Learning Types

Style or Strategy	Learner Characteristics	Instructor Characteristics	Teaching Methods
ACTIVE	Perceive concretely and process actively, learn by trial and error, are interested in self-discovery, are enthusiastic about new things, are adaptable and flexible, like change, are risk takers, people are important to them, and they seek to influence.	Believe curricula should be geared to learner interests, see knowledge as a tool for improving society and affecting change, encourage experiential learning, may have a flair for the dramatic in the classroom, show up as energizing and stimulating, like novelty and are comfortable taking risks.	Labs, case studies, field work, simulations, small group discussion, activities with immediate/frequent feedback, opportunities to risk and fail, participant-led activities.
CONCRETE	Perceive information concretely, process reflectively, are imaginative, believe in their own experience, are insight thinkers, thrive on harmony and personal involvement, seek commitment, meaning, and clarity, and have high interest in people and culture.	Have an interest in facilitating personal growth, may be more comfortable with activities they have tried before, tend to carefully plan, may be more influenced by the learning environment and how people are feeling or reacting, enjoy bringing people together for learning, value networking and connection.	Role playing, peer feedback, simulation/games, field work, team projects, group work, sharing personal stories.
REFLECTIVE	Perceive abstractly, process actively, integrate theory and practice, are pragmatic, search out multiple perspectives, value strategic thinking, are skill oriented, like to experiment, and seek results and applications.	Demonstrate love of knowledge, present issues from many different perspectives, go deep and look for underlying meaning in the content, tend to be better at recognizing issues or problems and are comfortable with ambiguity in the classroom.	Journaling, brainstorming, reading, reflective questions, small groups, demonstration, creative/imaginative activities.
ABSTRACT	Perceive abstractly, process reflectively, devise theories, seek continuity, need to know what experts think, love ideas, and are detail oriented. They exhibit intellectual competence in traditional classrooms.	Believe knowledge makes learners independent, like to plan and have defined path, comfortable with defining problems and developing theories, like to analyze and organize information, patient, enjoy being an expert.	Presenting facts, lecturing, papers, reading, thinking alone, data, model building, theory, research.

Learning Style Inventory Workbook Kolb, David, A. *Experiential Learning: Experience as a Source of Learning and Development*. Englewood Cliffs, New Jersey: Prentice-Hall, 1984.

McCarthy, B. (1987). *The 4MAT System: Teaching your Learning Styles with Right/Left Mode Techniques*. Barrington, IL: Excel, Inc.