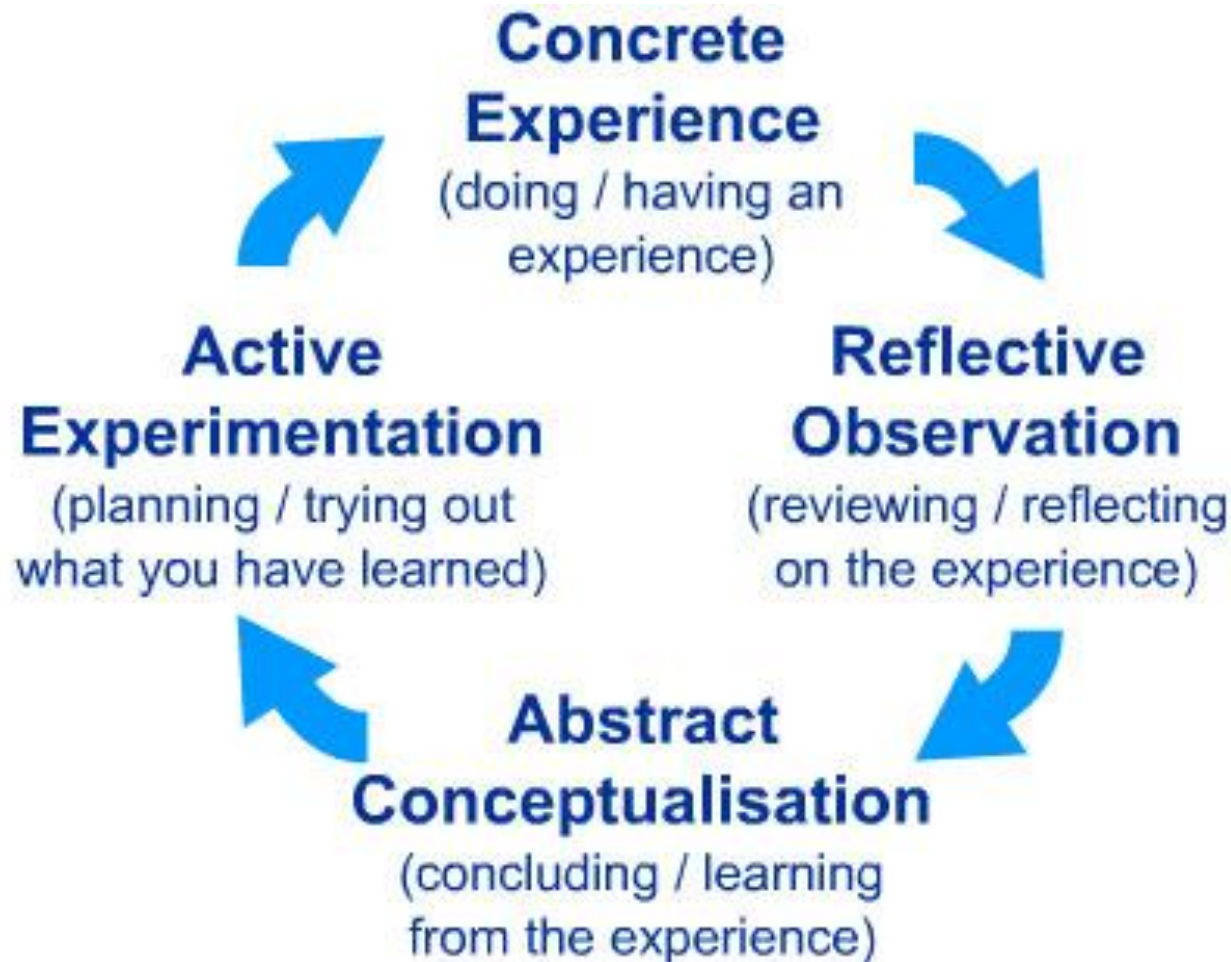


Know Your Learning Style

Kolb - Learning Styles

- “Learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p. 38).
- Kolb’s theory is concerned with the learner’s internal cognitive processes.
- Learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations.
- The impetus for the development of new concepts is provided by new experiences.

Experiential Learning Cycle

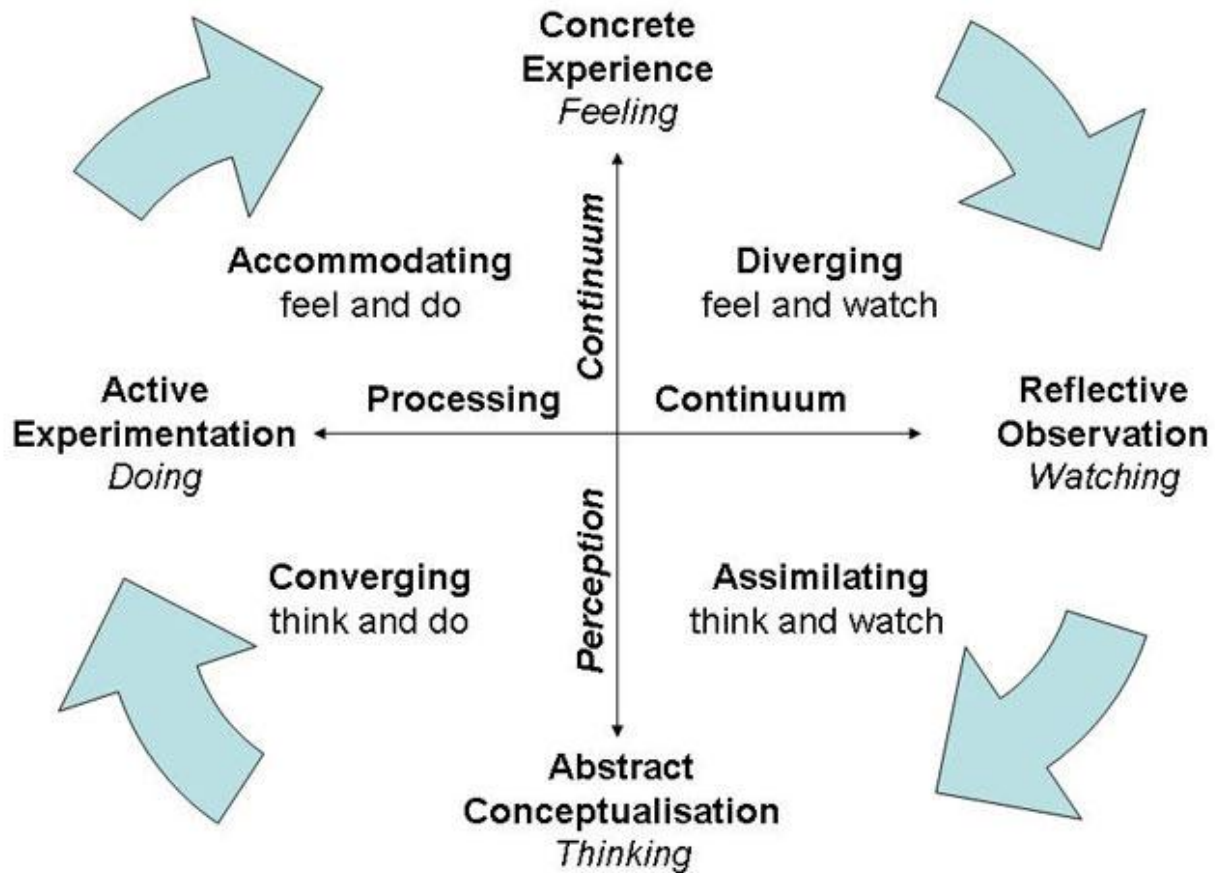


1. Concrete Experience - (a new experience of situation is encountered, or a reinterpretation of existing experience).

2. Reflective Observation (of the new experience. Of particular importance are any inconsistencies between experience and understanding).

3. Abstract Conceptualization (Reflection gives rise to a new idea, or a modification of an existing abstract concept).

4. Active Experimentation (the learner applies them to the world around them to see what results).



ANALYSIS

CONCRETE EXPERIENCE

CE

DOER

Learning
by doing

**Implementer
/Executor**

RO

**Reflection
Observation**

AE

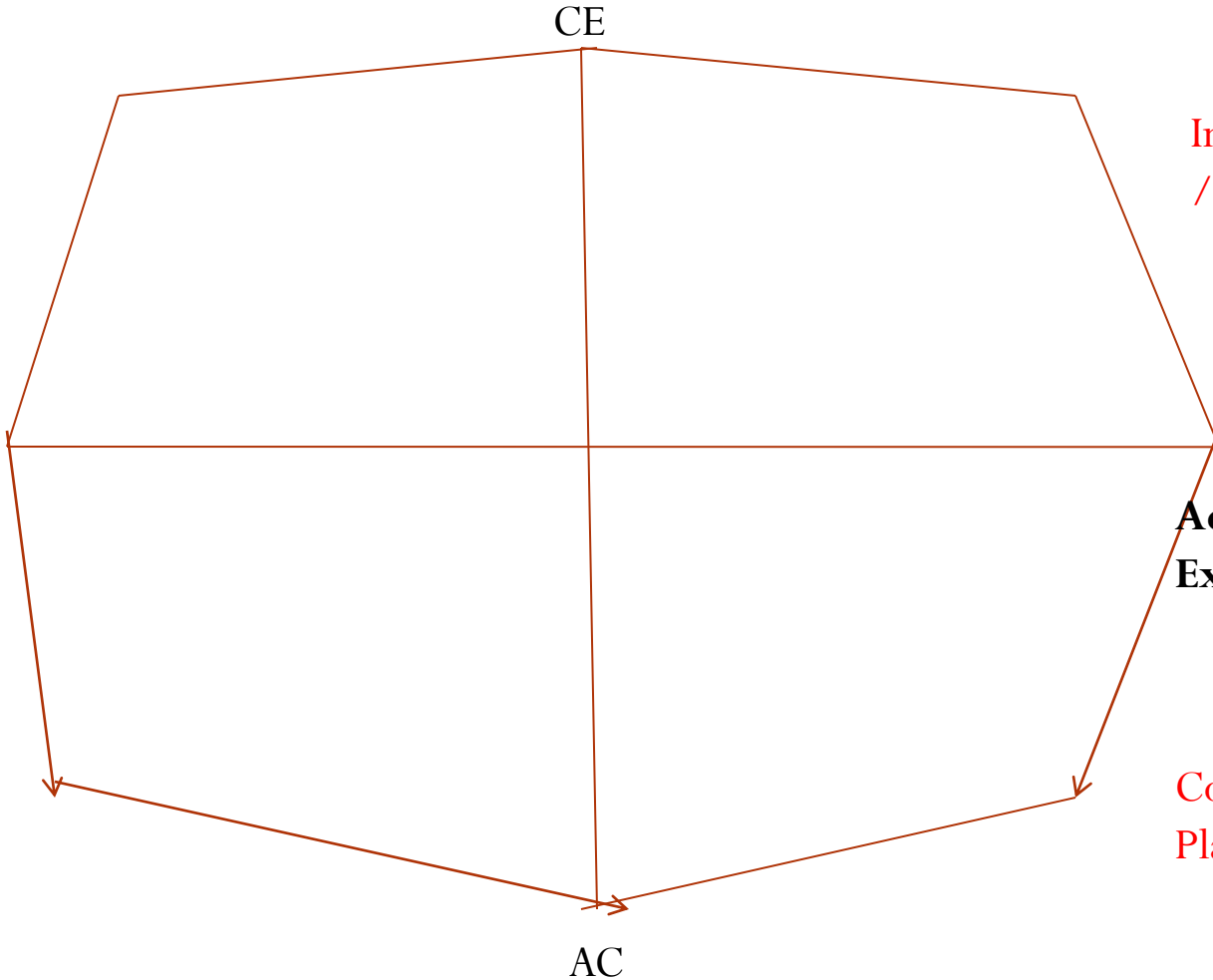
**Active
Experimentation**

**Assimilator
Researcher**

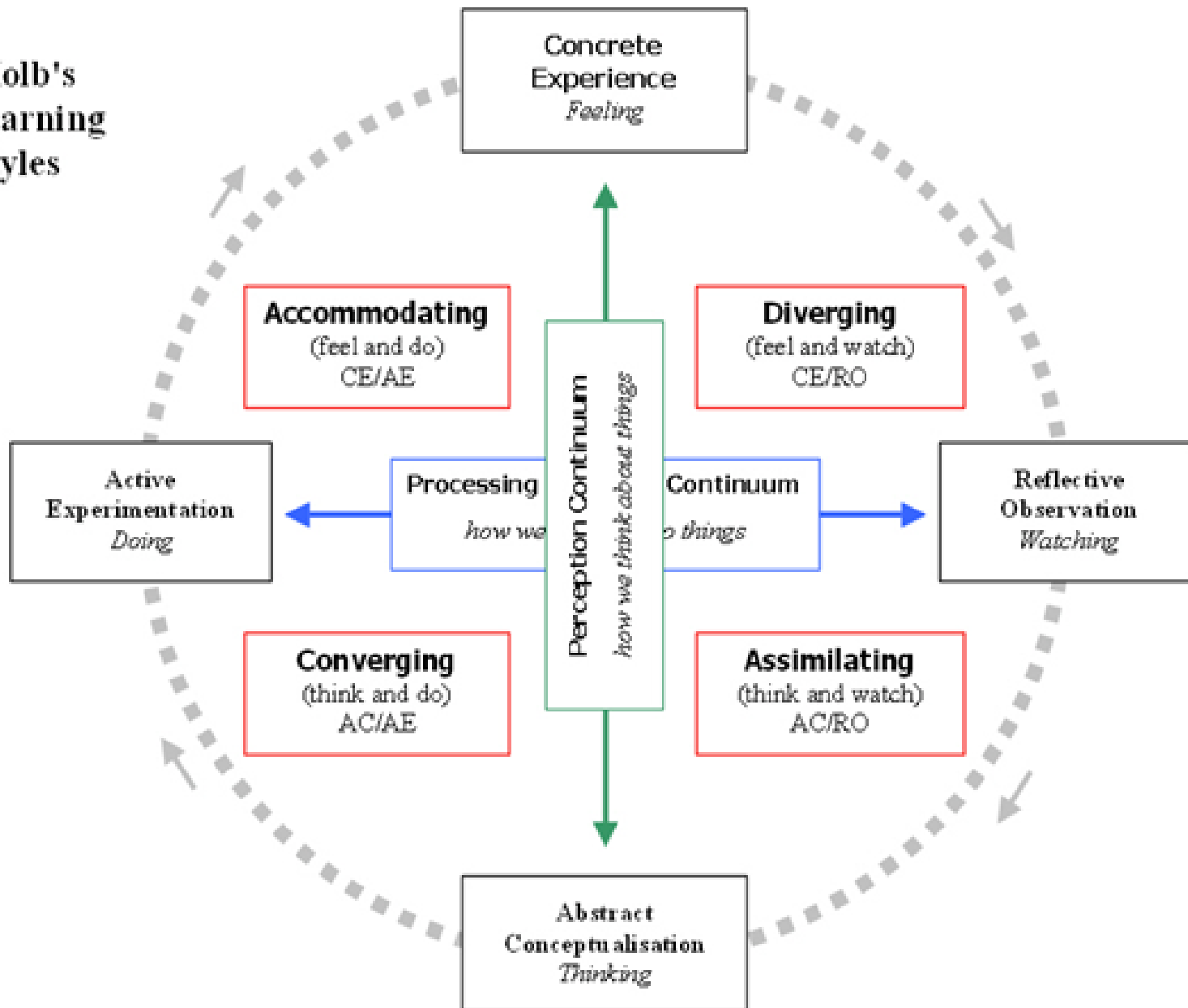
**Converger
Planner**

AC

Abstract Conceptualization



Kolb's learning styles



DIVERGER - Thinker & Concrete

(feeling and watching - CE/RO)

- **Thoughtful**
- **Collector of additional information**
- **Discoverer of new methodologies**
- **Identifying the problems**
- **Appropriate use of alternatives**
- **In depth analysis**
- **Open to experiences**

Assimilator - (watching and thinking - AC/RO)

- Preference is for a concise, logical approach.
- Ideas and concepts are more important than people.
- Require good clear explanation rather than practical opportunity.
- Excel at understanding wide-ranging information and organising it a clear logical format.
- Less focused on people and more interested in ideas and abstract concepts.
- More attracted to logically sound theories than approaches based on practical value.
- Important for effectiveness in information and science careers.
- In formal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think things through.

Converging

(doing and thinking - AC/AE)

- People with a Converging learning style can solve problems and will use their learning to find solutions to practical issues.
- Prefer technical tasks, and are less concerned with people and interpersonal aspects
- Best at finding practical uses for ideas and theories.
- Can solve problems and make decisions by finding solutions to questions and problems.
- More attracted to technical tasks and problems than social or interpersonal issue, enables specialist and technology abilities.
- People with a Converging style like to experiment with new ideas, to simulate, and to work with practical applications.

Accommodating (doing and feeling - CE/AE)

- The Accommodating learning style is 'hands-on', and relies on intuition rather than logic.
- Use other people's analysis, and prefer to take a practical, experiential approach, attracted to new challenges and experiences, and to carrying out plans.
- Commonly act on 'gut' instinct rather than logical analysis, tend to rely on others for information than carry out their own analysis.
- This learning style is prevalent and useful in roles requiring action and initiative.
- People with an Accommodating learning style prefer to work in teams to complete tasks, set targets and actively work in the field trying different ways to achieve an objective.

Diverger SWOT Analysis

- Strengths

- Imaginative
- Understanding People
- Identifying the problems
- Considerate

- Weaknesses

- Lack of Ideas
- Unable to avail opportunities

- Threats

- Lost in alternatives
- Indecisiveness

- Opportunities

- Sensitiveness towards feelings of people
- Sensitiveness towards values
- Mental Openness
- Collection of information
- Imagine the unprecedented events

Assimilator - SWOT Analysis

- Strengths

- Planner
- Laying foundation for models
- Developing Principles/concepts

- Weaknesses

- Problems in learning from mistakes
- No strong basis of action
- Lack of proper style of Working

- Threats

- May live in fools paradise
- Lack of practicability

- Opportunities

- Systemize the information
- Developing the concepts
- Structuring the experiments
- Qualitative & Quantitative analysis of data
- Comparative analysis of alternatives

Converger - SWOT Analysis

- **Strengths**

- Problem solving
- Decision maker
- Logical reasoning
- Defining the problems

- **Weaknesses**

- Lack of focus
- Not experimenting the ideas or principles
- Disaggregation in thoughts

- **Threats**

- Solution to problems not realistic
- Spend time in useless activities

- **Opportunities**

- Try new ideas and works
- Appropriate methods for conflict resolution
- Setting goals/objectives
- Following appropriate methods in decision making

Accommodator - SWOT Analysis

- **Strengths**

- Worried about results
- Influential leader
- Risk taker

- **Weaknesses**

- Unpractical planning
- Lacks to adhere to time lines
- Goals setting without perspective direction

- **Threats**

- Lack of seriousness towards reforms
- Spend time in useless activities

- **Opportunities**

- Dedicate to objectives
- Avail of new opportunities
- Leading & influencing others
- Taking lead in initiatives
- Active participation in groups

As with any behavioural model,
this is a guide not a strict set of rules.

Thank You

A presentation by

-Rajeev Bansal



9418014610

rajeev.bansal14610@gmail.com