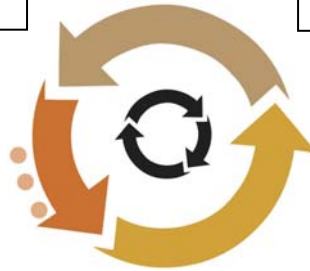
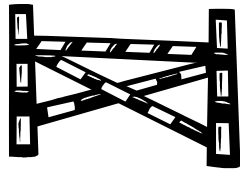


The Learning Cycle: an integration of Kolb's cycle with LeFever's styles

1. Concrete Experience **EXPERIENCE**
Learners personally engage the experience fully and with minimal bias in order to actively *gather* information through specific, tangible experiences such as simulation, role playing, or storytelling; relying upon physical action, physical senses, emotional sensitivity and memory. Connecting to the learners' previous concrete experiences helps answer their questions, "Why study this? Why is it important?"



2. Reflective Observation **REFLECT**
Learners survey a concrete experience from many perspectives, withholding judgments and pursuing meaning; thus, *processing* the information through debriefing, discussion, and observation questions (e.g. "What happened? What did I observe and experience? What can I affirm and challenge about what happened? What makes sense and what is confusing to me?") This helps answer the learners' questions, "What new things do I need to know? What new perspectives do I need?"

4. Active Experimentation **DO/CREATE**
Learners take new action, make decisions, and solve problems by applying new theories and principles; thus, *gathering* information by making concrete and specific responses with the new information, envisioning change via application and hypothetical questions (e.g. "What will I do about it now? What could really work in this situation?") Creatively experimenting with what has been learned will help answer the learners' questions, "What can I do with this? What can this become in a different setting?"

3. Abstract Conceptualization **THINK/NAME**
Learners rely upon logical reason, abstract ideas, and creativity to understand problems in new ways and to develop solutions; creating concepts that integrate observations into theories; *processing* information through analysis, naming concepts, drawing general principles, assigning metaphorical summaries, and analysis questions (e.g. "Why do I affirm or challenge the experience?") This helps answer the learners' question, "How does this make sense today? How does it work? Is it applicable?"

Kolb, D. A. 1984. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, N.J.: Prentice Hall. (30-31)
LeFever, M. 2001. Learning Styles. In M. Anthony (Ed.), *Introducing Christian Education: Foundations for the Twenty-first Century*: Grand Rapids: Baker Academic. (130-139)