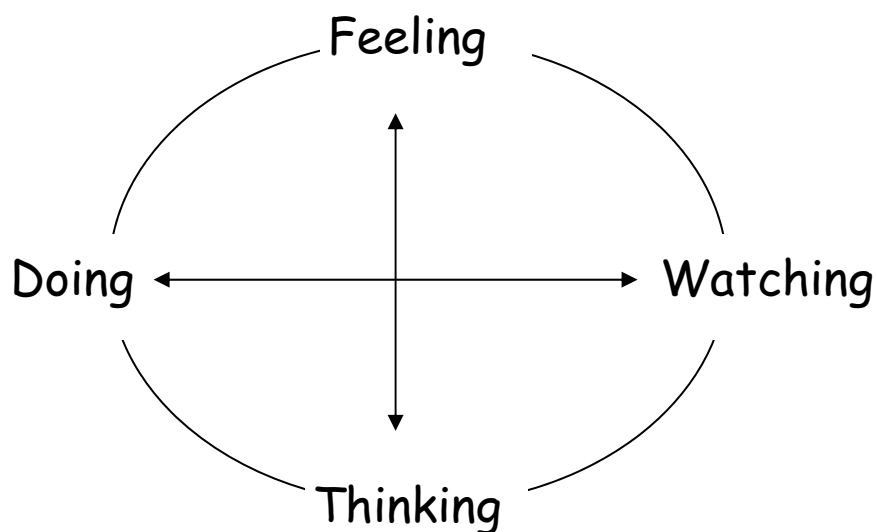


By exploring the work of David Kolb, Honey and Mumford and Barbara Prashnig with Fellows, we endeavour to build up our understanding of the facets of learner difference we explore.

Kolb's Learning Style Inventory (1976) focuses on both perceiving and processing differences adding an extra dimension to the simpler VAK perception model and differing from the wholist-analytic and verbaliser-imager dimensions. The learning cycle model, developed by Kolb, identifies four stages in learning.



David Kolb developed this learning styles model in 1984. Kolb's model is based on two axes (continuums): our approach to a **task** (preferring to do or watch) and our **emotional** response (preferring to think or feel). The theory sets out these four preferences, which are also linked to possible different learning methods:

- Doing (active experimentation).
- Watching (reflective observation).
- Feeling (concrete experience).
- Thinking (abstract conceptualisation).

These characteristics are normally shown as axes. The east-west axis is called the Processing Continuum (how we approach a task) and the north-south axis is called the Perception Continuum (our emotional response, or how we think or feel).