



Quintax[®] Learning Styles

.....**Sample Respondent**.....

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The Learning Cycle and *Quintax*[®] Type

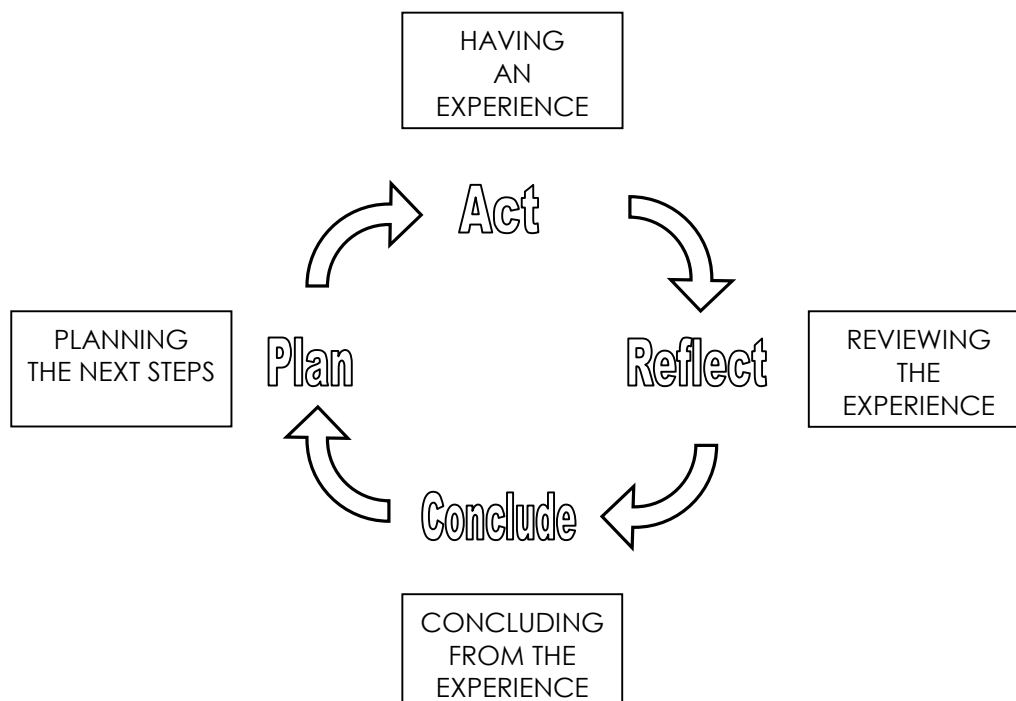
David Kolb in the United States and Peter Honey in Great Britain have identified a simple model of the process of adult learning which has broad application in learning and development. The model focuses particularly on how people learn from experience.

In part, the model is founded on the assertion that experience alone is not sufficient for learning to occur. Rather, experiences must be reflected upon, conclusions drawn, and plans set for engaging in future experience. The most effective learners know this and apply it in their own learning.

The 4 stages of the learning cycle are:

- ACT engage with an activity, explore current situations and people, deal with the here and now
- REFLECT understand the meaning of events, look at the situation from different viewpoints
- CONCLUDE consider why an event might have occurred, relate present events to a model of the wider system, generate hypotheses
- PLAN put theoretical abstractions into practice, turn ideas into plans for action and implementation

The model is illustrated below:



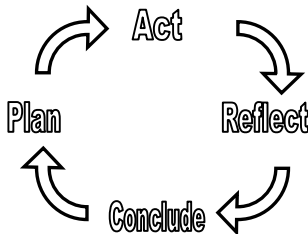
Kolb and Honey argue that many learners rely on an intuitive approach to learning – where learning just happens, rather than a conscious or opportunistic approach – where learning is planned and intentional. Both commentators also recognise that different people will tend to focus on different parts of the learning cycle (for example extraverts will prefer to ACT, while introverts will prefer to REFLECT). In part, these differences will vary with differences in personality. It follows that each personality type will have different strengths and weaknesses in terms of how likely they are to deal fully with each stage of the learning cycle.

The following table illustrates how personality type impacts upon a person's preferred approach to learning.

<p>Extravert types learn best where they:</p> <ul style="list-style-type: none"> • can test their understanding of new information immediately • can develop their ideas through discussion with others • are working towards some outcome that will make a visible difference 	<p>Introvert types learn best where they:</p> <ul style="list-style-type: none"> • can take time to assimilate new information • can develop their ideas through quiet concentration • are working towards some outcome that will increase knowledge and understanding
<p>Personable types learn best where they:</p> <ul style="list-style-type: none"> • get personal feedback and encouragement about their progress • are working towards goals that have personal value for them • feel that they are working towards an outcome that will benefit others 	<p>Logical types learn best where they:</p> <ul style="list-style-type: none"> • are trying to analyse and solve a problem • have the opportunity to consider the pros and cons of a number of alternatives • are working towards an explanation of a situation or state of affairs
<p>Adaptable types learn best where they:</p> <ul style="list-style-type: none"> • can determine what and how to learn as the need develops • need to be receptive to new or changing information • can spread their learning across a variety of areas 	<p>Structured types learn best where they:</p> <ul style="list-style-type: none"> • can plan and structure their learning • where there are clear and focused goals or outcomes • where information needs to be organised
<p>Grounded types learn best where:</p> <ul style="list-style-type: none"> • they can learn by doing • there is immediate practical application of the learning • they can build on existing skills and knowledge 	<p>Theoretical types learn best where:</p> <ul style="list-style-type: none"> • they can appreciate the 'big picture' before getting down to detail • it is necessary to consider theory before practice • they need to consider a variety of possibilities or relationships among ideas
<p>Calm types learn best where:</p> <ul style="list-style-type: none"> • there is some motivating challenge or requirement • there are difficulties or obstacles to be overcome 	<p>Volatile types learn best where:</p> <ul style="list-style-type: none"> • they can practise or experiment in a supportive environment • there is sufficient time and structure

Detailed information about learning preferences and potential difficulties at each stage of the learning cycle can be found on the 'Type and the Learning Cycle' handout for your particular type.

**TYPE AND THE
LEARNING CYCLE**



IPAT-V

Learning Cycle Stage	Preferred Approach	Potential Difficulties	Suggestions
ACT: Having an Experience	<ul style="list-style-type: none"> Like to be prepared for the experience, take measured approach to entering it, work alone Seeks experiences that will have some beneficial outcome for self or others Likes to pick up on experiences spontaneously, as they occur Needs to see how the experience fits into the bigger picture Will experience excitement or apprehension about a new experience 	<ul style="list-style-type: none"> May wish to stop the experience early May avoid experiences that don't directly benefit self or others May miss opportunities through not looking ahead May be prone to detaching from the experience to analyse meaning or implications May feel ambivalent about the challenge of new experiences and stay within own 'comfort zone' 	<ul style="list-style-type: none"> Stay with the experience long enough to have something to reflect on Remember the value of the experience for your own personal learning Review your options systematically and try to choose the best Pay attention to what is actually happening Consider whether to take more of a risk
REFLECT: Reviewing the Experience	<ul style="list-style-type: none"> Enjoys solitary time for review and reflection Likely to focus on feelings and interpersonal events Will pursue avenues of reflection as they occur Will focus on what the experience means, how it relates to other experiences Will focus most on own feelings 	<ul style="list-style-type: none"> May be reluctant to bring the reflection phase to a close May not consider the task or systems May not record or structure review information May move quickly to analysis before gathering all of the information May take longer to 'let go' of any upset feelings 	<ul style="list-style-type: none"> Decide on a definite end-point for reflection Consider using a standard or formal record format Try to hold back from analysing until all information is recorded

<p>CONCLUDE: Concluding from the Experience</p>	<ul style="list-style-type: none"> • Will primarily wish to develop full personal understanding • Will draw conclusions about how to make things better for people • Will consider a wide range of possible conclusions • Will focus on wider issues and implications • Will take a personal view of the meaning of the information 	<ul style="list-style-type: none"> • May ignore implications for action • May ignore the more task or problem-oriented aspects • May be indecisive about drawing definite conclusions • May lose sight of current requirements • May allow personal reactions to interfere with judgment 	<ul style="list-style-type: none"> • Remember that conclusions should be relevant to future action • Try to consider both systems and people in your conclusions • Remember that you can't advance your learning unless you commit to some definite conclusions • Think about whether your conclusions have any current operational significance
<p>PLAN: Planning the Next Steps</p>	<ul style="list-style-type: none"> • Will prefer to take time to get ready for action • Will have a clear vision of the overall outcome required • Will be flexible in adjusting the plan to meet practicalities • Will focus on the broader shape of the plan • Will be sensitive to potential difficulties or obstacles to implementation 	<ul style="list-style-type: none"> • May not see the need for planning to ensure that ideas are turned into action • May have difficulty in putting together a step-by-step, logical plan • May completely fail to plan for some elements • May ignore simple, practical barriers to implementation • May feel anxious or nervous moving into action 	<ul style="list-style-type: none"> • Remember that taking the decision is not enough, it must be communicated & implemented • Try to look ahead to ensure that all parts of the plan can be pursued

Most preferred stage of the learning cycle: **REFLECT**

Least preferred stage of the learning cycle: PLAN