

## Learning Styles and the Adult Learning Model

Learning happens in four sequential stages that may result in new beliefs and new behavior. This cycle of learning also applies to "experiential learning" because it begins with a concrete experience rather than an abstract or theoretical assimilation. This model DOES NOT imply that what is learned has positive or negative implications.

- 1. Concrete Experience.** Something tangible causes an interaction with the learner in some meaningful way that establishes a realistic context for first-person reaction or observation.
- 2. Examination of What Happened.** The cycle intentionally accommodates the need to step back and reflect on the experience with an eye to examine what occurred on several dimensions: thinking, emotional, and reactions of others, effectiveness, alternatives, etc.
- 3. Generalize Potential Learnings.** Although many possible reactions to the experience may have occurred, some may be discounted as irrelevant, while others strike the individual as essential. Everyone engaged in an experience will likely extract different meanings and learnings from the experience. These will be generalized so that they can apply to another, perhaps unrelated experience in the future.
- 4. Apply New Learnings.** If the learning is sufficiently strong the learner will apply the new learning and behavior to the next condition where it is believed warranted. The cycle will begin again. Positive reinforcement that the new behavior will create an advantage will likely cause the "new" to become integrated into the "usual."

**RGB Implications.** Note that the RGB color codes have been identified with each element of the cycle. Although this is no guarantee of a direct link to learning by color-type, there appears to be a strong influence. Red will often prefer the concrete, factual, evidence that emerges from an experience. Green will want to make connections between what happened and what was expected. Blue will naturally want to adapt the experience to a larger context.

