


**The Kolb Learning Style Inventory:
Converting Theory Into Practice
Principles for Effective Medical Education**

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*“Learning is the process whereby
knowledge is created through the
transformation of experience”*

Goal of the Session

 Apply knowledge of your personal learning style to the design of professional communications, leadership and education programs

Four Sections

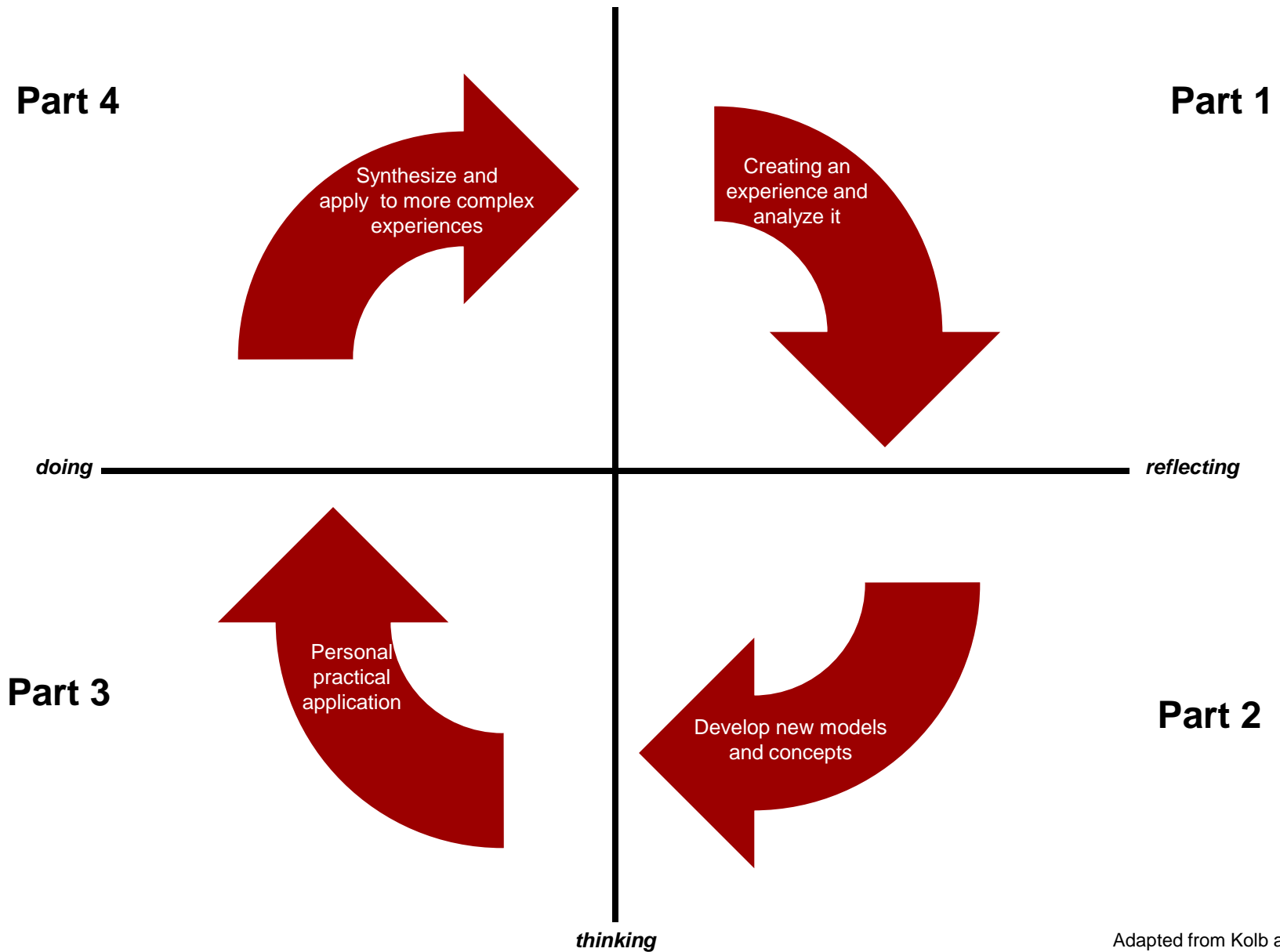
Pre-Work & Reflections

Data and Concepts

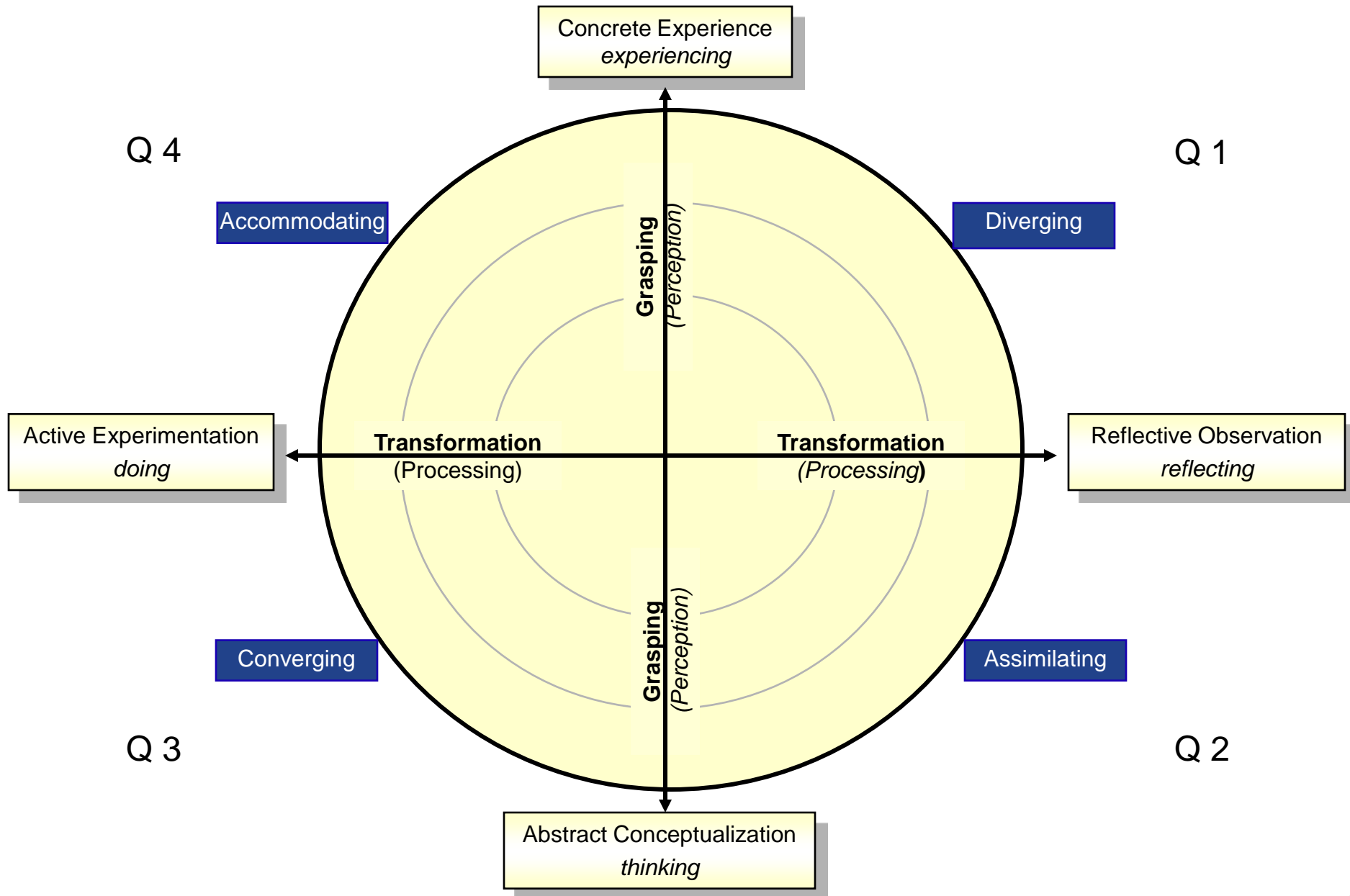
Practical Applications

Decision on Action Steps

Agenda (cont.)

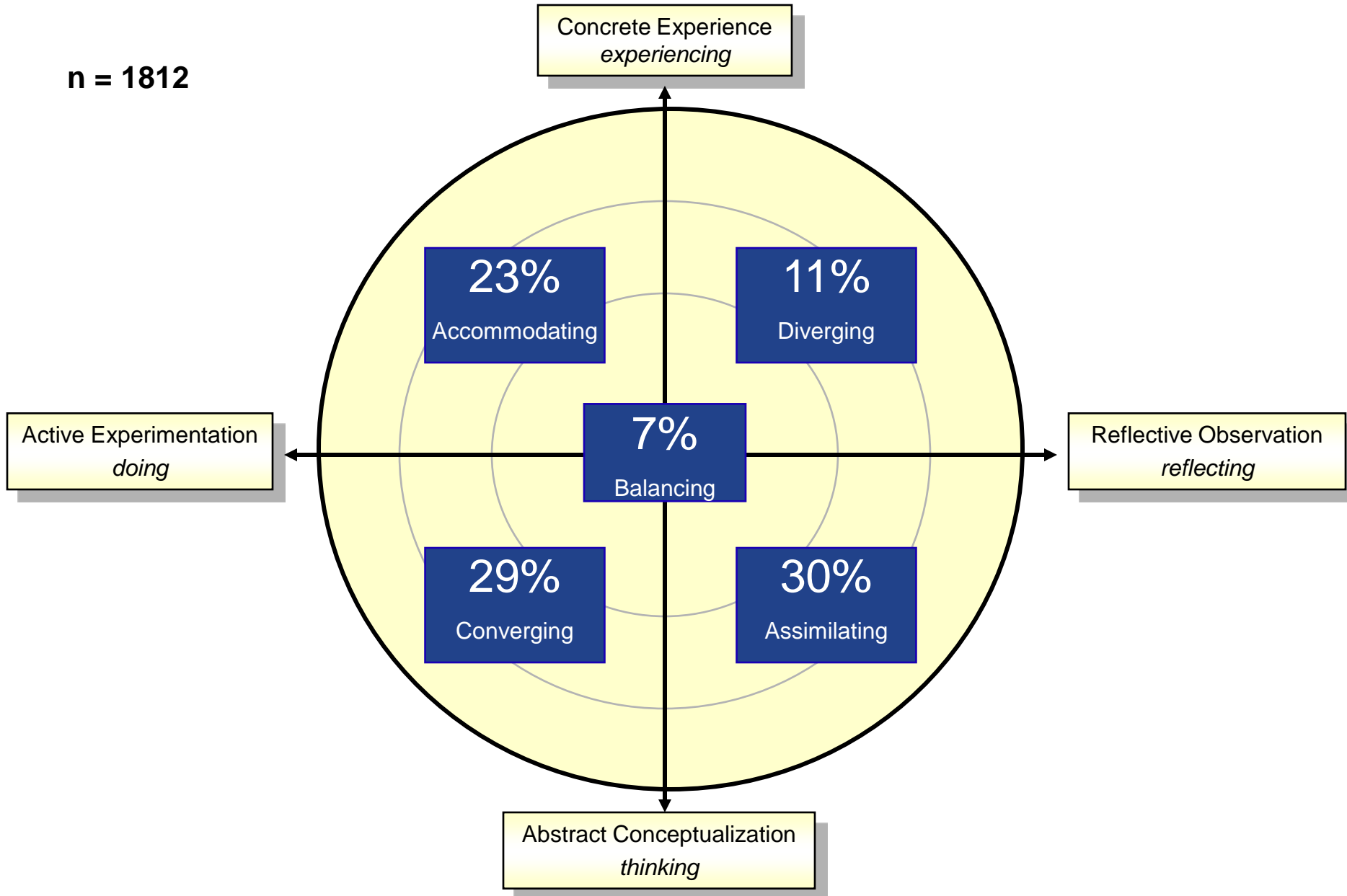


Structural Dimensions Underlying the Process of Experiential Learning and the Resulting Basic Knowledge Forms



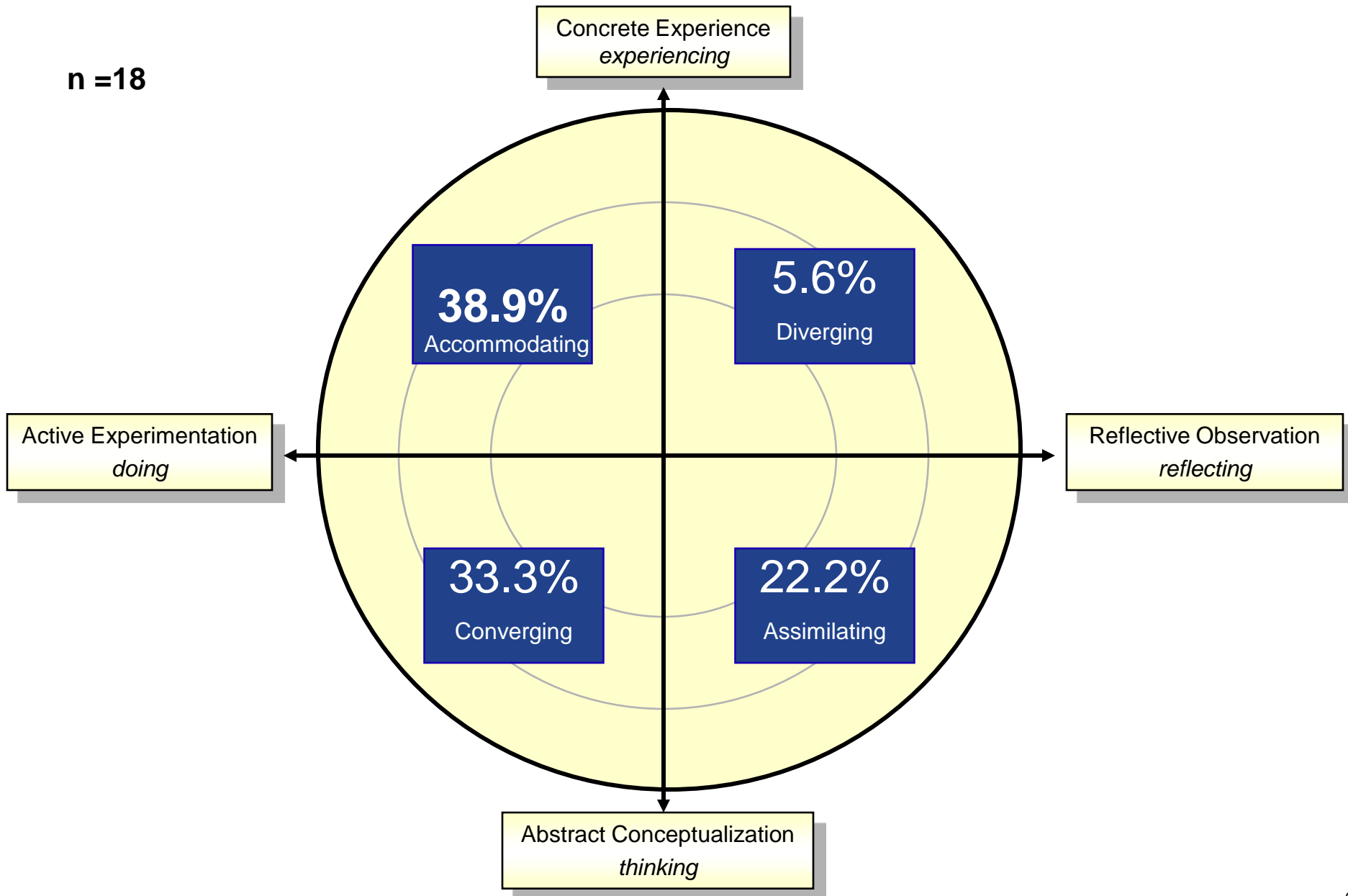
Data From All Kolb Studies (2003-2010)

n = 1812

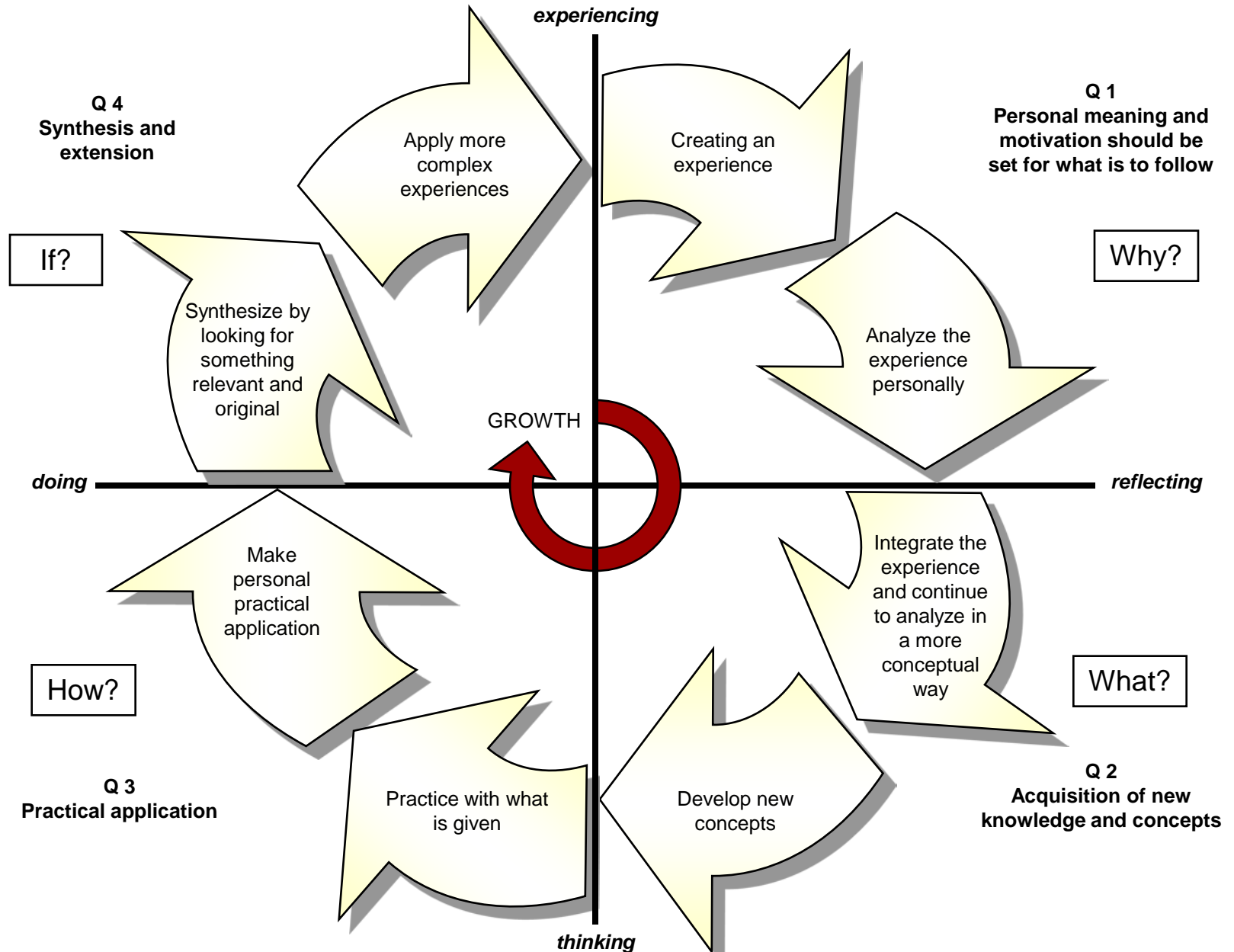


BMC 2010

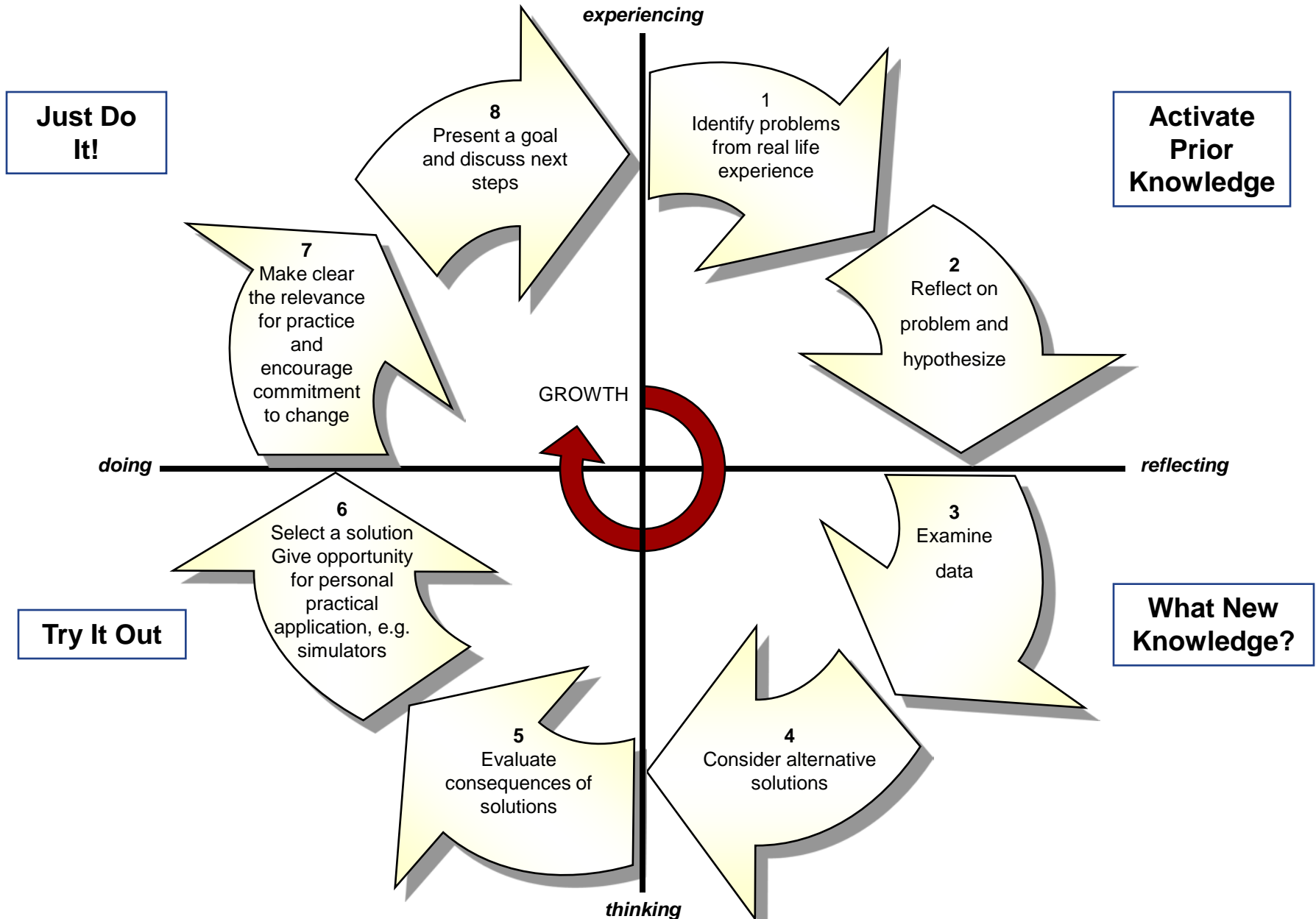
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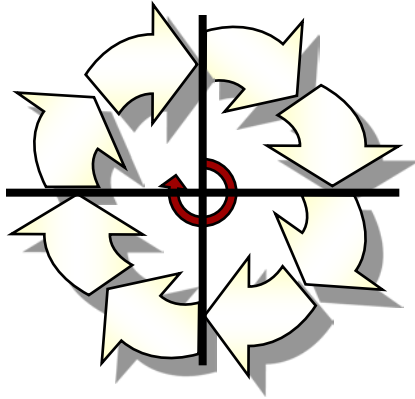
Every Learning Experience Should Begin At Quadrant I And Follow Through The Cycle To Its Natural Conclusion In Q IV



While Learners Prefer Working In Their Strongest Style They Should Be Encouraged To Work Through All Four



Practical Application

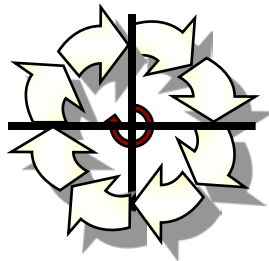


**Please consider how your teaching addresses
all four quadrants**

Applying Learning Styles to Educational Planning

Q1	Q2	Q3	Q4
<p>Why? →</p> <p>Activate Prior Knowledge →</p>	<p>What? →</p> <p>What is <u>New</u> Knowledge →</p>	<p>How? →</p> <p>Practice →</p>	<p>If?</p> <p>Do it!</p>

Learning Formats And Curricular Design to Reflect The Learning Cycle



If?

- Action plans
- Commitment to change
- One minute paper

experiencing

- Ask for goals
- Relate to prior experience
- Bio sketches
- Promote reflections
- Consider informal curriculum

Why?

doing

- Draft plans to address new work
- Practice strategies
- Simulations
- Role plays
- Case discussions

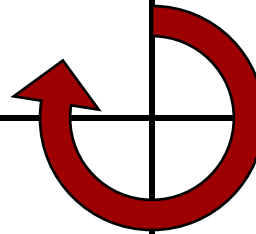
How does it work?

- Lecture
- Journal reading
- Project groups meetings
- Observations
- Collect data
- Use data to build theory
- Debriefs

What?

reflecting

thinking



Part II

Transferring Experiential Learning Theory to Leadership Style

The Eight Step Process of Leading Change

Set the stage (Why?)

1. Create a sense of urgency
2. Pull together the guiding team

Decide what to do (What?)

3. Develop the change vision and strategy

Make it happen (How?)

4. Communicate for understanding and buy in
5. Empower others to act
6. Produce short-term wins
7. Don't let up

Make it stick (If?)

8. Create a new culture

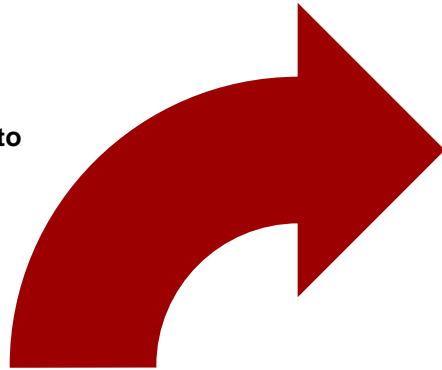
A Good Leader is a Good Teacher

The Experiential Leadership Cycle:

Merging Kolb & Kotter's Work

If?

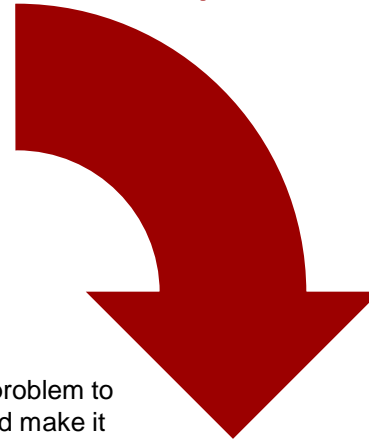
Synthesis and extension to institution



Synthesize by utilizing more fully in the workplace

Why?

Build a compelling argument



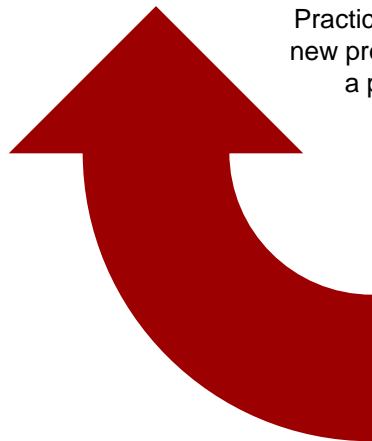
Defining the problem to be solved and make it institutionally important

doing

reflecting

How?

Practical application

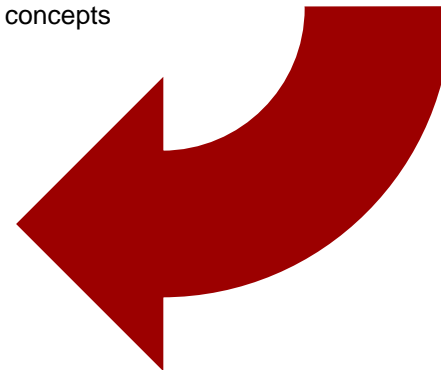


Practice with a new process or a pilot

What?

Define a new model

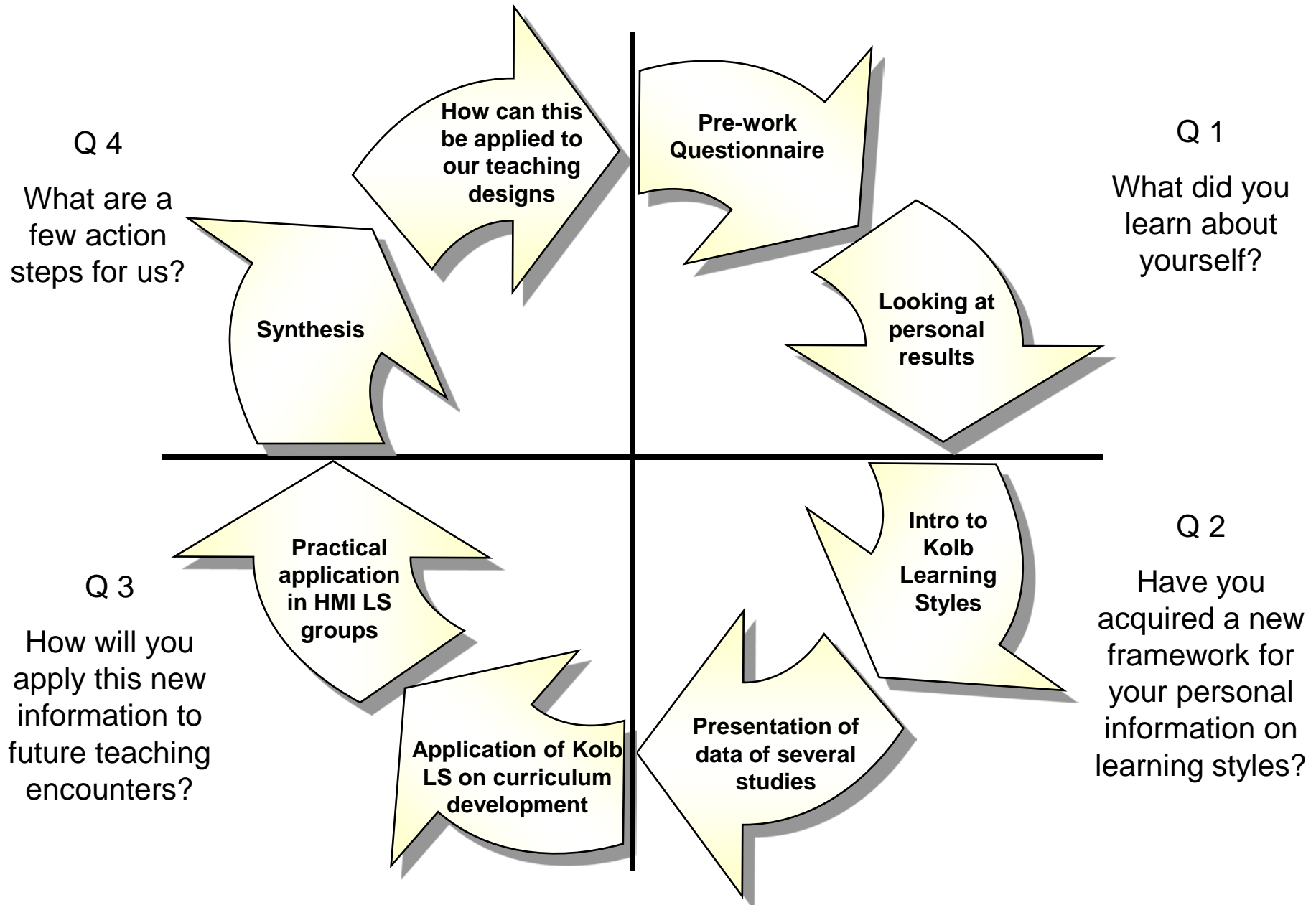
Collect data and develop new concepts



Leading Change Through Experiential Learning

Why?	What?	How?	If?
Set the stage	Define the plan and vision	Make it happen	Make it stick

Session Summary



Key References

- Armstrong E, Parsa-Parsi R. How can physicians' learning styles drive educational planning? *Academic Medicine*. 2005; 80 (7): 680-684.
- Bergquist WH, Pawlak K. *Engaging the Six Cultures of the Academy*. San Francisco, CA: Jossey-Bass, 2008.
- Christensen CM, Horn MB, Johnson CW. *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*. New York: McGraw Hill, 2008.
- Kolb DA. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall, 1984.
- Kotter, JP. Leading change: Why transformation efforts fail. *HBR*, 2007; Jan: Reprint R0701J.



Thank you

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