### Kolb’s Learning Styles*

*Alspach, J. (1995)*

<table>
<thead>
<tr>
<th>Features - Styles</th>
<th>Converger</th>
<th>Diverger</th>
<th>Assimilator</th>
<th>Accommodator</th>
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<tbody>
<tr>
<td><strong>Modes of learning</strong></td>
<td>Thinking and doing</td>
<td>Feeling and observing</td>
<td>Thinking and observing</td>
<td>Feeling and doing</td>
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</tbody>
</table>
| **Learning strengths** | • Practical application of ideas  
• Solving specific problems | • Generation of ideas  
• Sensitivity to feelings  
• Open-mindedness  
• Creativity | • Analysis of information into concise, logical form  
• Creation of theoretical models  
• Understanding vs. application | • Learning by doing  
• Likes challenges and projects  
• Likes to experiment and take risks  
• Adaptable, open-minded |
| **Prefers to deal with** | Things: tasks and problems | People | Abstract ideas, information | People |
| **Interests** | Narrow, technical, physical sciences | Broad cultural issues, social sciences | Understanding complexities, social sciences | Doing things |
| **Benefits most from** | Learning situations with only one correct answer or solution | Discussion when many ideas are involved or when ideas must be generated | Situations in which synthesis of information and logical analysis can be applied | Structured situations that need to be changed |
| **Approach to learning** | • Pragmatic  
• Likes to see results | • Imaginative  
• Likes to generate ideas | • Scientific  
• Likes to synthesize data | • Risk-taker  
• Likes to experiment |
| **Most effective teaching strategies** | • Hands-on experience  
• Return demonstrations  
• Lectures followed by questions and practice  
• Skills labs  
• Workshops  
• Simulations  
• Clinical experiences | • Brainstorming  
• Group discussions  
• Small group work  
• Role playing  
• Seminars  
• Drawing from past experiences | • Lectures by experts with time for reflection and integration  
• Self-instruction  
• Reading  
• Computer-assisted instruction  
• Independent study | • Learning from others  
• Skills labs  
• Computer-assisted instruction with feedback  
• Case studies that require adaptations from routine care  
• Preceptor-guided clinical experiences |

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