

Moving and Learning Expanding Style and Increasing Flexibility

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Abstract

This article introduces ways in which movement can enhance one's understanding of how they learn using Experiential Learning Theory (ELT) concepts of the Learning Cycle, Learning Styles and Learning Flexibility. Movement flexibility provides a catalyst for learning and promotes learning flexibility. The theoretical correspondence between the dialectic dimensions of the Experiential Learning Cycle and the dimensions of the Laban Movement Analysis system create an integrated typology of learning and movement styles that expands the description of learning style to include the movement affinities. Based on movement observations and interviews of over 200 adult learners descriptions of the movement patterns of each of the nine styles in the Kolb Learning Styles Inventory 4.0 (KLSI 4.0) are given. Results suggest that increasing one's movement repertoire and flexibility can increase learning flexibility.

Key Words: Experiential learning, Learning Cycle, Learning Styles, movement analysis, learning flexibility.

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Moving and Learning: Expanding Style and Increasing Flexibility

Experiential education programs have relied heavily on the Experiential Learning Cycle to create holistic educational experiences that enable learners to complete Learning Cycle of experiencing, reflecting, thinking and acting (Kolb & Kolb, 2005). Unlike academic programs that address learning mainly from the cognitive realm, these programs address the affective, perceptual and behavioral as well as cognitive dimensions of learning. The concept of Learning Style in Experiential Learning Theory (ELT--Kolb, 1984; Kolb & Kolb, 2011) describes how learners come to prefer some learning modes over others, preferring to dwell in some parts of the learning cycle while neglecting others. These preferences are not seen as fixed personality traits but rather as stable states or habitual patterns of learning. These habits influence the whole person affectively, perceptually, cognitively and behaviorally and can be seen in the embodied adaptive stance the person takes to the world. Learning flexibility refers to the ability to engage all learning styles in response to the demands of the learning context fully integrating all modes of the learning cycle.

In movement education ELT design principles have been used to create experiential learning programs that promote deep embodied learning in dance education (Wilson, 2009; Leijen, Lam, Wildschut, Simons, & Admiraal, 2009), in acquisition of motor skills (Roessger, 2012) and even in learning anatomy through yoga (Bentley and Pang, 2012). Several studies have explored differences between the learning styles of dance and physical education educators (Karp & Walker, 1990) and students (Zakrajsek, Johnson, & Walker, 1984; Johnson 1982). There have, however, been no systematic attempts to explore the link between individual learning styles and movement styles.

In this article we explore the ways in which movement can promote self-awareness of one's preferred approach to learning and flexibility necessary to effectively engage all modes of the learning cycle. We describe the theoretical correspondence between the dialectic dimensions of the ELT Experiential Learning Cycle and the dimensions of the Laban Movement Analysis (LMA) system (Maletic, 1987) to create an integrated typology of learning and movement styles. The typology expands the description of learning style to include the movement affinities associated with each style. Based on movement observations and interviews of over 200 adult learners who took the Kolb Learning Style Inventory 4.0 (KLSI 4.0--Kolb & Kolb, 2011) we present descriptions of the movement patterns of each of the nine styles in the new KLSI 4.0. These movement affinities provide a sensory-motor experience related to each style that deepens the cognitive, conceptual description. Linking learning and movement concepts can help learners to experience each style, to make them relevant and integrated in their daily life.

The following sections describe a) the ELT as a holistic approach to learning from experience and a foundation for flexible integrated learning and b) the Laban Movement Analysis system, and c) introduce an integrated model of Learning Styles and their movement affinities to use movement as a catalyst for learning and a means of increasing flexibility.

EXPERIENTIAL LEARNING THEORY

The Learning Cycle. ELT provides a process to understand how learning occurs by placing emphasis on one's own experience at the center of learning (Kolb, 1984). The ELT method can be applied to a vast array of learning situations to identify an idealized, holistic and recursive cycle of learning. The Experiential Learning Cycle includes four distinct modes: experiencing, reflecting, thinking and acting (see Figure 1, Experiential Learning Cycle).

ELT proposes that one grasps information through experiencing and thinking, and transforms it into knowledge through reflecting and acting. Many individuals are oriented to one mode of grasping knowledge and transforming it. However, when individuals use all four modes of the Learning Cycle, they are able to experience an ideal, well-balanced learning process that keeps their subjective experience at the center of the learning. This dynamic cycle illustrates the value of being mindful of one's own direct, immediate experience, observing and reflecting upon the experience, thinking and conceptualizing. Acting is the bottom line of learning; the way in which these internal processes are tested in the practical world (Zull, 2002).

Insert Figure 1 The Experiential Learning Cycle

Learning Styles. From infancy, individuals develop patterns in their approach to learning. Due to personality type, education and cultural influences, individuals establish preferences for certain modes of learning. These stylistic preferences arise from the patterned ways learners choose between the modes of learning, and ultimately influence how one views current situations, then perceives and decides future choices. By the time individuals reach adulthood, preferences for how they navigates the learning cycle are relatively stable (Kolb, 1984).

The way a learner creatively manages these dialectically opposed modes defines a Learning Style that can be measured by the new KLSI 4.0 (Kolb & Kolb, 2011). This learning space is divided into a nine style typology. The *Initiating* style is distinguished by the ability to initiate action to deal with experiences and situations. The *Experiencing* style is distinguished by the ability to find meaning from deep involvement in experience. The *Imagining* style is distinguished by the ability to create meaning by observing and reflecting on experiences. The *Reflecting* style is distinguished by the ability to connect experience and ideas through sustained reflection. The *Analyzing* style is distinguished by the ability to integrate and systematize ideas through reflection. The *Thinking* style is distinguished by the capacity for disciplined

involvement in abstract reasoning, mathematics and logic. The *Deciding* style is distinguished by the ability to use theories and models to decide on courses of action. The *Acting* style is distinguished by a strong motivation for goal directed action that integrates people and tasks. The *Balancing* style is distinguished by the ability to flexibly adapt by weighing the pros and cons of acting vs. reflecting and experiencing vs. thinking. (see Figure 2).

The KLSI 4.0 is a tool designed to increase self-awareness of Learning Style and learning flexibility. Individuals can change and expand their Learning Styles to become flexible to adapt to situational needs.

Learning Flexibility. A Learning Style is not a fixed trait but is a dynamic state resulting from continual learning experiences. Although one may have a preferred Style of learning, learning flexibility implies the capability of also using non-preferred Styles; thus, moving around the nine Styles of the Learning Cycle to modify one's approach for the context (Sharma and Kolb, 2010). Ideally, a flexible learner can navigate the entire Learning Cycle, tapping the strengths of each Style at will. Learning flexibility is related to: greater overall flexibility in life; more fulfilling personal relationships; less conflict and stress, even in a more complex life situation; perception of oneself as self-directed; and higher stages of adult ego development (Sharma & Kolb, 2010).

Insert Figure 2. The Nine Learning Styles of the KLSI 4.0

LABAN MOVMENT ANALYSIS

In order to discuss movement, one must establish a common vocabulary for observation and analysis. Laban Movement Analysis (LMA--Maletic, 1987; Newlove & Dalby 2004; Hackney, 2002) provides an approach that defines basic movement patterns and acknowledges the range of individual expression. LMA categorizes movement in terms of four components: Body Level, Shape, Space and Effort. *Body level* refers to the way the body is connected, organized and integrated using principles of efficient movement. Holding patterns or habitual neuromuscular patterns are the result of one's lived history and reveal a characteristic body attitude. *Shape* provides the first impression of a person. It refers to the form of the body, and is influenced by heredity, life experiences, and emotions. Posture, symmetry, musculature and weight contribute to body shape and communicate a general sense of self. *Space* refers to one's relationship to the environment and to other people. It can be defined by direction, spatial forms and personal movement range; and may vary by cultural norms and practices.

The fourth component, *Effort*, is the expression of one's inner emotion and attitude of investing energy. These qualitative responses reveal the expressive nature of one's movement. LMA

defines four Effort factors: flow (progression), weight (intention), time (commitment) and focus in space (attention). The effort component has a particularly strong link to the Experiential Learning Styles in that each of four Effort factors has two elements, which exist on a continuum of opposing poles between indulging and resisting qualities: flow from free to bound, weight from light to strong, time from sustained to quick and space from indirect to direct (See Table 1). These can be shown to correspond to the similar ELT dialectic dimensions of Action-Reflection and Experiencing and Thinking.

Flow (Progression): Flow originates with inner emotions and is observed through the continuity motion or the progression of energy. It is observed in movement when feelings are expressed through free flow (easeful, outpouring) or bound flow (controlled, careful, restrained)

Weight (Intention): Activating one's body weight through space requires energy along a continuum from light to strong. The body's sense of the kinetic force required shows one's sensibilities for when a light or strong intention for action is needed (Hackney, 2002).

Time (Commitment): Time, from quick to sustained, refers to one's inner attitude toward time, a sense of timing when committing to action, and intuitive readiness for decision-making rather than actual time measured on a clock (Maletic, 1987).

Focus in space (Attention): Focus in space describes the way in which one directs focus and attention. One consciously chooses to be either direct (single focused, channeled) or indirect (scanning, multi-focused, all encompassing awareness) with his attention to the environment. The use of direct or indirect focus requires a different way of orienting and organizing (Maletic, 1987).

Insert Figure 3 The Opposing Poles of the Effort Factors

There is an interrelationship between Effort qualities and spatial directions. Each of the Effort elements frequently occurs in dominant relationship to a particular spatial direction; however, it does not preclude that a particular Effort can be accessed with a different spatial intent. For example, if one tries to punch without a downward spatial intent much of the strength and power of the punch is lost. The general affinities for spatial direction and Effort follow:

Time: quick is backward and sustained is forward with both occurring along the spatial dimension.

Space: direct focus is narrowing/across and indirect focus is widening/open with both occurring along the horizontal axis.

Weight: strong is sinking/downward and light is rising/upward with both occurring along the vertical axis.

Flow: bound flow is toward the body center and free flow is away from the body center.

Individuals use different combinations of Effort styles to various degrees every day and are capable of a full range of dynamic expression though they typically exhibit a preference for certain qualities over others. These habitual patterns that result from preferring one pole to another define one's movement style, and link to our understanding of Learning Style. The ability to use a full range of movement implies flexibility in emotion and communication.

Insert Figure 3. The Learning Styles and Effort Affinities

RESEARCH METHOD

The Learning Styles of over 200 adult learners were assessed using the KLSI 4.0. They were interviewed and observed to analyze the way in which they moved. Most were Executive and Graduate Education level adult learners studying Experiential Learning Theory. As part of the workshops we provided exercises to observe and guide movement exploration with every Learning Style. In the workshops participants were asked to form a circle representing the learning cycle with each style positioning themselves in groups as shown in Figure 3. The workshop facilitators first demonstrated a movement style associated with a given learning style and then asked everyone to practice the movement until everyone had practiced all of the nine learning style movements described in Table 1 and Figure 3.

Following the exercise participants shared their observations and reflections. Based upon these observations and reports, Learning Styles were matched with general movement preferences. For example, individuals with abstract learning styles (Analyzing, Thinking, and Deciding) tended to feel most comfortable with strong, focused and controlled movements while individuals with concrete learning styles (Initiating, Experiencing and Imagining) felt most comfortable with light, free flowing and multi-focused movements. Most reported difficulties with movements that were different from their style. The matching of learning styles with movement preferences was secondary to the synthesis of movement and learning flexibility—focusing on ways to identify a full repertoire of movement possibilities to complement a full range of Learning Styles. The Flexibility Model was created in order to refine the interpretations and to launch this line of inquiry.

LEARNING AND MOVING: TOWARD FLEXIBILITY

Movement as a Catalyst for Learning. A complex relationship exists between one's brain and body where cognition is influenced by and influences our physical experiences in the world (Ratey, 2008). Learning requires movement and movement requires learning (Zull, 2002). Navigating the Learning Cycle is not a process of the brain alone, but of one's entire body.

Movement encompasses more than gross gestures or physical exercise. Sensations, emotions and thoughts are organized patterns of movement (Keleman, 1987). The body is constantly moving on a continuum from subtle, autonomic movement patterns (such as a beating heart and breathing) to gross, intentional physical movements (such as gesturing and walking) in order to change and to adapt. At this basic level, one's experience creates a visceral understanding of learning and change. Every mode of the Learning Cycle requires movement.

Experiencing requires receptivity to the present moment and sensitivity to emotions and embodied sensations. Emotions are felt as bodily states that inform the thinking process about pleasure and pain. Emotions provide the essential criteria on which we base rational decision making (Damasio, 1994). Hannaford (2005) states that expressing emotion without motion is impossible: "Hands and facial expression of emotion simulates large areas of the brain for more sophisticated connections between emotions and thought" (Hannaford, 2005, p. 65).

Reflective observation requires a break from action, discernment rather than automatic reaction (Kolb, 1984). Reflecting requires a connection to one's internal awareness using a receptive mindset in order to identify sensations, images, feelings and thoughts (Siegel, 2002). Reflection cannot occur when the body is in a state of heightened arousal. Additionally, an individual's ability to observe and reflect is a powerful source of information. In fact, Lamb (1979) assumes 40% of the information one perceives about others is derived from the meaning of observing their movement. Mehrabian (1971) determined that non-verbal expression accounted for 55% of the impact of individual communication.

Movement awakens thinking and activates many of our mental capacities and helps to express new thoughts. Hannaford (2005) demonstrates that movement integrates and anchors new information and experience into new neural networks. "Movement is vital to all the actions by which we embody and express our learning, our understanding and ourselves" (Hannaford, 2005, p. 107).

Ratey (2008) believes movement sparks a master molecule of the learning process, and physical exercise activates the areas of the brain involved in cognitive processes. Motor activity spurs a

mindset for learning and develops new nerve cells within the brain. It also increases neural connections within the brain that support cognition and memory and increase cognitive flexibility. Learning occurs in concert with motor function. Acting is the most important mode of the Learning Cycle because it initiates the sensory stimulation that forms new neurological connections in the brain and provides the basis for the next learning experience. Learners test out ideas through action and that action generates learning (Zull, 2002).

The Flexibility Model. The Flexibility Model recognizes the importance of developing a full range of movement and Learning Styles. It correlates the four components of movement included in LMA by defining movement affinities for each of the Learning Styles. The model also includes a preferred verbal and non-verbal communication style, which is the interplay between internal intention and external expression. By making these implicit connections explicit, one can better understand each Learning Style.

Individuals have a preferred movement style. Practicing movement affinities, especially those associated with non-preferred styles, supports an increase in physical and mental flexibility. When able to move using a full palette of movement possibilities, individuals will be more flexible in physical movement and learning and be able to adopt an integrated approach to learning. Below we have associated the Laban movement components of Body Level, Shape, Space and Effort with the intentions and attitudes defined in each Learning Style.

Experiencing

While using the Experiencing Style, individuals are accepting of people and experiences, sensitive to emotions and body sensations and intuition. The dominant Effort quality in this style is multi-focused (indirect) attention to the environment. This attitude allows an openness to new experiences. Preferred movements are scanning the environment using a gentle receptive manner. One has a natural affinity to use gestures that move in a wide horizontal way, allowing the Experiencing Style to demonstrate and communicate sensitivity and acceptance. The style allows for easeful movements and an all-encompassing focus.

Imagining

When deploying the Imagining Style, individuals are visionary and open to people and their different perspectives. The dominant Effort quality is lightness with an affinity to rise and move upward. The gentle touch of understanding communicates empathy, help and relational safety that may lead to rich discussions. In the Imagining Style, one enjoys gathering information from diverse sources. The characteristic light, sustained and widening gestures invite trust and inclusion.

Reflecting

In the Reflecting Style, individuals need time to observe and to establish meaning. The dominant Effort quality is an indulgence in time that allows one to observe and then turn inward to consider multiple perspectives. Sustained and deliberate movements create a thoughtful, cautious attitude. One's use of postures that lean forward in space is characteristic. Communication is gentle and receptive. One listens and watches patiently for extended periods of time, waiting to act until he is certain of intention.

Analyzing

The practitioner of the Analyzing Style is thoughtful and careful, able to synthesize abstract concepts into logical form and concise theories. This style is exemplified by planning ahead to minimize making mistakes. The dominant Effort quality is controlled and cautious (bound) that allows one to carefully objectively assess without emotional interference. Precise movement with a spatial affinity for single directional gestures supports an ability to focus. Stillness may be required for long periods. The intense need for planning and perfection requires adequate time. One might be viewed as remote and exacting when deploying this style. Verbal communications is concise, precise and logical; non-verbal communication is precise and linear.

Thinking

The Thinking Style displays thorough, logical thinking, quantitative analysis and delivers clear directions. In this Style, individuals generally work alone to employ rational decision making for predictable plans that minimize mistakes. The dominant Effort quality is one of being focused and precise (direct), allowing one to narrow his vision, attention and body to the task at hand. A strong commitment and thoroughness deeply involve one in abstract concepts. When in Thinking Style, one is controlled, even constricted, in his emotional expression and favors precision and clarity in language. This intense focus creates a reserved, no-nonsense attitude. Communication is rational and lacks emotional expression.

Deciding

The Deciding Style is focused on the bottom line of problem solving. When deploying this Style, an individual is firmly committed to one course of action to achieve the most practical outcome. The Effort quality is strong and grounded with clear intention. Movements include a quickness not seen in the previous indulging styles. In this Style,

one exhibits commitment, a forceful push to efficiency, even abruptness to reach the goal. One remains alert and determined. Others may view this Style as judgmental and critical. Verbal and non-verbal communication is pragmatic and focused; strong and direct.

Acting

The Acting Style commits to implementation of the plan. The Acting Style practitioner combines technical knowledge with personal relationships to accomplish their goals. The dominant Effort quality is a quickness implying high energy and an intuitive readiness for action. The spatial affinity for recoiling back in order to prepare for the next action causes one to move with the combination of quickness, strength and easeful free flow. In Acting Style, one is less worried about risk and consequences than reaching success. This assertive attitude is dynamic and commanding. Others may perceive the Acting Style as self-confident and passionate. Verbal and non-verbal communication is dynamic and rapid.

Initiating

Intuitively moving ahead, influencing and leading others and committing immediately to action characterize the Initiating Style. In this Style, an individual confidently drives himself and others to move courageously toward a vision. The dominant Effort quality is spontaneous emergence with free flow, ease and exuberance. This quality combined with the body level, shape and space components create a sense that the Initiating Style is “ready for takeoff.” In this style, one’s focus is on many things in rapid succession, remaining innately optimistic. The Initiating style may be perceived as out-going, impulsive and non-deliberating. Verbal and non-verbal communication is improvisational and persuasive.

Balancing

The Balancing Style considers all possibilities and weighs all options. In this Style, individuals adapt flexibly as circumstances demand. The dominant Effort characteristic is an ability to be expressive in a broader range than in any one particular style. Although in the Balancing Style one will have movement preferences, he may be more able to adapt responsively to the situation. Verbal and non-verbal communication is flexible.

Insert Table 2. The Flexibility Model

DISCUSSION

The above analysis has established a theoretical correspondence between the ELT Learning Styles and the LMA system aided by workshop observations, participant reflections and interviews with respondents to the KLSI 4.0. While further empirical work is needed to validate our theoretical model, our studies suggest that becoming aware of one's movement style can be a window to a deeper understanding of differences in how one learns. They suggest the possibility that increasing one's movement repertoire and flexibility can also increase learning flexibility and deep learning.

One may recognize the need to increase learning flexibility, but may not know how to evolve from habitual patterns. Barsalou (2008) proposes that one's cognitive understanding of abstract concepts is grounded in the brain's sensorimotor systems that includes the senses of vision, hearing, smell, taste and touch and the kinesthetic sense. This allows us to experience feeling of emotions, intuition, movement and thought (all functions of intellect) (Feldenkrais, 1981). Learning is not merely a mental process; it is also an embodied one. How we feel, reflect, think and act is "dependent on the sensory-motor systems through which all our experience of the world and of ourselves is mediated. These sensory-motor systems shape our experience, and are shaped by it" (Hannaford, 2005, p. 34).

Learning Styles are a way to describe the way in which a learner creatively adapts to life situations by showing a preference to affective, perceptual, cognitive or behavioral functions. Although the learner may wish to expand his flexibility to use non-preferred Learning Styles, he must comprehend the associated capabilities through the Thinking mode of the Learning Cycle. He may be able to appreciate his own preferences, but how can he apprehend through the Experiencing mode that which may be unfamiliar?

By attaching movement preferences to each of the nine Learning Styles, the learner may be able to create a personal experience of "standing in the space" of the unfamiliar Learning Style. After experiencing the style in a concrete manner, the learner may then be able to augment the abstract concepts to learn through experience.

In order to create a "felt sense" without bodily involvement, we often use metaphors of physical concepts that create links between sensorimotor experiences and abstract concepts (Lakoff & Johnson, 1980). For instance, we understand control as being "up" and subservience as being "down"; and, we describe love as a physical force ("electricity", "sparks").

Cognitive processes are deeply rooted in the body's interactions with the world. Jostmann, Lakens, & Schubert (2009) linked the abstract concept of importance to weight and investigated this across different domains,. Weight (carrying a heavy clipboard) influenced the investment of

effort and the elaboration of thought; created greater polarization between judgments of strong and weak arguments; and increased confidence in one's opinion.

Movements can affect emotional states and physiology. Nodding “yes” increases the preference for people, persuasive messages and objects (Brinol & Petty, 2003). Carney, Cuddy, & Yap (2010) extended the research on embodied cognition to test whether expansive power poses cause mental, physiological and behavioral change in the manner consistent with the effects of power. In their studies, participants who posed in high-power positions experienced changes in physiology (elevations in testosterone and decreases in cortisol) and increased feeling of power and tolerance for risk, while the low-power posers experienced the opposite patterns.

The occurrence of an experience can be quantified by chemical and neuromuscular activity; however, this objective data cannot provide information about the content of the experience. It is this content—“the context, the quality, and the meaning—of any experience that is the most significant to the individual's own internal processes and his relationships to the external world “ (Juhan, 1987, p. xxvi). Practicing the movement affinities of the Learning Styles generates new sensations by which the learner can use Experiencing mode to create personal meaning that informs the learning process.

Movement is an external demonstration of internal awareness. A full range of expressive movement enhances self-awareness, primes new ideas that influence our actions, influences our thoughts and feelings (Kahneman, 2011) and activates areas of the brain that increase cognition (Ratey, 2008).

CONCLUSION

Experiential Learning provides a holistic process for lifelong learning and development. Individuals display stylistic preferences in both learning and moving with flexibility being desirable in both. LMA defines movement in terms Body Level, Space, Shape and Effort. The authors have assigned movement affinities to Learning Styles in order to create an integrated model and theory for learning and moving.

Educators who use Experiential Learning as a framework can benefit from understanding the nine Learning Styles beyond abstract terms. When learners have a preference for certain style and lack flexibility in other styles, they may have underutilized or undiscovered capabilities. By experiencing the movement affinities associated with each of the nine Learning Styles, one may be able to apprehend the style more deeply. In addition, the learner is able to experience a full

range of movement possibilities that create different sensations and promotes learning and flexibility in Learning Styles.

The Experiential Learning Cycle

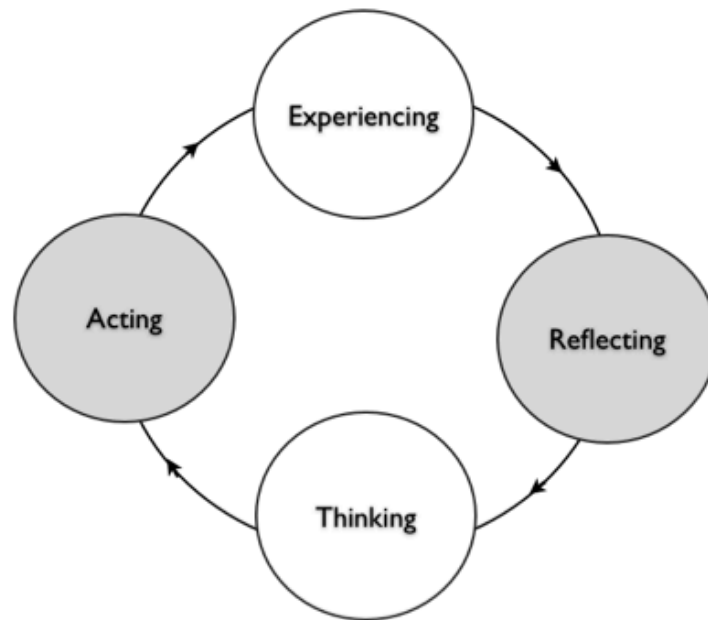
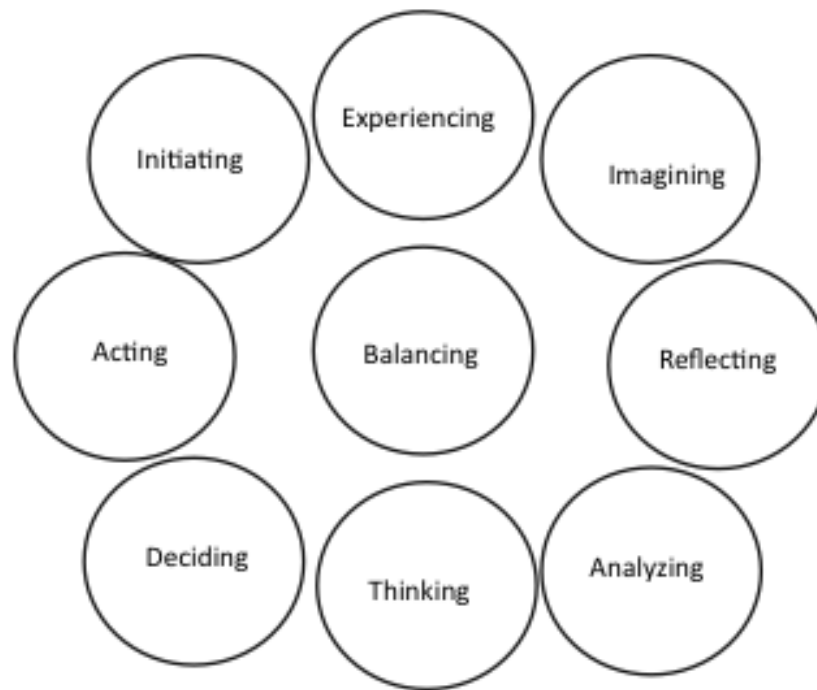


Figure 1. Experiential Learning Cycle

Learning Styles



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Figure 2. The Nine Learning Styles of the KLSI 4.0

Table 1. The Opposing Poles of Effort Factors
Adapted from Hackney (2002) and Maletic (1987)¹

Effort Factors	Elements <i>Indulging Quality</i>	Elements <i>Resisting Quality</i>
Flow (Progression) The emergence of feelings that bind or frees the continuity of movement	Free Fluid, liquid out-going, released, exuberant	Bound Controlled, careful, contained, restrained
Weight (Intention) The sensation of the weight of the body; can be active (yielding and pushing) or passive (giving into the weight of gravity)	Light Delicate, gentle, airy, buoyant, soft, fine touch Weak, limp	Strong Powerful, forceful strong impact, firm touch Heavy, collapsed
Time (Commitment) The inner attitude toward time; the sense of timing when committing to action Intuitive readiness for decision making	Sustained Gradual, leisurely, prolonged, lingering Delayed, anticipating	Quick Urgent, instantaneous, hasty, seizing the moment Sudden
Focus (Attention) The way in which one gives attention, associated with cognitive capacities of attending & organizing	Indirect Multi-focused all-encompassing awareness, general	Direct Single-focused, precise, channeled, pinpointed, zeroing in

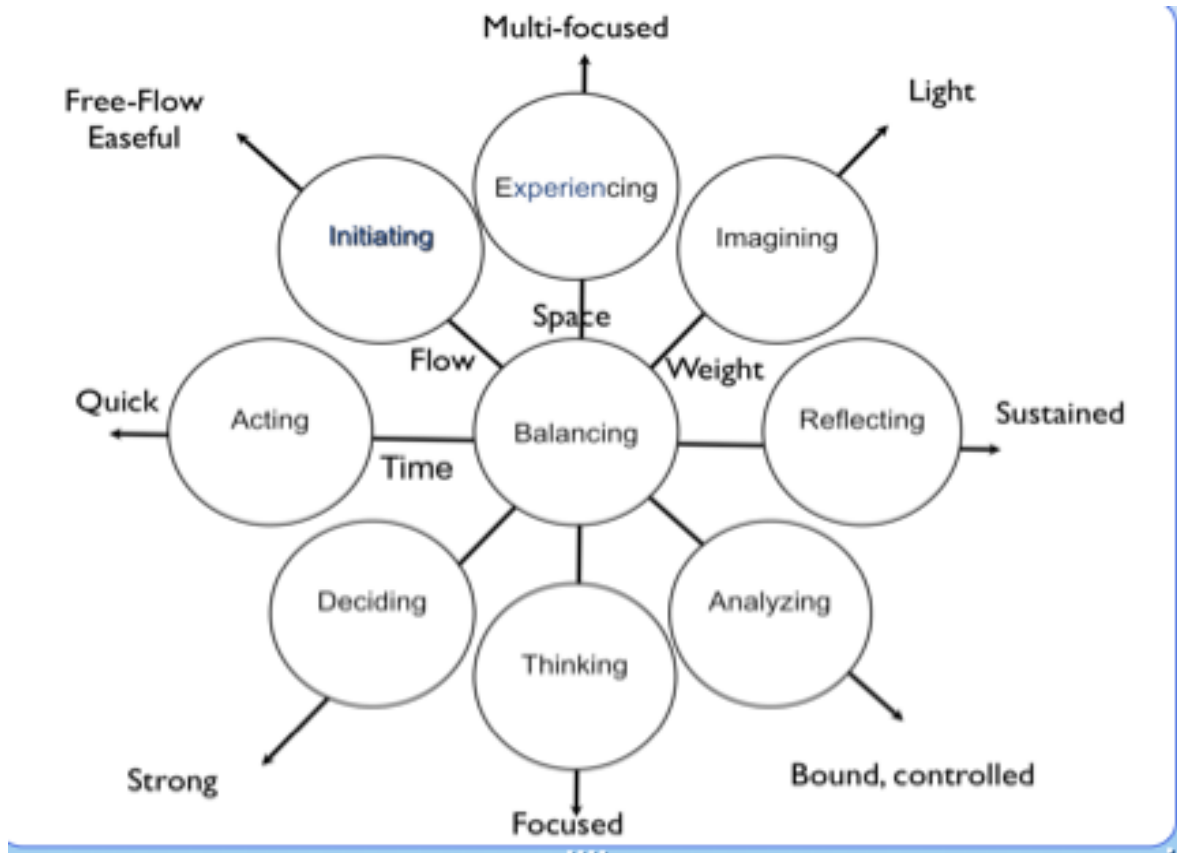


Figure 3. Learning Styles and Effort Affinities

Table 2. Flexibility Model

Learning Style	Movement Qualities and Body Level	Personal and Organizational Strengths	Integration of Movement and Learning Styles
<p>Experiencing</p> <p>Let's Trust our Feelings!</p> <p>Am I present?</p> <p>What is my intuition telling me?</p> <p>How are others feeling now?</p>	<p>Indirect, Multi-focused</p> <p>Light</p> <p>Easeful</p> <p>Widening, spreading, opening outwards on horizontal axis</p>	<p>Mindful in the moment</p> <p>Oriented to relationships and concrete experiences</p>	<p>Body easeful, open, scanning the environment, awareness of body sensation, emotions and environment. Communication is open, accepting, intuitive, empathetic.</p>
<p>Imagining</p> <p>Let's Imagine!</p> <p>What are the possibilities?</p> <p>How do I feel?</p> <p>What am I seeing?</p> <p>What else? And, what else?</p>	<p>Light</p> <p>Sustained</p> <p>Multi-focused</p> <p>Lengthening</p> <p>Rising upward on vertical axis</p>	<p>Helpful concern for others</p> <p>Oriented to helping</p> <p>Diversity</p> <p>Attention</p>	<p>Light, gentle gestures, luxuriating in time, scanning the environment especially to include everyone and everything. Communication invites trust and openness, offers a helping attitude and empathy.</p>

Learning Style	Movement Qualities and Body Level	Personal and Organizational Strengths	Integration of Movement and Learning Styles
<p>Reflecting</p> <p>Let's Observe and Reflect!</p> <p>What is another way of looking at this issue?</p> <p>What are my assumptions?</p>	<p>Sustained, unhurried</p> <p>Bound, controlled</p> <p>Light</p> <p>Bulging</p> <p>Advancing forward on AP axis</p>	<p>Oriented to observation</p> <p>Internal focus</p> <p>Slows action</p>	<p>Indulges in the time required to observe, Sustained and deliberate movements create a thoughtful, cautious attitude. Watching patiently, waiting to act until certain of intention. Communication requires sustained reflection before the spoken word.</p>
<p>Analyzing</p> <p>Let's Evaluate!</p> <p>What strategies do I need?</p> <p>How can I organize this data?</p> <p>What is the cost/benefit analysis?</p>	<p>Bound, controlled</p> <p>Direct in focus</p> <p>Sustained</p> <p>Linear movements close to body</p> <p>Enclosing in single directional spatial pull</p>	<p>Oriented to theory and inquiry</p>	<p>Controlled, precise movements. Takes time to reflect before acting and moves in a controlled manner to control the risk of making a mistake; The combined movement qualities provide the ability, including stillness, required to focus on a task for long hours; naturally cautious and neutral, inquiring.</p> <p>Communication is concise and logical.</p>

Learning Style	Movement Qualities and Body Level	Personal and Organizational Strengths	Integration of Movement and Learning Styles
<p>Thinking</p> <p>Let's Be Logical! What facts and figures do I have? What do the numbers tell me? Am I accurate and thorough? Is this a logical approach?</p>	<p>Direct in focus Strong weight Controlled, bound</p> <p>Narrowing, sideways across the body on horizontal axis</p>	<p>Oriented to Logic Observations Quantitative Analysis</p>	<p>Focused, precise movements that narrow our focus. Strong in commitment to be thorough. Controlled in emotional expression. The intense focus creates a reserved, no-nonsense, precise attitude. Communication is consistent and rational.</p>
<p>Deciding</p> <p>What is my goal? What is the desired outcome? How can I solve this problem? What is working or not working? What is the bottom line?</p>	<p>Strong Direct in focus Quick</p> <p>Sinking, descending on vertical axis</p>	<p>Oriented to practicality Intention to Act Goal and standard setting</p>	<p>Strong intention focused on one course of action, alert and determined, efficiency with quickness, even abruptness. Strong, direct and quick movements are forceful. Communication is pragmatic and focused.</p>
<p>Acting</p> <p>Let's Try It! How can I implement? What are the next steps? Who does what by when?</p>	<p>Quick Strong Easeful</p> <p>Hollowing, retiring Backward direction on AP axis</p>	<p>Oriented to results Experimentation</p>	<p>Quickness that implies high energy, intuitive readiness to take action. The strength and easy flow of energy moves to action without worry of risk. The assertive attitude is dynamic and commanding. Communication is dynamic and rapid.</p>

Learning Style	Movement Qualities and Body Level	Personal and Organizational Strengths	Integration of Movement and Learning Styles
<p>Initiating</p> <p>Let's Do It!</p> <p>What actions should we take now?</p> <p>How do we start?</p> <p>Where are the opportunities?</p> <p>How can we influence others to join?</p>	<p>Easeful</p> <p>Quick</p> <p>Multi-focused</p> <p>Mobile, diagonal directions</p> <p>Movement away from body core; opening on diagonal axes</p>	<p>Oriented to influence</p> <p>Courageous</p> <p>Leadership</p>	<p>Spontaneous emergence with free flow, ease and exuberance. Focus on many things in rapid succession. Optimistic, extraverted, influencing behaviors. Communication is improvisational and persuasive.</p>
<p>Balancing</p> <p>On One Hand...On the Other Hand</p> <p>Is there a blind spot?</p> <p>Do I need to change my approach?</p>	<p>Adaptable to a range of efforts based upon individual strengths</p>	<p>Flexible</p> <p>Adaptable, bridging differences</p>	<p>Flexible, responsive.</p> <p>Communication is flexible and conciliatory.</p>

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