CONCLUDING REMARKS

This monograph is intended as a resource for the enhancement and improvement of engineering education. The Kolb Learning Cycle model, has been used as a basis for improved instruction. This model was patterned after McCarthy's 4MAT system [2] and was based on elements of learning style theory from the work of Kolb [1]. The Kolb model is not the only effective learning model available and is not without limitations. However, the Kolb model does provide a logical and useful foundation on which to build. In addition, the Learning Cycle model may be applied by all faculty, independent of their own teaching styles.

We believe that engineering education can be significantly improved through the use of more effective teaching methodologies such as the Learning Cycle discussed in this monograph. The motivation behind the Learning Cycle (Why?), learning style theory (What?) and implementation of the cycle (How?) have all been discussed in the preceding pages. It remains for each faculty member to weigh the benefits/risks of applying the learning cycle theory to his/her own classroom instruction. In other words, the relevant questions for each of us, as engineering educators, become (What if?):

How can I apply the Kolb Learning Cycle in my own teaching?

How can I make use of the Kolb Learning Cycle to help my students become more independent thinkers and learners?
REFERENCES


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