

It All Starts Here

Experience



Conceptualization

Perceiving

The 4MAT model explains learning in terms of the ways people perceive and process information.

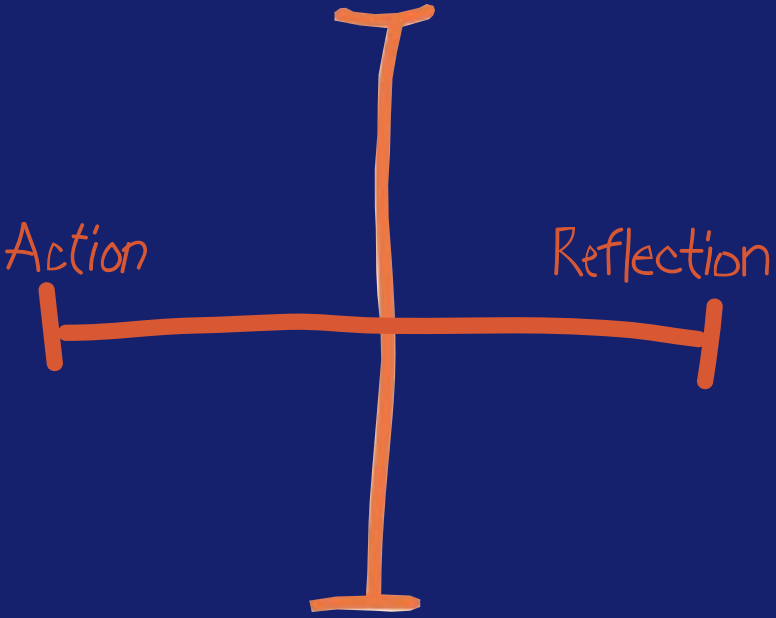
Perceiving

Human perception—the ways people take in new information—occurs in an infinite variety of ways, all of which range between experience and conceptualization.

Experience—Perception by personal engagement—sensations, emotions, physical memories; the immediate; the self. Being in it.

Conceptualization—The translation of experience in conceptual forms—ideas, language, hierarchies, naming systems. An abstract approach to learning. Being apart from it.

The interplay between the “feeling” of experience and the “thinking” of conceptualization is crucial to the learning process. It connects the personal values and perceptions of students to those of expert learners.



Processing

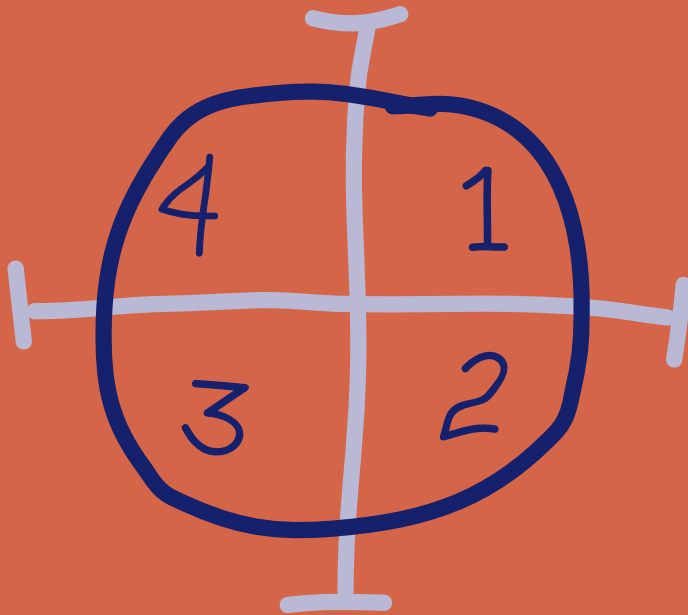
Processing

Human processing—what people do with new information—occurs in an infinite variety of ways, all of which range between reflection and action.

Reflection—Transforming knowledge by structuring, ordering, intellectualizing.

Action—Applying ideas to the external world; testing, doing, manipulating.

The interplay between the “watching” of reflection and the “doing” of action is crucial as it provides the impetus for acting on internal ideas. It encourages the learner to test ideas in the real world and adapt what they learn to multiple and ambiguous situations.



Four Learning Approaches

TOGETHER, PERCEIVING AND PROCESSING DESCRIBE THE WHOLE RANGE OF THE LEARNING EXPERIENCE. WHILE ALL LEARNERS ENGAGE IN ALL TYPES OF LEARNING, MOST SEEM TO FAVOR ONE PARTICULAR TYPE . . .

Type Four

Dynamic Learning—Doing and feeling. Seeking hidden possibilities, exploring, learning by trial and error, self-discovery.

Creating original adaptations.

Key question: *If?*

Type Three

Common Sense Learning—Thinking and doing. Experimenting, building, creating usability. Tinkering.

Applying ideas.

Key question: *How?*

Type One

Imaginative Learning—Feeling and watching, seeking personal associations, meaning, involvement.

Making connections.

Key question: *Why?*

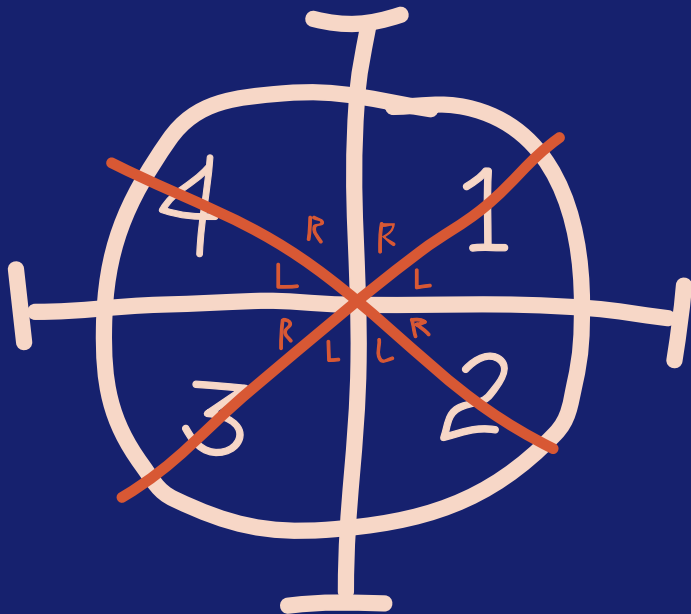
Type Two

Analytic Learning—Listening to and thinking about information; seeking facts, thinking through ideas; learning what the experts think.

Formulating ideas.

Key question: *What?*

Excel shows teachers how to train students to develop all four of these learning capacities.



The Right and Left Modes

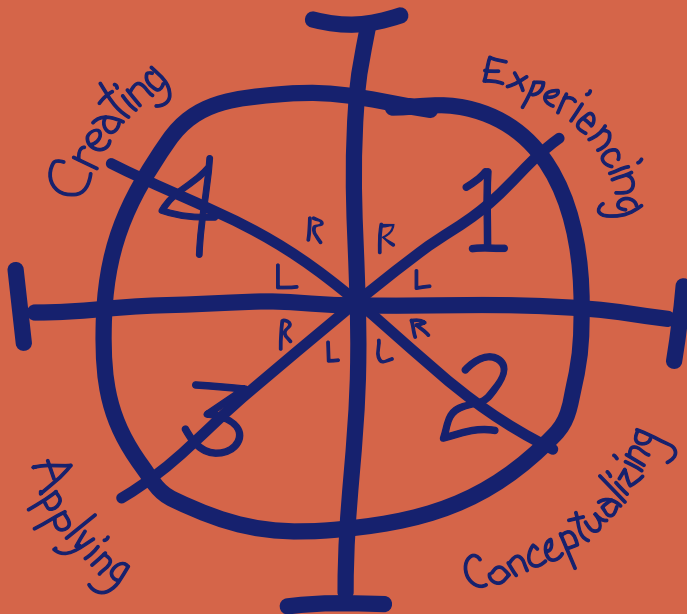
Right and Left Mode Processing

We know, too, that learning entails interaction between the right and left brain.

Left—Operates best through structure, sequence. Prefers language, is sequential, examines the elements, has number sense. Works to analyze or break down information.

Right—Operates out of being, comprehends images, seeks patterns, creates metaphors, is simultaneous. Strives to synthesize, consolidate information.

The interplay between right and left is crucial to higher learning and thinking. It provides a greater range and depth of understanding and encourages creative expression and problem solving.



The 4MAT Model

The Complete 4MAT[®] System Model

Our lesson model reflects the importance of these influences.

This is the Excel model for lesson development. It entails the use of right and left-brain strategies within four distinct phases of the learning cycle . . .

- *Experiencing*
- *Conceptualizing*
- *Applying*
- *Creating*

As a lesson planning tool, 4MAT gives teachers a systematic way to train all students to think and learn well.

As a staff development tool, it offers a clear, sequential path for in-house training programs.

As a system design, it provides an integrated system of training for instruction, staff development, curriculum, and assessment.