

Prologue

Since 1979, we have been teaching teachers to more effectively connect with learners using a method of instruction called 4MAT. 4MAT describes a cycle of learning that begins by engaging learners through direct experience and then moves them toward reflective observation (1), followed by abstract conceptualizing (2), active experimentation and problem solving (3), and finally toward integration of new content and skills (4) and readiness to begin the cycle anew (1).

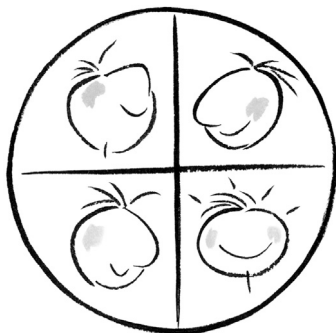


This book summarizes the basic elements of 4MAT. It begins in Chapter 1 with a discussion of learning style and the ramifications of this research for teachers and learners. Chapter 2 moves beyond learning style to describe a cycle of learning that appeals to all types of learners in turn. In Chapter 3, we offer practical advice for teachers on applying the learning cycle to the classroom.



Chapter 4 presents practical application of the latest brain research, suggesting that teachers use multiple methods in terms of both the delivery of new material and student expressions of understanding. In Chapter 5, we combine the notions of learning style, the cycle, and brain research to present the complete 4MAT model.



x TEACHING AROUND THE 4MAT® CYCLE

Concepts are a key element in engaging learners using 4MAT. Chapter 6 offers guidance on understanding and delivering the bigger picture in the classroom. Last, in the final chapter, we offer a template for unit planning with 4MAT that brings it all together—the cycle, learning style, brain research, and concept-based teaching.

Since 1979, 4MAT has helped hundreds of thousands of teachers connect to learners. We sincerely hope this material will strengthen that connection for you. This book offers a summary of the research and ideas comprising the 4MAT System. Feel free to visit www.aboutlearning.com for detailed information on companion materials and teacher training.

—Bernice McCarthy and Dennis McCarthy