LEARNING STYLES

THESIS:

Not everyone learns the same way -

thus, as teachers, we must learn to teach in ways so that we reach even those students who learn in different ways from us

LEARNING STYLES

A) Right Brain - Left Brain

B) Visual, Auditory, Kinesthetic

C) Meyer-Briggs Type Indicator system

D) Gardner's Seven Intelligences

E) Combinations (Martin)

F) Kolb and Fry Learning Styles Inventory

F) Felder-Silverman Learning Style Model
http://www.ncsu.edu/felder-public/Learning_Styles.html

LEFT BRAIN - RIGHT BRAIN

LEFT (analytical)	RIGHT (global)
Verbal	Visual, tactile
Responds to word meaning	Responds to word pitch
Sequential	Random
Processes information linearly	Processes information in chunks
Responds to logic	Responds to emotion
Plans ahead	Spontaneous
Recalls people's names	Recalls people's faces
Speaks with few gestures	Gestures when speaking
Punctual	Less punctual
Prefers formal study design	Prefers sound or music when studying
Prefers bright lights when studying	Prefers frequent mobility when studying

LEARNING STYLES
Modalities of Teaching & Learning

AREA OBSERVED	VISUAL	AUDITORY	KINESTHETIC
Learning Style	Learns by seeing; watching demonstrations	Learns through verbal instruction from others or self	Learns by doing; direct involvement
Reading	Likes descriptions; good concentration	enjoys dialogues, plays; unaware of illustrations; subvocalizes	prefers stories where actions occurs early; ; not an avid reader
Spelling	Recognizes words by sight;	uses a phonics approach;	often is a poor speller;
Handwriting	tends to be good, appearance is important	has more difficulty learning in initial stages;	good initially, deteriorates when space limited
Memory	remembers faces, forgets names;	remembers names, forgets faces;	remembers about what was done,
Distracted by	visual disorder or movement	by sounds	anything not moving
Problem Solving	deliberate; plans in advance;	tries solution subvocally;	attacks problems physically, impulsive,
Response to Inactivity	stares; doodles; watches things	hums; talks to self or to others	fidgets; finds reasons to move; holds up hand
Commun-ication	does not talk at length; uses words such as see, look,view, picture	likes hearing talk; uses words such as listen, hear	Gestures when speaking; listens poorly; uses words such as get, take, feel

GARDNER'S SEVEN INTELLIGENCES

VERBAL/LINGUISTIC
(Word smart)

Reading :Vocabulary : Formal Speech

LOGICAL/MATHEMATICAL
(Logic Smart)

Abstract Symbols/Formulas; Problem Solving

VISUAL/SPATIAL
(Picture Smart)

Guided Imagery :
Color Schemes :
Drawing : Sculpture : Pictures

BODY/KINESTHETIC
(Body Smart)

Role Playing : Physical Gestures
Body Language : Sports Games
Experimentation

INTERPERSONAL
(People Smart)

Provides leadership, motivate others

INTRAPERSONAL
(Self Smart)

Knowledge of self

MUSICAL/RHYTHMIC
(Music Smart)

Earliest to emerge

MEYER-BRIGGS TYPE INDICATOR SYSTEM

E extrovert preferred environment – people. talkative, expressive emotionally	**I introvert** preferred environment – tranquility reflective, ideas and concepts important
S sensing preferred ideas - concrete ideas and facts move to generalizations	**N intuitive** preferred ideas - abstract ideas and concepts start from generalizations
T thinking based on evaluation use 'objective' standards, concerned with fairness	**F feeling** based on evaluation use personal value systems, concerned with other's feelings
J judgement based on approach to task decisive, timely, complete one task at a time	**P perception** based on approach to task flexible, handles several projects at once

MEYER-BRIGGS TYPE INDICATOR SYSTEM

16 combinations
– those most relevant to learning styles are:
ES, EN, IS, IN

ES - >50% of population (including incoming university students)	**IN** - >50% of university professors (vs. 10% from general population)
ES Dislike ambiguity Prefer linear, structured treatment of subject matter Have difficulty with abstract ideas Less independent in thought Search a 'correct' answer, prefer 'practice-to-theory' route. Learn for practical outcomes. (typical students: engineering, nursing, business)	**IN** Seek a global picture Interested in possibilities rather than practicalities Content with open-ended instruction Autonomous in their learning Interested in diverse ideas. Learn to understand. (typical students: pure science, mathematics, arts)