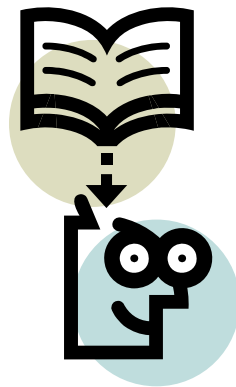


Planning Lessons to Capitalize on Learning Styles



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Introduction

Learning Styles

Learners have different strategies, approaches, patterns of abilities, and learning styles that are a function of the interaction between their heredity and their prior experiences.

Learning styles are cognitive, affective, and physiological behaviors that indicate how learners perceive, interact with, and respond to the learning environment. Learning styles are acquired biologically and developmentally and can be influenced through experience.

In this presentation we will focus on these three types of learning styles:

- Visual Learners
- Auditory Learners
- Kinesthetic Learners

Visual Learners:

- Learn through seeing.
- Need to see the teacher's body language and facial expression to fully understand the content of a lesson.
- Prefer to sit in the front of the classroom so they can have a full view.
- May think in pictures and learn best from visual displays and multi-media: diagrams, illustrated books, overhead transparencies, videos, flipcharts, computers, films.
- Often take detailed notes and need handouts to absorb and be able to review the information.
- Use color to highlight important points.
- Write and illustrate stories
- Study in a quiet place away from verbal disturbances.
- Read illustrated books
- Visualize information as a picture to aid memorization.

Auditory Learners:

- Learn through listening.
- Learn best through verbal lectures, discussions, talking things through and listening to what others say.
- Interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances.
- Often benefit from reading text aloud and using a tape recorder because written information is difficult for them to absorb.
- Make speeches and presentations.
- Create musical jingles to aid memorization.
- Create mnemonics to aid memorization.
- Use verbal analogies and story telling to demonstrate their point.

Tactile/Kinesthetic Learners:

- Learn through moving, doing and touching.
- Like to use a hands-on approach, actively exploring the physical world around them.
- May have difficulty sitting still for long periods and may become distracted by their need for activity and exploration.
- Use bright colors to highlight reading material.
- May like to listen to music while studying.
- Skim through reading material before sitting down to read it in detail.
- Like to work in a standing position.

What Research Tells Us

The practices and activities in which people engage while learning shape what is learned. *(Fox & Hackerman)*

Knowledge of learning styles can help both educators and learners improve their effectiveness. *(Hotta Dover)*

Students learn more when information is presented in a variety of modes than when only a single mode is used. *(Felder & Henriques)*

Presenting the same material in different ways invariably has a reinforcing effect on retention. *(Felder & Henriques)*

Although it can be helpful for an instructor to know the distribution of learning styles in a class, the point is not to place all students into one or another style category and to teach each student exclusively according to his or her preferred style. Rather, the goal is a balanced teaching style, in all classes at all levels. *(Felder & Henriques)*

Students will inevitably be called upon to deal with problems and challenges that require the use of their less preferred modes, and so should regularly be given practice in the use of those modes. *(Cox)*

Stress, frustration, and burnout may occur when students are subjected over extended periods of time to teaching styles inconsistent with their learning style preferences. *(Smith & Renzulli)*

What must be done to achieve effective foreign language learning is to balance instructional methods, somehow structuring the class so that all learning styles are simultaneously - or at least sequentially - accommodated. *(Oxford 1990)*

Planning Lessons to Capitalize on Learning Styles

Providing for visual learners:

Use visuals such as pictures, charts, maps.

Use colors to highlight.

Provide handouts.

Use illustrations, maps and models.

Encourage visual learners to:

Pay attention to headings and patterns of topics.

Use multi-media such as computers and mind maps.

Study in a quiet place away from visual distractions.

Visualize information as a picture.

Skim to get an overview before reading in detail.

Providing for auditory learners:

Use a tape recorder and allow students to rewind and listen again.

Read texts aloud.

Talk aloud as you demonstrate or carry out an activity.

Create musical jingles and mnemonics.

Set up discussions and debates.

Assign speeches and presentations.

Encourage auditory learners to:

Give speeches and presentations.

Discuss their ideas verbally and participate in discussions and debates.

Dictate their ideas to someone else.

Speak into an audio-tape and then listen to their ideas played back.

Providing for kinesthetic learners:

Provide frequent study breaks.

Use colors to highlight.

Use posters or models.

Provide drawing activities.

Have students work with blocks, paper cut-outs, rods.

Have students write on the board.

Give opportunities to play charades and perform skits.

Encourage kinesthetic learners to:

Move around to learn new things (read while using an exercise bike, model clay to learn a new concept).

Stand up to work.

Skim before reading in detail.

Pump It Up

An Activity for Visual Learners

That's Not What I Said

An Activity for Auditory Learners

The Bank Stops Here

An Activity for Kinesthetic
Learners

Resources

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University of Southampton. **Understanding Your Learning Style** 2003.

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Internet Resources:

<http://www.elsinnet.com/>

ELSIN (European Learning Styles Information Network)

www.ldpride.net/learningstyles.MI.htm

Free learning styles test, learning styles explained, practical tips

www.learningstyles.net

Drs. Rita and Ken Dunn's Center for the Study of Learning and Teaching Styles

Learning Style Inventory

Name _____

Date _____

Place a check on the appropriate line after each statement.
There are no right or wrong answers.

- | | OFTEN | SOMETIMES | SELDOM |
|--|-------|-----------|--------|
| 1. Can you remember more about something by listening than reading? | _____ | _____ | _____ |
| 2. Do you like to follow written directions better than oral ones? | _____ | _____ | _____ |
| 3. Do you like to write things down and take notes for visual review? | _____ | _____ | _____ |
| 4. Do you usually press hard when you write with a pen or pencil? | _____ | _____ | _____ |
| 5. Do you usually require explanations of diagrams, graphs, maps, or charts? | _____ | _____ | _____ |
| 6. Do you often enjoy working with tools or using your hands to build with? | _____ | _____ | _____ |
| 7. Are you skillful with and do you enjoy making graphs and charts? | _____ | _____ | _____ |
| 8. Can you hear the difference in words which sound similar? | _____ | _____ | _____ |

9. Do you remember best by writing things down several times? _____

10. Can you understand and follow directions on maps? _____

11. Can you do better at academic subjects when you listen to lectures and tapes than by reading a book or taking notes? _____

- OFTEN SOMETIMES SELDOM
12. Do you like to play with coins or other objects in your pockets? _____

13. Do you learn to spell better when you repeat the letters of the word out loud than by writing the word on paper? _____

14. Do you understand a news article better when you read about it in the newspaper than by listening to the radio? _____

15. Do you usually chew gum, smoke, snack, or drink a beverage during studies? _____

16. Do you think the best way to remember something is to picture it in your head? _____

17. Do you learn spelling by writing the words with your fingers in the air or on a surface? _____

18. Would you rather listen to a good lecture
or a speech than read about it in a book? _____

19. Are you good at solving puzzles and mazes? _____

20. Do you hold objects in your hands
while you are learning? _____

21. Do you prefer to listen to the news
on the radio than read a newspaper? _____

22. Do you obtain information on
an interesting subject by reading? _____

23. Do you feel very comfortable
touching others, hugging, handshaking, etc.? _____

- | | OFTEN | SOMETIMES | SELDOM |
|--|-------|-----------|--------|
| 24. Can you follow oral directions better than written directions? | _____ | _____ | _____ |
| 25. When you read, can you easily tell the difference between letters such as "b" or "d"? | _____ | _____ | _____ |
| 26. If you are not sure how to spell a word, does it help your memory if you begin writing the word? | _____ | _____ | _____ |
| 27. Is it easy for you to picture directions in your mind when someone tells them to you? | _____ | _____ | _____ |
| 28. Do you like to learn new things by trying out how it feels to do them? | _____ | _____ | _____ |
| 29. Do you remember what you read better if you read out loud? | _____ | _____ | _____ |
| 30. Is it easy for you to remember rhymes, poems, or a part in a play? | _____ | _____ | _____ |

Scoring procedure for Learning Style Inventory

Place the point value on the line next to its corresponding item number. Next, add the points to obtain the preference scores under each heading. The column with the greatest sum is the most preferred learning style.

OFTEN = 5 points
SOMETIMES = 3 points
SELDOM = 1 point

VISUAL		AUDITORY		KINESTHETIC	
No.	Pts.	No.	Pts.	No.	Pts.
2	_____	1	_____	4	_____
3	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
14	_____	15	_____	13	_____
16	_____	18	_____	17	_____
19	_____	21	_____	20	_____
22	_____	24	_____	23	_____
25	_____	29	_____	26	_____
27	_____	30	_____	28	_____
<hr/>		<hr/>		<hr/>	
VPS =		APS =		KPS =	

VPS - Visual Preference Score
APS - Auditory Preference Score
KPS - Kinesthetic Preference Score

Adapted from the Learning Style Inventory by Jean Kelly, La Jara Adult Education, circa 1980.