

# Learning Styles

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## Workshop Objectives

Upon completion of this workshop the participants will ....

- be able to describe active learning
- be able to identify a variety of different learning styles
- be able to evaluate a lesson based upon its use of different learning styles

## What do you want?

- What questions do you have about Learning Styles?
- What do you want from today's workshop in regards to Learning Styles?

## What is Learning?

"Learning is not so much an additive process, with new learning simply piling up on top of existing knowledge, as it is an active, dynamic process in which connections are constantly changing and the structure reformatted"

(Cross, 1991, p.9)

## What is Active Learning?

- Active learning “involves students in doing things and thinking about the things they are doing” (Bonwell and Eison, 1991)
- Active learning strategies allow individuals to become self-directed, collaborative and critically reflective (Luckner and Nadler, Processing the Experience, p. 13. n.d.)

## When engaged in Active Learning

Students are:

- involved in more than listening
- developing skills
- involved in (appropriate) higher -order thinking
- ( analysis, synthesis, evaluation)
- engaged in reading, discussing, writing, problem-solving

## Principles of Active Learning

- Two main principles are associated with active learning:
  - Learning is an active endeavour
  - Different people learn in different ways

## Different Learning Styles

- Individuals have their own approach to constructing knowledge and meaning
  - Differences in processing and understanding information
- Learning styles refer to students' preferences for some kinds of learning activities over others
- 'How' students learn, not 'what' students learn

## What is your style?

- Complete the UTSC Learning Style Survey.
- Reflect upon your results. Does it fit your understanding of how you learn?

## VAK Learning Style

Learning Style	Strengths	Teaching Strategies
<b>Visual</b>	deductive thinking; group oriented; imaginative; sensitive to visual, social and emotional cues	graphic organizers; visual aids; group work; presentation; demonstration; role-play; projects/assignments
<b>Auditory</b>	inductive thinking; memorization; logical and sequential; understanding of abstract concepts	lecture; presentation; discussion; independent work; thinking/reflecting time
<b>Kinesthetic</b>	task oriented; creative; active interaction with materials and resources	manipulative; activities; experimentation; practicum / internship; technology integration

## Why Become Aware?

- To maximize student motivation and engagement
- Improve student learning
- Reflecting on your own learning style can enhance your own learning
- Teachers can better adapt their teaching methods
- Make teachers more sensitive to differences in the classroom
- By employing a variety of different learning activities designed for different learning styles and outcomes, will enhance student learning

## Different models or perspectives

- Instructional and Environmental Preferences – VAK (Dunn and Dunn)
- Cognitive Styles (Gregorc)
- Social Interaction Models (Perry)
- Information Processing Models (Kolb)
- Personality Models (Myers- Briggs)
- Multiple Intelligences (Gardner)

## Cognitive Styles (Gregorc)

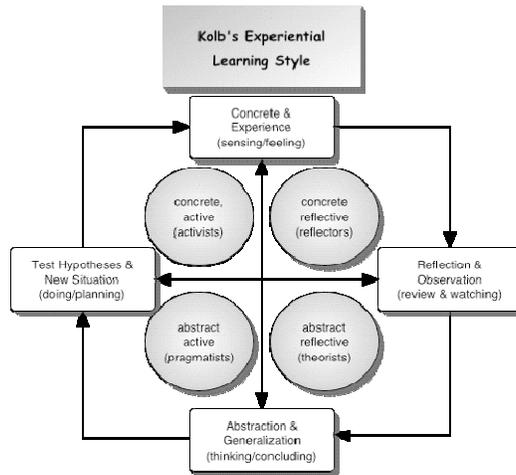
- People learn based on individual
  - perception of **CONCRETE** (e.g., physical senses) or **ABSTRACT** (intellect, imagination, emotions) space
  - processing within **SEQUENTIAL** (linear, step by step) or **RANDOM** (multi-dimensional network, may at first seem illogical and out of sequence) time

## Cognitive Styles (Gregorc)

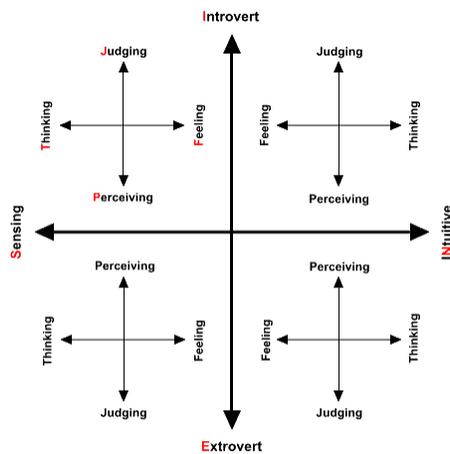
- Concrete Sequential
  - What do I need to do to get an A?
- Concrete Random
  - “out of the blue” solutions
- Abstract Sequential
  - Good at synthesizing information
- Abstract Random
  - Sensitive to atmosphere

What type of learner are you?

# Information Processing Models (Kolb)



# Personality Models



**Note:** The red capitals in the main and first quadrants refer to the Myers-Briggs Type Indicators (MBTI)

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## The Why?

- Bringing such multiple orientations of intuitive, creative, and systematic analysis, along with reflective evaluation to bear on the phenomena we study, only strengthens scholarship in a discipline (O'Connor, 1999)
- Employing a variety of different types of learning activities designed for specific learning outcomes, provides opportunities to engage all students in learning

## Micro-lesson Demonstration

## Reflection

- How was the lesson Visual?
- How was the lesson Auditory?
- How was the lesson Kinesthetic?

## Next Workshop?

- Feedback and Grading
- Time Management
- Leading a seminar (lecturing)
- Professors & Instructors expectations