

Learning Styles



“If Children Are Not Learning The Way We Teach,
We Need To Teach The Way They Learn”

Training Outcomes

- Understand and conceptualize learning styles and its relationship to student achievement.
- Provide **reflective opportunities and information** to enhance the development of student teachers to work effectively with diverse learners.
- Share **dialogue** and **strategies** that underscore the importance of building relationships with your students.



Expectations For Group Activities

The 'Tater Family

- No Dictators
- No Commentators
- No Agitators
- No Spectators



Ordered Sharing

Activity #1

- Ordered sharing is based on your response to a quote
- It requires “deep listening.”
- Divide into groups.
- Participants sit in a circle.
- Present the quote (1 minute processing time)
- Each person shares thoughts for about 20 seconds.
- Select a timekeeper
- Select a spokesperson to report out

If you can show me how I can cling to that which is real to me, while teaching me a way into the larger society, then I will not only drop all my defenses and my hostility, but I will sing your praises and I will help to make the desert bear fruit.

Ralph Ellison, The Invisible Man

Part I: Learning Styles

Learning style is the way in which each learner begins to concentrate on, process and retain new and difficult information.

Dunn



Why Is It Important to Know Students Learning Styles?

- *Students process information differently*
- *If educators teach exclusively to one style student's comfort level may be diminished*
- *If only taught in one style students may lose mental dexterity to think in different ways.*
- *We should address the learning needs of all students*

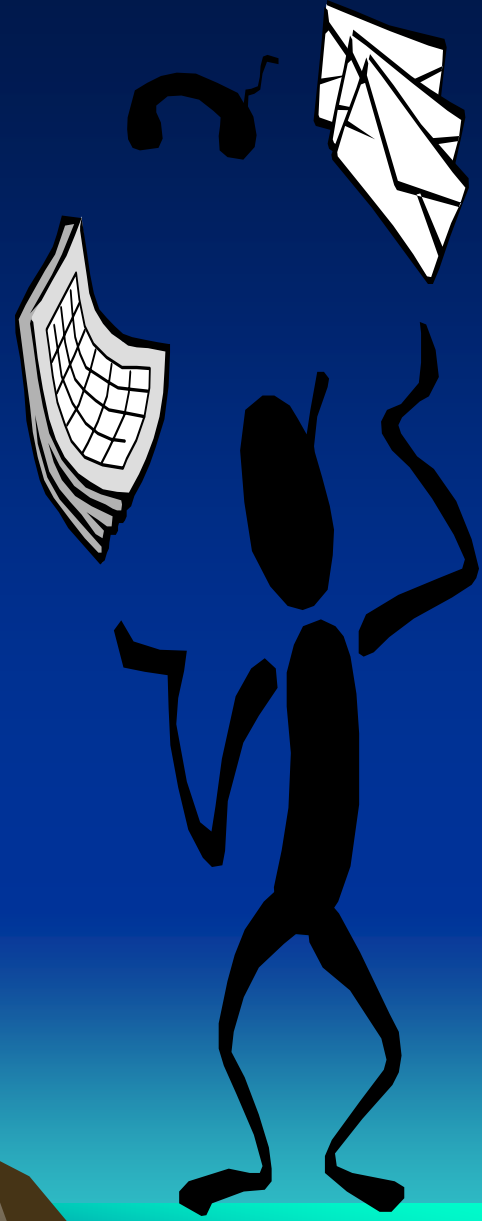
“We must emphasize the need for teachers to be aware that all children, regardless of their race or ethnicity, have different learning styles.

Dr. Jacqueline Jordan Irvine, Emory University



Teachers should have a variety of teaching styles. If a child does not master a skill the first time, try again, but not necessarily the same way you taught it the first time.”

**Dr. Jacqueline Jordan Irvine,
Emory University**



Learning modalities/ styles

visual
verbal
auditory
tactile



Learning Styles

Analytic vs. Global Learners

www.wavefront.com/~nelson/styles.htm



Analytical Learners

Left-brained

Words

Numbers

Parts

Sequential

Linear

Detail

Verbal

Punctual

Organized

Global Learners

Right-brained

Images

Patterns

Wholes

Simultaneous

Patterns

Whole picture

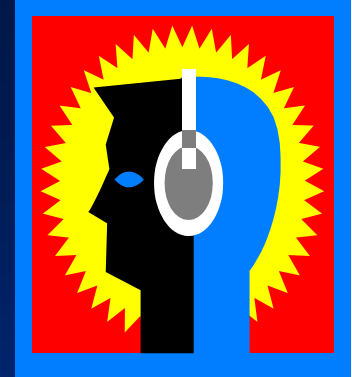
Non-verbal

Without sense of time

Creative

Intuitive

Spontaneous



Learning Styles

Sensory Learning Modalities

VISUAL - (learn by seeing and writing)

40% of learners

Can be verbal (sees words) or pictorial (sees pictures)

Remembers faces but not names

Vivid imaginations

Think in pictures

Facial expression tells what their emotions are

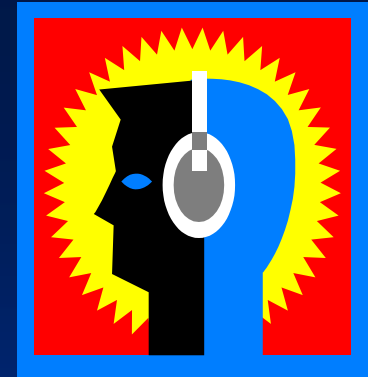
Uses color

Caution: TV, Movies, Nintendo can be addicting



Learning Styles

Sensory Learning Modalities



AUDITORY - (learn by listening)

30% of learners

Learn from verbal instruction

Need phonics

Enjoy plays

Write lightly and it is not always legible

Remember names and forget faces

Distracted by noise

Remember by listening, especially with music

Games and pictures are annoying and distracting

Learning Styles

Sensory Learning Modalities

KINESTHETIC - (large motor, whole body learning)

Learn by doing

Not avid reader

Poor spellers

Remember what was done

Doesn't "hear" things as well

Touch is important

Attacks things physically - fight, hit, pound

Impulsive

Needs math and science manipulatives

Loves games



Learning Styles

Sensory Learning Modalities

TACTILE - (small motor learning)

Most of the same traits as kinesthetic

Note: Kinesthetic and tactile learners have the most difficulty learning to read.

Note: All children are very kinesthetic to age 6.



What does addressing
learning styles look like in the
classroom?



Activity #2

Each group will brainstorm to come up with at least two instructional activity/strategies base on a particular learning style.

1. Select someone to scribe
2. Chart your strategies and post them on the wall.
3. Gallery Walk (all participants)
4. Reflective and share (large group)



INDIVIDUAL REFLECTIONS (Learning Styles)

What?

(What does this mean to you and your educational philosophy)?

So What?

(What implications does this have on your work as a student teacher)?

Now What?

(What are you going to do with this information)?



PART II
BUILDING
AND
NURTURING
RELATIONSHIPS



BUILDING RELATIONSHIPS

“Children do not care how much you know until they know how much you care.”



**“No significant learning occurs
without a significant relationship.”**

**Dr. James Comer PhD
Yale University**



Relationships & Learning

- The purpose of school is to cause learning.
- Teachers cause learning.
- There must be a connection between the teacher, student, and student's experiences to the curriculum.
- Families and community support must be valued and appreciated.
- Only when learning occurs, did teaching happened.



WHAT THEN IS MEANT BY RELATIONSHIPS?

- A successful relationship occurs when emotional deposits are made to the student,
- Emotional withdrawals are avoided and students are respected.
- Are there boundaries to the relationship?
- Establish high expectations
- Honor students as human beings worthy of respect and care.



Creating Relationships

DEPOSITS	WITHDRAWALS
Seek first to understand	Seek first to be understood
Keeping Promises	Seeking Promises
Clarifying expectations	Violating expectations
Loyalty to the absent	Disloyalty , duplicity
Apologies	Pride, arrogance, conceit
Open to feedback	Rejecting feedback
Steven Covey's " The Seven Habits of Highly Effective People"	



**GROUP
ACTIVITY:
REJECTED
INVITATIONS**



Few understand the courage it takes to return to a place where he/she failed yesterday, the day before and in all probability will fail again the next day.”



Four Stages of Relationship Building

- **Stage 1:** Rejection

- Minority or low SES basically denies Majority teacher intimate access to his/her person, but persistent and caring will wear down resistance and gain trust.

- **Stage 2:** Acceptance

- Minority or low SES child lets his/her guard down and permits the teacher to come in and be friends.



(4) Stages of Relationship Building

- **Stage 3:** Stage of Decision

–Which leads to a second rejection by some, a dividing of the ways by some and an entry into the fourth stage by others.

Stage 4: Healthy, cooperative existence



A Moment of Clarity

I learned that

I realized that

I was pleased that

I was not aware that



Educating All Our Children:



We Are All In this Boat together

All I Need To Know, I Learned From Noah's Ark:

- **Don't Miss The Boat**
- **Remember That We Are All In The Same Boat**
- **Plan Ahead: It was not Raining When Noah Built The Ark**
- **Stay Fit: When you're 600 years old someone may ask you to do something really big**



All I Need To Know, I Learned From Noah's Ark:

- Don't Listen To Critics; Just Get On With The Job That Needs To Be Done.**

- Build Your Future on high Ground.**

- For Safety Travel In Pairs.**

- Speed isn't always an advantage. The snails were on board with the cheetahs.**



All I Need To Know, I Learned From Noah's Ark:

When you're stressed, float a while.

- Remember the Ark was built by amateurs,
and the Titanic by professionals**
- No matter the storm, when you are with the
right people, there's always a rainbow
waiting.**



DREAMKEEPERS:

DREAMKEEPERS ARE THE ADULTS IN THE SCHOOL COMMUNITY THAT CONSISTENTLY ASSIST, SUPPORT, ENCOURAGE, NURTURE, EDUCATE, MOTIVATE, EMPOWER AND CULTIVATE THE UNTAPPED POTENTIAL OF ALL OUR CHILDREN, SO STUDENTS CAN LIVE THEIR DREAMS AND ACHIEVE IN ALL THEIR ENDEAVORS.

(CLEVELANDISM)

DIFFERENCE DOES NOT DENOTE DEFICIT

We're Waiting.....



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