

Class Level: 6	Topic: Learning Styles	Class Length: 3 hrs.	Date:
Lesson Objectives: <ul style="list-style-type: none"> • Be able to discuss learning styles theory • Identify personal learning styles • Prepare and present poster board on learning modality in small groups 			
Language Skill Proficiency: <ul style="list-style-type: none"> ▪ Speaking ▪ Listening ▪ Reading ▪ Writing 		Materials and Equipment: <ul style="list-style-type: none"> ▪ <i>Learning Styles: Discover How You Learn (exert from Becoming a Master Student)</i> ▪ <i>Learning Styles Descriptions (cut into 3)</i> ▪ <i>Learning Styles Inventory</i> ▪ Poster board or butcher paper ▪ Old magazines and pictures (optional) 	
<h2>Activity Plan</h2> <p>Warm Up: As Ss arrive, provide them with <i>Learning Styles: Discover How You Learn</i> exert. Have Ss read the text quietly to themselves as they wait for others to arrive. After several minutes, ask Ss to reflect upon the text and what they understood as a group. NOTE: This activity is an opportunity for personal reading and getting Ss to begin thinking about topic.</p> <p>Introduction: Explain to Ss that today’s lesson looks at learning style theory. Learning style theory proposes that different people learn better in different ways and that it is good to know your own preferred learning style. Does anyone want to guess how knowing your learning style might be to your advantage? Have students brainstorm about the value of knowing one’s learning style.</p> <p>Presentation: Stress that there are many different theories related to learning styles; however, the lesson will focus mainly on sensory preferences with learning (auditory, visual and kinesthetic/tactile). Point out the roots of these words (aud=hear/listen; visual=see; kine=motion; tact=touch). Ask Ss what they think it means to be an auditory learner? A visual learner? A kinesthetic /tactile learner?</p> <p>Practice: Put Ss into groups of three. Provide each S in a group with a <i>Learning Style Description</i> of <u>one</u> of the three learning style preferences (Auditory, Visual or Tactile/Kinesthetic). Have Ss take turns reading about their assigned preferences to their groups. Encourage Ss listening to speaker to take notes about the theory as they listen.</p> <p>Practice: Have Ss consider which of the three learning modalities they identify with most. Have Ss take the <i>Learning Styles Inventory</i>. As Ss finish, put them in pairs. Have Ss discuss the results (ex. Did they get the same results? Do they agree with the results? Why or why not? How can they change their study habits to get the most out of their learning preference?).</p> <p>Practice: Place Ss in like groups (approx. 4-5 Ss) based on the learning style that they most closely identified with. Have each group brainstorm possible strategies for learning English based on their learning style. After several minutes, provide each group with a poster board (or piece of butcher paper). Explain to Ss that they will work together as a group to create a poster describing their group’s preferred learning modality and strategies and tips for making the most out of their learning preference. NOTE: If possible, Ss can use, markers, cut outs from magazines and other graphics to add to their posters.</p> <p>Evaluation: Have groups of Ss present their posters to the class. NOTE: This may need to take place during the following lesson if time is an issue.</p> <p>Extension Activities:</p> <ul style="list-style-type: none"> • Introduce Ss to other learning style theories (ex. David Kolb’s Experiential Learning Model) and/or theorists who believe learning styles are a myth. Have Ss gauge quality of author’s ideas and give reasons. • Have Ss create their own surveys assessing learning preferences based on their own indicators. 			

Learning Styles: Discovering How You Learn

Source: Ellis, Dave. *Becoming a Master Student*. 7ed. Boston: Houghton Mifflin, 1994.

Most of us have preferred ways to perceive and process new information. Today those preferences are often called learning styles.

Clues to our learning styles are revealed in statements such as these:

- That's not the type of exam I like to take.*
- I would not have started the project that way.*
- I hate ice-breakers (or lab work or lecture, or open-ended assignments)*
- I like the way she teaches, but I can't learn from her style.*
- This class is boring.*
- I feel lost.*
- I just can't get anything out of this course.*

Such preferences for a particular learning style are often expressed on the job too. At work, you might hear:

- I just don't seem to fit in with the way management operates.*
- I would rather have her for a supervisor. I like how she runs things.*
- The way decisions get made around here seems strange to me.*
- I'll never get promoted. I'm too different from my boss.*

And among family or friends, it can be common to hear:

- How is it that we relate to each of our children so differently?*
- Our ways of listening and speaking are so individual.*
- Mom and I seem to have a special way of understanding each other.*
- Our daughter is so different from our other children.*

The comments above reflect only a handful of differences in the ways that people learn. The main point is to recognize that such differences exist.

People who go through school without knowledge of their learning styles can end up feeling isolated or unskilled. When we learn in a way that's noticeably different from those around us, we might feel inadequate or unsuccessful.

Discovering our individual learning styles can change this. With this knowledge we can do three things. One is to seek out experiences that draw on the strengths of our styles. Another is to adapt our speaking, writing, thinking, and listening to the learning styles of others people. Doing so can enhance our effectiveness at school, home, and work. Third, we can make a conscious attempt to develop our skills at other learning styles.

Learning Styles Descriptions

Visual

- Mind sometimes strays during verbal activities
- Observe rather than acts or talks
- Likes to read
- Usually a good speller
- Memorizes by seeing graphics or pictures
- Not too distractible
- Finds verbal instruction difficult
- Has good handwriting
- Remembers faces
- Uses advanced planning
- Doodles
- Quiet by nature
- Meticulous, neat in

Kinesthetic

- Likes physical rewards
- In motion most of the time
- Likes to touch people when talking
- Taps pencil or foot when studying
- Enjoys doing activities
- Reading not a priority
- Poor speller
- Likes to solve problems by physically working through them
- Will try new things
- Outgoing by nature; expresses emotions by physical means
- Uses hands while talking
- Dresses for comfort

Auditory

- Talks to self aloud
- Enjoys talking
- Easily distracted
- Has difficulty with written directions
- Likes to be read to
- Memorizes sequentially
- Enjoys music
- Whispers to self while reading
- Distracted by noise
- Hums or sings
- Outgoing by nature
- Enjoys listening activities

LEARNING STYLE PREFERENCE FORM

Kathy Clark, Linn-Benton Community College

Place a check on the answer that is right for you.

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. I can learn more about a subject through listening than reading. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I follow written directions better than oral directions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I like to write things down or take notes for visual review. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I bear down extremely hard with pen or pencil when writing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I need explanations of diagrams, graphs, or visual directions. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I enjoy working with tools. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I am skillful and enjoy developing and making graphs and chart. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I can tell if sounds match when presented with pairs of sounds. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. I remember best by writing things down several times. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I can understand and follow directions on maps. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I do better at academic subjects by listening to lectures and tapes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I play with coins or keys in pockets. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. I learn to spell better by saying the letters out loud than by writing the word on paper. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I understand a news article better by reading about it in the paper than by listening to the radio. | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I chew gum, smoke, or snack during studies. | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I feel the best way to remember is to picture it in my head. | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I learn by "finger spelling" the words. | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I would rather listen to a good speech or lecture than read the same material in a textbook. | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. I am good at solving jigsaw puzzles and mazes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. I grip objects in my hands during learning periods. | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. I prefer listening to the news on the radio rather than reading about it in the newspaper. | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. I get information on an interesting subject by reading relevant materials. | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. I feel very comfortable touching others, hugging, handshaking, etc. | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. I follow oral directions better than written ones. | <input type="checkbox"/> | <input type="checkbox"/> |

LEARNING STYLE PREFERENCE SCORING FORM

Scoring Procedures

YES = 5 points

NO = 1 point

Place the point value on the line next to its item number. Next, add the values to get your preference score under each heading. For example, if you answered question number 2 with YES give yourself 5 points and write the 5 next to the number 2 under VISUAL.

VISUAL (VPS)

Item Points

2 ___

3 ___

7 ___

10 ___

14 ___

16 ___

19 ___

22 ___

VPS = _____

AUDITORY (APS)

Item Points

1 ___

5 ___

8 ___

11 ___

13 ___

18 ___

21 ___

24 ___

APS = _____

TACTILE (TPS)

Item Points

4 ___

6 ___

9 ___

12 ___

15 ___

17 ___

20 ___

23 ___

TPS = _____

VPS is visual preference score

APS is auditory preference score

TPS is tactile preference score

From: Kathy Clark, Linn-Benton Community College