
Section 3

Learning Styles

Key words / concepts:

learning styles The term 'learning styles' refers to the preferred way(s) in which individuals interact with, take in, and process new stimuli or information across the three domains of learning identified in the taxonomy of education objectives: cognitive (knowledge), psychomotor (skills) and affective (attitude). In other words, your preferred learning style is simply **how you learn best**.

http://www.wordiq.com/definition/Learning_styles#Definition (Note – this website also provides an outline of different learning styles)

experiential learning: Learning through experience and analysis.

How adults learn and learning styles

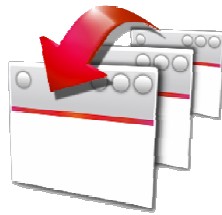
A learning style is the manner in which we receive and process information. Most learners fall within one or more style. The literature suggests that learners who are actively engaged in the learning process will be more likely to achieve success. Once students are actively engaged in their own learning process they begin to feel empowered and their personal achievement and self-direction levels rise.

A great deal has been written about the way that individuals learn but there is no evidence to suggest that there is a unique individual learning style. A wide range of learning styles has been introduced in recent years and preferences need to be considered. These preferences also need to be related to a variety of considerations, e.g. what it is that the learner needs to learn, the different ways it is possible to learn and the available resources. Therefore it is important to understand what learning style preferences are, and how to address them when identifying learning achieved and planning further learning. Reflecting (Section 2) on these styles is an important factor in the learning process.



The following PowerPoint slides provide a comprehensive guide to a range of learning styles. Please recognise those which are relevant to yourself and use in identifying learning.

For Level 6 and Level 7 reflection on learning, a wide range should be discussed.



Aim

An introduction to a variety of learning styles

Objectives

- Discuss personal styles of learning.
- Relate the different styles to learning achieved.
- Reflect on the learning achieved related to the different learning styles.



Using the templates, and responding to the questions, undertake a critical reflection of a learning event based on your knowledge and understanding of learning styles.

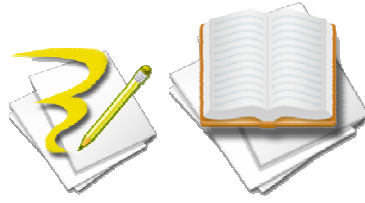
Despite the known benefits of using your preferred learning style, adults often neglect using their strongest learning style in more formal learning situations. Instead, many adults still tend to follow the standardised way of learning they grew up with in school.

However our goals as adults may have changed, dramatically. Generic learning is no longer feasible in today's fast-paced world. How quickly you learn and process information will determine how valuable you are to your employer, and how successful you will be in managing your time and personal resources well into the future.



Reflection and the reflective essay. (Section 7) Keep evidence of learning during this process to support your essay e.g. evidence of reading and reflection on learning styles





EXPLANATORY NOTES AND EXERCISES

Read and undertake some on-line questionnaires to understand a variety of theories and models:

<http://rapidbi.com/created/learningstyles.html#Kolblearningstyletheory>

including:

[Kolb and Lewin](#)

[Honey and Mumford](#)

[LSQ](#) - Learning Style Questionnaire

[NLP](#) - Neuro Linguistic Programming

[Gardner](#)

[4MAT](#)

[Pask](#)

[Free on-line inventories and tests](#)

[Sample Learning Styles Questionnaire](#)

[Sample VAK Learning Styles Inventory](#)

Howard Gardner - <http://www.howardgardner.com/MI/mi.html>, and

<http://www.infed.org/thinkers/gardner.htm>

Multiple Intelligence test –

<http://api.ning.com/files/i1uIJRjiSaWYenhyVGJsLJuivOZC0m89m3fv386Go0/gardnerMItest.pdf>



Learning Styles Questionnaires – on-line

VARK Learning Styles Questionnaire – <http://www.vark-learn.com/english/page.asp?p=questionnaire>
Questionnaire based on Honey and Mumford -
http://www.brainboxx.co.uk/a2_learnstyles/pages/roughandready.htm
http://www.nwlink.com/~donclark/hrd/styles/honey_mumford.html
Peter Honey Publications –
<http://www.peterhoney.com/content/LearningStylesQuestionnaire.html>
Open University –
<http://www.open2.net/survey/learningstyles/>

Bibliography – Learning Styles

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Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.
Knowles, M.S. 1970. *The Modern Practice of Adult Education: Andragogy vs. Pedagogy*. New York: Association Press.
Kolb, D. A. *Experiential Learning* London: Prentice Hall, 1984.
Moon, J.A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.
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Schön, D. *The Reflective Practitioner* San Francisco: Jossey Bass, 1991.

Websites:

Higher Education Academy,
<http://www.economicsnetwork.ac.uk/handbook/seminars/22>
Learning Styles and Active Learning, (some activities and You Tube videos),
<http://learningstyle.netproinfo.in/learning-strategy/learning-style-and-activist.html>
BBC, <http://www.bbc.co.uk/keyskills/extra/module1/1.shtml>
Learning Styles Online, <http://www.learning-styles-online.com/> (with activities)

Youtube - <http://www.youtube.com/watch?v=l2QtSbP4FRg>
Daniel Golman – Emotional Intelligence –
<http://danielgoleman.info/topics/emotional-intelligence/>