

Teaching with Style!

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Teaching Styles

My favorite teacher was . . .

Because . . .



Workbook, p. 3

What Do the Best Teachers Do?

The best teachers:

- Know their subject
- Understand how students learn
- Obtain information
- Provide instruction based on needs
- Ensure a positive learning environment
- Are patient, flexible, accessible, approachable, and willing to try different techniques and strategies

Overview of Teaching Styles

- Psychological approaches
- Teaching methods
- Classroom management
- Classroom environment
- Teaching Techniques
- Professional characteristics

Teaching Styles

- Learners fully understand what is expected of them.
- Objectives are clearly stated.
- Instruction is based on learner needs and wants.
- Learners are given immediate feedback.
- Learners are treated with respect.
- Learners are the most important people in the classroom.
- Objectives are clearly stated.

What We Know

- Teachers tend to teach:
 - in the same style by which they prefer to learn.
 - by the methods they were taught – “if it was good enough for me, it is good enough for them.”
- Students prefer teachers who teach according to the student’s learning style.

What Will You Do?

So, tomorrow is your child's birthday and he wants a new bicycle. The only one available says "some assembly required." What are you going to do?

- Dive right in and start putting the bicycle together – you know what one looks like.
- Pull out the diagrams and instructions, put all the pieces on the floor, and start the assembly.
- Grab your closest friend and beg him/her to read the directions to you while you wrestle with all of the pieces.



What's My Style?

Do you know your own preferred learning style?



- Take the two sample learning style inventories.
- Compare the results.
- Surprised?
- How would you use the results to plan instruction?

Time Out for a Writing Break

- What was one thing you learned from completing the two learning style inventories?
- Write down your thoughts.
- Share your paper with your partner.
- Read your partner's ideas.
- Discuss your ideas with each other.
- What did you learn?

Workbook, p. 5



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Learning Style Inventories

- VAK – Vision, Auditory, and Kinesthetic Survey
- Barsch Learning Style Inventory
- Learning Styles Checklist
- Multiple Intelligences
- VARK – Visual, Aural/Auditory, Read/Write, Kinesthetic

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What does your classroom look like?

- ✓ Traditional Classroom
- ✓ Learning Centers
- ✓ Computer Lab
- ✓ Mixed Use

How much time do you spend on each of the following?

- ✓ Individualized Instruction
- ✓ Small Group Sessions
- ✓ Large Group Sessions



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- Think about your most recent class. How much time did you spend on:
 - Paperwork?
 - Intake of new students?
 - Working individually with students?
 - Small group activities?
 - Lecturing or large group activities?
 - Computer-assisted instruction?
 - Projects?



Being All Things to All People

- Perhaps we can never fully meet all the needs of all the students in our adult education classes.
- That doesn't mean that we cannot serve them well!



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Elements That Promote Student Achievement

1. Recognizing teaching & learning styles
2. Adapting instructional strategies and resources to meet students' needs
3. Helping students gain thinking and problem solving skills

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Why?

If you don't recognize how you teach and how they learn...

If the classroom is not conducive to learning for all students...

Then, students will not have an opportunity to gain the thinking and problem solving skills that will enable them to connect learning with their life goals.

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Applications of Instruction

How can instruction be designed to improve student attainment of objectives?

- Employ various strategies
- Address learning styles
- Choose materials carefully
- Include a variety of resources

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Visual learners

- Prefer a stimulating and orderly environment
- Like to use diagrams, charts, wall displays, etc.
- Enjoy reading and may be good spellers
- Look at the teacher's face intently
- Often recognize words by sight
- Use lists to organize their thoughts
- Recall information by remembering how it was set out on a page



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Auditory learners

- Make use of sound
- Talk things through with a friend or group
- Enjoy listening to someone read to them
- Learn facts by reciting them to themselves or even singing them aloud
- Study best in silence or with music in the background
- Recognize that they are good at remembering what they are told
- Like the teacher to provide verbal instructions
- Like dialogues, discussions, plays
- Use rhythm and sound as a memory aide

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Read/Write learners

- Enjoy reading
- Like to take copious notes and then review them
- Rewrite ideas in their own words
- Summarize diagrams, graphs, and other graphics into statements
- Are comfortable using resource materials such as dictionaries
- Prefer having a manual handy to check on instructions, directions, etc.
- Like to have a copy of the written directions for activities rather than just listen to them

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Kinesthetic learners

- Take notes but never look at them again
- Move around as they learn
- Mentally review what they have been studying while they are physically active
- Use models and machines when they can
- Like to take breaks when studying
- Learn best when they are involved or active
- Use movement as a memory aid
- Learn well in hands-on activities like projects and demonstrations



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National Training Laboratories, Bethel, Maine

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- For **visual learners** use wall displays, posters, realia, flash cards, graphic organizers
- For **auditory learners** use audio tapes, storytelling, songs, jazz chants, memorization, drills, and allow students to work in pairs or small groups.
- For **kinesthetic learners** use physical activities, competitions, board games, role plays, and intersperse activities which require students to sit quietly with those that enable them to move around and be active

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Switch styles several times in each class so you can accommodate the styles of all your participants.

You'll cover all the bases if you remember to:

- *explain* each concept in words (auditory learners),
- *show* it on overheads or in a graph or table (visual learners), and
- *practice* it with games, role plays, and other activities (kinesthetic learners).

Don't Forget the "Generation Gap"

- Consists of approximately a 20-24 year span
- Possesses certain characteristics, shared values and beliefs (Strauss & Howe)
- Often defined by significant events experienced
- Reacts to the generation before them
- Looks at their generation as the standard of comparison
- Looks at the next generation skeptically, i.e., "these kids today..."

Workbook, p. 14



Age 83 - 107	• G.I. Generation
Age 66 - 83	• Silent Generation
Age 47 - 65	• Baby Boomers
Age 27 - 46	• Generation X
Age ? - 26	• Millennial Generation
?	• Generation Z

Or Multiple Intelligences . . .

- Linguistic
- Logical-Mathematical
- Spatial
- Bodily-Kinesthetic
- Musical
- Interpersonal
- Intrapersonal

Workbook, pp. 15-22



Getting Started!

- Determine the adult learner's preferred learning style/modality
- Administer Learning Style Inventories
 - Determine deficits
- Teach to his/her strengths and minimize deficits/weaknesses




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How Do I Put This To Work In My Class?

- ✓ Review the learning styles and show how many differences there are in the room
- ✓ Explain how they can use the results in other areas of their lives –at home, on the job, or in the community

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How Do I Put This To Work In My Class?

- ✓ Set up a small or large group session
- ✓ Explain what learning styles are
- ✓ Explain why you want to survey the students and what you will do with the results



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How Do I Put This To Work In My Class?

- ✓ Explain how you will use the results to design learning activities
- ✓ Review directions for the survey you have chosen
- ✓ Have students complete the survey
- ✓ Have students compile their own results or work with them independently

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- ✓ Make the connection between the learning experience and each student's life, learning styles, and strengths
- ✓ Ensure that real-life problems take precedence over subject-matter isolation
- ✓ Increase time developing students' thinking and problem-solving skills
- ✓ Keep in mind that competence is the constant/time is the variable



Teaching with Style!

- Teach me my most difficult concepts in my preferred style.
- Let me explore my easiest concepts in a differing style.
- Just don't teach me all the time in your preferred style and think I'm not capable of learning.



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