

Outline of the Learning Styles Workshop

Description

This is a one-hour interactive workshop consisting of five separate parts. The set-up in the room will be six round tables with enough chairs for a maximum enrollment of 35 participants.

Part 1: Learning Styles Assessment: (5 minutes)

Leaders will greet participants as they enter the room, and ask them to complete and score the Learning Styles Assessment (already at each seat) before discussion begins.

Part 2: Framing: (5 minutes)

One leader will read the document, Framing for Communication.

Part 3: Learning Styles Presentation: (15 minutes)

This section will introduce three learning styles and their characteristics by modeling each one. There will be a brief discussion about sequential and global styles of processing information. Both leaders will participate, sharing duties.

Part 4: Small Group Presentations: (30 minutes; 15 minutes for each part)

1. The participants will design a short presentation on a specific topic from the WSC, as if they were giving it as part of their Delegate's report. One topic for each of five tables will be distributed on a tent card at this point in the workshop; topics will include finance, first WSC, WSO visit/property purchase discussion, and TEAM events. As a table, participants will brainstorm ideas on how best to present their topic, using various learning styles. (Note: if there is a sixth table, those members will spread out to join other tables.)
2. Each table will be given three minutes to present their topic to the large group. Leaders will provide initial directions and then circulate among the tables to assist and answer questions.

Part 5: Conclusion (5 minutes)

One of the leaders will close the session by reading the closing and suggesting that each participant with their neighbor share one thing they learned in the session using one or more of the learning styles.

Handouts:

- Learning Styles Assessment (2-sided document) – pp. 3 - 4.
- Types of Learning Styles— Presenting Information (two-sided document) pp. 6-7
- Suggestions for Ways to Present to Each Learning Style – p. 10.

Materials Needed from WSO:

- Five sets of markers of different colors.
- Two sticky easel pads.
- Two easels.

Materials Leaders Need to Prepare in Advance:

- Eighty copies of each handout.
- Learning Styles Assessment handout placed at each seat.
- A table tent placed at each table except the sixth table. Tables 4 and 5 will have the same subject.
- The three sentences describing the tactile/kinesthetic learning style (p. 6) typed on three different colors of paper for the tactile/kinesthetic presentation. Each sentence cut up and bagged. One packet of each colored sentence for a total of three packets for six tables. Packets to be re-used for second workshop.
- Easel paper with the icons for each learning style illustrated on top (duplicate set for each workshop).
- Easel paper with the completed sheets for sequential and global learning.

Room Preparation in Advance:

- Seven chairs placed at five round tables; one seat at each table marked “reserved.”
- Five chairs placed at one round table.
- Two chairs placed at one rectangular table at the front of the room for the leaders.
- Two easels set up near the rectangular table.

Do This Immediately Before Discussion Begins *

Learning Styles Assessment

Put a checkmark next to the phrases that describe how you learn best:

I. Do you...

- Like to draw
- Like visual presentations
- Prefer to watch an expert first, and then try a new skill
- Decipher information best when it is plotted in a graph or chart
- Prefer to explain an idea by drawing pictures
- Like to doodle
- Have a keen eye for detail
- Remember places by descriptions or images
- Interpret maps easily

II. Do you...

- Tell tall tales, jokes, and stories
- Have a good memory
- Enjoy reading and writing
- Have good verbal communication
- Appreciate nonsense rhymes, puns, tongue twisters, etc.
- Pick up a new language easily
- Enjoy playing with words (word games, puns, rhymes)
- Easily memorize names, places, dates, and trivia
- "Read" body language

III. Do you...

- Move, twitch, tap, or fidget when seated for a long time
- Enjoy taking things apart and putting them back together
- Feel the need to touch new objects
- Express yourself dramatically
- Like to work with your hands
- Have a good sense of balance
- Have good hand-to-eye coordination
- Communicate ideas through gestures
- Enjoy physical activities
- Tend to jump right into a project without reading directions

OVER....

IV. Do you...

- Enjoy playing chess, checkers, or other strategy games
- Enjoy logic puzzles or brainteasers
- Solve arithmetic problems in your head quickly
- Want to know how things work
- Have an interest in patterns, categories, and relationships
- Enjoy solving problems with abstract symbols
- Enjoy working with numbers and making calculations
- Remember information best when it is numbered and in logical order
- Have a good sense of cause and effect

V. Do you...

- Like to start with a big idea or concept, then go on to study and understand the parts
- Tend to remember faces, but forget names
- Tend to scan over material to pursue the big idea
- Like to compare new concepts to concepts you already know, using mental pictures,
 similes* or analogies**
- Describe yourself as spontaneous and intuitive
- Solve complex problems quickly, but have difficulty explaining how you did it
- Keep asking questions until you understand the main concept
- Have difficulty understanding verbal driving instructions.

Scoring:

- The sections with the highest number of responses reflect a preferred learning style.
- Some individuals learn best through one distinct style, while others do so by a variety of methods.

Learning styles of each section:

- I. Visual
- II. Auditory
- III. Tactile/Kinesthetic
- IV. Sequential
- V. Global

* A figure of speech in which two essentially unlike things are compared, often in a phrase introduced by *like* or *as*.

** A similarity between like features of two things, on which a comparison may be based: the analogy between the heart and a pump.

Suggestions for ways to present to each learning style

Visual:

- PowerPoint presentations with charts, diagrams, and pictures.
- Use highlighters to color-code information.
- Use acronyms.
- Flip charts.
- Handouts.

Auditory:

- Read aloud.
- Summarize information orally.
- Use mnemonics (a device, such as a formula or rhyme, used as an aid in remembering, i.e., “Red sky at morning, sailor take warning, red sky at night, sailor’s delight.”)
- Video and audio tapes.
- Use poems, rhymes, songs, or rhythms.

Tactile/Kinesthetic:

- Ask a specific or general question of the audience, to break up a presentation; invite members to raise their hands in response to those questions.
- Have participants move around in gallery-style workgroups.
- Have participants manipulate objects— putting them together/taking them apart.

Sequential Processing of Information:

- Use outline formats.
- Break things down into small components.

Global Processing of Information:

- Wherever possible, e-mail info in advance, so this learning style can absorb the details and be better prepared to ask or answer questions.
- Give examples. This person likes to make comparisons, so the more examples the better.
- Use pictures and charts.
- Brainstorming sessions.
- For handouts, highlight the main concept or summary in bold lettering.



Types of Learning Styles

Learning styles are simply different approaches or ways of learning. Whenever there is information to be shared, discussion to be had, or decisions to be made by a group of people, it is very helpful to understand that members of the group may take in and process information differently. Using a variety of ways to share information with the group will allow all members to fully and successfully participate in the group process.

Visual learners *learn through seeing...*

Visual learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g., people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrated textbooks, transparencies, videos, flip charts, and hand-outs. During a lecture or discussion, visual learners often prefer to take detailed notes to absorb the



Auditory learners *learn through listening...*

Auditory learners learn best through lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed, and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.



Tactile/Kinesthetic learners learn through moving, doing and touching....

Kinesthetic learning implies whole-body involvement, such as taking a trip, dramatizing, interviewing, or pantomiming. Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They find it hard to sit still for long periods, and may need activity and



How they process information:

1. Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. They tend to follow logical paths in finding solutions. They prefer to walk through something new step-by-step, in an orderly, chronological fashion, allowing the full picture or end result to emerge from the details.
2. Global learners more easily grasp the broad concept first, and then look at the details. They tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly "getting it." They may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it.

Presenting Information

Helpful tips

- Communication breaks down when your learning preferences and those of the audience aren't in alignment.
- By understanding various learning styles and preferences, you build a solid foundation for effective communication.
- Your audience benefits when you incorporate more than one learning style into your presentation.
- Consider including plenty of visuals and give an overview before each major section to give a sense of the big picture.
- Strike a balance between ordered information and visual clues and don't go on too long without a visual break, even if it's a story that helps create a picture in your audience's mind.
- Feel free to ask, "Does the way I presented this make sense?" But, don't ask in a way that puts the person on the defensive by saying things like, "Do you understand?" Put the onus of understanding on yourself.
- Strike a balance between too much and not enough information.

Developing your own learning styles

- One of the best approaches for maximum learning is to start with your strongest style of learning, then reinforce it with your secondary strength.
- Once you know your own natural learning preference, you can work on expanding the way you learn so that you can learn in other ways, not just in your preferred style.
- Balance is key. You don't want to depend on any one style. When you do that, you limit your ability to take in new information and make sense of it quickly, accurately, and effectively.

