

Learning Styles

Aim of Workbook

To explore when, where and how people learn best and how barriers can inhibit learning

Learning Outcomes

Participants will:

- Reflect on how learning styles can help or hinder the mentoring relationship
- Identify possible barriers that could inhibit the mentor and the trainee
- Explain how to motivate trainees to manage their expectations

Learning Styles

TASK: Complete the Learning Styles Questionnaire to see your preferred learning style/s by answering yes if the statement is more true for you than not.

Learning Styles Questionnaire

1. I like to learn more about myself
2. I can play a musical instrument
3. I find it easiest to solve problems when I am doing something physical
4. I often have a song or piece of music in my head
5. I find budgeting and managing my money easy
6. I find it easy to make up stories
7. I have always been physically well co-ordinated
8. When talking to someone, I tend to listen to the words they use not just what they mean
9. I enjoy crosswords, word searches or other word puzzles
10. I don't like ambiguity, I like things to be clear
11. I enjoy logic puzzles such as 'sudoku'
12. I like to meditate
13. Music is very important to me
14. I am a convincing liar
15. I play a sport or dance
16. I am very interested in psychometrics (personality testing) and IQ tests
17. People behaving irrationally annoy me
18. I find that the music that appeals to me is often based on how I feel emotionally
19. I am a very social person and like being with other people
20. I like to be systematic and thorough
21. I find graphs and charts easy to understand

Learning Styles

22. I can throw things well - darts, skimming pebbles, frisbees, etc
23. I find it easy to remember quotes or phrases
24. I can always recognise places that I have been before, even when I was very young
25. I enjoy a wide variety of musical styles
26. When I am concentrating I tend to doodle
27. I could manipulate people if I choose to
28. I can predict my feelings and behaviours in certain situations fairly accurately
29. I find mental arithmetic easy
30. I can identify most sounds without seeing what causes them
31. At school one of my favourite subjects is / was English
32. I like to think through a problem carefully, considering all the consequences
33. I enjoy debates and discussions
34. I love adrenaline sports and scary rides
35. I enjoy individual sports best
36. I care about how those around me feel
37. My house is full of pictures and photographs
38. I enjoy and am good at making things - I'm good with my hands
39. I like having music on in the background
40. I find it easy to remember telephone numbers
41. I set myself goals and plans for the future
42. I am a very tactile person
43. I can tell easily whether someone likes me or dislikes me
44. I can easily imagine how an object would look from another perspective
45. I never use instructions for flat-pack furniture
46. I find it easy to talk to new people
47. To learn something new, I need to just get on and try it
48. I often see clear images when I close my eyes
49. I don't use my fingers when I count
50. I often talk to myself – out loud or in my head
51. At school I loved / love music lessons
52. When I am abroad, I find it easy to pick up the basics of another language
53. I find ball games easy and enjoyable

Learning Styles

54. My favourite subject at school is / was maths
55. I always know how I am feeling
56. I am realistic about my strengths and weaknesses
57. I keep a diary
58. I am very aware of other people's body language
59. My favourite subject at school was / is art
60. I find pleasure in reading
61. I can read a map easily
62. It upsets me to see someone cry and not be able to help
63. I am good at solving disputes between others
64. I have always dreamed of being a musician or singer
65. I prefer team sports
66. Singing makes me feel happy
67. I never get lost when I am on my own in a new place
68. If I am learning how to do something, I like to see drawings and diagrams of how it works
69. I am happy spending time alone
70. My friends always come to me for emotional support and advice

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Learning Styles

ANALYSIS

The 7 learning styles are: Linguistic, Intrapersonal, Interpersonal, Mathematics/Logical, Visual, Kinaesthetic and Musical.

The statements that refer to each learning style are below. Circle the numbers to which you said yes.

Linguistic	6	8	9	14	23	31	33	50	52	60
Intrapersonal	1	12	16	28	35	41	55	56	57	69
Interpersonal	19	27	36	43	46	58	62	63	65	70
Mathematical/ Logical	5	10	11	17	20	29	32	40	49	54
Visual	21	24	26	37	44	48	59	61	67	68
Kinaesthetic	3	7	15	22	34	38	42	45	47	53
Musical	2	4	13	18	25	30	39	51	64	66

Use the table to see which style each question refers to and total your score for each style. Then complete the graph to give you a view of which style or styles most reflect the way you learn.

Your scores:

9							
8							
7							
6							
5							
4							
3							
2							
1							
0							
	Linguistic	Intrapersonal	Interpersonal	Math/Logical	Visual	Kinaesthetic	Musical

Learning Styles

Recognising our own strengths and weaknesses can be very useful. Are you one particular type of learner, or are your bars spread evenly?

Think about your strengths. Can you use this to your advantage?

If you are a visual learner, then do use colours in your work, do make diagrams for yourself such as flow charts and mind maps. If you prefer to work alone, then find a table to yourself where you can be quiet.

Think about your weaknesses. Can you address them?

If you have a low linguistic score, then it may be that you should try reading more. If you do not work well with others, perhaps instead of avoiding group work you should try getting involved.

Consider how your styles may differ from your mentor.
What difficulties could arise?

LEARNING STYLES

LINGUISTIC

Traits	Associated learning activities
Like to read Spell easily Like word games Good memory for trivia Ability to reason	Tell stories Read Debate and discuss Play with words Make word games Glossaries

INTRAPERSONAL

Traits	Associated learning activities
Self-knowledge Sensitive to your own values Deeply aware of your own feelings Well developed sense of self Self-motivated Like to be alone Deeply aware of strengths and weaknesses Very private person Want to be different from the mainstream	Use opportunities to work alone Time for inner reflection (after tasks) How do you feel about ...? Make tasks personal Rote learning Lectures

Learning Styles

INTERPERSONAL

Traits	Associated learning activities
Relate well, mix well Negotiate well Enjoy being with people Have many friends Communicate well Enjoy group activities Like to mediate disputes Like to be part of a group 'Read' social situations well Able to read others' intentions	Work in groups and teams Pair activities Talk to people to find information Need breaks to socialise Tutor others Debates

MATHEMATICAL/LOGICAL

Traits	Associated learning activities
Like abstract thinking Enjoy counting Like to be organised Like to be precise Use logical structures Prefer orderly note taking Have a place for everything	Interpret data Use predictions Do things step-by-step Use diagrams/symbols/charts Create frameworks (e.g. deadlines)

Learning Styles

VISUAL

Traits	Associated learning activities
Think in pictures Create mental pictures Like art/drawing Remember with pictures Love colour Have good colour sense Use colour whenever you can Can easily recall images and describe them in detail	Use pictures not diagrams Use colour Use mind mapping Do visualisation activities Use posters, pictures Use videos, slides Highlight with colour Use mime Change places around the classroom Create an interesting visual environment

KINAESTHETIC

Trait	Associate learning activities
Exceptional control of body Good timing and reflexes Learn by doing/moving Like to touch Good with your hands Remember what you have done rather than seen Play around with objects while listening Find it hard to sit still/fidgety	Should do things Act out your learning Use models Use games Role play Experiments

MUSICAL

Traits	Associated learning activities
Aware of rhythm Sensitive to pitch Hear the rhythm of new words Sensitive to emotional power of music Know all the verses to a song, not just the chorus	Learn through song Will learn better with music playing Make a song Can change your mood with music Use poems/verse Make mental pictures with music

Task: Create a supportive atmosphere which encourages learning and personal growth in others.

When mentoring a Learner, or a member of staff, it is important to be able to recognise and take into account some of the factors that will be impacting on their ability to:

1. Take part effectively in Learning
2. Become fully included within the workplace.

Being aware of these factors, or 'barriers', will enable a mentor to adapt their approach and tailor support for the individual.

Learning Styles

Activity: Below is a diagram of a brick wall. Please write as many barriers to learning and inclusion as you can think of on the bricks. Start by listing barriers that you have experienced in your life, then add any additional barriers to learning within the workplace that somebody else might experience.

Mentor

Learning Styles

Trainee

Learning Styles

Select four barriers to learning within the workplace that you have identified above, and explain how you might support that learner within the capacity of your role as a mentor. Choose examples that you think you are likely to encounter.

Barrier	How might I support this learner/worker?

It will not be possible to help somebody through all of these barriers. Some people might experience some, all, or none of these barriers to varying degrees.

Task sheet Example

Create a supportive atmosphere which encourages learning and personal growth in others

When mentoring a Learner, or a member of staff, it is important to be able to recognise and take into account some of the factors that will be impacting on their ability to:

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Learning Styles

Mentor

Lack of time	Venue	Personality clash
Lack of motivation	Addition to current workload	No training
Line manager/conflict of interest	Not respected	People skills
Poor communication skill	Lack of empathy	'Power trip'/'expert'

Learning Styles

Trainee

Insecure	Venue	Communication
The relationship	Lack of respect	Struggle with work on ITT
Work overload	Lack of empathy	Time

Learning Styles

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Strategies for enhancing the motivation of learners by satisfying basic psychological needs

NB: Strategies have been listed under what appears to be the most appropriate needs. They may also satisfy other needs but they have been included only once on this list.

Need for security

- Provide tutorial time
- Return work on time
- Acknowledge where learners are in terms of their learning
- Provide a safe environment
- Set realistic achievable goals
- Encourage the view that mistakes are a natural part of the learning process
- Share out time with individuals fairly
- Make sure the learning programme is organised and structured
- Establish and maintain ground rules

Need for order/avoidance of chaos

- Be prepared and organised
- Be consistent
- Set learning at an appropriate level
- Keep learners informed
- Help learners to formulate ideas
- Be confident in your subject knowledge
- Explain tasks clearly

Need for nurturing/care

- Make time available for learners to talk to you
- Create opportunities for one-to-one attention
- Be approachable
- Prepare the environment in advance
- Welcome latecomers
- Maintain confidentiality
- Build in periods for reflection on, or assimilation of, new knowledge

Need for belonging

- Use group work or discussion
- Keep learners engaged and involved
- Encourage a friendly atmosphere
- Use ice-breakers
- Actively engage learners
- Make and maintain eye contact
- Maximise opportunities for interaction
- Use small group work and change the composition of the groups

Need for status

- Present long term learning outcomes
- Create a professional atmosphere
- Inspire learners towards long-term achievements
- Describe learners in terms of their career intentions i.e. hairdressers rather than learners
- Project content into future in terms of future employment
- Model adult interaction
- Invite learners to assist the teacher
- Offer opportunities to take on leadership roles

Need for self-esteem

- Learn names quickly and use them
- Remember background information about learners
- Respect students' viewpoints
- Appraise and review progress
- Display good work and provide opportunities for public performance
- Listen to what learners have to say
- Take into account and acknowledge prior learning and experiences
- Acknowledge differences in culture etc€
- Plan flexibly to take into account learners' needs
- Express an interest in the learners' lives
- Treat learners with respect rather than trying to dominate
- Set tasks which are attainable
- Praise and be constructive in formal and informal feedback
- Ask for feedback
- Return assessed work on time

Need for approval

- Offer praise and constructive feedback
- Acknowledge achievement regularly
- Start and finish on a positive note
- Differentiate
- Keep records of achievement

Need for autonomy

- Create opportunities for learners to make decisions
- Give learners choice
- Allow learners space to work individually or in groups without interference

All these learner needs are underpinned by one thing:

Need for stimulation to arouse curiosity

- Introduce unusual experiences and/or resources
- Model enthusiasm and interest
- Use a variety of teaching methods
- Create sufficient variety in each session to avoid boredom or loss of concentration
- Use innovative teaching methods
- Put learners in difficult learning situations
- Use interaction, games and role-play
- Use questions to provoke thought
- Invite in visiting speakers/teachers
- Use anecdotes and personal experiences

Mentor motivates by:	Trainee is motivated by:	Trainee is de-motivated by:
Setting accurate, relevant and specific goals and targets	Having the right amount of pressure to stimulate interest and momentum	Too much pressure, goals which are seen as unachievable so that the trainee gives up
Making sure short term goals are related to the long term aims	Relevant goals which signpost the long term direction of the learning so that the leaning is seen as relevant	Goals which are not understood so the trainee is confused and the relevance of the learning is not understood
Making learning sequential	Moving from the known to the unknown with the challenge of new learning	Unrelated learning which leads to confusion and the learning questioning the relevance of new learning
Making sure tasks are appropriate to ability level	Tasks which challenge but which are achievable	Unachievable tasks which lead to a sense of failure

Learning Styles

Making sure the session arouses curiosity	Intrinsic stimulation which leads to active and personal involvement in the learning process	Where curiosity is unsatisfied, unrecognised or unutilised the trainee 'switches off' from the learning process
Making sure the language is appropriate to the task and the trainee	Being able to understand and assimilate information and extend their vocabulary – sense of achievement	Jargon which is not understood leads to a lack of understanding and a sense of personal failure
Changing teaching and learning strategies	New or different approaches which maintain interest and stimulation	Inappropriate changes which lead to confusion
Checking the assimilation of learning regularly	Understanding that they understand so that they feel confident to move on	Trainee understanding that they don't understand which leads to a fall in confidence and a sense of personal failure
Showing how achieving a target is the key to further success	'Feel good' factor of achievement which allows current achievement to be seen as a basis for future achievement	Attainment of a single goal in isolation make the trainee see new targets as a burden
Recognising the competence of the trainee	Appropriate praise and recognition	Achievement not being recognised as significant
Making sure the assessment is contextualised	Results of assessment are seen as stepping stones to further learning and the final goal	Assessments which are regarded as a barrier and not a way of checking personal development

Further Activities

Where is research on learning styles going?

Which learning style systems are corroborated by research

Reflect upon own learning styles and analyse how this affects your approaches.