<u>Learning Styles Workshop</u>

I. **Model of Learning**
Simply put, learning is the input of information , the storage of this information and the output of information (production).

II. **Factors which affect learning** (See handout)
There are many factors which affect how we learn.
A. Physical – identifying needs for mobility, intake (food, fuel), time of day
B. Environment – identifying needs for sound, light, temperature, work area
C. Social – including work preferences for self, pair, peers, team and attitude toward authority
D. Attitudes – including motivation, persistence, conformity, responsibility, structure and variety (just how relevant is the subject matter to the learner)
E. Left/Right Dominance – showing sequential/simultaneous brain processing, reflective/impulsive thinking styles (ability to handle multiple tasks at the same time)
F. Sensory modalities – including auditory, visual, tactile and kinesthetic preferences

II. **Theories**
A. Intelligence – definition from Webster – 1. the ability to learn or understand 2. the ability to cope with a new situation
B. Prior to the early 1980's intelligence was defined and measured by IQ standards.
C. Since the 1980's we have been looking for alternative measurements of intelligence. Howard Gardner developed the Multiple Intelligence Theory. Gardner

IV. Assess our own MI – use survey

V. Group Work – What is your Intelligence? Do you fit the description?

VI. Whole group discussion – Discuss findings of survey and group work and explain the eight intelligences.

VII. How can MI help us and our learners?
Each of us brings our own intelligence to every task – learning and teaching.
Important to note that we should not try to focus on How Smart We are but focus on **How we are SMART!**

Model of Learning
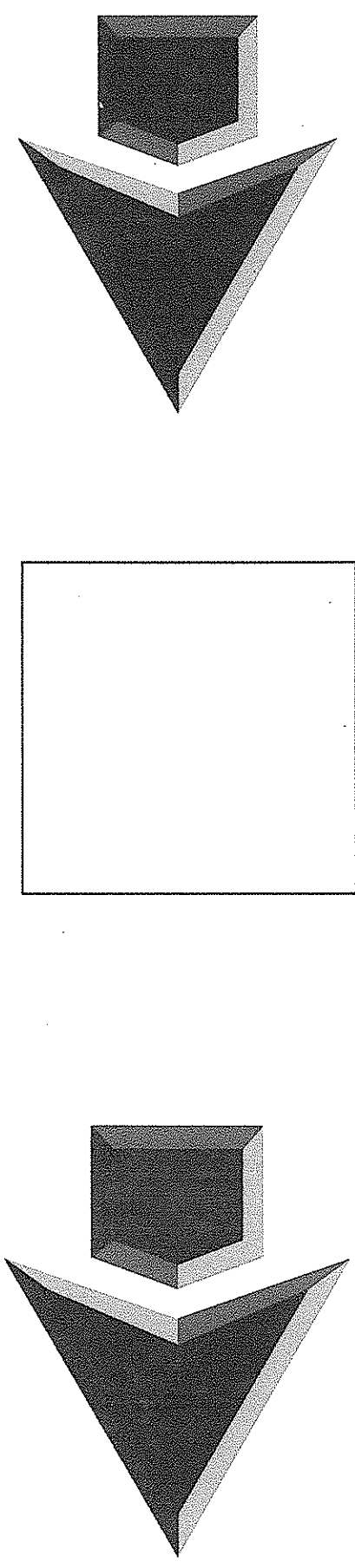
INPUT

STORAGE

OUTPUT

LEARNING STYLE

HOW THE PERSON . . .

- RECEIVES INFORMATION
- PROCESSES INFORMATION
- RETAINS INFORMATION
- EXPRESSES INFORMATION
- MANAGES TASKS

CONDITIONS UNDER WHICH THE PERSON LEARNS

RATE OF LEARNING