

Student Learning Plan

Unit 3: Foundations for Success

Learning Style and Processing Preferences [U3C2L3]



Why this is important:

Learning styles describe the various ways people gather, as we as process information. Each of us has a propensity for looking, listening, or touching in order to learn. For some learning how to play a game of Monopoly might mean reading the instructions. For others it may be to listen to instructions being read and for others it may be to roll the dice and learn while playing. Furthermore, each has a more productive time of day and specific environmental factors that impact learning. In this learning plan you will examine your own learning style and processing preference and the learning models that consider many needs.



What you will learn to do:

(Competency)

Explain how learning styles and preferences can impact learning



How you will know when you are succeeding:

You will show that you have learned the target knowledge and skills:

- by revising a learning experience to consider and include essential elements of the learning process.

Your performance will be successful when:

- learning experience considers the uniqueness of individual learning styles and preferences
- learning experience includes a teaching process that considers G/A, VAK or Senge concepts
- learning experience includes application of the Dunn and Dunn five-phase learning model



Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Assess the uniqueness of individual learning styles and preferences
- b. Distinguish among the three sensory (perceptual) systems
- c. Explain the essential elements of the learning process
- d. Contrast an automatic and purposeful response to stimuli
- e. Explain the five phases of learning in the Dunn and Dunn learning model
- f. Explore how to expand beyond your current preferences
- g. Define key words: auditory, kinesthetic, mobility, mode, motivation, perception, persistence, reflex, schema, sensory, sociological, tactile



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

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- ____ 1. VIEW the “Explore Your Styles” video from the Quantum Learning CD-ROM. COMPLETE Exercise 1: Learning Styles Map and Exercise 2: Learning Styles Inventory and ASSESS your results. [Work independently] Now, VIEW the “Diversity of Learners” video clip from the Quantum Learning CD-ROM. WORK THROUGH the video topics beginning with “Learning Styles”. VIEW Visual 2: The Learning Process. LEARN MORE about learning styles and preferences by reading Section 3: Learning Styles, Preferences and Models from Chapter 2 of your text. ANSWER the section review questions. CREATE a Flow Map illustrating the learning processes of a required JROTC fitness skill.
- ____ 2. [SELF-PACED OPTION] If available, VIEW the “Explore Your Styles” video clip from the Quantum Learning CD-ROM. COMPLETE Exercise 1: Learning Styles Map and ASSESS your own results. LEARN MORE ABOUT Learning Styles and Preferences by reading Section 3: Learning Styles, Preferences and Models from Chapter 2 of your text. ANSWER the section review questions. REFLECT on a learning experience you either enjoyed or wish had been different. CREATE a Flow Map to illustrate that process for learning.
- ____ 3. VIEW Visual 3: Senge’s Ladder of Inference. PARTICIPATE in a discussion about the key points of data selection, schema development and Senge’s Ladder of Inference. LEARN MORE about learning models and the Dunn and Dunn model of learning by reading the rest of Section 3: Learning Styles, Preferences and Models from Chapter 2 of your text. [Work with a partner] COMPLETE Exercise 3: Learning Activity Preference Match. JIGSAW or RESEARCH one of the following topics: Global vs. Analytical (G/A) thinking; Auditory, Kinesthetic, or Visual (VAK) perceptual modalities or Senge’s Ladder of Inference (data selection, schema development). [Work with team of 3-6 cadets]
- ____ 4. [SELF-PACED OPTION] If available, VIEW Visual 3: Senge’s Ladder of Inference. LEARN MORE about learning models and the Dunn and Dunn model of learning by reading the rest of Section 3: Learning Styles, Preferences and Models in Chapter 2: Learning to Learn of the student text. COMPLETE Exercise 4: Learning Activity Self-Preference Match. RESEARCH the following topics: Global vs. Analytical (G/A) thinking, Auditory, Kinesthetic, or Visual (VAK) perceptual modalities or Senge’s Ladder of Inference (data selection, schema development). CREATE a Tree Map classifying pertinent information about each topic.
- ____ 5. CREATE and DELIVER a presentation using graphic organizers, role-play, process or prop as an appropriate technique for the topic you researched in Learning Activity 5. [Work with a team of 3-6 cadets] ADD answers to the reflection questions in your Cadet Notebooks. [Work independently]
- ____ 6. [SELF-PACED OPTION] CREATE an outline of a presentation using graphic organizers, role-play, process or props as an appropriate technique for a topic you explored in Learning Activity 6. ADD answers to the reflection questions in your Cadet Notebooks.
- ____ 7. GENERATE a list of accomplishments you wish to make in the next two weeks. [Work independently] THINK-SHARE-PAIR each list to four challenges that include learning new concepts, skills, and difficulty levels. Then, DEVELOP a list of three actions that can be taken to decrease difficulty and increase learning power in each situation.
- ____ 8. [SELF-PACED OPTION] GENERATE a list of personal challenges for the next two weeks. THINK ABOUT concepts, skills and difficulty levels of each challenge. DEVELOP a list of three actions for each situation that can be taken to decrease difficulty by increasing learning power. OBTAIN the Learning Styles, Preferences and Models Assessment Task and Scoring Guide.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- ____ 1. COMPLETE the Learning Styles, Preferences and Models Assessment Task. Use the Scoring Guide to self assess your work prior to submitting to your instructor for evaluation.
- ____ 2. [SELF-PACED OPTION] COMPLETE the Learning Styles, Preferences and Models Assessment Task. Use the scoring guide to self assess your work prior to submitting to your instructor for evaluation.