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Learning Styles:
Elevating the Emphasis on Context & Meaning



Learning Objectives

At the conclusion of this session, learners will be able to:

- Define visual, auditory, read/write and kinesthetic learning styles
- Classify learning programs by the learning modalities they incorporate
- Utilize multiple sensory modes in the development of learning programs to maximize meaning making opportunities



My Learner ID

- How do you typically approach learning new information or skills?
- Do you think you have a specific learning style that suits you best? Why or why not?
- Have you ever tried adapting your learning style to see if it enhances your understanding of a subject?
- Are there instances where you've surprised yourself by excelling in a learning environment you didn't expect?



Theory

theory
into
practice
↗

Define

- The term *learning styles* is widely used to describe how learners gather, sift through, interpret, organize, come to conclusions about, and “store” information for further use.
- Despite the variation in categories, the fundamental idea behind learning styles is the same: that each of us has a specific learning style (sometimes called a “preference”), and we learn best when information is presented to us in this style.
- The message thus given to instructors is that “optimal instruction requires diagnosing individuals’ learning style[s] and tailoring instruction accordingly” (Pashler, et al., 2009, p. 105).

<https://cft.vanderbilt.edu/guides-sub-pages/learning-styles-preferences/>



<https://www.radiant.digital/should-learning-styles-be-considered-in-the-training-process/>

Binding or Boundless?



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Research Findings

“There may be evidence that indicates that **there are some ways to teach some subjects that are just better than others**, despite the learning styles of individuals.... If you’re thinking about teaching sculpture, I’m not sure that long tracts of verbal descriptions of statues or of sculptures would be a particularly effective way for individuals to learn about works of art. Naturally, these are physical objects and you need to take a look at them, you might even need to handle them.”

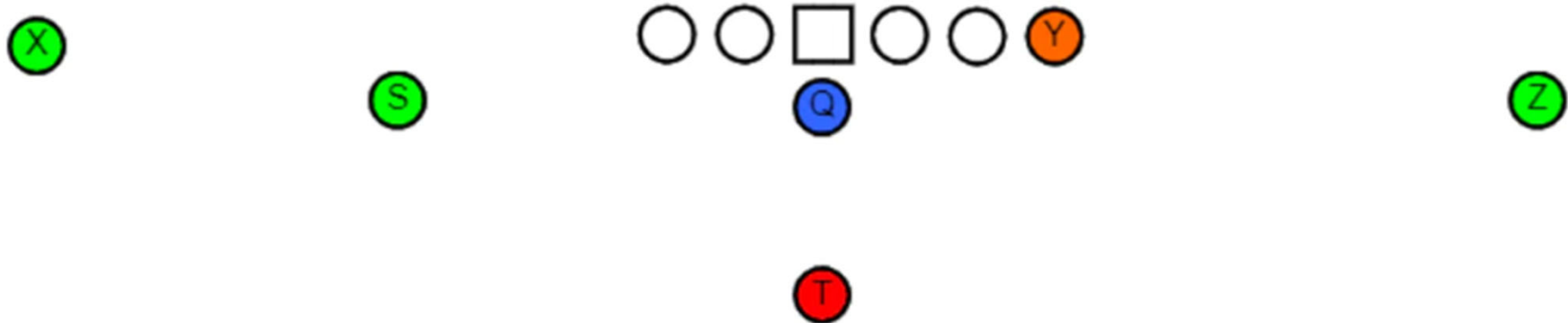
(Cerbin, 2011, 7:45-8:30)

Pashler and his colleagues agree: “An obvious point is that the **optimal instructional method is likely to vary across disciplines**”(p. 116). In other words, it makes disciplinary sense to include kinesthetic activities in sculpture and anatomy courses, reading/writing activities in literature and history courses, visual activities in geography and engineering courses, and auditory activities in music, foreign language, and speech courses. Obvious or not, it aligns teaching and learning with the contours of the subject matter, without limiting the potential abilities of the learners.

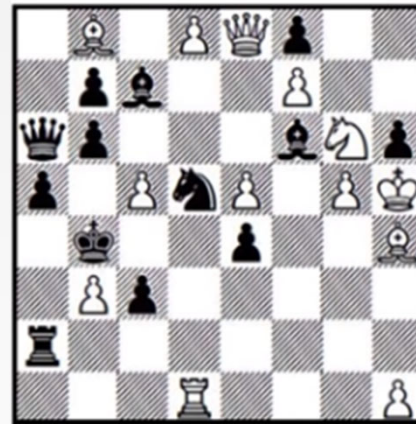
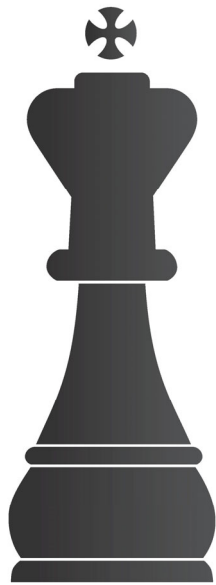
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Offensive Formation



Chess Piece Positions



Gingerbread Cookie Ingredients

Ingredient	Measurement (12 Servings)
All Purpose Flour	1 2/3 cups / 210g
Baking Soda	1 tsp / 5g
Kosher Salt	1 large pinch
Ground Ginger	1 1/2 tsp / 5g
Ground Cinnamon	1 tsp / 3g
Unsalted Butter	6 Tbsp / 90g
Granulated Sugar	½ cup / 100g
Egg	1 count
Molasses	4 Tbsp / 60ml



Experiment

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Classification



clas·si·fi·ca·tion

/ˌklasəfəˈkɑːʃən/

noun

the action or process of classifying something according to shared qualities or characteristics.
"the classification of disease according to symptoms"

Similar:

categorization

categorizing

classifying

classing

grouping

grading

ranking

organization

sorting

codification

systematization

stratification

taxonomy



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Variety is the Spice



If all your learning programs look the same, it's unlikely that engagement will be high.

Learners want to know that the training will help solve their problems. If the learning isn't tailored to their specific problem, they will think it wasn't worth their time.

Given the variety of disciplines, roles, responsibilities, and tasks - it couldn't possibly be effective to teach them all the same way and expect maximum impact.

Modalities

Consider This....

If we start to establish topical milestones (e.g. Providing Constructive Feedback), we can then say, “you need to improve your ability to provide constructive feedback to your team and here are your options”:

Content Variety

Format	Explanation	VARK	Sponsors
Group Internet	Live course delivered in a virtual environment		Spirall, Becker, Cognificant, Surgent
Group Live	Live course delivered in person		Spirall, Spirall Vendor Partners
SS – Adaptive	Self-paced learning that adapts the content to the learner's needs		Amplifire
SS – Download	Reading material with a qualified assessment		Surgent
SS – Gamification	Gamified application-based content		Surgent
SS - Interactive	Self-paced learning delivered electronically, may use a variety of elements including video, quizzes, simulations and other interactive elements		Open Sesame
SS - Podcast	Narrated audio-based content, often w/downloadable visual aid		LumiQ
SS – Webcast	Prerecorded Group Internet		Becker, Surgent



Benefits

Adult Learning Principle – Self-Concept

- Capitalizes on the importance of choice for adult learners

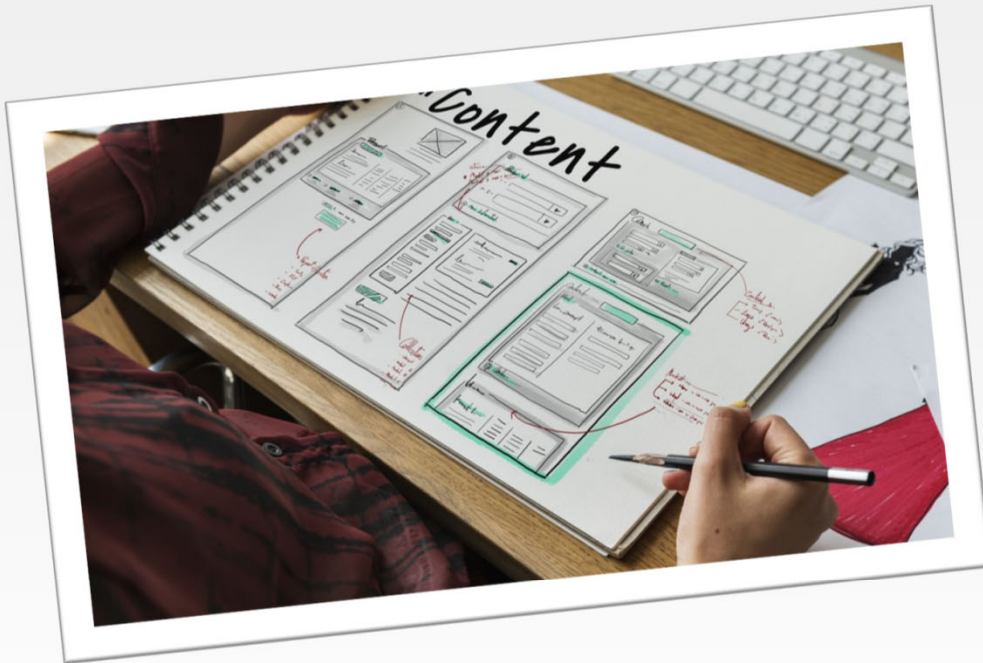
Supplemental Learning Opportunities

- Learners share the similarities and differences of various experiences with the same topic.
 - (Theory: Constructivism, CoLT: Jigsaw)

Measurement & Continuous Improvement

- “Knowledge acquisition is significantly higher for those that took the content via this format”

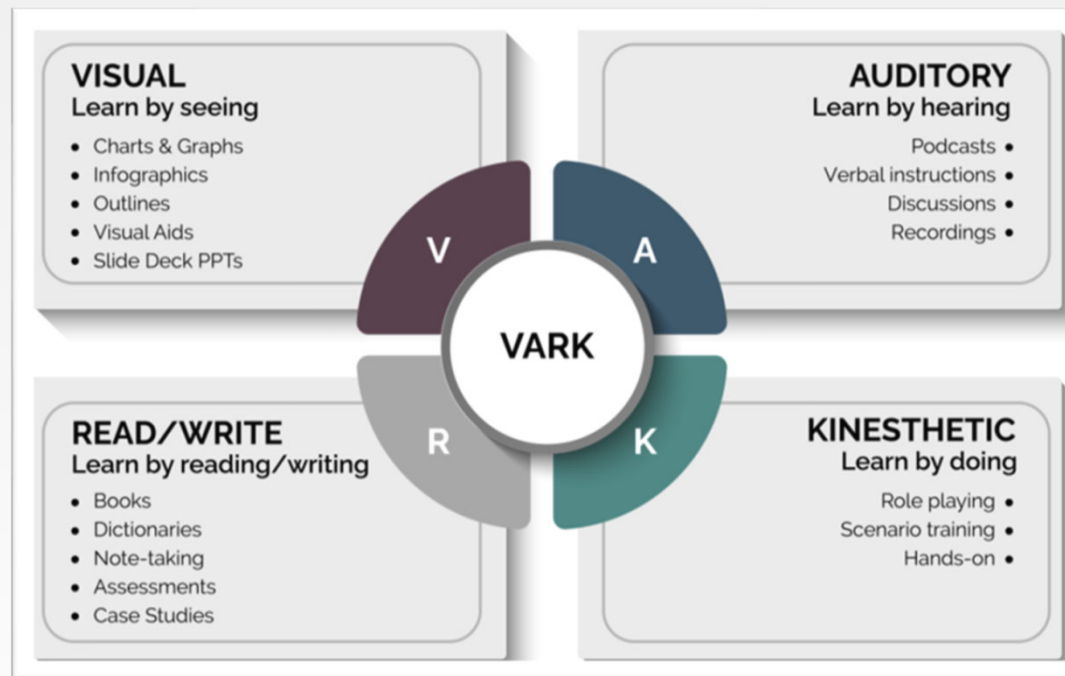
Practical Application



- You are tasked with designing a 2hr training to introduce your department to new team members.
- Your goal is to create a learning experience that incorporates multiple modalities to maximize learning for a diverse audience.
- Given the context and sub-topics, what modalities would you use for what % of your session, and why?

VARK Applications

Sensory Modes by %





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