

Encouraging Active Learning through Awareness of Learning Strategies

Deirdre Derrick – May 18, 2010 Poster Session

1	<i>Skills:</i> speaking; listening	Warm-up: Ss discuss <i>What they do to learn new vocab. words / grammar. What study techniques work / don't work for them. If they've heard of learning styles. What they think learning styles are.</i>
2	<i>Skills:</i> listening <i>Metacognition:</i> learning about strategies	Tell Ss they will listen to a quiz to determine their learning styles. Play CD. Have Ss add the letters they wrote. Play results. Play results again so Ss can take notes on their learning style.
3	<i>Skills:</i> speaking; listening <i>Metacognition:</i> preparing and planning for learning; evaluating strategies	Group Ss according to learning styles. Ss compare notes. Ss discuss <i>If they've heard of these strategies / if they've used these strategies / which strategies they think would work or not work for them / Why or why not.</i> Ss brainstorm other strategies based on learning preferences.
4	<i>Skills:</i> speaking; listening <i>Metacognition:</i> preparing and planning for learning; monitoring strategy use	Bring out misc. supplies. Ss have to work together to design an activity / strategy / technique based on their learning style to learn ten new vocab words. Monitor Ss. Ss present what they did to the rest of the class. If time, do the activities.
5	<i>Skills:</i> speaking; listening; writing <i>Metacognition:</i> preparing and planning for learning; selecting strategies; monitoring strategy use; evaluating strategies	End of class: Ss discuss <i>What we did / What they learned / How it helped them / What they will do with their new knowledge.</i> Homework: Ss try a different activity to learn more vocab. They write a short paragraph about <i>What strategy they tried / if it worked / which strategy they preferred—class or home strategy-- and why / if they will use these strategies in the future / why or why not</i>

Extensions: This lesson plan is loosely based on Fleming's VERK model. One option is to do a related lesson with a different learning preference model (e.g., Kolb's Experiential Learning Theory and related Learning Styles Model; Gardner's Theory of Multiple Intelligences; Meyers-Briggs Type Indicator). This lesson could also be part of and overall plan to teach cognitive and metacognitive strategies such as: study techniques (in both content classes and ESL classes); organizing information for learning and remembering; deciding which learning strategy to use; evaluating learning; etc. These learning strategies could also be used as part of short classroom warm-ups and closers.

Useful Links: *Index of Learning Styles:* A learning style model developed by Richard M. Felder and Linda K. Silverman. The assessment tool categorizes students as active/reflective, sensing/intuitive, visual/verbal, and sequential/global. <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSpage.html>

Learning Styles Quiz: 9 questions to determine learning style (visual, auditory, kinesthetic). <http://homeworktips.about.com/od/homeworkhelp/a/lstyleqz.htm>

VARK Learning Styles: A learning style model that classifies learners as visual, auditory, kinesthetic, or reading/writing. <http://www.vark-learn.com/english/index.asp>

Businessballs.com: A business-oriented site that has information about Kolb's Learning Styles Model and Gardner's Multiple Intelligences. <http://www.businessballs.com/>

Kolb Learning Style Inventory: Background and Questionnaire using Kolb's Learning Styles Model. <http://casa.colorado.edu/~dduncan/teachingseminar/KolbLearningStyleInventoryInfo.pdf>

Tapping into Multiple Intelligences: Information about Gardner's Theory of Multiple Intelligences. <http://www.thirteen.org/edonline/concept2class/mi/index.html>

LEARNING STYLES QUIZ (High Intermediate Level)

1. When I try to concentrate, I...
 - a) grow distracted by clutter or movement, and I notice things around me other people don't notice.
 - b) get distracted by sounds, and I attempt to control the amount and type of noise around me.
 - c) become distracted by a lot of activity or people around me.
2. When I visualize or try to see pictures in my mind, I...
 - a) see vivid, detailed pictures in my thoughts.
 - b) think in voices and sounds.
 - c) see images in my thoughts that involve movement.
3. When I talk with others, I...
 - a) find it difficult to listen for very long.
 - b) enjoy listening, or I get impatient to talk myself.
 - c) gesture and communicate with my hands.
4. When I contact people, I...
 - a) prefer face-to-face meetings where I can talk to people directly.
 - b) prefer speaking by telephone for serious conversations.
 - c) prefer to talk to people while walking or participating in some activity.
5. When I relax, I...
 - a) watch TV, see a play, visit an exhibit, or go to a movie.
 - b) listen to the radio, play music, read, or talk with a friend.
 - c) play sports, make crafts, or build something with my hands.
6. When I read, I...
 - a) like descriptive examples and I may pause to imagine the scene.
 - b) enjoy the narrative most and I can almost "hear" the characters talk.
 - c) prefer action-oriented stories, but I do not often read for pleasure.
7. When I spell, I...
 - a) imagine the word in my mind or try to see what the word looks like when written.
 - b) sound out the word, sometimes aloud, and tend to recall rules about letter order.
 - c) get a feel for the word by writing it out or pretending to type it.
8. When I do something new, I...
 - a) look for demonstrations, pictures, or diagrams.
 - b) want verbal and written instructions, and to talk it over with someone else.
 - c) jump right in to try it, keep trying, and try different approaches.
9. When I teach other people, I...
 - a) show them.
 - b) tell them, write it out, or I ask them a series of questions.
 - c) demonstrate how it is done and then ask them to try.

If you wrote mostly a's, you are a visual learner. This means that you learn best by seeing new information. You should draw pictures in the margins, look at graphics or charts, and read the text that explains them. Picture the topic or play a movie in your thoughts of how you'll act out the subject matter.

If you wrote mostly b's, you are an auditory learner. This means that you learn best by hearing new information. You should try to hear the words as you read them. Try to develop an internal conversation between you and the text. Don't be embarrassed to read aloud or talk about new information with someone else.

If you wrote mostly c's, you are a tactile or physical learner. This means that you learn best by physical activity. You should use a pencil or highlighter to mark important information. Take notes, transferring the information you learn to the margins of the book, into your journal, or onto a computer. Doodle or draw whatever comes to mind as you read. Hold the book in your hands instead of placing it on a table. Walk around as you read or study. Get busy—both mentally and physically.