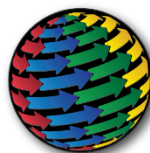




Learning Styles Workshop: 4 Hour

Facilitator Training Guide

Version 8.16



ASSESSMENTS 24x7

A Global Leader in Online Assessments

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Learning Styles Workshop

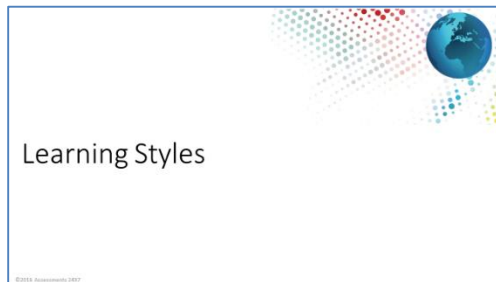
You will need the following educational resources for the workshop, which include the following:

Materials	Equipment
<ul style="list-style-type: none"> ▪ Facilitator Guide ▪ PowerPoint® Slideshow ▪ Participant Learning Styles Reports ▪ (Optional) Skill Building Template 	<ul style="list-style-type: none"> ▪ Computer ▪ Projector and screen

Agenda

Learning Styles	10 minutes	
Introductions	10 minutes	
Discussion	15 minutes	
LS Definitions	8 minutes	
LS Overview	17 minutes	
The Effective Learning Cycle Intro	10 minutes	
Attending	5 minutes	
Motivation Activity	10 minutes	
Translating	5 minutes	
Translating Activity	10 minutes	
Relating	5 minutes	TOTAL 105 minutes
Break	15 minutes	TOTAL 15 minutes
VAK Activity	20 minutes	
Understanding	10 minutes	
Action and Deployment	5 minutes	
Action and Deployment Activity	10 minute	
Effective Learning	5 minutes	
Application of Learning Activity	15 minutes	
Learning Styles Report Debrief	30 minutes	
Application: LS Report Takeaways	15 minutes	
Closing Thoughts	5 minutes	
Optional Activity: Putting it Together	10 minutes	TOTAL 120 minutes
Total Training Time	4 hours	

POWERPOINT REFERENCES



Slide 1: Learning Styles Title

FACILITATOR INSTRUCTIONS



Introductions

SAY:

Welcome to Learning Styles! My name is _____.

***FACILITATOR NOTE:** Insert your personal introduction here and any additional introductory information. Be sure to share your name and contact information and encourage them to write it down.*

For centuries, scholars and scientists have studied learning, and struggled to understand exactly how people learn. First, there is no single definition of learning styles – it's believed to be made up of perception, memory, cognition and understanding, and some unique process for gathering information.

Second, all learners are not equal. They come from a variety of cultural backgrounds, have varied experiences, and bring different credentials to the learning environment. They also have unique learning styles and diverse preferences for learning. Some prefer learning from text while others want visual representation and images. Some will assimilate information individually while others prefer to work in groups.


The only thing that can be said with certainty is that each person learns in their own way.

Our hope is that at the end of our time today, you have a more comprehensive knowledge of your own preferences, your own abilities, and your learning style to be the most engaged learner you can be.

POWERPOINT REFERENCES

DISCUSSION

- In pairs, think about a recent experience you had trying to learn something new (a new computer program, procedure, activity, putting something together, etc.)
- Tell your partner about your experience
- Make a quick list with a plus on one side and a minus on the other. Jot down a couple of positives about how you learned, and some specific negatives.
*Ex. The instructor engaged with learners (plus)
I didn't have enough time to collaborate with others (minus)*



Slide 2: Discussion

FACILITATOR INSTRUCTIONS

DISCUSSION

SAY:



In pairs (perhaps with the person sitting next to you), think about a recent experience you had trying to learn something new – it might be a new computer program, procedure, way of doing something, putting something together (assembly), studying for an exam – anything like this. Tell your partner about your experience. Make a quick list with a plus on one side and a minus on the other. Jot down a couple of positives (pluses) in terms of how you learned, and some specific negatives (minuses). For example, the instructions had pictures that you used to help you (a plus), or the instructions had pictures but they were confusing and hindered your learning (minus). Another might be that the instructor talked too fast (minus) or too slow (minus). Then switch. When we get back together be ready to share the combined list of a few points. You have 10 minutes total for this exercise.

Facilitation note:

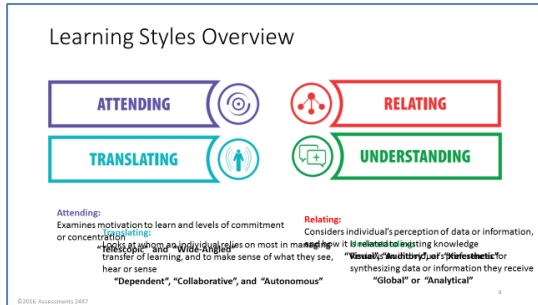
Call time after 5 minutes and again after 10 minutes. Debrief the exercise by asking for examples of positives and negatives. Draw attention to the differences in how people prefer to learn.



Ask: How many of you have found it easy to learn some material while other times you find it difficult to understand other material? Why do you suppose sometimes it's easier (or faster) and sometimes it's more difficult (or slower)?

Share group examples to understand differences

POWERPOINT REFERENCES



Slide 4: Learning Styles Overview

FACILITATOR INSTRUCTIONS

Four Learning Styles Overview

Click to reveal more about each area.

Say:

The Learning Styles assessment uses four categories to describe the natural cycle we all follow when we try to learn something new or different. This cycle happens in sequential order and includes Attending, Translating, Relating and Understanding.



Click to reveal each definition one by one.

ATTENDING looks at an individual's motivation to learn, and the level of commitment and concentration when new information is presented. There are 2 sub scales – Telescopic and Wide-Angled.

- Telescopic means they are generally effective at concentrating without worrying about physical context.
- Wide-angled means they are easily affected by environmental factors like noise, light, or other physical influences.

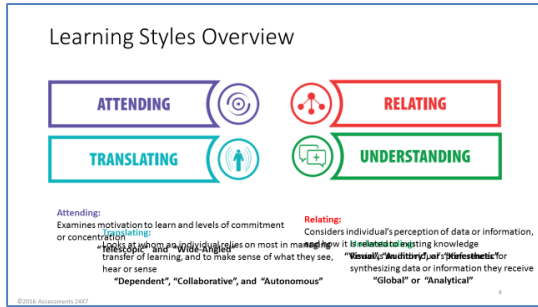


Ask:

How does the environment affect Wide-Angled and Telescopic learners?

Discussion as a group

POWERPOINT REFERENCES



Slide 4: Learning Styles Overview

FACILITATOR INSTRUCTIONS

Four Learning Styles Overview (Cont.)



Say:

TRANSLATING looks at whom an individual relies on most in managing the transfer of learning, to make sense of what they see, hear or sense. It is how information is made meaningful. There are 3 sub scales – **Dependent, Collaborative, and Autonomous.**

- **Dependent** means the individual will mainly rely on a trainer or facilitator for information.
- **Collaborative** means the individual will mainly favor group discussions or team activities for learning.
- **Autonomous** means that self-reliance is the preferred way to manage the learning transfer process personally.



ASK:

How can you reach all three learner preferences in one learning situation?

Discussion as a group



Say:

RELATING looks at an individual's perception of data or information and how it is related or linked to existing knowledge. It has 3 sub scales – Visual, Auditory, and Kinesthetic.

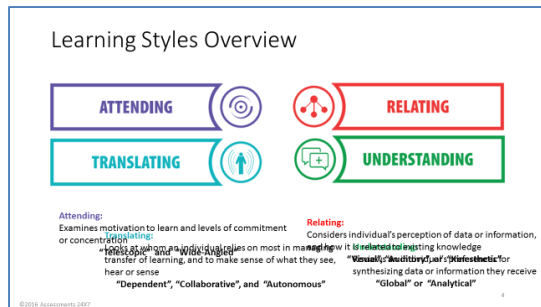
- **Visual** is the preference for information that can be seen with the eyes.
- **Auditory** is the preference for information that is heard.
- **Kinesthetic** is the preference for information that can be experienced through touch, smell or taste.



ASK:

What are some ways (clues) to identify the learning preference: Visual, Auditory, Kinesthetic?

POWERPOINT REFERENCES



Slide 4: Learning Styles Overview

FACILITATOR INSTRUCTIONS



Say:

UNDERSTANDING looks at the individual's preference for synthesizing data or information that they receive or how we use and apply information. It has 2 sub-scales: Global and Analytical.

- Global is the preference for understanding the conceptual or "big-picture".
- Analytical is a preference for understanding at a more detailed level and a step-by-step approach.



ASK: What is the benefit to having a Global preference? What is the benefit to having an analytical preference?

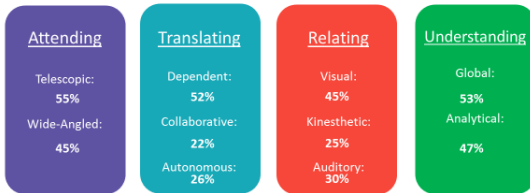
Discussion as a group.

Check for understanding before clicking to next slide -

ASK: Any questions, additional thoughts?

POWERPOINT REFERENCES

Average Scores for Learning Styles



Why is it important to know if someone has a different preference than you do?

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Slide 5: Average Scores

FACILITATOR INSTRUCTIONS

Average Scores



Say:

As we already discussed, each of us learns in all four dimensions, and all sub-dimensions, though we may tend to be more telescopic or more wide-angled, more dependent, more collaborative or more autonomous, more visual, more kinesthetic or more auditory, and more global or more analytical as we move through the learning cycle.

Click to show each percentage grouping.

The percentages show the statistic of the percentage of people who tend to prefer each sub-dimension. The relevancy here two-fold: you can see how your preference compares to others in the population, AND you can easily see how many learners are potentially different from you.

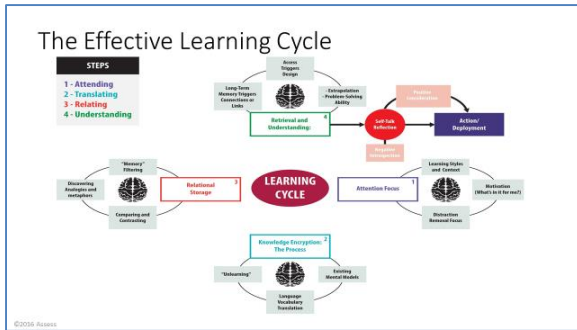
ASK: Why is it important to know if someone has a different preference than you do?

Potential answers:

- They may be engaging in learning differently
- They may need a different environment to be as effective as possible to **ATTEND**
- They may need additional support in other ways than I do to **TRANSLATE** well
- I may need to adjust my approach to help them understand something more thoroughly to **RELATE**
- I may need to share more information or less information to help them **UNDERSTAND**

Now, let's look at how these 4 come together sequentially in the learning cycle.

POWERPOINT REFERENCES



Slide 6-7: Effective Learning Cycle

FACILITATOR INSTRUCTIONS

The Effective Learning Cycle

Slide is animated to reveal one step at a time on slide 5, slide 6 shows full model with no animations*.

Say:

Even though we all bring our own history, preferences, skills, and more to each new situation, we all go through the same process to evaluate information before we do something with it. The process can be completed in our brain in seconds, but may take longer if something is confusing or complex.

Click to reveal first step, share Steps, and each subcategory box as an introduction.



Attention Focus: Attending –

Motivation & Attention to Learning: includes Learning Styles, Distraction Removal, and motivation

Knowledge Encryption: Translating –

Making Information Meaningful: includes unlearning, existing mental models, and language & vocabulary translation

Relational Storage: Relating –

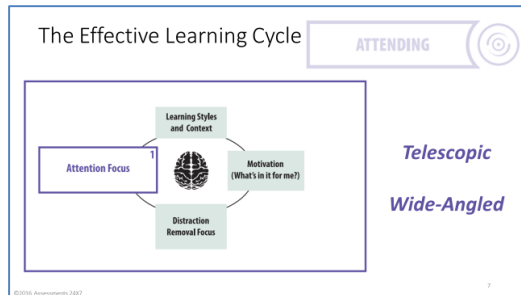
Linking Data to Existing Knowledge: Memory filtering, discovering analogies and metaphors, comparing and contrasting

Retrieval & Understanding –

Using & Applying Knowledge: Long term memory triggers connections, access triggers design, extrapolation & problem solving

**Visuals are in learning styles report*

POWERPOINT REFERENCES



FACILITATOR INSTRUCTIONS

Attending: Step 1 Attention Focus

Say:



Attending is paying attention – filtering out the inhibitors (distraction removal) and give the learning our full attention (learning style and context). It encourages our motivation to learn.

Ask:



Do some people seem Pay Attention better than others? How do you know? Why does this happen? *Discussion as a group*



Attending allows us to recognize the message, the context (what's going on around us at the time we are learning), and our commitment to learning. This primarily right-brained activity examines the context within which the information we will receive will be valued and evaluated (what's in it for me?).

Remember: Attending is measured in two sub-scales: **Telescopic** and **Wide-Angled**. **NOTE: This is generally not changeable – you are hard wired to be either telescopic or wide-angled.**

- **Telescopic:** focus on the core message without distraction by ambient interference
- **Wide-Angled:** notice the whole learning environment and can let side issues or distractions interfere with the core message




Ask: If you know that you are telescopic, or someone you are working with is, how could this help when learning something new. *Discussion as a group*

What are some things for you that make it hard to give your full attention to learning? What can you do about them? *Individual reflection*

POWERPOINT REFERENCES

Motivation



- Think of something you know you really **SHOULD** pursue learning about
- Consider:
 1. your interest level
 2. your ability to persist with the learning
 3. your support needs
- Talk through these three with respect to your learning goal with your partner

Are you motivated to learn?

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Slide 9: Motivation

FACILITATOR INSTRUCTIONS

Motivation



Say:

Motivation is an essential pre-condition to learning. No one learns anything by being disinterested or passive. The learner has to be motivated to learn.



Ask:

How can we tell if others are motivated?

How can we help others to be motivated?

Group Discussion Typical responses: ask them what they hope to learn, what is exciting about the topic for them, what they think they will get out of it, etc. Stir the curiosity of the learner somehow, perhaps by helping see how they can benefit from the learning.

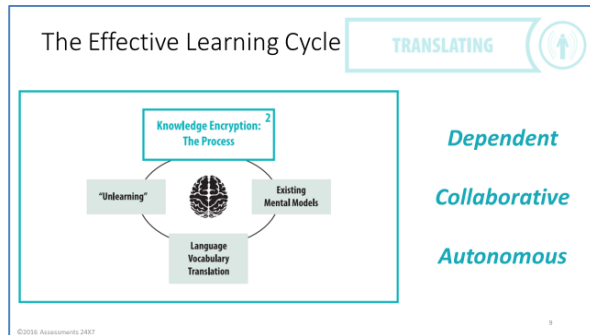
Activity:



Think of something you know you **REALLY SHOULD** pursue learning about. For example, learning a new computer program, learning how to manage your time better through a time management course, learning about a medical treatment that you or a family member might need in the future, researching colleges or schools for your children, etc. Then consider: your interest, ability to persist with the learning, and your support needs. Talk through these three with respect to your learning goal with your partner. You can help each other with this process.

NOTE: Motivation needs to be upheld in all three, not just one. If you are not interested, if you have no ability to persist with the learning, or if your support needs aren't met, motivation and learning will be a challenge.

POWERPOINT REFERENCES



Slide 10: Translating

FACILITATOR INSTRUCTIONS

Translating: Step 2 Knowledge Encryption

Say:



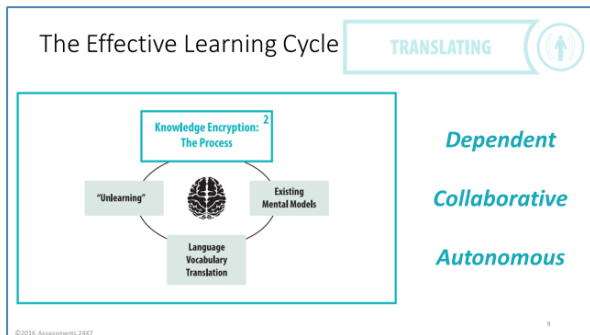
Translating includes Language, Style, and delivery. We all use all three translation modes, but we all have a primary preference. As we work through these, determine which translation method most closely matches your preference: **Dependent, Collaborative, and Autonomous.**

- **Dependent:** expect leaders to help them manage translating what they see, hear or sense
- **Collaborative:** talk about issues raised in groups to help them translate what they see, hear or sense
- **Autonomous:** challenge assumptions and reflect upon information by themselves

We translate the information in a way that makes sense with our existing knowledge (Existing Mental Models & Language Vocabulary Translation) or ideas of the way things should work. We may have to “unlearn” something (unlearning) before we can encrypt or encode our new learning to be meaningful. This is primarily a left-brained activity connected with logic and reason.

For example: If every dog we meet from ages 1-5 is large and growls, we conclude that all dogs are large and growl. At age 6, we meet a small dog who doesn't growl, and our brain must examine what that means about dogs. Perhaps they all aren't large and don't all growl! We may have to unlearn our earlier knowledge before being able to believe there may be more dogs that are not big and do not growl.

POWERPOINT REFERENCES



Slide 10: Translating

Translating

- Use the learning situation you discussed earlier with your partner and consider which of the three translating modes would work the best for you in trying to master this new material.
 - Is this your primary style?
 - If so, what can you incorporate from some of the other modes to enhance the learning experience for you?
 - If not, what will be challenging for you?
 - Also, consider those that are not your preference, but are likely to come up for you in your learning. What can you do to manage these, given they are not your preference?
- Review with your partner the likes and dislikes and circle those that might work for you in your situation.

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Slide 11: Translating activity

FACILITATOR INSTRUCTIONS

Translating: Step 2 Knowledge Encryption (Cont.)



Think about the way you may have learned some information and then how you learned something new that caused that to change. Did you need more evidence to believe the new information? Did you feel skeptical at first? Did you accept the new information without any hesitation?

There are many things that can influence the way we translate our world to make things meaningful. Sometimes it can be our families, friends or community. Sometimes it is a co-worker or boss. Sometimes we learn new things on our own and must make sense of them individually.



ASK: What are some influences that help you translate information to make it meaningful?

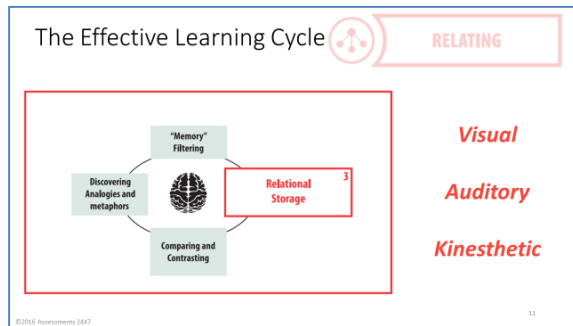


Activity: Pairs discussion, particularly the benefits of unusual ways of learning outside of comfort zone

Use the learning situation you discussed earlier with your partner and consider which of the three translating modes would work the best for you in trying to master this new material.

- Is this your primary style? If so, what can you incorporate from some of the other modes to enhance the learning experience for you?
- If not, what will be challenging for you?
- Also, consider those that are not your preference, but are likely to come up for you in your learning. What can you do to manage these, given they are not your preference?
- Review with your partner the likes and dislikes and circle those that might work for you in your situation.

POWERPOINT REFERENCES



Slide 12: Relating

FACILITATOR INSTRUCTIONS

Relating: Step 3 Relational Storage



Say:


This step has to do with relating the new learning with what we already know. We must transmit knowledge to our short-term or long-term memory in order to connect the new information with old information, and store it in the most relevant place. Through memory filtering, discovering analogies and metaphors, and comparing and contrasting, we find the right place the new information “belongs”. This is predominately a right-brain activity - to connect with associated general ideas and relationships.

This area relates to brain research - the left side of the brain handles logic, language, math, and analysis and the right side is creative handling visual, imagination, recognition, rhythm, and music. We all use both sides of our brain, though in different ways and each side contributes much to our ability to learn. There are three primary learning categories: **Visual (seeing, writing), Auditory (hearing, reading) and Kinesthetic (doing, creating).**

There are countless ways we can sort and store information. Think of your brain as a filing cabinet. We store information by categories, and file it away in the most applicable places that make the most sense to us. We also may have different folders in our filing cabinets than others do, so our neighbor’s brain may not store information in the same way or same place as ours does.

POWERPOINT REFERENCES

VAK Activity



Using the VAK chart, place:

- ✓ a checkmark next to those that work best for you
- ★ a star next to those you would like to try to expand your range

Discuss pros and cons of each as you work through the list. Then add up your numbers for each column to determine your preferred learning method.

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Slide 13: VAK Activity

FACILITATOR INSTRUCTIONS

Relating: Step 3 (Cont.)

Say:



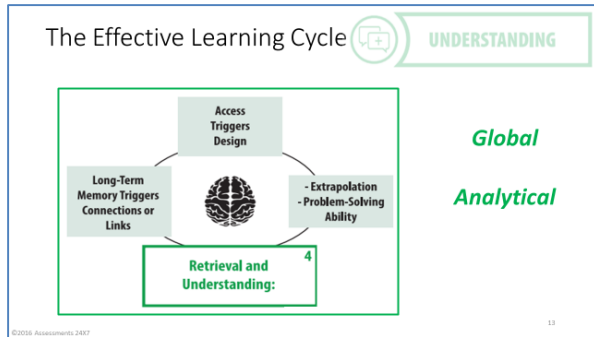
These categories have to do with HOW you gather or deliver material so that it appeals to both sides of the brain, thus maximising the likelihood of retention.

Using a variety of training methods makes learning more interesting. We use visual channels through use of the video, slides, booklets and templates. We use kinaesthetic methods by exercises using the concepts and material we are discussing, taking notes, and later, using the template to record your actions using the material. We use auditory learning by talking, video characters interacting with each other and a narrator explaining the topic area. The hope is that the material will “stick” better for learners by learning about it using different modalities.

Activity:

Using the VAK chart (see Appendix), make a checkmark next to those that work best for you and a star next to those you would like to try to expand your range. You are welcome to do this with your partner and discuss pros and cons as you work through the list.

POWERPOINT REFERENCES



Slide 14: Understanding

FACILITATOR INSTRUCTIONS

Retrieval and Understanding: Step 4



Say:

In the last step we summarize the new information in connection with the old and refine it for access and use when needed. This is predominantly a left-brain activity that connects induction and deduction processing. Long-term memory triggers connections or links, access triggers design and extrapolation, and problem solving abilities are influenced by retrieval and understanding (we use what we can find, so to speak). Understanding is all about taking core information, and knowing when and how to apply it to wider situations.

How we look for ways to apply learning is Understanding. There are two ways we can do this: **Global and Analytical.**

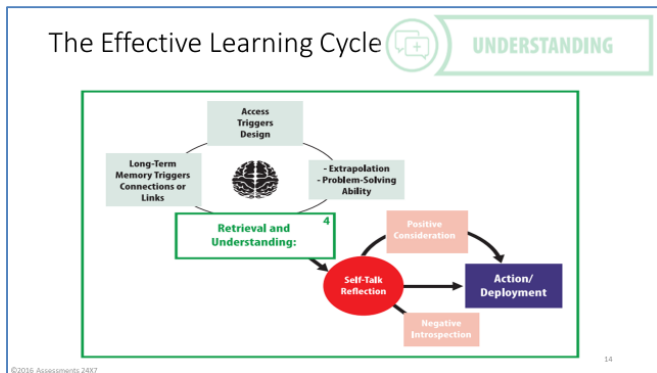
Global:

- Seeing the big picture
- Reading between the lines
- Seeing options

Analytical:

- Details, focus
- Consistency
- Objectivity

POWERPOINT REFERENCES



Slide 15: Understanding/Self-Talk

FACILITATOR INSTRUCTIONS

Retrieval and Understanding: Step 4 (Cont.)



Say:

In the learning cycle, we constantly evaluate what we are experiencing within the context of our past history and everything we already know. In this stage we are making a judgment about what we have heard, seen and experienced and deciding if it is valuable, or not. If not, we will most likely not commit the learning to long-term memory and it will be lost.

As the slide indicates, this reflection step can be:

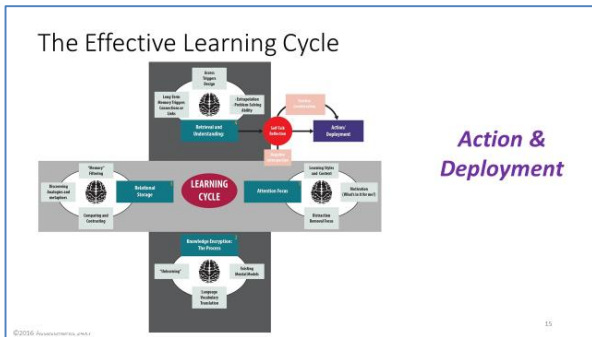
- positive – we think the learning is valuable and might be worth acting upon
- negative – we don't think it has enough value, or we don't understand it, or think it is too much work to do something about
- cause to re-think the learning: This can stall us, or we may try again to see if we can work out the problem more effectively. Re-thinking can involve considering the information, turning it over in your mind and can have positive outcomes if you end up building on it and turning it into valuable learning that can be retained.



ASK: How can our internal reflections/self-talk inhibit or support taking action?

Discuss as a group

POWERPOINT REFERENCES



Slide 16: Action and Deployment

FACILITATOR INSTRUCTIONS

Action and Deployment



Say:

The “Action” is straightforward – applying the new learning yourself in some tangible way. We have all had experiences when we failed to apply something we learned. For example, consider a foreign language you may have taken as a course in school and then didn’t keep up ... chances are you haven’t retained much at all from what you learned and studied if you haven’t used that knowledge. Perhaps you have taken a computer course that was valuable but you didn’t apply what you learned in time to make it “stick.” You must act upon learning to make it move into long-term memory.

- apply the learning yourself to make it “stick.”
- extrapolate – draw from the learning or even create new learning from it. Look for opportunities to generalize, or make intelligent inferences based on what you have learned.
- build on the new learning by adding depth and complexity to your new knowledge. Study “around” the learning topic.

10 minute pairs - Return to the situation you worked on earlier when you thought of something you really should learn more and examine how will you apply and build upon the new learning to keep it alive in your long-term memory. Consider 3 ways to do this and discuss with your partner. You can use the idea of Apply, Extrapolate and Build to help guide you.

Action & Deployment

ATTENDING

RELATING

TRANSLATING

UNDERSTANDING

Return to the situation you worked on earlier - something you really should learn. Examine 3 specific ways to keep the learning alive in your long-term memory. Discuss with your partner and share feedback.

***You can use Apply, Extrapolate and Build to help guide you:**

- apply the learning yourself to make it “stick.”
- extrapolate – draw from the learning or even create new learning from it. Look for opportunities to generalize, or make intelligent inferences based on what you have learned.
- build on the new learning by adding depth and complexity to your new knowledge. Study “around” the learning topic.

Slide 17: Action and Deployment Activity

POWERPOINT REFERENCES

Effective Learning

Effective Learning:

- A facilitator or trainer can identify individual learning styles and vary delivery to optimize transfer of learning
- OR
- An individual learner can recognize their own preferences in learning and make adjustments themselves to be successful

Either way, engagement with the knowledge is essential for success.

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Slide 18: Effective Learning

FACILITATOR INSTRUCTIONS

Effective Learning



Say:

Two ways to reach effective learning include facilitator-influenced or individual-driven. A facilitator or trainer can identify individual learning styles and vary delivery to optimize transfer of learning OR an individual learner can recognize their own preferences in learning and make adjustments themselves to be successful. Either way, engagement with the knowledge is paramount for successful learning.

Both approaches together, though, coupled with a variety of learning options that cover many preferences, is the best way to ensure learners will have positive and meaningful learning experiences.


Note: it is important to recognize that both types of learning styles are likely to be represented in a population, so you may need to take care to appeal to both when you are teaching others. Usually, people use the style they themselves are most comfortable with (if they are an analytical, they will likely use analytical methods and style) even if they are dealing with someone who has a very different style.

POWERPOINT REFERENCES

Application of Learning


Activity
You are teaching or coaching someone on a common work process in your area. The person has a learning style that is not your own (if you tend to be more Analytical, that person is Global and vice versa).

- Choose 3 actions to teach them effectively.
- Discuss with your partner & share feedback and ideas.



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Slide 19: Application of Learning Activity



Learning Styles Report Debrief

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Slide 20: Learning Styles Report Debrief

FACILITATOR INSTRUCTIONS

Application of Learning

Activity:

15 minute pairs: 5 min brainstorm, 5 min each person shares -

You are teaching or coaching someone on a common work process in your area. The person has a learning style that is not your own (if you tend to be more Analytical, that person is Global and vice versa).

First, think about how you would prepare and conduct the coaching and training with them to take into account their learning style. Choose 3 actions you would take. Describe to your partner the situation and the approach you would take. Get ideas from each other and discuss.

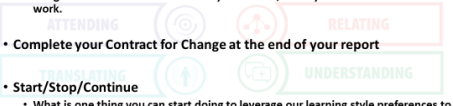
Facilitator Note:

Refer to Debrief Guide for instruction regarding this portion of the training.

POWERPOINT REFERENCES

Application of Learning

- Engage in learning opportunities:
 - Participate in the learning event, reflect on what you learned, predict “the way things should work” based on what you learned, and try it out to see what does work.
- Complete your Contract for Change at the end of your report
- Start/Stop/Continue
 - What is one thing you can start doing to leverage our learning style preferences to be a more effective learner and educator?
 - What is one thing you can stop doing to be a more effective learner and educator?
 - What is one thing you can continue doing that works well for engaging in learning?



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Slide 21: Application of Learning

Closing Thoughts

Remember:

- Each person learns in his/her own way
- Learning is ongoing and dynamic
- Using a variety of methods, activities, and styles will help to accommodate the different learning styles and preferences



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Slide 22: Closing Thoughts

FACILITATOR INSTRUCTIONS

Application of Learning: LS Report takeaways



Say:

What can we do to continue to strengthen and build this muscle in the coming days, weeks, months?

Read on slide:

- Engage in learning opportunities
- Complete your Contract for Change, and follow through on it
- Start/Stop/Continue

Closing Thoughts



Say:

Learning is something that occurs constantly. It's a process of involvement with the world around us. Most of us need to relate our learning to our experiences to create context and meaning and find ways to apply what we have learned.

You now have a more inclusive awareness of your own preferences, your own abilities, and your learning style to be the most engaged learner you can be. You can also help others to be their best by using that same awareness to help them engage in and understand the process and improve their own learning.

Though you may not be an “educator” by profession, you do have opportunities every day to “teach” and influence people. Those opportunities can be maximized by your attention to others’ learning styles. The more you know how someone learns best, the more you can work to adjust your delivery and style so that they master and retain what you teach them.


Thank you for your time and attention today!

POWERPOINT REFERENCES

Putting it Together

Optional Exercise:
Using the Learning Styles Skill Building Template handout, complete in pairs.

- Answer "Checklist Questions"
- Complete Learning Cycle brainstorming boxes to outline "how" for each area



The image shows a handout titled "The 'Learning Styles' Template". It is a worksheet for the Learning Styles Skill Building Template. It includes a title, a subtitle, and several sections for brainstorming and reflection. The template is designed to be completed in pairs.

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Slide 23: Optional Activity

FACILITATOR INSTRUCTIONS

Optional Activity: Putting it together

At the close of the "Classroom Training" Portion, prior to the Learning Styles Report Debrief, this optional activity can be done in class.

Alternatively, the template can be sent home with the learner to complete as a follow up exercise.

If done in class:

Using the Learning Styles Skill Building Template (see appendix) handout, complete in pairs.

- Answer "Checklist Questions"
- Complete Learning Cycle brainstorming boxes to outline "how" for each area

Appendix

- **VAK Activity Chart**
- **Learning Style Skill Building Template**

VAK Chart

Using the VAK chart, make a checkmark next to those that work best for you and a star next to those you would like to try to expand your range. Add up all check marks to determine your preferred method. Discuss pros and cons as you work through the list.

	Visual	Auditory	Kinesthetic
When seeking travel directions, I...	look at a map	ask for spoken directions	follow my nose or maybe use a compass
When cooking a new dish, I...	follow a recipe	call a friend for explanation	follow my instinct, tasting as I cook
To teach someone something I...	write instructions	explain verbally	demonstrate and let them have a go
I tend to say...	"I see what you mean"	"I hear what you are saying"	"I know how you feel"
I tend to say...	"show me"	"tell me"	"let me try"
I prefer these leisure activities...	museums or galleries	music or conversation	physical activities or making things
When shopping I tend to...	look and decide	discuss with shop staff	try on, handle or test
Choosing a vacation I...	read the brochures	listen to recommendations	imagine the experience
Learning a new skill...	I watch what the teacher is doing	I talk through with the teacher exactly what I am supposed to do	I like to give it a try and work it out as I go along by doing it
Choosing from a restaurant menu...	I imagine what the food will look like	I talk through the options in my head	I imagine what the food will taste like
When listening to a band...	I sing along to the lyrics (in my head or out loud!)	I listen to the lyrics and the beats	I move in time with the music
When concentrating I...	focus on the words or pictures in front of me	discuss the problem and possible solutions in my head	move around a lot, fiddle with pens and pencils and touch unrelated things

I remember things best by...	writing notes or keeping printed details	saying them aloud or repeating words and key points in my head	doing and practicing the activity, or imagining it being done
When anxious, I...	visualize the worst-case scenarios	talk over in my head what worries me most	can't sit still, fiddle and move around constantly
I feel especially connected to others because of...	how they look	what they say to me	how they make me feel
When I revise for an exam, I...	write lots of revision notes (using lots of colors)	I talk over my notes, to myself or to other people	imagine making the movement or creating the formula
When explaining something to someone, I tend to...	show them what I mean	explain to them in different ways until they understand	encourage them to try and talk them through the idea as they try
My main interests are...	photography or watching films or people-watching	listening to music or listening to the radio or talking to friends	physical /sports activities or fine wines and foods or dancing
Most of my free time is spent...	watching television	talking to friends	doing physical activity or making things
When I first contact a new person...	I arrange a face to face meeting	I talk to them on the telephone	I try to get together to share an activity
I first notice how people...	look and dress	sound and speak	stand and move
If I am very angry...	I keep replaying in my mind what it is that has upset me	I shout lots and tell people how I feel	I stomp about, slam doors and throw things
I find it easiest to remember...	faces	names	things I have done
When I'm meeting with an old friend...	I say "it's great to see you!"	I say "it's great to hear your voice!"	I give them a hug or a handshake
Totals	Visual	Auditory	Kinesthetic

The “Learning Styles” Template

Learning Styles Skill Building Template

Reflect

Positive
Negative
Re-thinking



HOW

Checklist questions to help maximise personal learning

ATTEND	RELATE	TRANSLATE	UNDERSTAND
1. Are the mood and environment for the learning appropriate?			
2. Are the methodology and structure of the learning best for purposes?			
3. Am I sufficiently motivated to want to learn? (If not, why?)			
4. What are the learning-delivery styles that work best for me?			
5. Am I a Dependent, Collaborative or an Independent Learner?			
6. What type of questions help me to learn the most (why, what, how or what-if questions)?			
7. Do I tend to be left-brain biased (more interested in learning structure, order and logic)?			
8. Do I tend to be right-brain biased (more interested in visuals, analogies, and physical learning interaction)?			
9. Do I think learning should be presented in broad summaries, or in detailed form?			
10. What is the best way for me to understand concepts (i.e. by quiet internal reflection, asking or changing the information, applying or practicing it for real, etc.)?			

Act

Apply
Extrapolate
Build



HOW

Understand

Core information
Whole applications
When to apply



HOW

Relate

To existing knowledge
To analogies
To related concepts



HOW

Translate

Language
Style
Delivery



HOW

Attend

To context
To motivation levels
To core message



HOW

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