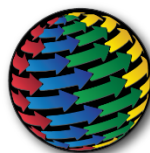# Learning Styles Workshop: 2 Hour

Facilitator Training Guide

Version 8.16

ASSESSMENTS 24x7
A Global Leader in Online Assessments

Table of Contents

Learning Styles Workshop

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

Materials	Equipment
▪ Facilitator Guide ▪ PowerPoint® Slideshow ▪ Participant Learning Styles Reports	▪ Computer ▪ Projector and screen

Agenda

Learning Styles	5 minutes
Introductions	10 minutes
LS Definitions	10 minutes
LS Overview	15 minutes
Average Scores for Learning Styles	5 minutes
The Effective Learning Cycle Intro	10 minutes
Attending	5 minutes
Translating	5 minutes
Relating	5 minutes
Understanding	5 minutes
Effective Learning	5 minutes
Learning Styles Report Debrief	30 minutes
Application: LS Report Takeaways	5 minutes
Closing Thoughts	5 minutes TOTAL 120 minutes

Total Training Time	2 hours

POWERPOINT REFERENCES
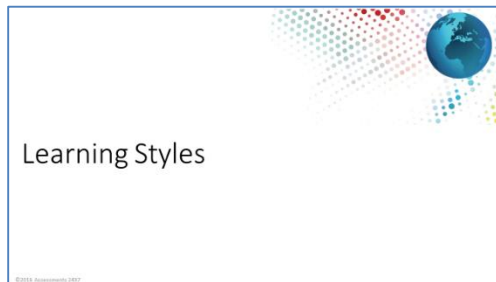
Slide 1: Learning Styles Title

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

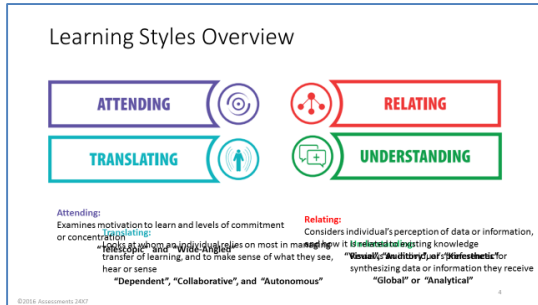FACILITATOR INSTRUCTIONS

Have learners introduce themsleves to one another and discuss the below questions.

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

Learning Styles

Learning style is an individual's unique approach to learning based on strengths, weaknesses, and preferences.

Learning Styles consists of distinctive behaviors that serve as indicators...

Learning Style is the unique way each individual gathers and processes...

Learning Style describes a student in terms of those education conditions...

describes **how** students learn – not what they learn.

Are there any additions that should be included in the definition? Any things you disagree with that should be reconsidered?

Slide 2: Learning Styles

FACILITATOR INSTRUCTIONS

Learning Styles

Slide has animations to reveal 6 definitions individually. Click to review one by one.

SAY:
According to the dictionary, Learning style is an individual's unique approach to learning based on strengths, weaknesses, and preferences.

Five leading researchers in the field have slightly different views which help build a more comprehensive definition of learning styles.

ASK:
Are there any additions that should be included in the definition? Any things you disagree with that should be reconsidered?

SAY:
No matter what language one uses to define Learning Styles, once we have an understanding of our individual strengths and weaknesses, our biases and preferences, and the learning cycle, we can adjust our individual learning approach to maximize our learning results.

This learning styles overview helps to create a holistic picture of the various ways people learn, and aims to help support your understanding of your own learning style. It is important to remember - All learners possess all styles of the learning model in varying degrees depending on preferences.

We will explore 4 dimensions of learning in our time today:
- Attending – Motivation & Attention to Learning
- Translating – Making Information Meaningful
- Relating – Linking Data to Existing Knowledge
- Understanding – Using & Applying Knowledge

POWERPOINT REFERENCES

Learning Styles Overview

ATTENDING ⊚   ⚡ RELATING

TRANSLATING ⬆   ⊞ UNDERSTANDING

Attending:
Examines motivation to learn and levels of commitment
or concentration
Translating:
Looks at how an individual relies on most in making the
transfer of learning, and to make sense of what they see,
hear or sense
"Wide-Angled"
"Dependent", "Collaborative", and "Autonomous"

Relating:
Considers individual's perception of data or information,
and how it is related to existing knowledge
"Visual", "Auditory", or "Kinesthetic" for
synthesizing data or information they receive
"Global" or "Analytical"

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Slide 3: 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

FACILITATOR INSTRUCTIONS

Slide 3: Learning Styles Overview

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

FACILITATOR INSTRUCTIONS

Learning Styles Overview

ATTENDING   RELATING
TRANSLATING   UNDERSTANDING

Attending:
Examines motivation to learn and levels of commitment or concentration
Translating:
Looks at whom an individual relies on most in managing transfer of learning, and to make sense of what they see, hear or sense
"Dependent", "Collaborative", and "Autonomous"

Relating:
Considers individual's perception of data or information, and how it is related to existing knowledge
"Visual", "Auditory", or "Kinesthetic"
synthesizing data or information they receive
"Global" or "Analytical"

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Slide 3: Learning Styles Overview

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

Attending	Translating	Relating	Understanding
Telescopic: 55%	Dependent: 52%	Visual: 45%	Global: 53%
Wide-Angled: 45%	Collaborative: 22%	Kinesthetic: 25%	Analytical: 47%
	Autonomous: 26%	Auditory: 30%	
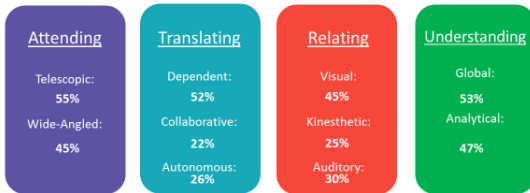
Why is it important to know if someone has a different preference than you do?

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Slide 4: 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.

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POWERPOINT REFERENCES
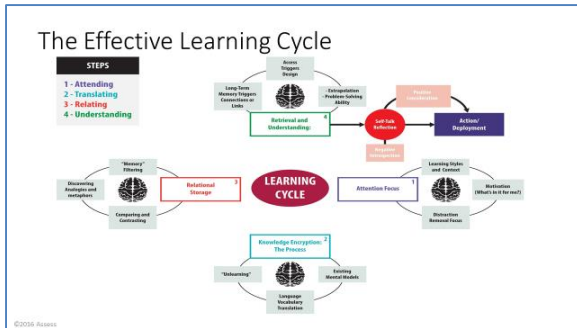
Slide 5: Effective Learning Cycle

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

Slide 6: Attending
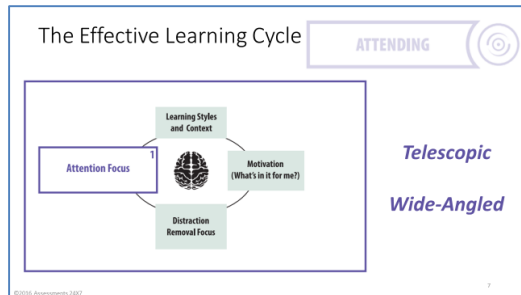
FACILITATOR INSTRUCTIONS

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
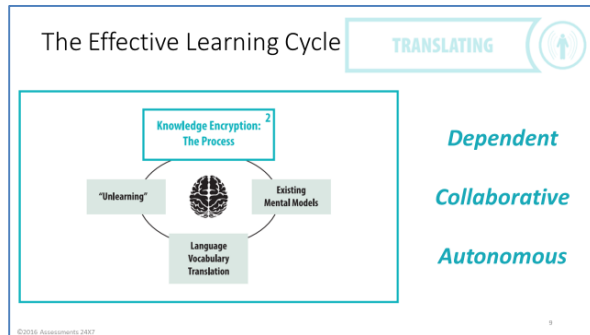
Slide 7: Translating

FACILITATOR INSTRUCTIONS

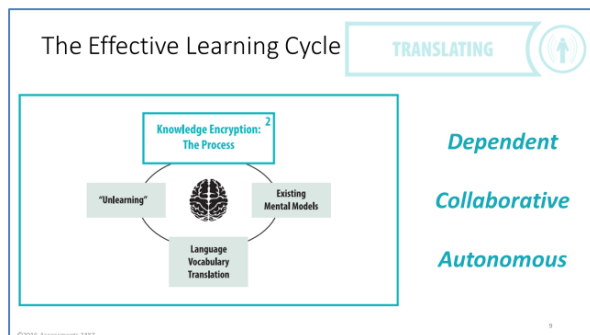## Translating: Step 2 Knowledge Encryption

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

The Effective Learning Cycle   TRANSLATING

Knowledge Encryption: 2
The Process

"Unlearning"   Existing
                  Mental Models

Language
Vocabulary
Translation

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Dependent

Collaborative

Autonomous

Slide 7: Translating

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?

POWERPOINT REFERENCES
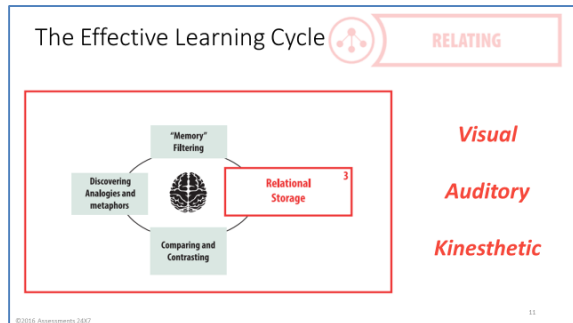
Slide 8: Relating

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

The Effective Learning Cycle — UNDERSTANDING

Access Triggers Design

Long-Term Memory Triggers Connections or Links

- Extrapolation
- Problem-Solving Ability

Retrieval and Understanding: 4

Global

Analytical

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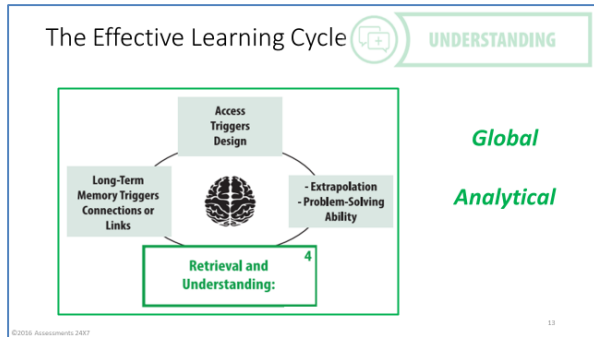
Slide 9: Understanding

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.**
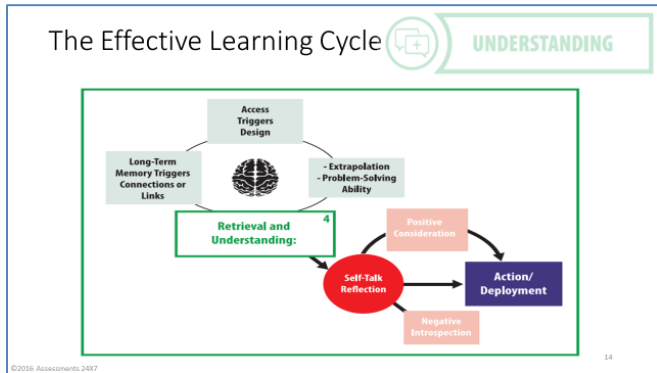
Global:
• Seeing the big picture
• Reading between the lines
• Seeing options

Analytical:
• Details, focus
• Consistency
• Objectivity

POWERPOINT REFERENCES

Slide 10: 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

Effective Learning

ATTENDING   RELATING

TRANSLATING   UNDERSTANDING

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 11: Effective Learning

ATTENDING   RELATING

TRANSLATING   UNDERSTANDING

Learning Styles Report Debrief

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Slide 12: Learning Styles Report Debrief

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 may 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.
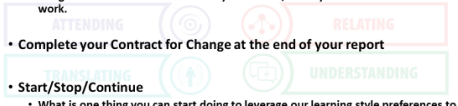
Facilitator Note:

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?

Slide 13: 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

ATTENDING   RELATING

TRANSLATING   UNDERSTANDING

Slide 14: 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!