

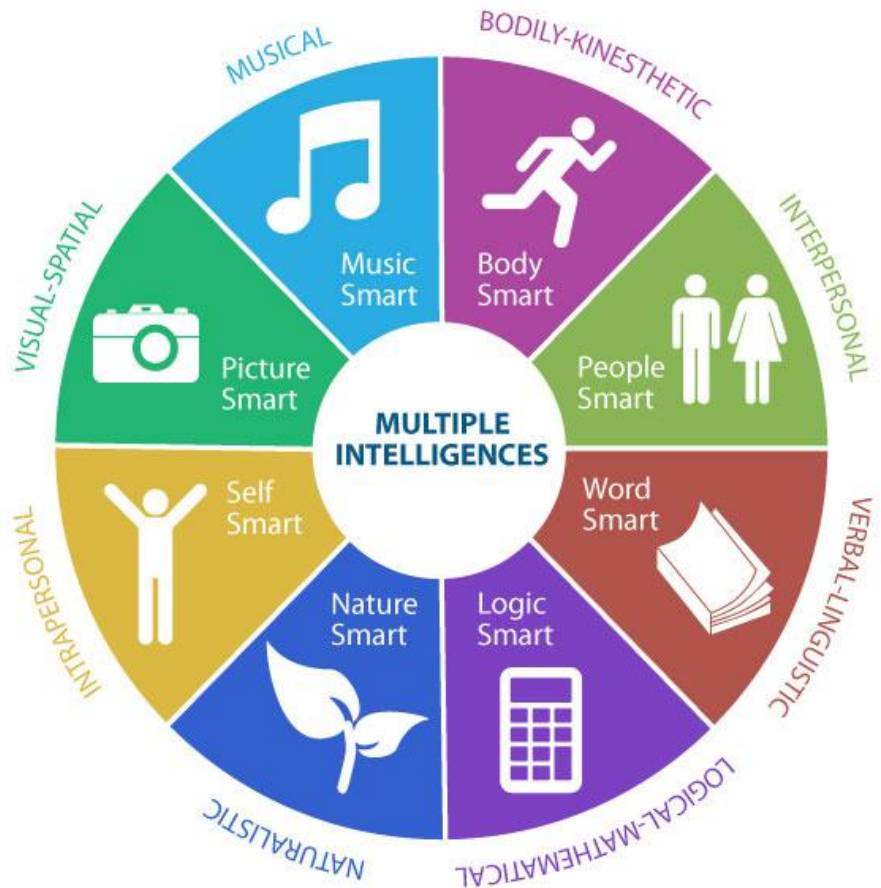
Learning Styles & Applications



Adult & Child
Therapeutic Foster Care Licensing Program

Multiple Intelligences Theory

- ✎ Howard Gardner, a psychologist and professor of neuroscience at Harvard, developed the *Theory of Multiple Intelligences* in 1983.
 - https://www.youtube.com/watch?v=iYgO8jZTFuC&feature=player_embedded
- ✎ Gardner defines “intelligence” not as an IQ but, rather, as the skills that enable anyone to gain new knowledge and solve problems. Identifying these intelligences means recognizing our strengths and weaknesses as unique learners.
- ✎ Gardner proposed that there are several different types of intelligences, or learning styles. Combinations of the different types of intelligence abound.
 - A hiker fascinated by birdsongs might have strong auditory-musical and naturalistic intelligences, supplemented by bodily-kinesthetic intelligence.
 - The neighbor skilled in solving puzzles and discerning patterns may combine logical-mathematical intelligence with visual-spatial intelligence.
- ✎ All of the learning styles indicate different ways of interacting with the world. Everyone has some degree of each, but each person favors certain learning styles.



Verbal-Linguistic

∞ **Verbal-Linguistic** ([Word Smart](#)) – People who possess this learning style learn best through reading, writing, listening, and speaking. Verbal students absorb information by engaging with reading materials and by discussing and debating ideas. Verbal-linguistic students love words and use them as a primary way of thinking and solving problems. They are good writers, speakers, or both. They use words to persuade, argue, entertain, and/or teach.

- **Learning Activities and Project Ideas:**

- Completing crossword puzzles with vocabulary words.
- Playing games like Scrabble, Scrabble Junior, or Boggle.
- Writing short stories for a classroom newsletter.
- Writing feature articles for the school newspaper.
- Writing a letter to the editor in response to articles.
- Writing to state representatives about local issues.
- Using digital resources such as electronic libraries, desktop publishing, word games, and word processing.
- Creating poems for a class poetry book.
- Entering their original poems in a poetry contest.
- Listening to a storyteller.
- Studying the habits of good speakers.
- Telling a story to the class.
- Participating in debates.

Logical-Mathematical

∞ **Logical-Mathematical** ([Logic Smart](#)) – Those who exhibit this type of intelligence learn by classifying, categorizing, and thinking abstractly about figures, relationships, and numbers. Logical-mathematical students enjoy working with numbers. They can easily interpret data and analyze abstract patterns. They have a well-developed ability to reason and are good at chess and computer programming. They think in terms of cause and effect.

- **Learning Activities and Project Ideas:**

- Playing math games like mancala, dominoes, chess, checkers, and Monopoly.
- Searching for patterns in the classroom, school, outdoors, and home.
- Conducting experiments to demonstrate science concepts.
- Using math and science software such as Math Blaster, which reinforces math skills, or King's Rule, a logic game.
- Using science tool kits for science programs.
- Designing alphabetic and numeric codes.
- Making up analogies.

Visual-Spatial

∞ **Visual-Spatial** ([Picture Smart](#)) – These people learn best by drawing or visualizing things using the mind's eye. Visual people learn the most from pictures, diagrams, and other visual aids. Students strong in spatial intelligence think and process information in images. They have excellent visual receptive skills and excellent fine motor skills. Students with this intelligence use their eyes and hands to make artistic or creatively designed projects. They can build with Legos, read maps, and put together 1,000-piece jigsaw puzzles.

- **Learning Activities and Project Ideas:**

- Taking photographs for assignments and classroom newsletters.
- Taking photographs for the school yearbook, school newsletter, or science assignments.
- Using clay or play dough to make objects or represent concepts from content-area lessons.
- Using pictorial models such as flow charts, visual maps, Venn diagrams, and timelines to connect new material to known information.
- Taking notes using concept mapping, mind mapping, and clustering.
- Using puppets to act out and reinforce concepts learned in class.
- Using maps to study geographical locations discussed in class.
- Illustrating poems for the class poetry book by drawing or using computer software.
- Using virtual-reality system software.

Auditory-Musical

∞ **Auditory-Musical** ([Music Smart](#)) – Students who are music smart learn using rhythm or melody, especially by singing or listening to music. Musical students think, feel, and process information primarily through sound. They have a superior ability to perceive, compose, and/or perform music. Musically smart people constantly hear musical notes in their head.

- **Learning Activities and Project Ideas:**

- Writing their own songs and music about content-area topics.
- Putting original poems to music, and then performing them for the class.
- Setting a poem to music, and then performing it for the class.
- Incorporating a poem they have written with a melody they already know.
- Listening to music from different historical periods.
- Tape recording a poem over "appropriate" background music (i.e., soft music if describing a kitten, loud music if they are mad about pollution).
- Using rhythm and clapping to memorize math facts and other content-area information.
- Listening to CDs that teach concepts like the alphabet, parts of speech, and states and capitals (i.e., *Schoolhouse Rock!*).

Bodily-Kinesthetic

- ∞ **Bodily-Kinesthetic** ([Body Smart](#)) – Body-smart individuals learn best through touch and movement. These people are best at processing information through the body. Sometimes kinesthetic learners work best standing up or moving rather than sitting still. Bodily-kinesthetic students are highly aware of the world through touch and movement. There is a special harmony between their bodies and their minds. They can control their bodies with grace, expertise, and athleticism.
- **Learning Activities and Project Ideas:**
 - Creating costumes for role-playing, skits, or simulations.
 - Performing skits or acting out scenes from books or key historical events.
 - Designing props for plays and skits.
 - Playing games like Twister and Simon Says.
 - Using charades to act out characters in a book, vocabulary words, animals, or other content-area topics.
 - Participating in scavenger hunts, searching for items related to a theme or unit.
 - Acting out concepts. For example, for the solar system, "student planets" circle around a "student sun." Students line up appropriately to demonstrate events in a history timeline.
 - Participating in movement breaks during the day.
 - Building objects using blocks, cubes, or Legos to represent concepts from content-area lessons.
 - Using electronic motion-simulation games and hands-on construction kits that interface with computers.

Interpersonal

∞ **Interpersonal** ([People Smart](#)) – Those who are people smart learn through relating to others by sharing, comparing, and cooperating. Interpersonal learners can make excellent group leaders and team players. Students strong in interpersonal intelligence have a natural ability to interact with, relate to, and get along with others effectively. They use their insights about others to negotiate, persuade, and obtain information. They like to interact with others and usually have lots of friends.

- **Learning Activities and Project Ideas:**

- Working in cooperative groups to design and complete projects.
- Working in pairs to learn math facts.
- Interviewing people with knowledge about content-area topics (such as a veteran to learn about World War II, a lab technician to learn about life science, or a politician to understand the election process).
- Tutoring younger students or classmates.
- Using puppets to put on a puppet show.

Intrapersonal

∞ **Intrapersonal** ([Self Smart](#)) – Intrapersonal-intelligent people learn best by working alone and setting individual goals. Intrapersonal learners are not necessarily shy; they are independent and organized. People with a strong intrapersonal intelligence have a deep awareness of their feelings, ideas, and goals. Students with this intelligence usually need time alone to process and create.

- **Learning Activities and Project Ideas:**

- Writing reflective papers on content-area topics.
- Writing essays from the perspective of historical figures, such as Civil War soldiers or suffragettes.
- Writing a literary autobiography, reflecting on their reading life.
- Writing goals for the future and planning ways to achieve them.
- Using software that allows them to work alone, such as Decisions, Decisions, a personal choice software, or the Perfect Career, a career choice software.
- Keeping journals or logs throughout the year.
- Making a scrapbook for their poems, papers, and reflections.

Naturalistic

∞ **Naturalistic** ([Nature Smart](#)) – Nature-smart people learn by working with nature. Naturalistic students enjoy learning about living things and natural events. They may excel in the sciences and be very passionate about environmental issues. These people enjoy being in nature and want to protect it from pollution. Students with strong naturalistic intelligence easily recognize and categorize plants, animals, and rocks.

- **Learning Activities and Project Ideas:**

- Caring for classroom plants.
- Caring for classroom pets.
- Sorting and classifying natural objects, such as leaves and rocks.
- Researching animal habitats.
- Observing natural surroundings.
- Organizing or participating in park/playground clean-ups, recycling drives, and beautification projects.

Learning Style Inventories

∞ Multiple Intelligences (8)

- <http://www.edutopia.org/multiple-intelligences-assessment>

∞ Learning Styles (3)

- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- Three of your senses are primarily used in learning, storing, remembering, and recalling information.
- Your eyes, ears, and sense of touch play essential roles in the way you communicate, perceive reality, and relate to others.
- Because you learn from and communicate best with someone who shares your dominant modality, it is a great advantage for you to know the characteristics of **visual, auditory, and kinesthetic** styles and to be able to identify them in others.
 - Learning Style Inventory survey (p. 1-4)

∞ Drive of Your Life (learning styles + career exploration)

- <https://www.driveofyourlife.org/main/index.html#>

Auditory Learner Characteristics

- ∞ Auditory learners are those who learn best through hearing things. An auditory learner:
- Likes to read to self out loud or whisper to self while reading
 - Is not afraid to speak in class
 - Likes to give oral reports
 - Is good at explaining
 - Remembers names
 - Notices sound effects in movies
 - Enjoys music and listening activities
 - Is good at grammar and foreign languages
 - Reads slowly
 - Follows spoken directions well
 - Can't keep quiet for long periods
 - Enjoys acting, being on stage
 - Is good in study groups
 - Talks to self aloud
 - Enjoys talking, is outgoing by nature
 - Easily distracted, particularly by noises
 - Has difficulty with written directions
 - Likes to be read to
 - Memorizes sequentially
 - Often hums or sings while completing tasks

Kinesthetic Learner Characteristics

- ∞ Kinesthetic learners are those who learn through experiencing/doing things. A kinesthetic learner:
- Is good at sports
 - Can't sit still for long (is fidgety during lectures, takes frequent breaks when studying)
 - Is not great at spelling
 - Does not have great handwriting
 - Likes science lab, building models, role playing
 - Studies with loud music on
 - Likes adventure books and movies
 - Is involved in martial arts or dance
 - Likes physical rewards
 - Is in motion most of the time
 - Likes to touch people when talking
 - Taps pencil or foot when studying
 - Does not consider reading a priority
 - Is generally a poor speller
 - Likes to solve problems by physically working through them
 - Will try new things
 - Outgoing by nature; expresses emotions by physical means
 - Uses hands while talking
 - Dresses for comfort

Visual Learner Characteristics

- Visual learners are those who learn through seeing things. A visual learner:
- Remembers faces but often forgets names
 - Needs quiet study time
 - Has to think awhile before understanding a lecture/finds verbal instruction difficult
 - Is usually good at spelling
 - Likes colors & fashion
 - Dreams in color
 - Understands/likes charts
 - Is good with sign language
 - Mind sometimes strays during verbal activities
 - Observes rather than acts or talks
 - Likes to read
 - Memorizes by seeing graphics or pictures
 - Not too distractible
 - Generally has good handwriting
 - Uses advanced planning
 - Doodles
 - Is quiet by nature
 - Is generally meticulous, neat in appearance
 - Notices details

Learning Suggestions - Auditory

- ☞ Say aloud the information to be learned/have someone read the information to you/read it into a recorder and replay it.
- ☞ Read your work out loud. Summarize and record what you have read.
- ☞ Say words inside your head silently.
- ☞ Brainstorm ideas with others. Form study groups.
- ☞ When possible, learn information through tapes, television, oral reports, rhymes and songs, radio, lectures, book reviews, panel and group discussions, guest lectures, and oral questions and answers.
- ☞ Use a straight-edge marker or guide to assist you in keeping your place while you are reading or working with printed materials.
- ☞ Record class lectures (Ask instructor for permission).
- ☞ Meet with classmates before and/or after class to discuss material.
- ☞ Use word association to remember facts and lines.
- ☞ Repeat facts aloud with eyes closed.
- ☞ Participate in class/small group discussions.
- ☞ Use audiotapes for language practice.
- ☞ Best test type for auditory learners:
 - Writing responses to lectures, oral exams
- ☞ Worst test type:
 - Reading passages and writing answers in a timed test

Learning Applications - Auditory

∞ SOUND: Hints for the Auditory Learner

- Reading
 - Read aloud or listen to auditory text and follow along.
 - Try to sound words out as you read them.
- Writing
 - Plan each sentence you want to write by saying it out loud or silently in your head.
 - Say each sentence several times.
 - Write each sentence as you say it, or talk into a tape recorder, dictating each sentence of your paragraph; then play the tape back – one sentence at a time – and record your paragraph in writing.
- Spelling
 - Listen to the spelling of the word.
 - Say the word – then say each letter out loud
 - Close your eyes and spell the word out loud; check your spelling.
 - Write the word, trying to hear it in your mind.
 - Verbally review spelling words and lectures with a friend.
- Mathematics
 - Learn math while saying the concept, fact, theorem, etc., aloud.
 - Explain math problems, concepts, facts, etc., to yourself, relating the information out loud.
 - Use a tape recorder and replay the information.

Learning Suggestions - Kinesthetic

- ✎ Keep your desk clear of distracting objects.
- ✎ Cover the page you're not reading.
- ✎ If you are distracted by noise, turn off the radio; wear earplugs or wear an earphone in the learning center to block out the noise. If you want sound, listen to soft music.
- ✎ Divide your work into short study sessions. Get a timer. After 20 minutes or when a task is completed, give yourself a reward, a cookie, a walk around the block, listen to one song, etc.
- ✎ Sit as close to the teacher as possible, or sit in the center of the room by quiet students.
- ✎ When studying, use a multi-sensory approach (hearing, seeing, touching and doing) as much as possible.
- ✎ Study in a carrel or in an office where there is a desk for your text books and notebook.
- ✎ Use models, real objects, and materials that can be touched and moved. For example, learn geography through handling and studying a globe.
- ✎ Record in writing information learned. Keep a supply of paper on hand.
- ✎ When possible, draw, role play, type, take notes, or construct models to learn the information.
- ✎ Study with others.
- ✎ Use memory games or flash cards to remember information.
- ✎ Best test type for kinesthetic learners:
 - Short definitions, fill-ins, multiple choice
- ✎ Worst test type:
 - Long tests, essays

Learning Applications - Kinesthetic

∞ TOUCH: Hints for the Kinesthetic Learner

- Reading
 - Role play or take turns reading aloud with a partner.
 - Create or use graphic organizers to take notes as you read.
 - Make up motions to help remember vocabulary words and definitions.
- Writing
 - Jot down ideas as they form in your mind.
 - Organize your ideas in a way that makes sense to you.
 - Spend time editing and revising your work.
- Spelling
 - Trace or “air write” spelling words as you practice them.
 - Use letter blocks to spell out words or bounce spell with a partner.
 - Write the words over and over; check your spelling.
- Mathematics
 - Use flash cards to memorize facts.
 - Use manipulatives to solve problems.
 - Build models or draw pictures to interpret word problems.
 - If you come across a problem that you don't understand, read it over a few times and try, ~~but~~ then walk away from it and do some other small task (not other homework).

Learning Suggestions - Visual

- ☞ Take notes and make outlines, lists, pictures, graphs, or charts of everything.
- ☞ Copy what is written on the board.
- ☞ Use flashcards.
- ☞ Use highlighters, color code, circle words, or underline key details.
- ☞ Sit close to the teacher so that you can watch his/her face and gestures.
- ☞ Take notes or make lists as you listen to directions.
- ☞ Carefully check instructions written on the chalkboard and on handouts.
- ☞ As the teacher lectures, pay attention to visual aids such as the following:
 - Drawings, maps, graphs, charts
 - Transparencies, posters, films/videos, books
- ☞ Imagine pictures of the information you are suppose to remember.
- ☞ When possible, read assignments silently.
- ☞ Try to read and study in a well-lit, quiet place.
- ☞ Record homework assignments in a date book, on a note pad, or a specially-designed assignment sheet.
- ☞ Keep a note pad with you at all times. Write out everything for frequent and quick visual review.
- ☞ Best test type for visual learners:
 - Diagramming, reading maps, essays, showing a process
- ☞ Worst test type:
 - Oral exams, listen-and-respond tests

Learning Applications - Visual

∞ SIGHT: Hints for the Visual Learner

- Reading
 - Use sight words, flashcards, note cards and experience stories; don't try to sound words out, but try to determine if the new word or words has words you already know. For example, the "systematic" has the word "system", "stem" and "mat" within it.
 - You are a "look-and-say" learner. Look at a word carefully; then say it.
- Writing
 - Jot down ideas as they form in your mind.
 - Outline your ideas.
 - Make a rough draft, skipping lines. Correct/revise your work.
 - Re-copy your paper.
- Spelling
 - See the word – close your eyes.
 - Make a picture – then read from your picture.
 - Write the word – match the picture.
 - Check your work immediately.
- Mathematics
 - Visualize the problem.
 - Make pictures or tallies of the problem on scratch paper.
 - Write the problem in a way that makes sense to you.