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UNDERSTANDING LEARNING STYLES WORKSHOP

WORKSHOP TITLE Understanding Learning Styles

WORKSHOP DATE 1/23/19

WORKSHOP FACILITATOR(S) Danielle, Sampson, Reginald and Kelvin

WORKSHOP TIME TBD

TARGET POPULATION: Parents (Fathers)

OBJECTIVES: *What knowledge, skills, values and/or experiences will change for the target population as a result of this workshop?*

- Parents will understand that all children learn differently and possess different types of intelligences

1. **QUESTIONS:** *briefly state and number the questions that will be addressed during your workshop.*

- How to help parents understand learning styles and multiple intelligences to assist their child(ren) excel in learning?

2. **REFERENCES:** *for each question, provide at least one source of information that provides direct answers to it. Examples of data sources include articles and videos. Details of each reference should be provided so that another person can locate it without assistance.*

- **How can parents understand learning styles and multiple intelligences to assist their child(ren) excel in learning?**
 - Many Pathways of Learning
Every child is special, with unique combinations of abilities and needs that affect learning. And all children deserve the opportunity to learn in ways that make the most of their strengths and help them overcome their weaknesses.
<https://www.unicef.org/teachers/learner/paths.htm>
 - Teaching To Kids' Learning Styles
There are currently seven "Learning Styles":
 - **Visual (spatial):** You prefer using pictures, images, and spatial understanding.
 - **Aural (auditory-musical):** You prefer using sound and music.
 - **Verbal (linguistic):** You prefer using words, both in speech and writing.
 - **Physical (kinesthetic):** You prefer using your body, hands and sense of touch.
 - **Logical (mathematical):** You prefer using logic, reasoning and systems.
 - **Social (interpersonal):** You prefer to learn in groups or with other people.

- **Solitary (intrapersonal):** You prefer to work alone and use self-study.
<https://www.learning-styles-online.com/overview/>
<https://www.skillsyouneed.com/rhubarb/fingerprints-learning-styles.html>
<https://austinchildrensacademy.org/how-does-your-child-learn-best/>
<http://vark-learn.com/the-vark-questionnaire/>
<https://child1st.com/blogs/resources/the-importance-of-finding-your-childs-learning-style>

○ Multiple Intelligences

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

- **Linguistic intelligence** (“word smart”)
- **Logical-mathematical intelligence** (“number/reasoning smart”)
- **Spatial intelligence** (“picture smart”)
- **Bodily-Kinesthetic intelligence** (“body smart”)
- **Musical intelligence** (“music smart”)
- **Interpersonal intelligence** (“people smart”)
- **Intrapersonal intelligence** (“self smart”)
- **Naturalist intelligence** (“nature smart”)

<http://www.institute4learning.com/resources/articles/multiple-intelligences/>

<https://www.tecweb.org/styles/gardner.html>

<https://www.edutopia.org/multiple-intelligences-research>

3. KEY WORDS, TERMS AND PHRASES: *list and define the key words and terms related to your workshop.*

- Many Pathways to Learning - Learning Styles are common ways people learn
 - Every child is special, with unique combinations of abilities and needs that affect learning. And all children deserve the opportunity to learn in ways that make the most of their strengths and help them overcome their weaknesses.
 - Two Ways people take in Information
 - Abstract – Perceiving via intellect, imagination and intuition
 - Concrete – Perceiving directly through the senses. No inference; no supposition
 - Two Ways people order or use information
 - Random – Organizing information
 - Sequential – Ordering information linearly and in sequence; creating steps
- Multiple Intelligence - The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults
- FAIL – First Attempt in Learning
- Education – Educe to pull out from within (Understand each child’s unique potential)
 - Every child is an individual, with special social, emotional, intellectual, and physical qualities.

4. SUPPLIES/RESOURCES & SPECIAL INSTRUCTIONS/LOGISTICS: *list any supplies,*

materials, templates or special conditions/set-up required to implement this lesson.

- Workshop will be delivered and incorporated into regular Fatherhood Curriculum and begin on Wednesday because it is the best day to introduce this new family literacy workshop.
5. **EXPLORATORY EXERCISES/TIME:** *for each of the previously identified questions, explain the activity that will be done that will allow the workshop participants to use a reference to find its answers (i.e. paired reading; round-robin reading; Powerpoint mini-lecture).*
 - **Parents can utilize the following activities to explore their understand of learning styles and multiple intelligences to assist their child(ren) excel in learning?**
 - **Mix and Match**
 - **\$100,000 Pyramid**
 - **Jeopardy**
 6. **EXPRESSION EXERCISES/TIME:** *for each of the previously identified questions, explain the activity that will be done that will allow the workshop participants to creatively share or express what they learned from the reference (i.e. collage, role-play, talk show skit).*
 - **Parents can utilize the following activities to express their understand of learning styles and multiple intelligences to assist their child(ren) excel in learning?**
 - **Charades (Learning Style – Ice Breaker)**
 7. **REVIEW:** *ask participants to summarize what they learned from this workshop. They should restate 1. the questions explored; 2. the answers found; 3. the references used; and 4. the activities done.*
 8. **REFLECTION:** *ask participants to give their feedback about this workshop. They should state how they feel after completing this workshop; what they liked about it; what they didn't like about it; and offer suggestions for improvement.*
 9. **EVALUATION:** *ask participants to complete and return the evaluation form that will be provided.*