

## Chapter 2 Different Ways of Learning

### **Learning Styles (pp. 34 – 39) – Angela, Josh, and Megan**

#### **Learning Styles – Diverse ways of learning, comprehending, and knowing.**

At least three types of factors contribute to each student's individual learning style.

1. Cognitive (information processing)– Individuals have different ways of perceiving, organizing, and retaining information. All such factors are in the *cognitive domain*.
2. Affective (attitudes) – level of motivation, attitudes, values and emotions, factors that influence curiosity, the ability to tolerate and overcome frustration, and the willingness to take risks. All such factors are in the *affective domain*. Whether the student attributes success or failure for internal or external stimuli determines the location of the *locus of control*.
3. Physiology – physiological factors are external factors that influence the student body. Some factors include: hunger, tiredness, time of day, need for movement, light, sound, and temperature.

There are at least three learning styles.

1. Visual learners – About half of the student population learns best by seeing information.
2. Kinesthetic Learners – Some students learn best by doing or moving around during study time.
3. Auditory learners – Students learn best by hearing: they can remember the details of conversations and lectures, and many have strong language skills.

#### **Discussion Questions**

1. Read the box on page 34. Overall, do you strongly agree, agree, or disagree with these proposals and why?
2. Look at page 36 and answer the proposed questions.

### **Is Gender a Learning Style? (pp. 40 – 44) – Dr. B.**

- \*\*Teachers' comments often blindly reinforce the gender divide.
- \*\*This 'blindness' often does not transfer to race, religion, or ethnicity.
- \*\*Some contend that genetics determine how males and females learn best.
- \*\*\*Some boys and some girls approach learning differently.
- \*\*Some believe that gender differences are important enough to build schools around them.

### **Generalizations and Stereotypes about Gender Learning**

- \*\*\*Stereotypes are general statements applied to all members of a group, suggesting that members of a group have a fixed, often inherited set of characteristics.
- \*\*Stereotypes ignore individual differences.
- \*\*\*Generalizations offer information, clues about groups that can help you as a teacher plan more effectively.
- \*\*The idea that females prefer to learn one way, and many males another, does suggest a potentially useful generalization.
- \*\*All teachers should plan to include competitive and cooperative activities with personal connections and active learning to make connections to many styles of learners.
- \*\*\*Generalizations DO recognize exceptions.

\*\*Some single sex schooling advocates maintain that both boys and girls are distracted the presence of the other sex.

\*\*This inevitably leads to erroneous conclusions.

### **Multiple Intelligences (pp.44 – 46) - Ashley and Emily**

- Early during the 20th century intelligence quotient, known as IQ, was developed to measure a person's innate intelligence
- The average IQ scoring is 100
- Harvard professor, Howard Gardner broadened the concept of intelligence by defining it as "capacity to solve problems or to fashion products that are valued in one or more cultural settings"
- Gardner identified 8 kinds of intelligence, these are called multiple intelligences
- **Logical-mathematical**, which is a skill related to mathematical manipulations and solving logical problems. A logical-mathematical person would have a career as either a scientist or a mathematician
- **Linguistic** people are sensitive to the meanings, sounds, and the rhythms of words. They are usually poets, journalists, or authors.
- **Bodily- kinesthetic** have the ability to physically excel and handle objects skillfully. This type of person will normally be an athlete, dancer, or surgeon.
- **Musical** individuals are able to produce pitch and rhythm. They also appreciate various forms of musical expressions and are usually musicians or composers.
- (The next four are yours)
- A *possible* 9th intelligence is being explored by Gardner which would be an existential intelligence. This will be the **human inclination** to formulate fundamental questions about who we are, where we come from, why we die, etc.
- Gardner's theory of multiple intelligences has sparked the imaginations of many educators, which some have switched up their curricula to reach students of these intelligences

### **Multiple Intelligence**

- Intelligence Quotient was developed early in the twentieth century, to measure a person's innate intelligence, with a score of 100 defined as normal, or average. The higher the score, the brighter the person.
- Since the score is considered a fixed, permanent measure of intellect, like a person's physical height, the scores engendered strong feelings.
- Puzzled by contradictions raised by IQ scores was Harvard professor Howard Gardner. Concerned about the traditional assesment of intelligence, with such a heavy emphasis on language and mathematical-logical skills, he broadened the concept to define intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural settings."
- Gardner identified eight kinds of intelligence, not all of which are commonly recognized in school settings, yet Gardner believes that his theory of multiple intelligences more accurately captures the diverse nature of human capability.
- Gardner's eight intelligences:
  - Logical-Mathematical
  - Linguistic
  - Bodily-Kinesthetic
  - Musical

- Spatial
- Interpersonal
- Intrapersonal
- Naturalist
- A possible ninth intelligence is being explored by Gardner. This intelligence is existential intelligence, the human inclination to formulate fundamental questions about who we are, where we come from, why we die, and the like.
- Gardner also points out that what is considered intelligence may differ, depending on cultural values.
- Questions
  - How can I use music to emphasize key points?
  - How can I promote hand and bodily movements and experiences to enhance learning?
  - How can I incorporate sharing and interpersonal interactions into my lessons?
  - How can I encourage students to think more deeply about their feelings and memories?
  - How can I use visual organizers and visual aids to promote understanding?
  - How can I encourage students to classify and appreciate the world around them?

### **Emotional Intelligence (pp.46 – 49) – Matthew and Mallory**

\*Emotional Intelligence: Personality characteristics, such as persistence, can be measured as part of a new human dimension referred to as EQ. Some believe that EQ scores may be better predictors of future success than IQ scores. It is a type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thoughts and actions.

\*It was described by Daniel Goleman

\*Put into understandable terms using the marshmallow experiment: A marshmallow is offered to a young child. The child can eat the marshmallow that is offered immediately or wait until later and receive two marshmallows. The experiment describes the children who wait for their marshmallow as having a good sense of reason and control. They "regulate their emotions in a way that enhances living".

### **Exceptional Learners (pp.49 – 53) – Alicia and Patty**

Typical Categories:

- \* Students w/mental retardation
- \* Students w/learning disabilities
- \* Students w/emotional disturbance or behavior disorders
- \* Students w/hearing and language impairments
- \* Students w/visual impairments
- \* Students w/attention deficit hyperactivity disorder
- \* Students w/other health and physical impairments
- \* Students w/severe and multiple disabilities

## \* Gifted and talented students

Teachers must be creative and use their imaginations to be effective in teaching the exceptional learners.

Special attention is given to all categories except the gifted and talented students. There is a great deal of controversy when debating the need for educational resources for the gifted and talented students.

The gifted student often suffers boredom and negative pressure when kept in the regular classroom. Often these students never realize their potential and drop out of school. Gifted student often site loneliness, isolation, pressure to achieve, and the fear of failure, as some of the reasons a significant number of these student contemplate suicide.

NCLB did in fact leave the gifted student behind when no reward or punishment for the rise or fall of test scores was included for the category of gifted and talented students. While these students may seem to be the chosen students they too have needs to be addressed and unfortunately their needs have been over looked until now.

Some school districts are going beyond their own resources in order to meet the needs of these students. Many college programs are offering accelerated programs for the gifted students to skip grades or receive college credit early.

The realization by some educators that we as a nation have neglected these talented students over the years will hopefully ensure equal treatment in the future.

## **Special Education (p.53 – 56 [Public Law 94-142) – Kristen, Patrick, and Cory**

### **Progress in Special Education**

- Before the Revolutionary War, the only thing set aside for children with special needs was in asylums.
  - Little was done to help these children develop physical, emotional, and intellectual skills.
- After the Revolution, new ideas of democracy and human potential became prominent.
  - Schools for the deaf and blind were established as a result of new movements.
- The early 1800s shifted and began trying to educate the “idiotic” and “insane”.
  - Today these students would be classed as “mentally retarded” or “emotionally disturbed”.
- The legal systems reflected society’s idea that the best policy is “out of sight, out of mind”. Their idea was that education is a privilege rather than right.
  - Exclusion because of excessive demand they might make in the classroom.
- 1950s brought new hope and opportunity to special education through the support of research, parent support, schools, the court system.
- **5 Principles of Special Education**

- Developed by court decisions and federal laws by the 1970s:
- 1. Zero Reject
  - No child with disabilities can be denied a free, appropriate education.
- 2. Nondiscriminatory Education
  - Based on 5<sup>th</sup> and 14<sup>th</sup> Amendment stating that children with disabilities be fairly assessed so that they are not inappropriately classified and tracked.
- 3. Appropriate Education
  - Right to an education involving the right diagnosis and programs keyed to their needs.
- 4. Least-restrictive environment
  - Keeps children from being inappropriately segregated.
- 5. Procedural due process
  - Upholds the right that students can protest a school's decisions about education.

### **Public Law 94-142 (pp. 56 – 59) – Kendrick and Jordan B.**

\*\*\* IDEA has been one of the most thoroughly litigated federal laws in history.

\*Parents of children that qualify for special education can and do sue school systems for what they believe is unfair treatment.

\*In some cases people are hired to take care of those students

> Example: Sean Byers, and UCHS student.

\*\*\*The Supreme Court recently ruled that parents who disagree with a school's IEP for their child have the legal burden of proving that the plan will not provide the appropriate education. Disability advocates worry that school districts will now have little incentive to address parents' complaints, or even worse, to provide quality special education services.

\*\*\* 1/8 students are special ed. This number has risen 30% since the early 1990's.

\*\*\*Learning Disabilities- comprises the largest group of special needs students.

\* Learning disabilities have always been a money issue. The wealthy are able to afford help for their children, and the poor often struggle.

\*Boy's behavior is noticed in class more.

\*Girl's are quieter and cause less problems.

\*\*Behind growing numbers of special education students may be over-identified, while females are under-identified.

\*\*Once identified, attention focuses on how best to educate these students.

\*Students with mild disabilities often attend a regular classroom most of the day and leave for a period of time to receive special instruction in a resource room.

\*\*\*Regular education initiative- encourages schools to provide special services within the regular classroom and encourages close collaboration between classroom teachers and special educators.

\*Half the students with disabilities spend over 80% of the regular school day in a regular classroom.

### **Assistive Technology (pp. 59 – 62) – Brittany and Jordan J.**

**Assistive or adaptive learning is a technology-based device for students with special needs.**

**Examples** of assistive technology are: Wheelchairs, switches that respond to voice commands, and computer programs that read material for blind students.

**ERICA** (Eyegaze Response Interface Computer Aid)- the student can control a computer's keyboard and mouse through eye movement alone. This allow the student to interact with their peers and teacher.

**Mainstreaming-** Special needs and learning impaired students being placed in the same classroom as those not impaired.

In San Francisco, students who are unable to feed themselves, or speak, or even go to the bathroom are now in the same classroom as everyone else.

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**Pros**

- allows students to take notes
- benefit from spellcheck
- allow students to better interact

**Cons**

- some deem it as a "short cut" to learning
- laptops being sent home can be used inappropriately including hate websites, porn, and internet shopping.

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This raises questions of equality and justice, but does mainstreaming hinder the others in the classroom.