

Chapter 2

Different Ways of Learning

Learning Styles

3 Factors that contribute to Learning styles

- Cognitive - ways of perceiving, organizing and retaining information
- Affective - attitudes/motivation towards learning, curiosity
- Physiology - a hungry/tired child will not learn as well as a well nourished energetic child

Common Myths About Learning Styles

- Students learn best in quiet surroundings
- Well lighted areas
- Rooms around 68 to 72 degrees
- In 45-55 minute class sessions
- While reading a textbook or listening to lecture
- Students need a specific work station where they spend most of their time
- Students shouldn't eat or drink while learning
- Difficult subjects should be taught in the morning

Is Gender a Learning Style? (pp. 40 – 44)

**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

Intelligence Quotient= IQ was created in the 20th century to accurately define a person's

- intelligence.
- 100= average

- 100+=brighter the person some people can have a very high IQ but in some easily solvable
- situations, are inept at figuring them out.
- Harvard Professor Howard Gardner believed intelligence was not solely based on subjects
- learned in a classroom, or logic. Instead he defined intelligence as "the capacity to solve problems or to a fashion products that are valued in one or more cultural settings."

Types of Intelligences

1. Logical-mathematical- mathematical manipulations
2. Linguistic- complete understanding for language
3. Body-kinesthetic- ability to excel physically and perform with skill
4. Musical- create tones and pitch needed for music
5. Spatial- ability to form a model of something in the mind and manipulate it.
6. Interpersonal- Ability to respond and function around other people (i.e. read people and react)
7. Intrapersonal- Knowledge of oneself be it needs, wants, desires
8. Naturalist- ability to separate among living things the types of plants, animals, and minerals.
- 9th Intelligence?

Gardner is currently researching a possible 9th intelligence that is EXISTENTIAL-Intelligence, this is defined as the the human ability to form questions surrounding the who's, what's, and why's surrounding human existence and life.

Gay, Lesbian, Bisexual, and Transgender Students (GLBT)

**Being gay, lesbian, bisexual, or straight refers to a person's sexual orientation.

**Being transgender refers to a person's gender identity – a person's innate sense of being a male, a female, or somewhere in-between.

***Different locations will have different attitudes toward the presentation of GLBT issues in their schools.

**The 1984 Federal Equal Access Act states that if schools allow any noncurricular clubs, then they have to allow them all.

**Depending on where you teach, you may or may not be able to include GLBT in your teaching, however, you can ensure the democratic norms of equality are followed, and that all students are respected regardless of individual differences.

***Students should understand they do not have the right to discriminate against others who are different.

**In the best of all worlds, the classroom will become a nurturing environment where each child feels safe, can learn, and every family is welcome.

What does the Gender Debate Teach Us?

***Simplistic stereotypes about our students can short-circuit our thinking while generalizations about how different groups think can help teachers plan different lessons to meet different needs.

****The successful teacher honors student differences with a variety of teaching strategies.*

Emotional Intelligence (pp.46 – 49)

*** EQ or the Emotional Intelligence Quotient- personality characteristics, such as persistence, can be measured as part of a new human dimension referred to as EQ.

*** Daniel Goodman- wrote the book *Emotional Intelligence*. He says that EQ may be a better

predictor than IQ.

** An Example:

A researcher explains to a 4-year old that he/she needs to run off to do an errand, but there is a marshmallow for the youngster to enjoy. The youngster can choose to eat the marshmallow immediately. But, if the 4-year old can wait and *not* eat the marshmallow right away, then an extra marshmallow will be given when the researcher returns. Eat one now, or hold off and get twice the reward.

**Either wait and get twice the reward or get your reward then but not have as big of a reward.

**Children who gave into temptation, ate the marshmallow, and abandoned their chances for a second one, were more likely to be described as stubborn, easily frustrated, and lonely teenagers.

**There was also a significant SAT score gap between the gobblers and the waiters.

**The students who, 10 years earlier, could wait for the second marshmallow scored 210 points higher than the gobblers.

**Reasoning and control, “The regulation of emotion in a way that enhances living.”

**Emotion intelligence “Is a type of social intelligence that involves the ability to monitor one’s own and others’ emotions, to discriminate among them, and to use the information to guide one’s thinking and actions.

**Goleman and Gardner are toppling educational traditions, stretching our understanding of what schools are about.

**In a sense, they are increasing the range and diversity of educational ideas.

**The students you will teach will learn in diverse ways, and a single IQ or even EQ score is unlikely to capture the range of their abilities and skills.

Exceptional Learners

Teachers face different students who range in abilities

Teaching exceptional learners offers teachers the opportunity to stretch their imagination and creativity

Example of an exceptional learner:

- students reading years behind grade level
- students reading years ahead of grade level

Exceptional Learners are categorized as:

- Students with mental retardation
- Students with learning disabilities
- Students with emotional disturbance or behavior disorders
- Students with hearing and language impairments
- Students with visual impairments
- Students with attention deficit hyperactivity disorder
- Students with other health and physical impairments

Gifted Learners

- The lucky students who master subject matter with ease
- The ones who shout out the solution before you can get the problem written down.
- These students exhibit endless curiosity, creativity, and energy
- These students can make others feel uncomfortable, inadequate, and envious

Other examples of gifted learners

- Students with perfect musical pitch
- Athletic superstars

- Class leaders

Troubles with Gifted Learners

- Generally don't succeed on their own
- Suffer boredom and negative peer pressure in schools
- Gifted students have been known to contemplate suicide
- May be haunted by a sense of isolation and loneliness, pressure to achieve, and fear of failure

The National Association for Gifted Children defines five elements of giftedness:

1. Artistic talents
2. Creative talents
3. Intellectual abilities
4. Academic abilities
5. Leadership skills

Instructional plans for students of different abilities

Enrichment activities- independent projects, small-group inquiry and investigation, academic competitions, and learning centers that provide in-depth and challenging content beyond regular grade-level lessons

Bronx High School of Science and North Carolina School for Mathematics and Science- known for providing educational opportunities for intellectually gifted students

Receiving College Credit

- High schools may have a program to connect gifted students with the local college or community college
- Students spend part of their day enrolled in college-level courses receiving college credit while still enrolled in high school

Many of these programs are called **accelerated programs** which allow gifted students to skip grades or receive college credit early

Advanced Placement courses and exams provide similar acceleration opportunities allowing students to graduate before other peers

Public Law 94-142

**This law contains the five principles of special education:

Zero reject

Nondiscriminatory education

Appropriate education

Least Restrictive Environment

Procedural due process

**This law offers states financial support to make a free and appropriate public education available to every child with disabilities.

***This was replaced and expanded in 1991 by the **Individuals with Disabilities Education Act (IDEA)**, which not only provided a more sensitive description of the act's purpose but also extended the act's coverage to all disabled learners between 3 and 21.

**This update also included autism and traumatic brain injuries.

***IDEA requires that each child with disabilities “have access to the program best suited to that child’s special needs, which is as close as possible to a normal child’s education program.”

***Classroom teachers have the responsibility of monitoring the needs of each child with disabilities in their classroom and using constructive procedures to meet the needs.

***An Individualized Education Program (IEP) provides a written record required by IDEA of the methods and procedures set up to meet a child’s needs and includes:

A statement of the student’s current performance

A description of the nature and duration of the instructional services designed to meet the prescribed goals

An overview of the methods of evaluation that will be used to monitor the child’s progress

**IEPs are very much individualized – not standardized.

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

***For instance, if a judge decides that a public school cannot or will not attend to the individual needs of a student, the judge may require that the public school system pay for private schooling.

***Today, about 1 in 8 students is special needs with learning disabilities making up the largest group.

**These students often have problems with listening, speaking, reading, writing, reasoning, or mathematics skills.

**Special Education has proven to be very expensive and leads to several issues:

In poor school districts, African American and Latino students may be education in a more restrictive and separate setting.

Poor students struggle to make sure that the label ‘special’ is not attached to them.

Low expectations and cultural misinterpretations may lead student to be labeled as ‘difficult’ mentally retarded, and emotionally disturbed.

***Pullout programs have been criticized for stigmatizing students while failing to improved academic performance.

***Regular Education Initiative – encourages schools to provide special services within the regular classroom.

**Today, about half of the students with disabilities spend 80 percent or more of the school day in a regular classroom (least restrictive environment).

**A major issue for many classroom teachers is that they are expected to meet many of society’s obligations with proper resources or training.

Assistive Technology

-Assistive technology is designed to close the gap between impaired students and "normal" students.

-Assistive technology ranges from braille software to special wheelchairs that can recognize voice commands or even eye movements.

-Special needs students say that computers help with taking notes, especially with aids such as spellcheck but some argue that this 'assistance' actually stops the advancement of these students by making them dependent on the aids.