



Learning Styles as a Dimension of Self-Awareness

Susan Rundle

Contact Information

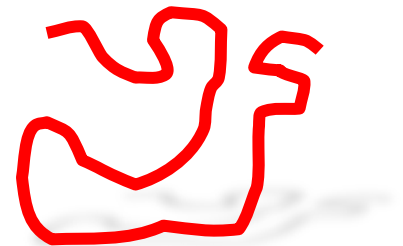
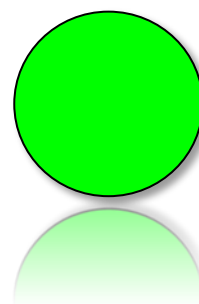
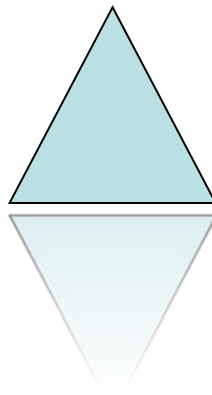
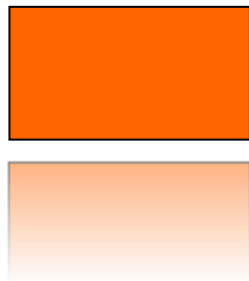
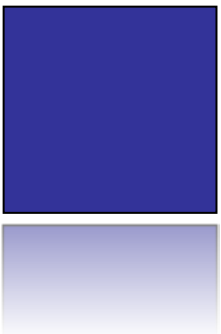


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- Please do not hesitate to contact me with any questions you may have. My sincerest thanks for your participation on 11 November 2016.

We Are Different Indeed!

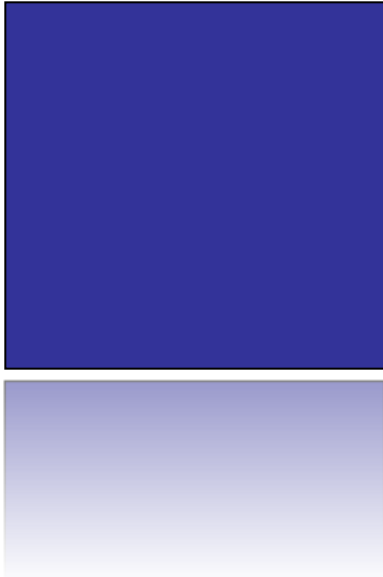


- *Are You a Square, a Rectangle, a Triangle, a Circle, or a Squiggle?*
- Draw each of the five symbols on paper.
- Quickly make a decision as to which one you like best.



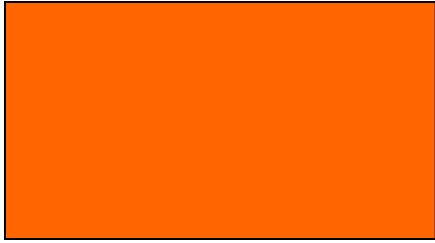
Based on Susan Dellinger, Ph.D.
*Communicating Beyond Our Differences:
Introducing the Psycho-Geometrics System* ©1996

The Square



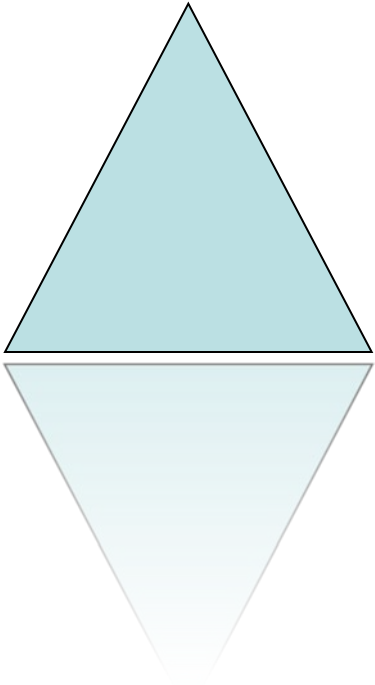
- Loves administration
- Is pedantic
- Is a planner
- Likes rules
- Has a mania for collecting anything
- *"We have always done it like this!"*

The Rectangle



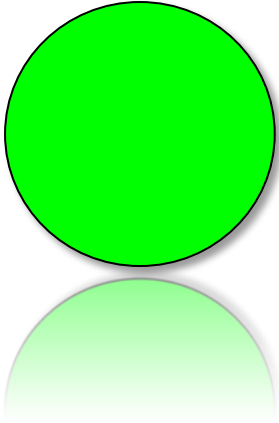
- Is in eternal change
- Asks questions
- Is surprising
- Is a chameleon
- Is unpredictable
- Is self-centered
- *"I'm interested in everything...
If only I knew what questions to ask."*
- *"What do you think?"*

The Triangle



- Is a problem solver
- Works at full throttle
- Is a leader type
- Is a change agent
- Is fashion-conscious
(wears polos with a dead gator, etc.)
- *"Let's break the rules!"*
- *"Get down to business!"*

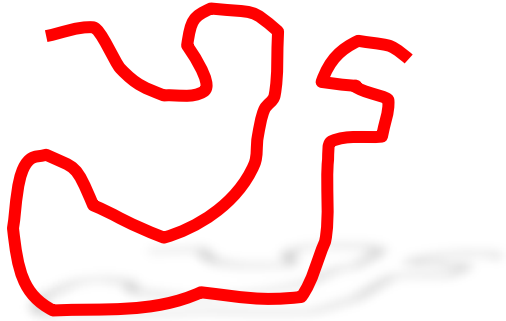
The Circle



- Likes to talk – and to talk much
- Is a natural-born advisor
- Is a natural-born team player
- Loves casual wear
- Is sociable
- Is a (wo)man of peace
- Can't say no: *"I have so much to do, but OK: I'll give it a try!"*
- *"Let's talk about it!"*



The Squiggle



- Is creative
- Is really entertaining
(thinks so him / herself, anyway)
- Motivates and challenges
- Pushes
- Works by fits and starts
- Interrupts
- Loves colors
- Is original
- *"I don't take no for an answer!"*

When Two People Always Agree...



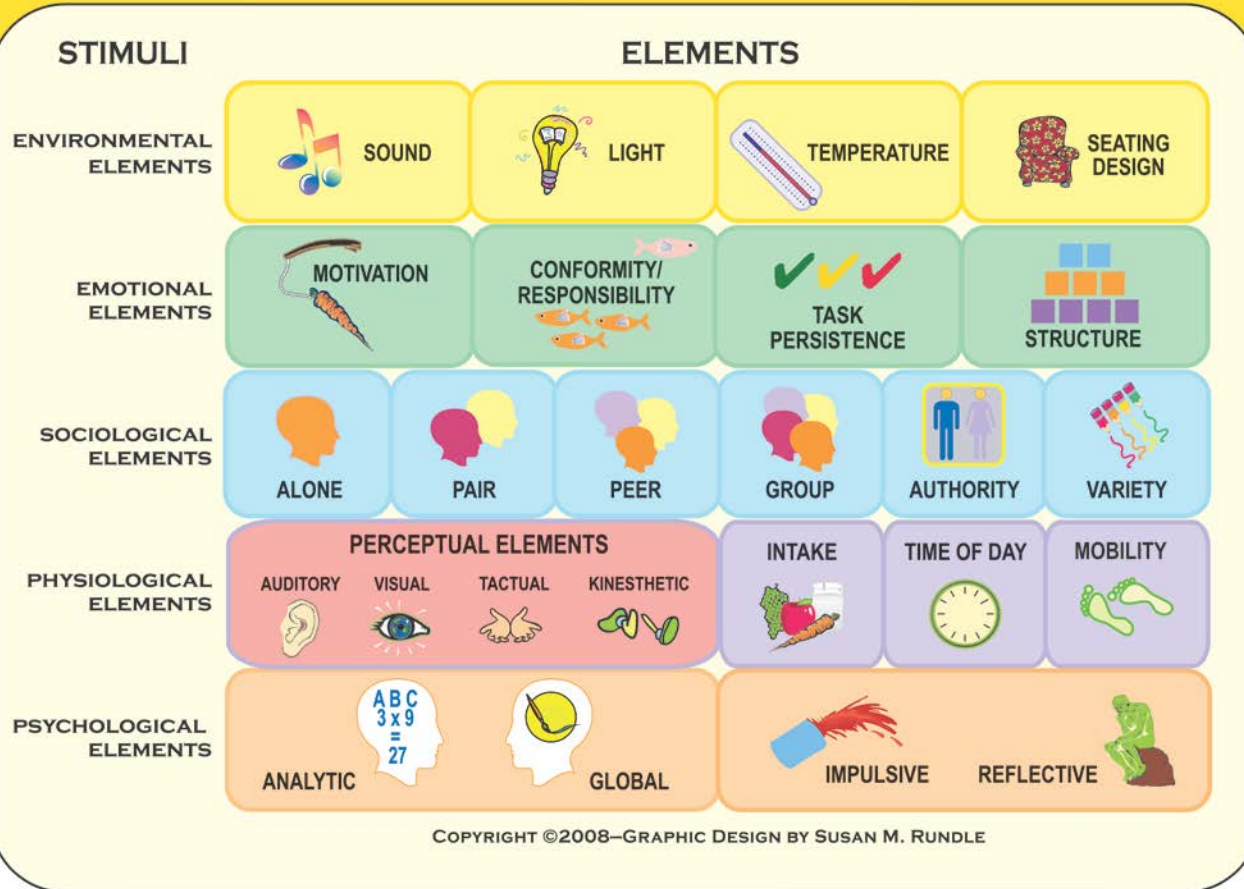
"If we were bravely intelligent, we should beg people to give us their difference, not their sameness."



Eduard Lindeman
*The Meaning of
Adult Learning, 1926*

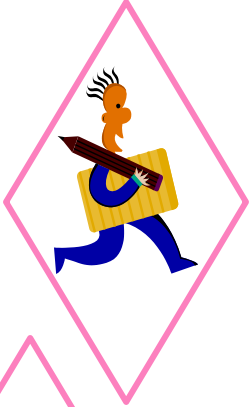
DUNN AND DUNN LEARNING STYLE MODEL

DESIGNED AND DEVELOPED BY DR. RITA DUNN AND DR. KENNETH DUNN



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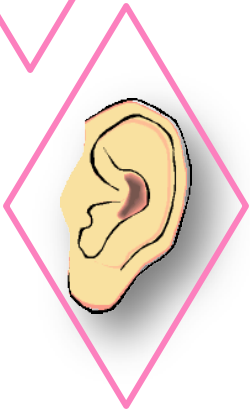
The Learning Individual



- We come into the world as Tactual (small motor skills) and Kinesthetic (large motor skill) learners.



- The visual channel of learning is not fully developed until 2nd or 3rd grade (7/8 years).



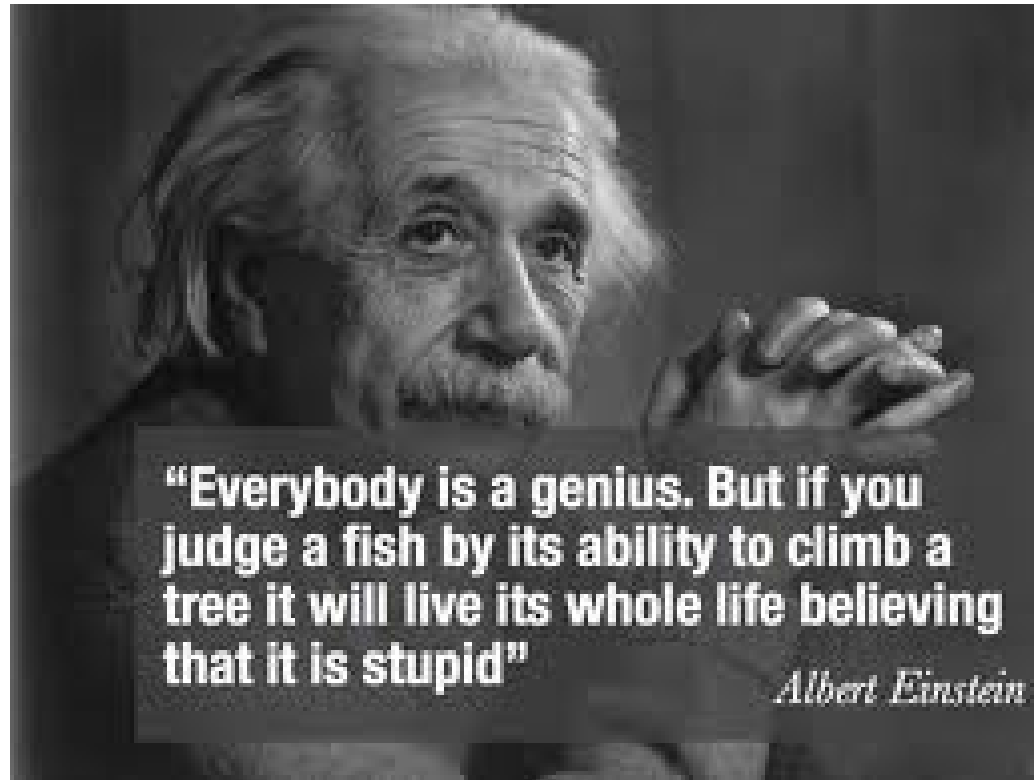
- The auditory channel is not fully developed until the 5th or 6th grade (10/11 years); girls are auditory earlier than boys.

Aristotle (384 – 322 B.C)



- Aristotle believed that the basis of all knowledge was inextricably linked to sensory experiences.
- Aristotle also stressed the importance of sensory experience in that the information provided by the senses must be actively contemplated by the mind for persons to learn the knowledge that may be found within the information.

The Learning Individual



The Learning Individual



- Self-awareness of how one learns benefits include understanding how one:
 - Concentrates in his/her immediate surroundings;
 - Assimilate new information through the senses (Auditory, Visual, Tactual and Kinesthetic);
 - Process the new information into knowledge and/or reconstruct existing knowledge;
 - Retain the knowledge; and
 - Avail oneself of the knowledge.

Self-Awareness



- Being self-aware about how one learns enables individuals to recognize when the external stimulation (light, sound, etc.) is excessive thus preventing him/her from processing information, concentrating on tasks and so forth.
- Example: When an individual is unable to change the excessive stimulation, understanding how to cope and manage the environment becomes critical consequently avoiding learned helplessness.

– Seligman, M., 1990

Thinking About Thinking

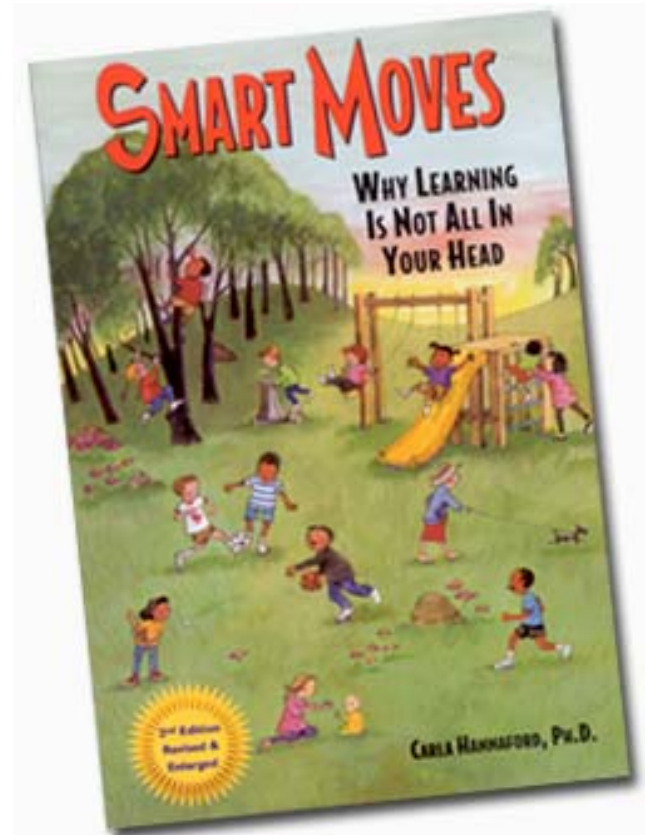


- ◆ **Rest your hands on your head**
- ◆ **Stand on one foot**
- ◆ **Listen!**

Carla Hannaford — 2005



"The hippocampus of the limbic system, key to memory and learning, is profoundly affected by stress."

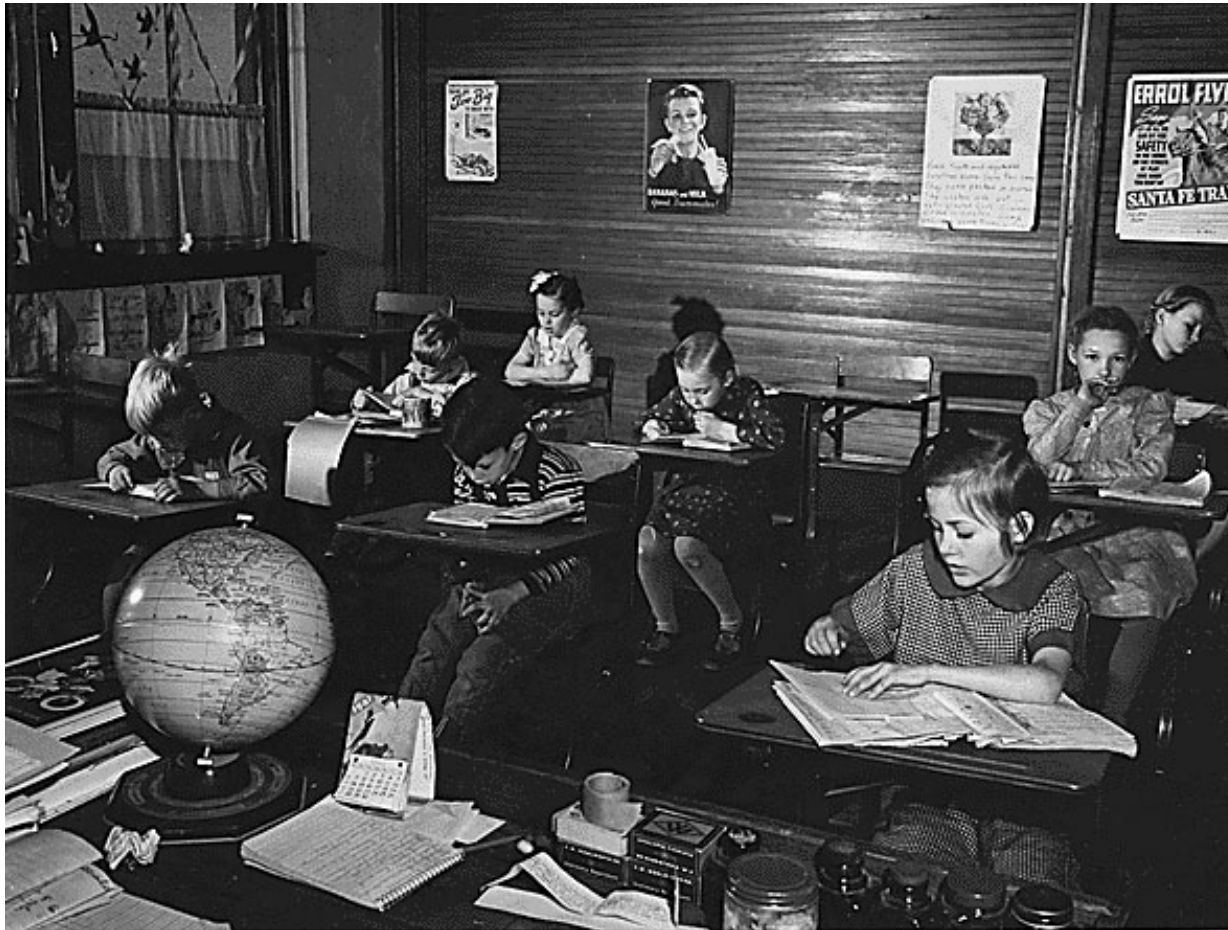


Metacognition



- Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning.
- Individuals reach a metacognitive state when you may be aware that it will take more time for you to read and comprehend a science text than it would for you to read and comprehend a novel.

Metacognition?

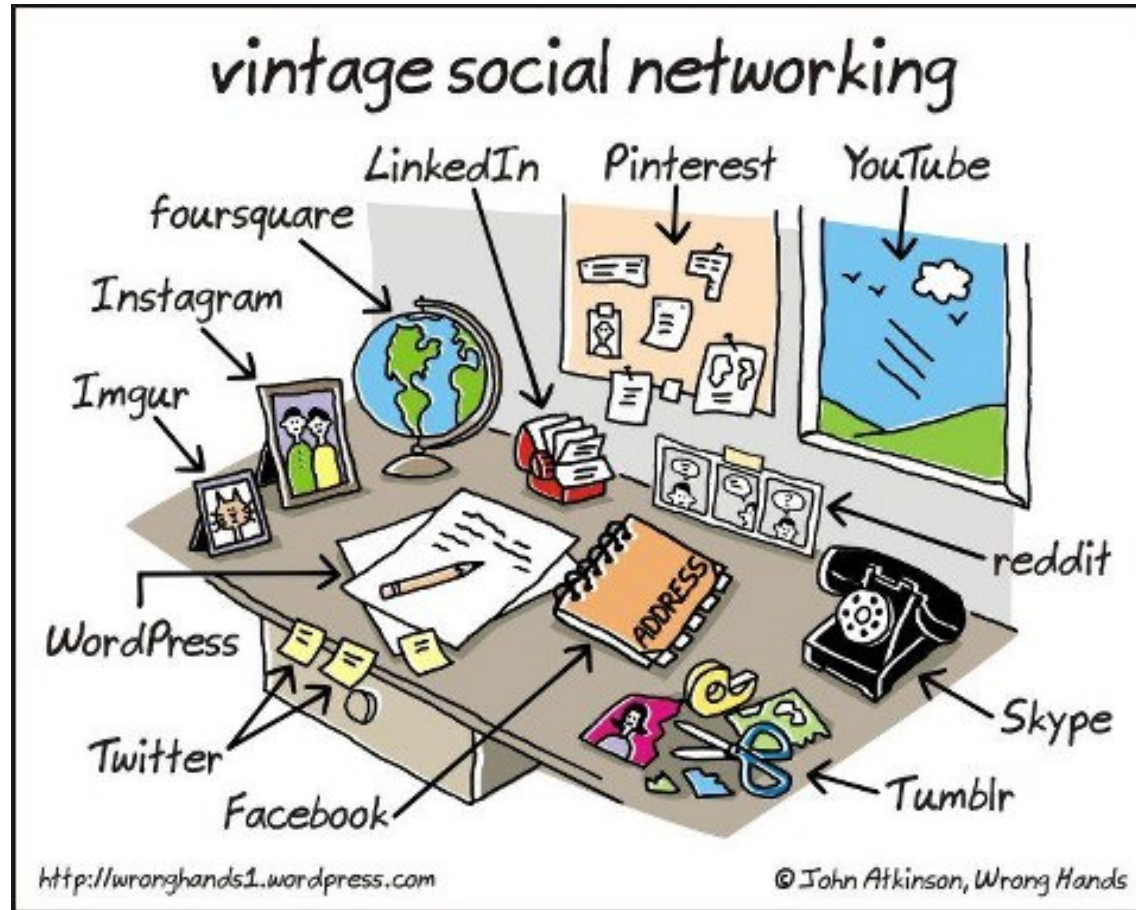


Metacognition



- Blended Learning
- Career and Technical Education (CTE)
- Differentiated Learning
- Flipped Classroom
- Learning Styles
- Maker Movement
- Personalized Learning
- Project Based Learning (PBL)
- STEM / STEAM

Technology



Transformation



Transformation



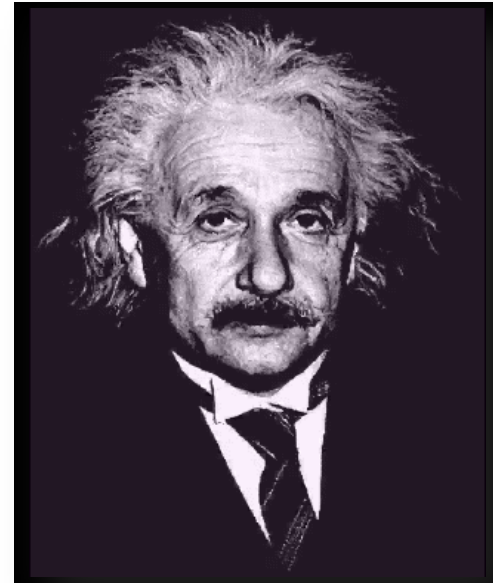
Student Transformation



Albert Einstein



*"Learning is
experience.
Everything else is
just information."*



Cognitive Processing Preferences



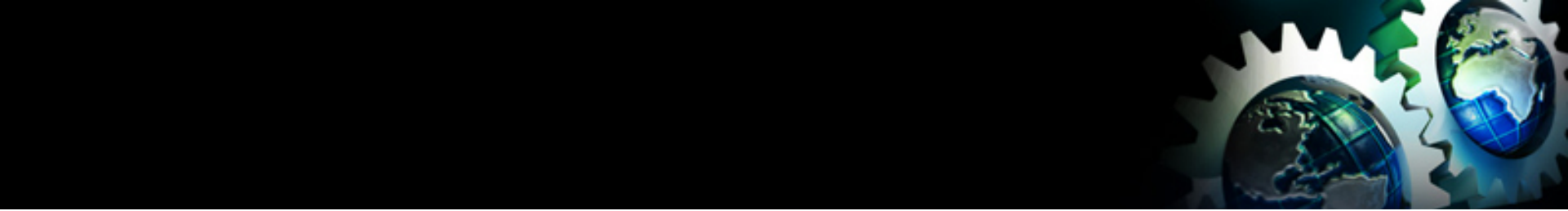
Analytic thinkers *see the trees before the forest.* They assimilate and process information competently by using a step-by-step approach first – concept after.



Integrated thinkers assume the role of interpreter because they assimilate and process information using the Analytic/Global dimensions interchangeably.



Global thinkers *see the forest before the trees.* They assimilate and process information competently when they understand the concept first – details after.



*Effective environments inspire minds to
dream more and become more*



Danish Philosopher



"To dare is to lose control
for a while, not to dare is
to lose a whole life."

Soren Kierkegaard
1813-1855





This concludes The American Institute of Architects Continuing Education Systems Course

Association for Learning
Environments

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