6

ACCELERATED EDUCATION WORKING GROUP

Inter-agency Network for Education in Emergencies

Accelerated Education Introductory Teacher Training Pack

Learning Styles

Learning Styles

This is Session 6 out of 18 from the Accelerated Education Introductory Teacher Training Pack (AEITTP).

The AEITTP is designed specifically for teachers working in accelerated education programme (AEP) classes and teaching learners generally aged 10-18 who are overage for their grade. Many teacher training institutes or in-service training courses are focused on formal primary school classes and younger children. These courses are not always relevant for teachers of older AEP learners. Older learners bring a richer set of life experiences and skills to their learning compared to younger children. Older learners are also more cognitively mature so are able to learn at a faster pace. The AEITTP is based on the pedagogy (way we learn) that would best suit older learners' needs in an accelerated education setting. It is designed to help AEP teachers develop the skills needed to support the learning needs of AEP learners, so they are able to access certified education, further training or livelihood opportunities. The AEITTP is founded on the AEWG's Accelerated Education 10 Principles for Effective Practice and AE Teacher Competencies. It is a generic inter-agency course for use by accelerated education programmes. The training sessions, vocabulary and tools have been aligned with the The Teachers in Crisis Context (TiCC) Training Pack for Primary School Teachers to enable consistency of approach where appropriate. However, it has adapted the content for older learners and to reflect AE pedagogy.

6: Learning Styles

TRAINER OVERVIEW	
Session Time	3 hours
AE teacher competency	11: Uses age-appropriate teaching strategies
Learning Outcomes	At the end of the session participants will be able to: 1. Know and use different learning styles and intelligences in the AEP classroom 2. Plan and implement differentiation in a lesson to meet learner needs and abilities
Materials	» Trainer Resource 6.1: 3 styles of learning » Trainer Resource 6.2: One size fits all » Handout 6.1 How people learn (1 copy per participant) » Handout 6.2: Techniques for use with multiple intelligences (1 copy per participant) » Handout 6.3: Methods and learning rates (1 copy per participant) » Handout 6.4: Case study: Differentiation in practice (1 copy per participant) » Handout 6.5: Differentiation strategies (1 copy per participant) » Agree disagree sign » Flip chart and markers, masking tape

OVERVIEW			
Steps	Method	Time	Materials
Introduction	Presentation	5	Session Outcomes
1: Child and adolescent learning	Think-pair-share Agree-disagree	25	Agree-disagree signs
2: Learning styles	Think-pair-share Mingle – share knowledge	20	
3: Identifying learning styles	Game Estimation	30	Trainer Resource 6.1: 3 styles of learning Handout 6.1: How people learn
BREAK			
4: Using multiple intelligences	Quiz Group problem solving	45	Handout 6.2: Techniques for use with multiple intelligences Flip chart and markers, masking tape Handout 6.3: Methods and learning rates
5: Different instructional strategies	Presentation Case study	45	Trainer Resource 6.2: One size fits all Handout 6.4: Case study: Differentiation in practice Handout 6.5: Differentiation strategies
Reflection		10	Session Outcomes

STEPS

Introduction

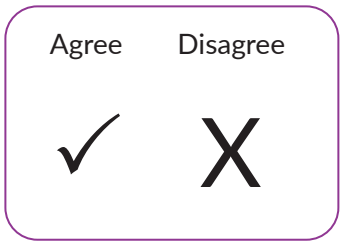
1. Write the title of the training session on the board: *6: Learning styles.*
2. Say:
    - Welcome to session 6: Learning styles.
    - In this session we will practice the different ways we learn and the intelligence we use. Then we will look at the different instructional strategies we can use in classrooms of mixed age and ability learners.
3. Write the session outcomes on the board/wall.
4. Say:
    - By the end of the session, you will be able to:
        - Know and use different learning styles and intelligences in the AE classroom
        - Plan and implement different strategies in a lesson to meet learner needs and abilities

1: Child and adolescent learning

INTRODUCTION: WHAT IS AN ADULT? CHILD? (5 MIN)

1. Make groups of 2 for think-pair-share.
2. Explain task:
    - We will do a think-pair-share.
    - I want you to discuss these questions with your partner
    - When do you become an adult? How do you know?
    - When do you stop being a child?
3. After a few minutes, ask some pairs to give their ideas.
4. Say:
    - In legal terms, children are aged from 0-18. For this training we are focusing on adolescents. Adolescents are children who are going through puberty. They are generally aged from 10-16 but can be younger or older.

Trainer tip:
The age considered adulthood is not necessarily the legal age. Many cultures believe you are an adult at puberty or when you take on adult responsibilities.



INPUT: ADOLESCENT AND CHILD LEARNING (15 MIN)

1. Show the signs for agree and disagree and put them on opposite sides of the room.
2. Say:
   - We will now do an agree-disagree activity
   - I am going to read some sentences.
   - Think about each sentence.
   - If you agree, walk to the tick (✓)
   - If you disagree walk to the cross (X)
3. Read the sentences in turn. Pause after each sentence to give participants time to walk.

   a. AEP learners in level 1 learn in the same way as 6-year-old children in primary 1.

   (Disagree: Adolescents learn in different ways to children).

   b. Adolescents learn more quickly that small children.

   (Agree and disagree: Adolescents already have a system for making sense of things and fitting their learning into what they already know. However, they are often held back by a lack of confidence.)

   c. Adolescents already have strategies for dealing with new and strange things.

   (Agree: But adolescents may also have developed set ideas which will take time to change, and they may need to unlearn some habits and attitudes).
4. Ask some participants to talk about their decision and give their opinion. Provide feedback if necessary.

REFLECTION (5 MIN)

1. Make groups of 2 for think-pair-share.
2. Explain task:
   - I want you to discuss these questions with your partner
   - Should we teach the older AEP learners in the same way as young children? Why? Why not?

Possible answers

- Older learners have greater thinking skills
- Young children need concrete things to do focused on reality
- Older learners can think abstractly for example about concepts like love and hate
- Older learners develop their own opinions and challenge the opinions of others
- Older learners have experience, skills and knowledge that they bring to the classroom
- Older learners are motivated to learn but may not like the methods used with young children
- We need to use different methods of teaching for older learners

2: Learning styles

INTRODUCTION

1. Say:

- Now that we have an understanding of how our learners' brains develop and what assets they bring with them, we need to think about the methods and strategies we will use in the class.
- As we learnt in the previous sessions, everyone has some experiences and knowledge that will influence the learning process.

INPUT: WHAT WE HAVE ALREADY LEARNED (5 MIN)

1. Ask:

- What language skills might new AEP learners already have?

Possible answers

- Recognising words they see often,
- Writing their name,
- Using a mobile phone text
- Have a large vocabulary
- Storytelling skills

2. Think-pair-share:

- How did the AEP learners learn these skills?

3. Ask some pairs for one idea each.

Possible answers

- Learning at school before they dropped out
- Learning from friends and family
- Listening to a mentor or teacher
- Experimentation
- Trial and error
- Copying others
- Observing and practicing
- Listening to the radio
- Self-motivation to learn
- Quiet study

4. Say:
    - AEP learners will bring experiences and knowledge to the class from many different sources. They also have many different ways of learning. Two people might learn to do the same thing, but each use a different method.

PRACTICE: SHARE LEARNING STYLES (10 MIN)

Definition:

Education theory: AEP learners will learn better and faster if the teaching methods used match their preferred style of learning

1. Hold up your mobile phone.
2. Say:
    - We all have a mobile phone but how did we learn to use it?
3. Explain task:
    - For this activity, I want you to remember how you learnt to use a mobile phone. Write down the process of learning you used.
    - You have 2 minutes for this task.
    - Then you will share how you learned to use your mobile phone with others.
4. After 2 minutes, ask everyone to stand and slowly walk around the space.
5. After about 10 seconds, ask participants to find a partner nearby.
6. Say:
    - Share how you learned to use the mobile phone with your partner.
7. After a few minutes stop the participants.

Trainer tip:

If most of the participants do not have a mobile phone, ask participants to identify a particular skill they have learned and to substitute this instead. For example making a fishing net, baking a loaf of bread.

8. Say:
    - Find a new partner and share how you learnt to use the mobile phone.
9. Repeat until participants have talked to 3 or 4 different people.
10. Ask participants to sit.

REFLECTION (5 MIN)

1. Ask:
    - Did the way you learnt to use a mobile phone differ from your partners? How?
    - Did you have any learning strategies that were the same?
    - Did your partner's methods surprise you?
    - How can we use these insights to be a better teacher of AEP learners?
2. For each question ask 2-3 participants to share their ideas.
3. Say:
    - What we discovered from this exercise is that we all learn in different ways. So, in our AEP class we need to use a variety of different methods so that we meet the learning needs of all the learners.

3: Identifying learning styles

INTRODUCTION: SIMON SAYS (10 MIN)

Trainer tip:
You can change the name Simon to a local name.

1. Say:
    - Please stand up.
    - We are going to play a game.
    - In this game, I am the leader.
    - Only copy my actions if I say, "Simon says."
    - For example: "Simon says touch your nose." (Everyone should touch their nose.)
    - If I do not say, "Simon says", do not follow my instructions.
    - For example: "Touch your head." (No one should touch their head.)
    - If you have touched your head, you made a mistake. You are out of the game.

2. Play the game. Give the instructions quickly.
3. After about 10 statements, say one thing but do another. For example, say "Simon says touch your head" but instead touch your nose.
4. See how many participants copied your actions and how many listened to your words.
5. Repeat with different tricky statements and actions. The aim is for participants to copy your actions rather than follow your words
6. After the game, ask:
    - What did we learn?
    - Was it easier to follow my words or my actions?
    - Did you enjoy the game?
7. Ask 2-3 participants to explain their ideas.
8. Say:
    - Often, we learn more from what we see and do than what we hear.

INPUT: THREE LEARNING STYLES (15 MIN)

Trainer Resource 6.1

1. Show **Trainer Resource 6.1.**
2. Say:
    - There are 3 main ways that we can learn.
    - Visual: Seeing and reading (V)
    - Auditory: Listening and speaking (A)
    - Kinesthetic: Touching and doing (K)
    - We often refer to these as VAK.
3. Make groups of 2 for think-pair-share.
4. Put up the chart: How people learn

After 2 weeks, people generally remember:

____ % of what they read

____ % of what they hear

____ % of what they see

____ % of what they hear and see

____ % of what they hear, say or write

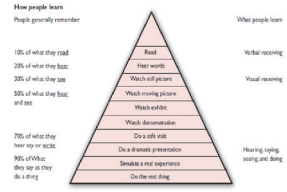
____ % of what they say as they do a thing

5. Explain task:

- With your partner read each sentence on the chart. Estimate how much you will remember after 2 weeks.
- You have 5 minutes for this task.

6. After 5 minutes, ask some pairs for their estimates for each sentence in turn and write them on the chart.

Handout 6.1



7. Distribute **Handout 6.1.**

8. Say:

- Compare your answers with Handout 6.1.
- Discuss what this means for you as a teacher in an AEP class?

9. Ask some pairs for their ideas

Possible answers

- We must use the three different learning styles in our classes.
- Talking about what we are doing is an effective way to remember things.
- When solving mathematical problems, saying the steps out loud will help us remember them.
- We need to be involved and active in our learning not passive and only reading and listening in class.

10. Say:

- We each learn through a balance of visual, auditory and kinesthetic methods (VAK). Having a preferred learning style does not mean that we cannot use other styles of learning. Nor is one method of learning better than another.

- There will be a preference, but it is possible to help learners develop the skills in class. Generally, 29% of learners have a visual preference, 34% have an auditory preference, and 37% have a kinesthetic preference.
- As the teacher you may prefer an auditory style of learning, so you probably prefer to teach using that same style. However, this does not consider the needs of visual or kinesthetic learners in the class. These learners may make up over 60% of the class.
- When we design our teaching activities, we need to use different methods and a range of learning styles. This will also create variety in our teaching so that we do not use the same method in every class. We may like to do group work but if we do it all the time, we may become bored.

If you have access to the internet and have a screen, see the Trainer information at the end of the session for an additional activity on learning styles.

4: Using multiple intelligences

INTRODUCTION: QUIZ (5 MIN)

1. Say:
   - In the last session we learnt about the 9 multiple intelligences.
2. Explain task:
   - In your notebook you have 1 minute to list the intelligences.
3. Stop the participants after 1 minute.
4. Ask participants to exchange notebooks with their neighbour.
5. Check the list of intelligences

Trainer tip:

Often teachers believe that male learners prefer a logical-mathematic style of learning and females an interpersonal style. However they teach in their preferred style. It is important to include all styles of learning in our classes so every learner male or female can progress.

Answers

- Bodily – Kinesthetic
- Interpersonal
- Verbal-linguistic
- Logical – Mathematical
- Naturalistic
- Intrapersonal
- Visual – spatial
- Musical
- Existential

6. Say:

   - We have just completed some peer assessment. Our partner is responsible for checking our work. We will cover this in more detail in later sessions.

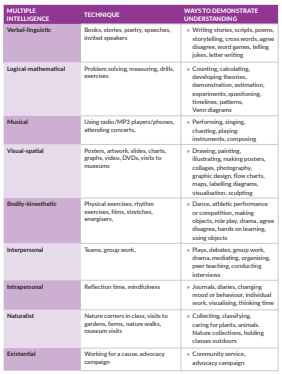
INPUT/PRACTICE: USING MULTIPLE INTELLIGENCES IN LESSONS (30 MIN)

1. Say:

   - If we want to develop lessons that meet the needs of AEP learners, we need to consider using multiple intelligences. As the AEP learners are older the intelligences will be well developed.

Handout 6.2

Handout 6.2: Techniques for use with multiple intelligences



MULTIPLE INTELLIGENCE	TECHNIQUE	WAYS TO DEMONSTRATE UNDERSTANDING
Verbal-linguistic	Books, stories, poetry, speeches, invited speakers	› Writing stories, scripts, poems, storytelling, cross words, agree disagree, word games, telling jokes, letter writing
Logical-mathematical	Problem solving, measuring, drills, exercises	› Counting, calculating, developing theories, demonstration, estimation, experiments, questioning, timelines, patterns, Venn diagrams
Musical	Using radio/MP3 players/phones, attending concerts,	› Performing, singing, chanting, playing instruments, composing
Visual-spatial	Posters, artwork, slides, charts, graphs, video, DVDs, visits to museums	› Drawing, painting, illustrating, making posters, collages, photography, graphic design, flow charts, maps, labelling diagrams, visualisation, sculpting
Bodily-kinesthetic	Physical exercises, rhythm exercises, films, stretches, energisers,	› Dance, athletic performance or competition, making objects, role play, drama, agree disagree, hands on learning, using objects
Interpersonal	Teams, group work,	› Plays, debates, group work, drama, mediating, organising, peer teaching, conducting interviews
Intrapersonal	Reflection time, mindfulness	› Journals, diaries, changing mood or behaviour, individual work, visualising, thinking time
Naturalist	Nature corners in class, visits to gardens, farms, nature walks, museum visits	› Collecting, classifying, caring for plants, animals. Nature collections, holding classes outdoors
Existential	Working for a cause, advocacy campaign	› Community service, advocacy campaign

2. Explain task:

   - For the next activity we will do some group work.
   - In your group I want you to read Handout 6.2.
   - This handout gives different techniques to use in subject lessons for specific multiple intelligences.
   - I will give each group a topic for a series of lessons. I want your group to think of how incorporate the different intelligences in the lessons on this topic.
   - Write your topic and the techniques you could use on a flip chart.
   - We will put the flip charts on the wall for a gallery walk when you have finished.
   - One member of the group will collect the materials.
   - You have 20 minutes for this task.

3. Make mixed groups of 5-6 male and female participants. Indicate where groups sit. Distribute **Handout 6.2.**

Trainer tip:

Select topics from the curriculum or textbooks from your own AEP

4. Assign one of the following topics to each group:

   - Ways of staying safe at school
   - Sound
   - Personal hygiene
   - Weather
   - Social values
   - Care for the environment

5. After 20 minutes, ask groups to put their charts on the wall.

6. Conduct a gallery walk.

7. After a few minutes of the gallery walk ask participants to sit.

8. Comment on the variety of ideas and point out good activities.

9. Ask:

   - Did you find it easy to include multiple intelligences in your topic lesson?

REFLECTION (5 MIN)

Handout 6.3

1. Distribute **Handout 6.3.**

2. Say:

   - If we combine what we have just learned with the three VAK learning styles we have the most effective methods to use for learning.
   - Using discussion groups, practicing doing things and teaching others are the most effective methods to use if we want our AEP learners to remember and build on what they have learned.

3. Ask:

   - What are the most commonly used teaching methods in our schools?

4. Ask:

   - What teaching methods have we used in this session so far?

Answers

- Discussion in pairs/ whole group / agree disagree activity
- Taught each other the skill used to learn about a mobile phone
- Game – doing the learning styles
- Estimating – practicing by doing
- Group problem solving

5. Ask:

   - How much do you think you will remember?

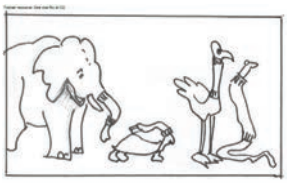
5: Different instructional strategies

INTRODUCTION/INPUT (10 MIN)

Trainer tip:
Have the chart on types of AEP learners on the wall nearby.

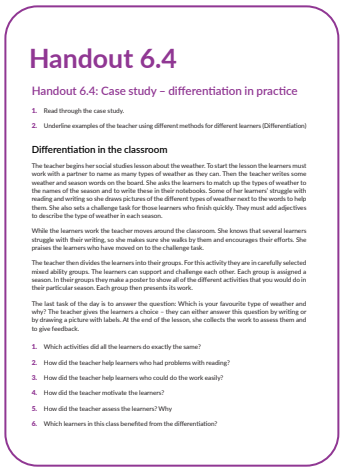
Trainer Resource 6.2

Trainer Resource 6.3



Definition:
Differentiation: means ensuring that all teaching practices support different abilities and needs.

1. Say:
   - An AEP class has learners of different ages and abilities, and from different language backgrounds. Their adolescent brains have developed in different ways; they have different needs, different interests, and different learning styles. These learners have a range of abilities and learning speeds, in addition to a variety of learning styles they prefer. An AEP class may also have learners with physical or learning difficulties.
   - Think back to the types of learners we identified and the different ways we learnt to use a mobile phone.
   - An effective teacher wants all the AEP learners to participate and reach their full potential.
   - Often teachers present a lesson and expect all learners to understand. They take a 'one size fits all approach'.
2. Show **Trainer Resource 6.2.**
3. Ask:
   - What problems do the animals have to wear a sock?
   - What problems would AEP learners have with a 'one size fits all' approach in the classroom?
4. Listen to answers.
5. Show **Trainer Resource 6.3.**
6. Say:
   - If the same lesson material is given to all learners, some will be bored, because it is too easy for them, and some will be frustrated, because it is too hard for them.
   - So, we need to make our teaching methods and materials suitable for learners with different learning styles, abilities and speeds. This includes making them suitable for learners with physical disabilities and learning difficulties.
   - Using different methods in the same lesson is a called 'differentiation'. You will hear this word throughout the training. Using different instruction strategies is important in teaching AEP classes which contain learners of different ages and abilities.



Handout 6.4

Handout 6.4: Case study – differentiation in practice

1. Read through the case study.
2. Underline examples of the teacher using different methods for different learners (Differentiation)

Differentiation in the classroom

The teacher begins her social studies lesson about the weather. To start the lesson the learners must work with a partner to name as many types of weather as they can. Then the teacher writes some weather and season words on the board. She asks the learners to match up the types of weather to the names of the season and to write these in their notebooks. Some of her learners' struggle with reading and writing so she draws pictures of the different types of weather next to the words to help them. She also sets a challenge task for those learners who finish quickly. They must add adjectives to describe the type of weather in each season.

While the learners work the teacher moves around the classroom. She knows that several learners struggle with their writing, so she makes sure she walks by them and encourages their efforts. She praises the learners who have moved on to the challenge task.

The teacher then divides the learners into their groups. For this activity they are in carefully selected mixed ability groups. The learners can support and challenge each other. Each group is assigned a season. In their groups they make a poster to show all of the different activities that you would do in their particular season. Each group then presents its work.

The last task of the day is to answer the question: Which is your favourite type of weather and why? The teacher gives the learners a choice – they can either answer this question by writing or by drawing a picture with labels. At the end of the lesson, she collects the work to assess them and to give feedback.

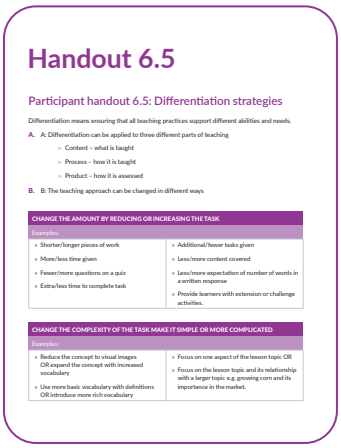
1. Which activities did all the learners do exactly the same?
2. How did the teacher help learners who had problems with reading?
3. How did the teacher help learners who could do the work easily?
4. How did the teacher motivate the learners?
5. How did the teacher assess the learners? Why
6. Which learners in this class benefited from the differentiation?

PRACTICE: CASE STUDY- DIFFERENTIATION IN PRACTICE[1] (20 MIN)

1. Say:
   - We will look at how a teacher can use differentiation in class.
2. Explain task:
   - For this activity I will put you in groups of 3.
   - Each group will read and discuss a case study from an AEP class.
   - Answer the questions and underline examples of differentiation.
   - You have 10 minutes for this task.
3. Check the instructions with a participant to make sure they have understood. Ask:
   - What do you have to do?
4. Make groups of 3 sitting next to each other.
5. Distribute **Handout 6.4.**
6. After 10-15 minutes ask each group to point out one differentiation strategy.

Answers

1. Which activities did all the learners do exactly the same?
   - Work with a partner to name types of weather
2. How did the teacher help learners who had problems with reading?
   - Drew pictures next to the word, let them choose writing or drawing in the last task, used mixed ability group work
3. How did the teacher help learners who could do the work easily?
   - Set a challenge task to add adjectives to the weather words, let them choose writing or drawing in the last task
4. How did the teacher motivate the learners?
   - Encouraged efforts, gave praise
5. How did the teacher assess the learners? Why?
   - Monitored their work, gave them a choice of task: write or draw favourite weather
6. Which learners in this class benefited from the differentiation?
   - All, fast and slow learners.



Handout 6.5

Participant handout 6.5: Differentiation strategies

Differentiation means ensuring that all teaching practices support different abilities and needs.

A. A: Differentiation can be applied to three different parts of teaching
- Content – what is taught
- Process – how it is taught
- Product – how it is assessed

B. B: The teaching approach can be changed in different ways

CHANGE THE AMOUNT BY REDUCING OR INCREASING THE TASK	
Examples:	
Shorter/longer pieces of work	Additional/fewer tasks given
More/less time given	Less/more content covered
Fewer/more questions on a quiz	Less/more expectation of number of words in a written response
Extra/less time to complete task	Provide learners with extension or challenge activities.

CHANGE THE COMPLEXITY OF THE TASK MAKE IT SIMPLE OR MORE COMPLICATED	
Examples:	
Reduce the concept to visual images OR expand the concept with increased vocabulary	Focus on one aspect of the lesson topic OR
Use more basic vocabulary with definitions OR introduce more rich vocabulary	Focus on the lesson topic and its relationship with a larger topic e.g. growing corn and its importance in the market.

7. Distribute **Handout 6.5**[2].
8. Ask participants to read the handout.
9. Ask if the participants have any questions and provide answers
10. Say:
    - Knowing your learners is the first step in applying differentiation. This means knowing learners' current level, their learning preferences, and interests, as well as their background, abilities or needs. Differentiation can also respond to gaps in learner knowledge and help with assessment.

REFLECTION (5 MIN)

1. Make groups of 2 to think-pair-share.
2. Say:
    - I want us to reflect for a few moments on the question:
    - How can we differentiate lessons without damaging learner confidence and self-esteem?
    - Discuss this in your pair.
3. Listen to each pair's ideas.

Example answers

- Praise progress
- Praise effort
- Praise positive behaviour
- Use different types of grouping
- Recognize strengths and weaknesses in different areas
- Give opportunities for success

4. Say:
    - Learners with disabilities or different backgrounds really benefit from differentiation. However, we must not put them in segregated groups too much. They need to participate fully too.
    - If these learners cannot take part, give them an alternative activity. For example, when a learner with a sight problem cannot read a text, ask another learner to quietly read it to them.

End of Session Reflection

1. Refer to the learning outcomes on the board/wall.
2. Ask:
    - Have the learning outcomes been achieved?
3. Say:
    - Let's do a visualisation and use our imaginations.
4. Ask participants to do the following:
    - Close your eye and visualise 3 different ways of learning.
    - Carefully stand up and use actions (mime) to show 3 different learning styles.
    - Use actions to show your preferred multiple intelligence.
5. Make groups of 2 for think-pair-share.
6. Ask groups to answer the following questions:
    - What did you learn in this session?
    - What did you enjoy in this session?
    - What will you try in your classroom?
7. Ask some groups to share their answers.

---------- **END OF SESSION** ----------

End notes

[1] Adapted from Save the Children and Enabling Education Network (EENET). (n.d). The Foundations of Teaching: Training for educators in core teaching competencies. https://www.eenet.org.uk/resources/docs/The_Foundations_of_Teaching.pdf.

[2] Adapted from INEE (2016) Training Pack for Primary School Teachers in Crisis Contexts https://inee.org/resources/teachers-crisis-contexts-training-primary-school-teachers.

Ideas for coaching

- Support teachers in preparing a list of the learner characteristics within their classroom.
- Review a lesson with the teacher identifying opportunities for differentiation.
- Conduct the optional video activities in the trainer notes section: Identifying learning styles

Ideas for collaborative learning/self-study

- Teachers can observe the lesson of another teacher to get more ideas for differentiation.
- Teachers can ask learners about different teaching approaches and how they make them feel and discover what they enjoy the most/least.
- Provide the links for videos in the optional activities for teacher to watch in their own time.

Optional activity

IDENTIFY LEARNING STYLES

1. Explain task:
    - We are now going to watch a short film about learning styles. (2 minutes 19 seconds)
    - I want you to note down the different learning styles used in the film.
2. Play: Video Healing classrooms (6.1) using differentiated learning activities https://www.youtube.com/watch?v=L2ShtMEGhVg&index=11&list=PLA93F450F41857EC9
3. Think-pair-share:
    - Discuss the learning styles in the film.
    - Which ones are suitable for the AEP class?
4. Listen to participants responses.

Answers

- Game: Learners who prefer to move around and be active
- Individual work: Learner who favour doing things on their own
- Direct instructions: learners who favour observation and listening
- Group work: learners who favour touch and imitation

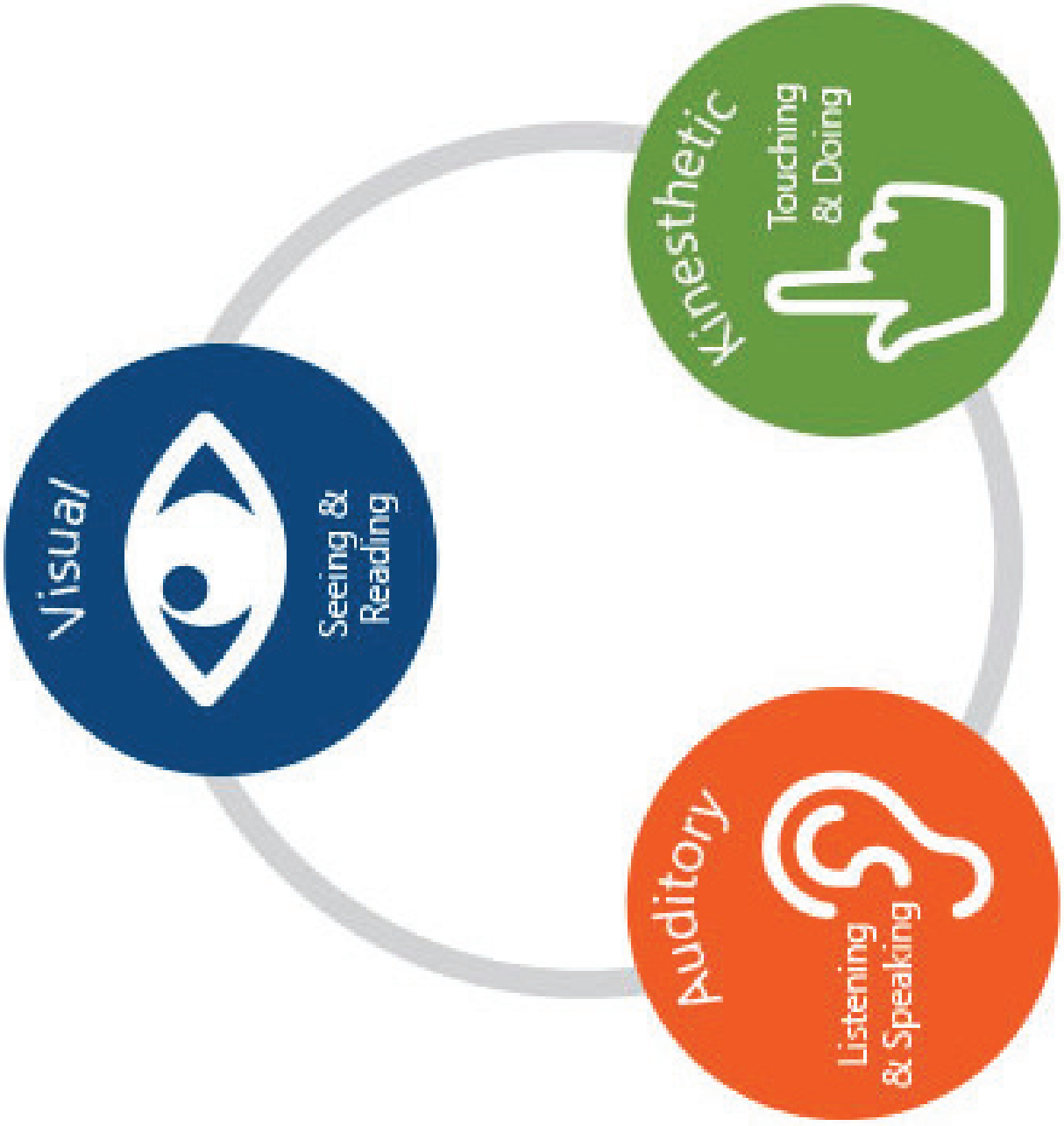
All activities are suitable for the AEP classroom apart from throwing the ball and telling the alphabet. Some older learners may find this too childish.

Session Outcomes

By the end of the session, you will be able to:

1. Know and use different learning styles and intelligences in the AEP classroom
2. Plan and implement different strategies in a lesson to meet learner needs and abilities

Trainer Resource 6.1: Resource Chart



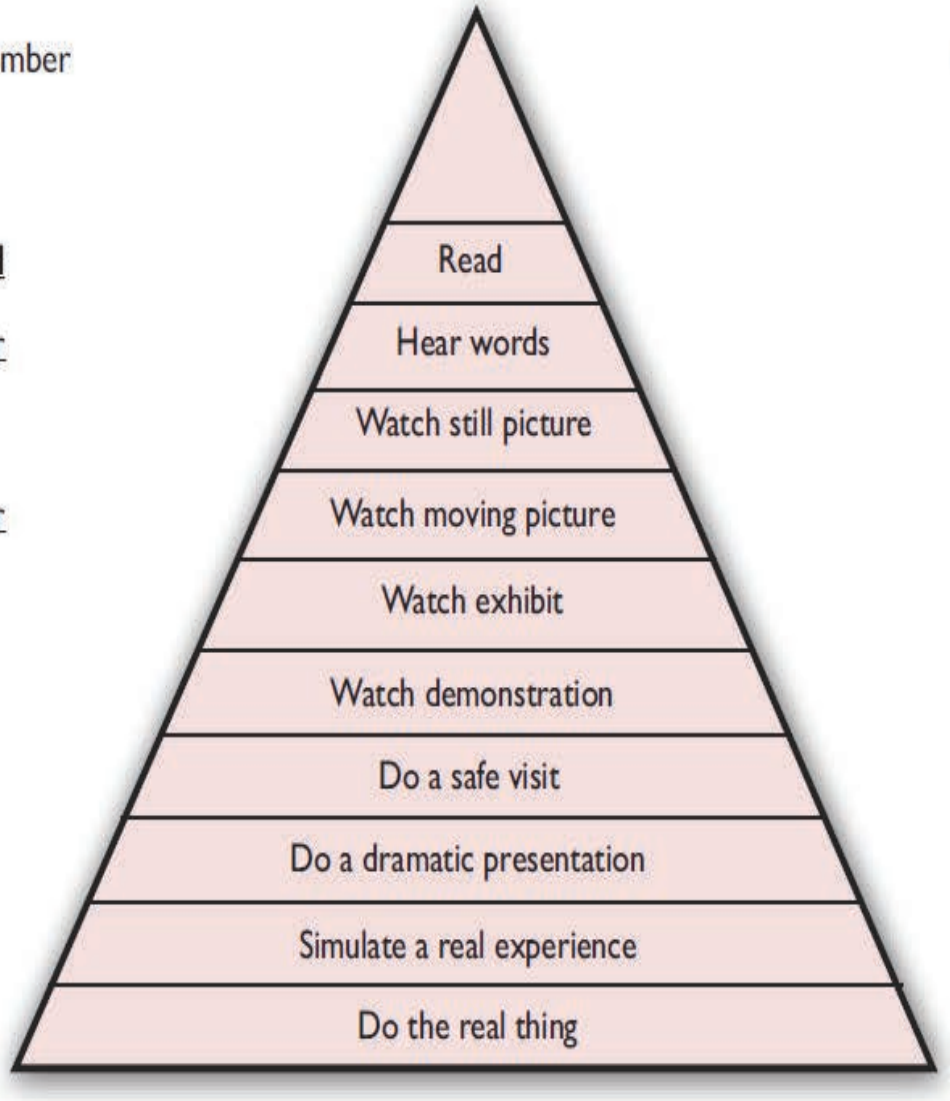
Source: https://www.gpstrategiesltd.com/learning-lab/upon-this-rock_5.shtml.

Trainer Resource 6.2: One size fits all

Handout 6.1 How people learn

How people learn

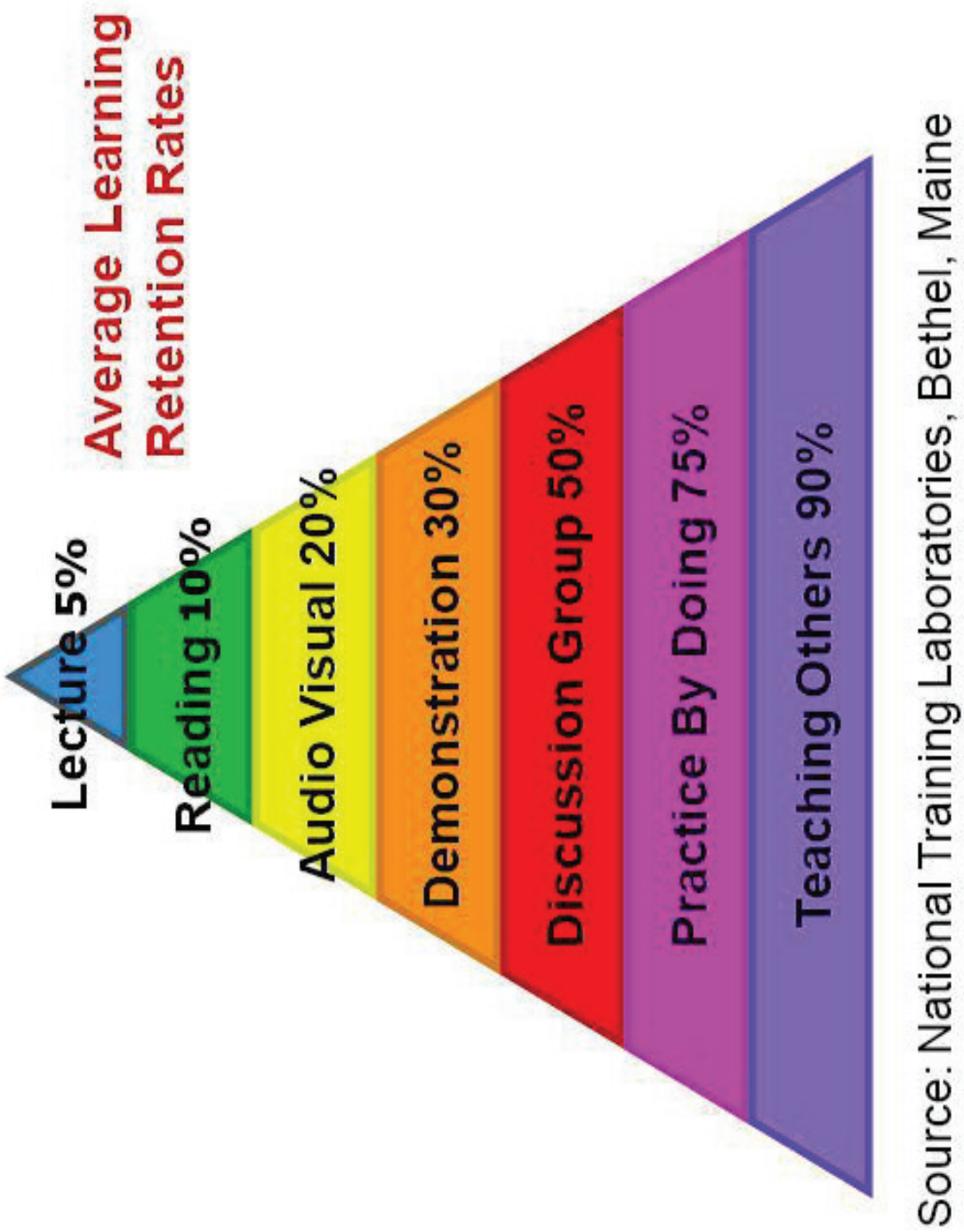
People generally remember



Handout 6.2: Techniques for use with multiple intelligences

MULTIPLE INTELLIGENCE	TECHNIQUE	WAYS TO DEMONSTRATE UNDERSTANDING
Verbal-linguistic	Books, stories, poetry, speeches, invited speakers	» Writing stories, scripts, poems, storytelling, cross words, agree disagree, word games, telling jokes, letter writing
Logical-mathematical	Problem solving, measuring, drills, exercises	» Counting, calculating, developing theories, demonstration, estimation, experiments, questioning, timelines, patterns, Venn diagrams
Musical	Using radio/MP3 players/phones, attending concerts,	» Performing, singing, chanting, playing instruments, composing
Visual-spatial	Posters, artwork, slides, charts, graphs, video, DVDs, visits to museums	» Drawing, painting, illustrating, making posters, collages, photography, graphic design, flow charts, maps, labelling diagrams, visualisation. sculpting
Bodily-kinesthetic	Physical exercises, rhythm exercises, films, stretches, energisers,	» Dance, athletic performance or competition, making objects, role play, drama, agree disagree, hands on learning, using objects
Interpersonal	Teams, group work,	» Plays, debates, group work, drama, mediating, organising, peer teaching, conducting interviews
Intrapersonal	Reflection time, mindfulness	» Journals, diaries, changing mood or behaviour, individual work, visualising, thinking time
Naturalist	Nature corners in class, visits to gardens, farms, nature walks, museum visits	» Collecting, classifying, caring for plants, animals. Nature collections, holding classes outdoors
Existential	Working for a cause, advocacy campaign	» Community service, advocacy campaign

Handout 6.3: Methods and learning rates



Handout 6.4: Case study – differentiation in practice

1. Read through the case study.
2. Underline examples of the teacher using different methods for different learners (Differentiation)

Differentiation in the classroom

The teacher begins her social studies lesson about the weather. To start the lesson the learners must work with a partner to name as many types of weather as they can. Then the teacher writes some weather and season words on the board. She asks the learners to match up the types of weather to the names of the season and to write these in their notebooks. Some of her learners' struggle with reading and writing so she draws pictures of the different types of weather next to the words to help them. She also sets a challenge task for those learners who finish quickly. They must add adjectives to describe the type of weather in each season.

While the learners work the teacher moves around the classroom. She knows that several learners struggle with their writing, so she makes sure she walks by them and encourages their efforts. She praises the learners who have moved on to the challenge task.

The teacher then divides the learners into their groups. For this activity they are in carefully selected mixed ability groups. The learners can support and challenge each other. Each group is assigned a season. In their groups they make a poster to show all of the different activities that you would do in their particular season. Each group then presents its work.

The last task of the day is to answer the question: Which is your favourite type of weather and why? The teacher gives the learners a choice – they can either answer this question by writing or by drawing a picture with labels. At the end of the lesson, she collects the work to assess them and to give feedback.

1. Which activities did all the learners do exactly the same?
2. How did the teacher help learners who had problems with reading?
3. How did the teacher help learners who could do the work easily?
4. How did the teacher motivate the learners?
5. How did the teacher assess the learners? Why
6. Which learners in this class benefited from the differentiation?

Participant handout 6.5: Differentiation strategies

Differentiation means ensuring that all teaching practices support different abilities and needs.

A. A: Differentiation can be applied to three different parts of teaching

- Content – what is taught
- Process – how it is taught
- Product – how it is assessed

B. B: The teaching approach can be changed in different ways

CHANGE THE AMOUNT BY REDUCING OR INCREASING THE TASK	
Examples:	
» Shorter/longer pieces of work » More/less time given » Fewer/more questions on a quiz » Extra/less time to complete task	» Additional/fewer tasks given » Less/more content covered » Less/more expectation of number of words in a written response » Provide learners with extension or challenge activities.

CHANGE THE COMPLEXITY OF THE TASK MAKE IT SIMPLE OR MORE COMPLICATED	
Examples:	
» Reduce the concept to visual images OR expand the concept with increased vocabulary » Use more basic vocabulary with definitions OR introduce more rich vocabulary	» Focus on one aspect of the lesson topic OR » Focus on the lesson topic and its relationship with a larger topic e.g. growing corn and its importance in the market.

CHANGE THE FORMAT OR MODIFY THE TASK TO MAKE IT MORE ACCESSIBLE FOR LEARNERS	
Examples:	
» Change format: draws pictures instead of writing word » Provide step-by step instructions » Provide several examples. » Work with a partner » Give an alternative presentation » Provide vocabulary support in learner's first language » Use learner as a mentor » Use additional resources (learners, activities, texts, equipment) to support access	» For those with some physical issues in learning » Audio versions » Large text » Visual formats » Have a support teacher/learner » Computer reader » Move to a different setting (quieter, brighter etc) » Use additional resources to support access

CHANGE THE APPROACH AND REPLACE WITH AN ALTERNATIVE	
Examples:	
» Different lesson » Different topic	» Different teaching method » Different assessment » Mini lessons to catch learners up with their peers.

C. Differentiation can benefit many different types of learners

» Over-aged learners » Very talented in one or more subject areas » Learners with sight, speech or hearing problem » Learners from different language backgrounds » Learners with poor health	» Learners with high intelligence » Learners that struggle in one or more subject area » Learners with concentration difficulties » Withdrawn or shy learner » Children with learning difficulties