

MHA Institute

Solving real problems in real time

2011 Award for Excellence in Program Innovation
and Design for Lifelong Learning

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Learning Styles and Course Design Course

1. Course Description
2. Course Learning Objectives
3. Course Agenda

Note: This is a general course outline for a three-day course. This outline may change based on the institution delivering the course.

Course Description

Each person has a unique learning style that determines how he or she learns best. The most successful leaders and trainers recognize the power of exploring learning styles to promote individual and team learning. Learners will explore two inventories that focus on learning style, and will discover how people demonstrate their preferred and non-preferred learning styles in a variety of situations. Investigate activities and strategies to create learning environments that both meet people's preferred learning styles, and stretch people into their non-preferred learning styles. Learners will discuss the application of these strategies and concepts to the workplace. As well, you will learn to use a comprehensive **Course Design Guide**.

Course Learning Objectives:

- Gain an understanding of the *Learning Cycle*, learning, thinking, and facilitating orientations
- Gain an understanding of the Design System and the **Course Design Guide**
- Practice using some of the learning techniques described in the Guide to design activities, courses, and programs, and to evaluate the effectiveness of your design to enhance learning

Course Agenda

Day One Agenda

Setting the Stage

- Introductions and agenda setting
- Assignment
- Expectations Activity

Learning Styles

- Defining terms (e.g., learning, knowledge)
- Administer and interpret the *Learning Styles Questionnaire*
- The *Learning Cycle* and 4 learning orientations
- Learning style profiles
- Types of thinking

End of Day One

- Homework: Read Sections 1 and 2 of the **Course Design Guide**

Day Two Agenda

Review of Day One

- Review of Day One
- Retrospection

Facilitation Styles

- Administer and interpret the *Training Type Inventory*
- *The Learning Cycle*, learning styles and facilitation styles
- Administer and interpret the *Language System Diagnostic*
- Types of learning
- Learning styles and facilitating styles in action
- Disposition to thinking and learning

End of Day Two

- Insights

Day Three Agenda

Review of Day Two

- Review of Day Two

Thinking Styles

- Whole Brain Approach and thinking styles
- Thinking Styles Profile Quick Analysis
- Thinking Styles, Learning Styles and Facilitation Styles

Course Design

- Design System
- Application of Design System
- Using the Course Design Guide

End of Day Three

- Insights
- Assignment Explained
- Homework: Assignment