

UNDERSTANDING AND WORKING WITH LEARNING STYLES

Syllabus



FACULTY OF
EXTENSION



University of Alberta

Faculty of Extension

Certificate in Adult & Continuing Education Program

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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 OUTCOMES

By the end of this course, you should be able to:

- 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 DELIVERY

This course will consist of some or all of the following:

- Lectures or presentations
- Discussions
- Partner and group work
- Reading assignments
- Homework

PREPARING FOR THE COURSE

Before you attend the course, you may want to consider the following:

- How do you learn?
- How do others learn?
- What is learning to you? To others?

ACCESSING THE INSTRUCTOR

INSTRUCTOR AVAILABILITY Instructor can be contacted by e-mail at any time during business hours (allow 24 hours for a reply). Instructor can be contacted at the contact number (780-686-4128).

Instructor contact information:

Phone (office): 780-686-4128 (cell)

Email: HenryS@mhainstitute.ca

COURSE MATERIALS

Required Text:

- **Revvng Up Thinking and Learning: Course Design Guide.** Marilyn Herasymowych & Henry Senko, (2003), MHA Institute Inc.

ACCOMMODATING DISABILITIES

Please contact your instructor as soon as possible if you have a disability or condition that may require some modifications, so that discussions regarding potential alternative arrangements can occur.

DISCLAIMER

Note: These notes and others in this course are provided as a resource tool, and while every effort is made to ensure accuracy, there may be minor discrepancies or errors. When in doubt, please refer to the current edition of the source, such as the original Act, Regulation and Code. No part of these notes constitutes legal advice.

Where there is a discrepancy between printed and online course materials, the online copy will be considered the correct and most up-to-date version.

WITHDRAWAL INFORMATION

If you wish to withdraw from this course and have it deleted from your transcript, you must do so by the withdrawal deadline noted on your Confirmation of Registration in the course.

Please note that a failing grade can be assigned to any student who has not officially withdrawn from the course.

COURSE MARKING AND GRADING

Assessments	Weight	Date
Assignment	100 %	October 12, 2011 Late Due Date (10% deduction): October 19, 2011
TOTAL	100%	

Grades reflect judgments of student achievement made by instructors. These judgments are based on a combination of absolute achievement and relative performance in a class.

The following table provides information about the meaning of letter grades:

Course Grades Obtained by Students:		
Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor Minimal Pass	D+	1.3
	D	1.0
Failure	F	0.0

The following table presents an **approximate** guide for understanding the relationship between percentage grades and letter grades.

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F	Letter Grade
86 – 100%			72-85%			60-71%			50-59%		<50%	% range
96-100	91-95	86-90	81-85	77-80	72-76	69-71	64-68	60-63	55-59	50-54	<50	

ASSIGNING GRADES

Evaluation Criteria

Marking criteria for all assignments will be specified within the instructions for the assignment. Please review these criteria before completing your assignments.

Grade Appeals

The assignment of grades is the responsibility of the course instructor. Any concerns regarding grades should first be discussed with the instructor. If the problem is not resolved, students may wish to consult the Faculty of Extension regulations regarding grade appeals. The Grade Appeals Policy and Procedure may be obtained from the Faculty of Extension Registration Office or on the Faculty of Extension website (www.extension.ualberta.ca). Certain academic standing decisions made by the Faculty Academic Appeals Committee may be appealed to the General Faculties Council Academic Appeals Committee. See §23.8 of the University Calendar. Note: Deadlines exist for submission of appeals. Contact the Faculty of Extension Registration Office for details.

Grade Notification

Students will be notified by the program office when their official grades are accessible to them on the student self serve section of the Faculty of Extension website. Grades are usually provided within six to eight weeks of the conclusion of the course. For the students' protection, grades are not given out over the telephone.

Failing Grades

Students will receive a failing grade under the following conditions:

- if the student has failed to meet the course requirements at the required standards stipulated by the course instructor, e.g. the student has not completed and/or passed all of the assignments;
- if the student has failed to notify the Program Office in writing of his or her withdrawal from a course.

Penalty for Late Assignments

In this course, the penalty for late assignments will be a loss of **10% per week**. If you have extenuating circumstances that will prevent you from handing in your assignments on-time, please contact your instructor **before** the due date to discuss the potential options.

ASSESSMENT DESCRIPTIONS

APA Formatting

Please note that you are expected to use APA formatting wherever appropriate, and particularly for your assignments. For more information on APA style, visit <http://guides.library.ualberta.ca/apa>

ASSIGNMENT

General Guidelines There are four ways you can approach this written assignment. You can:

- Examine your own practice.
- Examine an existing activity with which you are familiar.
- Design a new activity.
- Examine learning styles in more detail.

Purpose of the Assignment The purposes of the assignment are:

- To determine your understanding of the concepts and theories of adult education and learning styles
- To demonstrate your ability to apply the concepts and theories in an actual situation

To do this, you must use the theory, content and models discussed in this course.

Select Type of Assignment There are four choices that you have for doing the assignment. These choices are described over the next few pages.

Sample Assignments Samples of previous assignments done by students in this program can be found on the MHA Institute website at www.mhainstitute.ca.

1. On the home page, on the left-hand side menu, select **PayDirt: Project Updates**.
2. On the left-hand side menu, select **Learning Styles and Course Design Project**. You will see a number of files that you can view.

Note: These assignments represent people who have received marks of 80% or more for a final mark. Most of these assignments are missing some information, definitions, or other such things, so be sure to proofread your own assignment.

Final Assignment Details There are two parts to the final assignment for this course.

- Part 1: Recognizing Learning Styles (20% of the final mark)
- Part 2: Either Option 1, 2, 3, or Option 4 (80% of the final mark)

**Option 1:
Examine your
own practice.**

1. Write an introductory paragraph and include the following:
 - a. Describe the general reason for writing the paper.
 - b. Describe the theory or concept you will be referring to in this paper and how it connects with your reason for writing the paper.
 - c. Describe the assignment choice you have selected in which you will apply the theory or concept.

Part 1: Recognizing Learning Styles (20%)

From your *Learning Journal* entries:

2. Describe the *Learning Cycle* and each of the four learning orientations.
3. Describe your learning style profile, and explain how it works and include an explanation of your stress profile.

Part 2: Examine Your Own Practice (80%)

Review the three activities in the course that focused on examining your own practice as a facilitator:

- *Learning Styles Questionnaire*
 - *Training Type Inventory*
 - *Thinking Styles Profile*
4. Complete the following:
 - a. Describe your most successful experiences as a facilitator. What were you and the participants doing that made you feel that these experiences were successful?
 - b. What do you like most about being a facilitator?
 - c. What do you find most difficult in the classroom?
 - d. Review the selections that you highlighted on pages 96-97 of the *Training Type Inventory* (TTI) handout, and record your top five strengths as a facilitator. How can these strengths become weaknesses? What can you do to avoid these strengths becoming weaknesses?
 - e. Review the selections that you did not highlight on pages 96-97 of the TTI. These are your areas for improvement. Decide which of these areas for improvement you are willing to work on. Select **one** area of improvement that you will work on for the next six to eight months, one that you will find relatively **easy** to work on. Record this action and state why you think this will make a difference in your facilitating practice
 5. **Conclusion:** Answer the following questions:
 - a. In what ways does this knowledge from your responses above affect how you are seeing the opportunity now?
 - b. What do you think about learning styles and course design and its application to the workplace?
 - c. How will you use learning styles and course design in your situation?
 6. Include a bibliography of references.

**Option 2:
Evaluate an
existing activity.**

Option 1: Situation Analysis (100%)

1. Write an introductory paragraph and include the following:
 - a. Describe the general reason for writing the paper.
 - b. Describe the theory or concept you will be referring to in this paper and how it connects with your reason for writing the paper.
 - c. Describe the assignment choice you have selected in which you will apply the theory or concept.

Part 1: Recognizing Learning Styles (20%)

From your *Learning Journal* entries:

2. Describe the *Learning Cycle* and each of the four learning orientations.
3. Describe your learning style profile, and explain how it works and include an explanation of your stress profile.

Part 2: Evaluate an Existing Activity (80%)

Use your *Learning Journal* entries to help you to do this assignment (see page 10).

4. Summarize your answers to the questions on page 62-63 of the **Course Design Guide**.
5. **To examine an existing activity**, use the *Design System* to identify the design pattern that you are currently using. Record your findings. Draw conclusions on whether or not you think this is a pattern that enhances whole thinking and whole learning. If not, suggest modifications to the existing pattern, by looking at the suggested design patterns found by using the *Design System Road Map*.
6. **Conclusion:** Answer the following questions:
 - a. In what ways does this knowledge from your responses above affect how you are seeing the opportunity now?
 - b. What do you think about learning styles and course design and its application to the workplace?
 - c. How will you use learning styles and course design in your situation?
7. Include a bibliography of references.

**Option 3:
Design a
new activity.**

Option 1: Situation Analysis (100%)

1. Write an introductory paragraph and include the following:
 - a. Describe the general reason for writing the paper.
 - b. Describe the theory or concept you will be referring to in this paper and how it connects with your reason for writing the paper.
 - c. Describe the assignment choice you have selected in which you will apply the theory or concept.

Part 1: Recognizing Learning Styles (20%)

This paper will make up the first part of your final assignment. From your *Learning Journal* entries:

2. Describe the *Learning Cycle* and each of the four learning orientations.
3. Describe your learning style profile, and explain how it works and include an explanation of your stress profile.

Part 2: Design a New Activity (80%)

Use your *Learning Journal* entries to help you to do this assignment (see page 10).

4. Summarize your answers to the questions on page 62-63 of the **Course Design Guide**.
5. **To design a new activity**, identify the design pattern you will use by using the *Design System Road Map*. Following the design pattern that you choose, describe how you will use this pattern to design your lesson.
6. **Conclusion:** Answer the following questions:
 - a. In what ways does this knowledge from your responses above affect how you are seeing the opportunity now?
 - b. What do you think about learning styles and course design and its application to the workplace?
 - c. How will you use learning styles and course design in your situation?
7. Include a bibliography of references.

**Option 4:
Examine yourself
as a learner.**

Option 1: Situation Analysis (100%)

1. Write an introductory paragraph and include the following:
 - a. Describe the general reason for writing the paper.
 - b. Describe the theory or concept you will be referring to in this paper and how it connects with your reason for writing the paper.
 - c. Describe the assignment choice you have selected in which you will apply the theory or concept.

Part 1: Recognizing Learning Styles (20%)

This paper will make up the first part of your final assignment. From your *Learning Journal* entries:

2. Describe the *Learning Cycle* and each of the four learning orientations.
3. Describe your learning style profile, and explain how it works and include an explanation of your stress profile.

Part 2: Examine Yourself as a Learner (80%)

Use your *Learning Journal* entries to help you to do this assignment (see page 10). Summarize your learning by reviewing your *Learning Journal* entries, and drawing insights and conclusions. Use the following instructions to guide your summary.

4. Complete the following:
 - a. Describe an activity or time during this course that you felt was really significant, or that gave you a learning *high*. What was it about the activity that was so exciting?
 - b. Describe an activity or time during this course that was a *low* point in your learning experience. What was it about the situation that was so negative?
 - c. What have you learned about yourself as a learner? How do you like to learn?
 - d. What is the most important insight that you gained about yourself as a learner?
 - e. How would you evaluate your experience with keeping a *Learning Journal*? What do you see as the benefits? What are the drawbacks? Are there other situations in which keeping a journal would be worthwhile?
5. **Conclusion:** Answer the following questions:
 - a. In what ways does this knowledge from your responses above affect how you are seeing the opportunity now?
 - b. What do you think about learning styles and course design and its application to the workplace?
 - c. How will you use learning styles and course design in your situation?
6. Include a bibliography of references.

Keeping a Learning Journal

1. Keep a *Learning Journal* during the entire course. Make entries into the learning journal after each activity or three times a day (morning, noon, and evening). Instructions for keeping a *Learning Journal* are shown below. You will not hand-in this Journal, but use it for your own data to complete the Part 1, and possibly Part 2, of the assignment.
 - a. Describe the situation, activity, or event that occurred.
 - b. At what moment in the situation did you feel most engaged with what was happening?
 - c. At what moment in the situation did you feel most distanced from what was happening?
 - d. In this situation, what action, taken by anyone, did you find most affirming or helpful?
 - e. In this situation, what action, taken by anyone, did you find most puzzling or confusing?
 - f. What was it about the situation that surprised you the most? This could be something about your own reactions to what went on, or something that someone did, or anything else that occurs to you.
 - g. Review your responses. Based on what you are learning in this course:
 - What insights do you gain about yourself?
 - What does this information tell you about how you think and learn in this kind of situation?

Tips for Writing Assignments

1. Include a **list of references**. If not included, 5 marks will be automatically deducted.
 2. For your first draft, write the paper simply to describe and define your situation. Then, read it and see which theories, concepts, and models seem to support your analysis.
 3. Answer all of the questions in each assignment. You can lose from 5-10% for each question left unanswered. Define all terms (can lose from 2-5%)
 4. In your papers, whenever you use any theory, concept, model, or term, explain it fully, credit the source, and be clear about how it applies to the situation in which it is being used. Pretend that the reader knows nothing about these theories, concepts, models, and terms. Always back up your assertions and conclusions with concrete examples. You can lose up to 2 marks for every term not defined.
 5. Make sure that you credit each theory, concept or term to the correct researcher, and include the reference you used in a bibliography.
 6. Select the **one or two** concepts and theories that best support the situation you have selected to examine, and explain them fully. If you do not do an in-depth analysis of a theory to explain your reason for using it, you will lose up to 35% on your paper.
 7. Before you send the paper in for marking, read your paper out loud to yourself to make sure that it makes sense. Ask someone else to read it and give feedback. You can lose up to 10 marks for a lack of coherence or missing simple proofreading errors.
-

Important Information

Length of the Written Assignment: 5-10 typewritten pages, double-spaced

If your paper is longer, edit it to minimize the content in your paper. This is an important exercise in helping you to focus your thinking. If you need to go over the 10-page limit, that is fine, just try not to if at all possible.

Do not hesitate to contact the instructor if you have any questions and/or concerns.

Marks and Returned Papers

The instructor starts marking the assignments after the due date. The instructor does not give marks out to students. You will receive your mark through the CACE Program. All papers are mailed to the CACE office one week after the due date. You can make arrangements with the CACE office to obtain your assignments.

Submit papers by e-mail or fax to: Henry Senko

HenryS@mhainstitute.ca
Fax: (780) 481-7956

COURSE MODULES

The modules for the course are as follows:

- Day 1: Learning Styles
- Day 2: Facilitating Styles
- Day 3: Course Design

MODULES

An overview of each of these modules and the course schedule is as follows:

DAY ONE

This day will introduce the topic and experience of learning and learning styles.

Learning Objectives:

- Gain an understanding of the *Learning Cycle*
- Gain an understanding of learning orientations and styles
- Gain an understanding of the different thinking styles

After completing this day you should be able to:

- Explain the Learning Cycle
- Explain learning styles
- Explain thinking styles

Day One Agenda

INTRODUCTION

- Assignment
- Agenda setting
- Expectations Activity
- The Speed of Change

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

- Insights and learnings
- Homework: Reading Sections 1 and 2 of the Design Guide

DAY TWO

This day will expand on the topic and experience of learning styles and facilitating styles.

Learning Objectives:

- Gain an understanding of the *Learning Cycle*, other forms of learning styles, and the facilitating styles
- Gain a deeper understanding of the learning process and how people learn

After completing this day you should be able to:

- Explain facilitating styles
- Explain different forms of learning styles and their affect on learning
- Explain how learning is affected by the conditions under which people learn and how their learning style affects their capacity to learn in a certain way

Day Two Agenda

HOMEWORK, INSIGHTS, AND LEARNINGS

- Review of Day One
- Review homework, learnings, and insights

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 and learnings
- Homework: Rest

Day Three

This day will introduce the topic and experience of applying learning styles in course design.

Learning Objectives:

- Gain an understanding of the *Learning Cycle*, and thinking styles
- 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

After completing this day you should be able to:

- Explain thinking styles
- Use the Learning Cycle and Design System in a variety of situations

DAY THREE AGENDA

HOMEWORK, INSIGHTS, AND LEARNINGS

- Review of Day Two
- Review learnings and insights

THINKING STYLES

- Whole Brain Approach and thinking styles
- Thinking Styles Profile
- 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 and learnings
- Assignment Explained
- Homework: Assignment

COURSE OUTLINE POLICIES

Policy about course outlines can be found in Section 23.4(2) of the University Calendar. (GFC 29 SEP 2003)

ACADEMIC INTEGRITY

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.ualberta.ca/secretariat/appeals.htm>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

(GFC 29 SEP 2003)

RECORDING IN THE CLASSROOM

Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

Understanding and Working with Learning Styles

COURSE MAP – FALL 2011 TERM

CLASS	HOMEWORK: During the class, keep a journal.	
Date September 19-21, 2011	Readings After the class, read the first two chapters of the Revving Up Thinking and Learning: Course Design Guide .	Assignments Complete the assignment once the course is done. See page 5 for instructions.