

Chapter 1 : Many Ways to Learn

Many Ways to Learn: A Kid's Guide to LD is a very helpful book for children with learning disabilities. It maps out a clear way to "climb the mountain" making it a very meaningful book. It maps out a clear way to "climb the mountain" making it a very meaningful book.

Over the last two years, my company has evolved its operating structure from being a multinational corporation into a true global organization. In addition to developing and delivering training for our employees in North America, we are now tasked with supporting all of the markets in which we do business. Needless to say, we have developed our capability to deliver learning services in multiple languages. In fact, our internal translation management group recently told us that we have pushed ahead of marketing and communications to become the number one consumer of translation services in the company. We have now taken on somewhat of a spokesperson role inside the company to help other departments who have translation needs. We have learned quite a few things along the way – some of them the hard way. Now when faced with a learning project that has to be produced in multiple languages, here are a few questions we must get answered in order to move forward: This is the biggest issue we face. We do not carry a budget to cover the cost of translations as part of our learning design process. We must ask this question to the project requester. Then the project sponsor must decide how to proceed. In most cases, the cost ends up being borne by whoever is trying to push the content out to a particular audience. But in some cases, the costs are covered by the countries that require the translations. Either way, we do not move forward until it is clear who will be paying the bill. Who will review this? We work with some wonderful translation vendors. Before we can finalize any learning material, we require sign-off on the translation from someone inside the company. What is unique about your content? The world would be a great place if there was one translation vendor who could do everything we needed, but unfortunately, that is not the case. Just as different vendors specialize in different languages, many of them specialize in different content types. We provide learning services to all parts of the company. This means that we deal with content that can sometimes be very technical in nature such as product training, very nuanced such as soft skills training, very marketing oriented such as training aimed at external audiences, or very heavy with legal implications such as compliance training. Different vendors specialize in each of these areas. It is good to have relationships with a few vendors to cover the whole content spectrum. What is unique about the target audience? Straight translation from one language to another can be a dangerous thing. It is important to understand a little bit about a country and its culture before publishing translated learning content to them. Some countries expect more formal language than others. And there are host of other differences that need to be taken into consideration. A good translation vendor can help with some of these issues, but it really falls on to your in-company language reviewers to let you know what will and will not work for their audience. What type of learning approach are you taking? Different languages say things in different ways. Some languages require more time and space to say something that may have been short and quick in the language of origin. This has implications for text size, placement of graphics, synchronization of narration, and a number of other things. It can create some complex problems for integrating translated content back into your source files.

Chapter 2 : Overview of learning styles

10 Ways iPads Teach Kids With Learning Disabilities By now, saying that "the iPad is a great tool for customizing the classroom" wouldn't exactly be breaking news. But while this holds true for every student, each of.

Articles How Do Children Learn? This question has been a frequent subject of research for many years. They agree that a variety of patterns appear in a typical classroom. Inefficient homework strategies are ineffective because some children are not getting what they need to learn and fully process information that is presented to them. Children learn in different ways. To gain a better understanding of how your child learns, consider the four broad areas of preferred learning styles. Each style exhibits very recognizable traits. One of the most popular theories with educators deals with four modes of learning: These modalities are based upon the use of the five senses involved with the learning process. Visual learners best remember what is seen. These children tend to remember faces instead of names, are good readers and have good imaginations. They respond best to instruction that includes reading, posters, graphs and videos. These youngsters remember names well, respond easily to phonics instruction and may like to talk when writing. They benefit most from instruction based on lectures, discussions and questioning. Some good methods to use with auditory learners include singing songs or listening to tapes that relate to content area to be studied and developing rhymes and mnemonics to help remember information. These learners remember what was done, not necessarily what was seen or heard, and might have difficulty paying attention and staying focused on their schoolwork or homework. Kinesthetic learners benefit most from hands-on instruction, using manipulatives, role-playing or building things. These children learn best by writing, drawing, doodling and tend to be creative. They benefit from instructions such as sewing, painting or drawing. Using a "multi-sensory" "multi-modal" learning style approach, you will change the pattern of failure to success and meet the needs of your child who is academically "at-risk". When you plan a variety of demonstrations of instruction, your children can utilize their individual strengths to succeed in school. Remember there is never "one" right way or "only" way to teach and help your children with their homework. With your creativity, knowledge and motivation you will meet the challenge.

Chapter 3 : The 7 Styles Of Learning: Which Works For You? - Edudemic

So one of the best ways to learn is to talk to the source. If you avoid jumping to conclusions and instead ask many questions with an open mind, you can learn what your product design is doing well.

It is a composite of internal and external operations based in neurobiology, personality, and human development and reflected in learner behavior. Affective styles represent the motivational dimensions of the learning personality; each learner has a personal motivational approach. Physiological styles are bodily states or predispositions, including sex-related differences, health and nutrition, and reaction to physical surroundings, such as preferences for levels of light, sound, and temperature. They posited that one can recognize the learning style of an individual student by observing his or her behavior. Students receive four scores describing these balances. It was developed by the National Association of Secondary School Principals research department in conjunction with a national task force of learning style experts. The Profile was developed in four phases with initial work undertaken at the University of Vermont cognitive elements, Ohio State University affective elements, and St. Rigid validation and normative studies were conducted using factor analytic methods to ensure strong construct validity and subscale independence. The LSP contains 23 scales representing four higher order factors: The LSP scales are: In the classroom[edit] Various researchers have attempted to hypothesize ways in which learning style theory can be used in the classroom. Two such scholars are Rita Dunn and Kenneth Dunn, who build upon a learning modalities approach. Some of these changes include room redesign, the development of small-group techniques, and the development of "contract activity packages". Teachers can be learners, and learners teachers. We are all both. Everyone can learn under the right circumstances. Methods for visual learners include ensuring that students can see words written, using pictures, and drawing timelines for events. Keefe and John M. Jenkins have incorporated learning style assessment as a basic component in their "personalized instruction" model of schooling. The cultural componentsâ€”teacher role, student learning characteristics, and collegial relationshipsâ€”establish the foundation of personalization and ensure that the school prizes a caring and collaborative environment. The contextual factorsâ€”interactivity, flexible scheduling, and authentic assessmentâ€”establish the structure of personalization. The assessment of student learning style, more than any other element except the teacher role, establishes the foundation for a personalized approach to schooling: Other learners, however, need help to function successfully in any learning environment. If a youngster cannot cope under conventional instruction, enhancing his cognitive skills may make successful achievement possible. Processes such as attention, perception and memory, and operations such as integration and retrieval of information are internal to the system. Any hope for improving student learning necessarily involves an understanding and application of information processing theory. Learning style assessment can provide a window to understanding and managing this process. While significant age differences did occur, as well as no experimental manipulation of classroom assignment, the findings do call into question the aim of congruent teachingâ€”learning styles in the classroom. Some psychologists and neuroscientists have questioned the scientific basis for separating out students based on learning style. According to Susan Greenfield the practice is "nonsense" from a neuroscientific point of view: They examined the theoretical origins and terms of each model, and the instrument that purported to assess individuals against the learning styles defined by the model. This model is widely used in schools in the United States, and articles have been published in peer-reviewed journals referring to this model. Kolb on Experiential Learning". Demos, a UK think tank, published a report on learning styles prepared by a group chaired by David Hargreaves that included Usha Goswami from the University of Cambridge and David Wood from the University of Nottingham. The Demos report said that the evidence for learning styles was "highly variable", and that practitioners were "not by any means always frank about the evidence for their work". Willingham also holds true to the idea that there is not enough evidence to support a theory describing the differences in learning styles amongst students. Specifically, students should be grouped into the learning style categories that are being evaluated e. At the end of the experiment, all students must sit for the same test. If the learning style hypothesis is correct, then, for example, visual learners

should learn better with the visual method, whereas auditory learners should learn better with the auditory method. As disclosed in the report, the panel found that studies utilizing this essential research design were virtually absent from the learning styles literature. In fact, the panel was able to find only a few studies with this research design, and all but one of these studies were negative findings—that is, they found that the same learning method was superior for all kinds of students. Massa and Richard E. Mayer , [54] as well as more recent research since the review. That is, the cost of evaluating and classifying students by their learning style, and then providing customized instruction would need to be more beneficial than other interventions e. Thus, limited education resources would better be devoted to adopting other educational practices that have strong evidence base, of which there are an increasing number. Kolb partly agreed with Pashler; Kolb said: Tracking in education has a bad history.

Chapter 4 : So Many Ways to Learn | CDE

Many Ways to Learn describes the effects learning disabilities have on young people's behavior, performance, and emotions, and offers solid, proven suggestions for coping at home, in school, and with friends. It features a first-person account from a child with learning disabilities, a chapter on computers and an extensive resource list for.

Testimonials Overview of Learning Styles Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well. Many people recognize that each person prefers different learning styles and techniques. This approach is one that educators have only recently started to recognize. Traditional schooling used and continues to use mainly linguistic and logical teaching methods. It also uses a limited range of learning and teaching techniques. Many schools still rely on classroom and book-based teaching, much repetition, and pressured exams for reinforcement and review. This can create positive and negative spirals that reinforce the belief that one is "smart" or "dumb". By recognizing and understanding your own learning styles, you can use techniques better suited to you. This improves the speed and quality of your learning. The Seven Learning Styles Visual spatial: You prefer using pictures, images, and spatial understanding. You prefer using sound and music. You prefer using words, both in speech and writing. You prefer using your body, hands and sense of touch. You prefer using logic, reasoning and systems. You prefer to learn in groups or with other people. You prefer to work alone and use self-study. Understand the basis of learning styles Your learning styles have more influence than you may realize. Your preferred styles guide the way you learn. They also change the way you internally represent experiences, the way you recall information, and even the words you choose. We explore more of these features in this chapter. Research shows us that each learning style uses different parts of the brain. By involving more of the brain during learning, we remember more of what we learn. Researchers using brain-imaging technologies have been able to find out the key areas of the brain responsible for each learning style. The occipital lobes at the back of the brain manage the visual sense. Both the occipital and parietal lobes manage spatial orientation. The temporal lobes handle aural content. The right temporal lobe is especially important for music. The cerebellum and the motor cortex at the back of the frontal lobe handle much of our physical movement. The parietal lobes, especially the left side, drive our logical thinking. The frontal and temporal lobes handle much of our social activities. The limbic system not shown apart from the hippocampus also influences both the social and solitary styles. The limbic system has a lot to do with emotions, moods and aggression. The frontal and parietal lobes, and the limbic system, are also active with this style. Click the links in the navigation menu on the left or above to learn more about the individual learning styles, or go to the learning styles inventory page to try a test to discover your own learning styles.

Chapter 5 : Trailheads: So Many Ways to Learn

Learn from people with different skillsets Learn by doing I have a draft blog post called "Tech Books are Supplementary" that I started in and somehow haven't gotten around to finishing.

By Joe McCannon, M. A growing literature on the topic is forming, as researchers and analysts describe general principles for building collective will and setting shared aims, designing scalable and charismatic interventions, and leveraging existing networks and institutions to have bigger impact. In our view, however, there remains a crucial gap in this collected knowledge. While the attributes of effective learning networks i. Building on our work in the last two decades, mainly in international health, we attempt to address that gap here by documenting ten approaches to orchestrating networked learning at various scales. Our experience suggests that no single approach is preeminent. The appropriate networked learning methods for spreading a complex care protocol to clinics in rural South Africa will differ significantly from the method to spread a simple practice to urban hospitals in the United States. The table below enumerates key factors in determining which methods to apply, and when. Though the ten approaches we identify differ in important ways, several share notable characteristics: An emphasis on shared, quantifiable aims that ties together the work of participants A rejection of the idea that passive dissemination through books, meetings, web sites, etc. Breakthrough Series Collaborative The Breakthrough Series Collaborative, invented by the Institute for Healthcare Improvement, is a highly structured method used to bring a number of organizations usually between together to close defined gaps in practice. Organizations are accountable both to the shared aim and to each other through regular reporting on progress toward common metrics and through discussions of challenges. This model couples group learning with immediate action in order to accelerate implementation. Mobilizing national, regional, and local actors behind a bold, quantifiable goal, they seek to raise the floor on performance across large geographical areas, making sure that straightforward practices are introduced with high reliability. Nodes in these campaigns often apply other networked learning methods listed here such as collaboratives and extension agent models, described below to support local learning. Communities of Practice Communities of practice tend to focus on open-ended explorations of new knowledge, therefore differing from most other networked learning methods described here, which focus more on spreading established practices. Etienne Wenger defines three necessary elements of a community of practice: Communities of practice have neither pre-determined membership nor pre-determined duration; rather, they evolve organically to suit the needs of their participants, often in the absence of explicit aims. In our experience this can lead to diffuse energy and limited impact, though there are exceptions. When trust between participants is deep and intentions are clear, more impact seems possible. Extension Agency Extension agent models, pioneered by the US Department of Agriculture, rely on itinerant individuals who travel from site to site e. This method is highly effective when the extension agent acts as a connective tissue between far-flung actors, a cross-pollinator of learning. This model can improve the effectiveness of existing networks by contributing an important face-to-face connection that deepens relationships and supports local implementation of new ideas in a hands-on way. Gamification This model harnesses the techniques of games i. Games draw in participants with the possibility of fun, rewards, and a sense of accomplishment, and have the added benefit of fostering group discovery when the individuals and organizations that play have to solve shared challenges in order to perform better and win. Online games are also scalable, requiring fewer resources than methods that require active instruction or in-person exchanges. Grassroots organizing In this approach, members of a given group or community take responsibility for mobilizing others in pursuit of a goal in their shared interest. They start by making close one-to-one connections with other individuals in the community, surfacing shared values and common purpose. As individuals are recruited to the cause, they then commit to recruiting others in the same way. This method can build large, tightly connected networks of volunteers who rapidly exchange knowledge, experience, and tactics in pursuit of their goal. In this way, it bolsters many of the other strategies listed here. Incident Command An incident command system ICS is a management approach widely used in response to emergencies and natural disasters in the United States and

other countries, but it can also be used for planned initiatives. Employing a strict chain of command and sometimes suspending standard, deliberative decision-making processes, it can mobilize a large group of actors to take rapid, coordinated actions toward a specific objective. It relies on a crisp, cross-organizational structure in which the roles of all stakeholders are well defined. As a method to spread learning, incident command usually requires a highly attendant audience working to address a problem or apply a solution under tight timeframes. It is often appropriate as a temporary approach in a larger initiative, or for initiatives with limited timeframes. They incentivize problem-solving through recognition e. The table below offers examples of each of the ten methods. Examples of Networked Approaches to Learning and Improvement: Selection Criteria Factors unique to an organization, a movement, or the moment in time should guide the approaches change leaders select, and these leaders should feel empowered not overwhelmed by the variety of options at their disposal. Change leaders also should not feel constrained by any single option; many successful large-scale initiatives have brought elements of several approaches together to create effective hybrids. For example, initiatives can use the day Project method in parallel with other larger-scale methods e. The table below attempts to describe the conditions under which each method defined above might be appropriate, using six factors that draw in part on the seminal work of Everett Rogers: Nature of the intervention. Is the intervention simple or complex? Well-documented and evidence-based, or under development? Where does the work lie on a continuum from early concept through broad culture change? Dimensions of the target audience. How open or opposed to change is the group of people being targeted for change? What is their readiness and experience level? Do other contextual factors e. How much influence and authority do you have over the target audience? What is a realistic expectation for how quickly change can happen? Is the time pressure acute? Execution, Above All While selecting an appropriate learning network structure is critical in designing a large-scale change initiative, success depends on how the learning network is brought to life, week in and week out. Successfully executing any method requires an operating culture wherein a rapid rhythm of learning is established, improvements are constantly sought and made, improvisation is the norm, and recognition of small victories and joy fuel the work. He is a physician and public health specialist internationally recognized for his leadership in global health care improvement.

Chapter 6 : Learning styles - Wikipedia

One explanation: people learn in different ways. No one has a better learning style than anyone else. Some experts say there are as many as seven different learning styles; but it's easier to narrow it down to three types of learning.

Chapter 7 : Many Ways to Learn: Community Building with Yammer

Learning is a complicated concept as everyone is unique in their own way, and learns in their own way as well. That said, it is still very much possible to classify a learning style into one of seven categories.

Chapter 8 : How to learn vocabulary

Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles.

Chapter 9 : Many Ways To Learn New Words?

Scientists and psychologists have developed a number of different models to understand the different ways that people learn best. One popular theory, the VARK model, identifies four primary types of learners: visual, auditory, reading/writing, and kinesthetic.