

Learning Styles

- ◆ Gardner's "multiple intelligences" (1990s)
- ◆ Linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, intrapersonal, interpersonal
- ◆ School should be a place to develop all intelligences
- ◆ Examine the connection between what we do in the classroom and what intelligences are engaged

Learning Styles

- ◆ Various types of learners (3-5)
- ◆ Visual learners - must "see it"
- ◆ Tactile learners - must "touch it"
- ◆ Abstract learners - can think in general terms, no difficulty with symbols, and comfortable with concepts
- ◆ Also auditory or kinesthetic
- ◆ Students more successful when their learning styles are accommodated

Learning Styles

- ◆ While we should make an effort to accommodate various learning styles, we should also force students to explore other learning styles as well
- ◆ We do a disservice to merely cater to a student's strengths continuously

Cultural Differences

- ◆ More diversity in our schools
- ◆ Women's "place in society"
- ◆ Offensive or objectionable settings and activities based on cultural or religious views
- ◆ Language barrier
- ◆ Varying perspectives on different classroom activities

Learning Disabilities

- ◆ Specific disabilities and their respective challenges
- ◆ Some general suggestions to accommodate a range of students

Ideas for Remedial Classes

Typically smaller classes with more individual attention

- ◆ Set realistic and attainable goals
- ◆ Require a lot of student participation
- ◆ Do a lot of activities in class (cannot count on out-of-class work as much)
- ◆ Use hands-on and concrete activities whenever possible
- ◆ Have high expectations (believe that the students can be successful)
- ◆ Be generous with praise
- ◆ Provide additional feedback

Ideas for Gifted Classes

- ◆ Should not just be the same material started earlier or covered more quickly
- ◆ Aim for enrichment
- ◆ Cover standard topics in more depth
- ◆ Introduce non-standard topics (e.g. non-Euclidean geometry)
- ◆ Introduce advanced material sooner
- ◆ Require more rigor in student work
- ◆ Emphasize communication skills
- ◆ Develop abstract thinking
- ◆ Develop divergent thinking
- ◆ Encourage creativity