Learning-Style Directed Pedagogy for the Millennial Generation

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Learning Style Directed Pedagogy for the Millennial Generation

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Our Engagement Roadmap

- **Initial Exploration**
  - Better understand the Millennial demographics and psychographics
  - Identify Millennial learning styles
    - ID a segmentation model
    - Explore drill down
  - Apply to improve learning engagement
  - Quantify results

- **Today’s Workshop**
  - Share our learning
  - Trigger some Aha! moments
  - Inspire you to explore the concept in your own classrooms
Who is the Millennial?

Smarter  No wallflower  Expect partnership with faculty
Tech savvy  Know their options  Know their risks
Reciprocity  Clear goals and timely response  Trend setters
Authenticity and honesty  Sharing and collaboration  Early adopters
Learning environments that fit their learning styles
Who is the Millennial Student?
(Howe & Strauss, 2007)

- Value active, experiential learning & academic success
- Bored with traditional-style teaching
- Demand face-to-face contact with teaching source
- Demand clear goals and timelines
- Smarter than their Gen X predecessors
Learning Style Models

- “How students receive and process information” (Felder & Silverman, 1988)

- Focus on:
  - Personality characteristics
  - Information processing
  - Social interaction
  - Instructional preference

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A Plan for the Millennial Classroom

1. Understand the millennial student beyond demographics and psychographics

2. View each individual class as a unique learning cohort; each student as a unique learner

3. Shift from a teacher driven, content-centered classroom to a student-centered, process driven classroom
Engaging the Millennial Generation

“Student engagement is the key to academic motivation, persistence and degree completion . . . there must be an intersection between how (students) learn and how we teach.” (McGlynn, 2008)
Millennial Learning Styles

- **Goal:** Identify a model to provide class level micro-segmentation by learning style
- Reviewed existing models
- **Selected Fleming’s VARK model** (Fleming, 2001)
VARK

- V = visual
- A = aural/oral
- R = read/write
- K = kinesthetic (experience & practice)
Methodology

- Phase I
  - Test of LSI model
## Summarized Learning Preferences - Workshop Sample Class (N=37)

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## Summarized Learning Preferences - CCC Marketing Communication Data Set (N=154)

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## Summarized Learning Preferences - VARK College Data Set (N=5149)

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Learning Style Map

**Summarised Learning Preferences**
- Multimodal (64.7%)
- Visual (0%)
- Aural (5.5%)
- Read-Write (23.5%)
- Kinesthetic (5.9%)

**Detailed Learning Preferences**
- VARK (41.2%)
- VAR (0%)
- VAK (0%)
- VRK (17.6%)
- ARK (5.9%)
- VA (0%)
- VR (0%)
- VK (0%)
- A (0%)
- AK (0%)
- RK (0%)
- mild V (0%)
- strong V (0%)
- very strong V (0%)
- mild A (0%)
- strong A (5.9%)
- very strong A (0%)
- mild R (17.6%)
- strong R (0%)
- very strong R (5.9%)
- mild K (0%)
- strong K (5.9%)
- very strong K (0%)

**Students with a zero score for a modality**
- Visual (0)
- Aural (2)
- Read-Write (0)
- Kinesthetic (0)
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Methodology

- **Phase I**
  - Test of LSI model
  - Preliminary Findings
    - Anecdotal assessment
    - Recognition of change in student behavior
    - Focus of counseling style
Our Learning to Date – Phase I

- Our student is unique from the VARK populations as a whole
- Each student has adaptability to learning styles
- Many students have a prominent preferred learning style
Our Learning to Date – Phase I

- Our student is unique from the VARK populations as a whole
- Each student has amazing adaptability to learning styles
- Many students have a prominent preferred learning style

- Matching student learning styles with student-centric learning environments shows early signs of enriched student engagement
Our Learning to Date – Phase I

- Our student is unique from the VARK populations as a whole
- Each student has amazing adaptability to learning styles
- Many students have a prominent preferred learning style
- Matching student learning styles with student-centric learning environments shows early signs of enriched student engagement
- Each class has a unique learning fingerprint
Methodology

- Phase II:
  - Expansion
  - Isolation
  - Quantitative Validation
  - Qualitative Assessment
Methodology

- Phase III
  - Expansion
  - Isolation
  - Quantitative validation
  - Qualitative assessment
Deep Diving into Learning Styles
Visual Learner

- Intake

- Lecturers who use gestures and picturesque language
  - Pictures, videos, posters, slides
  - Flow charts
  - Underlining different colours, highlighters

- Textbooks with diagrams and pictures
  - Graphs
  - Symbols @ white, space

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Visual Learner

- **Intake**
  - Lecturers who use lectures and pictures
  - Textbooks with diagrams and pictures
  - Flow charts
  - Underlined different colours

- **Study Techniques**
  - Use all the techniques above
  - Reconstruct the images in different ways
  - Try different spatial arrangements
  - Redraw your pages from memory
  - Replace words with symbols or initials
  - Look at your pages
  - Convert your lecture "notes" into a learnable package by reducing them 3:1 into picture pages

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Visual Learner

**Intake**
- Lecturers who use pictures and pictur-esque language
- Flow charts
- Underlining different colours

**Study Techniques**
- Use all the techniques above
- Reconstruct the images in different ways
- Try different spatial arrangements
- Redraw your pages from memory

**Output**
- Draw things, use diagrams
- Write exam answers
- Recall the pictures made by your pages
- Practice turning your visuals back into words

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Multi-modal Learners Prefer

See a detailed diagram of how it’s features work.

Hear about it from a friend or authority they believe in.

Read about it.

Try it.

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Q & A Time
Workshop Exercise 1

As part of our on-going program each of the participating classes identify their learning style preferences using the VARK system. We have relabeled one of those actual classes as the Workshop Sample LSI Map and will be using that student LSI map for our workshop exercises today.

Discussion: What are the implications of multi-modality on teaching this class.

Discussion: What are the implications of single focus learners on building class engagement.
Workshop Exercise 2

Record some of your best practice teaching ideas on the chart in your handout.

- Indicate which mode it represents
- How would this lesson work for the class described by the Class Cohort LSI Map
- How could you add to or adjust this lesson to better meet the needs of the class based on the Class Cohort LSI Map
Workshop Exercise 3

Plan the next class for one of your courses as if the Workshop Sample LSI Map were your class map

- Planning time
- Table discussion time
- Worksheet in Handout Deck
Lesson Plans Built on LSI Mapping

- Lesson objectives
- Primary teaching style for this lesson
- Prioritized learning styles of the class
- Lesson components balanced to learning style needs
Transform Classrooms from Teaching Centers to Learning Centers – Where Do You Even Start

Just when I knew all of life's answers, they changed all the questions.