**LEARNING STYLES SWITCHEROO**

**Due date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The goals of this assignment are as follows:

To identify the four scales of learning styles

To develop an understanding of learning styles and how they relate to learning and teaching

To explore one’s own learning styles

To explore how one can use dominant learning styles to strengthen areas of relative challenge

* Google: “Learning Style Inventory North Carolina” or follow the link below

<https://www.engr.ncsu.edu/learningstyles/ilsweb.html>

For further information about this Index of Learning Style or (ILS) see this page:

<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSpage.html>

* Enter your full name into the box provided on the questionnaire.
* Complete the Index of Learning Style Questionnaire and submit it to view your results.
* PRINT your results page – note that if you are not able to print it at this time you will have to do the Questionnaire again. Include this print out in your assignment.
* Analyse your results by reading the Learning Styles and Strategies handout provided by this university as found here:

<http:///www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htmr>

**The Assignment**

* Using your non-preferred or non-dominant styles as found on your questionnaire results complete the following:
  + **Create a way to summarize the information on the Learning Styles and Strategies Handout including descriptors of each type of learner, their strengths and how they could help themselves**

See example on reverse.

**Results for: Ms.Davis**

**ACT** X **REF= moderate preference**

11 9 7 5 3 1 1 3 5 7 9 11

**<-- -->**

**SEN** X **INT = moderate preference**

11 9 7 5 3 1 1 3 5 7 9 11

**<-- -->**

**VIS** X **VRB = moderate preference**

11 9 7 5 3 1 1 3 5 7 9 11

**<-- -->**

**SEQ** X **GLO = moderate preference**

11 9 7 5 3 1 1 3 5 7 9 11

**<-- -->**

Above are my results. I have moderate preferences for learning activities and experiences that are reflective, discovery based, presented visually, and are presented with the “Big picture” in mind.

For the purposes of this assignment I will need to describe each type of learner, their strengths and how they could help themselves using the opposite of my preferences.

My summary should have an active component.

My summary should highlight real world connections and focus on the facts.

My summary should have an oral component.

My summary should be presented in a linear sequenced way.

OK to be honest. My brain is freaking out right now trying to figure out how to do this and that is exactly the point. This task has the potential to be quite challenging for students. So as to not waste this potential crisis of learning, answer the following questions in brief paragraphs:

**Questions:**

* + 1. **How is this process related to peer tutoring? Why did Ms. Davis assign this assignment?**
    2. **What insight can this process bring to my own learning?**
    3. **What did you notice about your learning process as you worked through this assignment? Did you encounter any resistance? Avoidance? Was this an easy task for you?**

*Please note there are two sections to this assignment: The summary of information from the website and the reflection questions.*

**Evaluation Assignment #1: Learning Styles Switcheroo**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date handed in: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please attach your survey print out, your summary assignment and questions to this rubric.**

Please fill out the following chart (place check marks in the appropriate boxes):

|  |  |  |
| --- | --- | --- |
| **Style** | **My preferences** | **The Opposite of my Preferences** |
| *Active* |  |  |
| *Reflective* |  |  |
| *Sensory* |  |  |
| *Intuitive* |  |  |
| *Visual* |  |  |
| *Verbal* |  |  |
| *Sequential* |  |  |
| *Global* |  |  |

Your Results:

**ACT**  **REF**

11 9 7 5 3 1 0 1 3 5 7 9 11

**<-- -->**

**SEN**  **INT**

11 9 7 5 3 1 0 1 3 5 7 9 11

**<-- -->**

**VIS**  **VRB**

11 9 7 5 3 1 0 1 3 5 7 9 11

**<-- -->**

**SEQ**  **GLO**

11 9 7 5 3 1 0 1 3 5 7 9 11

**<-- -->**

**Teacher Evaluation of Online Assignment #1:**

**Learning Styles Switcheroo**

**The Summary Content**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aspect | Level 1 | Level 2 | Level 3 | Level 4 |
| The degree to which the tutor understands the different learning styles and strategies to help students work with their strengths and challenges | Shows a limited understanding of connections between experiences/tasks and information from the Learning Styles Index and Strategies page. | Shows some understanding of connections between experiences/tasks tutor and information from the Learning Styles Index and Strategies page. | Shows considerable understanding of connections between experiences/tasks and information from the Learning Styles Index and Strategies page. | Shows a high degree of understanding connections between experiences/tasks and information from the Learning Styles Index and Strategies page. |

**\_\_\_\_\_\_\_\_\_/4**

**The Paragraph Reflections**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Aspect | Level 1 | Level 2 | Level 3 | Level 4 |
| The degree to which the tutor recognize that their process as a learner is directly connected to their process as a tutor supporting the learning of others. | Analyses learning experience with limited effectiveness.  Has made no connection between this assignment, their role as tutor or as a learner themselves. | Analyses learning experience with some effectiveness.  Has made limited connections between this assignment, their role as tutor or as a learner themselves. | Analyses learning experience with considerable effectiveness.  Has made solid connections between this assignment, their role as tutor or as a learner themselves. | Analyzes learning experience with a high degree of effectiveness.  Has made insightful connections between this assignment, their role as tutor or as a learner themselves. |

**\_\_\_\_\_\_\_\_\_\_/4**

**Total:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/8**

**Assignments with scores lower than 4/8 may be attempted again with permission from Ms. Davis after a consultation meeting with the tutor. The tutor is to initiate the consultation meeting.**