LEARNING STYLES

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Through this session, you will:

- Consider under what conditions you learn best;
- Learn how to utilize your personal strengths to enhance your work;
- Learn how to identify the thinking/learning styles of (all) your associates;
- Learn how to build cooperative relationships;
- Improve your effectiveness as an educator.
BUFFALO

PHYSICAL

THINKING

EMOTIONAL

EAGLE

IMAGINATIVE
LEARNING STYLE TRUTHS:

- Every human being has universal qualities which are common to all other human beings.
- Every human being is unique unto himself -- physically, emotionally, mentally, spiritually.
- Every human being is equipped to realize and actualize both the universal and the unique qualities.
LEARNING STYLE TRUTHS:

- Every human being is goal-oriented to survive and be fulfilled physically, emotionally, mentally and spiritually.

- Every human being exists within an outer, objective world which can promote or frustrate the realization and actualization of his/her universality and uniqueness.
LEARNING STYLE TRUTHS:

- Every human being has a mind which functions as a decision-making instrument to align the inner life of the person with the outer world.
- Every human being’s purposes in life are fulfilled and experienced when a product of that human being is expressed and manifested in the outer world.
LEARNING STYLES DEFINED:

Style is the consistent, personal way by which people use their natural qualities and abilities to:

• define themselves and their personal efficacy;
• experience and relate to their world;
• encounter, assess and process information, and to create and produce.
Style

From the Latin stylus, or pen, with which you write your story on the world.
I.

Dunn & Dunn
Dunn & Dunn

- Environmental
- Emotional
- Sociological
- Physical
- Psychological
Simultaneous and successive processing

Designed by: RITA DUNN & KENNETH DUNN
II. Myers & Briggs
Myers & Briggs

ENERGIZING - orientation of energy

INTROVERSION (I)
Preference for drawing energy from one’s internal world of ideas, emotions or impressions

EXTROVERSION (E)
Preference for drawing energy from the outside world of people, activities or things.
Myers & Briggs

ATTENDING -- perception

SENSING (S) Preference for taking in information through the five senses and noticing what is actual.

INTUITION (N) Preference for taking in information through a “sixth sense” and noticing what might be.
THINKING (T)
Preference for organizing and structuring information to decide in a logical, objective way.

FEELING (F)
Preference for organizing and structuring information to decide in a personal, value-oriented way.
Myers & Briggs

LIVING -- orientation to the outside world

**JUDGING (J)**
Preference for living a planned and organized life.

**PERCEIVING (P)**
Preference for living a spontaneous and flexible life.
III.
Gregorc
Gregorc: PERCEIVING

ABSTRACT

CONCRETE
Gregorc: ORDERING

SEQUENTIAL

RANDOM
Concrete Sequential

**POSITIVE**
- Practical
- Down-to-Earth
- Time-oriented
- Fact/rule-driven
- Derive information from the physical world
- Hands-on

**NEGATIVE**
- Excessive conformity
- “My way or the highway”
- Unfeeling
- By-the-book
- Possessive
- I’m going to kill you--it’s for your own good
**Abstract Random**

**POSITIVE**
- Abstract feelers
- Imaginative
- Sensitive / “tuned in”
- Open to the experiences of the moment

**NEGATIVE**
- “Space Cadet”/airheads
- Overly emotional
- Overly sensual
- Smother lovers
Abstract Sequential

POSITIVE
- Deals well with concepts, theories, etc.
- Flow-chart thinking
- Future-oriented
- Impartial, detached
- Highly verbal

NEGATIVE
- Impractical dreamer
- Absentmindedness
- Withdrawn/reserved
- Aloof
- Polysyllabic verbiage
- Resides in an “Ivory Tower”
Concrete Random

POSITIVE
- Inventive, looks for new possibilities
- In the moment
- The world is his/her oyster
- Intellectual leaps
- Build a better moustrap

NEGATIVE
- Bandwagoning
- Abandon tasks before completion
- Not as concerned about consequences
- “Out of sight, out of mind”
- Jumps to conclusions
“QUANTUM” LEARNING STYLES

LEARNING STYLE IMPLEMENTATION:

- Increased understanding of the interaction of the self and the world.
- Teaching and Self-Understanding.
- Develop an attitude of harmlessness.
- Encourage appropriate action.
PRACTICE OF LEARNING STYLES

Working with groups and individuals

The key dimensions that help us understand different types of groups:

- Purposes
- Structure
- Time
Concrete Random

Learning Styles in the Classroom

INSTRUCTION
- Open-ended
- Exploration
- Investigation
- Experimentation
- Options

PRODUCTION
- Invention
- Editorial
- Solutions
- Games
- Experiments
## Abstract Sequential

### Learning Styles in the Classroom

#### INSTRUCTION
- Lectures, Texts
- Content mastery
- Extensive reading
- Reporting
- Conceptual problem-solving

#### PRODUCTION
- Debates
- Documents
- Theoretical models
- Research
- Lecture
Learning Styles in the Classroom

**INSTRUCTION**
- Interpretation
- Explanation
- Communication
- Illustration
- Peer Teaching

**PRODUCTION**
- Writing
- Arts, Music
- Interviews
- Helping projects
- Journal
- Simulations
### Concrete Sequential

**INSTRUCTION**
- Hands-on, manipulatives
- Workbooks
- Data collection
- Computer programming

**PRODUCTION**
- Time Line
- Graph
- Diorama
- Model
- Exhibit

**Learning Styles in the Classroom**