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WORKSHOP TEMPLATE

WORKSHOP TITLE Understanding Learning Styles

WORKSHOP DATE 1/23/19

WORKSHOP FACILITATOR(S) Danielle, Sampson, Reginald and Kelvin

WORKSHOP TIME TBD

TARGET POPULATION: Parents (Fathers)

OBJECTIVES: *What knowledge, skills, values and/or experiences will change for the target population as a result of this workshop?*

- Parents will understand that all children learn differently and possess different types of intelligences
- Parents will have an understanding of their own learning style and intelligences

1. **QUESTIONS:** *briefly state and number the questions that will be addressed during your workshop.*

- Explain learning styles and multiple intelligences?
- How to Assist your child excel in learning?

2. **REFERENCES:** *for each question, provide at least one source of information that provides direct answers to it. Examples of data sources include articles and videos. Details of each reference should be provided so that another person can locate it without assistance.*

Many Pathways of Learning

Every child is special, with unique combinations of abilities and needs that affect learning. And all children deserve the opportunity to learn in ways that make the most of their strengths and help them overcome their weaknesses.

<https://www.unicef.org/teachers/learner/paths.htm>

Teaching To Kids' Learning Styles

There are currently seven "**Learning Styles**":

- **Visual (spatial):** You prefer using pictures, images, and spatial understanding.
- **Aural (auditory-musical):** You prefer using sound and music.
- **Verbal (linguistic):** You prefer using words, both in speech and writing.
- **Physical (kinesthetic):** You prefer using your body, hands and sense of touch.
- **Logical (mathematical):** You prefer using logic, reasoning and systems.
- **Social (interpersonal):** You prefer to learn in groups or with other people.
- **Solitary (intrapersonal):** You prefer to work alone and use self-study.

<https://www.learning-styles-online.com/overview/>

<https://www.skillsyouneed.com/rhubarb/fingerprints-learning-styles.html>
<https://austinchildrensacademy.org/how-does-your-child-learn-best/>
<http://vark-learn.com/the-vark-questionnaire/>
<https://child1st.com/blogs/resources/the-importance-of-finding-your-childs-learning-style>

Multiple Intelligences

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

- **Linguistic intelligence** (“word smart”)
- **Logical-mathematical intelligence** (“number/reasoning smart”)
- **Spatial intelligence** (“picture smart”)
- **Bodily-Kinesthetic intelligence** (“body smart”)
- **Musical intelligence** (“music smart”)
- **Interpersonal intelligence** (“people smart”)
- **Intrapersonal intelligence** (“self smart”)
- **Naturalist intelligence** (“nature smart”)

Dr. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled “learning disabled,” “ADD (attention deficit disorder,” or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom.

The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more (see [Multiple Intelligences in the Classroom, 4th ed.](#)). The good news is that the theory of multiple intelligences has grabbed the attention of many educators around the country, and hundreds of schools are currently using its philosophy to redesign the way it educates children. The bad news is that there are thousands of schools still out there that teach in the same old dull way, through dry lectures, and boring worksheets and textbooks. The challenge is to get this information out to many more teachers, school administrators, and others who work with children, so that each child has the opportunity to learn in ways harmonious with their unique minds (see [In Their Own Way](#)).

The Difference Between Multiple Intelligences and Learning Styles

One common misconception about multiple intelligences is that it means the same thing as learning styles. Instead, multiple intelligences represents different intellectual abilities. Learning styles, according to Howard Gardner, are the ways in which an individual approaches a range of tasks. They have been categorized in a number of different ways -- visual, auditory, and kinesthetic, impulsive and reflective, right brain and left brain, etc. Gardner argues that the idea of learning styles does not contain clear criteria for how one would define a learning style, where the style comes, and how it can be recognized and assessed. He phrases the idea of learning styles as "a hypothesis of how an individual approaches a range of materials."

Everyone has all eight types of the intelligences listed above at varying levels of aptitude -- perhaps even more that are still undiscovered -- and all learning experiences do not have to relate to a person's strongest area of intelligence. For example, if someone is skilled at learning new languages, it doesn't necessarily mean that they prefer to learn through lectures. Someone with high visual-spatial intelligence, such as a skilled painter, may still benefit from using rhymes to remember information. Learning is fluid and complex, and it's important to avoid labeling students as one type of learner. As Gardner states, "When one has a thorough understanding of a topic, one can typically think of it in several ways."

What Multiple Intelligences Theory Can Teach Us

While additional research is still needed to determine the best measures for assessing and supporting a range of intelligences in schools, the theory has provided opportunities to broaden definitions of intelligence. As an educator, it is useful to think about the different ways that information can be presented. However, it is critical to not classify students as being specific types of learners nor as having an innate or fixed type of intelligence.

For example, Edutopia's [Multiple Intelligences Quiz](#) maps to Howard Gardner's multiple intelligences and is a fun way to learn about how some of our tastes and interests can influence how we take in information. However, its results are not intended as a way to label people as naturalistic learners, musical learners, etc. Labeling creates limits, and when it comes to learning, we want to avoid restricting how we define student potential. People have many different intelligences, and strength in one area does not predict weakness in another.

<http://www.institute4learning.com/resources/articles/multiple-intelligences/>

<https://www.tecweb.org/styles/gardner.html>

<https://www.edutopia.org/multiple-intelligences-research>

How to Deal with Homework Frustration As a Parent

When your child struggles with their homework, they may become frustrated or upset. In turn, this may cause them to act out, and you may wind up frustrated yourself. Fortunately, there are ways you can help your child calm down when they begin to become agitated. There are also strategies you can use to help them work through challenging assignments, and to help ensure homework sessions go more smoothly moving forward.://www.wikihow.com/Deal-with-Homework-Frustration-As-a-Parent

- <https://www.empoweringparents.com/article/the-homework-battle-how-to-get-children-to-do-homework/>
- <https://www.parents.com/kids/education/homework/how-to-help-kids-with-homework-without-doing-it-for-them/>
- <https://www.todaysparent.com/kids/4-ways-to-end-the-homework-battle-for-good/>

Homework Plan

- <https://www.psychologytoday.com/us/blog/pride-and-joy/201209/battles-over-homework-advice-parents>

TIPS

- <https://blog.mindresearch.org/blog/bid/396559/Homework-Without-Tears-12-Tips-Tricks>

3. **KEY WORDS, TERMS AND PHRASES:** *list and define the key words and terms related to your workshop.*

- Learning Style
- Multiple Intelligence
- FAIL – First Attempt in Learning
- Purpose
- Passion
- Education – Educe to pull out from within (Each child’s unique potential)
- Abstract & Concrete
- Random and Sequential

4. **SUPPLIES/RESOURCES & SPECIAL INSTRUCTIONS/LOGISTICS:** *list any supplies, materials, templates or special conditions/set-up required to implement this lesson.*

- Workshop will be delivered and incorporated into regular Fatherhood Curriculum and begin on Wednesday because it is the best day to introduce this new family literacy workshop.

5. **EXPLORATORY EXERCISES/TIME:** *for each of the previously identified questions, explain the activity that will be done that will allow the workshop participants to use a reference to find its answers (i.e. paired reading; round-robin reading; Powerpoint mini-lecture).*

- **Mix and Match**
- **\$100,000 Pyramid**
- **Jeopardy**
- **Charades (Learning Style – Ice Breaker)**

6. **EXPRESSION EXERCISES/TIME:** *for each of the previously identified questions, explain the activity that will be done that will allow the workshop participants to creatively share or express what they learned from the reference (i.e. collage, role-play, talk show skit).*

- **Charades (Learning Style – Ice Breaker)**

7. **REVIEW:** *ask participants to summarize what they learned from this workshop. They should restate 1. the questions explored; 2. the answers found; 3. the references used; and 4. the activities done.*

8. **REFLECTION:** *ask participants to give their feedback about this workshop. They should state how they feel after completing this workshop; what they liked about it; what they didn’t like about it; and offer suggestions for improvement.*

9. **EVALUATION:** *ask participants to complete and return the evaluation form that will be provided.*