

Welcome to Stockton University

Online Seminar in Field Instruction
(SIFI)

UNIT 3: Learning Styles

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Learning Styles in Field Education

The objective of this session is to help field instructors integrate students' learning styles into the way they present assignments and tasks and give feedback to students.

Although educational achievement depends on students' abilities and aptitudes, it also relies on their individual learning styles. The term “learning style” refers to the way that students interact with learning materials (Loo, 2004).

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Learning Style

- Reflect upon how you are feeling and initial reactions to your student from idealization to disappointment and everything in between.
- Remember that the primary relationship between field Instructors and student interns is for learning and growth
- In preparing for this SIFI session take a moment and think about your style of learning/working. For instance:
 - Are you a reader – wanting to know as much as possible from a book or resource before you do something?
 - Are you a doer- wanting to jump right in and learn by doing?
 - Do you like to observe first and take your time?

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Adult Learning Theory

- Affective Learner (the feeler)- Learns best through senses and feelings
- Operational Learner (the doer)- learns best through direct action and tasks
- Cognitive Learner (the thinker) – learns best through abstract reasoning. Needs to think and process before doing.

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DAVID KOLB

There are many theories on learning and ways to analyze learning styles. In 1985, David Kolb named four distinct learning styles and developed a self-description test as a tool to determine one's learning style. These learning styles are easy to apply to field education and training.

You may answer the questionnaire in the link below to find out your own learning style.

<http://www.clinteach.com.au/assets/LEARNING-STYLE-Kolb-QUESTIONNAIRE.pdf>

Or

<http://www.businessballs.com/kolblearningstyles.htm>

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Kolb's Concept of Learning style

In Kolb's Inventory Self-Test, how one **perceives** information and how one **processes** information are combined and the result is a dominant learning style.

**How one perceives + How one Processes =
Learning style**

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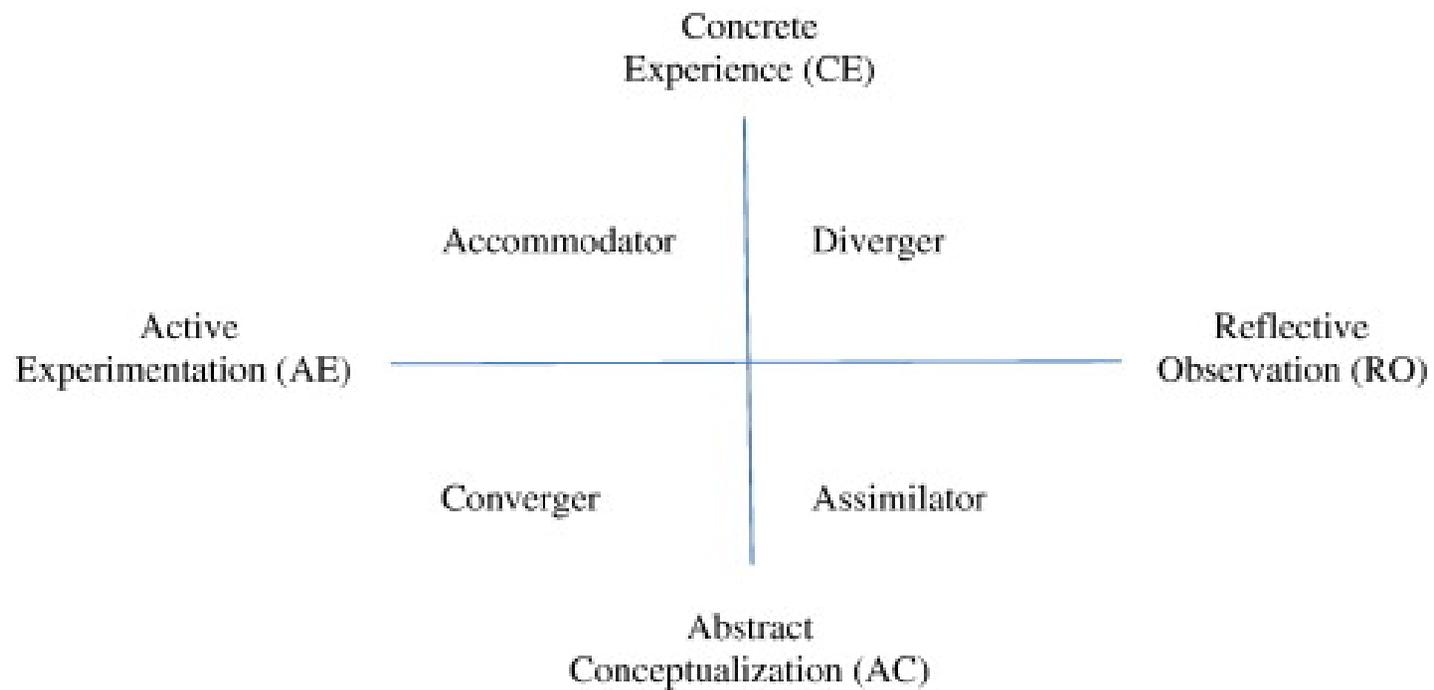


Fig. 1. Kolb's Experiential Learning Model.

Concrete /Abstract Dimensions = Perception

Concrete Experience (CE)

- Learning from specific experiences
- Relating to people
- Being sensitive to feelings and people

Abstract Conceptualization (AC)

- Learning by thinking
- Logically analyzing ideas
- Planning systematically
- Acting on intellectual understanding

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Active/Reflective Dimensions = Processing (how we process what we perceive)

Reflective Observation (RO)

- Learning by watching and listening
- Carefully observing before making judgments
- Viewing issues from different perspectives
- Looking for the meaning of things

Active Experimentation (AE)

- Learning by Doing
- Showing ability to get things done
- Taking Risks
- Influencing people and events through action

Learning styles

Converger

- Combines AC + AE
- Tends to converge on the one best, “right” answer
- Has ability to solve problems and make decisions based on finding the solution

Assimilator

- Combines AC +RO
- Tends to assimilate a learning experience into larger theories or models
- Is interested in abstract ideas/concepts
- Tends to think that theories should be logical rather than practical.

Accomodator

- Combines AE +CE
- Tends to accommodate or adapt to changing circumstances and information
- May act more on “gut” feeling than on logic.
- May rely heavily on people for information rather than own technical analysis

Diverger

- Combines CE +RO
- Tends to come up with alternative possibilities
- Is imaginative
- Has strength in gathering information
- Sees things from many perspectives
- Is good at brainstorming

Learning Styles

Converger

- Finds practical uses for ideas and theories
- Deals with technical tasks and problems

Assimilator

- Understands a wide range of information
- Puts information into concise logical forms

Accommodator

- Carries out plans
- Involves self in new and challenging experiences
- Learns from hands on experience

Diverger

- Understands people
- Recognizes problems
- Is open minded

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Identifying Learning Experiences

In order to facilitate learning and help students utilize their full potential the following cognitive, affective and active learning experiences are suggested:

- Orientation
- Participate in agency functions
- Gradually increase responsibilities
- Become involved in direct and indirect services
- Participate in evaluation as a learning tool.
- Carry out clear delineated tasks
- Experience fact gathering or analyzing
- Utilize community resources and collaborate
- Individualize professional self development
- Utilize various learning/teaching tools

Garrett, A. 1953.

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Resistance to Learning

Not all students come to the supervisory relationship with positive experiences .
Resistance may occur for various reasons .

- Poor self image as a learner
- Fear of the unknown
- Individual rhythm of learning
- Lack of clarity
- Transference
- Dislike of the instructor
- Disjunction of teaching style
- Fear of looking foolish
- Cultural issues
- Level (difficulty) of material
- Personal issues

Stockton University SIFI 2014-15 Reading Materials
Manual

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Implications for Field Instruction

- Help students identify and be able to discuss their learning style.
- Identify similarities/differences with your own approach to learning.
- Discuss implications of your learning style for your relationship with your student and the implications of the student's style with his/her relationships with clients.

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In Closing

“Field instruction is an important educational experience through which students can be guided and supported in integrating theory with practice and in achieving a better balance among thinking, feeling, and doing”.

Garrett, A. 1953.

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