

NATIVE
LEARNING
STYLES

REVISED EDITION

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Foreward by Diane Hill

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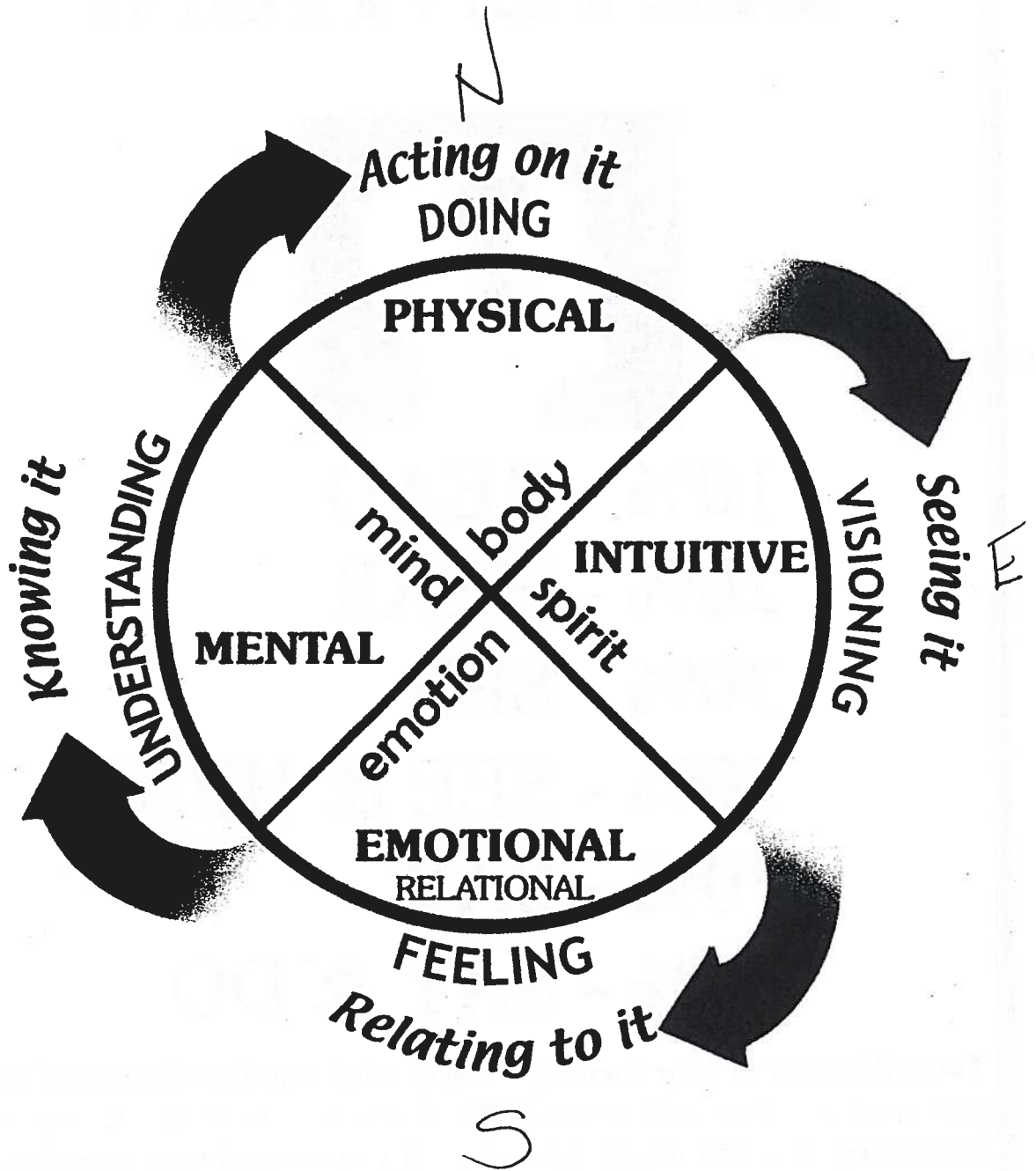


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Aboriginal Approach to Learning



RETENTION!



10% - READ

20% - HEAR

30% - SEE

50% - SEE & HEAR

70% - SAY

90% - SAY & DO

You will retain in your memory 10% of what you have learned if you just read it. You will retain 20% if you just hear it. If you see something, you will retain 30% of it. If you see and hear something, 50% retention is achieved. If you say it back, then you will retain 70%. If you say and do something, then you will retain 90% of what you have learned.

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Brief Descriptions of Learning Styles

MENTAL	RELATIONAL (EMOTIONAL)	PHYSICAL	INTUITIVE
Has strong value system	Aware of feelings	Takes in everything	Aware of a purpose or mission
Learns in accordance with a value system	Learns by relating to people or things	Learns by observing and doing	Learns by integrating what they already know and feel with what they are doing as a way of determining what they need to know
Overview	Dialogue	Needs time to digest information	Needs time to digest information
Objective	Likes variety	Uses few words (usually)	Inner process of reflection, meditation and creativity
Visual, very focused	Hearing	Down to earth	Uses few words, more visual, draws pictures
Solitary, works alone	Organizes	Practical, concrete	Feels connected to the world and universal elements
Likes to direct	Creative	Close to group, family, community	Takes direction from a higher power
May need help in quieting the mind and getting in touch with feelings	May need help in delegating Needs physical exercise	May be overloaded by too many words	May need help in working through the steps or process to reach desired end result
May need help in forming relationships	May need help to release stored-up feelings	Needs to express own individual opinions and feelings	Very deep into themselves and may need help in coming out and in connecting to people and understanding how others process thoughts and feelings

Learning Styles Assessment Tool

The following questions are an assessment tool designed to help learners identify their learning styles. Students may demonstrate all styles of learning and it is possible for more than one to be predominant. This checklist will assess the style that best describes how students learn. It will also help instructors assess their own learning style.²

Go through the questions, marking the answers that best reflect your learning. When you have completed the assessment, go back over the questions and your answers to see if you can find a pattern or dominant learning style. Look at the answers only after you have attempted to determine your learning style on your own.

1. How do you usually learn best?

- a) from working on my own and taking my own time
- b) from an instructor's lecture
- c) from an instructor that works personally with me
- d) from working in a small group of people I feel comfortable with
- e) from seeing practical application
- f) from following directions
- g) from a small group of people with an instructor available to answer questions

2. What helps most in your learning?

(Circle as many as you want. Rank in order of importance.)

- a) having my own routine
- b) talking with others while learning
- c) being able to take my time
- d) having fun while learning
- e) being able to practice what I am learning
- f) getting support and encouragement from instructors/people at home

3. Think of three things you have enjoyed learning.

They can be anything and do not have to be related to school.

What are they and why did you enjoy them?

How did you learn them?

4. **What first occurs to you when you are learning something?**
- a) remembering something you once did that was similar
 - b) thinking up a picture of how something ought to be
 - c) getting as much information as you can about a topic
5. **What is the easiest part of learning for you?**
- a) beginning something
 - b) working on the details and practicing
 - c) completing something
6. **What is the most difficult part or stage of learning for you?**
- a) beginning something
 - b) working on the details and practicing
 - c) completing something
7. **In putting something together, I:**
- a) read instructions first, then look at pieces
 - b) look for the pieces, then read the instructions
 - c) go back and forth between instructions and putting together
 - d) look at the instructions but make up my own way of putting pieces together
 - e) try to put pieces together first, then if it doesn't work, look at the instructions
8. **In what order do the following skills come into your learning process?**
(Rank as 1, 2, 3.)
- a) thinking
 - b) assessing
 - c) doing
9. **How do you best learn mechanical or technical things?**
- a) tinkering
 - b) having someone explain it to me
 - c) reading instructions
 - d) watching someone, then doing it myself

10. When is it important for you to be able to talk about what you are doing?

11. How do you best learn ideas or theory?

- a) talking about them
- b) working on applying them
- c) reading about them

12. How do you know when you have really learned something? (Circle one.)

- a) I feel comfortable doing it again
- b) I show or tell my family and friends what I can do
- c) I want to move on to something new

Assessment Evaluation Key

Using the chart below, count up how many of each of the corresponding letters you have (P, M, E/R).

P = Physical

M = Mental

E/R = Emotional/Relational

I = Intuitive (*equal numbers of P, M, E/R)

<p>1. (a) P (b) M (c) E/R (d) E/R, P (e) P (f) M (g) E/R, P</p> <p>2. (a) E/R, M (b) E/R (c) P (d) E/R (e) P (f) E/R</p> <p>3. Variable</p> <p>4. (a) E/R (b) P (c) M</p>	<p>5. (a) E/R (b) P (c) M</p> <p>6. (a) M (b) E/R, P (c) P</p> <p>7. (a) M (b) P (c) E/R (d) P, M (e) P</p> <p>8. (a) M (b) E/R (c) P</p>	<p>9. (a) E/R, P (b) E/R (c) M (d) P</p> <p>10. Variable</p> <p>11. (a) E/R (b) P (c) M</p> <p>12. (a) P (b) E/R (c) M</p>
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of Ps = _____
 # of Ms = _____
 # of E/Rs = _____

*If your scores for all three categories are the same or very close, then you are considered an "intuitive" learner.



THE LEARNING PROCESS



	MENTAL	RELATIONAL (EMOTIONAL)	PHYSICAL	INTUITIVE
PRIMARY LEARNING MODALITY	Learns by seeing written word	Learns by seeing and hearing about something and through dialogue	Learns by doing	Learns by trusting inner knowledge; integrating what they already know, feel and are doing
INTERACTION	Subject matter	Learns by interacting personally with teachers and others	Learns by doing the task	Learns by seeing the whole picture or end result
QUALITY OF INFORMATION	Learns by selecting valuable data- integrates only what he or she values	Learns by connecting the learning with experiences - learning must be personally related to past experience	Learns by absorbing all the information, then sorting through it; once something is learned it is not forgotten	Learns by absorbing all information and selects only the information required to create desired end results
QUALITY OF TIME NEEDED	Learns best by working alone at first to get the structure, and overview, then by sharing	May want to be included in many parts of the learning- learns by talking about feelings and experiences- May want time alone or time 'doing' to let it settle; diversity, variety, choice are important	Not too quickly - the mind is fast, speech is slower; needs time to sort; language needs to be precise, practical, concise	Learns by taking time for inner reflection and seeing the end product or results; works alone during conceptualizing then shares thinking and information only after concept has been created or completed
TEACHER'S COMMUNICATION	Overview first, then the details (specifics)- Well documented, logical, ordered vocabulary- Needs to be precise, basic, objective, definite	Learner needs to be involved daily in significant communication - give new material then stop a bit - use question and answer to find out what was heard - Vocabulary is animated, clear, individualistic, artistic	Not too quickly - the mind is fast, speech is slower; needs time to sort; language needs to be precise, practical, concise	Use of graphics, needs to see the overall picture or desired results- Uses few words - language needs to be descriptive
GENERAL COMMENTS	Needs tasks clearly defined; works best within time limits; stays with task, focused - may not see 'other side'	Needs definite structure to begin; task works best with time limits; creative ability means many more possibilities need to be worked out; m May get lost in all the possibilities - lose focus	Needs task clearly defined - can become very involved in all the details - needs to take as much time as needed to complete task - needs time for repetition	Needs help with working out the steps (process) to achieve the end result visualized- Needs help remembering details and in understanding how others process information

We learn in all four ways. We are always working with some combination of the four.

LEARNING STYLE CHARACTERISTICS

The following tasks and activities are suggested activities that might be helpful to certain types of learners.

Physical Learners

A. Characteristics:

- ➔ concise expression
- ➔ once focused, stays focused
- ➔ needs to relate new experiences to past learning, needs examples
- ➔ needs to organize thoughts (notes, etc.)
- ➔ creative expression — perform, write
- ➔ pack rats
- ➔ perfectionists — delegating is hard to do
- ➔ has lots on the go all the time
- ➔ task oriented
- ➔ uses pictures to explain ideas
- ➔ needs the “bottom line”
- ➔ good listener
- ➔ trusted



B. Tasks and Activities:

- 🍷 handouts with exercises, review, able to write or check off information
- 🍷 change of pace, i.e., change activity frequently
- 🍷 loose framework, i.e., presenter take cue as to when to break
- 🍷 information presented should be relevant and to the point
- 🍷 videos
- 🍷 role play
- 🍷 small-group discussion
- 🍷 hands-on projects
- 🍷 personal, experiential stories and variety



Emotional / Relational Learners

A. Characteristics:

- ➔ empathetic
- ➔ risk takers
- ➔ compassionate
- ➔ impulsive
- ➔ think with heart before head
- ➔ learns through stories
- ➔ dramatic (no grey areas)
- ➔ jokester, teasing
- ➔ vocal
- ➔ accommodating personality
- ➔ likes to learn by having fun
- ➔ analytical
- ➔ people person
- ➔ "silver tongued"
- ➔ always prepared
- ➔ "the shoulder to cry on"
- ➔ caregivers
- ➔ needs help with pent-up emotion
- ➔ competitive
- ➔ likes time alone/to work independently
- ➔ procrastinates
- ➔ distracters
- ➔ works well under pressure



B. Tasks and Activities:

- 📎 role play, role reversal
- 📎 writing and retelling a personal story
- 📎 joke telling
- 📎 humorous story/filling in the blanks
- 📎 scavenger hunt
- 📎 introduction circle
- 📎 theme bingo
- 📎 developing a comic book/picture book/story book
- 📎 charades
- 📎 teaching with props/interactive teaching
- 📎 volunteering for special events (Christmas in July, barbecue, spelling bee)
- 📎 video/audio recordings

Intuitive Learners

A. Characteristics:

- ➡ very thorough, detail oriented
- ➡ adapts to different learning situations
- ➡ tries to figure out the whole situation before doing anything
- ➡ needs to know why they are doing something
- ➡ needs to be centred in the whole being (mind, body, spirit) and accept all three before proceeding
- ➡ expect people to understand without an explanation
- ➡ relates new experiences to something that they've already experienced
- ➡ sometimes "just knows" the answer without knowing why or how
- ➡ needs solitary time to process information

B. Tasks and Activities:

- ✎ self-assessment tests
- ✎ experience-sharing discussions
- ✎ crosswords, Trivial Pursuit, Jeopardy!
- ✎ debate
- ✎ book discussions
- ✎ word games such as Scrabble
- ✎ videos — watching and discussing
- ✎ oral history
- ✎ horoscopes, self-awareness exercises
- ✎ activities involving values and beliefs
- ✎ varied activities — group and alone
- ✎ role-playing and acting



Mental Learners

A. Characteristics:

- ⇒ need for agenda, overview
- ⇒ visual and focused
- ⇒ objective
- ⇒ would rather use a logical system
- ⇒ solitary
- ⇒ likes to direct
- ⇒ systematic
- ⇒ analytical
- ⇒ just the facts
- ⇒ moderate time constraints
- ⇒ exactness and precision of vocabulary
- ⇒ primary communication medium is words

B. Tasks and Activities:

- ✎ debates
- ✎ role playing
- ✎ field trips rather than just reading
- ✎ filming activities
- ✎ audio books, read-along
- ✎ computer games
- ✎ organizing events
- ✎ clearly defined tasks

