Differences in the Ways Students Learn and Perform

Learning Style Elements

- Deep-Processing – see learning activities as a way to understand some underlying concepts or meanings. Learn for the sake of learning, less concerned with evaluation
- Surface-Processing – focus on memorizing the learning materials, not understanding them. Motivated by rewards, grades, and external motivations

Learning Styles or Preferences

- Environmental – sound, light, temperature, design
- Emotional – motivation, persistence, responsibility, structure
- Sociological – self, pair, peers, team, adult, varied
- Physical – perceptual, intake, time, mobility
- Psychological – global/analytic, hemisphericity, impulsive/reflective

Multiple Intelligences

- Howard Gardner (Multiple Intelligence Theory) Proposes there are actually 8 areas if intelligence: visual/spatial, musical, verbal, logical/mathematical, interpersonal, intrapersonal, bodily/kinesthetic, naturalist

Performance Modes

- Mastery – (task-involved learners) goal is to improve, to learn. Seek challenges and persist. Not concerned with “measuring up.” Use deep cognitive processing strategies, approach tasks with confidence. Often motivated intrinsically.
- Performance – (ego-involved learners) goal is to demonstrate ability to others. Evaluation by others more important. Often motivated extrinsically.
- Work-Avoidant – complete assignments quickly, exert little effort.
- Social – A large contributor at middle school and secondary, as social networks change, and peers contribute to various learning environments and endeavors.

Concrete Operational Thinkers

- Hands-on thinking, recognize the logical stability of the physical world
- Conservation – identity, compensation, reversibility, Classification – can identify and focus on characteristics
- Piaget – Concrete Operational Stage – later elementary to middle school years
Visual/Aural Learners

- **Visual** - create visual patterns, need visual stimulation. **Aural** - sensitive to the meaning, sounds, and rhythms of words.

Gender Differences

- **Important vocabulary** - Gender role identities, bias, sex discrimination

Cultural Expectations/Styles

- **Important vocabulary** - multicultural education, SES, tracking, race, minority, prejudice, stereotype, discrimination, ethnicity,