Learning Modalities + space

a sketch problem and pecha kucha
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LEARNING modalities

warm-up exercise
DESCRIBE the verb 'TO LEARN'
LEARNINGmodalities
warm-up exercise

DISCUSS COMMONALITIES
AT YOUR TABLE
LEARNING modalities

warm-up exercise

REPORTING OUT
LEARNER strategies

VISUAL

- Guided imagery
- Demonstrations
- Copying notes
- Highlighting in text
- Flash cards
- Diagrams
- Photos
- Video
- Mind maps
- TV
LEARNER strategies

AUDITORY

- Tapes
- Reading aloud
- Oral instructions
- Lectures
- Using rhythmic sounds
- Poems, rhymes
- Word associations
- Group discussions
- Music, lyrics
- TV
LEARNER strategies

KINESTHETIC

- Experiments/labs
- Plays, acting, role play
- Games
- Problem-solving
- Field-trips
- Writing notes
- Making lists
- Props, physical examples
LEARNERidentification

You usually remember more from a class lecture when:
  You do not take notes but listen very closely
  You sit near the front of the room and watch the speaker
  You take notes (whether or not you look at them again)

You usually solve problems by:
  Talking to yourself or a friend
  Using an organized, systematic approach with lists, schedules, etc.
  Walking, pacing, or some other physical activity

You remember phone numbers (when you can’t write them down) by:
  Repeating the numbers orally
  "Seeing" or "visualizing" the numbers in your mind
  "Writing" the numbers with your finger on a table or wall
LEARNING modalities

sketch problem
Deliverables

1. Explanation of the critical characteristics of the assigned learning modality suitable for the assigned learning modality

2. 3-Dimensional, physical representation of learning environment – a model $\frac{1}{4}'' = 1'\cdot0''$ scale to the greatest extent possible, model must fit on chip board base

3. 1- or 2-Dimensional representation of learning environment suitable for the learning modality (a 1-dimensional representation may take the form of a spoken, sung, or performed report)
LEARNING modalities

Deliverables

1. Explanation of the critical characteristics of the assigned learning modality suitable for the assigned learning modality
2. 3-Dimensional, physical representation of learning environment – a model \( \frac{1}{4}'' = 1'-0'' \) scale to the greatest extent possible, model must fit on chip board base
3. 1- or 2-Dimensional representation of learning environment suitable for the learning modality (a 1-dimensional representation may take the form of a spoken, sung, or performed report)

Half way: Consider Model-making
Deliverables

1. Explanation of the critical characteristics of the assigned learning modality suitable for the assigned learning modality

2. 3-Dimensional, physical representation of learning environment – a model ¼” = 1’-0” scale to the greatest extent possible, model must fit on chip board base

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LEARNING modalities

Deliverables

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Re-Group by Modality
LEARNING modalities

Deliverables

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Reporting Out