

9-Minute Concept Centers

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Concept Center #1: Learning Styles and Effective Instruction

Activity: Worksheets – “What’s Your Style?” and “Color Your Style.”

Instructions: Tear off the last page of this packet (Pg. 5). Then, using pages 4 – 5, do the following -

- A. **Individuals** – Quickly read each statement on the “What’s Your Style?” Worksheet (Pg. 4). If the statement describes you, color in the corresponding numbered circle on the “Color Your Style” worksheet (Pg. 5). When done, you will probably have many colored circles in one or two styles and only a few in the others.
- B. **Group** – Compare your “Color Your Style” worksheets and look for similarities and contrasts in colored patterns. Then discuss the following questions:
 - a) *What did you learn about yourself and your preferred learning style(s)?*
 - b) *What are the connections (if any) between how you learn and how you teach?*
 - c) *Why might this information be relevant to what you do as an instructor?*
 - d) *What is one instructional change you might make as a result of this information?*

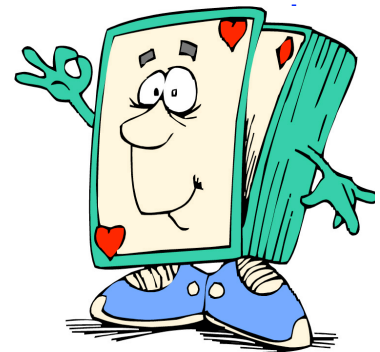


Concept Center #2: Brain Science and Human Learning

Activity: Myth or Fact Game

Instructions: Choose a group facilitator, then do the following –

- A. **Facilitator** – Open the game envelope and put the Myth or Fact cards on the table. Pass out the statement cards. Keep the answer to show to the group when the game is done.
- B. **Group** – Distribute the statement cards among yourselves. Take turns reading them and then discuss and agree on whether each statement card is a myth or a fact. Place them in the appropriate category (myth or fact). Use contextual clues. Guessing is acceptable too.
- C. **Facilitator** – Check the answers when done. Discuss any discrepancies between the answer key and the group’s answers. Also discuss the following:
 - a) *How might you use a simple card game like this with the topics you teach?*
 - b) *What are ways you might change the card game to make it better for your learners?*
- D. **Group** – Mix up the cards and put all back in the envelope for the next group.



Concept Center #3: Brain Science and Human Learning

Activity: Self-Correcting Worksheet

Instructions: Do the following -

A. **Individuals or Group** – Working either individually or collaboratively, read the instructions on the self-correcting worksheet on the following page (Pg. 3), and then complete the worksheet.

B. **Group** – Discuss the following questions:

- a) *What did you learn or re-learn from the content of this worksheet?*
- b) *What made this worksheet self-correcting?*
- c) *When might a self-correcting worksheet benefit the learners the most?*
- d) *How might you use a worksheet like this with the topics you teach?*
- e) *Are there other ways to vary this type of instructional strategy?*



Concept Center #4: Learners Teaching Learners

Activity: Postcard Discussion

Instructions: Take turns sharing your postcard questions and answers. Make sure each person has time to speak. On the lines below, write down any new ideas from this discussion that you might be able to use in your classes with your learners.



Self-Correcting Worksheet

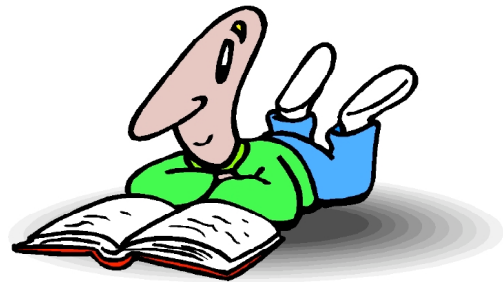
Topic: Brain Science and Human Learning

Instructions: For each numbered sentence, choose the correct phrase from the list below and write it on the lines. You can use each phrase only once and each sentence must make sense when you read it aloud. Work either individually or collaboratively. After you finish, discuss with your group how you might use a self-correcting worksheet like this with the topics you teach.

1. "Brain-friendly" instructions means using the elements of _____
_____.
2. _____ describes the brain's ability to ignore anything that its "auto-pilot" (reticular activating system) decides is repetitive, routine, or boring.
3. Instructor-led, content-centered, lecture-saturated classes and training are _____.
4. Television has conditioned us to get our information in _____
_____.
5. Brain-friendly learning environments are _____
_____.
6. Learners remember information longer when they can _____
while learning.
7. _____ drive _____ which drives learning.

List of Phrases:

- a) small "chunks" or segments of time
- b) brain-antagonistic
- c) emotions, attention
- d) habituation
- e) move and talk
- f) informal, visually interesting, collaborative places to be
- g) novelty, positive emotions, instructional variety, and active participation



What's Your Style?

Learning Style Descriptions

Learning Style One: Peacemaker

1. You prefer working with people rather than data and things.
2. You listen to others before making your own points.
3. You need to connect personally with other people involved in the learning experience.
4. You like personal attention and feedback.
5. You process information through your feelings first, then think about what you feel.
6. You need plenty of time to take in and respond to information.
7. You're influenced by your peer group; you like participation and collaboration.
8. You strive for personal understanding and empathy.
9. You need a sense of social harmony.
10. Your philosophy is: "I'll be cautious about learning it until I feel it works for everyone."



Learning Style Two: Truthkeeper

11. You learn best if allowed to concentrate on one topic until thoroughly understood.
12. You need thoroughly detailed instructions and documentation.
13. You prefer working alone.
14. You like time to think things through completely step by step before talking.
15. You process information intellectually rather than emotionally.
16. You prefer getting data from reading and lectures.
17. You value carefully documented evidence.
18. You reject subjective judgment and appreciate intellectual achievement.
19. You need a sense of personal control.
20. Your philosophy is: "I'll learn it if it's valid and logical and fits with what I know."



Learning Style Three: Solutionseeker

21. You enjoy making decisions and solving problems.
22. You are matter-of-fact and bottom-line oriented.
23. You take the first opportunity to apply new ideas to practical situations.
24. You like to work independently and can work well from clear instructions.
25. You prefer getting information through hands-on experiences.
26. You like being in charge of your own learning.
27. You discount information you can't use.
28. You process information according to its practical applications.
29. You need a sense of personal usefulness.
30. Your philosophy is: "If it works and is useful to me, I'll learn it."



Learning Style Four: Risktaker

31. You socialize easily and learn by interacting with others.
32. You take risks and enjoy challenges and change.
33. You do best when you're learning with other high-energy people.
34. You prefer looking at information from many viewpoints as you learn.
35. You're in love with "newness" i.e. new ideas, activities, experiences.
36. You enjoy shifting back and forth between topics or activities.
37. You like to develop your own way of doing things.
38. You see the big picture and future possibilities.
39. You need a sense of personal excitement.
40. Your philosophy is: "I'll learn anything that's interesting or a challenge to me."



Color Your Style

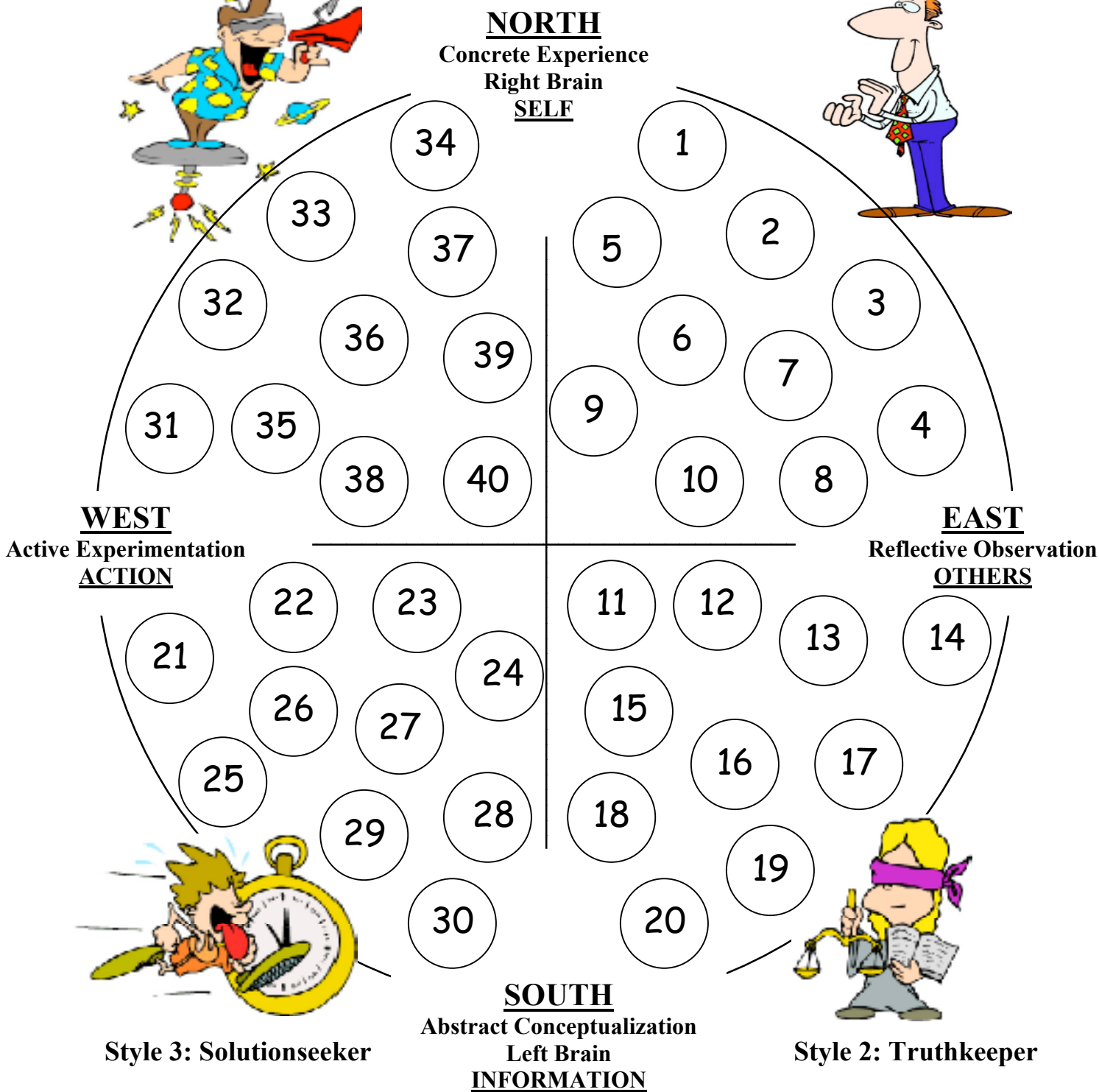
Learning Style Preferences

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Style 4: Risktaker



Style 1: Peacemaker



Style 3: Solutionseeker

Style 2: Truthkeeper