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Engaging Students in Learning Style Based Activities

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Research Question

- How do students learn when learning activities are differentiated through learning styles?

Literature Review

- Knowing the learning styles of all students enables instruction to be more personalized and tailored to students' needs (Guyen & Ozbek, 2007)
- Incorporating learning styles and student interest has shown a drop in disciplinary problems (Lorenzo & Lorenzo, 2013)
- Effective teachers take the time to personalize activities according to students' needs (Frunza, 2013)

Methodology

- Study included 28 Spanish II students.
- Activities were planned according to David Kolb's (1984) VARK Learning styles Model
- Students engaged in activities of all learning styles, including those not aligned to their style
- Data sources include lesson plans, field notes and student work samples.

Learning Styles

Kinesthetic <ul style="list-style-type: none">- Hands on activities- Active- Use all senses to engage in learning	Reading/Writing <ul style="list-style-type: none">- Prefer written text- Enjoy reading and writing- Making lists
Aural <ul style="list-style-type: none">- Natural listeners- Prefer explanations- Listen and verbalize material	Visual <ul style="list-style-type: none">- Enjoy doodling- See and visualize- Use words that evoke images

Figure 1. Preferences of students with each learning style. Some habits were exhibited by students according to field notes.

Student Work

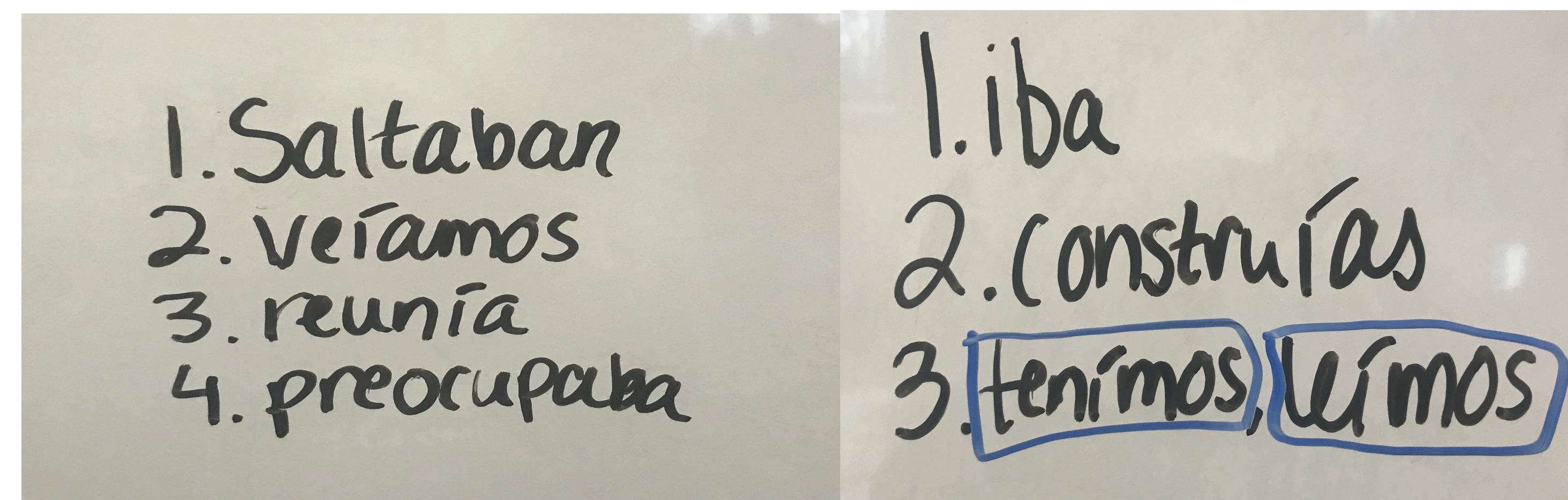


Figure 2. The student who answered all of the question correctly participated in an activity geared towards their learning style while the second student did not identify with the learning style presented.

Results and Data Analysis

- Student work samples show growth when activity is geared towards their learning style (Figure 2).
- Students are more engaged when they identify with the task at hand as shown in field notes.
- Quotes from students were added in field notes about the activities: "This is fun!" "Can we do this again?"
- When given the choice, students often chose activities geared towards their learning styles.

Conclusion

- Incorporating students' learning styles in the classroom improved engagement and assessment scores.
- In regards to data collected, assessments only had one correct answer. There was no room for interpretation.
- Including students in conversations regarding learning styles allows students to learn the best way for them to tackle assignments.