

Eight styles of Learning

Type	Likes to	Is good at	Learns best by
Linguistic Learner -“the word player”	Read, write, tell stories	Memorizing names, dates, places, trivia	Saying, hearing, and seeing words
Logical/Mathematical Learner -“the questioner”	Conduct experiments, figure things out, work with numbers, ask questions, explore patterns and relationships	Math, reasoning, logic, problem solving	Categorizing, classifying, work with abstract patterns and relationships
Spatial Learner -“the visualizer”	Draw, build, design and create daydream, look at pictures, watch movies play with machines	Imagine, sensing things, mazes and puzzles, reading maps and charts	Visualizing, dreaming, using the mind’s eye, working with color and pictures
Musical Learner -“the music lover”	Sing, hum tunes, listens to music, play an instrument, respond to music	Picking up sounds, remembering melodies, noticing pitches and rhythms, keeping time.	Rhythm, melody, music
Body/Kinesthetic Learner -“the mover”	Move around, touch and talk, use body language	Physical activities, sports, dancing, acting, crafts	Touching, moving, interacting with space, processing knowledge through body sensations
Interpersonal Learner -“the socializer”	Have lots of friends, talk to people, join groups	Understanding people, leading others, organizing, communicating, manipulating, mediating conflicts	Sharing, comparing, relating, cooperating, interviewing
Intrapersonal Learner -“the individual”	Work alone, pursue own interests	Understanding self, focusing inward on feelings and dreams, following instincts, pursuing interests and goals, being original	Working alone, individualized projects, self paced instruction, having own space
Naturalist -“the nature lover”	Physically experience nature, conduct observations, respond to patterning in nature	Exploring natural phenomena, seeing connections, seeing patterns, reflective thinking	Conduction observations, recording events in nature, working in pairs, long term projects

What is “Differentiated Instruction”?

Essentially, the aim of differentiation instruction is to maximize each student’s growth by meeting each student where he or she is and helping the student to progress. In practice, it involves offering several different learning experiences in response to student’s varied needs. Learning activities and materials may be varies by difficulty to challenge students at different readiness levels, by topic in response to students’ preferred ways of learning or expressing themselves.

This is not the individual education program-IEP- approach where there are different experiences for all 20-30 students in the class. Typically two to four different learning experiences are offered by the teacher, or students are given opportunities to make their own choices. Teachers undertake differentiation in a variety of ways.

As a teacher, you can use numerous strategies and tools to differentiate instruction. Regardless of the specific combination of techniques you might choose, there are several key characteristics or elements that form the foundation of effective differentiated learning environments:

- Teachers and students accept and respect one another’s similarities and differences.
- Assessment is an ongoing diagnostic activity that guides instruction. Learning tasks are planned and adjusted based on assessment data.
- All students participate in respectful work-work that is challenging, meaningful, interesting, and engaging.
- The teacher is a coordinator of time, space, and activities rather than a provider of information. This helps students become self-reliant learners.
- Students and teachers collaborate in setting class and individual goals.
- Students work in a variety of group configurations, as well as independently. Flexible grouping is evident.
- Time is used flexibly in the sense that pacing is varied based on student needs.
- Students have choices about topics they wish to study, ways they want to work, and how they demonstrate their learning.
- The teacher uses a variety of instructional strategies to help target instruction to student needs.
- Students are assessed in multiple ways, and each student’s progress is measured at least in part from where that student begins.