Reflection of Teacher Candidates on Differentiation in the Classroom Using Learning Style Profiles

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Individuals bring a variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints.

Universal Design for Learning

UDL provides a blueprint for creating flexible approaches that work for everyone, not a single, one-size-fits-all solution.

Universal Design for Learning

Recognition Networks

The "what" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.
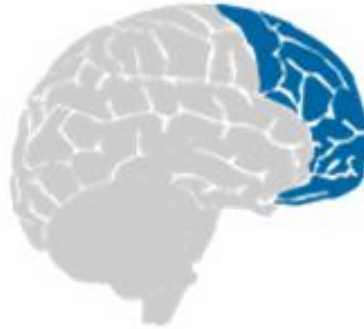
Present information and content in different ways

More ways to provide Multiple Means of Representation

Strategic Networks

The "how" of learning

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Differentiate the ways that students can express what they know

More ways to provide Multiple Means of Action and Expression

Affective Networks

The "why" of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

Stimulate interest and motivation for learning

More ways to provide Multiple Means of Engagement

Source: CAST - What is UDL? (http://www.cast.org/research/udl)

From the UDL perspective, expert learners are...

Resourceful & knowledgeable	Strategic & goal-directed	Purposeful & motivated
• Bring considerable prior knowledge to new learning • Activate that prior knowledge to identify, organize, prioritize, and assimilate new information • Recognize the tools and resources that would help them find, structure, and remember new information • Know how to transform new information into meaningful and useable knowledge	• Formulate plans for learning • Devise effective strategies and tactics to optimize learning • Organize resources and tools to facilitate learning • Monitor their progress • Recognize their own strengths and weaknesses as learners • Abandon plans and strategies that are ineffective	• Are eager for new learning and are motivated by the mastery of learning itself • Are goal-directed in their learning • Know how to set challenging learning goals for themselves • Know how to sustain the effort and resilience that reaching those goals will require • Monitor and regulate emotional reactions that would be impediments or distractions to their successful learning
To learn more about developing resourceful and knowledgeable learners, **go to Principle I**	To learn more about developing strategic and goal-directed learners, **go to Principle II**	To learn more about developing purposeful and motivated learners, **go to Principle III**

The Three Principles of UDL

I. Provide Multiple Means of Representation

Perception

Language, expressions, and symbols

Comprehension

II. Provide Multiple Means of Action and Expression

Physical action

Expression and communication

Executive function

III. Provide Multiple Means of Engagement

Recruiting interest

Sustaining effort and persistence

Self-regulation

UDL: Scientifically valid framework for guiding educational practice

Higher Education Opportunity Act, 2008

	Traditional	UDL
Goals	• Learning goals may get skewed by the inflexible ways and means of achieving them.	• Learning goals are attained in many individualized ways, by many customized means.
Materials	• Mostly print and everyone gets the same materials. • Few options	• Variety of materials, media, and formats to reach learners with diverse abilities, styles, and needs equally well.
Methods	• Teacher-centered (lecture) • Homogeneous grouping • Burden on student to adapt to "get it"	• Interactivity • Heterogeneous grouping • Rich supports for understanding, independent thinking
Assessment	• Confuse goals with means • Summative – when it's too late to adjust instruction!	• Many possible means as long as they measure learning! • Supports instructional improvement

What Students Bring to the Classroom

- Past educational experiences (it's not always all about us)
- Complex identities, prejudices, biases
- Expectations about the roles of students and teachers
- Varying learning styles, intelligences, ways of illustrating learning

What Teachers Bring to the Classroom

- Complex socializations, identities, biases, and prejudices
- Notions about the purposes of education and our roles as teachers
- A teaching style, often related to our own preferred learning styles and how we've been taught

Teachers' Learning Styles Profile

- The Learning Styles Profile (LSP) was administered to pre-service teachers. Results of the LSP were used as a vehicle to enhance self-awareness of pre-service teachers' learning styles and the potential effect on classroom teaching and learning for diverse learners.
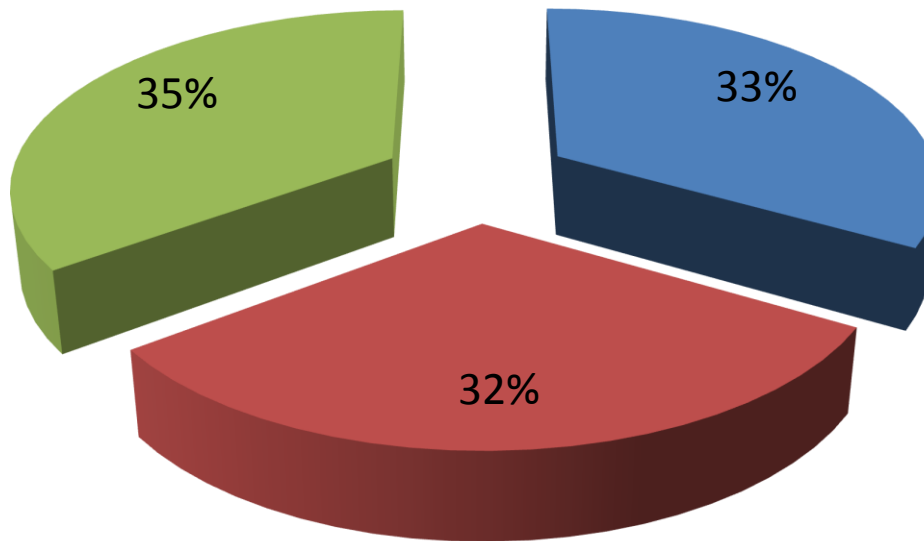
Teachers' Learning Styles Profile
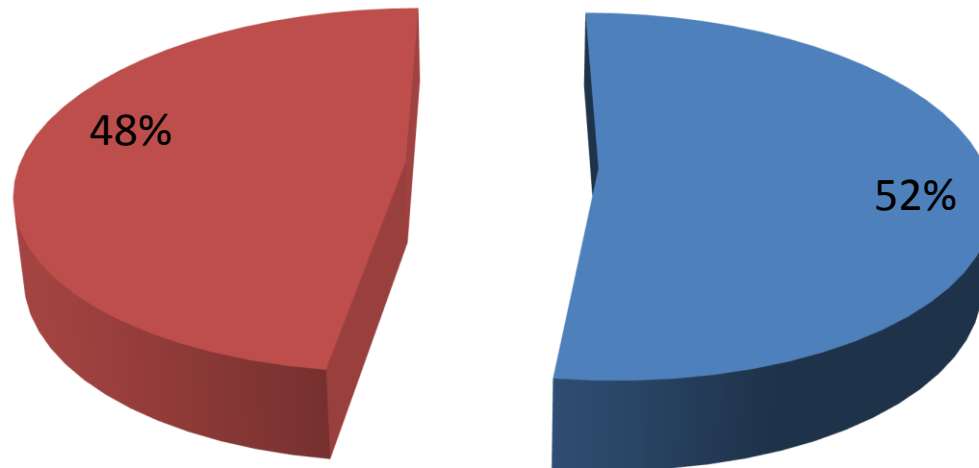## (40 students surveyed)
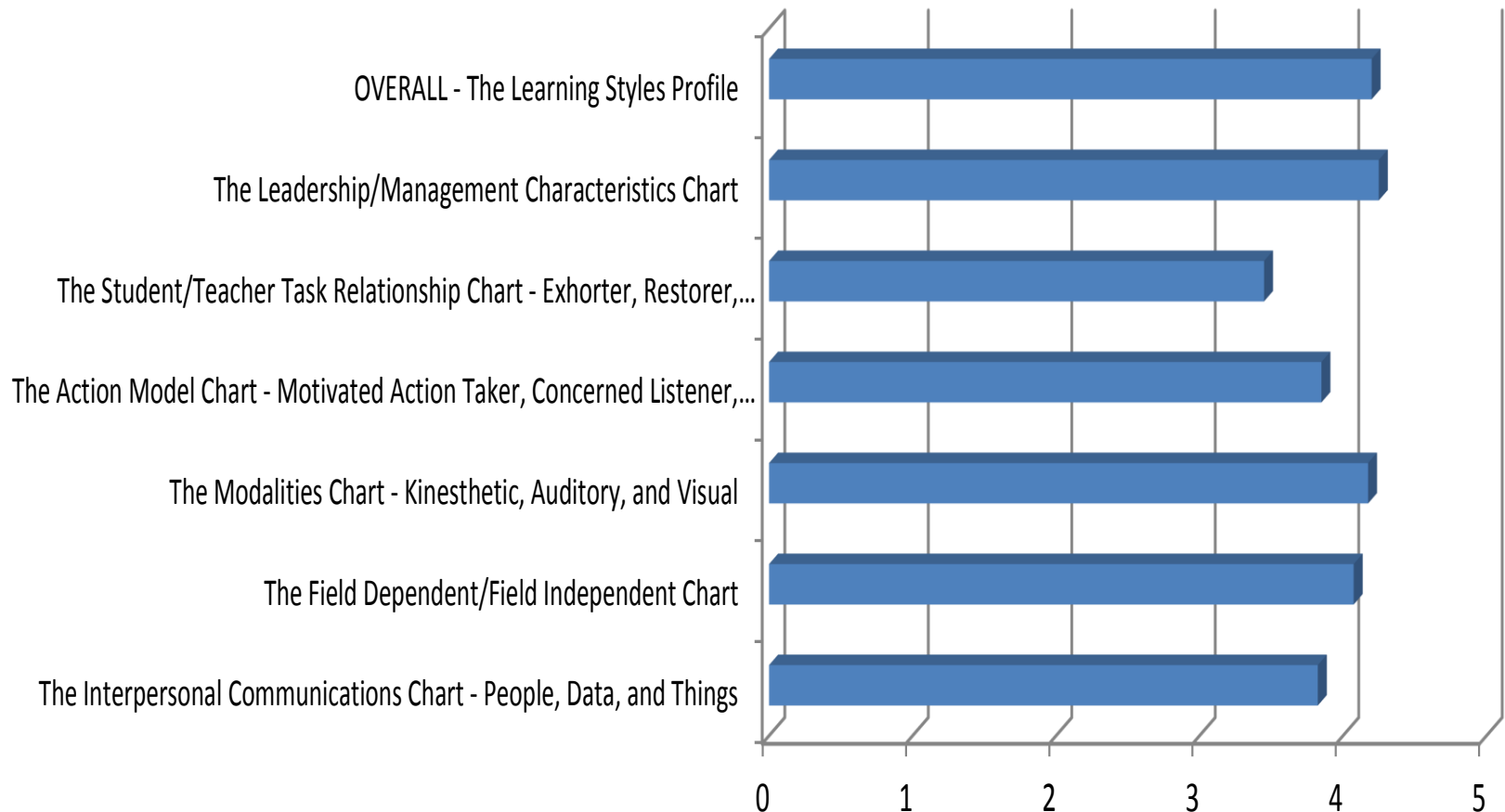
TLSP Results:

The Interpersonal Profile
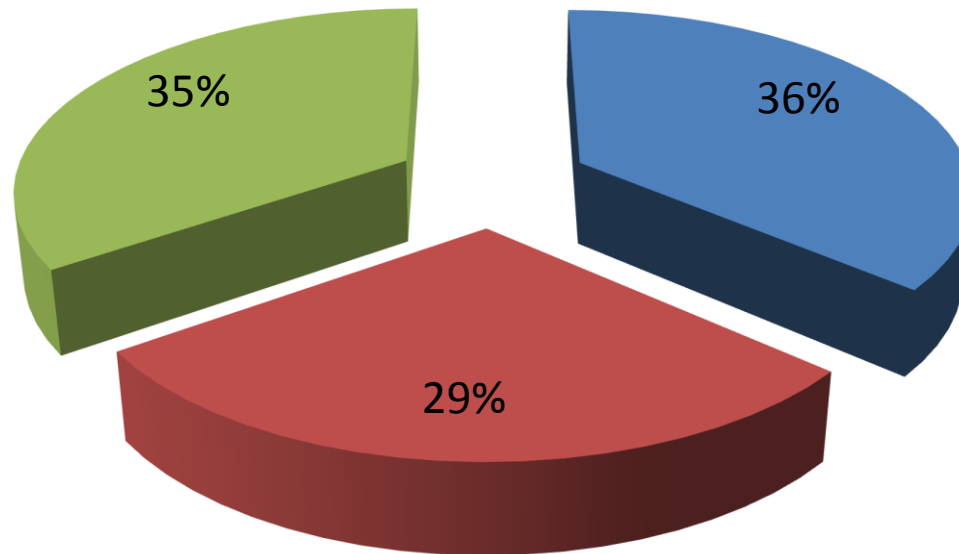
TLSP Results:

Field Independent/Field Dependent

■ dependent   ■ independent

48%
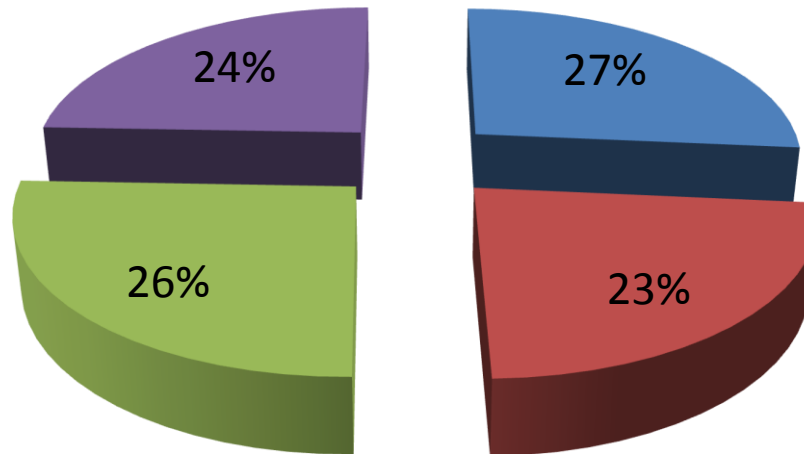
52%

TLSP Results:

Modalities

■ kinesthetic   ■ auditory   ■ visual

35%

36%

29%

TLSP Results:

The Student/Teacher Task Relationships
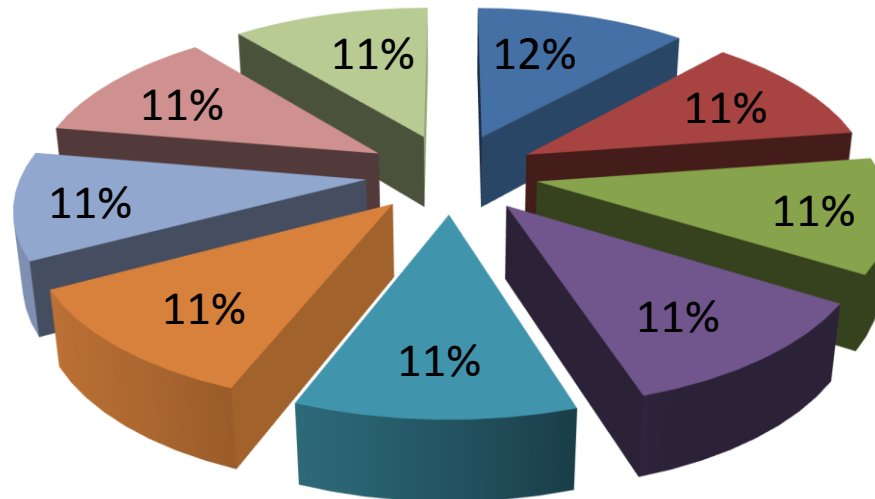
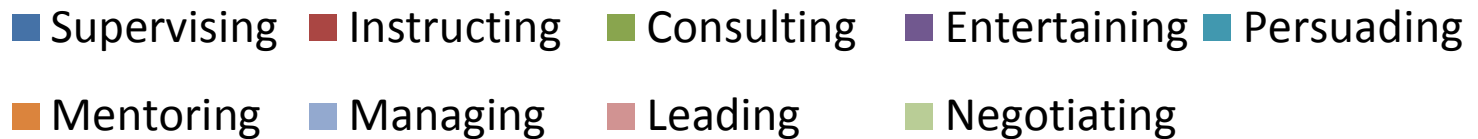■ Exhorter   ■ Restorer   ■ Neglector   ■ Offender

27%

23%

26%

24%

TLSP results:

The Action Model

■ Motivated Action-Taker ■ Concerned Listener

■ Thoughtful Observer ■ Active Processor

26%

26%

23%

25%
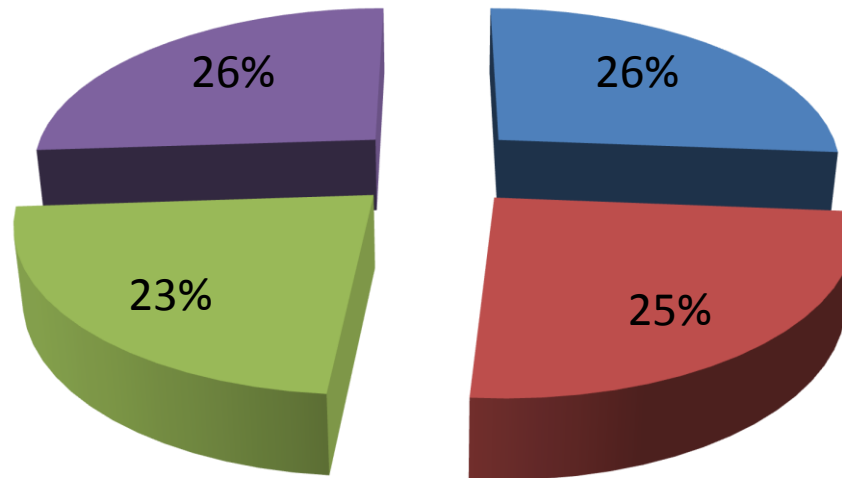
TLSP Results:

The Leadership/Management Chart

■ Supervising ■ Instructing ■ Consulting ■ Entertaining ■ Persuading
■ Mentoring ■ Managing ■ Leading ■ Negotiating

Universal Design for Learning

Eliminating or reducing barriers to **success** for all students.