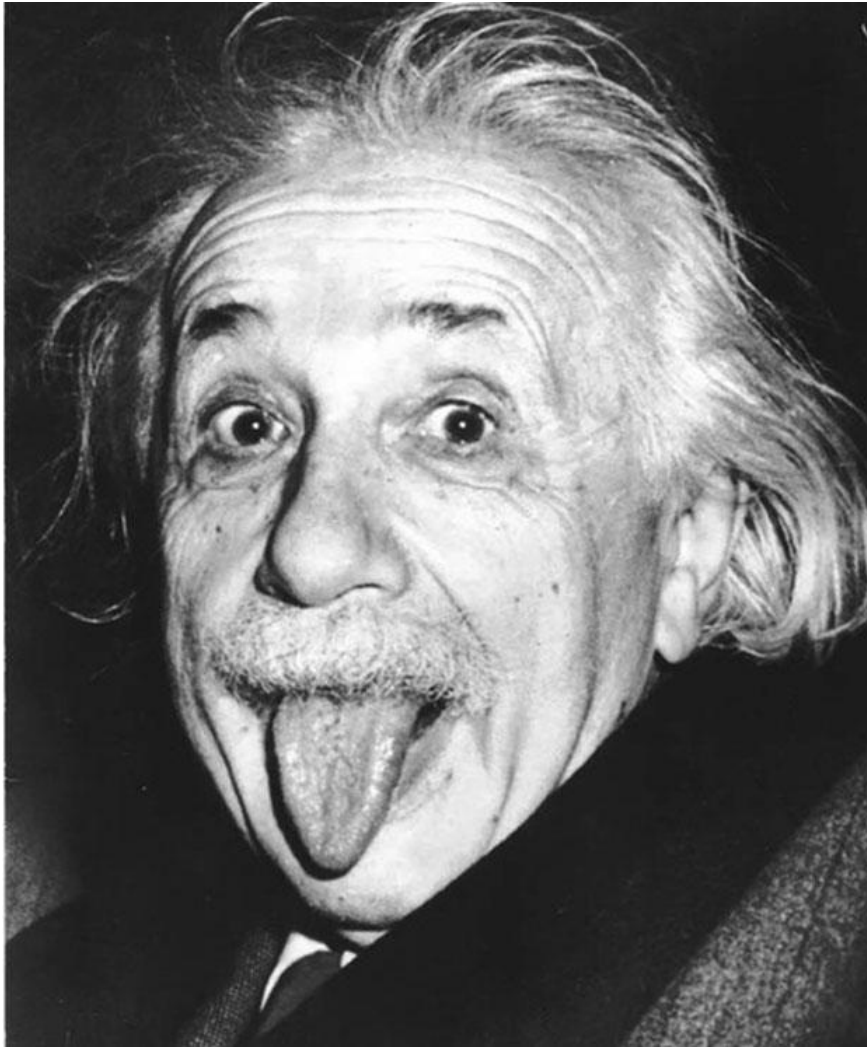


No Such Thing As Lazy

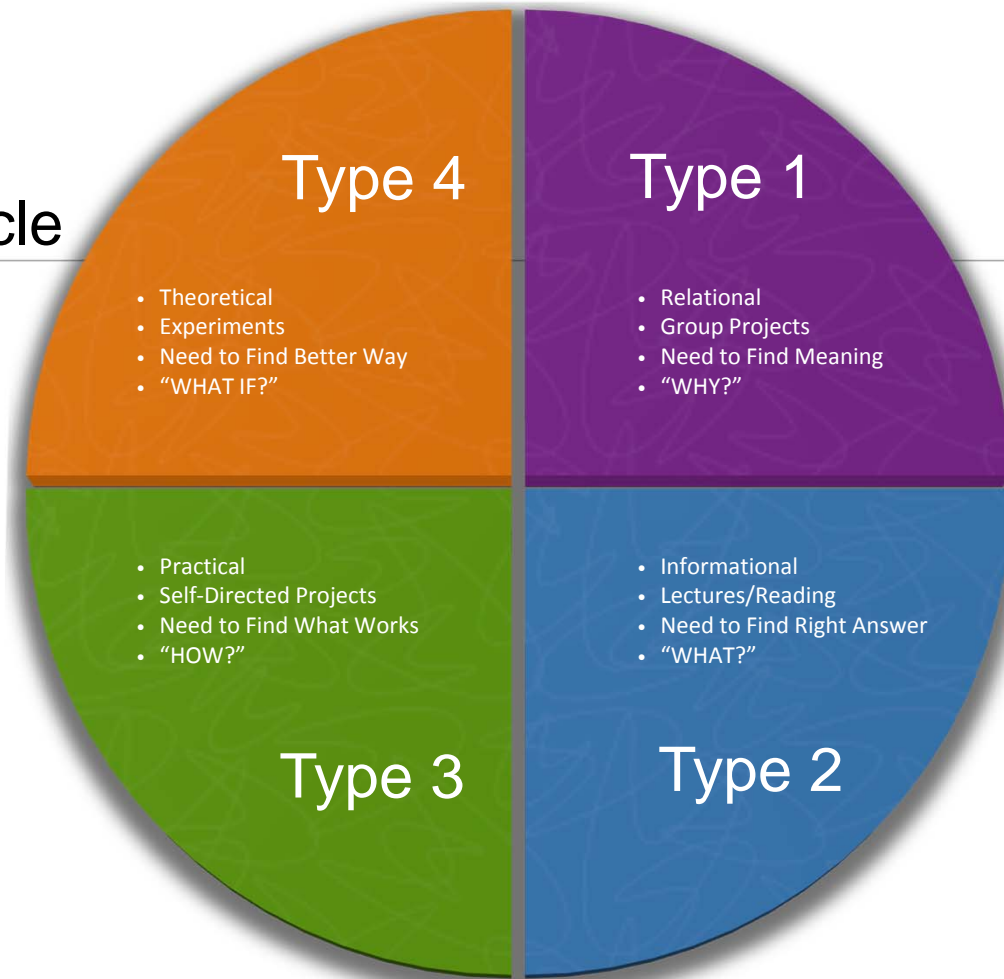
(. . . OR, EVERYONE IS MOTIVATED . . .BY SOMETHING!)





“Everybody is a genius,
but if you judge a fish by
its ability to climb tree,
it will live its whole life
believing it is stupid.”
-Albert Einstein (Maybe)

The Learning Cycle



Some Caveats . . .

1. Everyone lives in all four learning styles.
2. Most have one or two preferred learning styles.
3. There is no “right” or “best” learning style.
4. For true learning for life to occur, the learner must pass through the entire cycle of learning.

The Different Learning Styles Make a Model Volcano...

TYPE 1 Learners

Instructions—Scribbled and doodled all over, letters colored in

Materials—Bought on a shopping spree with friends

Method—It's a party! Messy kitchen. Music playing. Laughter.

Product—May or may not work, but it was fun!

The Different Learning Styles Make a Model Volcano...

TYPE 2 Learners

Instructions—Neatly placed inside a sheet protector, key elements underlined

Materials—Bought using a checklist, with attention to details

Method—Step by step, solitary, precisely following instructions

Product—Will work; if not student is devastated

The Different Learning Styles Make a Model Volcano...

TYPE 3 Learners

Instructions—Not important, maybe lost, certainly crumpled

Materials—Found lying around the house—cheaper and good enough

Method—Lots of trial and error, figuring it out himself or herself

Product—Probably will work, but done “my way”.

The Different Learning Styles Make a Model Volcano...

TYPE 4 Learners

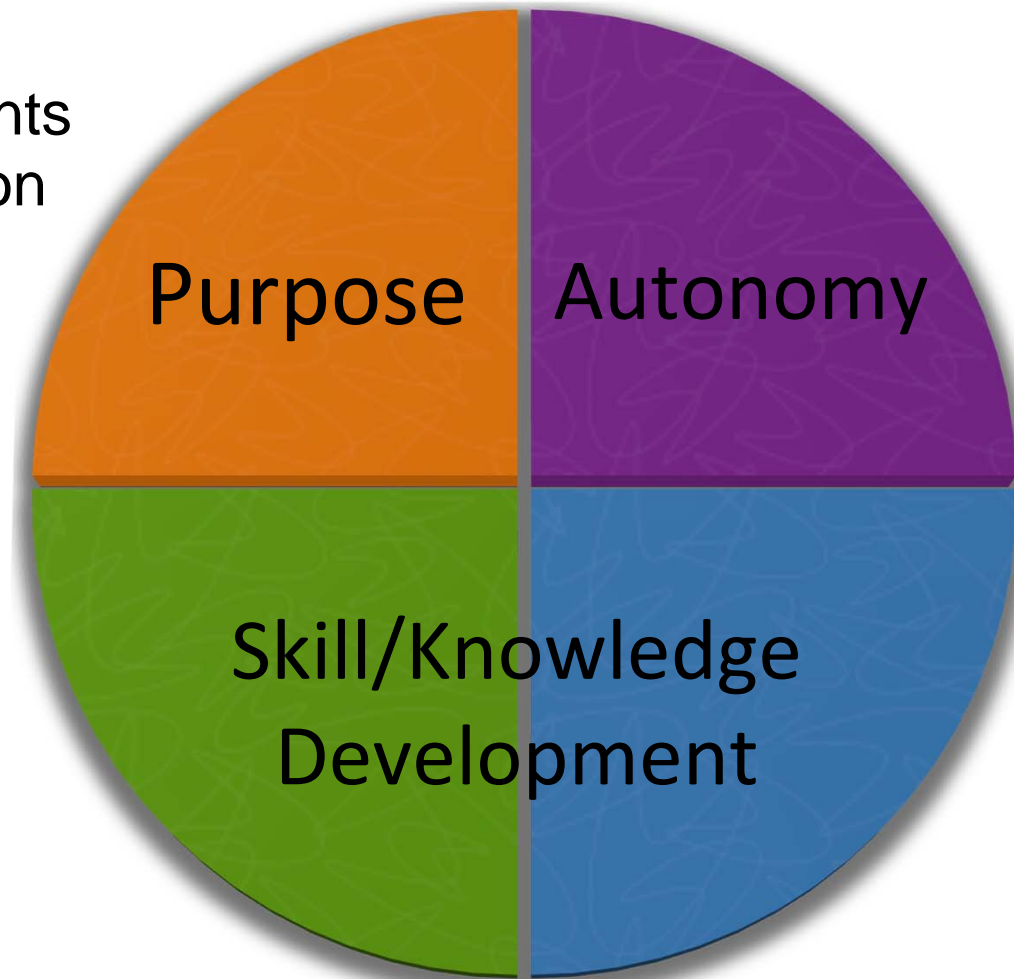
Instructions—Pointless, because the assignment is pointless

Materials—Probably bought on last minute trip to several stores

Method—It's a party! Messy kitchen. Music playing. Laughter.

Product—May or may not work, but still pointless. Likely to experiment with different ingredients

The Three Elements
of True Motivation



Study of Impact of Learning Style Preferences on Student Success

PARAMETERS

Population = Freshmen, Sophomores, and Juniors

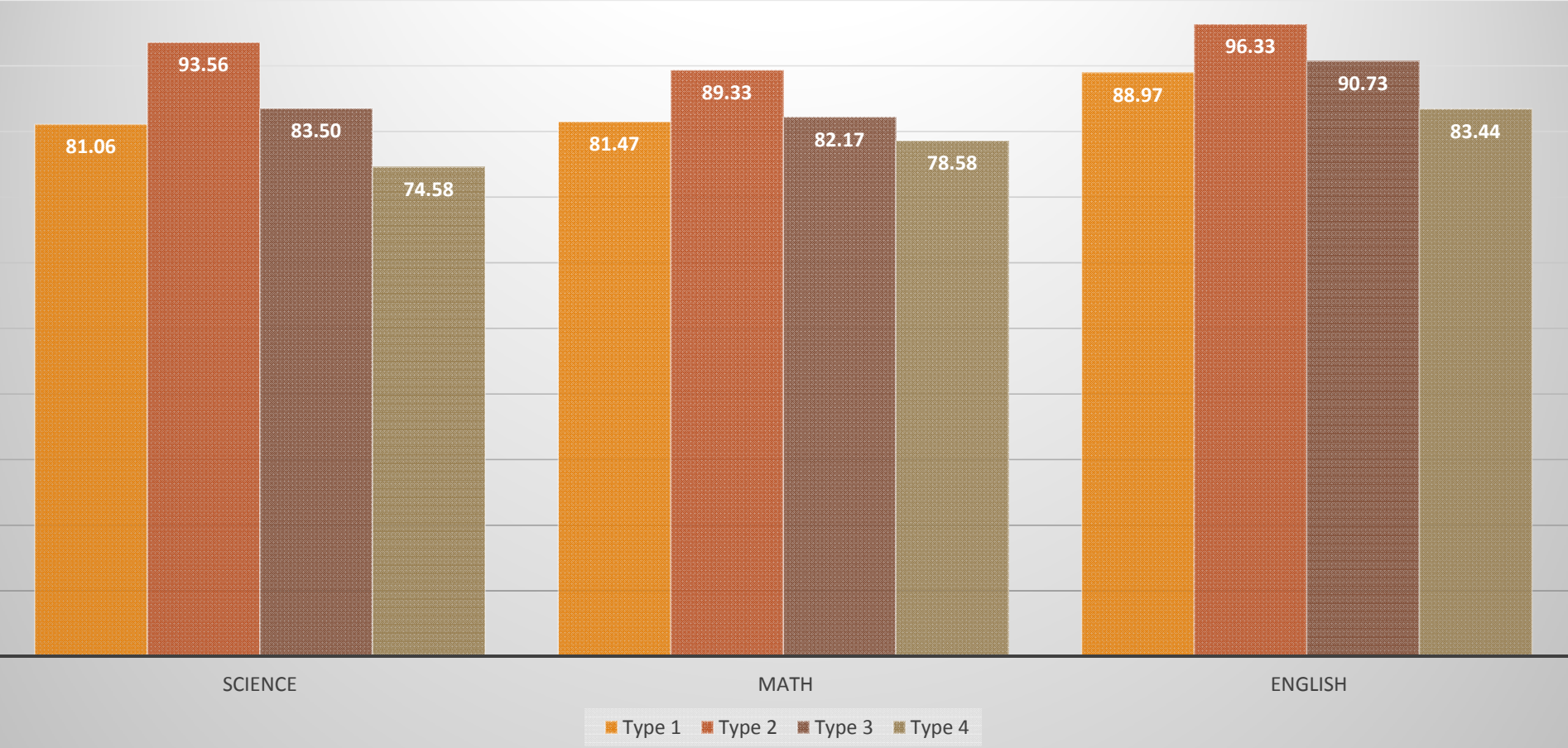
N = 224

1st Semester 2013-2014

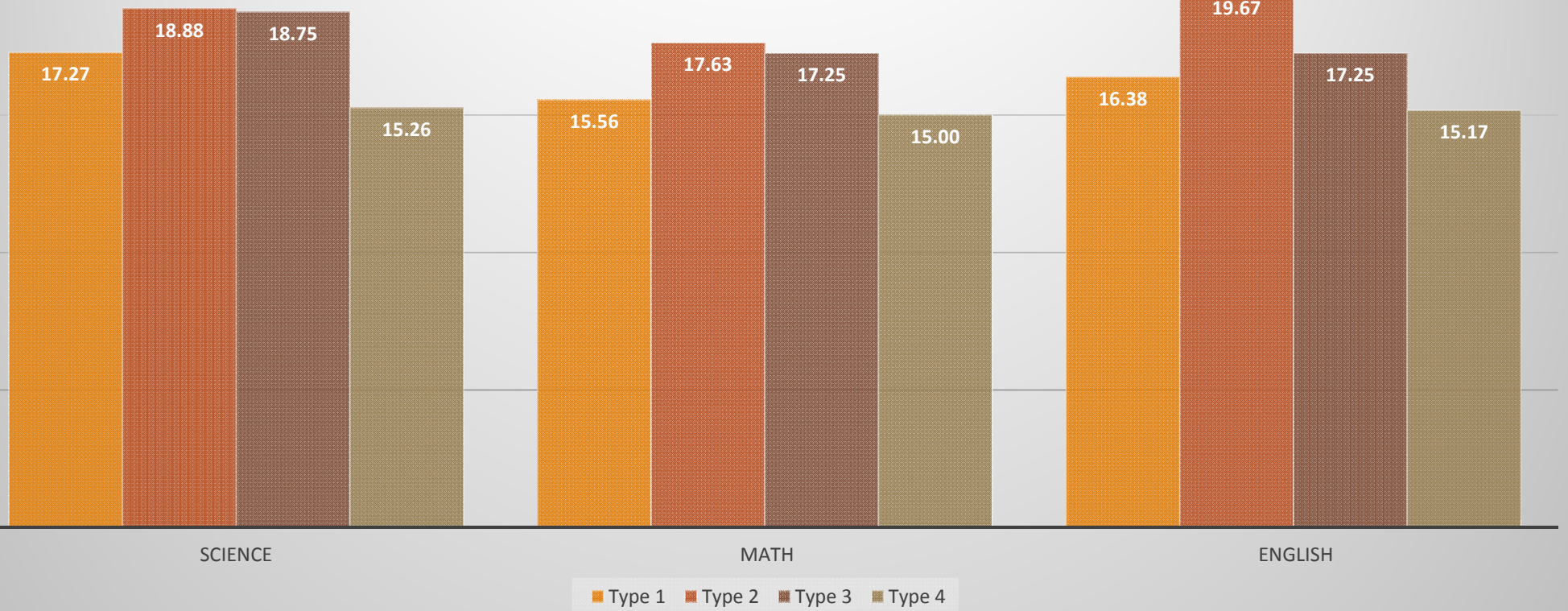
Measuring Math, Science, and English Classes

Tests: Explore, Plan, PSAT

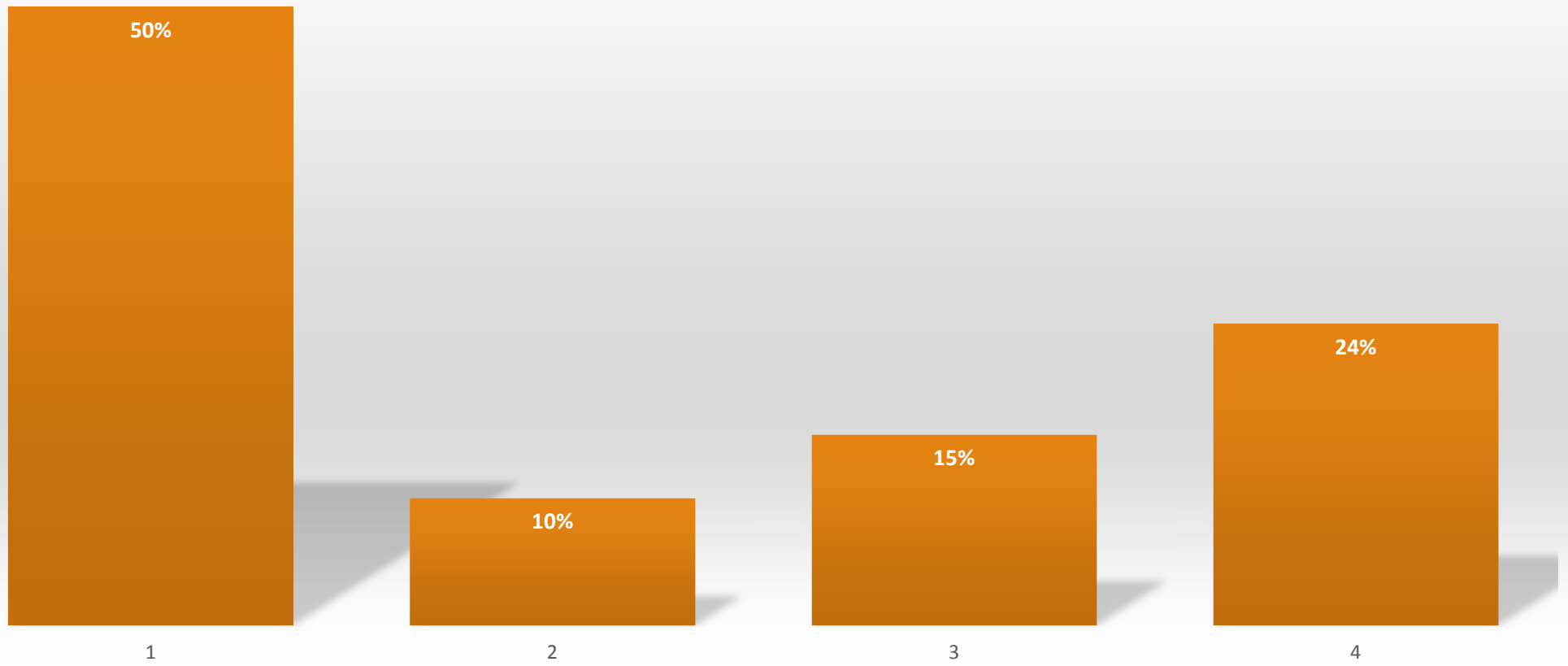
Gradebook Averages--Freshman



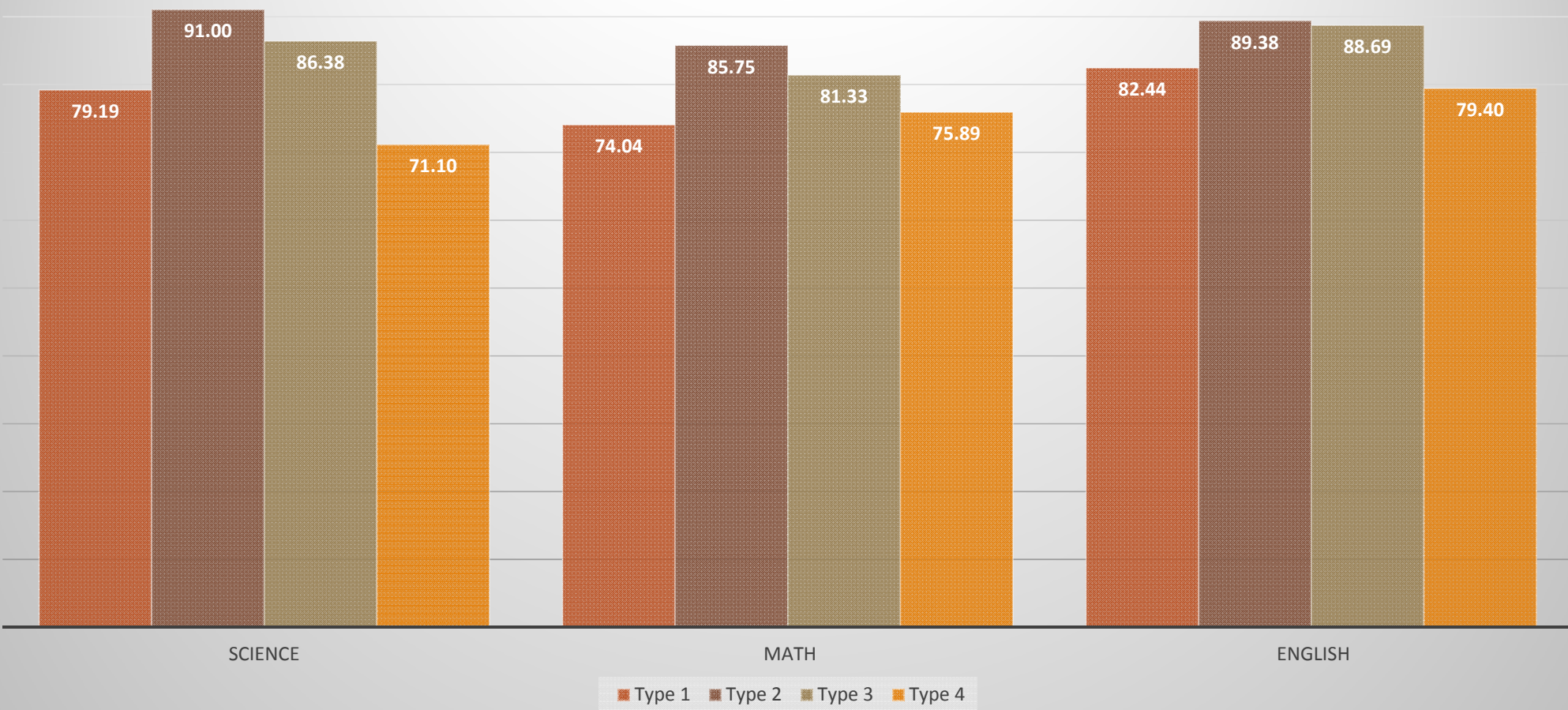
Explore Results



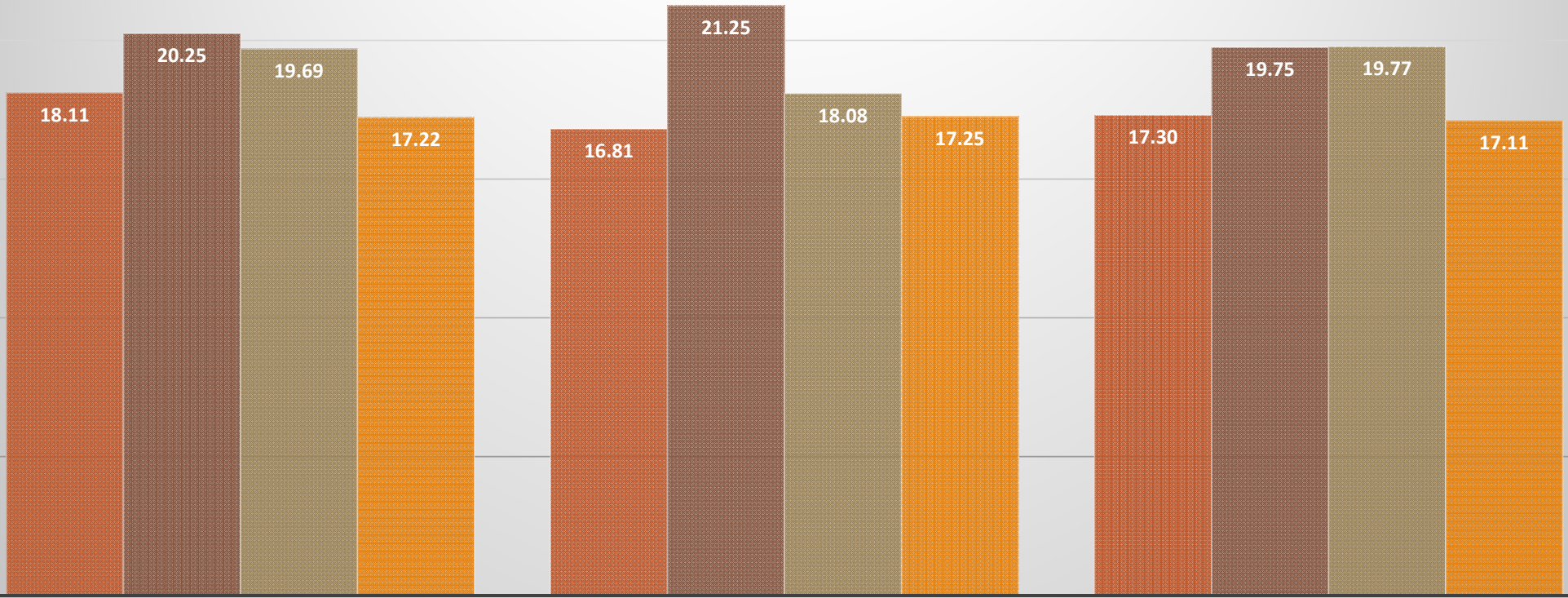
Percentage of Population by Learning Style--Freshmen



Gradebook Average--Sophomores



Plan Results



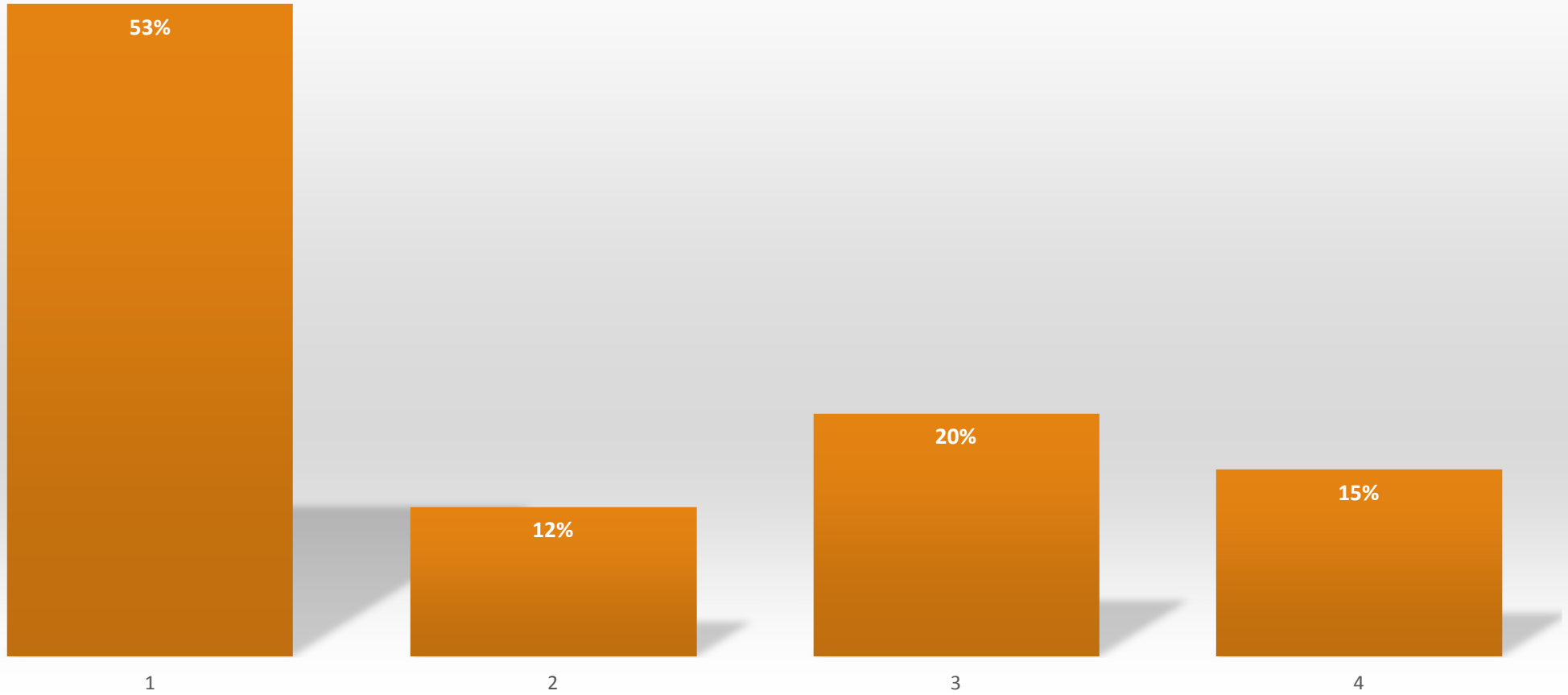
SCIENCE

MATH

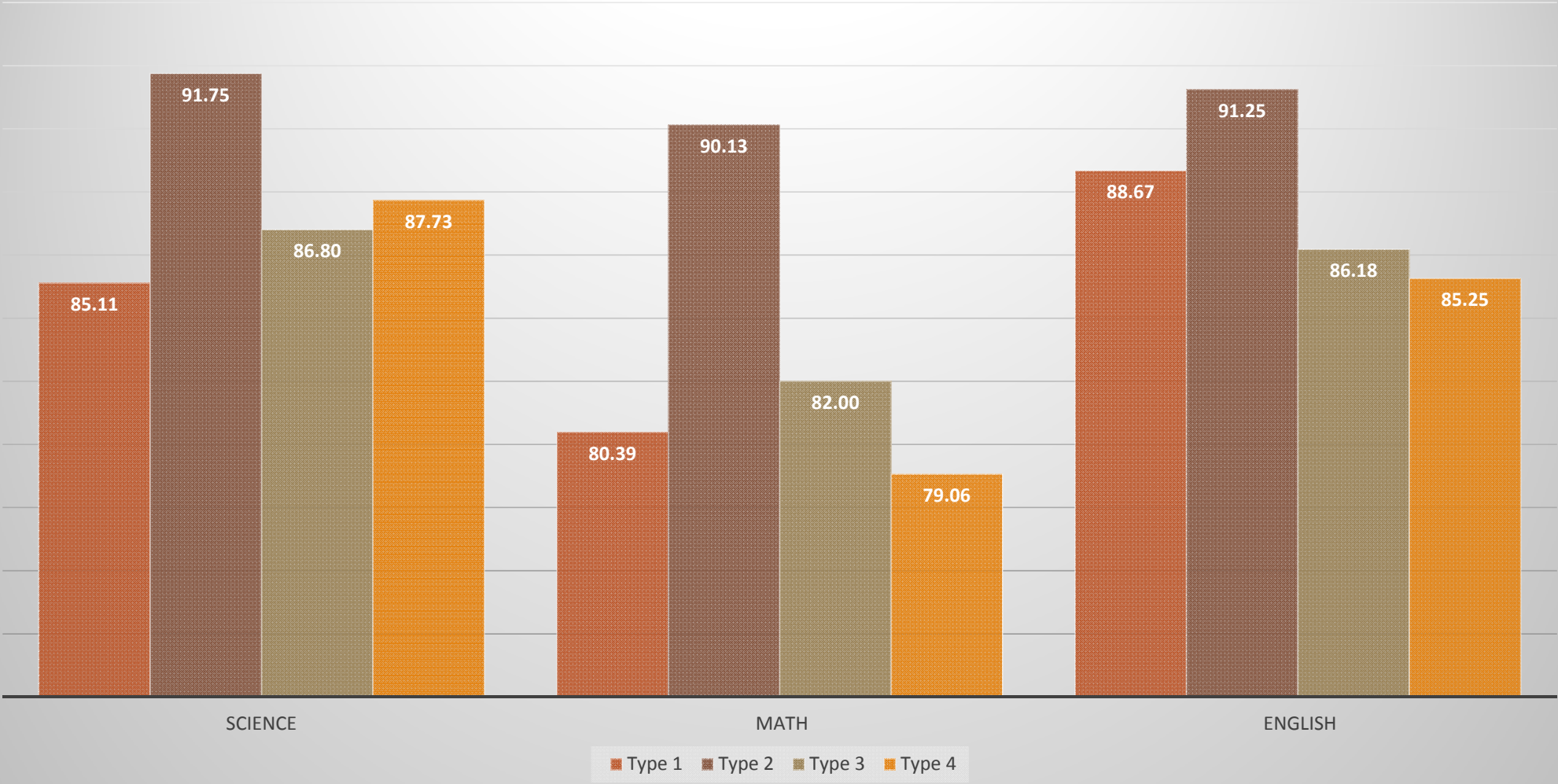
ENGLISH

■ Type 1 ■ Type 2 ■ Type 3 ■ Type 4

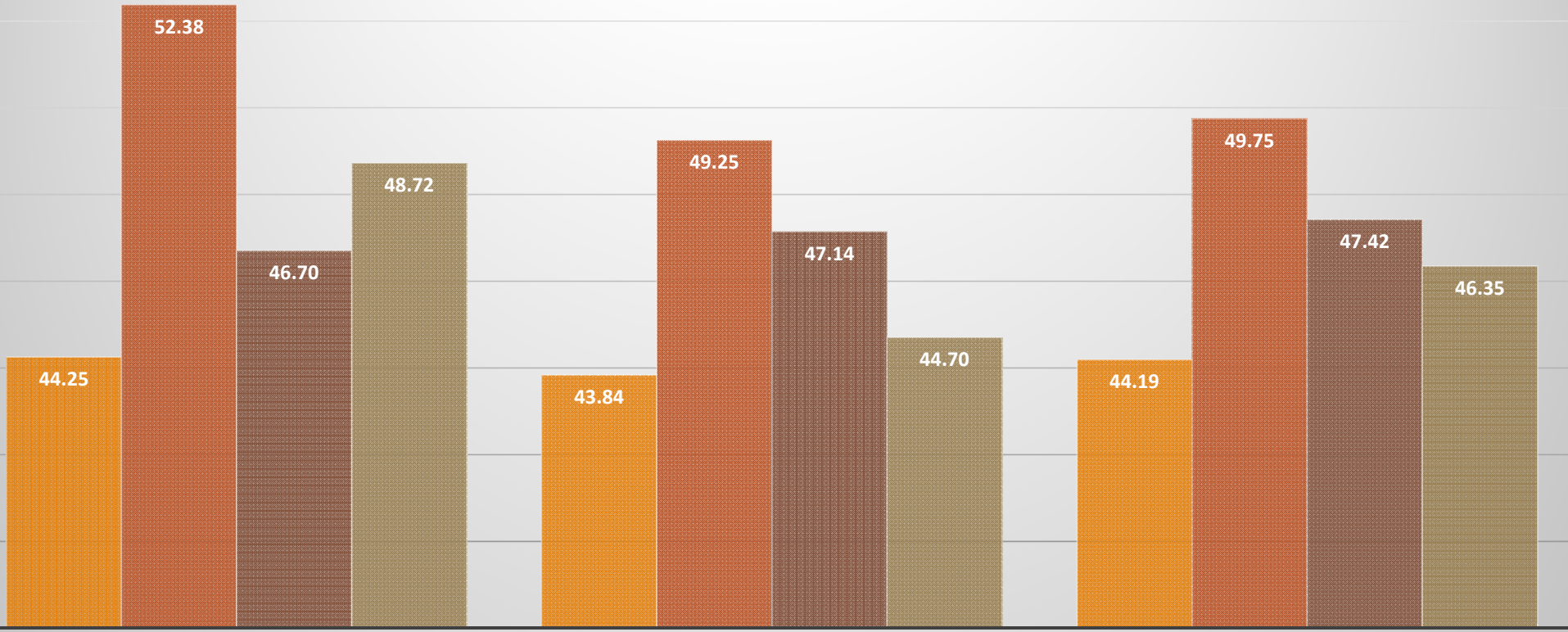
Percentage of Population by Learning Style--Sophomores



Gradebook Average--Juniors



PSAT Results



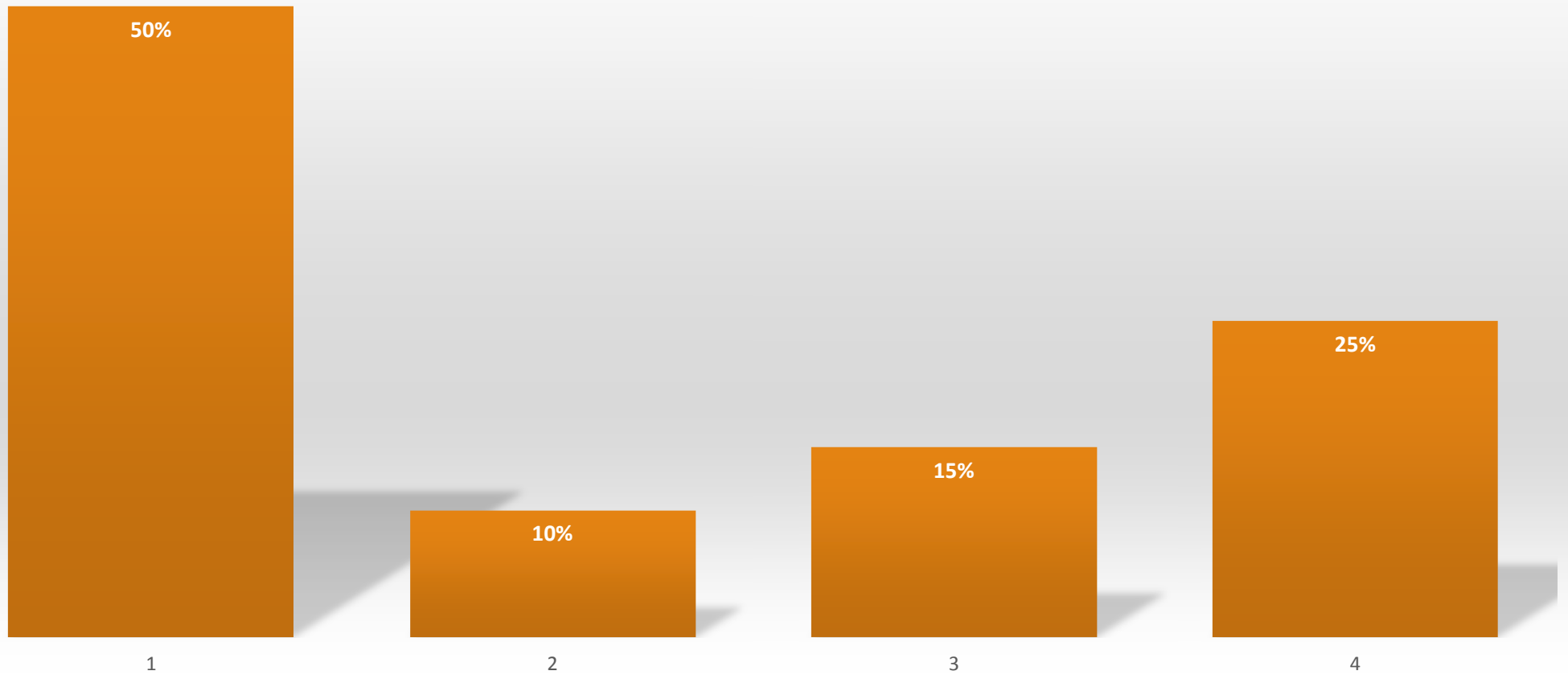
MATH

WRITING

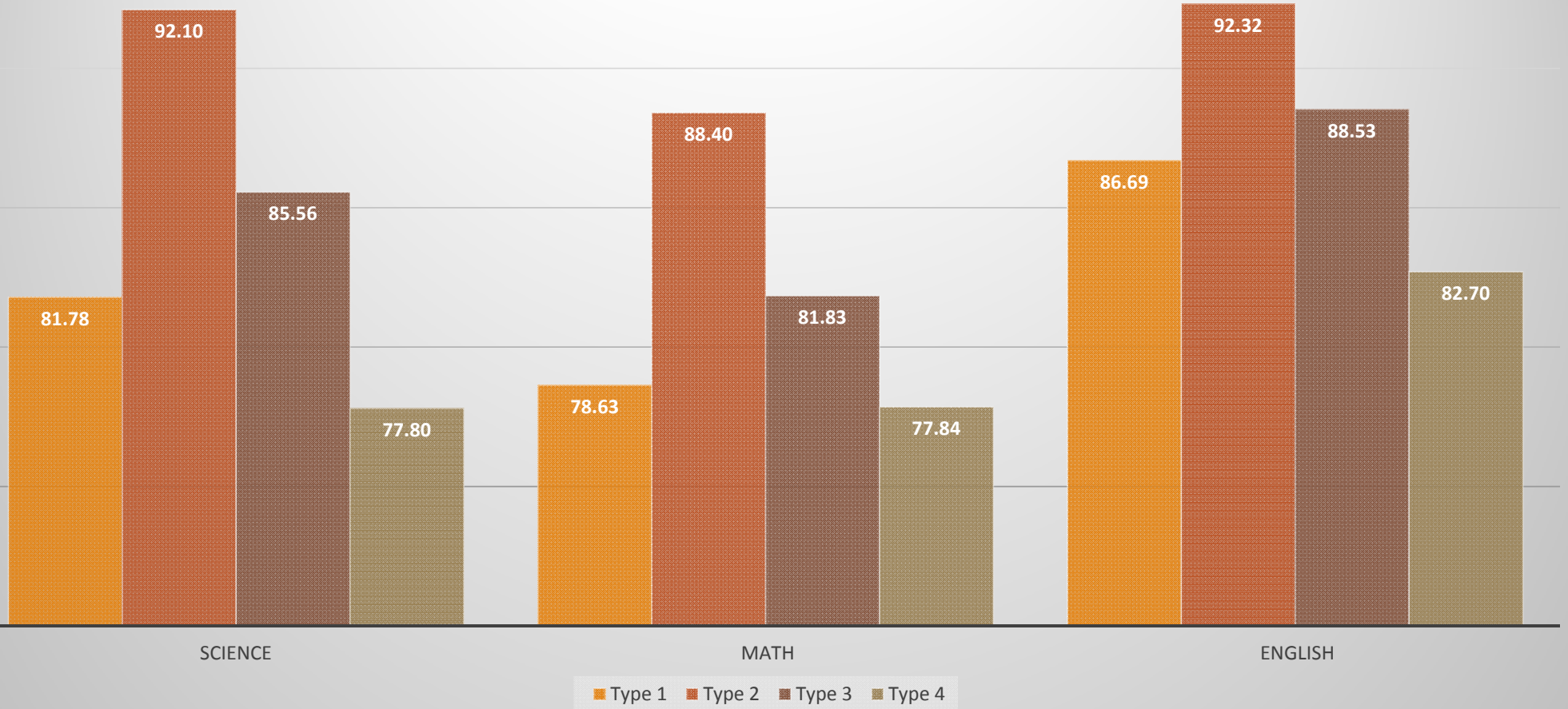
READING

Type 1 Type 2 Type 3 Type 4

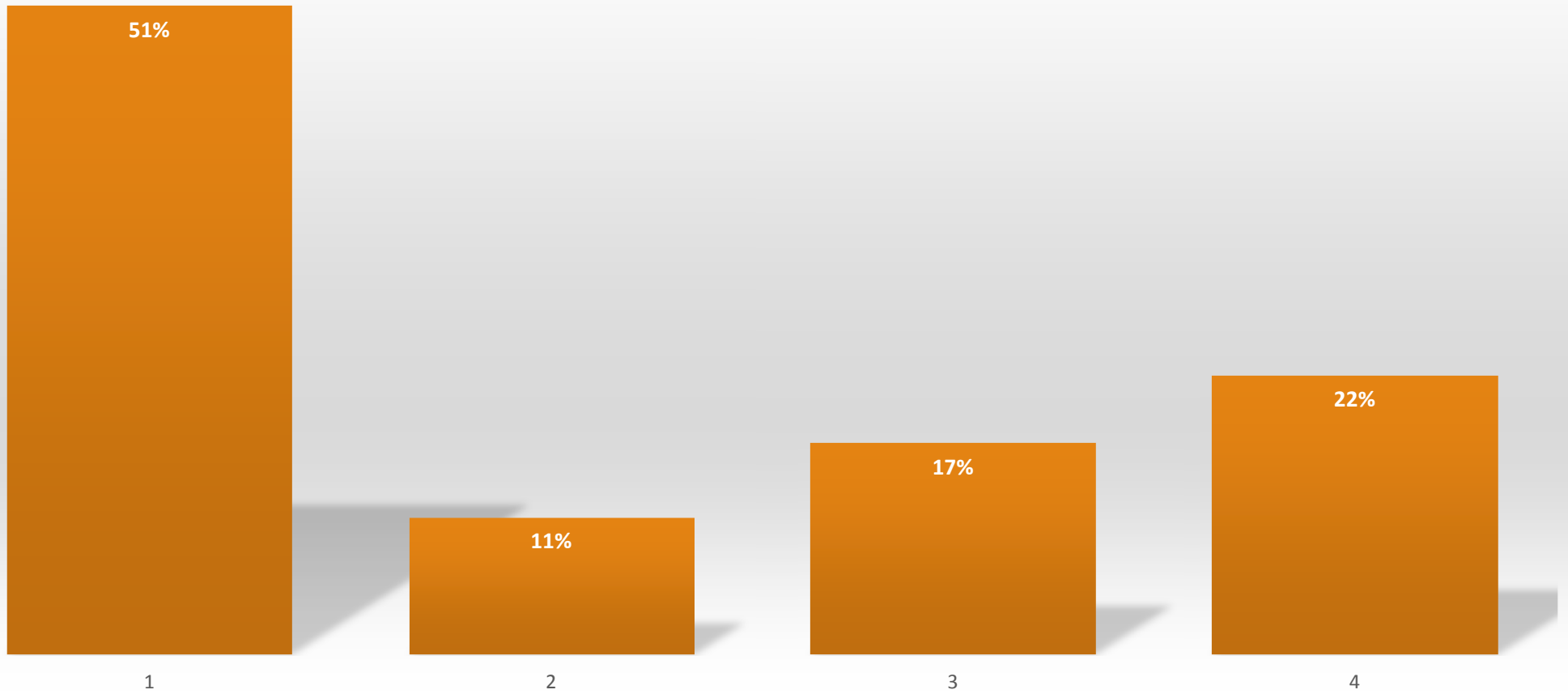
Percentage of Population by Learning Style--Juniors



Gradebook Averages--Overall

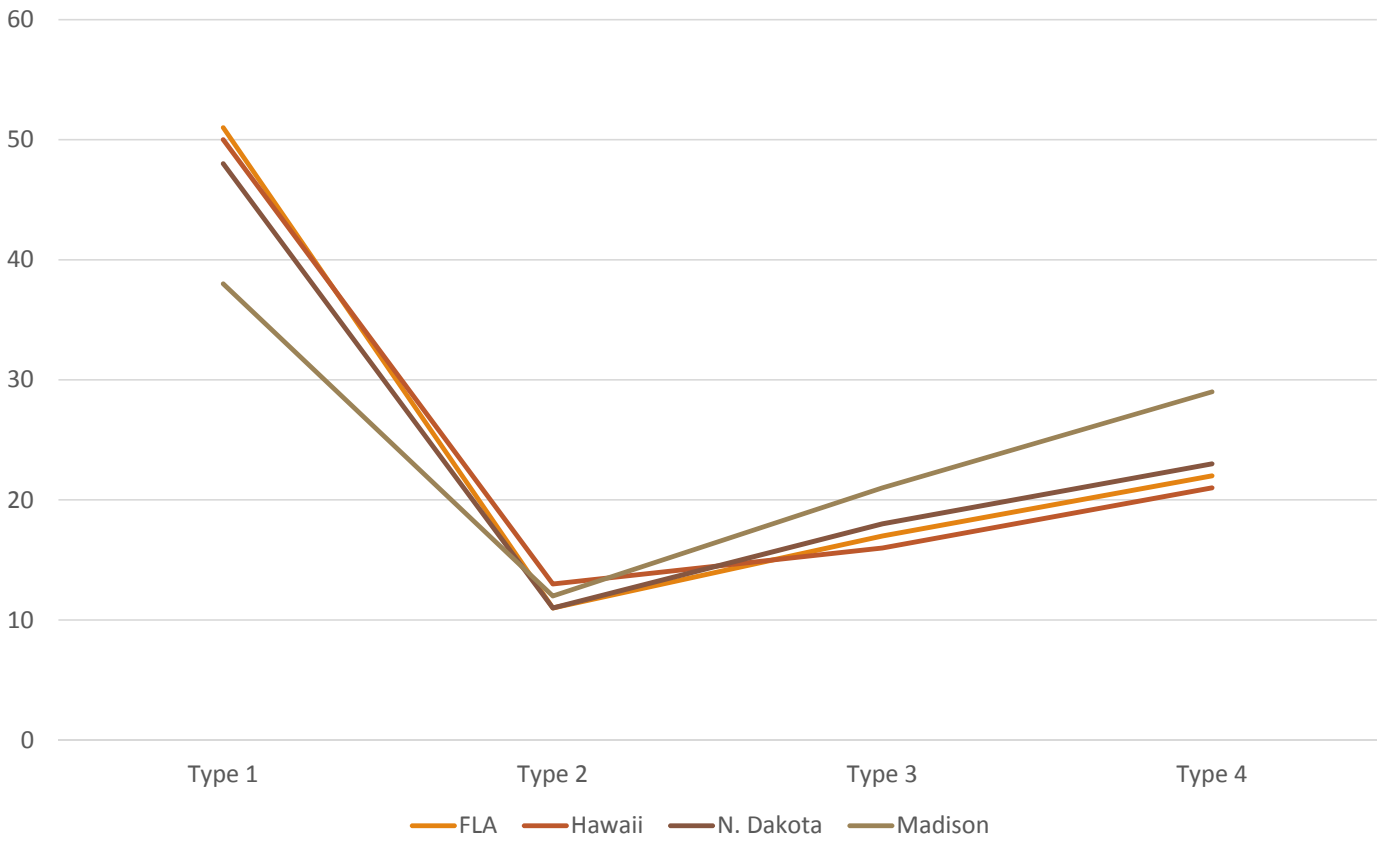


Percentage of Population by Learning Style--Overall



Student Population by Learning Style--Comparison

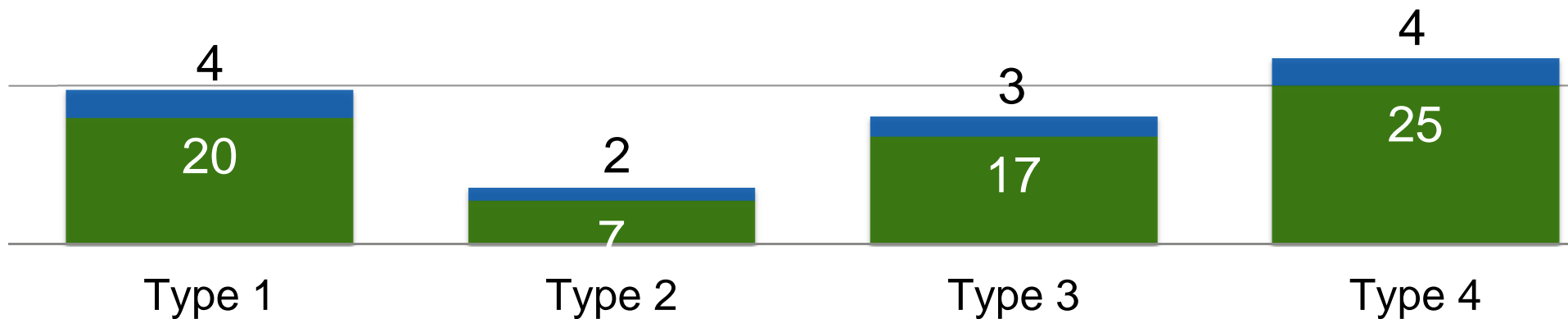
Chart Title



Discipline

■ Percent w/ Demerit

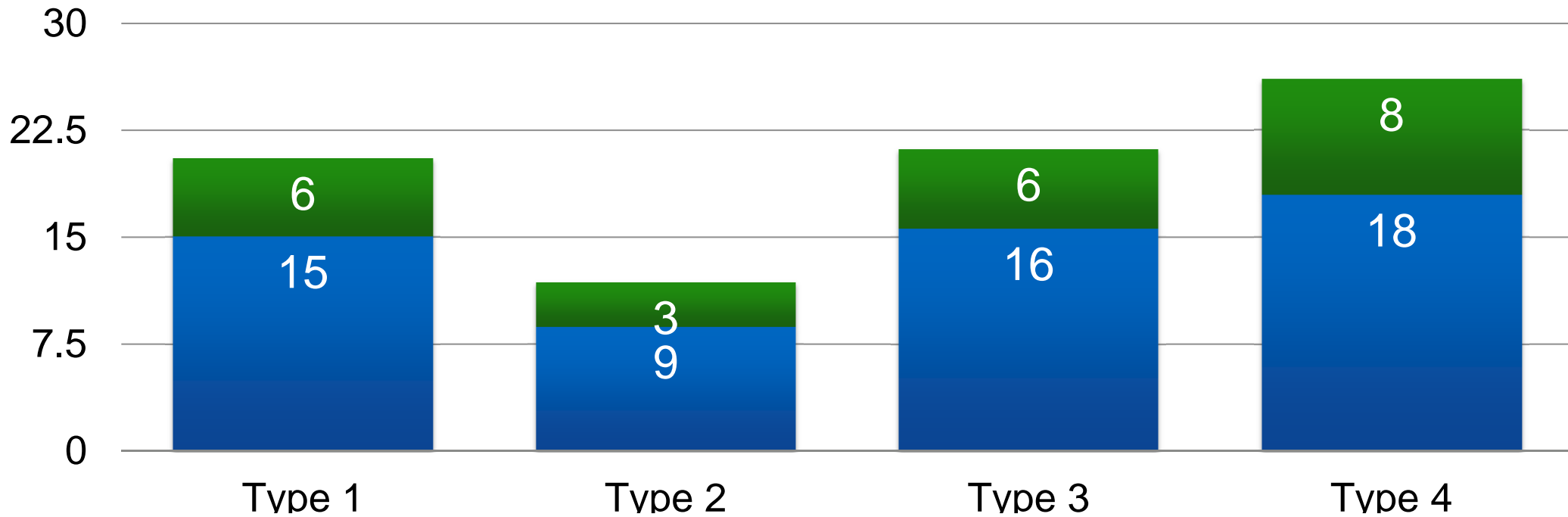
■ Avg. Number of Demerits



Attendance

■ Average Absences


■ Average Tardies







Questions For Reflection

1. Are we asking students to change their essential nature in order to be successful in our schools?
 2. How can we change our approach so that we honor the natural gifts and talents that students bring to the learning process?
 3. Why do we hold our children to a higher standard than we do ourselves?
 4. Does it matter if we change our delivery and curriculum if we do not also adjust our assessment method?
 5. How does the real world assess for mastery and understanding?
 6. True or False: There is no “busy work” in the real world?
- 

Resources and Contact information

4MAT and The Natural Learning Cycle

www.aboutlearning.com

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