

Child Development and Learning * NAEYC Standards

Adapted and modified from <http://core.ecu.edu/vel/itc/tutorials/learningstyles.htm>

Perceptual Preferences

We are all **auditory, visual, kinesthetic** learners. Only those having physical disabilities could be excluded from any of these categories. We **learn best when instruction includes all of the sensory** portals (Heinich, Molenda, Russell, Smaldino, 1999). We may have a preference for **visual images**, but information delivered through this medium is **reinforced** when **auditory media** is included. The **tone** of the teacher's voice directly affects the classroom atmosphere. Certain topics will vary in interpretation when **heard rather than read**. Some concepts or skills can best be learned via a **kinesthetic/tactile** experience. For example, operation of machinery must be experienced. If instructions are delivered through a web page, the learner should be assigned **some type of activity** related to the skill, then report back to the instructor using threaded discussions of other type of verbal exchange. Some concepts can best be understood through animation. The instructor/course designer must make decisions to include moving or still pictures to successfully communicate certain concepts. Some of these include chemical action and processes in nature, dance or exercise, or procedural activities with several steps.

I hear, I forget

I see, I remember (A little!)

I do, I understand

Multiple Intelligences

Howard Gardner (1993) has suggested that there are many ways to examine the intelligence quotient. The area of **education** has focused primarily on **left-brained** logical/mathematical and **right-brained** verbal/linguistic learners. These types of intelligence are well suited for web delivered courses. For the **left-brain analytic learner**, plan activities requiring the development of charts and tables. Students should analyze the content of information, interpret the main concepts and principles, and then organize this into a new format using tables or charts, (Kemp, Morrison, Ross, 1994). The **right brain linguistic learners** may prefer writing summaries, outlines, and generating metaphors that will address the needs of individuals with strong inter and intrapersonal skills. **Online activities** might include chats, discussion forums, group assignments, and assignments for interviews or case studies. Students might also be assigned field experiences requiring bodily exercise or music and report on to class and/or instructor.

Verbal / Linguistic

"Existential"

Intrapersonal (understand self)

Mathematical / Logical

Bodily / Kinesthetic

Musical / Rhythmic

Visual / Spatial

"Naturalist"

Interpersonal (understand others)

[Helping "Passive" Learners become Active Learners](#) (SlideShow)

Valerie Irvine & T. Craig Montgomerie

[M.I. Smart? * Multiple Intelligence & Technology](#) (Scroll & Click)

Jane Carlson Pickering Charlestown & Hope Valley School

[The Learning Thinking Styles Inventory](#) (Scroll for Info)

Stephen RiCharde, Director of Institutional Research, VMI

[Learning through Technology – eLearning \(K-12\)](#) (Theories on Learning)

Funderstanding - http://www.funderstanding.com/about_learning.cfm

[Learning to Learn – Thinking and Learning Skills](#) (Tabs at Top)

Provided by LDRC - <http://snow.utoronto.ca/Learn2/introll.html>

Informational Links “Promoting Child Development and Learning”

Web Sites on Learning

[Cognitive, Affective, Psychomotor, \(CAP\), Motivation
Learning Domains and Delivery Instruction
Master Teacher Training Academy](#)

Visual Learner

<http://www.nalandainstitute.org/aspfiles/visual.asp>
<http://carolyn.jlcarroll.net/>
<http://www.mindtools.com/mnemlsty.html>

Auditory Learner

<http://www.parentcenter.com/refcap/learning/assessing/19287.html>
<http://www.columbia.edu/cu/tat/TEACHINGTIPSlearningstyles.html>
<http://www.mindtools.com/mnemlsty.html>

Tactile / Kinesthetic Learner

http://www.hypnoplace.com/kinesthetics_words.htm
<http://childparenting.about.com/library/weekly/aa092097.htm>
<http://www.mindtools.com/mnemlsty.html>

*** * * Dimensions of Learning from McREL * * ***

Directions for WWW Assignment: Use Only Links on Page 1 or Page 2

After a careful investigation of information and hyperlinks complete a one page, double spaced reflection using MS Word. Do not exceed one page, certainly have at least 75% of one page, include a title such as “*Child Development and Learning*” also first and last name with class attending such as: Ed 362T, Ed 362W, Ed 362H. A suggestion is to select two topics and write “one” paragraph on each topic. A *Good Paragraph* includes a topic sentence supported with 3 to 4 sentences containing specific comments or insights gained from this online assignment. A topic sentence contains both subject and attitude.

Assessment Rubric: “*Child Development & Learning*” Assignment # Total Possible Pts = 30

| Points Awarded | 6 to 4 Points | 4 to 2 Points | 2 to 0 Points |
|-------------------------------|--------------------------------|------------------------------|--------------------------------|
| Format & Length | As per Directed | Somewhat as Directed | Not as Directed |
| Spelling & Grammar | Excellent S & G | Adequate S & G | Poor S & G |
| Topic Sentence | Good Subject & Attitude | Ok Subject & Attitude | Poor Subject & Attitude |
| Support Sentences | Supported Well Enough | Supported Somewhat | Supported Very Little |
| Saved EP, Printed TP, | All items completed | Some items completed | Few items completed |

EP means Electronic Portfolio and assigned folder **TP** means Traditional Portfolio and assigned folder

Completed assignment must be sent as Email attachment on day before assignment is due.

Tom Love

Malone College

Spring 2004