

Teacher training Learning Styles & UDL

**support to disability inclusive education in
emergencies**

AGENDA – DAY 1

Learning
Styles

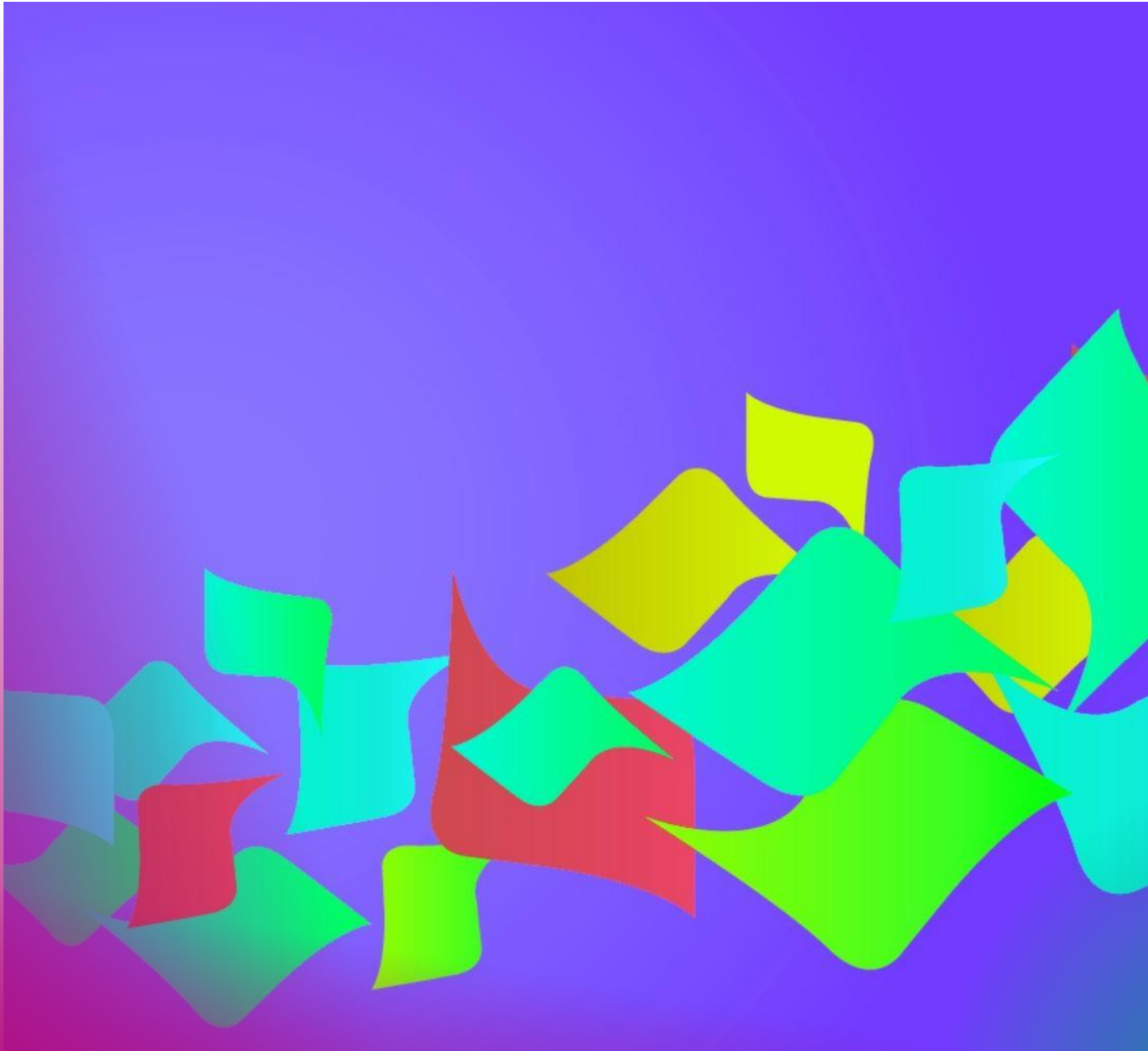
Multiple
Intelligences

Introduction to learning styles

Learning Objectives

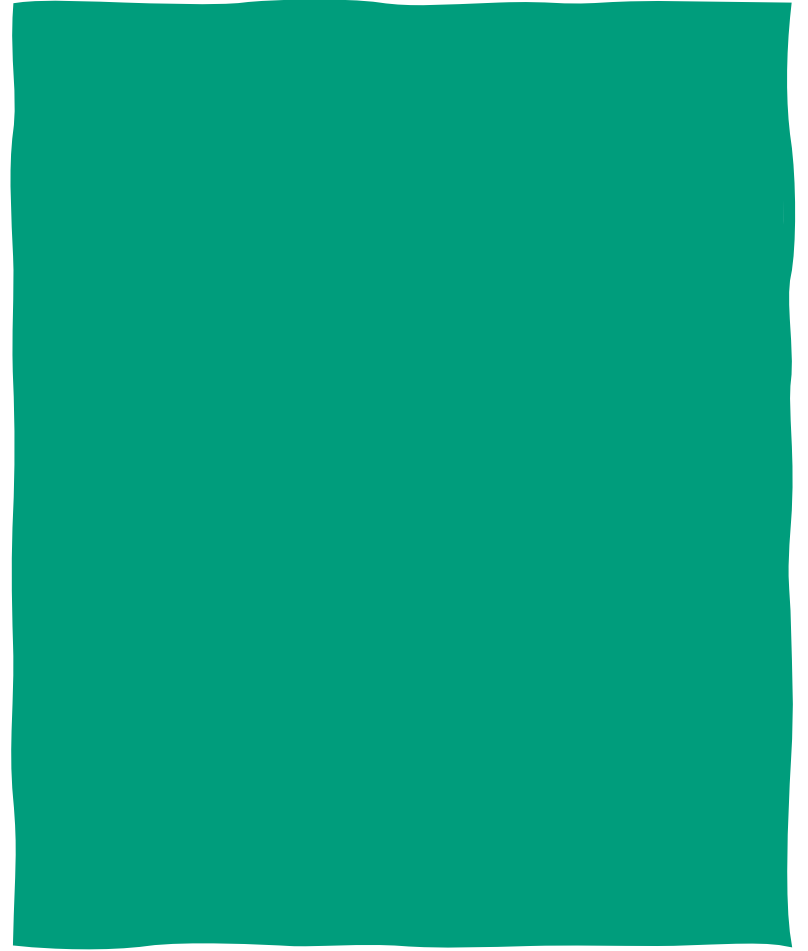
- To understand learning styles and multiple intelligences.
- To practice ways to get everyone involved in learning.
- To understand ways to match teaching to students' learning styles.





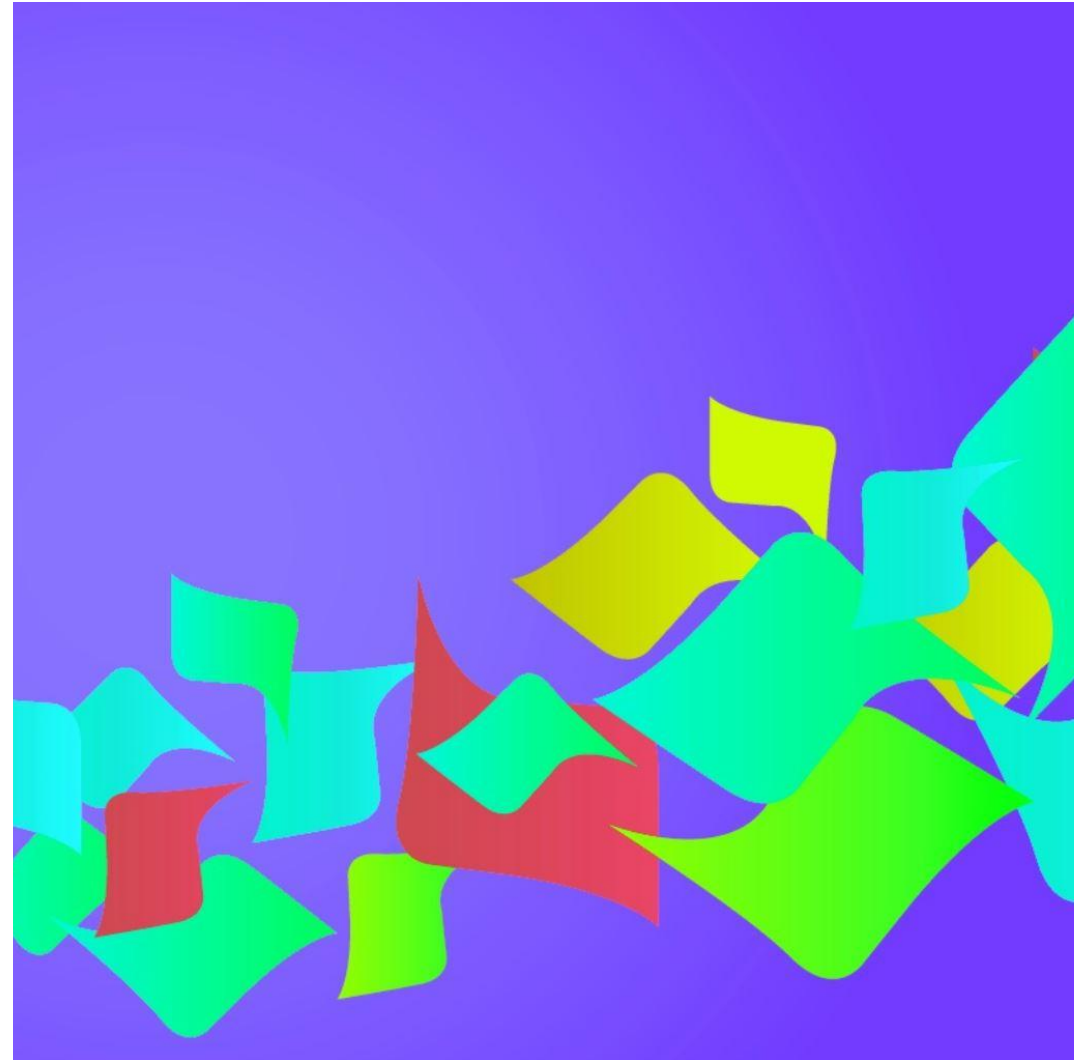
- Think back to the last presentation you attended.
- What do you remember best and why?
- Was it the charts or visual aids, the words the presenter used, or the way the presenter interacted with the audience?

TAKE THE
QUIZ! 😊



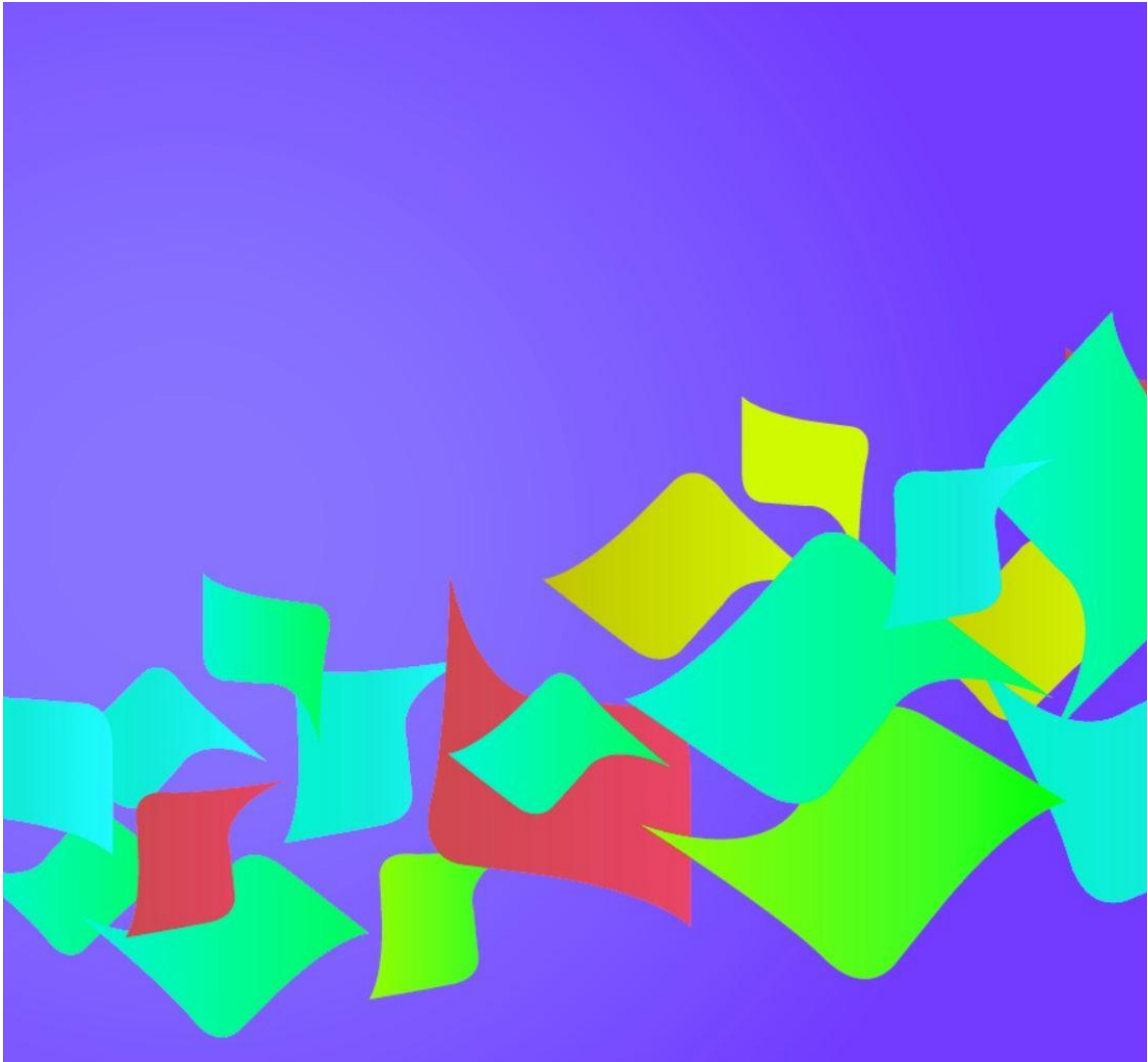
Learning styles

- The term **learning styles** refers to the way the brain perceives and processes what it needs to learn.
- The students we teach best are those whose learning style matches the teaching style with which we are most comfortable.



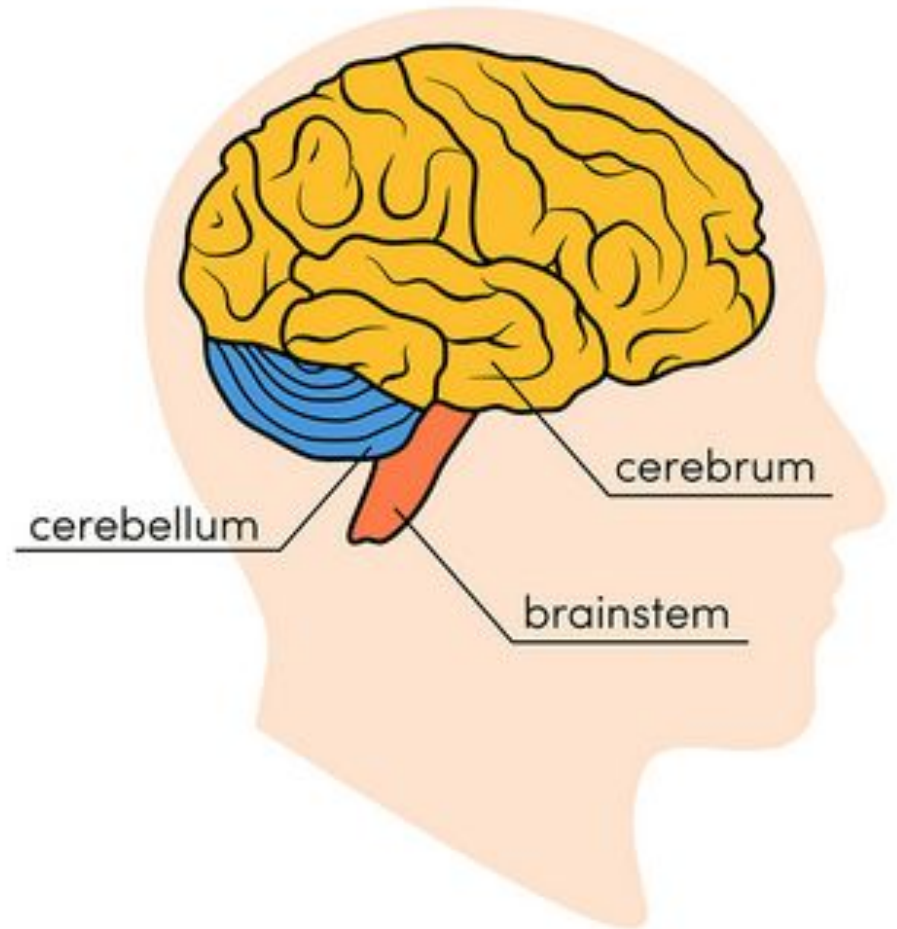
Learning styles

- Sometimes we underestimate the learning capabilities of students who don't learn the "right way".
- **In fact, there is no "right way".**
- The only way for each student is one that works !



Learning styles

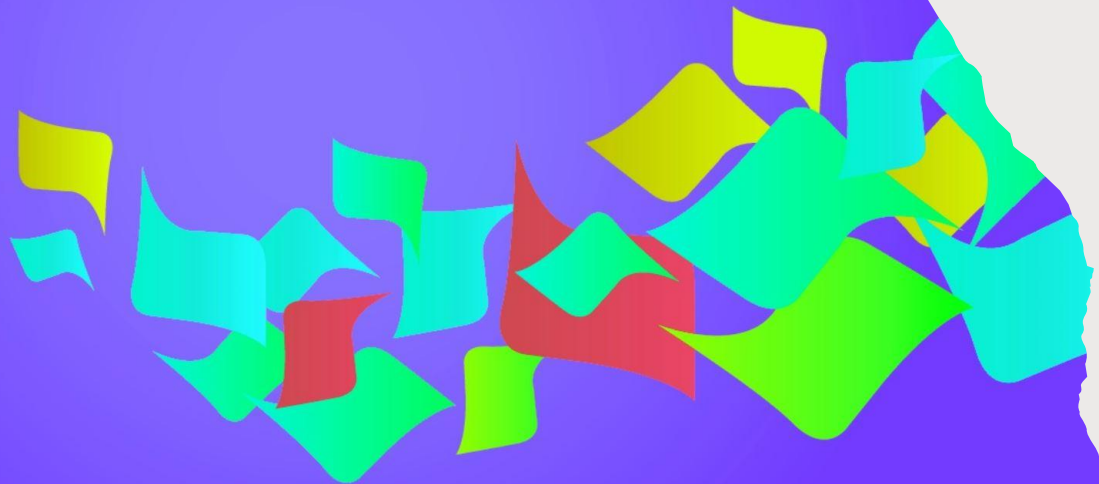
- The human brain is a complex organism. It is composed of three main parts: *the cerebrum, the cerebellum, and the brain stem.*
- When we experience stress, our brain stem functions take over the other two parts of the brain and order us to: “fight or flee”.



Learning styles

When students are asked to engage in a learning task that conflicts with the way they learn, they feel stressed. Their brain stem send the message,

“Put up a fight or get out of here !”



Learning styles

Drs. Marie Carbo, Rita Dunn, and Kenneth Dunn have described three styles of learning:

- auditory
- visual
- tactile-kinesthetic



Learning styles theory

Learning styles theories is important because it emphasizes that individuals have different preferences and approaches to learning.

Understand EACH persons' ways of learning can lead to more effective learning experiences.

By recognizing these styles, teachers can tailor their teaching methods to better suit individual needs, potentially improving comprehension, retention, and overall academic success.

Visual learners

Between 30-35 percent of the students in your class are probably visual learners.

In general these kids prefer:

- Pictures rather than words.
- Viewing rather than reading (video, demonstrations).
- Learning visual cues in texts (charts, graphs, photographs).
- Graphic organizers (mapping, illustrating in chart form what they learn).



Auditory-analytical

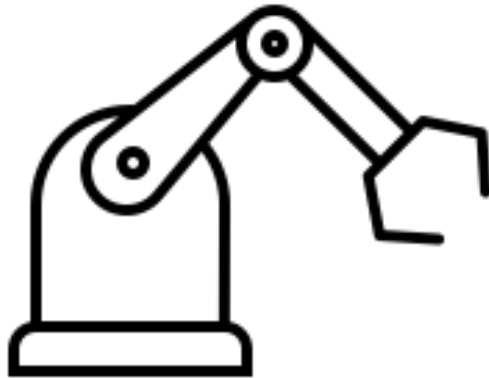
- Students who are generally successful with academic learning are probably auditory-analytical, or they enjoy a combination of styles that allows them to learn just about anything with ease.



Tactile-kinesthetic learners

Between 15-30 percent of the students in your class are probably tactile-kinesthetic learners. They prefer:

- Receiving concrete examples at the beginning of a learning experience.
- Moving while learning.
- Reading the end of the book or story first to see if it's worth the effort to read the whole thing.
- Learning by doing.
- Learning academic tasks after doing some physical activity.



Because **ALL** students are capable learners, you as a Teacher must demonstrate that **ALL** students are expected to fully participate in all activities.





Work it out!

Case Study 1

A 7-year-old student, Maya, struggles with reading comprehension and remembering details from stories. She loses focus quickly during oral instruction and often says she “can’t picture what’s happening” in the text.



Work it out!

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Teachers begin incorporating more visual supports: story maps, illustrated texts, and graphic organizers. Maya is encouraged to draw scenes from stories and use color-coded post-its for key details. After changing the approach, Maya shows improved engagement and recall, participating more in class discussions.



Work it out!

Case Study 2

Jake, age 8, finds it difficult to solve math problems using worksheets and visual examples. He often misunderstands instructions and gets frustrated when left to work alone.



Work it out!

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Jake, age 8, finds it difficult to solve math problems using worksheets and visual examples. He often misunderstands instructions and gets frustrated when left to work alone.

The teacher adapts instruction to fit Jake's auditory learning style by verbally explaining problems, using math-related songs, and encouraging Jake to repeat instructions aloud. Group discussions and partner work help Jake ask questions and hear explanations. His understanding and confidence in math increase as he listens and talks through concepts.



Work it out!

Case Study 3

Emily, a 6-year-old, is always moving around during lessons and finds it hard to stay seated for long periods. She struggles with focus during traditional, lecture-based instruction and is often distracted.



Work it out!

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Instruction shifts to hands-on activities: math manipulatives, movement-based spelling games, and science experiments. Emily thrives when lessons include physical movement, such as acting out word problems or using gestures to remember vocabulary. Her attention and participation improve, and she shows greater enthusiasm for school.



LUNCH

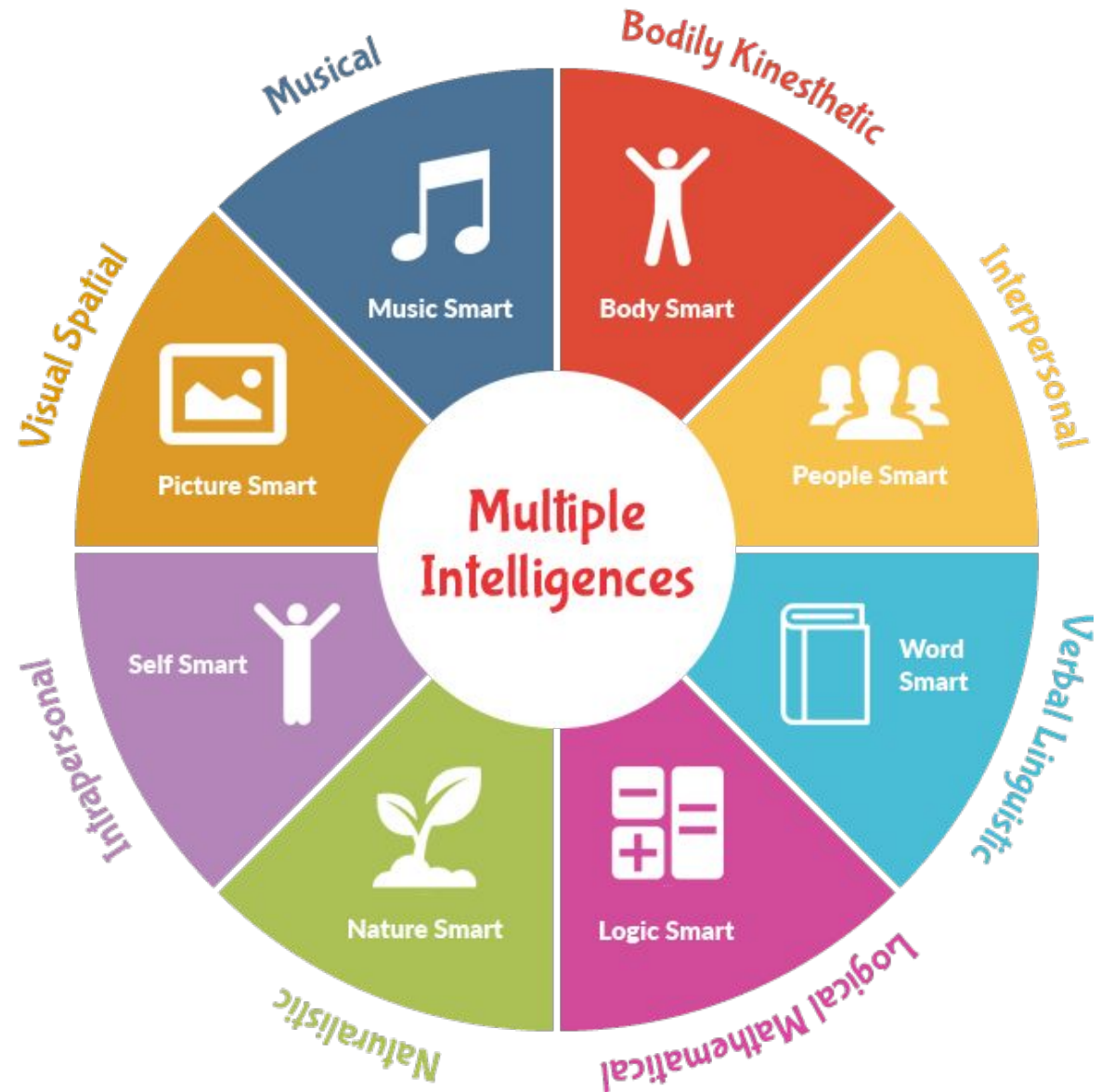


Multiple Intelligences – Howard Gardner

His theory is important especially for those of us interested in Inclusive Education, because it tells us that EVERY child has the potential to learn, and EVERY child is worthy of our effort.

He argued that, for example, a child who learns to multiply easily is not necessarily more intelligent than a child who has more difficulty in learning to multiply. The child who takes more time to master multiplication may learn best through a different approach, may excel in a field outside mathematics, or may be looking at and understanding the multiplication process at a fundamentally deeper level.

Multiple Intelligences – Howard Gardner



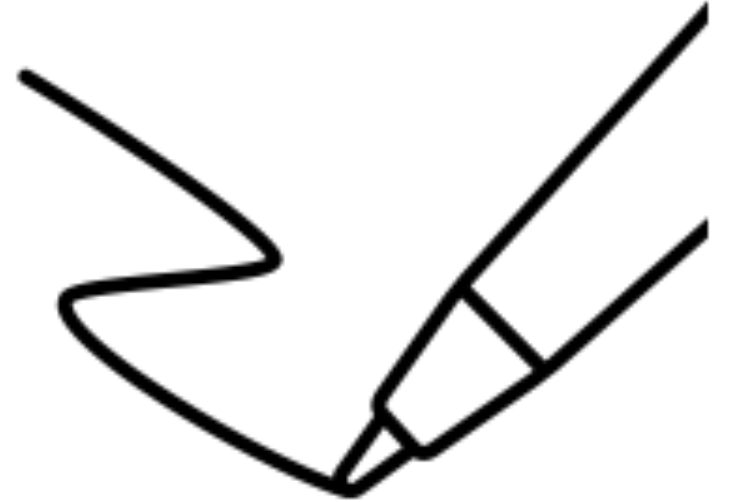
Strengths of children with linguistic intelligence

Strengths of children with linguistic intelligence

- They understand words and language very well and have well developed vocabularies.
- They can express themselves very well in both oral and written forms.

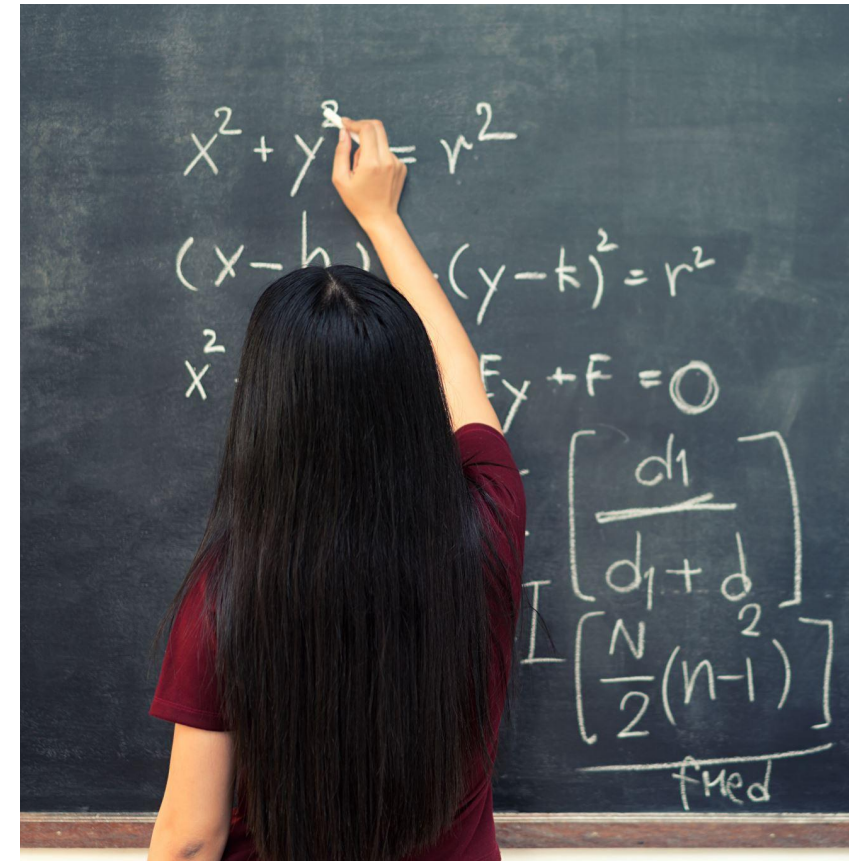
Activities that children with linguistic intelligence will enjoy

- Read books.
- Debating and discussing various issues.
- Writing poems, short stories.
- Public speaking about issues.
- Reading aloud.
- They may be excellent storytellers.



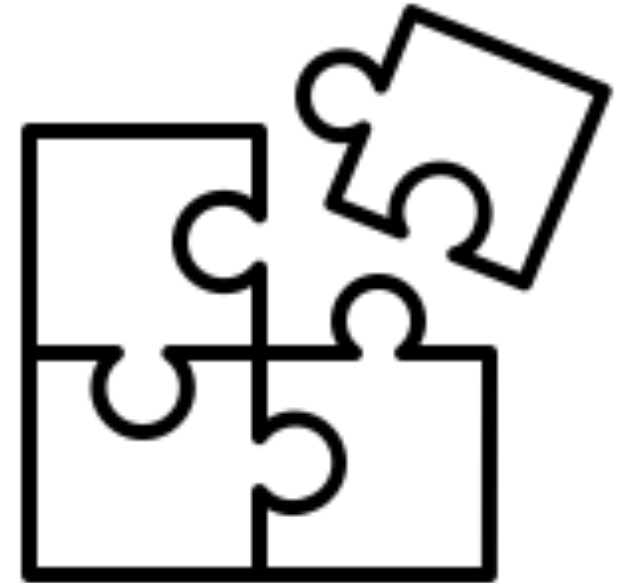
Logical-mathematical intelligence

- Logical-mathematical intelligence people use numbers and math concepts with ease.
- They are fascinated by how things work, and they love games and computers.
- They understand cause-and-effect, enjoy abstract reasoning, and are often drawn to the sciences.
- **Tips:** teach math from concrete to abstract, use computer – assisted learning and visual and graphic organizers.



Visual – Spatial Intelligence

- Visual-spatial people understand and relationships of figures and images in different spatial fields.
- They are very skilled at taking things apart and reassembling them. They love puzzles, especially the 3-D type, and may be very good at board games such as chess.
- **Tips:** Show videos, films, or other visual representations. Have them build models (with LEGO or other materials) to demonstrate what they know.



Musical-Phythmic Intelligence

- They love to sing and may hum while they work. They may be able to imporvise songs or new arrangements for existing pieces of music.
- **Tips**: Use music and rhythm to teach, let students use music and rhythm (dances, songs, raps) to demonstrate what they have learned.



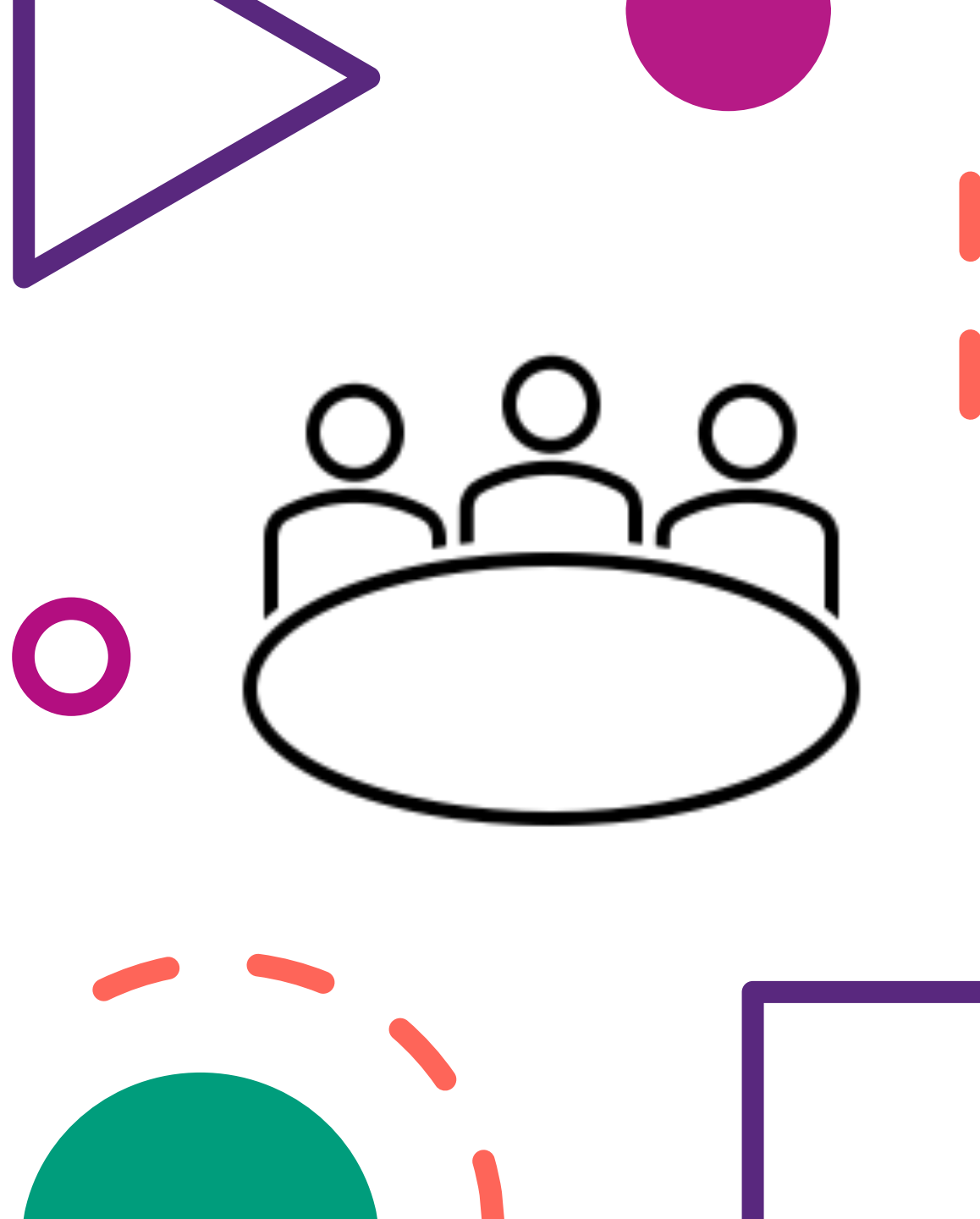
Bodily-kinesthetic Intelligence

- In cultures that value competitive sports, this may be the most acceptable form of intelligence.
- They enjoy training the body to do its physical best.
- Having to sit for a long periods of time is very uncomfortable for them.
- **Tip:** They need frequent opportunities to move, and they usually love games where movement is involved.



Interpersonal Intelligence

- People with this type of intelligence are our present and future leaders. They can work well with others and lead them, they easily perceive and respond to others' moods and feelings.
- **Tip:** Use cooperative learning and give them leadership roles offer a variety of learning tasks and allow them to create unique solutions to problems.



Intrapersonal Intelligence

- People with type of intelligence understand themselves much better than others may understand them. They are highly motivated to be true to their goals and are not overly concerned about what other people will think of them.
- They learn well when they can connect what they need to learn to some personal memory.
- **Tips:** Give them opportunities to write in their journals about their favourite topic - themselves! Let them work independently, they need to resist cooperative learning.



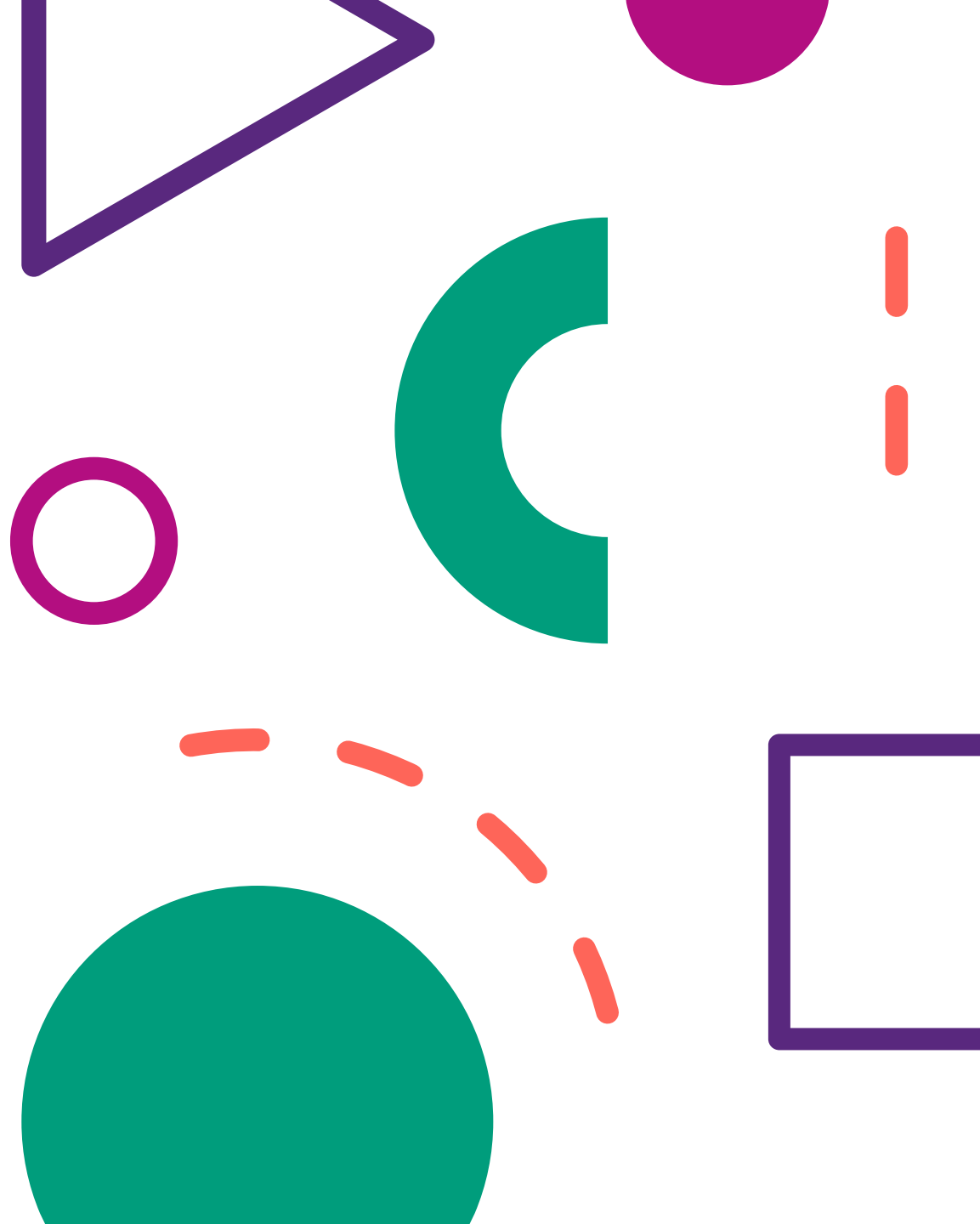
Naturalist Intelligence

- People with a strong naturalist intelligence have an outstanding knowledge of things that exist in the natural world, such as plants and animals.
- Naturalists like to fish, garden, cook, and carefully observe whatever catches their interest.
- **Tip:** Naturalists love to work with real plants and animals. Let them learn botany by growing plants in the classroom or school grounds, encourage them to garden at home.

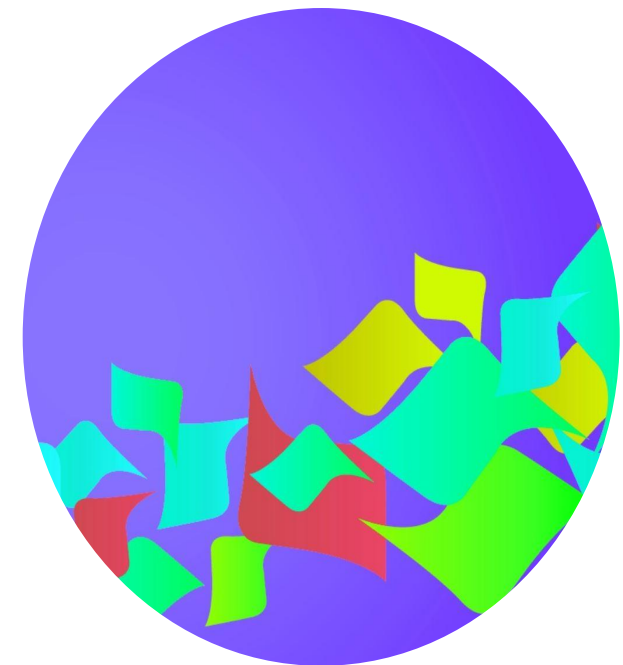
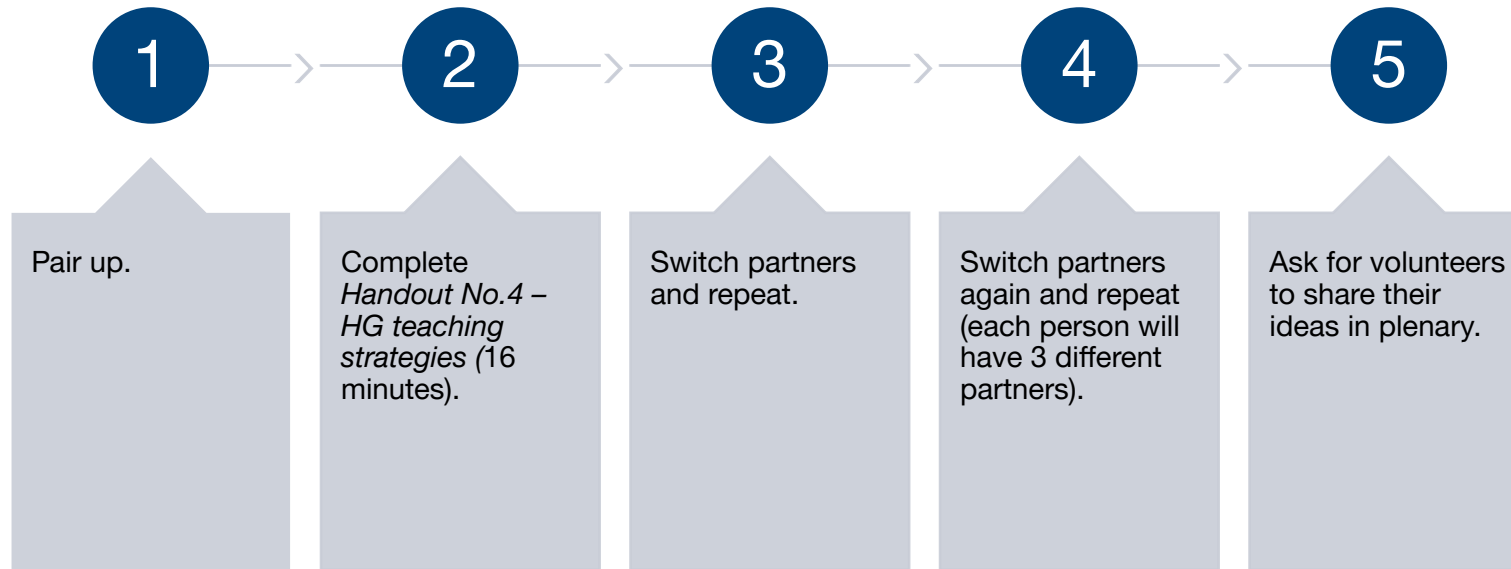


Teaching to Multiple Intelligence

- Learning styles and multiple intelligences theory are complementary.
- Teaching strategies and techniques developed to meet the needs of specific learning styles can also be used to enhance specific intelligences (an vice versa.)




Pair-Share





Reflection

Take 5 minutes to reflect and determine how your Learning Style (that you discovered this morning) matches your dominant Multiple Intelligences.



| LEARNING STYLES | MULTIPLE INTELLIGENCES |
|-----------------------|--|
| Auditory | Linguistic Logical-Mathematical Interpersonal Intrapersonal Naturalist |
| Visual | Visual -Spațial Logical-Mathematical Logical-Mathematical |
| Tactile - Kinesthetic | Bodly – Kinesthetic Visual-Spatial Musical-Rhythmic Naturalist |

Teaching in a changing world

Inclusion is not yet a reality!

Emergency and/or humanitarian situations make the assurance of children's rights – including inclusive education – very challenging!

More than 75 percent of what we teach today will be outdated by the year 2030

Almost 75 percent of the jobs that will be available in 2030 have not yet been invented!

Learning Styles and Multiple Intelligences

- It is important to create a safe and comfortable learning environment for our students.
- Our next step is to learn about our students and apply the learning styles and multiple intelligences theories to planning our curriculum and learning activities.



How can I be sure to teach my students what they really need to know ?

If you can make learning exciting and meaningful for your students, and you can help them to be more successful learners, you will have taught them what they really need to know in 2030:

HOW TO LEARN



AGENDA – DAY 2

Universal
Design for
Learning

The diagram features two rounded rectangular boxes side-by-side. The left box is dark teal and contains the text 'Universal Design for Learning'. The right box is light green and contains the text 'Multi-tier System of Support'. Two thin, curved lines connect the top and bottom of the two boxes, forming a partial circle around them. A large, faint white circle is visible in the background on the left side of the slide.

Multi-tier
System of
Support

What did
you learn
yesterday?




Universal Design for Learning (UDL)

Learning Objectives

- To provide participants with the experience of creating a vision for Inclusive education that can be used in their school.
- To create a shared understanding of the responsibility of schools with regard to creating enabling learning environments.





Differentiation by task

1. My creature is called the

.....

2. It's 2
long.

3. It's very

4. It eats

.....

5. It's
.

6. It has got
..... teeth.

7. It lives in
water

My sea creature is called the sea cow. It's two meters long and it's very fat. It eats plants. The sea cow is black and grey and it has got big, white teeth. It lives in cold water.

What is Universal Design?



Design of all products and environments to make them aesthetic and usable to the greatest extent possible by all people regardless of age, ability or status

Arquitect Ronald Mace.



It is based upon the merging of three earlier concepts:

aesthetics (beauty, art, value, judgment, experience, etc.)

barrier-free (1960's ergonomic research on barriers to persons with physical impairments)

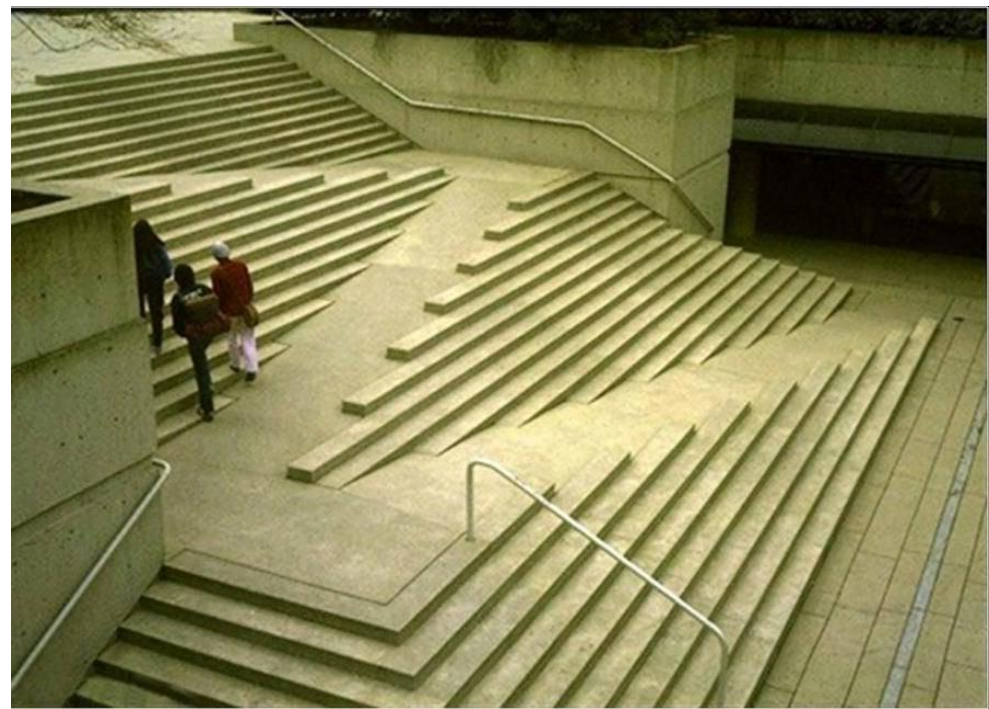
assistive and adaptive technologies (disability movement)

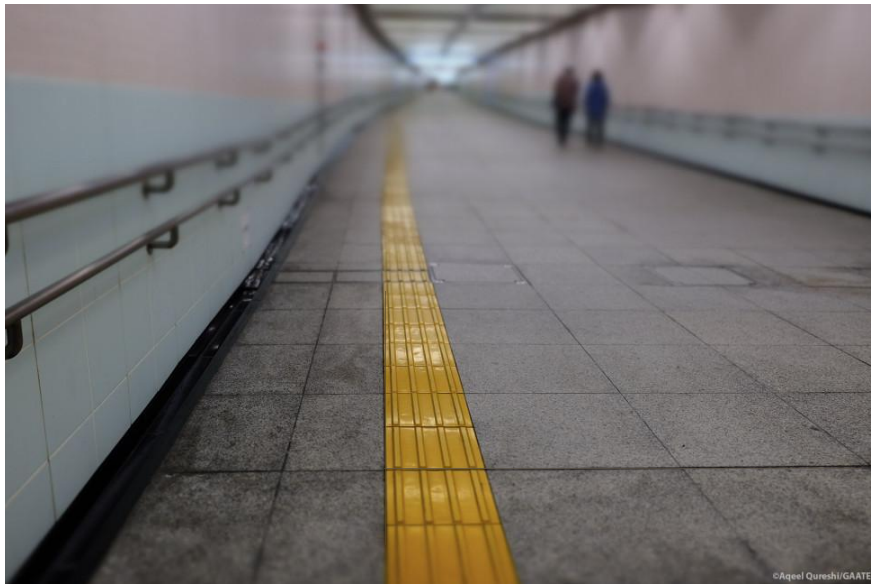


Think-pair-share:

Can you identify
some examples of
universal design
products?





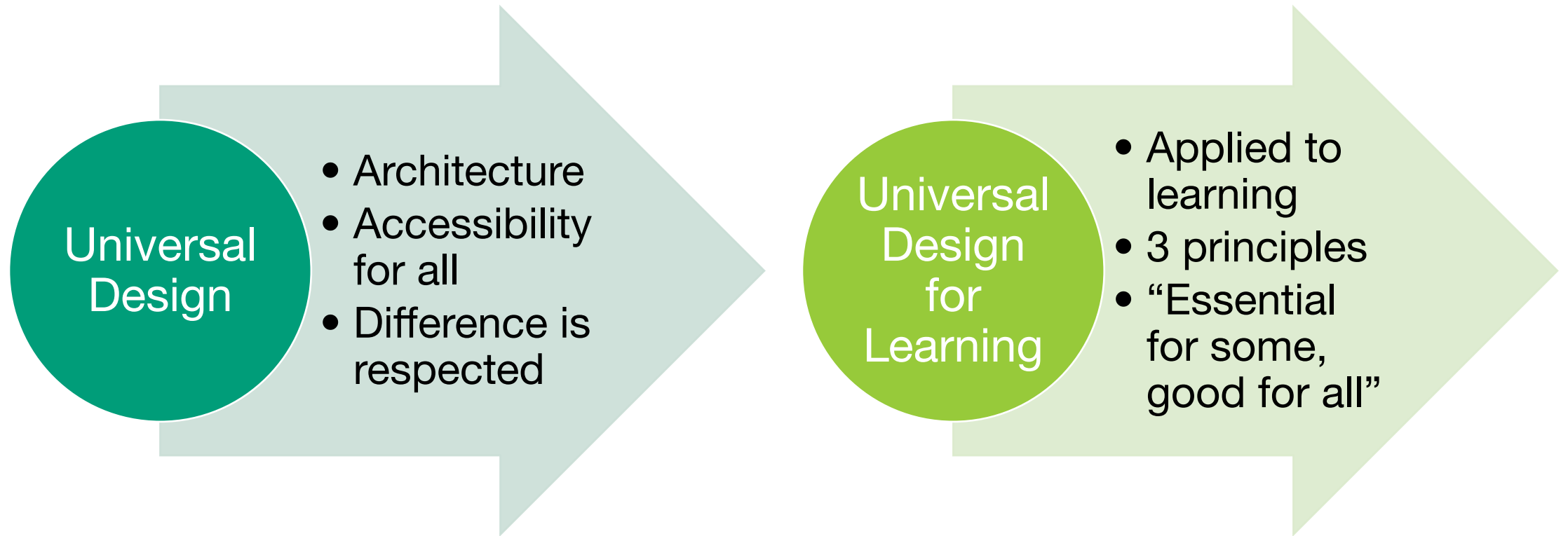




Universal Design for Learning

The application of
Universal Design in
teaching/learning

Universal Design for Learning





Universal Design for Learning

A contributing factor to inclusive education

Unpacking UDL

Universal

For every learner, not just "average" or "in the margins" learners.
Everybody has the opportunity to learn.

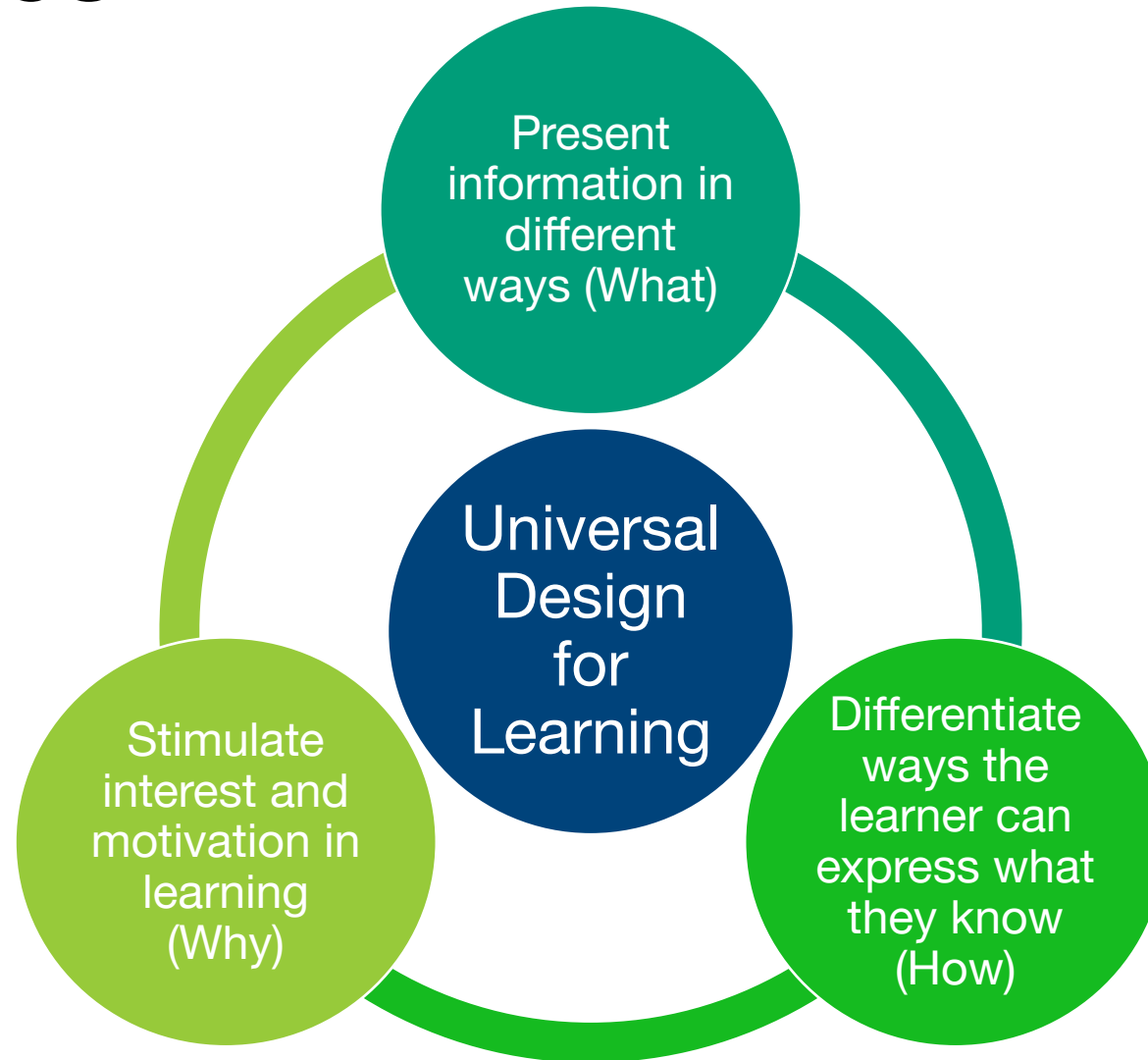
Design

Intentional, purposeful, planned.
Variability is expected and predicted, the needs of all are considered when designing curricula or lessons.

Learning

Everyone is challenged and supported in learning. Learning contains appropriate challenges but does not contain unnecessary or irrelevant barriers.

3 principles

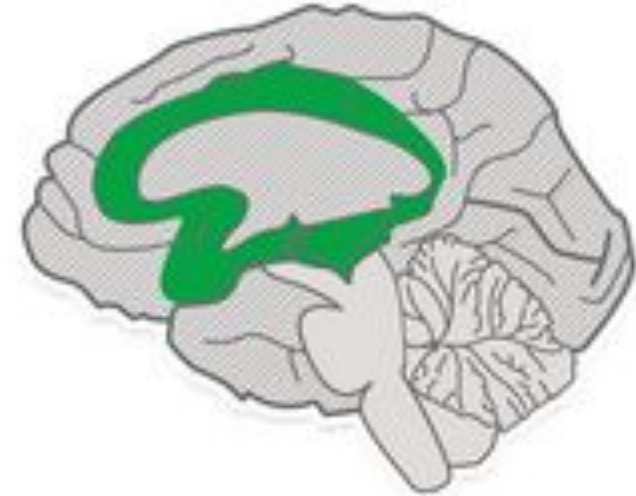


Provide multiple options that:

- increase buy-in and keep students motivated
- allow students to regulate emotional states
- help sustain effort in a task

Is highly contextual and community-specific, but can be planned for. Curricula needs to allow flexibility for context and individual interests.

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

Provide multiple options for:

- perception
- comprehension
- language and symbols

Presenting information in multiple ways increases access for all students.

Understanding the main concept is valued and achievable in many ways.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

Provide multiple options for:

- physical action
- executive options (e.g., goal-setting, strategy development)
- expression and communication

Students can show comprehension in many ways

Expressing learning is not conditioned by a fixed strategy, action or mean of communication

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

UDL starts
by



Distinguishing between a desired learning outcome and the means of achieving them



Multiple means of representation (**WHAT**)



Multiple means of action and expression (**HOW**)

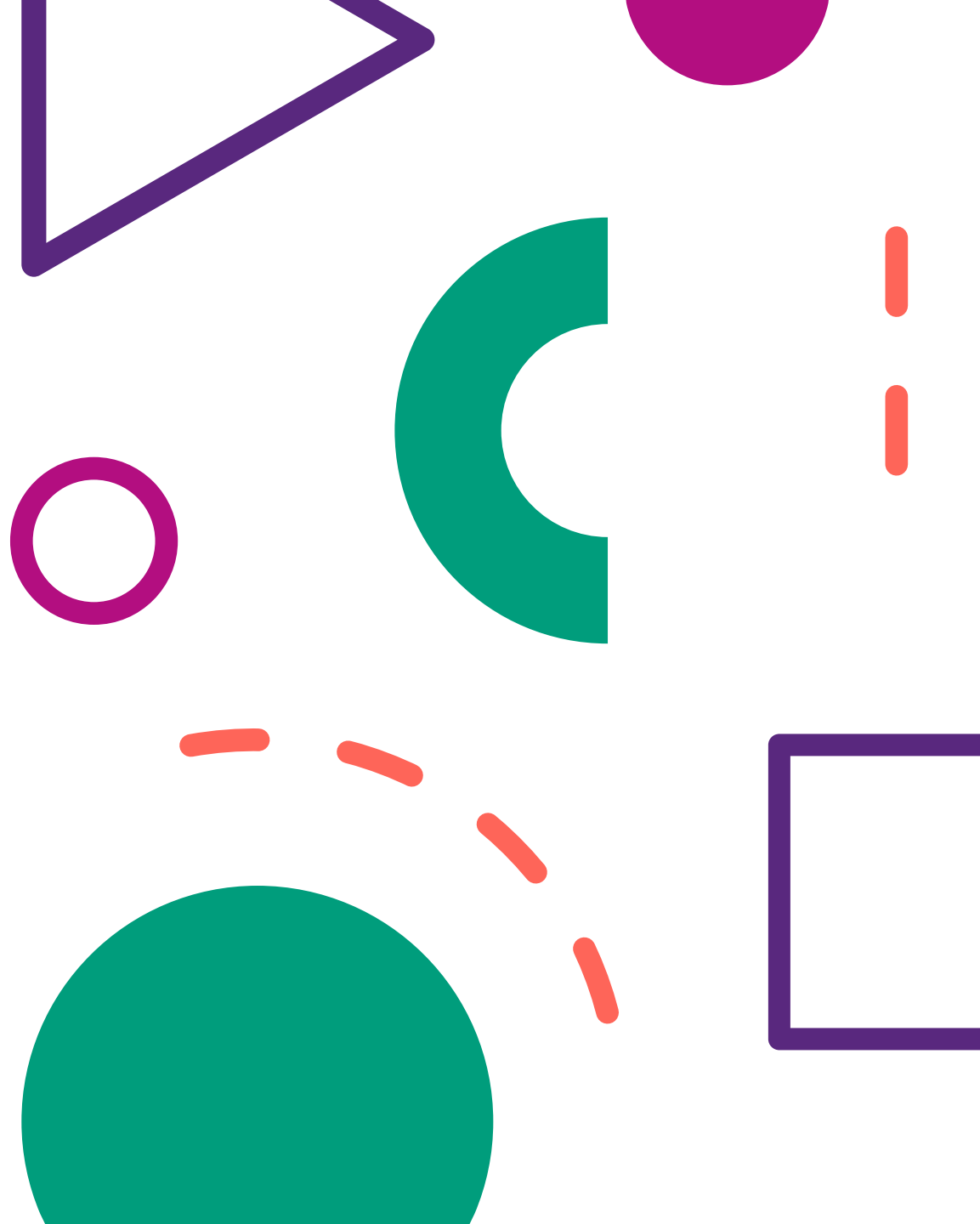


Multiple means of engagement (**WHY**)

Based on learning styles and multiple intelligences theories...

UDL and education in emergencies (EiE)

- ✓ Universal design for learning (UDL) is based on the principle that every child matters and every child learns **DIFFERENTLY**.
- ✓ We take all the ways in which children are different from each other, and we capitalize on it.
- ✓ UDL does not aim to make all children learn equally. It aims to support every child to learn in the way that matters most **TO THEM**.
- ✓ There is no single way to learn – there is no single way to teach!





Reflection & Group Work:
Looking in the mirror

Self-reflection

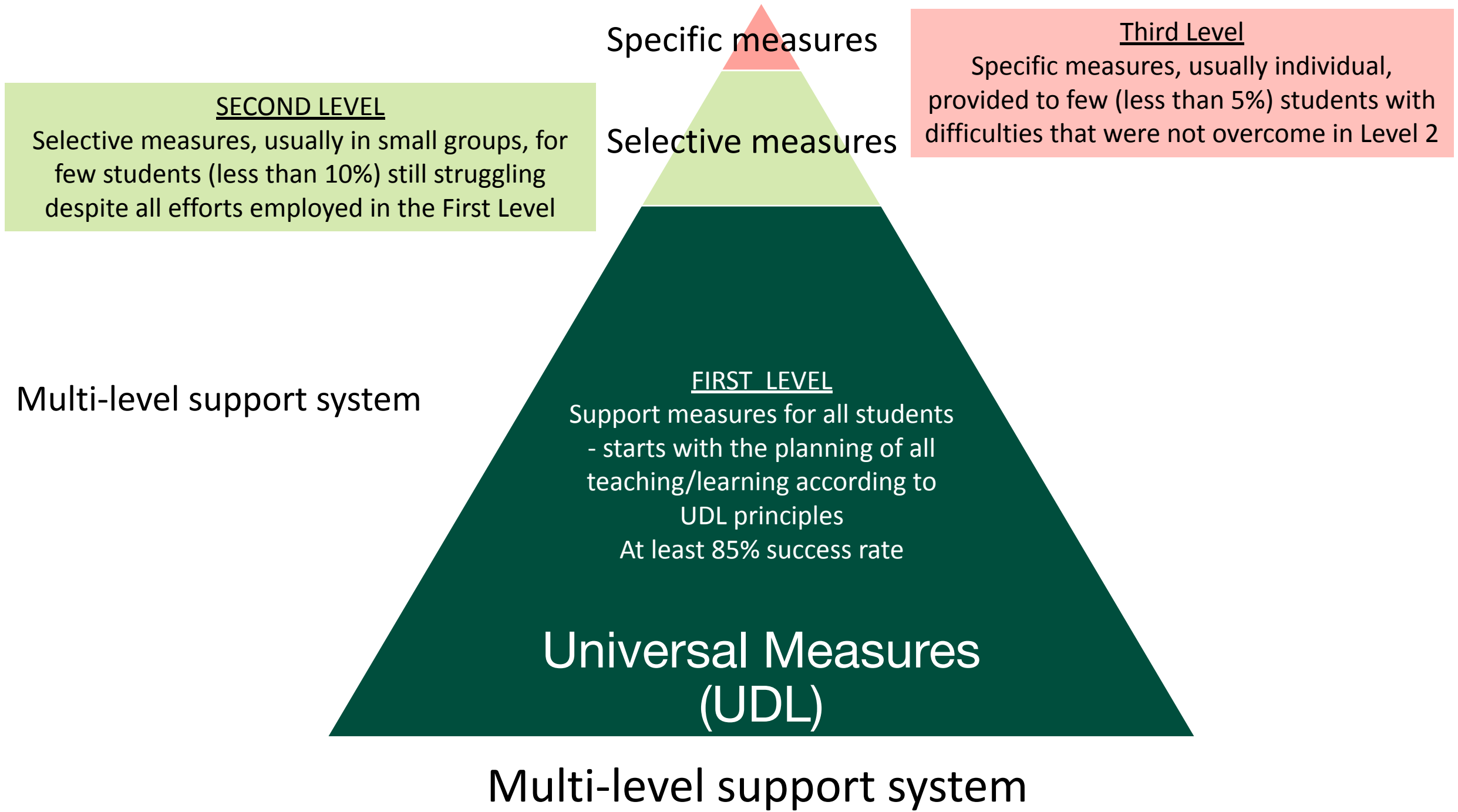
1. What is the most important think I learned today?
2. How can I implement UDL in my school/class? **Be realist taking into consideration the current situation!**

Group share



LUNCH





Specific measures

Third Level

Specific measures, usually individual, provided to few (less than 5%) students with difficulties that were not overcome in Level 2

SECOND LEVEL

Selective measures, usually in small groups, for few students (less than 10%) still struggling despite all efforts employed in the First Level

Selective measures

FIRST LEVEL

Support measures for all students
- starts with the planning of all teaching/learning according to UDL principles
At least 85% success rate

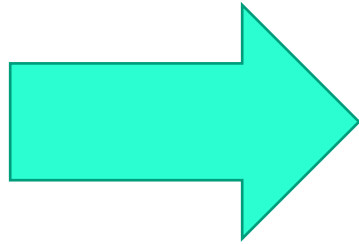
Multi-level support system

Universal Measures
(UDL)

Multi-level support system

UDL and Inclusive Education (GC4)

Universal Design is useful to, but does not equal, inclusive education



- it is not an alternative to reasonable accommodation, differentiated instruction, support services or assistive devices
- a framework that can include their application.

UDL and Inclusive Education (GC4)

Whole person approach

- Flexible curricula and methods
- Adapted to diverse learners
- Focus on learners' capacities and aspirations

Learning-friendly environments

- Learners choose effective pathways to acquire and express knowledge
- Teachers have a better understanding and more confidence in students' capacities

Teachers in Inclusive Education

All teachers are responsible for ALL students, with no exception

Teachers focus on participation without discrimination

Teachers work in an environment that supports them

Teachers are high quality professionals that depend on each other

Teachers engage in collaboration, in and outside of school

UDL

Assumes that:

the curriculum can be a disabling factor, not the individual dis/abled



Aims at:

dismantling participation and learning barriers
developing a curriculum that is centred on learner variability (learning styles)



Supports all learners in:

Becoming experts - strategic, skilful, goal directed, knowledgeable and motivated to learn more.

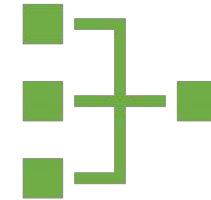
UDL can be found anywhere in the system



Classroom




School



System

Putting it all together

Learning Styles, Multiple
Intelligences & UDL



UDL in emergency and/or humanitarian settings

It is impossible to train ALL teachers to be disability experts. But it is possible to train ALL teachers to teach ALL students regardless of their disability.

EACH student has a learning style and a preferred way of making sense of the world. It might not be the way YOU do it... but, as a teacher, you must plan for it.

Using what you learned about learning styles and UDL, it is possible to plan your curriculum and learning activities in a way that is responsive to all your students:
**KNOW THAT ALL YOUR STUDENTS
LEARN DIFERENTLY AND PLAN FOR IT!**



- Teachers are the key to equity, even in emergency/humanitarian settings.
- **Teachers do what they believe needs to be done within their classrooms.**
- If teachers believe that inclusive education is the only way towards an equitable future, we can create inclusive education from the inside out.
- **Inclusive education is a transformation of the system, that can be started with an implosion powered by teachers.**