

2015

Using Learning Preferences to Inform Module and Curriculum Design

Cormac Breen

Technological University Dublin, cormac.breen@tudublin.ie

David McDonnell

Technological University Dublin, david.mcdonnell@tudublin.ie

Paul Redmond

Technological University Dublin, paul.redmond@tudublin.ie

Aisling McGowan

Technological University Dublin, aisling.mcgowan@tudublin.ie

Claire Wynne

Technological University Dublin, claire.wynne@tudublin.ie

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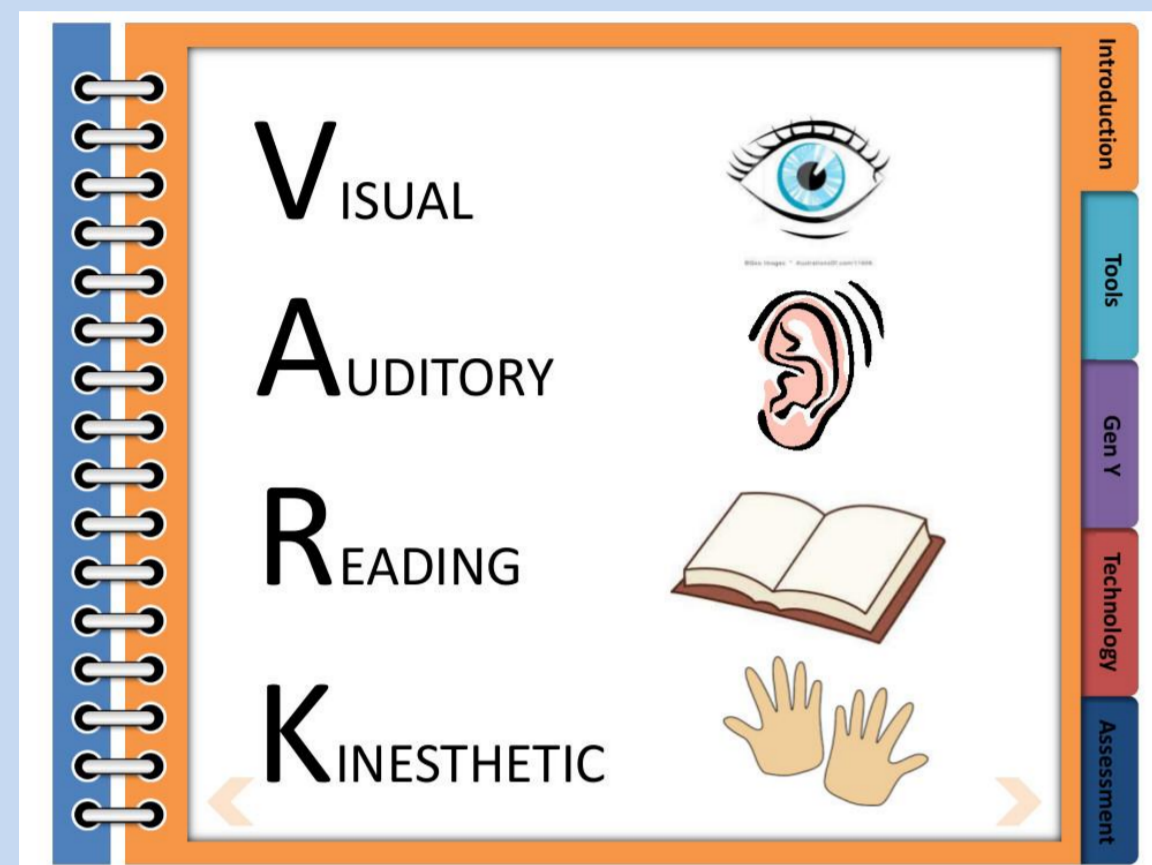
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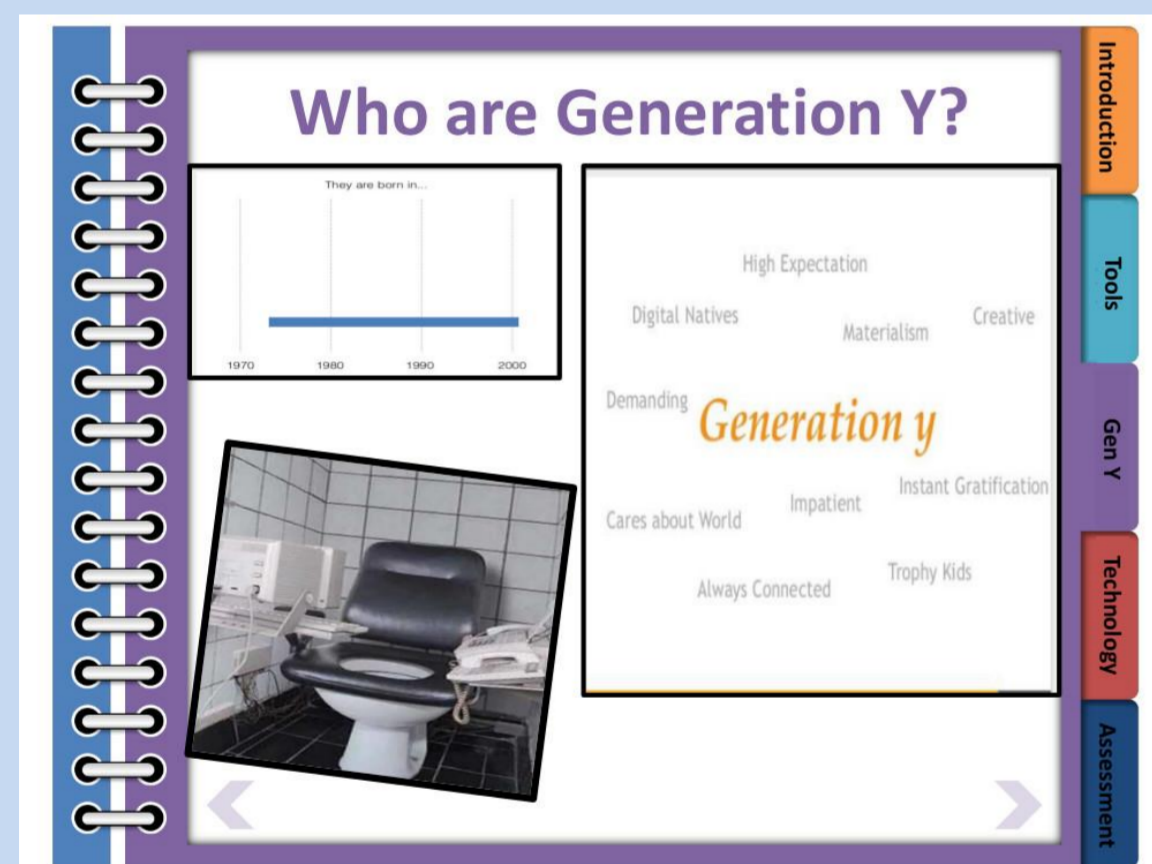
Authors: Aisling McGowan
 Claire Wynne
 Cormac Breen
 David McDonnell
 Paul Redmond

Supervisor: Claire McDonnell

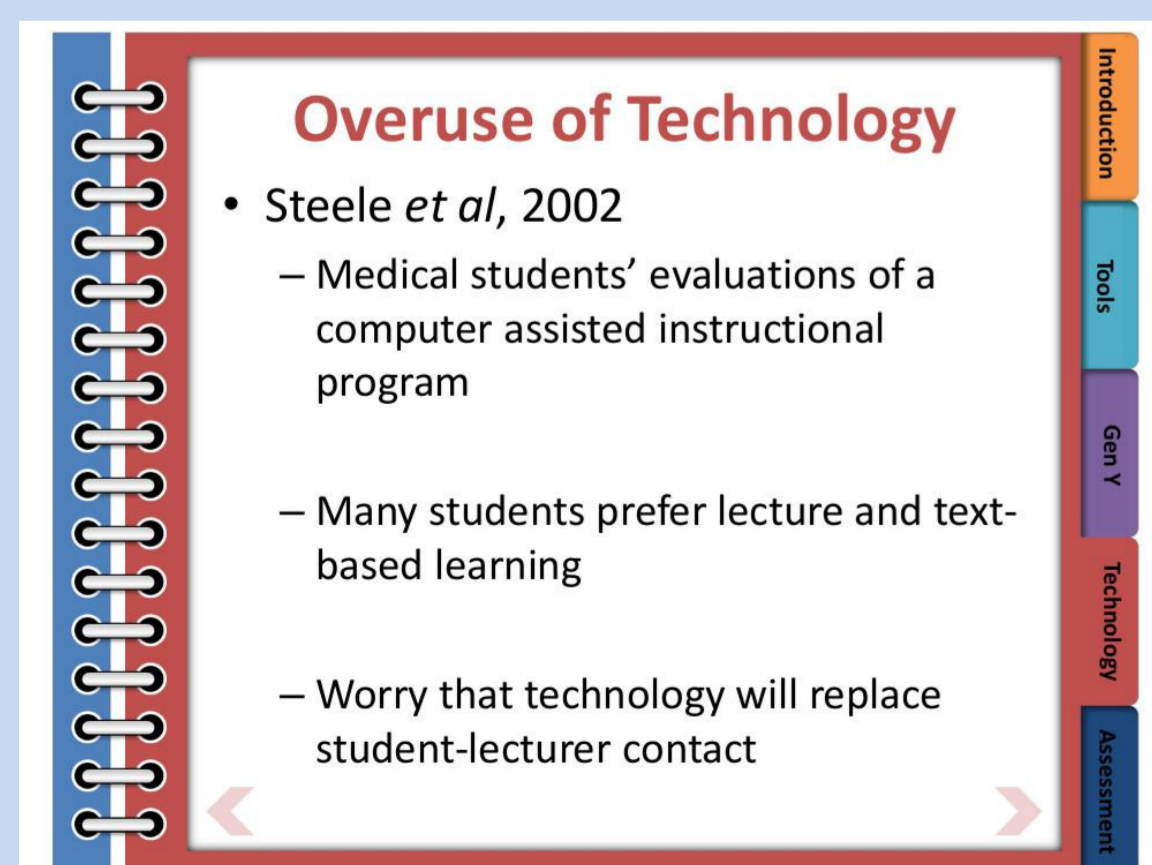
Questions, ...



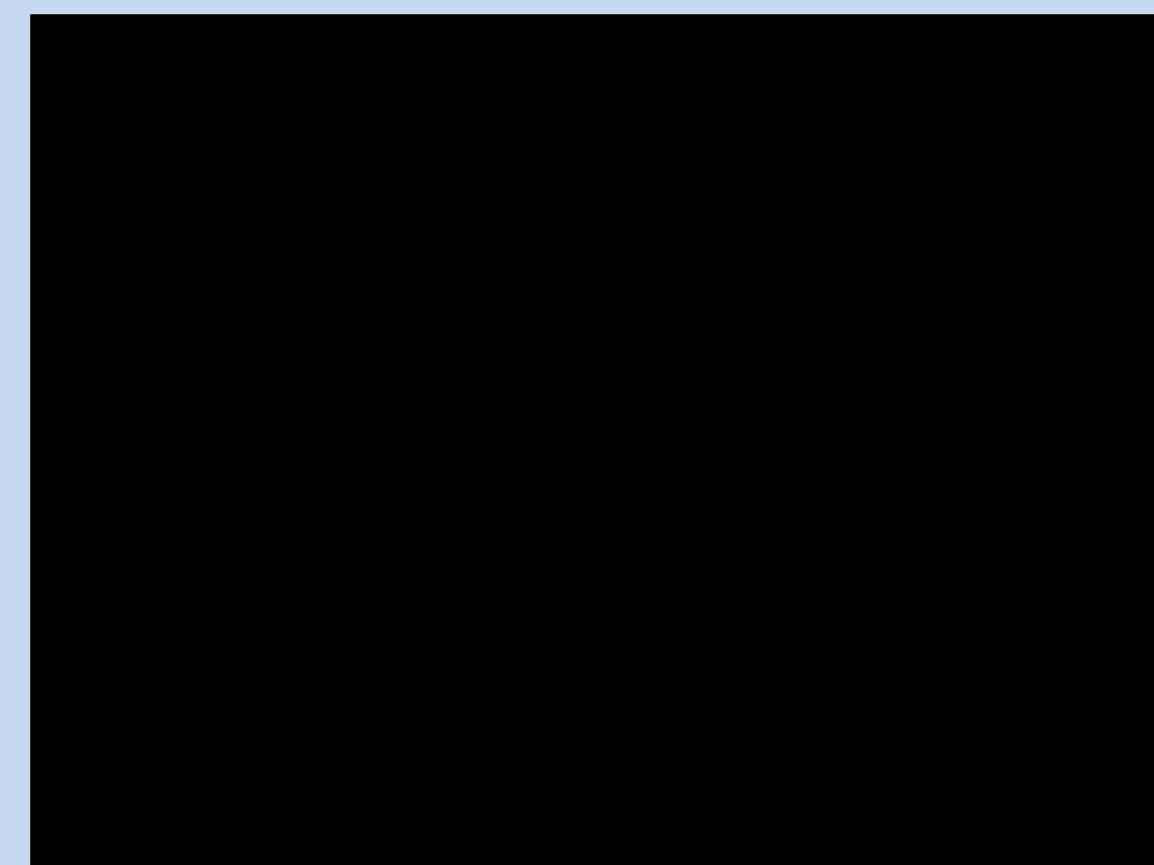
How do your students like to learn?



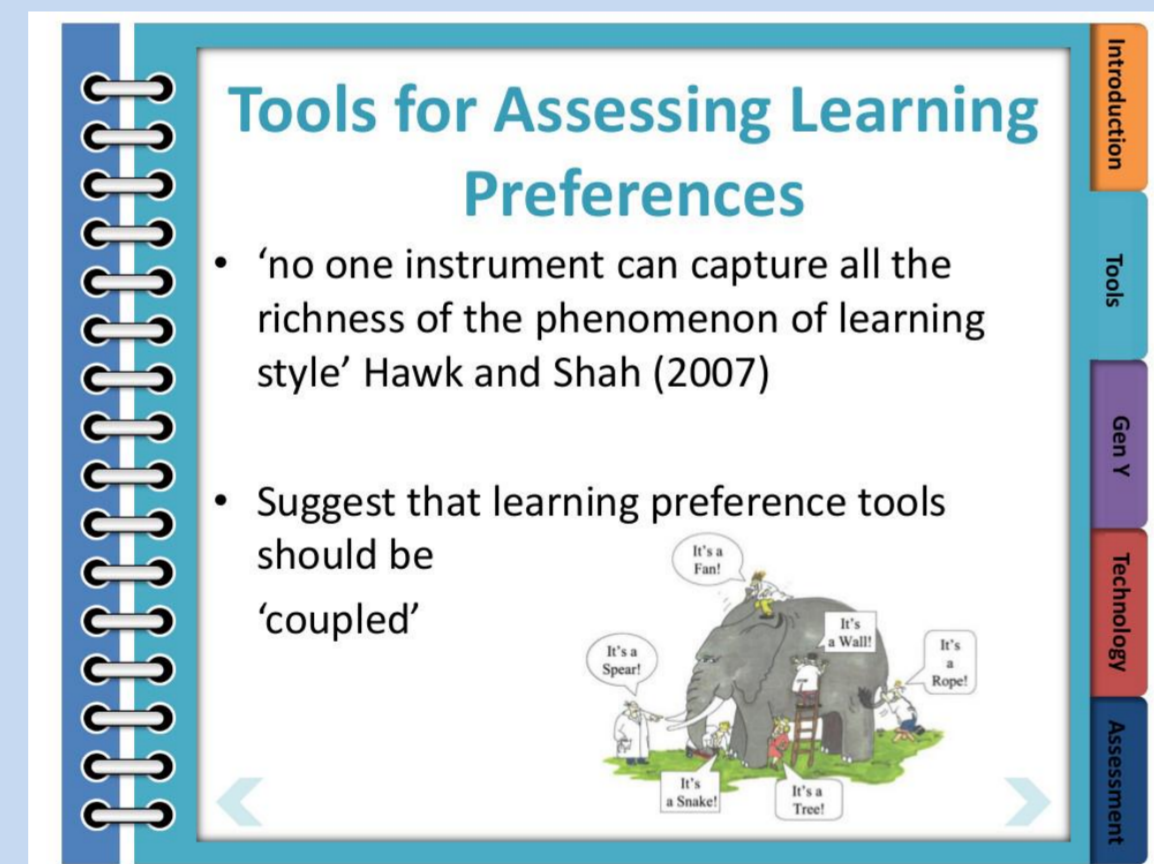
Who are these students that we teach?



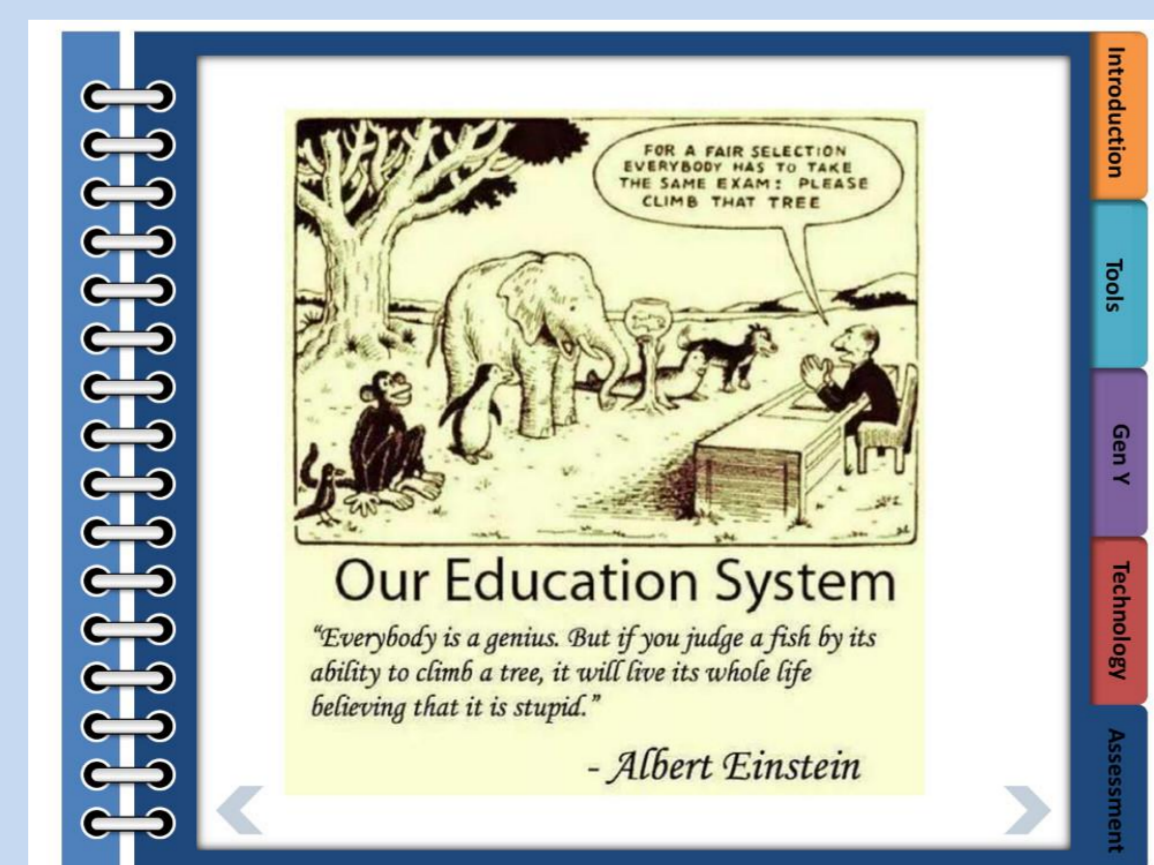
They crave technology, but can we give them too much?



What do you see? A blank slide or an opportunity to listen?



Is there more than one way to categorise their preferences?

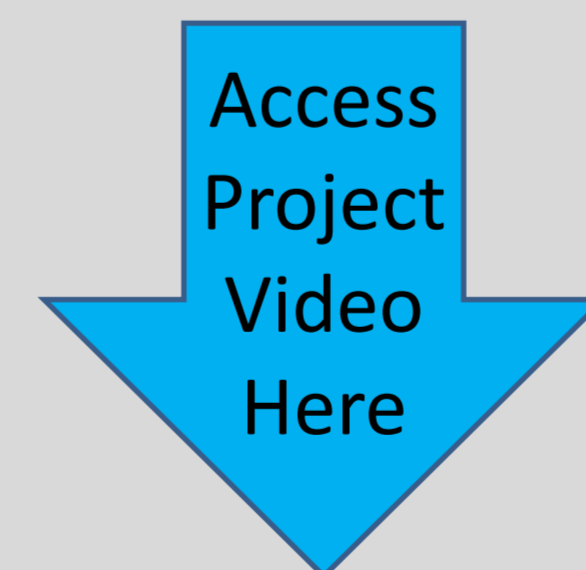


We celebrate diversity, so why assess all the same?

...Answers...

- Important to recognise the different learning preferences that exist among students
- This project investigated the nature of learning preferences and how they may be introduced into the classroom.
- VARK model (Fleming, 1992), which categorises a student based on them being a visual, auditory, reading/writing or kinaesthetic type of learner.
- The majority of students are multi-modal learners.
- Although there are many different models used in the literature to describe learning preferences, a common theme amongst them is the direct link with the human senses.
- Emergence of technology within the classroom ('Generation Y').
- Adapting teaching practices must also involve changes to assessment strategies.

...and Solutions



Scan Me



Does your module suffer from sensory deprivation?
 Illuminate your classroom



LTTC
 Workshop:

Using Learning Preferences
 to Inform Module Design

..... evoke the senses and get a real feel for learning

Course Details:

Time: 9am – 12pm
 Date: 3rd Sept 2015
 Venue: LTTC, Aungier St.

Course Highlights:

Learning Preferences
 Assessing Learning Styles
 Blended Learning
 Technology in the Classroom
 Teaching Generation Y
 Assessment Strategies

For Further Details:
 Contact: Cormac Breen
 cormac.breen@dit.ie
 www.dit.ie/lttc