Please take a few moments to read the two background paragraphs on the next page and then respond thoughtfully to the questions that follow.

Resolution Recommendation 5.

The purpose of this survey is to ask you directly how, if at all, you apply "Student Learning Styles and needs" to the improvement of student learning in your classroom, and to solicit your opinion on which approaches to the "leaming styles concept LAMC should adopt as a Working Definition as we seek to achieve in Student Learning Outcomes. " The first step in developing such mechanisms is to adopt a Working Definition of "Student Learning Styles and needs" and how Instructional delivery and Pedagogical approaches need to be related to it. An accurate definition of "Student Learning Styles and needs" is fundamental to the alignment of Instructional delivery and Pedagogical approaches with Student Learning Styles and needs. The alignment of Instructional delivery and Pedagogical approaches with Student Learning Styles and needs is fundamental to the achievement of Student Learning Outcomes. A clear Working Definition of "Student Learning Styles and needs" is needed to ensure the alignment of Instructional delivery and Pedagogical approaches with Student Learning Styles and needs.

Survey on Student Learning Differences

Introduction
materials, pedagogy, or content. In this view, they can help learners at multiple levels of ability, background knowledge, and interest. They can help learners who have more ability or background knowledge by providing more advanced enrichment materials. Similar adaptations in interests. For example, teachers can help learners who have less ability or background knowledge by providing supplementary basic materials, while improving learning and meet student needs by taking into consideration their students' differences in styles, differences in abilities, background knowledge, and other theoretical differences.

Other theorists argue that there is insufficient research support for such learning styles independent of ability and content, and that teachers can recognize learning styles, or reasoning versus rote learning. In this view, they can help students whose learning varies along other dimensions, such as linear versus holistic, linear versus impulsive. Similar music and other auditory presentations; while they can help "visual learners" best with pictures, graphs, and other visual presentations. Similar some experts while the preferred learning modes of their students. For example, teachers can help "auditory learners" best with the spoken word. Some learning theorists argue that students differ in their preferred modes of learning. Some learning styles are independent of ability and the content of the presentation.
Survey on Student Learning Differences

1. Which approach to learning differences have you found most useful over the past two years in improving student learning in your own classroom at

Adapting your materials, pedagogy, or content to take into consideration your students' different abilities, background knowledge, and interests.

Matching your teaching to some extent with the preferred learning modes (e.g., auditory vs. visual, linear vs. holistic, etc.) of your students.

2. Which approach to learning differences do you recommend that LAMC adopt as a working definition, as we seek to resolve Recommendation 57.

I have found both approaches equally useful.

None of the above! I am able to help my students reach course objectives and learning outcomes without regard to any learning differences they may have.

Other (please describe):  

Other (please describe):  

Other (please describe):
4. If you do consider learning differences in your teaching, what changes(s) in content, organization, presentation, support, or other elements of your teaching have you implemented most frequently in the past two years to help students succeed? Based on your findings about student learning differences, have you improved your teaching? (If yes, describe.)

☐ None of the above: I do not consider learning differences in my teaching.

☐ Other (please describe):

☐ Exams or essays after the midterm but before the final exam.

☐ Midterm exam.

☐ Exams or essays before the midterm.

☐ Graded in-class or take-home assessment during the first two weeks.

☐ Non-graded classroom assessment techniques or other in-class learning checks.

☐ Questionnaire completed by students.

☐ Individual meetings with students.

☐ Classroom discussion, either in small groups or as a whole.

5. If you do consider learning differences in your teaching, what primary methods have you used in the past two years to determine the relevant differences? Please mark all that apply.

Survey on Student Learning Differences

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Research on student learning styles and needs?

6. If you do consider learning differences in your teaching, based on your observations, what student characteristics should be considered in LAMC's

5. If you do consider learning differences in your teaching, please describe briefly the major learning differences that you have identified most often in the past two years based on these methods.
Survey on Student Learning Differences

7. Please list the primary discipline(s) in which you have taught over the past two years to which your responses above apply.

8. Which choice best describes your primary faculty assignment at LAMC?

9. Please enter any other commitments you have related to learning differences at LAMC.

Submit Responses

Back

100% Complete
Thank you for your help in this important task!