

Tell me, and I'll forget.
Show me, and I may remember.
Involve me, and I'll understand

- Chinese proverb



How to design our trainings for different learning styles

Romania - RPPA

Gabriela HUM

Positive psychotherapist, supervisor,
WAPP International master trainer for PPT,

Children learning process



Adults learning process



Competence = knowledge + ability + attitude

To be competente = to know + to do + to walk the talk



To reflect...about our brain in trainings

We start from what they know already
Metafors, stories
Stop content when the emotions are there

Emotional

Behavioral

Immediate application
70% of what we do is a habit
(we are not 100% conscious
about these behaviours, we
need feedback to shape them)

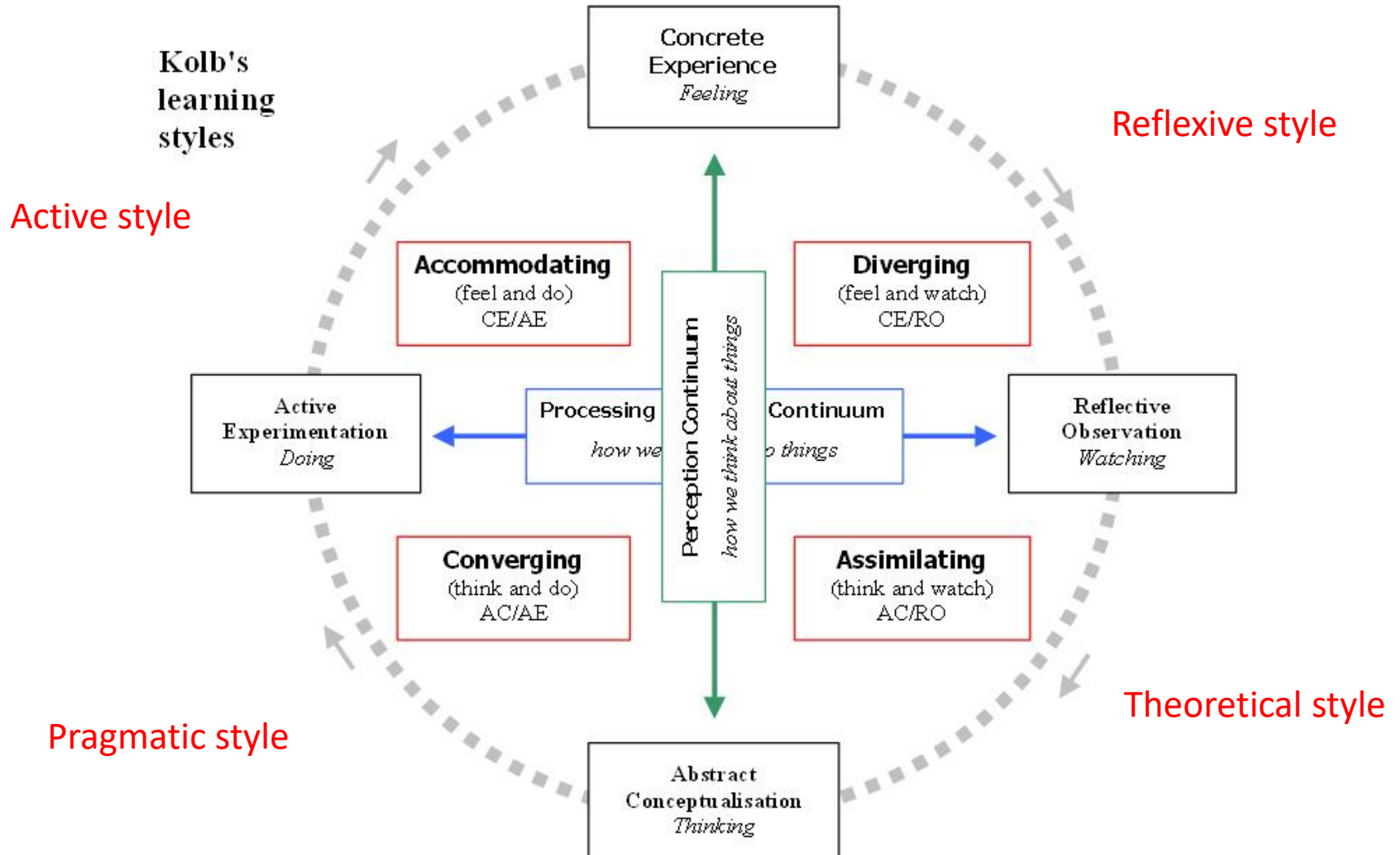
Cognitiv

Approach all 4 learning styles
Teach "little pieces"

Social

Relationship is first, content is the second
The trainer is a model (ask yourself: what I do from what I say/ teach)
We learn a lot watching what others do

Kolb learning styles



Learning styles

...different, personal learning preferences regarding perception, processing, organization, representation and understanding (Kolb, 2000).

Results

(study 2014, 140 people, 80 students in PPT, 60 people without training in PPT)

Online application of Kolb Learning Styles questionnaire (short version – 14 items)

Accommodating (active style) - 19% vs 20%

Converging (pragmatic style) - 13% vs 17%

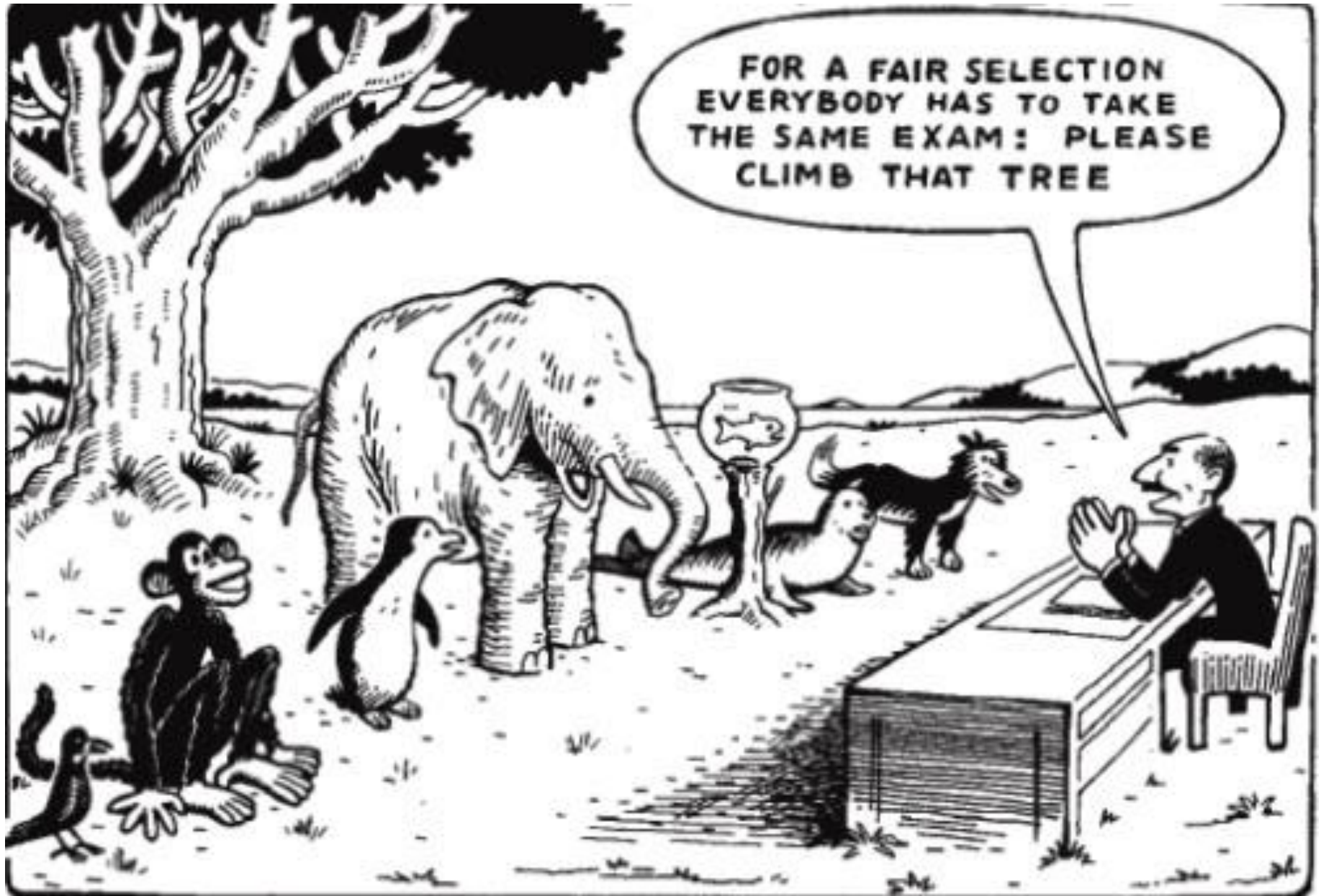
Assimilating (theoretical style) - 8% vs 13%

Diverging (reflexive style) - 8% vs 1%

Different learning activities/ exercises for different learning styles

Reflexive	Teoretician	Pragmatic	Active
<ul style="list-style-type: none"> • Observe what the others do • Find solutions for new situations • Reading • Combine information from different sources <p>Being an observer in a role play and reflect on this experience Psychodrama exercises (being the spectator)</p>	<ul style="list-style-type: none"> • Schemas, tables, diagrams • Structure, agenda, plan • Zoom-out - Overview/ like the big picture • Zoom-in on little pieces • Checking the information from different sources • Models, validating theories • Keep it simple <p>Theoretical parts Bibliographic recommendations Results of studies</p>	<ul style="list-style-type: none"> • Role play • Structure • Synthetization of information • Arguments • Application • Learning by doing • Visual • Results oriented • Study cases • Follow up • Keep it short and simple <p>Being a therapist in a role play and reflect on this experience Performing sequences of training and exercises Case conceptualization</p>	<ul style="list-style-type: none"> • Role play • Movies • Brainstorming • Debate • Board games • Feedbacks • Simulations <p>Being a patient in a role play and reflect on this experience Self-discovery exercises Psychodrama exercises (being the protagonist or Alter Ego)</p>

FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



- James E Zull - The Art of Changing the Brain: Enriching Teaching by Exploring the Biology of Learning (2002)
- Kolb David A. - Toward a Typology of Learning Styles and Learning Environments (2015) -