TOPIC: LEARN

SUMMARY: Understanding the learning process and historical views on learning are important for college students. Gaining insight into one’s own learning style, dominant intelligences, and personality type can be very helpful in determining the best academic approaches and career paths for students. The Activity Chart gives a brief overview of the activities found in this section. A complete description of each activity follows this chart including timelines, procedures, processing, and application. Each activity is also denoted as to the feasibility of use in a traditional, hybrid or blended, or online class.

LEARNING OUTCOMES: Students will be able to:

- Discuss historical perspectives on learning
- Create a study plan based on their learning style and dominant intelligences
- Use personality typing to assist with learning, studying, and career development

ACTIVITIES FOR LEARN

The following chart provides a quick overview of the activities for Learn. A complete description, including directions, materials needed, timelines for completion, and applicable worksheets follow this chart. As you review this material and the activities within, consider the following:

- None of the activities are meant to be prescriptive. Pick, choose, and adapt. You know your students and what they need better than anyone else.
- We have denoted the format in which the activities can be used. Some are suited only for face-to-face, but the majority can be adapted to hybrid and online environments.
- We have included all worksheets needed to complete the activities for this topic.
- You may want to suggest means by which your students can save, retrieve, and send their activities. This is usually determined by you and the LMS used at your institution.
- The activities provided for this module are intended to give you suggestions that may assist you in providing students with activities, journal writing, thought-provoking situations, and group activities. You probably have many activities in addition to the ones found here. Use them to your best advantage. You and your ideas bring the class to life.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Paring Off</td>
<td>This activity provides students the opportunity to work with others to problem solve.</td>
<td>☑  Traditional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑  Hybrid or Blended</td>
</tr>
<tr>
<td>#2 Career Checklist</td>
<td>This activity helps students understand how personality type relates to career choice.</td>
<td>☑  Traditional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑  Hybrid or Blended</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑  Online</td>
</tr>
<tr>
<td>#3 Capitalizing on Your Strengths</td>
<td>This exercise has students build a learning/study plan based on their strengths.</td>
<td>☑  Traditional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑  Hybrid or Blended</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑  Online</td>
</tr>
<tr>
<td>#4 Learning through Intelligences</td>
<td>This activity helps students understand Gardner’s eight intelligences.</td>
<td>☑  Traditional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑  Hybrid or Blended</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑  Online</td>
</tr>
</tbody>
</table>
MyStudentSuccessLab ASSESSMENTS and ACTIVITIES

MyStudentSuccessLab (www.mystudentsuccesslab.com) is an online solution designed to help students acquire and develop the skills they need to succeed. Here students can access peer-led video presentations and develop core skills through interactive exercises and projects. Rich assessments based on Bloom’s Taxonomy and tied to learning outcomes provide students with the opportunity to identify their strengths and weaknesses and to communicate them more effectively. MyStudentSuccessLab helps students develop academic, life, and career skills that will transfer to ANY course or experience.

Learning Preferences

<table>
<thead>
<tr>
<th>MSSL Topic</th>
<th>MSSL Activity Description</th>
<th>Related Learning Objectives</th>
<th>Time on Task</th>
<th>Suggested Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Preferences</td>
<td>Topic Pre-Test 20 Multiple Choice questions targeting various levels of Bloom’s taxonomy. Auto grading</td>
<td>All topic learning objectives (see Overview in the Learning Path)</td>
<td>30 min</td>
<td>Homework or in-class quiz</td>
</tr>
<tr>
<td>Learning Preferences</td>
<td>Video: Learning Preferences Student Interview A series of freshmen and upper classmen student interviews discussing learning styles</td>
<td>• Explain how learning preferences relate to study strategies</td>
<td>25-30 min</td>
<td>Homework or in-class video with discussion questions</td>
</tr>
<tr>
<td>Learning Preferences</td>
<td>Practice 1: Learning About Your Learning Preferences This multimedia activity has students take a learning preferences assessment and analyze the results</td>
<td>• Describe different learning preferences • Determine your learning preferences</td>
<td>8-10 min</td>
<td>Extra practice or homework</td>
</tr>
<tr>
<td>Learning Preferences</td>
<td>Practice 2: How Learning Preferences Affect Study Skills Students identify study and class tactics that suit their learning preferences</td>
<td>• Explain how learning preferences relate to study strategies • Identify classroom and study tactics for different</td>
<td>15-20 min</td>
<td>Extra practice or homework</td>
</tr>
</tbody>
</table>
| Learning Preferences | Practice 3: Creating a Game Plan to Study Effectively | This multimedia activity has students consider teaching styles and how to adapt to each style | • Assess how teaching styles relate to learning preferences  
• Apply your understanding of teaching styles to adjust in any learning situation | 20-25 min | Extra practice or homework |
|----------------------|-----------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------|--------------------------|
| Learning Preferences | Activity 1: Learning Preferences--Essay             | Students prepare a study plan for a student and instructor whose styles do not mesh. Can submit for grading via LMS or doc sharing. (See Appx A for grading rubric) | • Apply your understanding of teaching styles to adjust in any learning situation  
• Recommend effective learning strategies for your learning preferences | 20-25 min | Graded homework |
| Learning Preferences | Activity 2: Journal/Goal Setting activity           | **Part 1:** Short e-journal activity to reflect on learning preference strengths and weaknesses  
**Part 2:** Students set a goal to build a lesser developed learning preference | • Build a lesser developed learning preference | 30-45 min | Reflection activity  
Goal-setting activity |
| Learning Preferences | Extra Practice                                      | Test items with feedback for correct and incorrect answers. Test items cover all topic learning objectives (see Overview in the Learning Path) | Additional Extra Practice items assess these learning objectives:  
• Examine Gardner's Multiple Intelligences theory  
• Explore | Self-paced so time is variable | Extra practice or homework |
| Learning Preferences | Topic Post-Test | 20 Multiple Choice questions targeting various levels of Bloom’s taxonomy. Auto grading | All topic learning objectives (see Topic Overview in the Learning Path) | 30-45 min | Graded in-class test (can compare Pre- and Post-Test results) | different learning preference and intelligence theories |
### MSSL Assessment

<table>
<thead>
<tr>
<th>MSSL Assessment</th>
<th>Description</th>
<th>Related Learning Objective</th>
<th>Time on Task</th>
<th>Suggested Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golden Personality Type Profiler</td>
<td>Upon completion of this assessment, students will receive a report detailing learning style, communication style, approach to teamwork, personal motivators, leadership style, and ways they cope with stress.</td>
<td>All topic learning objectives (see Overview in the Learning Path)</td>
<td>This activity will take approximately 30 minutes to complete. There are no right or wrong answers.</td>
<td>Reflection activity related to LEARN topic. Students will have access to a student feedback report and guide.</td>
</tr>
</tbody>
</table>
ACTIVITY #1: PAIRING OFF

What to do: One of the best ways to help students understand the significance of personality typing is to allow time for people with different personality types to engage in meaningful, directed conversation. This exercise allows two, three, or four students to engage in a conversation to actually solve a problem.

Have each student take a personality indicator. While the Myers-Briggs is by far the most valid and has the most tried and true validity, there are other indicators that will give the same results. Students can take the indicator in the text, go to the counseling office on campus, or go online to one of the URLs provided, or you can provide the instrument.

After the students have taken the indicator and gotten their results, explain the differences and similarities among the eight types. Allow them to ask questions and engage in a conversation about the results. Ask them if the indicator "pegged" them or if they felt it was off base. Why or why not?

After they have a firm grasp of the theory behind typology, assign each student one or two partners with a different personality type. Once the groups are established, give them a problem to solve as a group. They must come up with a consensus.

How much time: This activity can be completed in a class period (20 minutes after students have their types determined).

How to evaluate: After they have had ample time to discuss the problem, engage them in a conversation about how they arrived at a solution (if they did, and some groups will not be able to do so). What you will find is that people with different personality types think about things very differently. This would be a great opportunity to tie in a conversation about how people with different personality types take notes, study, prepare for tests, and deal with life situations differently. You can have students then journal on their feelings about this exercise.

How to use: Best used in a traditional or hybrid or blended class.
ACTIVITY #2: CAREER CHECKLIST

What to do: This exercise will help students understand how personality typology plays an important role in selecting a career.

After discussing personality typing, divide students into small groups and give them the worksheet. Encourage them to think of careers that might appeal to particular aspects of one’s personality type and provide them with a few examples to get them started, such as, “Would a career in sales be more suited to an introvert or extrovert?” Have groups work together to think of at least three careers for each.

How much time: This activity can be completed in one class period (20-30 minutes).

How to evaluate: After they have had time to work on the sheet, have them discuss how and why they made their decisions. If, during the conversation, some of the careers indicated are highly stereotypical, this would be a great opportunity to talk about the negative effects of stereotyping, prejudging, and drawing unfair conclusions or making overgeneralizations.

How to use: Can be used in a traditional, hybrid or blended, or online class. Online students can process this activity via a wiki or discussion board.

Materials: CAREER CHECKLIST worksheet.
CAREER CHECKLIST

Directions: For each aspect of personality typing, make a list of careers that someone with this personality characteristic might enjoy/find rewarding.

EXTROVERT:

INTROVERT:

SENSING:

INTUITIVE:

THINKING:

FEELING:

JUDGING:

PERCEIVING:
ACTIVITY #3: CAPITALIZING ON YOUR STRENGTHS

What to do: This exercise has students evaluate the results of all inventories from this topic to develop a personal learning and study plan.

After students have read the information on this topic and taken the tests to determine strengths related to personality type, dominant intelligence, and learning style, they will use this exercise to help design a plan for studying and learning that capitalizes on their best assets. Share this example:

“For example, assume that your test on multiple intelligences determines that you are a visual spatial learner. You will be asked to review that information and decide how you might use it to help you study in a more effective manner. You might decide that you can study more effectively by using more pictures, graphs, and charts as you take notes in class and when you study.”

Give them time to complete this assignment out of class.

How much time: This activity is introduced during one class period (15 minutes) and processed during a later class period because it requires some reflection. It would also be useful as a midterm or final assignment.

How to evaluate: Conduct a group discussion about how to translate strengths into a plan. Then, students can write about their individual plans.

How to use: Can be used in a traditional, hybrid or blended, or online class. Online students can process this exercise via a wiki or discussion board.

Materials: CAPITALIZING ON YOUR STRENGTHS worksheet.
Directions: After you have read the chapter and taken the assessments to determine your strengths related to your personality type, dominant intelligence, and learning style, design a plan for studying and learning that capitalizes on your best assets.

- **Multiple Intelligence:**

  What is your dominant intelligence?
  ____________________________________________________________

  How can you use this information to adjust the way you are studying on a daily basis?
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________

  How can you use this information to adjust the way you are studying for exams?
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________

  How can you use this information to assist you in taking better notes in class?
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________

- **Learning Styles:**

  What is your dominant learning style?
  ____________________________________________________________
How can you use this information to improve and adjust the way you are studying on a daily basis?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How can you use this information to improve and adjust the way you are studying for tests and exams?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How can you use this information to adjust and improve the way you are taking notes in class and when you read?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

• Personality Type:

What is your personality type?
________________________________________________________________________

How can you use this information to improve and adjust the way you are studying on a daily basis?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
How can you use this information to improve and adjust the way you are studying for tests and exams?

________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________

How can you use this information to improve and adjust the way you are taking notes in class and when you read?

________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________

Now that you have a great deal more information on your strengths, how will you combine what you know about your personal learning style, dominant intelligence, and personality type to apply yourself better in and out of class?

________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________
ACTIVITY #4: LEARNING THROUGH THE EIGHT INTELLIGENCES

What to do: From time to time, we have students who simply do not or cannot grasp a concept or a theory or understand a poem or a piece of symbolism. This may be due, in part, to the fact that they have never heard of and do not understand the eight intelligences and how they play a role in helping us comprehend and retain information. This exercise will allow students to spend time focusing on each intelligence.

After discussion Gardner’s intelligences and completing the inventory, find a piece of subject matter that you would like to have your students explore through the eight intelligences. If your area is math, perhaps you will select a theory or word problem. If your area is English, perhaps you will select a poem or a short piece of literature. If your area is engineering, you may select a problem-solving example.

Have your students get into groups of three or four. Give them the information that you would like them to explore. You may even want to have them take it home with them to read and study in detail before you tell them about this exercise. After they have grouped together and studied the material, have them come up with at least two ways for each of the eight intelligences to teach this information to the class.

For example, if you selected a poem, your student groups will have to decide two ways to teach this through the eight intelligences such as:

**Verbal / Linguistic** Have someone in the class who has a dynamic voice read the poem several times. Have groups of students discuss the poem in detail. Have them select words from the poem that are not familiar and define those words.

**Visual / Spatial** Have students draw an interpretation of the poem on poster board. Have students act out the poem using body language only, no words.
How much time: This activity can be completed in one class period (30 minutes once students have completed the inventory).

How to evaluate: Have each group make their presentations and have a discussion about what was learned from this activity.

How to use: Can be used in a traditional, hybrid or blended, or online class. Online students can process this exercise via a wiki or discussion board.

Materials: LEARNING THROUGH THE EIGHT INTELLIGENCES worksheet.
Directions: Using the information (topic) provided by your instructor, identify at least two ways to teach this topic to the class through each intelligence.

VISUAL/SPATIAL: (picture smart): ____________________________________________
__________________________________________________________________________
__________________________________________________________________________

VERBAL/LINGUISTIC: (word smart): __________________________________________
__________________________________________________________________________
__________________________________________________________________________

MUSICAL/RHYTHM: (music smart)____________________________________________
__________________________________________________________________________
__________________________________________________________________________

LOGIC/MATH: (number smart)_______________________________________________
__________________________________________________________________________
__________________________________________________________________________

BODY/KINESTHETIC: (body smart)___________________________________________
__________________________________________________________________________
__________________________________________________________________________

INTERPERSONAL: (people smart)____________________________________________
__________________________________________________________________________
__________________________________________________________________________
**INTRAPERSONAL:** (self smart)
_____________________________________________________
_____________________________________________________

**NATURALISTIC:** (environment smart)
_____________________________________________________
_____________________________________________________