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Adapting Instruction to Learning Style

Ralph Gryzbek
Worcester Polytechnic Institute

Victoria Nassar
Worcester Polytechnic Institute

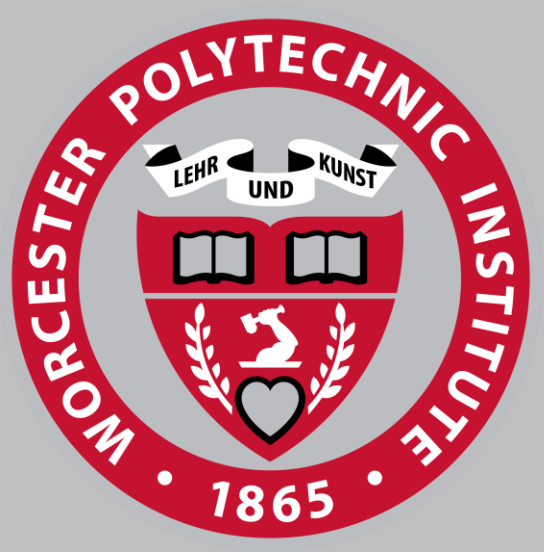
Alexandra Ward
Worcester Polytechnic Institute

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Adapting Instruction to Learning Styles

Ralph Grzybek (AE), Victoria Nassar (ME), and Alexandra Ward (MGE)
Professors: Robert Traver (Social Science), and Paul Kirby (Philosophy)
PLA: Lily Randle (BC)
GPS: Ignorance is NOT Bliss

Problem

Introductory physics courses at WPI do not utilize differentiated learning styles.

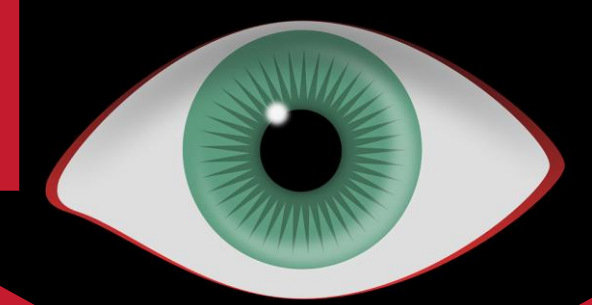
Goal

To assess learning styles in physics classes at WPI and encourage teachers to adapt differentiated instruction.

Method

12. I enjoy:

- a) Watching movies, looking at photos/art, or people watching
- b) Listening to music, or talking to friends
- c) Doing activities, playing sports, building models, or being active



Analyze survey results



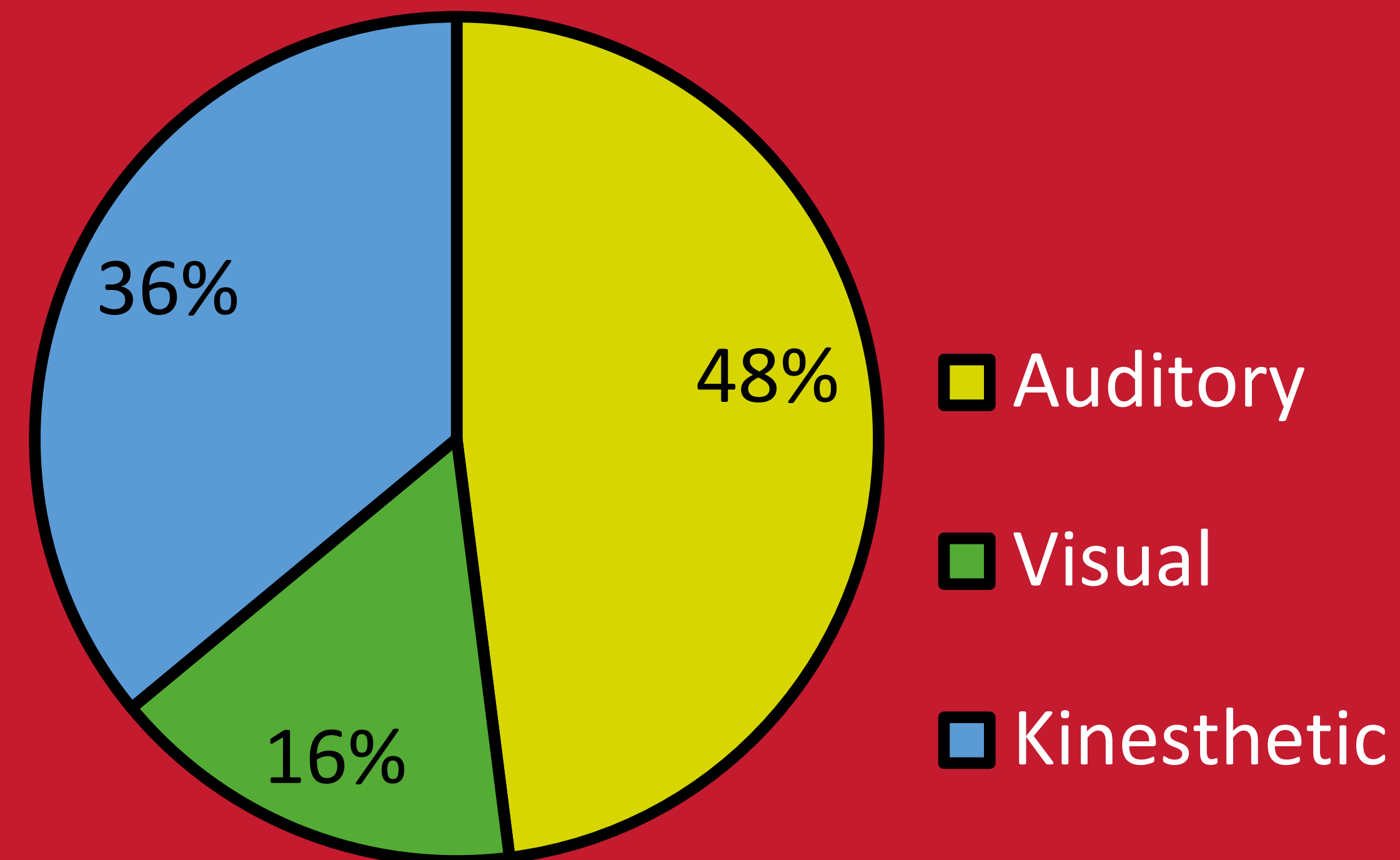
Adapt instruction based on survey results



Post- survey to analyze effectiveness

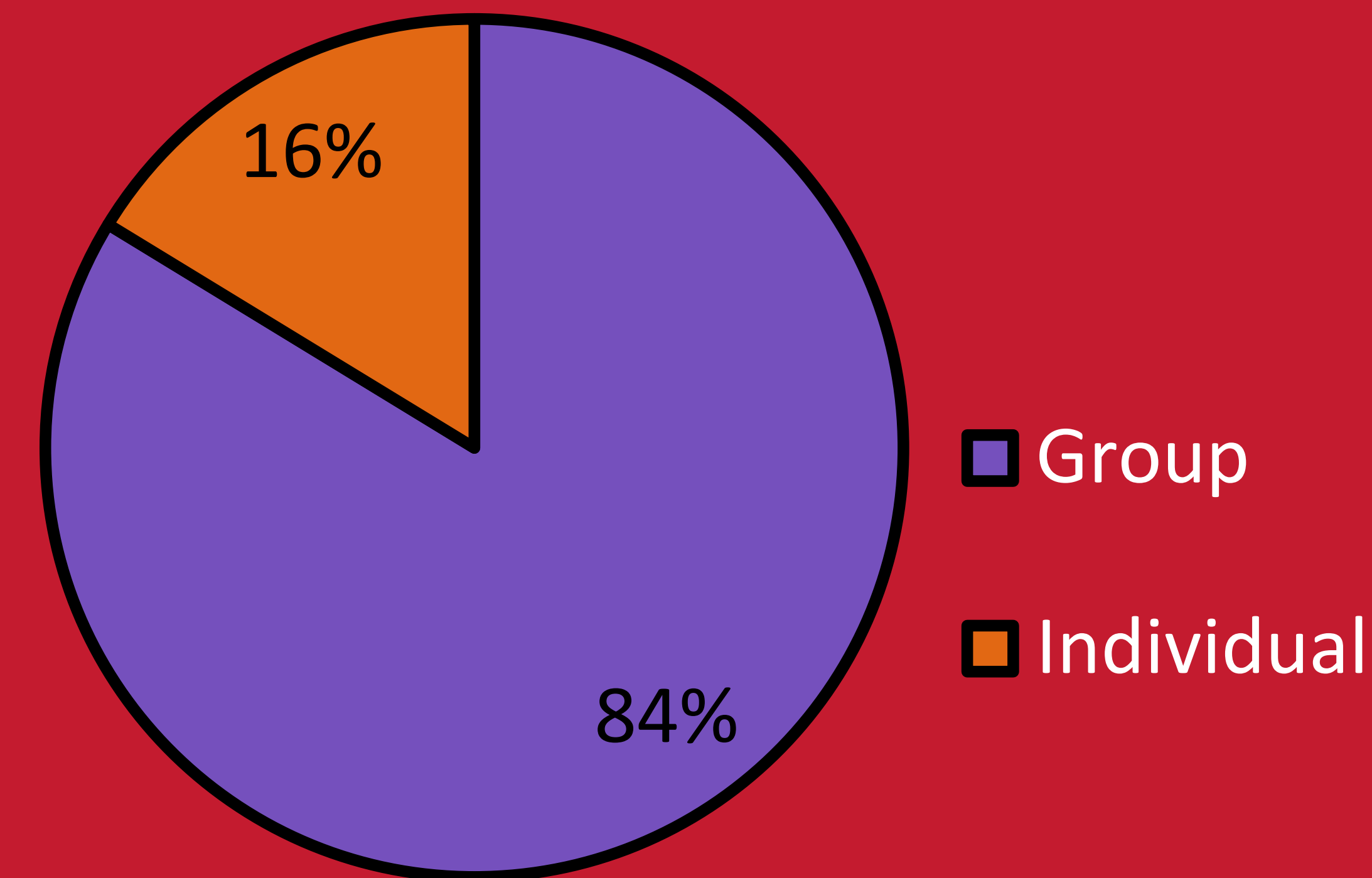
Data

Amount of Students Who are Certain Types of Learners



N= 27 students

Amount of Students Who Learn in Different Settings



N= 27 students

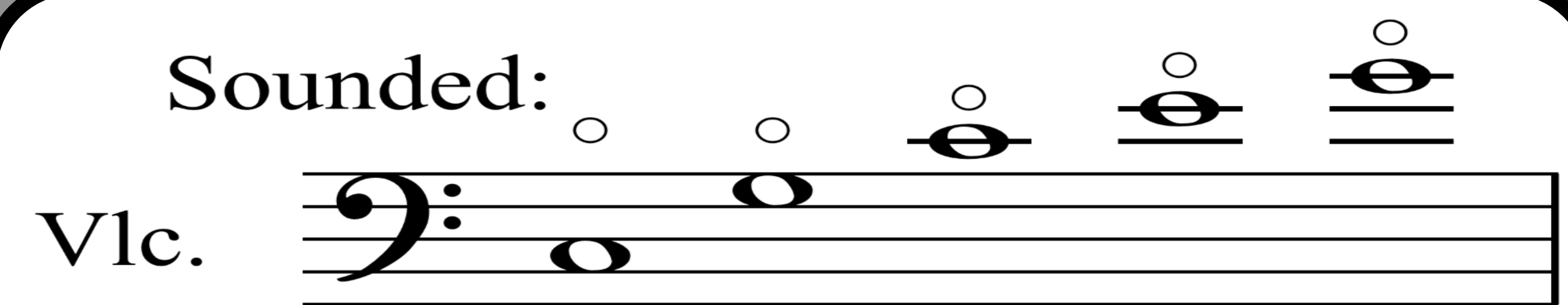
Solution

- Conference should be altered by varying speed, volume, and pitch to create aural texture. Class work should be given in groups.
- If students polled:
 - Visual: There should be more visual aids like pictures or diagrams.
 - Kinesthetic: There should be more demonstrations and lab based work.
 - Individual: Give independent assignments.

Recommendation

- Survey each conference at the beginning of each term.
- Establish a common learning style within each specific conference.
- Implement corresponding instruction.

Sounded:



Data Analysis

The results of our survey showed that the students in this specific Physics 1120 are auditory learners and prefer to work in group settings.

References

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