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The VAK learning style uses three main sensory receivers: Visual, Auditory and Kinesthetic (movement) to define the dominant learning style. Sometimes it is known as VAKT (visual, auditory, tactile, and tactile). It is based on modalities - the channels through which human expression can occur, and consists of a combination of perception and memory. VAK is derived from the accelerated learning world and seems to be about the most popular model now because of its simplicity. Although the study showed a link to modalities and learning styles (University of Pennsylvania, 2009), studies have so far failed to prove using their learning style provides the best tools for studying a task or subject. This is probably because it is more a preference rather than a style. Students use all three mechanisms to obtain and learn new information and experiences. However, according to VAK theory or modality, one or two of these styles of getting are usually dominant. This dominant style determines the best way for a person to learn new information by filtering what needs to be studied. This style may not always be the same for some tasks. A student may prefer one style of learning for one task, and a combination of others for another task. Classically, our style of learning is imposed on us throughout life like this: In kindergarten classes up to the third, new information is presented to us kinesthetically; Classes from 4 to 8 are visually represented; while grades 9 are in college and in the business environment, the information is presented to us mainly through auditory means such as lectures. According to the VAC theorists, we should present the information using all three styles. This allows all students the opportunity to participate, no matter what their preferred style may be. While there is some evidence for the modality of specific strengths and weaknesses (Rourke, et al. 2002), what has not been found to be consistent with the learning style to individual strength of learning improves their learning abilities. For example, one study (Constantinidou and Baker, 2002) found that visual representation using images is beneficial for all adults, regardless of high or low-learning preference for visual imaging. Indeed, it is especially beneficial for those who prefer oral processing. Hints for recognizing and implementing the three styles of VAK auditory students often speak to themselves. They can also move their lips and read aloud. They may have difficulty reading and writing tasks. They are often better off talking to a colleague or tape recorder and hearing what has been said. To integrate this style into the learning environment: Start new material with a brief explanation of what's to come. They will finish with a summary of what has been covered. It's an old adage to tell them that they to bend over, teach them, and tell them what they have learned. Use the Socrates method by lecturing, interrogating students to extract as much information as possible from them, and then fill in the gaps with your own experiences. Include auditory activities such as brainstorming, buzzing groups or Jeopardy. Leave plenty of time to take stock of the activity. This allows them to make connections of what they relied on and how it relates to their situation. Students have verbalization issues. Develop an internal dialogue between you and your students. Visual students have two sub-channels - linguistic and spatial. Students who are visually linguistic like to learn in writing, such as reading and writing assignments. They remember what was recorded, even if they don't read it more than once. They like to write instructions and pay more attention to lectures if they watch them. Students who are visually spatial usually have difficulty with written language and are better with diagrams, demonstrations, videos and other visual materials. They easily visualize faces and places using their imagination and are rarely lost in a new setting. To integrate this style into a learning environment: use graphs, diagrams, illustrations, or other visual aids. Include contours, concept maps, agendas, handouts, etc. for reading and taking notes. Include a lot of content in the handouts for rereading after the training session. Leave the white space in the handouts for notes. Offer questions to help them stay alert in their auditory environments. Post a flip chart to show what will come and what has been submitted. Highlight the key points to signal when to take notes. Eliminate potential distractions. If possible, to supplement the text information with illustrations. Make them draw pictures in the fields. Do students imagine a topic or have them act out of a subject. Kinestonians are best suited when touching and moving. It also has two subchannels: kineston (movement) and tactile (touch). They tend to lose concentration if there is little or no external stimulation or movement. Listening to lectures, they may want to take notes in order to move their hands. When reading, they like to scan the material and then focus on the details (get the bigger picture first). They usually use colored lighters and take notes by drawing pictures, diagrams, or drawing. To integrate this style into the learning environment: Use actions that get students and move. Play music, when appropriate, during events. Use colored markers to highlight key moments on flip charts or white boards. Give frequent stretching breaks (brain breaks). Leave the toys like Koosh Balls and Play-Dough to give them something to do with their hands. To emphasize the point, provide gum, candy, fragrances, etc., which provides a cross-connection of smell (flavor) (flavor) (flavor) at hand (smell can be a powerful signal). Leave high lighters, colored pens and/or pencils. Guide students through visualizing complex tasks. Make them transfer information from text to another environment, such as a keyboard or tablet. WAC Review Free WAC Poll. Links to Konstantinidou, F. and Baker, S. (2002). The incentive of modality and verbal achievement in normal aging. Brain and language, 82 (3), 296-311. Rourke, B., Ahmad S, Collins, D., Heyman-Abello, B., Heyman-Abello, S., and Warriner, E. (2002). Children's Clinical/Children's Neuropsychology: Some Recent Advances. Annual Psychology Review, 53, 309 x 339. University of Pennsylvania (2009). Visual students convert words into pictures in the brain and vice versa, says psychology research. ScienceDaily. Received on July 10, 2011, from theories of which are aimed at taking into account differences in people's learning styles, are among a number of competing and contested theories that aim to take into account differences in people's learning. Many theories share the assumption that people can be classified according to their style of learning, but differ in how proposed styles should be defined, classified and evaluated. The general idea is that people differ in how they learn. The idea of individualized learning styles became popular in the 1970s and greatly influenced education, despite the criticism that this idea received from some researchers. Proponents recommend that teachers conduct needs analysis to evaluate their students' learning styles and adapt classroom learning methods to best match each student's learning style. Although there is ample evidence that people express preferences as to how they prefer to receive information, several studies have not found in the use of learning styles in education. Critics say there is no consistent evidence that defining an individual student's teaching style and teaching for specific learning styles yields better results for students. They often call it neuromite in education. There is evidence of empirical and pedagogical problems in forcing one-on-one learning tasks. Well-thought-out studies contradict the widespread grid hypothesis that a student will learn best if taught by a method deemed appropriate for a student's teaching style. They also show that teachers cannot accurately assess the teaching style of their students. There are significant criticisms of approaches to learning styles by scientists who have reviewed extensive research. In an article published in 2015, it concludes: The theories of learning styles have not materialized, and we have a responsibility to make students aware of this. [2]:269 [2]:269 Models there are many different models of learning styles; 71 different models were identified in one literary review. Here are just a few models: 166-168. David Kolb's model, David A. Kolb, is based on his empirical model of learning, as explained in his book Experimental Learning. The Kolb model describes two related approaches to learning experience: specific experience and abstract conceptualization, as well as two related approaches to transforming experience: reflexive observation and active experimentation. According to the Kolb model, the ideal learning process involves all four of these modes in response to situational requirements; they form a learning cycle from experience to observation to conceptualization to experimentation and back to experience. For training to be effective, as Kolb postulated, all four approaches must be included. As people try to use all four approaches, they can tend to develop strengths in a single experience-capture approach and one experience of transforming the approach, leading them to a preference for one of the following four learning styles: 11:127127 12 Placement Concrete Experience Active experiment: strong in practical practical actions (e.g. Physiotherapists) Converger Abstract Conceptualization Active Experiment: strong in the practical practical application of theories (e.g. engineers) Diverger social workers) Assimilator - Abstract conceptualization - Reflexive observation: strong inductive thinking and the creation of theories (e.g. philosophers) the Kolb model has generated an inventory of the style of learning, the method of evaluation used to determine the style of learning. According to this model, people may be preferred for one of four styles - Accommodation, Convergence, Divergence and Assimilation - depending on their approach to learning in the experimental Kolb learning model. Although the Kolb model is widely accepted with substantial empirical support and has been revised over the years, a 2013 study noted that Kolb's Learning Style Inventory, among its other flaws, incorrectly dichotomizes people on abstract/specific and reflective/action dimensions of empirical learning (in much the same way as the Myers-Briggs indicator does in a different context) and suggested instead treating these measurements as continuous rather than dichotomic/binary variables. Peter Honey and Alan Mumford model Peter Honey and Alan Mumford adapted the empirical model of Kolb's training. First, they renamed the stages into a learning cycle according to management experience: experience, experience review, experience and planning for the next steps. (14):121-122 Second, they these stages up to four learning styles, named: 14:122-124 Activist Reflector Theorist Pragmatic These four styles of learning are supposed to have acquired preferences that adapt, either by their death or through altered circumstances rather than fixed personality characteristics. The Honey and Mumford Learning Style (LS) questionnaire is a self-development tool and differs from Kolb's Learning Style Inventory, inviting managers to fill out a checklist of work-related behaviors without directly asking managers how they learn. Once self-assessments have been completed, managers are encouraged to focus on strengthening underutilized styles so that they are better prepared to learn from a wide range of everyday experiences. The MORI survey, commissioned by the Tuition Campaign in 1999, found that Honey and Mumford LSH were the most widely used system for assessing preferred learning styles in the local government sector in the UK. (quote necessary) Learning Modality by Walter Burke Barbe and colleagues proposed three teaching methods (often defined by the acronym VAK): 16 Visualization of modality of auditory modality of Kineseska Modality Description Of learning Visual formic / tactile image gestures Listening to body movements Rhythms Sculpture Object manipulation of Tone Pictures Positioning Chants and colleagues reported that learning techniques of force can occur independently according to their studies, are visual or mixed), they can change over time, and they become integrated with age. They also noted that the strengths of learning differed from preferences; a person's preferences for modality may not correspond to his empirically measured power of modality. This gap between strengths and preferences

