

**Teaching Students with Different Learning Styles and Levels of Preparation**  
**Wednesday, January 30, 2008, 3:30-5:00 p.m., HGS 119**  
**Anna Gawboy and Alison Greene**

**Objectives**

- TF's will identify various reasons students may be operating on different levels.
- TF's will develop strategies for assessing and teaching students with different learning styles and levels of preparation.

**Agenda**

VARK handouts on chairs; folks complete them as they come in (or take home for later)

- 3:30-3:45      Opening and introductions: name, department, year teaching, and one particular situation in a section in which your students were clearly not all on the same page.
- 3:45-3:50      Group brainstorm: What are the varied causes of the split class?  
[motivation, preparation, background in the field, different learning styles].  
[Anna's visual representation of responsibility]
- 3:50-4:00      Pair-share with half-sheet worksheet. (2 minutes to write; 5 minutes to share)
- 4:00-4:15      Assessment
- TF's share their responses to Q2 above.
  - When are appropriate times to assess your students' knowledge/skills?
    - Beginning of the semester (introductions, index cards, content knowledge evaluation/quiz—maybe give again at end of semester, VARK)
    - Middle and end of semester (use quizzes to plan review sessions and as end-of-semester evaluation of your own teaching)
    - Beginning of a section (fist-to-five, short written self-assessment)
    - Mid-section (same as at beginning)
    - End of section (short written self-assessment)
    - When turning in an assignment (Lewinnek Method handout)
  - TF assessment/self-assessment: a good assessment lets the TF know how to prepare and also helps students understand what they know, what they've learned, and what they need to know.
- 4:15-4:30      Strategies: Once you've assessed your students' knowledge/skills, how do you adjust your semester and weekly plans to best meet your students' needs?
- Four poster pages: motivation, preparation, background, learning styles. TF's write their strategy (from the pair-share) under the issue they believe their strategy most directly addresses.
  - A&A: Is there anything someone has written here that you want to hear more about?
  - A&A: Take a look again at VARK. Which learning styles do these strategies most accommodate? Have we left out any learning styles? What can we add?
- 4:30-4:45      TF's discuss individual concerns and issues specific to their disciplines/sections.  
Feedback forms

**Materials**

half-sheet worksheet

feedback form

assessment and strategies handout

Lewinnek feedback handout

VARK

poster paper and markers

Anna's visual representation of TF responsibility