

The Illinois University for Career and Technical Education

AWARDS for INNOVATION

Final Report

Learning Styles, Teaching Styles: Implications for CTE

Submitted
by

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Exploring student and teacher learning styles is critical to career and technical education (CTE) teachers for the following reasons (a) typically, students with varying academic interests and abilities enroll in CTE courses, (b) it is reasonable to find a variety of learning preferences among teacher and students, and (c) today's CTE teacher may enter the classroom via traditional preparation programs, alternative certification programs, or provisionally certified with no professional education background.

The Learning Styles, Teaching Styles: Implications for CTE grant was developed and delivered by Dr. Marcia Anderson, Professor, and Stephen J. McCaskey, doctoral candidate of Southern Illinois University Carbondale. The purpose of this grant was to create awareness on the importance of identifying teaching styles among CTE pre-service teachers, alternative certified teachers, and practicing teachers. The grant project had six objectives. The six objectives are as follows with a description of how each objective was achieved.

OBJECTIVES

1. Develop a research-based professional development workshop.

Through an extensive review of literature and with contacts of university researchers deemed as experts in learning strategies, educational philosophy, and teaching style the content of the workshop was assembled. The following is an outline of the workshop topics:

- a. Outline of the grant
- b. Learning style vs. learning strategy – ATLAS instrument
- c. Educational philosophy – PHIL instrument
- d. Teaching style – PALS instrument

- e. Path of continued success
 - i. Instrumented learning
 - ii. Meta-cognition
 - iii. Reflective practice

2. *Create awareness of identifying teaching styles by presenting information to CTE pre-service teachers, alternative certification teachers, and practicing teachers.*

Participating subjects were administered three instruments to identify their learning strategy, educational philosophy, and teaching style. Using the ATLAS instrument, the subjects identified their learning strategy as problem solver, navigator, or engager. The PHIL identified subjects' educational philosophy as reconstructivism, idealism, pragmatism, existentialism, or realism. Teaching style, identified by the PALS instrument classified subjects' as teaching-centered or learner-centered. These instruments allowed for subjects to reflect on their own practices. Based on individual results, instructional methodologies and strategies were discussed to improve current classroom practices.

3. *Southern Illinois University Carbondale (SIUC) partnered with the following high schools to present the workshop information:*

West Chicago High School, Vienna High School, and Pinckneyville High School.

Additionally, the partnership included teachers in ROE #40, SIUC's Chicago Public Schools' Cohort, and SIUC's pre-service instructional methods course (x2). Other *selected* schools were visited in the State of Illinois to disseminate the workshop

information, therefore creating additional awareness on this topic. The subjects consisted

of 23 pre-service teachers, 2 alternative certified teachers, 29 practicing teachers, 17 provisionally certified teachers and 1 non-declared teacher.

4. *Create a website.*

The URL for the website is <http://mypage.siu.edu/sjmc>. The content of the website includes: (a) reference material for learning strategies, educational philosophy, teaching styles, instrumented learning, meta-cognition, and reflective practice; (b) audible PowerPoint pod-cast; (c) results of data collected from workshop presentations; (d) workshop presentation DVD available upon request; and (e) project director's contact information.

5. *Produce a workshop presentation DVD for dissemination.*

A workshop presentation DVD was produced and is available upon request.

6. *Deliver a session based on the development of the workshop at the 2008 Connections Conference and submit a final report to Dr. Chris Merrill.*

The project director presented at the 2008 Connections Conference on March 5, 2008. The session was well attended by conference attendees, with many having to stand. The final report was submitted to Dr. Chris Merrill on June 6, 2008 via email from the project director, Stephen J. McCaskey.

This workshop has been accepted for presentation at the Illinois Association of Career and Technical Education (IACTE) Conference held in June, 2008 in Springfield,

IL, as well as for the National Conference for the Association of Career and Technical Education (ACTE) held in December, 2008 in Charlotte, North Carolina. Additionally, the data collected will be analyzed for manuscript submission to refereed journals.