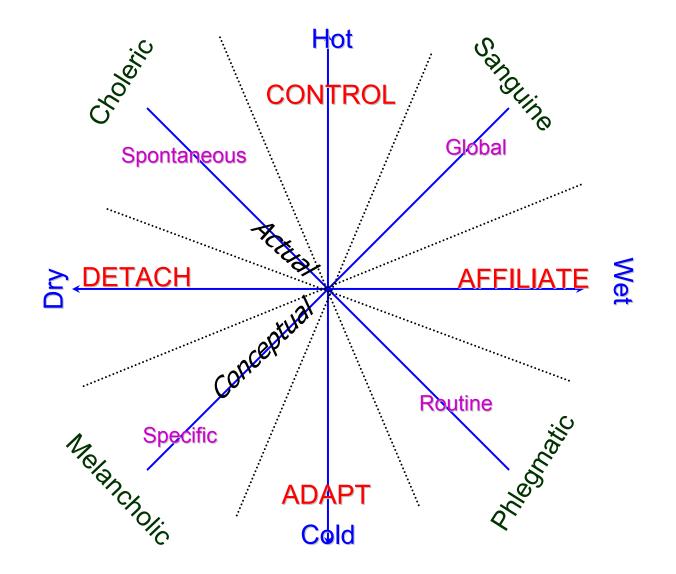
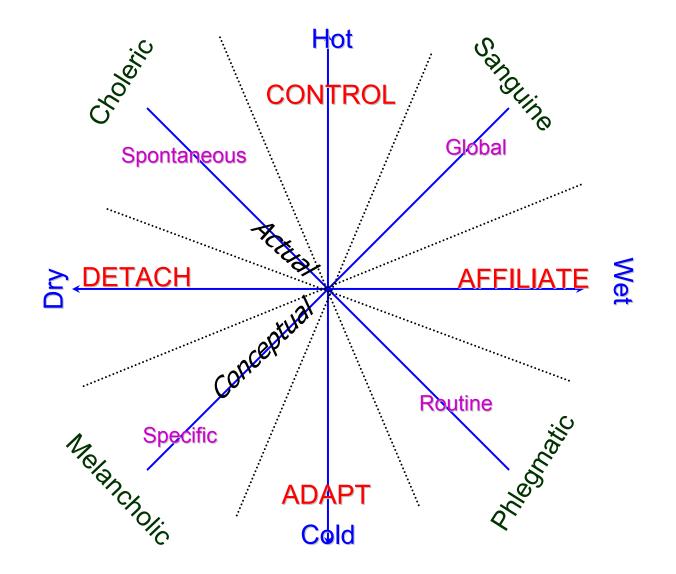


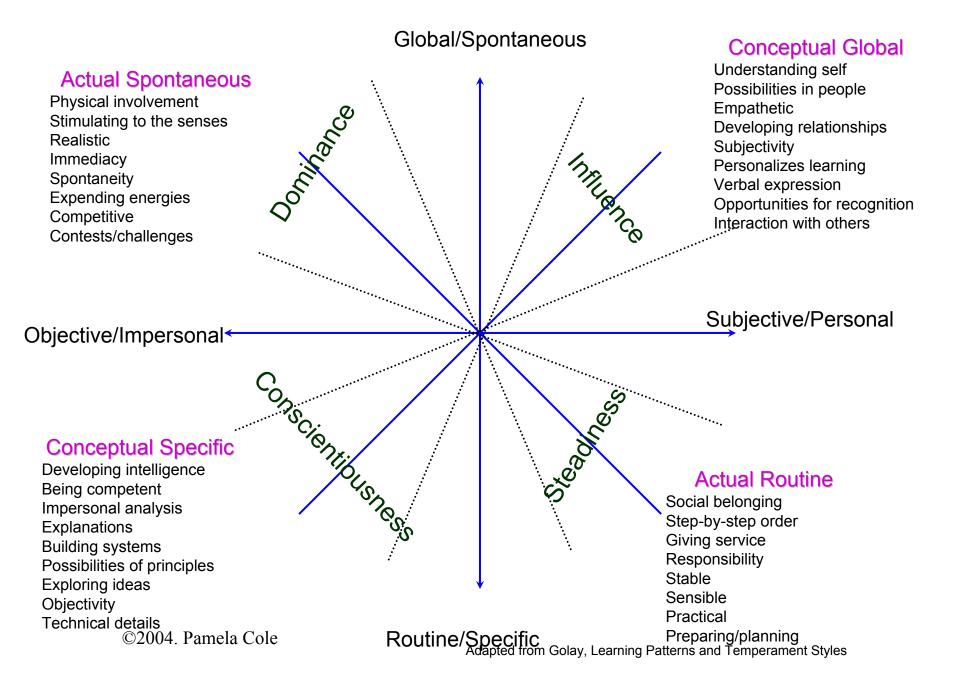
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# Four Learning Styles

- Actual Spontaneous Learner
- Actual Routine Learner
- Conceptual Specific Learner
- Conceptual Global Learner

#### Actual Spontaneous Learner (38%)

- Physical involvement
- Stimulating to the senses
- Realistic
- Immediacy
- Spontaneity
- Expending energies
- Fun-loving

- Adventuresome
- Challenge
- Competitive
- Contest
- Risk
- Excitement

# Actual Routine Learner (38%)

- Social belonging
- Caretaker
- Giving service
- Responsibility
- Stable
- Sensible
- Practical

- Planning/preparing
- Conserving energies
- Step-by-step order
- Routine
- Policies
- Rules/standards

#### Conceptual Specific Learner (12%)

- Developing intelligence
- Being competent
- Impersonal analysis
- Being concise
- Building systems
- Possibilities of principles
- Exploring ideas
- Objectivity

- Ingenuity
- Critiquing
- Explanations
- Predictions
- Technical details
- Classifying
- Categorizing
- Depth

#### Conceptual Global Learner (12%)

- Understanding self
- Self-actualization
- Possibilities in people
- Empathetic
- Developing relationships
- Subjectivity
- breadth

- Insightful
- Appreciative
- Imaginative
- Speculative
- Inspirational
- Idealistic
- Personalizes learning

# Learning Design for Four Styles

- How does the design meet the needs of Actual Spontaneous learners
- How does the design meet the needs of Actual Routine learners
- How does the design meet the needs of Conceptual Specific learners
- How does the design meet the needs of Conceptual Specific learners

### What is your mix of learners

- Unlikely to be equal amounts of each style
- Does the design match the mix of learners?
- How will you engage the dominant group while meeting the needs of learning styles less represented?
- What style bias does the instructor/facilitator bring to the learning?